



2024-2025 Sustainable Residency Continuation Grant
Informal Discretionary Competition (IDC) Application Due 11:59 p.m. CT, April 10, 2024

NOGA ID [redacted]

Authorizing legislation [redacted]

This IDC application must be submitted via email to **competitivegrants@tea.texas.gov**.

The IDC application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, April 10, 2024**.

Application stamp-in date and time

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

Pre-award costs permitted from [redacted] **award announcement date to grant start date**

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
2. Required Program-Related Attachments. Refer to the program guidelines for more information.

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds): [redacted]

Applicant Information

Organization [SOUTHWEST INDEPENDENT SCHOOL DISTRICT] CDN [015912] ESC [20]

Address [11914 DRAGON LANE] City [SAN ANTONIO] ZIP [78252] Vendor ID [1741461322]

Primary Contact [LORETTA ZAVALA] Email [lzavala9221@swisd.net] Phone [2106224475]

Secondary Contact [NORA RESENDEZ] Email [nresendez9435@swisd.net] Phone [2106224330]

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 [FRANCES BARCENEZ] Title [ASST. SUPERINTENDENT OF AHR]

Email [fbarcenez@swisd.net] Phone [2106224330]

Signature [Handwritten Signature] Date [4/10/2024]

Shared Services Arrangements Shared services arrangements (SSAs) are not permitted for this grant.**Statutory/Program Assurances**

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 2. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2024-2025 Sustainable Residency Continuation Grant Program Guidelines.
- 3. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2024-2025 Sustainable Residency Continuation Grant Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 4. The LEA has completed the full Design and Implementation Year with their vetted teacher residency EPP partner(s).
- 5. The LEA will use grant funds to support residency with the EPP from their TCLAS Decision 5 Strategic Staffing partnership. EPP partners must be on the [23-24 Vetted Teacher Residency Program List](#).
- 6. The LEA will sustain a stipend of at least \$3,500 per resident and a host teacher stipend of at least \$1,500.
- 7. The LEA has a signed MOU with their vetted teacher residency EPP partner(s).
- 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.

Southwest ISD (LEA) will partner with Texas A&M University, San Antonio (a state-approved EPP) in selecting five students to serve as paid full-year teacher residents for 2024-2025 school year. This program will use an application process to ensure that the right teacher resident be placed in the right location to maximize retention of the teacher and produce the most highly-effective teacher entering into the district's workforce.

The mission of this partnership is to prepare resident teachers for their first year of teaching by providing an authentic, meaningful pre-service practice in a safe environment with support and coaching from an experienced, cooperating teacher. The parameters of this program are to build the capacity of the resident teacher to ensure quality instructional practices, planned modeling experiences for working with different student groups, professional development in key developmental novice teacher areas (such as special education, inclusion supports, ESL, differentiation, RTI, and restorative practices).

Southwest ISD is considered a federal Title I district or high-poverty district. About 88% of our students qualify for Economically Disadvantaged, and about 72% are identified as at-risk through state reporting categories. In addition, to being a high-poverty school district, Southwest ISD continues to recognize the rising teacher attrition rates. Our district has put into place many practices to assist with the retention of new teachers and to assist with supports during their first year of teaching, yet we still have novice teacher unprepared for the workload and rigors of new teaching. For this reason, Southwest ISD will strategically place student residents to ensure proper support, mentoring, and feedback. Resident teachers will be placed at hard to staff schools, in high needs teaching areas, or through other determining factors to ensure they will be able to sustain a position with the district following residency.

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 individual position for the LEA who will listed as the primary project personnel responsible for implementing the program is the SWISD HR Coordinator position. This is an existing position and has been in the district for over five (5) years. This person has a teaching certificate, a master's degree in administration, has served in her capacity for the past two years, and has experience with teacher residents. She has experience with Human Resources for over ten (10) years in multiple districts, understands certification requirements, and has been the district point person for TCLAS (teacher residents). Currently, the district partners with the Regional Educational Service Center for all TCLAS grants and we would be interested in continuing with this external consultant for the implementation and delivery of program services.

The individual who will be leading the EPP section of this grant is the current Clinical Assistant Professor at TAMUSA, who oversees the teacher field experiences. This is an existing position at the university. She holds a Master's in Education Administration, is a full-time professor, and the Director of Teacher Residency.

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 program's goal is to create a sustainable pipeline of qualified teacher candidates to support our student population's needs by paying resident teachers a stipend to provide instructional support through the Resident as a Substitute Model.
Activities/Strategies:
Field Supervisor- Observe up to 3 times/semester, check-in with cooperating teacher and principal
Principal - Pre-screen, walk-throughs, check-in with cooperating teacher, recommend to hire
Mentor Teacher - Model teaching, provide feedback, check-in with Principal (Parameters)
Teaching Resident - Shadow mentor teacher during the day (including meetings), small group or one-on-one instructions, ask questions, lead teach, full teach (Parameters)
University - Support field supervisor and resident teacher

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.

We used data collected from the site visits. Our site visit team used various tools to gather data on the strengths and areas of growth in implementing the tutoring model. One of the tools used was a rubric with the T-TESS Domains 3.1 Classroom Environment, Routines, and Procedures, Domain 3.2 Managing Student Behavior, Domain 3.3 Classroom Culture, reinforcements, and refinement points. Our team also calibrated before the site visits and briefed in between observing the TR. Following the classroom observations, the Site Visit team proceeded to ask a series of questions to the principal, cooperating teacher(s), and the resident teacher. Once all this information was gathered, our TA was able to break down the data and present it to the governance team for alignment, readjustment and/or positive reinforcement.

Budget Narrative

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

The proposed budget will be utilized to pay for stipends of five residents which will be determined based on the district's needs to fulfill high-need positions at some high-poverty campuses. These salaries will pay for a portion of the cost for these residents as local funds will be used to pay for the remaining portion of these stipends. This would allow the district to hand-pick residents that will meet the future needs of this campus, ensure effective, authentic on-the-job training, and raise the possibility of retention at these school sites. In addition, funds will be used to pay a portion of the host teacher's stipend that will work year-round with these residents. To ensure the success of the working relationship between the host teacher and resident, the district will provide guidance and sessions to actively build the capacity of the host teachers to mentor and coach the resident.

Southwest ISD will partner with our educational service center for guidance, support, and professional learning opportunities for both the residents and host teachers. This partnership will utilize Professional and Contracted Services for each resident. This partnership will allow the district to have feedback and guidance throughout the grant cycle. In addition, we will use their support to ensure our sustainability plan will be effective after the grant has ended.

Funds will be allocated for general supplies to meet the needs of the grant. These supplies can be used for technology for residents, additional Teacher Editions (TE's), access to software programs used by campuses, or other materials to ensure they are able to work alongside the teacher in planning and teaching the students assigned to the classes.

Since our parent EPP, Texas A&M in San Antonio, offers free mentoring for all host teachers, we will not need to pay for professional development outside of the current EPP plans and district requirements for mentoring. The district point of contact will be provided travel costs to and from resident sites in-district and to and from the EPP as needed for grant meetings. The travel costs will be based on the district-approved mileage reimbursement and be monitored in compliance with our EDGAR guidelines.

Our district was awarded and successfully implemented a previous TCLAS grant where we had 3 residents at our specialty high school who needed PBL (Problem-Based Learning) trained teachers. This program was successful in ensuring additional time and funds were not needed to find teachers who met the instructional and dual credit program requirements.

The district will utilize the allowable 15% of direct administrative cost and indirect to pay for personnel that assist and support the grant as allowable in our district grant procedures.

Adjustments to the budgets will be made periodically in the course of our program review and annual evaluation systems. We are provided monthly budget reviews and grant reviews three times per year through our External Programs department. When an adjustment or an amendment is needed, the program will consult with the EPP and partners (ESC 20) to ensure adjustments are made that meet the needs of the resident, align with the grant requirements, and follow our district's EDGAR guidelines.

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. Who was part of the Design team from the LEA and EPP?
 The design staff for the LEA included Lisa Bolte, Executive Director of Assessment and Accountability, William Baker, Former Executive Director of Human Resources, Frances Barcenez, Assistant Superintendent of Administration and Human Resources, and Nora Resendez, the current Human Resources Coordinator. Additional curriculum and instructional personnel were included in other aspects of the 2022-2023 TCLAS grant.

b. What data did you use to inform design?
 Our district participated in a Strategic Staffing Models District Readiness Assessment. Assisting with the collection of data was our TA, ESC Region 20. In addition, feedback and observations from the 2022-2023 TCLAS was used to inform the design of the stipend agreements for host teachers and agreements for teacher residents. Data from retention and campus report cards for attrition and retention, including historical vacancies will be used to determine campuses in need of teacher residents.

c. To which model(s) did the LEA and EPP agree? How did they meet your instructional needs?
 The LEA and EPP initially decided on the Resident as Tutor model. After the first couple of months of the implementation year, we decided to use the Resident as a Substitute model. Once the Resident as a Substitute model was implemented, our residents began to gain confidence in the classroom environment, which ultimately has been preparing them for their first year as a teacher of record. This allowed the mentor teacher to use their time to attend professional development sessions, attend coaching sessions, coach other teachers, and observe other teachers in the district.

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. Was the Implementation Year team different than the Design team? If so, why?
 The design year team was different to the implementation team. Our district had a change in leadership in the finance department and the design year team leader was promoted to Assistant Superintendent of Human Resources for another school district. At the end of the 2022-2023 the Human Resources coordinator took over the program.

b. What improvements did the LEA and EPP(s) make throughout the implementation year to improve the residency experience for residents, host teachers, and principals?
 Improved changes included more communication between the district, Texas A&M University educator’s program, principals, cooperating teachers, and resident teachers. Furthermore, through continuous visits and feedback from the MT and RT, we were able to supply them with more planning time by providing them with their own substitutes, and various co-teaching strategies through professional development opportunities offered by our TA. Lastly, our mentor teachers were sent to various Texas A&M University mentor trainings throughout the year.

c. What improvements need to be implemented for the 2024-2025 school year?
 Improvements for the following school year is to create a more diverse team for site visits, that will include our curriculum and instruction department and talent management leaders. Another improvement would be to offer Saturday classes to our residents for help in passing their content exams and/or PPR exams.

d. What percentage of residents will the LEA hire at the end of this year?
 The district will hire 100% of residents provided that the teaching position for their content area is available and that they have met our certification requirements, including the university requirements.

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. How many residents will the LEA place for the 2024-2025 school year?

Southwest ISD will place five (5) teacher residents for the 2024-2025 school year.

b. At what amount can the LEA sustain resident stipends?

Resident stipends can be sustained at \$16,500.00 per resident with \$890.00 for benefits.

Host teacher stipends?

Each host teacher will receive a stipend of \$3,000.00.

c. What sources of funds will the LEA be using for residents?

Resident stipends will be split funded between grant funds and local accounts. The grant will provide \$82,500.00 for the resident and local funding will provide \$17,500.00.

Host teachers?

The \$3,000.00 host teacher stipend will be split funded from the grant and from local accounts. \$7,500.00 will come from the grant and \$7,500.00 will be provided by federal Title II, part a district allocations.

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. What are the requirements for host teachers to receive their stipend?

Host teacher must be a certified teacher with at least three years of experience and a bachelor’s degree. Host teachers must sign a stipend agreement that details the number of hours per week they must work with, mentor, or coach their resident teachers. Host teachers must attend required trainings, have acceptable classroom attendance, and meet district expectations for student academic performance. Host teachers must provide feedback and attend site visits with residents and our partner EPP. Host teachers must attend district mentoring sessions.

Who at the LEA manages the residency program? If this person has other job responsibilities, how do they relate to residency?

Nora Resendez, Human Resources Coordinator oversees the residency program for the LEA. She is in partnership with multiple universities to assist with the assignments of student teachers with campuses and matching them with their cooperating teachers. She was the point of contact for the former TCLAS grant and has experience with teacher residency and grant requirements.

What is your governance structure? Who is responsible for setting agendas for those meetings?

Texas A&M University, San Antonio, ESC Region 20, HR Coordinators, field supervisors, and campus principals are included in the governance structure. Texas A&M University in partnership with the district sets the agendas for the meetings, specifically, Lisa Ticken.

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.

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Amended Section

Reason for Amendment

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