

Informal Discretionary Competition (IDC)

# Program Guidelines

## 2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program

### **IDC Application Due Date**

11:59 p.m. Central Time, April 2, 2024

Authorized by GAA, Article III, Rider 39, 88<sup>th</sup> Texas Legislature



# Contents

---

- Introduction to the Program Guidelines ..... 3**
  - Application Submission Through eGrants..... 4
  - Reference to the General and Fiscal Guidelines ..... 4
  - Errata Notices ..... 4
  - Overview of IDC Process ..... 4
  - Email Bulletins..... 5
- Contact for Clarifying Information ..... 5**
  - Grant Program Contacts ..... 5
  - Funding Contact ..... 5
- US Department of Education and/or State Appropriations ..... 6**
- IDC Timeline..... 6**
- IDC at a Glance..... 7**
  - Authorizing Legislation..... 7
  - Purpose of Program ..... 7
  - Eligible Applicants ..... 7
    - Shared Services Arrangement ..... 8
  - Application Funding ..... 8
  - Supplement, Not Supplant..... 8
  - Limitation of Administrative Funds..... 8
  - Pre-Award Costs..... 9
  - IDC Application Requirements and Assurances ..... 9
    - Statutory Requirements ..... 9
    - TEA Program Requirements ..... 9
    - Program-Specific Assurances ..... 11
  - Program Elements..... 11
  - Description of Program ..... 11
  - Qualifications and Experience ..... 13
  - Performance and Evaluation Measures..... 14
  - Limits on Contracted Evaluators ..... 14
  - Allowable Activities and Use of Funds ..... 14
    - General Allowable Activities and Use of Funds ..... 14
    - Unallowable Activities and Use of Funds ..... 15
- Attachments ..... 16**
  - Required Fiscal-Related Attachments..... 16
  - Required Program-Related Attachments..... 16
  - Adding Attachments ..... 17



# Program Guidelines

General Instructions ..... 17

**IDC Scoring and Review ..... 18**



## Introduction to the Program Guidelines

---

TEA, as the pass-through entity<sup>1</sup>, is the grantee<sup>2</sup> from the U.S. Department of Education (USDE) and TEA awards subgrants to non-federal entities<sup>3</sup> such as local educational agencies (LEAs), including school districts, charter schools, and education service centers, and to a lesser degree institutions of higher education (IHEs), and nonprofit organizations (NPOs) who are the agency's subgrantees<sup>4</sup>. These guidelines apply to all subgrantees of TEA, regardless of whether referenced herein as subgrantee or grantee. For purposes of this document, TEA may use the terms grantee and subgrantee synonymously for its subrecipients.

This part of the request for application (RFA), Program Guidelines, is to be used in conjunction with the [General and Fiscal Guidelines](#) and any application instructions. The Standard Application System (SAS) consists of all schedules (i.e., forms) to be completed in order for the applicant to be eligible for funding. The application to which these guidelines and instructions refer must be submitted electronically through the eGrants system.

For applicants selected for funding, all guidelines and instructions will be incorporated by reference into the Notice of Grant Award (NOGA).

### Requirement for Username and Password

To access eGrants and apply for this grant, you must have access to the [TEA Login \(TEAL\)](#). Follow these steps to apply for usernames and passwords on TEAL:

1. Visit the [TEA Login \(TEAL\)](#) page of the TEA website. Select [Request New User Account](#) to begin the process of applying for a TEAL account online.
2. Once you have been assigned a TEA Login (TEAL) account, log into TEAL and under Self-Service select My Application Accounts.
3. The My Accounts tab will open. Select Request New Account, then find eGrants in the list and follow the instructions to submit your request.

---

<sup>1</sup> Pass-through entity is defined as a non-Federal entity that provides a subaward to a subrecipient to carry out part of a federal program. (2 CFR 200.74)

<sup>2</sup> Grantee is defined as the legal entity to which a grant is awarded and that is accountable to the federal government for the use of the funds provided. The term "grantee" does not include any secondary recipients, such as subgrantees and contractors that may receive funds from a grantee. (34 CFR 77)

<sup>3</sup> Non-federal entity is defined as a state, local government, Indian tribe, institution of higher education, or nonprofit organization that carries out a federal award as a recipient or subrecipient. (2 CFR 200.69)

<sup>4</sup> Subgrantee is defined by TEA to be the same as a subrecipient which is defined as a non-federal entity that receives a subaward from a pass-through entity to carry out part of a federal program; but does not include an individual that is a beneficiary of such program. (2 CFR 200.93) Subgrantee is defined in 34 CFR 77 as the legal entity to which a subgrant is awarded and that is accountable to the grantee for the use of the funds provided.

## Application Submission Through eGrants

Submit the application for these grant programs electronically through the TEA eGrants system. Refer to the [General and Fiscal Guidelines](#) for more specific information about the eGrants application process.

Applications must be submitted as follows:

- Those submitted by public LEAs must be signed electronically by the superintendent of the school district or a designee.
- Applications submitted by open-enrollment charter schools must be signed electronically by the chief operating officer of the school or a designee.

**\*Attention: DO NOT OPEN OR ENTER THE BUDGET SCHEDULES.** Inputting a budget into the BS6001 and its associated budget schedules will result in submission errors. Submitting the budget is unnecessary for the initial application of this competitive IDC grant opportunity. Instead, applicants must utilize the Request for Grant Funds section of the PS3014 to outline their proposed grant budget. Upon grant approval, selected applicants will need to finalize the BS6001 and supporting budget schedules during negotiation proceedings. If the BS6001 is opened in error during the initial submission it must be saved with a zero-dollar balance to successfully submit the application.

## Reference to the General and Fiscal Guidelines

The Program Guidelines provide information specifically relevant to this grant program. The [General and Fiscal Guidelines](#) provide information relevant to all TEA grant programs. Throughout the Program Guidelines, cross-references are given to applicable sections of the [General and Fiscal Guidelines](#). It is critical that you review all referenced sections of the [General and Fiscal Guidelines](#) when preparing your application.

## Errata Notices

See the [General and Fiscal Guidelines](#), Errata Notices.

## Overview of IDC Process

The following steps provide a high-level overview of the process for responding to Informal Discretionary Competition (IDC), including submitting an IDC application, and being selected for funding:

1. TEA publishes IDC application and supporting documents on the [TEA Grant Opportunities](#).

# Program Guidelines

2. Eligible applicants submit IDC application, and any required attachments to TEA by the specified deadline.
3. IDC applications are reviewed and scored. Note: The highest scoring applicants may be required to attend an oral interview or respond to questions regarding their IDC application.
4. TEA announces applicants selected for funding on the TEA [Grants Awarded Data](#) webpage.
5. *For IDC applicants selected for funding, the IDC application will serve as the grant application. This eliminates the need for selected applicants to submit a separate grant application.*
6. TEA staff conducts budget negotiations on the IDC application.
7. Notice of Grant Award (NOGA) issued upon successful completion of the negotiation process.

\*Please note. The Letter of Interest competition or LOI has been given a new name of Informal Discretionary Competition or IDC. The process for selecting and awarding applications for this type of competition has not changed.

## Email Bulletins

See the [General and Fiscal Guidelines](#), GovDelivery Bulletins.

## Contact for Clarifying Information

---

### Grant Program Contacts

William Sea, Manager of Texas Strategic Staffing  
Division of Educator Quality  
[william.sea@tea.texas.gov](mailto:william.sea@tea.texas.gov)  
Phone: (512) 463-9213

Alissa Rhee, Director of Strategic Staffing Models  
Division of Educator Quality  
[alissa.rhee@tea.texas.gov](mailto:alissa.rhee@tea.texas.gov)  
Phone: (512) 936-6122

### Funding Contact

Competitive Grants Unit  
Grants Administration Division  
[competitivegrants@tea.texas.gov](mailto:competitivegrants@tea.texas.gov)  
Phone: (512) 463-8525

## US Department of Education and/or State Appropriations

The following is provided in compliance with the US Department of Education Appropriations Act:

Category	Amount
Total funds available for this project	\$ 1,920,000
Percentage to be financed with federal funds	0%
Amount of federal funds	\$0
Percentage to be financed from nonfederal sources	100%
Amount of nonfederal funds	\$ 1,920,000

## IDC Timeline

For all dates related to the grant, including reporting dates, see the [TEA Grant Opportunities](#) page. If a report due date falls on a weekend or holiday, the report will be due the following business day. All dates except the grant ending date may vary slightly as conditions require.

Date	Event
February 12, 2024	IDC application available <b>in eGrants</b>
February 26, 2024	Applicants' Conference/Webinar, 2:00 p.m. Central Time <a href="https://zoom.us/join/zoom/register/tJwkfuqhrj4iE9T7zxUSst_r6-sS6m6j7VXD#/registration">https://zoom.us/meeting/register/tJwkfuqhrj4iE9T7zxUSst_r6-sS6m6j7VXD#/registration</a>
March 6, 2024	Last date to submit FAQs to <a href="mailto:william.sea@tea.texas.gov">william.sea@tea.texas.gov</a> See <a href="#">General and Fiscal Guidelines</a> , <i>Frequently Asked Questions</i>
March 8, 2024	FAQs posted to <a href="#">TEA Grant Opportunities</a> page
April 2, 2024	Due date for the IDC application, which must be submitted <b>via eGrants</b> . The IDC application must be received by the TEA by <b>11:59 p.m., Central Time</b> . See <a href="#">General and Fiscal Guidelines</a> , <i>LOI Application Due Date and Time</i>
April 2, 2024 - May 14, 2024	IDC review period See <a href="#">General and Fiscal Guidelines</a> , <i>LOI Review Process</i>
May 28, 2024	Anticipated award announcement
June 1, 2024	Beginning date of grant (if selected for funding)



Date	Event
	See <a href="#">General and Fiscal Guidelines</a> , <i>Grant Period</i>
January 30, 2026	Final date to submit an amendment (if selected for funding)
April 30, 2026	Ending date of grant (if selected for funding) See <a href="#">General and Fiscal Guidelines</a> , <i>Grant Period</i>

## IDC at a Glance

---

This section provides fundamental information pertinent to the grant program.

### Authorizing Legislation

This IDC is authorized by the GAA, Article III, Rider 39, 88th Texas Legislature.

### Purpose of Program

The Texas Strategic Staffing for Sustainable, Paid Teacher Residency Programs Grant is a two-year grant to districts and charters, designed to provide direct technical assistance and other supports to districts/charters and educator preparation program (EPP) partnerships to design and implement paid, year-long High-Quality, Sustainable (HQS) Teacher Residencies across SY 2024-2025 and SY 2025-2026. Strategic Staffing supports will be provided by Education Service Centers (or a TEA-designated technical assistance provider) through the Texas Strategic Staffing (TSS) technical assistance service. Districts/charters and EPPs will make informed decisions to develop paid teacher residencies that leverage reallocation and reinvestment of local funds to support teacher residents' wages while they engage in other instructional responsibilities such as: substitute teaching, paraprofessional roles, tutoring, and more.

### Eligible Applicants

See the [General and Fiscal Guidelines](#), Eligibility for Funding.

Independent school districts and charters are eligible for funding. All applicants must also produce a letter verifying partnership with a [Texas vetted teacher residency program](#) to be considered eligible for this grant award.

## Shared Services Arrangement

See the [General and Fiscal Guidelines](#), Shared Services Arrangements.

Shared services arrangements (SSAs) are not allowed.

## Application Funding

See the [General and Fiscal Guidelines](#): *Continuation Funding, Fund Management, and Use of Funds*.

It is anticipated that approximately 24 districts/charters will be awarded ranging in amounts from \$70,000 to \$80,000 dollars and in-kind technical assistance services.

## Selection of Applicants for Funding

Applicants will be selected in rank order until funding is exhausted. TEA will only fund applications that receive a minimum score of at least 50% of the total points possible from the sum of the standard review criteria, specific review criteria and priority points.

## Cost Share or Matching Requirement

There is no cost share or matching requirement for this grant program.

## Supplement, Not Supplant

For supplement, not supplant guidance, see the Supplement, Not Supplant Handbook on the Department of Grant Compliance and Administration's [Training and Other Resources](#) page.

The supplement, not supplant provision does not apply to this grant program.

## Limitation of Administrative Funds

See the [General and Fiscal Guidelines](#), *Administrative Costs*.

**NOTE:** Administrative funds include **both** direct administrative costs **and** allowable indirect costs.

TEA limits the amount of funds that may be budgeted to administer under the program, including direct administrative costs and indirect costs, to no more than 15% of the total grant awarded.

To calculate the maximum indirect costs that can be claimed for a grant, complete the [Maximum Indirect Costs Worksheet](#), located on the Grant Administration Division's [Grant Resources](#) page.

## Pre-Award Costs

See the [General and Fiscal Guidelines](#), Pre-Award Costs.

Pre-award costs are permitted from the award announcement date to the grant start date.

## IDC Application Requirements and Assurances

This section identifies the types of requirements in which applicants must comply to be eligible for funding:

- Statutory requirements (requirements defined in the authorizing statute)
- TEA program requirements (requirements defined by TEA program staff)

### Statutory Requirements

See the [General and Fiscal Guidelines](#), Statutory Requirements.

Per Section 22.0834 of the Texas Education Code (TEC), any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., a grantee or subgrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the [General and Fiscal Guidelines](#), Fingerprinting Requirement.

### TEA Program Requirements

See the [General and Fiscal Guidelines](#), TEA Program Requirements.

In addition to the statutory requirements, TEA has established the following program requirements. Applicants must address within the application how they will achieve the following:

1. Description of instructional and talent development needs and strategies: The Program Elements section describes how teacher residencies will be made sustainable through strategic staffing models where residents support other instructional needs in the district/charter, such as substitute teaching or para-professional responsibilities (among other options). Describe the instructional and talent pipeline needs of your LEA.
  - a. What vacancies (if any) exist in your district?
  - b. What other instructional needs exist? How could residencies address this issue? (e.g., Tutoring support, small group Tier I support, etc.)

# Program Guidelines

- c. How do paid teacher residencies fit into your broader talent strategy this year? For the next five years?
  2. Commitment of local resources: Please review the Program Elements section 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? Please share the following information:
    - a. Who from the district/charter will be leading this work? Is their role a new or existing one?
    - b. How does their role fit into broader talent management at your district?
    - c. How will you track and maintain evidence of this district/charter lead's time?
    - d. What will the person in this role do after the grant ends? How might you fund this role after the grant ends?
  3. Description of partnership foundations: Applicants may have one or more EPP partners from the 2023-2024 Vetted Teacher Residency Program List (link located on TEA Grant Opportunities page). Please list your partner(s) and the following partnership foundations information:
    - a. If applicable, how many years have you been engaged in a residency partnership? If the EPP partnership is new, how did your LEA staff decide to partner with this EPP?
    - b. If applicable, how many residents have you placed each year of that partnership?
    - c. If applicable, describe your practices for shared governance, or the review of residency program data to inform shared decision-making about teacher candidate and host teacher supports. How often do you meet with your EPP partners to review this data? As a partnership, how do you manage follow-up and response to data? If the partnership is new, describe what plans you and the EPP have for the questions above.
    - d. Describe any other key features of your partnership's progress toward building a residency program.
  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.
    - a. How will you demonstrate evidence of communication and ongoing engagement with your partner and provider?
    - b. If this is an existing partnership, what shared processes or norms do the LEA staff and EPP faculty currently have in place in order to address issues with residency (e.g., challenges for residents, host teachers, school sites, etc.)?
    - c. If this is a new partnership, how does the LEA plan to work with the EPP to manage issues that arise with residency (e.g., challenges for residents, host teachers, school sites, etc.)?
  5. If you have previously engaged in Strategic Staffing or previously received Texas COVID Learning Acceleration Supports (TCLAS) Decision 5 or the 23-25 Strategic Staffing grants, describe your plans for this grant.

# Program Guidelines

- a. What data is driving the decision to engage in another cycle of design and implementation of Strategic Staffing?
  - b. What new instructional needs have arisen?
  - c. What are your goals for this second round of design? The second year of implementation?
6. For districts/charters that have engaged in an Effective Schools Framework (ESF) diagnostic process during or before the 23-24 school year, please provide the year the district went through the diagnostic and the priority focus area in the space below. If your district is also taking part in the 23-24 pilot of Texas Strategic Leadership (TSL), please note this here.
  7. For districts/charters that have engaged in TEA Strong Foundations Implementation during or before the 23-24 school year, please provide the year the district went through the HQIM implementation process.

## Program-Specific Assurances

See the [General and Fiscal Guidelines](#), Provisions and Assurances.

The program-specific assurances for this grant program can be found on the [TEA Grant Opportunities](#) and in the eGrants application. Refer to Schedule PS3013 - Program Plan.

## Program Elements

### Description of Program

The Texas Strategic Staffing for Sustainable, Paid Teacher Residency Programs Grant is a two-year grant to Districts and Charters, designed to provide direct technical assistance and other supports to Districts/Charters and educator preparation program (EPP) partnerships to design and implement paid, year-long high-quality, sustainable teacher residencies across SY 2024-2025 and SY 2025-2026. For context, TEA currently defines a teacher residency as a yearlong clinical teaching experience where a teacher candidate co-teaches alongside a host teacher. With strategic staffing design supports for sustainably funded paid residencies, pre-service teacher residents are paid as they complete a year-long clinical teaching experience while also fulfilling other identified instructional responsibilities to support local instructional needs. High quality, sustainable teacher residencies create the foundation for meaningful educator pipelines with the goal of recruiting, supporting, and retaining high quality, diverse teachers.

Strategic Staffing supports will be provided by Education Service Centers (or TEA-designated technical assistance provider if no Education Service Center provider is available) through the Texas Strategic Staffing (TSS) technical assistance service. Through this two-year service, districts/charters and EPPs with TEA-vetted residency programs will make informed decisions to develop paid teacher residencies

that leverage reallocation and reinvestment of local funds to support teacher residents’ wages while they engage in other instructional responsibilities such as: substitute teaching, paraprofessional roles, tutoring, and more. During the first year, the design year, the district/charter and the EPP partner will undergo a design year, where they will conduct a needs assessment, set goals for resident placement, determine the best fit model(s) to meet instructional needs, identify funding sources for resident wages, and design parameters, communication and training to support implementation. During the implementation year, the district/charter and EPP will walk side by side with the strategic staffing technical assistance provider to ensure strong implementation of the staffing model and adjust practices as needed. The table below outlines supports awarded LEAs in this grant:

## Overview of Included Supports

Support Name	Description
Part I: Strategic Staffing Technical Assistance	These are in-kind technical assistance services to design and implement <a href="#">a strategic staffing model</a> that allows for long-term, sustainable funding of teacher resident salaries. This training and technical assistance support will be provided in SY 2024-2025 and SY 2025-2026. Districts/Charters will be matched with a technical assistance provider.
Part II: Strategic Staffing project management support funds	Each district/charter will receive funding to compensate and co-fund the salary for the district/charter employee who will project manage and lead the work in the district/charter across the two years of the grant in SY 2024-2025 and SY 2025-2026. The table below outlines the core responsibilities of this district/charter lead’s role.

Estimated time commitment to strategic staffing has been outlined in the table below:

Design Year	<ul style="list-style-type: none"> <li>• 3 full day face to face sessions</li> <li>• Regular virtual meetings with technical assistance provider (estimated frequency: 1-3x month from October to May, 1 hour each)</li> <li>• Review of key deliverables in between sessions (varies)</li> <li>• Support for delivery of summer training for teacher residents and host teachers (varies)</li> </ul>
-------------	---

	<ul style="list-style-type: none"> <li>• Manage grants program requirement submissions with TEA</li> </ul> <p>Note: The district/charter’s design and implementation lead would be engaged in all of these responsibilities, though the design team would include other district/charter leadership as well as EPP faculty and staff at various points of the design process.</p>
Implementation Year	<ul style="list-style-type: none"> <li>• On-going monitoring of staffing model implementation (weekly)</li> <li>• Management of communication across the district/charter and EPP (varies)</li> <li>• Manage job embedded training as necessary (varies)</li> <li>• In coordination with technical assistance provider, regularly collect data on progress towards Strategic Staffing goals (varies)</li> <li>• Co-lead and prepare for implementation site visits with technical assistance provider and EPP partner (2-3 times/year)</li> <li>• Attend and contribute to quarterly governance meetings with EPP partner(s)</li> <li>• Attend and contribute to recruitment and sustainability meetings</li> <li>• Manage grants program requirement submissions with TEA</li> </ul> <p>Note: The district/charter’s design and implementation lead would manage implementation year and would be responsible for coordinating with other key leadership roles where appropriate.</p>

Please note that this grant does not provide funding for resident or host teacher salaries or stipends; technical assistance is provided in order to support the district in sustainably locally funding resident and host teacher compensation.

## Qualifications and Experience

The applicant agrees to provide data on the qualifications and experience of the existing or future staff members, as required per the program guidelines as follows:

# Program Guidelines

The district/charter role supported by grant funding should have enough authority or autonomy to communicate and engage with senior leadership regarding programmatic decisions made during strategic staffing design and implementation.

## Performance and Evaluation Measures

The applicant agrees to collect data and report on the following mandatory performance and evaluation measures:

1. Maintain and submit a time and effort activity log of engagement in strategic staffing model training and technical assistance support activities during the duration of the grant.
2. In SY 2024-2025, provide regular (at least quarterly and as requested) report(s), documenting progress towards strategic staffing design milestones, including examples of key deliverables
3. In SY 2025-2026, provide regular (at least quarterly and as requested) report(s), documenting implementation year monitoring and related implementation data.
4. Conduct other program evaluation as requested by TEA, including submission of resident placement data during SY 2025-2026.

## Limits on Contracted Evaluators

Applicants should make every effort to ensure that contracted evaluators be independent and objective.

## Allowable Activities and Use of Funds

Refer to the [Budgeting Costs Guidance Handbook](#) on the Grants Administration Division's [Grant Resources](#) page for general guidance on allowable activities and use of funds.

Allowable activities and use of funds for this grant include only the following:

### General Allowable Activities and Use of Funds

Include from the following list any applicable activities and any other general uses of funds allowed for the grant program. If programmatic allowable activities are more specific, as appropriate use that language instead. If limitations apply, include them (e.g., specific payroll positions, required contracts, etc.).

- Salary or time and effort of selected staff member that supports grant program implementation
- In-state travel and supplies and materials directly related to design and implementation of the sustainable teacher residency may also be allowable.



## Unallowable Activities and Use of Funds

Refer to the [Budgeting Costs Guidance Handbook](#) on the Grants Administration Division's [Grant Resources](#) page for general guidance on unallowable costs.

### Out-of-State Travel

Out-of-state travel costs may not be funded under this grant program.

### Travel for Students to Conferences (Does Not Include Field Trips)

Costs for travel for students to conferences may not be funded under the grant program (does not include field trips).

### Field Trips

Field trips may not be funded under the grant program.

### Stipends for Non-Employees Other Than Those Included in 6419

Stipends for non-employees other than those included in 6419 may not be funded under the grant program.

### Non-Employee Costs for Conferences

Non-employee costs for conferences may not be funded under the grant program.

### Travel Costs for Officials such as Executive Director, Superintendent, or Board Members

Travel costs for officials such as the executive director, superintendent, or board members may not be funded under the grant program.

### Cost of Membership in Any Civic or Community Organization

The cost of membership in any civic or community organization may not be funded under the grant program.

### Hosting or Sponsoring of Conferences

Hosting or sponsoring conferences may not be funded under this grant program.

## Advisory Council

An advisory council may not be funded under the grant program.

In addition, unallowable activities and use of funds for this grant include, but are not limited to, the following:

- Debt services (lease liabilities for terms greater than 12 months) — unallowable costs include:
  - Capital Lease Liability — Principal Costs (6512)
  - Subscription-based Information Technology Arrangement (SBITA) – Principal Costs (6514)
  - Capital Lease Liability – Interest Costs (6522)
  - Interest on Debt Costs (6523)
  - Subscription-based Information Technology Arrangement (SBITA) – Interest Costs (6526)
- Audit services
- Capital Outlay
- Software or information technology services
- Stipends for the teacher resident and their host/cooperating teacher
- Any activity not specified above in the Allowable Activities and Use of Funds section

## Attachments

---

There are two types of attachments that may be required to be submitted with your application:

### Required Fiscal-Related Attachments

See the [General and Fiscal Guidelines](#), Fiscal-Related Documentation Required to Be on File, for a general description of fiscal-related documents that can be required as attachments to the application.

### Required Program-Related Attachments

See the [General and Fiscal Guidelines](#), Required Program-Related Attachments, for a general description of program-related documents that can be required as attachments to the application.

The applicant must submit with the application in eGrants the following required program-related attachments.

1. A signed letter from the EPP partner(s) from the [Vetted Teacher Residency Program List](#) confirming:
  - a. Their partnership with the applicant for year-long residencies.
  - b. Their commitment to strategic staffing efforts and partnership responsibilities outlined in the grant assurances.

**Inclusion of the required attachment is necessary to determine applicant eligibility. Failure to include this required attachment could result in an application being disqualified or being deemed ineligible.**

## Adding Attachments

The instructions in the following sections describe how to attach files to an eGrants application, if applicable.

### General Instructions

The size of each attachment cannot exceed 10MB. If you have a larger file, use a different scanning setting or zip the file to make it take up less space.

The only supported browser is Google Chrome. If you are using another browser, please change to Google Chrome before attaching files.

Documents only need to be attached once. Do not attach duplicate documents when completing an amendment. Remove an existing attached document prior to attaching a new version.

### Naming Attachments

Name the files you are going to attach with no spaces (for example, 501C3letter.doc or 5013C\_letter.doc) and no special characters. Use a meaningful name that identifies the specific document.

Make sure that each attachment has a valid extension (.pdf, .doc, .rtf, .xls, .bmp, .txt, .docx, .xlsx).

Note that attachments with very long names may not be able to be uploaded. If you have difficulty, try renaming the file and starting over.

### Scanning Documents

If a document must be scanned to create an electronic copy, use the following hints to ensure that the document size is as small as possible:

Use an OCR or DPI setting of 200 DPI.

Scanned files must be in PDF format.

## Zipping Files

If your files are too large, add them to a zip file to save space (download a free version of [WinZip](#) and find instructions on creating zip files).

## Attaching Files to an eGrants Application

1. Ensure that the document is saved on your computer, using the naming instructions above.
2. On the grant application's Table of Contents page, select Attach File.
3. Select the appropriate radio button for a TEA Defined Attachment or an Optional Attachment.
4. Select the Browse button. A standard Windows browser appears. Find the file.
5. Select Attach.
6. Confirm the document title appears under Documents Submitted in This Version; refresh the page if necessary. If the attachment does not appear, you may have to rename your document with a shorter name and start over.
7. Repeat this process to attach all your documents.

## IDC Scoring and Review

---

This section provides information on the scoring and review of IDC applications.

### IDC Review and Funding Criteria

See the [General and Fiscal Guidelines](#), *LOI Review Criteria*

### Standard Review Criteria

Area Scored	Points Possible
<b>Summary of Program:</b> 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.	5
<b>Qualifications and Experience for Key Personnel:</b> Outline the required qualifications and experience for the district/charter's strategic staffing lead and design team that will be involved in the implementation and delivery of the program. Include whether the position is existing or proposed.	5

# Program Guidelines

<b>Goals, Objectives, and Strategies:</b> Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?	5
<b>Performance and Evaluation Measures:</b> 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.	5
<b>Budget Narrative &amp; Request for Grant Funds:</b> 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 Request for Grant Funds section takes the place of the budget schedules during the initial submission process. If selected for award, applicants will be required to budget planned expenditures in the budget schedules provided by eGrants during negotiations.	5
Total Standard Review Points Possible	25

## Specific Review Criteria

Area Scored	Points Possible
<b>Description of instructional and talent development needs and strategies:</b> The Program Elements section describes how teacher residencies will be made sustainable through strategic staffing models where residents support other instructional needs in the district/charter, such as substitute teaching or para-professional responsibilities (among other options). Describe the instructional and talent pipeline needs of your LEA.  This question has three parts: A, B and C. Greater weight will be given to the response to Part C, in which the applicant describes how paid residencies through strategic staffing connect to their broader talent strategy.	15
<b>Commitment of local resources:</b> Please review the Program Elements section of the program guidelines. How will you, alongside your partner EPP, commit	15

# Program Guidelines

<p>resources and time to 1) the year-long design process and 2) the implementation support year?</p> <p>This question has four parts: A, B, C and D. Greater weight will be given to parts B and D, along with an overall narrative through the four-part response that shows the district/charter’s understanding of the Program Elements and the time and resource commitment required to achieving the program goals.</p>	
<p><b>Description of partnership foundations:</b> Applicants may have one or more EPP partners from the 2023-2024 Vetted Teacher Residency Program List (link located on TEA Grant Opportunities page). Please list your partner(s) and the following partnership foundations information...</p> <p>The question has three parts: A, B, C and D. If the EPP/LEA partnership is new, the question will be scored by evaluating the strengths of the plans for the partnership. If the EPP/LEA partnership is existing, the question will be scored by evaluating the strength of current practices and/or plans for improving current practices.</p>	20
<p><b>Commitment to shared communication:</b> 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.</p> <p>The question has three parts: A, B and C. If the EPP/LEA partnership is new, the question will be scored by evaluating the strengths of the plans for communication and management of potential issues and challenges. If the EPP/LEA partnership is existing, the question will be scored by evaluating the strength of current practices and/or plans for improving current practices.</p>	10
<p><b>Plans for grant if previously engaged with strategic staffing:</b> If you have previously engaged in Strategic Staffing or previously received Texas COVID Learning Acceleration Supports (TCLAS) Decision 5 or the 23-25 Strategic Staffing grants, describe your plans for this grant.</p> <p>This question has three parts: A, B and C. All parts will be given equal weight. If the response is “N/A” (the district is new to strategic staffing), the applicant will receive the full 10 points for being a district that is new to strategic staffing.</p>	10
<p>Total Specific Criteria Points Available:</p>	70

## Priority Points

# Program Guidelines

See the [General and Fiscal Guidelines](#), Priorities for Funding.

In addition to the factors considered in awarding competitive LOI grants as outlined in the previous sections above, TEA will award grants per the priorities listed below. TEA will only review applications for priority points that receive a minimum score of 70% from the standard and specific criteria.

Priority Points:

Priority Points Criteria	Points Added
Districts/Charters that are not participating in TCLAS Decision 5 for any SY 2021-2024, or 23-25 Texas Strategic Staffing Grant	10
Districts/Charters that have a distinction of being a fast growth district for the 2023-2024 school year.	5
Districts/Charters that have completed Strong Foundations Implementation during or before the 2023-2024 school year. (TEA Program Requirement #7)	5
Districts/Charters that are or have engaged in an ESF diagnostic process during or before the 2023-2024 school year, and/or are participating in Texas Strategic Leadership (TSL) in the 2023-2024 school year. (TEA Program Requirement #6)	5
Districts/Charters that are designated as rural or small or have a student enrollment 3000 and less for 2022-2023.	5

\* TEA will only fund applications that receive a minimum score of at least 50% of the total points possible from the sum of the standard review criteria, specific review criteria and priority points.

## Oral Interviews for Funding

See the [General and Fiscal Guidelines](#), *LOI Oral Interviews for Funding*.

Oral interviews will not be conducted for this grant.