



**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 **El Paso Independent School District** CDN **071902** ESC **19**

Address **1014 N Stanton St.** City **El Paso** ZIP **79902** Vendor ID **1746000769**

Primary Contact **Daniel Vasquez** Email **dfvasque@episd.org** Phone **915-230-2348**

Secondary Contact **Norma Nguyen** Email **ndnguyen@episd.org** Phone **915-230-2347**

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 **Diana Sayavedra** Title **Superintendent**

Email **disayave@episd.org** Phone **915-230-2000**

Signature *D. Sayavedra* Date **4/3/24**

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.

El Paso Independent School District (El Paso ISD) Teacher Residency Program is designed to support and develop future teachers' pedagogical skills. In partnership with the University of Texas at El Paso (UTEP), El Paso ISD selects students pursuing a degree in Education or a teaching certification to work full-time alongside a Host Teacher throughout the school year. Teacher Residents are actively engaged in as many elements of classroom teaching as possible, including not just instruction but also professional learning and evaluation. In addition to clinical teaching with their Host Teacher, each Teacher Resident will also be able to continue their UTEP course work, participate in regular professional learning, and serve as a substitute teacher at their home campus once per week. As they develop their abilities through observation and practice, the Teacher Resident will gradually assume greater classroom responsibilities. Upon completion of their residency, newly graduated and certified teachers will be eligible for hire and can begin their teaching careers within El Paso ISD.

The mission of El Paso ISD is, "In partnership with our families and community, we will uphold the highest standards to provide inclusive and fair learning experiences that support the whole child." In service of this mission, the district has identified the importance of attracting, growing, and retaining top talent to provide students with the best possible education. Like many districts, El Paso ISD has experienced difficulties in filling positions and keeping campuses fully staffed. The Teacher Residency Program allows El Paso ISD to create a pipeline of highly qualified and prepared teachers to fill district vacancies, as most Teacher Residents who complete the program stay with El Paso ISD to begin their careers.

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.

El Paso ISD proposes to hire a Teacher Residency Coordinator to lead the program's implementation. That individual must have a valid Texas Teacher Certificate and a Master's degree from an accredited university, and it is preferred that they also have a valid Texas Principal Certificate. A successful candidate will have at least three years of teaching experience and three years of experience in teacher leadership. They should be familiar with instructional models, professional learning, and the Texas Teacher Evaluation and Support System (T-TESS) to support those elements of the residency program.

The University of Texas-El Paso (UTEP) is El Paso ISD's partnering education preparation program partner. The program contact at UTEP will continue to be Dr. Erika Mein, Associate Dean of Academic Affairs in the College of Education and Professor in the Department of Teacher Education. Her work in teacher preparation, particularly at Hispanic-serving institutions, has served to strengthen teacher pipelines in the El Paso region over the past five years.

El Paso ISD also collaborates with other partners, including Region 19 Education Service Center and the University-School Partnerships for the Renewal of Educator Preparation (US Prep) National Center, to continuously improve the Teacher Residency Program. US Prep has nearly a decade of experience in providing technical assistance and professional learning related to strategic staffing and teacher preparation. Region 19 operates their Regional Teacher Apprenticeship Program, which similarly strengthens the educational workforce for the area by offering full-time paid teaching practicums. Both organizations' experience with teacher preparation programs makes them valuable resources for identifying areas of growth and need for the El Paso ISD Teacher Residency Program.

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: The Residency Program will engage future teachers in a year-long paid student teaching experience to prepare them to become successful classroom teachers. **Objective 1:** 80% of Teacher Residents will demonstrate improvement in their teaching abilities and effectiveness as measured by T-TESS evaluation results and MAP test scores by the end of their residency year. **Objective 2:** 90% of Residents will be hired by the district as first-year teachers after completing their residency. **Objective 3:** 70% of teachers who completed the Teacher Residency Program will remain with El Paso ISD for at least 3 years. **Activities and Strategies:** Teacher Residents will participate in the following program activities: • Work in an assigned El Paso ISD classroom alongside a designated Host Teacher four days per week, with one day providing release time for their Host Teacher or other grade level/department teachers. • Engage in professional development workshops, planning activities, faculty meetings, school-community activities, and evaluation processes alongside a Host Teacher. • Enroll in the UTEP residency course for Fall and Spring semesters and participate in weekly seminars taught on-site by the UTEP Site Coordinator. • Apply for early consideration for a full-time teaching position with El Paso ISD. **Relation to District's Broader Educator Pipeline:** Once they complete the Teacher Residency Program, most Teacher Residents will be employed by El Paso ISD as first-year teachers. They will continue to receive support through district retention initiatives. The annual New Teacher Support Academy orients the district's new teachers to the culture and initiatives. They also meet other new teachers to build their professional network. New teachers can also participate in a mentorship program with a more experienced teacher to support them in their first years of solo teaching. By setting up these supports for early-career teachers, especially those who were Teacher Residents, El Paso ISD hopes to retain teachers for longer periods.

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.

El Paso ISD will use data from the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) test to compare students from the Host Teacher's classroom to the rest of the grade level or department. The MAP test measures performance in mathematics, reading, and language usage, so testing will show how students have progressed throughout the year. The scores will demonstrate the Resident Teacher's impact on student performance and gauge their progress toward reaching the effectiveness of other teachers. MAP test data will be collected at the beginning, middle, and end of the year to provide multiple comparison points as the Resident takes on more teaching responsibilities.

The El Paso ISD Teacher Residency Program will also use data from the Texas Teacher Evaluation and Support System (T-TESS). This evaluation measures teachers' performance across several dimensions, including lesson planning and adaptation, content knowledge, communication, classroom environment and procedures, student behavior management, and professionalism. As an annual assessment providing a single data point, the T-TESS is mainly used by the Teacher Residency program to expose Residents to the process of professional evaluation. Once Teacher Residents are employed by El Paso ISD as first-year classroom teachers, their residency T-TESS results can be compared to their own first-year performance and non-Resident first-year T-TESS scores to determine not only each former Teacher Resident's personal growth but also the efficacy of the Teacher Residency Program in preparing new teachers. T-TESS data will also help the Teacher Residency Program coordinator and other staff to identify areas for growth and adapt the program to incorporate Teacher Residents' needs for additional professional learning, modeling, and coaching.

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.

Using its negotiated indirect cost rate of 4.324%, El Paso ISD will claim indirect costs for this project. $\$250,000 \times 4.234\% = 10,585$.

El Paso ISD will provide a stipend of \$20,820 to each resident, or \$20,000 plus fringe including 1.45% FICA, 0.75% TRS CARE, and 1.9% TRS Non-OASDI fee. Minus the district's cost match of \$3,500 per resident, each resident will receive \$17,320 in grant funds. $\$17,320 \times 10$ residents = \$173,200.

Each host teacher will receive a stipend of \$3,124, or \$3,000 plus fringe including 1.45% FICA, 0.75% TRS CARE, and 1.9% TRS Non-OASDI fee. El Paso ISD will contribute \$1,500 to each host teacher's stipend, leaving the grant to fund the remaining \$1,624 for each teacher. $\$1,624 \times 10$ host teachers = 16,240.

El Paso ISD will also support the payroll costs of a residency program coordinator, a position which is currently vacant. \$49,975 of that individual's salary and fringe will be grant-funded.

El Paso ISD is currently funding 20 residents, the maximum allowable, with its remaining TCLAS Decision 5 funds. Another 6 residents are funded under Title II. Host Teachers are paid from the same funding source as their corresponding Resident. The TCLAS grant also pays for some travel, technical assistance contracts, and marketing materials to recruit Teacher Residents to the program. Once the TCLAS grant ends later this year, El Paso ISD may have to adjust to hosting smaller cohorts of Teacher Residents to more sustainably fund the program with Title II. Other discretionary grant opportunities, such as this one, will be used to supplement professional development and teacher pipeline initiatives when possible.

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?

El Paso ISD’s Design team incorporated personnel from several departments, including Leadership and Talent Development, Academics, Human Resources, and Budget and External Financial Management. Michelle Casillas, the Executive Director of Leadership and Talent Development, was the district’s primary point of contact. Connie Loya, the Assistant Director of Staff Development, helped to coordinate program activities.

UTEP, the EPP for this program, was led by Dr. Erika Mein. Associate Dean of Academic Affairs in the College of Education and Professor in the Department of Teacher Education. Other UTEP team members from the College of Education participated on the Design team, including site coordinators and Teacher Education professors. Finally, the Design team was also supported by staff from the Region 19 Education Service Center and the Texas Tech University branch of US PREP.

The Residents as Substitutes model was used to inform the program design. Substitute fill rate data showed that Fridays had a high rate of unfilled substitute jobs. This can leave classes to be covered by other school personnel or moved to a gym or library, leaving students with inadequate supervision and a lack of high-quality instruction. To meet this need, the Design team decided that Teacher Residents could be used as substitutes on their campus three Fridays each month. Not only does this minimize the loss of instruction that takes place when a substitute is present, but it also provides Teacher Residents with more solo teaching experience.

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 Year team has mostly remained unchanged from the Design team. El Paso ISD's Assistant Director of Staff Development recently retired, which has opened a vacancy for a Teacher Residency Coordinator to oversee day-to-day operations. Michelle Casillas, the Executive Director of Leadership and Talent Development, is still the district's primary point of contact.

One improvement made from the Design Year to the Implementation Year was the distribution of Teacher Resident substitutes. The original program design called for the residents to substitute at their home campus during the first semester and to expand to other campuses within the feeder pattern for the second semester. However, feedback from the Residents and campus administrators during the first semester of implementation led the team to keep the Teacher Residents at the home campus. This would simulate a first-year teaching experience more realistically and allow Teacher Residents to spend more time getting to know the students and staff at their designated campus. El Paso ISD and UTEP also implemented quarterly meetings to better coordinate program activities and to align Residents' coursework with their practical residency experience. Streamlined communication between El Paso ISD and UTEP helped make sure that all Teacher Residents were being adequately supported in an appropriate placement.

In the 2024-2025, El Paso ISD plans to switch from a Residents as Substitutes model to a Hybrid Release model. In this model, Teacher Residents will provide release time support during the school day so their Host Teacher can do other supportive tasks such as modeling instruction for other teachers, working with students one-on-one or in small groups, connecting with parents, serving as a grade-level or department chair, or designing in-depth individualized lessons for reteach based on assessment data. Now that the post-pandemic substitute crisis has become less severe, El Paso ISD can begin to address other strategic staffing concerns. Changing to a Hybrid Release model will help campuses cover hard-to-fill teacher vacancies and enable Host Teachers to share their expertise with less experienced teachers.

To date, El Paso ISD has hired 30 out of 33 Teacher Residents, which is about 90%. There are twenty active Teacher Residents, eleven of whom are on track to complete their residency at the end of the 2023-2024 school year. To maintain the current 90% hire rate, the district will need to hire 10 of those eleven teachers. El Paso ISD anticipates that this will be reasonable based on past Resident hires.

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?

El Paso ISD will place 44 residents in the 2024-2025 school year. Nine Teacher Residents in the current cohort will finish their cycle in December 2024. Twenty-five will complete their residency from July 2024 to June 2025, ten of whom would have their stipends funded through this grant if awarded. Another cohort of ten Teacher Residents will begin in January 2025 and run through December 2025.

All Teacher Residents will receive \$20,000 stipends, an amount which has remained consistent throughout the life of El Paso ISD's program. Host teacher stipends will increase from \$1,000 to \$3,000 for the 2024-2025 school year. While this is an additional program expense, the district is willing to make that investment to incentivize experienced teachers to take on mentorship roles.

The ten Teacher Residents and their ten Host Teachers in the July 2024 – June 2025 cohort will be funded through the Sustainable Residency Continuation Grant, if awarded. If not, they will join the other 34 Teacher Residents and Host Teachers to be funded under Title II, Part A in support of effective instruction.

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?

The role of the Mentor Teacher is to serve as a mentor, leader, and a coach who models and plans effective instruction and professional dispositions, creates a supportive classroom environment where residents are encouraged to take risks and participate in the planning and instruction process, and observes and provides specific feedback to teacher residents to have a lasting impact on student achievement. To receive their stipend, a Host Teacher must fulfill these mentorship duties for both semesters of the full cohort year. In the 2024-2025 school year, El Paso ISD plans to change from a single Host Teacher stipend at the end of the year to two payments that will occur mid-year (after the first semester) and at the end of the year (after the second semester). This, along with the increased stipend amount, will hopefully incentivize Host Teachers to continue supporting Teacher Residents through the end of the residency year.

El Paso ISD has created the position of Teacher Residency Coordinator, which will manage the residency program once filled. This individual will have other job responsibilities that support the teacher pipeline, including not only Teacher Residents but also other teacher preparation and leadership initiatives, teacher professional development, Pathways in Technology Early College High Schools (P-TECH) programs such as Bowie High School’s Education P-TECH, and efforts to recruit El Paso ISD students to pursue a career in teaching. The variety of job responsibilities held by the Teacher Residency Coordinator will allow them to support teachers at all stages of their careers, create greater continuity of professional learning across teacher preparation programs, and strengthen the teacher pipeline in the El Paso region.

The University of Texas at El Paso (UTEP) runs all governance meetings, which are held quarterly. Meetings include all the local school districts who work with UTEP’s Educator Preparation Program as well as representatives from US PREP and Region 19. Any of these partners can submit topics to be included on the governance meeting agenda, which is prepared and distributed by UTEP. Meetings might address topics like hiring updates, recruitment efforts, data analyses, and strategic staffing plans, allowing districts to brainstorm and coordinate efforts with UTEP and the program’s technical assistance providers. As a result, governance meetings are highly collaborative and provide Teacher Residency partners with the support needed to identify and respond to their unique program challenges.

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