



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):

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):

- | | |
|---|---|
| <input checked="" type="checkbox"/> IDC application, guidelines, and instructions | <input type="checkbox"/> Debarment and Suspension Certification |
| <input type="checkbox"/> General and application-specific Provisions and Assurances | <input type="checkbox"/> 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.

Tornillo's mission is to empower our learning community to live their purpose by honoring values for a holistic postsecondary journey. Tornillo is a very small, knit community that strives to maintain a high level of involvement between parents, teachers and the rest of the community members to inspire students to continue a postsecondary education in the area of their choice. By securing educators from our local university, our students would be exposed to great role models. Tornillo is located 30 miles east of El Paso, it is a rural community that, for many, would not be their first choice to perform their residency. Being able to offer paid residencies would definitely be an attractive incentive and a way to leverage the field for districts at a disadvantage due to the remote location.

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.

Like in the past, Tornillo ISD will assign one of their top directors to work directly with the external consultant to be involved in the implementation and the delivery of the program. The district's person leading the program is the Human Resources Director who has ample experience with recruiting, training, and scheduling all the activities residents need to participate in to experience a successful residency. The HR director is a previous educator so she understands from personal experience the challenges and needs residents are faced with. Also, the collaboration between the leader of the program in the district and the external consultant has been successful in the past. With the new grant, that collaborating relationship will only be refined and taken to the next level of excellence.

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 of the program are 1) Meet the requirements established by the grant, 2) Offer the best experience to the resident to prepare them to the highest extent to be successful once a teaching position is secured, 3) Strengthen collaboration with EPP and standardize processes to ensure sustainability of the program. The strategies would be 1) Meet on a monthly basis with EPP to go over the grant requirements and plan necessary actions. 2) Assign residents to expert mentor teachers. 3) Provide necessary support/training to residents to ensure successful experience 4) Work very closely with EPP to ensure standardization of processes to ensure sustainability.

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 is previous years, residents will be able to substitute teach on Fridays. They will also co-teach, join teachers in training, PLCs, planning sessions, staff meetings. Resident would shadow teachers 100%, mentor teachers would gradually release some responsibilities to residents allowing the opportunities to gain direct experiences and go through decision-making situations. Residents were also able to contact parents and participate in school activities. Residents would help with after school activities such tutoring and the After School Program (TCLAS-D11) and get extra pay at the rate of a paraprofessional. Some of the performance measures will be mentor teachers and campus administrators survey, student academic performance and the EPP evaluation tools.

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.

Out of the \$25,000 per resident, LEA will allocate 20,000 per resident, 3,500 stipend for mentor teachers and 1,500 for any materials, additional training sessions and/or fringes benefits. If there is any overspending, the district will absorb it. In order to secure sustainability of the program, the total costs of the program for at least 3 residents will be budgeted in advanced. There is no need to hire extra staffing to handle the program as the district and campus administrative teams closely collaborate to endure all the requisites and assurances are met.

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?

The design team from LEA is the campus principal, assistant principal, instructional coach and a rep for the district's Human Resources dept. On the other side, the EPP has a solid team of about 5 people led by the Associate Dean of Academic Affairs. Each individual has a very clear idea on their role to support the residents and maintain the teacher residency program growing strong. Governance meeting with EPP were very useful to adjust the program design as far as implementation, scheduling, certification, residents needs, opportunities for residents, etc.

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?

Both the implementation and the design teams are composed by the same members. Some of the improvements made throughout the years to improve the experience was to increase the support levels for all three levels by providing timely feedback, flexibility, ample communication opportunities, extra training, and access to necessary resources and materials. The last student doing her residency in TISD finished on the Fall semester of 2023. TISD was not able to offer a position due to the unavailability of opening in her area of certification (EC-6).

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?

Tornillo ISD would like to place 5 residents for the 2024-2025 school year. As in the past, LEA will allocate 20,000 per resident, 3,500 stipend for mentor teachers and 1,500 for any materials, additional training sessions and/or fringes benefits. If there is any overspending, the district will absorb it. They allocations described were budgeted in a successful, similar manner with previous residents.

The sources of funding will come from the grant and the excess will be funded with general funding allocated for salaries 61**.

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?

The mentor teacher plays a critical role and has a great influence over the resident's learning experience. Residents will acquire practices from the mentor teacher that will influence deeply their future teaching style and abilities. Tornillo ISD has about 15 Teacher Incentive Allotment designated teachers. There is a good pool of expert teachers to be great role models for residents. Host teachers are to effectively collaborate with residents by providing sound advise, modeling the planning, delivering, evaluating and scoring stages of the lesson and gradually release responsibilities to the intern. Additionally, the mentor teacher provides guidance as far a school policies and procedures, introducing the resident to the rest of the staff at the campus, finding along with the administrators a working space, provide orientation about classroom management and forms and reports teachers are responsible for keeping. Mentor teachers also met regularly with EPP personnel to receive necessary guidance.

The residency program will be managed by the Human Resources director at the LEA level, the nature of the Human Resources position are intrinsically related to the program. Being such a small, rural district, several responsibilities are relied on each member of the small administrative team. An advantage to that is that information travels faster, decisions are make quicker, and communication is easier.

The governance structure comes from local leadership meetings, board of trustees meetings and collaboration with EPP. Agendas are set by the entity responsible for the meeting. The program manager (the HR director) keeps records of documentation generated in those meetings.

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