



**Organization:** CORPUS CHRISTI ISD  
**Campus/Site:** N/A  
**Vendor ID:** 1746000581

**County District:** 178904  
**ESC Region:** 02  
**School Year:** 2023-2024

SAS#: TSSGAA24

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

### General Information GS2000 - Certify and Submit

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

**Amendment #:** 00  
**Version #:** 01

Description	Required	Status	Last Update
<b>General Information</b>			
GS2100 - Applicant Information	*	Complete	02/12/2024 03:41 PM
GS2300 - Negotiation Comments and Confirmation		New	
<b>Program Description</b>			
PS3013 - Program Plan	*	Complete	02/12/2024 03:42 PM
PS3014 - Program Narrative	*	Complete	04/02/2024 05:53 PM
<b>Program Budget</b>			
BS6001 - Program Budget Summary and Support		Complete	04/02/2024 05:11 PM
BS6101 - Payroll Costs		Complete	04/02/2024 05:29 PM
BS6201 - Professional and Contracted Services		Complete	04/02/2024 05:29 PM
BS6401 - Other Operating Costs		Complete	04/02/2024 05:29 PM
BS6501 - Debt Services		Complete	04/02/2024 05:29 PM
BS6601 - Capital Outlay		Complete	04/02/2024 05:29 PM
<b>Provisions Assurances and Certifications</b>			
CS7000 - Provisions, Assurances and Certifications	*	Complete	04/02/2024 05:11 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: Amanda      Initial: M      Last Name: Cameron      Title: Director of Title 1 and SCE

Phone: 361-695-7528      Ext:      E-Mail: amanda.cameron@ccisd.us

#### Submitter Information

First Name: Amanda      Last Name: Cameron

Approval ID: amanda.cameron      Submit Date and Time: 04/02/2024 05:58:41 PM



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

**General Information  
 GS2100 - Applicant Information**

**Part 1: Organization Information**

A. Applicant		
Organization Name: CORPUS CHRISTI ISD		
Mailing Address Line 1: P O BOX 110		
Mailing Address Line 2:		
City: CORPUS CHRISTI	State: TX	Zip Code: 78403

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

**Part 2: Applicant Contacts**

A. Primary Contact	Select Contact:	Select One	or	Add New Contact
First Name: Cindy	Initial:	Last Name: Perez		
Title: Director for Professional Learning				
Telephone: 361-695-7510	Ext.:	E-Mail: Cindy.Perez@CCISD.us		

B. Secondary Contact	Select Contact:	Select One	or	Add New Contact
First Name: Amanda	Initial: M	Last Name: Cameron		
Title: Director of Title 1 and SCE				
Telephone: 361-695-7528	Ext.:	E-Mail: amanda.cameron@ccisd.us		



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

### Program Description PS3013 - Program Plan

#### A. Standard Statutory/Program Assurances

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

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

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



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

### Program Description PS3013 - Program Plan

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

##### Assurances

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

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

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



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

### Program Description PS3014 - Program Narrative

Please include complete responses for each question below.

#### A. Summary of Program

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

Corpus Christi ISD is tackling teacher shortages by implementing a one-year teacher residency program. Our mission is to provide a top-tier education system, ensuring student success. With 110 teacher vacancies, we seek funding to recruit resident teachers. Partnering with Texas A&M-Corpus Christi, we aim to develop our own educators. Tailored professional development will focus on content areas, district expectations, and effective teaching practices.

#### 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.

CCISD's District Coordinator for Recruitment and Retention Programs is an existing position that was established three years ago in order to address the teacher shortage dilemma faced by the district. Required qualifications and experience for the aforementioned position include a bachelor's degree with an elementary or secondary certification valid in Texas. A master's degree is preferred with five years' experience as a classroom teacher, three years' experience as campus or district leader, and three years of successful experience in teacher training or a mentoring role. The candidate for this position possesses comprehensive knowledge of curriculum and related rules, showcases the ability to evaluate teaching effectiveness, and demonstrates strong problem-solving abilities. Additionally, the person must exhibit exceptional communication, public relations, and interpersonal skills. The person's expertise extends to effectively implementing training and peer mentoring for various categories of educators, including new teachers, those teaching outside their certification areas, individuals pursuing alternative certification, teachers in need of assistance, as well as other staff members. Moreover, they maintain the capacity to provide mentor training and instructional coaching with effectiveness and efficiency.

#### 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?

CCISD aims to establish a robust teacher residency program that provides training in High Quality Instructional Materials (HQIM) and Research-Based Instructional Strategies (RBIS) for student success. We'll recruit and train exceptional cooperating teachers, offering quality professional development and support for long-term teacher effectiveness. Resident teachers will undergo immersive, year-long training in diverse, low socio-economic campuses. Our proposal seeks to address teacher shortages by hiring passionate resident teachers, anticipating benefits like enhanced instruction, increased engagement, and improved academic achievement. Our focus lies in mentorship, professional development, and access to resources. Financial aid will support resident teachers, ensuring their focus on training without financial burden. Cooperating teachers must be experienced educators, guiding resident teachers through observation, collaboration, and gradual assumption of responsibilities.

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

NA



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

### Program Description PS3014 - Program Narrative

#### D. Performance and Evaluation Measures

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

CCISD's Teacher Residency Program performance measures are:  
Maintain and submit activity logs for engagement in co-teaching and professional learning.  
Provide regular reports on progress towards milestones and evaluations.  
Ensure principal satisfaction with residents' instructional contribution.  
Ensure positive program participant experiences.

Teacher Residents in CCISD are expected to:

- Co-plan and co-teach with cooperating teachers.
  - Attend professional development sessions.
  - Participate in school activities and meetings.
  - Collaborate on instruction and assessment with cooperating teachers.
  - Adapt lesson plans and develop interventions.
  - Manage classroom procedures and student behavior.
  - Accept feedback and fulfill assigned duties.
  - Provide release time to cooperating teachers or other staff once a week.
- Performance is assessed through principal feedback, governance meetings, university supervisor observations, and various data collection tools. The effectiveness of project objectives is ensured through the co-teaching model and observation forms.

#### 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 for the Teacher Residency Program is carefully designed to meet the needs and goals of the program ensuring that adequate resources are allocated to staffing, supplies, materials, and other essential expenses. For example, teacher residents will be provided with laptops, classroom instructional supplies, and intentional professional development to meet the needs of each individual teacher resident. By equipping the resident teachers with the necessary tools and materials, we aim to create a level playing field and empower them to succeed instructionally and academically. Additionally, funds will be allocated to support professional development initiatives, mentorship programs, and other efforts to enhance the skills and effectiveness of our resident teachers. These expenses are essential for the successful implementation and ongoing operation of the resident teacher program, ensuring that it remains effective, efficient, and sustainable over time. As CCISD wraps up the second year of implementation of a teacher residency program that was funded through TCLAS funds (decision point 5a Teacher Resident Stipend \$400,000), we have found it necessary to seek additional funding support in order to continue the program. CCISD paid teacher residents through TCLAS funds, \$21,000 a year. Going into the 2024-25 school year, the district will only be able to pay the teacher residents \$10,000 a year through local funds.

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

Cooperating teachers are currently paid \$2100 a year. It will be necessary for CCISD to also reduce the amount paid to cooperating teachers. With limited funding currently in CCISD, we will only be able to fund ten teacher residents through local funds, however, the district would like to expand the program to include six additional teacher residents in order to have a larger impact on addressing the district's teacher shortage. CCISD has explored ideas to sustain the program through looking at models and funding options that have proven successful for other school districts. We will begin the process of proposing the redirection of funds to be able to offer resident teachers a higher and more competitive amount as well as utilizing funds to sustain the program. As the budget process for the 2024-25 school year is already in process, it is not likely that the necessary funds will be secured until the 2025-26 school year.



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

### Program Description PS3014 - Program Narrative

#### F. Request for Grant Funds

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

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

\$80,000 will help pay for six additional teacher residents and cooperating teachers in CCISD.

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

### 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?

CCISD aims to enhance educator effectiveness and student outcomes through targeted instructional and talent development initiatives. Strategies include professional learning communities, job-embedded training, technology support, and mentorship. Resident Teachers, partnering with Texas A&M-Corpus Christi, will address teacher shortages and improve education quality. They'll engage in hands-on learning, benefiting from diverse professional development opportunities. The program structure ensures collaboration and support between Resident Teachers and Cooperating Teachers. Paid teacher residencies offer a solution to immediate staffing shortages and contribute to long-term talent development. Over five years, they'll expand to accommodate more residents, fostering retention and leadership. Aligned with broader talent strategies, residencies attract diverse candidates and promote continuous improvement. Flexibility and innovation ensure adaptability to evolving educational needs. By investing in paid teacher residencies, CCISD can address current challenges while laying a foundation for sustained improvement in teacher quality, retention, and student success. Regular assessment will drive ongoing refinement and effectiveness.

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

NA

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?

CCISD has allocated \$100,000 from local funds for the paid teacher residency program but seeks additional grant funding to compete with other districts. Collaborating with EPP, our strategic plan includes:  
 Regular strategic planning meetings to align goals and analyze data.  
 Stakeholder engagement through workshops and feedback loops.  
 Design iterations based on prototypes and stakeholder input.  
 Resource allocation for budgeting and time management.  
 Documentation and reporting to track progress and inform stakeholders.  
 Evaluation and reflection to ensure effectiveness and make necessary adjustments.  
 Additionally, CCISD and EPP will commit resources to program implementation by:  
 Redirecting funds to support teacher residents, cooperating teachers, and program needs.  
 Ensuring staff commitment to planning, training, and ongoing development.  
 Collecting data on program implementation for continuous improvement.  
 Reviewing and adjusting program effectiveness based on feedback.  
 Developing a plan for long-term program sustainability.  
 The Coordinator for Recruitment and Retention will lead the Teacher Residency Program, aligning with broader talent management strategies. This role focuses on attracting and retaining high-quality educators to enhance student success. Tracking and maintaining evidence of the Coordinator's time ensures accountability and sustainability beyond the grant period, funded through Title funds.

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

NA





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

### Program Description PS3014 - Program Narrative

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

Our LEA has been engaged in a residency partnership for two years. We have partnered with this local University for many years with a traditional student teaching experience. In year one of our partnership we placed ten residents. We expanded to 18 residents this year as a pilot to sustaining the residency program with some local funds.

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.

Our partnership meets quarterly for Governance meetings. The LEA and EPP review POP cycle data going over pre-conference, observations and post conference meetings. The partnership has open communication with the site coordinators, principal and district residency program advisor who share information during governance to enhance the partnership. Our partnership is not limited to residency. We work together on professional development opportunities and community work which only enhances our partnership.

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.)?

CCISD will meet frequently with our EPP partner throughout the design and implementation of the sustainable teacher residency program. We will schedule on-going collaboration meetings, follow-up and check-ins to monitor progress and make adjustments as needed. We will allow time for reflection and feedback. We will conduct instructional walks and observations together and debrief. CCISD will be responsive to the needs of the EPP. CCISD is committed to shared communication with our technical assistance provider, just as we are to our EPP partner. We will be responsive to our technical assistance provider. We will adhere to meeting schedules and openly communicate and collaborate to meet the identified goals and objectives. CCISD will demonstrate evidence of communication and ongoing engagement with our partner and provider by keeping meeting schedules, meeting minutes, special project notes, maintaining records of communication and engagement through our email platform, professional development tracking system, OmniTrack, check-ins, and reflection of practice.

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

The following shared processes and or norms currently exist between CCISD and our EPP faculty: Governance meetings, collaboration meetings, instructional walks and observations, professional development, feedback, reflection, and bringing a diversified group of stakeholders to the table to ensure that we are collectively meeting the needs of the program and participants. By including stakeholders in conversations, together we can ensure that we know and understand the challenges that residents, cooperating teachers, school site leaders and other stakeholders face. This empowers everyone to address the challenges and come up with possible solutions that will enhance the program.

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.

CCISD plans to use this grant, if selected as a recipient, to fund additional teacher residents and cooperating teachers. As the TCLAS funds are coming to an end, we have requested local funds to help continue with the Teacher Residency Program, however, with our district currently operating with a tight budget, we were only able to secure \$100,000 which will only fund a few residents and cooperating teachers. In order to truly make an impact on the teacher shortage and declining teacher retention rates, we are seeking additional funding through the Texas Strategic Staffing grant. The grant funds will afford CCISD the opportunity to secure additional teacher residents and cooperating teachers. Additionally, with the limited funds that we have, we are unable to compete with other districts who are offering much higher paid teacher residencies. CCISD's data is at the forefront of the decision to engage in another cycle of design and implementation of strategic staffing as the district currently has 110 teacher vacancies and has had to rely on long-term substitutes to get through the 2023-24 school year. External data driving the decision to engage in another cycle of design and implementation of strategic staffing consists of research key district staff has conducted revealing the expansion of paid teacher residencies across not only Texas, but several other states as well. Additionally, research has overwhelmingly shown that CCISD's paid teacher residencies.



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

### Program Description PS3014 - Program Narrative

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

This year has been a very difficult year to secure and retain teachers. CCISD currently has 110 vacancies and has had to operate through the use of long-term subs. Additionally, several teachers have left their teaching positions during the school year. This has created new instructional needs for CCISD as we scramble to fill vacant and abandoned positions from one day to the next, which has a trickle down effect negatively impacting student academic achievement. The district's major goal is to continue to strengthen our workforce while providing a strong mentorship program with the assigned cooperating teachers. In order to achieve this, one of the foundational goals is to secure funding to support and sustain a strong and successful paid Teacher Residency Program that will be at least comparable with other districts as currently, we are only able to pay residents and cooperating teachers a fraction of what they have the potential to receive from other districts. The district's goal for the second year of implementation is to grow our program with additional teacher residents and cooperating teachers. We realize the positive impact of the Teacher Residency Program and how it can improve student outcomes, build a strong teaching workforce, and help our district retain our highly-qualified teachers.

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.

NA

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.

CCISD implemented the High-Quality Instructional Materials (HQIM) process during the 2022-2023, and 2023-2024 academic years with the support of the TCLAS grant.



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**Vendor ID:** 1746000581

**County District:** 178904  
**ESC Region:** 02  
**School Year:** 2023-2024

SAS#: TSSGAA24

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

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

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

**Part 1: Available Funding**

[View List of SSA Members](#)

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



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

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

**Part 2: Budget Summary**

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

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



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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			
	<b>Total</b>			



**Organization:** CORPUS CHRISTI ISD  
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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)	<input type="checkbox"/>

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

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

#### Part 3: Substitute, Extra-Duty, Benefits

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

#### Part 4: Confirmation of Payroll Requirements

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



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

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

**Part 1: Professional and Contracted Services**

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

**Part 2: Direct Administrative Costs**

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

**Part 3: Itemized Professional and Consulting Services**

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



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

**Program Budget  
 BS6401 - Other Operating Costs**

**Part 1: Other Operating Costs**

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

**Part 2: Direct Administrative Costs**

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





Organization: CORPUS CHRISTI 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	
<b>Total Debt Service Costs</b>		

**Part 2: Description of SBITA**

**Subscription**

1. SBITA Description:

Subscription Cost:

Fund Source:  Select One  Contract Start Date:  Contract End Date:

**Part 3: Description of Property**

**Property**

1. Property Description:

Property Value:

Fund Source:  Select One  Contract Start Date:  Contract End Date:



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

**Program Budget  
 BS6601 - Capital Outlay**

**Part 1: Capital Expenditures**

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

**Part 2: Furniture, Equipment, Vehicles or Software**

**Items**

1. Generic Description:  Number of Units:

Fund Source:  Total Costs:

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



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

**Provisions Assurances  
 CS7000 - Provisions, Assurances and Certifications**

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

# SSA Funding Report

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