



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

For the past two years, Canutillo ISD, in partnership with the University of Texas at El Paso, has had the pleasure of participating in the very successful Miner Teacher Residency program. Through this opportunity Resident teachers have had an opportunity to participate in a yearlong paid clinical residency program. Our Residents have received ongoing coaching and support from a highly qualified district Mentor Teacher and a UTEP Site Coordinator. Additionally they have been able to engage in our community and many of them have made the choice to continue their professional career here in Canutillo.

The uniqueness of this program is that Residents are able to work in an assigned classroom alongside a mentor for a full school year, participating in all professional activities to include; Professional Learning Communities (PLC's), lesson planning, faculty meetings, professional development, and community events. The additional perk of having this be a paid residency is that it alleviates the stress and burden for many students of having to work an extra job. Instead, they are now able to concentrate on learning and improving their practice.

Through this grant funding we were able to offer this Paid Residency model to several students and we have seen the benefits. We have not only been able to fulfill a need by having our Residents substitute one day a week but we have been able to hire qualified new teachers who are ready on day one. Lastly, this program has proven to address the mission for our district that we believe all of our students deserve a high quality education taught by a highly qualified teacher.

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 Key Personnel involved in the implementation and delivery of the program include; (All positions are existing)

Mentor Teacher- knowledge of subject matter being taught, Bachelor's degree, at least 3 years of teaching experience, consistent evidence of exemplary teaching experiences with proven positive student achievement outcomes and valid teaching certificate in the certification area in which the teacher candidate is being certified.

Site Principal -the principal of a district school at which Residents perform student teaching under the supervision of Mentor Teachers, has participated in onboarding process of the Residency program, and participates in all Governance meetings and required trainings.

UTEP Site Coordinator- a College of Education faculty member housed within the District to administer, coach, and evaluate Residents, teach courses, and coordinate and provide relevant Professional Development to Mentor Teachers.

Additional District Personnel-

- Human Resources- Certification Specialists- support Residents with the hiring process, certification process questions
- Substitute Coordinator- supports Residents with training and support, and campuses office staff with substitute placement
- Compliance Director- supports Residents with orientation and campuses, attends Governance meetings

Associate Superintendent, Executive Director of HR

Curriculum & Instruction- Exec. Director of C&I & New Teacher Coordinator- Supports Mentor Teacher and Residents, communicates effectively with UTEP staff in all areas of the program. US Prep & Region 19

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 goal of the Miner Teacher Residency is to prepare the highest-quality teachers to be ready on Day 1 to meet the needs of all students by providing high quality instruction. The Resident teachers participate in a full-year of hands on clinical preparation in a Canutillo ISD classroom alongside a trained Mentor Teacher. In addition through this residency model, they receive ongoing coaching and support from a UTEP Site Coordinator. The Mentor Teachers receive training and support from UTEP staff focused on effective coaching and mentoring strategies. Our district is committed to increasing this support for our mentors and residents with the utilization of a new AI video coaching platform to support the effective classroom instruction.

In our region, we have had the opportunity to participate in a Region-Wide Residency and Teacher Pipeline Summit facilitated by the University of Texas at El Paso. Through this summit, district leaders, Region 19 partners, US Prep team members and the UTEP College of Education staff have been able to work collectively and collaboratively together to impact and track the teacher pipeline outcomes for teachers and students in the region. We have had an opportunity to participate in roundtable discussions and learning related not only to residency but to strategic staffing and teacher pipeline efforts. We are also looking forward to inviting our UTEP residents to participate in panel discussions focused on speaking to elementary, middle and high school who are interested in pursuing a degree in Education.

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.

Through our shared Governance committee meetings there are several key performance measures that are looked at. UTEP has effectively tracked the progress of its residents through the Miner Assessment Tool - POP (Pre-Observation, Observation, & Post-Observation) Cycle data that is aligned to T-TESS. This data is shared at every Governance Committee meeting. Moving forward, as we have hired several new residents we will be reviewing T-TESS data to compare the preparedness of these new teachers in the classroom and how this effects student outcomes.

In addition, UTEP Site Coordinators conduct pulse checks of the Residents, the Mentor Teachers and the students in those classrooms to check on areas of need and overall feelings.

Our district is very blessed to also have been able to continue with an exceptional mentoring program called the Miner Teacher Mentorship Program. The Residents that we have hired as new teachers continue to work with a UTEP Site Coordinator as part of our induction program. We hope by providing this ongoing support for the next three years after residency, will also increase our teacher recruitment and retention numbers. Our goal is to recruit, train and retain high quaiity teachers in order to improve student outcomes. and of course elevate this noble profession.

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 essential support to both the Resident and Mentor Teacher. This support will be prioritized by first providing a training stipend of no more than \$25,000 annually to each Resident and a stipend for each Mentor Teacher assigned to a resident. In addition, the budget will cover expenses related to specific areas of need to ensure the success of the program.

These expenses include, but are not limited to:

- Fees to cover professional development opportunities for both the Resident and Mentor Teacher
- Certification exam preparation materials
- Certification exam fees
- Technology - i.e., laptops for the Resident Teacher
- Access to a user license for both the Resident and Mentor Teacher for the AI Virtual Coaching Platform
- Travel for LEA Staff, Residents and Mentor Teachers to attend strategic staffing or residency conferences

As a district we are committed to ensuring that our Residents are successful in completing the requirements of their program. We know that passing their certification exams can be stressful and an obstacle.

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?

Canutillo ISD currently implements the Residents as Substitutes strategic staffing model. This model relies on the resident spending at least one day per week serving as a substitute teacher for other teachers in the school or district. The Design team consisted of district staff to include members from three key departments, Human Resources, Finance and Curriculum & Instruction, UTEP Site Coordinators and program leads, Region 19 staff and US Prep team members. After researching the current trends in the district regarding the shortage of substitutes on particular days, we chose the Residents as Substitutes strategic staffing model.

The data showed that Fridays and Mondays were the days where there were the most vacancies unfilled. We met to set specific parameters for this model. We chose Friday as the one day that they would substitute. We decided that Residents should have proper training before starting. They must attend a mandatory substitute orientation session. They should also have several weeks to simply focus on building relationships with their students and mentor teacher before they are pulled to substitute.

The parameters we put in place were:

- 1. Residents will be ready to start substitute teaching after five weeks of the residency and having completed the district's substitute training.
- 2. The Site Coordinator will determine if any resident is not ready to start substitute teaching and will communicate with the New Teacher Coordinator and Substitute Coordinator.
- 3. Residents will substitute teach one day per week. If there is no vacancy, residents will stay with their mentor teacher.
- 4. The resident will substitute teach on Friday. They will not be asked to substitute any other day of the week.
- 5. After 5 weeks of the residency, residents may substitute at their assigned school. After Week 10, residents may be asked to substitute teach at other schools within the district.
- 6. Grade-Level: Residents at the elementary school will only substitute at the elementary level; middle school and high school residents will only substitute at the middle school and high school level. Content Area: Residents will substitute teach within their content area at the beginning of the residency. After some experience (2 - 3 weeks), residents will be better prepared to branch out and may be asked to substitute teach outside of their content area. Residents may be asked to substitute in Special Education classrooms.
- 7. Resident Training: Canutillo ISD will provide one substitute teaching training and ongoing support through monthly check-ins. Residents will also attend UTEP's classroom management session.
Mentor Teacher Training: Mentor teachers will be trained through UTEP's Co-Teaching Approaches training. The sequence of these approaches can be optimized to provide readiness for residents to successfully manage their substitute class effectively.

This strategic staffing model has proven to benefit the not only the district but also the Resident Teachers, as they have had an opportunity to put implement what they have learned. They have also expressed that they enjoy working within different grade levels.

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 Strategic Staffing Implementation Team remained the same as the Design team. We felt we had put together a strong committee of leaders. We met on a regular basis and were able to provide valuable feedback from many different perspectives.

After reflecting on what was working and what was not we made some changes. For example in our initial plan, we had included tutoring as part of the responsibilities for the Residents. We realized that that was not working or that we did not have systems in place to roll this out, so we made adjustments to our Companion Guide. We kept the Substitute model as a stand alone.

For the 2024-2025 school year, we are going to be very intentional and strategic in the ways that we plan both our substitute and new hire orientations for new residents, paying close attention to what their needs are. We had designated a half day for these orientations but moving forward we may embed a longer day to ensure that everything is covered. In addition to the Governance meetings that are held twice per semester, the LEA will work to create a calendar to check in monthly with both Mentor Teachers and Residents. These check-ins will let the LEA know if any individual support is needed for example access to district programs, or support with certification exams. We will also ensure that we continue to work closely with our principals through effective feedback and collaboration in this program.

We hope to increase the percentage of residents that we hire at the end of this year. Of course this will be contingent on vacancies and certifications. We have a proven record of hiring residents and we hope to continue. We have had 4 Cohorts of Residents in our district. Out of this last cohort of 9 residents, we hired 5 as classroom teachers, and 3 were hired in other positions (long term substitute, paraprofessional and as an academic tutor).

Our goal is to hire 80% or higher of our Resident Teachers. We are committed to ensuring their success so we have embedded additional incentives moving forward, to support them by offering study sessions and/or study materials, time to study, or by helping to pay for exams.

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?

During our last strategic staffing meeting we had come to a consensus that we would be able to pay anywhere from a \$14,000- \$15,000 to any new residents and we would increase the host teacher stipend from \$1000 to possibly \$1500- \$2000. This however would decrease the number of residents we would be able to place in our district. However, with this new funding opportunity we would be able to increase our placement as well as both stipend amounts for residents and host teachers. Canutillo ISD is committed to placing up to 6 residents for the 2024-2025 school year. As part of our commitment to increasing teacher recruitment we would use Title II funds to pay for training stipends for Residents and Mentor 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?

The role of the Mentor 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 provides specific feedback to teacher candidates to have a lasting impact on student achievement. In addition, the Mentor Teacher or host teacher will (please also refer to the Mentor Job Description in the attached Companion Guide for the full list of responsibilities):

- Participate in Site Coordinator led professional development, apply the new learning and bring back evidence of application (4-5 times a year).
- Mentor a resident for the entire school year.
- Establish a positive working relationship with resident.
- Establish and maintain a schedule consistent planning time with resident.
- Provide resident all lesson materials in advance and review (and potentially rehearse) resident planned lessons.
- Clearly communicate expectations.
- Regularly 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 individualized needs, with a weekly reinforcement and refinement and clear next steps aligned to the Miner Assessment Tool.

The Early Childhood & New Teacher Coordinator, the Compliance Director and Substitute Coordinator are the LEA staff members who work together manage the residency program. They each oversee other programs and have additional responsibilities but their roles in working with all teachers new to Canutillo ISD have successfully supported the program. The Early Childhood & New Teacher Coordinator serves as a liaison between the district and UTEP, the Compliance Director facilitates the New Hire Orientation and the Substitute Coordinator facilitates Substitute Orientation.

Our Governance Committee is comprised of several key members that include; LEA district leadership Associate Superintendent, Executive Director of C&I, New Teacher Coordinator, staff personnel from Human Resources (Certification Specialists, Compliance Director, Substitute Coordinator, and Finance (Directors), campus principals, UTEP Site Coordinators and program leads, and Region 19 staff. In some cases, we have also had Residents and Mentor Teachers in attendance. UTEP Staff creates the agendas for our meetings. At each meeting, the structure has been to go over data, conduct classroom observations of Resident teachers, provide updates on upcoming trainings and any new updates on upcoming events.

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

SIGNATURE CERTIFICATE



REFERENCE NUMBER

A65795AA-2855-4646-B89E-FC6E0398AF21

TRANSACTION DETAILS

Reference Number
A65795AA-2855-4646-B89E-FC6E0398AF21

Transaction Type
Signature Request

Sent At
04/10/2024 23:43 EDT

Executed At
04/11/2024 00:08 EDT

Identity Method
email

Distribution Method
email

Signed Checksum
3b2eee1d3aba7438af22e346b02f897e3afe6835c09b775fa9e245be70856752

Signer Sequencing
Disabled

Document Passcode
Disabled

DOCUMENT DETAILS

Document Name
Grant Application 071907 Canutillo ISD Sustainability Residency Grant

Filename
Grant_Application_071907_Canutillo_ISD_Sustainability_Residency_Grant.pdf

Pages
10 pages

Content Type
application/pdf

File Size
597 KB

Original Checksum
a52538caf3cd452b4c5f65a0c675ef000171747802943f0c77514bf70ed4545d

SIGNERS

SIGNER	E-SIGNATURE	EVENTS
<p>Name Pedro Galaviz</p> <p>Email pgalaviz@canutillo-isd.org</p> <p>Components 1</p>	<p>Status signed</p> <p>Multi-factor Digital Fingerprint Checksum eb97f1dcffe7e4b8bd5c1239c722633bc509c11fcd8d94003359095411bed20</p> <p>IP Address 99.184.179.67</p> <p>Device Chrome Mobile via Android</p> <p>Typed Signature </p> <p>Signature Reference ID 2CEB28ED</p>	<p>Viewed At 04/11/2024 00:08 EDT</p> <p>Identity Authenticated At 04/11/2024 00:08 EDT</p> <p>Signed At 04/11/2024 00:08 EDT</p>

AUDITS

TIMESTAMP	AUDIT
04/10/2024 23:43 EDT	CISD Finance Department (finance@canutillo-isd.org) created document 'Grant_Application_071907_Canutillo_ISD_Sustainability_Residency_Grant.pdf' on Chrome via Windows from 67.10.209.176.
04/10/2024 23:43 EDT	Pedro Galaviz (pgalaviz@canutillo-isd.org) was emailed a link to sign.
04/10/2024 23:44 EDT	CISD Finance Department (finance@canutillo-isd.org) shared document 'Grant_Application_071907_Canutillo_ISD_Sustainability_Residency_Grant.pdf' on Chrome via Windows from 67.10.209.176.
04/10/2024 23:44 EDT	CISD Finance Department (finance@canutillo-isd.org) shared document 'Grant_Application_071907_Canutillo_ISD_Sustainability_Residency_Grant.pdf' on Chrome via Windows from 67.10.209.176.
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