



Organization: SOCORRO ISD  
 Campus/Site: N/A  
 Vendor ID: 1746029385

County District: 071909  
 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
<b>General Information</b>			
GS2100 - Applicant Information	*	Complete	02/16/2024 09:32 AM
GS2300 - Negotiation Comments and Confirmation		New	
<b>Program Description</b>			
PS3013 - Program Plan	*	Complete	03/27/2024 05:07 PM
PS3014 - Program Narrative	*	Complete	03/28/2024 10:20 AM
<b>Program Budget</b>			
BS6001 - Program Budget Summary and Support		Complete	02/16/2024 10:39 AM
BS6101 - Payroll Costs		Complete	03/28/2024 09:36 AM
BS6201 - Professional and Contracted Services		Complete	03/28/2024 09:49 AM
BS6401 - Other Operating Costs		Complete	03/28/2024 09:49 AM
BS6501 - Debt Services		Complete	03/28/2024 09:50 AM
BS6601 - Capital Outlay		Complete	03/28/2024 09:50 AM
<b>Provisions Assurances and Certifications</b>			
CS7000 - Provisions, Assurances and Certifications	*	Complete	03/28/2024 09:51 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: Adriana	Initial:	Last Name: Romero	Title: Grant Writer
Phone: 915-937-0126	Ext:	E-Mail: aromer10@sisd.net	

**Submitter Information**

First Name: Adam	Last Name: Starke
Approval ID: adam.starke	Submit Date and Time: 03/28/2024 02:14:25 PM



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

**General Information  
 GS2100 - Applicant Information**

**Part 1: Organization Information**

A. Applicant		
Organization Name: SOCORRO ISD		
Mailing Address Line 1: 12440 ROJAS DR		
Mailing Address Line 2:		
City: EL PASO	State: TX	Zip Code: 79928

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

**Part 2: Applicant Contacts**

A. Primary Contact		Select Contact:	Select One	or	Add New Contact
First Name: Adriana	Initial:	Last Name: Romero			
Title: Grant Writer					
Telephone: 915-937-0126	Ext.:	E-Mail: aromer10@sisd.net			

B. Secondary Contact		Select Contact:	Select One	or	Add New Contact
First Name: Dr. Adam	Initial: R	Last Name: Starke			
Title: Director of State and Federal Programs					
Telephone: 915-937-1601	Ext.:	E-Mail: astark@sisd.net			



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

### 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;"> <p>TEA Negotiation Note:</p> <div style="border: 1px solid black; height: 50px;"></div> </div> <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="border: 1px solid black; padding: 5px;"> <p>Grantee Comments:</p> <div style="background-color: #cccccc; border: 1px solid black; height: 50px;"></div> </div> <div> <input type="checkbox"/> LEA Completed Change         </div> </div>

Add Row

Delete Row



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

### Program Description PS3013 - Program Plan

#### A. Standard Statutory/Program Assurances

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

#### B. Program Assurances Regarding Applicant-EPP Partnership

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



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

### Program Description PS3013 - Program Plan

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

##### Assurances

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

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

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



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

### Program Description PS3014 - Program Narrative

Please include complete responses for each question below.

#### A. Summary of Program

1. Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

Socorro ISD's vision is "Tomorrows Leaders Learning Today". The mission of the district is to optimize each student's academic, artistic, athletic, career, and interpersonal opportunities. Socorro ISD will renew the partnership with The University of Texas at El Paso (UTEP) for future placement of teacher residents in the district. This will allow the district to attract, prepare and retain future teaching candidates. SISD has been working on this project since 2019, with 2021-2022 being the first paid residency year. Socorro ISD has helped design the process; however, we did not go through the structure design until 2022 and feel we are missing some of the structure components. These funds will give us that opportunity to improve our program. As an expansion of the current Teacher Residency program in Socorro ISD, these grant funds would allow the Teacher Residency to focus on dually certified Bilingual and Special Education Teachers. Currently, the district has 22 bilingual teacher vacancies and 38 special education teacher vacancies. SISD's mantra is Seize Your Opportunities. This additional resident pathway to certification will ensure that aspiring teachers can fully seize their opportunities with SISD in partnership with UTEP.

#### 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.

Grant Coordinator -(New)- Will lead and coach teachers and school leaders in the design process, review school plans to determine teacher leadership roles and adjustments needed within the district system to ensure a sustainable teacher-leader career ladder. They will also coordinate across departments to gather, analyze, and communicate outcomes and fidelity of implementation. This role will obtain data from multiple sources about the district's performance compared to other districts, and reasons for strengths/weaknesses, and make improvements accordingly. They will conduct regular visits to the schools to gather formal and informal observational data on the implementation and coaching of teacher leaders.  
Qualifications - Must have a Master's degree, three Years of District and/or Campus Leadership experience, and a Certified Texas Teacher with at least 3 years of teaching experience and grant management experience.

#### 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?

Socorro ISD expanded residency program will allow the district to offer a strong educator preparation experience for certified and dually certified Bilingual and Special Education Teachers.

Goal 1. Sustain the current teacher residency program

Goal 2. Hire student teachers using the -Residents as Substitutes- model

Goal 3. Improve classroom management

Goal 4: Provide ongoing support throughout the residency and during substituting experiences to improve overall performance as a first-year teacher

Goal 5: Increase overall teacher retention through a robust residency program

Goal 6: Increase overall student achievement by having stronger 1st-year teachers and beyond

Goal 7: Strengthen the bilingual and/or special education pathway pipeline in SISD

Teacher residents will be allowed to have hands-on guided experience in the classroom, through a substitute teaching model. Residents will serve alongside their mentor teacher for 3 days a week and serve as a substitute within that same campus each Friday. Throughout the residency, resident teachers will receive coaching support from the EPP and through on-the-job, in-the-moment coaching during their substitute teaching experiences.

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

Socorro ISD is also deeply invested in measuring the long-term effects of the residency program. Therefore, we will continue to revamp and refine the new teacher induction program for first-year teachers, so that when residents are hired as classroom teachers, they will receive specific training and support that may differ from that of other first-year teachers. This relates to our broader educator pipeline in that we are layering and differentiating the support that resident-prepared and non-resident-prepared first-year teachers receive. We believe that these robust and targeted activities will continue to lead towards better prepared first-year teachers who outperform their non-resident prepared peers on the Texas Teacher Evaluation Support System (T-TESS), improve retention rates in the profession, and impact overall student achievement through a better-prepared teacher pipeline.



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

### 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.

Socorro ISD and UTEP will track the progress and performance measures of each student-teacher resident. The Following measures will be tracked: Number of teacher residents that will participate in the teacher residency-Demographics of teacher residents?-Number of teacher residents who become SISD teachers Time and Effort activity logs of engagement in the strategic staffing model-Resident Surveys-Mentor Teacher Surveys -Campus Principal Surveys- Resident POP Cycle data from the EPP -Provide progress of teacher residents-Student Achievement scores-T-TESS Performance as 1st-year teachers- Retention Rates (long-term).  
The Program Coordinator will collect data from multiple sources about the district's performance compared to other districts, and reasons for strengths/weaknesses, and make improvements accordingly. District personnel will regularly visit schools to gather formal and informal observational data on implementation and provide coaching to teacher leaders. The Program Coordinator, principals, and teachers will collaborate to ensure measurable standards of academic achievement and instructional excellence are included in the residency program. Additionally, Socorro ISD will analyze T-TESS performance data to track growth from EPP POP Cycles to the 1st three years of classroom teaching experience. Finally, we will track retention rates of residency-prepared teachers compared to non-residency-prepared teachers.

#### 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.

Funds awarded will partially fund a Grants Coordinator. The coordinator will monitor ongoing staffing model implementation. Manage communication between the district and the EPP. Manage job-embedded training if necessary and collect data. This individual will attend governance meetings and manage grant program requirements.  
Currently, SISD has used TCLAS funds, ESSER funds, and underutilized substitute funding to support the Teacher Residency Program at \$20,000 per resident and \$1,000 per mentor and a full-time Grant Coordinator. With ESSER funds discontinuing and budget deficits across the state, this grant would help ensure that the SISD Teacher Residency program continues at high levels of operation and implementation. Current residents receive financial compensation for a year-long residency experience. By reallocating underutilized funds from substitute vacancies, SISD will employ teacher residents as substitutes in our district, providing time and experience for residents to learn and grow as aspiring teachers, while filling a district need, and substitute shortages. As an expansion of the current Teacher Residency program in Socorro ISD, these grant funds would expand the Teacher Residency to focus on certified and dually certified Bilingual and Special Education Teachers.

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

At this time, the district has 22 bilingual teacher vacancies and 38 special education teacher vacancies. 30 of these special education teacher vacancies also require bilingual certification to be considered highly qualified for the positions. These positions are hard-to-fill and high-need areas in the district. Through the Texas Strategic Staffing Grant, SISD would deepen its partnership with UTEP to develop a pathway and certification program designed to help teacher candidates become certified and dually certified bilingual and special education teachers by the end of their Teacher Residency Year.  
The district will continue looking for available funding to continue funding the grant project coordinator, however in the event of no available funding, the district will fund the position through the general fund account if feasible. Potential funding sources will include underutilized sub funds to sustain the coordinator position. If a foreseeable issue requires an adjustment to the grant, a meeting with all involved will be needed to review and meet revised plans that are necessary to complete the grant successfully. In accordance with TEA, we will then proceed to create an amendment to the application following TEA instructions.



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

### 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."

Payroll Cost -6100:

Payroll cost \$40,000 first year to co-fund a selected staff member to support grant implementation

Payroll cost \$40,000 2nd year to co-fund a selected staff member to support grant implementation

Total \$80,000.00 request

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.

\$80,000.00





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### Program Description PS3014 - Program Narrative

#### G. TEA Program Requirements

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

In the current program, residents receive financial compensation for a year-long residency experience. By utilizing underutilized funds from substitute vacancies, Socorro ISD will employ teacher residents as substitutes in our district, providing time and experience for residents to learn and grow as aspiring teachers, while filling a district needs and substitute shortages.

As an expansion of the current Teacher Residency program in Socorro ISD, the intent of these grant funds would expand the Teacher Residency to focus on dually certified Bilingual and Special Education Teachers. Currently, the district has 22 bilingual teacher vacancies and 38 special education teacher vacancies. 30 of these special education teacher vacancies also require bilingual certification to be considered highly qualified for the positions. These positions are hard-to-fill and high need areas in SISD. Through the Texas Strategic Staffing Grant, SISD would deepen its partnership with UTEP to develop a pathway and certification program designed to help teacher candidates become dually certified bilingual and special education teachers by the end of their Teacher Residency Year.

Teacher residencies produce a more effective workforce of future educators in the district and has been able to fill substitute shortages. Through the residency program, campuses who serve as residency sites have about a 20% higher substitute fill rate on Fridays compared to non-residency sites.

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

We have also seen that since 2019, Socorro ISD has seen a retention rate of 88.29%. Since implementing a three-year commitment agreement, the retention rate of our teacher residents is 96.25% over the last 4 cohorts. This relates to our broader educator pipeline in that we are layering and differentiating the support that resident-prepared and non-resident-prepared first-year teachers receive. We believe that these robust and targeted activities will continue to lead towards better-prepared first-year teachers who outperform their non-resident prepared peers on the Texas Teacher Evaluation Support System (T-TESS), improve retention rates in the profession, and impact overall student achievement through a better-prepared teacher pipeline.

Since this program has made such a difference in the district, SISD plans on practicing this method indefinitely. Socorro ISD will continue using underutilized substitute funding to support the Teacher Residency program. This will allow the district to attract, prepare, and retain future teaching candidates.

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?

Socorro ISD and The University of Texas El Paso have committed to working together. SISD will renew the partnership with The University of Texas at El Paso (UTEP) for future placement of teacher residents in the district. They will continue ongoing monitoring of staffing model implementation, attend and contribute to quarterly governance meetings, and attend and contribute to the recruiting and sustainability meetings. In partnership with the EPP, SISD will engage in a year-long design process to plan for effective implementation with a focus on bilingual and special education certified teachers. Together, the EPP and SISD will recruit candidates for this pathway, with an intentional focus on providing future residents with high-quality instructional experiences in bilingual and special education settings.

Socorro ISD is committed to having a grant coordinator (New Role) in place to support and continue to implement the extension of the paid teacher residency program within the district. This position will have experience in designing professional development for new teachers and school leaders. To broaden talent management, we will be recruiting and developing these teacher residents to stay with Socorro ISD and improve the overall performance of the district and ensure that it remains competitive.

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

Implementing the extension to our current residency program in the first year will entail training time and material to help teacher candidates become dually certified bilingual and special education teachers by the end of their Teacher Residency Year. Socorro ISD will participate in all meetings and provide necessary data. SISD will track and maintain evidence of time through agendas and meeting sign-in sheets, this will allow for tracking and monitoring progress.

The district will continue looking for available funding to continue funding the grant project coordinator, however in the event of no available funding, the district will fund the position through the general fund account if feasible. Potential funding sources will include underutilized sub funds to sustain the coordinator position.



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

### 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?

Socorro ISD has partnered with the University of Texas at El Paso since 2019 in designing and implementing a paid-teacher residency program which has grown from 1 residency site with 6 residents to 9 residency sites with as many as 51 residents. Now, in its fifth year, the Residency Program is SISD's primary pathway and hiring pool. Residents commit to three years in SISD including their residency year and first two years of teaching., ensuring that any candidate eligible to be hired is hired within SISD. We know that strong preparation, induction support, and high-quality experiences help retain teachers. SISD would like to deepen its partnership with UTEP to extend to a focused cohort of residents seeking a dual certification in bilingual and special education. This specialized pathway would help fill current district shortages, while ensuring that teacher candidates are well-prepared through our substitute model and highly marketable in their certification areas.

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.

Socorro ISD is committed to quarterly governance meetings with district leaders, campus leaders, and the EPP to review program data for shared decision-making. Additionally, a regional Residency Summit will be held twice a year to discuss regional issues affecting the teacher pipeline and develop actionable plans for improvement. SISD will utilize multiple data sources such as resident and mentor surveys, T-TESS/Miner Teacher Residency data, student achievement scores, retention rates, and substitute fill rates at residency sites vs. non-residency sites to evaluate the effectiveness of the program.

Based on what the data reveals, governance meetings will also focus on creating and monitoring actionable plans for support, for scale, and for sustainability of the program.

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.)?

SISD is proud to have a strong partnership with the University of Texas at El Paso. Communication will continue to take place formally at least six times a year through quarterly Governance meetings and twice a year Regional Residency Summits. Informal communication will take place through ongoing monthly meetings with district and campus leadership and weekly reports regarding status updates. Evidence of communication will be collected in shared electronic folders to include meeting agendas, sign-in sheets, weekly reports, data reports, and action plans created in partnership with the EPP. Additionally, because of the outstanding partnership already in place with the University of Texas El Paso, communication also includes phone calls, emails and texts to address any issues that arise with either residents, host teachers or school sites.

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.

As an expansion of the current Teacher Residency program in Socorro ISD, the intent of these grant funds would expand the Teacher Residency to focus on dually certified Bilingual and Special Education Teachers. As previously stated, Socorro ISD has 22 bilingual teacher vacancies and 38 special education teacher vacancies. These positions are hard-to-fill and highly needed in SISD. Through the Texas Strategic Staffing Grant, SISD would deepen its partnership with UTEP to develop a pathway and certification program designed to help teacher candidates become dually certified bilingual and special education teachers by the end of their Teacher Residency Year. Preferential hiring to teacher residents who complete the program and receive certification. Socorro ISD has helped design the process; however, we did not go through the structure design until 2022 and feel we are missing some of the structure components. These funds will allow us to improve our program.

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

N/A



**Organization:** SOCORRO ISD  
**Campus/Site:** N/A  
**Vendor ID:** 1746029385

**County District:** 071909  
**ESC Region:** 19  
**School Year:** 2023-2024

SAS#: TSSGAA24

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

### Program Description PS3014 - Program Narrative

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

N/A

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

N/A



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County District: 071909  
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**2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program**

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

**Statutory Authority: GAA, Article III, Rider 39, 88th Texas Legislature: Educator Quality and Leadership 40. Educator Quality and Leadership.**

**Part 1: Available Funding**

[View List of SSA Members](#)

Available Funding	
Description	24-26 Texas Strategic Staffing
1. Fund/SSA Code	429
2. Planning Amount	
3. Final Amount	
4. Carryover	
5. Reallocation	
<b>Total Funds Available</b>	



Organization: SOCORRO ISD  
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County District: 071909  
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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	
<b>Total Direct Costs</b>		
9. Indirect Costs		
<b>Total Budgeted Costs</b>		
<b>Total Funds Available Minus Total Costs</b>		
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	
<b>Total Direct Costs</b>		
8. Indirect Costs		
<b>Total Pre-Award Costs</b>		



Organization: SOCORRO ISD  
 Campus/Site: N/A  
 Vendor ID: 1746029385

County District: 071909  
 ESC Region: 19  
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SAS#: TSSGAA24

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

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

**C. Breakout of Direct Admin Costs**

Enter amounts in Direct Admin Costs fields if applicable.

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



Organization: SOCORRO ISD  
 Campus/Site: N/A  
 Vendor ID: 1746029385

County District: 071909  
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 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.



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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	
<b>Subtotal Professional and Contracted Services Costs</b>		
<b>Remaining 6200 Costs That Do Not Require Specific Approval</b>		
<b>Total Professional and Contracted Services Costs</b>		

**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"/>	
<b>Total Professional and Consulting Services Costs</b>	





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

**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: SOCORRO ISD  
 Campus/Site: N/A  
 Vendor ID: 1746029385

County District: 071909  
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SAS#: TSSGAA24

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

**Program Budget  
 BS6501 - Debt Services**

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

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

**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: SOCORRO ISD  
 Campus/Site: N/A  
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County District: 071909  
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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	
<b>Total Capital Outlay Costs</b>	

**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: SOCORRO 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. 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 <a href="#">Disclosure of Lobbying Activities</a> form. <ul style="list-style-type: none"> <li>• Print and sign the form.</li> <li>• Scan the signed form and save it to your desktop.</li> <li>• Click the <b>Attach Files</b> icon on the Table of Contents page to attach your signed form to this eGrants application.</li> </ul>	
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

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Region	County District	Organization	ADC Submitted Date								
				R:	R:	R:	R:	R:	R:	R:	R:
<b>Total:</b>				R:	\$0	R:	\$0	R:	\$0	R:	\$0