



Organization: MILES ISD
 Campus/Site: N/A
 Vendor ID: 1751394232

County District: 200902
 ESC Region: 15
 School Year: 2023-2024

SAS#: TSSGAA24

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

**General Information
 GS2000 - Certify and Submit**

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

Amendment #: 00
 Version #: 01

Description	Required	Status	Last Update
General Information			
GS2100 - Applicant Information	*	Complete	02/13/2024 12:10 PM
GS2300 - Negotiation Comments and Confirmation		New	
Program Description			
PS3013 - Program Plan	*	Complete	02/21/2024 01:09 PM
PS3014 - Program Narrative	*	Complete	04/01/2024 02:19 PM
Program Budget			
BS6001 - Program Budget Summary and Support		New	
BS6101 - Payroll Costs		New	
BS6201 - Professional and Contracted Services		New	
BS6401 - Other Operating Costs		New	
BS6501 - Debt Services		New	
BS6601 - Capital Outlay		New	
Provisions Assurances and Certifications			
CS7000 - Provisions, Assurances and Certifications	*	Complete	03/26/2024 12:42 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: Ty Initial: Last Name: Stevens Title: Superintendent
 Phone: 325-468-2861 Ext: E-Mail: ty.stevens@milesisd.net

Submitter Information

First Name: Kimberly Last Name: Niehues
 Approval ID: kimberly.niehues Submit Date and Time: 04/01/2024 02:20:59 PM



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**General Information
 GS2100 - Applicant Information**

Part 1: Organization Information

A. Applicant		
Organization Name: MILES ISD		
Mailing Address Line 1: P O BOX 308		
Mailing Address Line 2:		
City: MILES	State: TX	Zip Code: 76861

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

Part 2: Applicant Contacts

A. Primary Contact			Select Contact:	Select One ▼	or	Add New Contact
First Name: Ty	Initial:	Last Name: Stevens				
Title: Superintendent						
Telephone: 325-468-2861	Ext.:	E-Mail: ty.stevens@milesisd.net				

B. Secondary Contact			Select Contact:	Select One ▼	or	Add New Contact
First Name: Kim	Initial:	Last Name: Niehues				
Title: Grant Coordinator						
Telephone: 325-468-2861	Ext.:	E-Mail: kim.niehues@milesisd.net				



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General Information GS2300 - Negotiation Comments and Confirmation

Part 1: General Comments

General Comments (TEA Use Only)

Part 2: Negotiation Items

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

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

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

Negotiation Items	
1.	<div style="display: flex; justify-content: space-between;"> <div>Date: <input type="text"/></div> <div>Schedule: <input type="text" value="Select One"/></div> </div> <div style="border: 1px solid black; padding: 5px;"> <p>TEA Negotiation Note:</p> <div style="border: 1px solid black; height: 40px;"></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: 40px;"></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.

Miles ISD is an "A" rated district that is dedicated to ensuring that each child reaches their full potential by setting high academic standards and creating meaningful experiences to ensure success socially and emotionally. Our district understands that our success is dependent on our ability to place qualified, effective, and committed teachers in each classroom. With veteran teacher retirements on the horizon and a teacher shortage (especially in the areas of Special Education and English as a Second Language), our leadership has determined that creating a paid teacher residency program is the best way we can fully invest our time and resources into filling these positions with candidates who want to become part of our BULLDOG family. In January, our leadership team began working on a small pilot project with ESC 15 and Angelo State University's - Educator Preparation Program (EPP) partner to plan for a new paid residency program to address our teacher vacancy at our Elementary Campus. This grant will enable our district to fully engage with the stakeholders necessary to design, implement, and expand the focus of the Texas Strategic Staffing Models for a year-long, paid residency program at both of our campuses. The funds are allocated for the Project lead's salary 61XX- Project Lead (Elementary Principal), a reservation amount in 62XX, 63XX - supplies for the project, and 64XX - Travel for face-to-face meetings as required for the project for SY 24-25 and SY 25-26.

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.

Miles ISD's current Elementary Principal will be our Project Lead for this program. He holds a Bachelor's degree with an EC-6 Teacher Certification as well as a Master's degree and a PK-12 Principal Certification. His experiences are Teaching (2010-2016), Instructional Coaching (2016-2017), Assistant Principal (2017-2018) and Principal (2018-Present). Honors: Air Force Association Teacher of the Year (2015), TEPSAN (Texas Elementary Principals and Supervisors Association) of the Year (22-23), and ESC Region 15 Principal of the Year (23-24). He possesses exceptional leadership and communication skills, which will be vital in establishing a successful paid teacher residency program. We have met with ESC 15 and ASU to set the parameters for choosing Cooperating Teachers (CT): 1) Certification must match that of the resident seeking certification and 2) Principal recommendation based upon Exemplary/Proficient Appraisals and Student growth reflected on classroom and assessment data. Once candidates are recommended, they must sign a Job Description (agreed upon by all stakeholders) to commit to the responsibilities of the program. Miles ISD will not hire any new personnel to carry out the program. The Grant Coordinator, Payroll, and Business manager will work together to ensure funds are utilized according to grant requirements. Our district started this process in January with the goal of expanding the scope of the program over the next 2 years.



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Program Description PS3014 - Program Narrative

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?

Goal #1 - Implement a year-long, paid teacher residency program beginning in SY 24-25 at Miles Elementary with the intent of creating a teacher pipeline with our EPP to fill future vacancies.

Objective - Prioritize long-term teacher effectiveness through rigorous pre-service practice in a year-long teacher residency program.

Strategy - Align and set shared goals, parameters, and governance with our EPP - Angelo State University (In progress since January 2024)

Strategy - Ongoing communication with all stakeholders to improve the symbiotic design of our program.

Objective - Recruit, select, train, and continuously develop high-quality mentor (cooperating) teachers to support residents placed in high-need areas.

Strategy - Provide training for Cooperating Teachers (CT) in Strategic Staffing Models (specifically Release Time Support) with the assistance of ESC 15

Strategy - Provide ongoing support and communication from district lead, Site Coordinator, and ESC 15 Strategic Staffing team

Objective - Address student acceleration needs and other instructional priorities through the implementation of high-quality teacher residencies.

Strategy - Using the Release time support model effectively, our most experienced staff will be able to provide interventions to maximize student outcomes

Goal #2 - By the end of SY 24-25, preferential hiring to the greatest extent possible, will be provided to RAM residents (RR) who have successfully completed their

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

program.

Objective - Enable equitable educational access for students through high-quality teacher residency programs as a key teacher pipeline strategy.

Strategy - Invest time, above and beyond requirements, as well as resources to provide a meaningful clinical experience for RR.

Strategy - Ensure opportunities are provided for RR to give feedback on the support needed to be successful.

Strategy - Meet and collaborate with the Site Coordinator (Angelo State University) on observations and recommendations for improvement.

Strategy - Encourage strengths and support weaknesses of RR to develop skills necessary to become an effective teacher.

Strategy - Ensure that RR feels that they are a part of our BULLDOG family.

Goal #3 - In SY 24-25, design a program for the Miles Secondary campus with the intent of implementation in SY 25-26 to expand our teacher pipeline with our EPP to fill future vacancies.

Objective - Enable equitable educational access for students through high-quality teacher residency programs as a key teacher pipeline strategy.

Strategy - Utilize technical assistance from ESC 15 to align Strategic Staffing models that will align with district needs.

Strategy - Collaborate with ASU's EPP or develop new partnerships with EPP that can support the program needed to expand our teacher pipeline.

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.

Miles ISD and Angelo State University in partnership will collaboratively measure performance related to resident effectiveness and student outcomes. For example, we will use POP Cycles (Pre-Conference, Observation, and Post-Conference) to review evidence of resident effectiveness according to the TTESS Rubric, and we will use the Student Achievement Chart data as evidence of student performance. With these tools, we will provide coaching and feedback for residents to improve outcomes for PK-6 students. Walkthroughs will also be conducted by ASU site coordinators, campus principals, and district staff to coach residents and assist site coordinators and cooperating teachers with the level of support needed. Universal screeners, diagnostic reading assessments, curriculum assessments, benchmark assessments, and STAAR tests will be used to analyze the impact of using RAM residents to increase the teacher-student ratio in the classroom and release time support. Perception data collected through surveys and interviews of our Project Lead, Cooperating Teachers, and RAM Residents will be collected and shared during governance to progress monitor program goals. In addition, the percentage of our RAM Residents who are offered teaching positions at the end of their residency (at least 50%) as well as RAM residents who accept these positions will measure the success of the overall program (100%).



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Program Description PS3014 - Program Narrative

E. Budget Narrative

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

The majority of funds allocated in the budget from the grant will be designated in 61XX for a portion of the Project Lead - Elementary Principal's salary for 24-25 and 25-26. A reservation amount will be placed in 62XX (\$100) in case a need arises but is not planned for at this time. \$2000 will be allocated for supplies to assist the Program Lead with materials that would be utilized for the program. In addition, \$2000 is budgeted for travel when face-to-face meetings are required and necessary to meet the requirements of the grant. Our Superintendent will continuously monitor the grant budget for any adjustments that are needed. Our Superintendent is currently committed to reallocating the salary of a retiring paraprofessional to fund our Ram Residents (RR).

Local Funding (non-grant funds) - 2 - Cooperating Teachers to receive a \$1000-1500 stipend each year. 2 - Residency Teachers to receive \$10,200 + TRS and Insurance Benefits each year.

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."

61XX = \$75,900 will be utilized over SY 24-25 (\$37,950) and SY 25-26 (\$37,950) to fund our Project Lead - Elementary Principal's salary.

Local Funding (non-grant funds) - 2 - Cooperating Teachers to receive a \$1000-1500 stipend each year. 2 - Residency Teachers to receive \$10,200 + TRS and Insurance Benefits each year.

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."

62XX = \$100 (Reservation amount only as Miles ISD does not plan, at this time, to utilize outside contracted services.

The only planned support at this time is the "in-kind" support of ESC 15.

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."

63XX = \$2000

This amount is allocated to cover any necessary supplies needed by Project Lead, Cooperating teachers, or resident teachers to conduct the program on behalf of the district.

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."

64XX = \$2000

This amount is allocated to cover transportation costs necessary to conduct face-to-face meetings for the program on behalf of the district.

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

\$80,000



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Program Description PS3014 - Program Narrative

G. TEA Program Requirements

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

Miles ISD has chosen to take this avenue to increase the number of qualified candidates to fill vacant positions in our district because it has become increasingly difficult for our small, rural school (ADA<600 & Locale Codes 41,42) to fill vacant positions, especially in the area of Special Education and English as a Second Language. Miles ISD began a small pilot for Strategic Staffing with ESC 15 in January but has goals to broaden the scope with the support of the grant over the next 2 years. Several of our key staff members will be retiring shortly so we are hopeful that this will develop into a sustainable teacher pipeline to fill those vacancies. Our Project Lead has determined the Strategic Staffing Model that best meets our needs on his campus is utilizing Ram Residents (RR) for release time support. The benefit of this model is that it works well with our current intervention program (Pride at Work - P.A.W.) and is a slower progression for the Ram Resident (RR) to acclimate to district systems and expectations (6 weeks) before Release Time Support would begin. Another major advantage to this model is that we are utilizing our most experienced teachers to conduct interventions. We have not been able to do this before and feel this will have a major impact on student success. This model allows the district to reallocate the funds for a paraprofessional who was fulfilling intervention needs to the program for sustainability. Our EPP has allowed our Project Lead

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

to be involved in the parameters for selecting the two – RAM Residents (RR) assigned to Miles Elementary since he plays a major role in the hiring of staff and leading instructional practices for his campus. The ultimate goal of this program is for Miles Elementary to have invested time and experience into residents who will become future Miles Elementary teachers and for the RR to be at ease navigating our district systems, knowledgeable in their content, confident in their classroom management abilities, and excited about becoming part of our BULLDOG family. As we work with our ESC and EPP to expand the scope of this program to include our Secondary campus, we can ease the burden of filling vacancies in our district with high-quality, effective teachers.

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 Texas Strategic Staffing for Sustainable, Paid Teacher Residency Program Grant is a two-year commitment on behalf of the district, their chosen EPP, and ESC 15's technical assistance partner. In this commitment, it is understood that this requires a year-long design process and an implementation support year. The commitment letter is attached to this grant. Our current Elementary Principal at Miles ISD will be the Project Lead for this program as he plays a major role in hiring staff for his campus. He will work side-by-side with our Secondary Principal and Dean of Students in the design process during SY 24-25 and support them as they implement their program in SY 25-26. Cooperating teachers (CT) and RAM Residents (RR) have not been selected at this time as we are working through Job Descriptions and the selection process. All district personnel will keep time and effort logs (Google Documents) to track their engagement in the activities and requirements of the program so that the Project Lead will have these for reporting purposes as required. Since all district personnel are current employees of the district, no reassignment will be necessary once the grant ends. With the support of grant funds and the sustainability plan (not replacing a paraprofessional who is retiring) in place, Miles ISD will be able to broaden the scope much sooner than expected and alleviate the stresses of filling vacancies in our district.

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

As we work through the design phase with ESC 15 for our Secondary Campus, other funding sources will be examined by our Superintendent to create a sustainability plan that will best meet the needs of their campus.

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?

Miles ISD has chosen to partner with Angelo State University's EPP. Angelo State University is our closest university (approximately 24 miles) and is highly respected in the area for its commitment to growing exceptional teachers and leaders. Many of our faculty are alumni of Angelo State University. This speaks volumes to our trust in this institution to provide an excellent foundation for the teaching profession. Our relationship through the small pilot that began in January has only solidified our commitment to ASU. They have proven their deep commitment to Miles ISD. This will be our first year of partnering with ASU, but hopefully a successful partnership for many years to come. Additionally, with the help of ESC 15 we will be looking to broaden the scope of our program to include our secondary campus. ASU shares this vision. Miles ISD is open to exploring additional EPPs that can help us expand our teacher pipeline for our Secondary Campus as well.



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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.

Angelo State University and Miles ISD are developing a thoughtful, integrated professional relationship with ongoing meetings called "shared governance." Site Coordinators will hold monthly governance meetings with our Elementary Principal. Coming together for governance provides us the space to share what is working well, what are our areas of opportunity for improvement, and to dream big for our Ram Residency (RR) program and district partnership. We will ground our conversations in data collected from the field. The site coordinator will share POP (Pre-Conference, Observation, Post-Conference) and Walkthrough data to guide our conversations. While the bulk of the time is spent discussing RAM residents' (RR) performance and teacher support, leaders also identify trends and actively discuss other opportunities for the college of education to meet the needs of a school's faculty and students. These meetings will play a big role in developing a program that is continuously moving towards our collaborative outcomes.

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.)?

As with any new partnership, communication will be key. Because Miles ISD is in the beginning stages of developing its program, it will lean on the experiences of its ASU and ESC 15 partners to guide and support this process. They will help us avoid some common challenges and pitfalls they have experienced. Our team has openly shared the dynamics of our district and they have been intent on helping us implement a program that works for us. In meetings, we have collectively established goals and parameters with regard to communication and have addressed any challenges that we feel we may face through exercises within the Strategic Staffing framework. The Site Coordinator will play a vital role in addressing issues that arise with RAM Residents (RR) and assisting Cooperating Teachers (CT) with the level of support and guidance needed to maximize the experiences of the RR. He/she will also serve as a liaison between the EPP and campus on a weekly basis for clear communication purposes. Meetings with our EPP partner will occur at least quarterly, but more often is preferred especially during our first year. With the Toolkit (shared through a Google platform) all documents, discussions, and decisions are accessible throughout the process. If you see a concern, address it through shared communication. As with any new project, challenges will come but Miles ISD is confident in our partnerships.

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

They believe in us, and we believe in them. We are all here to help each other make this the very best experience for all parties involved. Continuous improvement and decision-making based on resident and student data is the norm that will drive all practices.

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.

Our district began designing a small pilot for Strategic Staffing in the Spring of 2024 with support from ESC 15. Due to the limited scope of this first round, we focused only on the data and needs of one campus and one certification area. Additional support and technical assistance with design would allow us to design paid residency with other campuses and different certification areas. These were not available in Design Year (4-8 or Special Education, for example) because ASU, our EPP, did not have candidates in those areas yet. Another important goal for the second round of design and implementation is developing defined residency coordinator responsibilities for the district lead that could support residency not only at the initial site, Miles Elementary but at other sites in our district as well. Additional support in the Design and Implementation years would also allow us to train this person from ESC 15 to develop new relationships with other EPPS to further expand our teacher pipeline.

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

N/A



Organization: MILES ISD
Campus/Site: N/A
Vendor ID: 1751394232

County District: 200902
ESC Region: 15
School Year: 2023-2024

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.

Miles ISD is currently participating in the EDF (Effective District Framework) diagnostic process through our Education Service Center which is part of the TSL (Texas Strategic Leadership) pilot program.

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

N/A



Organization: MILES ISD
Campus/Site: N/A
Vendor ID: 1751394232

County District: 200902
ESC Region: 15
School Year: 2023-2024

SAS#: TSSGAA24

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

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

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

Part 1: Available Funding

[View List of SSA Members](#)

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



Organization: MILES ISD
 Campus/Site: N/A
 Vendor ID: 1751394232

County District: 200902
 ESC Region: 15
 School Year: 2023-2024

SAS#: TSSGAA24

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

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

Part 2: Budget Summary

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

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



Organization: MILES ISD
Campus/Site: N/A
Vendor ID: 1751394232

County District: 200902
ESC Region: 15
School Year: 2023-2024

SAS#: TSSGAA24

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

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

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: MILES ISD
Campus/Site: N/A
Vendor ID: 1751394232

County District: 200902
ESC Region: 15
School Year: 2023-2024

SAS#: TSSGAA24

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

**Program Budget
 BS6101 - Payroll Costs**

Part 1: Total Payroll Costs

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

Part 2: Number and Type of Positions

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

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

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

Part 3: Substitute, Extra-Duty, Benefits

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

Part 4: Confirmation of Payroll Requirements

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



Organization: MILES ISD
Campus/Site: N/A
Vendor ID: 1751394232

County District: 200902
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2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program

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

Part 1: Professional and Contracted Services

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

Part 2: Direct Administrative Costs

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

Part 3: Itemized Professional and Consulting Services

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



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

**Program Budget
 BS6401 - Other Operating Costs**

Part 1: Other Operating Costs

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

Part 2: Direct Administrative Costs

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



Organization: MILES ISD
 Campus/Site: N/A
 Vendor ID: 1751394232

County District: 200902
 ESC Region: 15
 School Year: 2023-2024

SAS#: TSSGAA24

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

**Program Budget
 BS6501 - Debt Services**

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

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

Part 2: Description of SBITA

Subscription

1. SBITA Description:

Subscription Cost:

Fund Source: Contract Start Date: Contract End Date:

Part 3: Description of Property

Property

1. Property Description:

Property Value:

Fund Source: Contract Start Date: Contract End Date:



Organization: MILES ISD
Campus/Site: N/A
Vendor ID: 1751394232

County District: 200902
ESC Region: 15
School Year: 2023-2024

SAS#: TSSGAA24

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

Program Budget
BS6601 - Capital Outlay

Part 1: Capital Expenditures

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

Part 2: Furniture, Equipment, Vehicles or Software

Items

1. Generic Description: Number of Units:

Fund Source: Total Costs:

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

Add Item Delete Item



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

Provisions Assurances CS7000 - Provisions, Assurances and Certifications

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

SSA Funding Report

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