



Organization: RICHARDSON ISD
 Campus/Site: N/A
 Vendor ID: 1756002311

County District: 057916
 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 10:00 AM
GS2300 - Negotiation Comments and Confirmation		New	
Program Description			
PS3013 - Program Plan	*	Complete	04/01/2024 10:01 AM
PS3014 - Program Narrative	*	Complete	04/02/2024 02:38 PM
Program Budget			
BS6001 - Program Budget Summary and Support		Complete	04/01/2024 10:14 AM
BS6101 - Payroll Costs		Complete	04/01/2024 10:15 AM
BS6201 - Professional and Contracted Services		Complete	04/01/2024 10:15 AM
BS6401 - Other Operating Costs		Complete	04/01/2024 10:15 AM
BS6501 - Debt Services		Complete	04/01/2024 10:16 AM
BS6601 - Capital Outlay		Complete	04/01/2024 10:16 AM
Provisions Assurances and Certifications			
CS7000 - Provisions, Assurances and Certifications	*	Complete	04/01/2024 10:14 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: Denise Initial: Last Name: Beutel Title: Executive Director
 Phone: 469-593-3085 Ext: E-Mail: denise.beutel@risd.org

Submitter Information

First Name: Denise Last Name: Beutel
 Approval ID: denise.beutel Submit Date and Time: 04/02/2024 02:40:49 PM



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**General Information
 GS2100 - Applicant Information**

Part 1: Organization Information

A. Applicant			
Organization Name: RICHARDSON ISD			
Mailing Address Line 1: 400 S GREENVILLE AVE			
Mailing Address Line 2:			
City: RICHARDSON	State: TX	Zip Code: 75081	

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

Part 2: Applicant Contacts

A. Primary Contact			Select Contact:	Select One	or	Add New Contact
First Name: Denise	Initial:	Last Name: Beutel				
Title: Executive Director						
Telephone: 469-593-3085	Ext.:	E-Mail: denise.beutel@risd.org				

B. Secondary Contact			Select Contact:	Select One	or	Add New Contact
First Name: Misty	Initial:	Last Name: Wilson				
Title: Executive director Human Resources						
Telephone: 469-593-0259	Ext.:	E-Mail: misty.wilson@risd.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: Select One ▼</div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p>TEA Negotiation Note:</p> <div style="border: 1px solid black; height: 50px;"></div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div>Grantee Comments:</div> <div><input type="checkbox"/> LEA Completed Change</div> </div> <div style="border: 1px solid black; background-color: #cccccc; height: 50px; margin-top: 5px;"></div>

Add Row

Delete Row



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

Program Description PS3013 - Program Plan

A. Standard Statutory/Program Assurances

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

B. Program Assurances Regarding Applicant-EPP Partnership

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



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Program Description PS3013 - Program Plan

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

Assurances

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

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

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



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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 RISD Grow Your Own Educator Pathway allows a structured opportunity for qualified paraprofessionals and college graduates to serve as teaching RISD Residents and obtain the teaching certificate and become highly qualified educators in RISD. Through an established partnership with Dallas College, resident educators are partnered with a mentor teacher, attend coursework with Dallas College, and support the district by serving as a substitute. Upon successful course completion, RISD Residents will complete educator certification and serve as educators in our district. This grant will support the growth of an RISD educator pipeline while simultaneously supporting students and campuses in the district.

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.

The required qualifications for this proposed candidate are as follows:
Valid Texas Teaching Certificate
3-5 years successful teaching experience
Administrative certification (Experience as campus or central leadership preferred)
Experience coaching and leading teachers
Experience providing professional learning
Bilingual preferred
Successful experience in working with high needs populations

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?

Goals and Objectives:
Manage and Oversee the RISD Grow Your Own Pathways to Teaching Program
Develop and maintain positive working relationships with Educational Program Providers (EPPs)

100% of Principals will agree RISD Residents fulfilled an instructional need at their schools via the Substitute Staffing Model.
A minimum of 85% of principals would recommend paid teacher RISD Residents to a peer.
50% of RISD Residents will identify as a historically underrepresented minority group.
100% of students who complete the program will return to RISD as a full-time, highly qualified teacher for a minimum of 2 years.

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

Activities and Strategies to Achieve Goals and Objectives:

Assist with recruiting and promoting RISD Grow Your Own program within district, with Dallas College and within the community
Lead regularly schedule cohort meetings to support RISD residents
Co-Facilitate regularly scheduled meetings with Dallas College to review data and discuss support of the program
Regularly scheduled campus walkthroughs to observe Residents and receive feedback from campus leadership
Lead mentor teacher training and have regularly scheduled check-in opportunities to provide support and feedback
Support BOY, MOY and EOY goal setting conferences and data review
Monitor survey reports, student performance data and qualitative feedback for continuous improvement



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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.

Mentor teacher performance data STARR/MAP etc.: RISD Residents will work directly with students supporting their academic achievement and mastery of grade level TEKS

District surveys: Campus leaders and mentor teachers will provide feedback on effectiveness of RISD Residents working with students, positive impact in the classroom and campus and measure program effectiveness.

RISD Residents surveys will offer feedback on program effectiveness and quality of learning experiences. Results will support continuous improvement program modification and enhancements to ensure success.

Goal setting(diversity, relationship building, etc.): District coordinator, mentor teachers, and resident teachers will work cooperatively to set GOY goals on teaching and learning framework, building relationships and responsive practices. MOY and EOY will provide opportunities to qualitatively and quantitatively reflect and measure success on shared goals.

Munis HRS (Teacher Residence only): Opportunity to track resident certification and retention data of participants in the program.

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.

Funding from this grant will be shared with district funds in order to compensate a full time employee that will lead the program and allow the district to grow, serve and reach more candidates.

The proposed budget of \$80,000, over a two year period, will support the goal of the RISD Grow Your Own Pathway by supplementing the budget allocation for the personnel needed to manage the program. This Residency Coordinator will oversee and manage candidate selection, hiring and placement of RISD Residents, serve as a liaison with Dallas College, train and support campus leadership and mentors with successful resident placement and all program elements, manage personnel issues as they arise, and guide RISD Residents in meeting program goals and objectives. This dedicated personnel allocation will establish processes and procedures for RISD Resident programs that can be replicated beyond the life of the grant.

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."

80,000

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. 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?

Every year RISD begins the school year with open, unfilled teaching vacancies. RISD began the 23 -24 school year with approximately 40 teacher vacancies. Additionally, our district experiences challenges in filling substitute vacancies on a very regular basis.

Needs for teacher talent fall mainly with special education and bilingual educators. Being situated in an urban setting with many surrounding districts, we are all in competition for these hard-to-fill teaching assignments. This program will actively recruit RISD Residents to fill these instructional needs and grow our paraprofessionals who have often been serving in these programs, allowing them to become fully-certified educators with the district. Our model will have RISD Residents serve as substitute teachers one day a week, which will help to improve substitute fill rate and offer consistency at the campus level. Additionally, RISD Residents are placed at our Title I campuses to support quality Tier I instruction in the classroom and targeted, real-time intervention when students are struggling to grasp TEKS. As we continue to grow the program, this model will become a recruitment strategy targeting already enrolled Dallas College students, high-school graduates who are interested in the teaching profession, and candidates interested in entering the teaching profession who wish to be employed while obtaining their certification.

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

RISD 's supportive program and partnership with Dallas College will guarantee employment upon successful completion. The development of this program aligns with RISD's strategic goals of reimagining the way RISD recruits and retains quality staff through comprehensive strategies. The goal of this program is to create a sustainable pipeline of RISD Residents each year, qualified to serve as certified teachers in our district.

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?

RISD is committed to the success of this program, Therefore the following local resources will be dedicated to this program.

Salaries for Resident Teachers
District supported Training and Professional Development
Release Time for Resident teachers to attend class and/or complete coursework (0.5 day/ week)
Supportive Cohort Model led by Coordinator and in support of Human Resources
Technology Devices needed for classroom instruction and coursework
2-year job commitment following residency year

The RISD Residency Coordinator will be responsible for leading this work. This will be a new role, however, we have had someone in the district who has led this work. This role fits into the Goal 2 of our district's strategic plan, Staff Recruitment and Retention. Our goal is to reimagine the way we recruit and retain quality staff through comprehensive strategies. Our Grow Your Own Pathways are innovative ways to address our recruitment needs.

The RISD Residency Coordinator will work under the leadership of the Human Resources Department. The role will serve on a 207 day calendar year basis with an annual salary range of \$79,883 - \$ 77,719. RISD would utilize \$40,000 of the grant to supplement the salary for two years with RISD funding the remaining balance from operating expenses.

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

Because this position will be district and grant funded, this employee will keep time and effort. With support of their supervisor, assigned duties and responsibilities and the coordinator schedule will be reviewed and adjusted to ensure all tasks are completed and the success of the residency program is prioritized. When the grant is completed, this position will continue to serve as a district leader, supporting the development of teachers and paraprofessionals and assisting with the recruitment and retention of employees. One of the primary responsibilities of this position will be to establish procedures and processes for a sustainable program. Therefore antiquated, less-useful practices will be replaced by these procedures. Through the establishment of efficiencies we see the duties of this position to be absorbed by current district FTEs at the end of the grant life to ensure program sustainability.



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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?

RISD has had residency partnerships for 2 years.
RISD placed 10 Dallas College RISD Residents and 4 Texas A&M-Commerce RISD Residents in 2022 - 2023
RISD placed 8 Dallas College RISD Residents and 5 Texas A&M-Commerce RISD Residents in 2023 - 2024

Our 2022-23 program was highly successful allowing us to host 9 RISD Residents in our district as a result of TCLAS grant. The barrier of our cooperating university being over 60 miles away, impacted resident teachers choosing RISD for full-time employment, however we did hire a 2 of the RISD Residents and their placement has been successful thus far this school year. We shifted to local Dallas College as our EPP and we have 9 Residents that are district supported for this school year.

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.

RISD and Dallas College have been committed to the success of the residency program from its inception. We developed a shared vision of program goals and outcomes and meet monthly to celebrate our successes and determine where we may need to make program adjustments. We discuss how RISD Residents and mentors are performing, what supports are needed, are there any adjustments that need to be made and what are next steps in the program. When student feedback data is available, we review the data to determine how we can work with Dallas College to support student programming needs from the district perspective. We also work with Dallas College to determine how we might innovate and build and expand our residency programs to our secondary campuses. We have an established MOU which formalizes the partnerships and outlines the legal requirements of both entities including roles and responsibilities and terms of our partnership.

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.)?

RISD and Dallas College have a successful partnership and well-established lines of communication. We meet monthly, Dallas College has specific meeting agendas objectives to which RISD adds our topic needs or requests. We also have also established an open line of communication through email or phone for situations that arise that may need our immediate attention with the Dallas College Associate Dean and RISD HR Director. This has worked well when we have faced new and challenging issues that have proven novel, such as the resident whose husband preferred she not have a male mentor. Through grant funding this dedicated person will serve as a liaison with Dallas college, RISD Residents and mentor teachers offering guidance and support as challenges arise.

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.

RISD was the recipient of TCLAS decision 5. This program was highly successful allowing us to host 9 RISD Residents in our district as a result of this grant. The barrier of our cooperating university being over 60 miles away, impacted resident teachers choosing RISD for full-time employment, however we did hire a few of the RISD Residents and their placement has been successful thus far this school year. Resident feedback offered valuable insight into the strengths of the program and informed plans for future implementation. After a year of residency, Resident Teachers report they felt like Year 2 teachers when they entered the classroom as the teacher of record even though it was technically their first year. Feedback from campus leadership, noted how much they loved having resident teachers in full-time positions, their experiences placed them above the other novice teachers, reporting these teachers were already ingrained with district culture, tools and processes. RISD Residents now teachers seamlessly entered the classroom, day 1 ready. Mentors boosted a badge of honor for the RISD Residents that they trained and how prepared they were to build relationships with students, plan lessons, pull small groups, disaggregate data and meet with parents. These Resident Teachers were ready to be productive members of their teams and they wanted them there.



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

Program Description PS3014 - Program Narrative

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

Residents and district personnel supporting the program mention the need for a single point person to guide the program and streamline processes. Because of the limited funding of the program we were only able to support 9 RISD Residents over a 2 year process. There is an expressed interest from potential RISD Residents in us being able to continue the resident program. Campus principles with RISD Residents have expressed desire to have RISD Residents on their campus again. RISD student qualitative feedback shows students appreciate the resident teachers. Resident teacher qualitative feedback shows the program to be effective and our district vacancy rate has positively been impacted. Because of the promising potential from TCLAS, RISD chose to dedicate a small portion of district funds to build the program with Dallas College. We currently have 8 RISD Residents employees in hard-to fill teaching positions, and taking courses with Dallas College. With grant funding we would be able to use district funds and grant funds to support a dedicated person to grow this program, serve as a liaison with Dallas college, and serve as a cohort leader for RISD Residents and mentor teachers offering guidance and support as challenges arise.

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.

Individual campuses in the district have participated in the ESF process. Teacher inexperience was one of the root causes from the diagnostic process. Additionally, RISD was selected to submit an ESSA equity plan. Data review and diagnostic process has revealed teacher teacher recruitment and retention to be a root cause affecting student performance. Participation in this grant will provide an opportunity to grow a strategy that has proven to be effective on a small scale.

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.

RISD has participated in the stronger foundations planning and implementation grants for both mathematics and literacy. We will continue our work and commitment to implementing High Quality Instructional Materials supported via LASO II. RISD is implementing mathematics at additional campuses and a part of the planning grant to add additional campuses for literacy.



Organization: RICHARDSON ISD
Campus/Site: N/A
Vendor ID: 1756002311

County District: 057916
ESC Region: 10
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: RICHARDSON ISD
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2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program

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

Part 2: Budget Summary

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

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



Organization: RICHARDSON ISD
 Campus/Site: N/A
 Vendor ID: 1756002311

County District: 057916
 ESC Region: 10
 School Year: 2023-2024

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

**Program Budget
 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: RICHARDSON ISD
 Campus/Site: N/A
 Vendor ID: 1756002311

County District: 057916
 ESC Region: 10
 School Year: 2023-2024

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: RICHARDSON ISD
 Campus/Site: N/A
 Vendor ID: 1756002311

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

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

Part 1: Professional and Contracted Services

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

Part 2: Direct Administrative Costs

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

Part 3: Itemized Professional and Consulting Services

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



Organization: RICHARDSON ISD
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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: RICHARDSON ISD
 Campus/Site: N/A
 Vendor ID: 1756002311

County District: 057916
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2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program

**Program Budget
 BS6501 - Debt Services**

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

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

Part 2: Description of SBITA

Subscription

1. SBITA Description:

Subscription Cost:

Fund Source: Select One

Contract Start Date:

Contract End Date:

Part 3: Description of Property

Property

1. Property Description:

Property Value:

Fund Source: Select One

Contract Start Date:

Contract End Date:



Organization: RICHARDSON ISD
 Campus/Site: N/A
 Vendor ID: 1756002311

County District: 057916
 ESC Region: 10
 School Year: 2023-2024

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:



Organization: RICHARDSON ISD
Campus/Site: N/A
Vendor ID: 1756002311

County District: 057916
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2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program

Provisions Assurances CS7000 - Provisions, Assurances and Certifications

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

SSA Funding Report

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