



2024-2025 Sustainable Residency Continuation Grant Informal Discretionary Competition (IDC) Application Due 11:59 p.m. CT, April 3, 2024

NOGA ID

Authorizing legislation

This IDC application must be submitted via email to competitivegrants@tea.texas.gov.

The IDC application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, April 3, 2024**.

Application stamp-in date and time

Grant period from **June 3, 2024-August 31, 2025**

Pre-award costs permitted from **award announcement date to grant start date**

Required Attachments

- Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
- Required Program-Related Attachments. Refer to the program guidelines for more information.

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization CDN ESC

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the IDC application, as applicable, and that these documents are incorporated by reference as part of the IDC application and Notice of Grant Award (NOGA):

- IDC application, guidelines, and instructions
- Debarment and Suspension Certification
- General and application-specific Provisions and Assurances
- Lobbying Certification

Authorized Official Name Title

Email Phone

Signature Date

Shared Services Arrangements

Shared services arrangements (SSAs) are not permitted for this grant.

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 2. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2024-2025 Sustainable Residency Continuation Grant Program Guidelines.
- 3. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2024-2025 Sustainable Residency Continuation Grant Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 4. The LEA has completed the full Design and Implementation Year with their vetted teacher residency EPP partner(s).
- 5. The LEA will use grant funds to support residency with the EPP from their TCLAS Decision 5 Strategic Staffing partnership. EPP partners must be on the [23-24 Vetted Teacher Residency Program List](#).
- 6. The LEA will sustain a stipend of at least \$3,500 per resident and a host teacher stipend of at least \$1,500.
- 7. The LEA has a signed MOU with their vetted teacher residency EPP partner(s) that indicates they will continue the partnership that started Strategic Staffing through the TCLAS grant.
- 8. The LEA will submit data to TEA about the residency partnership, including, but not limited to number of residents, resident demographics, stipend amounts, and hiring data.

Summary of Program

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

OVERVIEW OF THE PROGRAM: The 2024-2025 Sustainable Residency Continuation Grant addresses critical needs in Roosevelt Independent School District (RISD), aiming to sustain financially accessible residency pathways, enhance teacher retention, and address instructional needs, aligning with our mission of "growing students one season at a time." Collaborating with Texas Tech University, we plan to enroll up to 10 teacher residents, who will be paired with host teachers, to provide comprehensive support and development opportunities.

MISSION AND SPECIFIC NEEDS: Our district's mission is to grow "students one season at a time". To ensure students have a capability to grow both academically and holistically, we need to ensure we can provide equitable access to high-quality education for all students. Unfortunately, this is difficult to do given the following specific needs that we battle with:

1. Teacher Shortages: Meeting the demand for qualified educators in our district, particularly in high-need subject areas such as Math and Science, is extremely difficult. Roosevelt ISD, with a small student enrollment of approximately 1,200 students (10 pts), caters to a close-knit community, fostering personalized learning experiences and strong connections between students and educators. Due to our remote rural location (Rural: 10 pts) and the scarcity of available teachers, Roosevelt ISD would greatly benefit from the grant to facilitate the recruitment and retention of teacher residents.
2. Academic Struggles: The district faces significant challenges, particularly evident in upper grade levels, where only 20% of students are deemed career/military ready and 10% graduate with an Industry-Based Certifications (IBC), contrasting with the state's figures of 28%. This disparity emphasizes the need for targeted interventions to improve academic outcomes and ensure student success.
3. Teacher Turnover Rates: Teacher turnover rates in Roosevelt ISD is at 22.3%, and currently surpasses those of the state average, reflecting a notable challenge in retaining educators within our district. This underscores the importance of implementing effective strategies to enhance teacher retention and support professional development initiatives.

HOW PROGRAM WILL ADDRESS MISSION/NEEDS: The Sustainable Residency Continuation Grant will address Roosevelt ISD's mission of "growing students one season at a time". By expanding the residency program, the district will ensure the availability of highly qualified teachers, thereby addressing the teacher shortage and turnover rates it struggles with. This initiative will also empower the district to offer students access to high-quality education, tackling the academic challenges it currently faces and enabling students to 'grow one season at a time'.

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 following Primary Individuals, whose Qualifications and Experience can be found below, will hold pivotal roles in supervising the program's implementation, demonstrating their expertise in overseeing the successful execution of the grant-funded initiatives.

- LEA Administrator Representative (existing internal position) - Required qualifications include a Bachelor's degree in education or a related field and a minimum of 5 years of experience in the education field.
- Jimmy Ledbetter (Deputy Superintendent) - Responsible for overseeing programs to ensure smooth communication with the EPP and proper pairing of teacher residents with mentors.
- Host Teachers (existing internal positions) - Required qualifications include a Bachelor's degree in education or a related field, possessing a teaching certification, and having at least 3 years of teaching experience.
- Director of Human Resources (Existing) – Required qualifications include Bachelor's degree in Human Resources or a related field and minimum of 3 years of experience working with district personnel.
- EPP Partner: Texas Tech University (Existing) - Must be qualified by TEA as an approved Educator Preparation Program (EPP) and have experience working with school district personnel.

These personnel and consultants will play integral roles in the successful implementation and delivery of the Sustainable Residency Continuation Grant by providing guidance and oversight ensuring alignment with the district's goals and objectives for enhancing teacher residency programs and promoting sustainability within the educational community.

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 District’s MAJOR GOAL for the 2024-2025 Sustainable Residency Continuation Grant aims to recruit a diverse cohort of teacher residents through targeted efforts by the following OBJECTIVES: 1)Within a 60-day period, the district will collaborate with its Educational Preparation Provider (EPP) partner to finalize and update the Memorandum of Understanding (MOU), delineating meeting schedules, roles, and responsibilities. 2)With the assistance of the EPP, comprehensive job descriptions for host teachers and teacher residents will be updated as needed to reflect the evolving responsibilities of both roles. 3)With the assistance of the EPP, the district will review and potentially adjust the strategic staffing model already in place to ensure alignment with current district needs. 4)The district will identify host teachers by their experience in the grade level or content area that the resident teacher will fill within the district. The following ACTIVITIES/STRATEGIES will be implemented to meet the goals/objectives listed above: 1)The district will designate classroom space to facilitate on-site resident courses. 2)The campus principal and administrators will vet teachers to determine which is the best candidate (s) to serve as a host teacher based on successful teacher evaluations and positive student outcomes. 3)RISD’s Human Resources Director will review internal employment policies to ensure they align with the responsibility of supporting full-time residents. 4)EPP will provide on-going and regular mentorship and guidance on co-teaching best practices. 5)RISD will provide a stipend of \$20,000 to full-time resident students by the 2024-2025 school year. 6)The EPP will review RISD’s calendar to ensure all residency placements and expectations align with the district school schedule. 7) The EPP and RISD leaders will engage in staffing model training and technical assistance, focusing on topics such as classroom management, instructional strategies, and mentorship.

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.

PERFORMANCE MEASURES: In accordance with TEA-provided guidelines, RISD will conduct the following activities as a way to measure performance:

The TEA-guided performance measures require the LEA to submit comprehensive data regarding the residency partnership, encompassing key metrics such as the number of residents, resident demographics, stipend amounts, and hiring data, ensuring transparency and accountability in program implementation.

TOOLS USED TO MEASURE PERFORMANCE AND ENSURE EFFECTIVENESS:

To monitor the performance measures listed above, RISD and their EPP Texas Tech University will utilize the following tools: Teacher Monitor/Teacher Resident Surveys, Attendance Records, Observation Logs, Sign-in Sheets, and Tk20.

PROCESSES USED TO ENSURE THE EFFECTIVENESS OF OBJECTIVES AND STRATEGIES:

RISD will utilize the data collected to determine whether the grant goal/objectives are on track and being met. The process for data collection includes the following:

- Analyzing teacher resident grades after each program semester;
- Reviewing the number of contact hours between the teacher resident and host teacher quarterly; and
- Administering the surveys pre-and post-program completion.

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.

NEEDS AND GOALS OF THE PROGRAM: The goal of this program is to work with the Texas Tech University, our EPP, to design and implement paid, year-long High-Quality, Sustainable (HQS) Teacher Residencies. While Region 17 will provide a wide array of in-kind technical assistance services to RISD to assist with implementation, the district has budgeted \$209,920 in grant funds for a dedicated resident; and host teachers, along with any supplies/materials needed in order to fulfill job duties.

Funds allocated for TCLAS Decision 5 are going to end this 2024 school year. However, to ensure the grant budget is comprehensive, the district will utilize other funding sources to cover expenses related to SUPPLIES AND MATERIALS, CONTRACTED CONSULTANTS, AND TRAVEL, if necessary. Here is a HIGH-LEVEL SNAPSHOT OF FUNDS that can be reallocated to offset additional grant costs:

- Local Funds – Will be leveraged for reallocation and reinvestment to support teacher residents’ wages while they engage in substituting. The district will utilize saved money from substitute pay to cover resident fees.
- Local/State Funds - Any relevant professional development training purchased using local or state funds will be extended to teacher residents; and
- State Compensatory and Local Funds -LEA Representatives will provide grant oversight and management. These individuals are funded through state funds.

ADJUSTMENTS: If program adjustments are required, stakeholders will convene for a collaborative meeting to thoroughly discuss and determine the necessary changes for the program's success. In cases where modifications are deemed necessary, the district will issue letters of intent to all stakeholders, ensuring transparent communication. Any required modifications will strictly adhere to TEA rules for amendments to ensure compliance with regulations, facilitating a seamless and compliant adjustment process.

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. DESIGN TEAM COMPOSITION:

- From the LEA: The design team was comprised of representatives from the Human Resources Department, Curriculum and Instruction Division, and School Leadership Teams.
- From the EPP (Texas Tech University): The team was comprised of faculty members and administrators from the partnering Educator Preparation Program (EPPs), collaborated closely with district personnel.

B. DATA UTILIZED FOR DESIGN: The design process will draw upon a variety of data sources, including:

- Student achievement data: In the district, student achievement data reveals that 20.3% of graduates are deemed Career or Military Ready, a figure that contrasts with the state average of 33.5%. This comparison underscores the need for targeted efforts to enhance college and career readiness outcomes for students within the district.
- Teacher retention and turnover rates: The district's turnover rate stands at 22.3%, surpassing the state average. This high turnover percentage underscores the urgency of addressing retention strategies to mitigate its impact on staffing stability and student outcomes.
- Student demographic data: With over 60% of its demographic identifying as minority, the district underscores its commitment to equity and diversity in educational practices and initiatives. Hence, our initiative to seek a diverse pool of candidate through a partnership with Texas Tech University.
- Teacher feedback and surveys: Soliciting input from educators regarding workload, support needs, and preferences for professional development.

C. AGREED UPON MODEL(S) AND MEETING INSTRUCTIONAL NEEDS: The LEA and EPP agreed upon a substitute staffing model that incorporated elements of residency programs and traditional hiring practices. This model met instructional needs by:

- Providing structured mentorship and support for new teachers through residency placements, ensuring a smooth transition into the profession.
- Allowing for flexibility in staffing assignments to match teacher expertise with student needs, thereby optimizing instructional delivery.
- Fostering collaboration between district personnel and EPPs to align teacher preparation with district priorities and instructional goals, promoting continuity and coherence in educational practices.

This collaborative approach to strategic staffing design in the 2022-2023 academic year facilitated the alignment of resources and efforts to meet the instructional needs of students while supporting the professional growth and development of educators.

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. TEAM COMPOSITION: The Implementation Year team included some Design team members, but it expanded to involve additional stakeholders directly responsible for executing the staffing plan, ensuring representation from various departments and roles like school administrators, host teachers, and human resources personnel.

B. IMPROVEMENTS MADE THROUGHOUT IMPLEMENTATION YEAR: Both the LEA and EPP(s) made several improvements throughout the implementation year to enhance the residency experience: These improvements include:

- Increased mentorship and support: Providing additional training and resources for host teachers to better support residents in the classroom.
- Enhanced professional development: Offering tailored professional development opportunities for residents to address specific areas of need or interest.
- Streamlined communication: Implementing regular check-ins and feedback mechanisms between residents, host teachers, and principals to address concerns and foster collaboration.
- Expanded community engagement: Strengthening partnerships with community organizations to provide residents with opportunities for hands-on learning and community involvement.

C. IMPROVEMENTS FOR THE 2024-2025 SCHOOL YEAR: Some improvements for the upcoming school year may include:

- Fine-tuning mentorship programs: Assessing the effectiveness of mentorship structures and making adjustments based on feedback from residents and mentors.
- Refining professional development offerings: Tailoring professional development sessions to address emerging needs and align with residency goals.
- Expanding recruitment efforts involves increasing endeavors to attract a diverse pool of talented residents, aligning with the district's goal of meeting the same demographic composition as the student body, ensuring representation and cultural responsiveness in the teaching staff.

D. PERCENTAGE OF RESIDENTS HIRED: The LEA's hiring percentage of residents at the year's end may vary based on budgetary constraints and resident performance. While this figure may fluctuate, we aim to hire approximately 80% of trained residents.

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. NUMBER OF RESIDENTS FOR 2024-2025:
• The LEA plans to place 10 residents for the 2024-2025 school year.

B. SUSTAINABILITY OF STIPENDS:
• The LEA can sustain resident stipends at (\$20,000) per resident and host teacher stipends at (\$5,000) per host teacher for the upcoming school year.

C. SOURCES OF FUNDS:
• For residents: The LEA will primarily utilize state and local funding allocated for teacher substitutes.
• For host teachers: Stipends for host teachers will be covered through the LEA's general operating budget, specifically allocated for professional development and support initiatives.

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?

A. REQUIREMENTS FOR HOST TEACHER STIPENDS:

- Successfully complete mentorship training provided by the EPP and LEA.
- Actively mentor and support the resident throughout the program, providing guidance, feedback, and opportunities for professional growth.
- Attend trainings three times per semester with the mentor teachers to understand the best methods to effectively serve in that capacity.
- Maintain regular communication with the resident, participate in scheduled check-ins and debrief sessions, and collaborate on instructional planning and delivery.

B. RESIDENCY PROGRAM MANAGEMENT:

- The residency program at the LEA is managed by the (Deputy Superintendent). In addition to overseeing the residency program, this individual is responsible for other job duties related to educator development, such as coordinating professional development initiatives, facilitating mentorship programs, and providing support for new and veteran educators. The management of the residency program aligns with these responsibilities, as it focuses on enhancing educator effectiveness and supporting the growth and development of teachers throughout their careers.

C. GOVERNANCE STRUCTURE:

- The governance structure for the residency program includes representatives from various departments and stakeholders within the LEA, such as Human Resources, Curriculum and Instruction, School Leadership Teams, and partnering Educator Preparation Programs (EPPs).
- The EPP's Professional Development Facilitator is responsible for setting agendas for governance meetings, ensuring that key topics related to residency program implementation, evaluation, and improvement are addressed comprehensively and effectively.
- Twice a month site coordinator training with the EPP Professional Development Facilitator takes place. (Each are one hour, data driven trainings on program compliance on resident progress and support)

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