



**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**.

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**.

Application stamp-in date and time

Grant period from

Pre-award costs permitted from

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
2. 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.

The Socorro Independent School District is a school district serving nearly 48,000 students. Socorro ISD's vision is "Tomorrows Leaders Learning Today". The mission of the district is to optimize each student's academic, artistic, athletic, career, and interpersonal opportunities.

Socorro ISD will renew the partnership with The University of Texas at El Paso (UTEP) for future placement of teacher residents in the district. This will allow the district to attract, prepare and retain future teaching candidates.

By reallocating underutilized funds from substitute vacancies, SISD will employ teacher residents as substitutes in our district, providing time, experience, and mentorship for residents to learn and grow as aspiring teachers, while filling a district need, and substitute shortages.

As an expansion of the current Teacher Residency program in Socorro ISD, these grant funds would allow the Teacher Residency program to focus on dually certified Bilingual and Special Education Teachers. Currently, the district has 22 bilingual teacher vacancies and 38 special education teacher vacancies. 30 of these special education teacher vacancies also require bilingual certification to be considered highly qualified for the positions. These positions are hard-to-fill and high-need areas in the district.

Through the 2024-2025 Sustainable Residency Continuation Grant, SISD would deepen its partnership with UTEP to develop a pathway and certification program designed to help teacher candidates become certified and dually certified bilingual and special education teachers by the end of their Teacher Residency Year. The grant would help us to incentivize the special education and bilingual residency pathway to certification by funding ten bilingual and/or special education residents with a higher stipend than more typical standard certifications.

SISD's mantra is Seize Your Opportunities. This additional resident pathway to certification will ensure that aspiring teachers can fully seize their opportunities with SISD in partnership with UTEP.

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.

Teacher Induction Leader (LEA) -Existing-Serves as the program content expert and ensures alignment of school plans with the grant goals, district vision and feeder pattern/zone goals-Supports teacher residents to include coaching sessions, office hours, heartbeat meetings, summer instructional training, and classroom management sessions-Matches residents and host teachers-Conducts regular visits to the schools to gather formal and informal observational data on implementation and coaching of teacher leaders.

Qualifications - Must have a master's degree, district and/or campus leadership experience and be a Certified Texas Teacher with at least 3 years of teaching experience.

Grant Coordinator(LEA)- Existing-Ensures alignment of school plans with the grant goals, district vision, and feeder pattern/zone goals-Shares grant/project information across a wide variety of internal and external stakeholders to successfully promote the program-Coordinates across departments to gather, analyze, and communicate outcomes and fidelity of implementation-Obtains data from multiple sources about the district's performance compared to other districts, reasons for strengths/weaknesses, and make improvements accordingly.

EPP-Educational Preparation Provider-Exisitng-The University of Texas at El Paso (UTEP) College of Education will continue to be the EPP for SISD. Project Lead: Associate Dean, Undergraduate Studies and Educator Preparation.-ProMust be in EPP Provider list.

Technical Assistance Provider-US Prep-New-Must be in EPP Technical Assistance Provider list

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?

Socorro ISD's expanded residency program will allow the district to offer a strong educator preparation experience for certified and dually certified Bilingual and Special Education Teachers.

Goal 1. Sustain the current teacher residency program. Goal 2. Hire student teachers using the "Residents as Substitutes" model. Goal 3. Improve classroom management skills. Goal 4: Provide ongoing support throughout the residency and during substituting experiences to improve overall performance as a first-year teacher. Goal 5: Increase overall teacher retention through a robust residency program. Goal 6: Increase overall student achievement by having stronger 1st year teachers and beyond. Goal 7: Strengthen the bilingual and/or special education pathway pipeline in SISD.

Teacher residents will be provided with a hands-on guided experience in the classroom, through a substitute teaching model. Residents will serve alongside their mentor teacher for 3 days a week, and serve as a substitute within that same campus each Friday. Throughout the residency, resident teachers will receive coaching support from the EPP and through on-the-job, in the moment coaching during their substitute teaching experiences. Socorro ISD is also deeply invested in measuring the long-term effects of the residency program. Therefore, we will continue to revamp and refine the new teacher induction program for first year teachers, so that when residents are hired as classroom teachers, they will receive specific training and support that may differ from that of other first year teachers. This relates to our broader educator pipeline in that we are layering and differentiating the supports that resident-prepared and non-resident prepared receive.

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.

Socorro ISD and UTEP will track the progress and performance measures of each student-teacher resident, using the following measures: Number of teachers residents that will participate in the teacher residence- Demographics of teacher residents- Number of teacher residents who become SISD teachers- Time and Effort activity logs of engagement in strategic staffing model- Resident Surveys- Mentor Teacher Surveys- Campus Principal Surveys- Resident POP (Pre-conference, Observation, Post-conference) Cycle data from the EPP- Provide progress of teacher residents- Student Achievement scores- T-TESS Performance as 1st year teachers- Retention Rates (long-term)

The Program Coordinator will collect data from multiple sources about the district's performance compared to other districts, and reasons for strengths/weaknesses, and recommend improvements accordingly. District personnel will regularly visit schools to gather formal and informal observational data on implementation and provide coaching to teacher leaders. The Program Coordinator, principals and teachers will collaborate to ensure measurable standards of academic achievement and instructional excellence are included in the residency program. Socorro ISD has already begun analyzing the impact data from its Residency Program. We will continue to analyze student achievement scores in residency-prepared classrooms compared to their non-residency prepared counterparts. Additionally, T-TESS performance data will be analyzed to track growth from EPP POP Cycles to the 1st three years of classroom teaching experience. Finally, we will track retention rates of residency-prepared teachers compared to non-residency prepared teachers.

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.

Currently, residents receive financial compensation for a year-long residency experience. By reallocating underutilized funds from substitute vacancies, SISD will employ teacher residents as substitutes in our district, providing time and experience for residents to learn and grow as aspiring teachers, while filling a district need, and substitute shortages. As an expansion of the current Teacher Residency program in Socorro ISD, these grant funds would expand the Teacher Residency to focus on certified and dually certified Bilingual and Special Education Teachers. Currently, the district has 22 bilingual teacher vacancies and 38 special education teacher vacancies. 30 of these special education teacher vacancies also require bilingual certification to be considered highly qualified for the positions. These positions are hard-to-fill and high-need areas in the district.

Through the Sustainable Residency Continuation Grant, SISD would deepen its partnership with UTEP to develop a pathway and certification program designed to help teacher candidates become certified and dually certified bilingual and special education teachers by the end of their Teacher Residency Year.

The grant would help us incentivize the special education and bilingual residency pathway to certification by funding ten bilingual and/or special education residents with a higher stipend than more typical standard certifications.

SISD's mantra is Seize Your Opportunities. This additional resident pathway to certification will ensure that aspiring teachers can fully seize their opportunities with SISD in partnership with UTEP.

The proposed budget would meet the needs of the program by continuing to provide teacher residents with a stipend, often necessary as a living wage, in order for residents to commit to the one-year long residency. Additionally, the budget would help fund a New Teacher Instruction Leader who is vital to the on-gong support residents need throughout their residency and substituting experience. Finally, the budget would support mentor teachers in providing high-quality mentorship to residents.

Currently, SISD has used TCLAS funds, ESSER funds, and underutilized substitute funding to support this work at \$20,000 per resident and \$1,000 per mentor. With ESSER funds discontinuing and budget deficits across the state, this grant would help ensure that the SISD Teacher Residency program continues at high levels of operation and implementation. Adjustments will be made to the funding to meet the new grant requirements to ensure stipends are paid out. SISD would like to offer the full \$20,000 stipend for residents and \$3,000 stipend for teacher mentors in the hard-to-fill positions of certified and dually certified Bilingual and Special Education teachers.

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?

SISD has engaged in teacher residency work since 2019. Adjustments have been made to the work based on TCLAS Decision 5 funds. With these funds, SISD (LEA) and UTEP (EPP) were able to co-design a substitute teaching model, in which residents serve alongside their mentor teacher three days a week, and serve as a substitute within that same campus one additional day per week (Friday). Throughout the residency, resident teachers received coaching support from the EPP and through on-the-job coaching during their substitute teaching experiences.

This model was based on a district need at the time—substitute shortages. Through the residency program, campuses who serve as residency sites have about a 20% higher substitute fill rate on Fridays compared to non-residency sites.

Another need across the district and state continues to be teacher retention. Since 2019, Socorro ISD has seen a retention rate of 88.29%. Since implementing a three-year commitment agreement, the retention rate of our teacher residents is 96.25% over the last 4 cohorts.

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 Design and Implementation teams remained the same throughout the TCLAS Decision 5 funding three-year period. During the design year, Socorro ISD (LEA) partnered with UTEP (EPP) and US Prep (Technical Support Provider) to design a substitute model for the teacher residency program. This was based on the district need at the time, substitute teacher shortages. It is important to note that this work was started in Socorro ISD in 2019 and various models were presented to the EPP and LEA. With guidance later from US Prep, the substitute model was implemented.

SISD works collaboratively with US Prep and UTEP to refine the program and improve its effectiveness. One example of an adjustment that was made came in changing the coursework sequence for residents. College of Education students now take and pass their content exam prior to their residency year. This helps to support residents in becoming fully certified and eligible for hire as they complete their residency year.

Additional adjustments were made to hiring practices in Socorro ISD. Resident teachers now sign a three-year commitment letter with our district—committing to their residency year and first two years of teaching. SISD also offers a UTEP Resident Exclusive Job Fair in which resident teachers are given preferential hiring prior to other regional job fairs. 100% of residents who are fully certified and eligible to be hired are hired in SISD.

The EPP made adjustments, creating a regionwide Residency Summit, which convenes twice a year to reflect on regional teacher pipeline data. Through this summit, districts across Region 19 have committed to utilizing Socorro ISD as a super hub for the teacher residency program.

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?

For the 2024-2025 school year, SISD is committed to using underutilized substitute funds to sustain 20 residents (per cohort fall/spring) at a minimum of \$14,000 per year (40 total for school year 2024-2025). Title II funds will be used to sustain the stipend of \$1,000 for the host teachers who support residents.

Program Requirements (Cont.)

4. **Continued Implementation** - Please answer the following questions about the implementation of the residency designed for the 2024-2025 school year.
- What are the requirements for host teachers to receive their stipend?
 - Who at the LEA manages the residency program? If this person has other job responsibilities, how do they relate to residency?
 - What is your governance structure? Who is responsible for setting agendas for those meetings?

In order for host teachers to receive their stipend, they must fulfill all of the requirements of the EPP, including providing ongoing feedback. Additionally, mentor teachers must attend a mentor teacher training provided by UTEP once a year, be present at our regional Match Day event, and submit completed coaching tasks and documentation to the district.

At the LEA, the residency program is managed by the Chief Academic Officer, School Improvement Officer, and New Teacher Induction Leader. These individuals onboard and train residents in curriculum and instruction professional development sessions to ensure that teacher residents understand the high-level expectations regarding teaching and learning. Additionally, the Academics Department in Socorro ISD supports all novice teachers through their first-year teacher induction program—Building Firm Foundations which closely relates to the support resident teachers need.

The Academics team also collaborates across departments, including Human Resources, Grant Services, and Financial Services, to ensure effective program operations, reporting, and evaluation.

The LEA and EPP meet quarterly at different residency sites within the district for governance meetings involving all residency site principals, site coordinators, and district/university leaders. The agendas for these meetings are co-designed by the EPP and LEA through virtual meetings at least one week before governance takes place.

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
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>