



Organization: FABENS ISD
 Campus/Site: N/A
 Vendor ID: 1746000829

County District: 071903
 ESC Region: 19
 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	03/28/2024 12:52 PM
GS2300 - Negotiation Comments and Confirmation		New	
Program Description			
PS3013 - Program Plan	*	Complete	03/28/2024 12:56 PM
PS3014 - Program Narrative	*	Complete	04/02/2024 05:06 PM
Program Budget			
BS6001 - Program Budget Summary and Support		Complete	04/01/2024 02:24 PM
BS6101 - Payroll Costs		Complete	04/01/2024 02:29 PM
BS6201 - Professional and Contracted Services		Complete	04/01/2024 02:24 PM
BS6401 - Other Operating Costs		Complete	04/01/2024 02:24 PM
BS6501 - Debt Services		Complete	04/01/2024 02:24 PM
BS6601 - Capital Outlay		Complete	04/01/2024 02:24 PM
Provisions Assurances and Certifications			
CS7000 - Provisions, Assurances and Certifications	*	Complete	04/01/2024 02:24 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: April	Initial:	Last Name: Galaviz	Title: Director of Federal Programs
Phone: 915-765-2605	Ext:	E-Mail: agalaviz@fabensisd.net	

Submitter Information

First Name: April	Last Name: Galaviz
Approval ID: april.galaviz	Submit Date and Time: 04/02/2024 05:08:06 PM



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**General Information
 GS2100 - Applicant Information**

Part 1: Organization Information

A. Applicant		
Organization Name: FABENS ISD		
Mailing Address Line 1: P O BOX 697		
Mailing Address Line 2:		
City: FABENS	State: TX	Zip Code: 79838

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

Part 2: Applicant Contacts

A. Primary Contact	Select Contact:	<input type="text" value="Select One"/>	or	<input type="button" value="Add New Contact"/>
First Name: April	Initial:	Last Name: Galaviz		
Title: Director of Federal Programs				
Telephone: 915-765-2605	Ext.:	E-Mail: agalaviz@fabensisd.net		

B. Secondary Contact	Select Contact:	<input type="text" value="Select One"/>	or	<input type="button" value="Add New Contact"/>
First Name: Martin	Initial:	Last Name: Torres		
Title: Asst. Superintendent of Business & Opera				
Telephone: 915-765-2600	Ext.:	E-Mail: matorres@fabensisd.net		



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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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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.

Mission: The LEA is committed to sustaining a teacher residency program aimed at recruiting, preparing, and retaining highly qualified educators to address teacher vacancies in high-need areas, enhance new teacher preparedness, and improve teacher retention rates. The Vacancy: Pair Teaching model, places residents alongside experienced mentor teachers for the entire school year, reducing student-to-teacher ratios and fostering individualized instruction. It targets vacancies in ESL/Bilingual Certification, Career and Tech Programs, and Special Education. With the Pair Teaching model, the district is seeking to implement the Residents as Paraprofessionals Model to fill instructional needs, dedicating Special ed and Bilingual paraprofessional positions. This model involves residents taking on paraprofessional duties and spending at least 50% of their time co-teaching with mentor teachers. The residency program prioritizes new teacher preparedness through comprehensive training, mentorship, and support, partnering with the University of Texas at El Paso. It aims to enhance teacher retention rates by fostering a supportive learning environment, providing ongoing mentorship, coaching, and opportunities for career advancement. Financially, the district sustains the co-teacher model by funding up to three residents annually with one teacher salary, resulting in cost savings. It ensures a seamless transition amidst retirements or attrition by cultivating a pipeline of educators.

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.

Ms. Polanco, the Human Resources Director (existing), will lead the teacher residency program, overseeing recruitment, selection, and placement of residents and mentor teachers. With experience in finance, she ensures program sustainability and assists in retention strategies and professional development. Michele Gonzalez, Asst. Superintendent of C&I (existing), co-leads the program, oversees all aspects of curriculum and instruction, school leadership, assessment, and accountability within the district. She will collaborate closely with district administrators, mentor teachers, and university partners to ensure the program's success and adherence to program assurances. Dr. April Galaviz, Director of Federal Programs (existing), will ensure that grant assurances are met and work closely with program administrators and district leadership to secure funding for program expansion, professional development, and resource acquisition. Galaviz has experience in state and federal accountability. Dr. Erika Mein from the University of Texas at El Paso serves as the main contact, overseeing the residency program and ensuring alignment with district needs. Region 19 will serve as the technical assistance provider.



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Program Description PS3014 - Program Narrative

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?

Objective 1: Residents will fulfill instructional needs of schools and impact PK-12 students who have been historically underserved and in high need certification areas. By June 2025 : -100% of residents will receive information and support about requirements to meet other certifications (high need). Strategies: Presentations, excel sheet to keep track of district needs. - The LEA will recruit 6-10 residents per school year. Strategies: Attend recruitment events, flyers to promote district, tracking tool for resident assignments. - 100% of our residents will be offered paid tutoring and intersession. Strategies: Principal communication, HR brochure. Objective 2: Increase access to high quality resident pathways to build and sustain a strong teacher pipeline. By June 2025: -Inform 100% of 8th - 12th students information about teacher pathway courses available at FHS. Strategies: Presentations, Agendas. -50% of the candidates in the year-long residency program will be bilingual certified. Strategies: Provide Certification opportunities (funding), support and mentorship. -100% of residents will have access to PD and other teacher resources. Strategies: Electronic Portfolios, Invitations to PD that mentor teacher attends. Objective 3: Intentionally recruit, develop, and retain residents to ensure long-term teacher effectiveness. By June 2025: -100% of residents will receive Teacher Incentive Allotment information. Strategy: Presentation during onboarding

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

-90% of candidates will score a 3 or higher on their final walk-through evaluation in all rubric categories. Strategy: Ongoing PD and support (utilize pop cycle data). Objective 4: Select and develop highly effective mentor teachers. By March 2025: -90% of mentors willing to continue to mentor for another year. Strategies: Address needs and utilize a survey to gather feedback and provide support. By March 2025,-100% of mentors will be selected based on principal recommendation, T-TESS data and student growth data. Strategies: T-TESS data, Teacher incentive allotment data. Objective 5: Reallocate existing budgets to sustainably fund paid residents and mentor teachers. By June 2025: -a staffing needs assessment will be conducted for each campus to identify potential resident placements based on district needs/enrollment. Strategies: HR Staffing projection tools. By June 2026, the district budget will include funding for residents and mentors if staffing indicates need beyond what grant funds may cover. Strategy: Local Budget Details.

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.

Student residents undergo evaluation four times a year using the Miner Mentor Tool, which is aligned with T-TESS standards. These evaluations, referred to as "POP cycles" by the EPP, provide detailed data on the progress of our residents. Additionally, the program team and campus administrators conduct walkthroughs to supplement these observations and ensure comprehensive feedback and support for our residents. The effectiveness of project objectives and strategies will be ensured through processes like regular monitoring, evaluation, team feedback and data analysis. These methods will allow for ongoing assessment of progress, identification of areas for improvement, and adjustments to strategies as needed Fabens ISD has evidence indicating that students who had a resident teacher in their class outperformed students in classes without resident teachers in state assessments.



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Program Description PS3014 - Program Narrative

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 requested payroll amount will be allocated to co-fund an existing position, ensuring the program has dedicated leadership to meet all grant assurances and align with its goals and objectives consistently. The lead may also receive a max stipend amount of 2,000.00 for the duration of the grant. Contracted services will cover any required training or consulting to address program needs. Funding for supplies and materials will procure consumables necessary for program-related trainings and meetings. It is imperative for the program lead to become an expert in residency programs. Therefore, the LEA requests funding for in-state travel and transportation. This will enable the lead to receive the latest training and support necessary to develop the program effectively and provide comprehensive support to both residents and teachers. In the future the LEA will look for be utilizing local funding to support all of the above and if additional supplementation is needed then the LEA will explore additional grant funding.

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."

6100- \$100,000.00 Co-fund an existing position at 50% to take the lead for the program for two consecutive years. A stipend may be provided not to exceed 2,000.00 for both years.

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."

6200- \$10,000.00-For consulting services, and any training associated to building the capacity of the program, residents and mentor teachers

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."

6300- \$8,000.00- Supplies and Materials used to support during meetings and trainings for two years. Devices such as (laptops) will be purchased for resident use.

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."

6400- \$5,000.00 Transportation or In-Travel for the program lead for the duration of the grant.

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.

\$123,000.00



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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?

Through the implementation of the Vacancy: Pair Teaching model, the district remains committed to alleviating teacher shortages in critical areas such as ESL/Bilingual Certification, Career and Technical Programs, and Special Education. By employing targeted recruitment efforts and providing customized training, the program attracts aspiring educators dedicated to meeting the diverse needs of the community's students. Additionally, alongside the Vacancy: Pair Teaching model, Fabens ISD will dedicate resources to Special Education and Bilingual paraprofessional positions while introducing the Residents as Paraprofessionals Model. This model addresses the need for small group instruction by having residents take on paraprofessional responsibilities while co-teaching with qualified mentor teachers for at least 50% of their time, ensuring alignment with all qualifications and certification requirements. Paid teacher residencies play a significant role in our broader talent strategy this year by addressing critical needs in teacher recruitment, preparation, and retention. These residencies offer aspiring educators the opportunity to gain practical experience and develop effective teaching strategies under the guidance of experienced mentor teachers. By providing financial support to residents, we attract high-potential candidates who may otherwise face barriers to entering the profession. Investing in paid teacher residencies helps to strengthen our pipeline.

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

In five years the district will adjust according to the area of need. As the demand for skilled teachers persists, these programs will continue to draw talented individuals to the profession by providing financial support and practical experience.

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

The Director of Human Resources, Ms. Polanco, will lead the year-long design process and implementation support year. As previously mentioned the Vacancy: Pair Teaching Model is already in place and will continue as appropriate. Additionally, the district will explore the Residents as Paraprofessionals to address already existing vacancies and still provide targeted support for our students. Ms. Polanco's role is an existing one within the district. Her role in leading this work aligns with broader talent management efforts at the district. As the Director of Human Resources, she oversees recruitment, selection, and support for all district personnel, including teachers. Leading the teacher residency program is an extension of her responsibilities in talent management, focusing specifically on developing a pipeline of highly qualified educators. All meetings will be part of her job description and the rest of the team will be there to support her during this process. This grant will co fund a portion of her salary and provide a stipend. All monies will be budgeted into future local funding.

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

N/A

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?

Fabens ISD established a partnership with the University of Texas at El Paso (UTEP) due to its extensive access to resources and its well-established credibility in the fields of research and innovation. UTEP's reputation as a leading academic institution ensures that it is well-equipped to address the specific academic needs of our region. The university's deep understanding of regional educational requirements and its commitment to producing highly effective teachers align closely with the objectives of Fabens ISD. We have engaged with UTEP for 2 years and will continue to expand our residency program with their support. So far, we have successfully place 4-6 residents per year to fill in our vacancies. We look forward to the development of the residents as paraprofessionals model so that we may expand on this placement.



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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 governance team, led by our EPP, the University of Texas at El Paso, includes a site coordinator who collaborates closely with mentor teachers, teacher residents, and the program team (consisting of the Director of Federal Programs, Assistant Superintendent, and Director of Human Resources). Additionally, campus leadership and professors working with mentor teachers are part of the governance team. These meetings review the progress of residents and the growth of mentor teachers, with agendas created by the EPP site coordinator and data from walk-throughs, the Miner Assessment tool (POP cycles), and surveys shared. Held at resident-placed campuses, these meetings allow the governance team to observe residents in action with their mentors and discuss key events and ideas. At least two governance meetings per semester occur between the program team and EPP. All information is documented in a shared drive for all key stakeholders to review. The selection process includes a job fair for residents to become familiar with districts and a match day that reveals the district they will be completing their residency at. This gives residents an opportunity to meet with program team and their future mentor teacher.

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.)?

Governance meetings and a shared drive are already standard practices among the LEA, EPP, and Regional Service Center 19. The team maintains an established calendar with proposed meeting topics for future agendas. During these meetings, the team reviews Pop-Cycle data from the Miner Mentor Tool (aligned with T-TESS), survey data, and other relevant topics. All meetings take place at the campuses where residents are placed, and campus principals from other campuses are invited to contribute input and participate in learning walks. The team can address the issues collaboratively by determining the root cause. Some forms of support may include an increase of check ins from the site coordinator, targeted support plans and access to resources, and conversations/discussions for reflection.

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.

The LEA aims to combine the Vacancy: Pair Teaching Model and the Residents as Paraprofessional Model through this grant. Analysis of State Assessment data and MTSS data highlights a clear need for targeted support in special education and bilingual education. In addition, these areas are hard to staff and we want to ensure students have access to a quality education. Both models address vacancies. In this combined model, residents will assume paraprofessional duties (existing vacancy) while spending at least 50% of their time co-teaching with qualified mentor teachers. This instructional approach is designed to provide crucial support to struggling learners while simultaneously preparing future educators. Our overarching objective is to ensure the sustainability of both models while also fostering improvements in student outcomes.

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

N/A



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Program Description PS3014 - Program Narrative

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.

While the LEA has not been designated for targeted support and improvement, we have chosen to voluntarily participate in the ESF diagnostic with our regional service center. Analysis of the diagnostic data revealed a need to address Lever 5, Effective Instruction, across all our campuses. Each campus has identified a specific priority area within Lever 5. To further address these findings, the district intends to participate in the Texas Instruction Leadership (TIL) program provided by the regional service center. This initiative will enable us to enhance instructional practices and support student success across our schools.

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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 Campus/Site: N/A
 Vendor ID: 1746000829

County District: 071903
 ESC Region: 19
 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**

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		



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

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

Part 1: Professional and Contracted Services

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

Part 2: Direct Administrative Costs

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

Part 3: Itemized Professional and Consulting Services

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



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

**Program Budget
 BS6401 - Other Operating Costs**

Part 1: Other Operating Costs

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

Part 2: Direct Administrative Costs

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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: Contract Start Date: Contract End Date:

Select One ▼

Part 3: Description of Property

Property

1. Property Description:

Property Value:

Fund Source: Contract Start Date: Contract End Date:

Select One ▼



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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. 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.	Lobbying Certification
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