



**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

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.

Dailey Middle School - 2019-2020

Priority Focus Area:

5.1: Effective classroom routines and instructional strategies

5.3: Data-driven instruction

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.

Del Valle ISD’s Vision is “ To empower our students to be critical thinkers and innovative world-class visionaries” and our mission is “ To create a bi-literate, culturally responsive enhanced academic foundation by providing a future-ready education with real-world opportunities” . In order to achieve our vision and mission, we must have highly qualified staff to provide a future-ready education. Our professional learning is aligned to these goals, and a residency program will allow our future teachers to get a full year of experience with our curriculum, professional development, and understanding our school community before taking on the sole responsibility of the teacher of record.

Del Valle ISD strives to retain high-quality staff. Research from Bank Street Education Center’s Prepared to Teacher report includes that retention data from New York City show teachers from fast-track programs is 24% after 3 years, compared to up to 93% for residency programs. The residency program will allow us to increase our current retention rate, as last year we lost 33% of our teachers to turnover. Similar to most districts across the nation, we have seen how the COVID-19 Pandemic increased the mental health strain and workload on teachers. Many teachers are leaving the profession, or resigning for personal reasons. If we have teachers that are more prepared for the teaching position, we feel that we will have less turnover. Out of the teachers we hired for the 22-23 school year, about 30% were teachers with 0-3 of experience. We need to improve our support of novice teachers to ensure we keep them in the field.

Our recruitment efforts this year focused on increasing our student teacher program due to research from Raise Your Hand Texas states that 68% of traditionally certified teachers feel prepared for the role versus 56% of alternatively certified teachers. In order to remain competitive, we reallocated funds from teacher vacancies to pay student teachers a \$3,500 stipend for student teaching, and an additional \$3,500 sign-on bonus if they signed a teacher contract with the district upon graduation.

Through a session at the TASA Mid-Winter Conference on Strategic Staffing Initiatives with TEA, the Director of Human Resources for Del Valle ISD was exposed to the idea of teacher residencies. We then began to explore this as an avenue to alleviate our staffing needs and support a stronger pipeline of certified teachers in our district. Our Teacher Residency program, named D.R.E.A.M.: Del Valle Rising Educators Achieve More, will be developed in the 23-24 school year. We will expand our existing partnership with Texas State from student teachers and principal preparation to add on teacher residencies next year. Residents will serve as co-teachers in classrooms that are above the recommended class size due to teacher vacancies. They will work 30 hours per week in these classrooms supporting instructional delivery, planning alongside teachers, and pulling small groups of students. Residents will be compensated \$20,000 and receive full benefits.

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

Lindsey Gonzalez, M.Ed, Director of Human Resources, Del Valle ISD, Existing Position	Lindsey has 14 years experience in education and has served as a teacher, instructional coach, assistant principal, principal, and central office administrator.
Maneka Deanna Brooks, Ph.D, Associate Dean for Academic Affairs and Educator Preparation, College of Education, Texas State University, Existing Position	Maneka has a PhD in Education Linguistics and passion for reading and multilingual education. She oversees the Educator Preparation program at Texas State.
TBD, Residency Coordinator, Lecturer, Texas State University, New Position	
Raquel Martinez, MBA, Coordinator of Recruitment, Retention, and Wellness, Del Valle ISD, Existing Position	Raquel has over 24 years experience in Human Resources, with the majority of her experience in support school district Human Resources management.
Administrative Assistant - Strategic Staffing, Del Valle ISD, Proposed Position	

Goals, Objectives, and Strategies

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

The Del Valle ISD Human Resources Department strives to support the district's Strategic Plan through recruitment and retention strategies. Goal 3 of the DVISD Strategic Plan, developed by community and district stakeholders in 2022, states to "Develop and maintain equitable facilities, staffing, and instructional resources that meet the diverse needs of all DVISD students" to be measured by "maintaining a culture that attracts and retains a high-quality staff who are student focused". Our goal is to train residents to be well-versed in our instructional and behavioral systems through their residency year in 23-24, and retain them by offering residents teaching positions with DVISD for the 24-25 school year.

Our first strategy for the D.R.E.A.M. Program is to continue to work with principals to recruit the highest quality teacher mentors. The profile of a DVISD mentor is an individual that is supportive, positive, encouraging, and knowledgeable of DVISD systems and curriculum. We will choose our top mentors to serve as the host teachers for our residents. Completing this recruitment in the Spring semester will allow us to provide professional learning for the host teachers over the summer and make the most informed decisions for our resident placements. After the resident host teacher selections, we will train our campus leaders on residencies. Campus leaders will receive look-fors and conduct campus classroom visits throughout the year to calibrate on coaching for a high-quality resident experience. Residents will receive professional learning throughout the school year through weekly professional learning communities, campus trainings, and our Del Valle University. Del Valle University is a professional learning program developed in our district to provide specific pathways based on teacher experience and content area. They will receive a tailored pathway based on their placements, and Texas

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.

Student data is collected for each classroom in Del Valle ISD using universal screeners, diagnostic reading assessments, benchmark tests, and STAAR tests. We will utilize this data to analyze the success of the partnerships using previous year's data as a baseline compared to student achievement after the residency. We will also compare residency classroom data to our classrooms without residents in regards to student growth measures. Campus principals and instructional coaches will collect data through classroom walkthroughs using a rubric and share this data with district personnel, as well as coach residency classrooms for continued improvement.

In addition, classroom residency visits will take place quarterly with Texas State University site supervisors, the Director of Human Resources, and the Director of Academic Programs and Instructional Fidelity. These residency visits will be evaluated for effectiveness using a walkthrough rubric co-created with DVISD and Texas State University. Each quarter, we will also have a professional learning community of residency classrooms to share successes and challenges of the program. Once per semester this will include classroom visits for residents to observe other residency classrooms across the district in action.

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 proposed budget will provide the Department of Human Resources with further staffing to support the demands of implementing a high-quality teacher residency program. In the 22-23 school year, we alleviated staffing concerns related to the teacher shortage by redirecting funds from vacant teacher positions in the budget to stipends for master teachers and paraprofessional positions. These master teachers received stipends for teaching large classrooms and were chosen for this opportunity due to a demonstrated track record of student success. We hired paraprofessionals to support the teachers with the increased class sizes, however, this is only a short-term solution to a long-term problem. We reallocated \$700,000 from 12 teacher vacancies across the district to fund the stipends and paraprofessional positions. The paraprofessionals we hired did not have a pathway to teacher certification. By reallocating this funding to pay residents \$20,000 plus benefits in the district, we will ensure that we have a future pipeline of teachers to address future teacher vacancies following the residency year. The stipend for master teachers will continue to support the extra duties associated with hosting a teacher resident.

The grant funds will allow us to hire an additional support staff for our Human Resources Department to support the Director and Coordinator overseeing the Strategic Staffing initiative. This administrative assistant will support the onboarding of residents, coordinate payroll/benefits, and set up the additional meetings and communication plan associated with the Texas State University partnership. We are requesting \$80,000 for the 2-year grant period to co-fund this salary.

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:

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

While this will be our first Residency Partnership with Texas State University, we have partnered with them in previous years in other collaborations. Our partnerships have included the placement of student teachers, training cohorts of educational administrators, and the placement of school counselors. This academic year we placed 14 interns or student teachers in our district from the Texas State Educator Preparation program. We are looking forward to expanding our partnership to include residencies. Practices of shared governance will be a priority to ensure that there is effective communication. As a result, we will have quarterly governance meetings that include the review of data about resident teachers and monthly meetings between site coordinators. We will collect formative survey data at the end of the first semester and summative survey data at the end of the residency year from both the residents and the host teachers.

A key feature is the co-development of the program tailored to the Del Valle data and curriculum. Texas State University and Del Valle ISD will co-create all professional learning for administrators, cooperating host teachers, and residents. We will progress monitoring the implementation as a team, and make action plans collaboratively as we collect data throughout the implementation year.

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?

Paid teacher residencies support Goal 3 of the DVISD Strategic Plan which states to “ Develop and maintain equitable facilities, staffing, and instructional resources that meet the diverse needs of all DVISD students” to be measured by “ maintaining a culture that attracts and retains a high-quality staff who are student focused” . Our talent strategy is to ensure we have effective, well-supported teachers through recruiting the highest quality candidates, and providing targeted plans of support to retain staff.

Growing research also demonstrates the impact on student achievement. Del Valle ISD has improved student achievement from a “ D” rating in 2018-19 to a “ B” rating in 2020-21. Residencies will support students in the classroom to achieve accelerated growth needed to continue to progress towards district academic goals.

Both Texas State University and DVISD have shared goals of culturally responsive teaching, integrating preservice teaching experiences with district curriculum, and a focus on co-teaching. Together, this will ensure that DVISD students have access to well-prepared teachers.

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.

Texas State has been actively engaged in Strategic Staffing for the past two years. As a result, they have assembled a team that has developed expertise in collaborating with technical assistance providers, districts, and within their own EPP to be able to enact successful residencies. They understand who should be involved in Strategic Staffing to make it successful.

The Strategic Staffing design lead is the Director of Human Resources, Lindsey Gonzalez. The grant will co-fund an administrative assistant to ensure the lead can focus further efforts on effective design, collaboration with Texas State University, and monitoring the effectiveness of the implementation at the campus level. A log will be maintained of all time and efforts spent on Strategic Staffing. This role is integral to the success of recruiting and retaining a student-focused staffing in Del Valle ISD. In addition, data will be collected on the percentage of residents hired for full-time teaching positions in the district and their long-term retention in their roles. Fiscal resources will continue to be prioritized to sustain this program long-term, as the Human Resources department and Superintendent understand the financial impact of teacher turnover. Our goal is to reduce turnover, thus, reducing onboarding and professional development costs incurred. Paid residencies and cooperating teacher stipends are a priority for the district. We understand that cooperating teacher stipends and the opportunity to host a resident will also improve our leadership pipeline into instructional coach or campus administrator roles in our district.

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.

Strong communication has already been established with Texas State University through our existing partnership. We hold information meetings for staff on our programs, video conferences with Texas State staff, and communicate to meet our shared goals. We will maintain communication and continuous improvement of our implementation through our quarterly governance meetings. We will ensure technical assistance opportunities are scheduled for both the EPP and Del Valle ISD. Evidence of ongoing communication will be documented in a communication log, survey results, and action plans developed in partnership with Texas State University.

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.

Del Valle ISD serves a high needs population of 89.3% economically disadvantaged students, and teacher residencies will provide much needed classroom support for individualized instruction. The co-teach models that residents will be trained on by Texas State University and our Del Valle University are already district practices in our co-teach model for Special Education. Our 21-22 TAPR report states that our Special Education population is 15.2% and the state average is 11.6%. In addition, our emergent bilingual population is 47.5%, with the state average at 21.9%. The co-teaching approach associated with our residency model will benefit these special populations to receive additional academic, behavioral, and social emotional support in the classrooms by having another teacher in training.

The Strategic Staffing Technical Assistance is an attractive component to this TEA Grant Program. Del Valle ISD is proud of our innovative approach to staffing which reduced the number of overall vacancies at the end of last year (ie. changing our master schedule to reduce the number of FTEs needed). We have been successful in our model of attracting student teachers through compensation, as well as using additional staffing and funds to address teacher vacancies this school year. We received TEA's Principal Residency Grant for the 23-24 school year and hope to receive the Strategic Staffing Grant as well to expand our work to include teacher residencies. Working alongside TEA gives us the opportunity to learn from the successes and challenges of residency implementation across the state. The rationale that we have shared with Texas State University is that we want to utilize this technical assistance to ensure we receive feedback and guidance to improve residency implementation over time.

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