



**2022-2023 Teacher Residency Grant  
Request for Proposal (RFP)**

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## I. BACKGROUND

Teacher residency programs offer full-year paid teaching experience to student educators. During the residency program, students teach alongside an experienced mentor teacher, preparing them for the classroom post-graduation. Modeled after medical residency and apprenticeship programs, teacher residents can put pedagogy and theory into practice in the classroom under the guidance of a mentor teacher.

Residency models can be implemented at undergraduate, graduate, or nontraditional educator preparation program levels. When implemented with fidelity, teacher residency programs produce educators who are prepared for the challenges they can face in the classroom. Further, teacher residency programs provide mentor teachers the opportunity for increased responsibility and pay without leaving the classroom.

To encourage the expansion of teacher residency programs, in 2017 the Indiana General Assembly (IGA) passed [House Enrolled Act 1449-2017](#), now codified at [IC 20-20-44](#), which charged the Indiana Department of Education with implementing the Indiana Educator Residency Pilot Program. The Department convened education leaders from throughout the state to provide guidance to educator preparation programs and local education agencies interested in establishing a teacher residency model.

In 2019, the IGA passed [House Enrolled Act 1009-2019](#), now codified at [IC 21-18-15.1](#), which established the Teacher Residency Grant Pilot Program to provide funds for the development and implementation of teacher residency programs. The General Assembly charged the Indiana Commission for Higher Education (CHE) with awarding grants to school corporations and charter schools<sup>1</sup> who submit a plan to:

1. Partner with one (1) approved postsecondary educational institution to establish and implement a teacher residency program
2. Provide program participants training under the teacher residency program for a one (1) year period, and
3. Provide program participants and mentor teachers stipends.

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<sup>1</sup> For purposes of this RFP, “school corporations and charters schools”, and “approved postsecondary educational institution” are used throughout to mirror HEA 1009 – 2019.

## II. RESIDENCY GRANTS

### A. Overview

Residency Grants provide \$15,000 per teacher residency position to support the implementation of a collaborative teacher residency program partnership. The partnership must be between a school corporation or charter school and an approved postsecondary educational institution. The Commission will award Residency Grants based on the criteria outlined below in Section C. Proposals may request funding for multiple teacher residency positions, however the Commission may approve proposals at a reduced number of residencies.

Residency Grants may be used to support current or in-development teacher residency opportunities which will start no later than the 2022-2023 academic year.

Academic Year	Residency Grant Activities
2022-2023	<ul style="list-style-type: none"><li>• Grant recipients must submit an Outcomes Report for AY 2022-2023 by August 31, 2023</li><li>• Recipients must indicate their wish to renew for AY 2023-2024 by January 31, 2023</li><li>• Renewal for AY 2023-2024 is contingent on continued funding and initial outcomes</li></ul>

### B. Use of Residency Grant Funds

Residency Grant funds shall be used to provide stipends to resident and mentor teachers **with the majority of funds applied toward resident teacher stipends**. The funds may also be used to cover administrative costs to the postsecondary educational institution incurred implementing the teacher residency program. All expenditures must be agreed upon between the school corporation or charter school and their partner institution. Residency Grant funds may not be enough to effectively operate a teacher residency program and the applicant may need to identify additional funding sources.

### C. Evaluation Rubric and Metrics

Residency Grant proposals will be evaluated based on three criteria: *Teacher Residency Partnership Plan, Mentorship Plan and Proposed Budget*. Applicants should provide narrative responses on each to substantiate how the applicant's current or proposed teacher residency program addresses the specified criteria.

#### 1. Teacher Residency Partnership Plan

The Teacher Residency Partnership plan should be an overview of the current or proposed teacher residency program. The plan should address the following elements:

- Background on the development of the teacher residency program, including any outcomes to date for existing programs
- Responsibilities of the applicant and the postsecondary educational institution

- Organizational chart for the partnership which identifies the staff and the role each staff member will serve in the administration of the program
- Information on professional development opportunities which program participants will engage in during their residency
- Any other information which shows the partnership will lead to a successful teacher residency program

## 2. Mentorship Plan

The Mentorship Plan should be an overview of the applicant’s current or proposed mentorship model for resident and mentor teachers. The plan should address the following elements:

- Mentor teacher selection process and how resident teachers are paired with mentor teachers
- Details about the expectations of resident and mentor teachers
- Training provided to prepare the mentor teachers
- Information on the support the applicant and the postsecondary educational institution will provide resident and mentor teachers

## 3. Proposed Budget

The Proposed Budget should outline all funding sources and costs of administering the current or proposed teacher residency program. The budget should address the following elements:

- Costs for the applicant and the postsecondary educational institution to implement the teacher residency program
- Amount of the stipends to be paid to resident and mentor teachers<sup>2</sup>
- Details on how costs were determined
- Additional sources of funding to ensure efficacy and sustainability of the teacher resident program

Each proposal will be scored based on a 100-point scale. The scoring rubric for Residency Grant proposal is below:

<b>RESIDENCY GRANT SCORING</b>	
<b>Criteria</b>	<b>Maximum Points</b>
Teacher Residency Partnership Plan	40
Mentorship Plan	30
Proposed Budget	30
<b>TOTAL POINTS</b>	<b>100</b>

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<sup>2</sup> For AY 2020-2021 and AY 2021-2022 grant applicants, average proposed resident stipends were \$12,700; average proposed mentor stipends were \$2,000

### III. APPROVED POSTSECONDARY EDUCATIONAL INSTITUTIONS

Per [IC 21-18-15.1-6](#), applicants are required to, “partner with one (1) approved postsecondary educational institution to establish and implement a teacher residency program.” Below are the approved postsecondary educational institutions for the purposes of this RFP. All approved postsecondary educational institutions must meet the requirements outlined in [IC 21-7-13-6](#).

[American College of Education](#)

[Anderson University](#)

[Ball State University](#)

[Bethel University](#)

[Butler University](#)

[DePauw University](#)

[Earlham College](#)

[Franklin College](#)

[Goshen College](#)

[Grace College](#)

[Hanover College](#)

[Holy Cross College](#)

[Huntington University](#)

[Indiana State University](#)

[Indiana University - Bloomington](#)

[Indiana University - East](#)

[Indiana University - Kokomo](#)

[Indiana University - Northwest](#)

[Indiana University - South Bend](#)

[Indiana University - Southeast](#)

[Indiana University-Purdue University Columbus](#)

[Indiana University-Purdue University Indianapolis](#)

[Indiana Wesleyan University](#)

[Manchester University](#)

[Marian University](#)

[Martin University](#)

[Oakland City University](#)

[Purdue University](#)

[Purdue University Fort Wayne](#)

[Purdue University Northwest](#)

[Relay Graduate School of Education](#)

[Saint Mary's College](#)

[Saint Mary-of-the-Woods College](#)

[Taylor University](#)

[Trine University](#)

[University of Evansville](#)

[University of Indianapolis](#)

[University of Notre Dame](#)

[University of Saint Francis](#)

[University of Southern Indiana](#)

[Valparaiso University](#)

[Vincennes University](#)

[Western Governors University Indiana](#)



## **APPENDIX**



First Regular Session of the 121st General Assembly (2019)

PRINTING CODE. Amendments: Whenever an existing statute (or a section of the Indiana Constitution) is being amended, the text of the existing provision will appear in this style type, additions will appear in **this style type**, and deletions will appear in ~~this style type~~.

Additions: Whenever a new statutory provision is being enacted (or a new constitutional provision adopted), the text of the new provision will appear in **this style type**. Also, the word **NEW** will appear in that style type in the introductory clause of each SECTION that adds a new provision to the Indiana Code or the Indiana Constitution.

Conflict reconciliation: Text in a statute in *this style type* or ~~this style type~~ reconciles conflicts between statutes enacted by the 2018 Regular and Special Session of the General Assembly.

## HOUSE ENROLLED ACT No. 1009

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AN ACT to amend the Indiana Code concerning higher education.

*Be it enacted by the General Assembly of the State of Indiana:*

SECTION 1. IC 21-18-15.1 IS ADDED TO THE INDIANA CODE AS A **NEW** CHAPTER TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2019]:

**Chapter 15.1. Teacher Residency Grant Pilot Program**

**Sec. 1.** As used in this chapter, "fund" refers to the teacher residency grant pilot program fund established by section 5 of this chapter.

**Sec. 2.** As used in this chapter, "pilot program" refers to the teacher residency grant pilot program established by section 4 of this chapter.

**Sec. 3.** As used in this chapter, "program participant" means an individual who is selected to receive training under a teacher residency program described in section 6 of this chapter.

**Sec. 4. (a)** The teacher residency grant pilot program is established.

**(b)** The commission shall administer the pilot program.

**Sec. 5. (a)** The teacher residency grant pilot program fund is established for the purpose of providing funds to school corporations and charter schools for the development and implementation of teacher residency programs as described in section 6 of this chapter.

**(b)** The fund consists of the following:

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- (1) Appropriations made by the general assembly.**
- (2) Gifts, grants, devises, or bequests made to the commission to achieve the purposes of the fund.**
- (c) The commission shall administer the fund.**
- (d) The expenses of administering the fund shall be paid from money in the fund.**
- (e) The treasurer of state shall invest the money in the fund not currently needed to meet the obligations of the fund in the same manner as other public funds may be invested. Interest that accrues from these investments shall be deposited in the fund.**
- (f) Money in the fund at the end of a state fiscal year does not revert to the state general fund but remains available to be used for the purposes of this chapter.**

**Sec. 6. The commission may award grants under the pilot program to an applicant that meets the following requirements:**

- (1) The applicant is a school corporation or charter school that has partnered with one (1) approved postsecondary educational institution to establish and implement a teacher residency program.**
- (2) The applicant submits a teacher residency plan that:**
  - (A) establishes a teacher residency program in which:**
    - (i) program participants receive teacher training under the teacher residency program for a one (1) year period; and**
    - (ii) program participants and teachers who act as mentors to program participants under the teacher residency program receive stipends;**
  - (B) includes the name and contact information of the approved postsecondary educational institution with which the school corporation or charter school has partnered; and**
  - (C) includes any other information regarding the teacher residency program that is required by the commission.**
- (3) Any other requirements established by the commission.**

**Sec. 7. A school corporation or charter school that is awarded a grant under section 6 of this chapter:**

- (1) shall provide stipends to:**
  - (A) program participants; and**
  - (B) teachers who act as mentors to program participants under the teacher residency program; and**
- (2) may use money from the grant award to pay the approved postsecondary educational institution with which the school**



corporation or charter school has partnered for administrative costs incurred by the approved postsecondary educational institution in developing and implementing the teacher residency program.

**Sec. 8.** The commission shall, upon request, provide technical assistance to school corporations, charter schools, and approved postsecondary educational institutions participating in the pilot program in the development of competency based curriculum and support systems for program participants.

**Sec. 9. (a)** The commission shall annually prepare a report that includes the following:

- (1) Information regarding school corporations and charter schools that participate in the pilot program.
- (2) The annual retention rate of teachers employed by a school corporation or charter school who completed the school corporation's or charter school's teacher residency program within the immediately preceding five (5) years.
- (3) The number of program participants who were not employed by a school corporation or charter school after completing the school corporation's or charter school's teacher residency program.
- (4) The number of teachers who completed a teacher residency program under this chapter in the immediately preceding five (5) years and received, based on a staff performance evaluation for the year, a rating of:
  - (A) highly effective;
  - (B) effective;
  - (C) improvement necessary; or
  - (D) ineffective.

The commission shall provide the total number of teachers described in this subdivision who received each rating listed in clauses (A) through (D).

- (5) The number of teachers who:
  - (A) completed a teacher residency program under this chapter in the immediately preceding five (5) years; and
  - (B) took leadership roles, as determined by the commission, during their employment with a school corporation or charter school in Indiana.

**(b)** Not later than July 1 of each year, the commission shall submit the report described in subsection (a) to the following:

- (1) The governor.
- (2) The general assembly in an electronic format under



**IC 5-14-6.**

**Sec. 10. The commission may adopt rules under IC 4-22-2 necessary to implement this chapter.**



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Speaker of the House of Representatives

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President of the Senate

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President Pro Tempore

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Governor of the State of Indiana

Date: \_\_\_\_\_ Time: \_\_\_\_\_

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