



# 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 foreground is filled with green trees and a parking lot. The sky is blue with some clouds.

# 25-27 Texas Strategic Staffing Grant Webinar #1

November 22nd, 2024  
9:00am CST

# TEA Texas Strategic Staffing Team



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# Today's Agenda

Context & Overview of Texas Strategic Staffing (15)

Grant Eligibility Overview (15)

Grant Funding & Application Overview (20)

Q&A (10)



# Today's Focus Area

- Today's webinar will focus specifically on grant **eligibility** and the grant **funding structure**.
- Webinar #2 (February 4th) will focus on the grant **assurances and application**.
- Although this is a grant to LEAs – ESCs and EPPs are welcome audiences for these webinars and are encouraged to submit questions.

# 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.

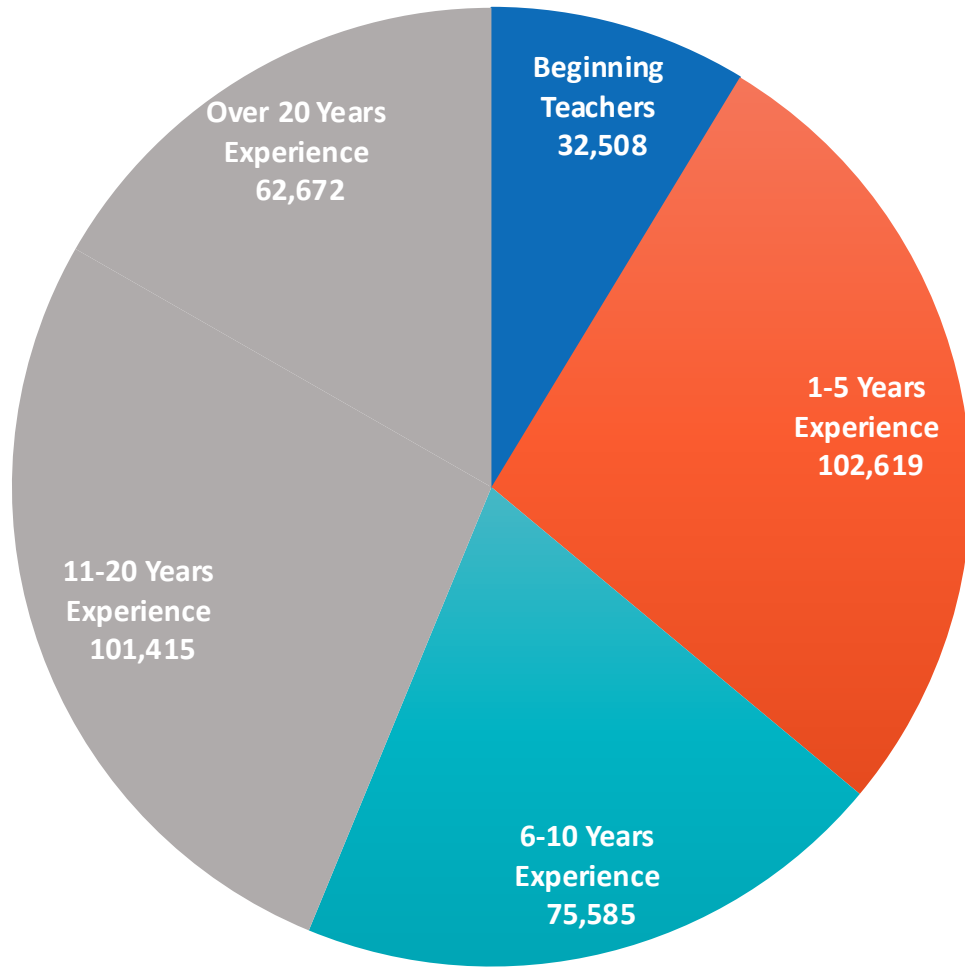
# FAQs / Q&A

- Any question emailed between November 18<sup>th</sup>-29<sup>th</sup> will be added to FAQ #1 posted to grants page on December 3<sup>rd</sup>.
  - Questions emailed before November 18<sup>th</sup> must be resubmitted or asked during this webinar.
  - Questions sent before this webinar or asked during the webinar utilizing the Q&A will be answered at the end of the presentation and added to FAQ #1.
- Questions submitted between November 29<sup>th</sup> and February 12<sup>th</sup> will be added to FAQ #2 (posted February 14<sup>th</sup>).
- Email questions to [william.sea@tea.texas.gov](mailto:william.sea@tea.texas.gov).
- TEA is not allowed to respond to individual questions (by email or phone).

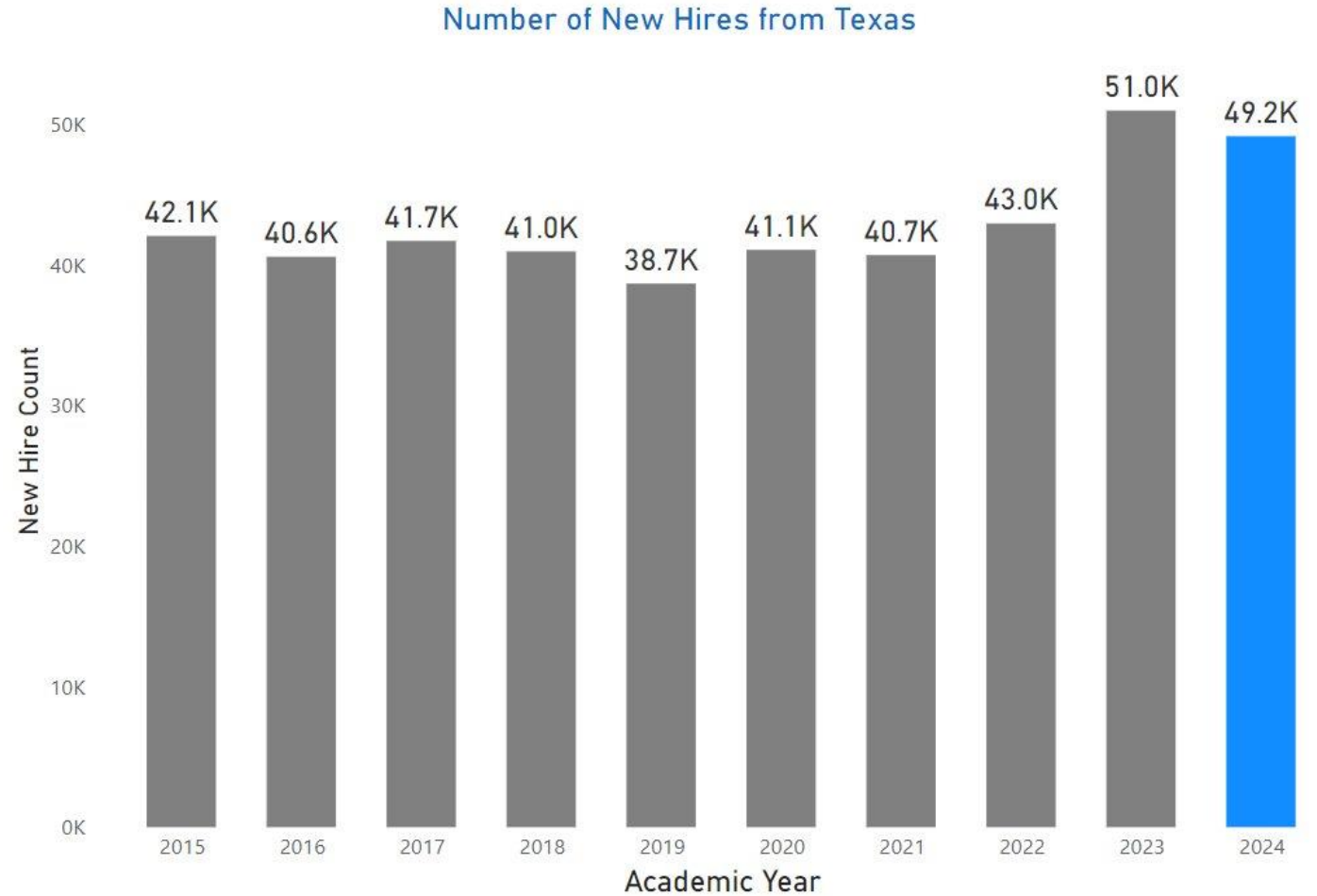
# Data Context: Why Strategic Staffing?



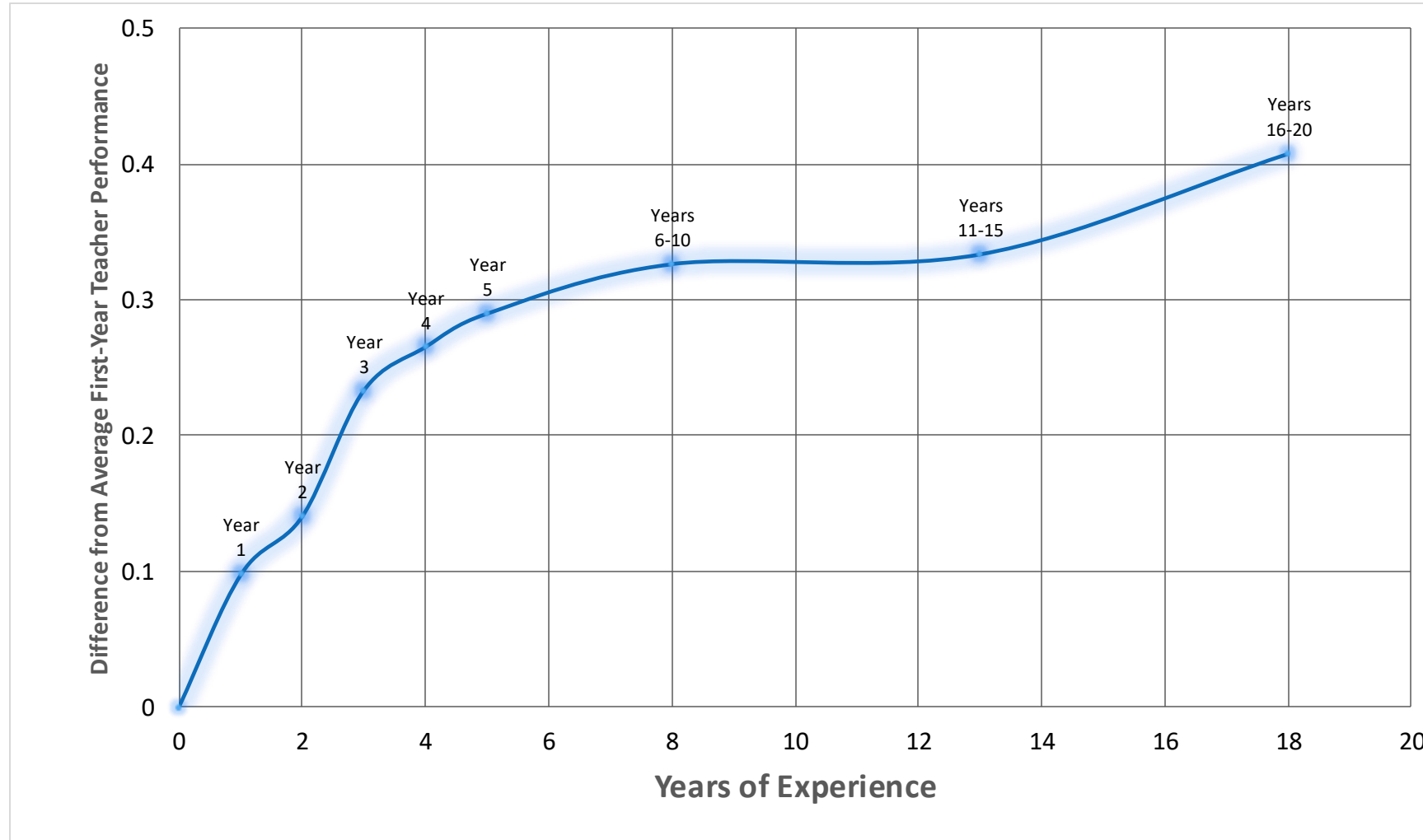
# Across Texas, the number of novice teachers / new hires in classrooms is increasing.



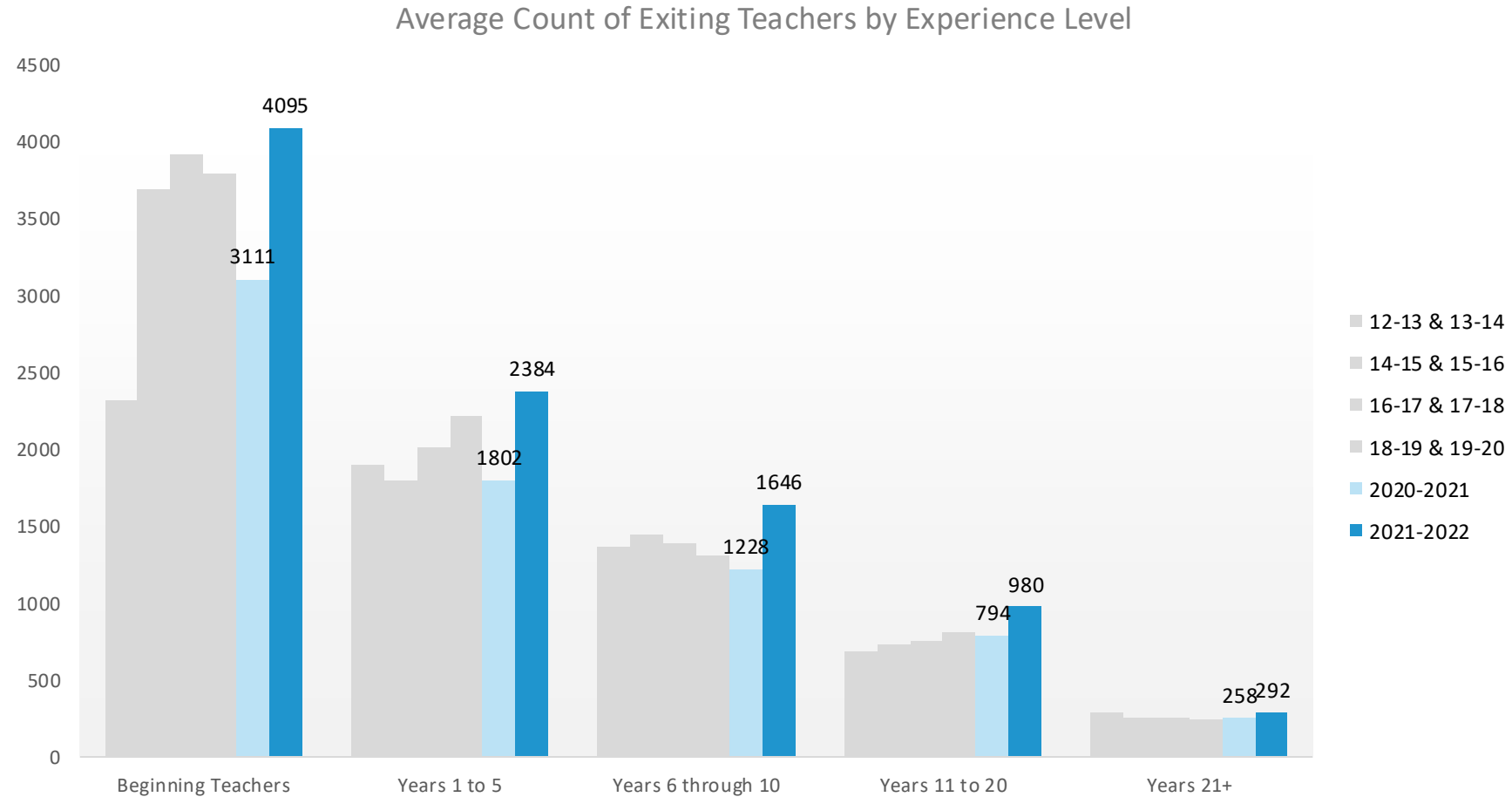
Source: 2023-2024 Texas  
Performance Reporting System



Generally, novice teachers achieves less academic growth for students than their more experienced peers...

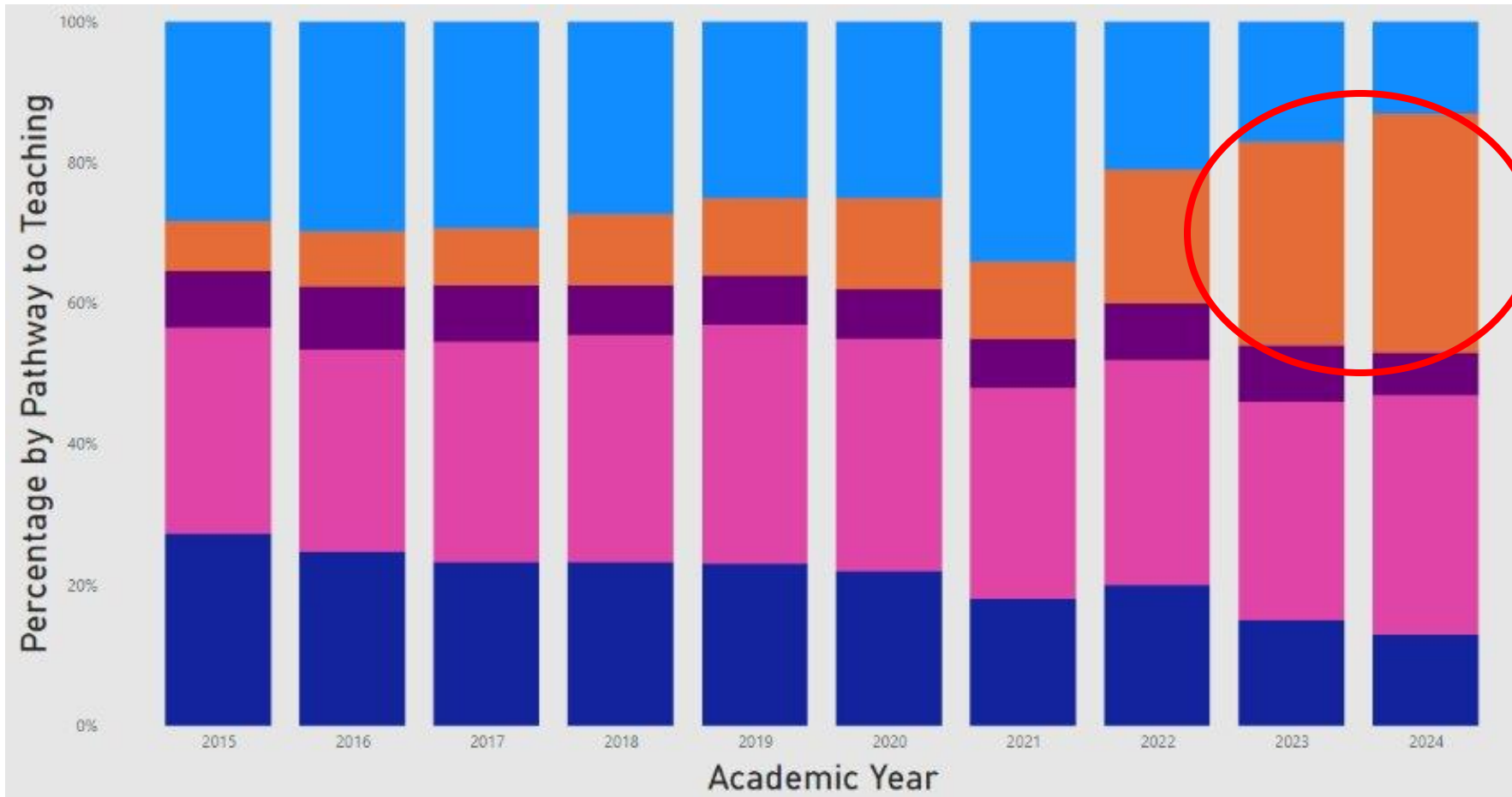


# ...and novice teachers leave the classroom at higher rates.



Source: 2023-2024 TPRS

# 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

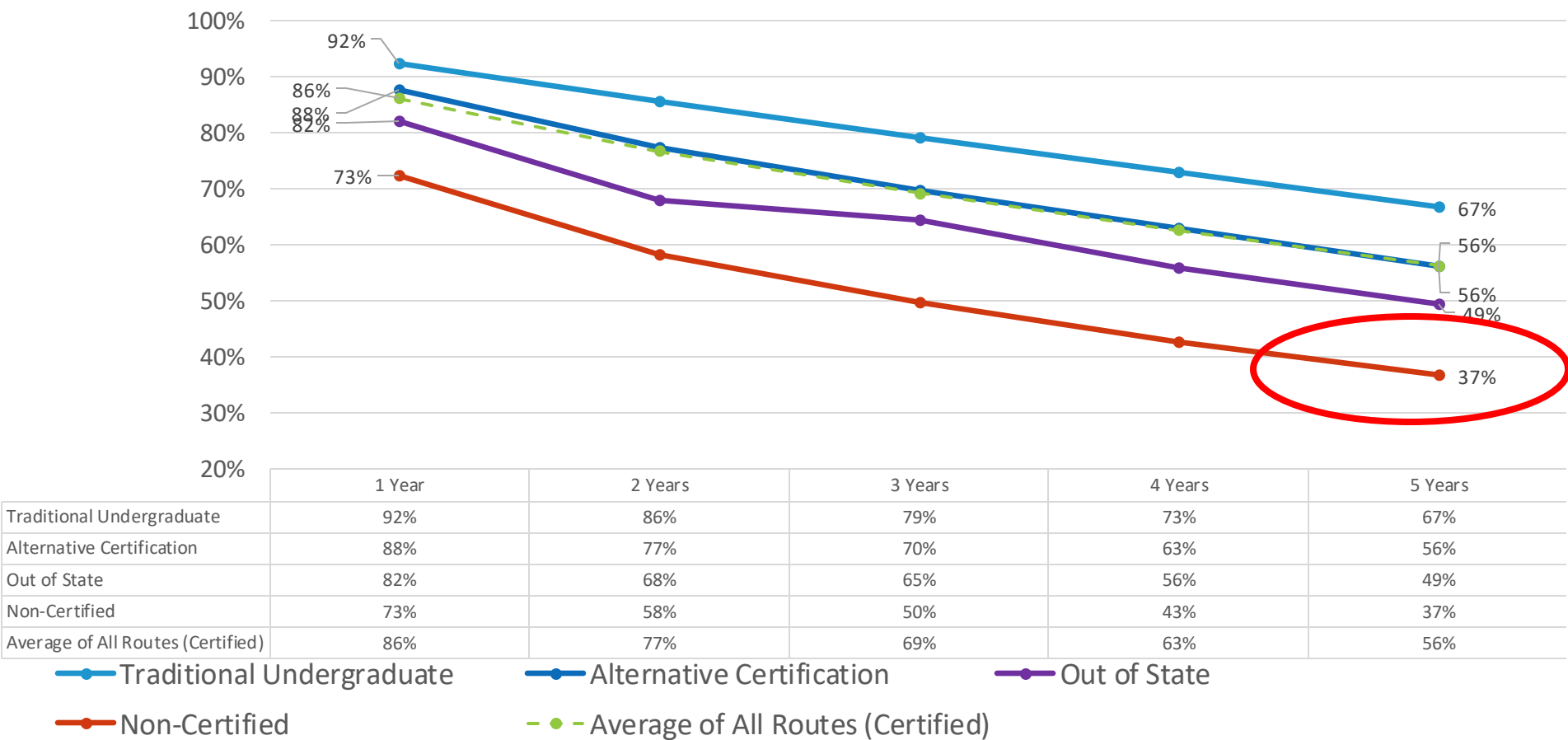
Out-of-State certification remains steady

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

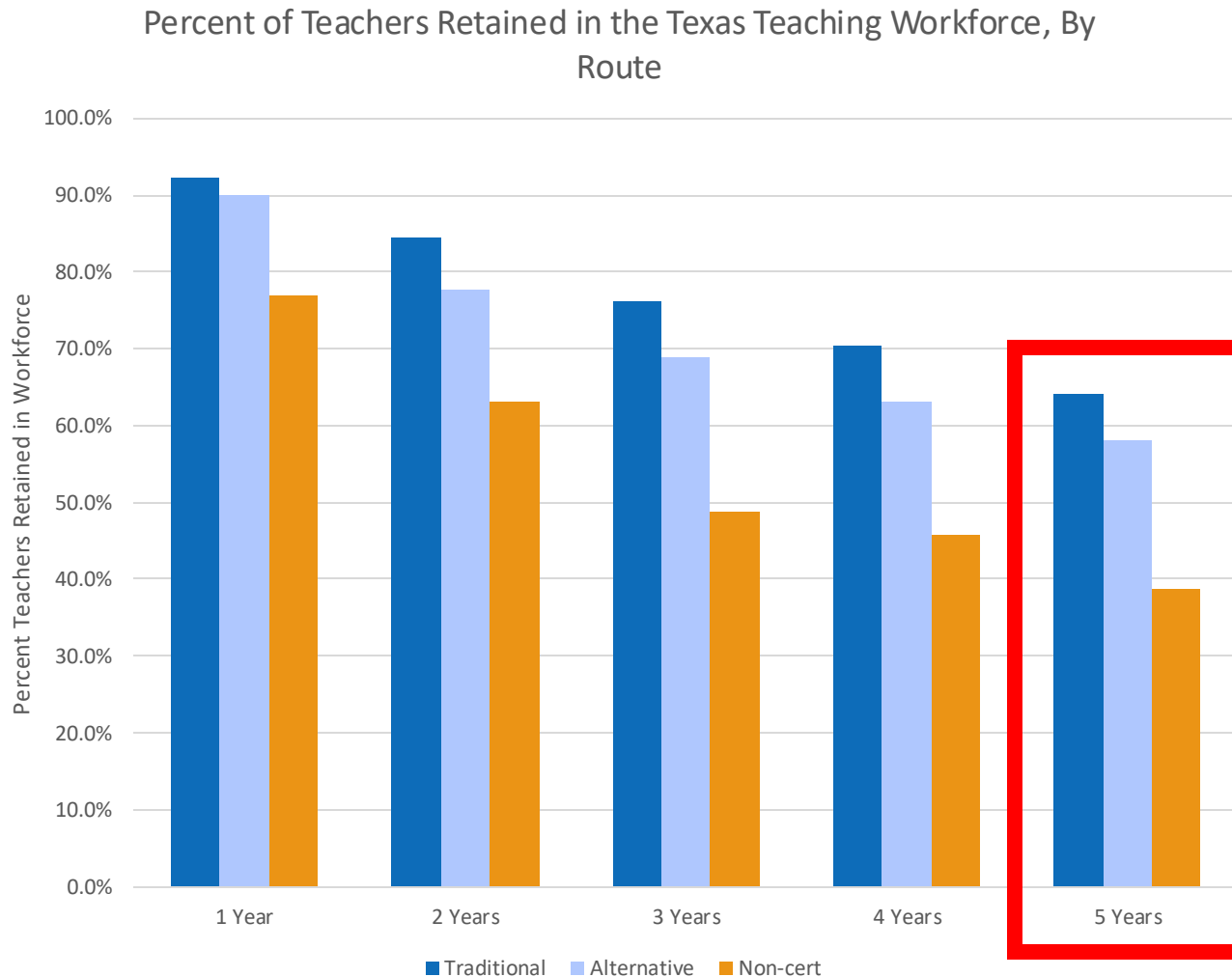
Traditional certification has continued to decline

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

Percent of Teachers Retained in the Public Education Workforce



Retaining ACP and non-certified teachers at the same rate as traditionally certified teachers would have a significant impact on teacher vacancies.



Retaining alt cert teachers at the same rate as traditional cert teachers → LEAs would have needed to hire **3,163** fewer teachers.



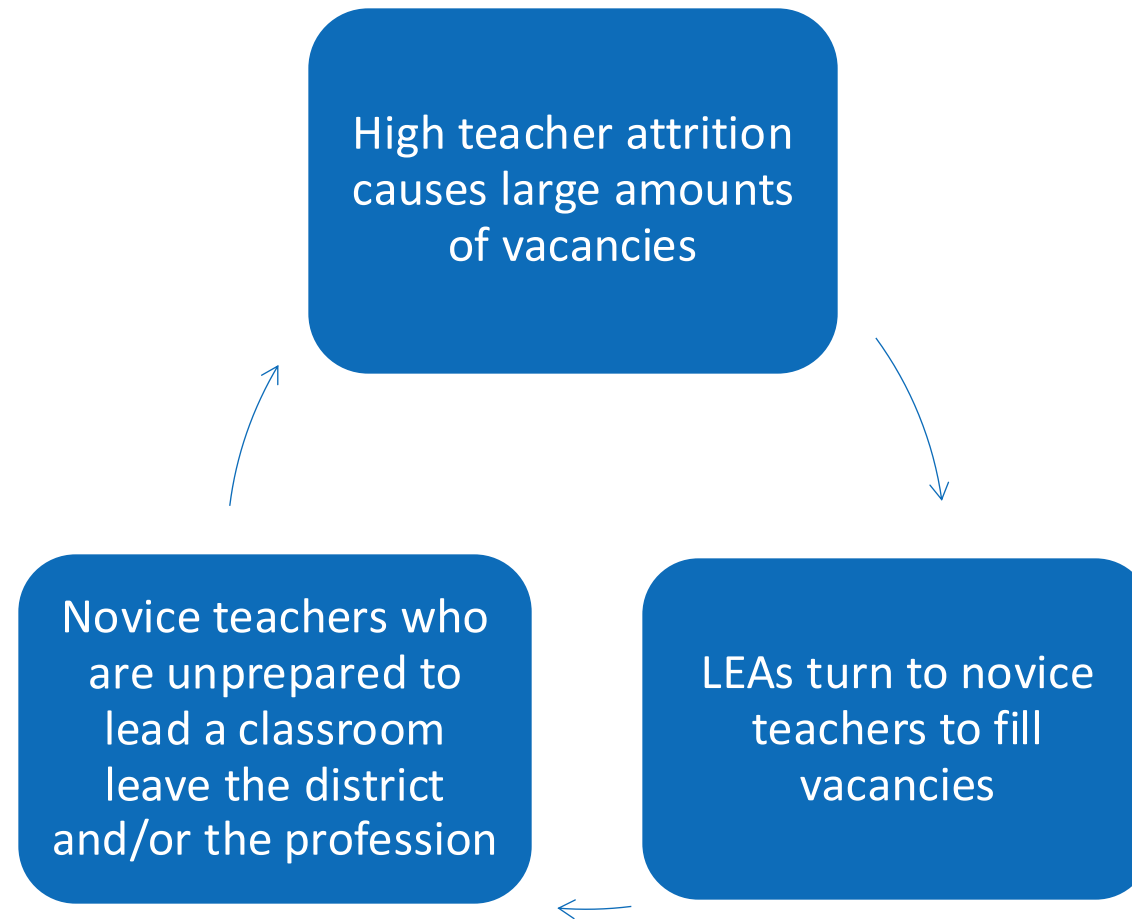
Retaining non-cert teachers at the same rate as traditional cert teachers → LEAs would have needed to hire **7,735** fewer teachers.



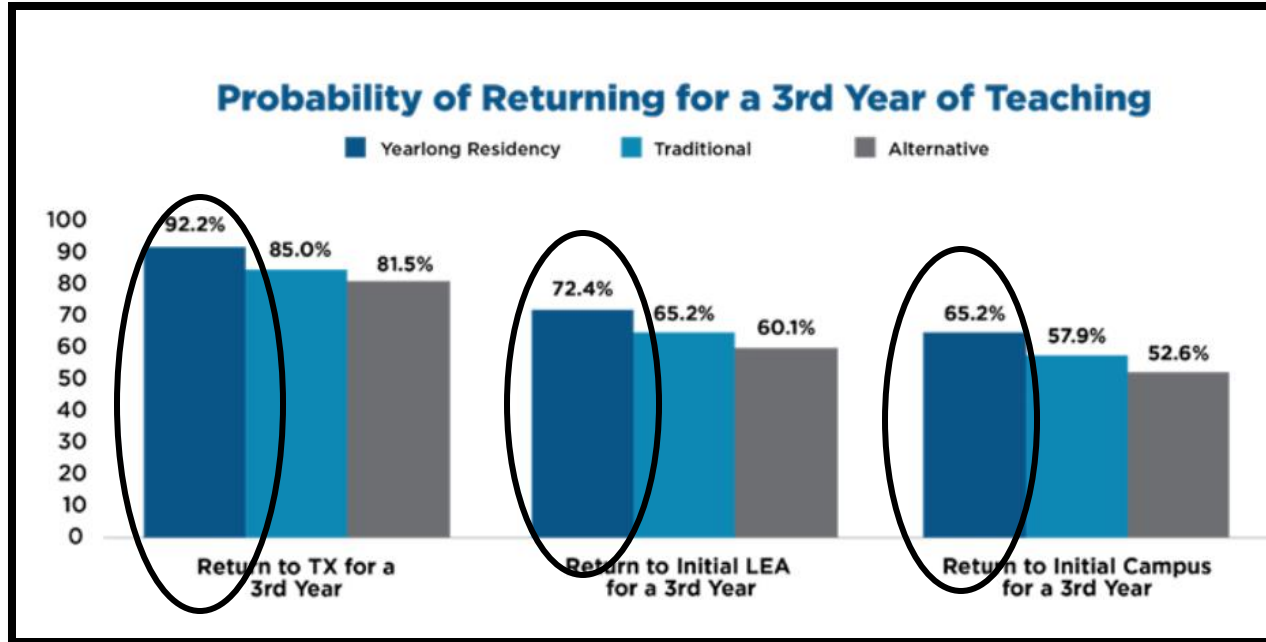
Retaining teachers from both routes were retained at the traditional cert rate → LEAs would have needed **10,898** fewer teachers.



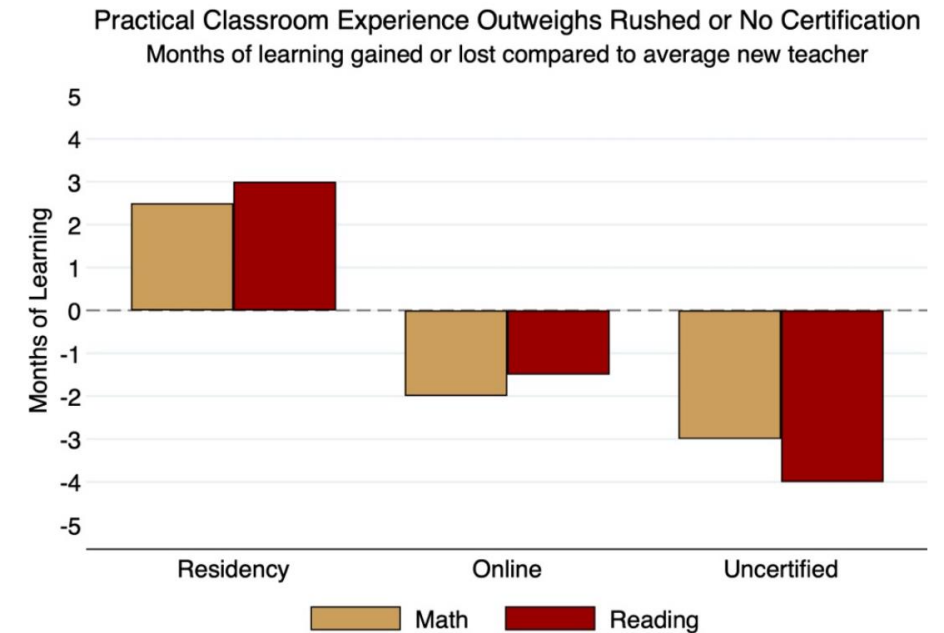
# LEAs find themselves caught in a challenging cycle of attrition and hiring



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



Source: Education Policy Initiative at Carolina, 2021



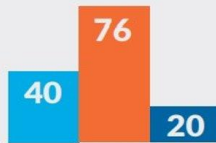
Source: Building a Stronger Teacher Workforce: Insights from Studies on Texas Teacher Preparation, J. Kirksey, Texas Tech University, 2024

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

## What's the barrier to residencies? Aspiring teachers can't work for free.

Aspiring teachers can't work for free and learn how to teach well.<sup>1</sup>

### Full-time work



**40%** of undergraduates and **76%** of graduate students **work full-time**; **20%** have dependents. Proportions are higher for students of color.

### Debt



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

### College costs



**Up to 2/3 of the cost** of college is related to living expenses. Tuition is often defrayed through scholarships and aid, but living costs are rarely defrayed.

### Enrolled teacher ed



Enrolled teacher education students who identify as white come from families with **annual incomes of \$90,000**; all others who are enrolled come from families with **less than half that amount**.

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

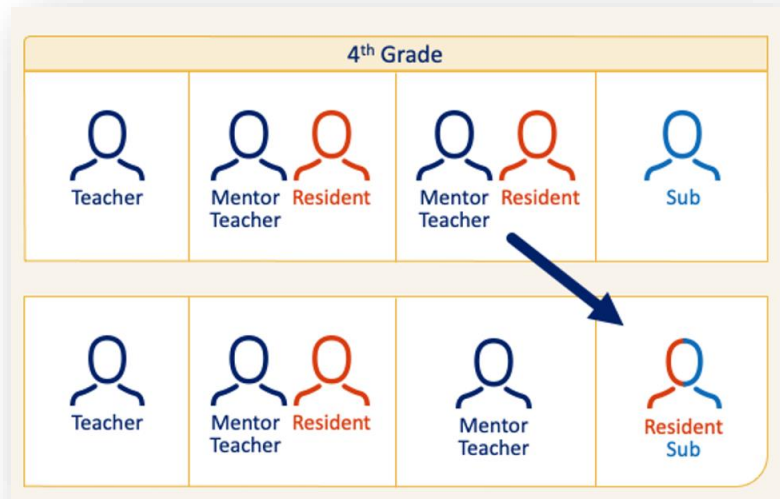
# What is Texas Strategic Staffing?

- 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.



# What is Texas Strategic Staffing?

- Meet immediate instructional needs



- Fund sustainable, paid teacher residences

Model Reallocation Funding Analysis			
	Model 1	Model 2	Model 3
Model Description:			
Funding Calculation			
Reallocation Salary/Stipend Amount			
Number of Reallocated Positions			
Total Money Available from Reallocation	0	0	0
Total Money Needed for Stipends:			
Additional Funds Needed:	0	0	0

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

### Residency Model



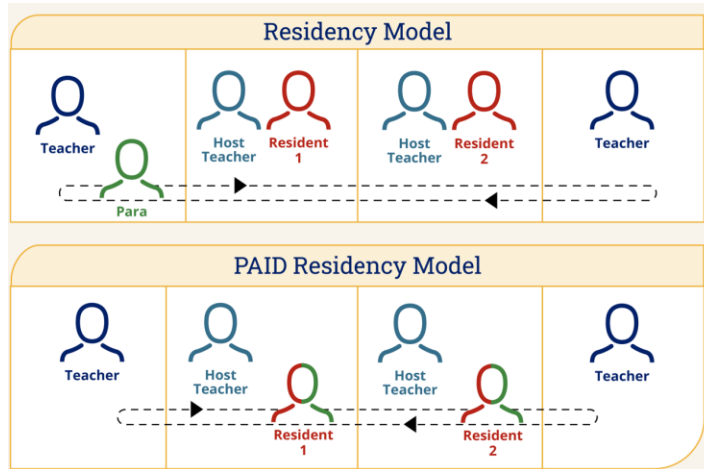
### PAID Residency Model



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



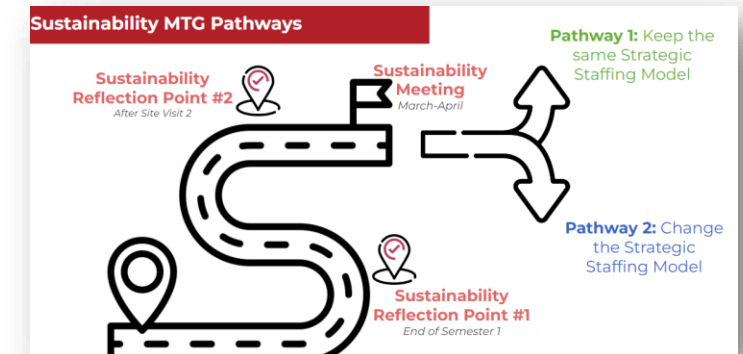
Our technical assistance service supports strategic, detailed planning for paid residencies, strong implementation, and sustainability.



**Design (Year 1)**



**Implement  
(Year 2)**



**Sustain**

# Our initial results show the impact of providing strategic staffing assistance for paid residency



90% of TCLAS D5 districts are sustaining a paid residency beyond the grant, with 65% keeping the same or more amount of residents



The large majority of TCLAS D5 districts are continuing to locally fund a stipend of \$10,000 or more



Resident demographic data shows an increased reflection of student diversity, especially in amount of Hispanic/Latino teacher residents



97% of districts met principal perception goals (principals recommend paid residency to peers)

# 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

Two-year grant to districts and charters designed to provide **technical assistance** and **other supports** to design and implement paid teacher residencies.

In-kind (no charge to LEA) technical assistance from the Education Service Center

\$80,000 over two years to support the LEA-EPP partnership to design and implement the paid residency

LEA must budget \$10,000 for contracted services with the partner EPP, helping fund field supervisor work

LEA budgets \$70,000 to support compensation (see below) and supplies and materials directly related to strategic staffing

**Required:** At least \$30,000 across 2 years: District employee leading the work

**Optional:** Up to \$40,000: Resident/host teacher stipends in 26-27

# District Eligibility Highlights

## 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.**



## Related Eligibility Requirement

Districts who received TCLAS Decision 5, 23-25 TSS Grant or 24-26 TSS Grant are not eligible unless they have a new EPP partner.

Districts must partner with an EPP that offers an SBEC-approved teacher residency.



## EPP Partner Eligibility

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



Districts must partner with an EPP that offers an SBEC-approved teacher residency.

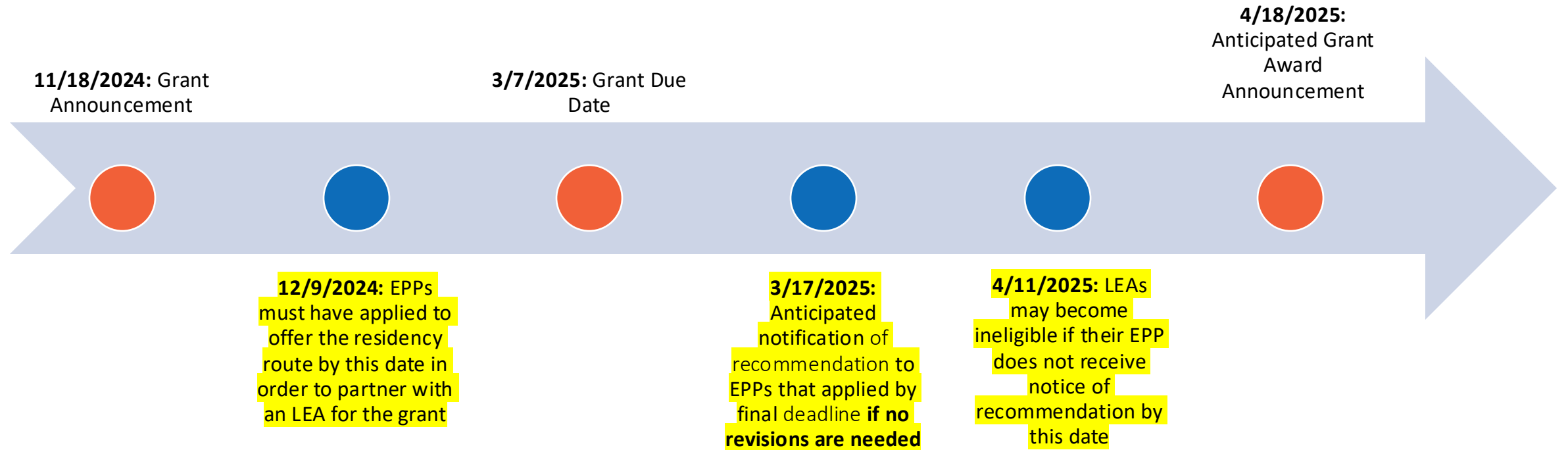


To show this eligibility, the LEA must attach a form signed by the EPP confirming they have either:

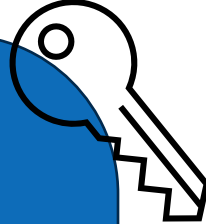
- Received SBEC approval to offer the enhanced residency certification
- Received notice they will be recommended to SBEC to offer the enhanced residency certification
- Submitted their application by December 9th, 2024

**NOTE: The 23-24 Vetted Teacher Residency list does not apply to the eligibility for this grant.**

# Timeline Alignment



## Key Idea for EPPs

A simple line-art icon of a key, positioned to the right of the first text block and partially overlapping the blue rounded rectangle.

Potential partner LEAs can apply for the grant as long as the EPP has applied to offer the residency preparation route by December 2024.

However, if the EPP is not recommended to SBEC by 4/11/25, the applicant could lose eligibility, and the application would not be considered.

# Grant Funding Overview



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



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

## 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: 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: 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 # 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 Context and Rationale for Applying

- Sarkisian ISD is a medium sized, fast-growing district of 8,000 students.
- They have partnered with Manning State University (MSU) for several years to host semester-long clinical teachers.
- After finding out that MSU is going to begin offering a yearlong teacher residency, they check with their contact at MSU to ensure they have applied for the Texas Teacher Residency Preparation Route.
- Given their district size and desire to locally fund the residency from the beginning, the district would like to take advantage of compensation funds to hire a new district role, Teacher Recruitment and Development Lead.

## 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

## Applicant Context and Rationale for Applying

- Elko ISD is a small, non-metropolitan district of 850 students. Many of their alumni attend Local University (LU), which has been a VTR since 2022 and was SBEC approved for teacher residency in December.
- After hearing about the 25-27 grant, they reach out to LU to explore if they'd be willing to place residents with a new partner.
- LU agrees, given that the funding will help them initially train and place an additional field supervisor that will serve the district.
- Due to a tight overall district budget and the fact that their goal is place just 2 residents, Elko ISD prefers the option of paying residents mostly through the grant in 26-27.

## 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
  - \$44,000 total in stipends with \$36,000 funded by grant and \$8,000 funded locally (\$3,000 per resident and \$1,000 per host teacher cost-match)

## Key Idea for LEAs

A simple line-art icon of a key, oriented vertically with the head at the top and the bit at the bottom. It is positioned to the right of the first text block, partially overlapping the blue rounded rectangle.

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: \_\_\_\_\_

## Reminder: Eligibility

The EPP needs to be able to check at least one of these boxes to show eligibility.

**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.*

# Application Questions and Priority Points

## Standard Review: 30 Points

- Note that the standard review questions still require details specific to this grant program.

## Program-Specific Review: 45 Points

- Instructional and staffing needs
- Local commitment
- EPP partnership foundations
- Communication planning

## Priority Points: 20 possible

- Region without previous TSS participation
- EPPs new to TSS
- Small/rural (<3,000 enrollment)
- Grow Your Own Program

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>
<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>

F. TEA Program Requirements
<p>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.</p>
<p>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?</p>
<p>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.</p>

## Please review multi-part questions carefully!

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?

# 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
<a href="#">General Information</a>			
<a href="#">GS2100 - Applicant Information</a>	*	Complete	11/18/2024 05:07 PM

Email [competitivegrants@tea.texas.gov](mailto:competitivegrants@tea.texas.gov)

# FAQs



## **Will this webinar and Webinar #2 be recorded?**

A: Yes. The webinar slides and recording will be posted to the Grant Opportunities page within a week of the webinar.

**How do I access the grant application? I don't see it on the Grant Opportunities page.**

A: The actual application is accessed electronically through eGrants, a TEAL application. For questions, email [competitivegrants@tea.texas.gov](mailto:competitivegrants@tea.texas.gov).

## **Can we use all of the grant funds to fund stipends?**

A: No. A maximum \$40,000 of the grant funds may be allocated to host/resident stipends in 26-27.

Supplement, not supplant does not apply to the grant so some local savings may be generated through the use of grant funds (e.g., compensation for district lead).

**Our EPP was not approved for the Vetted Teacher Residency list.  
Are we not eligible to partner with an LEA for this grant?**

A: The Vetted Teacher Residency list does not apply to this grant. Any EPP can submit an application to offer the enhanced residency certification (TTRPR), which is what determines eligibility to partner for this grant.

**Does our EPP have to be SBEC-approved to offer the teacher residency route by December 9<sup>th</sup>, 2024 in order to be an eligible partner?**

A: No. The EPP must have at least completed and submitted their TTRPR application by December 9<sup>th</sup>, 2024. However, LEAs partnered with EPPs that do not receive notice of recommendation for SBEC approval from TEA by April 11<sup>th</sup>, 2025 may lose eligibility. Note that due to timing of recommendation and approval, this may occur during the scoring process.

## **Is there a list of eligible EPPs that LEAs can reference?**

A: Because the list of EPPs that have applied for the residency route is not public, there is not a list of all eligible EPPs that we can share. LEAs are encouraged to reach out to potential EPP partners to determine if the EPP meets the requirements.

**Can an LEA submit an application without the signed form from the EPP if they indicate their EPP partner in the application responses?**

A: No. The attachment is required in order to submit the application. Remember that in the form, the EPP can indicate they have applied for the TTRPR by December 9<sup>th</sup>, 2024 if they have not yet been approved.

**The grant guidelines say that in order for previous grant recipients to be eligible to apply, they must partner with a different EPP from their application. Is this only for awarded applications?**

A: Yes. For example, if an LEA applied for the 23-25 grant with EPP X and was awarded, then applied for the 24-26 grant with EPP Y but was not awarded, they may apply again with EPP Y.



**If the grant can optionally support resident or host teacher stipends, why are previous grant recipients not eligible? The funds could help us sustain teacher residency.**

A: The purpose of all cycles of the Texas Strategic Staffing grant has been to support the two-year process to design and implement the paid teacher residency. Based on needs observed in the field, the option was added this cycle to support some resident stipend funding in the Implementation Year only. However, the intent of the grant is still to support the LEA-EPP partnership to develop the locally funded strategic staffing model rather than to fund its continuation. The needs of an LEA that has already developed the paid residency would only align with the goals of the grant if working with a new partner.

**We are not eligible for this grant because we received a prior TSS grant. Are there other options available for funding?**

A: Currently, there are no open grants specific to continuation funding for teacher residency. We recommend reaching out to your TSS technical assistance provider, who will have information on how LEAs across the state are sustaining the paid residency and can provide support in developing a sustainability plan.

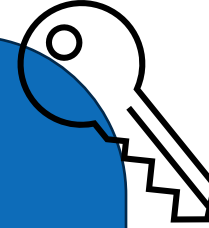


# Other questions?

## 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. Your local ESC/TSS contact can also be a great support.





The background of the slide is a faded photograph of a classroom. A teacher is visible on the right, pointing at a whiteboard. Several young students are in the foreground, some looking towards the camera and others looking away. There are colorful crayons hanging on the wall and various educational posters, including one titled 'Voces' and another with 'Sonidos Iniciales'.

**FAQ #1: Posted December 3<sup>rd</sup>, 2024**  
**Webinar #2: February 6<sup>th</sup>, 2025**  
**FAQ #2: Posted February 14<sup>th</sup>, 2025**  
**Grant Due Date: March 7<sup>th</sup>, 2024**



# Sign up for Webinar #2 (Application and Assurances Focus)

<https://tinyurl.com/tss-webinar2>