



**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 **Mesquite ISD** CDN **057914** ESC **10**

Address **3819 Towne Crossing Blvd.** City **Mesquite** ZIP **75150** Vendor ID **1-756002054**

Primary Contact **Dolores Jackson** Email **DJackson2@mesquiteisd.org** Phone **972-882-7351**

Secondary Contact **Jennifer Hiser** Email **jhiser@mesquiteisd.org** Phone **972-882-7533**

**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 **Gilberto Prado** Title **Assistant Superintendent-Business Service**

Email **GPrado@mesquiteisd.org** Phone **972-882-7409**

Signature  Date **April 2, 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.

Mesquite ISD will utilize funding from the 2024-2025 Sustainable Residency Continuation Grant to continue the MISD Teacher Preparation for Advancing Certified Educators (TPACE) program. The grant will allow MISD to sustain paid residencies in the district so that the district can continue to recruit and develop highly effective educators before their first year as a teacher of record in Texas and in the Mesquite Independent School District. The district will be able to continue our work with our Educator Preparation Program (EPP) partner, Texas A & M Commerce to maintain financially accessible residency pathways, promote increased retention of new teachers and highly effective teachers, and address immediate instructional needs.

The MISD TPACE program represents the Mesquite ISD brand for our on-the-job training program for education majors. This program is an extension of our more than 30 year history of training Teacher Residents from Texas A&M Commerce and Student Teachers from numerous universities. TPACE directly supports improving student achievement. Through our work with Dennis Taylor and the TCLAS Decision 5 Design and Implementation years, we solidified systems and processes to ensure excellence in developing teachers for Mesquite ISD. With more than 60% of Mesquite ISD new teachers not having formal educator training, we see the immense need for the unique training provided in the teacher residency program. We have the vision that compensating teacher candidates in their training year will help shift the paradigm to attract and retain more potential teachers.

MISD currently has 100+ unfilled vacancies and more vacancies are added each week. The district has seen an increase in certified teachers choosing to leave the mid-year or elect to retire prior to the end of the school year.

With less than half of new teachers in the past few years having formal education training, the Teacher Residents provide a valuable infusion of experience which translates to improved student achievement. In addition, retention of experienced teachers proves to be a challenge. Research presented at the Texas Strategic Staffing conference last week suggests Teacher Residents stay in the career and with the district at a much higher rate than other categories of 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.

MISD has two existing positions that are the primary project personnel. Jennifer Hiser is the Coordinator for Professional Development and currently oversees the MISD TPACE program along with Dr. Susan Williams. Dr. Williams is the Partnership Director for MISD and Texas A & M Commerce. Jennifer Hiser has corporate finance experience and 19 years of experience in education teaching elementary, middle, and high school, in addition to college courses. In her current role she oversees several of the pathways employees and community members can take to become a teacher. Dr. Susan Williams, Texas A&M Commerce Site Coordinator, works closely with Ms. Hiser on all aspects of the program. Dr. Williams trains preservice teachers (EC-6 and 4-8) who choose Mesquite ISD as their placement for the year-long student resident (previously student teaching) program. Student residents are interns during the first semester and teacher residents for clinical teaching during the second semester.

Jennifer Hiser-Coodinator for Professional Learning is currently funded 100% by the district. Dr. Williams is funded 50% by the district and the remaining 50% is paid by Texas A & M Commerce.



**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?

Mesquite ISD prioritizes excellence in its teacher preparation program, employing rigorous protocols to ensure the quality of Teacher Residents and Host Teachers. The success of the program hinges on transparent communication and timely feedback from both districts and Educator Preparation Programs (EPP) throughout the comprehensive application, interview, selection, and training phases for both groups. Mesquite ISD, Texas A&M Commerce and Region 10's Technical Assistance designed and implemented a strong pipeline for residents to provide an experience where they want to stay and teach in the district post-graduation. With strong senior management support and a commitment to sharing experiences openly, including challenges and successes, Mesquite ISD remains dedicated to investing in the best practices for teacher development and achieving positive outcomes, including the placement of multiple certified teachers post-graduation to maximize student achievement. In an ongoing effort to staff classrooms with the highest qualified teachers, this program provides an extra layer of training and experience for teacher candidates. The on-the-job training component of the Teacher Residency program allows for multiple benefits in increasing the number of Mesquite ISD and university-trained teacher candidates who will be able to step into the classroom with experience. This program also increases retention by honoring experienced teachers by paying a \$3,000 stipend to host teachers. The district recruits teacher residents in alignment with the current staffing needs of the district with a focus on bilingual educators and those seeking certification in math, science and special education. The district also focuses recruitment efforts on finding candidates that mirror the demographics of the district.

**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.

Performance and evaluation measures include monitoring classroom walkthroughs, T-Tess evaluations, district checkpoints and summative assessments for students. Mid-year and end-of-year conferences also provide insightful data gathered from Teacher Residents, Host Teachers and Principals. Close contact with all stakeholders allows for concerns to be addressed and supported to ensure both Teacher Residents and students succeed. Teacher residents receive immediate feedback from their host teachers and are able to modify and adjust their teaching strategies based on this feedback. Campus principals are committed to supporting the TPACE teacher residents and include feedback through classroom walkthroughs and mentorship. Dr. Williams-Partnership Director MISD and Texas A & M Commerce provides feedback to teacher residents through their coursework, projects and teaching observations.



**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.

Payroll-6100: The proposed budget will allow MISD to continue to fund the teacher resident stipends and host teacher stipends that have been funded by the COVID Learning Acceleration Support (TCLAS) Decision 5, Residency Program Support. The district has completed the activities in our Design and Implementation Year scope and sequence through Governance Meeting 2 and Site Visit 1 as laid out by our technical assistance provider, Dennis Taylor. MISD currently has a current MOU with our Educator Preparation Program partner (EPP), Texas A & M Commerce. The proposed budget would fund 7 teacher resident stipends at \$30,000 per resident. Half of the stipend is paid to teacher residents upon successful completion of the 1st semester and the remaining half is paid upon successful completion of the 2nd semester. The proposed budget would fund 7 host teacher stipends at \$3,000 per host teacher including TRS and other benefits costs associated with the stipend. This is in alignment with the amount of the teacher resident and host teacher stipend currently paid with COVID Learning Acceleration Support (TCLAS) Decision 5, Residency Program Support.

Supplies & Materials-6300: The proposed budget would utilize the remaining \$3,300 of the total proposed budget of \$250,000 for consumable and durable supplies and materials such as materials for the teacher resident classrooms and certification exam preparation materials.

**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?

**Design Team:**

Dennis Taylor, Technical Assistance Provider, Region 10  
Kathy Dixon, Curriculum and Instruction Department Head, TAMUC  
Rhonda Clark, Clinical Instructor, TAMUC  
Jennifer Hiser, Coordinator of Professional Learning  
Susan Williams, Partnership Director, Texas A&M Commerce and Mesquite ISD  
Janine Fields, Deputy Superintendent  
Mike Jasso, Assistant Superintendent of Human Resources  
Mr. Pape, CFO  
Holly Grubbs, Elementary Principal  
Clint Elsasser, HS Principal  
Tara Nichols, Director, Teaching and Learning  
LaDonna Gulley, Director of Leadership Empowerment  
Bruce Perkins, Executive Director of Leadership Development  
Debi Tanton, Executive Director of Professional Learning

**Data Used for Design:**

Historical model of unpaid Teacher Residency with Texas A&M Commerce and Mesquite ISD  
Personnel data regarding vacancies and certification of new teachers  
Financial reports regarding grant funds

**Program Model:**

The committee decided on the Co-Teaching model, which is now labeled Pair Teaching. We chose this model because of the historical success throughout the 30 plus years of our partnership prior to paying teaching residents. We carefully all of our options, and chose this route due to the benefits for the Teacher Residents to learn while the Host Teacher ensures the consistent positive student outcomes.



**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?

Implementation year 23-24

Team: Some personnel changes happened over the year, but all positions remained represented.

Through extensive communication with all stakeholders via training meetings, reflection logs, surveys and observations, we were responsive to the needs of Teacher Residents. Adjustments were made as needed based on stakeholder feedback. Some of the changes include additional interview questions to determine interest in teaching in Mesquite ISD and topics for training sessions.

Improvements: Meet with Teacher Residents regarding applying and interview skills to be prepared for hiring season. We will include more coaching training for Host Teachers. We are also interested refining the Principal recommendation process for Host Teachers and increase clarity in the Host Teacher job description.

Percentage of residents will the LEA hire: at least 80%

**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?

Sustainability  
24-25: Place 10 Teacher Residents  
Mesquite ISD is committed to continuing the rate of \$30,000 annually for Teacher Residents and \$3,000 annually for Host Teachers for the 24-25 school year. However, funds are very limited and we will be exploring all options moving forward. We are working to find funds allocated throughout the budget that can be utilized in this program.



**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?

**Continued Implementation**

For Host Teachers to receive the stipend they must attend at least 5 training sessions per year and submit reflection log biweekly throughout the school year.

Jennifer Hiser, Coordinator of Professional Learning, manages the residency program as part of her overall mission of helping the district fill the teacher pipeline.

We carefully follow the resources provided through Dennis Taylor, Technical Assistance Provider and Region 10 for our governance structure. Responsible parties for the agenda include Jennifer Hiser, Coordinator of Professional Learning in conjunction with Dennis Taylor, Technical Assistance Provider and Susan Williams, Partnership Director.

**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**