



**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  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.

Madisonville Consolidated Independent School District has recently partnered with Sam Houston State University, Huntsville, Texas to help provide a viable option for the District as well as the University in regards to paid student teacher residencies. The MCISD would like to strengthen our teacher pipeline by continuing to provide paid, year-long residencies to new SHSU teachers. We are excited about our partnership with Region 6 and SHSU and their willingness to help us with Strategic Staffing so this paid residency work can and will continue well after this grant has expired.

Further, we believe attracting qualified candidates through paid residencies will only enhance our ability to attract first-year teachers to our district while accessing a more diverse teacher pool. We believe that once the residents spend a year in our district they will obtain strong foundation in curriculum, relationship building, interpersonal skills and will hence become true benefactors of the program.

**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
Dr. Kathleen Golden, Director of Curriculum and Instruction- Madisonville CISD	Ed.D. Educational Administration- Texas A & M Commerce 12 years as Assistant Principal Madisonville High School Adjunct Professor- Blinn College, Bryan, Texas, 15 years classroom teacher

**Goals, Objectives, and Strategies**

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

Our goal is to recruit, develop and retain highly prepared first-year teachers. As part of our continued goal, it is our hope that we could recruit and retain a more diverse teacher pool in order to more align with our student body. Paid residencies can open a pathway for more diverse teacher candidates to serve in a year long residency. Many of our candidates must and financially provide for their families during their clinical teaching.

We hope to increase our mentor pool of teachers and the opportunity to concentrate our efforts on this residency program with the assistance of SHSU and Region 6 for the next two years.

Increase our partnership with EPP, SHSU and Region 6 Service Center

**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.

Increase in new teacher retention rates

Attract and retain a more diverse residency population

Increase in student achievement data, etc.- This could include state test scores, culture, attendance, retention rates

**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.

We intend to use 100% of the grant funds in 6100-payroll toward the salary of our Project Coordinator.

Through the work of the design year and implementation years (2023-2025) MCISD intends to work in partnership with Sam Houston State University and the Region 6 Service Center to investigate and learn all about strategic staffing and leverage those options towards a stronger, sustainable year-long residency program in MCISD.

**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.

The District and Sam Houston State University are in their 1st year of partnership with paid student residents. However, the District has had a partnership with SHSU for the past 15 years. It is the District's hope that Texas A & M University and Stephen F. Austin State University become a partners in the near future.

Over the past years, SHSU would average placing 10- 12 student teachers with the District each year. However with the new paid residency partnership the District has 15 paid student residents. The shared governance partnership with SHSU continues to be the cornerstone of program success. As of today, the District has hired 3 full time professional teachers from this residency program this year.

As with any partnership, communication is the key for to success. The Madisonville CISD, SHSU and Resident teacher will review data and make shared governance decisions through quarterly meetings. These meetings will assess the continued effectiveness of the program by reviewing clinical teacher data along with teacher feedback.

The District is committed to continuing this program and developing it to include the aforementioned Universities.

**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 year-long residencies will allow MCISD to recruit from a wider range of teacher candidates and best prepare them while in Madisonville so that they would want to seek continued employment with us after their clinical teaching. We feel that these students will flourish due to administrative supports, professional development and relationships built while in the district. Our hope and desire is that these residents will become mentor teachers after three years of successful teaching so that the cycle continues.

The ultimate goal is to hire day one ready teachers during their first year of teaching so that all of our students have access to high quality 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.

The District has made and will continue its commitment to ensure student teachers are compensated for their work in the District. This is a collaborative effort from the Superintendent to the Asst. Superintendent to the Director of Curriculum and Instruction to the campus principals and teachers.

It is a priority of the district to strengthen the process and procedures within our current funding structures to support our strategic staffing with district personnel.



**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.

The District is committed to the shared partnership and will actively participate in the shared governance for the betterment of the yearlong residency program and for each individual student resident.

We look forward to a forward thinking collaboration so that innovative pathways and processes lead the way to stronger teacher preparation.

**5. Strategic staffing technical assistance:** The program elements describe how teacher residencies will be made sustainable through strategic staffing models where residents support other instructional needs in the district, such as, for example, substitute teaching or para-professional responsibilities. How do you see the design and implementation of strategic staffing models with teacher residents as a way to support immediate instructional needs in your LEA? Additionally, please describe the rationale you share with your partner(s) for seeking technical assistance for the purpose of designing and implementing strategic staffing models.

The MCISD understands that a variety of strategic staffing models will be discussed during our Design Year and we are open and looking forward to ways in which the district can best prepare residents and support some of the District's instructional needs. As we understand it, SS models can assist in the facilitation of making this program sustainable and scalable for the foreseeable future.

Technical assistance for our Region 6 Service Center partners is welcomed. We have met with Jason Jeitz and Sonja Lopez and are excited about our partnership. Their newest team member, Jana Bethel, is also familiar with the district and we will all make a strong team.

**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**