



**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

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  Digitally signed by Angela Hunter  
Date: 2024.03.28 15:07:12 -05'00' 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.

Farmersville ISD has been an active participant in the TCLAS 5 Residency program for the last two years. The district originally applied and received this grant in 2021-2022. However, the initial year of this grant was spent setting up an EPP with Texas Tech University and seeking resident teacher candidates unsuccessfully. The second year of the grant (2022-2023), the new Human Resources Director, took over this program. This year was used to find a new EPP partner (Texas A&M Commerce), shift the design of the Farmersville ISD Resident Teacher program from a co-teach model to a substitute model, and attend design and strategic staffing organizational meetings with representatives from the EPP and technical assistance provider (Region 10 Educational Service Center.) During the third year and current year of the original grant (2023-2024), Farmersville ISD has successfully placed six resident teachers in this program. Each of these resident teachers have received \$20,000 stipends with their mentors receiving \$2500 stipends, provided by grant funds. Using the substitute resident teacher model, this program has been a success with two of the six resident teachers placed in the district receiving contract offers for teaching positions for the 2024-2025 school year in Farmersville.

As Farmersville ISD moves forward without grant funds, the district is only able to fund this program at \$10,000 per resident teacher stipend for the coming year. Due to budgetary constraints and a declining enrollment in Texas A&M Residency program, the number of resident teachers being placed for the 2024-2025 school year has dropped to three residents. In order to increase this number, Farmersville ISD requests additional grant funds in order to increase the number of placed resident teachers and seek out an additional EPP partner to provide additional candidates for this program. Additional grant funds would be instrumental in achieving this goal and will help the resident teacher program become sustainable moving into the future.

**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.

LEA -- Director of Human Resources and Student Services -- Wayne Callaway (existing position)  
 Qualifications: Master's Degree in Educational Administration, 26 years experience as a campus and central office administrator

EPP -- Dr. Janet Kimbriel -- Collin Higher Education Center Coordinator and Clinical Instructor (existing position)  
 Dr. Kathryn Dixon -- Assistant Dean, College of Education and Human Services

**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 major goal of the Farmersville ISD Residency Program is to provide a comprehensive teacher preparation experience for our resident teacher candidates. By embedding these candidates in the full-year residency program, they have the advantage of participating in the day to day duties of a typical teacher, from the beginning of the school year in-service training sessions to the end of the year awards ceremonies and graduations. Resident teachers get to see what an actual teacher experiences throughout the school year as they transition from an observer status early in the year to taking over the majority of the classroom during the school year. The substitute model allows resident teachers the opportunity to experience different classrooms and grade levels during their residency experience. The residency experience allows both the candidate and the district to have an "on the job" interview throughout the year. In fact, Farmersville ISD will be hiring at least two of our current resident teachers for the 2024-2025 school year to fill upcoming vacancies. Having a paid residency is critical to getting the best resident teacher candidates to commit to our district. Sadly, local funds alone are not always enough to recruit these candidates. Farmersville ISD is able to offer a \$10,000/year locally funded stipend for the 2024-2025 school year, but has lost out to other districts that can offer higher stipends due to still having additional years left on their grants. This is one of the primary reasons Farmersville ISD is requesting additional grant funds to supplement this valuable initiative.

**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.

Farmersville ISD uses instructional coaches, campus administrators, and central office staff (Director of Human Resources) to observe and evaluate the effectiveness of resident teachers. Student data scores are monitored via benchmark testing, MAP testing, chapter/unit tests, semester exams, and informal assessment strategies.

**Budget Narrative**

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

If approved the grant will fund the residence program for the 2024-2025 school year as follows:

Resident Teacher Stipends -- \$16,500 from grant funds, \$3500 from local funds -- total stipend of \$20,000

Mentor Teacher Stipends -- \$1500 from grant funds, \$1500 from local funds -- total stipend of \$3000

Contracted Services - \$5,500 - Technical Assistance ESC 10

Supplies - \$7,000

indirect costs -- \$8,500 (14%) of the grant based on currently approved three resident teacher candidates.

Total grant funds requested -- \$75,000 (based on three approved resident teacher candidates for the 2024-2025 school year.)

Sustainability -- Farmersville ISD will pay \$10,000 per resident teacher and \$2500 per mentor teacher once the grant expires. Farmersville ISD would like to have up to six resident teachers annually in this program.

If additional residents can be assigned from Texas A&M Commerce or another approved EPP, Farmersville ISD would request an adjustment in the grant funds requested to meet these financial needs.

**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?

LEA Design Team Members:

Wayne Callaway, Director of Human Resources and Student Services -- LEA Lead  
 Jeremy Posey, Curriculum Director  
 Dean Johnson, Farmersville Junior High Principal  
 Anna Baker, Assistant Superintendent of Business and Finance

EPP Design Team Members:

Dr. Janet Kimbriel -- Collin Higher Education Center Coordinator and Clinical Instructor (existing position) - EPP Lead  
 Dr. Kathryn Dixon -- Assistant Dean, College of Education and Human Services

Data used to inform design -- Farmersville ISD used demographic studies and growth projections to help inform the decisions regarding the resident teacher program. Budget projections and financial data were also used to determine how many resident teacher candidates the district could sustain once the grant funds expired.

The LEA and EPP agreed to use the substitute teacher model for the resident teacher program. This allowed the LEA to save funds on substitute teacher pay while also providing resident teacher candidates with a well-rounded program. Resident teachers were exposed to a variety of grade levels and classroom settings by being used as a substitute teacher for approximately one instructional day per week. The residents themselves have said this program has been instructional and given them experience they would not have received if they had remained in one instructional setting for the entire year.

**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. The Farmersville Implementation Year team remained the same as the Design year team with the majority of the meetings and planning conducted by Wayne Callaway, Director of Human Resources. Each campus principal (where resident teacher candidates were placed) were included in the planning and evaluation process. These individuals were as follows:

Dave Warren -- Farmersville High School Principal (1 resident teacher candidate)

Dean Johnson -- Farmersville Junior High Principal (1 resident teacher candidate)

Jamie Virgel -- Farmersville Intermediate School Principal (1 resident teacher candidate)

Cristi Uland -- Tatum Elementary School Principal (3 resident teacher candidates)

B. Adjustments were made to the placements of two different resident teacher candidates when Farmersville ISD made the decision to potentially hire these individuals for the following year. For instance, Crystal Howard, a resident teacher candidate working toward certification in both EC-6 and SPED, was moved to a different SPED placement in the spring to give her a greater variety of experience in SPED classrooms. This made her a stronger candidate to fill an anticipated opening for the next school year. Diana Olivas, a bilingual EC-6 candidate, was moved from 1st grade to Kindergarten for the last two and a half months of the year once a bilingual Kindergarten position opened up for next year. In both of these moves, the LEA and EPP worked closely together.

C. The major improvement that is needed for the 2024-2025 school year is for there to be additional resident teacher candidates to be assigned to Farmersville ISD by the EPP. Unfortunately, there has been a recent decline in student enrollment in the Texas A&M Commerce resident teacher program so there are less candidates available. This fact combined with Farmersville's reduced stipend (funded solely by local funds) has led to a smaller number of assigned resident teachers for the 2024-2025 school years.

D. Farmersville ISD will hire 2 of the 6 (33%) resident teachers who have completed the current school year. Letters of Intent to Hire have already been given to one candidate and will be given to the second in the next week. Three other candidates will also be considered for employment if the appropriate job position becomes available.

**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. At the current time, Farmersville ISD will place three resident teachers for the 2024 -2025 school year. The district would like to have more, but there is a shortage of qualified candidates from the EPP who are willing to come to Farmersville for the locally funded stipend (\$10,000.)

B. At current state funding levels, the LEA can sustain resident stipends at the rate of \$10,000 per year. Host teacher stipends can be sustained at \$2500 per year.

C. The LEA will use local funds for these stipends unless additional grant monies can be utilized.



**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. Host teachers must successfully complete the host teacher training provided by the LEA and EPP before the school year begins. In addition, they must follow the EPP host teacher guidelines and provide feedback/observations of the resident teachers periodically throughout the year. Stipends are paid at the end of each semester to the host teachers.

B. The residency program is managed by the Director of Human Resources, Wayne Callaway. As Director of Human Resources, he oversees all personnel decisions(hiring/firing), coordinates the new teacher/mentor teacher program, coordinates the substitute teacher program, and helps monitor the district's T-TESS and TIA programs.

C. The governance meetings are coordinated by the Region 10 ESC consultant, Edgar Jaramillo. He sets the meeting times and creates the agenda with input from LEA and EPP representatives.

**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**