



Organization: CLINT ISD
 Campus/Site: N/A
 Vendor ID: 1746000522

County District: 071901
 ESC Region: 19
 School Year: 2023-2024

SAS#: TSSGAA24

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

**General Information
 GS2000 - Certify and Submit**

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

Amendment #: 00
 Version #: 01

Description	Required	Status	Last Update
General Information			
GS2100 - Applicant Information	*	Complete	02/16/2024 04:02 PM
GS2300 - Negotiation Comments and Confirmation		New	
Program Description			
PS3013 - Program Plan	*	Complete	02/16/2024 04:07 PM
PS3014 - Program Narrative	*	Complete	03/28/2024 03:17 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	03/28/2024 03:18 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: Jessie Initial: M Last Name: Cline Title: Chief Financial Officer
 Phone: 915-926-4085 Ext: E-Mail: jessie.cline@clint.net

Submitter Information

First Name: Jessie Last Name: Cline
 Approval ID: jessie.cline Submit Date and Time: 04/01/2024 09:28:08 AM



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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: CLINT ISD		
Mailing Address Line 1: 14521 HORIZON BLVD		
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: Jessie	Initial: M	Last Name: Cline				
Title: Chief Financial Officer						
Telephone: 915-926-4085	Ext.:	E-Mail: jessie.cline@clint.net				

B. Secondary Contact			Select Contact:	Select One	or	Add New Contact
First Name: Melissa	Initial:	Last Name: Williams				
Title: Director of Federal Programs						
Telephone: 915-926-3255	Ext.:	E-Mail: melissa.williams@clint.net				



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General Information GS2300 - Negotiation Comments and Confirmation

Part 1: General Comments

General Comments (TEA Use Only)

Part 2: Negotiation Items

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

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

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

Negotiation Items	
1.	<div style="display: flex; justify-content: space-between;"> <div>Date: <input type="text"/></div> <div>Schedule: <input type="text" value="Select One"/></div> </div> <div style="border: 1px solid black; padding: 5px;"> <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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Program Description PS3013 - Program Plan

A. Standard Statutory/Program Assurances

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

B. Program Assurances Regarding Applicant-EPP Partnership

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



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Program Description PS3013 - Program Plan

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

Assurances

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

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

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



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Program Description PS3014 - Program Narrative

Please include complete responses for each question below.

A. Summary of Program

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

The Clint ISD Residency program aims to prepare residents to be high-quality, Day-1 ready, teachers. Residents are paired with a highly-qualified mentor teacher where they co-teach 3 days a week and complete their strategic staffing role 1 day a week. Residents are supported by tailored PD and efficient lesson planning through lesson internalization with our district's HQIM. We equip residents with the resiliency, adaptability, and instructional best practices necessary to thrive in the rigorous environment of education. Investing in our residents will contribute to the growth of our teacher pipeline. The need for substitutes continues in Clint ISD with a total of 18,947 substitute assignments in the 22-23 school year. This current year, 23-24, we have had 12,408 to date. The Substitute Strategic Staffing model has helped alleviate unfilled sub assignments on teacher absence high priority days such as Mondays and Fridays. With the ending of ESSER funds, our needs have shifted to relying on district funds to continue our paid residency program. We have also had to close ESSER funded positions leading to loss of campus leadership roles. The Release Time Strategic Staffing model will address this need by having teacher leaders continue their work through supporting grade level teachers with the planning process, lesson internalization, data analysis, and coaching while hosting a resident and providing quality instruction in the classroom.

B. Qualifications and Experience for Key Personnel

1. Outline the required qualifications and experience for primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program. Include whether the position is existing or proposed.

The primary project personnel is the district's current New Teacher Mentor Residency Program Coordinator. The coordinator's qualifications include a master's degree in Educational Administration, teacher certification, 23 years in education, curriculum and instruction design and implementation and leadership experience.

The New Teacher Mentor Residency Program Coordinator has two years experience with running the Clint ISD Miner Teacher Residency program. The program lead works with the district design team which includes our Chief Financial Officer, Chief Human Resource Officer, Human Resource Director, Assistant Superintendents, Superintendent, and campus principals.

The primary responsibility of the New Teacher Mentor Residency Coordinator is to provide support, training, coaching and classroom-based instructional mentoring to all new resident teachers in the residency program. The coordinator supports our strategic staffing model of substitute teaching. In addition to mentoring, the coordinator also provides professional staff development for resident teachers, substitute teachers, and mentor teachers in the areas of classroom management, instructional strategies, and HQIM lesson internalization.

C. Goals, Objectives and Strategies

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

The major goals/objectives of the 2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program are:

- To redesign and implement paid year-long high quality, sustainable teacher residencies in order to support our instructional needs.
- To sustain our high-quality paid teacher residency program through the year long clinical teaching experience and meet our teacher pipeline goal of recruiting and retaining high-quality, diverse, day-1 ready teachers.
- To strategically redesign support for campus instructional needs by adopting resident strategic staffing models such as substitute teaching and release time models or other models that might meet our immediate needs.

The activities/strategies that will support our program goals are:

- Ensuring we continue to select high-quality mentor teacher applicants by vetting mentor teacher applicants on the following criteria:
- At minimum of 3 years exemplary teaching experience
- Student achievement data in the district's top 25%
- T-TESS formal observations at 3.5 or higher
- Teacher attendance of 96% or above

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

Monitoring and evaluating effective strategic staffing models by collecting ongoing data through feedback surveys, observations, and system data collection.

Providing tailored job embedded professional development to teacher residents and mentors based on needs assessments and survey results.

Maintaining established quality partnerships with EPP, The University of Texas at El Paso, our technical assistance partner, US Prep, and ESC Region 19 program, which includes quarterly governance meetings to evaluate program success and needs.



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Program Description PS3014 - Program Narrative

D. Performance and Evaluation Measures

1. Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

Performance measures:

Maintain time & effort log for the district coordinator of strategic staffing model training and technical assistance support activities.

Design and document strategic staffing milestones quarterly.

Collect and monitor program implementation data through a continuous improvement cycle.

Share data collection with all stakeholders during all quarterly governance meetings.

Submission of resident placement data.

Hire of teacher residents upon completion of the program.

Tools and processes:

Complete time and effort weekly to include activities, training/professional development, meetings.

Design a performance rubric that describes strategic staffing milestones.

Provide training for residents during the first 4 weeks of the residency on these milestones: Exemplary classroom management, professionalism, HQIM lesson delivery, classroom environment and culture.

Implementation data will be collected through weekly surveys from residents, substitute reporting system reports, in-person observations, and communication with University of Texas at El Paso site coordinator.

End of year staffing needs assessment with hiring data through our HR department.

Student outcome measures will include:

Increase in student achievement as measured by state assessments such as mClass, STAAR, EOC, TELPAS and local formative assessments.

Increase in student achievement with all special populations to include emergent bilingual and students receiving special education services.

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 proposed budget will partially fund the salary of a current district employee who will oversee grant program implementation. The district is requesting the maximum amount allowed per grant guidelines, \$80,000, which will partially cover the employee's salary.

The District currently operates a teacher residency program through TCLAS Decision 5, where funds have been allocated to payroll expenses, program-related supplies, and contracted professional staff development. The district has used the entire TCLAS allocation to fund the program.

Clint ISD has experienced success with TCLAS Decision 5. We have been able to fill vacancies in high need areas and develop high quality teachers. Through this grant opportunity, we will be able to sustain our program as well as redesign based on our needs, as the foundation has already been set.

As with all district programs, our vision is to continue transparency with all stakeholders. Grant program elements along with performance measures will be shared periodically in order to encourage feedback on this program. Any budget or programmatic changes would be processed according to our district policy and procedures, and may require grant amendments, if necessary. Building the capacity of campus leaders and district staff will be important to develop program fidelity and efficacy.

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."

Salary of selected staff member that will support grant program implementation - \$80,000

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

N/A

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

N/A

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

N/A

5. Total Grant Award Requested- Be sure to include the sum of the amounts in all class/object codes and any administrative costs in this total. Only a dollar amount will be accepted for this answer.

\$80,000



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Program Description PS3014 - Program Narrative

G. TEA Program Requirements

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

District instructional needs include our multi-tiered system of support framework where targeted instruction is given to support our struggling students. Alignment of Research Based Instructional Strategies with our High Quality Instructional Resources across the district is also a current instructional need.

Retaining and recruiting teachers in our high needs areas such as in special education, secondary math and science teachers, as well as bilingual teachers to support our dual language program is identified as a talent pipeline need in our district.

Current vacancies that exist in our district are

- Middle school math teacher
- Elementary Pre-K teacher
- Special education teacher
- Various paraprofessional positions

District instructional needs include our Multi-Tiered System of Support framework where targeted instruction is provided to TIER 2 and TIER 3 students with the implementation of Research Based Instructional Strategies within our High Quality Instructional Resources.

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

Residencies can provide needed support for our TIER 2 and TIER 3 students in classrooms. Mentors and residents engage in various co-teach models that are strategically planned to support students. Residents and mentors use their student achievement data to drive what co-teach model to use. For example, station teaching might be an appropriate model when there is a need to differentiate the lesson for identified students. District data with mentors and residents show student achievement growth particularly with our special populations. Data indicates having two teachers in the classroom benefits all students.

Our paid residency program in our district has proven beneficial to our talent strategy. The fact that 14 out of 16 residents from the first cohort and 7 out of 14 residents from the second cohort have become new teachers in Clint ISD schools demonstrates the success of the program in retaining talent from within the district.

Historically, Clint ISD has multiple vacancies at the start of every school year. The continuation of the residency program will directly impact being able to hire from within and grow the district's teacher pipeline in the next five years. Overall, the Miner Teacher Residency Program is making a difference in Clint ISD by nurturing and preparing new teachers effectively, ultimately benefiting the students and our community.

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?

Our partners, The University of Texas at El Paso, along with our ESC Region 19, and our technical assistance provider US Prep, will continue to schedule meetings to redesign our Resident Companion Guide to include a new strategic staffing model: Release Time model. The redesign will be centered around establishing strategic staffing parameters and protocols, resident and mentor teacher job descriptions, as well as a guide to communication.

Throughout the implementation year, our stakeholder partners (UTEP, ESC-Region 19, US Prep, district design team) will continue to meet quarterly to discuss progress, review resident strategic staffing milestones, and make any changes to systems that need adjustments.

Our New Teacher Mentor Resident Coordinator will continue to lead the work with the residency program. She has demonstrated the ability to run and elevate our current residency program. The systems and processes established in our two years of implementation have been recognized and showcased at various national conferences alongside our EPP, UTEP, and TA, US Prep.

Our New Teacher Resident Coordinator is directly involved in recruiting, retaining, coaching, and our residents as new teachers. The coordinator works closely with our Human Resources Director in the hiring process of our residents as new teachers for the district. As our staffing needs change, the coordinator is able to adapt and adjust to meet those needs.



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

The district lead collects, analyzes, and presents strategic staffing data at quarterly governance meetings with all residency stakeholders. The coordinator will keep track of time and effort through the time and effort spreadsheet/log that the direct supervisor will oversee.

We anticipate the continuous need to maintain our teacher pipeline and support for our teacher residents as they become teachers. This person would continue to coordinate these efforts. As a district, we will commit to finding resources through local funds or additional grants in order to sustain our work with the residency program.

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?

Our district has been engaged in partnership with our EPP, The University of Texas at El Paso from the 2021-2022 school year to the 2023-2024 school year.

Our district has placed 16 residents in our 2022-2023 Fall Start Cohort, 14 residents in our 2023 Spring Start Cohort, 8 residents in our 2023-2024 Fall Start Cohort, and 5 residents in our 2024 Spring Start Cohort.

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.

Governance meetings are held quarterly. A meeting agenda has the following:

Classroom learning walks with focus on resident and mentor co-teach models and implementation, feedback on residents who are current new teachers, and observations of campus selected problem of practice.

Learning walks debrief.

EPP data review: Mentor/resident pulse check survey feedback, resident POP cycle (formal performance observations) data review.

Strategic staffing data review

New teacher data review

Hiring updates/Certification updates

Resident and mentor data is reviewed with all stakeholders during governance meetings. Present during our governance meetings are Assistant Superintendents, CFO, HR Directors, partnering campus principals, new teacher support staff, and at least one mentor teacher and resident pair from each partnering campus. Stakeholders are given an opportunity to review data and hold conversations around their residents and mentors. They are a part of devising next steps alongside the EPP site coordinator and district coordinator.

The EPP coordinator and district coordinator respond to data by providing mentor teachers with specific training. Survey data indicates a need for ongoing support for mentors in addition to residents. This parallel support is proving to be beneficial as they work together.

The district coordinator responds to resident strategic staffing data collection by providing training based on resident's needs in a timely manner.

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.)?

Evidence of communication with our EPP partner and technical assistance provider will be through collection of meeting agendas, sign in sheets, emails, or any other correspondence made. Partnerships with our EPP and technical assistance providers have been well established. Clint ISD and The University of Texas at El Paso have presented the work with the residency program together at AERA, AACTE national conferences. Clint ISD is presenting a session on our work with residents at the ASCA conference this year.

Communication between the EPP site coordinator and the LEA district coordinator is ongoing through email, phone calls, scheduled meetings that take place to plan out mentor teacher training. Challenges are communicated as soon as they arise. A meeting is scheduled between coordinators and an action plan is established. If a meeting with a mentor teacher, resident, or administrator is required, both site coordinator and district coordinator are in attendance. The EPP has an established Professional Improvement Plan that is used when performance or professionalism concerns arise with a resident. In this situation, the EPP site coordinator communicates with the district coordinator and campus administration.

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

N/A



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Program Description PS3014 - Program Narrative

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.

TCLAS Decision 5 was instrumental in the foundation of this work. We have been able to meet our staffing needs because of this opportunity. With TCLAS ending and ESSER funds ending, the Strategic Staffing grant will support our district as we continue our goals with the residency program.

The district is currently reallocating funds and staff due to ESSER funded positions ending. Personnel that currently hold leadership positions will be placed at campuses. To capitalize on the expertise and leadership experience of these staff members at the campus level, redesigning the strategic staffing model we currently use to include the Release Time model would allow these highly-effective teachers to mentor not only residents but also other teachers in need of support.

The data received from our HR Department such as vacancy trends, weekly vacancy reports, the amount of time between the vacancy and the hiring of teachers in high-need areas, indicate the need for us to continue growing our own teachers through the Residency program in order to fill these vacancies with high quality teachers.

Our special population students such as emergent bilingual students, special education, military connected, etc. benefit from having two teachers in the classroom. New teachers who have gone through the residency program and those who have not still need support through mentorship. The Release Time model will allow schools to redesign schedules and supports for identified teachers.

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

The goal for the second round of design is to create sustainable workloads and support structures for highly effective teachers to provide timely and customized coaching for new teachers, struggling teachers, or grade levels in need of support. This can be accomplished by providing these highly effective teachers with a gradual release of time to provide the support mentioned.

During the implementation year, campus performance and staffing data would drive which campuses would be selected for the strategic staffing Release Time model and continue with the strategic staffing substitute model.

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.

22-23 school year, Clint ISD worked with ES 19 and approved service provider, the New Teacher Center, to implement the ESF process. ESC19 coaches completed the diagnostics on the campuses and assisted the district administration with developing the essential actions for the Targeted Improvement Plans (TIPS). The following campuses developed TIPS with the priority focus areas:

- W. D. Surratt Elementary: 1.1 & 5.3
- Red Sands Elementary School: 4.1 & 5.3
- East Montana Middle School: 4.1 & 5.1
- Horizon Middle School: 4.1 & 5.3
- Horizon High School: 4.1 & 5.1

Clint ISD completed all required submissions and cycles with TEA during the ESF and TIP processes. For 23-24 these campuses continued with implementing the Essential Actions and activities.

Clint ISD is a TSL Pilot district for the 23-24 school year. We have conducted the Landscape Analysis as well as developed a Strategic Plan to implement the Levers. Clint ISD staff worked with our TSL Lead Coaches to submit lessons for alignment with HQIM materials, have PLC and Focus group sessions, and participate in classroom observations to obtain an overall landscape and areas to focus. From this data, the administration began developing a strategic plan with specific priorities that are aligned to our envisioned student experience. The Strategic plan has the following areas identified:

- District Vision
- District Mission/Core Values
- Envisioned Student Experience Statement
- District Context
- Strategic Planning with Strategic Priorities



Organization: CLINT ISD
Campus/Site: N/A
Vendor ID: 1746000522

County District: 071901
ESC Region: 19
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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.

Math HQIM;

During the 21-22 school year, Clint ISD conducted pilots of the HQIM math materials for elementary - Eureka. The pilots enabled Clint ISD to develop plans and understand ways to seamlessly implement the HQIM program at all elementary schools. In addition to Eureka, Clint ISD also implemented the Carnegie Math program for middle school and high school courses. Clint ISD also continued the implementation of these HQIM Math Programs during the 23-24 school year and participated in lesson reviews with the TSL pilot of our math lessons from the HQIM Materials.

ELAR HQIM:

During the 21-22 school year, Clint ISD ensured that all ELAR classrooms were using resources that were approved by the TEA as HQIM materials even if they were not aligned with TCLAS grant activities. Clint ISD has been using HQIM ELAR materials for many years, but began aligning them with the Researched Based Instructional Materials and the Strong Foundation Literacy Framework.

ELAR HQIM Materials by Level

Elementary: HMH - Into Reading

Middle School: McGraw Hill - My Perspectives

High School: McGraw Hill - StudySync

Furthermore, Clint ISD has participated in the Strong Foundations for Reading during the 22-23 school year and for the 24-25 school year, we will be participating in the Strong Foundations for Math. Clint ISD created a literacy framework with the Strong Foundations grant that we will mirror by developing a math framework with the current grant.



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

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

Part 2: Budget Summary

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

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



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**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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Campus/Site: N/A
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County District: 071901
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**Program Budget
 BS6101 - Payroll Costs**

Part 1: Total Payroll Costs

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

Part 2: Number and Type of Positions

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

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

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

Part 3: Substitute, Extra-Duty, Benefits

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

Part 4: Confirmation of Payroll Requirements

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



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

Part 1: Professional and Contracted Services

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

Part 2: Direct Administrative Costs

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

Part 3: Itemized Professional and Consulting Services

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



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**Program Budget
 BS6401 - Other Operating Costs**

Part 1: Other Operating Costs

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

Part 2: Direct Administrative Costs

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Program Budget
BS6501 - Debt Services

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

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

Part 2: Description of SBITA

Subscription

1. SBITA Description:

Subscription Cost:

Fund Source: Contract Start Date: Contract End Date:

Part 3: Description of Property

Property

1. Property Description:

Property Value:

Fund Source: Contract Start Date: Contract End Date:



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Program Budget
BS6601 - Capital Outlay

Part 1: Capital Expenditures

Budgeted Costs	
Description	24-26 Texas Strategic Staffing
1. Library Books and Media (Capitalized and Controlled by Library)	
2. Capital Expenditures for Additions, Improvements, or Modifications to Capital Assets Which Materially Increase Their Value for Useful Life (not ordinary repairs and maintenance)	
3. Furniture, Equipment, Vehicles or Software Costs for Items in Part 2	
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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Provisions Assurances CS7000 - Provisions, Assurances and Certifications

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

SSA Funding Report

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