



**2024-2025 Sustainable Residency Continuation Grant
Informal Discretionary Competition (IDC) Application Due 11:59 p.m. CT, April 3, 2024**

NOGA ID

Authorizing legislation

This IDC application must be submitted via email to **competitivegrants@tea.texas.gov**.

Application stamp-in date and time

The IDC application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, April 3, 2024**.

Grant period from **June 3, 2024-August 31, 2025**

Pre-award costs permitted from **award announcement date to grant start date**

Required Attachments

- Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
- Required Program-Related Attachments. Refer to the program guidelines for more information.

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization CDN ESC

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

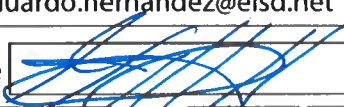
I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the IDC application, as applicable, and that these documents are incorporated by reference as part of the IDC application and Notice of Grant Award (NOGA):

- IDC application, guidelines, and instructions
- Debarment and Suspension Certification
- General and application-specific Provisions and Assurances
- Lobbying Certification

Authorized Official Name Title

Email Phone

Signature  Date

Shared Services Arrangements

Shared services arrangements (SSAs) are not permitted for this grant.

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 2. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2024-2025 Sustainable Residency Continuation Grant Program Guidelines.
- 3. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2024-2025 Sustainable Residency Continuation Grant Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 4. The LEA has completed the full Design and Implementation Year with their vetted teacher residency EPP partner(s).
- 5. The LEA will use grant funds to support residency with the EPP from their TCLAS Decision 5 Strategic Staffing partnership. EPP partners must be on the [23-24 Vetted Teacher Residency Program List](#).
- 6. The LEA will sustain a stipend of at least \$3,500 per resident and a host teacher stipend of at least \$1,500.
- 7. The LEA has a signed MOU with their vetted teacher residency EPP partner(s) that indicates they will continue the partnership that started Strategic Staffing through the TCLAS grant.
- 8. The LEA will submit data to TEA about the residency partnership, including, but not limited to number of residents, resident demographics, stipend amounts, and hiring data.

Summary of Program

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.

Edgewood Independent School District has averaged approximately 100 teachers new to the district in the past three years. Filling vacancies, recruiting teachers and hosting teacher residents had been a high need. The opportunity of being awarded the TCLAS Decision 5 grant opened pathways to strategically plan and implement sustainable approaches to recruiting and retaining future teachers to close the gap on teacher shortage.

Since the implementation of the TCLAS Decision 5 grant in 2022-2023, we placed 30 residents in each of the past two years among various campuses. The two Strategic Staffing Models that have helped to train and retain our teacher residents are co-teaching and release time. Through co-teaching, teacher residents have a hands-on approach to first, observe effective instructional practices from their mentor teacher then, taking what they have observed and applying it to their instruction. The release time further compliments the co-teaching model by serving as a designated portion of the day where the teacher resident remains in the classroom and independently leads the class while the mentor teacher provides focused, intentional, and targeted small group instruction.

. Collaboration with our Education Preparation Program and Region 20 Service Center partners to maintain financially accessible residency pathways, promote increased retention of new teachers and highly effective teachers, and address immediate instructional needs will be continued.

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 position is existing or proposed, and include at least one person from the LEA and one person from the EPP.

The required qualifications for the primary project personnel include the following:

- 5+ years of campus administration (preferred)
- Knowledge of recruiting and hiring practices
- Knowledge of district academic programs to support resident teachers
- Effective written and verbal communication skills

The primary project personnel is the current Director of Professional Learning in the Human Resources Department in Edgewood Independent School District. She has eleven years' experience as a campus principal and three years' experience in Human Resources in recruiting and hiring in the district. One of her roles in her current position is to manage the implementation of the Decision 5 Teacher Residency Program grant to recruit, train, and retain the yearlong teacher residents, in collaboration with program faculty from the EPP.

Goals, Objectives, and Strategies

Describe the major goals/objectives of the proposed residency program. What activities/strategies will be implemented to meet those goals/objectives? How do these relate to broader educator pipeline goals/objectives at the LEA?

Goal 1: Address Texas students' learning acceleration needs and other instructional priorities through implementation of high-quality teacher residencies. Strategies: (a) Residents will provide Release Time for mentor teacher which allows the mentor teacher to support the school in other ways such as coaching, co-planning, or modeling lessons to 0-3 years experienced teachers at the campus. (b) Co-teaching training will be implemented to provide small group Tier 1 instruction to address students' needs. Goal 2: Prioritize long-term Texas teacher effectiveness through rigorous pre-service practice in yearlong teacher residency programs. Activities include: (a) 6 formal observations by EPP faculty (2 each semester), (b) mentor teacher progress report each semester, (c) walkthroughs by Associate Professor of Instruction, (d) two site-visits to observe Teacher Release Model, (e) group surveys for teacher resident and mentor teacher once each semester, and (f) individual survey for teacher resident, mentor teacher, and campus principal once each semester Goal 3: Recruit, select, train, and continuously develop high quality mentor teachers to support residents placed in high need areas. Strategies: (a) Mentor recruitment: Principals will recommend mentor teachers for their campus, recommended teachers will apply and interview for the position (b) Training: Mentors will attend mandatory training in co-teaching models, teacher release model, and mentoring practices through region service center before and during the school year. (c) Meeting: Quarterly mentor meetings with Associate Professor of Instruction (API) and district project lead to be held in person and online. Goal 4: Sustainably fund teacher residencies through funding reallocation in service of an enduring talent pipeline.

Performance and Evaluation Measures

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.

To ensure the effectiveness of the project objectives and strategies the performance measures and strategies include:

- (a) Pre-Observation, Observation, and Post Observation (POP) that will be conducted twice per semester for each resident.
- (b) Mentor teacher evaluations (mid-term and end of year)
- (c) Six walkthroughs with a focus on Domains 2 and 3 of T-TESS will be conducted and debrief with principals after each walkthrough
- d) Two site visit observations of Strategic Staffing Model implementation will be conducted each year to measure effectiveness of the model.

During Governance meetings, data collected from the performance measures is shared to demonstrate effectiveness of the model. The shared governance between the district and EPP is a mutually beneficial and reciprocal partnership that allows for a shared vision of our teacher residency program and PK-12 student learning outcomes. Our shared governance provides the space to work in partnership with the EPP to co-develop strategies to recruit and retain residents as well as select, support, and develop residency mentor teachers that will forge strong relationships with our teacher residents in ways that positively impact our PK-12 students. The teacher preparation program clearly establishes systems that encourage data sharing between the program and district partners to inform decision-making and resource allocation.

Budget Narrative

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 proposed budget of \$250,000 will be utilized to provide stipends for 10 teacher residents and 10 mentor teachers as follows:

Teacher residents will receive \$22,000 stipend to include benefits.

Mentor teachers will receive \$3,000 stipend.

The funding will support the implementation of the following program goals for the teacher residents and mentor teachers.

Goal 1: Address Texas students' learning acceleration needs and other instructional priorities through implementation of high-quality teacher residencies.

Goal 2: Prioritize long-term Texas teacher effectiveness through rigorous pre-service practice in yearlong teacher residency programs.

Goal 3: Recruit, select, train, and continuously develop high quality mentor teachers to support residents placed in high need areas.

Goal 4: Sustainably fund teacher residencies through funding reallocation in service of an enduring talent pipeline.

In 2022-2023, and 2023-2024, TCLAS Decision 5 funds were used for stipends as follows:

30 teacher residents received \$20,000 stipend.

30 mentor teachers will receive \$5,000 stipend.

Program Requirements

- 1. Describe your Strategic Staffing Design Year (2022-2023).**
 - a. Who was part of the Design team from the LEA and EPP?
 - b. What data did you use to inform design?
 - c. To which model(s) did the LEA and EPP agree? How did they meet your instructional needs?

Design Team members:

LEA: Director of Professional Learning, Director of Federal and State Programs, Monitor of Federal and State Programs

EPP: Associate and Assistant Professors of Instruction, Associate Dean, Strategic Partnerships, Preparation, & Growth

ESC20: Leadership Consultant, Educator Recruitment and Retention

After reviewing the various strategic staffing models, we agreed that utilizing residents as tutors or substitutes during the day would not allow them to gain the entire experience needed with their mentor because 27 of the residents were enrolled in 2-3 courses during the residency and this would not allow them to be utilized after school. The goal was to ensure that 100% of their time was dedicated to co-teaching with their mentor.

District substitute fill rate indicated that there was not a high need for elementary substitutes since the fill-rate was averaging 75% or higher on the days that the residents were on campus.

During the design year, we selected and agreed upon the Co-Teaching and Teacher Release Models for implementation to elevate teaching practices for the teacher resident and mentor teacher and also provide opportunity for the teacher resident to work with students in small groups or conduct a lesson independently without the mentor teacher.

Co-Teaching Model met the needs of the teacher resident and mentor teacher by providing them opportunities to implement various strategies to address the instructional framework delivery using one-teach/one-observe, one-teach/one-assist, alternative teaching, station teaching, parallel teaching and team teaching.

Teacher Release Model met the needs of the students by allowing time for the teacher resident and mentor teacher to work in small groups in reading and math to address students' needs.

Program Requirements (Cont.)**2. Describe your Strategic Staffing Implementation Year (2023-2024).**

- a. Was the Implementation Year team different than the Design team? If so, why?
- b. What improvements did the LEA and EPP(s) make throughout implementation year to improve the residency experience for residents, host teachers, and principals?
- c. What improvements need to be implemented for the 2024-2025 school year?
- d. What percentage of residents will the LEA hire at the end of this year?

The implementation team and design team members were the same members in order to ensure consistency in program implementation. During governance meetings, principals and other stakeholders on the team were updated on the models and data collected from site visits, surveys, and observations.

Improvements made throughout the implementation year included the following:

-Reassignment of two teacher residents to another mentor teacher

-Site visits to observe implementation of teacher release model in November. As a result, we made adjustments in teacher release model time to ensure 100% implementation for the second site visit in April and have planned co-teaching training and mentor training through ESC20 for the upcoming year.

-Collection of data and feedback from mentor teachers and principals when issues had arisen with the resident teacher

-Monitoring of grant funds each semester by Director of Federal and State Programs to ensure that we are within grant spending

Improvements needed to be implemented in 2024-2025 school year:

1. Additional Co-Teaching and Teacher Release Model training
2. Mentor training through ESC20
3. University professors to report attendance and coursework completion to the APIs when there is a concern.
4. Co-Teaching TOT training for project lead, API and ESC20 consultant to support mentor teachers

In 2023-2024 we offered letters of intent to all teacher residents. We hired 35% of the teacher residents. Eight of them moved back to their hometown residence and seven signed with other school districts because there were no immediate vacancies for them in May even though they signed offer letters with the district.

We expect to hire at least 50% of the teacher residents at the end of the year. Half of the residents are returning to their hometown outside of San Antonio after graduation.

Program Requirements (Cont.)

- 3. Sustainability Assessment** - Please answer the following questions with consideration for existing funding at the LEA. Do not use Texas COVID Learning Acceleration Supports (TCLAS) data to answer the questions below.
- How many residents will the LEA place for the 2024-2025 school year?
 - At what amount can the LEA sustain resident stipends? Host teacher stipends?
 - What sources of funds will the LEA be using for residents? Host teachers?

We can place up to 10 residents for the 2024-2025 school year using local funds.

Resident stipend will be in the amount of \$20,000 plus benefits.

Mentor stipend will be in the amount of \$3,000.

If awarded the grant we can place up to an additional 10 residents for the school year which will help sustain and expand our efforts in retaining teacher residents to address the teacher shortage across our elementary schools.

Program Requirements (Cont.)

4. Continued Implementation - Please answer the following questions about the implementation of the residency designed for the 2024-2025 school year.

- a. What are the requirements for host teachers to receive their stipend?
- b. Who at the LEA manages the residency program? If this person has other job responsibilities, how do they relate to residency?
- c. What is your governance structure? Who is responsible for setting agendas for those meetings?

(A) The requirements for the mentor teachers to receive their stipend include: 1.) Attend quarterly mentor seminars each year 2.) Complete mid-year and final evaluation forms of the teacher resident 3.) Fulfill responsibilities as outlined in the job description

(B) The primary project personnel is the current Director of Professional Learning in the Human Resources Department in Edgewood Independent School District. She has eleven years' experience as a campus principal and three years' experience in Human Resources in recruiting and hiring in the district. One of her roles in her current position is to manage the implementation of the Decision 5 Teacher Residency Program grant to recruit, train, and retain the yearlong teacher residents, in collaboration with program faculty from the EPP.

(C) Shared governance meetings are conducted quarterly each year. The stakeholders involved include the university Assistant Professor of Instruction (API), district central office leader representatives, ESC20 coordinator, campus principals hosting teacher residents, US Prep, and City of Education Partners. Running agendas are provided to each participant by the API and notes are updated throughout the meeting. At the meetings we provide updates on the progress of the residency program to include data which consists of progress towards achieving existing goals, resident observation data conducted by the site coordinator, site visit observations and surveys on strategic staffing model implementation, testing certification progress of residents, and recruitment/retention data of residents. Discussions or questions regarding the data are conducted during the meeting. If there is additional information that needs to be researched in response to the questions or data, a follow-up email is sent to the stakeholders and updated into the agenda notes within a week of the meeting. At the following governance meeting, previous meeting notes are reviewed to ensure that questions or actions are addressed.

Throughout the past two years the commitment to shared communication, processes and norms between our district, region service center and EPPs has been effectively maintained and monitored through the following actions:

a.) Meeting dates are scheduled prior to the end of each school year to prepare for the upcoming year to include monthly check-ins with the EPP and district, quarterly governance meetings, site visits, recruitment opportunities, and quarterly meetings with Region 20 service center. b.) Shared running agendas for quarterly governance meetings are created and include any data from site visits, observations, or testing status that is to be shared regarding resident performance or status of the program implementation. c.) Quarterly meetings with the teacher residents and mentor teachers are conducted to provide feedback or concerns in addition to training on topics relevant to instructional practices. d.) A companion guide was developed to outline parameters for communication for residents, mentor teachers, EPPs and LEA, teacher resident and mentor job descriptions, progression of teacher release time and co-teaching model implementation and frequently asked questions. e.) A teaching evaluation rubric called the CTESS was developed by UTSA to assess their teacher residents across five domains: 1. Planning, 2. Instruction, 3. Learning Environment, 4. Professional Responsibilities and Dispositions, and 5. Cultural Efficacy Development. f.) Quarterly monitoring of coursework completion and attendance by professors is reviewed to ensure that the teacher residents are on track to completing their coursework in time. g.) Fitness to Teach meetings are conducted when a teacher resident is struggling with coursework completion and/or performing below proficient in their observations. EPP and LEA faculty are involved in the process and are timely in making final decisions that impact the teacher resident.

Appendix I: Amendment Description and Purpose (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

Amended Section

Reason for Amendment