



25-27 Texas Strategic Staffing Grant Webinar

We will begin at 9:00 a.m. CST.

The background of the slide is an aerial photograph of Austin, Texas. It shows the city skyline with various skyscrapers, including the Frost Tower. A large river, the Colorado River, flows through the city, with a bridge crossing it. The sky is blue with some clouds, and the overall scene is bathed in the warm light of late afternoon or early morning.

25-27 Texas Strategic Staffing Grant Webinar #2

February 26, 2025
9:00am CST

TEA Texas Strategic Staffing Team



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Today's Agenda

Context & Overview of Texas Strategic Staffing (10)

Grant Eligibility Overview (15)

Grant Funding & Application Overview (20)

Q&A (10)

Recording

- This webinar will be recorded and posted to the TEA Grant Opportunities page next week.
- Questions asked in the Q&A will be saved and added to an FAQ. Please utilize the Q&A for any questions as the chat may not be saved.

Webinar #1

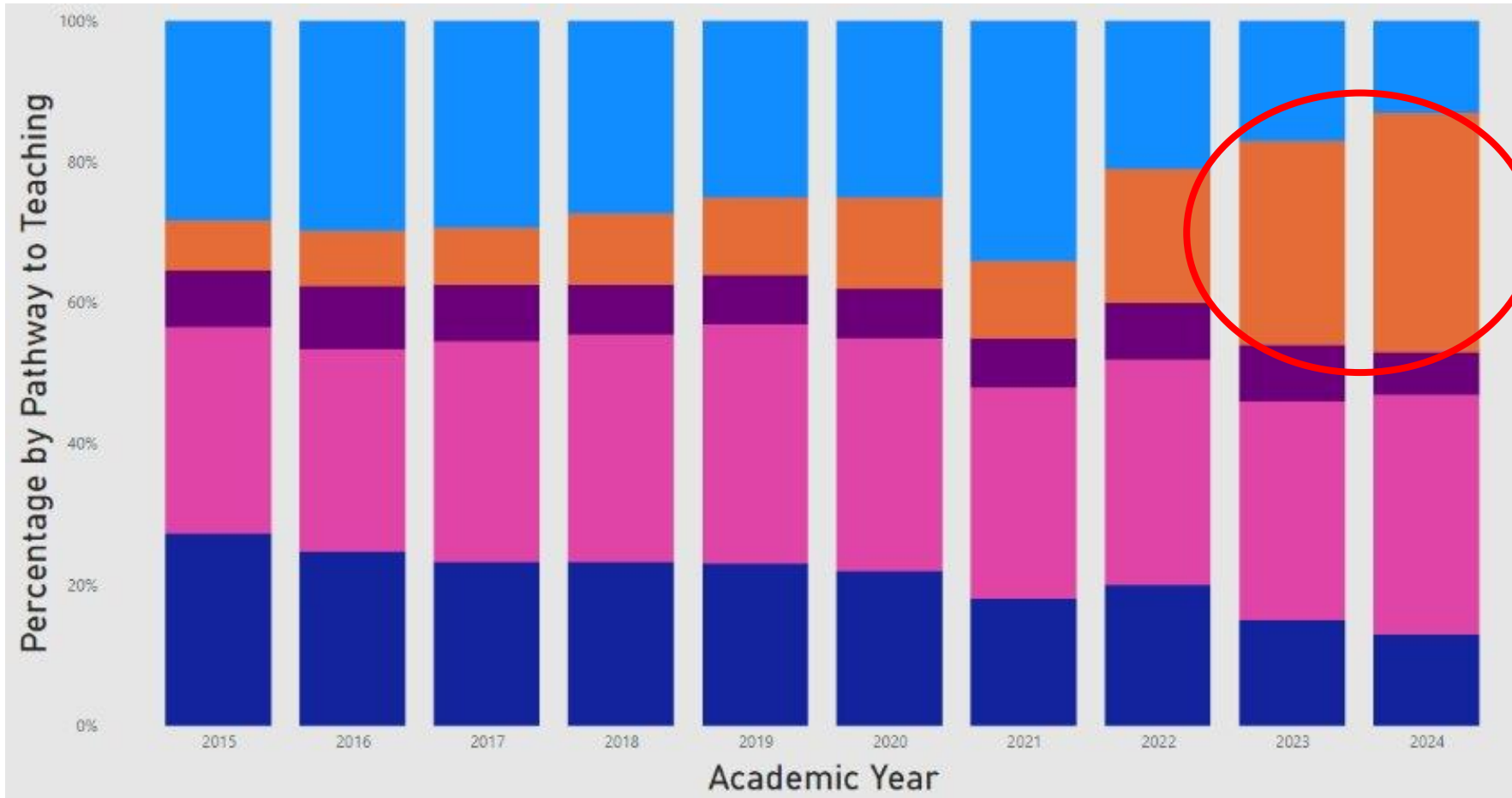
- Although some information from Webinar #1 will be repeated, we encourage you to watch the recording from Webinar #1.
- The recording and slides are available on the [TEA Grant Opportunities page](#).

FAQs / Q&A

- FAQ #1 was posted in December 2024 and is available on the TEA Grant Opportunities page.
- Questions submitted between November 29th and February 12th will be addressed in this webinar (if submitted by February 4th) and added to FAQ #2 (posted February 14th).
- Email questions to william.sea@tea.texas.gov.
- TEA is not allowed to respond to individual questions (by email or phone).

Data Context: Why Strategic Staffing?

Trends are shifting in how our new hires are prepared for the classroom...



Alternative certification, which includes teacher interns, declined in 2023

Non-certified individuals grew to 34% of newly hired teachers in 2024 – an historic high

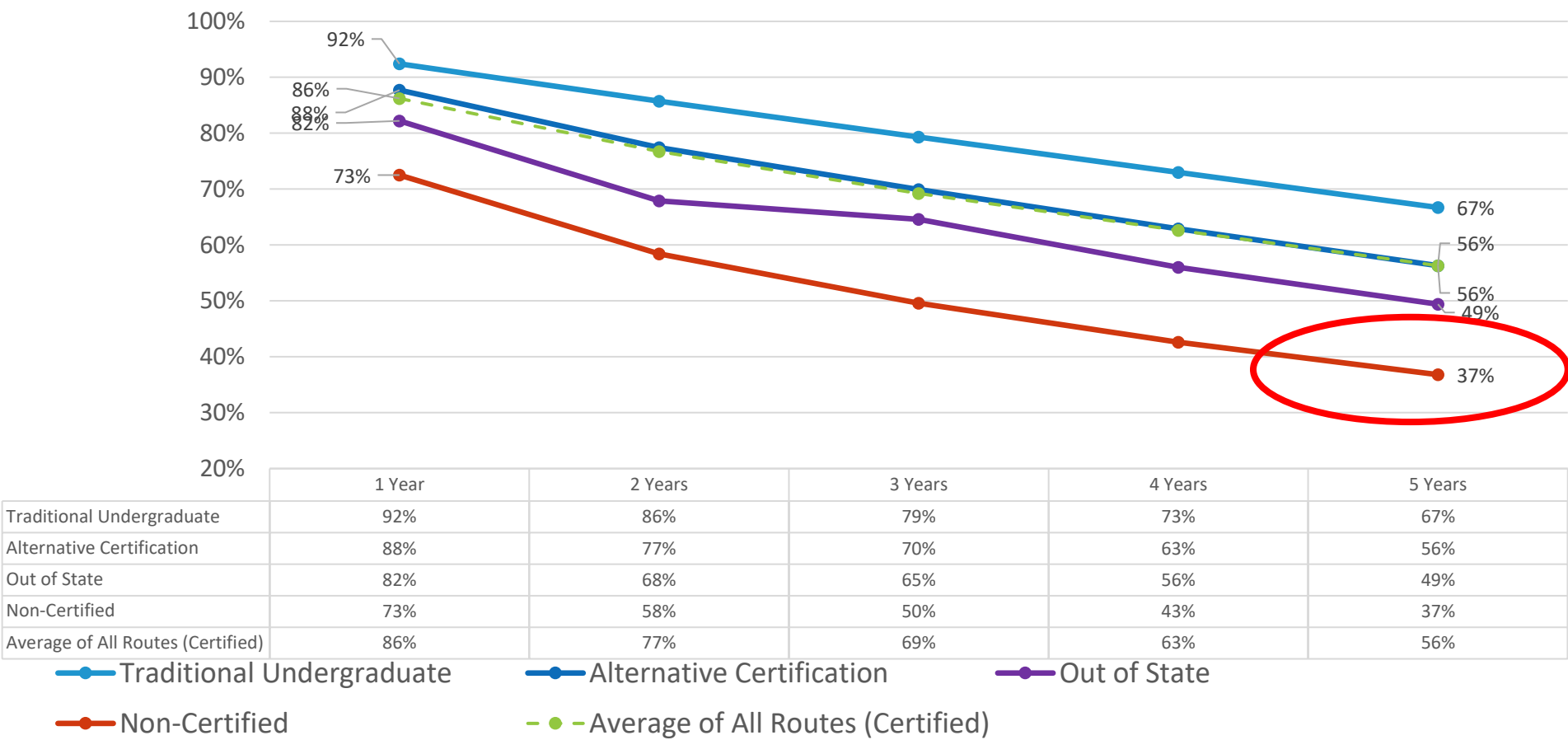
Out-of-State certification remains steady

Re-entry includes individuals not teaching in the prior year and remains consistent

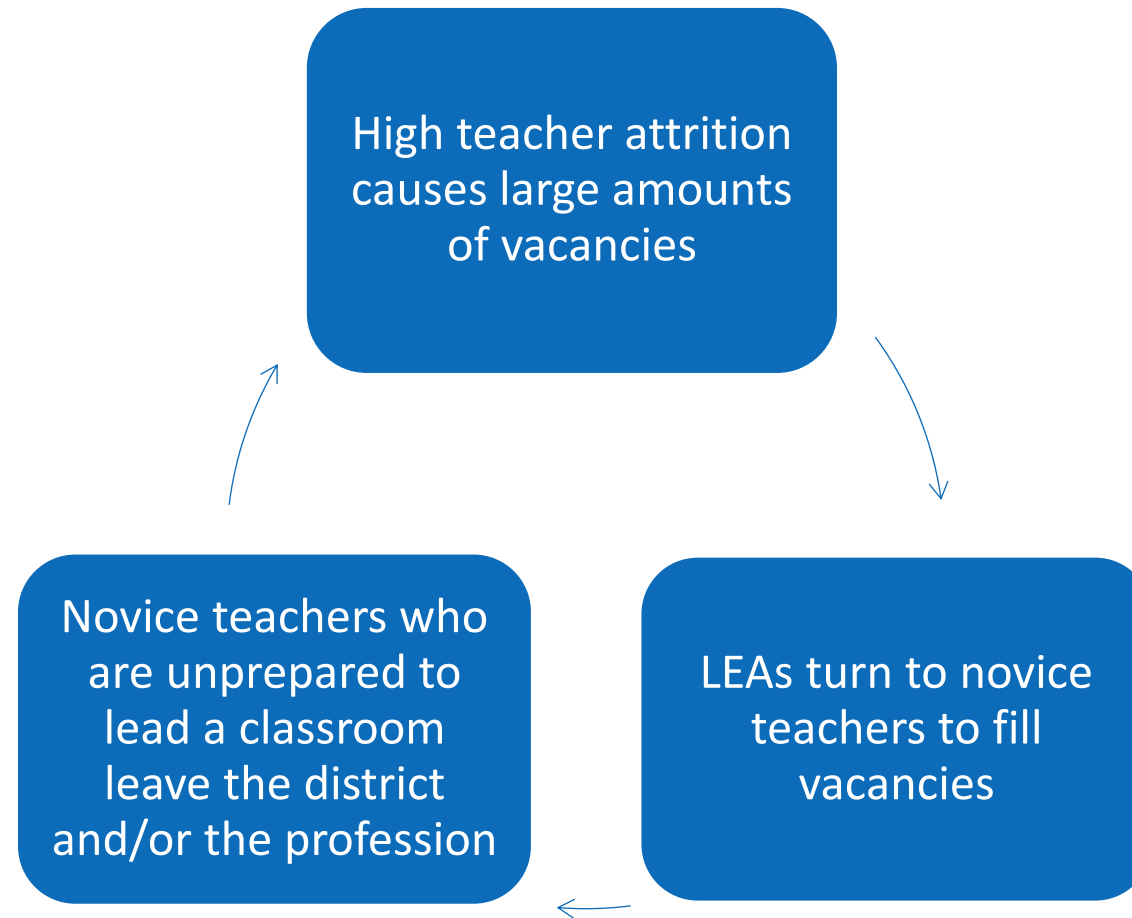
Traditional certification has continued to decline

Preparation programs vary greatly in their outcomes, particularly for new hire retention

Percent of Teachers Retained in the Public Education Workforce

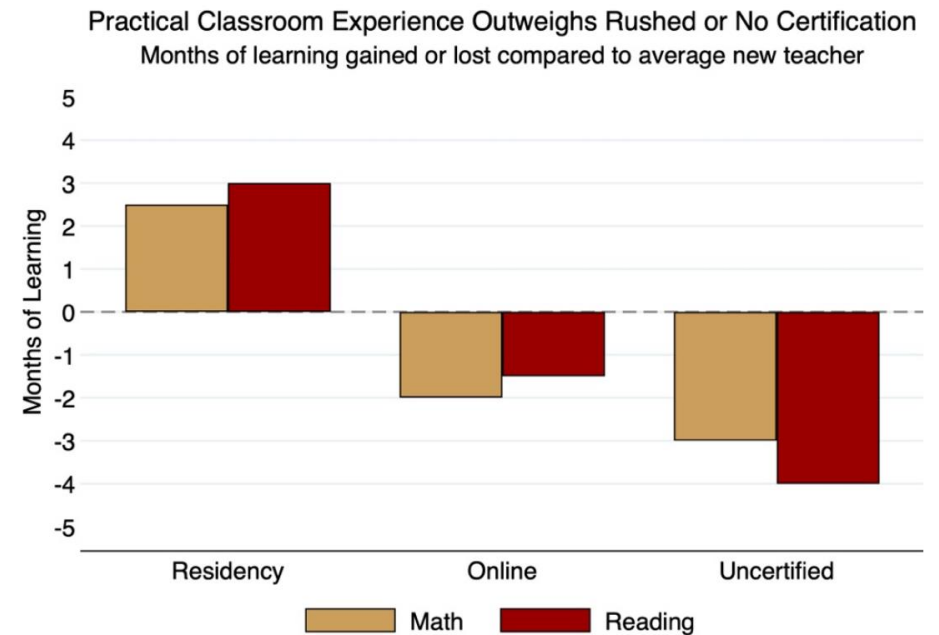


LEAs find themselves caught in a challenging cycle of attrition and hiring



The data supports teacher residencies as a preparation pathway to address this issue...

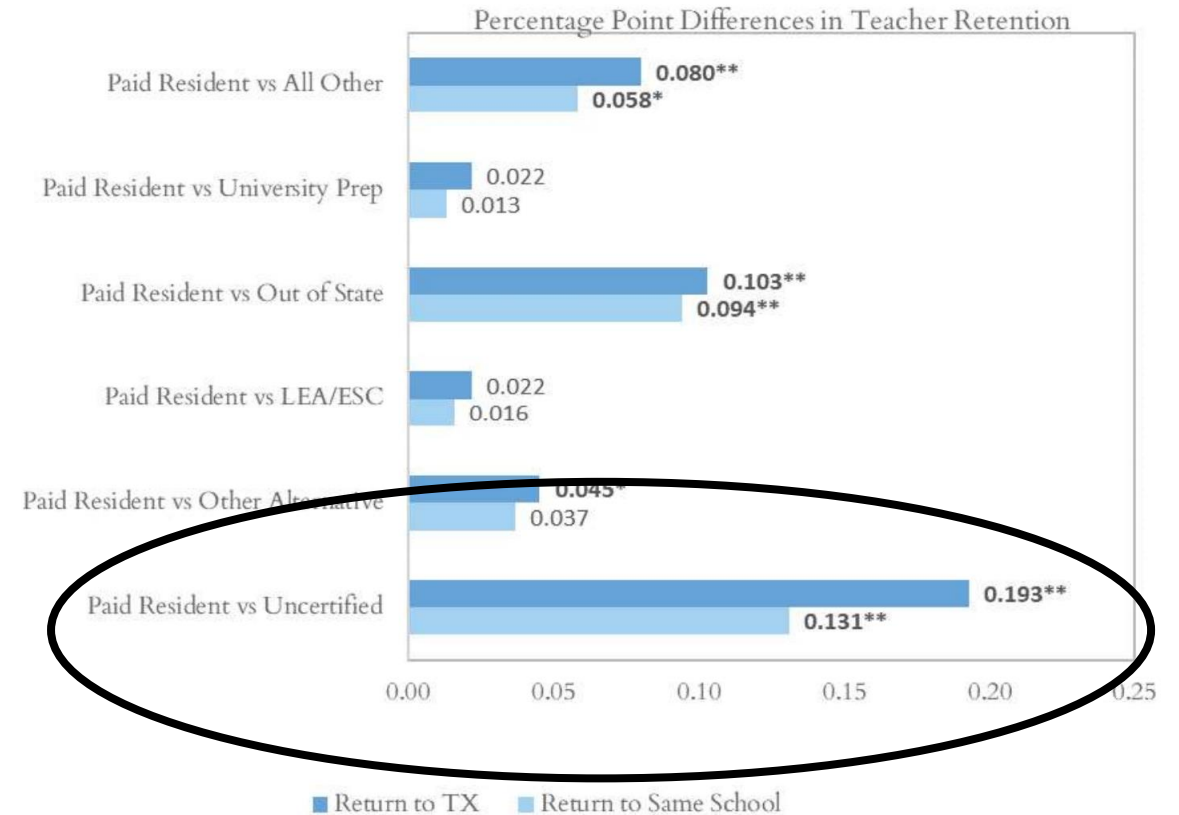
- Residency pathways are **linked to gains in student learning.**
- Unqualified teachers are linked with **student learning loss**, especially for uncertified teachers.



Source: Building a Stronger Teacher Workforce: Insights from Studies on Texas Teacher Preparation, J. Kirksey, Texas Tech University, 2024

The data supports teacher residencies as a preparation pathway to address this issue...

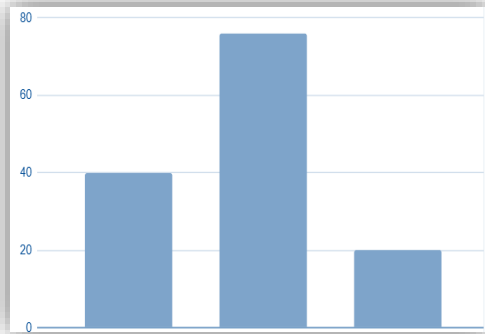
- Residency is also linked to **retention in the teacher workforce and retention in the same LEA**.
 - If all teachers were retained at the level of those prepared through residency, Texas would have needed to hire **3,600 fewer new teachers** last year.



Source: Paid Residency Programs in Texas:
Initial Impacts, Education Policy Institute at
Carolina, 2024

... but pay is a barrier to full year residencies.

40% of undergraduates and 76% of graduate students work full-time. 20% have dependents.



Teachers incur the same amount of debt as all other college students. Low teaching salaries make debt payment difficult.

Up to 2/3 of the cost of college is related to living expenses, with scholarships often defraying the cost of tuition but not the cost of living.



Source: "Residency Revolution: Funding High Quality Teacher Preparation" Bank Street: Prepared to Teach and WestEd, May 2021.

What is Texas Strategic Staffing?

- Two-year technical assistance model that supports design and implementation of the paid residency model.
- Leads school systems and EPP partners to design staffing models that meet immediate instructional needs and fund sustainable, paid teacher residencies.
- Supports school systems and EPP partners to leverage reallocation and reinvestment practices to fund teacher residency models.



Texas Strategic Staffing guides school systems and EPPs through a process of rethinking their staffing needs and strategies.

Residency Model

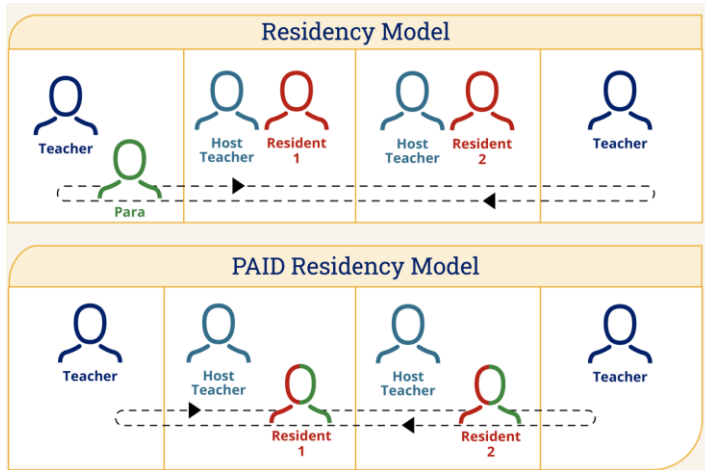


PAID Residency Model

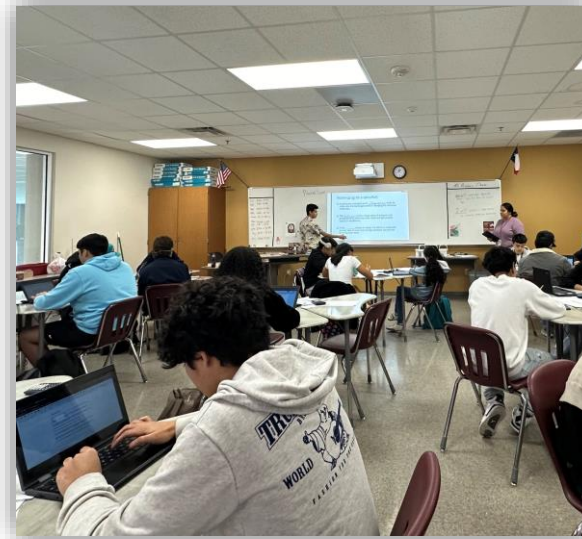


Learn more at
<https://tss.tea.texas.gov/strategic-staffing-models>

What does technical assistance look like?



Design (Year 1)



**Implement
(Year 2)**



Sustain

Benefits of Texas Strategic Staffing / Paid Residency Models



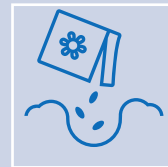
Fulfillment of additional instructional needs



Additional support with vacant positions, larger class sizes, etc.



Leadership and mentoring opportunities for veteran teachers



Strong, well-prepared pipeline of teachers that are familiar with the district

See Texas Strategic Staffing in Action!

Royal ISD & Prairie View A&M University

A Strong Partnership for Paid Residency

Royal ISD sits between Pattison, TX and Brookshire, TX, two small towns outside of Houston. They have developed a strong partnership with nearby Prairie View A&M University. See how the residents-as-substitutes model, developed through participation with TSS and ESC 4, fulfills district needs while ensuring excellent teacher preparation.



Fabens ISD & University of Texas at El Paso

Sustainable Pair Teaching in a Small District

Fabens ISD is a small district 40 minutes outside of El Paso. Through the TSS services provided by ESC 19, Fabens developed a Vacancy-Pair Teaching strategic staffing model in partnership with University of Texas at El Paso (UTEP). See how this model addresses teacher vacancies, supports student learning, and expands the impact of highly qualified host teachers.



<https://tss.tea.texas.gov/tss-in-action>

Grant Eligibility

Grant Purpose

Support partnerships to **design** and **implement** strategic staffing models for paid residency through the 2-year TSS process.

Residents fulfill instructional needs while receiving high quality teacher preparation through a **yearlong residency experience meeting TAC requirements.**

Grant Purpose

Support partnerships to **design and implement** strategic staffing models for paid residency through the 2-year TSS process.

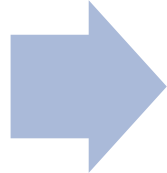


Eligible LEAs must not have received the TCLAS Decision 5 grant, 23-25 or 24-26 Texas Strategic Staffing Grant

- **Exception:** Partnering with a different EPP to go through the 2-year TSS process again
- **Clarification:** If a partnership has participated in strategic staffing (through TSS or another provider) but has **NOT** received a grant, they are eligible to apply. We will discuss how having an existing paid residency may impact the application later in the webinar.

Grant Purpose

Residents fulfill instructional needs while receiving high quality teacher preparation through a **yearlong residency experience meeting TAC requirements.**

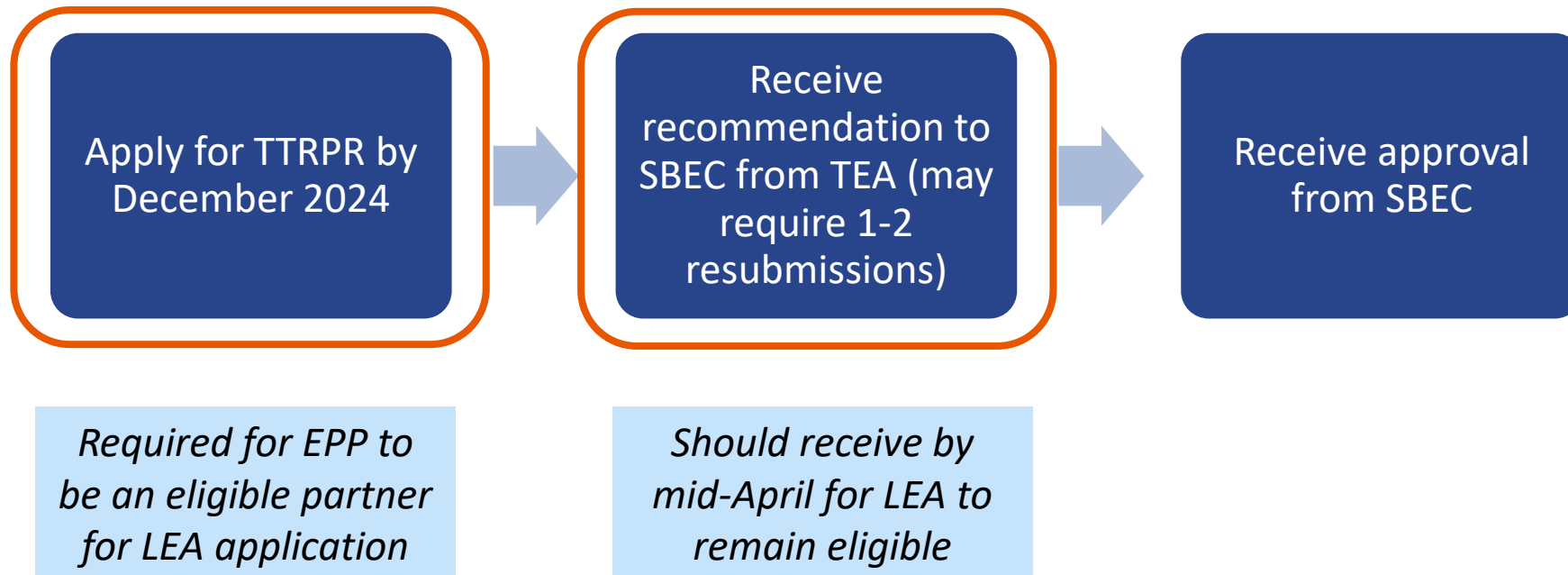


Eligible LEAs must partner with an EPP that offers the new Texas Teacher Residency Preparation Route.

- For the purposes of applying, this means the EPP must have at least applied to offer the route by December 2024.
- If the EPP does not receive notice of recommendation by April 2024, the applicant may become ineligible.

How do I know which EPPs are eligible?

- Some EPPs have already been approved by SBEC or are on the agenda for approval at the next SBEC meeting. The names of these EPPs are publicly available.
- Because the list of EPP applicants is not public, it is recommended the LEA reach out to the EPP to confirm they applied by December 2024.



Unique EPP Situations

Applying with multiple EPPs

Eligible if the EPPs meet requirements for offering TTRPR

EPP is an Alternative Certification Program (ACP)

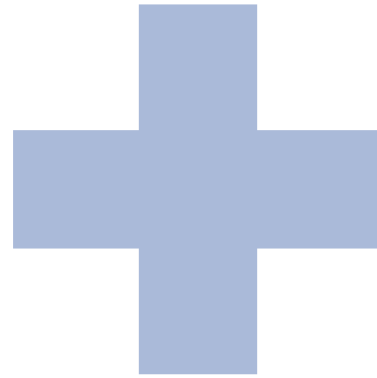
Eligible if the EPP meets requirements for offering TTRPR. Note: The grant supports placement of residents, not teachers of record (interns)

EPP is part of the same university system as a previous grant partnership

Likely eligible if the EPP meets TTRPR requirements and is a distinct entity

Grant Funding Overview

\$80,000
award to be
used over 2
years



In-kind (no
cost to
district) TSS
technical
assistance

Use of Funds: District Lead Time & Effort

LEAs must budget at least \$30,000 to fund the district employee leading strategic staffing work.

- Can be a new or existing role
- Supplement, not supplant does not apply
- Grant guidelines describe time & effort required

Use of Funds: Contracted Services

LEAs must use at least \$10,000 for contracted services with their EPP partner.

- The contracted services must support field supervisor work in the 26-27 school year.

Use of Funds: Resident and Host Teacher Stipends

LEAs may use up to \$40,000 to fund resident/host teacher stipends during the Implementation Year (26-27).

- **Includes cost-match requirements**
- Optional use of funds – not required
- Grant award not dependent on number of residents

Cost match ensures LEA commitment to sustainably funding the residency and is only required if the LEA is choosing to use funds to pay teacher resident or host teacher stipends in 26-27.

- Resident: \$3,000 of stipend must be locally funded; stipend must be at least \$10,000
- Host Teacher: \$1,000 of stipend must be locally funded; stipend must be at least \$2,000

Use of Funds: Technical Assistance

This service is provided as part of the grant award and does not require use of grant funds.

- LEA should not include contracted services with the ESC in their budget.
- Active participation, engagement, and communication with the service provider is required in program assurances.

Applicant Budget

- \$14,000: Contracted services with Texan University to fund field supervisor in 26-27
- \$64,000: Compensation for district strategic staffing lead
 - \$32,000 of the employee's \$75,000/year salary funded by grant in 25-26 and 26-27
- \$2,000 for travel and supplies and materials for district lead

Note: Budgets are entered in the eGrants application in a specific format, including budget codes. This example is intended to overview how funds may be spent.

Applicant Budget

- \$10,000: Contracted services with Local University to fund field supervisor in 26-27
- \$30,000: Compensation for district strategic staffing lead
 - \$15,000 of the Assistant Superintendent's salary for 2 years, creating some local savings.
- \$40,000 for resident and host teacher stipends in 26-27
 - 2 residents paid \$20,000/year + \$2,000 travel stipend
 - 2 host teachers paid \$2,000/year
 - \$48,000 total in stipends with \$40,000 funded by grant and \$8,000 funded locally (\$3,000 per resident and \$1,000 per host teacher cost-match)

Note: Budgets are entered in the eGrants application in a specific format, including budget codes. This example is intended to overview how funds may be spent.

Key Idea for LEAs



The grant supports LEA-EPP partnerships to participate in the two-year Texas Strategic Staffing process.

Although some funding can be used to "kick-start" implementation (stipends, contracted services with EPP), the goal of TSS is to develop a sustainable, locally funded residency with the EPP.

Application Key Components

Access the Grant through eGrants

All grant applications must be accessed and submitted electronically through eGrants in TEAL.

For more information on eGrants, reference page 3 and 4 of the Program Guidelines.

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.

Applicant must attach a verification form signed by the EPP.

- PDF can be found on the grant opportunity page.
- Please use PDF (no MOUs or letters). If there are multiple EPP partners, PDFs can be merged together into one file, or added as "Optional Attachment."
- **Remember: The EPP does not need to place residents in the district until 26-27. The LEA-EPP partnership can be in beginning stages when applying!**

2025-2027 Texas Strategic Staffing Grant
Program Attachment: Educator Preparation Program (EPP) Verification and Commitment Form

District Name: _____

Educator Preparation Program (EPP) Name: _____

Question 1: Please select which of the following statements applies to the EPP.

☐ The EPP has been approved by the State Board of Educator Certification (SBEC) to offer the enhanced residency certificate through the Texas Teacher Residency Preparation Route.

☐ The EPP has received notification from TEA of recommendation to SBEC to offer the enhanced residency certificate through the Texas Teacher Residency Preparation Route.

☐ The EPP has submitted an application or will submit an application by December 9, 2024 to offer the enhanced residency certificate through the Texas Teacher Residency Preparation Route.*

If none of the above apply to the EPP, then the EPP is not eligible to partner with the LEA for this grant.

Question 2: Does the educator preparation program agree to the following commitments?

☐ The EPP agrees to commit to partner with the district to offer a high-quality, sustainable paid teacher residency.

☐ The EPP agrees to the EPP-district partnership assurances outlined in the 2025-2027 Texas Strategic Staffing Grant program assurances.

☐ The EPP commits to the two-year strategic staffing design and implementation process, supported by technical assistance from the local education service center (ESC).

Question 3 (Optional): Below, please share any additional contextual information the EPP would like to provide regarding the above responses.

Name of EPP Representative: _____

Title of EPP Representative: _____

Signature of EPP Representative: _____

- **Standard Review Questions** (5 questions – 30 points total) are required for all competitive applications. However, the questions have aspects unique to this grant.
- You are not required to describe a current residency program as you may not yet have one! If you do have an existing program – especially if it is a paid program – you should ensure your responses to standard review explain your district's goals for participating in TSS.

A. Summary of Program
<p>1. 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.</p> <div></div>
<p>2. If needed, use this space to continue the Summary of Program response. Enter N/A if the additional space is not needed.</p> <div></div>

Program-Specific Review Questions (45 points total) are uniquely designed for the LEA to demonstrate readiness and best fit for the grant program. All questions have multiple parts.

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.

1. 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?

2. 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.

Instructional and Staffing Needs

- The applicant should show how the grant will support in meeting their staffing and talent pipeline needs.
- The applicant should also show how paid residencies will support their academic/instructional needs.



Local Commitment

- Describe who at the district will lead the work and how they will commit time and effort to strategic staffing.
- Describe the participation of district executive leadership.



EPP Partnership Foundations

- **New partnerships for residency:** Describe the basis for partnering with the EPP. Be specific and include as much detail as possible!
- **Existing partnerships for residency:** Provide as much detail as possible about your partnership history and your rationale for applying for TSS, especially if the residency program already has a paid component.



Communication Planning

- **Describe current LEA-EPP communication structures** (existing partnerships) or plans for communication structures (new partnerships). It is a good idea to work with your EPP to think through potential challenges that could arise and how they could be addressed.
- **Describe any experience working with external partners** to show readiness to work with your ESC TA provider.



Key Idea for New EPP Partnerships



Being new to residency (or even to student teachers) in your LEA does not hurt your application! However, we encourage you to communicate with your EPP as well as with your ESC in order to develop a clear vision for how paid residency will support your LEA.

Key Ideas for Existing EPP Partnerships

If you already partner with an EPP to place residents in the district, provide as much detail as possible about your LEA's history and experience with residency as well as your vision for the future.



If the residency is also already paid, provide a compelling rationale for participation. Use of the grant funds for stipends is not a strong rationale alone, as this is not a sustainable source.

- **Priority points (20) are available** for small/rural LEAs, LEAs with no previous TSS participation, LEAs partnered with EPPs new to TSS, and LEAs with Grow Your Own programs.
- The only priority points based on applicant-provided information are the points for LEAs with **Grow Your Own programs**. TEA may double-check to confirm information written in this response.

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

Technical Questions Regarding eGrants?

2025-2027 Texas Strategic Staffing Grant for Paid, Sustainable Teacher Residency Program

Due: 03/07/2025


Status: Draft

 [View Errors](#)

 [Attach Files](#)

 [View/Print](#)

 [Delete Draft](#)

 [Certify & Submit](#)

Grant Resources

Table of Contents

Description	Required	Status	Last Update
 General Information			
GS2100 - Applicant Information	*	Complete	11/18/2024 05:07 PM

Email competitivegrants@tea.texas.gov

FAQs: LEAs

Can we apply for this grant if we have separately partnered with an EPP and have an existing paid residency program?

A: Yes, as long as you have not received the TCLAS/TSS grant for Texas Strategic Staffing. However, in your application, you will want to specify why your LEA would benefit from going through the two-year Design and Implementation process for TSS.

If our LEA has worked with US PREP (technical assistance provider), are they considered our EPP partner?

A: No. External technical assistance providers are not an eligible EPP partner; however, you should provide information in your application narrative regarding external partners that have previously supported strategic staffing.

Can a technical assistance provider other than the ESC be used?

A: Grant recipients are required to partner with their Education Service Center unless the ESC is unable to provide the service. In this case, TEA will assign a different technical assistance provider. The LEA cannot choose their own TA provider.

We received a previous grant working with an EPP that is in a university system with multiple systems. If there are multiple universities in the same system, can we partner with a different university in the same system?

A: Yes, this is allowable as long as they meet the eligibility requirements

Our district uses Title II funds to help pay for our teacher residents currently. If we receive the grant, could we still use grant funds to pay residents?

A: Yes, this would be allowable.

Can traditional student teachers serve as teacher residents through Texas Strategic Staffing?

A: No; semester-long clinical teachers are not considered teacher residents under TAC Chapter 228. Grant funds can only be used to pay stipends to teacher residents, and the technical assistance service is only intended to support strategic staffing for teacher residents.

Can you provide more details on the technical assistance that ESCs offer to districts?

A: Aside from information provided in webinars, our website, and the program guidelines, you can also get more information by reaching out to the Texas Strategic Staffing contact at your ESC, which is found on our website.

If we apply for the grant with an EPP that ends up not being approved to offer the TTRPR, can we still be eligible if we find a different EPP to partner with?

A: Unfortunately, we will not be considering any applicants if they have only one EPP partner in the application and this partner ends up ineligible. However, if the applicant submitted with multiple EPPs and one is eligible while the other is not, the application will still be considered.

FAQs: EPPs

Our EPP intends to apply to offer the Texas Teacher Residency Preparation Route, but did not apply by the latest December 2024 deadline. Is there still an opportunity to apply in order to be eligible to partner with an LEA for this grant?

A: No; any eligible EPP must have applied by the December 2024 deadline. EPPs will be able to apply to offer the residency route on an ongoing basis throughout 2025, but they would not be an eligible partner for this grant.

We are an EPP that has applied for TTRPR but not yet been approved. However, we were part of the Vetted Teacher Residency (VTR) list. Should we check the box on the form that we have been approved, or just that we have applied?

A: The verification form only relates to application for TTRPR. A former VTR that has applied for the new TTRPR but has not yet been approved should check the **"Applied by December 2024" box.**

We anticipate our EPP will be recommended or approved soon. Should we wait to provide the verification form to our LEA so that we can check the box for recommended or approved?

A: This is up to the EPP. TEA will use the most updated information for eligibility, and there are no scoring benefits to having an “approved” or “recommended” status at the time of application.

If an LEA is partnering with two EPPs for the grant, are they expected to budget 10k for each EPP? Is the award the same amount with 2 EPPs as 1 EPP?

A: The award amount will be the same for all awarded districts, regardless of the number of EPP partners. Since the program guidelines requirement is \$10,000 of contracted services, the applicant only needs to budget this total amount (e.g., they may budget \$5,000 for contracted services with each EPP). However, the applicant is encouraged to discuss plans with both EPPs to determine a budget that would be most beneficial for all parties.

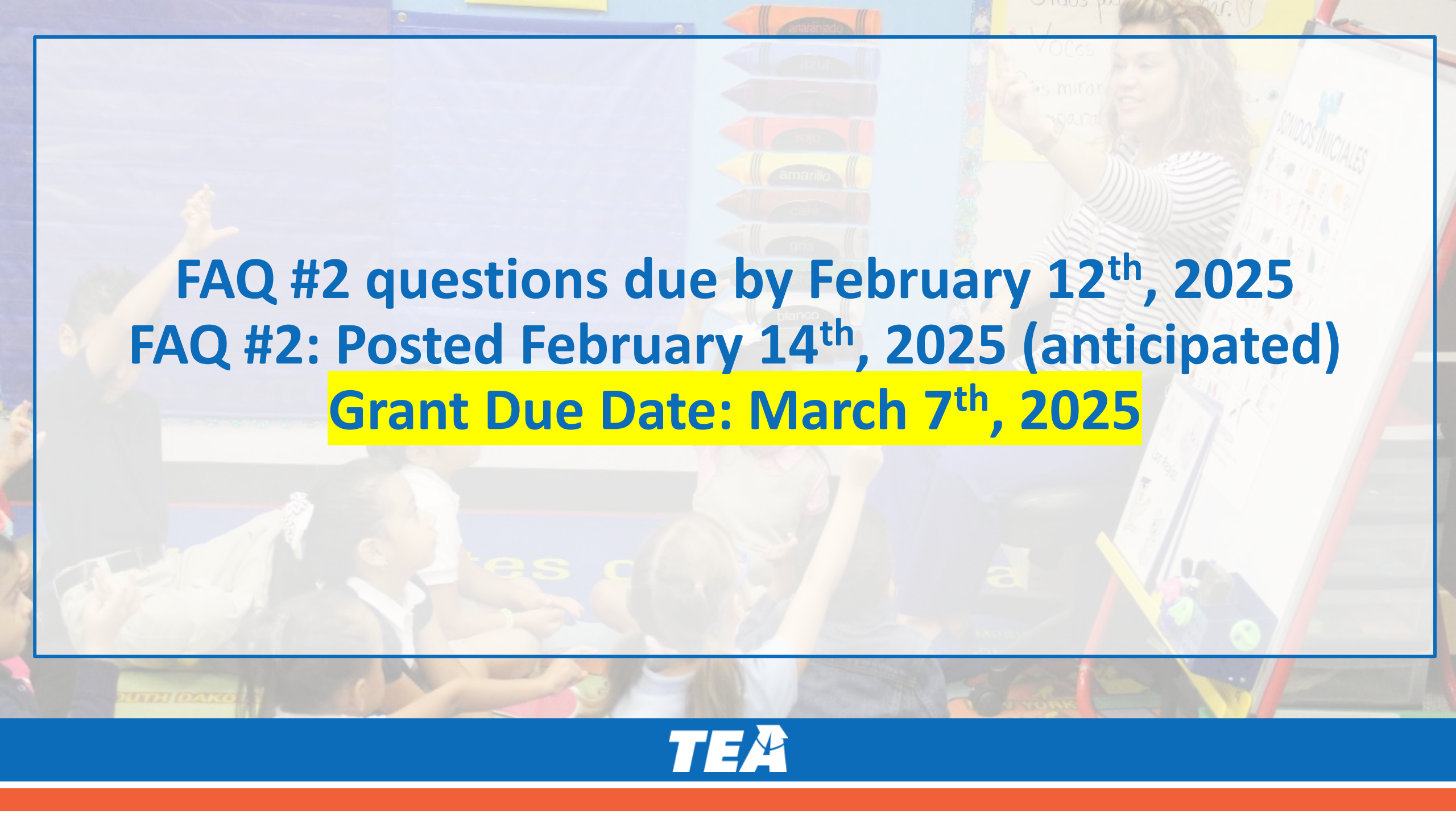


Other questions?

Questions Down the Road...

TEA is not able to answer individual questions (beyond technical questions regarding eGrants) during the application period.

Because of this, it is important to utilize the FAQ submission windows, the program guidelines, and the published FAQs. The TSS contact(s) at your local ESC can also be a great support.

A teacher with blonde hair, wearing a striped shirt, is pointing at a whiteboard in a classroom. Several young students are sitting on the floor, looking up at the teacher. The whiteboard has Spanish text and a chart titled 'SONIDOS INICIALES'. A vertical display of crayons with Spanish labels is visible in the background.

FAQ #2 questions due by February 12th, 2025
FAQ #2: Posted February 14th, 2025 (anticipated)
Grant Due Date: March 7th, 2025



Thank you!