



Organization: EAGLE MT-SAGINAW ISD
Campus/Site: N/A
Vendor ID: 1756004855

County District: 220918
ESC Region: 11
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	03/05/2024 10:57 AM
GS2300 - Negotiation Comments and Confirmation		New	
Program Description			
PS3013 - Program Plan	*	Complete	03/05/2024 12:12 PM
PS3014 - Program Narrative	*	Complete	03/21/2024 12:38 PM
Program Budget			
BS6001 - Program Budget Summary and Support		Complete	03/05/2024 12:05 PM
BS6101 - Payroll Costs		Complete	03/05/2024 12:09 PM
BS6201 - Professional and Contracted Services		Complete	03/05/2024 12:09 PM
BS6401 - Other Operating Costs		Complete	03/05/2024 12:08 PM
BS6501 - Debt Services		Complete	03/05/2024 12:07 PM
BS6601 - Capital Outlay		Complete	03/05/2024 12:07 PM
Provisions Assurances and Certifications			
CS7000 - Provisions, Assurances and Certifications	*	Complete	03/05/2024 12:03 PM

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: Rochelle Initial: Last Name: Williams Title: HR Coordinator
 Phone: 817-232-0880 Ext: E-Mail: rwilliams02@ems-isd.net

Submitter Information

First Name: Rochelle Last Name: Williams
 Approval ID: rochelle.williams2 Submit Date and Time: 03/21/2024 12:57:29 PM



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**General Information
 GS2100 - Applicant Information**

Part 1: Organization Information

A. Applicant			
Organization Name: EAGLE MT-SAGINAW ISD			
Mailing Address Line 1: 1600 MUSTANG ROCK RD			
Mailing Address Line 2:			
City: FORT WORTH	State: TX	Zip Code: 76179	

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

Part 2: Applicant Contacts

A. Primary Contact			Select Contact:	Select One	or
Add New Contact					
First Name: Rochelle	Initial:	Last Name: Williams			
Title: HR Coordinator					
Telephone: 817-232-0880	Ext.:	E-Mail: rwilliams02@ems-isd.net			

B. Secondary Contact			Select Contact:	Select One	or
Add New Contact					
First Name: Norma	Initial:	Last Name: Perez			
Title: Employee Relations Specialist					
Telephone: 817-232-0880	Ext.:	E-Mail: nperez@ems-isd.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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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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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.

Eagle Mountain-Saginaw ISD (EMS ISD) in partnership with Texas Christian University (TCU), will establish a one-year teacher residency program.

Overall Mission and Vision:

The mission of the EMS ISD and TCU Teacher Residency Program is to develop a pipeline to recruit and prepare reflective, ethical, and innovative teachers committed to teaching all learners in diverse educational settings. Our desire is to ignite in every teacher the commitment and confidence to enter diverse environments and successfully teach all students.

By extending the clinical experience to a full academic year, teacher residents will work with experienced host teachers in K-12 classrooms, aligning coursework with practical teaching. By teaching in a diverse classroom setting, the program will ensure that teacher residents are immersed in real-world educational environments. Regular assessments and mentorship opportunities provided by experienced host teachers and program coordinators support teacher residents' growth and development which will build their confidence and capacity to excel as educators. We're anticipating a great return on investment for our district! The end goal is to create a positive experience for our teacher residents. Upon completion of the teacher residency program, our desire is to hire them to work in EMS ISD and fill much needed teaching positions.

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.

District Teacher Residency Program Manager (will be a current human resources coordinator/ and or specialist) - This person(s) will be responsible for writing the grant, oversee and monitor the TCU Resident program, as well as work closely with the TCU Teacher Residency Coordinator.

Campus Principal (will be a current district administrator) - This person will be responsible for overseeing and monitoring the needs at the campus level, work closely with host teachers, the District Teacher Residency Manager and TCU Residency Coordinator.

Host Teacher (will be a current high-quality teacher. Have at least 3 years of classroom experience, valid SBEC certification and evidence of contribution to student success) - This person will be instrumental in developing the capacity of the teacher resident, along with modeling instructional, and pedagogical best practices to educate all students.

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 overarching goal for the teacher residency program is to create a pipeline of high-quality candidates, help with teacher retention, student achievement, and provide campuses with a co-teaching experience. Our aim is to put student learning at the center of the preparation experience with intense clinical work, and intentional alignment among the teacher residents, EMS ISD, and TCU partners. This will result in a substantial return on investment including more effective first year teachers, a more diverse pipeline of teaching candidates, and higher teacher retention rates. The TCU Teacher Residency Program prioritizes the teacher residents' strengths and areas for growth, to provide opportunities to practice, learn strategies, and apply their coursework. Teacher residents will complete the same courses as traditional clinical teachers, but on a modified schedule. During both the fall and spring semesters, the teacher resident will teach with their host teacher for three days a week and attend TCU classes on campus one a week. The teacher resident will also be available as a substitute teacher at the residency site one day a week; the teacher resident will begin substitute teaching after the 1st six weeks and acclimation to the teacher 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.

Through the teacher residency program, the teacher resident will practice and develop their content knowledge and pedagogical skills while receiving feedback from high-quality host teachers. Teacher residents will be actively engaged in as many elements of the classroom and school as possible from the beginning of the school year. Teacher residents will then assume greater responsibilities throughout their teacher residency year. The end goal is to build the teacher residents' confidence and capacity within a supportive and authentic environment so they can feel prepared as they enter their first year of teaching.



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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.

The TCU Teacher Residency Program will specifically focus on developing the teacher residents' mastery of High Priority Residency Practices (HPRPs) in order to prepare reflective, ethical, and innovative teachers who are committed to teaching all learners in diverse educational settings. The HPRPs are a set of foundational teacher skills and actions that they will learn, observe, rehearse, and enact during the teacher residency year. The TCU HPRPs are aligned to the Texas Teacher Evaluation and Support System (T-TESS).

The program is also designed to provide each teacher resident with the experiences and opportunities needed to develop characteristics of a professional educator. Throughout the teacher residency year, performance gates will be used to assess their current level of mastery on these characteristics. Performance gates will assess their demonstrated mastery of the HPRPs, as well as content and pedagogical knowledge, and professionalism. The performance gates include: Formal Observation Cycles (4), Benchmark Evaluations, Host Teacher Informal Observations & Coaching Conversations, and TCU Supervisor Informal Observations & Coaching Conversations. (i.e. walkthroughs) Teacher residents who are not progressing in academic or other professional requirements, will work with the TCU Teacher Residency Program Coordinator and/or other program personnel to outline a support plan.

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 of \$80,000 will effectively meet the needs and goals of the TCU Teacher Residency program by allocating funds towards a \$20,000 stipend for each teacher resident. EMS ISD will be able to join in with neighboring districts in our area that are already providing paid residencies. Additionally, future funds will be sought through various avenues to meet ongoing program needs and to sustain its effectiveness. This may include: 1. Using annual local funding; the compensation amount for teacher residents will be adjusted based on the number of teacher residents placed in our school districts. 2. Allocating money from our substitute teacher funds on the day they substitute on their designated campus. The goal is to strategically allocate funds to continue this pipeline for sourcing reflective, ethical, and innovative teachers committed to teaching all learners in diverse educational settings. We will continually review and monitor the effectiveness and success of this program.

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 proposed budget of \$80,000 will effectively meet the needs, and goals, of the teacher residency program by allocating funds to pay a \$20,000 a year stipend for our four teacher residents for the 2024-2025 school year.

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."

N/A

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?

Currently, EMS ISD has several vacancies across various subject areas, particularly in special education. These vacancies could hinder our ability to provide equitable education to our main clientele, our students. Implementing the teacher residency program could address these needs by providing additional hands-on support in classrooms, allowing for more personalized instruction, and student engagement. Paid teacher residents align with our strategic goal by offering a sustainable solution to address both current vacancies, and future needs. In addition, with the teacher residents being with host teachers the entire year from the first day of school, this will allow them to gain valuable experience and a better understanding of what happens the entire school year, and not limited to a set semester. Our goal over the next five years will be to establish a pipeline of diverse educators who are equipped to meet the evolving demands of our student population. EMS ISD is a fast growing, destination district!

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

N/A

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?

EMS ISD will designate our human resources coordinator/ and specialist to lead this work; both are existing roles within our district. This work aligns to our current ASPIRE 2025 strategic plan to aggressively pursue and retain highly qualified personnel to the prioritized staffing needs of the campus and district. The human resources coordinator/specialist will help in developing a sustainable pipeline of high-quality teachers through residency programs. This will contribute to EMS ISD's long-term staffing strategy.

To track and maintain evidence of time spent towards this program, the human resources coordinator/specialist will document their participation in virtual and in person meetings with TCU representatives, as well as the designated campus administrator. Post-grant, the human resources coordinator/specialist will continue in their current roles which helps to oversee strategic staffing initiatives for EMS ISD.

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

N/A

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?

EMS ISD has developed an EPP Partnership with Texas Christian University (TCU) to create a one-year, paid teacher residency program. This is a new partnership that TCU's Dean of Education, Frank Hernandez initiated. For the 2024-2025 school year, EMS ISD will host 4 teacher residents.



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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.

The paid teacher residency program will be a new partnership between EMS ISD and TCU. However, our current relationship with staff from TCU's Department of Education is already strong in facilitating clinical teacher placements. Throughout the design phase of this partnership, we have scheduled virtual and in-person meetings and maintained regular communication updating partnership members on progress made. After consulting with TCU partners, our 2024-2025 plan for practices of shared governance, and the review of residency program data will include: meeting once a semester with our TCU partners to discuss celebrations, share formal observation and walkthrough data, identify areas of reinforcement/ refinement for the teacher residents (i.e. explain co-teaching and coaching strategies for the host teacher to support their work with the teacher residents), and discuss ways the district can support teacher residents and host teachers through professional development, PLC's, etc.

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 paid teacher residency program will be a new partnership between EMS ISD and TCU. In order to ensure the success of this program and after consulting with TCU partners, our 2024-2025 plan to maintain strong communication, and to manage issues that arise with residency will include: weekly emails about the upcoming week (i.e. explain what teacher residents will be working on for the week based on progression of teacher resident data, review T-Tess focus areas for the week) from TCU partners; EMS ISD partners will send out weekly emails with similar updates from the district perspective. We will also follow the established systems previously mentioned, phone conference, and monthly and/or bi-weekly communication. This will be a fluid process as we continue to navigate the effectiveness and efficiency of the program.

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.

N/A

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

N/A

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



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Program Description PS3014 - Program Narrative

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



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**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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**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: EAGLE MT-SAGINAW ISD
Campus/Site: N/A
Vendor ID: 1756004855

County District: 220918
ESC Region: 11
School Year: 2023-2024

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: EAGLE MT-SAGINAW ISD
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Vendor ID: 1756004855

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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.



Organization: EAGLE MT-SAGINAW ISD
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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. 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	



Organization: EAGLE MT-SAGINAW ISD
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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: EAGLE MT-SAGINAW 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:



Organization: EAGLE MT-SAGINAW ISD
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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: EAGLE MT-SAGINAW ISD
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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	R: \$0	R: \$0	R: \$0	R: \$0