



Organization: CADDO MILLS ISD
 Campus/Site: N/A
 Vendor ID: 1756000301

County District: 116901
 ESC Region: 10
 School Year: 2023-2024

SAS#: TSSGAA24

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

**General Information
 GS2000 - Certify and Submit**

Due: 04/02/2024 11:59 PM
 Application Status: Submitted

Amendment #: 00
 Version #: 01

Description	Required	Status	Last Update
General Information			
GS2100 - Applicant Information	*	Complete	03/28/2024 02:53 PM
GS2300 - Negotiation Comments and Confirmation		New	
Program Description			
PS3013 - Program Plan	*	Complete	03/28/2024 02:54 PM
PS3014 - Program Narrative	*	Complete	04/02/2024 02:10 PM
Program Budget			
BS6001 - Program Budget Summary and Support		New	
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 02:46 PM

Certification and Incorporation Statement

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

Authorized Official

Select Contact: or

First Name: Jana Initial: Last Name: Everett Title: Special Education Director

Phone: 903-527-6056 Ext: E-Mail: jeverett@caddomillsisd.org

Submitter Information

First Name: Jana Last Name: Everett

Approval ID: jana.everett Submit Date and Time: 04/02/2024 03:25:00 PM



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**General Information
 GS2100 - Applicant Information**

Part 1: Organization Information

A. Applicant		
Organization Name: CADDO MILLS ISD		
Mailing Address Line 1: P O BOX 160		
Mailing Address Line 2:		
City: CADDO MILLS	State: TX	Zip Code: 75135

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

Part 2: Applicant Contacts

A. Primary Contact			Select Contact:	Select One ▼	or	Add New Contact
First Name: Kendra	Initial:	Last Name: Mosher				
Title: Elementary Curriculum Director						
Telephone: 903-450-5674	Ext.:	E-Mail: kmosher@caddomillsisd.org				

B. Secondary Contact			Select Contact:	Select One ▼	or	Add New Contact
First Name: Keri	Initial:	Last Name: Allen				
Title: Assistant Superintendent						
Telephone: 903-527-6056	Ext.:	E-Mail: kallen@caddomillsisd.org				



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General Information GS2300 - Negotiation Comments and Confirmation

Part 1: General Comments

General Comments (TEA Use Only)

Part 2: Negotiation Items

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

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

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

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

At Caddo Mills ISD (CMISD), we celebrate the past and create the future. Like our long-standing motto, Strategic Staffing will continue to create the future by adding highly trained staff to our Fox Family. As a rural, fast-growing district, we strive to prepare resident teachers not only for future openings in the district but also to start their own classrooms successfully.

CMISD has partnered with Texas A&M-Commerce for over twenty years to support and grow aspiring teachers in all grade levels through exceptional learning opportunities in a mentoring program. With the Strategic Staffing Program, CMISD will continue the partnership and increase the district's leverage to sustain a robust resident teacher program. The district will offer two routes for Resident Teachers: a paid option and a traditional unpaid option. As educators, we must encourage teachers to enter the education field by providing experienced mentor teachers and a rich learning environment. CMISD mentors are trained to partner with the Resident Teacher as a co-teacher, encouraging participation in valuable learning experiences such as parent meetings, data analysis, the student referral process, teacher strategies in whole and small group instruction, and professional development. The Strategic Staffing Grant will provide a paid residency program for future educators and stipends for mentor teachers. With the paid residency program and our strong partnership with Texas A&M University-Commerce, CMISD will

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.

Elementary Curriculum Director (Existing position)
3 years of teaching experience
5+ years of administrative experience
Experience with the Resident Teacher Program

Director of Human Resources (Existing position)
3 years of teaching experience
5+ years of administrative experience
Experience with the Resident Teacher Program

Director of Finance and Operations (Existing position)
5+ years of administrative experience
Experience with funding codes and budget

Campus Administrator (Existing position)
2 years of teaching experience
Experience with the Resident Teacher Program
Trained in the requirements and procedures of the Strategic Staffing Program

Teacher Mentors (Existing position)
3+ years of teaching experience
Completed district-provided mentor training
Certified in the subject area and grade level in which they provide mentorship

Texas A&M University at Commerce personnel
Collaborate to support the creation of a sustainable program

Region 10 Education Service Center
Collaborator to support the creation of a sustainable program



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Program Description PS3014 - Program Narrative

C. Goals, Objectives and Strategies

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

Essential areas to target for CMISD will be refining the Paid Residency Program that was collaboratively developed during the 2023 - 2024 school year and continuing to create a program to recruit and retain highly trained teachers. Starting from the academic year 2024-2025, CMISD will employ resident teachers on campus who will be compensated for their services. CMISD aims to establish a robust framework to facilitate mentorship relationships between the resident teachers and the existing faculty. The goal is to provide an enriching experience to the resident teachers, preparing them for a smooth and successful transition to leading their own classrooms. The district plans to continue incorporating the Substitute Teacher model to pay resident teachers. This route provides the resident teacher time with the mentor teacher and time to practice new classroom skills as a substitute teacher. Resident teachers will enhance the class as substitute teachers by being highly trained with skills to provide effective instruction.

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

CMISD has hired many student teachers from our partnership with Texas A&M-Commerce and views the year of residency as a profitable opportunity for the mentor and resident. Should the residents be hired, they have already received training specific to the district and will continue to grow in the First Year Teacher Mentorship Program. Each mentor teacher will complete a mentor training focused on building positive rapport with the resident teacher and providing effective feedback to enhance the teaching strategies of the resident teacher. The mentor teacher will provide constructive feedback throughout the residency year and collaborate with Texas A&M University-Commerce to ensure the success of the program and the resident's future as an educator. The paid resident teachers will start school when teachers return in August and receive training regarding the Paid Residency Program, teaching strategies, and district expectations. Funds will be allocated to allow a district-level employee to oversee the program, train the mentor and resident teachers, and serve as the main point of contact with Texas A&M University-Commerce and support staff at Region 10.

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.

With the Strategic Staffing Grant, CMISD will increase the number of days highly trained individuals are in classrooms while a certified teacher is absent. Highly trained and effective resident teachers will directly support quality instruction and student performance. This will be monitored by the number of days resident teachers are in classes as substitute teachers and students' yearly growth. Resident teachers can also provide targeted instruction during small group learning and tutoring.

CMISD will also enhance the candidate pool for job openings by providing a Paid Residency Program. As a growing district, having highly trained student teachers transition to a teacher role supports consistency and increases student achievement.

Student achievement and outcomes are measured through routine progress monitoring throughout the year with state-mandated assessments and district-created tests.



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Program Description PS3014 - Program Narrative

E. Budget Narrative

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

The Strategic Staffing Grant would allow the district to reallocate a portion of a district-level salary to support a Paid Residency Program. The district is requesting a total of \$40,000 over two years to co-fund the salary of a district leader to oversee the continued development and integration of the Paid Residency Program.

Resident Teachers will receive \$5,000 at the end of each semester using local funds. Resident teachers will continue to meet all criteria to be eligible for teacher certification: participate in seminars with the college and meet all required hours within the mentor teacher's classroom. Resident teachers will serve as substitute teachers on the remaining days, interact with small group instruction, or observe other master teachers on campus. Resident Teachers will attend training held in the district throughout the year to develop teaching skills continually. These activities and experiences will help the district meet the goal of recruiting and retaining teachers should the district hire a resident teacher. After the grant period is completed, strategic budgeting and funds for substitute teachers will continue to sustain the Paid Residency Program.

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

N/A



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Program Description PS3014 - Program Narrative

F. Request for Grant Funds

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

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

The Strategic Staffing Grant would allow the district to reallocate a portion of a district-level salary to support a Paid Residency Program. The district is requesting a total of \$40,000 over two years to co-fund the salary to oversee the continued development and integration of the Paid Residency Program.

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.

\$40,000



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Program Description PS3014 - Program Narrative

G. TEA Program Requirements

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

CMISD is a rapidly growing district that enrolls new students every week. It is located on a major highway just outside the Dallas metropolitan area, where housing developments are replacing farmland at a fast pace. As student enrollment is increasing rapidly, the district adds several new teaching positions yearly. In August 2025, a third elementary campus will be added, which could significantly increase the number of teachers needed. A recent district demographic study predicts student enrollment will increase by over 4,000 students over the next ten years. The nationwide teaching shortage also adds to the rapidly growing districts' concerns. Our district's goal is to support resident teachers throughout their residency year to create highly qualified first-year teachers, increase the number of applicants annually, and retain resident teachers in the district to help fill future teaching vacancies. Having the option of a paid residency will continue to attract additional resident teachers to choose CMISD as their desired district.

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

CMISD and Texas A&M University-Commerce are dedicated to providing aspiring educators with a robust mentoring program that promotes relationships, growth, inquiry, valuable experiences, constructive feedback, and goal-setting. To achieve this, CMISD will use the Substitute Teaching model for the Paid Residency Program. This program will allow residents to receive in-depth training and experiences across the campus on days they are not co-teaching with their mentor teacher. As there is a shortage of teachers, it can also be challenging to find substitute teachers when needed. By having resident teachers on campus to serve as substitute teachers, students will benefit from highly-trained individuals providing quality instruction on more days. In addition, when the resident teacher is co-teaching with their mentor teacher, it will directly benefit the students in the classroom. Resident teachers will enhance the classroom environment by implementing effective behavior management strategies, monitoring student progress, providing individualized reteach opportunities, organizing small group instruction, and participating in grade-level tutoring. They will also help bridge the learning gaps that have arisen from COVID-19, and assist in meeting the needs of an ever-growing, diverse student population.

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?

CMISD and Texas A&M University-Commerce have partnered together for over twenty years. The two entities are dedicated to collaborative work and conversions to ensure the rich experience of all resident teachers. Throughout the 2024 - 2025 school year, time was dedicated to building the foundations of the current Strategic Staffing Model in Caddo Mills. If granted the additional funding, the partnership between the two entities would continue to strengthen the program and ensure dynamic outcomes.

CMISD will not create a new position to continue designing and implementing the program. A district-level leader, the Elementary Curriculum Director, will be co-funded through district funds and the Strategic Staffing Grant. The Elementary Curriculum Director works with campuses during hiring, monitors student enrollment, and oversees the current Resident Teacher Program. Time dedicated solely to the Strategic Staffing Program will be tracked with a spreadsheet and shared with Human Resources and the Chief Financial Officer. Once the grant period is over, the director's position will be fully funded by district funds, and paid resident teachers will be funded through district funds and substitute dollars.

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

N/A

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

CMISD has partnered with the Texas A&M University-Commerce Educator Prep Program for over twenty years to provide exceptional experiences for future educators in all grade levels. Over 100 resident teachers have been trained at CMISD during this time, many of whom were hired and are still employed by the school district today.



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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.

CMISD and Texas A&M University-Commerce have established a positive rapport throughout our long-term partnership. Communication between the two entities is fluid and collaborative. While the university hosts an annual meeting to review data and new program requirements, directors from the district and the EPP often discuss the progress of mentors and candidates.

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.)?

Representatives from CMISD and Texas A&M University-Commerce Educator Prep Program constantly communicate throughout the year to provide the best possible support for mentors and resident teachers. They hold an annual meeting to review the program and make necessary adjustments. The two entities have established a strong relationship, and they plan to continue transparent communication to develop a robust paid resident program with the support of Region 10, the technical assistance provider. Any concerns that arise will be handled collaboratively by campus administration, district-level leaders, and EPP directors to determine a solution together. A communication log will indicate continued communication and everyone involved in the program will have positive experiences.

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.

If CMISD is awarded the Strategic Staffing Grant for the 2024-2026 school years, we will make every effort to expand and improve the program. As a long-standing partner of the Texas A&M University-Commerce EPP, the district has seen a decline in recent years in the number of resident teachers choosing CMISD for their residency year. After researching the situation, district leaders determined that a paid residency program could support an increase in the number of resident teachers across the district. Data from the spring of 2024 indicates that there has been an upward trend in the number of resident teachers interested in CMISD.

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

CMISD is committed to serving our growing community and meeting the needs of our increasing enrollment numbers. To achieve this goal, additional teaching positions will be required every year. Despite the teacher shortage challenges faced by many districts in Texas, we are confident that with this grant funding, we can overcome these obstacles. We have identified special education and special programs as areas of high need. We will focus on attracting resident teachers to this field during the second year of program development and implementation. Our efforts will be unwavering as we strive to provide the best education for our students.

In summary, program goals for the second year will focus on increasing the number of paid positions in the resident program and special education field, refining the program processes through year-one experience and involvement surveys, and preparing resident teachers for future job opportunities in the district.

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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County District: 116901
ESC Region: 10
School Year: 2023-2024

SAS#: TSSGAA24

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

Program Description PS3014 - Program Narrative

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

N/A



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

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

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

Part 1: Available Funding

[View List of SSA Members](#)

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



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

Part 2: Budget Summary

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

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



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

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

C. Breakout of Direct Admin Costs				
Enter amounts in Direct Admin Costs fields if applicable.				
Description	Class/ Object Code	24-26 Texas Strategic Staffing		
		Program Costs	Direct Admin Costs	Total Costs
1. Payroll Costs	6100			
2. Professional and Contracted Services	6200			
3. Supplies and Material	6300			
4. Other Operating Costs	6400			
5. Debt Services	6500			
6. Capital Outlay	6600			
7. Operating Transfers Out	8911			
	Total			



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

**Program Budget
 BS6101 - Payroll Costs**

Part 1: Total Payroll Costs

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

Part 2: Number and Type of Positions

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

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

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

Part 3: Substitute, Extra-Duty, Benefits

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

Part 4: Confirmation of Payroll Requirements

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



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

Part 1: Professional and Contracted Services

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

Part 2: Direct Administrative Costs

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

Part 3: Itemized Professional and Consulting Services

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



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

**Program Budget
 BS6401 - Other Operating Costs**

Part 1: Other Operating Costs

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

Part 2: Direct Administrative Costs

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

Program Budget
BS6501 - Debt Services

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

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

Part 2: Description of SBITA

Subscription

1. SBITA Description:

Subscription Cost:

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

Program Budget
BS6601 - Capital Outlay

Part 1: Capital Expenditures

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

Part 2: Furniture, Equipment, Vehicles or Software

Items

1. Generic Description: Number of Units:

Fund Source: Total Costs:

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

Add Item Delete Item



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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. 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.	Lobbying Certification
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:	R:
Total:				R: \$0	R: \$0	R: \$0	R: \$0	R: \$0	R: \$0	R: \$0	R: \$0	R: \$0