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

Texas Education Agency ®

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

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	Splendora ISD	CDN 170907	ESC 6

Address 23419 FM 2090 City Splendora ZIP 77372 Vendor ID 1-746003131

Primary Contact Calesta House Email chouse@splendoraisd.org Phone 281-689-4002

Secondary Contact Brian Kroeger Email bkroeger@splendoraisd.org Phone 281-689-4462

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 Calesta House Title Director of Federal Programs

Email chouse@splendoraisd.org Phone 281-689-4002

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.

Implementing a paid residency program for teacher candidates involves careful planning and coordination. The teacher shortage has greatly impacted Splendora ISD. The overall mission of Splendora ISD is Cultivating Exceptional People. With this grant we can continue to do just that, by taking great college students and turning them into Exceptional Educators. We do this by the following:

Needs Assessment: Conduct a thorough needs assessment to identify the requirements of the program. Consider factors such as the number of teacher candidates needed, subject areas, grade levels, and any specific skills or qualifications required.

Partnerships: Establish partnerships with local school districts, educational institutions (such as colleges or universities), and other relevant organizations. These partnerships are crucial for providing placements for teacher candidates and securing funding or resources for the program.

Curriculum Development: Develop a comprehensive curriculum that combines theoretical knowledge with practical experience. Include coursework on teaching methods, classroom management, assessment strategies, and other relevant topics. Design the curriculum to meet state or national teaching standards.

Recruitment: Advertise the residency program to attract qualified teacher candidates. Reach out to education majors at colleges and universities, as well as career changers who are interested in pursuing teaching. Consider hosting information sessions, attending job fairs, and utilizing online platforms for recruitment.

Selection Process: Establish a rigorous selection process to identify candidates who are a good fit for the program.

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.

Primary project personnel will be a liaison at Splendora ISD Central Office Human Resources Department, as well as the campus principal of where those teachers will be placed. These are existing positions.

Our partnership is with Sam Houston State University (Angie Taylor).

The required qualifications and experience for primary project personnel is 3 years experience in an administrative position within a public school district.

Brian Kroeger, Splendora ISD's Executive Director of Human Resources, has been with the district for 21 years. He began his career as a theatre arts teacher then moved to a secondary assistant principal position before serving at the district level as Director of Student Services and then Executive Director of Human Resources. In addition, Mr. Kroeger serves as the Chair of the Legislative Committee of TASPA and the Treasurer of the Gulf coast Association of School Personnel Administrators.

Angie Taylor has been with Sam Houston State University for 20 years, holds a Masters degree in Instructional Leadership from SHSU, and is currently in the third year of the Higher Education Leadership doctoral program at SHSU. She has served as the Director of Innovative Partnerships for the College of Education since August 2023 and has spearheaded SHSU's Texas Strategic Staffing efforts with 12 district partners from both Region 4 and Region 6.

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?

A paid residency teacher program typically has several major goals, which may vary slightly depending on the specific program and its objectives. However, common goals of such programs often include:

Recruitment and Retention: Attracting high-quality individuals to the teaching profession and retaining them by offering financial support during their training period.

Hands-on Experience: Providing aspiring teachers with real-world classroom experience under the guidance of experienced mentor teachers. This helps them develop practical teaching skills and strategies.

Professional Development: Offering structured training, workshops, seminars, and other learning opportunities to enhance participants' pedagogical knowledge, instructional techniques, classroom management skills, and cultural competency.

Building a Diverse Educator Pipeline: Encouraging individuals from diverse backgrounds to pursue careers in teaching and providing support to ensure their success in the profession.

Addressing Teacher Shortages: Helping to alleviate teacher shortages in specific subject areas or geographic regions by recruiting and training new educators to meet local needs.

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.

Measuring the performance and objectives of a paid teacher residency program involves the use of various assessment methods and evaluation criteria. Here are some common approaches:

Teacher Performance Assessments: Implementing structured assessments to evaluate resident teachers' performance in the classroom. This could include observations by mentor teachers or program supervisors, as well as feedback from students, colleagues, and administrators.

Student Learning Outcomes: Assessing the impact of resident teachers on student learning by analyzing academic achievement data, such as standardized test scores, classroom assessments, and other measures of student progress and growth.

Professional Portfolios: Encouraging resident teachers to maintain portfolios that document their professional growth, accomplishments, and evidence of effective teaching practices. These portfolios can be reviewed periodically to assess progress toward program goals and objectives.

Self-Reflection and Goal Setting: Providing opportunities for resident teachers to engage in self-reflection and goal setting, both individually and in collaboration with program mentors. This process can help identify areas of strength and areas for improvement, as well as establish benchmarks for measuring progress over time.

Mentor Feedback and Evaluation: Soliciting feedback from mentor teachers and other program staff who work closely with resident teachers to assess their performance, professional development needs, and readiness for independent teaching roles.

Program Completion Rates: Tracking the number of participants who successfully complete the program requirements within the specified timeframe. This can serve as an indicator of program effectiveness and participant engagement.

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.

Creating a budget for a paid residency teacher program involves careful consideration of various factors to ensure that it adequately meets the needs of the program while also being financially sustainable. Here are steps to ensure the proposed budget aligns with the program's needs:

Needs Assessment: Conduct a comprehensive needs assessment to identify the specific requirements of the program, including personnel, resources, training materials, facilities, and any other essential components.

Program Design and Implementation Costs: Determine the costs associated with designing, implementing, and managing the residency program. This includes expenses for staff salaries, recruitment efforts, program coordination, curriculum development, and administrative support.

Participant Support: Allocate funds to provide financial support to program participants, such as stipends, tuition assistance, housing subsidies, transportation allowances, and other benefits necessary to attract and retain high-quality candidates.

Mentor Teacher Compensation: Budget for compensating mentor teachers who provide guidance, supervision, and support to resident teachers. This may include stipends, professional development opportunities, and other incentives to recognize their contributions.

Professional Development: Allocate resources for professional development activities, workshops, seminars, conferences, and ongoing training opportunities for both residents and mentors to enhance their teaching skills, content knowledge, and pedagogical practices.

Technology and Instructional Resources: Budget for technology infrastructure, software licenses, instructional materials, textbooks, classroom supplies, and other resources needed to support effective teaching and learning experiences.

Evaluation and Assessment: Allocate funds for program evaluation activities, including data collection, analysis, and reporting to assess program effectiveness, measure outcomes, and identify areas for improvement.

Administrative Costs: Budget for administrative expenses, such as office space, utilities, insurance, legal fees, and other overhead costs associated with program operations and management.

Contingency Fund: Set aside a portion of the budget for unexpected expenses or emergencies to ensure financial stability and flexibility in responding to unforeseen challenges or opportunities.

Sustainability Planning: Develop a long-term financial sustainability plan to ensure that the program remains viable and continues to meet its goals beyond the initial funding period. This may involve exploring diversified funding sources, partnerships with external organizations, and strategies for revenue generation or cost savings.

By carefully assessing the program's needs and priorities and allocating resources accordingly, the proposed budget can effectively support the paid residency teacher program in achieving its objectives and making a positive impact on educator preparation and student learning outcomes. Regular monitoring and adjustments to the budget may be necessary to ensure that resources are used efficiently and effectively to meet evolving needs and priorities.

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?

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a. The design team for Splendora ISD included Sam Houston State University as well as Region 6.

b. The data that was evaluated was staffing levels, educational needs, campus instructional needs, mentor quality, communication structures, and leadership development.

c. The models that were agreed to were the co-teaching and substituting.

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?

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a. No

b. We gained an awareness for more training and experience for our residents.

c. We gained an awareness for more training and experience for our residents, and continue improvement with resident selection and mentor pairing. Also improve communication with all stakeholders.

d. 100%

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?

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a. Currently we are in the process of receiving resident placements from Sam Houston State University. We have spots for 10.

b. Our goal is to sustain between $15 to $20,000. We would pay host teachers $1500 from general funds.

c. Sources would come from general funds due to teacher vacancy.

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?

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a. They must work at least 3 years in their content area, and attend mutliple trainings before and after school to continue to build and mentoship capacity.

b. Brian Kroeger, Executive Director of Human Resources. Mr. Kroeger oversees all recruitment and retention for the district.

c. Governance is held four times a year with Michelle Parker from SHSU. Ms. Parker is responsible for the agenda and scheduling of meetings.

CDN 170907 Vendor ID 1-746003131   Amendment #

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**

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