



Consortium of Florida Education Foundations 2024-25 Strategic School Staffing & Teacher Leadership Grant Program

GRANT GUIDELINES

Local education foundations (LEFs) that are interested in working closely with their district to plan for teacher retention through strategic school staffing and teacher leadership are invited to apply for this grant. The Consortium has \$260,000 in funding from the Gates Foundation for a few of our members to work with their district in researching and planning an initiative in this area over the next several months. (5-8 projects, \$35 - \$50K each). **All applications should be submitted as a pdf or word document to Jayne Moraski (jaynemoraski@cfef.net) by September 25th at 5pm. For any additional questions or needs related to this grant program, application, etc. please contact Dustin Daniels at (dustin@dustindaniels.com). *Please see application components on page four.***

1. Background & Context:

The traditional one-teacher, one-classroom model is increasingly recognized as inadequate for meeting the diverse needs of today's students and educators. This model often fails to provide the necessary flexibility, collaboration, and support that both students and teachers require to thrive, especially in schools serving students furthest from opportunity. Strategic school staffing offers a transformative approach by reimagining and restructuring the roles of educators within schools. By introducing innovative staffing models, such as team-based teaching, flexible schedules, and technology integration, schools can better address the academic, social, and emotional needs of students. These models also prioritize teacher voice and leadership, ensuring that those who are closest to the work help define and scale the solutions needed to address the greatest challenges facing teacher longevity and wellness.

Distributive school leadership, which involves shared decision-making and responsibility among educators, is critical in making these changes sustainable. When teachers are empowered as leaders, they can drive meaningful improvements in student outcomes, foster collaboration, and create more attractive career pathways. By elevating teacher voice and leadership, schools can develop solutions that not only improve teacher satisfaction and retention but also meet the diverse needs of students more effectively.

Addressing these challenges is essential for creating educational environments where all students, regardless of background, have access to high-quality instruction and the support they need to succeed. Through this grant, we aim to catalyze transformational change in how schools staff and support their educators, ultimately leading to better outcomes for students and a more sustainable teaching profession.

2. Grant Program Overview

- Purpose: The intention of this grant is to support Florida education foundations and the school districts they serve in efforts that advance strategic school staffing and teacher leadership strategies that disrupt the traditional one-teacher, one-classroom model. These models are designed to enhance student learning outcomes, particularly for students furthest from opportunity, by reimagining teacher roles, improving collaboration, and integrating technology.
- Submitted applications will be scored and ranked through a competitive review process.
- Awardees are required to demonstrate a partnership with [district staffing directors](#).
- Allowable local project expenditures may include:

- Staff time
- Consultant work to facilitate planning
- The cost to convene meetings between stakeholders, including meetings to elevate teacher voices
- **NOTE:** this program is *not* intended to fund fellowships, Teacher Leadership Councils, Teacher Expos or similar conferences that share classroom best practices.
- All applications must be submitted by the local education foundation.
- All awarded local education foundations are required to participate in a Consortium Learning Community to share practices, resources, and ideas

3. Grant Program Expectations

- **Innovative Approaches**

Applicants should propose innovative projects that:

- Improve the capacity of schools to meet students' academic, social, and emotional needs utilizing strategic staffing strategies or frameworks.
- Create attractive career pathways and flexible roles for teachers.
- Integrate technology to optimize teaching and learning experiences.
- Improved collaboration and knowledge sharing among local education stakeholders
- Address distinct challenges faced by the local district in recruiting, preparing and retaining teachers

- **Focus Areas**

Proposals should focus on:

- Developing or piloting new strategic school staffing models or enhance current models that have proven successful, in ways?
- Addressing the needs of students furthest from opportunity.
- Ensuring cost-effectiveness and sustainability over time.

- **Collaboration**

Grantees are encouraged to:

- Collaborate with educational technology companies, district leaders, local community organizations, teacher leadership groups, Florida Department of Education, and other education partners to deliver high-quality instruction and support.
- Participate in scheduled Learning Community calls with foundation peers and Consortium project lead.

4. Expected Outcomes

- **Student Outcomes**

- Uncover actionable insights into how innovative staffing models, teacher leadership, or distributive school leadership efforts can add value to student outcomes, particularly for students furthest from opportunity.
- Increase in enrollment in high school teacher preparation academies
- Increase in students that persist to registered teacher apprenticeship program
- Increase in high school students earning an industry certification in education and training career cluster

- **Teacher Satisfaction**

Develop a strong understanding of the key drivers for stronger teacher satisfaction and retention, particularly through improved career pathways, collaboration opportunities, and professional development.

- **Scalability**

Develop and document scalable staffing or teacher leadership models that can be replicated across other districts or schools. Uncovering insights that can be used for adapting and implementing successful elements in different educational contexts.

- **Sustainability**

Identify and validate cost-neutral or cost-effective strategic staffing and teacher leadership strategies that support sustainable implementation. Provide recommendations on resource allocation to sustain the new models beyond the grant period.

- **Increased Knowledge**

Participating local education foundations will demonstrate increased knowledge of strategic staffing, funding availability and apprenticeship programs

5. Support Provided to Grantees

- **Technical Assistance**

Grantees will receive ongoing technical assistance to support the implementation and success of their projects. This may include:

- Access to experts in strategic staffing and education technology.
- Workshops or webinars tailored to the needs of grantees and their projects.
- Peer learning opportunities with other grantees.

- **Resources**

- Access to a library of tools and resources, including rubrics, case studies, and implementation guides.
- Potential partnerships with education leaders or community organizations.

- **Monitoring and Evaluation**

Grantees will receive support in developing and tracking metrics to measure the success and impact of their projects. Regular check-ins will help ensure projects stay on track and adjust as needed.

- **Final Reporting**

Grantees will be required to submit a final report that summarizes the implementation of their project. The insights and metrics of this report may be included in potential workshops and future conversation about strategic staffing and teacher wellness in Florida and around the country.

6. Additional Considerations

- **Communications Support:** Grantees will be encouraged to share their progress and outcomes with a broader audience through newsletters, social media, and conferences. The grant program may offer support in crafting these communications.
- **Partnership Development:** Encourage grantees to develop partnerships with other organizations, foundations, or governmental bodies to sustain and scale their efforts beyond the grant period.

7. APPLICATION COMPONENTS: Instead of using the Consortium's grant portal, each applicant will be asked to provide all of the following in a Word or .pdf document and return to Jayne Moraski jaynemoraski@cfef.net by September 25th at 5 pm:



I. Contact information

- a. Name of organization
- b. Name and email of primary contact
- c. Name and email of person carrying out the grant activities (if different)

II. Application

1. **Project Goal:** Describe the project goals and clearly outline what results will be achieved by the project. (250 words)
2. **District alignment:** A brief description of how the project aligns with their district's goals, priorities, or challenges related to strategic school staffing and teacher leadership (200 words or less).
3. **Project activities:** Outline project activities and identify how the proposal disrupts the traditional teaching model and introduces new, effective staffing structures, ideologies, or insights. (500 words or less)
4. **Timeline:** Provide a timeline of project activities with clear milestones.
5. **Student & Teacher Outcomes** (300 words or less):
 - a. Describe how the project aims to improve student outcomes and teacher satisfaction/retention/wellness.
 - b. Teacher voices: Describe how teacher voices will be elevated in this project.
6. **What does success look like for this project?** (150 words or less)
7. **Budget:** Identify expenses in an table format - \$35 - \$50K total A budget outline proposing how the grant funds will be utilized.
8. **Why should this project be funded?** Including through metrics, outcomes, or data. (200 words or less)
9. I acknowledgement that the project has the support of the School District Superintendent.
Sign and Date the application



2024-25 Grant Cycle Timeline

August 28 - September 1, 2024	Announcement of the 2024-2025 Strategic School Staffing & Teacher Leadership Grant Program opportunity to Consortium members via email.
September 5, 2024	Webinar for LEF and their stakeholders to learn about the opportunity.
July 24, 2024	Informational webinar for member foundations.
September 25, 2024	Deadline for application submission through email to Jayne at jaynemoraski@cfef.net by 5 pm.
September 25 - 30	Submitted applications reviewed and scored.
October 4, 2024	Awards announced via email and project activities begin.
October 15, 2024	Awardee checks mailed.
October 2024 – May 15, 2025	Grant period of activity. Learning Community meets approximately every 12 weeks to share information and leading practices.
April 30, 2025	Final reports due to Consortium. Each LEF will provide: · Tangible outcomes from the project Identification of their next steps Share plans, reports, documents created as a result of their work

All applications should be submitted as a pdf or word document to Jayne Moraski (jaynemoraski@cfef.net) by September 25th at 5pm.

2024-25 Strategic School Staffing & Teacher Leadership Grant Program Grant Review Matrix		Max Points
1.	Project Goal: Does the applicant adequately describe the project goals and clearly outline what results will be achieved by the project?	15
2.	District Partnership/Readiness: Does the applicant adequately describe their partnership with district, including past district collaboration for major initiatives? How does the proposal relate to the goals, priorities, or initiatives of The LEF's district, and how does the project compliment or adds value to the district's ongoing challenges or opportunities.	10
3.	<p>Project Activities:</p> <p>10. Does the applicant clearly outline project activities as described in grant guidelines and satisfy all program requirements?</p> <p>11. Innovation: Does the applicant identify how the proposal disrupts the traditional teaching model and introduces new, effective staffing structures, ideologies, or insights?</p> <p>12. Impact: Does the applicant clearly identify how the project aims to improve student outcomes and teacher satisfaction/retention/wellness?</p>	25
4.	Timeline Does the applicant detail realistic timeline of project activities with planned milestones?	10
5.	<p>Impact/Outcomes: Does the applicant adequately describe how they will gather/measure outcome metrics both prior to program implementation and after program grant end? Does the applicant adequately identify their intended work product at the end of this planning grant opportunity? How does the project identify the potential to develop solutions for the most pressing challenges or opportunities related to school staffing, teacher career pathways, leadership, retention, certification, etc.</p> <p>See this document's Grant Guidelines #4 to ensure applicant has addressed desired project outcomes.</p>	15
6.	Budget: Is budget reasonable and expenditure descriptions clear?	10
7.	Reviewer's Discretionary Points: (This category is at the discretion of the reviewer on how the overall project meets the intention and long-term aim of this program)	10
	TOTAL POSSIBLE POINTS:	100

Additional Resources and Example Projects

Additional Resources

- [Strategic School Staffing Landscape Scan](#)
- [US PREP Slide Deck - Strategic Staffing](#)
- [Transforming Teacher Preparation Through Residencies & Strategic Staffing](#)
- [UTEP Case Study: Building Sustainable Teacher Residencies Through Strategic Staffing Models](#)
- [Education First: Partnering on Paid Residencies](#)

Example Projects

Developing or Expanding a Teacher Residency Program

This type of project could focus on developing or expanding a teacher residency program in partnership with a local university or institute of higher education. The project could focus on collaboratively exploring challenges and opportunities that would support the development or scaling of such programs, including the opportunity to use innovative funding models to support and sustain resident teacher learning.

Addressing Areas of Greatest Need

This type of project could focus on identifying areas of greatest need within a district, such as Exceptional Student Education (ESE) or Mathematics, and developing targeted strategies to address these challenges. The project could involve partnering with educational stakeholders to explore how second-career professionals or part-time teachers could be effectively recruited and supported to impact this focused effort, or investigate innovative approaches to professional development and mentorship that enhance the success and retention of these teachers.

Pilot Project on Teacher Retention

This type of project could focus on analyzing district retention data to identify key areas for a pilot initiative aimed at improving teacher retention. The project could involve collaboratively exploring strategies to provide additional support for teachers, including targeted professional development and mentorship programs. The goal would be to develop and test innovative approaches that can enhance teacher satisfaction and retention, with potential for broader application across the district.

Enhancing Teacher Leadership Opportunities

This type of project could focus on developing new distributive leadership roles for teachers within a school or district, such as instructional coaches or team leaders. The project could explore the challenges and opportunities involved in empowering teachers to take on leadership responsibilities. It could also examine how innovative funding models and training programs can support and sustain these roles, ultimately improving instructional quality and teacher satisfaction.

Equity-Focused Design Process for Strategic Staffing

This type of project could focus on developing an equity-focused design process that centers teacher voice and experience in identifying and addressing challenges in teacher retention, professional development, and leadership. The project could involve partnering with schools or districts to collaboratively explore how strategic staffing models can be designed and implemented to support teachers, particularly those from underrepresented backgrounds. The



project could also consider innovative funding approaches to ensure that these efforts are sustainable and lead to more equitable and effective educational environments.

Integrating Technology to Optimize Teaching

This type of project could focus on integrating educational technology to enhance teaching and learning, perhaps for larger classrooms of students. The project could involve collaborating with educators and technology providers to explore the challenges and opportunities in implementing new tools and platforms. Additionally, the project could investigate innovative approaches to professional development that equip teachers with the skills needed to effectively use technology in the classroom, with the goal of improving both student engagement and teacher efficiency.

Overcoming Teacher Testing Barriers

This type of project could focus on addressing barriers related to teacher testing that limit the growth of the teacher pipeline. The project could involve working collaboratively with education stakeholders to explore the impact of current testing requirements and identify opportunities for reform. The project could also consider innovative approaches to supporting teacher candidates, such as preparatory courses or alternative assessments, to help qualified individuals successfully enter the teaching profession.