



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](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.

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):

**Applicant Information**

Organization McAllen Independent School District CDN 108906 ESC 1 UEI 083137620

Address 2000 North 23rd Street City McAllen ZIP 78501 Vendor ID

Primary Contact Laura Williams Email laura.williams@mcallenisd.net Phone 956-657-6011

Secondary Contact Stan Crouse Email stan.crouse@mcallenisd.net Phone 956-618-6000

**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. Jose A. Gonzalez Title Superintendent

Email jose.gonzalez@mcallenisd.net Phone 956-618-6000

Signature Date 4/24/23

**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.

The mission of the McAllen Independent School District is to educate all students to become lifelong learners and productive citizens in a global society through a program of educational excellence utilizing technology and actively involving parents and the community. The mission for staff development for teacher residents (TR) is much the same. The TRs need experienced and strong mentors to guide them through the everyday needs of the students, classrooms, and campus. Our goal is to provide support and many resources for them. In addition, they will be encouraged to be lifelong learners as their careers change and evolve. As TRs are mentored, they will also fill the gaps we have in classrooms by fulfilling the instructional needs of students who are currently underserved. In addition, due to the high demand for substitutes and the dwindling number of available substitutes in our area, the TRs will serve as substitutes in classrooms across the district (after they have completed the substitute training provided by the district.) Giving them solo direct experiences in the classroom ensures long-term teacher effectiveness by allowing them to learn in the classroom environment and allows them to practice their teaching skills while engaging in training which allows multiple guided opportunities. As the TRs are being mentored by experienced teachers and staff, they will develop into teachers with long-term teacher effectiveness that can translate into a successful and fulfilling career with MISD.

**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
Stan Crouse, Director of Human Resources	1994-2009 – Teacher 2010-2013 – Assistant Principal 2013-2016 – Principal
Laura Williams, Director for Special Funding	2001-2007 - Teacher/2007-2008 - Admin Intern/2008-2011 & 2012-2016 - Assistant Principal/2011-2012 & 2016 - 2021 Principal/2021- Present Director
Dr. Zulmaris Diaz,	Dr. Zulmaris Diaz is a Full Professor in the Department of Bilingual and Literacy Studies and the Director of Field Experiences office at the University of Texas Rio Grande Valley. Her research focuses on teacher preparation, specifically in the area of bilingual/dual language education. Dr. Diaz has more than 25 years
Lilia Brown, Strategic Staffing Program Manager at the University of Texas Rio Grande Valley	Lilia Brown, Strategic Staffing Program Manager for the University of Texas Rio Grande Valley, will be supporting McAllen ISD with Strategic Staffing work and program development. Mrs. Brown, has a M.Ed. in Educational Leadership, 20 years in the education field serving in various capacities, most recently serving
Crystal Floyd	Crystal Floyd has served in the field of education for 13 years as a teacher, administrator, and in district level leadership. She currently works as a Technical Assistance Provider, supporting Strategic Staffing and Transformation work in the Rio Grande Valley and El Paso region, along with multiple Education

**Goals, Objectives, and Strategies**

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

MISD's major goal is to recruit, prepare, and retain highly effective teachers who will positively affect campuses, classrooms, and students. TRs will be provided with mentors and resources to help them grow and develop into the best teacher they can be. They will be allowed hands-on guided and solo experiences in the classroom, in addition, they will engage in deep clinical training which allows for multiple guided opportunities to practice their teaching skills promoting confidence and a solid foundation to grow their careers as effective long-term teachers.

**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.

McAllen ISD created the following six objectives during the Design year 22-23 for goals and measuring:

Objective 1: residents will fulfill instructional needs of schools and impact PK-12 students who have been most marginalized by substituting thirty days during the school year. This will aid in reducing the gap between student populations' performance. Feedback from the campus principal will be sought for the perception of the teacher resident fulfilling the instructional needs of the students at 100% and residency satisfaction goal of 80% of principals recommending placing paid residents at their campus.

Objective 2: Increase access to high quality residents' pathways to recruit, prepare, and retain a strong teacher pipeline by meeting the number of teacher residents' goal and retaining them throughout the residency year. McAllen ISD looks to hire 100% off the eligible TR. The district will also ensure the TR meets deadlines set by UTRGV/McAllen ISD for benchmarks and certification exams.

Objective 3: Recruit, prepare, and retain a more diverse teacher candidate pipeline. McAllen ISD will ensure 80% of the TR's will have the certifications needed to support bilingual/ESL students (defined by campus needs).

Objective 4: Intentionally scaffold, plan, and develop residents to ensure long-term teacher effectiveness. The TR will be included in the planning and provided with opportunities to co-teach. McAllen ISD will ensure 100% of the residents agree or strongly agree they feel prepared to take on the additional substituting responsibilities for thirty days during the school year and recommend the paid residency to a peer.

Objective 5: Select, develop, and incentivize highlight effective mentor teachers. UTRGV will provide the tools for mentor teacher development such as co-teaching, and T-TESS evaluation workshops. Each TR will be provided with a highly qualified and experienced mentor. This will be measured with 100% of mentor teachers' recommending becoming a mentor teacher to a peer at the end of the year and the residents agreeing that their mentor teacher helped them grow and develop.

Objective 6: Reallocate existing budgets and roles to sustainably fund paid residents and mentors. The district would utilize received grant funds if granted to sustain the teacher residency program and show a positive return on investment (RTI).



**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 granted funds will be allocated to pay salary costs plus fringes for Program coordinator and supplies/materials needed to monitor fifteen teacher residents at four campuses (2023-2024 Implementation Year) that will receive \$12,000.00 per year as they receive high-quality hands-on training and experiences in the classroom with an experienced and highly effective mentor who will be paid a \$1000.00 stipend. The fifteen teacher residents will substitute thirty days during the school year. Adjustments will be made based on fluctuations and the needs of the district.

**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.

McAllen ISD partnered with UTRGV as an EPP Partner and US Prep during the 2022-2023 school year. The partnership began with the Design Year and the district piloting a paid teacher residency at two campuses. The seven paid teacher residents were paid \$15 an hour using Title I funds and using the co-teaching model. The residents worked nineteen hours a week.

The Strategic Staffing Design team met throughout the school year to discuss the vision/goal setting of the teacher residency program, strategic staffing models, stipends for roles, school selection criteria, sustainable funding sources, job descriptions, resident/mentor selection process and selection timeline. During the 2023-2024 Implementation year the Design team along with UTRGV and US Prep will provide ongoing monitoring of the substitute staffing model implementation. Provide ongoing professional development for all teacher residents. The Design team will work collaboratively with UTRGV and US Prep to prepare for implementation visits and attend quarterly governance meetings. The Director of Special Funding and Director of Human Resources will work together to manage the program requirements submissions to TEA. McAllen ISD will utilize the internal systems for tracking and maintaining the time and effort for the strategic staffing design lead by completing weekly logs.

**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?

The paid teacher residencies will support the overall strategic plan and goals by:

1. Co-planning and co-teaching with a mentor teacher.
2. Attending the district's professional development training prior to the start of the school year and throughout the year.
3. Participating in all scheduled professional learning communities (PLCs), campus and district-designated meetings, UTRGV seminars, and course meetings.
4. Attending PTA meetings, open houses, faculty meetings, and any assigned duty.
5. Demonstrating knowledge and understanding of curricular goals, objectives, and the concepts to be presented to students.
6. Adjusting and/or co-creating lessons with a mentor teacher to engage students in critical thinking, use of technology, and enrich learning.
7. Adapt lesson plans to provide differentiated instruction to meet the needs of ALL students.
8. Collaborating with mentor teachers, campus community, and campus administrators to monitor data, including formative and summative assessment, to improve instruction for accelerated learning.
9. Managing procedures and supervising students during non-instructional times, team teaching, digital learning, and while delivering instruction.
10. Holding students accountable for high expectations of behavior and learning engagement.
11. Monitoring independent work time in the classroom while the teacher provides instruction.
12. Identifying and addressing individual students' social, emotional, and behavioral learning needs and barriers.
13. Accepting and incorporating feedback from mentor teachers, school and university faculty, administrators to improve professional skills.
14. Collaborating with mentor teacher and campus administration to ensure alignment of instructional goals, delivery, assessment, and to troubleshoot students' persistent learning challenges.
15. Effectively communicate with students, parents, mentor teacher, campus community, and campus administrators.



**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.

McAllen ISD partnered with UTRGV and US Prep during the 22-23 Design year. The Strategic Staffing Design team met throughout the school year to discuss the vision/goal setting of the teacher residency program, strategic staffing models, stipends for roles, school selection criteria, sustainable funding sources, job descriptions, resident/mentor selection process and selection timeline. During the 2023-2024 Implementation year the Design team along with UTRGV and US Prep will provide ongoing monitoring of the substitute staffing model implementation. Provide ongoing professional development for all teacher residents. The Design team will work collaboratively with UTRGV and US Prep to prepare for implementation visits and attend quarterly governance meetings. The Director of Special Funding and Director of Human Resources will work together to manage the program requirements submissions to TEA. McAllen ISD will utilize the internal systems for tracking and maintaining the time and effort for the strategic staffing design lead by completing weekly logs.



**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.

Communication is key to a successful program! Open-door communication, TR, mentor, HR, and administration meetings will take place throughout the year to allow for needed communication and planning for the success of the program. We will keep all meeting agendas and sign-in sheets filed for evidence of communication and ongoing engagement.

**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.

McAllen ISD will continue to partner with UTRGV and US Prep (Technical Assistance Provider) for the implementation of the strategic staffing model residents as substitutes. McAllen ISD's teacher residents will fulfill the instructional needs of school and impact PK-12 students who have been most marginalized by substituting thirty days during the school year and co-teach with their mentor teacher weekly. This will aid in reducing the gap between student populations' performance.

**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
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