



**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

- 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): [redacted]

Applicant Information

Organization **The North East Independent School District** CDN **015910** ESC **20**

Address **8961 Tesoro Drive** City **San Antonio** ZIP **78217** Vendor ID **1746015301**

Primary Contact **Dan Villarreal** Email **dvilla2@neisd.net** Phone **210-407-0494**

Secondary Contact **Chyla Whitton** Email **dwhitt@neisd.net** Phone **210-407-0491**

Certification and Incorporation

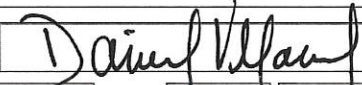
I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized 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 **Dan Villarreal** Title **Chief Financial Officer**

Email **dvilla@neisd.net** Phone **210-407-0494**

Signature  Date **4/9/2024**

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.

The district seeks to add eight additional teacher residents to the district's teacher pipeline using an approved and proven strategic staffing model and a university on the vetted Education Preparatory Program (EPP). The eight teacher residents would follow the eight teacher residents who successfully progressed through the TCLAS Decision 5 grant program and were hired for classroom positions, and the seven in the current cohort. Principals who hired graduated teacher residents report that they entered the classroom with the quality and experience of a 2nd or 3rd year educator. The district mission is to challenge and encourage each student to achieve and demonstrate academic excellence, technical skills, and responsible citizenship. The district continues to fulfill its mission even as it progresses with 120 teacher vacancies and more expected with the retirement and resignation notices that come as the school year ends. The Continuation Grant allows us to recruit eight teacher residents for the field of Bilingual Education - an area in which we are challenged to fill. Additionally, we will determine how to expand the strategic staffing model into other high-need areas such as Special Education and 7-12th grade Mathematics. This grant will help populate the district's teacher pipeline at a time when the district has 120 vacancies and a student population that is 61.5% minority. Additionally, 51.3% of the student population is at risk while 52.4% is economically-disadvantaged. North East ISD has 31 schools that are Title One. This grant will extend the success that we saw with Decision 5 in which we utilized quality resident teachers as substitutes to provide on-going instruction during teacher absences.

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 primary project personnel for this grant include the director and assistant director of the district's Talent Management and Evaluations office. Both are veteran classroom teachers, campus administrators, and coaches. Their duties and responsibilities in the Human Resources Department coincide with the talents and experiences needed to recruit and coach teacher residents for this program. These are existing positions. Additionally, the principals at the participating campuses will recommend which teachers will serve as mentor/host teachers. Each resident teacher will be paired with a mentor/host teacher with at least three years of classroom experience.

Representatives from the EPP include an assistant professor of Practice in the College of Education & Human Development at the University of Texas at San Antonio with 23 years experience in the classroom. She has more than 15 years serving as mentor to pre-clinical as well as clinical teachers and has served as our Assistant Professor of Instruction (API) for TCLAS Decision 5 2024-2025 school year. The Chair of the Department of Interdisciplinary Learning and Teaching (ILT) will continue to provide valuable insight to this grant. Her areas of focus are teacher preparation, secondary education with a concentration on the connections between teaching and learning. These individuals were instrumental in the success of the Decision 5 grant program. The district and the UTSA have a strong partnership and working relationship.

The district has a good working relationship with Region 20 and will continue to seek collaboration with Leadership Consultant of Innovative Staffing and Talent Pipelines.

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 and objectives for the proposed residency program include the following:
1) Help strengthen the district's educator pipeline by equipping teacher residents with more experiences and tools for them to lead their own classrooms upon graduation. This will be accomplished by crafting comprehensive experiences, mentorships with veteran teachers, training, and instructional strategies in partnership with our vetted EPP.
2) Provide an immediate benefit to students by having two adults in the classrooms to have small groups, interventions, extensions, etc. This will be accomplished by veteran mentor/host teacher providing direction to the teacher resident on how to conduct small groups, etc.
3) Provide an immediate benefit to students by assigning a qualified teacher resident as substitute allowing instruction and learning to continue in the absence of the classroom teacher. This will be accomplished by explaining lesson plans to the teacher resident and instructions on how to deploy them.
4) Explore the potential to expand the team-teaching model. This will be accomplished by gathering all stakeholders involved in this program to provide insight on how to expand the team-teaching model to the benefit of students and resident teachers.

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.

The following lists the performance measures identified for this program:
1) Collect data from teacher residents, mentor/host teachers, principals on the value and benefits of the strategic staffing model, training, etc.
2) Collect data on the number of times teacher residents used as substitutes and the cost savings to the district.
3) Track student data from the classrooms in which the teacher residents serve as well as data from small groups where teacher residents are consistently providing tutoring/instruction. Also determine whether there is a difference compared to comparable classrooms where teacher residents are not used.
4) The EPP will conduct evaluations of the teacher residents while the campus principals and district personnel will conduct informal walk-throughs.
5) Surveys will be administered, and the results will determine re-direction or modification of the program if necessary.

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 district has committed local funds to support this program. North East ISD has approved amounts that addresses the financial requirements of this request for proposal through the grant cycle. Please see the attached budget template for details.

Additionally, the following items will be purchased for resident teachers, each item, quantity and cost is reflected on the budget template: iPads, iPad License, Teacher/Admin/Staff Laptop, HP Care Pack and wireless mouse.

Training for mentor/host teachers will be held at their home campuses and occasionally via live video conferencing, depending on scheduling and availability of the EPP representatives.

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.

The Design Team from the school district and the EPP include:

Chyla Whitton - Executive Director of Human Resources for North East ISD

America Gonzales-Rosa -

Laura Ancira - Assistant Director of Talent Management & Evaluations for North East ISD

Dr. Belinda Bustos Flores - Professor and Associate Dean of Professional Preparation and Partnerships - UTSA

Dr. Lorena Claeys - Director of Clinical and Professional Experiences - UTSA

Dr. Ann Marie Ryan - Professor and Chair for the Department of Interdisciplinary Learning and Teaching - UTSA

B.

The Design Team was informed by data provided by Region 20, webinars provided by the Texas Education Agency, and data collected from surveys.

C.

Input from the Design Team, insights from veteran educators and data led to applying the strategic staffing model in which teacher residents as substitutes. The strategic staffing model that we used allowed the teacher residents to obtain classroom experience otherwise not available to college students at this level pursuing education degrees. The program was so successful that principals at the participating campuses reported that the teacher residents hired as full time teachers at the conclusion of the program entered the classroom with a quality, effectiveness and confidence of a 2nd or 3rd year teacher.

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 year saw the addition of the Director of Talent Management and Evaluations to the North East ISD Design Team. A team member from the previous year was re-assigned within the Human Resources Department, which allowed a veteran classroom teacher and campus administrator with coaching experience on the team. Meanwhile, the EPP added a veteran bilingual educator and assistant professor to the Design Team as well. She serves as the primary EPP contact with North East ISD.

B.
The Design and Implementation Team initiated improvements that resulted from lessons learned during the process:
"The Friday Plan" resulted in resident teachers substituting on their campuses on Fridays; though the resident teachers may have substituted during the week, the Friday Plan assured resident teachers substituted at least one day a week. Additionally, the team conducted more frequent check-ins with resident teachers, mentor/host teachers and principals. Plus, the team adjusted survey questions to ensure the team was obtaining relevant, timely and actionable information. The team also issued laptops to resident teachers during the program cycle based on their feedback.

C.
For the coming school year, we will initiate the "Semester At A Glance" session. This will allow us to review successes, and challenges, apply lessons moving forward, review walk-throughs, etc. Based on implementation review of an earlier cohort, moving forward we will provide teacher residents laptops after initial training rather than during the cycle.

D.
The success of TCLAS Decision 5 has positioned us to hire all eight teacher residents that we recruit for this Continuation Grant. The district hired and placed into classrooms eight teacher residents from the Decision 5 first cohort; we expect to hire another seven teacher residents from the final Decision 5 cohort.

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.
- How many residents will the LEA place for the 2024-2025 school year?
 - At what amount can the LEA sustain resident stipends? Host teacher stipends?
 - What sources of funds will the LEA be using for residents? Host teachers?

A. We expect to recruit and place eight teacher residents through the Continuation Grant for the 2024-2024 school year.

B. For the 2024-2025 school year, the district has approved from local funds for each participating teacher resident and for each mentor/host teacher. The LEA can sustain and contribute the required amount of \$3,500 per resident. Regarding the host teacher, whereas this request for proposal requires at least a \$1,500 for host teacher, the district will increase that amount to \$3,000 per host teacher. Please see the attached budget template for details regarding stipend amounts.

C. The funds for the teacher residents and the mentor/host teachers are from the district's local budget.

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.
To receive the stipends, the mentor/host teachers must attend required trainings, meet program requirements that address the feedback/appraisals of the teacher residents and of the program.

B.
This Continuation Grant will be led by Jeremi Niehoff, the Director of Talent Management and Evaluations and Laura Ancira, the Assistant Director of Talent Management and Evaluations. Both are veteran educators, administrators and coaches with North East ISD. These two Human Resource Department staff members are ideal to lead this program because their daily duties and responsibilities coincide with this grant's mission to strategically recruit, select, assign, and build effective teachers to benefit students. The creation of this Human Resources department is to populate a talented teacher pipeline. Jeremi and Laura work with all student teachers and teacher residents to nurture the pipeline. They also work with all new employees to guide them through orientation and on-board them.

C.
The district and the EPP currently meet to review data four times a semester as part of the TCLAS Decision 5 program. The data review sessions include governance meetings, campus site visits and joint trainings. We have found this process to be effect and seek to perform comparable activities with this grant. Recently, the data review sessions have led to discussions with our EPP on how to expand into Special Education and the 7-12 Mathematics arena when the options become available.

Agendas for the governance meets are set in collaboration between the district and the EPP.

Governance meetings are attended by members of the EPP, the district Human Resources personnel, Region 20 and campus principals.

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