



**2024-2025 Sustainable Residency Continuation Grant
Informal Discretionary Competition (IDC) Application Due 11:59 p.m. CT, April 10, 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 10, 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).
- 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 Spring Independent School District's dedication to "Every Student, Every Teacher, Every Day!" is fundamental to our mission of preparing students to be lifelong learners, critical thinkers, and responsible citizens who display good character—ready to contribute, compete, and lead in today's global society. To fulfill this mission, Spring ISD understands the role of highly-qualified, certified teachers meeting the diverse needs of its student body. With approximately 2,100 teachers employed yearly, including 500-600 new hires, the district acknowledges that solely recruiting experienced educators cannot fully address its certified teacher shortage. Therefore, Spring ISD is dedicated to implementing various Grow Your Own (GYO) Teacher Pipeline programs. The GYO: Teacher Residency program offers a paid, year-long clinical experience for future teachers who aspire to teach within Spring ISD. This program addresses the need for qualified teachers and helps build a sustainable teaching workforce for the district's long-term future. The program also fosters a strong sense of commitment and connection to the district, leading to the long-term retention of these educators within Spring ISD.

Through the Opportunity Culture Model, teacher residents receive guidance and mentorship from multi-classroom leaders (MCLs). MCLs are experienced educators responsible for overseeing instruction and leading small teams of teachers. Within this framework, teacher residents gain valuable experience leading instruction for large and small student groups. Additionally, they contribute to the district's instructional needs by providing release time to their MCLs, enabling them to support and coach other teachers within their teams. The "residents, as release time support" model benefits the individual teacher residents' development and the MCL team teachers' growth and overall effectiveness, directly impacting student achievement.

Spring ISD maintains close collaboration with our partnering Educational Preparation Programs (EPPs) Sam Houston State University (SHSU) and Prairie View A&M University (PVAMU), to ensure the success of our teacher residents. This collaborative effort includes utilizing progress data to identify the needs of our teacher residents. The Director of Opportunity Culture oversees the coordination of professional development opportunities to address these needs. This approach ensures that our teacher residents receive targeted support and training, equipping them with the skills and knowledge needed to excel as highly effective educators within Spring ISD.

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.

Natasha Tillman, Director of Opportunity Culture (Primary Project Personnel/Existing Position)
 - Leads the implementation of the Opportunity Culture Initiative
 -Collaborates with campus administrators and serves as a point of contact between the district and educational preparation partners to ensure updates are communicated and milestones are met for year-long teacher residents

Qualifications and Experience
 -Bachelor's degree from an accredited college or university in education or a related field
 -Four years of successful campus administrative experience in PK-12 education
 -Three years of successful PK-12 teaching experience
 -Three years of budget management experience
 -Prior grant management experience

Rhoda Johnson, Executive Director of Finance - Plan and administer grant money according to guidelines
 Tiffany Weston, Director of Teacher Pipelines - Leads the Grow Your Own Initiatives for the district

Angie Taylor (Sam Houston State University), Director of Innovative Partnerships
 -Coordinates the placement of teacher residents in the district and serves as the liaison between the district and the university
 Dr. Britnie Perkins (Prairie View A&M University), Interim Director of Clinical and Field Experiences
 -Coordinates the placement of teacher residents in the district, serves as the liaison between the district and the university, and facilitates quarterly governance meetings

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 of the Yearlong Paid Teacher Residency program are to create a sustainable teacher pipeline that will address critical district staffing needs, target high-need certification areas, and prepare the teacher residents to be highly qualified teachers who can effectively serve as teachers of record on their first day, meeting the diverse needs of the district's students. Activities and strategies to meet these goals: (1) In collaboration with our Educational Preparation Program partners, Spring ISD will develop a recruitment plan to attract teacher candidates pursuing certifications in EC—6 or 4-8 Core Subjects with Bilingual, English as a Second Language, or Special Education supplement. (2) Assign each Teacher Resident to a Multi-Classroom Leader (MCL), who will provide guidance, support, and mentorship throughout their year-long clinical experience. (3) Match each teacher resident with a community mentor. The community mentor's role is to help the residents develop a deeper understanding and appreciation of the local community they are serving while also assisting the teacher residents with afterschool community engagement events to further their connections with students and families. (4) Facilitate monthly professional learning opportunities for the teacher residents. These sessions will focus on preparing the residents with strategies for best classroom management practices, curriculum internalization, and an understanding of educators' professional responsibilities. By including teacher residents and Multi-Classroom Leaders (MCLs) within our talent pipeline, Spring ISD is increasing the number of positions filled with skilled, well-developed instructional staff. The district can attract, support, and retain top talent at all experience levels.

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.

Teacher Residents must demonstrate proficiency in content knowledge, internalization of curriculum, instructional strategies for engaging and leading groups, and effective classroom management. To support the development and growth of the teacher residents, the Multi-Classroom Leaders (MCLs) will provide them with frequent feedback, modeling, and on-the-job coaching. Campus principals will also include the teacher residents in their regular walk-through observations to provide additional support and real-time feedback.

The University Site Coordinator will formally evaluate the teacher residents using the Texas Teacher Evaluation and Support System (T-TESS) instrument. These evaluations will provide detailed feedback to the residents, helping them identify specific areas for improvement across the four domains: planning, instruction, learning environment, and professional responsibilities. The evaluation results will be used to develop individualized growth plans for each resident.

The district will also meet regularly with representatives from the Educator Preparation Programs (EPPs), campus principals, and MCLs to closely monitor the progress of each teacher resident. During these progress review meetings, the team will discuss the residents' performance data, implementation of their growth plans, and any additional support needed. This collaboration ensures the residents receive the proper training and support to develop into highly effective teachers.

Other key measures of the teacher residency program's success will include the number of teacher residents who complete the program and obtain their standard teaching certification and the number of teacher residents who choose to begin their teaching careers with Spring ISD. These metrics will serve as key indicators of the program's effectiveness in preparing high-quality teachers and retaining them to serve the district.

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.

Spring ISD (SISD) is requesting funds to meet the needs and goals of its paid yearlong teacher residency program. The program will provide 10 teacher residents with annual stipends of \$20,000 each (\$16,500 directly from grant funds and \$3,500 district match), totaling \$200,000. The 10 host teachers will also receive annual stipends of \$4,000 each, (\$2,500 directly from grant funds and \$1,500 district match) totaling \$40,000. Spring ISD will provide \$50,000 in total matching funds, \$5,000 per teacher resident.

The remaining funds will be budgeted to cover 25% of the salary and fringe benefits of the project coordinator responsible for managing the implementation and ongoing sustainability of Spring ISD's teacher residency program for the 2024-2025 school year. The district is committed to making adjustments where necessary and when needed to ensure the program's success.

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?

Natasha Tillman, Director of Opportunity Culture (LEA)
 Tiffany Weston, Director of Teacher Pipelines (LEA)
 Dr. Latracy Harris, Assistant Superintendent of Academics (LEA)
 Dr. Helen Berg, Sam Houston State University (EPP)
 Dr. Britnie Perkins, Prairie View A&M (EPP)

SISD 21-22 Teacher Attrition Data
 SISD 2022 State Assessment Data
 SISD 2022 Campus Principals Needs Assessment Survey
 Impact of Teacher Residency Data by Public Impact

Spring ISD's implementation of the Opportunity Culture Model alongside the teacher residency program, utilizing "residents as release time support", is a strategic approach to supporting the growth and development of educators while simultaneously addressing staffing and instructional needs.

Teacher Residents:

- Growth: The model provides a structured framework and progression for teacher residents to develop and gradually take on more classroom responsibilities.
- Development: The guidance provided by Multi-Classroom Leaders (MCLs) supports the professional development of the teacher residents, assisting them with their instructional strategies and classroom management skills.

Host Teacher/Multi-Classroom Leaders (MCLs):

- Leadership: MCLs develop their leadership skills by guiding and supporting teacher residents and team teachers.
- Culture: The model creates a support system within the school community where MCLs can coach their team teachers.

Team Teachers:

- Planning & Instruction: Team teachers receive ongoing support from their MCL, which benefits their professional growth.

Utilizing the teacher residents as "release time support" addresses immediate staffing challenges, fosters a collaborative and supportive culture within the school, and cultivates a talent pipeline, ensuring long-term benefits for the district. The combined benefits of the teacher residents, MCLs, and their team teachers translate to improving academic outcomes for all students in Spring ISD.

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. All Design Team Members representing Spring ISD and our partner EPPs were the same for the implementation year.

b. The improvements we made throughout the implementation year to improve the residency experience:

Improvements to improve the Residency Experience for Teacher Residents:

-Modified the work schedule to accommodate teacher residents' class schedules.

-The residents were granted two mental health days with pay during the Spring Semester.

-Residents were allowed to take a paid day off to take the first issuance of any certification exam.

Improvements to improve the Residency Experience for Host Teachers:

-Dates were added to the time release schedule outlined in the companion guide, which serves as a reference guide for co-teaching expectations.

-During monthly Multi-Classroom Leader (MCL) collaboration sessions, a review of the MCL/Teacher Resident schedule was included to address any questions regarding teacher-resident expectations and responsibilities.

-Paired new host teachers with experienced host teachers to provide support and answer questions about university TK20 requirements.

Improvements to improve the Residency Experience for Principals:

-Principals added teacher residents to their teacher walk-through schedule.

-The district coordinator added campus visits, walk-throughs, and observations by the university site supervisors to the campus principals' calendars to inform them when partnering EPPs would be on their campus.

-The district coordinator accompanied all site supervisors on a campus visit to introduce them to the campus secretary and outlined the expectations of the teacher residency program, with a focus on attendance requirements and quarterly reporting.

c. Improvements implemented for the 2024 - 2025 school year

Travel Time - In collaboration with our university partners, SISD will consider the travel time of approximately 45 minutes to one hour when determining campus placements for teacher residents. By considering travel time during campus placement selection, SISD can ensure that teacher residents have a more manageable schedule for timely arrival. This approach will also contribute to a better overall resident experience, minimizing commuting stress.

Certification Study Sessions - Embedding certification study sessions in the calendar during the fall semester provides residents with a regularly scheduled opportunity to focus on their certification preparation. SISD will provide a designated location for study sessions, allowing residents to collaborate with other residents or study independently. The district is committed to supporting the residents' certification efforts by offering these certification study sessions during the workday.

District Laptop - SISD will provide all teacher residents with a district-issued laptop. This will allow the teacher residents to access the district portal and curriculum and utilize the available technology resources. The district's goal is to ensure that all teacher residents have hands-on experience with the resources available to teach their students effectively.

d. SISD has extended offer letters to hire all Fall 2023 teacher residents for the 2025 - 2026 school year. Currently, 50% of the teacher residents have accepted their offer, 30% declined due to their preference for working closer to their home, and 20% are awaiting a position at the campus where they are completing their yearlong residency experience.

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. Spring ISD will place 4 paid yearlong teacher residents for the 2024-2025 school year. However, with the grant's support, the district has the opportunity to fund additional year-long teacher resident positions.

b. Spring ISD can sustain resident stipends of \$17,214 for a 151-workday schedule, which includes a 3-day per week schedule in the Fall 2024 semester and 5-day per week schedule in the Spring 2025 semester. In addition to the stipend, teacher residents receive fringe benefits, two paid mental health wellness days, two paid days to take the first issuance of certification exams, and paid professional development days. Host teachers will receive a \$2,000 stipend.

c. The funding sources for teacher residents' and host teacher stipends will come from state and local funds at the district level.

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?

Multi-Classroom Leaders (MCLs)/Host Teachers must possess the following qualifications to be considered for an MCL position:

- Bachelor’s Degree from an accredited college or university
- Valid Teaching Certificate in content and grade level assigned
- Three years of classroom teaching experience
- At least three years of proficient and above teaching performance on evaluations
- Prior evidence of high student outcomes and growth in the content and grade level assigned

Preferred:

- TIA designated teacher
- ESL Endorsement for all elementary teachers
- ESL Endorsement for ELA secondary teachers

In addition to meeting the job qualification requirements, host teachers are required to attend monthly professional learning sessions and a mentor training. This training will outline the expectations and requirements for hosting a teacher resident. By the end of the training, all host teachers must have the following deliverables:

- Handwritten personal note welcoming the teacher resident
- Schedule for the teacher resident's first week in alignment with companion guide
- Access to campus handbook to share with teacher resident
- First-week-of-school checklist
- Google folder containing sample lesson plans and resources

The Director of Opportunity Culture manages the teacher residency program. In this role, the Director oversees an innovative strategic staffing model that helps restructure Spring ISD campuses. The goal of this model is to extend the reach of excellent teaching for higher pay, all within a campus's existing budget. Paid teacher residencies play a critical role in the Opportunity Culture model by serving on multi-classroom leader(MCL) teams, where residents learn valuable teaching skills directly from a highly qualified mentor teacher and provide release time for their MCL.

Shared governance meeting brings together representatives from the Educator Preparation Program (EPP), the district, and campus leadership twice per semester. The purpose of these meetings is to review and discuss the performance of teacher residents and program implementation. The discussions utilize data from walkthroughs, T-TESS evaluations, observation cycles, and observed co-teaching models in classrooms. Adjustments to the teacher residency program are made based on these discussions and identified needs. The agendas for these quarterly governance meetings are determined collaboratively between the university site coordinator and the district coordinator.

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