



**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**.

Application stamp-in date and time

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**.

Grant period from [redacted] **June 3, 2024-August 31, 2025**

Pre-award costs permitted from [redacted] **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] **N/A**

Applicant Information

Organization [redacted] **Huntsville Independent School District** CDN [redacted] **236902** ESC [redacted] **06**

Address [redacted] **441 FM 2821 East** City [redacted] **Huntsville** ZIP [redacted] **77320** Vendor ID [redacted] **1746001428**

Primary Contact [redacted] **Dr. Nkrumah Dixon** Email [redacted] **ndixon@huntsville-isd.org** Phone [redacted] **936.435.6317**

Secondary Contact [redacted] **Demetrial Dickie** Email [redacted] **dmdickie@huntsville-isd.org** Phone [redacted] **936.435.6319**

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 [redacted] **Dr. Nkrumah Dixon** Title [redacted] **Assistant Superintendent of Human Resour**

Email [redacted] **ndixon@huntsville-isd.org** Phone [redacted] **936.435.6317**

Signature [redacted]  Date [redacted] **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.

Huntsville ISD has partnered with Sam Houston State University in the past through the TCLAS grant in order to develop a pipeline of quality teacher residents. This grant and partnership have allowed for multiple teacher residents to grow in the education profession and improve the teacher candidate pool for HISD. HISD and SHSU are committed to continuing the work through the 2024-2025 Sustainable Residency Continuation Grant in order to develop highly qualified teacher residents. The mission of this program is to ensure teacher residents are valued during the residency program and that they are developed into effective teachers by providing the supports and tools needed for success. The ability to continue this partnership would allow for Huntsville ISD to continue to address the teacher candidate shortage in high need academic areas.

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.

Current Committee:

- Nkrumah Dixon, Ph.D. - Huntsville ISD - Assistant Superintendent of Human Resources
- Demetrial Dickie - Huntsville ISD - Human Resources Coordinator
- Jessica Hassell - Huntsville ISD - Director of Federal Programs
- Amy Carter - Huntsville ISD - Director of Finance
- Jamey Johnson, Ph.D. - Huntsville ISD - Director of Secondary Education
- Angee Andrus - Huntsville ISD - Director of Accountability and Assessment
- Joshua Campbell - Huntsville ISD - Principal | Mance Park Middle School
- Helen Berg, Ph.D. - Sam Houston State University - Associate Dean of Student Success and Partnerships | College of Education
- Angie Taylor - Sam Houston State University - Director of Innovative Partnerships | College of Education
- Sonja Lopez, Ph.D. - Region 6 Service Center - Innovative Staffing & Talent Pipeline Fellow

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 goal or objective of the proposed continued residency program is to recruit and retain highly qualified teacher residents. Through the implementation of several research-based strategies, HISD intends to meet this goal of building a sustainable teacher residency program to fill the academic needs of HISD. Those strategies include: providing one-on-one mentoring with a qualified and experienced mentor teacher, providing professional development opportunities that are aligned to specific resident needs, and providing opportunities for growth in small group settings that are aligned to specific resident needs.

This goal and aligned strategies relate to the broader educator pipeline goals at the LEA through the investment in a grow-your-own program. Resident teachers are able to embrace the district and campus cultures along with its values and mission. The ability for resident teachers to share their experiences with other residents has proved invaluable in the recruitment and retention of highly qualified teacher residents by creating a culture of collaboration and community.

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 performance measures used to determine the effectiveness of the program include surveys to teacher residents, mentor teachers, and principals and the data collection of the impact on classroom and individual student academic growth. Resident retention rates are also tracked in order to determine the success of the program.

The processes that will be used will also include Check Points by Human Resources (campus visits) with teacher residents, mentor teachers and campus principals, one-on-one meetings with teacher residents to identify areas of needs and other community building activities that include Clinical Teachers Breakfasts. These breakfasts allow for teacher residents to connect with fellow student teachers, network with HISD and SHSU staff, and tour other HISD facilities and campuses.

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 continuing the TCLAS Decision 5 paid teacher resident program and criteria. The high level snapshot of allocated funds includes expenses for professional development opportunities (New Teacher Orientation (NTO), Reading Academies, Region 6 trainings) and funds for stipends for both the teacher residents and mentor teachers. Additional funds will also be used for classroom supplies and laptops for the teacher residents.

Through this continuation grant, HISD will be able to continue the \$20,000 stipend per teacher resident (\$16,500 from the grant and \$3,500 from HISD) and increase the mentor teacher stipend to \$3000 (\$1,500 from the grant and \$1,500 from HISD). Professional development opportunities will continue to be a focus for funds in order to allow the most optimal levels of growth within the teacher residents.

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) Design committee:

- Leroy Morales - Huntsville ISD - Assistant Superintendent of Human Resources
- Demetrial Dickie - Huntsville ISD - Human Resources Coordinator
- Leigh Ann Kovalcik - Huntsville ISD - Director of Federal Programs
- Earl Flowers - Huntsville ISD - Director of Finance
- Jamey Johnson, Ph.D. - Director of Secondary Education
- Angee Andrus - Huntsville ISD - Director of Accountability and Assessment
- Joshua Campbell - Huntsville ISD - Principal | Mance Park Middle School
- Helen Berg, Ph.D. - Sam Houston State University - Associate Dean of Student Success and Partnerships | College of Education
- Jessica Jemison-Williams - Director of Innovative Partnerships
- Sonja Lopez, Ph.D. - Region 6 Service Center - Innovative Staffing & Talent Pipeline Fellow

(b) Data was shared between EPP and Huntsville ISD

Given list of viable candidates who selected HISD as their 1st choice Further vetted by needs of campus/ student

(c) Co-Teach module, including tutoring

This model was used due to its effectiveness in growing teacher residents in an low-stakes environment that protects the integrity of the academic success of the classroom.

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) Yes - change in team members due to resignations of HISD personnel (Finance Director, Assistant Superintendent of Human Resources, Director of Federal Programs).

(b) Implemented Clinical Teachers Breakfast as a source of networking and collaboration.

(c) More direct communication on professional development opportunities for teacher residents, increase number of campus visits to review performance and gather feedback.

(d) 100%

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?

(a) 10

(b) Teacher Resident Stipend - \$20,000/year
Mentor Teacher Stipend - \$1,500/year

(c) General Funds for both

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?

- (a) At least 3 years of teaching experience
Matching content area with teacher resident
Proficient/exemplary evaluations
Principal recommendation
Established record of confidentiality
Desire/willingness to co-teach daily
Commitment to attending quarterly professional learning seminars
Commitment to evaluating instructional performance in a timely manner
Track record of having a positive impact on student achievement outcomes
- (b) Human Resources - recruit and retain highly qualified teacher residents
- (c) Human Resources - sets agenda and communicates with committee (quarterly), Review/evaluate program criteria based on job performance for each resident

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