



Organization: LUFKIN ISD
 Campus/Site: N/A
 Vendor ID: 1756001995

County District: 003903
 ESC Region: 07
 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	03/26/2024 08:50 AM
GS2300 - Negotiation Comments and Confirmation		New	
Program Description			
PS3013 - Program Plan	*	Complete	03/26/2024 08:50 AM
PS3014 - Program Narrative	*	Complete	04/02/2024 10:21 AM
Program Budget			
BS6001 - Program Budget Summary and Support		New	
BS6101 - Payroll Costs		New	
BS6201 - Professional and Contracted Services		New	
BS6401 - Other Operating Costs		New	
BS6501 - Debt Services		New	
BS6601 - Capital Outlay		New	
Provisions Assurances and Certifications			
CS7000 - Provisions, Assurances and Certifications	*	Complete	03/26/2024 08:51 AM

Certification and Incorporation Statement

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

Authorized Official

Select Contact: or

First Name: Cindy Initial: Last Name: Tierney Title: Executive Director of Student Services
 Phone: 936-630-4273 Ext: E-Mail: ctierney@lufkinisd.org

Submitter Information

First Name: Cindy Last Name: Tierney
 Approval ID: cindy.tierney Submit Date and Time: 04/02/2024 04:30:31 PM



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**General Information
 GS2100 - Applicant Information**

Part 1: Organization Information

A. Applicant		
Organization Name: LUFKIN ISD		
Mailing Address Line 1: P O BOX 1407		
Mailing Address Line 2:		
City: LUFKIN	State: TX	Zip Code: 75902

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

Part 2: Applicant Contacts

A. Primary Contact			Select Contact:	<input type="text" value="Select One"/>	or	<input type="button" value="Add New Contact"/>
First Name: Cindy	Initial:	Last Name: Tierney				
Title: Executive Director of Student Services						
Telephone: 936-630-4273	Ext.:	E-Mail: ctierney@lufkinisd.org				

B. Secondary Contact			Select Contact:	<input type="text" value="Select One"/>	or	<input type="button" value="Add New Contact"/>
First Name: Heath	Initial:	Last Name: Wethington				
Title: Director of Budget and Audit						
Telephone: 936-630-4488	Ext.:	E-Mail: hwethington@lufkinisd.org				



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General Information GS2300 - Negotiation Comments and Confirmation

Part 1: General Comments

General Comments (TEA Use Only)

Part 2: Negotiation Items

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

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

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

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

Add Row

Delete Row



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Program Description PS3013 - Program Plan

A. Standard Statutory/Program Assurances

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

B. Program Assurances Regarding Applicant-EPP Partnership

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



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Program Description PS3013 - Program Plan

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

Assurances

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

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

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



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Program Description PS3014 - Program Narrative

Please include complete responses for each question below.

A. Summary of Program

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

The mission of Lufkin ISD is to educate and equip all students for success through exceptional learning experiences. To fulfill the mission and meet staffing needs of the district's 6,922 students, we implemented a District of Innovation (DOI) plan to hire highly-skilled, knowledgeable individuals that meet local requirements, as they pursue certification through SBEC. This exemption does not apply to special education or bilingual/ESL teachers, which are 2 critical areas of need. These trends, as well as a district need for CTE teachers, mirror trends throughout the state. During 2023-2024, Lufkin ISD had over 15 teacher vacancies that remained vacant throughout the year. This was in addition to the 35 uncertified teachers that were hired through DOI. There is an ever-present need to diversify our teaching staff to better reflect the demographics of a diverse student population and society in general. Through the teacher residency (TR) program activities, LISD will actively recruit and train a minimum of 10 TR candidates, whose capabilities reflect the district's goals and objectives, and address these needs. The targeted recruitment/selection process will include applicants with exemplary academic achievement, demonstrate a commitment to educational equality, and provide evidence of a growth mindset to improve teaching and learning. Priority will be given to bilingual applicants and those whose race/ethnicity mirrors that of the district's student population.

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.

Lufkin ISD Asst. Supt. will coordinate the TR program, HR Director will coordinate the hiring process and orientation, and Principals will supervise and oversee TRs. The EPP will provide a site supervisor who is on the faculty of Stephen F. Austin State University (SFASU) and will coordinate communication between campuses, district and university personnel, Mentor teachers (MT) will serve as mentors and as leaders and coaches who model and plan effective instruction and professional dispositions, create supportive classroom environments where TRs are encouraged to take risks, observe and provide specific feedback to the TR to have a lasting impact on student achievement. The MT is a leader throughout the school who provides support to a TR and support to other teachers. Qualifications for MTs include knowledge of subject, bachelor's degree, at least 3 yrs evidence of exemplary teaching experience, valid teaching certificate in relevant area, and prior evidence of student progress in relevant subjects. Further specifics have been defined by LISD and SFASU including MT responsibilities, planning and preparation, classroom environment, instruction, and professional responsibilities. Each of these positions currently exist in the district. LISD established a partnership with SFASU to implement this grant program and provide a year long residency experience for teachers in training by using high quality MTs in hopes to create a teacher pipeline and to provide support to students.

C. Goals, Objectives and Strategies

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

The major goals of this proposed program are:

1. Implement a paid teacher residency program for Lufkin ISD through a partnership with Stephen F. Austin State University. Select TRs that will fill positions within our greatest area of need, including special education, bilingual/ESL, and CTE teachers.
2. Develop, evaluate, and sustain a teacher resident model for Lufkin ISD by utilizing grant funds to ensure the success of TRs, better prepare beginning teachers, resulting in improved teacher retention, and ultimately increase student achievement.
3. Hire and retain TRs who have completed the program as teachers in Lufkin ISD.

SFASU commits to transformative work by strengthening and developing partnerships to meet the needs of P-12 students and subsequently in the classrooms of future teachers. SFASU is committed to identifying partner schools ready for a deeper and richer partnership and to collaboratively improving the preparation of teachers to meet the needs of historically underserved students. SFASU will support the work of TRs through the development of teacher candidate competencies so that they are prepared to meet the needs of all students, especially those that have been historically underserved. SFASU will use program and student data to support continuous improvement efforts and will build systems for sustaining the systemic use of data in ongoing continuous improvement efforts.

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

A partnership between Lufkin ISD and SFASU will be established to provide a year long residency experience for teachers in training, utilizing high quality MTs in hopes to create a teacher pipeline and to provide support to students. RT candidates will submit an application and then an interview will be conducted. LISD will provide an in-depth orientation for TRs and then host a meet and greet for MTs and TRs. TRs will participate in a co-teaching model with their MT. Within each department at SFASU, the work of developing a rigorous course sequence, including sustained and rigorous clinical experiences in authentic school settings, is a priority. Course content is closely aligned with the Texas Teaching Standards. All state and national standards are covered during the program course delivery. The redesign of internship/residency experiences will include collaboration between LISD/SFASU faculty. This project will enable partnerships to transition student interns from working in tandem with a mentor teacher in a single classroom, to eventually being a teacher who can manage his/her own classroom effectively. TR participants will participate in a full-time, year-long (fall and spring school term) residency program, and TRs will serve as full-time paraprofessionals for LISD. During the school year, TRs will engage in sustained and clinical learning in an authentic school setting and will be provided with significant teaching responsibilities.



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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.

Through the Teacher Residency grant funded program activities, LISD will actively recruit and train a minimum of 10 teacher candidates. The focus of preparation will remain on classroom management, content expertise, and effective pedagogy. Processes that will be used to ensure the effectiveness of project objectives and strategies include:

1. SFA Coursework: Each TR will maintain exemplary academic success, including courses with internship/residency requirements
2. Self-Reflection Survey: Each TR will indicate competency/understanding on at least 80% of all items of the teacher standards, measuring self-perception of abilities needed to implement identified Texas Teaching Standards.
3. Field Supervisor Observation: Each resident will make sufficient progress toward mastery of the selected Texas Teaching Standards, as documented using the required Field Supervisor Protocol.
4. Mentor Evaluation: Each resident will make sufficient progress toward mastery of the selected Texas Teaching Standards.
5. Site Evaluation: Each resident will receive a proficient or better evaluation as evaluated by the campus principal as a part of the district's annual evaluation/appraisal process.
6. Compliance with TEA requests, such as implementation/monitoring data, TR/MT placement data, and/or reporting on progress with strategic staffing initiatives, beginning in 2025-2026.

E. Budget Narrative

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

Funds will be used to cover the tuition and fees as well as the internship costs for each approved TR candidate. In addition, funds will be utilized to cover the salaries for each candidate while completing their internship, the cost of T-TESS training for up to 10 candidates, and travel associated with any other professional development opportunities. Any remaining funds will be used to cover supplies and materials, along with stipends for mentors.

Any additional expenses to support 10 TRs through this grant opportunity will be covered through Lufkin ISD funding.

Lufkin ISD has committed to locally funding 5 year-long Teacher Residents for 2024-2025 through a partnership with SFASU. In addition, the district began budgeting for semester-long interns during the 2021-2022 school year. This initiative continued through 2023-2024 and will continue for the upcoming year.

Program data (classroom management, attendance rates, student grades, student pass rates, etc.) will be analyzed at least quarterly to evaluate the effectiveness of the program. These data meetings will be led by the Assistant Superintendent and will include campus leadership from LISD as well as staff from SFASU. Adjustments will be made to the budget and/or programming on an as needed basis.

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

N/A



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Program Description PS3014 - Program Narrative

F. Request for Grant Funds

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

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

Partial salaries for at least 10 TRs while completing the Teacher Residency program (estimated \$50,000)
Stipends for MTs to coach TRs throughout the 2024-2025 school year (estimated \$5,000)

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

Contracted Services (6200):
Tuition, fees, internship costs for approved candidates (estimated \$10,000)
Partnership fees with SFASU (estimated \$10,000)

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."

Supplies (6300):
Supplies to support the goals of the TR program (estimated \$2,500)

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."

Other Operating Costs (6400):
T-TESS training & travel associated with other professional development opportunities, supporting the goals of the TR program (estimated \$2,500)

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. 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?

Lufkin ISD currently has multiple positions posted for staffing needs throughout the remainder of the 2023-2024 school year. Many of our postings for Special Education and Bilingual positions have been active for at least a year, receiving an extremely low number of applicants. Often times, there are zero applicants that meet the qualifications for the position. These vacancies have been left unfilled, overcrowding other classrooms with certified teachers, or these vacancies have been filled with permanent substitutes, few of which have a college degree or a teaching certification. In addition to the lack of qualified staff members applying for positions in our district, we also have placed 35 uncertified teachers in vacant positions through LISD's DOI plan. Although these individuals have a degree, they often lack the pre-service training needed to manage a classroom and the pedagogy needed to positively impact student achievement. These deficiencies are impacting the district in other areas. For example, poor classroom management skills directly affect discipline rates and removals and a lack of content knowledge expertise and pedagogy has presented through a decline in state assessment scores.

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

Lufkin ISD has budgeted for 5 year-long residents for 2024-2025, in addition to the 10 requested through this grant opportunity. Furthermore, the district has paid semester-long interns for the last two years and has also budgeted for this need during 2024-2025. The district plans to eventually transition from semester-long internships to the year-long residents program and funding previously utilized for the semester-long initiative will be designated to support the year-long residency program. At least 10 of the year-long residents will be sustained annually through employment as a paraprofessional with Lufkin ISD.

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?

Lufkin ISD's Asst. Supt. will coordinate the TR program, HR Director will coordinate the hiring process and orientation, and Principals will supervise and oversee TRs. Additional human capital resources include mentor teachers, district education/instructional staff and administrative support (principals, central office, etc.) Each of these positions already exist in the district. Lufkin ISD is committed to governance meetings and PD through the partnership with SFASU and the University School Partnership for the Renewal of Educator Preparation, better known as US PREP. Lufkin ISD will provide TRs with relevant on the job training, including professional development on classroom management, understanding students living in poverty, trauma informed, new teacher orientation, as well as Panther Passport, Lufkin ISD's new teacher induction program. Regarding sustainability, the district budgeted to employ year-long residents as paraprofessionals for the 2024-2025 school year. The district budgeted for semester-long interns for the past two years and will eventually transition to yearlong TRs, which will free up more funding as we transition from semester-long paid internship to year-long residencies. At least 10 year-long residents can be sustained annually because they will be employed by LISD as paraprofessionals. The district also commits to funding expenses not completely covered through the grant, such as staffing expenses, stipends for MTs, T-TESS training, etc.

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

An existing faculty member of SFASU is committed to the partnership with Lufkin ISD throughout the duration of the TR program. SFASU will work as a partner to identify individuals participating in the EPP, provide content knowledge, field experience, and clinical teaching, and guide TRs as they take Texas' required certification exams and exit the TR program. SFASU has contracted additional support through US PREP. US PREP has district and university partnerships as a core tenet of their model. As a component of the partnership, a US PREP staff member will be assigned to SFASU and LISD to develop and sustain the yearlong residency. This person will provide resources and expertise in transforming teacher preparation programs, will be in constant contact, will attend monthly planning and implementation meetings with SFASU, and will be available to attend governance meetings with LISD. An additional component of the US PREP partnership is the provision of a clinical coach to work with SFA and LISD throughout the duration of the grant period to provide clinical professional development and on the ground support for MTs. SFASU began this partnership during 2022-2023 and the first cohort of yearlong teacher residents will begin during the Fall of 2024. SFASU is a Vetted Teacher Residency program and has a long history of partnerships with early field experiences, internships, and clinical practice experiences. Currently, SFASU has partnerships with over 70 districts.

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 selected EPP partner is Stephen F. Austin St. University. We, along with three other school districts, partnered with them through a U.S. Prep grant. We began this specific partnership during the 2022-2023 school year and plan to have our first cohort of yearlong teacher residents in the Fall of 2024.

Stephen F. Austin contacted us because we already partner with them for our semester-long internship, amongst other programs, and we were eager to work with them on this initiative because of our need for high-quality teachers and because of our comfort with and past success with them.



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Program Description PS3014 - Program Narrative

6. c. If applicable, describe your practices for shared governance, or the review of residency program data to inform shared decision-making about teacher candidate and host teacher supports. How often do you meet with your EPP partners to review this data? As a partnership, how do you manage follow-up and response to data? If the partnership is new, describe what plans you and the EPP have for the questions above. d. Describe any other key features of your partnership's progress toward building a residency program.

Shared decision-making is a vital component of both of Lufkin ISD's partners. From the US PREP website, strategic staffing establishes sustainably sourced, year-long teacher resident stipends. US PREP works closely with institutions of higher education and their district partners to set shared goals for district paid resident placements in mutually beneficial staffing model positions. These goals are developed through a shared governance structure to develop internal capacity to continue the strategic staffing models without the support of US PREP. More specifically, Strategic Staffing reallocates underutilized district funds to provide sustainable resident stipends. In turn, residents fulfill immediate instructional needs in schools as a part of their year long student teaching experience.

SFASU has a system for shared governance, first by collecting program data in the Office of Assessment and Accountability. Data are consistently and collaboratively analyzed by EPP faculty and all district partners participating in the yearlong residency model of transformed teacher preparation. Data sharing and collaborative decision making occurs in quarterly governance meetings that include district leaders, campus leaders, and SFASU program personnel, including the site supervisor from SFA for each campus hosting yearlong residents. Additionally, data are shared to guide faculty professional development sessions, at SFASU data days, and the SFA EPP Advisory Council meetings.

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.)?

Lufkin ISD and SFASU have partnered together with US PREP and will utilize their model/protocols to establish consistent, ongoing collaboration. The US PREP model includes an explicit 5 step method for establishing an effective communication plan and a broad overview of the specific plan is as follows:

- Step 1: Establish Main Goals & Core Message
- Step 2: Identify & Define Audiences
- Step 3: Set Timeline, Modes, and Goals
- Step 4: Develop Message Content
- Step 5: Evaluate Impact & Update

The EPP team and members of the LISD district leadership team will hold formal, monthly meetings to discuss student progress and program goals. The district leadership team will consist of the Deputy Superintendent, the Assistant Superintendent of Administrative Services, the Assistant Superintendent of Education Services and Accountability, the Executive Director of Teaching and Learning, and our Director of Human Resources. These individuals will serve as points of contact for the LEA, and Dr. Jannah Nerren, Chair of the Department of Education Studies, will serve as the point of contact for SFASU. These individuals will be in constant contact informally to meet/address the day-to-day needs of the program and its participants.

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

N/A

9. 5. If you have previously engaged in Strategic Staffing or previously received Texas COVID Learning Acceleration Supports (TCLAS) Decision 5 or the 23-25 Strategic Staffing grants, describe your plans for this grant. a. What data is driving the decision to engage in another cycle of design and implementation of Strategic Staffing? b. What new instructional needs have arisen? c. What are your goals for this second round of design? The second year of implementation? If your district has not previously engaged in Strategic Staffing, please enter N/A.

N/A

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

N/A



Organization: LUFKIN ISD
Campus/Site: N/A
Vendor ID: 1756001995

County District: 003903
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2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program

Program Description PS3014 - Program Narrative

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

Lufkin ISD has two campuses that have engaged in the Effective Schools Framework diagnostic process. The name of the schools, the dates of participation, and the priority focus areas are as follows:

Brookhollow Elementary, 2022-2023: Lever 1, Strong School Leadership & Planning and Lever 3, Positive School Culture
This campus will engage in another diagnostic in the Fall of 2024.

Coston Elementary, 2023-2024: Lever 1, Strong School Leadership & Planning and Lever 4, High-Quality Instructional Materials and Assessments

The sister campuses for these two schools, Herty Primary and Trout Primary, are able to engage in the activities that their sister schools choose as an alignment piece, but they are not part of the diagnostic.

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

N/A



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Organization: LUFKIN ISD
 Campus/Site: N/A
 Vendor ID: 1756001995

County District: 003903
 ESC Region: 07
 School Year: 2023-2024

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: LUFKIN ISD
 Campus/Site: N/A
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County District: 003903
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2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program

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

Part 2: Budget Summary

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

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



Organization: LUFKIN ISD
Campus/Site: N/A
Vendor ID: 1756001995

County District: 003903
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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: LUFKIN ISD
Campus/Site: N/A
Vendor ID: 1756001995

County District: 003903
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2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program

**Program Budget
 BS6101 - Payroll Costs**

Part 1: Total Payroll Costs

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

Part 2: Number and Type of Positions

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

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

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

Part 3: Substitute, Extra-Duty, Benefits

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

Part 4: Confirmation of Payroll Requirements

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



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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	



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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: LUFKIN ISD
Campus/Site: N/A
Vendor ID: 1756001995

County District: 003903
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2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program

**Program Budget
 BS6501 - Debt Services**

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

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

Part 2: Description of SBITA

Subscription

1. SBITA Description:

Subscription Cost:

Fund Source: 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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Vendor ID: 1756001995

County District: 003903
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2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program

Program Budget BS6601 - Capital Outlay

Part 1: Capital Expenditures

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

Part 2: Furniture, Equipment, Vehicles or Software

Items

1. Generic Description: Number of Units:

Fund Source: Total Costs:

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



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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.	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