



Organization: FT DAVIS ISD
 Campus/Site: N/A
 Vendor ID: 1746000855

County District: 122901
 ESC Region: 18
 School Year: 2023-2024

SAS#: TSSGAA24

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

**General Information
 GS2000 - Certify and Submit**

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

Amendment #: 00
 Version #: 01

Description	Required	Status	Last Update
General Information			
GS2100 - Applicant Information	*	Complete	03/28/2024 04:10 PM
GS2300 - Negotiation Comments and Confirmation		New	
Program Description			
PS3013 - Program Plan	*	Complete	03/28/2024 04:11 PM
PS3014 - Program Narrative	*	Complete	03/29/2024 09:53 AM
Program Budget			
BS6001 - Program Budget Summary and Support		Complete	03/29/2024 09:55 AM
BS6101 - Payroll Costs		New	
BS6201 - Professional and Contracted Services		New	
BS6401 - Other Operating Costs		New	
BS6501 - Debt Services		New	
BS6601 - Capital Outlay		New	
Provisions Assurances and Certifications			
CS7000 - Provisions, Assurances and Certifications	*	Complete	03/29/2024 09:56 AM

Certification and Incorporation Statement

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

Authorized Official Select Contact: or

First Name: Graydon	Initial:	Last Name: Hicks	Title: Superintendent
Phone: 432-426-4440	Ext:	E-Mail: ghicks@fdisd.com	

Submitter Information

First Name: Michelle	Last Name: Hartmann
Approval ID: michelle.hartmann	Submit Date and Time: 03/29/2024 09:57:38 AM



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**General Information
 GS2100 - Applicant Information**

Part 1: Organization Information

A. Applicant		
Organization Name: FT DAVIS ISD		
Mailing Address Line 1: P O BOX 1339		
Mailing Address Line 2:		
City: FT DAVIS	State: TX	Zip Code: 79734

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

Part 2: Applicant Contacts

A. Primary Contact			Select Contact:	Select One ▼	or	Add New Contact
First Name: Graydon	Initial:	Last Name: Hicks				
Title: Superintendent						
Telephone: 432-426-4440	Ext.: 201	E-Mail: ghicks@fdisd.com				

B. Secondary Contact			Select Contact:	Select One ▼	or	Add New Contact
First Name: Velvet	Initial:	Last Name: Hartnett				
Title: Business Manager						
Telephone: 432-426-4440	Ext.: 203	E-Mail: vhartnett@fdisd.com				



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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: Select One ▼</div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p>TEA Negotiation Note:</p> <div style="border: 1px solid black; height: 40px;"></div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div>Grantee Comments:</div> <div><input type="checkbox"/> LEA Completed Change</div> </div> <div style="border: 1px solid black; background-color: #f0f0f0; height: 40px; margin-top: 5px;"></div>

Add Row

Delete Row



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

Program Description PS3013 - Program Plan

A. Standard Statutory/Program Assurances

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

B. Program Assurances Regarding Applicant-EPP Partnership

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



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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.

OVERVIEW: Fort Davis ISD (FDISD) plans to appoint a Lead Point-Person (Program Director) to collaborate with The University of Texas at El Paso (UTEP), an approved Educator Preparation Program (EPP), over two years. In the first year, they'll develop a tailored staffing model with the EPP. In the second year, funds will launch a paid, year-long High-Quality, Sustainable (HQS) Teacher Residencies program. MISSION/SPECIFIC NEEDS: Our mission is to provide "all students a quality education that will enable them to become responsible and productive citizens". To do so, various needs need to be addressed such as: 1. Remote Rural Location: As a small rural district, the district faces financial constraints leading to fewer teacher training opportunities, limited course options for students, and issues attracting/retaining teachers. 2. Teacher Turnover: Our rural setting is a major factor contributing to our high teacher turnover rate of 25%, surpassing the state average of 21.4%. 3. No Existing Residency Program: FDISD is not/did not participate in TCLAS Decision 5: Residency Program Support for School Year 2021-2022, 2022-2023, or 2023-2024. (10 pts) Therefore, no residency program support was provided to Fort Davis ISD from TEA Grant funding. PROGRAM WILL ADDRESS MISSION/NEEDS: The program aims to establish an educator pipeline to recruit, support, and retain diverse teachers effectively, thereby addressing the teacher shortage and fulfilling the district's mission.

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.

Because of the limitations of the grant funds and its related requirements, we will have restricted participation of staff and external advisors in carrying out this grant. However, the following individuals will play key roles in overseeing the program's execution:

- Program Director (new internal position) - Required qualifications include a Bachelor's degree in education or a related field and a minimum of 5 years of experience in the education field.
- Mentor Teachers (existing internal positions) - Required qualifications include a Bachelor's degree in education or a related field, possessing a teaching certification, and having at least 3 years of teaching experience (Proficient/Distinguished Evaluations).
- EPP Partner (new external consultant) - Must be qualified by TEA as an approved Educator Preparation Program (EPP) and have experience working with school district personnel.

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?

MAJOR GOAL: Fort Davis ISD aims to establish a sustainable, paid Teacher Residency Program by the end of the grant funding period.

OBJECTIVES:

1. Hire a Program Director within 60 days of the Notice of Grant Award (NOGA).
2. Collaborate with the Educational Preparation Provider (EPP) partner within the same 60-day period to finalize and sign a Memorandum of Understanding (MOU) outlining meeting schedules, roles, and responsibilities.
3. Develop comprehensive job descriptions for host teachers and teacher residents during the first program year.
4. Adopt a strategic staffing model aligned with the district's needs within the first program year.
5. Identify host teachers in the first year.

IMPLEMENTATION OF GRANT ACTIVITIES:
Fort Davis ISD will execute grant activities in line with TEA requirements for this grant. Key activities include:

Year 1:

- Organize three full-day face-to-face sessions.
- Conduct 1-3 virtual meetings monthly with the technical assistance provider from October 2024 to May 2025.
- Regularly review grant deliverables.
- Provide summer training sessions for teacher residents and host teachers.

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

Year 2:

- Have the Program Lead review the implementation of the staffing model weekly.
- Implement job-embedded training for teacher residents.
- Regularly review grant performance measures and share data with the partnering EPP.

Through these goals, objectives, and activities, Fort Davis ISD anticipates establishing a fully implemented, sustainable Teacher Residency Program by the 2025



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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: If funded, our district will track progress using these performance metrics:

1. Maintain time and effort activity logs to monitor participation in strategic staffing model training and technical assistance support activities.
2. Issue quarterly reports in the 2024-2025 school year.
3. In the subsequent 2025-2026 school year, FDISD will continue to issue quarterly reports, focusing on program monitoring and implementation data. This data may encompass various aspects such as the number of teacher residents engaged in the year-long teacher residency, the demographics of participating teacher residents, the quantity and nature of teacher certifications conferred upon residents, and the specific staffing models employed.
4. Conduct program evaluations in 2025-2026 for resident placements.

TOOLS USED TO MEASURE PERFORMANCE AND ENSURE EFFECTIVENESS: We'll employ various instruments including Teacher Monitor, Teacher Resident Surveys, Testimonials, Walkthroughs, Attendance Records, STAAR assessments, Benchmarks, Observation Logs, Sign-in Sheets, and UTEP Blackboard.

PROCESSES USED TO ENSURE THE EFFECTIVENESS OF OBJECTIVES AND STRATEGIES: The district will utilize the data to assess the progress and achievement of the grant's objectives. We'll assess progress through teacher resident grades, quarterly contact hours, and pre- and post-program surveys.

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.

HOW BUDGET WILL MEET NEEDS AND GOALS OF THE PROGRAM: Our goal is to collaborate with the EPP to develop and execute paid, year-long High-Quality, Sustainable (HQS) Teacher Residencies. To help us meet our goal, the University of Texas at El Paso has committed to providing various in-kind technical assistance services. Additionally, the district has allocated approximately \$63,250 in grant funds to cover the salary of a dedicated Program Director and necessary supplies/materials to fulfill job responsibilities.

This grant-supported role will oversee the implementation of the grant during both the design and implementation phases. In the design phase, the Program Director will collaborate with district personnel and the EPP to conduct a needs assessment, establish placement goals for residents, determine the optimal model to address instructional needs, identify funding sources for resident wages, and design parameters, communication strategies, and training programs to support implementation.

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

These funds will primarily target three key areas: SUPPLIES AND MATERIALS, CONTRACTED CONSULTANTS, AND TRAVEL. Here is a HIGH-LEVEL SNAPSHOT of funds that can be reallocated to alleviate any additional financial burden imposed by the grant:

- Local Funds: These will be repurposed to bolster teacher residents' wages, particularly during periods of substitute teaching. By redirecting funds originally earmarked for substitute pay, the district aims to cover resident fees effectively.
- Local/State Funds: Any professional development initiatives financed through local or state funds will be extended to teacher residents, maximizing the utilization of this existing resource.
- State Compensatory and Local Funds: The Deputy Superintendent, whose position is funded through state funds, will assist with overseeing and managing the grant. This allocation will help ensure efficient grant administration while optimizing grant funding utilization.

ADJUSTMENTS: If program adjustments are needed, a collaborative meeting with stakeholders will be held to discuss and determine necessary changes.

Letters of intent will be issued to stakeholders to maintain transparent communication. All alterations will strictly adhere to TEA rules for amendments to ensure compliance and smooth adjustment.



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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."

\$63,250.00 -Allocation Purpose: Covering expenses and benefits associated with hiring a full-time Program Director responsible for overseeing program activities.

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."

- Allocation: \$4,150.00
- Purpose: Funds will be utilized to purchase necessary supplies and materials required for the Program Director to fulfill his/her roles and responsibilities.

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."

- Allocation: \$3,000
- Purpose: Funds will be utilized to cover costs of travel to and from the EPP throughout the residency program.

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?

VACANCIES IN THE DISTRICT: At Fort Davis ISD, we currently have five (5) vacancies within our teaching staff out of a total of 40 teaching positions. These vacancies represent opportunities for highly qualified educators to join our dedicated team in serving our students and community. We aim to fill these vacancies with passionate individuals committed to excellence in education, ensuring the continued delivery of quality instruction and support to our students.

WHAT OTHER INSTRUCTIONAL NEEDS EXIST: Although not comprehensive due to space constraints, below you will find some of the current gaps in academic achievement and economic obstacles affecting the students within our charter (Source: Texas Academic Performance Report (TAPR) 2022-2023):

- Only 5.3% of our students are college/military ready, significantly lower than the state average of 33.5%.
- 26.3% of our graduates meet TSI Criteria in Mathematics and English Language Arts, compared to the state average of 42.2%.
- No students graduated with an Associate Degree, highlighting the need for teachers capable of teaching college-level courses.
- 100% of our students qualify for Title 1 support, exceeding the state average of 64.6%.

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

HOW DO PAID TEACHER RESIDENCIES FIT INTO YOUR BROADER TALENT STRATEGY THIS YEAR: Our main aim is to uphold our mission of producing responsible and productive citizens. To achieve this, we require an ample supply of skilled and capable teachers. To ensure there is sufficient staffing, which will meet our broader talent strategy, we will provide teacher residents with one year of mentorship. This mentorship program will equip them with the necessary skills to deliver excellent instruction and promptly fill any teaching vacancies that may emerge.

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?

HOW WE WILL COMMIT RESOURCES AND TIME TO 1) THE YEAR-LONG DESIGN PROCESS AND 2) THE IMPLEMENTATION SUPPORT YEAR: At Fort Davis ISD, we acknowledge that successfully rolling out this program will require extra help and resources beyond the \$80,000 grant. To ensure we have ample support, we've designated specific individuals who will serve as a key resource to this program:

- Program Director (new): This person will meet with the EPP, help choose the strategic staffing model, track performance metrics, and keep administrators and TEA updated as needed.
- Deputy Superintendent: Responsible for overseeing programs to ensure smooth communication with the EPP and proper pairing of teacher residents with mentors.
- Human Resources Director (existing): In charge of interviews, hiring, and gathering data on teacher residents.
- Campus Principals (existing): Will recommend the best host teachers for the program.

These roles are vital for effectively implementing the grant, which fits into our broader strategy of retaining teacher residents after graduation and addressing the current teacher shortage in our district.

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

HOW MIGHT YOU FUND THIS ROLE AFTER THE GRANT ENDS: All positions mentioned, except the Program Director, are currently filled and will be supported by local and state funds. The Program Director's salary is solely supported by the grant. However, the district plans to continue funding this position after the grant ends. As most of the initial work for forming this partnership will be finished, the district expects that the Program Director will only require part-time commitment. Additional funding for this role may come from other grant sources, local budgets, or state allocations. PROVIDE A DESCRIPTION OF YOUR PLAN TO TRACK AND MAINTAIN EVIDENCE OF THAT STAFF MEMBER'S DISTRICT LEAD'S TIME: The Program Director for this grant is expected to work at the district's central office. He/she will be closely supervised to ensure they are actively involved in the program. Additionally, he/she must regularly meet with district administrators to update them on progress in creating the Teacher Residency Staffing model. These meetings and supervision are meant to make sure the grant's design phase progresses effectively and track/maintain the district lead's time and effort.



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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?

PARTNERING EPP: For this grant program, Fort Davis ISD has decided to partner with the University of Texas at El Paso, as their EPP partner, which is listed on the 2024 Vetted Teacher Residency Program List.

HOW MANY YEARS HAVE YOU BEEN ENGAGED IN A RESIDENCY PARTNERSHIP: N/A

IF THE EPP PARTNERSHIP IS NEW, HOW DID YOUR LEA STAFF DECIDE TO PARTNER WITH THIS EPP: Our decision to partner with the University of Texas at El Paso (UTEP) for our teacher residency program stemmed from careful consideration and assessment. Despite being a new endeavor, our LEA staff recognized the exceptional offerings provided by UTEP's residency program. The program boasts comprehensive support systems, including mentor-teacher guidance, coaching opportunities, and shared governance structures, ensuring a nurturing environment for aspiring educators. These factors collectively influenced our decision to collaborate with UTEP, as we believe their program aligns seamlessly with our goals and aspirations for the teacher residency initiative.

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.

PRACTICES FOR SHARED GOVERNANCE: The EPP and the district will collaborate to establish a decision-making framework for selecting teacher residents and host teachers. The process involves the campus Principal reviewing and nominating prospective resident candidates, who will then coordinate with the EPP. Host teachers will be selected based on specific criteria provided by the EPP, including academic standing, teaching experience, certification, and recommendations vetted by the Principal. **HOW OFTEN DO YOU MEET WITH YOUR PARTNERS TO REVIEW THIS DATA:** We will meet in person three times during the grant's design year and maintain regular communication with the University of Texas at El Paso via email and Zoom to achieve various goals, such as creating job descriptions and developing timelines. **PARTNERSHIP FOLLOW-UP AND RESPONSE TO DATA:** Fort Davis ISD will appoint an EPP Site Coordinator to conduct walkthroughs, gather data, and use the Texas Teacher Evaluation & Support System (TTESS) for resident evaluation. The University of Texas at El Paso will utilize BlackBoard to monitor residents' academic performance and attendance, enabling streamlined data collection and provision of supplementary services. **OTHER PROGRESS TOWARD BUILDING A RESIDENCY PROGRAM:** Though our collaboration with the potential EPP partner is in its early stages, we have secured their support, evidenced by the signed Attachment X, as required by the Texas Education Agency (TEA).

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.)?

MAINTAIN STRONG COMMUNICATION AND DEMONSTRATE EVIDENCE OF COMMUNICATION: Fort Davis ISD is dedicated to keeping open lines of communication with our Education Preparation Program (EPP) and technical assistance provider as we develop and roll out our sustainable teacher residency program. We plan to demonstrate our evidence of communication through various means, including sign-in sheets at in-person meetings, recorded Zoom sessions, and archived emails/text messages, which can be shared upon request from the Texas Education Agency (TEA). This regular communication will enable us to review progress, tackle any obstacles, and collectively make decisions based on gathered data. **IF THIS IS A NEW PARTNERSHIP, HOW DOES THE LEA PLAN TO WORK WITH THE EPP TO MANAGE ISSUES THAT ARISE:** Through our new partnership, Fort Davis ISD aims to closely collaborate with UTEP to establish effective communication and collaboration strategies from the outset of the grant funding period. This involves jointly defining clear expectations, roles, and responsibilities for all participants in the residency program. While maintaining open communication ensures everyone is informed and aware of their duties, it's crucial to anticipate potential challenges.

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

In the event of such challenges, we will collaborate with our EPP, TEA, and seek advice from past recipients of the Strategic Staffing Grant to determine the best course of action. By promoting a culture of transparency and teamwork with the EPP, our provider, previous grant recipients, and TEA Program Staff, we aim to support the success of residents, host teachers, and school sites throughout the program.



Organization: FT DAVIS ISD
Campus/Site: N/A
Vendor ID: 1746000855

County District: 122901
ESC Region: 18
School Year: 2023-2024

SAS#: TSSGAA24

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

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.

We were not awarded the strategic staffing grant nor the TCLAS Decision 5 Grant.

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

N/A

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

N/A

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

N/A



Organization: FT DAVIS ISD
Campus/Site: N/A
Vendor ID: 1746000855

County District: 122901
ESC Region: 18
School Year: 2023-2024

SAS#: TSSGAA24

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

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

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

Part 1: Available Funding

[View List of SSA Members](#)

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



Organization: FT DAVIS ISD
 Campus/Site: N/A
 Vendor ID: 1746000855

County District: 122901
 ESC Region: 18
 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**

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		



Organization: FT DAVIS ISD
Campus/Site: N/A
Vendor ID: 1746000855

County District: 122901
ESC Region: 18
School Year: 2023-2024

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

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

C. Breakout of Direct Admin Costs

Enter amounts in Direct Admin Costs fields if applicable.

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



Organization: FT DAVIS ISD
Campus/Site: N/A
Vendor ID: 1746000855

County District: 122901
ESC Region: 18
School Year: 2023-2024

SAS#: TSSGAA24

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

**Program Budget
 BS6101 - Payroll Costs**

Part 1: Total Payroll Costs

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

Part 2: Number and Type of Positions

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

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

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

Part 3: Substitute, Extra-Duty, Benefits

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

Part 4: Confirmation of Payroll Requirements

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



Organization: FT DAVIS ISD
 Campus/Site: N/A
 Vendor ID: 1746000855

County District: 122901
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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. 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	



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

**Program Budget
 BS6401 - Other Operating Costs**

Part 1: Other Operating Costs

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

Part 2: Direct Administrative Costs

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



Organization: FT DAVIS ISD
Campus/Site: N/A
Vendor ID: 1746000855

County District: 122901
ESC Region: 18
School Year: 2023-2024

SAS#: TSSGAA24

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

Program Budget BS6501 - Debt Services

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

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

Part 2: Description of SBITA

Subscription

1. SBITA Description:

Subscription Cost:

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

Part 3: Description of Property

Property

1. Property Description:

Property Value:

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



Organization: FT DAVIS ISD
Campus/Site: N/A
Vendor ID: 1746000855

County District: 122901
ESC Region: 18
School Year: 2023-2024

SAS#: TSSGAA24

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

Program Budget
BS6601 - Capital Outlay

Part 1: Capital Expenditures

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

Part 2: Furniture, Equipment, Vehicles or Software

Items

1. Generic Description: Number of Units:

Fund Source: Total Costs:

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

Add Item Delete Item



Organization: FT DAVIS ISD
Campus/Site: N/A
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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 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