



Organization: MCKINNEY ISD
 Campus/Site: N/A
 Vendor ID: 1756002032

County District: 043907
 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
General Information			
GS2100 - Applicant Information	*	Complete	04/01/2024 12:21 PM
GS2300 - Negotiation Comments and Confirmation		New	
Program Description			
PS3013 - Program Plan	*	Complete	04/01/2024 12:21 PM
PS3014 - Program Narrative	*	Complete	04/01/2024 12:37 PM
Program Budget			
BS6001 - Program Budget Summary and Support		Complete	04/01/2024 12:53 PM
BS6101 - Payroll Costs		Complete	04/01/2024 12:54 PM
BS6201 - Professional and Contracted Services		Complete	04/01/2024 12:55 PM
BS6401 - Other Operating Costs		Complete	04/01/2024 12:55 PM
BS6501 - Debt Services		Complete	04/01/2024 12:55 PM
BS6601 - Capital Outlay		Complete	04/01/2024 12:55 PM
Provisions Assurances and Certifications			
CS7000 - Provisions, Assurances and Certifications	*	Complete	04/01/2024 12:54 PM

Certification and Incorporation Statement

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

Authorized Official Select Contact: or

First Name: Jennifer Initial: Last Name: Akins Title: Chief School Improvement Officer
 Phone: 469-302-4150 Ext: E-Mail: jakins@mckinneyisd.net

Submitter Information

First Name: Jennifer Last Name: Akins
 Approval ID: jennifer.akins Submit Date and Time: 04/01/2024 04:04:12 PM



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**General Information
 GS2100 - Applicant Information**

Part 1: Organization Information

A. Applicant		
Organization Name: MCKINNEY ISD		
Mailing Address Line 1: #1 DUVALL ST		
Mailing Address Line 2:		
City: MCKINNEY	State: TX	Zip Code: 75069

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

Part 2: Applicant Contacts

A. Primary Contact		Select Contact:	Select One	or	Add New Contact
First Name: Jennifer	Initial:	Last Name: Akins			
Title: Chief School Improvement Officer					
Telephone: 469-302-4150	Ext.:	E-Mail: jakins@mckinneyisd.net			

B. Secondary Contact		Select Contact:	Select One	or	Add New Contact
First Name: ArDena	Initial:	Last Name: Johnson			
Title: Grants Accounting Specialist					
Telephone: 469-302-4026	Ext.:	E-Mail: ajohnson@mckinneyisd.net			



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General Information GS2300 - Negotiation Comments and Confirmation

Part 1: General Comments

General Comments (TEA Use Only)

Part 2: Negotiation Items

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

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

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

Negotiation Items	
1.	<div style="display: flex; justify-content: space-between;"> <div>Date: <input type="text"/></div> <div>Schedule: 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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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.

The mission of MISD is to invest in our future by providing a safe environment to engage, educate, and empower every student, every day. We have just completed a strategic plan journey and comprehensive needs analysis which led to a focus on recruitment and retention of high quality and inclusive staff. Our goal is to continue to recruit, recognize, develop, and retain high quality and effective staff. We've created an action plan to execute goals developed from our district's strategic plan to be implemented over the next five years. This grant would allow us to accelerate our progress with an existing University partner with whom we have a proven track record of success. We have been operating a counseling center in partnership with Texas A&M University-Commerce for over 15 years that is funded sustainably. We have also worked with Texas A & M-Commerce over the years on various projects including counseling and administrative cohorts and teacher scholarship programs. By expanding this strong relationship to further develop a diverse pipeline of instructional staff, we will meet our needs for specific staff that are committed to student success. It is our goal to address shortages in the areas of Special Education, Mathematics, and other high need areas. Through a combination of staffing strategies such as residents as paraprofessionals, residents as substitutes, and residents as release time support it is our goal that the residents will become a part of our MISD Family.

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.

Director of Human Resources – Will serve as the Program Coordinator. Attend all required meetings, review key deliverables, support delivery of summer training, manage all aspects of grant requirements
Teaching Certificate, Principal Certificate preferred- Minimum three years leadership experience as an instructional coach, principal, or central administrator leader [position existing, grant will be new to the role and funds will be used to supplement cost of salary]

Mentor Teachers - Attend trainings, model best practices and work in partnership with the EPP
Teacher Certificate- Minimum two years teaching experience [positions existing]

EPP - Educational Preparation Provider - Coordinate with the District to meet grant requirements and program success [at least one partner is already in place with our district, if needed we may pursue additional partners once the planning year begins]

Technical Assistance Provider (ESC) - Coordinate with District and EPP to build sustainable, yearlong teacher residency [Region 10 has a well-developed program with several previous grantees]



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Program Description PS3014 - Program Narrative

C. Goals, Objectives and Strategies

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

The main objective of the proposed program is to implement the action plans created during our strategic planning process:

- Design and strategically implement creative recruitment methods to attract passionate MISD family members.
- Design and strategically implement creative retention methods by developing and recognizing every member of our MISD family.

To accomplish these goals, we will refine our existing Mentorship Academy and add additional strategic programs through at least one EPP to grow certified, high-quality teachers in areas of critical need. We will provide both formal and job embedded training as a High Reliability District. We will ensure resident teachers have the support they need from both mentor teachers and instructional coaches to be successful in implementing the McKinney ISD Model of Instruction. Depending on the specific staffing strategy the resident is working under, we will ensure they have training from both central and campus staff. We want to utilize three strategic staffing models.

1) Residents as Release Time Support. For those in release time programs, their mentors will model highly effective instructional practices and provide a gradual release to the residents when it is evident that they are ready to perform independently. This will enable the mentor teacher to redirect time towards interventions or release time to support the overall campus instructional program.

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

2) Residents as Substitutes. Residents serving as substitutes in classrooms will begin with short term substitute jobs to have diverse experiences and to become familiar with the MISD culture. As long-term substitute positions become available, we will work to place the resident in an appropriate placement.

3) Residents as Paraprofessionals. For our paraprofessional to teacher residents, we will work to provide both training and mentorship as well as opportunities to debrief regularly about goals, performance, progress, and areas of needed growth as they grow in their pedagogy

Through this flexible three prong approach, the district will create pathways that allow us to ensure access for all students to high quality and inclusive teachers while meeting distinct needs. We believe this will provide opportunities for growing and retaining existing paraprofessional staff and recruitment of the next generation of teachers.

D. Performance and Evaluation Measures

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

The key performance indicators we have identified for this program include:

- *Number of residents that are hired
- *Percentage of open positions at start of school
- *Paraprofessionals retained as teachers
- *Number of new paraprofessionals recruited through the resident program
- *Average length of time for self-contained special education programs to be fully staffed

Many of these measures are already in place to be tracked by our Human Resources department and are a component of our strategic plan. We will also plan to conduct surveys of the stakeholder groups to ensure our program is effectively supporting residents and that the residents are able to support campus needs.

Students across grade levels are given formative assessments and common assessments as a part of our Model of Instruction. Data from these assessments will be compared between the control group of classrooms without residents to classrooms with a resident and mentor teacher to further evaluate any impact of our program on student performance.



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Program Description PS3014 - Program Narrative

E. Budget Narrative

1. Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

The entirety of the grant budget will be allocated to support the salary of the project coordinator to ensure that the program design including training, planning, and implementation of the grant components are successful. This will allow the district to benefit from an individual with the expertise and time needed to study the financial implications, work with key stakeholders, identify candidates, and leverage local funds to be reallocated to compensate our residents and mentors. The grant funds allow the district to build our system for a sustainable, yearlong paid residency program. Adjustments may be made in the future to reallocate funding to meet our highest areas of need.

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

n/a



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Program Description PS3014 - Program Narrative

F. Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. This section takes the place of the budget schedules during the initial submission process. If selected for award, applicants will be required to budget planned expenditures in the budget schedules provided by eGrants during negotiations.

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

Director of Human Resources (Program Coordinator)
This cost will help to provide salary and benefits for a dedicated staff member to lead the coordination of this program. Our professional paygrade for the Director of Human Resources on a 12-month contract plus their benefits exceeds the allowable budget for this grant. However, the district would be absorbing the remaining costs for the salary as well as costs for supplies, equipment, and travel. For this reason, we are asking for the full amount of \$80,000 to co-fund this position across two years.

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

n/a

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

n/a

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

n/a

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

80,000



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Program Description PS3014 - Program Narrative

G. TEA Program Requirements

1. 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?

It is our plan to use three forms of strategic staffing to meet our needs: a) Residents as substitute teachers; b) Residents as paraprofessionals; and c) Residents as release time support. Over the course of our strategic planning process, we identified several key needs. First, our instructional staff does not align demographically to our student population. We wish to increase our recruitment and retention of culturally and linguistically diverse staff in all levels of employment. In addition, though we have strong substitute pools with many hired substitutes, our unfilled rate is still high leading to challenges to the campus to address vacancies for both short- and long-term absences. In certain areas such as special education, we have remained understaffed not due to funds but rather due to a lack of qualified applicants and high turnover among our existing staff. This creates large class sizes and a lack of consistently trained staff to deliver services and instruction to some of our most high needs students. We have also continued to grow in our identified special populations as well as Multilingual Learners. We have also struggled to maintain our workforce in the STEAM/STEM areas, specifically Mathematics. These shortages correspond to areas in which we strive to grow student performance. In addition, more new staff than ever before are coming to us from Alternative Certification Programs. We have seen that their skill sets are inconsistent, leading to turnover.

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

With inflation and the high costs in our area, we must increasingly assume that residents must have some source of income to pursue a passion for teaching. This is especially true if we are also looking to recruit and retain residents from historically underrepresented demographics in our profession. For the aforementioned reasons, it is a key priority in our new district strategic plan to focus on both recruiting and retaining teaching staff. By taking a blended approach to our residencies, we feel we can be flexible to meet diverse needs with instructional support, vacancies, and hard-to-fill programs. In addition, we will provide opportunities for talented paraprofessionals to grow into teachers that are desperately needed. Our teacher exit surveys consistently show that the majority of staff leave our district to find opportunities to grow professionally. This program will allow us to provide that for our paraprofessionals right here while also providing even more support for them financially. Our broader talent strategy has many additional components including robust employee perks through community partners, salary studies, stipends, and adjustments to keep us competitive, and an internal leadership academy for teachers that wish to grow into instructional coaches, counselors, or administrators. Over the next five years, our strategic plan will deepen existing efforts while seeking opportunities such as this program to help us meet the needs of every student, every day.

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?

First Year- Design Process

- Participate in all design meetings and provide all requested data needed to design the residency programs
- Share documents with EPP and Technical Assistance Provider
- Ensure appropriate campus and district personnel attend design meetings
- Manage grant program requirement submissions to TEA
- Identify campuses and programs for each of the three residency staffing models
- Interview and select teacher residents
- Support delivery of summer trainings for teacher residents and mentors

Second Year - Implementation Year

- Ongoing monitoring of each staffing model implementation
- Manage communication across district and EPP
- Co-lead and prepare implementation visits with technical assistance provider and EPP partner
- Attend and contribute to quarterly governance meetings
- Manage grant program requirement submissions with TEA

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

a. We intend to use the grant to co-fund our Director of Human Resources positions to serve as the program coordinator and have primary responsibility for implementing this plan.

b. The coordinator will collaborate regularly with many district and campus stakeholders, starting with Assistant Superintendent of Human Resources, the cabinet member who is assigned to oversee the portion of our strategic plan for the pillar of MISD Family. The coordinator will also work with the Chief School Improvement and Federal Program Officer, the Grants Specialist, and the Executive Director of Special Populations. These individuals will help to ensure that the coordinator is able to have the authority and additional resources that are needed to interact with campus level staff and will ensure that the program aligns well to the broader talent management plan.

c. The coordinator will maintain a log with a brief description of activities that pertain to strategic staffing duties

d. This person will continue to support the residency programs as well as work within our strategic plan to recruit and retain high quality and inclusive staff.



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Program Description PS3014 - Program Narrative

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

We intend to begin with a well-established and trusted partner, Texas A&M University-Commerce. We have worked with them successfully for over 15 years on other projects including a clinic that is now sustainably funded. We have also worked with Texas A&M University-Commerce to place unpaid student teachers on our campuses and on other talent development projects. The piece that would be specifically new is having paid residents. Once we are further along in our planning and development, if necessary, from a logistics perspective (i.e., needing more residents than Texas A&M can provide), we may pursue another EPP from one of the many quality programs in our area.

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.

Since this is a new component for an existing partnership, we are projecting planning meetings to occur in early summer to update our MOU, followed by monthly planning meetings. We typically connect as needed on the phone or via email as issues emerge. We receive data from Texas A&M on our other project as requested or at a minimum of once per semester so we anticipate a similar schedule for formal data review. We are confident that our longstanding relationship will give us a solid foundation to expand in this capacity.

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.)?

Strong communication comes down to having a system to communicate. We would plan to have a shared folder to maintain meeting agendas and minutes as well as project data and reports. One reason we elected to have a project coordinator was to ensure a consistent single point of contact for our EPP and ESC to use. This has been successful for us in moving quickly when unexpected needs arise. Our coordinator would be responsible for then ensuring smooth communication with campus staff as needed.

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



Organization: MCKINNEY ISD
Campus/Site: N/A
Vendor ID: 1756002032

County District: 043907
ESC Region: 10
School Year: 2023-2024

SAS#: TSSGAA24

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

Program Description PS3014 - Program Narrative

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

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	
Total Funds Available	



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 Campus/Site: 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**

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	\$0
3. Professional and Contracted Services	6200	\$0
4. Supplies and Material	6300	\$0
5. Other Operating Costs	6400	\$0
6. Debt Services	6500	\$0
7. Capital Outlay	6600	\$0
8. Operating Transfers Out	8911	
Total Direct Costs		\$0
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	\$0
2. Professional and Contracted Services	6200	\$0
3. Supplies and Material	6300	\$0
4. Other Operating Costs	6400	\$0
5. Debt Services	6500	\$0
6. Capital Outlay	6600	\$0
7. Operating Transfers Out	8911	
Total Direct Costs		
8. Indirect Costs		\$0
Total Pre-Award Costs		



Organization: MCKINNEY ISD
 Campus/Site: N/A
 Vendor ID: 1756002032

County District: 043907
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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	\$0		\$0
2. Professional and Contracted Services	6200	\$0		\$0
3. Supplies and Material	6300	\$0		\$0
4. Other Operating Costs	6400	\$0		\$0
5. Debt Services	6500	\$0		\$0
6. Capital Outlay	6600	\$0		\$0
7. Operating Transfers Out	8911			
	Total	\$0		\$0



Organization: MCKINNEY ISD
 Campus/Site: N/A
 Vendor ID: 1756002032

County District: 043907
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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
	\$0

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: MCKINNEY ISD
 Campus/Site: N/A
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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		\$0
Total Other Operating Costs		\$0

Part 2: Direct Administrative Costs

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Organization: MCKINNEY ISD
 Campus/Site: N/A
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County District: 043907
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2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program

**Program Budget
 BS6501 - Debt Services**

Part 1: Subscription-Based Information Technology Arrangement (SBITA) and Capital Lease Liability Costs

Budgeted Costs		
Description	Class/ Object Code	24-26 Texas Strategic Staffing
1. SBITA Liability - Principal	6514	
2. SBITA Liability - Interest	6526	
3. Capital Lease Liability - Principal	6512	
4. Capital Lease Liability - Interest	6522	
5. Interest on Debt	6523	
Total Debt Service Costs		\$0

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	\$0
Total Capital Outlay Costs	\$0

Part 2: Furniture, Equipment, Vehicles or Software

Items

1. Generic Description: Number of Units:

Fund Source: Total Costs:

Describe how the item will be used to accomplish the objective of the program:



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

Provisions Assurances CS7000 - Provisions, Assurances and Certifications

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

SSA Funding Report

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