



**2024-2025 Sustainable Residency Continuation Grant  
Informal Discretionary Competition (IDC) Application Due 11:59 p.m. CT, April 3, 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 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):

**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) 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.

San Antonio ISD will continue its current implementation of the teaching residency program designed under the district’s TCLAS grant. The focus of the continuation funds will be to support teaching residency programs in high need areas, including dual language, special education, and secondary math and science. In the 2023-24 school year, more than half of the district’s unfilled vacancies occurred in these high need areas. San Antonio ISD’s mission is to ensure every child graduates and is educated so that he or she is prepared to be a contributing member of the community. Currently, less than 40% of SAISD’s students meet grade level expectations as measured against STAAR. The continuation of teaching residency programs that cultivate high performing teachers, who understand the academic and social emotional needs of SAISD students, will help ensure the continued growth of SAISD students toward improved academic outcomes.

SAISD will partner with the University of Texas at San Antonio (UTSA) and Texas A&M University – San Antonio (TAMUSA) to implement this program. Under this program, aspiring educators from UTSA and TAMUSA will be placed in SAISD campuses for a full school year. They will work as teacher residents under a mentor teacher at the campus. Work may include assisting mentor teachers in instruction, filling substitute roles at the campus, and providing tutoring supports to students who need it. Mentor teachers will guide teacher residents to help them understand the joys and challenges of working in a classroom by observing their performance, providing advice and feedback along the way. University partners and the SAISD Human Capital Management Department will oversee the program, ensuring that teacher residents are meeting the requirements for them to receive their degree/teaching certification and are placed at campuses where they can perform well. Teacher mentors, campus principals, university partners, and Human Capital Management will collaborate to provide an excellent year-long educational experience for teacher residents, which in most cases will end in an offer to work in SAISD as a 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 Director of the program should have extensive experience in education, human resources, and management. They are required to bridge relationships within the human resources department at SAISD and the university partners, working collaboratively with these different entities to plan and implement the program. They also should have a deep understanding of the area and people they serve (in this case, the urban core of San Antonio). The position is existing and is filled by Jill Rhodes Pruin, who is the current Deputy Chief of Human Capital Management and has spent the last eight years in San Antonio ISD supporting the development of current and future teachers and leaders. She previously worked at ESC 20 in leadership development and has served as a campus leader and teacher. The Manager of the program should have experience in communications and management to ensure they have the capabilities to oversee up to twenty teacher residents (only ten of whom would be funded by this grant opportunity). This position is existing and filled by Andrea Contreras, Human Capital Management Specialist, who has supported talent management functions within San Antonio ISD since March 2018 and took over management of the district teacher residency programs in January 2024.

Dr. Youmna Dbouk is the Director of Preclinical Field Experiences at UTSA, and she will take over management of UTSA’s teacher residency programs from Dr. Lorena Claeys. For the past five years, Dr. Dbouk has managed the Preclinical Field Experiences at UTSA, implementing successful programs for students to prepare for their clinical placements. Starting this school year, she will manage those clinical placements and ensuring that teacher residents fulfill their responsibilities to the district and the University. Dr. Claeys supported SAISD in this role during the TCLAS design and implementation years.

Lisa Tieken is the Coordinator/Clinical Assistant Professor at TAMUSA. She has overseen both preclinical and clinical teacher placements for the past 3 years. She works at the TAMUSA Educator CAFE in managing clinical placements and has experience ensuring that teacher residents fulfill their responsibilities to the district and the University.

**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 primary goals of San Antonio ISD’s teacher residency program are twofold. Firstly, SAISD aims to meet its students needs and work toward the vision laid out in its mission statement: to transform SAISD into a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community. To do this, the residency program functions to cultivate future teachers who understand the unique academic and social emotional needs of the district’s diverse students. Through the program, teacher residents will be given high-quality education about the teaching profession, learning through real-life scenarios in a classroom setting. To meet this objective, SAISD will identify highly effective host teachers/mentors and school leaders to work with its residents, and work with university partners to enhance host teacher/mentor training and ensure residents receive robust professional learning opportunities. Secondly, SAISD aims to meet the staffing needs of the district. Every year, SAISD has new teacher vacancies that need to be filled with skilled educators to ensure every student in the district receives a valuable educational experience. In the residency program, SAISD and partner universities work to identify and recruit talented students for the program that will remain employed as teachers with San Antonio ISD following their residency year. To meet this objective, the SAISD Human Capital Management Department will integrate multiple touch points with residents to ensure they understand the hiring process to create a seamless transition from resident to teacher. The teacher residency program is made to align well with the district’s grow-your-own initiative, which follows the district’s desire to target hiring residents who are graduates of the district. In doing so, SAISD ensures that its new teachers understand the culture and background of the area in which the district resides, allowing them to better connect with the students and families they serve.

**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.

To measure the successful performance of the teacher residency program as a whole, SAISD will track the percentage of teacher residents that complete their residencies and eventually are hired by the district as full-time teaching professionals. This follows the program goal to meet staffing needs of the district.

To measure performance of teacher residents, SAISD does two things. First, as part of the district’s teacher incentive allotment, each classroom teacher has an identified metric to evaluate student growth. The district will review the host teacher/mentor’s student growth metric during the year prior to serving as a host teacher/mentor against the year in which the teacher resident supported the classroom to determine if any additional increase can be attributed to the teacher resident. Second, the district will evaluate specific formative and summative lesson outcomes for lessons taught entirely by the teacher resident to determine the impact of the resident on student learning. This evaluation is performed by the mentor teacher or the principal at the campus. These evaluations allow the district to ensure that teacher residents understand the classroom they are in, that they support rather than hinder their mentor teacher, and that they are on a path to becoming a successful educator. This follows the program goal to cultivate future teachers who understand the unique academic and social emotional needs of the district’s students.

**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 SAISD Human Capital Management Department has submitted a budget enhancement to fund 20 teacher residents for the 2024-25 school year. Given the budget shortfall within the district, the 2024-25 Sustainable Residency Continuation Grant will increase the likelihood of the Board of Trustees’ approval of the budget enhancement, which will cover the \$20,000 annual stipend for each teacher resident. The budget enhancement does not include funds for a host teacher/mentor stipend, and if the district receives the continuation grant, it will be able to reposition a portion of the budget enhancement award to cover the cost of continuing a host teacher/mentor stipend. The district will apportion the budget for each teacher resident as follows:

- Resident Stipend – \$16,500 from grant funding in addition to a \$3,500 cash match from local funds (meeting the \$20,000 yearly stipend that is standard from the district for teacher residents)
- Employee Benefits for Resident Stipend – \$1,730 from grant funding
- Resident Certification Fee Reimbursement – up to \$1,000 from grant funding
- Host Teacher/Mentor Stipend – \$1,500 from grant funding in addition to a \$1,500 cash match from local funds
- Resident Supplies/Materials – up to \$1,693.40 from grant funding

These lines equate to a total of \$22,423.40 per resident, summing to \$224,234 when applied to all 10 teacher residents who will be funded under this grant. The other 10 residents in the program will be paid through local funds.

Additionally, SAISD will claim indirect costs from this grant, totaling up to \$25,766. After adding the \$224,234 for 10 teacher residents with the indirect costs, the total ask for this grant application is \$250,000.

Adjustments to this budget can be made by decreasing the amount of money available for Resident Supplies and Materials, and increasing it as needed in another category of spending.

**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:

San Antonio ISD’s design team included Jill Rhodes Pruin, Deputy Chief of Human Capital Management; Hope De Leon, Program Manager for University/Career Partnerships; Esmeralda Elizondo, New Teacher Induction and Support Specialist; and Colleen Bohrmann, Senior Executive Director for Learning and Compliance Support.

University of Texas at San Antonio’s (UTSA) design team included Dr. Belinda Flores, Associate Dean for Strategic Partnerships, Preparation, and Growth; Dr. Lorena Claeys, Director of Clinical and Professional Experiences; Dr. Ann Marie Ryan, Interdisciplinary Learning and Technology Department Chair; and Dr. Patricia Sanchez, Bicultural-Bilingual Studies Department Chair.

Texas A&M University of San Antonio’s (TAMUSA) design team included Lisa Tieken, Director of Teacher Residency; Dr. Jody Moody, Director of edTPA and Residency; Julie Riedel, Professor in Residency in partnership with the Institute for School and Community Partnerships; Dr. Robin Kapavik, Curriculum and Instruction Department Chair; and Dr. Esther Garza, Associate Professor and Chair of Department of Educator and Leadership Preparation.

b:

The design team evaluated school performance data, teacher and leader turnover data, student teacher conversation rates, anecdotal data related to university support for student teachers, anecdotal data related to student teacher experiences within the district, data related to the district’s prior year paid clinical intern programs, and data regarding residencies within neighboring school districts to inform the design of the teacher residency program. Each of these data were taken into account when considering how to create the strategic staffing model.

c:

San Antonio ISD, along with UTSA and TAMUSA, decided the primary strategic staffing model would be Resident as Substitutes. When there were no substitute needs on a resident’s campus, the design team agreed to use Residents as Tutors/Enrichment Support. SAISD often struggles to meet the need for substitutes, especially on Fridays during the school year, so having a pool of teacher residents that can be trained to substitute teach when necessary is very important and helpful. At the same time, through tutoring, SAISD teacher residents can provide support and engagement to students in the district, of which 89% are defined as economically disadvantaged and 68% are defined as at-risk.



**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:

There were a few changes to the SAISD Implementation Year team. Andrea Contreras, Human Capital Management Specialist, joined the team in August 2023, and Colleen Bohrmann, Senior Executive Director for Learning and Compliance Support, and Esmeralda Elizondo, New Teacher Induction and Support Specialist, stepped back from the team. Also, Dottie Carreon, Chief Financial Officer, began meeting with the team during the Implementation Year to plan for sustainability of teacher residencies. While the university teams remained mostly intact, Dr. Belinda Flores, Associate Dean for Strategic Partnerships, Preparation, and Growth and Dr. Lorena Claeys, Director of Clinical and Professional Experiences became the primary partners for UTSA. In addition, Dr. Johnnie Santos, UTSA Executive Director for Dual Language Community Lab Schools, joined the team. Lisa Tieken, Director of Teacher Residency and Dr. Jody Moody, Director of edTPA and Residency became the primary partners for TAMUSA. During the design year, more people were involved as the district and the university explored various options for implementation. Once implementation began, the district and university narrowed its primary participants to ensure more focused support around implementation.

b:

As the residency program transitioned from the SAISD New Teacher Initiatives Department to the Human Capital Management Department, there were more opportunities created for residents to interact with talent partners and hiring managers. Talent partners conducted onsite meetings with residents to discuss their residency experience and consider pre-hire agreements. Human Capital Management also held a signing day, in which the Superintendent and Deputy Superintendent spoke to and encouraged the residents about their choice to become a teacher in San Antonio ISD.

c:

To improve the teacher residency program for the 2024-2025 school year, the district needs to develop a better process to monitor when the residents are working as substitutes versus when they are working as tutors/enrichment support. The plan to improve this understanding of personnel movements is to create a live document in which the resident will document his/her assignment each Friday beginning in mid-October through the end of the year. The district will also gather more detailed information through surveys on how each resident is managing the independent role of a substitute or tutor from the residents and their host teachers and principals.

d:

100% of the 16 graduating residents from the 2023-2024 school year have been offered pre-hire agreements. One resident has indicated she is returning to her hometown of El Paso and declined her pre-hire agreement. The district shared the list of pre-hired residents with principals at their respective campuses on March 29, 2024, and the goal is for the remaining 15 residents to secure campus placements by April 12, 2024. If all proceeds as expected, then, 93.75% of residents who partook in the 2023-2024 residency program will be hired by SAISD at the end of this year.

**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:

The SAISD Human Capital Management Department has submitted a budget enhancement to the board that will allot funding to hire 20 residents for the 2024-25 school year. The budget enhancement is set for a final review at the April 15, 2024 board meeting. Human Capital Management anticipates approval by the Board of Trustees to fund at least 10 teacher residents, and it is likely the Board will approve the full enhancement to fund 20 residents.

b:

The district anticipates the board sustaining the resident stipend at the current level of \$20,000 in future years of the residency program. If approved for this TCLAS continuation grant, the district will retain the host stipend at the required \$1,500 through the end of the grant. Upon the conclusion of TEA grant funding for the program, the district anticipates that host teachers will receive one compensated day of leave each semester, rather than a stipend, as is standard for all cooperating teachers within the district.

c:

The district will use local funds to cover the cost of the resident and host teacher stipends.



**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:

The host teacher must:

- 1) mentor a resident for the entire school year;
- 2) establish a positive working relationship with the resident;
- 3) establish and maintain a schedule of consistent planning time with the resident;
- 4) provide the resident with all lesson materials; regularly model effective instructional practices for the resident;
- 5) co-plan, co-teach, debrief, problem solve, and coach the resident daily;
- 6) support the resident in leading small group and whole group instruction;
- 7) complete observations and provide specific and timely feedback;
- 8) monitor the resident’s progress toward performance targets;
- 9) complete formal monthly Domain 4 progress reports of residents and submit reports to the university;
- 10) participate in the university-led professional development;
- 11) and include the resident in professional learning communities and school-based professional development.

b:

Andrea Contreras, Human Capital Management Specialist, under the direction of Jill Rhodes Pruin, Deputy Chief of Human Capital Management, manages the teacher residency program. In addition to these duties, Andrea also supports the district with clinical teachers/intern management, student observers, and teacher hiring events. Interns follow a similar path as teacher residents, working under the supervision of a mentor and eventually aiming to become full-time district employees. Student observers are similar to residents in that they receive real-life education about what it takes to teach in a classroom by being there. Teacher hiring is related to teacher residencies as each of these responsibilities seeks to fill vacancies in district campuses.

c:

Each university partner involved in the teacher residency program (UTSA or TAMUSA) manages the governance structure and sets meeting agendas. These governance meetings include university faculty, ESC 20 representatives, members of SAISD’s Human Capital Management team, and SAISD’s principals of the teacher residents.

**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**