



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

NOGA ID [redacted]

Authorizing legislation [redacted]

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 **June 3, 2024-August 31, 2025**

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

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): [redacted]

Applicant Information

Organization CDN ESC

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

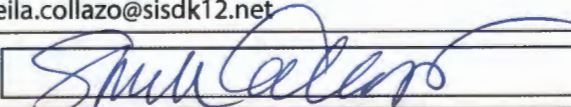
I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized 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.

Somerset ISD teacher capacity building has been established based on the premise that the quality of the teacher in the classroom is the number one factor contributing to student success. The district has a defined teacher pipeline/career development program that exists at multiple levels of the system: career teacher, mentor teacher, master teacher, campus administrator, and district administrator. This system ensure cohesive alignment with actions and behaviors that have a proven track record of success for teachers and students. Established routines and practices are learned and executed consistently districtwide to define our integrated processes and culture of academic excellence. The district's mission ensures that we develop a highly skilled work force that is committed to graduating students who are college, career, and/or military ready. This learning acceleration strategy includes processes for instructional planning using multiple high quality instructional resources, data analysis and these use of data to target instruction, research-based instructional delivery practices/pedagogy, modeling, coaching, and real-time feedback. These strategies have been defined, calibrated, and tested over time, resulting in high levels of capacity building.

The rural nature of Somerset ISD and the high percentages of poverty require intentional focus on recruiting and retaining teachers who are committed to serving and supporting the district long-term. Thus, mitigating teacher turnover and addressing teacher retention is a priority. Grant funds will be used to collaborate with our educator preparation program (EPP) partners in implementing year-long teacher residencies that are ultimately funded through sustainable implementation of innovating staffing models. In addition, the district intends to maintain financially accessible residency pathways which promote increased retention of new teachers and compensate current highly effective teachers who serve as exemplars for these new teachers to address immediate instructional needs and close performance gaps.

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.

District Key Personnel:

With a focus on literacy, the primary project contact will be the Literacy and Leadership Coordinator who is responsible for K-12 literacy alignment and oversight of mentor and master teachers districtwide. As a career pathway exemplar, she advanced within the system and fully understands expectations for teacher/mentor performance and the intricacies of established processes. She served on the district's TCLAS Committee from the inception of the project and is well versed in how the project unfolded, including implementation, funding, and reporting requirements. TCLAS residents secured employment in the district and have seamlessly transitioned into classrooms while implementing expected processes and procedures with fidelity, as a result of year-long mentoring and support. She was a key contributor in creating protocols for teacher capacity building and growth. Her efforts resulted in the designation of a National Blue Ribbon campus, under her instructional leadership. This is an existing position; however, based on a final grant award determination, duties will shift to align with grant responsibilities.

The Human Resources Director will work in collaboration with the primary project contact to meet all grant requirements. This individual has served as an elementary and secondary principal within the district.

The Deputy Superintendent will oversee the fiscal and budget requirements. She has extensive experience with managing federal and state grants.

External Partner - EPP:

Given the prior working relationship and success with the University of Texas at San Antonio (UTSA) as our EPP partner, the district will continue to collaborate with this entity as a primary partner for this grant. UTSA has designated multiple staff members to support the process and have already distributed detailed district action items and timelines for successful implementation. The Director of Clinical Professional Experiences, will service as the primary contact.

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?

Major Goals/Objectives

Goal 1. To formalize a strategic staffing model focused on building capacity, acclimation, and instructional needs for targeted students

Objective: Experienced teachers with proven track records will co-plan/co-teach and mentor residency teachers

Activities/Strategies:

Intentionally scaffold, plan for, and develop residency teachers to ensure placement and long-term classroom retention using district protocols.

Goal 2. To create a sustainable staffing model

Objective: Increase access to high quality resident pathways to build and sustain effective teacher pathways

Activities/Strategies: Teacher residents will attend weekly job-embedded professional development alongside mentor teachers, including beginning-of-year on-boarding experiences and other instructional capacity building forums

Goal 3. To establish innovating funding sources that allow for TCLAS model implementation long-term

Objective: Identify allowable and existing budget sources that may be used to compensate residency teachers and mentors

Activities/Strategies: District leads will identify existing budgets with allowable use of funds to create long-term, sustainable funding, including immediate co-funding options that ensure fidelity of implementation

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.

Performance Outcomes:

Number of residency teachers placed in high need area of Reading Language Arts (RLA)

Tool: Residency teacher selection protocols and placement agreements

Percentage of residency teachers that are hired in Somerset ISD after graduation

Tool: District hiring contracts

Increase in residency teacher "practice" evaluations using the district's research-based teacher evaluation tool

Tool: Teacher evaluation rubric and performance outcomes at 2.5 on 5-point scale

Increase in student performance on formative and summative assessment

Tool: State and local assessment measures

Residency teachers are placed with a designated Texas Teacher Incentive Allotment (TIA) teacher

Tool: TIA designation status

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 overarching purpose of this initiative is to establish a permanent model for the Teacher Residency Program by effectively staffing district vacancies with high quality teachers who understand expectations for performance.

All TCLAS funds will be used to fund the residency teacher stipends and funds for additional supplies and materials designated for the innovative classroom.

Funds will also be used to co-fund the year-long host teacher stipend.

Grant funds will be used to fund the district's primary project contact at 30% of salary and fringe benefits to align with the roles and responsibilities of the grant.

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?

The initial Strategic Staffing Design team included the following individuals/positions:

- Director of Human Resources
- Elementary Principal
- Secondary Principal
- Literacy and Leadership Coordinator
- UTSA Partners (EPP)

Initial data included staffing patterns and vacancies to inform the strategic staffing design. Other data sources included UTSA's selection pool and the protocols used to gather information regarding residency teacher candidates, along with the correlated needs of the district to ensure alignment between selection and placement. Mentor teachers were selected based on TIA designations at multiple campuses. Funding decisions were based on historical data regarding mentor stipends and competitive compensation with other participation districts. Residency teacher stipend decisions and the supplies/materials incentive were established based on committee decisions.

The district selected the Co-Teacher Model/Instructional Support.

With teacher vacancies predominantly in mathematics, the model provided additional staff to target students' instructional needs, including HB4545/1416 students, under the direct supervision of the TIA-designated teacher. Residency teachers were able to observe exemplary instructional strategies and the impact on student growth.

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?

Minor adjustments are being made due to staffing changing and emerging vacancy needs. The model, however, remains true to the original design of the program/grant.

The initial heavy lifting rested on the mentor teacher through the fall semester. The spring semester included a gradual release model to empower the residency teacher to assume significant instructional roles and responsibilities. The outcome was to fully prepare residency teachers to assume the role of the 'career teacher', as defined in our career pathway model. Feedback from the EPP reflected acknowledgment of the district's expectation for residency teacher efficacy and independent responsibility for classroom oversight.

We need to be intentional about mentor teacher placement to match teacher roles/responsibilities, personalities, passion, culture, and to create a balance with the focus on the RLA content. Campus equity will also be considered to distribute candidates throughout the district. While this sometimes presents greater EPP oversight/observation demands, this remains a priority for the district. Tighter communication with the principal is also necessary to create consistent messaging and next steps.

Current candidates = 3/4 @ 75%
Futures grant candidates = 100%

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.
- a. How many residents will the LEA place for the 2024-2025 school year?
 - b. At what amount can the LEA sustain resident stipends? Host teacher stipends?
 - c. What sources of funds will the LEA be using for residents? Host teachers?

Current projects include two (2) candidates placements, although if additional candidates are available, we will secure those slots.

Assuming there are LEA vacancies, those funding allocations can be used to sustain resident stipends and host teacher stipends. The goal is to match current stipends at \$20,000/\$5,000; however, these figures may be reduced based on available funds. Grant writing options will be explored to identifying additional revenue streams for sustainability. The district will analyze current paraprofessional positions to determine where financial shifts might occur.

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?

Host teacher stipend requirements:

- TIA Teacher
- Year-long mentor agreement
- The mentor teacher supports the residency teacher with strategic planning, maximizing learning time, and monitoring the impact of resources on grade-level/content, career teachers/mentees and student goals and outcomes.
- The mentor teacher supports the residency teacher's growth through demonstration, model, and co-teach lessons to ensure cluster connections and effective practice are implemented in ways that result in student growth.
- The mentor teacher participates in and supports data analysis tracking to identify grade level/department strengths and needs, co-leads discussions, and identifies action steps for improvement.
- The mentor teacher ensures that planning consistently reflects the district's instructional planning protocol. Resource needs are communicated to the residency teacher.
- The mentor teacher uses formative data (warm-ups, daily student work, and exit tickets etc.) and summative data (quizzes, unit assessments, and benchmark etc.) to ground planning with evidence of student learning.
- The mentor teacher is a resource, providing access to materials and research-based instructional methods with the residency teacher.

The Literacy and Leadership Coordinator provides direct oversight and support to mentor teachers and is responsible for the alignment between district initiatives and capacity building with the residency teachers. Since residency teachers will be placed in RLA classrooms, her expertise will be instrumental in aligning the support from mentors and best practices.

The TCLAS Committee, led by the Literacy and Leadership coordinator, serves as the governance structure. Scheduled meets are outlined based on specific grant requirements, needs, and outcomes. Agendas are developed to address implementation and impact of the grant and success of the residency teachers.

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
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