



**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

Pre-award costs permitted from

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.

South San Antonio ISD continues to be affected by the nation-wide teacher shortage. Despite recruitment efforts, the district continues to have many vacancies in all levels. To address this need, South San Antonio ISD designed and implemented the Strategic Staffing Paid Teacher Residency program during the 2022-2024 school years.

Through the Sustainable Residency Continuation Grant South San Antonio ISD will be able to recruit resident teachers in a teacher education program in order to provide comprehensive educational opportunities to promote academic achievement for all students. The South San ISD community displays strong community pride, a rich heritage and culture while also having challenges in opportunities and inequity. In addition, the Sustainable Residency Continuation Grant will help the district to close the gap to achieve student academic success and college readiness while recruiting and retaining highly qualified staff.

Through our paid Teacher Residency Program, Teacher Residents (TRs) will be mentored by experienced and by extensively trained teacher leaders to guide them through the high quality learning and social emotional needs of students, effective classroom procedures/routines, and the overall campus culture/climate. Our goal is to provide support through the teacher leader partnerships with the Texas A&M San Antonio, the Education Service Center (ESC 18 professional learning programs and by the Texas Center for Education Excellence (ESC 18) teacher leader training project that impacts every grade level PK-12. Teacher Residents will also support the campus in the strategic staffing model of filling substitute vacancies within the campus. Through this experience they will ensure long-term teacher effectiveness while experiencing a different classroom environment in which to practice and refine their teaching skills. As the teacher residents are mentored by high trained classroom teachers and professional support staff, they will develop into teachers with long-term effectiveness that can translate into a successful and fulfilling career with South San Antonio ISD. This opportunity is in alignment with the South San Antonio ISD mission of inspiring, education and preparing all students for success(In and) beyond the classroom.

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.

Executive Director of Human Resources: Bachelor's Degree/Master's Degree (preferred) from accredited university. Valid Texas Principal or Mid-Management Certification required. Three years of relevant experience in human resources to include experience in selection, training, and supervision of personnel. Knowledge in wage and salary, benefits, and performance appraisal. Knowledge of school employment law, personnel law and hearing procedures. Knowledge and direct prior experience with school finance and operations, particularly staffing, scheduling, and budgeting preferred. Experience in leading teams of teachers/staff, effective communication public relations and interpersonal skills.

Region 20 Leadership Consultant - Innovative Staffing and Talent Pipelines: Master ' s degree required from accredited university. Valid Texas Principal or Mid-Management Certification required. Three years of relevant experience in campus leadership, certification, personnel services, and/or special programs implementation. Knowledge and direct prior experience with school finance and operations, particularly staffing, recruiting, scheduling, and budgeting preferred. Knowledge and experience in facilitating campus and district decision-making and planning. Demonstrated track record of LEA leadership and campus-level technical assistance.

Texas A&M University - San Antonio Clinical Assistant Professor, Director of Teacher Residency: MA Degree or higher, preferably in Education, 5+ years working in Higher Ed. with experience overseeing clinical/resident teachers and managing and delivering professional development programs for Teacher Residency. Project management experience, experience working with LEAs to foster and support the collaboration of highly effective field supervisors, Teacher Residents, and master level mentor teachers. Deep knowledge in curriculum, instruction and adult learning with proven leadership skills with ability to bridge and enhance cooperative working relationships. Excellent organizational, communication, management skills and demonstrated ability to handle multiple projects concurrently.

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?

- Objective 1: Address student learning acceleration needs and other instructional priorities through implementation of high quality teacher residencies.
- Objective 2: Enable equitable educational access for all students through high quality teacher residency programs as a key teacher pipeline strategy.
- Objective 3: Enable equitable access to quality preparation to retain a diverse teacher population.
- Objective 4: Prioritize long-term teacher effectiveness through rigorous pre-service practice in year long teacher residency programs.
- Objective 5: Recruit, select, train, and continuously develop high quality mentor teachers to support residents placed in high need areas.
- Objective 6: Support the district to sustainably fund teacher residencies through funding reallocation in service of an enduring talent pipeline.

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.

- EPP will place 4 Residents in the 2024-2025 school year to support the Substitute Strategic Staffing Model
- At least 75% or three of four residents who successfully complete the residency program will be hired as certified teachers of record.
- The percentage of residents who identify as male will increase by 5% each year.
- Teacher Residents will achieve " Proficient " in all domains and on all observations
- A) 90%+ of mentor teachers would recommend becoming a mentor teacher to a peer.
- B) 90%+ of residents will rate their mentor as effective or highly effective..
- A Resident stipend of \$25,000 and a mentor stipend of \$1,000 will be sustainability funded by the district in 2025-2026 and beyond. SSAISD will create a sustainable funding model in the district's compensation plan.

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 grant will include payroll costs to the district staff member to coordinate the residency program.
The grant will fund stipends for:
4 Teacher Residents at \$25,000 each plus fringe benefits.
4 Teacher Mentors at \$1,000 stipend each.
Consumable and durable supplies and materials such as materials for the teacher resident classroom and/or certification exam preparation materials.
Other operating costs such as certification exam fees for 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?

Who was part of the Design Team from the LEA and EPP?
 Rita Uresti, Executive SSAISD Executive Director of Human Resources
 Monica Anguiano, Region 20 Leadership Consultant, Innovative Staffing and Talent Pipelines
 Lisa Tieken, Texas A&M University - San Antonio Clinical Assistant Professor, Director of Teacher Residency

What data did you use to inform design?
 Digital and in-person surveys of Teacher Residents, Teacher Mentors and Administrators after site visit #1 and site visit #2. The data from the surveys were reviewed with LEA and EPP to make adjustments to improve the Teacher Residency Model for all stakeholders.

To which model(s) did the LEA and EPP agree? How did they meet your instructional needs?
 Substitute Strategic Staffing Model
 The Teacher Resident, one day a week (Fridays) filled substitute vacancies to continue long-term teacher effectiveness to promote student learning and achievement in 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. The implementation year and design team were slightly different in that the Teaching and Learning Director, who championed this project is no longer with the district and the current Executive Director of Human Resources (with an extensive background in instructional leadership) led the project in the 23-24 school year.

b. The improvements that need to be made are going from digital feedback forms to in- person interviews.

c. I believe that communication can always be improved upon between LEA, EPP and vetted programs.

d. SSAISD is still pending hiring as we have lost allocations due to enrollment and at this time we do not have any available position at either school for the content certification level of our residents.

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. SSAISD will place four teacher residents in classrooms for the 2024-2025 school y ear.

b. SSAISD can sustain resident stipends of \$3500 per resident teacher and \$1500 per host teacher.

c. SSAISD will use local funds for future resident and host teachers.

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. Host teachers will be required to attend the EPP orientation and mentor meetings, the LEA group orientation, participation in both site visits, participation in 2 surveys, mentor and foster the resident teacher throughout the school year.

b. Mrs. Rita Uresti, Executive director of Human Resources with SSAISD champions this project and is well suited with an extensive background in instructional leadership. The Division of Academics also provides mentoring supports to new teachers that will be extended to Teacher Residents;

c. Ms. Lisa Tieken, Texas A&M University - San Antonio Clinical Assistant Professor, Director of Teacher Residency is responsible for setting agendas for the governance meetings. Stakeholders from SSAISD and Texas A&M San Antonio meet quarterly for governance meetings.

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