



**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 **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):

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.

Austin ISD’s mission is to prepare every student with the knowledge and skills to thrive in college, career, and life. Central to this mission are educational equity, innovation, academic excellence, and a culture of respect, transparency, and data-informed decision-making. It is essential to this mission that AISD builds a sustainable pipeline of well-prepared and effective teachers to positively impact student achievement and attendance. Like other districts across the country, AISD is facing unprecedented staff turnover rates, especially at our highest-need schools. In the 2022-2023 school year, the district had a 75.3% retention rate for teachers at Title 1 campuses, missing our target goal of 80% for the school year.

With the increasing number of novice teachers in the classrooms (580 at Title 1 schools in SY 22-23), the importance of mentorship during their residency year and upon hire becomes even more crucial. To address this need, AISD will continue its partnership with Texas State University to support a high-quality teacher residency program that prepares a diverse group of professionals ready to enter the workforce. This partner works alongside the district to develop training that supports and develops Residency Program participants' content pedagogy and skills; provides integrated coursework; and provides a clinical teaching experience that satisfies the Texas Education Agency's definition of a teacher residency, including a minimum of 3 days/week of clinical teaching under the close supervision of a high-quality host teacher. AISD host teachers are experienced professionals who serve as a mentor and coach, providing residents with actionable feedback and implementation support. Anecdotally, approximately 90% of our host teachers from the 2023-2024 school year have expressed interest in serving as a host teacher again. This implies a subsequent impact on our experienced teacher retention, as host teachers are reporting positive experiences with the program.

By continuously improving the preparation opportunities for aspiring teachers through the establishment and use of teacher residencies, we improve teaching and learning methodologies used in AISD schools, and encourage the subsequent hiring of residency participants creating a pipeline of teachers who are equipped to serve our diverse student population. AISD serves over 73,000 students representing diverse backgrounds (55% Hispanic, 30.1% White, 6.6% Black, 4.5% Asian, and 3.8% identify as another ethnicity or multi-racial), supports over 100 languages(28.2% are emergent bilingual), 52% of students are economically disadvantaged, and 13.4% receive special education services.

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.

Austin ISD’s Teacher Residency program operates under the direction of Ericka Jones, Ed.D., Partnerships & Strategic Recruitment Coordinator for Talent Development. In her current role, Ericka leads outreach, development, and communication efforts to design and implement teacher and principal residencies, partnerships, and other innovative staffing approaches for the district. Additionally, Ericka develops and implements opportunities for staff members to advance in their careers through outreach and pipeline program development.

Ericka holds a doctorate in Education and has worked with public and private institutions of Higher Education since 2004. She also works as an adjunct professor teaching education courses in the graduate program at Huston-Tillotson University. Ericka leverages her expertise to support the strategy of the Talent Development Department by guiding partnerships and strategic recruitment efforts for Austin ISD.

Dr. Deirdre Williams serves as the Assistant Professor of Practice and Director of Teacher Residency at Texas State University. She provides oversight and direction for the teacher residents, coordinating with district program staff to ensure consistency and integration of coursework, training, and development. She holds a Doctor of Education Degree, an Education Specialist Degree, a Master of Education Degree, a Master of Arts in International Relations, Degree and a Bachelor of Social Work Degree. In addition, teacher certifications in Mid-Management Administration, Generic Special Education, Elementary Self-Contained, and certificates and training in other areas. She has experience in K-12 education and higher education. Utilizing her extensive experience to best assist teacher residents in preparation for the classroom setting, Dr. Williams leads a team that provides informal and formal classroom observations to ensure consistent feedback to support the growth of teacher residents. Host teachers also receive professional development training on mentoring and coaching best practices.

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: Implement a teacher release time support model to expand the impact of host teachers on Title 1 campuses.
 Strategy: Resident will lead instruction weekly in the host teacher’s classroom. Host teacher will be available to provide support to novice teachers on their campus. Campus leadership will be provided with a menu of support options to provide guided structures within the release time support model.

Goal 2: Understand impact of release time model featuring increased support from host teachers on retention of novice teachers.
 Strategy 1: Establish baseline data related to retention of novice teachers
 Strategy 2: By implementing the release time support model, the campus will create consistent opportunities to support novice and inexperienced teachers who will begin to feel more prepared to give instruction and create a positive learning environment through a strong feedback loop.

Goal 3: 80% of teacher residents placed will complete certification by the end of the residency year, resulting in district employment.
 Strategy 1: Teacher residents will be vetted and successfully “pre-hired”, ensuring a prompt onboarding process once state certification is obtained.

Goal 4: Identify, pursue, and strengthen long-term strategic partners that will build sustainable pipelines.
 Strategy: Strengthen and streamline EPP partnerships by incorporating a quality measures framework

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.

By utilizing a release time support model, the teacher resident is provided the opportunity for independent classroom management and instruction. The host teacher’s expertise can be further leveraged to have a broader impact on the success of the entire campus. The additional support host teachers will be available to contribute to positive student learning outcomes and continuous professional growth of novice teachers. The overarching theme is to build and strengthen a culture of support and feedback at the campus level, impacting student learning outcomes and teacher experience.

- (1) By [May 2024], AISD/Texas State University will recruit, prepare, and retain 10 residents for the 24-25 academic year.
- (2) By [September 2024], host teachers will have completed professional development (PD) on coaching best practices and AISD’s Professional Pathways for Teachers (PPfT) appraisal system.
- (3) By [October 1, 2024], host teachers will coach and support a novice teacher on their Title 1 campus under the direction of campus leadership.
- (4) By [December 2024], check in with host teacher, campus principal, and EPP sta reflecting on the success of model implementation.
- (5) By [February 2025], residents will complete pre-hire process for the upcoming school year.
- (6) By [May 2025], teacher residents will complete certification exams.

TOOLS AND PROCESSES TO MEASURE PERFORMANCE AND ENSURE EFFECTIVENESS:

- Resident performance evaluation data: Observations by host teacher and EPP sta
- Post-residency placement information: AISD new hires
- Demographic information of residents in comparison to AISD student demographics.
- Resident program completion rates.
- Novice teacher satisfaction with release time support model program: Feedback survey

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 will meet the needs and goals of the program by removing financial barriers for program participation and completion. AISD, and Texas State will collaborate before, during, and after the program to evaluate progress, performance, and impact, and make adjustments to meet needs accordingly. The budget allows for stipends to support 10 teacher residents, 10 host teachers, resident teacher certification exam fees, as well as necessary indirect costs.

Teacher Resident Stipends: The focus of the program is to provide intensive clinical experiences for undergraduate students in an educator preparation program working towards their teacher certification. The bulk of funds (\$165,000) are applied toward stipends for these residents. AISD will provide a match of \$3,500 per resident resulting in a total stipend amount of \$20,000 paid to each teacher resident.

Host Teacher Stipends: The Host teachers will be mentoring the teacher residents, in addition to providing campus support to novice teachers. A total of 10 host teachers will be required of this grant program. Grant funds will contribute \$2,432 and AISD will provide a match of \$1,500 per host teacher resulting in a total stipend amount of \$3,932 paid to each host teacher.

Other Operating costs: The coverage of all necessary exams and certification fees relieves the burden of cost from the teacher resident. A total of \$500 per resident has been allocated, resulting in a \$5,000 budget.

Indirect Costs: Indirect costs include the administration of the grant including financial management, reporting, and compliance. An unrestricted indirect rate has been applied per TEA guidelines, amounting to \$32,590.

Match: Austin ISD will contribute \$50,000 in match to the grant (10 x \$1,500 host teacher stipend + 10 x \$3,500 resident 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?

Austin ISD Talent Development, Recruitment, and Staffing along with teams from Texas State University designed the teacher residency program for 2022-23. This included insight from the Dean of the College of Education as well as site supervisors and faculty at the university. ESC 13 served as the technical assistance provider, working collaboratively with the District Admin and scheduling three full-day in-person sessions that established role clarification of all stakeholders, revisited school selection placement, and reviewed finances for sustainability. Additionally, parameters were set for working residents who take on additional instructional responsibilities based on the district's staffing needs.

The Substitute model was chosen for implementation for Texas State University. This would leverage teacher residents to provide substitute support on high-need days, such as Monday and Friday. Residents would receive a wide range of hands-on classroom experience under the oversight of their host teachers. Residents would then be in the classroom alongside their host teachers on Tuesday, Wednesday, and Thursday.

The district and Texas State agreed that the substitute model would be best for implementation. This was intended to meet the instructional needs of the campus by minimizing the disruption of learning when a class needed a substitute teacher. Additionally, this would give the teacher resident the independence to manage a classroom under the supervision of their host teacher.

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?

Staff at Austin ISD as well as the EPP remained the same throughout the design and implementation years. ESC 13 continued to offer technical assistance to campus leaders to comprehensively provide a mixed-method data approach during site visits, including interviews, focus panels, and surveys, which will be shared with partners to discuss in governance meetings. When analyzing data, ESC 13 facilitates quarterly discussions with campus leadership, district administration, and EPP partners to ensure adequate support and necessary adjustments are made to ensure residents are prepared to become teachers of record. By the end of the implementation school year 2023-2024, all required scope and sequence activities will be complete.

We have found over the 2023-2024 school year that Austin ISD's newly implemented ERP software system complicated the planned Substitute model for Texas State University residents. Often residents would arrive on campus to find that substitute teacher positions were already filled through online position shopping by professional substitutes. This resulted in the resident supporting the campus but did not ensure a consistent classroom experience. A release time support model was piloted (as the schedule allowed) at one elementary campus, Blazier, which proved successful. The residents would be on campus 4 days a week in the fall semester, and 5 days a week in the spring. The resident teacher worked alongside the experienced host teacher 3 days a week, with the 4th day taking over the classroom as the primary instructor as determined by the campus needs. This allowed for the host teacher's experience to be leveraged to support a novice teacher in their classroom, providing ongoing mentorship for our beginning teacher population. Feedback from campus principals and participants was taken into consideration, and this model will be implemented across this program for the 2024-2025 school year. By utilizing the experience of the host teacher we build up competencies of both the resident teacher and novice teacher, improving their abilities to meet the needs of all students.

Austin ISD expects to onboard approximately 70% of the current school year teacher residency class. To date, 48% have been pre-hired and 20% are confirmed hires for the upcoming 2024-2025 school year. These teacher residents would begin employment as novice teachers in the 2024-2025 school year. This group of residents hired will be the first group to benefit from host teacher support and mentorship for two consecutive years if hired on a Title 1 campus.

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?

AISD is deeply committed to the lasting success of the Teacher Residency Program and has allocated local funds in 2024-25 for additional teacher residents. As we continue to strengthen the program, the district hopes to realize the long term benefits of a robust and integrated teacher residency as a consistent strategic pipeline from which to grow. With support from TEA, Austin ISD will place 25-30 residents per year in the 2024-26 school years. Using local funds, AISD is prepared to support an annual cohort of 15-20 residents, each receiving a \$20,000 stipend with the host teachers receiving a \$1,500 stipend.

This residency grant strengthens AISD’s overall talent strategy by enabling AISD and EPPs to facilitate an innovative and collaborative approach to teacher workforce development, reducing the number of teacher vacancies on AISD campuses, and building the incoming teacher pipeline. It is our ambition that the continued success of innovative initiatives that strive to place well-prepared, highly qualified professionals in classrooms will drive down AISD’s teacher turnover rate and will save the district huge sums on recruitment and training costs, dollars that can ultimately be reinvested into successful teacher retention e orts.

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?

AISD host teachers are experienced professionals who serve as a mentor and coach, providing residents with actionable feedback and implementation support. Host teachers must have at least 3 years of classroom experience and have demonstrated the competencies of an accomplished educator. They must have a track record of proficient or exemplary teacher evaluations and evidence of positive impact on student growth. Host teachers are certified in the certification category for the assignment for which the teacher resident is seeking certification, and matched accordingly. They have demonstrated a commitment to co-teaching and to coaching and developing others. Their stipend amount is split into two payments, the host teacher receives these at the end of each semester ensuring year long support for the teacher resident. Host teachers attend the initial orientation and required monthly professional development training. Additionally, AISD will continue the focus group and survey model installed by our technical provider (Region 13); participants will include host teachers and teacher residents ensuring continuity in program data collection.

Austin ISD’s Teacher Residency program will continue to operate under the direction of Ericka Jones, Ed.D., Partnerships & Strategic Recruitment Coordinator for Talent Development. Ericka leverages her expertise to support the strategy of the Talent Development Department by guiding partnerships and strategic recruitment efforts through outreach and pipeline program development for Austin ISD.

Program governance meetings are set through collaborative discussions with Austin ISD and Texas State University. Meetings are held twice a semester and program data informs the agenda for both programs.

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