



**Organization:** GOLDEN RULE CHARTER SCHOOL  
**Campus/Site:** N/A  
**Vendor ID:** 1752909306

**County District:** 057835  
**ESC Region:** 10  
**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
<b>General Information</b>			
GS2100 - Applicant Information	*	Complete	04/01/2024 01:45 PM
GS2300 - Negotiation Comments and Confirmation		New	
<b>Program Description</b>			
PS3013 - Program Plan	*	Complete	04/02/2024 09:58 AM
PS3014 - Program Narrative	*	Complete	04/02/2024 10:11 AM
<b>Program Budget</b>			
BS6001 - Program Budget Summary and Support		Complete	04/02/2024 10:11 AM
BS6101 - Payroll Costs		Complete	04/02/2024 10:12 AM
BS6201 - Professional and Contracted Services		Complete	04/02/2024 10:12 AM
BS6401 - Other Operating Costs		Complete	04/02/2024 10:12 AM
BS6501 - Debt Services		Complete	04/02/2024 10:13 AM
BS6601 - Capital Outlay		Complete	04/02/2024 10:13 AM
<b>Provisions Assurances and Certifications</b>			
CS7000 - Provisions, Assurances and Certifications	*	Complete	04/02/2024 10:12 AM

**Certification and Incorporation Statement**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations; application guidelines and instructions; the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules submitted. It is understood by the applicant that this application constitutes an offer and, if accepted by the Texas Education Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official** Select Contact:  or

First Name: Dr. Vicente Initial: Last Name: Delgado Title: Chief Education Officer

Phone: 214-333-9330 Ext: E-Mail: vdelgado@goldencharter.org

**Submitter Information**

First Name: Vicente Last Name: Delgado

Approval ID: vicente.delgado Submit Date and Time: 04/02/2024 03:59:57 PM



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**General Information  
 GS2100 - Applicant Information**

**Part 1: Organization Information**

A. Applicant		
Organization Name: GOLDEN RULE CHARTER SCHOOL		
Mailing Address Line 1: 135 W WINTERGREEN RD		
Mailing Address Line 2:		
City: DESOTO	State: TX	Zip Code: 75115

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

**Part 2: Applicant Contacts**

A. Primary Contact			Select Contact:	Select One	or	Add New Contact
First Name: Dr. Vicente	Initial:	Last Name: Delgado				
Title: Chief Education Officer						
Telephone: 214-333-9330	Ext.:	E-Mail: vdelgado@goldencharter.org				

B. Secondary Contact			Select Contact:	Select One	or	Add New Contact
First Name: Johnny	Initial:	Last Name: Pecina				
Title: Administrative Assistant						
Telephone: 469-248-4463	Ext.:	E-Mail: jpecina@goldencharter.org				



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

### General Information GS2300 - Negotiation Comments and Confirmation

#### Part 1: General Comments

##### General Comments (TEA Use Only)

#### Part 2: Negotiation Items

This schedule is for TEA to document any required changes and communications to the applicant in the event this application requires negotiation. It will also require applicants to acknowledge that they have made the changes requested.

Applicants: For all negotiation notes below, please make the requested changes in the grant application itself.

- Please do check the "Change Completed" box.
- Please do not enter information in the "Grantee Comments" section, unless you are specifically instructed to do so.

Negotiation Items	
1.	<div style="display: flex; justify-content: space-between;"> <div>Date: <input type="text"/></div> <div>Schedule: <input type="text" value="Select One"/></div> </div> <div style="border: 1px solid black; padding: 5px;"> <p>TEA Negotiation Note:</p> <div style="border: 1px solid black; height: 50px;"></div> </div> <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="border: 1px solid black; padding: 5px;"> <p>Grantee Comments:</p> <div style="background-color: #cccccc; border: 1px solid black; height: 50px;"></div> </div> <div> <input type="checkbox"/> LEA Completed Change         </div> </div>

Add Row

Delete Row



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

### Program Description PS3013 - Program Plan

#### A. Standard Statutory/Program Assurances

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

#### B. Program Assurances Regarding Applicant-EPP Partnership

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



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

### Program Description PS3013 - Program Plan

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

##### Assurances

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

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

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



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

### Program Description PS3014 - Program Narrative

Please include complete responses for each question below.

#### A. Summary of Program

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

**PROGRAM OVERVIEW:** Golden Rule Charter Schools (GRCS) plans to appoint a dedicated Program Director to collaborate with Dallas College, an approved Educator Preparation Program (EPP) recognized by the Texas Education Agency (TEA). Year one focuses on strategic staffing, leveraging resident educators as substitutes, paraprofessionals, or tutors. Year two funds the High-Quality, Sustainable (HQS) Teacher Residencies program, aimed at tackling the teacher shortage (4-5 vacancies) by providing a year-long initiative to train and support aspiring educators.

**MISSION AND SPECIFIC NEEDS:**

- **Charter Growth:** Since 2001, GRCS has added 6 campuses, increasing enrollment from 1,215 to 1,450 students by 2022-2023. The expansion necessitates a higher demand for qualified teachers.
- **Teacher Turnover:** GRCS faces higher turnover (30% vs. state average of 21.4%) due to burnout, competitive job market, and lack of mentorship, exacerbating the challenge of retaining educators.
- **No Existing Residency Program:** GRCS did not participate in TEA's Residency Program Support, making this grant crucial to establish a structured program for teacher development.

**PROGRAM WILL ADDRESS MISSION/NEEDS:** The program aims to establish an educator pipeline to recruit, support, and retain high-quality, teachers, addressing the current shortage. By implementing a comprehensive recruitment and training process, GRCS aims to foster a diverse, student-centered environment, promoting a part of our school's mission.

#### 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.

Given the budgetary parameters and requirements tied to the grant, the involvement of personnel and external consultants for its execution is restricted. Nevertheless, we have identified pivotal individuals who will oversee the program's implementation:

1. **Project Director (new internal position)** - Required qualifications include a Bachelor's degree in education or a related field and a minimum of 5 years of experience in the education field.
2. **Host Teachers (existing internal positions)** - Required qualifications include a Bachelor's degree in education or a related field, possessing a teaching certification, and having at least 3 years of teaching experience.
3. **EPP Partner (new external consultant)** - Must be qualified by TEA as an approved Educator Preparation Program (EPP) and have experience working with Local Education Agency (LEA) personnel.



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

### 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?

Golden Rule Charter School is committed to the establishment of a sustainable, compensated Teacher Residency Program within the timeframe of this grant. Our MAJOR GOAL is to ensure the successful realization of this initiative, and to that end, we have delineated the following OBJECTIVES:

- Within 60 days of receiving the Notice of Grant Award (NOGA), the Program Director will be recruited and appointed.
- Within the same 60-day period, collaborative efforts with our Educational Preparation Provider (EPP) partner will be initiated to finalize and execute a Memorandum of Understanding (MOU), detailing meeting schedules, roles, and responsibilities.
- In the inaugural year of the program, job descriptions for host teachers and teacher residents will be developed.
- In tandem with this, a strategic staffing model will be adopted to meet the specific needs of our charter.
- Throughout the first year, the identification process for host teachers will be completed.

To ensure the attainment of these objectives, Golden Rule Charter School will execute grant activities in strict accordance with TEA requirements. While there will be activities diligently pursued on a daily basis, we have outlined the following TEA-mandated activities that will guide our grant's implementation:

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

Year 1:

- Organize three full-day face-to-face sessions.
- Conduct 1-3 virtual meetings per month with our technical assistance provider from October 2024 to May 2025.
- Conduct regular reviews of grant deliverables.
- Provide summer training sessions for both teacher residents and host teachers.

Year 2:

- Conduct weekly reviews of the staffing model's implementation by the Program Lead.
- Implement job-embedded training for teacher residents.
- Continuously review grant performance measures and communicate relevant data to our partnering EPP.

Through the pursuit of these proposed goals, objectives, and activities, Golden Rule Charter School anticipates the full establishment of a sustainable Teacher Residency Program by the commencement of the 2025-2026 school year.

#### 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.

PERFORMANCE MEASURES: Our charter recognizes the importance of in-depth data tracking in assessing the efficacy of grants; therefore, our charter commits to comprehensive performance measurement practices. In the event of receiving the grant, we plan to monitor the following items, which are related to student outcomes and consistent with the purpose of the grant program:

- Time and effort activity logs for strategic staffing model engagement.
- Quarterly progress reports in 2024-2025, documenting strategic staffing milestones.
- Quarterly reports in 2025-2026, focusing on program monitoring and implementation data, tracking teacher residents' participation, demographics, certifications, and staffing models.
- Program evaluations in 2025-2026 to track resident placements.

TOOLS USED TO MEASURE PERFORMANCE AND ENSURE EFFECTIVENESS: Golden Rule Charter School, alongside Dallas College, will use various tools including Teacher Monitor/Teacher Resident Surveys, Testimonials, Walkthroughs, Attendance Records, STAAR and Benchmarks assessments, Observation Logs, Sign-in Sheets, and the designated EPP platform.

PROCESSES USED TO ENSURE THE EFFECTIVENESS OF OBJECTIVES AND STRATEGIES: We'll systematically use collected data to assess grant objectives' progress and efficacy. Processes include analyzing teacher resident grades, quarterly reviews of contact hours, and pre- and post-program completion surveys to gauge impact and effectiveness.



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

### 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.

**NEEDS AND GOALS OF THE PROGRAM:** Our goal is to work with the EPP to design and implement paid, year-long High-Quality, Sustainable (HQS) Teacher Residencies. While Dallas College will provide a wide array of in-kind technical assistance services to us, the charter has budgeted \$69,000.00 in grant funds for a dedicated Program Director salary, along with any supplies/materials needed in order to fulfill job duties. This grant-funded position will be responsible for ensuring smooth grant implementation during both the design and implementation year of the grant. As part of the design year, the individual will need to work with our charter personnel and the EPP to conduct a needs assessment; Set goals for resident placement; Determine the best-fit model to meet instructional needs; Identify funding sources for resident wages; and Design parameters, communication, and training to support implementation.

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

Since there is no existing program similar in place, currently no funds are allotted. However, to ensure the grant budget remains comprehensive, the charter is committed to leveraging alternative funding streams to cover expenses related to SUPPLIES AND MATERIALS, CONTRACTED CONSULTANTS, AND TRAVEL, as needed. Below is a HIGH-LEVEL SNAPSHOT OF FUNDS of available funds that can be redirected to support additional grant costs:

- Local Funds: Will be leveraged for reallocation and reinvestment to support teacher residents' wages while they engage in substitute teaching. The charter will utilize saved money from substitute pay to cover resident fees.
- Local/State Funds: Professional development training procured through local or state funding will be extended to teacher residents.
- State Compensatory and Local Funds: Oversight and management of the grant will be facilitated by the school principal, whose position is funded through state resources.

**ADJUSTMENTS:** In the event that program adjustments are required, a collaborative meeting involving stakeholders will be convened to thoroughly discuss and determine necessary changes for program efficacy. Should modifications be warranted, the charter will issue letters of intent to all stakeholders to ensure transparent communication. Adherence to TEA regulations for amendments will be strictly followed to ensure a seamless and compliant adjustment process.





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

### 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."

- \$69,000.00 – Funds will be allocated to cover the expenses and benefits related to hiring a full-time Program Director who will oversee the program activities.

2. Professional and Contracted Services-Include a description of the cost(s) and a dollar amount. If you will not be budgeting in this class/object code, please enter "N/A" or "\$0."

N/A

3. Supplies and Materials-Include a description of the cost(s) and a dollar amount. If you will not be budgeting in this class/object code, please enter "N/A" or "\$0."

- \$1,400.00 – Funds will be utilized to purchase necessary supplies required for the Program Director to fulfill his/her roles and responsibilities.

4. Other Operating Costs-Include a description of the cost(s) and a dollar amount. If you will not be budgeting in this class/object code, please enter "N/A" or "\$0."

N/A

5. Total Grant Award Requested- Be sure to include the sum of the amounts in all class/object codes and any administrative costs in this total. Only a dollar amount will be accepted for this answer.

\$80,000



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### Program Description PS3014 - Program Narrative

#### G. TEA Program Requirements

1. Description of instructional and talent development needs and strategies: The program elements describe how teacher residencies will be made sustainable through strategic staffing models where residents support other instructional needs in the district/charter, such as substitute teaching or para-professional responsibilities (among other options). Describe the instructional and talent pipeline needs of your LEA. a. What vacancies (if any) exist in your district? b. What other instructional needs exist? How could residencies address this issue? (e.g., Tutoring support, small group Tier I support, etc.) c. How do paid teacher residencies fit into your broader talent strategy this year? For the next five years?

**WHAT VACANCIES EXIST IN YOUR CHARTER:** Since 2001, our charter has expanded to include 6 campuses. This expansion resulted in increased student enrollment, thereby increasing the demand for qualified teachers. In 2013, our total enrollment was 1,215 students, as of the 2022-2023 school year we welcomed an additional 235 students. We currently have 5 teacher vacancies in our charter. While the number may seem small, due to our charter size this serves as a major obstacle to providing students with high quality lessons in the classroom that help us achieve our mission.

**OTHER INSTRUCTIONAL NEEDS EXIST:** Although not comprehensive due to space constraints, below are some current gaps in academic achievement and economic obstacles within our charter:

- A staggering 94.6% of our student population falls under the Economically Disadvantaged (ED) category, surpassing the state's average of 62.1%.
- Only 4% of our students were recognized as college ready, drastically lower than the state's average of 52.9%, emphasizing the need for high-quality teachers in the classroom.
- Only 36% of our student's graduate college, career or military-ready, highlighting a pressing need for intervention compared to the state's average of 70%, and
- 100% of our students qualify for Title 1 support, exceeding the state's average of 64.6% and 63% are considered at-risk, nearly 10% higher than the state's average of 53.3%.

(Source: Texas Academic Performance Report (TAPR) 2022-2023)

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

**HOW COULD RESIDENCIES ADDRESS THIS ISSUE (E.G., TUTORING SUPPORT, SMALL GROUP TIER I SUPPORT, ETC.):** The charter is actively investigating various strategic staffing models aimed at enhancing educational outcomes. These models encompass roles such as substitute teaching, paraprofessional assistance, tutoring, and pair teaching. By adopting some, if not all these innovative approaches, our students stand to benefit from increased learning opportunities and a reduced teacher-student ratio, facilitating more individualized instruction. Consequently, these initiatives are anticipated to significantly bolster academic achievement and effectively address the instructional requirements highlighted earlier.

**HOW TEACHER RESIDENCIES WILL BE MADE SUSTAINABLE:** As part of our grant proposal, we aim to investigate innovative staffing models for educational support, including paraprofessional assistance, tutoring, pair teaching, and substitute teaching strategies. Specifically, we are keen to explore the potential benefits of integrating the substitute teaching model into our existing framework.

**HOW DO PAID TEACHER RESIDENCIES FIT INTO YOUR BROADER TALENT STRATEGY THIS YEAR:** We've expanded to six campuses, aiming for further growth without compromising academic excellence. Hiring and retaining skilled educators is crucial. To achieve this, we'll implement a year-long mentorship program for teacher residents, ensuring prompt filling of vacancies.

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?

**HOW WILL GOLDEN RULE STATE CHARTER AND EPP PARTNER TO COMMIT RESOURCES AND TIME TO THE YEAR-LONG DESIGN PROCESS AND IMPLEMENTATION SUPPORT YEAR:** Recognizing the importance of comprehensive support beyond the grant funding of \$80,000, Golden Rule State Charter acknowledges the necessity of additional resources for successful program implementation. We plan to utilize personnel as a resource that will be dedicated to the program. The personnel will include:

- Program Director (newly appointed) – Responsible include meeting with the EPP, aiding in strategic staffing model selection, monitoring performance metrics, and providing updates to administrators and TEA as required.
- Campus Principal (s) (existing) – Tasked with overseeing programming, facilitating communication with EPP, and ensuring proper mentorship for teacher residents.
- Human Resources Director (existing) – Responsible for conducting interviews, managing hiring processes, and gathering data on teacher residents.
- Campus Principals (existing) – Will recommend suitable host teachers for the program.

These roles are pivotal in facilitating successful grant implementation, aligning with our broader talent management strategy aimed at retaining teacher residents post-graduation and addressing the charter's current teacher vacancy rate.



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

### Program Description PS3014 - Program Narrative

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

**HOW MIGHT YOU FUND THIS ROLE AFTER THE GRANT ENDS:** Except for the Program Director, all mentioned positions are currently funded through local and state resources and will continue to be so. While the Program Director's salary will be covered exclusively by grant funds, the charter plans to maintain this position beyond the grant's expiration. With much of the groundwork already laid for the partnership, the charter anticipates that the role will transition to part-time commitment post-grant. Funding sources post-grant could include other grant opportunities, local budgets, and state allocations.  
**PROVIDE A DESCRIPTION OF YOUR PLAN TO TRACK AND MAINTAIN EVIDENCE OF THAT STAFF MEMBER'S TIME AND EFFORT TOWARD STRATEGIC STAFFING PROJECT MANAGEMENT:** It is anticipated that the Program Director appointed for this grant will not be bound by conventional clock-in and clock-out procedures. Nevertheless, this Program Director will operate from the charter's central office and will undergo consistent monitoring to ensure their active involvement in the program. Moreover, the Program Director will be tasked with holding regular meetings with charter administrators to offer updates on the advancement of the Teacher Residency Staffing model design. Through these meetings and ongoing oversight, the charter aims to ensure effective progress throughout the grant's design phase.

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?

**PARTNERING EPP:** Golden Rule Charter Schools is pleased to announce its collaboration with Dallas College as the Education Preparation Program (EPP) partner for our grant application. Dallas College has been vetted and is included on the 2024 Vetted Teacher Residency Program List.  
**HOW MANY YEARS HAVE YOU BEEN ENGAGED IN A RESIDENCY PARTNERSHIP:** The Dallas College and Golden Rule Charter Schools Teacher Residency Program has been a cornerstone in fostering educational excellence and professional development within our community for the last two (2) years. This partnership strives to address the critical need for highly qualified educators in underserved areas by providing a comprehensive residency experience that integrates theory with hands-on practice. With an annual cohort of one resident for each of the two partnering years, our program has consistently produced exemplary educators equipped with the skills and knowledge necessary to thrive in diverse classroom settings. This grant application seeks to further expand our program's reach and impact by growing a High-Quality, Sustainable (HQS) Teacher Residency program.  
**IF THE EPP PARTNERSHIP IS NEW, HOW DID YOUR LEA STAFF DECIDE TO PARTNER WITH THIS EPP:** N/A

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.

**PRACTICES FOR SHARED GOVERNANCE:** Collaborative efforts between the EPP and the charter focus on establishing shared governance principles to ensure the selection of top-tier teacher residents and host teachers. The process involves:  
• Selection of Teacher Resident: The campus Principal selects from a pool of resident candidates from Dallas College, who then collaborate with the EPP to complete necessary paperwork for participation in the GRCS Teacher Residency Program.  
• Selection of Host Teacher: The EPP outlines criteria for charter compliance, including academic standing, at least 3 years' teaching experience, possession of teacher certification, and Principal-approved recommendations.  
**FREQUENCY OF DATA REVIEW MEETINGS:** The partnership commits to three face-to-face meetings annually, along with regular email and Zoom communication with Dallas College.  
**MANAGEMENT OF FOLLOW-UP AND RESPONSE TO DATA:** GRCS and Dallas College appoint an EPP Site Coordinator for targeted campuses to oversee walkthroughs and T-TESS data collection. Dallas College utilizes a designated online platform to monitor residents' progress and attendance, enabling effective data collection for service provision and follow-up.  
**KEY FEATURES OF PARTNERSHIP PROGRESS:** The partnership with Dallas College, evidenced by the TEA-required letter of support, highlights collaborative progress toward establishing a High-Quality, Sustainable Teacher Residency program, crucial for growth and expansion.

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.)?

**ENSURING EFFECTIVE COMMUNICATION AND PARTNERSHIP:** Golden Rule Charter School is dedicated to fostering clear communication channels with our Educational Preparation Program (EPP), Dallas College, and technical assistance provider as we develop and implement our sustainable teacher residency program. We will actively document our communication efforts through comprehensive sign-in sheets during face-to-face meetings, recorded Zoom sessions, and archived emails and text messages, readily available upon request from the Texas Education Agency (TEA). This consistent dialogue will facilitate the exchange of progress updates, the resolution of challenges, and the collaborative decision-making informed by data.  
**IF THIS IS A NEW PARTNERSHIP, HOW DOES THE LEA PLAN TO WORK WITH THE EPP TO MANAGE ISSUES THAT ARISE:** N/A



**Organization:** GOLDEN RULE CHARTER SCHOOL  
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SAS#: TSSGAA24

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

### Program Description PS3014 - Program Narrative

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

N/A

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

N/A

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

N/A

11. 6. For districts/charters that have engaged in an Effective Schools Framework (ESF) diagnostic process during or before the 23-24 school year, please provide the year the district went through the diagnostic and the priority focus area in the space below. If your district is also taking part in the 23-24 pilot of Texas Strategic Leadership (TSL), please note this here. If this question does not apply you, please enter N/A.

N/A

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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**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	
<b>Total Funds Available</b>	



Organization: GOLDEN RULE CHARTER SCHOOL  
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 ESC Region: 10  
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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	
<b>Total Direct Costs</b>		
9. Indirect Costs		
<b>Total Budgeted Costs</b>		
<b>Total Funds Available Minus Total Costs</b>		
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	
<b>Total Direct Costs</b>		
8. Indirect Costs		
<b>Total Pre-Award Costs</b>		



**Organization:** GOLDEN RULE CHARTER SCHOOL  
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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			
<b>Total</b>				



**Organization:** GOLDEN RULE CHARTER SCHOOL  
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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	
<b>Subtotal Professional and Contracted Services Costs</b>		
<b>Remaining 6200 Costs That Do Not Require Specific Approval</b>		
<b>Total Professional and Contracted Services Costs</b>		

**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"/>	
<b>Total Professional and Consulting Services Costs</b>	



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

**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: GOLDEN RULE CHARTER SCHOOL  
 Campus/Site: N/A  
 Vendor ID: 1752909306

County District: 057835  
 ESC Region: 10  
 School Year: 2023-2024

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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	
<b>Total Debt Service Costs</b>		

**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	
<b>Total Capital Outlay Costs</b>	

**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 <a href="#">Disclosure of Lobbying Activities</a> form. <ul style="list-style-type: none"><li>• Print and sign the form.</li><li>• Scan the signed form and save it to your desktop.</li><li>• Click the <b>Attach Files</b> icon on the Table of Contents page to attach your signed form to this eGrants application.</li></ul>	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

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Region	County District	Organization	ADC Submitted Date								
				R:	R:	R:	R:	R:	R:	R:	R:
<b>Total:</b>				R:	\$0	R:	\$0	R:	\$0	R:	\$0