



**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**.

Application stamp-in date and time

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**.

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).
- 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.

During this 23-24 school year, only 50% of Prairie Lea ISD content-area teachers are currently certified, and in the midst of the TEA Comprehensive Support and Improvement Identification process.

We also have had (and predict for the upcoming 24-25 school year) a content-area teacher retention rate of only 50%, which is well below the state average of 66.2%.

Our mission is to create a stable, quality teacher workforce within our district through the induction of teacher residents, in order to meet our instructional priorities and student learning needs.

With the TCLAS Decision 5: Residency Program Support grant, we were able to implement a high-quality Teacher Residency model while partnering with Texas State University. We started with 1 teacher resident in SY 22-23, and increased to 2 teacher residents in the current SY 23-24. With TCLAS funding, we were able to provide stipends for our teacher residents and cooperating/mentor teachers, as well as training/professional development activities.

We plan to continue our current Teacher Resident partnership with Texas State University where we design, implement, and monitor a high-quality Teacher Residency Program, during which 1-2 teacher residents are placed with experienced, highly-effective mentor teachers. We plan to continue to implement a strategic staffing model by utilizing our teacher residents for Release Time, as well as additional opportunities for co-teaching, enrichment/tutoring, and substituting.

Despite the challenges faced during the 23-24 school year, such as the low certification rates among content-area teachers and concerning teacher retention rate, Prairie Lea ISD remains committed to its mission of cultivating a stable and high-quality teacher workforce.

By partnering with Texas State University and leveraging the TCLAS Decision 5: Residency Program Support grant, we have made significant strides in addressing these challenges through the implementation of a robust Teacher Residency model. Beginning with one teacher resident in SY 22-23 and expanding to two in current SY23-34, we have demonstrated our dedication to investing in the development and support of aspiring educators. Through continued collaboration and strategic planning, we are confident in our ability to sustain and enhance our Teacher Residency Program, providing valuable learning opportunities for both teacher residents and mentor teachers while meeting the instructional priorities and student learning needs of our district.

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.

Our current Strategic Staffing Team includes the existing positions of 2 Cooperating/Mentor Teachers, a Residency Program Lead, a TCLAS/LASO Lead, a Business Manager, a Principal, and an HR Director, as well as Texas State University personnel - a Site Coordinator, a Field Supervisor, and a Resident Coordinator. Our Cooperating/Mentor Teachers are experienced educators who provide guidance, support, and mentorship to aspiring teachers during their residency period. They offer valuable insights, share best practices, and collaborate closely with resident teachers to ensure their professional growth and development. With their wealth of classroom experience and pedagogical expertise, they play a pivotal role in shaping the next generation of educators.

Our Cooperating/Mentor Teachers, who are certified and have the required 3 years of teaching experience in addition to at least 1 in the current grade level at this district, serve as role models, demonstrating effective teaching strategies and instructional techniques while fostering a collaborative learning environment. They actively engage in reflective practices, providing constructive feedback and facilitating ongoing dialogue to enhance teaching proficiency and student learning outcomes. Committed to the success of each resident teacher, they create personalized professional development plans tailored to individual needs and goals. Their dedication and support contribute significantly to the overall success of our residency program, cultivating a culture of excellence and continuous improvement within our educational community.

The other district members of our Strategic Staffing Team have been in place for the past 2 years, and have experience with the design and implementation years of our TCLAS Decision 5 Residency Program Support grant. They also have added value to the Strategic Staffing Team within their fields of expertise.

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?

Our goal is to address Texas students' learning acceleration needs and other instructional priorities through implementation of high-quality teacher residencies by placing 1-2 Texas State University teacher residents in Prairie Lea ISD for SY 24-25; to enable equitable educational access for all Texas students through high quality teacher residency programs as a key teacher pipeline strategy by hiring 100% of residents via intentional recruitment efforts; to enable equitable access to quality preparation to retain a diverse Texas teacher population with 50% of residents identifying as non-white; to prioritize long-term Texas teacher effectiveness through rigorous pre-service practice in year long teacher residency programs by ensuring 100% readiness and satisfaction of residents; to recruit, select, train, and continuously develop high quality mentor teachers to support residents placed in high need areas by ensuring satisfaction of mentors and resident perception of mentor effectiveness; to support Texas districts to sustainably fund teacher residencies through funding reallocation in service of an enduring talent pipeline by compensating residents and mentor teachers. In alignment with these overarching goals, Prairie Lea ISD is committed to not only addressing the learning acceleration needs of Texas students, but also fostering an inclusive and diverse educational environment, and aiming to provide equitable access to excellent teacher preparation and support systems. Moreover, our focus extends beyond initial recruitment to the long-term effectiveness and satisfaction of both residents and mentor teachers. By prioritizing rigorous pre-service practice and ongoing professional development, we seek to ensure that all residents are fully prepared and supported throughout their tenure in our district. Additionally, we are committed to sustaining our teacher residency program beyond the grant period by exploring innovative funding models and reallocating resources to invest in our talent pipeline. We aim to contribute to the advancement of Texas education by nurturing a cadre of highly effective and dedicated educators.

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 performance measures identified for this program are primarily focused on student outcomes and are closely aligned with the purpose of the program, which is to improve teacher effectiveness and ultimately enhance student achievement. These performance measures encompass various aspects of student learning and development, ensuring a comprehensive evaluation of the program's impact. This measure assesses improvement in student academic performance across subject areas. It includes standardized test scores, classroom assessments, and other academic indicators. Tools used may include but not limited to are attendance records, student surveys, and classroom observations focused on student participation and interaction. Graduation rates and college readiness can also be measured. This measure tracks the percentage of students who graduate from high school on time and their readiness for post-secondary education or career pathways. Tools used may include graduation data, college enrollment rates, and surveys assessing student college and career readiness skills. Behavioral and social-emotional development can also be used to examine student behavioral patterns, social interactions, and emotional well-being. Tools used may include behavior referrals, social-emotional learning assessments, and surveys measuring student self-regulation skills and social competencies. To ensure the effectiveness of project objectives and strategies, the following processes will be implemented: Data Analysis and Monitoring: Regular data analysis will be conducted to track progress toward program goals and identify areas needing improvement. This may involve analyzing student assessment results, attendance data, and other relevant metrics to inform decision-making. Continuous Professional Development: Ongoing professional development opportunities will be provided to teachers and staff involved in the program. This may include training sessions on effective teaching practices, data-driven instruction, and strategies for supporting students learning and development. Collaborative Reflection and Feedback: Regular meetings and collaborative sessions will be held to facilitate reflection, discussion, and feedback among program stakeholders. This may include debriefing sessions after classroom observations, team meetings to review student data, and peer feedback sessions. Stakeholder Communication and Engagement: Open communication channels will be maintained with all stakeholders, including teachers, administrators, students, families, and community members. Regular updates on program progress, achievements, and challenges will be shared to foster transparency and accountability. By implementing these processes and closely monitoring performance measures related to student outcomes, the program can effectively assess its impact, make necessary adjustments, and continuously strive for improvement in achieving its objectives.

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.

Prairie Lea was previously awarded TCLAS D5: Residency Program Support funds, so we have a general understanding on how to budget this grant award to meet the specific needs of our district. We plan to use 66% of the total grant award (as required) for our two teacher residents, to be paid out of a substitute payroll account, for a total of \$33,000. (The district is required to provide an additional \$3,500 per resident from LEA funds on top of this amount for a combined total of \$40,000 or \$20,000 per teacher resident.) The district plans to pay our 1st-year host teacher \$3,250 and our 2nd-year host teacher \$4,250 (which is more than the 6% required) for a total of \$7,500 the host teacher stipend(s), (as well as the additional grant-required amount of \$1,500 each from LEA funds). Our Residency Lead, or Project Coordinator would receive a stipend \$1,000 and our LASO Lead, or Project Director, would receive a stipend of \$2000. Our six Design Team members would share a stipend of \$5000, and our support staff would divide a stipend of \$1,500. This would equal a grand total of \$50,000, the awarded amount to the LEA for 2 residents.

Just as in previous years, adjustments in these grant allocations can be made because most of these funds are being paid out through payroll over the course of the program year. This is intentional, as funds can be discontinued or redirected at any time during the period of the grant.

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?

Our Design team members from the LEA in 22-23 included our Cooperating/Mentor Teacher, a Residency Program Lead, a TCLAS Lead, a TCLAS Curriculum Specialist, our Business Manager, our Principal, and our HR Director. Our Design team members from the EPP included a the Department Chair, the Director of Teacher Residency, a Residency Coordinator, and a Site Coordinator. We used our Master Schedule, our local budget, Design Model options/comparisons, individual teacher/student strengths/needs, district needs, as well as data and guidance from Texas Strategic Staffing and ESC Region 13.

Prairie Lea and EPP (Educator Preparation Program) have jointly adopted the Release Time model for our residency program. The Release Time model is characterized by a structured calendar that incorporates co-teaching strategies aimed at gradually fostering responsibility and skills among residents over a specified period. Under this model, the residency program is designed to allow residents to engage in co-teaching with their cooperating teachers for a defined period, typically lasting around a month. During this time, residents work alongside their cooperating teachers in the classroom, actively participating in instruction and gaining practical experience.

One of the key features of the Release Time model is that after this initial period of co-teaching, residents are then able to take on more independent teaching responsibilities. This is achieved through the provision of release time to the cooperating teacher. During the release time, the cooperating teacher is free to leave the classroom temporarily to attend to other academic needs within the school.

This arrangement benefits both the resident and the cooperating teacher in several ways. One is having Gradual Transition to Independence: The structured progression from co-teaching to independent teaching responsibilities allows residents to gradually develop their teaching skills and confidence under the guidance of their cooperating teacher. Another way is having the opportunities for Coaching and Modeling. This is evident by providing release time to the cooperating teacher, the resident gains valuable opportunities to observe and learn from experienced educators. The cooperating teacher can use this time to provide coaching, demonstrate effective teaching practices, or offer support to other teachers in the school. In addition, it supports academic needs. The release time allows the cooperating teacher to address various academic needs within the school, such as providing intervention support to other classrooms or coaching colleagues. This contributes to the overall improvement of teaching and learning within the school community. This enhances collaboration. The Release Time model promotes collaboration between residents and cooperating teachers, as well as among educators within the school. Through co-teaching and the sharing of responsibilities, participants can exchange ideas, strategies, and feedback, fostering a culture of continuous improvement.

Overall, the adoption of the Release Time model by our school district and EPP demonstrates a commitment to providing a structured and supportive learning environment for aspiring educators, where they can develop the necessary skills and competencies to become effective teachers.

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?

Our Design team members were different in SY 23-24 because we added a second Cooperating/Mentor Teacher (to support our 2nd Teacher Resident).

Training and scheduling have been adjusted to include residents. For example, residents were able to attend new teacher orientation and meet with Human resources before the start of school. Residents began the school year with their cooperating teacher instead of not being able to start until their semester began at TxState. Cooperating teachers were able to attend training concerning different co-teaching strategies.

This adjustment in training and scheduling reflects a proactive approach to integrating residents into the school community and providing them with valuable experiences from the outset. By allowing residents to attend new teacher orientation and meet with Human Resources before the school year begins, they can familiarize themselves with school policies, procedures, and personnel, setting a strong foundation for their role as educators. Moreover, starting the school year alongside their cooperating teacher enables residents to immediately immerse themselves in classroom dynamics, establish rapport with students, and contribute meaningfully to instructional planning and delivery. The provision of co-teaching strategy training further equips residents and their cooperating teachers with the collaborative skills and techniques necessary for effective co-teaching partnerships, enhancing the overall quality of instruction and support provided to students.

We are scheduling a meet and greet between cooperating teachers and residents. For 24-25, residents will attend more curriculum training. Release time will be utilized more frequently but still within program guidelines. Cooperating teachers will be able to assist with curriculum implementation in other classrooms and a schedule will be created to assist with intervention needs. TxState has done some scaling which clarifies who is in charge at each level. Fridays have been added for students to be able to take on extra duties.

Furthermore, recognizing the invaluable support cooperating teachers provide, we're facilitating their involvement in curriculum implementation across various classrooms. A structured schedule will be devised to address intervention needs efficiently, maximizing support for both students and educators. Notably, Texas State University's recent scaling efforts have brought clarity to leadership roles at each level, streamlining decision-making processes. Additionally, we're thrilled to announce that Fridays will now be utilized for students to undertake extra duties, fostering a more dynamic learning environment. Prairie Lea ISD looks forward to these initiatives fostering a collaborative and enriching educational experience for all involved.

The LEA will hire 0% of residents at the end of this year. Although the experience has been overwhelmingly positive, none have indicated a desire to remain, largely due to relocation or pursuing further educational opportunities. We are hopeful that this upcoming year we will retain and continue to grow our residents. Despite this trend, there's optimism for the future. The hope is that in the coming year, efforts will be made to retain individuals and foster their continued involvement. Additionally, there's an aspiration for growth within the community and organization, indicating commitment to enhancing the overall experience and potentially addressing the factors that have led to residents leaving. This proactive stance suggests a willingness to adapt and improve, aiming for a more stable and flourishing environment going forward.

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?

Prairie Lea ISD will place 2 residents for the 2024-2025 school year. At the current time, the LEA is hoping to sustain resident stipends of at least \$15,000 per year, and host teacher stipends of at least \$2000 per year. We were hoping to be able to offset the stipends with our Strategic Staffing use of Release Time, allowing our host teachers to utilize that additional time to work on other district duties. In a small, rural 1A district, our staff have many roles and responsibilities, and any time that can be repurposed to accommodate meeting district needs is of utmost value.

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?

Host teachers must sign and adhere to the MOU created between the LEA and EPP. Host teachers must continue to meet all assurances and requirements of the Teacher Residency Program. The Residency Program is managed by a Residency Program Lead, overseen by a TCLAS/LASO Lead, and vetted by a Design team. Stipends are set up to be paid out over the course of the program, and can be discontinued at any point if deemed necessary. Our governance structure consists of 4 meetings held over the course of the year - two in the Fall semester, and two in the Spring semester. These meetings are scheduled by the EPP.

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