



Organization: GRANBURY ISD
 Campus/Site: N/A
 Vendor ID: 1756001695

County District: 111901
 ESC Region: 11
 School Year: 2023-2024

SAS#: TSSGAA24

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

**General Information
 GS2000 - Certify and Submit**

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

Amendment #: 00
 Version #: 01

Description	Required	Status	Last Update
General Information			
GS2100 - Applicant Information	*	Complete	04/01/2024 10:29 AM
GS2300 - Negotiation Comments and Confirmation		New	
Program Description			
PS3013 - Program Plan	*	Complete	04/01/2024 10:47 AM
PS3014 - Program Narrative	*	Complete	04/02/2024 03:14 PM
Program Budget			
BS6001 - Program Budget Summary and Support		Complete	04/02/2024 09:41 AM
BS6101 - Payroll Costs		New	
BS6201 - Professional and Contracted Services		New	
BS6401 - Other Operating Costs		New	
BS6501 - Debt Services		New	
BS6601 - Capital Outlay		New	
Provisions Assurances and Certifications			
CS7000 - Provisions, Assurances and Certifications	*	Complete	04/01/2024 10:35 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: Jimmy Initial: D Last Name: Dawson Title: Assistant Superintendent
 Phone: 817-408-4009 Ext: E-Mail: jimmy.dawson@granburyisd.org

Submitter Information

First Name: Jimmy Last Name: Dawson
 Approval ID: jimmy.dawson Submit Date and Time: 04/02/2024 03:16:03 PM



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**General Information
 GS2100 - Applicant Information**

Part 1: Organization Information

A. Applicant		
Organization Name: GRANBURY ISD		
Mailing Address Line 1: 217 N JONES		
Mailing Address Line 2:		
City: GRANBURY	State: TX	Zip Code: 76048

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

Part 2: Applicant Contacts

A. Primary Contact		Select Contact:	Select One	or	Add New Contact
First Name: Wes	Initial:	Last Name: Jones			
Title: Director of Human Resources					
Telephone: 817-408-4185	Ext.:	E-Mail: wes.jones@granburyisd.org			

B. Secondary Contact		Select Contact:	Select One	or	Add New Contact
First Name: Hailey	Initial:	Last Name: Veron			
Title: Federal Programs Coordinator					
Telephone: 817-408-4143	Ext.:	E-Mail: hailey.veron@granburyisd.org			



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General Information GS2300 - Negotiation Comments and Confirmation

Part 1: General Comments

General Comments (TEA Use Only)

Part 2: Negotiation Items

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

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

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

Negotiation Items	
1.	<div style="display: flex; justify-content: space-between;"> <div>Date: <input type="text"/></div> <div>Schedule: <input type="text" value="Select One"/></div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p>TEA Negotiation Note:</p> <div style="border: 1px solid black; height: 40px;"></div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div>Grantee Comments:</div> <div><input type="checkbox"/> LEA Completed Change</div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px; background-color: #f0f0f0;"> <div style="border: 1px solid black; height: 40px;"></div> </div>

Add Row

Delete Row



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

Program Description PS3013 - Program Plan

A. Standard Statutory/Program Assurances

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

B. Program Assurances Regarding Applicant-EPP Partnership

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



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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.

The Texas Strategic Staffing Model is a framework designed to support the recruitment, training, & retention of highly qualified teachers in school districts across Texas. Granbury ISD, located in Granbury, TX, is implementing this model with grant funding to support their new Teacher Residents for the 2024-2026 school year. The mission of this model is to provide a highly qualified leader from the district to support teacher residents. This leader will play a crucial role in facilitating the training, modeling, recruiting, & retaining of quality teachers. By implementing this model, Granbury ISD aims to enhance the overall quality of education and create a supportive environment for resident teachers. The model will provide needed comprehensive training programs for teacher residents, ensuring they are well-prepared to meet the challenges of the classroom and provide high-quality instruction. The highly qualified mentor teacher from the assigned campus will serve as a role model for teacher residents, demonstrating effective teaching strategies, classroom management techniques, & professional conduct. The model will support efforts to recruit talented individuals who are passionate about teaching and committed to positively impacting students' lives. The model aims to increase teacher retention rates within Granbury ISD by providing support and mentorship to teacher residents. This will contribute to the stability and continuity of the district's teaching staff.

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.

In the case of Granbury ISD, the current HR Director has been involved in the implementation of the program in partnership with the Education Service Center, Region XI, and Tarleton State University Education Department. The HR Director's experience as a teacher/coach, administrator, superintendent, and HR Director, along with his passion for growing future educators, make him a proven leader to support the Teacher Resident program. Strong leadership skills are essential for this vitally important initiative. They should be able to effectively lead and motivate teams, make informed decisions, and manage resources. The ability to communicate clearly and collaborate with all stakeholders at various levels is also crucial for successful project delivery with the implementation of our teacher residents program. This is the reason we would like for our HR Director to be the point of contact and lead this important initiative. In addition, the HR Director will have created a shared google drive to have all administrative documents and information cataloged in one location for the program to be sustained at the same level if or when he leaves the school district.

C. Goals, Objectives and Strategies

1. Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

The program's specific objectives include (1) Collaborating with Tarleton State University's Education Department to identify and vet potential teacher residents assigned to GISD. (2) Providing continual support and growth opportunities to teacher residents throughout their residency year. This includes mentorship from experienced veteran teachers and support from the campus and district to learn all the systems and processes required for teaching. (3) Ensuring that teacher residents receive the same level of support and preparation as full-time teachers. This includes providing them with opportunities to observe, practice, and gradually take on teaching responsibilities under the guidance of their mentor teachers. To meet the goals and objectives of the GISD Resident Program, the following activities and strategies will be implemented: (A) Collaboration with Tarleton State University: GISD will work closely with Tarleton State University's Education Department to identify and select qualified teacher residents. This partnership will ensure a rigorous vetting process and alignment with the university's education standards. (B) Mentorship Program: GISD will select experienced veteran teachers to serve as mentors for the teacher residents. These mentors will provide guidance, support, and feedback to help the residents develop their teaching skills and navigate the challenges of the profession.

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

(C) Continual Support and Growth: Teacher residents will receive ongoing support and professional development opportunities throughout their residency year. This support will be provided at both the campus and district levels, ensuring that residents have access to resources, training, and guidance to enhance their teaching abilities. (D) Gradual Classroom Involvement: Teacher residents will have the opportunity to gradually take on teaching responsibilities under the supervision of their mentor teachers. This gradual involvement will allow them to gain practical experience and build confidence in their teaching abilities. (E) The Teacher residents will have an opportunity to substitute teach in a variety of classrooms campus-wide with financial compensation one day a week after the successful completion of their first six weeks of residence with their mentor teacher. In addition, the Teacher resident will have the opportunity to tutor students before and after school hours for compensation once the Mentor Teacher has signed off they are fully prepared. By implementing these activities and strategies, the GISD Resident Program aims to provide a comprehensive and supportive environment for teacher residents, enabling them to become highly qualified educators who are well-prepared to meet the needs of GISD students.



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Program Description PS3014 - Program Narrative

D. Performance and Evaluation Measures

1. Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

Residents' performance is assessed based on Tarleton, Campus Administration Classroom Walkthroughs that focus on T-TESS-based performance observations. Residents have regular meetings with Tarleton program directors and teacher mentors to review their evaluations, discuss progress, and address any concerns or questions they may have. Residents will be required to evaluate their own performance and reflect on their progress and areas for improvement. Residents will provide feedback on their peers' performance, fostering a collaborative learning environment. The program maintains a permanent record of the evaluation process for each resident, which is accessible to authorized personnel. Several district-level review sessions are held throughout the year to analyze the data and make necessary decisions to help the resident move forward. In addition, site visits are scheduled for classroom observations with ESC, Tarleton, and district-level administration using the locally developed evaluation tool.

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 budget from the grant will be utilized to fund the partial salary of the Human Resources (HR) Director, who will play a crucial role in supporting the GISD Resident Program. The HR Director will work collaboratively with campus principals, the Education Service Center Region XI, and the Tarleton State University Education Department to ensure the program's success. HR Director will ensure that all ongoing evaluations, feedback, site visits, and resident growth opportunities will be implemented successfully. Up to this point in our new initiative, there has been a team approach of district-level administrators with the teacher resident program which has taken time and resources to effectively implement. This adjustment in our organizational model will create a point of contact for the school district as we work in sync with our EPP and Service Center partners.

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

Currently, the program is funded through T-Class 5 ESSER Funds, which cover the payment of Teacher Residents and their mentor teachers. However, the HR Director's position is not currently funded to support this initiative. The goal is to secure funding to support the Teacher Residents and mentor teachers and to partially fund the salary for the HR Director to allow the district to support the program financially.

By continuing the successful model of the Texas Strategic Staffing Resident Model, which has proven effective in training and hiring quality teachers, GISD aims to recruit, retain, and support future educators. The program will work closely with the Tarleton State University Education Department to vet teachers assigned to GISD. Veteran teachers will be selected as mentors for the Teacher Residents, providing them with ongoing support and guidance throughout their residency. This comprehensive support and growth will ensure that the residents are fully prepared for future teaching positions after completing their year-long residency.



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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."

Over two years, \$40,000 per year (\$80,000 total) will be allocated to the salary of the HR Director to oversee the implementation of the Teacher Residency Program as we work to bring in 26 Teacher Residents next year, including our first time to include 6 residents at the secondary level.

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

\$0

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

\$0

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

\$0

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

\$80,000.00



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Program Description PS3014 - Program Narrative

G. TEA Program Requirements

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

For the 2024-25 school year, we are expecting 26 K-8 Teacher Residents from Tarleton State University. The ongoing collaboration with Tarleton and the yearly increase in the number of Teacher Residents demonstrates the successful implementation of the program and the continued success rates of Teacher Residents. GISD experiences, on average, approximately 40 teacher vacancies to fill yearly. The Teacher Residency helps provide a direct pipeline for well-prepared candidates. Teacher residents are utilized as instructional tutors before, during, and after school hours for small group intervention needs, and each resident will help substitute teach one day a week throughout their residency to help the district fill vacant classrooms. GISD is exploring the use of Teacher Residents to support Saturday extended learning opportunities to address students with academic learning gaps. The teacher residents will be paid for each of these areas of instructional support from our local and federal budgets.

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

N/A

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

Over the two-year program, as the district point of contact, the HR Director will continue with regular meetings and observations with ESC Region 11 representatives and Tarleton State University's Education Department's continued improvement and expansion of the program. The HR role is ultimately responsible for the district's talent management. This will take a large amount of time and resources to effectively commit to this newly formed initiative, which will take away from the other duties and responsibilities of the HR Director. Our District Leadership has met to help delegate other roles and responsibilities of the HR Director for the time and energy to be built into the day, week, and month to support this entire teacher-resident initiative. Some of the activities and strategies that the HR Director will lead for the implementation of the teacher-resident program include:
* Face-to-face sessions with teacher residents and teacher mentors to establish a foundation for their newly formed relationship, set expectations, and periodically review their progress.
* Regular virtual meetings with the technical assistance provider to track and document the progress of the program.
* Organize and plan for campus site visits for classroom observations to each of the 7 campuses in partnership with our EPP and Technical Assistance Provider.
* Review with each of the residents the key deliverables after each observation session.

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

* Support for delivery of summer training for teacher residents and teacher mentors.
* Plan for a teacher and campus reveal time for the teacher residents at the beginning before the beginning of the school year.

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?

Granbury ISD has partnered with Tarleton State University since the 2020 school year. We are completing our 3rd year of hosting 20 residents each year at 4 of our Elementary campuses. Beginning next school year, we will be expanding to include our 5th Elementary campus to host residents for a total of 20 at the Elementary level. In addition, next year will be our first year to include our two middle school campuses with 3 residents each for a total of 6 at the secondary level. This will be a total of 26 residents coming to Granbury ISD. Tarleton State University and Granbury ISD has seen tremendous results through our collaborative partnership, and they have selected GISD to "pilot" teacher residents at the secondary level. Throughout our existing partnership, the work we have accomplished together at the elementary level will be carried over into the secondary level with future goals to continue the expansion to the high school level.



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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.

Granbury ISD works in collaboration with Tarleton State University and the Education Service Center Region 11. We are in constant communication via email, phone calls and even text messages with one another. We successfully conduct regular shared governance meetings a couple of times a semester. The partnership has been strong and is continuing to grow as we are seeing success with each resident and teacher mentor. This program has evolved into a tremendous professional growth opportunity for many of our teachers and campus administrators as we can see firsthand evidence that our future education workforce is strong.

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.)?

In Granbury ISD we are fortunate to have a strong partnership with Tarleton State University. As good partnerships are developed, it always begins at the top with good leaders forming the relationship to support one another. Our district superintendent and the university president have an excellent relationship which has helped foster this wonderful initiative for the college students beginning their professional careers. The first year of the resident program, we had the opportunity to invite the Region Service Center representatives and the Tarleton State University Education Department to hand out \$20,000 checks to each resident at the end of their school year. It was an emotional day for the residents, teacher mentors, district leaders, and board members who were present in that exciting day. After that day, our entire team of professionals in all 3 organizations committed to helping develop teachers through this year long resident model. As the funding goes away, we are committed to fostering a strong relationship in order to grow our future teachers as best we can.

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

The communication is extremely strong between our EPP, Technical Assistance Provider, and our School District Representatives. We have had to text one another when we learned of the passing of one of our teacher mentors during the year, and immediately jumped into action on a weekend to begin the grief support, and to provide multiple layers of support for our teacher residents in a difficult time. In addition, our regular meetings and phone calls are essential to maximizing our partnership and working for the success of each resident. When a principal or teacher mentor sees an issue or need, we are quickly setting up meetings to provide the needed assistance and support for the situation. Our communication is strong, and the more we work together, the stronger it grows together. We are a strong team and gaining strength the further we delve into this outstanding initiative.

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.

Next year we will enter into our fourth round of hosting teacher residents in Granbury ISD. Our plan for this grant is to formalize a process within our school district that will allow for one point of contact to support the resident model. Over the past few years, the work for implementation has been done by committee, but as we've grown into the model, it is time to allow one point of contact to be the guide and support as we work in sync with our Education Service Center and EPP partner. Our HR Director has led the Human Capital strand of our 2024-2029 Strategic Plan to effectively recruit and retain highly qualified teachers. The work directly with our teacher resident program fully aligns with our strategic plan for Human Capital and it aligns with our goals to place the best teachers and most prepared educators in our classrooms for our students. The instructional needs that we are seeing are at the secondary level as we are continually searching for teachers in the hard-to-fill positions such as math, science, foreign language, and special education. Our goal in our second round of design is to work in partnership with our EPP to encourage teachers to help fill these challenging areas in the future.

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

During the Governance meeting sessions with Principals, they stated that their Teacher Residents have been an asset in filling in vacancies for substitute teachers. The Teacher Residents have the opportunity to go see other teacher classrooms and work with a variety of age levels within the campus. This experience has proven beneficial because the residents see other grade levels and gather new ideas from other classroom teachers. In addition, the data that has been monitored from our beginning-of-year, middle-of-year, and end-of-year diagnostic assessments through our NWEA instruments have shown student academic growth in each teacher resident classroom.

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.

Granbury Middle School - Diagnostic Spring 2022: Focus on Schoolwide Routines and Procedures

Baccus Elementary School - Diagnostic Spring 2019: Focus on Observation Feedback; Diagnostic Spring 2023: Focus on Schoolwide Routines and Procedures



Organization: GRANBURY ISD
Campus/Site: N/A
Vendor ID: 1756001695

County District: 111901
ESC Region: 11
School Year: 2023-2024

SAS#: TSSGAA24

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

Program Description PS3014 - Program Narrative

12. 7. For districts/charters that have engaged in TEA Strong Foundations Implementation during or before the 23-24 school year, please provide the year the district went through the HQIM implementation process. If this question does not apply you, please enter N/A.

N/A



Organization: GRANBURY ISD
Campus/Site: N/A
Vendor ID: 1756001695

County District: 111901
ESC Region: 11
School Year: 2023-2024

SAS#: TSSGAA24

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

**Program Budget
 BS6001 - Program Budget Summary and Support**

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	



Organization: GRANBURY ISD
 Campus/Site: N/A
 Vendor ID: 1756001695

County District: 111901
 ESC Region: 11
 School Year: 2023-2024

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

**Program Budget
 BS6001 - Program Budget Summary and Support**

Part 2: Budget Summary

A. Budgeted Costs		
Description	Class/ Object Code	24-26 Texas Strategic Staffing
1. Consolidated Administrative Funds		<input type="radio"/> Yes <input type="radio"/> No
2. Payroll Costs	6100	
3. Professional and Contracted Services	6200	
4. Supplies and Material	6300	
5. Other Operating Costs	6400	
6. Debt Services	6500	
7. Capital Outlay	6600	
8. Operating Transfers Out	8911	
Total Direct Costs		
9. Indirect Costs		\$0
Total Budgeted Costs		\$0
Total Funds Available Minus Total Costs		\$0
10. Payments to Member Districts of SSA	6493	

B. Pre-Award Costs		
Description	Class/ Object Code	24-26 Texas Strategic Staffing
1. Payroll Costs	6100	
2. Professional and Contracted Services	6200	
3. Supplies and Material	6300	
4. Other Operating Costs	6400	
5. Debt Services	6500	
6. Capital Outlay	6600	
7. Operating Transfers Out	8911	
Total Direct Costs		
8. Indirect Costs		
Total Pre-Award Costs		



Organization: GRANBURY ISD
 Campus/Site: N/A
 Vendor ID: 1756001695

County District: 111901
 ESC Region: 11
 School Year: 2023-2024

SAS#: TSSGAA24

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

**Program Budget
 BS6001 - Program Budget Summary and Support**

C. Breakout of Direct Admin Costs

Enter amounts in Direct Admin Costs fields if applicable.

Description	Class/ Object Code	24-26 Texas Strategic Staffing		
		Program Costs	Direct Admin Costs	Total Costs
1. Payroll Costs	6100			
2. Professional and Contracted Services	6200			
3. Supplies and Material	6300			
4. Other Operating Costs	6400			
5. Debt Services	6500			
6. Capital Outlay	6600			
7. Operating Transfers Out	8911			
	Total			



Organization: GRANBURY ISD
Campus/Site: N/A
Vendor ID: 1756001695

County District: 111901
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SAS#: TSSGAA24

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

**Program Budget
 BS6101 - Payroll Costs**

Part 1: Total Payroll Costs

Payroll costs entered on BS6001	
Total Payroll Costs	24-26 Texas Strategic Staffing

Part 2: Number and Type of Positions

A. Administrative Support or Clerical Staff	
Position Type	24-26 Texas Strategic Staffing
1. Administrative support or clerical staff (integral to program)	

B. LEA Positions	
Position Type	24-26 Texas Strategic Staffing
1. Professional staff	<input type="checkbox"/>
2. Paraprofessionals	<input type="checkbox"/>
3. Administrative support or clerical staff (paid by LEA indirect cost)	<input type="checkbox"/>

C. Campus Positions	
Position Type	24-26 Texas Strategic Staffing
1. Professional staff	<input type="checkbox"/>
2. Paraprofessionals	<input type="checkbox"/>
3. Administrative support or clerical staff (paid by LEA indirect cost)	<input type="checkbox"/>

Part 3: Substitute, Extra-Duty, Benefits

Substitute, Extra-Duty, Benefits	
1. For schoolwide personnel (includes staff salary, extra-duty pay/beyond normal hours, and substitutes for staff positions at schoolwide campuses)	<input type="checkbox"/>
2. Extra duty pay/beyond normal hours for positions not indicated above	<input type="checkbox"/>
3. Substitutes for public and charter school teachers not indicated above	<input type="checkbox"/>
4. Stipends for positions not indicated above	<input type="checkbox"/>

Part 4: Confirmation of Payroll Requirements

Confirmation of Payroll Requirements	
1. <input type="checkbox"/> The grantee certifies the federally funded portion of this position and duties are reasonable, necessary, allowable and allocable under the applicable federal fund source. The grantee further certifies that it is in compliance with the federal supplement, not supplant provision applicable to each federal fund source. The grantee assures the grant-funded portion of this position and duties meet the purpose, goals, and objectives of the federal fund source. Documentation must be maintained locally by the grantee that clearly demonstrates the allowable and supplemental nature of the position, as required by each federal fund source, and will provide such documentation to TEA upon request.	



Organization: GRANBURY ISD
 Campus/Site: N/A
 Vendor ID: 1756001695

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

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

Part 1: Professional and Contracted Services

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

Part 2: Direct Administrative Costs

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

Part 3: Itemized Professional and Consulting Services

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



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

**Program Budget
 BS6401 - Other Operating Costs**

Part 1: Other Operating Costs

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

Part 2: Direct Administrative Costs

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



Organization: GRANBURY ISD
Campus/Site: N/A
Vendor ID: 1756001695

County District: 111901
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SAS#: TSSGAA24

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:

Part 3: Description of Property

Property

1. Property Description:

Property Value:

Fund Source:

Contract Start Date: Contract End Date:



Organization: GRANBURY ISD
Campus/Site: N/A
Vendor ID: 1756001695

County District: 111901
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SAS#: TSSGAA24

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:

Add Item Delete Item



Organization: GRANBURY ISD
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2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program

Provisions Assurances CS7000 - Provisions, Assurances and Certifications

Provisions, Assurances and Certifications	
1. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all General and Fiscal Guidelines.	General and Fiscal Guidelines
2. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all Program Guidelines.	Program Guidelines
3. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all General Provisions and Assurances requirements.	General Provisions and Assurances
4. <input checked="" type="checkbox"/> I also certify my acceptance and compliance with all Debarment and Suspension Certification requirements.	Debarment and Suspension Certification
5. Choose the appropriate response for Lobbying Certification:	
a. <input checked="" type="checkbox"/> I certify this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance and compliance with all Lobbying Certification requirements.	Lobbying Certification
b. <input type="checkbox"/> This organization spends non-federal funds on lobbying activities and has attached the required OMB Disclosure of Lobbying Activities form, as described below.	
Instructions for completing and attaching the Disclosure of Lobbying Activities form. <ul style="list-style-type: none"> Print and sign the form. Scan the signed form and save it to your desktop. Click the Attach Files icon on the Table of Contents page to attach your signed form to this eGrants application. 	
6. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all Program-Specific Provisions and Assurances requirements.	Program-Specific Provisions and Assurances

SSA Funding Report

Region	County District	Organization	ADC Submitted Date								
				R:	R:	R:	R:	R:	R:	R:	R:
Total:				R:	\$0	R:	\$0	R:	\$0	R:	\$0