

PS3014 Schedule Instructions

PS3014 — Program Narrative

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 2025-2026 and SY 2026-2027. Strategic Staffing supports will be provided by Education Service Centers 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.

Section A — Summary of Program

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific instructional, teacher development, and/or teacher recruitment and retention needs of the organization.

- If your district currently HAS a yearlong teacher residency program, describe its connection to your district's mission and how participating in the Texas Strategic Staffing (TSS) technical assistance service will benefit your residency program.
- If your district does NOT currently have a yearlong teacher residency program, describe how a paid residency program will benefit your district's mission and needs.

Section B — 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 district strategic staffing lead position that would be supported by this grant is existing or proposed. **Include at least one role from the LEA and one role from the partner EPP(s).**

Section C — Goals, Objectives and Strategies

Review the objectives of the Texas Strategic Staffing (TSS) service [found on our website at http://tss.tea.texas.gov](http://tss.tea.texas.gov). Describe the alignment between TSS goals/objectives and your district's decision to pursue participation in the two-year Texas Strategic Staffing program, including any additional or unique district goals/objectives. What activities/strategies will be implemented to meet TSS and/or district objectives?

Section D — Performance and Evaluation Measures

Describe the performance measures identified for this program related to student outcomes and consistent with the purpose of the program. Example performance measures may include, but are not limited to:

- Resident recruitment data
- Teacher certification data
- Teacher hiring and retention data
- Perception surveys
- Student achievement data

Which key performances measures have you identified for the program? What tools do you use to measure and analyze the data to ensure the effectiveness of talent project objectives and strategies?

Section D — Budget Narrative

Describe how the proposed budget will meet the needs and goals of the program, including contracted services with the EPP, district-level staffing, and supplies and materials. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Please note that this budget should encompass two years (2025 through 2027).

- Include a short narrative describing how adjustments will be made in the future to meet needs.
- If your proposed budget includes funding for teacher resident or host teacher stipends/salaries, describe how you will meet the cost-match requirements (at least \$3,000 locally funded per resident or \$1,000 per host teacher).
 - Reminder: These funds can only be budgeted for residents/host teachers placed in SY 2026-2027 and can make up a maximum of \$40,000 of the proposed budget..

Section F — TEA Program Requirements

- 1. Talent and Instructional Needs: Please answer the following questions about the connection between strategic staffing for paid residency and your LEA's instructional and talent needs and strategies.**
 - a. What vacancies have been historically difficult to fill in your district? What other staffing needs (e.g., lack of certified teachers) exist in your district? How could paid residencies help address those needs?
 - b. What other instructional needs exist? How could paid residencies help to address this issue? (e.g., small group support, substitute teaching, etc.) If your district is currently implementing or plans to implement high-quality instructional materials (HQIM), please also include how paid residencies may support your plan for HQIM implementation.
 - c. How do paid residencies fit into your district's long-term talent strategy this year? The next five years?

Section G — TEA Program Requirements Continued

2. **Commitment of Local Resources:** Please answer the following questions to describe how your LEA, alongside your partner EPP, will commit resources and time to the year-long design process and the implementation year.
- a. Who from the district/charter will be leading this work? How does their role fit into broader talent management in your district? What additional responsibilities, if any, does or will this person have related to talent in your district?
 - b. How will you ensure that the district lead has adequate time to fulfill responsibilities in the design and implementation year of strategic staffing in accordance with program assurances? What are some ways you will ensure that time and effort for these responsibilities are locally funded beyond the life of the grant?
 - c. How will district executive leadership, such as the superintendent or CFO, be included in strategic staffing design and implementation?

Section H — TEA Program Requirements Continued

3. **Partnership Foundations:** Please answer the following questions about your LEA-EPP partnership.
- a. **If this is an existing LEA-EPP partnership:** How many years have you been engaged in a residency partnership with the EPP? How many yearlong residents have you placed each year of the partnership? Were these residents paid or unpaid? If residents are already paid, why is the LEA interested in engaging in the strategic staffing design and implementation strategic process for paid residency?
 - b. **If this is a new LEA-EPP partnership:** How did you decide to partner with this EPP for residency?
 - c. What other key features of the partnership will help ensure success throughout the two-year design and implementation process for paid residency?

Section I — TEA Program Requirements Continued

4. **Communication Elements:** Please answer the following questions to describe how you will maintain strong communication with your EPP partners and your technical assistance provider. <eGrants: Put A and B together with a response box, then C with a separate response box>
- a. **If this is an existing LEA-EPP 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.)? Provide detailed explanations (e.g., who leads the communication, how are action steps determined, who follows up to make sure steps are complete, etc.).
 - b. **If this is a new LEA-EPP 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.)? Provide detailed explanations (e.g., who would lead the communication, at what point do you surface the challenges, how do you follow up on action steps, etc.).
 - c. Has your LEA partnered with your regional ESC or other external provider for other programs or initiatives? If so, describe how you have maintained strong communication with external service providers in the past.

Section J — TEA Program Requirements Continued

5. **Grow Your Own (Optional Response for Priority Points):** If your LEA currently maintains a Grow Your Own program or plans to implement a Grow Your Own program through the 2024-2026 Grow Your Own High School Education and Training Program, please respond to the following questions. If you do not have a Grow Your Own program, write N/A.
- a. Which TEA Grow Your Own grants, if any, has your district received?
 - b. How long has your district maintained a Grow Your Own program? If applicable, how many of your Education and Training students have returned to teach in your district?
 - c. Provide a high-level description of your district's Grow Your Own program.