



**2024-2025 Sustainable Residency Continuation Grant  
Informal Discretionary Competition (IDC) Application Due 11:59 p.m. CT, April 10, 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 10, 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  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).
- 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.

At Lovejoy ISD, our mission is to propel each person to personal excellence. We feel the Teacher Residency Program supports our students and our staff. Therefore, we are committed to furthering the success of our Paid Teacher Residency Program. Building on our experience from last year, we aim to seamlessly integrate Teacher Residents into the LISD staff from the outset, beginning with professional development week on 7/29/24. This early engagement proved invaluable last year, as evidenced by the positive feedback from Teacher Residents who expressed gratitude for the opportunity to witness the beginning of the school year and forge relationships with their Cooperating Teachers before students even stepped foot in the classroom. To ensure a smooth transition, we will thoroughly train both Teacher Residents and Cooperating Teachers on their respective roles and responsibilities outlined in the LISD program guide. Teacher Residents will receive essential tools such as technology access, badges, and LISD platform privileges, thereby fostering a sense of belonging and enabling seamless collaboration with their Cooperating Teachers. Our comprehensive training program will encompass co-teaching models tailored to meet the diverse needs of our students, with content delivery strategies determined through collaborative planning sessions. Throughout the academic year, the collaboration between Cooperating Teachers and their Site Supervisors from esteemed institutions like UTD or Texas A&M Commerce will be paramount. Together, they will diligently provide constructive feedback to Teacher Residents, fostering their professional growth and learning. Furthermore, our commitment to continuous improvement is underscored by our ongoing engagement with our Educator Preparation Program (EPP). Regular site visits will be conducted, facilitating invaluable exchanges of insights and best practices. Through the collection of perception feedback data, we will gain valuable perspectives from all stakeholders involved in the program. This data-driven approach empowers us to make informed adjustments and enhancements. By fostering a culture of collaboration, feedback, and data-driven decision-making, we are not only nurturing the professional development of our Teacher Residents but also enriching the overall quality and effectiveness of our Teacher Residency Program. To this end, our teams will function as Professional Learning Communities, engaging in weekly planning sessions to conduct thorough data analyses using real-time samples. This proactive approach will empower our educators to identify areas for growth and tailor their instructional practices to better meet the evolving needs of our students. Our data analysis revealed a unanimous vote of confidence, with 100% of our 8 Cooperating Teachers and 8 Teacher Residents expressing the invaluable nature of the Teacher Residency Program. We will implement the Substitute Model this year. This adjustment will cater to student needs more effectively and also fortify the retention of educators. Sustaining the program is crucial for filling teaching positions promptly as they arise, thereby mitigating the effects of teacher shortages. By leveraging the Sustainable Residency Continuation Grant, we intend to allocate resources towards compensating Teacher Residents and providing supplementary pay to our invaluable Cooperating 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.

The role of coordinating the Lovejoy ISD Teacher Residency Program is pivotal, requiring a dedicated individual to liaise between the Educator Preparation Program (EPP), partnering universities such as UTD and A&M Commerce, Teacher Residents, and Cooperating Teachers (existing positions). Leveraging the expertise of our HR Director, an existing position within our district, we will ensure seamless coordination of all program components. The HR Director who is a former principal will spearhead the facilitation of program training sessions, elucidating the roles and responsibilities of all stakeholders involved. They will collaborate closely with the PEIMS Coordinator and HR On-boarding Generalists to coordinate the distribution of technology, badges, and software access crucial for program participation. Furthermore, the HR Director will serve as the primary point of contact for campus administrators, overseeing the application process for Cooperating Teachers and facilitating effective communication channels throughout the program duration. In addition to administrative duties, Region 10 will play a pivotal role in organizing site visits on campuses and governance meetings with Site Supervisors from partnering universities and campus administrators. Their active participation in site visits will enable firsthand observation of Teacher Residents in action, facilitating valuable feedback and insight. Dennis Taylor from Region 10 and the HR Director will orchestrate a Sustainability Meeting at the conclusion of the program year, engaging key stakeholders including the CFO, Executive Director of Human Resources and Communication, Curriculum & Instruction Directors, and the Payroll Coordinator. This collaborative forum will ensure alignment of program objectives with broader organizational goals and strategies. Equally crucial are the responsibilities of our Cooperating Teachers, who play a pivotal role in supporting the professional development of Teacher Residents. Providing open and honest experiences, timely feedback, and guidance are foundational to the success of Teacher Residents within the program. In conclusion, the grant is indispensable for realizing the full potential of our program and ensuring the effective execution of these critical responsibilities. With the support of the grant, we can harness the expertise of dedicated project personnel and Cooperating Teachers to nurture the growth and development of our Teacher Residents, thereby enriching the educational landscape of Lovejoy ISD.

### 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 primary objectives of sustaining our residency program are twofold: to cultivate a robust pipeline of qualified teaching candidates and to address staffing challenges through strategic hiring practices. By providing comprehensive training to Teacher Residents, including immersion in our professional development programs and familiarization with our software systems, procedures, and processes, we are equipping them to seamlessly transition into teaching positions within Lovejoy ISD in the future. This strategic approach not only maximizes the utilization of state resources but also mitigates the impact of the ongoing teaching shortage by ensuring a steady supply of well-prepared educators. Furthermore, our utilization of the substitute model within the Teacher Residency Program serves multiple purposes. Not only does it provide invaluable "on the job" experience for Teacher Residents, but it also bolsters our substitute fill rates, thereby alleviating the burden on existing teacher teams and ensuring continuity in classroom instruction. By incorporating Teacher Residents into classroom settings, we anticipate enhanced student achievement and growth, facilitated by increased teacher capacity to deliver targeted instruction through small group sessions. Additionally, the collaborative co-teaching approach between Teacher Residents and Cooperating Teachers not only lightens the workload for experienced educators but also fosters a supportive environment conducive to teacher retention within our district. In essence, our strategic approach to sustaining the residency program not only addresses immediate staffing needs but also lays the foundation for long-term educator development and retention. By investing in the growth and professionalization of Teacher Residents, we are not only enhancing the educational experience for students but also fortifying the overall resilience and effectiveness of Lovejoy ISD as a premier educational institution.

### 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.

As a district, we identified goals and performance measures related to student outcomes for the 2023-2024 school year. Goal 1: Address Texas students' learning acceleration needs and other instructional priorities through implementation of high quality teacher residents. For the 2023-24 school year, LISD will select 10 TRs with 80% hired. For the 2023-24 school year, the following LISD Elementary and Secondary schools will participate in the Teacher Residency program. 80% of Principals will agree residents fulfilled an instructional need at their schools via the Co-teaching Strategic Staffing Model. 80% of principals would recommend placing paid-residents at their campus to a peer. Outcome: LISD employed 10 Teacher Residents for the 2023-2024 school year. We are currently interviewing Residents as openings come available to place for the 24-25 school year. 100% of our 4 schools participated in the Residency program. 100% of our principals agreed Teacher Residents fulfilled an instructional need at their campus with the co-teach model and would recommend the program. Goal 2: Enable equitable educational access for all Texas students through high quality teacher residency programs as a key teacher pipeline strategy. For the 2023-24 school year, LISD will select 10 TRs with 80% hired. Outcome: LISD employed 10 Teacher Residents for the 2023-2024 school year. We are currently interviewing Residents as openings come available to place for the 24-25 school year. Goal 3: Recruit, select, train, and continuously develop high quality mentor teachers to support residents placed in high need areas. Cooperating Teacher (CTs) Perception: 100% of CTs would recommend becoming a mentor teacher to a peer. Resident Perception of Mentor's Effectiveness: 100% of residents say their mentor helped them grow and develop. 100% of residents will rate their mentor as effective or highly effective. Outcome: 100% of CTs would recommend becoming a mentor teacher to a peer. 100% of residents say their mentor helped them grow and develop. 100% of residents rate their mentor as effective or highly effective. As we look ahead to the 24-25 school year, LISD remains steadfast in our commitment to advancing our goals. A key focus for the upcoming school year is the expansion of our Teacher Residency Program to Lovejoy High School. We will continue to use tools such as rubrics to evaluate effectiveness. Stakeholders will culminate in the development of a rubric to facilitate quality placements of Residents.



**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 proposed budget will meet the needs and goals of the program by providing compensation for each of our ten Teacher Residents and ten Cooperating Teacher stipends at \$2000 each. This will ensure we can sustain the Teacher Residency Program thus providing us with a robust pipeline of highly trained professionals for the future. The indirect costs could support the district managers and administrators of the program. We are currently compensating eight Teacher Residents at \$20,000 each annually and \$2000 per Cooperating Teacher. We are committed to sustaining this program as well as the strategic partnerships we have created to aide in shaping the future of education in Lovejoy ISD. We are currently using TCLAS funds for our Teacher Resident.

**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?

During the Strategic Staffing Design Year of 2022-2023, under the adept leadership of HR Director Marcy Hambrick, LISD embarked on a transformative journey alongside key partners such as Dennis Taylor and Michael (Region 10), Janet Kimbriel (TAMC), and Ruth Johnson (UTD). At the forefront of our endeavors was the development of the Memorandum of Understanding (MOU), a pivotal document outlining our commitment to nurturing a robust teacher pipeline.

The MOU delineated ambitious goals, chief among them being the establishment of a year-long Teacher Residency program. This innovative initiative, co-facilitated with our esteemed partners, aimed not only to provide financial support for aspiring educators but also to foster collaborative ties with educational preparation programs (EPPs) and universities. By aligning our efforts, we aimed to seamlessly transition Residents into full-fledged teachers within LISD upon completion of their student teaching.

Region 10, in particular, played a pivotal role in addressing the pressing need for student learning acceleration and equitable educational access. Their emphasis on long-term teacher effectiveness underscored the importance of pre-service practice within our year-long residency programs, ensuring a diverse and sustainable teacher pipeline for the future.

Crucially, through meticulous governance structures, we achieved key milestones. By assembling a dedicated design team comprising LISD's HR Director and Executive Director of Human Resources and Communication, the Director of Elementary Curriculum and Instruction and the Director of Secondary Curriculum and Instruction, alongside esteemed members from Texas A&M Commerce, Site Supervisor, Janet Kimbriel, and the Director of the Teacher Development Center & Professor of Instruction, Dr. Barbara Ashmore, we fostered a culture of collaboration and innovation. Together we co-developed a communication strategy by designing a shared vision for the residency program to share with principals and LISD personnel. We co-developed school selection criteria and selected school partners who would help realize the goals and vision. We co-developed a timeline for the recruitment and placement of Teacher Residents and we co-developed schedules to maximize co-teaching, resident development, and any additional campus-based responsibilities. We established a shared vision for job descriptions, selection criteria, placement of Residents, Resident and Cooperating Teacher applications and the hiring process. Overall, we crafted a comprehensive communication strategy and established stringent selection criteria, ensuring the success and alignment of our shared vision.

Moreover, recognizing Lovejoy ISD's unique position as a small rural district, we strategically leveraged our existing expertise in the co-teaching model. By integrating this proven pedagogical approach into our Teacher Residency program, we not only addressed instructional needs but also provided invaluable experiential learning opportunities for both Residents and Cooperating Teachers. The various co-teaching models allow teachers to design instruction based on students' needs. This adaptive framework allowed for personalized student engagement and yielded tangible academic outcomes, thus reaffirming the efficacy of our approach.

In essence, our collaborative efforts have not only laid the groundwork for a sustainable teacher pipeline but have also exemplified the transformative power of strategic partnerships in shaping the future of education within LISD.

**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?

The 2023-2024 Implementation team was the same as the Design team from the 2022-2023 during the summer. This was invaluable for ensuring clear communication and an understanding of the stakeholders roles and responsibilities. In the summer following the design year (Summer 2023), Region 10 ESC, partnered with Texas A&M Commerce Clinical Supervisors, to provide two days of role-specific summer training sessions to Cooperating Teachers and Teacher Residents to build coaching and co-teaching capacity. The sessions included roles & responsibilities, high impact coaching techniques, setting instructional goals and documenting feedback and growth, co-teaching models and scheduling, and culturally informed practices.

One member of our Implementation team changed before the school year began. The HR Director changed from Marcy Hambrick to Heather Cox. In August, the Site Supervisors and the LEA conducted a training with all the Teacher Residents and the Cooperating Teachers to answer questions and review existing documents with responsibilities. The feedback showed the lack of communication initially during the transition in HR Directors roles. We also received feedback early on about Teacher Residents needing laptops and access to all data collection programs, electronic grade books, etc. to actively support their Cooperating Teachers. When we heard this feedback we immediately worked with the technology department to grant them access to all software programs, acquire laptops, badges, school shirts, etc. for the Residents. The Cooperating Teachers were extremely grateful and positive in their feedback. Throughout the year, we conducted routine site visits to schools to monitor implementation, conduct interviews and collect data about the implementation of the Residency program. We were pleasantly surprised with the amount of high praise and excitement we had between the Cooperating Teachers and Teacher Residents. Three of our Residents commented they felt such a close connection with their Cooperating Teacher like she was their mom. We also received positive feedback about Residents getting to participate in the week of professional development with the Cooperating Teachers before school started. Texas A&M Commerce also sent out surveys and collected data from Residents, Cooperating Teachers, and Administrators each semester on potential ways to improve the program or the success of the models being implemented. The data collected was shared and discussed during the governance partnership meetings. We received valuable feedback from the Teacher Residents and the Cooperating Teachers about what was going well and where we could grow. This allowed us to adjust our program throughout the year if there was something requested.

In the 2024-2025 school year, we will need to improve the communication before the school year begins. This will help Cooperating Teachers and Teacher Residents feel more confident about what to expect when the school year starts. With the change in HR Directors this year, we had a lapse in communication about the start date/time. We will provide all necessary information to all stakeholders involved weeks prior to the starting date. We will provide the dress code, job description, roles and responsibilities, and compensation guidelines earlier in the process for the upcoming school year. We will also continue to ensure equal technology and badge access for our Teacher Residents to have the same access as the Cooperating Teachers. For the 2023-2024 school year, we had two Teacher Residents drop out of the program in January. They had not completed the requirements from Texas A&M Commerce to continue in the program. For the 2024-2025 school year, we will work with the Site Supervisors to see what supports we can offer the Teacher Residents to in staying caught up with their coursework to allow them to successfully complete the program.

We have yet to determine the percentage of Teacher Residents that will be hired for the 2024-2025 school year. We are very hopeful and have gotten exemplary recommendations from the Principals and Cooperating Teachers. As a small, rural district, we are just beginning to determine what positions will be available. We have shared all of the Teacher Resident's information with our principals who are scheduling interviews.

**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?

Lovejoy ISD plans to place ten Teacher Residents for the 2024-2025 school year. Our LEA currently would be able to support two Teacher Residents from Texas A&M Commerce. We had a panel of principals interview eight possible candidates and we chose our top two. Without funding sources available, our district would only be able to support two residents from our general funds. However, with the Sustainable Residency Program Grant, we would be able to employ eight more Teacher Residents. Janet Kimbriel, the Site Supervisor from UTD, has students she would like to place for these select residency positions.



**Program Requirements (Cont.)**

- 4. Continued Implementation** - Please answer the following questions about the implementation of the residency designed for the 2024-2025 school year.
- What are the requirements for host teachers to receive their stipend?
  - Who at the LEA manages the residency program? If this person has other job responsibilities, how do they relate to residency?
  - What is your governance structure? Who is responsible for setting agendas for those meetings?

For host teachers to receive their stipend they must meet the following Cooperating Teacher's Job Description: The role of the Cooperating Teacher is to serve as a mentor, leader, and a coach who models and plans effective instruction and professional dispositions, creates a supportive classroom environment where residents are encouraged to take risks, and observes and provide specific feedback to a Teacher Resident to impact student achievement.

Major Responsibilities: Mentor a resident for the assigned mentorship year, Establish a positive working relationship with resident, Establish and maintain a weekly planning time with resident, Collaborate with resident on all lesson materials in advance and review (and potentially rehearse) concepts prior to implementation of lesson, Clearly communicate expectations, Routinely model effective instructional practices for resident, Establish independent planning responsibilities with the resident and support/scaffold them in their understanding of core content areas, Co-plan, co-teach, debrief, problem solve, and coach resident daily, Support resident in leading small group and whole group instruction, Complete observations and provide specific and timely feedback to resident's individualized needs, Monitor and support resident's progress towards performance targets, Include resident in Professional Learning Communities and school-based professional development, Participate in Site Coordinator led professional development, When allocating non-instructional administrative duties to residents, consider the developmental needs of the resident and ensure ample time to develop teaching skills, Solicit and willingly receive feedback to improve coaching skills

Planning and Preparation: Set high expectations of achievement that are ambitious and measurable for all students. Lead, model, and coach resident to: Backwards design all lessons, activities, and assessments, design instruction that is enriched (developing higher-order thinking skills) and personalized (reflecting learning levels and interests of individual students), Design assessments that accurately assess student progress

Classroom Environment: Establish processes and procedures that proactively manage student behavior and increase student engagement, Hold students accountable for high expectations of behavior and engagement that are ambitious and measurable, Create a physical classroom environment conducive to collaborative and individual learning, establish a culture of respect, enthusiasm, and rapport, Identify and address individual students' social, emotional, and behavioral learning needs and barriers, Communicate professionally with parents in regard to student progress and behavior.

Instruction: Hold students accountable for ambitious, measurable standards of academic achievement identify and address individual students' development of organizational and time-management skills, Invest students in their learning using a variety of influence techniques, Incorporate questioning and discussion when teaching incorporate small-group and individual instruction to personalize and tailor instruction to individual needs, Regularly monitor and analyze student assessment data to drive instruction by teacher, Communicate with students providing authentic, timely feedback that keeps them informed of their progress. Qualifications: Knowledge of subject matter being taught, Bachelor's degree, At least 3 years of evidence of modeling exemplary teaching experience, Valid teaching certificate in the certification area in which the teacher candidate is being certified, Prior evidence of high-progress student outcomes in the relevant subjects. Professional Responsibilities: Solicit and receive feedback from supervisor to improve professional skills, Engage in informal check-ins with Site Coordinator and principal to share progress updates and align support for resident, Model instructional tasks to aid resident, Provide feedback, advice, and encouragement to develop resident's effectiveness, Participate in professional development, collect artifacts, and share learning with the resident to support resident development. Heather Cox, HR Director, is the LEA contact who facilitates the residency program. As a former principal of 7 years, classroom observations, providing feedback and organizing people are strengths and provides a unique fit for relating to the residency program. Dennis Taylor from our EPP, sets our governance meeting agendas and shares data and feedback with stakeholders after site visits or surveys our conducted to facilitate needed adjustments.

**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**