



**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): **N/A**

Applicant Information

Organization **Wylie Independent School District** CDN **043914** ESC **10**

Address **951 S Ballard Avenue** City **Wylie** ZIP **75098** Vendor ID **75-6002810**

Primary Contact **Dr. Jessica Branch** Email **Jessica.Branch@wylieisd.net** Phone **972.429.3018**

Secondary Contact **Dr. Casey Whittle** Email **Casey.Whittle@wylieisd.net** Phone **972.429.3003**

Certification and Incorporation

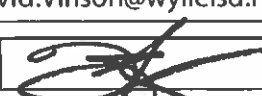
I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized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

Email **David.Vinson@wylieisd.net** Phone **972.429.3000**

Signature  Date **04/2/24**

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.

Wylie ISD is a fast-growing district located in southern Collin County. We currently serve over 19,500 students at 20 campuses with plans to build three additional campuses next school year. As Wylie ISD grows, one of our board goals is to sustain our level of excellence in all operations. Due to Wylie ISD's growth in students and teachers we have a high demand for substitutes. We implemented the residents as substitute model and have plans to expand it due to its tremendous success during the 23-24 school year. When these residents take over sub duties, the expectation and accountability of our students stays at the level expected by our Wylie ISD staff. If selected for the Sustainable Residency Continuation Grant, residents will fulfill immediate instructional/substitute needs of Wylie ISD as a part of their year long student teaching experience. This will range from total teach, pulling small groups and substituting when a job is left vacant. Our residents have told us that getting to build relationships with teachers through this model has been beneficial and some have even found a different grade level preference once spending a day with a grade level other than their own. Our model relies on residents serving as a substitute teacher for their cooperating teacher as well as other teachers on their campus once a week. The relationships our residents build with staff and students across the campus builds retention of these residents, and we have found the majority of these residents have been hired as full-time teachers with our school district upon graduation.

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.

Wylie ISD utilizes the human resource coordinator in charge of retention and recruitment as the primary project manager for our paid residents. This position coordinates with the EPPs, principals and the Region X Service Center. This position is already in place and serves as the first point of communication with all EPPs. The HR coordinator assigned to residents presents the program to potential candidates at both Commerce and UTD, sets up all interviews with principals, schedules fingerprints, completes all new hire paperwork, maintains compliance courses, holds orientations upon entry of the program, observes the residents 4 times a year and attends all governance meetings. The HR coordinator often meets outside of our regular governance with EPPs to discuss specific residents or issues that might arise. The EPP is always welcome to voice concerns to the campus principal but the HR coordinator is a great go between if the principal is too busy on any given day. Qualifications for this position are; prior teaching experience, human resource experience and must be able to recruit and train the residents. They must also maintain a positive working environment with EPPs. This position is housed at the education service center and is responsible for residents' interviews, orientation meetings, governance meetings with Region X and communication from the district level with our EPPs. This position was also created for the purpose of facilitating payroll, benefits, subbing and any additional issues that might arise from the EPP. The HR coordinator will chose principals to host the paid residency program. You must select principals committed to maintaining the integrity of the program. Cooperating teachers are chosen by our principals due to the demand of the program. Having the correct cooperating teacher is the most important role to this program's success.

The EPPs most important position is the field supervisor. We have been blessed by amazing field supervisors from both Commerce and UTD. UTD's is former Rockwall principal, Ruth Johnson. Our residents learn so much from her experience and expertise and they are both on their respected campuses multiple times a week to observe their students. Both of these positions have become permanent fixtures on our campuses and we are blessed they have become an integral part of this 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?

The goals and objective of the residency program are to decrease unfilled sub rates by 50% at campuses implementing a paid residency. The school districts personal goal is that 90% of paid residency principals recommend residents as teachers in our district. This year we exceeded this goal and had 100% of principals recommend graduating residents for teacher positions in Wylie ISD. In order to broaden our educator pipeline, we prioritize placement in bilingual and SPED classrooms, 25% of all residents will identify as a member of a historically underrepresented population, 92% of cooperating teachers would recommend becoming a mentor teacher to their peers and 92% of residents will rate their cooperating teacher as effective or highly effective.

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.

Wylie ISD will measure the impact on student achievement using a number of factors. Principal evaluations will take place every semester. Wylie ISD will pull data 3 times a year and in conjunction with the EPP, will hold professional development sessions based on the findings. We use MAP data, BOY, benchmark testing, and unit assessments to identify students success in these classrooms. Additionally, we monitor student progress through Professional Learning Communities in each grade level on a weekly basis.

Wylie ISD has also developed an on line achievement profile that includes not just testing data, but social emotional data as well to address personal needs and to inform teachers and residents that they need to increase the amount of time spent on SEL each week.

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.

If awarded the \$250,000 we are requesting it will allow us to place additional residents and pay the stipends of their cooperating teacher. Currently, Wylie ISD has committed to place 10 residents at \$20,000. We will pay our host teachers \$1,500 and the remaining funds will cover materials, traveling and housekeeping items such as fingerprinting and contributing to insurance.

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?

A. We have paid residency partnerships with both Texas A&M-Commerce and UTD. These partnerships existed prior to the residency program but the paid, year long residency was established with our MOU in 2021. This partnership occurred due to our close communication lines with both of these EPPs. The design team for Wylie ISD included the HR coordinator, HR director, assistant superintendent of HR, principals and the director of finance and operations. The EPPs design team includes the director of the teacher development center & professor of instruction from UTD, the UTD field supervisor and the Commerce higher education center coordinator and clinical instructor. We agreed to use the substitution model and have talked to many school districts struggling about the benefits we have incurred due to this model. Building a pipeline with paid residencies, we have been able to fill unfilled sub positions with residents that result in a continuation of student learning by highly qualified staff. The money saved from filling these sub jobs by paid residents will make this a sustainable residency in the future.

B. We used instructional need goals as a part of school selection. We pulled BOY data and prioritized placement in our bilingual/SPED programs.

C. We agreed to the substitute model and have had such success filling unfilled substitute positions using paid residents.

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. No

B. Through surveying both residents and cooperating teachers we learned that the cooperating teachers wanted a tighter scope and sequence/timeline from the EPPs. The EPPs have increased PD time with these teachers and completed a handbook that address these concerns.

C. We are constantly looking for ways to improve the residents' experience. Residents have asked that they receive a district laptop and we are working to make that a reality. In the past, student teachers have never received technology but since these residents are Wylie ISD employees who sub it would be beneficial if they didn't have to check one out and just received a permanent laptop for the school year.

D. We have 16 residents graduating in May and hope to hire all of them.

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. We have 6 returning to complete their residency for the fall 24 semester. We started the interview process in late March and have places 6 additional residents so far. We have a second round of elementary interviews taking place on Friday, April 5th so the number is yet to be finalized.

B. We plan on paying residents \$20,000 and teachers \$1500.

C. We use the sub model and use those funds to sustain the program. The host teachers are paid through stipends.

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?

A. Host teachers must attend 4 trainings a school year, monthly check ins and have good communication with both the HR coordinator and the EPPs field supervisor.

B. The human resource coordinator alongside the principal, cooperating teacher and EPP will collaborate on all thing strategic staffing. This HR position will be responsible for orientation, payroll, HR paperwork, compliance courses, fingerprinting, professional developments and district level observations of residents. This position will support our residents, attend job fairs and maintain the overall wellness of the program. The HR coordinator will maintain the wellbeing of the applicants by periodic drop ins and observations. This position will also become a mentor to any residents hired as first year teachers creating a stronger pipeline and improving teachers' retention.

C. The EPPs field supervisor and the LEAs HR coordinator are responsible for setting agenda for the governance meetings.

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