



Organization: SAN ELIZARIO ISD
 Campus/Site: N/A
 Vendor ID: 1746002231

County District: 071904
 ESC Region: 19
 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	03/20/2024 02:26 PM
GS2300 - Negotiation Comments and Confirmation		New	
Program Description			
PS3013 - Program Plan	*	Complete	03/27/2024 10:34 AM
PS3014 - Program Narrative	*	Complete	04/02/2024 08:23 AM
Program Budget			
BS6001 - Program Budget Summary and Support		Complete	04/02/2024 08:40 AM
BS6101 - Payroll Costs		New	
BS6201 - Professional and Contracted Services		New	
BS6401 - Other Operating Costs		New	
BS6501 - Debt Services		New	
BS6601 - Capital Outlay		New	
Provisions Assurances and Certifications			
CS7000 - Provisions, Assurances and Certifications	*	Complete	04/02/2024 08:25 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: Jeannie Initial: Last Name: Meza-Chavez Title: Superintendent
 Phone: 915-872-3900 Ext: E-Mail: jmeza-chavez@seisd.net

Submitter Information

First Name: BEATRIZ Last Name: APODACA
 Approval ID: beatriz.apodaca Submit Date and Time: 04/02/2024 08:45:45 AM



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**General Information
 GS2100 - Applicant Information**

Part 1: Organization Information

A. Applicant		
Organization Name: SAN ELIZARIO ISD		
Mailing Address Line 1: P O BOX 920		
Mailing Address Line 2:		
City: SAN ELIZARIO	State: TX	Zip Code: 79849

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

Part 2: Applicant Contacts

A. Primary Contact	Select Contact:	<input type="text" value="Select One"/>	or	<input type="button" value="Add New Contact"/>
First Name: Beatriz	Initial:	Last Name: Apodaca		
Title: Federal & Special Programs Coordinator				
Telephone: 915-872-3900	Ext.: 3544	E-Mail: bapodaca@seisd.net		

B. Secondary Contact	Select Contact:	<input type="text" value="Select One"/>	or	<input type="button" value="Add New Contact"/>
First Name: Norberto	Initial:	Last Name: Rivas		
Title: Chief Financial Officer				
Telephone: 915-872-3900	Ext.: 3533	E-Mail: nrivas@seisd.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: <input type="text" value="Select One"/></div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p>TEA Negotiation Note:</p> <div style="border: 1px solid black; height: 40px;"></div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div>Grantee Comments:</div> <div><input type="checkbox"/> LEA Completed Change</div> </div> <div style="border: 1px solid black; background-color: #cccccc; height: 40px; 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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2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program

Program Description PS3013 - Program Plan

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

Assurances

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

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

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



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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 district will utilize grant funds to allow for additional opportunities to encourage our current or paraprofessionals to continue their education to fulfill their targeted career path. Within our community we have paraprofessionals that have completed their degree but are pending the teacher certification program. As they continue to stay within the community we would like to allocate and continue to support their professional vision. This particular grant will help those fulfill their vision along with support the LEA in providing these opportunities to those interested in becoming educators. The LEA will be able to ensure the Paraprofessionals continue with their duties as described in the job description as well as provide that additional help to ensure they receive guidance and hands on experience in the field in conjunction with the LEAs partner. Many times employees have to choose between continuing their education or providing for their families. This grant allows for both situations as well as promotes future opportunities for teaching positions for those that have done their residency in the LEA. Since the resident has completed classroom time within the LEA they will also get an understanding of how other parts of working for the LEA work.

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.

LEA has identified the associate superintendent and Human Resource Director to be the key contacts for this program/grant opportunity. Consulting with the Texas educator preparation program is extremely important. The LEA has had a long working relationship with the program which gives the LEA the assurance of a successful program. Having clear communication with the LEA associate superintendent ensures that the resident is placed with a highly qualified teacher and ensures the best experience possible. Working along the Human resource director ensures that the opportunity for any future Paraprofessional vacancies are filled for this particular grant or can communicate with any of our current paraprofessionals that would qualify for this opportunity that the grant is allowing for. This will help alleviate the turnover rate or paraprofessionals in the middle of the year for the LEA as well.

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 LEA will provide opportunities for different stakeholders such as our paraprofessional. They will be able to first hand get the teaching experience as well as be able to make a living for their home responsibilities. Getting the experience first hand will open future doors for vacancies that may arise from within the LEA or other districts when the opportunity occurs.

Within this particular program the students in the LEA will also benefit as they will have two adults in the classroom allowing for a lower student to adult classroom ratio from within those that are selected. Having a higher focus on student learning and addressing some of the learning loss that occurred during the pandemic. With this it opens up the opportunity for small group instruction and purposeful stations.

The target would be to place the residents with a highly qualified teacher that through observations have shown the following but are not limited to: Engagement, classroom management, content understanding, student/teacher relationship builder, creative content delivery strategies, deeply understands student comprehension, collaborates with others, open to new ways of teaching and understands district procedures/expectations.

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

The idea is to also allow the residents the opportunity to work with other teachers that way they may get exposed to different styles but most importantly allow the resident the opportunity to learn. This allows any professional to develop their own way of teaching. Having the resident participate in campus professional development or meetings that a teacher would participate in.

The above is possible since within the LEA a teacher and paraprofessional have the same number of working days and follow the same calendar. It makes these opportunities for the resident more concrete and are aligned.

Working alongside the Texas educator preparation program by having set monthly meeting dates, observation dates and reflection dates. Allowing them to discuss, reflect on important topics to include but not limited to lesson delivery practices, observations or situations that arise in the classroom during their preparation program



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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.

The LEA will use formal and informal testing data to identify the success of the students and the benefits of having an additional adult. The placement of the resident will be purposeful and will also target student instructional support. The LEA instructional team have already identified next years 2nd grade class in one of our Elementary campuses. Placing a Paraprofessional in the AM and PM in that specific class will help. Through analysis and data this is the age group that had teachers resign due to retirement or had long term substitutes post pandemic during their Kinder years. With this in mind the academic gap has been created. The LEA currently uses M-Class, I-station and MAP testing as a formal way of collecting data. The goal when implementing this program and having residents with this group of students is to see a 10 percent increase from the initial tests to end of year assesments. The LEA has identified the other area of need to be secondary English classes. The LEA demographic contains a very high emergent bilingual students and at risk students. The need from within the LEA is providing additional instructional support in the English classrooms. This is also a very high need from within the region which will open up future opportunities for the residents once they have completed their program. Using the formal testing data analysis which would include STAAR and Map testing. The goal would be to see a 10 percent increase for the group of students assig

E. Budget Narrative

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

The LEA will utilize the grant funds to cover payroll costs for the paraprofessional position. The LEA is currently funding these positions and provide the supplies or equipment needed in order to complete the duties assigned and to be able to support the students. There has been a small amount allocated for administration budgeting in order to provide additional resources or instructional materials that may support in ensuring the LEA supports the resident.

The LEA currently has a mentorship program for new teachers in which they provide a minimum of 4 meetings per year which is staff development for new teacher and discuss topics from classroom management, best practices and other day to day activities. The LEA instructional team takes the lead, it is important to provide ongoing support. The residents would participate in these opportunities to ensure that they are also equipped with all the necessary tools. This does not include the in-campus opportunities that the campus has for the instructional team which can include but are not limited to PLC time, best practices professional development, new program implementation training etc.

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

In the future if needed the LEA will identify the budget and adjust accordingly based on expenditures and payroll costs. It will also identify if there are nay additional trainings or items that the program will need to better prepare and support the resident. If the resident succeeds, then the LEAs students succeed.



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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."

The amount budgeted below will cover the cost for the amount the LEA will pay for payroll in the Paraprofessional position. The LEA current midpoint pay is between 19,000 to 20,000 depending on experience and by having the resident part time work on their resident work that will be 50 percent of payroll cost per resident having to use \$9,500 to \$10,000 from grant funds per fiscal year. With that amount in mind that allows the LEA to budget for 4 residents in these paraprofessional positions, Since the LEA will start from year one and continue into year two. \$79,000

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.

\$1,000



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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?

The LEA will be approaching this through the paraprofessional plan. The LEA currently uses paraprofessionals in the classroom to provide small group instruction but rotate throughout the campus based on needs. Combining the resident program with the current paraprofessional duties will help the resident get first hand experience in the classroom when assigned to their teacher but at the same time second part of the day follow their original responsibilities which would expose them to other teaching approaches or instructional practices.

This program will support the LEA in fulfilling all vacancies that are currently available. The LEA is in the suburbs which is very rich in culture district which would encourage professionals from within to apply and continue building from within.

Based on the information shared when placed in those targeted classrooms, they would be working with small groups, one on one and utilize best practices. In order to ensure all is approached accordingly the LEAs instructional team along with the Teacher Program will collaborate to provide the appropriate tools in order for these opportunities to be successful resulting in nothing but positive results for the students and resident.

Starting the paraprofessional resident program will only enforce what is currently taking place and ensure all is refined.

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

N/A

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

The EPP and LEA has established a long-term relationship with past programs which opens up the door for any future programs or collaboration. There is a streamline of communication already developed which also includes allocated time and planning times within the semester. Providing this program for the paraprofessionals will just enforce and strength the relationship with the EPP.

Within the planning process we will include meeting dates, training topics, observations and the end goal of what strategies the residents would like to gain from these experiences. This will ensure the LEA and the EPP have a similar goals in mind developed by both stakeholders. Through conversations the best practice would be to meet with the EPP once a month and ensure visits with post visits meetings are scheduled. Following the current teacher support system that is in place.

Since there is already an instructional support plan in place the LEA and EPP would use the summer to finish planning and adapt the plan for this Paraprofessional program and implement during the 2024-2025 fiscal school year.

The associate superintendent or assigned staff member would be the LEAs lead for this program who is also the lead for Planning and Instruction in the district with 3000 plus students.

Paraprofessional positions is an area that the LEA already employees which would only help open up the door for those in those positions to further their education and finish their studies.

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

The position would continue as these are positions that play a huge role from with in the district for student success.

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?

Region 19 will be the LEA EPP partner. There has been an ongoing relationship with the EPP. This relationship extends beyond grant or resident opportunities. The EPP also provides different types of professional development or supports with compliance pieces that are mandated by TEA. The professional development that the EPP has supported the LEA has been with PLC, emergent bilingual programs to early childhood programs. This partnership has been in place for the last 5 plus years.

This particular program would be the first with paraprofessionals. We are currently already working with a teacher resident program for next fiscal year so by adding this additional program it would only enforce and would be able to extend this opportunity to others.



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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.

The partnership with the EPP is not new as it has a long term relationship with other tasks and programs. Moving forward with a program with the paraprofessionals would be the first but since there are meetings already taking place for other teacher residency plans, the idea would be to add this program to the topics of conversations, since the point of contact from the EPP would be the same. Minimum would meet once every nine weeks or marking period. The observations would take place by the campus administration, district instructional team and the EPP program administrator. Both parties understand that the forms of data that would be used would be student data from formal assessments, observations and feedback from the resident. Reviewing these items during the scheduled meetings will be an integral part to ensure the resident and program succeeds.

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.)?

Constant communication along with clear expectations of the program between the LEA and EPP will be in place. Making sure that both have the same goals in mind as well as expectations from all stakeholders from the beginning which should include the mentor assigned teacher, residents, EPP program manager and the LEA. From previous experiences it is inevitable to run into unplanned situations but the key is to be transparent and have an open line of communication. Once expectations have been set from the beginning the margin of issues diminishes as all parties understand and move towards the same direction. If any issues arise the procedure would be to sit down and converse between the LEA and EPP. Depending on the situation then both would address the mentor teacher or resident. All conversations would be documented but ensure that a conversation would be a two way unless it involves someone's safety or inappropriate behavior. As it is important to also listen to all parties.

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

N/A

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

N/A

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

N/A

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

N/A



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SAS#: TSSGAA24

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

Program Description PS3014 - Program Narrative

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

N/A



Organization: SAN ELIZARIO ISD
Campus/Site: N/A
Vendor ID: 1746002231

County District: 071904
ESC Region: 19
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	



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

Part 2: Budget Summary

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

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



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

C. Breakout of Direct Admin Costs

Enter amounts in Direct Admin Costs fields if applicable.

Description	Class/ Object Code	24-26 Texas Strategic Staffing		
		Program Costs	Direct Admin Costs	Total Costs
1. Payroll Costs	6100	\$0		\$0
2. Professional and Contracted Services	6200	\$0		\$0
3. Supplies and Material	6300	\$0		\$0
4. Other Operating Costs	6400	\$0		\$0
5. Debt Services	6500	\$0		\$0
6. Capital Outlay	6600	\$0		\$0
7. Operating Transfers Out	8911			
Total		\$0		\$0



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**Program Budget
 BS6101 - Payroll Costs**

Part 1: Total Payroll Costs

Payroll costs entered on BS6001	
Total Payroll Costs	24-26 Texas Strategic Staffing
	\$0

Part 2: Number and Type of Positions

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

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

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

Part 3: Substitute, Extra-Duty, Benefits

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

Part 4: Confirmation of Payroll Requirements

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



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

Part 1: Professional and Contracted Services

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

Part 2: Direct Administrative Costs

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

Part 3: Itemized Professional and Consulting Services

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



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**Program Budget
 BS6401 - Other Operating Costs**

Part 1: Other Operating Costs

Budgeted Costs		
Description	Class/ Object Code	24-26 Texas Strategic Staffing
1. Out-of-State Travel for Employees LEA must keep documentation locally.	6411	
2. Travel for Students to Conferences (does not include field trips) Requires pre-authorization in writing.	6412	
3. Educational Field Trips LEA must keep documentation locally.	6412 6494	
4. Stipends for Non-employees other than those included in 6419 Requires pre-authorization in writing.	6413	
5. Travel Costs for Officials such as Executive Director, Superintendent, or Board Members Allowable only when such costs are directly related to the grant. If Out-of-State Travel, LEA must keep documentation locally.	6411 6419	
6. Non-Employee Costs for Conference Requires pre-authorization in writing.	6419	
7. Hosting Conferences for Non-Employees LEA must keep documentation locally.	64xx	
Subtotal Other Operating Costs		
Remaining 6400 Costs That Do Not Require Specific Approval		\$0
Total Other Operating Costs		\$0

Part 2: Direct Administrative Costs

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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:

Part 3: Description of Property

Property

1. Property Description:

Property Value:

Fund Source: Contract Start Date: Contract End Date:



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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:

Add Item Delete Item



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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