



**2024-2025 Sustainable Residency Continuation Grant  
Informal Discretionary Competition (IDC) Application Due 11:59 p.m. CT, April 10, 2024**

NOGA ID [REDACTED]

Authorizing legislation [REDACTED]

This IDC application must be submitted via email to [competitivegrants@tea.texas.gov](mailto: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 10, 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).
- 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.

The 2024-2025 Garland ISD Teacher Residency Program seeks to address the pressing need for highly effective and diverse educators within Garland ISD, in alignment with the district's overarching mission to deliver exceptional education to all students. Building upon the success of the current High-Quality, Sustainable Teacher Residency program, this initiative aims to cultivate a strong pipeline of educators through a comprehensive year-long clinical experience. Garland ISD will collaborate with the University of Texas at Dallas (UTD) and Dallas College to provide hands-on training in a wide array of essential skills. The program encompasses various critical areas, including effective classroom and behavior management, where theory will transition into practical application; pedagogical techniques tailored to meet diverse student needs, including differentiated instruction; curriculum development with a strong emphasis on seamlessly integrating technology; diverse assessment strategies employed to both monitor and enrich student learning journeys; and the crucial role of data-driven instruction in shaping effective teaching practices. Throughout the program, residents will actively engage in professional development opportunities, utilizing reflective practices and collaborative learning to refine their skills. Under the guidance of experienced mentors, they will gain invaluable practical experience, mastering the implementation of inclusive practices tailored to support students with special needs. Emphasis will be placed on fostering community and family engagement, enhancing cultural competency, and leveraging educational technology to promote digital literacy and facilitate online learning experiences.

Moreover, subject-specific training will be meticulously tailored to address the unique focus areas of each resident. This ensures that they not only acquire theoretical knowledge, but the practical skills essential for fostering effective teaching and nurturing positive classroom environments. Establishing a robust teacher pipeline through a residency program directly addresses identified needs within the district, most notably the statewide teacher attrition rate, which spiked to 13 percent in 2022-23 after remaining relatively stable at 10-11 percent in preceding years, as reported by TEA data. Additionally, financial hurdles associated with teacher certification costs have posed significant challenges for low-income graduates. Through this grant, our objective is to ensure the continuation of financial assistance to teacher residents through stipends and adaptable funding for implementation. Leveraging the partnerships established with the University of Texas at Dallas (UTD) and Dallas College, the district endeavors to address the current backlog of 150 interested teacher resident candidates and reduce reliance on long-term substitute teachers. Ultimately, the Garland ISD Teacher Residency Program embodies a strategic investment in the enduring success of our district, cultivating a cadre of skilled educators poised to bridge achievement gaps and encourage academic success for all students.

**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 primary personnel for the implementation and delivery of the program include individuals from both the Education Preparation Program (EPP) and Garland ISD. From the EPP side, crucial roles are provided by the University of Texas, Dallas, and Dallas College. These positions adhere to the State Board for Educator Certification and Texas Education Agency standards, focusing on leadership, talent management, partnership with P-12, curriculum design, and instructional support. They recruit, support, and retain teacher candidates, ensuring they meet diverse student needs through standards-aligned curriculum and practice-based experiences. Within Garland ISD, HR positions such as the HR Director and Director of Compensation, both existing roles, require a Master's degree in relevant fields, extensive HR management or public school administration experience, and strong communication, leadership, and analytical problem-solving skills, with a preference for certifications like SHRM or pHCLE. External consultants or specialists like the Site Coordinator, also an existing position, must hold a Master's degree in relevant educational fields, Texas Teaching Certification, and possess a background in teaching, data usage, and professional development in diverse settings. These qualifications demonstrate the program's commitment to leveraging expertise across administrative, instructional, and technical domains to foster a comprehensive and inclusive educational environment, aligning with both district and EPP goals for enhancing educator preparation and student success.

### 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 Garland ISD Teacher Residency Program will closely align with the district's aim of providing rigorous, innovative education for all students, preparing them for college and careers. We will address critical needs by replacing long-term substitutes and vacancies with certified, full-time teachers, funding waitlisted candidates through partnerships with UTD and Dallas College, and reducing turnover rates. To achieve these goals, we will:

**Prepare and Recruit:** Strengthen collaborations with UTD and Dallas College to recruit and train certified teachers, ensuring they are classroom-ready.

**Hire and Place:** Refine the hiring process to expedite recruitment, securing top talent swiftly and efficiently.

**Mentor and Support:** Establish a dynamic mentoring initiative connecting new teachers with seasoned professionals for guidance, supported by professional development to enhance teaching effectiveness.

**Compensate and Retain:** Offer competitive compensation to teachers and stipends to mentors, attracting and retaining skilled educators.

**Evaluate:** Leverage evaluation data to refine the residency program, ensuring continuous improvement and personalized support for participants.

These strategies align closely with the broader GISD Effect framework, focusing on leadership, personal growth, and student achievement.

### 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 Garland ISD Teacher Residency Program rigorously assesses its impact on student outcomes and aligns performance measures with objectives for effectiveness. This evaluation framework combines quantitative and qualitative data through:

**Surveys:** Conducted thrice annually with key stakeholders, capturing comprehensive feedback for program refinement.

**Regular Site Visits:** Conducted at least twice each semester to understand classroom and campus culture, informing improvements.

**Anecdotal Feedback:** From teacher mentors offers qualitative insights into program operation and its effects on the learning environment.

**Student Data Collection:** Focuses on behavioral and academic impacts of resident teachers, highlighting the program's role in enhancing outcomes.

**Program Completion and Job Retention Rates:** Key metrics tracking program success in retaining talented educators within the district.

**Bi-annual Governance Meetings:** Led by Education Preparation Program (EPP) consultants, pivotal for strategic discussions on staffing and program enhancements.

These measures ensure the program fosters teacher growth and improves student outcomes, aligning closely with objectives for educational excellence and equity.

**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 budget for the Garland ISD Teacher Residency Program in 2024-2025 is tailored to our goal of recruiting, supporting, and retaining highly-qualified, diverse educators. It meticulously plans for the needs of key participants and operations. This includes allocating funds for resident stipends and mentor stipends, recognizing the value of both new and experienced educators. Additional funds are set aside for fringe benefits and indirect expenses, ensuring smooth program operation.

**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?

In the 2022-2023 academic year, Garland ISD embarked on a strategic staffing design journey for its Teacher Residency Program, closely collaborating with key partners from the Education Preparation Program (EPP). This strategic initiative was meticulously planned and executed with a threefold focus: assembling a diverse and skilled design team, leveraging comprehensive data to inform program development, and selecting a teaching model that aligns with the district's instructional needs.

**a. Design Team Composition**

The design team was a blend of Garland ISD personnel and EPP consultants, bringing together a rich tapestry of expertise and perspectives. From Garland ISD, the team included the Grow Your Own Specialist, Grant Coordinator, HR Analyst, HR Director, and Director of Compensation. These individuals brought a deep understanding of the district's needs, goals, and operational context. Complementing the district's team were EPP consultants from Dallas College and the University of Texas, Dallas, who contributed their extensive knowledge of teacher preparation and education trends. This collaborative group was pivotal in steering the program's direction, ensuring it was both innovative and aligned with strategic objectives.

**b. Data Utilization**

To shape the program's structure and focus, the design team relied on a solid foundation of data, particularly examining peer district information. They evaluated the success and structure of Grow Your Own programs, tuition assistance efforts, and established teacher residency initiatives in neighboring school districts. This analysis was instrumental in identifying best practices, potential pitfalls, and areas for innovation. The insights garnered from this data allowed the team to tailor the residency program to meet the unique needs of Garland ISD, ensuring it was both relevant and effective.

**c. Selection and Implementation of the Co-Teaching Model**

After thorough deliberation and analysis, the design team unanimously selected the Co-Teaching Model as the cornerstone of the Teacher Residency Program. This choice was driven by the model's ability to offer an immersive, hands-on learning experience for teacher residents, closely mirroring the realities of classroom teaching. The Co-Teaching Model facilitated a dynamic partnership between residents and mentors, allowing for co-planning, co-teaching, and the leading of small group instructions. This approach not only enhanced the educational experience for residents but also provided students with a consistent and engaging learning environment, where the resident became an integral part of their daily educational journey.

The implementation of the Co-Teaching Model was comprehensive, involving pre-school year professional development and ongoing training sessions. Residents were actively involved in team planning, Professional Learning Communities, and campus meetings, fostering a culture of collaboration and continuous improvement. This model was specifically chosen for its ability to meet the districts instructional needs effectively, ensuring that residents could develop practical skills, adapt lesson plans based on real-time feedback, manage classroom dynamics, and support students' social-emotional development in a supportive, mentor-rich environment.

Through this strategic staffing design process, Garland ISD and its EPP partners laid a robust foundation for the Teacher Residency Program, ensuring it was poised to make a significant impact on both teacher preparedness and student achievement. The thoughtful selection of the design team, data-driven approach to program development, and the adoption of the Co-Teaching Model all underscored the district's commitment to fostering educational excellence and addressing high-needs areas with precision and care.

**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?

In the 2023-2024 school year, Garland ISD embarked on its Strategic Staffing Implementation Year, building on the foundational work of its Design Team. The composition of the Implementation Year Team remained consistent with that of the Design Team, a strategic choice to ensure continuity and leverage the deep understanding and commitment already established. This decision facilitated a seamless transition from planning to execution, allowing for the preservation of the program's vision and goals while adapting to real-time insights and challenges.

Throughout the implementation year, Garland ISD and its EPP partners, including Dallas College and UTD, focused on making substantial improvements to enhance the residency experience for all stakeholders involved. One significant enhancement was the expansion of the residency program to include high school campuses, which broadened the program's scope and its potential impact on the districts' educational landscape. This expansion not only diversified the residency experience but also addressed the critical need for qualified educators across a broader spectrum of grade levels.

Looking forward to the 2024-2025 school year, further improvements are in the pipeline. A key initiative involves deepening the collaboration with Dallas College and UTD to offer additional training specifically designed for teacher mentors. This training is aimed at equipping mentors with enhanced skills and strategies to support resident teachers more effectively, fostering an even more enriching learning and teaching environment. Such targeted professional development is expected to elevate the quality of mentorship, thereby enriching the residency experience for participants and contributing to the program's overall success.

As the 2023-2024 Strategic Staffing Implementation Year concludes, Garland ISD has set an ambitious goal to hire 100% of its student residents. This commitment underscores the districts' confidence in the quality and readiness of the residents prepared through the program. It also reflects the district dedication to retaining talented educators, thereby ensuring that students across Garland ISD benefit from high-quality teaching that addresses both immediate and long-term instructional needs.

**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?

For the 2024-2025 academic year, Garland ISD is set to place 10 residents within its teacher residency program. This number is strategically determined, taking into account the program's capacity to provide meaningful support and the financial resources available through the Sustainable Residency Continuation Grant, Excluding Texas COVID Learning Acceleration Supports (TCLAS) data, Garland ISD has established that it can sustainably offer resident stipends at \$20,000 and host teacher stipends at \$3,000. These amounts are carefully calculated to attract and retain high-quality candidates for the residency program and adequately compensate host teachers for their critical role in mentoring and supporting residents. Funding will ensure the program not only achieves its educational and training objectives but also maintains fiscal responsibility. Through this approach, Garland ISD aims to optimize the benefits of the residency program for both residents and host teachers, while securing its sustainability for future years.



**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?

fulfill several key responsibilities in order to receive their stipends. These responsibilities will be designed to support the growth and development of the teacher residents under their mentorship. Host teachers will be expected to mentor a resident throughout the entire school year, establishing a positive and supportive working relationship with them. They will need to maintain consistent planning time with the resident, providing all necessary lesson materials in advance and reviewing planned lessons to offer constructive feedback. Clear communication of expectations will be essential for fostering a productive learning environment. Teacher mentors will also be tasked with modeling effective instructional practices regularly and providing guidance and support to the residents in core content areas. They will engage in co-planning, co-teaching, debriefing, problem-solving, and coaching with the resident on a daily basis. Additionally, they will support the resident in leading both small group and whole group instruction, complete observations, provide specific and timely feedback, and monitor the resident's progress towards performance targets. Host teachers will include residents in Professional Learning Communities and school-based professional development activities, ensuring their integration into the broader school community. Importantly, host teachers will limit administrative duties to the resident, prioritizing the developmental needs of the resident and providing ample time for them to develop their teaching skills. Host teachers will actively seek and receive feedback to continually improve their coaching skills, contributing to the overall success of the residency program.

At the district level, the residency program will be managed by the Grow Your Own Program Specialist. This individual will oversee all aspects of the program, from recruitment and placement to ongoing support and professional development for both residents and host teachers. Although their main responsibility lies in managing the residency program, the Grow Your Own Program Specialist shoulders additional responsibilities complementary to the residency program's objectives, thereby bolstering teacher development endeavors across the district. This includes fostering and sustaining partnerships with educator preparation programs, orchestrating placements for student teachers and interns across district schools and departments. Furthermore, they engage in extensive research on diverse "grow your own" initiatives to discern best practices, evaluate district needs, and curate appropriate programs for teacher recruitment and retention. Spearheading the district's new initiative for transitioning paraprofessionals into teachers, seeking grants and scholarships for employees pursuing teaching degrees and certifications, and collaborating with high school future teacher intern instructors all collectively fortify the pipeline for aspiring educators, enhancing the overall success of teacher development efforts within the district.

The governance structure of the residency program will include virtual meetings held twice a semester. During these meetings, the Education Preparation Program (EPP) will be responsible for setting the agenda, taking the lead in coordinating and facilitating meetings, and ensuring meeting agenda items align with the goals and objectives of the residency program. Topics covered in these meetings will include program implementation updates, resident progress reports, professional development opportunities, and any other matters relevant to the success of the residency program. This governance structure will help to ensure effective communication and collaboration among stakeholders, ultimately supporting the success of the residency program and the development of high-quality educators within the district.

**Appendix B: 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.

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**Amended Section**

**Reason for Amendment**

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