



**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 Vanguard Academy CDN 108-808 ESC 01 UEI NLECXSY1NC

Address 2510 South Veterans Boulevard City Edinburg ZIP 78539 Vendor ID 74-2971562

Primary Contact Maria Muñoz Email m_d.munoz@vanguardac.net Phone (956) 781-1701

Secondary Contact Melissa Morales Email m_morales@vanguardac.net Phone (956) 781-1701

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 Dr. Narciso Garcia Title Superintendent

Email n_garcia@vanguardac.net Phone (956) 781-1701

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.

Vanguard Academy Charter School has not engaged in an ESF diagnostic process during or before the 2022-2023 school year.

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.

MISSION: Vanguard Academy’s mission is to provide children “A Purpose in Life, A Reason for Learning” in a safe and friendly environment while prioritizing teaching students the highest standards of academics.

NEEDS OF THE ORGANIZATION: In the last three years, the Charter has experienced significant growth in student enrollment. In the 2018-2019 school year, the student enrollment was only 4,180. Since then, the Charter has seen an increase in enrollment by over 1,000 students to a total of 5,304 students in the 2021-2022 school year. (Source: Texas Academic Performance Report) In addition, the Charter has added two (2) new campuses in the last two (2) years, and student growth has since continued. (Fast Growth - 5 pts) With this growth, additional teachers are an essential component to maintain the classroom instruction needed to keep Vanguard Academy’s High-Quality Charter Designation. Moreover, Vanguard Academy is not/did not participate in TCLAS Decision 5: Residency Program Support for School Year 2021-2022, 2022-2023, or 2023-2024. (No Decision 5 – 10 pts) Therefore, no residency program support was provided to Vanguard Academy from TEA Grant funding.

HOW PROGRAM WILL ADDRESS MISSION AND NEEDS: To address our Charter’s mission of teaching students the highest standard of academics, Vanguard Academy took the initiative to apply for this Texas Strategic Staffing Grant for the Sustainable, Paid Teacher Residency Program. As part of this program, the Charter will be able to create a foundation for a meaningful educator pipeline that recruits, supports, and retains high-quality, diverse teachers.

To ensure this program and pipeline are created, the Charter will hire a dedicated Lead Point-Person (Program Director). This individual will collaborate during the 2-year grant funding period with our TEA-approved Educator Preparation Program (EPP), the University of Texas at the Rio Grande Valley, and the Region One ESC (for in-kind services). Through this collaboration, the Charter will solidify the design and implementation of paid, year-long High-Quality, Sustainable (HQS) Teacher Residencies that will help fill the void for needed teachers.

Qualifications and Experience for Key Personnel

Outline the required qualifications and experience for primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program. Include whether the position is existing or proposed.

Title and Responsibilities of Position	Required Qualifications and Experience
Program Director (PD) (Proposed Position) – Work with the EPP/Region 1 ESC to design and implement paid, year-long sustainable Teacher Residencies.	QUALIFICATIONS: Must have a Bachelor’s degree in education or a related field; however, a Master’s or Ph.D. Degree is preferred. EXPERIENCE: Minimum of 10 years of experience in the education field.
Teacher Mentors (Existing) - Support teacher residents with hands-on coaching, guidance on classroom management, & competency in TEKS.	QUALIFICATIONS: Bachelor’s degree in education or a related field. EXPERIENCE: Minimum of five (5) years of teaching experience. PREFERRED: Be bilingual in both English and Spanish.
EPP Partner (Existing) – Conduct on-site observations to review teacher resident performance and administer resident weekly course assignments.	QUALIFICATIONS: Must be qualified by TEA as an approved Educator Preparation Program (EPP). EXPERIENCE: Must have at least one (1) year of experience working with Charter personnel.
Chief of Staff (Existing) – Oversee PD to ensure there is proper communication with the EPP & ensure the resident is paired up with an appropriate mentor.	QUALIFICATIONS: Must have a Bachelor’s degree in education or a related field. EXPERIENCE: Minimum of 3 years of experience working with Charter personnel.
Director of Human Resources (Existing) – Will be responsible for interviewing, hiring, and collecting data on teacher residents.	QUALIFICATIONS: Bachelor’s degree in education or a related field. EXPERIENCE: Minimum of 3 years of experience working with Charter personnel.

Goals, Objectives, and Strategies

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

Vanguard Academy’s MAJOR GOAL is to have a full-fledged sustainable paid Teacher Residency Program. To ensure this goal is met, the Charter has created the following OBJECTIVES: 1. Within 60 days of the Notice of Grant Award (NOGA), the Program Director will be hired; 2. By the 2023-2024 school year, a well-planned resident program that can sustain residents will be created in collaboration with the chosen EPP; 3. By the 2024-2025 school year, resident students will have participated in co-teaching and receive mentorship by high-quality teachers.

The following ACTIVITIES/STRATEGIES will be implemented to meet the goals/objectives listed above: 1. A letter of commitment and MOU will be signed between the Charter and EPP; 2. The Charter will locate a classroom space to hold on-site resident courses; 3. The campus principal and administrators will vet teachers to determine which is the best candidate (s) to serve as a teacher mentor; 4. The Charter will review internal policies to ensure they align with the responsibility of supporting full-time residents; 5. Teacher residents will spend at least 3 days per week on the assigned campus under the supervision of a teacher mentor. (a 28-week period) During this time, residents will be provided authentic learning opportunities and help meet student learning needs; 6. EPP will provide on-going and regular mentorship and guidance on co-teaching best practices; 7. The Charter will provide a stipend of \$13,000 to full-time resident students by the 2024-2025 school year; 8. The EPP will review the Charter’s calendar to ensure all residency placements and expectations align with the Charter school schedule; 9. The EPP and charter leaders will actively participate in staffing model training and technical assistance. Through these proposed goals and objectives, along with the activities/strategies implemented, the Charter expects to have a fully implemented sustainable Teacher Residency Program by the 2024-2025 school year.

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 MEASURES: In accordance with TEA-provided guidelines, the Charter will conduct the following activities as a way to measure performance:

- Maintain time and effort activity logs that track the engagement in strategic staffing model training and technical assistance support activities;
- In the 2023-2024 school year, the Charter will administer report(s) on a quarterly basis to document progress towards strategic staffing design milestones;
- In the 2024-2025 school year, the Charter will administer report(s) on a quarterly basis that document program monitoring and implementation data. Data tracked may include but is not limited to: Number of teacher residents participating in the year-long teacher residency, Demographics of teacher residents participating in the program, Number and type of teacher certifications awarded to teacher residents, and Selected staffing models implemented; and
- In the 2024-2025 school year, the Charter will conduct program evaluations to track data regarding resident placements.

TOOLS USED TO MEASURE PERFORMANCE AND TO ENSURE EFFECTIVENESS: To monitor the performance measures listed above, the Charter and their EPP (UTRGV) will utilize the following tools: Teacher Monitor/Teacher Resident Surveys, Attendance Records, Observation Logs, Sign-in Sheets, and Blackboard (UTRGV’s web-based student portal).

PROCESSES USED TO ENSURE THE EFFECTIVENESS OF OBJECTIVES AND STRATEGIES: Vanguard Academy Charter School will utilize the data collected to determine whether the grant goal/objectives are on track and being met. The process for data collection includes the following:

- Analyzing teacher resident grades after each program semester;
- Reviewing the number of contact hours between the teacher resident and teacher mentor quarterly; and
- Administering the surveys pre-and post-program completion.

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.

NEEDS AND GOALS OF THE PROGRAM: The goal of this program is to work with the EPP to design and implement paid, year-long High-Quality, Sustainable (HQS) Teacher Residencies. While Region One ESC will provide a wide array of in-kind technical assistance services to Vanguard Academy to assist with implementation, the Charter has budgeted \$80,000 in grant funds for a dedicated Program Director. These funds will cover the design phase in 2023-2024 and the implementation phase in 2024-2025.

This Program Director will be co-funded by Vanguard Academy and grant funds. This co-funded position will be responsible for ensuring smooth grant implementation during both the design and implementation years. As part of the design year, the individual will need to work with our Charter personnel and the EPP to conduct a needs assessment; Set goals for resident placement; Determine the best-fit model to meet instructional needs; Identify funding sources for resident wages; and Design parameters, communication, and training to support implementation. Design Year requirements responsibilities for this individual also include:

- Attending 3 full day face-to-face sessions with the EPP;
- Attending 4-5 virtual meetings (estimated time: 1-2 hours);
- Reviewing key deliverables in between sessions (varies);
- Supporting delivery of summer training for teacher residents and mentors (varies); and
- Managing grant program requirement submissions with TEA.

As part of the implementation year, this individual will be required to work with the strategic staffing technical assistance provider and EPP to ensure strong implementation of the staffing model and to adjust practices as needed. Implementation Year responsibilities for this position also include:

- Monitoring the staffing model implementation (weekly);
- Managing communication across the charter and EPP (varies);
- Managing job-embedded training as necessary (varies);
- Co-leading and preparing for implementation visits with the technical assistance provider and EPP partner (4-6 times/year);
- Attending and contributing to quarterly governance meetings with the EPP partner; and
- Managing grant program requirement submissions with TEA.

To ensure the grant budget is comprehensive in nature, the Charter will utilize other funding streams to purchase SUPPLIES AND MATERIALS, CONTRACTS CONSULTANTS, AND TRAVEL, should they be required. Below you will find a HIGH-LEVEL SNAPSHOT OF FUNDS that can be redistributed to help offset other grant costs that are incurred:

- Local Funds – Will be leveraged for reallocation and reinvestment to support teacher residents’ wages while they engage in substitute teaching. The Charter will utilize saved money from substitute pay to cover resident fees.
- ESSA (i.e. IMA funds) – Supplies and desktop computer equipment bought with federal funds such as ESSA and state funds will be utilized too by teacher residents;
- Local/State Funds - Any relevant professional development training purchased using local or state funds will be extended to teacher residents; and
- State Compensatory and Local Funds -The Director of Human Resources, Chief of Staff, and Executive Director for Curriculum and Instruction will continue to provide grant oversight and management. These individuals are funded through state funds.

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: Vanguard Academy has partnered with the University of Texas at the Rio Grande Valley (UTRGV) as their EPP partner, which is listed on the 2022 Vetted Teacher Residency Program List.

YEARS ENGAGED IN A RESIDENCY PARTNERSHIP: This partnership was recently established in the 2022-2023 school year.

NUMBER OF RESIDENTS PLACED FROM PARTNERSHIP: Vanguard Academy has selected 10 Teacher students from UTRGV's Education Department and placed them in the Charter's Early Childhood and Special Education classrooms. Currently, students are working 24 hours weekly in the Fall and 32 hours in the Spring. For this work, they are paid on an hourly basis.

PRACTICES FOR SHARED GOVERNANCE, OR THE REVIEW OF RESIDENCY PROGRAM DATA TO INFORM SHARED DECISION-MAKING ABOUT TEACHER CANDIDATE AND MENTOR TEACHER SUPPORTS: Both the EPP and Vanguard Academy practice shared governance (meetings are held quarterly) to create a shared decision-making process that selects the highest quality teacher resident and teacher mentor. As part of this process, the campus Principal is given a pool of residents from the UTRGV Education Department that are student candidates. After the Principal has interviewed the residents, the selected candidate is given to UTRGV to process paperwork and agreement for the Vanguard Academy Teacher Residency Program. In order to ensure the appropriate teacher mentor is selected, UTRGV provides certain criteria that must be met. The criteria include but are not limited to: must be in good academic standing, have 3 years of experience, be a certified teacher, and be approved by the Principal as a candidate with strong recommendations.

HOW OFTEN DO YOU MEET WITH YOUR PARTNERS TO REVIEW THIS DATA: Communication is held regularly with UTRGV via email and Zoom. In addition to frequent communication, quarterly in-person meetings occur to discuss the program and activities required. Outcomes from these meetings include the development of the teacher mentor and teacher resident job descriptions, the preliminary creation of a timeline of events, discussions of a staffing model, and the proposed selection of a staffing model.

AS A PARTNERSHIP, HOW DO YOU MANAGE FOLLOW-UP AND RESPONSE TO DATA: UTRGV has an assigned Site Coordinator for the Vanguard Academy campuses. The Coordinator conducts walkthroughs and collects data correlating to the Texas Teacher Evaluation & Support System (T-TESS). In addition to the walkthroughs, UTRGV has an online platform that helps track residents' academic scores and absences. Through these measures, data is collected and reviewed to ensure additional services and follow-up can be provided if needed.

DESCRIBE ANY OTHER KEY FEATURES OF YOUR PARTNERSHIP'S PROGRESS TOWARD BUILDING A RESIDENCY PROGRAM: Key features of this partnership progress include:

- An MOU for the 2022-2023 school year that was established with the University of Texas at the Rio Grande Valley (EPP).
- A designated Site Coordinator has been selected and visits the Vanguard Academy campuses.
- Vanguard Academy worked with 10 resident students during the 2022-2023 school year, which is higher than any of the other school districts working with UTRGV.
- A meaningful teacher pipeline is being developed that recruits teachers for Vanguard Academy's Early Childhood and Special Education Departments has been created.
- Training of administrators has already occurred with the EPP Provider.
- Reallocation of funding to support this program has already been identified and allocated.

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?

DESCRIBE YOU AND YOUR EPP PARTNER'S EXISTING OR PROPOSED SHARED GOAL FOR TEACHER RESIDENT PLACEMENT: The Charter has had up to 10 teacher residents during one academic school year. However, due to funding constraints and limited spacing, not all teacher residents were able to receive employment once they finished their program. Therefore, the main shared goal that was created, which is mutually beneficial to both parties, will be to have seven (7) teacher residents go through the program and be placed at one of the Vanguard Academy campuses by the 2024-2025 school year. In order for this goal to be attained, smaller collaborative goals have also been created. These goals include:

- To create a shared collaboration space that brings the strengths and expertise of both the Charter and Program together – enabling novice teachers to receive the support they need;
- Recruit and prepare residents in specific certification areas that meet the Charter’s hiring needs;
- Align the program focus to resources with school improvement strategies; and
- Focus on structures, processes, curriculum, and pedagogy that will ultimately support the learning needs of students most in need.

HOW PAID TEACHER RESIDENCIES SUPPORT YOUR BROADER TALENT STRATEGY AS A COMPONENT OF YOUR OVERALL STRATEGIC PLAN AND GOALS: Our strategic plan/goal is to continue our growth in student enrollment and to continue to provide students with high-quality academic programming. In order to do so, we will need to have a sufficient amount of trained and talented teachers. To ensure there is sufficient staffing, which will meet our broader talent strategy, we will provide teacher residents with one year of mentorship. This mentorship will provide teacher residents with a better understanding of how to deliver high-quality instruction and enable them to fill teacher vacancies as soon as they arise.

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 support 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.

HOW WILL YOU, ALONGSIDE YOUR PARTNER EPP, COMMIT RESOURCES AND TIME TO 1) THE YEAR-LONG DESIGN PROCESS AND 2) THE IMPLEMENTATION SUPPORT YEAR:

We here at Vanguard Academy understand that the effective implementation of this program will require additional support and resources that stretch beyond the \$80,000 that are provided through this grant. To ensure this support is provided, the Charter will have the following positions assist in some facet of grant implementation:

- Chief of Staff – Will oversee Professional Development to ensure there is proper communication with the EPP. Will assist in ensuring teacher residents are paired up with appropriate mentors.
- Director of Human Resources - Will interview, hire, and collect data on teacher residents.
- Executive Director for Curriculum and Instruction – Will review Teacher courses, assist with curriculum development, and ensure compliance with state and national testing requirements.
- Campus Principal (s) – Will assist with recommending which teachers would serve as the best teacher mentors for the program.

In addition to committing staffing, the Charter will allocate various resources to the program. These include items such as desktops, laptops, and the ability to have teacher residents attend any relevant professional development training.

Lastly, for the implementation phase of the grant, the Charter will allocate \$2,000 per year for each teacher mentor that is a part of the program. This \$2,000 stipend will be provided to each teacher mentor to ensure they are invested in the program and provide the teacher residents with the guidance and support they need.

PROVIDE A DESCRIPTION OF YOUR PLAN TO TRACK AND MAINTAIN EVIDENCE OF THAT STAFF MEMBER'S TIME AND EFFORT TOWARD STRATEGIC STAFFING PROJECT MANAGEMENT: It is anticipated that the Program Director for this grant will be exempt from needing to clock in and out. However, this individual will be housed at Vanguard Academy's central office and monitored regularly to ensure there is an effort toward the strategic staffing project management. Additionally, this individual will be required to meet with Charter administrators regularly to provide updates on progress toward the design of the Teacher Residency Staffing model. Through these meetings and constant monitoring, the Charter will be able to ensure there is effective progress made during the design phase of the grant.

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.

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: To maintain strong communication throughout the design and implementation phase of the grant, Vanguard Academy will utilize the same practices and procedures that were established with UTRGV during this year’s residency program. As part of these practices, communication is held at both the campus level and the administrator level, to ensure frequent and consistent communication with the Charter. At the campus level, communication is held via face-to-face. This is conducted and coordinated by the UTRGV Site Coordinator, who conducts on-site meetings with teachers, the principal, and teacher residents. At the administrator level, UTRGV and Vanguard Academy personnel have both found it more effective to communicate via email and Zoom. Therefore, these avenues are utilized frequently; however, as needed, in-person meetings will be held.

HOW WILL YOU DEMONSTRATE EVIDENCE OF COMMUNICATION AND ONGOING ENGAGEMENT WITH YOUR PARTNER AND PROVIDER: To demonstrate evidence of constant communication and on-going engagement, the Charter and UTRGV will maintain meeting agendas and minutes. Additionally, upon request, the Charter can send all email correspondence to TEA that occurred between the Charter and UTRGV during the grant funding period.

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.

HOW TEACHER RESIDENCIES WILL BE MADE SUSTAINABLE: Currently, all teacher residents of Vanguard Academy are paid on an hourly basis to work alongside their teacher mentor. However, new discussions have been held to create a strategic staffing model that involves the teacher resident serving as a substitute teacher as well. For serving as a substitute teacher, the teacher resident will receive an annual stipend. This model will be more sustainable, due to the fact that the Charter will be able to use the teacher resident to reduce the costs that are currently incurred for substitute teachers.

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: The percentage of Emergent Learners in the Charter is more than double the state’s average (Vanguard Academy: 50.05% vs State: 21.7%). Additionally, there are 446 students who are classified as Special Education and only 24 Special Education Teachers. To support immediate instruction in these areas, we work with UTRGV to locate bilingual teacher residents who can fill immediate instructional needs in our Early Education and Special Education departments. Moreover, through this model, the teacher residents will fill the substitute teacher positions and meet the instructional needs of students. RATIONALE FOR SEEKING TECHNICAL ASSISTANCE FOR THE PURPOSE OF DESIGNING AND IMPLEMENTING STRATEGIC STAFFING MODELS: Currently, Vanguard Academy is limited to having their Chief of Staff; Director of Human Resources; Executive Director for Curriculum and Instruction; and Campus Principal assist with designing and implementing a strategic staffing model. While the design of this model is important, all of these positions are currently full-time and require daily activities that are time-consuming. This limits the amount of time and energy that can be spent on the design of the model. Therefore, the Charter proposes to hire a dedicated Program Director who can work with the EPP and Region One ESC to receive the technical assistance needed in order to develop and design a paid sustainable Teacher Residency Staffing Model by the 2024-2025 school year.

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