



**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.

Teacher quality impacts student outcomes. The recruitment and retainment of high quality teachers is paramount with regards to building a meaningful teacher pipeline within a district. The Teacher Residency Program has been a major component in building a high quality, sustainable residency, and has allowed for continuous teacher development within LVISD. This grant will provide funding that will allow LVISD to continue to support structures already put into place with regards to Strategic Staffing Models. Currently LVISD employs both the release time model, and will be adding the as the substitute model from Texas Strategic Staffing.

The Teacher Residency addresses our current vacancies, provides targeted support for unfinished learning, and ensures that our students are taught by highly effective teachers. LVISD has employed paid teacher residents for the last two years. At the end of the 2023-2024 school year LVISD hired 72% of teacher residents. Currently this year, LVISD has hired two teacher residents who graduated at mid-term and has provided letters of assurance to the remaining teacher residents. The goal within LVISD is to keep as many quality teacher residents for the following school year.

Teacher residents have been placed with our Multi-Classroom Leaders, and Master Team Reach Teachers, many of whom are part of the TIA designation system. This model supports student as well as teacher growth and has made a powerful impact for sustainability of LVISD's human capital system.

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 success of the Teacher Residency Program is highly contingent upon the recruitment of effective Host Teachers. Our Host Teachers are required to have at least three years of teaching experience and hold a clear certification in the area that the host teacher will be mentoring. The Host Teacher should have a record of successful teaching as demonstrated, at a minimum, by satisfactory annual performance evaluations for the preceding three years, as well as targeted student growth. Since its inception, LVISD has provided support to field work students and teacher residents, primarily from Tarleton State University and Texas Tech University. However, this past year this was extended to Baylor University and The University of Mary Hardin Baylor.

Our classroom teachers are highly supportive of individuals entering the teaching profession and are enthusiastically willing to share their classrooms, resources, time, and expertise. Past involvement as Host Teachers has occurred with nominal stipends and other forms of incentives. The willingness to serve as Host Teachers for a Teacher Residency Program is especially strong since the cohorts of Resident Teachers will draw heavily from our current classified instructional staff (i.e., strategic staffing- Multi Classroom Leaders and Master Team Reach Teachers). As a school community, we are excited about the opportunity to have individuals we know and care about benefit from this type of partnership.

LVISD will employ a Strategic Staffing Director that will assist and oversee Host Teachers, Teacher residents and assist with governance meetings with each EPP. All stakeholders will also be supported by the Assistant Superintendent of Curriculum and Instruction.

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?

One major goal of the proposed residency program encompasses retaining effective, well-supported teachers by strategically recruiting, selecting, assigning, and building the capacity of teachers so that all students have access to high-quality educators.

This model will provide support to teacher residents in order to create a viable pipeline of qualified educators. This would allow returning teacher residents to be prepared in LVISD prior to their first day. The model allows residents the opportunity to be engaged in practice-based learning on a daily basis. This allows the opportunity for daily coaching and support from a host teacher to occur. All of these items allows for and supports the teacher resident in building relationships and becoming a positive contributing member to the culture of LVISD.

The teacher resident is concurrently going through specific coursework from their EPP while utilizing their assigned classroom allowing the resident to take advantage of the opportunity to apply content pedagogy on a daily basis. This allows for better preparation with methods/pedagogy.

The structured practice in a classroom setting that connects high quality preparation with real world application and feedback equates to the resident being three times less likely to depart from the teaching profession. This equates to strengthened instruction, better student and teacher attendance, provides for a positive school culture. Implications for the district include more stable staffing, increased retention, strong relationships, and a more diverse teaching workforce.

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.

The purpose of the program evaluation is to assess the efficiency, effectiveness, and impact of the Teacher Residency Program. The program evaluation will gather data, analyze outcomes, and provide recommendations for continuous improvement. Areas of focus will include both qualitative and quantitative data collected/observed from Resident Teachers, Host Teachers, administrators, scholars, and families. In partnership with LVISD, the two universities will play a key role in establishing tools and protocols for the Program Evaluation because of their expertise in research and evaluation.

Student growth data is measured, analyzed and evaluated. Teacher residents are assigned to multi-classroom leaders, master team reach teachers and TIA designated teachers, therefore the student growth data set is constantly being reviewed and monitored.

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.

LVISD is requesting a total amount of \$250,000 from this grant.

Payroll 6100:

LVISD is requesting \$200,000. LVISD will pay 10 teacher residents. LVISD will also match the amount by providing \$3,500 of each Teacher resident stipend, as well as paying \$1,500 to 10 host teacher stipends.

Professional and Contracted Services 6200:

LVISD is requesting \$4,000. LVISD will provide training from ESC Region 12 so that teacher residents can learn the DMAC, TEKSResource system and Lead4Ward systems and framework so that work can successfully be completed around the Solution Tree PLC model.

Supplies and Materials 6300:

LVISD is requesting \$10,000. LVISD will provide Teacher Residents with technology, as well as resources such as Get Better Faster and Teach Like a Champion books and companion guides.

Other Operating Costs 6400:

LVISD is requesting \$28,750. LVISD will train Teacher Residents in the Solution Tree PLC Cycle. This training will include the Superintendent, Assistant Superintendent for Curriculum and Instruction, Director of Strategic Staffing, Host Teachers and Teacher Residents. Meetings will center around the Solution Tree PLC Cycle throughout the year and will be using funds from this budget line to facilitate those meetings.

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?

During our design year various stakeholders at each level within the district collaboratively worked to develop our strategic staffing plan.

- a. In central office our superintendent, chief academic officer, deputy superintendent, chief financial officer and director of strategic staffing were involved. Each campus also had a team that was comprised of the principal, assistant principal and identified effective teachers.
- b. As a district the number of vacancies were evaluated at each campus, capacity for host teachers was identified based on student achievement and student growth data, as well as a collaboration with each EPP in order to make meaningful, informed decisions.
- c. The district is using both the release time and substitute models. We have developed a guide book that outlines communication, extra duty parameters, resident teacher duties and host teacher commitments. The plan was developed with input from central administration, principals and administrators, as well as our multi-classroom leaders, master team reach teachers and host teachers. This companion guide abides by new regulations, as well as considering what the district and EPP can each agree to and provide for.

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?

a. The Implementation Year team was a bit different than the design team, as at this point multi-classroom and master team reach teachers were vetted using the Behavior Event Interview (BIE), which was provided for by Opportunity Culture.

b. Improvements were discussed regularly during the quarterly governance meetings. The guidebook was a result for the need to clearly articulate expectations for all stakeholders.

c. Improvements that could be incorporated would be strengthening the onboarding process for new strategic staff members.

d. At the end of the first year of implementation LVISD hired 72% of the paid teacher residents.

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?

a. LVISD is planning to place 20 residents for the upcoming 2024-2025 school year.

b. LVISD can sustain 10 teacher resident stipends, as well as 10 host teacher stipends.

c. LVISD will use grant funding as well as reallocated local funding that comes from unfilled vacancies.

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. Host teachers must sustain an acceptable performance rating within the identified T-TESS domains, maintain adequate student growth, and complete training from each EPP. La Vega ISD has partnered with Texas Tech University and Tarleton University for several years; and with Baylor University for one year. Each EPP has sponsored numerous teacher residents in K-12 classrooms. They each have outlined qualifications for host teachers through the university internship requirements.

b. LVISD will have a Director of Strategic Staffing that has a primary focus on working with teacher residents as well as all strategic staffing personnel. The Director will work to ensure that the framework for Strategic Staffing is implemented with fidelity.

c. Quarterly governance meetings are held with each EPP. Selected teacher residents complete a year-long program in LVISD; each led by Multi-Classroom Leaders (MCLs) or highly qualified teacher leaders.

Each EPP and LVISD hold governance meetings where discussions have been held related to the data, coursework, scheduling for the resident teachers and other key components of the programs. This governance structure also includes celebrations, recruitment, strategic staffing model(s), and resident training. Data is reviewed at each meeting and shared issues and concerns are negotiated with each partner providing assistance in problem solving and review of the data. Adjustments for host teachers and residents are considered after analyzing K-12 student outcomes and the resident performance indicators.

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