



Organization: CORRIGAN-CAMDEN ISD
 Campus/Site: N/A
 Vendor ID: 1746000627

County District: 187904
 ESC Region: 06
 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	02/22/2024 07:43 AM
GS2300 - Negotiation Comments and Confirmation		New	
Program Description			
PS3013 - Program Plan	*	Complete	02/22/2024 07:46 AM
PS3014 - Program Narrative	*	Complete	03/28/2024 09:37 AM
Program Budget			
BS6001 - Program Budget Summary and Support		Complete	02/22/2024 09:14 AM
BS6101 - Payroll Costs		Complete	02/22/2024 09:15 AM
BS6201 - Professional and Contracted Services		Complete	02/22/2024 09:15 AM
BS6401 - Other Operating Costs		Complete	02/22/2024 09:15 AM
BS6501 - Debt Services		Complete	02/22/2024 09:15 AM
BS6601 - Capital Outlay		Complete	02/22/2024 09:15 AM
Provisions Assurances and Certifications			
CS7000 - Provisions, Assurances and Certifications	*	Complete	02/22/2024 09:06 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: DeAnna Initial: Last Name: Prunes Title: Curriculum Director
 Phone: 936-398-2341 Ext: E-Mail: dprunes@ccisdtx.com

Submitter Information

First Name: Deanna Last Name: Prunes
 Approval ID: deanna.prunes Submit Date and Time: 03/28/2024 10:06:46 AM



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**General Information
 GS2100 - Applicant Information**

Part 1: Organization Information

A. Applicant		
Organization Name: CORRIGAN-CAMDEN ISD		
Mailing Address Line 1: 504 S HOME ST		
Mailing Address Line 2:		
City: CORRIGAN	State: TX	Zip Code: 75939

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

Part 2: Applicant Contacts

A. Primary Contact			Select Contact:	Select One	or	Add New Contact
First Name: DeAnna	Initial:	Last Name: Prunes				
Title: Curriculum Director						
Telephone: 936-398-2341	Ext.: 1002	E-Mail: dprunes@ccisdtx.com				

B. Secondary Contact			Select Contact:	Select One	or	Add New Contact
First Name: Darrell	Initial:	Last Name: Myers				
Title: Superintendent						
Telephone: 936-398-2341	Ext.: 1001	E-Mail: dmyers@ccisdtx.com				



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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: Select One ▼</div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p>TEA Negotiation Note:</p> <div style="border: 1px solid black; height: 40px;"></div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div>Grantee Comments:</div> <div><input type="checkbox"/> LEA Completed Change</div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px; background-color: #f0f0f0;"> <div style="border: 1px solid black; height: 40px;"></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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2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program

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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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.

Corrigan-Camden ISD currently has an established year-long residency program with one EPP through the TCLAS grant with the focus on secondary education. This EPP (Stephen F Austin) has just been vetted for their elementary and middle level program. For this grant, we wish to continue our strong secondary program and expand to build an elementary and middle level programs. We will also be partnering with a second EPP (Sam Houston) to bring more diverse experience and quality residents to our current program.

If awarded, these grant funds would be applied to district leads salaries who oversee and implement the residency program. This would allow us to reallocate part of the district lead's salary directly into our residency program to fund more teacher residents and mentor teachers. As a Title I rural school with approximately 800 students, building a strong teacher pipeline is crucial to our mission of placing high-quality teachers to serve our Title I students. Our current residency program has allowed us to help build future educators as well as fill critical staffing needs at the secondary level and the reallocation of these payroll funds would allow us to expand our current EPP partnership to the elementary and middle level, as well as partner with a new EPP to provide a diverse and quality teacher pipeline in all areas of our district.

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 lead personnel for CCISD's residency program are the Curriculum/Federal Grants Director and the Human Resource Director, which are both existing positions within the district. These two key positions have experience and qualifications in reference to the residency program in providing leadership in grant compliance and use of funds, curriculum and instruction design, providing professional development to residents and mentors, and the application/interview/hiring/matching process to obtain quality mentor teachers and teacher residents. The two positions also have the authority to make programmatic decisions for the district. The Curriculum/Federal Grants Director and the Human Resource Director will partner with Region 6, our new EPP (Sam Houston), our current EPP (Stephen F Austin), and US Prep. Separately, each EPP will collaborate with the district to design a companion guide and sustainability model that will meet the needs of the teacher resident's EPP requirements, the vision and mission of the EPP, and the needs of the district.

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?

CCISD has the goal of expanding upon our current secondary residency program with Stephen F. Austin State University to include elementary and middle level resident teachers now that their EPP has been vetted for all levels. We also have the goal of establishing our EPP partnership with Sam Houston State University at all levels. If achieved, these goals will allow us to meet the objectives of building a strong teacher pipeline across our district from two quality EPP partners that produce diverse teacher candidates. Our residency program also plays an important role of providing additional funding to our current high quality teachers employed at the district. As a Title I and rural school district, finding quality teacher candidates can be a challenge. Our residency program is key to providing and maintaining quality tier 1 instruction for our students.

To build interest in our Residency Program and capture a wide range of potential Teacher Residents, CCISD will engage in the following strategies:

-CCISD will present to Resident Teacher Candidates at their universities to inform students about our program.

-CCISD will host a Residency Program Day each semester for each EPP where Teacher Resident Candidates can visit our district for the day, observe in classrooms relevant to their level and certification area, learn about rural education, and gain information about our Residency Program.

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

Both of the strategies listed above have proven highly effective in growing our current Teacher Residency program at the secondary level with Stephen F. Austin.



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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.

For the 24/25 school year, CCISD will engage in quarterly governance meetings with each of our EPP partners to monitor and address any needs within the residency program and to ensure that the vision and mission for the program is aligned with district and EPP implementation. In addition, we will commit to participating in and implementing the program design that is established within the Design Year for our added areas and our new EPP partner. CCISD will use the formative information obtained within our governance meetings, site visits, and walkthroughs to guide our design year process. Moving into the 25/26 school year, CCISD will continue the quarterly governance meetings, implement the developed program design, and use information and data obtained through site visits and walkthroughs to inform our sustainably practices for after the grant period ends. Throughout the grant period, the district and EPP will conduct interviews each semester with the principals, residents, and mentors to monitor and adjust our program effectiveness in alignment with our goals, objectives, and mission. To inform positive progress of student outcomes, the district will conduct ongoing monitoring of student growth and mastery of skills through teacher created curriculum based assessments, district level benchmarks, and nationally normed progress monitoring tools (NWEA Map Growth Assessment) and provide specific professional development based on the outcomes and needs of those assessments.

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.

CCISD will use the full \$80,000 in 6100 for payroll. The Curriculum Director and the Human Resources are currently funded with local funds. This would allow parts of the two district lead's salaries that are paid for by local funds to be reallocated to the residency program to help fund teacher residents and mentor teachers.

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."

Total: \$80,000
Breakdown of budget:
24/25 - \$20,000 each will be applied to two existing salaries totaling \$40,000 expended
25/26 - \$20,000 each will be applied to two existing salaries totaling \$40,000 expended

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."

\$0

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."

\$0

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."

\$0

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. 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?

In CCISD, teacher residencies will be made sustainable through the substitute teaching model and Tier I Small Group Support model.
 A) As a Title I rural district, we often have vacancies that can be difficult to fill in core content areas, specifically in math at levels 3-12, upper level science, and upper level social studies.
 B) Being a rural district, obtaining quality substitute teachers can also be an instructional barrier in continuing high quality education when teachers have to be out. Also, having additional small group personalized instruction that is data driven and delivered by a teacher who is knowledgeable and certified within the assigned content area has a significant positive outcome on our students educational outcomes.
 C) When implementing the substitute teacher model, we have a vision of flipping the traditional model by keeping the resident teacher in the assigned mentor teachers classroom while allowing the mentor teacher to sub on occasion. We believe that allowing the teacher resident to remain in the established classroom with the students he or she has fostered relationships with will provide the teacher resident stability and comfortability while also providing the classroom who needs a substitute teacher with a master level teacher with experience and solid classroom management skills to continue instruction while a fellow teacher has to be out.

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

C continued) CCISD will also utilize teacher residents to support Tier I small group instruction within the assigned mentor's classroom to meet students' targeted instructional needs. This added support with an additional certified teacher will provide our Title I students with invaluable data-informed instruction that can be planned with and monitored by the mentor teacher while also giving the resident teacher hands-on teaching experience, increased content knowledge, and our students on-going individualized instruction.

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 program elements are well known to CCISD as we have just completed the Design Year and Sustainability Year with our current EPP's secondary education department, Region 6, and US-Prep through the TCLAS Grant.
 A) Within our district, the Curriculum/Federal Grants Director and the Human Resources Director will be leading the work outlined within the Program Elements of the program guideline. Both of their roles are existing positions. Along with the two leaders of the initiative for the district, the Superintendent and Business Manager often attends required meetings to support the development of the program.
 B) The Curriculum/Federal Grants Director supports the talent management for the district by ensuring compliance with all grant requirements. In addition to that, she provides Teacher Residents and Mentor Teachers with personalized professional development based on walkthroughs and data obtained in ongoing governance meetings. It is her role to align the instructional integrity of the district with the components of the residency program. The Human Resource Director's role fits into the broader talent management for the district by ensuring all hiring procedures are aligned between the district and EPP. She also implements recruitment strategies to attract teacher residents to our district.

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

C) The district leads will track and maintain evidence of time through time and effort tracking as well as agenda and meeting minutes.
 D) After the grant period ends and we have planned the sustainability of our growing residency program, the district leads will go back to being paid through local funds and teacher residents and mentor teachers will be paid through our developed board approved sustainability model. Through the sustainability planning year, the team will designate if local or title funds will be used to continue funding for the program.

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?

CCISD has a 2 established partnership with the secondary program at Stephen F. Austin State University. We are concluding our second year of our growing partnership. During the 22/23 SY, we had one Resident Teacher placed in our district from SFA. For the 23/24 SY, we currently have 5 SFA Teacher Residents. 4 of the residents are Fall/Spring and 1 is Spring/Fall. We are also currently hosting 1 Spring/Fall Teacher Resident from Sam Houston State University. This currently gives us a total of 6 Teacher Residents within our secondary classrooms.

Through our recruitment efforts and as we are extending our partnership with SFA to include elementary and middle level students, now that their program is fully vetted, we currently have 10 SFA elementary and middle school potential Teacher Residents who are interested in completing their Paid Year-Long Residency at our elementary and junior high campuses.



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Program Description PS3014 - Program Narrative

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.

CCISD and Stephen F. Austin have quarterly governance meetings where each party has shared collaboration when discussing and reviewing residency program data to inform decisions regarding teacher candidates and host teachers. For example, through this year's governance meetings we have identified and planned for target mentor teacher training for next year's mentors based on needs that were identified by both parties this school year. Governance meeting are held face to face and any follow-up meetings are coordinated through e-mail and/or phone calls and are conducted via zoom. Beyond our governance meetings, the two residency program leads walk through classrooms with the site coordinators each semester so we can calibrate and align our expectations for the program based on gathered walk-through data. It is also important to the district and the EPP that our residents, mentors, and campus administration have a voice through one on one interviews once each semester. These are practices that we will continue with our expansion of our residency program with our current EPP and begin implementing with our new EPP partner.

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.)?

A) CCISD will demonstrate evidence of communication and ongoing engagement through agendas and meeting minutes throughout the implementation of the design and implementation of the program. In addition to this, the district leads will note further evidence of communication and engagement within their time and effort logs.
B) With our existing partnership, the EPP or district schedules meetings with the other party and we zoom about any challenges that arise. This is an established norm for all stakeholders and has been an effective way to troubleshoot and solve any challenges that have come to light. This is a practice that we will continue with our expanding program with our current EPP and our new EPP partner.
C) The description in section B of this question will be discussed as a norm for our program expansion with our current EPP and with our new EPP and can be revised if all stakeholders do not feel this is an effective way to handle any challenges that arise.

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

N/A

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.

CCISD has previously engaged in Strategic Staffing and received TCLAS Decision 5 funding. The funding for that grant was used for only the secondary program at Stephen F. Austin State University.
A) Because of our strong partnership with SFA and because they are now vetted for providing elementary and middle level residents, the demand to place residents within our district has grown. Year one of TCLAS we had 0 residents. Year 2, we placed 1 resident, Year 3, we placed 5 residents. Though our recruitment efforts, we currently have 10 elementary residents that are interested in completing their year-long program within our district. We anticipate more as we begin our recruiting efforts the beginning of April for our already established secondary program.
B) Although the instructional need to place elementary residents and create a teacher pipeline is not new to our district, the available and access to elementary candidates is new. Because SFA's elementary program is now vetted, we have the opportunity to fill the teacher pipeline needs at that level.
C) CCISD's goals for the second round of design is to establish strong parameters and a collaborative companion guide with SFA's elementary and middle level programs and complete the full process with our new EPP partner Sam Houston State University. During the second year of implementation, we will work with both our EPP partners to establish a strong sustainability model for after the grant period ends.

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

N/A



Organization: CORRIGAN-CAMDEN ISD
Campus/Site: N/A
Vendor ID: 1746000627

County District: 187904
ESC Region: 06
School Year: 2023-2024

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

Program Description PS3014 - Program Narrative

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



Organization: CORRIGAN-CAMDEN ISD
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County District: 187904
ESC Region: 06
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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	



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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: CORRIGAN-CAMDEN ISD
Campus/Site: N/A
Vendor ID: 1746000627

County District: 187904
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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: CORRIGAN-CAMDEN ISD
Campus/Site: N/A
Vendor ID: 1746000627

County District: 187904
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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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 Campus/Site: N/A
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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. 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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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

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



Organization: CORRIGAN-CAMDEN ISD
 Campus/Site: N/A
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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: Select One Contract Start Date: Contract End Date:

Part 3: Description of Property

Property

1. Property Description:

Property Value:

Fund Source: Select One 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:



Organization: CORRIGAN-CAMDEN ISD
Campus/Site: N/A
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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.	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