



Organization: ROYAL ISD
 Campus/Site: N/A
 Vendor ID: 1746000415

County District: 237905
 ESC Region: 04
 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	02/26/2024 09:19 AM
GS2300 - Negotiation Comments and Confirmation		New	
Program Description			
PS3013 - Program Plan	*	Complete	02/26/2024 09:51 AM
PS3014 - Program Narrative	*	Complete	04/02/2024 01:46 PM
Program Budget			
BS6001 - Program Budget Summary and Support		Complete	04/02/2024 02:04 PM
BS6101 - Payroll Costs		Complete	04/02/2024 02:13 PM
BS6201 - Professional and Contracted Services		Complete	04/02/2024 02:14 PM
BS6401 - Other Operating Costs		Complete	04/02/2024 02:14 PM
BS6501 - Debt Services		Complete	04/02/2024 01:58 PM
BS6601 - Capital Outlay		Complete	04/02/2024 01:58 PM
Provisions Assurances and Certifications			
CS7000 - Provisions, Assurances and Certifications	*	Complete	02/26/2024 09:52 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: Hector	Initial:	Last Name: Herrera	Title: CFO
Phone: 281-934-6907	Ext:	E-Mail: hherrera@royal-isd.net	

Submitter Information

First Name: Hector	Last Name: Herrera
Approval ID: hector.herrera1	Submit Date and Time: 04/02/2024 03:36:02 PM



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**General Information
 GS2100 - Applicant Information**

Part 1: Organization Information

A. Applicant			
Organization Name: ROYAL ISD			
Mailing Address Line 1: P O BOX 489			
Mailing Address Line 2:			
City: PATTISON	State: TX	Zip Code: 77466	

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

Part 2: Applicant Contacts

A. Primary Contact			Select Contact:	Select One	or	Add New Contact
First Name: Natasha	Initial:	Last Name: Moses				
Title: Director of Federal Programs						
Telephone: 281-934-6987	Ext.:	E-Mail: nmoses@royal-isd.net				

B. Secondary Contact			Select Contact:	Select One	or	Add New Contact
First Name: Hector	Initial:	Last Name: Herrera				
Title: CFO						
Telephone: 281-934-6907	Ext.:	E-Mail: hherrera@royal-isd.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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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 Panther Teacher Resident (PTR) program entails a year-long clinical experience designed for student teachers, who work under the guidance of highly effective Mentor Teachers (MTs) at Royal ISD. During this period, residents observe and actively engage in classroom activities, preparing for their teaching career while pursuing a degree or certification from Prairie View A&M University. Throughout the school year, PTRs work full-time alongside RISD MTs, gradually assuming increased responsibilities as they progress in their development as educators. However, compensated roles for PTRs must align with their learning objectives and not compromise their growth as future teachers.

The role of the RISD Mentor Teacher is multifaceted. They serve as mentors, leaders, and coaches, modeling effective instruction and professional dispositions. Additionally, MTs create a supportive classroom environment where PTRs are encouraged to take risks and actively participate. They also observe PTRs closely, providing specific feedback to enhance their teaching skills and ultimately contribute to student achievement. MTs are viewed as leaders within the school community, providing invaluable support to Teacher Residents throughout their residency.

The overall mission of our teacher residency program is connected to RISD's mission of Investing in our Tomorrow and vision of being a Destination district committed to instructional excellence in a safe, equitable environment for all.

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.

Qualifications for PVAMU Resident:

Enrollment in the PTR program, actively pursuing a teaching certificate.

Strong work ethic, receptive to feedback, and willing to implement suggested improvements, grounded in the belief that all students can succeed.

Demonstrated effectiveness in collaborating with individuals from diverse cultural backgrounds and personal characteristics, including race, religion, gender, sexual orientation, or economic disparities. Preference may be given to candidates with experience successfully working with demographics similar to those of the intended school placement.

Proficiency in the subject matter being taught.

Qualifications for Royal ISD Mentor Teacher:

Proficiency in the subject matter being taught.

Possession of a Bachelor's degree.

At least three years of documented evidence showcasing exemplary teaching practices, as indicated by proficient or distinguished evaluations.

Holding a valid teaching certificate in the relevant certification area in which the teacher candidate is seeking certification.

Demonstrated track record of facilitating high-progress student outcomes in the relevant subjects.

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 primary goals and objectives of the program aim to foster a diverse and highly competent educator workforce, improve teacher retention rates, and ultimately enhance student outcomes. The Residency Program (RP) is structured to address the following key objectives: The program endeavors to draw in capable individuals committed to teaching in under served rural communities. Targeted recruitment efforts will be deployed, leveraging partnerships with local universities like PVAMU. The RP seeks to offer thorough training and support to residents, ensuring they acquire the requisite knowledge, skills, and attitudes for success in the classroom. This will entail a blend of coursework, mentorship, and hands-on teaching experience under the guidance of seasoned educators. Recognizing the significance of retaining high-quality educators, the program will prioritize continual support and professional development opportunities for residents. Mentorship relationships will extend beyond the residency year, furnishing new teachers with the guidance and assistance necessary during their initial years in the profession. To accomplish these goals and objectives, residents will participate in a structured program combining coursework with practical teaching experience in partner schools. This setup will enable residents to apply theoretical knowledge to real-world situations under the mentorship of experienced teachers.

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

Each resident will be paired with an effective mentor teacher who will provide ongoing support, feedback, and guidance throughout the residency year. Mentor teachers will exemplify effective instructional practices and offer personalized assistance to aid residents in developing their teaching abilities.



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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.

Before the commencement of the school year, we conducted implementation meetings to ensure a smooth start. It was crucial for us to organize discussions concerning mentor teachers, residents, and site coordinators prior to the onset of instruction. Additionally, we established monthly check-ins involving key stakeholders such as the Texas Strategic Staffing Fellow, Royal ISD, and Prairie View A&M University.

Moreover, we prioritized conducting a minimum of three site visits and rotating the site coordinator weekly to enhance program fidelity and implementation. A regular rotation schedule for principals and instructional support, similar to full-time staff expectations, was also provided to our student residents. Following this reflective cycle allowed for the implementation of clear procedures before throughout the school year..

This approach facilitated open communication among all stakeholders and provided both formal and informal feedback, enabling us to drive necessary adjustments, identify future planning needs, and set the course for the program's success.

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.

Royal ISD is seeking full funding allowed for the grant. We currently have a budget of \$201,000 to support the annual implementation and hosting of eight student residents. Each qualified resident will be provided with a \$10,000 stipend per semester, while mentor teachers hosting a student resident will receive a \$1,000 stipend per semester. This totals \$176,000 in stipends for the year (6100).

Additionally, the district aims to allocate \$10,000 for professional development opportunities accessible to both mentor teachers and student residents. This will address specific program needs and provide tailored training sessions for teachers and residents in the professional development budget (6200).

Furthermore, \$5,000 is requested under supplies and materials (6300) to ensure that our residents have all necessary instructional materials to meet the requirements of their placements. Additionally, a budget of \$5,000 for small incidentals and items needed throughout the school year is requested (6400).

In total, Royal ISD is requesting full funding to support the successful implementation of the residency program and ensure that both student residents and mentor teachers have the resources and support necessary for a productive academic year.

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."

60000

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."

10000

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."

5000

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."

5000

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.

80000



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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?

The Design team was made up of representatives from various entities, including the Region 4 representative/Texas Strategic Staffing Fellow, who spearheaded the district's guidance throughout the process. District representation included the Associate Superintendent, Director of Teaching and Learning, District Program Specialist, Federal Programs Director, and Human Resources Director. From PVAMU, the team consisted of Panther Teacher Residency Co-Directors, Site Supervisor, Dean of PVAMU College of Education, and partnering PVAMU instructors with relevant expertise.

To inform the design for the district, the team reviewed trends of teacher shortages, analyzed data on certification needs to meet staffing requirements, and assessed the availability of residents in relevant programs.

After deliberation, the model of residents serving as substitutes was agreed upon by all parties involved. This decision was tailored to address the specific needs of RISD, considering the rural location of the district, existing teacher shortages, and scarcity of substitutes. This approach provides RISD with the flexibility to implement residents as long-term substitutes when necessary, thereby optimizing opportunities to meet the needs of learners in innovative ways and supporting the professional development of teacher residents.

a: Vacancies for certified teachers at all levels exist.

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

Specifically, bilingual and esl certified teachers at the elementary level and core subject area teachers at the secondary level.
b: Other instructional needs are effective teachers/staff who can engage with a diverse student population Our goal through this partnership is to retain highly, effective teachers. The residencies can address this issue by establishing a relationship before graduating that continues and allows for employment to be secured for years to follow the program. The residents receive the same professional development and training of district staff which equips them with the needed skills and strategies to meet our community needs.
c: The paid teacher residences fit into our broader talent strategy this year by providing opportunities to train and higher educators who have been immersed in the RISD community for at least a year. While this is an interview for them, it is also an interview for the district that allows the residents to see their place and the benefits of our rural community. It provides additional marketing a district of our size might not normally be provided.

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?

The program has been designed since we are not in year one. Adjustments are made based on yearly data gathered during the yearly programs. The Director of Teaching and Learning is the district leader of this work. This role fits into broader talent management at the district as the DTL is directly connected to developing talent, retaining and acquiring effective teachers, and monitoring/meeting students' needs and outcomes. This is a part of the DTL's normal job functions and her salary will not be paid with the grant funds.

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

N/A

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?

Prairie View A&M University
We have been engaged in the year long residency partnership for two years.
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Program Description PS3014 - Program Narrative

6. c. If applicable, describe your practices for shared governance, or the review of residency program data to inform shared decision-making about teacher candidate and host teacher supports. How often do you meet with your EPP partners to review this data? As a partnership, how do you manage follow-up and response to data? If the partnership is new, describe what plans you and the EPP have for the questions above. d. Describe any other key features of your partnership's progress toward building a residency program.

Principals of the campuses designated to host residents initiate the process by providing initial recommendations for teachers eligible to serve as Mentor Teachers. These recommendations encompass various factors such as Teacher Evaluation Data, Student Achievement Data, Teacher Observations, and Certification match. Based on these recommendations, district leadership conducts interviews with Mentor Teacher candidates. Those selected are offered Mentor Teacher positions and given the opportunity to either accept or decline.

Once Mentor Teachers are chosen, district leaders inform them via email about their assigned Resident for the upcoming year, along with instructions regarding communication and details regarding summer training dates. All Mentor Teachers are required to attend meetings, adhere to a monthly checklist outlining mentor duties, and engage in regular check-ins with their Principal and the PVAMU Site Coordinator. To receive their stipend each semester, Mentor Teachers must meet an acceptable level of completion in fulfilling their responsibilities.

The residency program is overseen by the Director of Teaching and Learning, directly aligning with the department's objectives, goals, and commitment to providing highly effective instruction while recruiting, retaining, supporting, and assigning effective staff.

Under the partnership and collaboration between PVAMU and RISD, a Co-Teach Governance structure is employed, led by the university Site Coordinator. The S

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 has been maintained through scheduled meetings, a hub housing resources, and consistent check-ins. Our Companion Guide outlines communication expectations for all stakeholders. This is also documented via sign-in sheets, agendas, minutes, and call logs. Our Companion Guide also provides parameters, guidelines, and considerations that are reviewed and collaboratively agreed upon by the LEA and EPP. A Communication Guide has been implemented to share the guiding principles and outline of procedures for district-wide, campus-based, and university communication. This has benefited the success of the program.

The Director of Teaching and Learning and PVAMU Site Coordinator have regular meetings in conjunction to other program meetings that also benefit our commitment to shared communication.

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.

Support structures were tweaked and tailored based on campus assignments, capacity, and identified needs. Adjustments to coursework content and delivery methods were made in response to feedback from residents and mentor teachers. Administrative processes were streamlined to minimize paperwork and maximize on-site time, which created a practicum internship that closely mirrors the day-to-day experiences of district teachers.

Looking ahead to the 2024-2025 academic year, potential improvements include the development of targeted interventions and support systems for residents facing professional or personal challenges. Additionally, there is a focus on providing tailored professional development opportunities for residents, host teachers, and administrators.

The percentage of residents hired by RISD at the end of the year will be influenced by various factors such as budget constraints, staffing needs, and individual performance during the residency year. For the 2023-2024 school year, two out of four residents were hired by the district.

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

N/A



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Program Description PS3014 - Program Narrative

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

We started the diagnostic process in the Fall of 2023 and received final reports in January 2024.

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.

We did not participate in Strong Foundations.



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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: ROYAL ISD
 Campus/Site: N/A
 Vendor ID: 1746000415

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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		



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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: ROYAL ISD
 Campus/Site: N/A
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2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program

**Program Budget
 BS6101 - Payroll Costs**

Part 1: Total Payroll Costs

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

Part 2: Number and Type of Positions

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

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

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

Part 3: Substitute, Extra-Duty, Benefits

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

Part 4: Confirmation of Payroll Requirements

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



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

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

Part 1: Professional and Contracted Services

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

Part 2: Direct Administrative Costs

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

Part 3: Itemized Professional and Consulting Services

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



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

**Program Budget
 BS6401 - Other Operating Costs**

Part 1: Other Operating Costs

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

Part 2: Direct Administrative Costs

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



Organization: ROYAL ISD
 Campus/Site: N/A
 Vendor ID: 1746000415

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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: Contract Start Date: Contract End Date:

Select One ▼

Part 3: Description of Property

Property

1. Property Description:

Property Value:

Fund Source: Contract Start Date: Contract End Date:

Select One ▼



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

**Program Budget
 BS6601 - Capital Outlay**

Part 1: Capital Expenditures

Budgeted Costs	
Description	24-26 Texas Strategic Staffing
1. Library Books and Media (Capitalized and Controlled by Library)	
2. Capital Expenditures for Additions, Improvements, or Modifications to Capital Assets Which Materially Increase Their Value for Useful Life (not ordinary repairs and maintenance)	
3. Furniture, Equipment, Vehicles or Software Costs for Items in Part 2	\$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:



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

Provisions Assurances CS7000 - Provisions, Assurances and Certifications

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

SSA Funding Report

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