



Organization: SAN ANTONIO ISD
 Campus/Site: N/A
 Vendor ID: 1746002167

County District: 015907
 ESC Region: 20
 School Year: 2023-2024

SAS#: TSSGAA24

2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program

**General Information
 GS2000 - Certify and Submit**

Due: 04/02/2024 11:59 PM
 Application Status: Submitted

Amendment #: 00
 Version #: 01

Description	Required	Status	Last Update
General Information			
GS2100 - Applicant Information	*	Complete	04/02/2024 10:33 AM
GS2300 - Negotiation Comments and Confirmation		New	
Program Description			
PS3013 - Program Plan	*	Complete	04/02/2024 10:36 AM
PS3014 - Program Narrative	*	Complete	04/02/2024 02:02 PM
Program Budget			
BS6001 - Program Budget Summary and Support		New	
BS6101 - Payroll Costs		New	
BS6201 - Professional and Contracted Services		New	
BS6401 - Other Operating Costs		New	
BS6501 - Debt Services		New	
BS6601 - Capital Outlay		New	
Provisions Assurances and Certifications			
CS7000 - Provisions, Assurances and Certifications	*	Complete	04/02/2024 10:53 AM

Certification and Incorporation Statement

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 further certify that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations; application guidelines and instructions; the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules submitted. It is understood by the applicant that this application constitutes an offer and, if accepted by the Texas Education Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official Select Contact: or

First Name: John	Initial:	Last Name: Strelchun	Title: District Grants Director
Phone: 210-554-2535	Ext:	E-Mail: jstrelchun@saisd.net	

Submitter Information

First Name: John	Last Name: Strelchun
Approval ID: john.strelchun	Submit Date and Time: 04/02/2024 02:04:00 PM



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**General Information
 GS2100 - Applicant Information**

Part 1: Organization Information

A. Applicant		
Organization Name: SAN ANTONIO ISD		
Mailing Address Line 1: 514 QUINCY ST		
Mailing Address Line 2:		
City: SAN ANTONIO	State: TX	Zip Code: 78212

B. Unique Entity Identifier (SAM)
UEI (SAM):

Part 2: Applicant Contacts

A. Primary Contact	Select Contact:	<input type="text" value="Select One"/>	or	<input type="button" value="Add New Contact"/>
First Name: Matthew	Initial:	Last Name: Weber		
Title: Chief of Schools, TCIS				
Telephone: 210-739-9369	Ext.:	E-Mail: mweber1@saisd.net		

B. Secondary Contact	Select Contact:	<input type="text" value="Select One"/>	or	<input type="button" value="Add New Contact"/>
First Name: Devin	Initial:	Last Name: Geelhoed		
Title: Grant Specialist				
Telephone: 210-554-2535	Ext.: 54070	E-Mail: dgeelhoed1@saisd.net		



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General Information GS2300 - Negotiation Comments and Confirmation

Part 1: General Comments

General Comments (TEA Use Only)

Part 2: Negotiation Items

This schedule is for TEA to document any required changes and communications to the applicant in the event this application requires negotiation. It will also require applicants to acknowledge that they have made the changes requested.

Applicants: For all negotiation notes below, please make the requested changes in the grant application itself.

- Please do check the "Change Completed" box.
- Please do not enter information in the "Grantee Comments" section, unless you are specifically instructed to do so.

Negotiation Items	
1.	<div style="display: flex; justify-content: space-between;"> <div>Date: <input type="text"/></div> <div>Schedule: <input type="text" value="Select One"/></div> </div> <div style="border: 1px solid black; padding: 5px;"> <p>TEA Negotiation Note:</p> <div style="border: 1px solid black; height: 50px;"></div> </div> <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="border: 1px solid black; padding: 5px;"> <p>Grantee Comments:</p> <div style="background-color: #cccccc; border: 1px solid black; height: 50px;"></div> </div> <div> <input type="checkbox"/> LEA Completed Change </div> </div>

Add Row

Delete Row



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2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program

Program Description PS3013 - Program Plan

A. Standard Statutory/Program Assurances

1. The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances. Selecting all assurances is required.
- The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this IDC will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
 - 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.
 - The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program Program Guidelines.
 - The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
 - The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 Texas Administrative Code (TAC) 206, 1 TAC Chapter 213, Federal Section 508 standards, and the Web Content Accessibility Guidelines (WCAG) 2.0 level AA.

B. Program Assurances Regarding Applicant-EPP Partnership

1. The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances. Selecting all assurances is required.
- A. The applicant must assure that they have a signed letter of commitment with an educator preparation program included on the Vetted Teacher Residency Program list. The letter should confirm the partnership with the applicant for year-long residencies, and the EPP's commitment to strategic staffing efforts and partnership responsibilities outlined in the grant assurances.
 - B. The applicant must assure that they will hold structured governance meetings with their EPP partner at least quarterly to analyze teacher resident data and develop plans for teacher residency continuous improvement during the SY 25-26 residency implementation year.
 - C. The applicant must assure that they will provide preferential hiring, to the greatest extent possible, to teacher residents who have successfully completed the teacher residency program and received standard certification.
 - D. The applicant must assure that they will report the following data to TEA during the SY 25-26 grant implementation year: I. Number of teacher residents participating in the year-long teacher residency, II. Demographics of teacher residents participating in the program, III. Number and type of teacher certifications awarded to teacher residents IV. Selected staffing models implemented



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Program Description PS3013 - Program Plan

C. Texas Strategic Staffing (TSS) Technical Assistance for Design and Implementation and Shared District/Charter and EPP

Assurances

1. The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances. Selecting all assurances is required.
 - A. The applicant and their EPP partner(s) assure to sign a letter of commitment or an established memorandum of understanding (MOU) with the regional Texas Strategic Staffing technical assistance provider or, where necessary, TEA appointed technical assistance provider.
 - B. The applicant must assure that the lead point-person would be engaged in all the strategic staffing responsibilities during the design and implementation year, including coordinating with other key district/charter leadership at various points of the design process, and manage implementation year.
 - C. The applicant must assure they will work closely with a technical assistance provider for the 24-25 and 25-26 school years to make key decisions and design structures that enable internal capacity to continue the strategic staffing models without the support of the technical assistance provider in SY 2026-2027 and beyond.
 - D. The applicant and their partner EPP(s) must assure they will set shared goals for district/charter paid resident placements in mutually beneficial staffing model positions.
 - E. The applicant and EPP partner must assure that the teacher resident year-long clinical teaching assignment provides candidates with one full school year of clinical teaching, to include the first and last day of school, in a classroom with a qualified host teacher in the classroom teaching assignment(s) that matches the certification category sought by the candidate. The residency must include a minimum of 750 hours in total, with a minimum of 21 hours per week during a school week that does not include closures or disruptions, and the program must document reduced clinical experience hours during weeks with closures or disruptions. (Please note: Updates to this requirement may occur pending State Board of Educator Certification (SBEC) revisions to Texas Administrative Code establishing rules for vetted residency programs. Requirements for the residency experience will align with any rules adopted into TAC for 24-25 or 25-26.)
 - F. The applicant and EPP partner must assure that they will provide training and support in mentorship and co-teaching best practices for host teachers.
 - G. The applicant and EPP partner must assure that they will adhere to all educator preparation program requirements in the Texas Administrative Code (TAC).
 - H. The applicant must assure that a designated team of district/charter, campus, and partner EPP-level leaders will actively participate in strategic staffing model training and technical assistance support activities beginning in SY 2024-2025. The designated team must include at least one district/charter and EPP-level leader and a selected set of leaders from each campus on which teacher residents are placed.
 - I. The applicant and EPP must attend sustainability meetings with their technical assistance provider each semester of SY 2025-2026 implementation year in order to determine sustainable strategic staffing model and funding sources after the life of the grant.
 - J. The applicant must assure that they will design and implement a strategic staffing model plan that will ensure that the teacher residency model will be sustainable, fully-funded by district/charter dollars, by SY 2025-2026. The plan must include sustainable funding for teacher resident stipends/salaries.

D. Program Assurances Regarding High-Quality, Sustainable Residency Funding

1. The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances. Selecting all assurances is required.
 - A. The applicant must assure that they will provide each teacher resident placed within the district/charter a stipend. Districts/Charters will work with their EPP to mutually agree on a stipend amount. The minimum recommended stipend amount per resident is \$10,000-\$12,000 per year; districts and EPPs should make a good faith effort to get as close as possible to (or higher than) the recommended stipend amount.
 - B. The applicant must assure that they will allocate and use the residency and strategic staffing implementation funding specifically for program specific requirements.



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2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program

Program Description PS3014 - Program Narrative

Please include complete responses for each question below.

A. Summary of Program

1. 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 San Antonio Independent School District (SAISD), through our 1882 partnership with the Texas Center for International Studies (TCIS), will implement a program to design and prepare for a high-quality, sustainable teacher residency model that will be used for the eight specific campuses in the district that are served by TCIS. To do so, SAISD and TCIS have the support of three EPP partners within San Antonio: The University of Texas at San Antonio, Texas A&M University San Antonio, and Our Lady of the Lake University. A model for a high quality, sustainable teacher residency program within TCIS campuses would create a pipeline for filling vacant teaching positions at these campuses, allow for greater support of students, and help achieve the missions of both SAISD and TCIS. TCIS schools share the mission of building a better world by cultivating young people who are caring and innovative in their approach to learning, both inside and outside of the classroom. If a student completes a residency at a TCIS school, they are placed on a pathway that allows them to learn about the possibilities of teaching IB and dual language courses, which have numerous benefits for future educators. A TCIS residency makes a student more competitive in the job market and places more rigorous requirements upon teacher residents to receive their certifications. Simultaneously, teacher residents can provide greater support to students who need it, especially in often more rigorous IB courses.

B. Qualifications and Experience for Key Personnel

1. 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.

The position to be funded by the grant does not exist at the moment. Funds would be used to pay the salary and benefits of a new hire who would work part-time for the two-year period of the grant. This person would work with TCIS, the Texas Strategic Staffing technical assistance service, our three EPP partner universities (listed in question one), and SAISD to develop paid teacher residencies based on different strategic staffing models. The new employee will have a background in education, human resources, or both (preferably with 10+ years of experience in that role). They will also have the experience and ability to research and understand the needs of the area they serve (in this case, the urban core of San Antonio served by SAISD). They will be 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. An example of a qualified individual for this role is a former principal, who has experience wielding administrative authority and communicating with leadership of different entities to achieve certain goals.

C. Goals, Objectives and Strategies

1. Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

The long-term goal of the program to be implemented with this grant is to increase the number of students hired into TCIS campuses to better prepare them for careers in teaching. A positive externality of working toward this goal will be increasing the retention of teacher residents who are hired into vacant positions at TCIS campuses within SAISD. With a high-quality, sustainable teacher residency program in these campuses, teacher residents will receive a strong education from highly-qualified teachers in TCIS campuses to augment their skill sets with IB and dual language programs. The shorter-term goal of the program to be implemented with this grant is to increase support for at-risk students through different engagement strategies such as tutoring and substitute teaching. Once a Strategic Staffing model is created, teacher residents will be able to provide greater support to TCIS campuses, which have rates between 60.7% and 80.1% of the student population defined as at-risk and 86.7% to 94.6% of the student population defined as economically disadvantaged.

2. If needed, use this space to continue the Goals, Objectives and Strategies response. Enter N/A if the additional space is not needed.

Activities carried out by the new hire with these grant funds to achieve these goals will include:
Presenting to different classes at EPP partner universities during the design year about the TCIS campuses within the district, explaining the multiple avenues available to students who want to learn the skills they need to become successful dual-language or IB teachers, along with the fact that they are more competitive in hiring processes.
Meeting at least once a month with the technical assistance provider assigned to the project during the design year.
Supporting the delivery of summer training for teacher residents and host teachers the summer before the implementation year.
Managing communication between the district, TCIS, and the EPP partner universities throughout the grant period.
Coordinating and meeting with university directors of clinical experiences, assisting with governance meetings.
Presenting at Clinical Teaching information sessions and coordinating the interviewing of potential residents.
Other duties as assigned by SAISD or TCIS.



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Program Description PS3014 - Program Narrative

D. Performance and Evaluation Measures

1. 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.

Many performance measures will be used to track the progress and success of this program. For students, milestones will be created and monitored throughout the two year period of the grant. For each milestone, baseline data will be collected at the end of the 2023-24 school year so that progress can be compared against the rates measured before the grant period started. In year 1, there should be a 10-20 percent increase in each of these metrics, and in year 2 a subsequent 10-20 percent increase should occur. These milestones are as follows: Number of university students who meet their observation hours; Number of university students serving as tutors; Number of university students serving as substitutes; Number of university students serving as clinical teachers; Number of university students continuing as hired teachers
For the new employee being paid through grant funds, a further four milestones have been created. Each should be twelve or more for 2024-25 and 2025-26, given that they should meet with engaged stakeholders at least quarterly. These milestones are as follows: Number of meetings with campus administration and teachers; Number of meetings with university education professors; Number of meetings with SAISD human capital management department; Number of presentations in university education course classes. The new employee will track each of these measurements and will be monitored by Matthew Weber to ensure progress.

E. Budget Narrative

1. 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 for the program mainly pertains to the salary of the part-time new employee that will be conducting the Strategic Staffing design and implementation work. This follows the main goal of the grant, which is to create a high-quality, sustainable model of teacher residencies, as the new employee being paid this salary will be carrying out most of the work to design and implement this model. They will also be compensated for communicating with relevant stakeholders to the program, including EPP partners, SAISD Human Capital Management Department, and the Technical Assistance Provider assigned to this project. Additional funds from the grant will be reserved for in-state and local travel for the new employee. They will attend relevant training and conferences and will also have the need to travel to different EPP partner universities along with the TCIS campuses targeted by this grant.

If necessary, future adjustments can be made to the budget by amending unused travel funds to be used for whatever need may arise.

2. If needed, use this space to continue the Budget Narrative response. Enter N/A if the additional space is not needed.

N/A



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Program Description PS3014 - Program Narrative

F. Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. This section takes the place of the budget schedules during the initial submission process. If selected for award, applicants will be required to budget planned expenditures in the budget schedules provided by eGrants during negotiations.

1. Payroll Costs-Include a description of the cost(s) and a dollar amount. If you will not be budgeting in this class/object code, please enter "N/A" or "\$0."

The part-time new employee will be paid a salary of \$35,895 per year for two years. An additional \$2,746 must be allotted to FICA fringe benefits and \$359 to Worker's Compensation for their position per year for two years. This equates to \$78,000 over the two years of the grant for payroll costs.

2. Professional and Contracted Services-Include a description of the cost(s) and a dollar amount. If you will not be budgeting in this class/object code, please enter "N/A" or "\$0."

N/A

3. Supplies and Materials-Include a description of the cost(s) and a dollar amount. If you will not be budgeting in this class/object code, please enter "N/A" or "\$0."

N/A

4. Other Operating Costs-Include a description of the cost(s) and a dollar amount. If you will not be budgeting in this class/object code, please enter "N/A" or "\$0."

\$2,000 of grant funding will be set aside for in-state travel for trainings and conferences, and for local travel to university partners and to campuses.

5. Total Grant Award Requested- Be sure to include the sum of the amounts in all class/object codes and any administrative costs in this total. Only a dollar amount will be accepted for this answer.

\$80,000



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Program Description PS3014 - Program Narrative

G. TEA Program Requirements

1. Description of instructional and talent development needs and strategies: The program elements describe how teacher residencies will be made sustainable through strategic staffing models where residents support other instructional needs in the district/charter, such as substitute teaching or para-professional responsibilities (among other options). Describe the instructional and talent pipeline needs of your LEA. a. What vacancies (if any) exist in your district? b. What other instructional needs exist? How could residencies address this issue? (e.g., Tutoring support, small group Tier I support, etc.) c. How do paid teacher residencies fit into your broader talent strategy this year? For the next five years?

Many teacher vacancies exist in SAISD and TCIS campuses each year. In 2023-2024, the eight TCIS campuses filled 85 teacher vacancies. A sustainable model for teacher residencies at these campuses would provide a reliable pipeline of new educators who can fill these vacancies once they receive their teaching certifications.

TCIS campuses within SAISD serve a population made up of a majority of students defined as at-risk or economically disadvantaged. Using data from the TEA TAPR 2022-23 report, the eight TCIS campuses report these rates:

- Burbank High School – 90.3% Economically Disadvantaged, 60.7% At-Risk
- Jefferson High School – 86.7% Economically Disadvantaged, 58.1% At-Risk
- Harris Middle School – 93.6% Economically Disadvantaged, 71.1% At-Risk
- Woodlawn Academy – 93.6% Economically Disadvantaged, 71.1% At-Risk
- Fenwick Academy – 94.6% Economically Disadvantaged, 78% At-Risk
- Briscoe Elementary – 90.6% Economically Disadvantaged, 72.6% At-Risk
- Woodlawn Hills Elementary – 91.1% Economically Disadvantaged, 80.1% At-Risk

Schools with high rates of at-risk and economically disadvantaged students often require greater assistance in ensuring their students reach their goals and state benchmarks. Providing this assistance through Strategic Staffing avenues such as tutoring with teacher residents will keep students on track in school, increasing test scores and reducing dropout rates.

2. If needed, use this space to continue the previous response. Enter N/A if the additional space is not needed.

With the end of federal ESSER funding provided to SAISD, many paraprofessional positions have been eliminated that were used to provide things like tutoring services to students. At the same time, 36 teaching positions have been eliminated due to ESSER funding stopping after this school year. Children coming from at-risk or economically disadvantaged backgrounds such as those attending TCIS schools may not have stability at home, so providing stability in their education is essential. With a teacher residency model, those positions can potentially be filled by teacher residents to increase stability of the environment at TCIS campuses.

3. 2. Commitment of local resources: Please review the Program Elements section of the program guidelines. How will you, alongside your partner EPP, commit resources and time to 1) the year-long design process and 2) the implementation support year? Please share the following information: a. Who from the district/charter will be leading this work? Is their role a new or existing one? b. How does their role fit into broader talent management at your district? c. How will you track and maintain evidence of this district/charter lead's time? d. What will the person in this role do after the grant ends? How might you fund this role after the grant ends?

The person leading this work will be the new employee filling the position that will be created with the grant funding awarded. Regular meetings will be scheduled between the new employee and TCIS, the new employee and EPP partners, and the new employee and SAISD to ensure support for their work from all three sides.

This role will be important as a liaison between the EPP partner universities, SAISD, and TCIS. Currently, no role exists that works across these different entities to provide services to schools in the district. Before hire, the new employee will know that the position only lasts for the two year duration of the grant. They will report to Matthew Weber, Chief of Schools for TCIS.

The new employee will clock in and out in the same way that most part-time SAISD personnel do, tapping their employee badge on a time clock or submitting a punch in Frontline when they begin work, and doing the same when they end their work for the day.

After the grant ends, SAISD and TCIS will explore the possibility of continuing the role through local funds. Depending on the success of the program, it may be important to keep a staff member in this position so that they can continue to foster relationships between EPP partners, SAISD, and TCIS to sustain the model that they will have developed with the help of the technical assistance provider.

4. If needed, use this space to continue the previous response. Enter N/A if the additional space is not needed.

N/A



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Program Description PS3014 - Program Narrative

5. 3. Description of partnership foundations: Applicants may have one or more EPP partners from the 2023-2024 Vetted Teacher Residency Program List (link located on TEA Grant Opportunities page). Please list your partner(s) and the following partnership foundations information: a. If applicable, how many years have you been engaged in a residency partnership? If the EPP partnership is new, how did your LEA staff decide to partner with this EPP? b. If applicable, how many residents have you placed each year of that partnership?

University of Texas at San Antonio: This partnership has existed since the 2017-18 school year, and SAISD has had residencies with them since the 2022-23 school year. In 2022-23, 36 residents were placed. In 2023-24, 14 residents were placed.
 Our Lady of the Lake University: This partnership has existed since the 2017-18 school year, and SAISD has had residencies with them since the 2021-21 school year. In 2021-22, 1 resident was placed. In 2022-23, 4 residents were placed. In 2023-24, 8 residents were placed.
 Texas A&M San Antonio: This partnership has existed since the 2017-18 school year, and SAISD has had residencies with them since the 2022-23 school year. In 2022-23, 6 residents were placed. In 2023-24, 12 residents were placed.

6. c. If applicable, describe your practices for shared governance, or the review of residency program data to inform shared decision-making about teacher candidate and host teacher supports. How often do you meet with your EPP partners to review this data? As a partnership, how do you manage follow-up and response to data? If the partnership is new, describe what plans you and the EPP have for the questions above. d. Describe any other key features of your partnership's progress toward building a residency program.

Currently, SAISD has detailed plans for teacher residencies in place with all three EPP partners mentioned above. SAISD has maintained a mutualistic relationship with these three universities for multiple years in providing university students with experience for their teaching certificates and the universities in turn providing support to our schools in the form of those student's hours. University partners identify students for the program, while SAISD provides a \$10,000 stipend to teacher residents and provides mentor teachers to support student development. SAISD and university partners work together to select those who are qualified to serve as mentor teachers for the program, and work to agree on the number of students participating. SAISD mentor teachers collect data on student progress throughout the residency period, engaging in weekly conferences with the teacher residents to ensure their continual growth, and keep university supervisors informed about goals and concerns. The T-TESS Pre-Service Teacher Candidate Rubric is used for formal observation, which are reviewed at the end of each school year by mentor teachers and principals to recognize growth in students. School performance data, teacher turnover rates, and student teacher conversion rates are also reviewed yearly by both SAISD and EPP partners to ensure student teachers are being allocated where they are most needed, and to monitor the success of the program overall. When data needs to be followed up on,

7. 4. Commitment to shared communication: Describe how you will maintain strong communication throughout the design and implementation of the sustainable teacher residency program with your EPP partners and your technical assistance provider. a. How will you demonstrate evidence of communication and ongoing engagement with your partner and provider? b. If this is an existing partnership, what shared processes or norms do the LEA staff and EPP faculty currently have in place in order to address issues with residency (e.g., challenges for residents, host teachers, school sites, etc.)? c. If this is a new partnership, how does the LEA plan to work with the EPP to manage issues that arise with residency (e.g., challenges for residents, host teachers, school sites, etc.)?

The hiree will be responsible for communication and ongoing engagement between EPP partners and the technical assistance provider. This is why it is important for the hiree to have extensive experience working in schools, as they will have the communication skills to maintain relationships with many different education partners. They will track each meeting that they have had with each EPP partner and the technical assistance provider.

SAISD has written guidelines for what to do when issues arise with residencies. Guiding principles for communication in these partnerships are:
 Strong relationships are the foundation of effective communication. All Residency stakeholders should strive to:
 Build trust
 Communicate regularly and in a timely manner
 Teacher Residents (TRs) are novice professionals who often benefit from support in developing strong communication skills.
 Residency partnerships are complex systems. It is critical to communicate at multiple levels.
 Consider positionality (e.g. a Resident's position relative to a Principal) when planning communication.

8. If needed, use this space to continue the previous response. Enter N/A if the additional space is not needed.

When challenges arise, teacher residents are encouraged to communicate with both their mentor teacher and assistant professor of instruction to identify next steps. Placement changes must be reported to relevant parties in this order: assistant professor of instruction -> human resources representative -> campus administrator -> mentor teacher and teacher resident. Additionally, processes exist for if a teacher resident is placed on a Growth Plan. First, the assistant professor of instruction, mentor teacher, and principal should have a meeting to ensure support structures and growth expectations. They should come to a consensus on the impact of the Growth Plan on fulfillment of responsibilities, the role of each stakeholder in fulfillment of the Growth Plan, specific supports and growth measures for the Teacher Resident, and the timeline for the Growth Plan.



Organization: SAN ANTONIO ISD
Campus/Site: N/A
Vendor ID: 1746002167

County District: 015907
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SAS#: TSSGAA24

2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program

Program Description PS3014 - Program Narrative

9. 5. If you have previously engaged in Strategic Staffing or previously received Texas COVID Learning Acceleration Supports (TCLAS) Decision 5 or the 23-25 Strategic Staffing grants, describe your plans for this grant. a. What data is driving the decision to engage in another cycle of design and implementation of Strategic Staffing? b. What new instructional needs have arisen? c. What are your goals for this second round of design? The second year of implementation? If your district has not previously engaged in Strategic Staffing, please enter N/A.

SAISD has received the TCLAS Decision 5 Grant.
This new cycle of design is supported by the fact that TCIS campuses in SAISD have differences in instructional needs, curriculum, evaluation, training requirements, and professional development for their teacher residents than SAISD as a whole. Often these requirements are more rigorous. Due to this, inspired students of education from EPP partner universities can receive a stronger skill set at TCIS campuses than at other SAISD schools, and the district wants to offer them that opportunity.
There is high demand for dual language teachers within the San Antonio area. At TCIS campuses, teacher residents are trained in dual language and IB education, while other schools in the district may not offer that opportunity. At the same time, all SAISD campuses have lost positions for tutors that were funded previously by ESSER, and always have a high need for substitute teachers at campuses.

10. If needed, use this space to continue the previous response. Enter N/A if the additional space is not needed.

The goal for the new round of design is to create a high-quality, sustainable model of teacher residencies specifically to meet the needs of the eight TCIS campuses in SAISD. The goal for the new round of implementation is to increase the number of students hired into TCIS campuses to better prepare them for careers in teaching with the extra rigor and opportunity for dual-language and IB instruction that these campuses provide in their residency requirements.

11. 6. For districts/charters that have engaged in an Effective Schools Framework (ESF) diagnostic process during or before the 23-24 school year, please provide the year the district went through the diagnostic and the priority focus area in the space below. If your district is also taking part in the 23-24 pilot of Texas Strategic Leadership (TSL), please note this here. If this question does not apply you, please enter N/A.

N/A

12. 7. For districts/charters that have engaged in TEA Strong Foundations Implementation during or before the 23-24 school year, please provide the year the district went through the HQIM implementation process. If this question does not apply you, please enter N/A.

N/A



SAS#: TSSGAA24

Organization: SAN ANTONIO ISD
 Campus/Site: N/A
 Vendor ID: 1746002167

County District: 015907
 ESC Region: 20
 School Year: 2023-2024

2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program

Program Budget BS6001 - Program Budget Summary and Support

Statutory Authority: GAA, Article III, Rider 39, 88th Texas Legislature: Educator Quality and Leadership
 40. Educator Quality and Leadership.

Part 1: Available Funding

[View List of SSA Members](#)

Available Funding	
Description	24-26 Texas Strategic Staffing
1. Fund/SSA Code	429
2. Planning Amount	
3. Final Amount	
4. Carryover	
5. Reallocation	
Total Funds Available	



Organization: SAN ANTONIO ISD
 Campus/Site: N/A
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2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program

**Program Budget
 BS6001 - Program Budget Summary and Support**

Part 2: Budget Summary

A. Budgeted Costs		
Description	Class/ Object Code	24-26 Texas Strategic Staffing
1. Consolidated Administrative Funds		<input type="radio"/> Yes <input type="radio"/> No
2. Payroll Costs	6100	
3. Professional and Contracted Services	6200	
4. Supplies and Material	6300	
5. Other Operating Costs	6400	
6. Debt Services	6500	
7. Capital Outlay	6600	
8. Operating Transfers Out	8911	
Total Direct Costs		
9. Indirect Costs		
Total Budgeted Costs		
Total Funds Available Minus Total Costs		
10. Payments to Member Districts of SSA	6493	

B. Pre-Award Costs		
Description	Class/ Object Code	24-26 Texas Strategic Staffing
1. Payroll Costs	6100	
2. Professional and Contracted Services	6200	
3. Supplies and Material	6300	
4. Other Operating Costs	6400	
5. Debt Services	6500	
6. Capital Outlay	6600	
7. Operating Transfers Out	8911	
Total Direct Costs		
8. Indirect Costs		
Total Pre-Award Costs		



Organization: SAN ANTONIO ISD
Campus/Site: N/A
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County District: 015907
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SAS#: TSSGAA24

2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program

**Program Budget
 BS6001 - Program Budget Summary and Support**

C. Breakout of Direct Admin Costs				
Enter amounts in Direct Admin Costs fields if applicable.				
Description	Class/ Object Code	24-26 Texas Strategic Staffing		
		Program Costs	Direct Admin Costs	Total Costs
1. Payroll Costs	6100			
2. Professional and Contracted Services	6200			
3. Supplies and Material	6300			
4. Other Operating Costs	6400			
5. Debt Services	6500			
6. Capital Outlay	6600			
7. Operating Transfers Out	8911			
	Total			



Organization: SAN ANTONIO ISD
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County District: 015907
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2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program

**Program Budget
 BS6101 - Payroll Costs**

Part 1: Total Payroll Costs

Payroll costs entered on BS6001	
Total Payroll Costs	24-26 Texas Strategic Staffing

Part 2: Number and Type of Positions

A. Administrative Support or Clerical Staff	
Position Type	24-26 Texas Strategic Staffing
1. Administrative support or clerical staff (integral to program)	

B. LEA Positions	
Position Type	24-26 Texas Strategic Staffing
1. Professional staff	<input type="checkbox"/>
2. Paraprofessionals	<input type="checkbox"/>
3. Administrative support or clerical staff (paid by LEA indirect cost)	<input type="checkbox"/>

C. Campus Positions	
Position Type	24-26 Texas Strategic Staffing
1. Professional staff	<input type="checkbox"/>
2. Paraprofessionals	<input type="checkbox"/>
3. Administrative support or clerical staff (paid by LEA indirect cost)	<input type="checkbox"/>

Part 3: Substitute, Extra-Duty, Benefits

Substitute, Extra-Duty, Benefits	
1. For schoolwide personnel (includes staff salary, extra-duty pay/beyond normal hours, and substitutes for staff positions at schoolwide campuses)	<input type="checkbox"/>
2. Extra duty pay/beyond normal hours for positions not indicated above	<input type="checkbox"/>
3. Substitutes for public and charter school teachers not indicated above	<input type="checkbox"/>
4. Stipends for positions not indicated above	<input type="checkbox"/>

Part 4: Confirmation of Payroll Requirements

Confirmation of Payroll Requirements	
1. <input type="checkbox"/> The grantee certifies the federally funded portion of this position and duties are reasonable, necessary, allowable and allocable under the applicable federal fund source. The grantee further certifies that it is in compliance with the federal supplement, not supplant provision applicable to each federal fund source. The grantee assures the grant-funded portion of this position and duties meet the purpose, goals, and objectives of the federal fund source. Documentation must be maintained locally by the grantee that clearly demonstrates the allowable and supplemental nature of the position, as required by each federal fund source, and will provide such documentation to TEA upon request.	



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SAS#: TSSGAA24

2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program

**Program Budget
 BS6201 - Professional and Contracted Services**

Part 1: Professional and Contracted Services

Budgeted Costs		
Description	Class/Object Code	24-26 Texas Strategic Staffing
1. Rental or Lease of Buildings, Space in Buildings, or Land	6269	
2. Professional and Consulting Services	6219 6239 6291	
Subtotal Professional and Contracted Services Costs		
Remaining 6200 Costs That Do Not Require Specific Approval		
Total Professional and Contracted Services Costs		

Part 2: Direct Administrative Costs

Part 2 Breakout of Direct Administrative Costs is hidden because it does not apply to the funding source(s) for this grant application.

Part 3: Itemized Professional and Consulting Services

Itemized Professional and Consulting Service (6219, 6239, 6291)	
Description	24-26 Texas Strategic Staffing
1. Service: <input type="text"/>	
Specify Purpose: <input type="text"/>	
<input type="button" value="Add Item"/> <input type="button" value="Delete Item"/>	
Total Professional and Consulting Services Costs	



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SAS#: TSSGAA24

2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program

**Program Budget
 BS6401 - Other Operating Costs**

Part 1: Other Operating Costs

Budgeted Costs		
Description	Class/ Object Code	24-26 Texas Strategic Staffing
1. Out-of-State Travel for Employees LEA must keep documentation locally.	6411	
2. Travel for Students to Conferences (does not include field trips) Requires pre-authorization in writing.	6412	
3. Educational Field Trips LEA must keep documentation locally.	6412 6494	
4. Stipends for Non-employees other than those included in 6419 Requires pre-authorization in writing.	6413	
5. Travel Costs for Officials such as Executive Director, Superintendent, or Board Members Allowable only when such costs are directly related to the grant. If Out-of-State Travel, LEA must keep documentation locally.	6411 6419	
6. Non-Employee Costs for Conference Requires pre-authorization in writing.	6419	
7. Hosting Conferences for Non-Employees LEA must keep documentation locally.	64xx	
Subtotal Other Operating Costs		
Remaining 6400 Costs That Do Not Require Specific Approval		
Total Other Operating Costs		

Part 2: Direct Administrative Costs

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Organization: SAN ANTONIO ISD
Campus/Site: N/A
Vendor ID: 1746002167

County District: 015907
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SAS#: TSSGAA24

2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program

Program Budget
BS6501 - Debt Services

Part 1: Subscription-Based Information Technology Arrangement (SBITA) and Capital Lease Liability Costs

Budgeted Costs		
Description	Class/ Object Code	24-26 Texas Strategic Staffing
1. SBITA Liability - Principal	6514	
2. SBITA Liability - Interest	6526	
3. Capital Lease Liability - Principal	6512	
4. Capital Lease Liability - Interest	6522	
5. Interest on Debt	6523	
Total Debt Service Costs		

Part 2: Description of SBITA

Subscription

1. SBITA Description:

Subscription Cost:

Fund Source: Contract Start Date: Contract End Date:

Part 3: Description of Property

Property

1. Property Description:

Property Value:

Fund Source: Contract Start Date: Contract End Date:



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2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program

Program Budget BS6601 - Capital Outlay

Part 1: Capital Expenditures

Budgeted Costs	
Description	24-26 Texas Strategic Staffing
1. Library Books and Media (Capitalized and Controlled by Library)	
2. Capital Expenditures for Additions, Improvements, or Modifications to Capital Assets Which Materially Increase Their Value for Useful Life (not ordinary repairs and maintenance)	
3. Furniture, Equipment, Vehicles or Software Costs for Items in Part 2	
Total Capital Outlay Costs	

Part 2: Furniture, Equipment, Vehicles or Software

Items

1. Generic Description: Number of Units:

Fund Source: Total Costs:

Describe how the item will be used to accomplish the objective of the program:



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2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program

Provisions Assurances CS7000 - Provisions, Assurances and Certifications

Provisions, Assurances and Certifications	
1. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all General and Fiscal Guidelines.	General and Fiscal Guidelines
2. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all Program Guidelines.	Program Guidelines
3. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all General Provisions and Assurances requirements.	General Provisions and Assurances
4. <input checked="" type="checkbox"/> I also certify my acceptance and compliance with all Debarment and Suspension Certification requirements. I certify I am not debarred or suspended.	Debarment and Suspension Certification
5. Choose the appropriate response for Lobbying Certification:	
a. <input checked="" type="checkbox"/> I certify this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance and compliance with all Lobbying Certification requirements.	Lobbying Certification
b. <input type="checkbox"/> This organization spends non-federal funds on lobbying activities and has attached the required OMB Disclosure of Lobbying Activities form, as described below.	
Instructions for completing and attaching the Disclosure of Lobbying Activities form. <ul style="list-style-type: none"> • Print and sign the form. • Scan the signed form and save it to your desktop. • Click the Attach Files icon on the Table of Contents page to attach your signed form to this eGrants application. 	
6. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all Program-Specific Provisions and Assurances requirements.	Program-Specific Provisions and Assurances

SSA Funding Report

Region	County District	Organization	ADC Submitted Date								
				R:	R:	R:	R:	R:	R:	R:	R:
Total:				R:	\$0	R:	\$0	R:	\$0	R:	\$0