



# 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](mailto: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  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.

Fort worth ISD's (FWISD's) mission is "Preparing ALL students for success in college, career, and community leadership." The single most significant influence that impacts student achievement and outcomes are Teachers. However, not all teachers are entering the profession prepared and certified to teach. In 2022 (TEA), 20% of teachers in Texas entered the profession without any certification. When educators come into the profession without a teaching certificate, districts have no documentation of what type of, if any, educator preparation training they received. First year teachers make up almost 10% of FWISD's teaching force. Over the last three years, 60% to 75% of FWISD Teacher Residents stayed teaching in FWISD as first year teachers after their residency year. According to state data, teacher residents have a 12% higher probability of employment in the same LEA where they did their residency than traditional student teachers. FWISD retains 10% more university trained teachers over the first three years of teaching than those who trained with an alternative certification route, and there is an almost 20% higher retention rate than those teachers who entered the profession uncertified. The teacher residency program allows us to capitalize on these trends by preparing and keeping high quality teachers. As school districts across Texas experience growing teacher shortages, educator preparation programs and school districts are working vigorously to prepare and retain new teachers in the profession. School districts are searching for approaches to build a sustainable teacher workforce to meet the growing needs of diverse student populations. And FWISD, in pursuant of its mission, is looking at teacher residencies as an innovative way to advance clinical experience for pre-service teachers and meet the needs of all learners. In 2022, FWISD began work in a design year with Texas Christian University (TCU). TCU worked collaboratively with FWISD to create a program to enhance the clinical experience of teacher candidates. The TCU Teacher Residency program extends the clinical teaching experience from one semester to a full academic year, building the teacher resident's confidence and capacity within a supportive, authentic environment. The TCU Teacher Residency program launched in August 2023 in three FWISD schools. The teacher residency program gives teacher candidates an extended clinical teaching experience. They work in a classroom with their host teacher for the entirety of a calendar year. The host teacher, university site coordinator, and campus principal work collaboratively to grow and nurture this candidate. All involve work to help the resident become a day-one-ready teacher. Ultimately, the students in FWISD are the biggest benefactors of this program, for they will receive a confident, well-prepared teacher in the classroom. FWISD has had yearlong teacher residents in the District since 2014, but in 2021, the District began paid teacher residencies. The paid residency is an investment that also serves as a recruitment tool to steer future teachers away from the alternative certification fast-track route to the university preparation model with a paid residency. In addition, the teacher residency programs support district initiatives to attract and retain teachers by providing supportive and effective pre-service experiences with clinical teachers.

**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 (District): Teacher Pipelines Coordinator who coordinates every teacher resident placement. The coordinator works with District personnel to meet timelines for the identification of campuses and host teachers to support the residency program. This was previously a director position, but has now evolved into a coordinator position with an executive director overseeing the work. Qualifications for this position includes three years of teaching experience with campus administrative experience preferred. This position already exists in FWISD.

Primary Project Personnel (EPP): Site Coordinator who works with the District to finalize placements for teacher residents. The coordinator is also responsible for periodic walk-throughs and observations. The site coordinator conducts formal evaluations of the residents. The site coordinator must have 3 years of teaching experience and campus administrative experience is preferred. This position already exists at TCU.

**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 teacher residency program is to prepare confident and well-equipped future FWISD teachers. The District provides each teacher residents a Letter of Intent to hire in the spring semester and our goal is to have the residents' job placements as 1st year teachers identified before they graduate.

By preparing these teacher residents in FWISD schools for an entire academic year with a high-quality mentor teacher, the hope is that the residents will want to stay in FWISD for many years to come. It is FWISD's hope that the residency experience showcases the District in a way where the residents buy into the District culture and become dedicated classroom teachers.

For the 2024 – 2025 school year, FWISD will host 10 teacher residents from TCU. The District's goal is to have 100% of the residents complete the yearlong program and 90% of the residents working in the District as first year teachers for the 2025 – 2026 school year.

For this first implementation year of the TCU Residency Program (2023 – 2024 SY), FWISD had 13 teacher residents and 12 out of the 13 (92%) have signed Letter of Intent statements to commit to work in FWISD for the 2024 – 2025 school year as first year teachers.

**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 project has two main objectives:

- 100% of the residents will meet a proficient standard on each indicator to be recommended by the site coordinator for graduation/certification.
- 75% of the residents successfully completing the residency will be retained by the Fort Worth ISD.

The site coordinator conducts informal walk-throughs and formal evaluations to observe and give feedback to the Teacher Residents. The evaluation tool for formal evaluations was designed using the T-TESS Evaluation System. The Teacher Resident's formal evaluation rubric is modeled after the first three Domains of the T-TESS rubric: Planning, Instruction, and Learning Environment. The resident's process is evaluated in four formal observations (2 in the fall semester and 2 in the spring semester).

The four formal evaluations require the Teacher Residents to present a full lesson cycle and plan for a student assessment. The resident must conduct a post-evaluation self-assessment, in which, the resident reports on the success of the lesson as it relates to student achievement. The residents receive targeted feedback from the site coordinator regarding the full lesson cycle, self-assessment, and student assessment. The resident must meet a proficient standard on each indicator in the Planning, Instruction, and Learning Environment Domains to be recommended by the site coordinator for graduation/certification.

The site coordinator presents the data from the walk throughs and formal observations at governance meetings throughout the year. The governance meeting includes the EPP and District Leadership as well as the campus principal. Governance meetings are held to discuss the program's progress and to make decisions that will impact the expectations and guidelines of a University and District partnership. When university and school district partners work together on mutually beneficial goals and action steps, the impact on teacher preparation is limitless.

**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.

The costs associated with this proposed program are in line with those currently being implemented at FWISD. For the last three years, FWISD has funded teacher residencies through the Texas COVID Learning Acceleration Support (TCLAS) grant at the rates for residents required by this program. This new program will mean a needed raise for mentor teachers in the District. Beyond the stipends being paid, other expenses for the program are minimal and include training materials and the possibility of some training by consultants or through in-state travel for mentor teachers. Grant funds requested equal \$250,000, while the district will match with \$50,000 in local funding.

Payroll - \$221,400 grant funds, \$50,000 local match

Resident stipends of \$20,000 per year. \$16,500 using grant funds with a \$3,500 match from FWISD general funds. (\$165,000 grant funds, \$35,000 local match)

Mentor teacher stipends of \$3,000 per year. \$1,500 using grant funds with a \$1,500 match from FWISD general funds. (\$15,000 grant funds, \$1,500 local match)

Fringe Benefits at 18% of total payroll. (1.7% Social Security/Medicare, 4.6% Health & Life Insurance, 1.1% Worker's Compensation, .4% Unemployment Compensation, 9.8% Teacher Retirement/TRS, .4% Employer Liability Fund) (\$41,400 grant funds)

Professional and Contracted Services - \$2,000 grant funds

Funds will be used for training consultants should mentor teachers require additional training/support. (\$2,000 grant funds)

Supplies and Materials - \$13,768 grant funds

Funds will be used to purchase necessary supplies and technology to conduct the residency program at less than \$700 per participant. (\$13,768 grant funds)

Other Operating Costs - \$2,000

Funds will be used for any necessary in-state travel for training for mentor teachers. (\$2,000 grant funds)

Indirect Costs - \$10,832

Current 2.4529% Annual Negotiated Rate for FWISD

The grant management team will meet monthly to review progress and expenditures. If it is determined that adjustments to the budget are needed, the FWISD Grants Specialist assigned to this project will work with the grant owner to ensure compliance with any budget transfers, and to determine whether an amendment might be needed, at which point it will be referred to the Director of Development for quick completion and submission to ensure a seamless continuation of services.



**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) The Design team consisted of members from the LEA and EPP working together with a Technical Assistance Provider. The selection of members for the LEA was to ensure that we had staff members from different views on the team. For the LEA Emily Camarena, Director of Teacher Residents; Raul Pena, Chief Talent Office; Guadalupe Cortez, Executive Director of Learning and Leading; and Joseph Niedziela, Director of Social Studies served on the Design team  
 Texas Christian University is the EPP chosen for this grant application. Dean Frank Hernandez was an integral part of bringing teacher residencies to the COE at TCU. Dr. Hernandez came to TCU in 2020, and the goal of implementing a teacher residency program at the university was one his top priorities for the program To assist him with this, he assembled a team that included Dr. Jan Lacina, Associate Dean of College of Education; Dr. Adam Hile, Coordinator of Clinical Experience; Dr. Robin Griffith, Chair of Teaching and Learning; and Molly Peake, Site Coordinator.  
 The technical assistance provider, National Council for Teacher Residencies, assigned two staff members to this project: Shannon Black, Managing Director of Program; and Randall Lahann, Director of Programs.

B) In early design sessions, the team looked at demographics of students and teachers, to identify recruitment goals for the program. The team also looked at the mission and district of the District and of the EPP to identify common themes and focused on those commonalities within our work. The TA worked with the team to create a mission statement for the residency program that encompassed both the needs of the District and EPP. Also, the EPP looked at needs assessment from their program to ensure that the strategic staffing design did not take away from the program requirements.

C) FWISD and TCU agree that a key element of a successful residency is time spent in the field, teaching. At the same time, FWISD is experiencing a substitute teacher shortage, so it was determined that the best way for residents to gain these valuable hours spent teaching was to assign them to fill substitute vacancies and supporting the only the campuses they are assigned to. This also elevated the level of instruction students in these classrooms were receiving due to their ability to continue learning with the residents providing high-quality instruction while their teacher was absent.

**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) Yes. FWISD's Chief Talent Officer has changed, from Raul Pena to Woodrow Bailey. Mr. Bailey comes to this position with extensive experience with strategic staffing and yearlong teacher residencies from his previous district that have proven invaluable to program planning and implementation.

B) The EPP and LEA remained in constant communication throughout the entire implementation year. FWISD and TCU addressed issues as they came along. Early on in the residency year, one of the mentor teachers and one resident did not seem to build a relationship and the resident was experiencing anxiety about it. The partnership decided, together, to move the resident with another mentor teacher on another campus, and it made a tremendous difference. FWISD also changed location of one of the residency campuses because the principal resigned in the middle of the year. When the campus lost the principal, the partnership saw that some of the structure of the day to day campus operations shifted. After a couple of weeks, the partnership realized that the situation was not improving, needed to ensure residents were in a stable school environment. Therefore, the change was made to move the residents at this campus to another District campus. The feedback from the residents indicate that this was the right decision.

Also, the university changed the day that residents went to their university classes because we wanted to make sure residents were on campus on the days their grade levels had PLCs. The District felt that the residents needed the full experience and being in PLCs was critical to their growth, so for the spring semester, the university shifted their course schedule to allow the residents to attend PLC. The residents have shared the value and wealth of knowledge they are experiencing from being in these PLCs.

Finally, with data from observations, the site coordinator conducts professional learning with residents to improve instructional delivery. This is on the spot, real time feedback. This type of coaching is very effective to the growth of the teacher residents.

C) With the teacher residency program, we support a continuous improvement model to strengthen the effectiveness of the program. For the 2024 – 2025 school year, we will add more EPP/District touch points throughout the year. Also, the EPP will set dates for Residents to have certifications exams by. We do not want residents to wait until the end of the year to get certifications, and these gateways will ensure the residents are ready to teach upon graduation.

D) FWISD went in an agreement with TCU that the residents will work in the District for 2 years when the residency is completed. Therefore, FWISD's goal is to hire 100% of the 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.
- How many residents will the LEA place for the 2024-2025 school year?
  - At what amount can the LEA sustain resident stipends? Host teacher stipends?
  - What sources of funds will the LEA be using for residents? Host teachers?

A) For 2024-25, FWISD has assigned 10 residents to TCU and has 45 additional residents with other from other EPPs to help meet the staffing needs of such a large District (over 71,000 students).

B) FWISD Talent Management has requested that local funding be allocated through the district's annual budget request process, and will again. It is FWISD Talent Management's hope that this process will be able to cover a substantial portion of the funds needed to sustain the program, along with funds recovered when residents cover classrooms and the District do not need to pay substitutes. The program will be evaluated using the Academic Return on Investment Model (A-ROI) to determine program success and value which will indicate whether local funds should be allocated at the conclusion of the grant evaluation period. A-ROI is the practice of scientifically evaluating the cost-effectiveness of academic programs and then deciding where to allocate resources accordingly. Put more simply, A-ROI is a structured approach to getting the most bang for the buck.

C) FWISD has a long track record of sustaining successful grant programs using other state, federal, and local grant sources, and also through local funds depending on achievement data.



**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 have 3 years of classroom experience, Positive TTESS evaluation, student growth (MAP, STAAR), TIA identified preferred.

B) The Coordinator of Teacher Pipelines is managing and will continue to manage this program, along with related work placing clinical teachers. This position's sole responsibility is to manage pipelines for teacher residents and clinical teachers.

C) The governance structure is integral to the program's success. When university and school district partners come together to identify mutually beneficial goals and action steps, the impact they can have on the preparation of teachers is limitless. Governance meetings are held to discuss the progress of a program and to make decisions that will impact the expectations and guidelines of a University and District partnership. The governance meetings will include key stakeholders: site coordinator, FWISD leadership representatives, campus principals from residency schools, and TCU leadership.

Agenda items may include a variety of the following:

- Data analysis
- Feedback on the progress of teacher residents and host teachers
- Planning to embed district curriculum materials within university methods classes
- Planning for recruitment/retaining of high-quality mentors (host teachers)
- District items (i.e. testing dates, curriculum nights, etc.)

FWISD meets with TCU for governance four times a year, two in the fall and two in the spring. The partnership also meets over the summer to prepare for the next group of residents. The TCU is responsible for setting agenda, but reaches out to FWISD to ask for additions that need to be on the agenda.

**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**