



**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

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

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.

**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.

CFISD conducted a data driven needs assessment to examine teacher mobility and retention and its impact on student achievement. One of the main findings of this assessment was that the attrition of novice teachers for 2021-2022 was significantly higher compared to that of experienced teachers (CFISD Hanover Study). Human Resources then collaborated with internal and external stakeholders to develop a plan to attract and retain highly quality educators to maximize our impact on student outcomes.

Our shared mission is to maximize every student's potential through rigorous and relevant learning experiences preparing students to be 21st-century global leaders. To support this mission, our board goal is to recruit, develop, and retain highly qualified and effective personnel, including increasing the number of bilingual and special education teachers and developing a plan to maintain a low teacher turnover rate.

As the third largest school district in Texas, CFISD enrolls over 118,000 students. During the past five years, the number of special education students has increased from 9,098 to 13,788 a 52% increase. Likewise, the number of emergent bilingual students has risen from 13,861 to 22,147 a 60% increase.

As with many districts in Texas, CFISD struggles to hire teachers for hard to fill positions, particularly in bilingual and special education. Creating a paid residency teacher pipeline that develops educators to work in these critical areas will allow us to meet the needs of our growing bilingual and special education student populations. It will also allow us to retain these educators since, as the Texas Teacher Vacancy Taskforce research findings show, educators who undergo a teacher residency program are more likely to remain in the classroom. Our long-term goal is to transform this program into a sustainable and scalable model creates a long-term pipeline of prepared candidates for teaching positions across other critical need areas, ultimately increasing student outcomes for all students.

**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
Director of Talent Management: Develop and manage district's strategy for attracting and retaining top talent based on board goals and objectives.	(Existing position) Bachelor's degree 5 years of human resources experience
Teacher Residency and Student Teacher Coordinator: Collaborate with multiple stakeholders to recruit, select, and place a select number of teacher residents and student teachers.	(Newly created position 2023-24) Bachelor's degree Knowledge of recruitment best practices

**Goals, Objectives, and Strategies**

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

According to a recent study of Texas Tech University's Tech Teach and Tech Teach Across Texas programs, students taught by residency trained teachers showed stronger reading scores compared to other students. CFISD's ultimate objective is to increase student achievement by increasing the number of highly prepared bilingual and special education teachers. During the 2023-2024 school year, CFISD will work with ESC 4 and the University of Houston-Downtown to design a residency model aligned to CFISD board goals and objectives.

During the 2024-2025 school year, CFISD will recruit, select, and develop 10 teacher residents pursuing bilingual or special education certification. To support this initiative, CFISD has allocated a coordinator level position responsible for candidate selection and program implementation. In addition, CFISD has allocated \$250,000 in general funds to pay a \$25,000 stipend to each of the 10 residents participating in the residency program. As TEA points out, aspiring teachers cannot work for free and learn how to teach well so this stipend will help eliminate such barrier.

**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.

According to the Texas Education Agency, novice teachers achieve less academic growth with students than more experienced teachers. CFISD's long-term goal is to evaluate the effectiveness of the residency program by evaluating its impact on student outcomes as measured by academic growth and student achievement. These tools may include but are not limited to state assessments, district benchmark exams, and student portfolios.

As the Teacher Vacancy Taskforce report points out, first-year teachers serve at least half a million Texas students annually (TEA, 2022). TEA data also shows that over 4,000 beginning teachers left the profession in 2021-2022 compared to about 1,500 teachers with more than 10 years of experience.

The performance measures that will be utilized during the development of this program include time to hire, program attrition rate, and first year teacher retention. Time to hire: During the 2023-2024 school year, CFISD will work with university partners to identify 10 teacher residents for the program. Throughout the year, CFISD will hold quarterly meetings to monitor progress to ensure that resident selection is complete by July 2024.

Program attrition rate: During the 2024-2025 school year, CFISD will work with ESC 4 and university partners to develop teacher residents and will measure the percentage of participants who successfully complete the program. CFISD's district coordinator will host frequent check-in meetings with each teacher resident to support retention efforts. First-year teacher retention: During the 2025-2026 school year, CFISD will measure the number of teacher residents who complete their first-year teaching assignment. During residents' first year, CFISD will ensure the effectiveness of the program by continuing to provide coaching, training, and mentoring opportunities.

**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.

CFISD is committed to the long-term sustainability of the residency program and therefore has allocated \$250,000 in general funds to support 10 teacher residents. Under this budget allocation, each resident will receive a \$25,000 stipend. To support the implementation of the program, CFISD has created a position to support candidate selection and program implementation. This teacher resident coordinator role is an administrative position with an annual salary of \$50,763.

CFISD will use the Texas Strategic Staffing Grant funds to cover a portion of the cost of the teacher residency coordinator position and will use the remaining funds to provide stipends to mentor teachers who will support the residency program. CFISD will also use the funds to cover supplies, materials, and travel expenses associated with the program and consider expanding the number of eligible residents. CFISD's long-term objective is to scale the teacher residency program to include other critical need areas by investing additional district 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.

CFISD has partnered with Sam Houston State University and the University of Houston on nonpaid, year-long teacher residencies.

- 1) CFISD has been involved in residency partnerships for at least two years with teach partner
- 2) CFISD places about 20 residents each year with the University of Houston partnership and about 5 with Sam Houston State University.
- 3) CFISD holds ongoing conversations throughout the year to review residency data to inform shared decision-making about teacher candidate and mentor teacher supports. Feedback exchange is an iterative process that occurs both organically and at planned times throughout the year.
- 4) CFISD also attends annual conferences with each partner to provide formal feedback regarding program performance.

**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?

CFISD will work with EPPs and ESC 4 to recruit, select, and develop teacher residents pursuing bilingual or special education certification. Our shared goal is to prepare teacher residents who will positively impact student achievement across the district. During the initial launch of the residency, we will place students in bilingual and special education classrooms. CFISD's long-term objective is to place residents in additional critical need areas, including mathematics, science, and technology, mirroring the national placement of residents in high needs areas.

Working together, we will place teacher residents at high need campuses and pair them with highly qualified CFISD mentor teachers who will provide coaching and guidance on instructional best practices. During the design year, we will collaborate to adopt a teacher residency model that aligns with our existing instructional model while allowing flexibility if needed. We will also establish norms and processes regarding communication about residents' progress toward meeting program objectives. With ESC 4's support, we will identify potential pain points that may arise and create contingency plans accordingly. During the implementation year, we will hold ongoing discussions regarding teacher residents' goals towards meeting program objectives.

CFISD will continue to utilize traditional recruitment efforts as part of its overall strategic plan, including internal and external job fairs, university recruitment, and traditional student teaching placement. Paid teacher residencies will create an additional teacher pipeline by expanding opportunities to individuals who may not otherwise pursue a teaching career due to the financial barrier that unpaid student teaching placements create.

**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.

CFISD and our EPP partners will collaborate to optimize the development of our teacher residents during and after the residency program. CFISD has committed a full-time coordinator position to manage the teacher residency program. During the year-long design process, the coordinator will collaborate with EPPs, ESC 4, and campus leadership to support residents. This coordinator will be responsible for setting program goals and developing a performance monitoring plan. The Director of Talent Management will oversee the program and work closely with district leadership to ensure strategic alignment of program with existing district initiatives. The Director of Talent will also track and measure coordinator's performance towards meeting teacher residency program objectives.

As shared above, CFISD is committed to the long-term sustainability of the residency program and therefore has allocated \$250,000 in general funds to support 10 teacher residents. Under this budget allocation, each resident will receive a \$25,000 stipend while participating in the program. CFISD's investment of local resources will address the common barriers that residents face when deciding on whether to pursue a teaching career.



**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.

CFISD will maintain ongoing communication throughout the design and implementation of the sustainable teacher residency program. CFISD coordinator will maintain shared meeting agendas as well as documentation of engagement in strategic staffing model training and technical assistance support activities. Coordinator will also provide regular (at least quarterly and as requested) reports documenting progress toward strategic staffing design milestones, including examples of key deliverables and relevant implementation data. These reports will include a list of touchpoints between the district, EPP partners and ESC 4.

**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.

CFISD views the teacher residency model as an entrepreneurial, innovative way to develop long-term educators while also supporting immediate instructional needs. During the design year, CFISD will conduct an in-depth analysis to determine which of the seven strategic staffing models best aligns with such view. ESC 4 has supported nearby school districts with teacher residency programs. As such, ESC 4 will provide the expertise and technical assistance required for the purpose of designing and implementing strategic staffing models. By sharing best practices (as well as ineffective ones), ESC 4 will ensure that our design model supports our efforts to recruit, select, and develop teacher residents to support our students.

**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
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	