



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

NOGA ID [redacted]

Authorizing legislation [redacted]

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): [redacted]

Applicant Information

Organization **Snyder ISD** CDN **208902** ESC **14**

Address **2901 37th Street** City **Snyder** ZIP **79549** Vendor ID **756002461**

Primary Contact **Kathy Scott** Email **kscott@snyderisd.net** Phone **325-574-8900**

Secondary Contact **Morgan Preston** Email **mpreston@snyderisd.net** Phone **325-574-8900**

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 **Bob Rauch** Title **Superintendent**

Email **brauch@snyderisd.net** Phone **325-574-8900**

Signature *Bob Rauch* Date **4-9-24**

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.

TechTeach is a clinically-intensive, competency-based program that prepares educators who are certified, well-trained and qualified who will impact students on their first day in the classroom.

The sustainable residency continuation grant will assist Snyder ISD in continuing to fill teacher vacancies with well-trained, qualified teachers who are committed to Snyder ISD. Snyder ISD utilizes ongoing partnerships with Western Texas College and Texas Tech University. As a rural district, Snyder ISD will invest in local candidates who are committed to a career in education in Snyder, Texas.

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 district's site coordinator who is the primary project personnel must have a Master's degree, hold a valid Texas Teaching certification, and have completed TTESS field supervisor training and NIET certification.

In addition:

1. Possess strong communication skills and leadership skills
2. Supervise teacher candidates
3. Collaborate with district and school administrators
4. Analyze, interpret, and apply data
5. Conduct monthly mentor teacher trainings
6. Facilitate governance meetings
7. Participate in recruitment of new teacher candidates
8. Participate in professional development
9. Display professional conduct
10. Maintain a working relationship with Western Texas College and Texas Tech University

This position is existing and the instructor who has been identified for the LEA and EPP project personnel is a veteran educator who has over 40 years of teaching and administrative experience. In her current work, she serves as the liaison between the EPP and the LEA. She teaches and observes the students as they complete their course work, clinical observations, and student teaching.

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 goals/objectives of the proposed residency program are as follows:

- *Address students' learning acceleration needs and other instructional priorities through implementation of high quality teacher residencies,
- *Enable equitable educational access for all Texas students through high quality teacher residency programs as a key teacher pipeline strategy,
- *Recruit, prepare, and retain a diverse teacher candidate pipeline that reflects the diversity of the community,
- *Prioritize long-term Texas teacher effectiveness through rigorous pre-service practice in year long teacher residency programs,
- *Recruit, select, train, and continuously develop high quality mentor teachers to support residents placed in high need areas,
- *Reallocate existing budgets and roles to sustainably fund paid residents and mentors.

All of these objectives relate to the district goal to "recruit, hire, develop, and retain highly qualified staff to serve in all positions."

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.

- a. Snyder ISD and Texas Tech University will place 4 residents next year - district placement data will be used.
- b. 100% of Principals will agree residents fulfilled an instructional need at their schools via the Co-teaching Strategic Staffing Model - Site visit interviews and Texas Tech University surveys twice a year
- c. 100% of Principals will recommend placing paid residents at their campus - Site visit interviews and Texas Tech University surveys twice a year
- d. TTU and SISD will increase the number of residents with high-priority certification by the year 2026 (4-8 Math, ELAR, Bilingual) - Placement data, district hiring data
- e. Governance meetings - twice a year - data performance measures
- f. Performance measures - NIET rubric to evaluate teacher residents four times a year
- g. Walkthroughs - to reinforce teaching strategies during weekly cluster meetings - walkthrough data

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.

Grant funds:
Teacher Candidates: \$66,000
Host Teachers: 6,000
Site Coordinator: 28,000

Local funds:
Teacher Candidates: \$14,000
Host Teachers: 6,000
Site Coordinator: 12,000

Snyder ISD will use local funds to meet the additional costs for the residency program. These funds will be used to pay for items such as resident consumable supplies, residency coordinator training, payroll costs in excess of grant funds, etc. Snyder ISD values the effectiveness of the residency program and will continue to build local budgets to accommodate these residents, mentors, and a District residency coordinator. Snyder ISD will evaluate historical data of yearly resident candidates as well as campus turnover rates in order to properly budget for yearly teacher candidate FTE openings.

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. LEA Design Team - Superintendent, Director of Instructional Services, Chief Financial Officer, Director of Administrative Services, Site Coordinator; EPP Design Team - Director of Educator Certification and Accountability

b. Several sources of data were used to inform the design to include: District needs assessment data, placement data, surveys, interviews, district HR retention data, focus groups, district hiring data.

c. SISD and Texas Tech University agreed on the Co-teaching Strategic Staffing Model - This model met the district needs by the use of various teaching strategies to ensure the most effective strategies are used for student success. The residents are introduced to the 6 models of the co-teaching strategies and implement these throughout their year of student teaching placement. By incorporating these different co-teaching models, students of all academic abilities receive more diverse and differentiated instruction.

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 Implementation and Design teams were the same.

b. This year, additional documented walkthroughs were made by the Site Coordinator to provide more data. Mentor teachers were required to complete a host teacher application. Teacher candidates were required to interview with district administration and principals prior to acceptance into the program.

c. Host teachers will assist with the evaluation during the four Performance Assessments. More content-based Host teacher meetings will be conducted. SISD will be more intentional about evaluating current SISD paraprofessionals and substitute teachers as possible teacher candidates so that we are investing in current employees to "grow our own" teachers.

d. 100% of the residents will be hired by Snyder ISD at the end of this year.

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. Snyder ISD will place 4 residents for the 2024-25 school year.

b. Snyder ISD will sustain a stipend of at least \$3,500 per resident and a host teacher stipend of at least \$1,500.

c. SISD will use state and local funds for residents and host teachers.

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. In order for the host teachers to receive their stipend, mentor teachers are expected to:

- Work collaboratively with residents to plan, deliver, and assess instruction using the co-teaching model.
- Provide time for instructional events during which a resident can conduct Apply & Evaluate assignments and Performance Assessments.
- Guide improvement of the Teacher Candidate's instructional competency and professionalism through coaching and high-quality feedback.
- Assist with the administration of the Student Perception Survey.
- Attend Mentor Teacher training conducted by the Site Coordinator three times a semester.
- Consult with the Site Coordinator about the Teacher Candidate's progress during walkthroughs.
- Complete surveys concerning the performance of the Teacher Candidate.

b. The LEA's site coordinator's only responsibility is to manage the residency program.

c. The governance structure is composed of LEA administrators, a representative from the feeder junior college, LEA site coordinator, and EPP professional development facilitators. The LEA site coordinator and the EPP professional development facilitators cooperatively develop the governance meeting agendas.

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