



**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 [redacted]

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): [redacted]

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.

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.

Linden-Kildare Consolidated Independent School District's (LKCISD) vision to be the Northeast Texas leader in providing experiences, environment, and tools to ensure each child becomes a productive, resilient citizen and leader moving to the next horizon depends tremendously on having qualified and committed teachers in every classroom. We work to achieve this through our mission to challenge students to explore and learn through a rigorous curriculum and instructional opportunities provided within a safe learning environment lead by effective teachers, enabling equitable access to learning for all students. One of our district improvement goals is to have 100 percent of our teachers appropriately certified in the core academic subject areas on all campuses; however, the increasing teacher shortage has made this a challenge for rural, small districts such as LKCISD. Equitable access to effective, qualified teachers and substitute teachers is a challenge for our rural, economically disadvantaged district. In order to improve our students' access to effective teachers and substitute teachers, this grant will allow LKCISD to build a mentoring and learning program for new teachers that is intended to improve teacher effectiveness through co-teaching and coaching; build retention to create continuity for our students; attract new community members; and improve economic opportunity in the community. To overcome this challenge, we intend to building a partnership with the closest university to our district, which is 42 miles away, Texas A&M University Texarkana, creating an opportunity for our district to help strengthen the pre-service Educator Preparation Program ensuring new teachers are better prepared to enter the classroom and, therefore, more likely to remain in the profession. If approved, LKCISD and TAMUT will build a new teacher academy, placing pre-service teachers with qualified, effective mentor teachers who will co-teach with and model for the pre-service teacher, and allow the teacher some independent experience when they substitute. This model will offer more opportunities for teacher modelling and real-time coaching and feedback for pre-services teachers that often does not happen with first-year teachers. It also allows pre-service teachers time to build content knowledge and instructional skills side-by-side with their mentor. Using the co-teach model ensures obstacles such as different planning periods and duties will not interfere with the coaching and mentoring process. Pre-service teachers and mentors will also be supported through targeted, individualized professional development offered by administrators, with the help of our Educational Service Center in providing necessary training. The Texas Strategic Staffing Grant will provide LKCISD the start-up funding required to create a long-term, sustainable paid residency program that offers valuable coaching and mentoring for pre-service teachers in partnership with our local university.

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
District Teacher Residency Program Manager- will be a current district administrator.	Oversee and monitor program design and implementation; understand staffing needs of district, teacher effectiveness, and have experience in administration, teacher evaluation, mentoring, coaching, and curriculum
Human Resource Director- ensure residents are coded correctly and compensated appropriately.	Understand staffing requirements, employment requirements of EPP paperwork and
Business Manager- plan and administer grant money according to budget.	Understand program guidelines and fund management.
Campus Administrators-provide support to the teacher residents and mentor teachers.	Experience in TTESS,coaching teachers in classroom management, and curriculum.
Mentor Teacher- guiding teacher residents in a co-teaching model.	Experience in effective classroom management, lesson plan design, research-based instructional strategies, and leadership potential.

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: Attract new, certified or pre-service teachers to the district in hard-to-staff areas.

Activity: Work with TAMUT to place 2 pre-service teachers in a paid residency position for the duration of the 2024-2025 academic year to start, and continue to add an additional teacher each year after.

Goal 2: Develop a mentoring and coaching program to support new teachers.

Activity: Create a "New Tiger Academy" for teacher residents and new teachers in which they will engage in professional development sessions that directly target the needs and challenges of new teachers. Mentors will be required to attend at least 50 percent of the "New Tiger Academy" sessions in addition to separate Tiger Mentor Training sessions, which will match the number of total number of resident trainings required. Additional training may be required based on teacher needs.

Goal 3: Develop a sustained, paid, year-long residency that uses a co-teaching model to better prepare teachers for their first year in the classroom and beyond.

Activity: LKCISD Program administrators partner with TAMUT's EPP Program administrators to design and implement an effective, paid, year-long residency, incorporating measurements to ensure program and teacher effectiveness. Both the mentor teacher and the pre-service teachers will be trained in the co-teaching model. Mentor teachers will be trained on best practices for mentoring first-year teachers, and campus and district administrators will undergo coaching training to ensure effective support is provided to mentor teachers and paid residents.

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.

The purpose of the program is to attract, retain, and develop highly effective teachers as well as reach the district's goal of having certified teachers in 100 percent of core subject-area courses. In order to track the effectiveness of the residency program, LKCISD plans to monitor teacher retention and effectiveness as well as the effectiveness of the mentor program design. Research shows that it takes an average of five years in the classroom for teachers to reach their peak effectiveness and continue to be effective the remainder of their careers. However, 40 percent of teachers in Texas leave the profession by year five, keeping them from realizing their success. In order to track and measure the effectiveness of LKCISD and TAMUT's Teacher Residency Program, the human resources department will track retention rates, which will be reviewed every three years by the program director in coordination with TAMUT. Indicators of success will include the hiring and retention of certified teachers who complete their residency at LKCISD, successfully complete all requirements to obtain a valid Texas teacher certification, and are hired as a teacher of record at LKCISD.

To evaluate teacher effectiveness, LKCISD will track student growth over the course of the year through checkpoints, grading periods, benchmarks, and (if applicable) state assessment results. For teacher residents who go on to become employed by the district, LKCISD will continue to monitor student learning growth and evaluate effectiveness cumulatively each year.

Finally, to measure the effectiveness of the mentoring program, mentees and their mentors will complete program entrance and exit surveys to give feedback on the overall program, comparing the resident's expectations with their experience from beginning to end. Additionally, residents and mentors will complete professional development surveys to measure the effectiveness of professional development and mentor training throughout the program. This will help with the development of training materials and experiences for both the teacher resident and the mentor.

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 parameters of the Strategic Staffing Grant are outlined so that the budget of the grant will be used to compensate the District Teacher Residency Program Director. LKCISD plans to reallocate this portion of the program director's salary to be used to compensate teacher residents during their residency year and mentor teachers for their work in the co-teaching model and professional development required to become a teacher mentor. The compensation amounts for both teacher residents and their mentors will be adjusted based on the number of teacher residents placed in our school district. The initial plan is to pay a minimum of \$16,000 stipend to teacher residents and a minimum of \$4,000 stipend to resident teacher mentors. This funding split will provide for 3 full teacher resident stipends and one mentor for each paid resident. There will be enough money remaining to help cover the cost of professional development for teachers and mentors, and if enough is available, a stipend for campus administrators who will oversee the mentors and paid teacher residents. Additionally, this grant will help LKCISD stand out as a place to complete the pre-service student teaching portion of the educator preparation program. Under the traditional model, pre-service teachers often struggled with the unpaid student-teaching experience and this caused pre-service teachers to choose schools close to the university or choose a school close to where they live, discouraging them from applying or working in more rural schools who desperately need teachers. The grant funds will provide the funding LKCISD needs to start an effective, sustainable, and paid teacher residency and mentoring program to reach our goal of providing a certified and effective teacher for all students.

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.

Linden-Kildare CISD has developed a partnership with Texas A&M University-Texarkana (TAMUT) to create a year-long, paid teacher residency program for college students who are eligible for the student teaching/internship portion of their EPP. TAMUT and LKCISD have an established relationship with regards to designing a dual credit program that prepares students to enter TAMUT's nursing program as well as a core complete option for dual credit students to enroll in TAMUT prepared for any degree program. Additionally, the president of TAMUT awarded a \$1,000 scholarship for LKCISD to distribute to a deserving high school senior graduating this spring. As for the Strategic Staffing Grant program, this will be the first year of the residency partnership between LKCISD and TAMUT. Our initial goal is to place at least two residents in the first year, and expand with each of the following years of partnership; however, we plan to prepare for more than two residents in the first year if teacher resident interest deems it necessary.

LKCISD's Teacher Residency Program Director and TAMUT's Educator Preparation Program Liaison plan to meet every quarter minimally regarding governance of the program, including reviewing program priorities and effectiveness of protocols for tracking metrics. Shared governance may also require the development of responsibility matrices or other tools to outline program responsibilities and roles. In order to determine needs and offer feedback, LKCISD and TAMUT will review the data derived from student learning data, mentor and resident feedback surveys, campus administrator feedback, and, potentially, student feedback surveys on a monthly basis. This will ensure a timely response to resident, mentor, administrator, or overall program needs. LKCISD teacher residents, and mentor teachers. Additionally, the Campus Administrator(s) from the campus(es) residents are assigned to, the District Teacher Residency Program Director, TAMUT's liaison, resident coaching needs, and offer feedback for improving instructional effectiveness. LKCISD and TAMUT program partners will set up a contract that designates the parameters of our partnership, develop protocols for tracking metrics. LKCISD and TAMUT determine which types of follow up and response to data based on the areas that fall under each partner's umbrella; however, all data will be discussed between partners and response will be determined based on need.

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?

Offering paid, year-long teacher residencies will allow LKCISD to become a part of a well-rounded, strong educator preparation experience that ensures pre-service teachers are supported and well prepared for the demands of modern teaching. Having better prepared teachers enter Northeast Texas classrooms will help with the current teacher shortage as well as improve teacher retention, campus culture and climate through improved teacher morale. Offering paid, year-long teacher residencies will give our small, rural school an avenue to compete with larger schools closer to more urban areas in attracting and developing pre-service teachers to become effective classroom and campus leaders. LKCISD's participation in the Strategic Staffing grant will allow our district to stand out from others, attracting new teachers, and meeting our goal of having 100 percent of core subject areas taught by certified teachers. This combined with creating a strong teacher mentoring program will allow for teacher residents to eventually become mentor teachers to the next generation of pre-service teachers, creating a culture and climate of supportive, effective instruction.

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.

LKCISD's proposed plan begins with meeting once per month during the design year. LKCISD's Strategic Staffing Program Director will be the Director of Curriculum and Instruction/State and Federal Programs. As the Director of Curriculum and Instruction/State and Federal Programs, I will likely be the best candidate to serve as the Strategic Staffing Program Director. I have experience from a previous district with training mentor teachers as well as determining needs and designing professional development for new teachers. Evidence of time and effort will be kept in the form of agendas, meeting minutes, and the use of a free project management tool, such as Click-Up or a similar, free software. This will allow for timeline tracking as well as monitoring project progress with Texas A&M University Texarkana's EPP Strategic Staffing Program Coordinator.

Other local resources required include training time and materials. Our goal is to train mentor teachers prior to the teacher residents' start date. This will ensure mentor teachers are ready at the beginning of the academic year to begin their mentoring and planning before students are scheduled to begin. Additional resources will be required to develop and design professional development for the resident teachers to receive support alongside their mentor to support them throughout their residency year. LKCISD plans to develop a New Tiger Academy, with dates for these professional development sessions built into the academic calendar. Resident teachers will be required to attend these training sessions along with other first-year teachers, curriculum staff, and mentor teachers.

Participation in the Strategic Staffing Grant model will prepare us to build a sustainable network of support for new teachers as the residents move into permanent teaching positions, potentially becoming mentor teachers later in their careers. For our partner EPP, this will strengthen their EPP program as their graduates will have spent a year in a supportive environment dedicated to ensuring their success in the classroom. The projection is that this will attract more college students to enter their EPP, growing the number of successful teachers in our area and reducing the teacher shortage.

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.

In order to ensure the success of the Strategic Staffing Program, LKCISD is committed to maintaining a strong working partnership with Texas A&M University Texarkana's EPP program and ESC Region 8 Technical Assistance. To ensure this goal is achieved, we will create a Strategic Staffing Hub in Google shared between the district, TAMUT, and ESC Region 8 to house all forms, training materials, meeting agendas and minutes, protocols, and procedures. Using the Google Suite will allow us to create forms, surveys, and track data collaboratively. Any data collected from the EPP or LKCISD in-house will be uploaded to the hub and shared as well. We will use a free project management software to collaborate on and track implementation and project deadlines. LKCISD will partner with ESC Region 8 to develop necessary training for teacher residents, mentor teachers, and campus administrators. Technical Assistance will aid LKCSID and TAMUT in responding to data collected regarding teacher and program effectiveness.

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.

LKCISD's immediate needs are effective substitute teachers and certified teachers. Currently, we have eleven long term substitutes and ten teachers teaching outside of their subject area certifications or grade-level certifications. LKCISD's District of Innovation plan allows for some flexibility in hiring, but certified and effective teachers are what is best for our students. The strategic staffing model, with teacher residents learning through a co-teaching model and filling in as substitutes as needed, allows pre-service teachers the opportunity for guided and independent practice in a supportive environment prior to becoming a teacher of record. Part of ensuring a successful and sustainable program is dependent upon our partnership with Region 8 ESC for technical assistance. Region 8 consultants support our current teachers in learning best practices, building pedagogical knowledge, and implementing data-driven instruction. They work closely with our district leaders and teachers to ensure we are looking at the right data as we monitor and evaluate the effectiveness of our instructional programs. We plan to continue this partnership through the implementation of our Strategic Staffing Program.

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