



Organization: MADISONVILLE CISD  
 Campus/Site: N/A  
 Vendor ID: 1746001675

County District: 154901  
 ESC Region: 06  
 School Year: 2023-2024

SAS#: TSSGAA24

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

### General Information GS2000 - Certify and Submit

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

Amendment #: 00  
 Version #: 01

Description	Required	Status	Last Update
<b>General Information</b>			
GS2100 - Applicant Information	*	Complete	03/07/2024 09:55 AM
GS2300 - Negotiation Comments and Confirmation		New	
<b>Program Description</b>			
PS3013 - Program Plan	*	Complete	03/07/2024 10:23 AM
PS3014 - Program Narrative	*	Complete	03/26/2024 10:17 AM
<b>Program Budget</b>			
BS6001 - Program Budget Summary and Support		Complete	03/25/2024 03:47 PM
BS6101 - Payroll Costs		Complete	03/25/2024 03:47 PM
BS6201 - Professional and Contracted Services		Complete	03/08/2024 10:01 AM
BS6401 - Other Operating Costs		Complete	03/08/2024 10:01 AM
BS6501 - Debt Services		Complete	03/08/2024 10:01 AM
BS6601 - Capital Outlay		Complete	03/08/2024 10:01 AM
<b>Provisions Assurances and Certifications</b>			
CS7000 - Provisions, Assurances and Certifications	*	Complete	03/25/2024 03:49 PM

#### Certification and Incorporation Statement

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

#### Authorized Official

Select Contact:  or

First Name: C Keith Initial: Last Name: Smith Title: Assistant Superintendent  
 Phone: 936-348-2797 Ext: E-Mail: cksmith@madisonvillecisd.org

#### Submitter Information

First Name: Carroll Last Name: Smith  
 Approval ID: carroll.smith Submit Date and Time: 03/28/2024 08:19:12 AM



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

**General Information  
 GS2100 - Applicant Information**

**Part 1: Organization Information**

A. Applicant		
Organization Name: MADISONVILLE CISD		
Mailing Address Line 1: P O BOX 879		
Mailing Address Line 2:		
City: MADISONVILLE	State: TX	Zip Code: 77864

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

**Part 2: Applicant Contacts**

A. Primary Contact	Select Contact:	Select One ▼	or	Add New Contact
First Name: Robin	Initial:	Last Name: Conger		
Title: Director of Special Programs				
Telephone: 936-348-2797	Ext.:	E-Mail: rconger@madisonvillecisid.org		

B. Secondary Contact	Select Contact:	Select One ▼	or	Add New Contact
First Name: C Keith	Initial:	Last Name: Smith		
Title: Assistant Superintendent				
Telephone: 936-348-2797	Ext.:	E-Mail: cksmith@madisonvillecisid.org		



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

### General Information GS2300 - Negotiation Comments and Confirmation

#### Part 1: General Comments

##### General Comments (TEA Use Only)

#### Part 2: Negotiation Items

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

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

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

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

Add Row

Delete Row



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

### Program Description PS3013 - Program Plan

#### A. Standard Statutory/Program Assurances

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

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

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



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

### Program Description PS3013 - Program Plan

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

##### Assurances

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

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

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



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

### Program Description PS3014 - Program Narrative

Please include complete responses for each question below.

#### A. Summary of Program

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

Madisonville Consolidated Independent School District plans to partner with Stephen F. Austin State University, Nacogdoches, Texas to help provide a viable option for the District as well as the University in regards to paid student teacher residencies. MCISD would like to strengthen our teacher pipeline by continuing to provide paid residencies to new SFA teacher candidates. We are excited about our partnership with Region 6 and SFA and their willingness to help us with Strategic Staffing so this paid residency work can and will continue well after this grant has expired. Additionally, we believe attracting qualified teacher candidates through paid residencies will only enhance our ability to attract first-year teachers to our district while accessing a more diverse teacher pool. We believe that once the residents spend time in our district, they will obtain a strong foundation in curriculum, relationship building, interpersonal skills, and will hence become true benefactors of the program.

#### 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.

Dr. Kathleen Golden currently serves as the Director of Curriculum, Instruction and Assessment for Madisonville Consolidated Independent School District. She will be the district contact and primary project personnel. She has vast experience in the district and knows all of the teaching and administrative staff. This information will be crucial when working with campuses and the University and placing residents with host teachers. Dr. Golden has 28 years experience in public education. She has served in MCISD for 19 years. She was a classroom teacher and an Assistant Principal at Madisonville High School. Dr. Golden now resides at the district's Central Office in her current capacity. Dr. Golden is an Adjunct Professor at Blinn College as well. Her experience with students and staff at all levels proves to be advantageous. Dr. Golden currently works hand-in-hand with Region 6 and another EPP (SHSU) regarding Strategic Staffing. These experiences will assist in developing a strong and lasting partnership with Stephen F. Austin State University whereas encouraging current Lumberjacks to become future Mustangs.

#### 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?

Our goal is to recruit, develop and retain highly prepared first-year teachers. As part of our continued goal, it is our expectation that we may recruit and retain a more diverse teacher pool in order to better align with our student body. Paid teacher residencies can open a pathway for a more diverse teacher candidate to serve in teaching residencies. Many of our candidates must and financially provide for their families during their clinical teaching. Paid residencies will help ease the burden.

We hope to increase our mentor pool of teachers and the opportunity to concentrate our efforts on this residency program with the assistance of Stephen F. Austin State University and Region 6 for the next two years.

In an effort to obtain goals, the District shall increase the level of partnership with the EPP (SFA) and Region 6 Service Center. In doing so, together the partners shall formulate long-term Texas teacher effectiveness by way of meticulous pre-service practice and implementation in paid residencies.

The District is currently partnered with another EPP (SHSU) and has seen success. At a recent job fair, ALL of the current resident teachers approached the District representative and stated how much they wanted to work in MCISD. Students that are truly engaged in the residency process develop a better understanding of not only the District but also a specific campus.

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

N/A



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

### Program Description PS3014 - Program Narrative

#### D. Performance and Evaluation Measures

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

With this program, the District may recruit and grow high quality teacher candidates . Additionally, a projection of increased new teacher retention rates are anticipated.

Implementation of the program would potentially attract and retain a more diverse residency population which reflects the student population served. Having resident teachers in the classroom will assist with student learning acceleration as well as other instructional priorities. Being able to help guide and shape future teachers will ultimately help the students we serve. Ill prepared teachers have a negative impact on student learning. Paid residencies allow these future educators an opportunity to learn from quality, seasoned teachers thus enabling them the opportunity to be better prepared once they enter the teaching pool. Success of the program could be measured in student achievement data - this could include state test scores, culture, attendance and retention rates.

Additionally, the District engaged in a staffing model with a different EPP and was able to successfully hire new teachers from the residency program. This is a testament to the program's effectiveness for developing quality teachers and exposing them to a district where they would like to be employed.

#### 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.

We intend to use the grant funds in 6100-payroll toward the salary of the Project Coordinator. Under a previous grant with a different EPP, the District used the funds to help subsidize the PC's salary. The District is seeing an increase in interest of paid residencies and requires additional funds to sustain and grow with a new partner and EPP (SFA). The funds will be used to put a foundation of systems in place with the new partnering EPP (SFA).

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

Through the work of the design year and implementation years (2024-2026) MCISD intends to work in partnership with Stephen F. Austin State University and Region 6 Service Center to investigate and continue learning about Strategic Staffing and leverage those options towards a stronger, sustainable teacher residence program in MCISD. During this process, MCISD will continue is partnership with the current EPP of record. In the existing dynamic of the 2023-2025 grant, the funds received were allocated toward the salary of the Project Coordinator. The Project Coordinator spends time traveling to the various campuses and communicates regularly with the host teachers, principals, Region Service Center and EPP regarding the strengths, successes and possible points of weakness of the program. Due to strong communication and working relationships, adjustments can be made to meet the needs of all partners involved. The desire is to continue the process and embrace a new EPP along the way. The District will work with the new EPP to design a staffing model that is conducive for all partners involved. With the increase of interest of student residents, funding is needed to help oversee the process.



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

### Program Description PS3014 - Program Narrative

#### F. Request for Grant Funds

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

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

The District is applying for the maximum \$80,000 grant. The District intends to use the grant funds in 6100-payroll toward the salary of the Project Coordinator.

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

N/A

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

N/A

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

N/A

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

\$80,000





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

### Program Description PS3014 - Program Narrative

#### G. TEA Program Requirements

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

The District, in partnership with the new EPP, plans to design a staffing model that is conducive for all partners involved. The District looks toward the substitute model as it has been successfully utilized with a previous EPP. However, the District will enter the new endeavor with an open mind and willingness to work on a design that best fits both the District and the teacher candidates of the new partnering EPP (SFA). The District has experience and has seen how the substitute model is effective. The District requires substitutes on each campus each day. Sometimes it can be difficult to find subs. By incorporating the Substitute Model, the District can place a resident teacher in a classroom other than the one they are normally accustomed. However, the district would ideally keep the resident teacher on the host campus (and grade level if possible) and only place the resident in a classroom once the resident, host teacher and other resident supervisors feel the resident is ready. Ideally, the resident would have advance notice of a substitute placement. By placing resident teachers in substitute roles, the resident may have an opportunity to see how other teachers plan and implement strategies in the classroom.

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

Additionally, using the Substitute Model allows campus administration and staff a greater opportunity to see how the resident has grown as a teacher and leader. Seeing the resident in additional roles helps develop and prepare the resident for successful future campus employment.

Using the already paid resident teacher in the substitute position means no additional funds would be paid for that role on the given date. The overall goal is to recruit, select, train, and continuously develop high quality teachers. Exposing residents to more learning opportunities helps the District make educated employment drafts and helps the resident teacher become even more well-rounded.

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?

The District has made and will continue its commitment to ensure student teachers are compensated for their work in the District. This is a collaborative effort from the Superintendent to the Assist. Superintendent to the Director of Curriculum, Instruction and Assessment to the campus principals and teachers.

It is a priority of the District to strengthen the process and procedures within our current funding structures to support our Strategic Staffing with all district personnel. The Director of Curriculum will be the District's primary point of contact for this program. She will be actively engaged in the process throughout the year. Her roles includes, but are not limited to, working with the EEP and Region 6 representative(s) to design and implement a staffing strategy that works best for all involved (looking toward the substitute model), interviewing potential resident teachers and prospective host teachers, communicating with the various campuses and EPP regarding the successes of the residents, and providing various elements of critical information to all involved in the process. The District's point of contact will continue working with EPP partners and student teacher placements at the conclusion of this grant. Funding will be reallocated from other local sources.

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

N/A

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

The District is currently in a paid-residency partnership with Sam Houston State University. This partnership began in the 2023 school year. However, the District has had a long standing relationship with SHSU for well over 15 years. It is the Districts desire to see success with an additional EPP, that being Stephen F. Austin State University.

Historically, MCISD would place 10-12 student teachers with qualified host teachers. However, with the current paid residency partnership, the District has placed 18-20 paid resident teachers. The shared governance partnership with SHSU continues to be the cornerstone of the program's success. The District looks to continue success by adding a new EPP (Stephen F. Austin State University) to the student-to-teacher pipeline. The District has had SFA student teachers in the past. Providing paid residencies for SFA student teachers will encourage more Lumberjacks to look at MCISD as a more realistic placement opportunity. The District has seen success with SHSU paid year-long residents turning around and being hired as full time professional teachers. The District would like to increase the current figures and include teachers from SFA.



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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.

As with any partnership, communication is the key to success. Madisonville CISD, SFA and the resident teacher and supporting staff will review data and make shared governance decisions through quarterly meetings. These meetings will assess the continued effectiveness of the program by reviewing clinical teacher data along with teacher feedback. Communication guidelines will be designated prior to resident teachers entering the host teacher's classroom. Guidelines will also be communicated with all other partners in the process. An open line of communication is established between the district, EPP and Regional Service Center.

The District is committed to the program and the various partners involved.

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.)?

The District is committed to the shared partnership and will actively participate in the shared governance for the betterment of the residency program and for each individual resident teacher. Communication guidelines shall be established and shared when entering the residency. Host teachers, administrators, site coordinators and resident teachers shall be provided communication guidelines when engaging in the program. An open line of communication with all partners will help ensure success of the resident. Due to the complexity of the residency partnerships, it is critical to communicate at multiple levels. For example: When challenges arise, residents should consider how they might resolve the challenge directly and in a timely manner. The host teacher should be the first point of contact. If resolution cannot be achieved, the site coordinator should be consulted. Host teachers and site coordinators will support the resident to determine who else might need to be included in the conversation (e.g. Principal, HR director, etc.) and identify next steps. If the challenge is with the host teacher, residents should reach out to their site coordinator for guidance, who may then contact the Principal or District-Level Coordinators.

We look forward to a forward thinking collaboration so that innovative pathways and processes lead the way to stronger teacher preparation.

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.

The District was a recipient of the 2023-2025 Texas Strategic Staffing Grant. Engaged in an educational partnership with SHSU, Region 6 support staff helped the two entities design an effective staffing model for paid residencies. The driving decision to engage in another cycle of design is the product being produced. Paid teacher residencies allows the district an opportunity to build strong relationships with and prepare future educators. Engaging in these paid residencies allows the district an opportunity to work with the resident before the hiring process and have strong relationships already in place. Additionally, the program assists with teacher sustainability. It is a fact that funded residencies attract more candidates - larger percentages of those engaged in residencies are still teaching after 3 to 5 years. MCISD desires to engage in the process with a new EPP - Stephen F. Austin State University. SFA produces great teaching candidates and Madisonville CISD welcomes them to further their learning and growing process within its confines. The goal of this second round is to continue working with SHSU but also embrace the new EPP (SFA). MCISD has numerous teachers on staff who are qualified to be host teachers and welcome the opportunity to mentor future educators. Our staff understands the Texas teacher shortage and they welcome the opportunity to show how great the profession is by supporting the residents as they enter into the teacher pipeline.

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

MCISD has seen the positive effects of paid teacher residencies. As previously stated, all of the current residents in attendance approached the District representative at a recent job fair and stated they wanted to work for the District. This shows that the students had the opportunity to learn about the District, the Admin Team(s), and the teaching partners on their assigned campuses. The residents all had positive feelings about their experiences with the students they worked with and the overall process. The District has seen an increase in the number of requests by students to complete residencies in MCISD. Due to the increase in interest and the overall positive impact the District is having on residents, the District wishes to engage in the Strategic Staffing process with Stephen F. Austin State University.



**Organization:** MADISONVILLE CISD  
**Campus/Site:** N/A  
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**County District:** 154901  
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SAS#: TSSGAA24

## 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.

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



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SAS#: TSSGAA24

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

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

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

**Part 1: Available Funding**

[View List of SSA Members](#)

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



Organization: MADISONVILLE CISD  
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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	\$0
3. Professional and Contracted Services	6200	\$0
4. Supplies and Material	6300	\$0
5. Other Operating Costs	6400	\$0
6. Debt Services	6500	\$0
7. Capital Outlay	6600	\$0
8. Operating Transfers Out	8911	
<b>Total Direct Costs</b>		\$0
9. Indirect Costs		
<b>Total Budgeted Costs</b>		\$0
<b>Total Funds Available Minus Total Costs</b>		\$0
10. Payments to Member Districts of SSA	6493	

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



Organization: MADISONVILLE CISD  
 Campus/Site: N/A  
 Vendor ID: 1746001675

County District: 154901  
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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	\$0		\$0
2. Professional and Contracted Services	6200	\$0		\$0
3. Supplies and Material	6300	\$0		\$0
4. Other Operating Costs	6400	\$0		\$0
5. Debt Services	6500	\$0		\$0
6. Capital Outlay	6600	\$0		\$0
7. Operating Transfers Out	8911			
<b>Total</b>		\$0		\$0



**Organization:** MADISONVILLE CISD  
**Campus/Site:** N/A  
**Vendor ID:** 1746001675

**County District:** 154901  
**ESC Region:** 06  
**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
	\$0

#### 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: MADISONVILLE CISD  
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 Vendor ID: 1746001675

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

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

**Part 1: Professional and Contracted Services**

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

**Part 2: Direct Administrative Costs**

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

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

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





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

**Program Budget  
 BS6401 - Other Operating Costs**

**Part 1: Other Operating Costs**

Budgeted Costs		
Description	Class/ Object Code	24-26 Texas Strategic Staffing
1. <b>Out-of-State Travel for Employees</b> LEA must keep documentation locally.	6411	
2. <b>Travel for Students to Conferences (does not include field trips)</b> Requires pre-authorization in writing.	6412	
3. <b>Educational Field Trips</b> LEA must keep documentation locally.	6412 6494	
4. <b>Stipends for Non-employees other than those included in 6419</b> Requires pre-authorization in writing.	6413	
5. <b>Travel Costs for Officials such as Executive Director, Superintendent, or Board Members</b> Allowable only when such costs are directly related to the grant. If Out-of-State Travel, LEA must keep documentation locally.	6411 6419	
6. <b>Non-Employee Costs for Conference</b> Requires pre-authorization in writing.	6419	
7. <b>Hosting Conferences for Non-Employees</b> LEA must keep documentation locally.	64xx	
<b>Subtotal Other Operating Costs</b>		
<b>Remaining 6400 Costs That Do Not Require Specific Approval</b>		\$0
<b>Total Other Operating Costs</b>		\$0

**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: MADISONVILLE CISD  
 Campus/Site: N/A  
 Vendor ID: 1746001675

County District: 154901  
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**2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program**

**Program Budget  
 BS6501 - Debt Services**

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

Budgeted Costs		
Description	Class/ Object Code	24-26 Texas Strategic Staffing
1. SBITA Liability - Principal	6514	
2. SBITA Liability - Interest	6526	
3. Capital Lease Liability - Principal	6512	
4. Capital Lease Liability - Interest	6522	
5. Interest on Debt	6523	
<b>Total Debt Service Costs</b>		<b>\$0</b>

**Part 2: Description of SBITA**

**Subscription**

1. SBITA Description:

Subscription Cost:

Fund Source:  Select One

Contract Start Date:

Contract End Date:

**Part 3: Description of Property**

**Property**

1. Property Description:

Property Value:

Fund Source:  Select One

Contract Start Date:

Contract End Date:



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County District: 154901  
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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	\$0
<b>Total Capital Outlay Costs</b>	<b>\$0</b>

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

**Items**

1. Generic Description:  Number of Units:

Fund Source:  Total Costs:

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



Organization: MADISONVILLE CISD  
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## 2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program

### Provisions Assurances CS7000 - Provisions, Assurances and Certifications

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

## SSA Funding Report

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