



Organization: EAST CENTRAL ISD
 Campus/Site: N/A
 Vendor ID: 1741562392

County District: 015911
 ESC Region: 20
 School Year: 2023-2024

SAS#: TSSGAA24

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

**General Information
 GS2000 - Certify and Submit**

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

Amendment #: 00
 Version #: 01

Description	Required	Status	Last Update
General Information			
GS2100 - Applicant Information	*	Complete	04/02/2024 04:45 PM
GS2300 - Negotiation Comments and Confirmation		New	
Program Description			
PS3013 - Program Plan	*	Complete	04/02/2024 04:49 PM
PS3014 - Program Narrative	*	Complete	04/02/2024 07:04 PM
Program Budget			
BS6001 - Program Budget Summary and Support		Complete	04/02/2024 06:22 PM
BS6101 - Payroll Costs		Complete	04/02/2024 07:27 PM
BS6201 - Professional and Contracted Services		Complete	04/02/2024 07:27 PM
BS6401 - Other Operating Costs		Complete	04/02/2024 07:27 PM
BS6501 - Debt Services		Complete	04/02/2024 07:27 PM
BS6601 - Capital Outlay		Complete	04/02/2024 07:28 PM
Provisions Assurances and Certifications			
CS7000 - Provisions, Assurances and Certifications	*	Complete	04/02/2024 06:23 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: Roland Initial: Last Name: Toscano Title: Superintendent

Phone: 210-648-7861 Ext: E-Mail: roland.toscano@ecisd.net

Submitter Information

First Name: Roland Last Name: Toscano

Approval ID: roland.toscano Submit Date and Time: 04/02/2024 07:39:00 PM



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**General Information
 GS2100 - Applicant Information**

Part 1: Organization Information

A. Applicant		
Organization Name: EAST CENTRAL ISD		
Mailing Address Line 1: 6634 NEW SULPHUR SPRINGS RD		
Mailing Address Line 2:		
City: SAN ANTONIO	State: TX	Zip Code: 78263

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

Part 2: Applicant Contacts

A. Primary Contact			Select Contact:	Select One	or	Add New Contact
First Name: Laurie	Initial: E	Last Name: Doyal-Lampman				
Title: Personnel Coord for Strategic Staffing						
Telephone: 210-634-6197	Ext.: 6197	E-Mail: laurie.doyallampman@ecisd.net				

B. Secondary Contact			Select Contact:	Select One	or	Add New Contact
First Name: Judy	Initial:	Last Name: Burns				
Title: Chief Financial Officer						
Telephone: 210-648-7861	Ext.:	E-Mail: judy.burns@ecisd.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; margin-top: 5px;"> <p>TEA Negotiation Note:</p> <div style="border: 1px solid black; height: 50px;"></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; background-color: #cccccc; height: 50px; margin-top: 5px;"></div>

Add Row

Delete Row



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

Program Description PS3013 - Program Plan

A. Standard Statutory/Program Assurances

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

B. Program Assurances Regarding Applicant-EPP Partnership

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



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Program Description PS3013 - Program Plan

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

Assurances

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

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

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



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

Program Description PS3014 - Program Narrative

Please include complete responses for each question below.

A. Summary of Program

1. Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

East Central ISD is dedicated to scaling and continuously improving a sustainable, high-quality residency program. Currently in its first year of implementation, the Year-Long Paid Residency program operates in partnership with the University of Texas San Antonio and Texas A&M University - San Antonio, with technical assistance provided by Educational Service Center - Region 20 and USPREP. The success of this implementation year can be attributed to robust collaboration with EPP partners, facilitated expertly by ESC 20 and USPREP. Seeking to build upon this success, we are pursuing a grant to further support our residency program as we expand and establish new partnerships, including with Our Lady of the Lake University.

This new partnership with Our Lady of the Lake University is strategically designed to prioritize East Central ISD graduates pursuing education at OLLU's Educator Prep Program. The goal is to create a pathway for our graduates to return to our community and serve our students. Grant funds will be utilized to support continuous improvement and sustainability efforts for the paid residency program, including design and implementation work with both new and existing EPP partners. The grant benefit of support from the ESC technical assistant and the offset of the salary for the leader of the the district's strategic work opens up local funds to support the residency stipends and investment in professional development supports.

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.

LEA:

East Central ISD (ECISD) has designated Laurie Doyal-Lampman as the lead point-person responsible for the development and oversight of the strategic staffing plan. In her role as Personnel Coordinator - Strategic Staffing, Recruitment, and Retention, Laurie is tasked with designing, implementing, and ensuring the sustainability of the year-long paid residency program, in addition to handling complementary duties related to recruitment and retention. Laurie's qualifications include a Master's Degree, Texas Administrator Certificate, five years of campus administrative experience, and three years of personnel experience, including leading the development of a strategic staffing plan.

ESC:

Region 20, as the educational service center (ESC) serving the area, has appointed Monica Anguiano as the dedicated technical provider responsible for offering regional leadership development opportunities focused on building educator and leadership pipelines. Monica holds the position of Leadership Consultant - Innovative Staffing and Talent Pipeline and brings to the role a Master's degree, a valid Texas Principal or Mid-Management Certification, and three years of relevant experience.

Local EPP Coordinator:

East Central ISD collaborates closely with a dedicated coordinators from the local Educator Preparation Programs (EPP). This coordinators hold focused responsibilities for developing and coordinating paid residencies with local education agencies (LEAs).

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 major objective of year-long paid residency is to ensure excellent and equitable outcomes for the students of ECISD. These outcomes are achieved through quality and effective instruction in every classroom, every day. The residency program is designed to accelerate student learning through a vacancy: pair teaching (co-teach) model executed by a selected university student and a skilled teacher leader. The year-long residency will yield an enhanced teacher pipeline with day one ready teachers that come from racially and economically diverse backgrounds. Developing a sustainable and enduring talent development program that elevates teacher leaders as mentors and improves teacher retention is a service to ECISD students. ECISD's residency goals mirror the Texas Strategic Staffing objectives which tightly aligns with district needs. Intentional, specific goals and activities were developed in the design plan relevant to ECISD needs. The performance measures were specifically designed to measure the targeted goals. The gathered data is discussed in the Governance Meetings and informs decision making. EC's broader educator pipeline objective is to build a robust pipeline of engaged and effective teachers and teacher leaders. The strategy is to identify, develop, strategically place and effectively support teachers to ensure excellent and equitable outcomes for every student.

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

The year-long paid teacher residency compliments and aligns with the district's broader educator pipeline vision and other strategic initiatives such as Teacher Incentive Allotment. The plan outlines 6 major objects with specific SMART goals, activities and measurement tools determined to analysis the impact and effectiveness of the year-long paid residency.



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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 performance measures for the implementation year 2023-2024 were collaboratively designed with the (EPPs) with a focus on establishing firm practices, robust systems, and garnering high stakeholder buy-in to impact student outcomes. These measures were aligned with goals, including tracking the number of residents placed per EPP, achieving diversity goals based on residents' self-identification, and monitoring placement goals in high-need schools and content areas. To evaluate the fidelity of implementation of the co-teach model, site visits were conducted jointly with district, EPP, and regional technical assistants, along with USPREP. Residents' performance was assessed using the university's appraisal instrument administered by field supervisors, while perceptions of the program's value and quality were gathered from principals, mentors, and residents. Various data sources such as observation data from site visits, surveys, interviews, C-TESS data, residents' employment applications, and personnel tracking data were utilized to inform decisions. Data compilation and analysis, assisted by East Central's Department of Accountability and School Transformation, are ongoing to determine the direct impact on student outcomes. Once end-of-year data is available, a baseline will be established to gauge program effectiveness and guide continuous improvement efforts for the year-long paid residency.

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.

East Central ISD's strategic staffing model centers on the concept of pair teaching, also known as co-teaching. The district's leadership is deeply committed to the sustainability of the residency program. To achieve this, they have implemented a strategy of collapsing vacancies, which allows the utilization of local funds to support the needs and goals of the program. This approach not only addresses funding requirements but also tackles the pressing issue of teacher shortages prevalent in East Central ISD, a rapidly expanding district.

By collapsing vacancies, the district ensures that students across all classrooms have equitable access to high-quality instruction provided by a university-trained teacher candidate paired with a highly effective mentor teacher. ECISD's leadership believes that investing in a high-quality, highly effective residency program yields a compounding effect. Not only does it meet the immediate staffing needs, but it also guarantees that every student receives top-tier instruction. Moreover, the development of teacher leaders through the program is expected to enhance teacher retention rates, thereby providing a net benefit.

These combined factors contribute significant value to the investment made in the residency program, a value that can be quantified. As a result, East Central ISD remains steadfast in its commitment to collapsing vacancies as a long-term strategy to sustain funding for the residency program.

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

Budget for Grant Award of \$80,000
Grant award will allow local funds to be reallocated to support and scale the number of resident/mentor pairs.
24-25 Coordinator of Strategic Staffing and Retention Salary Offset due to grant award \$40,000
25-26 Coordinator of Strategic Staffing and Retention Salary Offset due to grant award \$40,000

Remaining Cost to District After Grant Award
2024-2025
Coordinator of Strategic Staffing and Retention Salary = \$87,000
Less 2023-2025 Strategic Staffing Grant - \$40,000
Less 2024-2026 Strategic Staffing Grant - \$40,000
District Remaining Salary Cost 24-25 = \$7,000
District Salary Fringe Costs (Benefits) 15% of salary = \$13,050
Total Salary Cost for Coordinator of Strategic Staffing and Retention 2024-2025 = \$20,050
Remaining funds will be reallocated to support and scale the number of resident/mentor pairs

2025-2026
Coordinator of Strategic Staffing and Retention Salary 25-26 = \$87,000
Less 2024-2026 Strategic Staffing Grant - \$40,000
District Salary Fringe Costs (Benefits) 15% of salary = \$13,050
Total Salary Cost for Coordinator of Strategic Staffing and Retention 2025-2026 = \$60,050
Remaining funds will be reallocated to support and scale the number of resident/mentor pairs.



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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."

Allocating \$40,000 per year for a total of \$80,000 from the Strategic Staffing Coordinator's salary will serve as an offset. This reallocation of funds will enable the utilization of local resources to enhance programming to positively impact student outcomes, facilitate the continued expansion of the program, and foster its long-term sustainability.

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 \$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."

N/A \$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."

N/A \$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?

East Central ISD has recently been rated as a D district, underscoring the urgent need to prioritize student needs amidst the challenges of rapid growth and acute staffing shortages. With vacancies present across every campus and content area, including bilingual, special education, math, science, and elementary education, filling these positions with qualified and effective teachers has become increasingly difficult. In response to these challenges, ECISD has implemented a strategic staffing model centered on pair teaching, or co-teaching. This model reflects the district's commitment to sustaining its residency program indefinitely by collapsing vacancies. By reallocating local funds to support the residency program, ECISD not only addresses immediate funding needs but also tackles the critical issue of teacher shortages exacerbated by the district's rapid growth. Through pair teaching, students in ECISD will have equitable access to high-quality instruction delivered by university-trained teacher candidates alongside highly effective mentor teachers. The district's leadership firmly believes that investing in a high-quality residency program yields multiple long term benefits that compounds with each cohort of residents. ECISD is in a season of rapid growth and has been identified as a fast growing district in a time of teacher shortages. A recent demographic report projects student enrollment to increase 31% in the next five years, and more than double in the next ten year

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

The year-long paid residency program has become a critical building block of the ECISD strategic talent plan because of the accelerated and compounding benefits to ensure every classroom, every school, every student has an effective educator that they deserve. Through the grant, ECISD's students will be the benefactors. The grant will allow ECISD to: 1) Continue to improve and scale up the year-long paid residency programming to establish it as a high quality, recognizable and sustainable talent development program 2) Attract and increase the number of racially and economically diverse residents to close demographic gaps through competitive stipends, benefits package, and quality professional development 3) Strategically address the district's immediate staffing challenges in a season of fast growth and teacher shortages and provide equitable access to quality instruction in high needs classrooms 4) Capitalize on the compounding effect of leveling up mentors as teacher leaders and closing the novice gap for residents so they are effective on day one. The Year-Long Paid Residency is a solid part of ECISD long-term strategic staffing plan.

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?

Laurie Doyal-Lampman, serving as the Personnel Coordinator of Strategic Staffing and Retention, is tasked with leading the implementation of the residency program in collaboration with Educator Preparation Program (EPP) partners and with technical assistance from ESC Region 20. This role was established in 2023 in recognition of the year-long paid residency's efficacy as a solution to the district's staffing challenges. To develop, scale, and sustain this program, ECISD created the position, supported initially by the 2023-2025 Strategic Staffing Grant, which helped offset its cost. Additionally, local funds have been dedicated to sustain this role beyond grant support as an integral part of the district's strategic staffing plan. The job description for this role was tailored to streamline responsibilities, focusing on the development, support, and coordination of the paid residency program, alongside other complementary projects aimed at supporting ECISD's strategic staffing, talent recruitment, and teacher retention initiatives. Collaboration is a cornerstone of ECISD's talent development and strategic staffing plan, involving key stakeholders such as the superintendent, CFO, Personnel Department, Department of Curriculum & Instruction, campus principals, and instructional teams. Efforts to track time spent on strategic staffing tasks are documented through a detailed daily calendar, meeting agendas, email records, etc.

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

A time tracking system tool has been established to ensure compliance with grant requirements, with the Coordinator of Strategic Staffing responsible for its maintenance and reporting to the CFO.

As the Coordinator of Strategic Staffing and Retention plays a crucial role in supporting the sustainability of ECISD's broader talent plan, the position will continue to be sustained and funded with local resources once the grant period concludes.

Systems of communication have been established with the Educator Preparation Program (EPP) through a series of planning sessions, site visits, and governance meetings. These channels facilitate ongoing dialogue, collaboration, and coordination between ECISD and its EPP partners. Planning sessions allow for the alignment of goals and strategies, while site visits provide opportunities for hands-on observation and feedback. Governance meetings serve as forums for decision-making and ensuring accountability. Overall, these communication systems enhance the effectiveness of the partnership and contribute to the success of the residency program.



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Program Description PS3014 - Program Narrative

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

ECISD has been actively involved in the design and implementation of the year-long paid residency program since 2022, spanning nearly two years. This initiative has been undertaken in collaboration with University of Texas San Antonio and Texas A&M University San Antonio, with technical support from ESC Region 20 and USPREP. Currently, ECISD is in the implementation year and is supporting 12 year-long paid residents from UTSA and one from Texas A&M University - San Antonio. Recently, ECISD has initiated discussions with Our Lady of the Lake University to establish a partnership and commence the design phase of a similar residency program. The aim is to establish a mutually beneficial relationship with OLLU, driven by various factors. One such factor is the existing relationship between ECISD's High School Teacher Prep program and OLLU through activities such as the Texas Association of Future Educator competition, campus tours, and acceptance of ECISD high school seniors into OLLU's teacher preparation program, often accompanied by scholarships. The overarching goal of this partnership with OLLU is to provide a comprehensive opportunity for ECISD students. This includes offering financial support for those pursuing a career in teaching and providing the chance to serve students within their own community. By establishing a full-circle opportunity, ECISD aims to support students in their journey towards becoming educators while also addressing the staffing needs of district.

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 partnerships between EPPs and district are characterized by well-defined parameters and agreed-upon tasks to ensure a highly collaborative and functional relationship informed by data. These parameters were established during extensive design work, with assistance from ESC Region 20 and USPREP, resulting in a framework that ensures data-informed decision-making. The program parameters include Quarterly Governance Meetings involving a broad range of stakeholders, such as institution leaders, ESC technical assistants, district coordinators, university field supervisors, campus principals, district curriculum representatives, and other relevant guests. The agenda for these meetings is developed collaboratively by the field base supervisor, the district Coordinator for Strategic Staffing, and the ESC technical assistant, incorporating data collected from quarterly site visits, observation measures, resident and mentor surveys, resident and mentor interviews, and the university's residential teacher performance tool. All measurements are intentional and directly tied to the program's established goals to ensure decisions directly impact program objectives. Next steps and timelines are determined during these meetings and reported upon no later than the subsequent meeting, with adjustments and improvements implemented as needed. Effective communication between partners is crucial and has been successfully achieved. The liaison role of the ESC technical assistant is invaluable.

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.)?

East Central ISD (ECISD) has cultivated strong relationships with two local Educator Preparation Programs (EPPs) with the invaluable technical assistance provided by ESC Region 20. These partnerships have been instrumental in the design and implementation of strategic staffing planning, contributing significantly to the success of the program's first year of implementation. The effectiveness of this collaboration can be attributed to established systems for communication, widely accepted norms promoting high levels of collaboration and transparency, and a professional responsiveness demonstrated by all stakeholders.

During the mega design year, a communications guideline document was collaboratively developed. This process involved stakeholders engaging in exercises to define and discuss what constitutes high-quality communication, establishing terms, and instituting enduring protocols. Additionally, a robust system for documentation of communication was established, including calendaring of meetings and events, sharing of meeting agendas, and maintaining conversation logs. This structured approach, coupled with technical support from ESC Region 20, ensured accountability as new systems and practices were developed and implemented.

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

Moreover, the comprehensive approach to design, involving stakeholders from each institution, fostered the creation of a comprehensive professional network and strong friendships that had not previously existed at such a level. This network has facilitated less formal communication and problem-solving, driven by mutual respect among professional counterparts.

ECISD hopes to secure funding for the grant, allowing for the continued technical support of ESC Region 20 during the design and implementation years. This support will be instrumental in establishing deep systems and practices with new partners like Our Lady of the Lake University (OLLU) and further enhancing existing partnerships.



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Campus/Site: N/A
Vendor ID: 1741562392

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

Program Description PS3014 - Program Narrative

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

East Central ISD (ECISD) has actively participated in the Strategic Staffing design and implementation year (2022-2024) through the utilization of Texas COVID Learning Acceleration Supports (TCLAS) Decision 5. Additionally, ECISD has secured the 23-25 Strategic Staffing grant, enabling the reallocation of funds and the reassignment of a position to Coordinator of Strategic Staffing. This role is dedicated to the development of the year-long paid residency and related programming.

As ECISD strives to enhance its strategic staffing plan, it has recognized the opportunity to leverage the established Teacher Preparation Program at East Central High School. The objective is to create a seamless transition for students from high school to local Educator Preparation Programs (EPPs) and back to the home district, producing well-trained teachers with strong community connections. Our Lady of the Lake University (OLLU) actively recruits ECISD students for their educator prep program and scholarships, thanks to ECISD's reputation and performance at state Texas Association of Future Educators competitions. ECISD values partnerships with local EPPs that its students actively seek and choose.

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

The prospect of ESC Region 20 providing technical support during the design and implementation year with a new vetted partner offers added confidence in the process for OLLU as they establish a year-long paid partnership with ECISD. This collaboration underscores ECISD's commitment to fostering strong relationships with EPPs and ensuring the success of its students in pursuing careers in education.

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.

In 2020-2021, Harmony Elementary's engagement in the Effective Schools Framework was mandated. The primary focuses were on 5.1 Effective Classroom Routines and Instructional Strategies, emphasizing planning and high-quality instruction, along with 5.3 Data Driven Instruction.

Subsequently, in 2022-2023, other campuses such as Legacy Middle School, Heritage Middle School, and Sinclair Elementary opted to participate in the Effective Schools Framework. A common primary focus across all campuses during this period was 5.3 Data Driven Instruction.

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.

East Central ISD secured the TEA Strong Foundations planning grant during the 2022-2023 school year, focusing on math. Subsequently, in the 2023-2024 school year, the district received the TEA Strong Foundations Implementation grant, specifically targeting elementary math initiatives. During the current school year, 2023-2024, ECISD implemented the High-Quality Instructional Materials (HQIM) process at the elementary level.



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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: EAST CENTRAL ISD
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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			



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

Part 1: Professional and Contracted Services

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

Part 2: Direct Administrative Costs

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

Part 3: Itemized Professional and Consulting Services

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



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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: EAST CENTRAL ISD
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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:



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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