



**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**

- 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.

BSISD's mission is to hire teachers who are day-one ready and then provide supports so that they can continue to progress in classroom/content competence and effectiveness as measured by student achievement.

Our needs may be no different from all Texas LEAs as we struggle with a state-wide teacher shortage; however, our abilities to attract and retain teachers is hampered by our geographic location and the whims of the oil and agriculture industries. We serve a district with almost 80% low SES and, until very recently, years of leadership turnover. Several campuses have experienced deep levels of school improvement, and these campuses need consistency and quality in the classrooms as nothing can replace solid face-to-face instruction from a highly competent teacher. Teaching on a campus that must overcome multiple years of low performance requires teachers with confidence and skill.

We know an EPP partnership works as we have been participating with Tech Teach through Texas Tech for four years, either through the Grow Your Own/Tech Teach Program or the Tech Teach Program partnership through the TCLAS Grant. We have had a total of 17 participants; of these, nine are currently certified teachers here, four more will be hired this summer upon completion of their program requirements, and three are paraprofessionals continuing to work on their college courses outside of the program. Within these years, BSISD has been able to pull all its elementary campuses out of school improvement while, simultaneously, boosting its strong systems of teacher support that include, Instructional Specialists, paid mentor teachers, daily PLCs, the ESF Framework diagnostic and targeted lever training/implementation, and Texas Instructional Leaders trainings. We will continue our partnership with Texas Tech through Howard College and work to perfect our system as set up in our Yearlong Residency Companion Guide designed and compiled over the past two years.

BSISD, however, will be in difficult straits to sustain its residency program without funding support. This grant can provide money and time for us to realign funds to continue to provide residencies that give us quality teachers in their first year.

**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.

Dana Scott, BSISD's Assistant Superintendent of Academics and Assessment, will be the Director of the Residency Program for the district as she is directly responsible for staffing and placement in the district for all academic positions. She has been integrally involved in this process since the inception of the TCLAS Grant as a member of the Design Team. She, clearly, wears many hats but her ability to build campus principals into leaders rather than bosses fills one of the district's primary needs. She brings structure and vision to the development of local talent and sets high expectations that have borne fruit unprecedented in campus and district accountability.

Kandi Lane, BSISD's Elementary Curriculum Director and Elementary District Coordinator for School Improvement (DCSI), will function as the Coordinator of the Residency Program. She has also been a participant and leader in this area as a member of the Design Team and as the instructional leader across the elementary campuses. Her experience and expertise are in establishing support systems and protocols to build capacity in teachers so that students can thrive. She is a skilled and highly trained coach in TIL, ESF, and TRS. Kandi analyzes the gaps between exemplary and reality and creates plans to close them. Her energy and urgency have resulted in academic progress to the point of having all elementary campuses meeting state standards and exiting school improvement.

Dana Pannell, the Howard College Teacher Education/Tech Teach Site Coordinator, heads up our EPP partnership. She is a seasoned public-school teacher, counselor, and principal; furthermore, she is an Associates of Arts in Teaching Advisor and an instructor for Howard College's course offerings in Introduction to the Teaching Profession and Introduction to Special Populations. She has completed four years as the Tech Teach Site Coordinator and has a passion for developing a program that produces quality teacher candidates. She develops good relationships with residents and fosters an open-door policy with BSISD so that the program is continually improving.



### 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?

BSISD has used the six Strategic Staffing Objectives to guide our goal setting for Placement, School Selection, Instructional Need, Principal Perception, Hiring, Certification, Diversity, Teacher Effectiveness in a rigorous pre-service, year-long residency program, Development of High-Quality Mentor Teachers, and Sustainable Funding for an Enduring Talent Pipeline. All goals include a "How, When, and Who" tracker to show what data will be used to determine goal alignment, timeline, and responsible party.

Some of the goals are as follows: (all are contained in our Yearlong Residency Design Guide)

Placement Goal: TTU will place 4-5 Resident Teachers in BSISD each year

School Selection Goal: BSISD and TTU will prioritize placement of residents at the two K-2 campuses and the 3rd and 4th grade campuses

Instructional Need Goal: Residents will support achievement by co-teaching with their mentor teacher and actively participating in daily PLCs

Hiring Goal: BSISD will hire 4 or more residents into a full-time teaching position upon completion of the TTU year-long, paid residency if they demonstrate the needed character and demeanor.

Certification Goal: 60% or more of Teacher Residents will complete teacher certification by end of spring 2024.

Performance Assessment/Gateways Goal: 100% of residents will score 3 or better on the EOY performance assessment.

Resident Perception Readiness Goal: 100% of residents will agree they felt prepared to take on the BSISD co-teaching parameters.

### 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.

Some of the Performance Measures (PM) are as follows:

PM 1: Develop and implement lesson plans that fulfill the requirements of the district's curriculum program and show written evidence of preparation as required. Prepare lessons that reflect accommodations for differences in individual student needs.

Measured by: quality of lesson plans as determined by the principal, mentor teacher, and PLC; classroom walk-throughs/observations; student outcomes as evidenced by daily assessment questions/tasks, data digs into student groups, scores, progress, etc.

PM 2: Plan and use appropriate instructional and learning strategies, activities, materials, equipment, and technology that reflect an understanding of the needs of students assigned to them and present subject matter according to guidelines established by TEA, board policies, and administrative regulations.

Measured by: quality of instruction evidenced in pre-scheduled and unscheduled observations by LEA and EPP supervisors, Principals, Instructional Coaches, and peers using specific observation rubrics, student data on formative and summative assessments; modeling lessons during PLCs, etc.

PM 3: Conduct ongoing assessment of student achievement through formal and informal testing.

Measured by: Analysis of daily assessment data in PLCs every day, regular unit assessment scores, practice/interim STAAR or STAAR-like assessments BOY, MOY, and EOY; observations by key personnel looking for evidence

PM 4: Create a classroom environment conducive to learning and appropriate for the physical, social, and emotional development of students.

Measured by: Mentor teacher observations beginning prior to students arriving and then every day after, principal observations, office referrals, parent communication logs, PLC modeling, student progress monitoring, mentor and principal perception surveys.

These measures and several more are nested within the professional expectations of the overall program and managed through the governance structure and communication protocols of the program and housed in the Residency Guide and Companion Guide at the district. These documents are available to all residents and interested parties.



**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.

Since BSISD plans to acquire four (4) residents in 2024-25, the payroll requirements for resident stipends according to the grant should be \$66,000 and the host stipends should be \$6,000 making a total of \$72,000.

The remaining funds (\$28,000) will be used to access study resources and tutoring to ensure that the residents pass all their certification exams. This has been a problem for our residents to date. Thus far, at least two, and more often, three candidates in every cohort fail at least one exam every December forcing these prospective teachers to drop the program. This hurts everyone involved. BSISD would like to provide funding for these candidates to engage tutors and access study materials, if necessary, to help them better prepare for the tests they believe will cause them difficulty. Our plan is to allot residents \$14,000 for tutoring/training and \$10,000 for supplies/study resources. The remaining \$4000 will be allocated to travel so that if their campus teams have the opportunity to attend a professional conference or summit, and time allows, the residents may attend as well. BSISD actively encourages and fosters a team mentality and collaborative culture so that these interns may be hired already owning the expectations of their campus.

The EPP provides some study helps but, in the future, the district itself would like to develop its own tutors in the areas that prove most troublesome and challenging to our residents. We would be able to offer such aid early and on a consistent basis to allow the residents to acquire the knowledge necessary to pass all the exams relevant to their teaching discipline(s). We must also engage trainers who can help coach the co-teach model if we are unable to get our host teachers competent enough to do so themselves.

**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:**

• LEA:

Dana Scott, Assistant Superintendent of Academics and Assessment  
 Kandi Lane, Elementary Curriculum Director and DCSI  
 Debbie Park, Federal Programs Director, and former Director of School Improvement

• EPP:

Dana Pannell – Howard College Teacher Education/Tech Teach Site Coordinator

**B. Data Used:**

- Staffing spreadsheets
- Payroll models from local and outside districts
- Longitudinal teacher retention data from TAPR
- Historical Title II funding
- Mentor stipends and number of mentors needed over time
- Student achievement scores by campus, subject, student groups

**C. Model determined between EPP and BSISD:**

- Texas Tech's 2 + 1 program through Howard College
  - o Residents are co-teachers, so BSISD does not anticipate collapsing classes for this model
  - o Summer School requirement
  - o Tutor for remediation or enrichment requirement if any scheduled before or after school



**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 same team remained in place in the Implementation Year

B. Improvements made to bolster effectiveness of residents, host teachers, and principals:

- a. Residents
  - i. Re-matched residents to more effective mentors where the need arose
  - ii. Asked the EPP for their survey data at the end of the year between residents and mentors so that we could analyze effectiveness of mentors and resident perspectives of the program
  - iii. Analyzed the failure rate of residents who took their certification tests and discussed strategies and needs to improve their success
- b. Host Teachers
  - i. More campus/district training for the duties expected
  - ii. Extra formal discussion step included between the current and prospective mentor and principal as a resident transitions to a different subject/team and comes under new mentorship at semester
- c. Principals
  - i. Specific observation rubrics created to more effectively evaluate the application of mentor/resident collaboration and practical application of expected measures discussed in mentor/resident conferences and PLCs
  - ii. Clear action steps defined for both mentors and residents as warranted

C. Improvements needed for the 2024-25 school year:

- a. Refined resident placement based on site visit and shared observations
- b. Personalized guidance in co-teaching model for host teacher to the degree warranted
- c. Tutoring for residents facing certification exams, especially in the Social Studies test that seems to disqualify residents before their second semester as a viable candidate to complete the program with their cohort

**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. We hope to place four residents for the 2024-25 school year

B. Without grant funding, BSISD can sustain residents at a paraprofessional salary, which could be less than \$20,000 per year and might entail reassigning current paras to allow us to hire the residents where they need to be; host teacher stipends will be reduced to \$500 each semester they host a resident in accordance with the district's mentoring stipend schedule.

C. Local funds will be designated for residents as paras, and Title II funds will be utilized for host teachers in keeping with the district's teacher mentor program.



**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 Teachers to receive their stipends:

- a. Work collaboratively with teacher interns to plan, deliver, and assess instruction using the co-teach model consistent with the teacher intern’s progress through the Teacher Education Program
- b. Provide time for instructional events during which a teacher intern can conduct, apply, and evaluate assignments and performance assessments
- c. Work collaboratively with the site coordinator to guide improvement of the teacher intern’s instructional competency and professionalism through coaching and high-quality feedback
- d. Establish and maintain a professional relationship and open communication with Texas Tech site coordinator and teaching intern
- e. Attend mentor teacher training conducted by the site coordinator three times a semester
- f. Consult with the site coordinator about teacher intern’s progress during walkthroughs
- g. Complete surveys concerning the performance of the teacher intern
- h. Complete the Mentor Teacher Application annually indicating interest to serve as a mentor teacher
- i. Assist with the administration of the Student Perception Survey
- j. Be a positive role model for teacher interns

B. Dana Scott, Assistant Superintendent of Academics and Assessment, manages the overall residency program for the district

C. Dana Pannell, the Howard College Teacher Education/Tech Teach Site Coordinator, plans and calls all the governance meetings, which occur quarterly; she also sets the agendas for these meetings. Each meeting is accompanied with hard copies of her PowerPoint and any pertinent information for all stakeholders so that they can refer to the documents as needed. Meetings are a combination of in-person and Zoom formats so that stakeholders at a distance from Big Spring may participate.

**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
<p>Appendix I: Amendment Description and Purpose</p> <p>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 <a href="#">Administering a Grant</a> 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.</p>	