



Organization: SHEPHERD ISD
 Campus/Site: N/A
 Vendor ID: 1746002291

County District: 204904
 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
General Information			
GS2100 - Applicant Information	*	Complete	03/22/2024 03:00 PM
GS2300 - Negotiation Comments and Confirmation		New	
Program Description			
PS3013 - Program Plan	*	Complete	03/25/2024 06:04 PM
PS3014 - Program Narrative	*	Complete	03/28/2024 07:46 AM
Program Budget			
BS6001 - Program Budget Summary and Support		Complete	03/28/2024 07:48 AM
BS6101 - Payroll Costs		Complete	03/28/2024 07:49 AM
BS6201 - Professional and Contracted Services		Complete	03/27/2024 05:08 PM
BS6401 - Other Operating Costs		Complete	03/27/2024 05:08 PM
BS6501 - Debt Services		Complete	03/27/2024 05:08 PM
BS6601 - Capital Outlay		Complete	03/27/2024 05:08 PM
Provisions Assurances and Certifications			
CS7000 - Provisions, Assurances and Certifications	*	Complete	03/27/2024 04:09 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: Tammie	Initial:	Last Name: Hewitt	Title: Director of Teaching and Learning
Phone: 936-628-3396	Ext:	E-Mail: thewitt@shepherdisd.net	

Submitter Information

First Name: Tammie	Last Name: Hewitt
Approval ID: tammie.hewitt	Submit Date and Time: 03/28/2024 12:47:15 PM



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**General Information
 GS2100 - Applicant Information**

Part 1: Organization Information

A. Applicant		
Organization Name: SHEPHERD ISD		
Mailing Address Line 1: 1401 S BYRD AVE		
Mailing Address Line 2:		
City: SHEPHERD	State: TX	Zip Code: 77371

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

Part 2: Applicant Contacts

A. Primary Contact			Select Contact:	Select One	or	Add New Contact
First Name: Tammie	Initial:	Last Name: Hewitt				
Title: Director of Teaching and Learning						
Telephone: 936-628-3396	Ext.:	E-Mail: thewitt@shepherdisd.net				

B. Secondary Contact			Select Contact:	Select One	or	Add New Contact
First Name: Kriste	Initial:	Last Name: Davis				
Title: Director of Talent Management and Studen						
Telephone: 936-629-3396	Ext.:	E-Mail: kdavis@shepherdisd.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: Select One ▼</div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p>TEA Negotiation Note:</p> <div style="border: 1px solid black; height: 40px;"></div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div>Grantee Comments:</div> <div><input type="checkbox"/> LEA Completed Change</div> </div> <div style="border: 1px solid black; background-color: #cccccc; height: 40px; margin-top: 5px;"></div>

Add Row

Delete Row



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

Program Description PS3013 - Program Plan

A. Standard Statutory/Program Assurances

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

B. Program Assurances Regarding Applicant-EPP Partnership

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



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Program Description PS3013 - Program Plan

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

Assurances

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

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

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



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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.

Program Mission: The mission of the Shepherd Independent School District is to develop and educate every student so they can make a positive impact on their families, the workforce, and the greater community. Our core values center on student success and well-being, teaching and learning practices, organizational culture, and collaborative partnerships. Through this program, we will recruit, support and retain qualified educators, strengthening our teaching and learning practices and improving student success and well-being. The technical assistance provided to our mentor teachers in the Paid Student Residency Program will also build capacity in our current staff, improving our organizational culture. Finally, this program will allow us to further enhance our collaborative partnerships with Educator Preparation Programs in a way that will benefit both the district and our community. District Statement of Need: Shepherd ISD is located north of Cleveland and south of Livingston on Hwy 59. Our student population is 82% economically disadvantaged and 22.2% LEP/ESL. The 2022-2023 turnover rate for the district was approximately 31%, all these factors indicate a n The Shepherd ISD Paid Teacher Residency Program would provide a paid, full year of clinical training/co-teaching with a highly effective mentor teacher. Ownership of the Paid Teacher Residency program would be shared between Shepherd ISD, ESC 6 and Sam Houston University with hopes of creating more university partnerships.

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.

Collaborative efforts of Dir. of Talent Management and Dir. of Teaching and Learning(Existing Position):

Qualifications:

Master's degree or higher in Education, Curriculum Development, or related field.

Minimum of 5 years of experience in educational leadership roles.

Demonstrated experience in designing, implementing, and evaluating teacher residency programs or similar educational initiatives.

Responsibilities:

Oversee all aspects of the residency program, including planning, implementation, and evaluation.

Provide leadership and guidance to program staff.

Establish partnerships with schools, districts, and external stakeholders.

Ensure compliance with program requirements and regulations.

Clinical Faculty Mentor/Cooperating Teacher/APEX Teacher (Existing Position):

Qualifications:

Bachelor's degree in Education or related field (Master's degree preferred).

Valid teaching certification.

Minimum of 3 years of successful teaching experience.

Experience in mentoring and coaching pre-service teachers or novice educators.

Responsibilities:

Provide mentorship and support to resident teachers.

Model effective teaching practices and instructional strategies.

Conduct regular observations and provide constructive feedback.

Collaborate with university faculty and school administrators to support resident teacher development.



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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: Recruit high quality, diverse teachers. Activities: 1. Develop a Residency Program Handbook with job descriptions for residents and mentors, selection and placement timeline and guidelines, expectations for campus administration support, and training expectations for mentors. 2. Create a mentor and resident recruitment plan timeline. 3. Recruit residents in collaboration with EPP through virtual and/or in-person events. 4. Review applications and select residents and mentors.

Goal 2: Support residents and mentors to be successful. Activities: 1. Match residents and mentors using criteria that provide the best match based on subject/grade level, resident preference,s/needs and mentor experience. 2. Train residents and mentors. 3. Provide scheduled opportunities for feedback and district level support.

Goal 3: Retain high quality, diverse teachers. Activities: 1. Periodically celebrate resident and mentor effort and successes. 2. Provide opportunities for residents to explore employment opportunities in the district, such as career discussions, visiting other campuses, shadowing other teachers, informing residents of district benefits, such as 2-year mentor program and continuing education opportunities. 3. Celebrate resident completion of program and graduation from EPP 4. Celebrate the mentor experience and offer opportunities for feedback and reflection.

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

Goal 4: Strategically staff campuses, grade levels, and subject areas with high quality educators to increase student achievement and organizational culture. Activities: 1. Collaborate closely with EPPS to recruit residents seeking certification in areas of need. 2. Provide additional support for mentors and administrators on high need campuses (ex: F ratings, IR status, high turnover rate, new administration) through district level meetings and collaboration.

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.

1.Student Outcomes(SO): Using local and state assessment data, tol analyze student performance in the areas of student achievement, school progress, and closing the gaps to determine whether students improved scores in reading and math. 2.SO: Using local and state assessment data, we will analyze student performance in the areas of student achievement, school progress, and closing the gaps to determine whether students in classrooms with a beginning 1st year or 2nd year teacher who completed the Paid Residency Program show improved scores in reading and math in comparison to other students. 3. T. Retention: We will compare the percentage of student teachers hired each year, with a goal to increase from 0% to 50%. 4. T. Support: We will analyze teacher and mentor survey data to determine the level of satisfaction with the program and support. 5.T.Support: we will document training attendance and feedback, in the areas of training relevance, strategies, presentation, skill/knowledge acquired, ability to implement, and quality of resources. 6. T. Retention: we will document the number of residents still working in the district after 1 year through 5 years. 7. T. Retention: we will compare our teacher turnover rates to the state. 8. T. Retention: we will analyze exit interview data of residents and of those hired who leave the district to determine reasons for leaving.

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.

SISD has will budget \$80,000, over two years for paid student teaching. We propose using up to \$80,000 over 2 years of those funds to pay up to 4 year-long resident teachers. Each resident will receive up to \$20,000 per year. We will pay cooperating teachers \$500.00 per semester up to \$2000.00 per year. \$5,000.00 for resources and materials related to program meetings and trainings, such as training supplies, in person coaching resources, resources for collecting data and feedback, and costs of materials for meetings.

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

The proposed budget for our paid student teacher residency program reflects our commitment to recruiting, training, and supporting the next generation of educators. By investing in staffing, supplies, contracts, travel, and financial support for student teachers, we aim to provide a comprehensive and enriching experience that prepares participants for successful careers in the field of education. As we move forward, we will remain responsive to the evolving needs of our program and the broader educational landscape, making adjustments as necessary to ensure that resources are allocated effectively and efficiently to achieve our program goals. Through strategic budgeting and thoughtful planning, we are confident that our paid student teacher residency program will continue to make a positive impact on teacher recruitment and development in our district.



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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."

\$80,000 - Paid Student Teaching

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."

0

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."

0

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."

0

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

\$80,000



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Program Description PS3014 - Program Narrative

G. TEA Program Requirements

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

a. Vacancies in the District:

Identify subject areas or grade levels experiencing teacher shortages.
Assess turnover rates and retirement projections to anticipate future vacancies.
Analyze the demographic makeup of the current teaching staff to address diversity gaps.

b. Other Instructional Needs:

Additional instructional support for struggling students, such as tutoring or small group interventions.
Assistance with classroom management and behavior support.
Implementation of technology integration into curriculum delivery.
Support for English language learners and students with disabilities.
Addressing disparities in student achievement and closing achievement gaps.

Strategies to Address Instructional Needs Using Residencies:

Design residencies to provide targeted support in identified areas of need.
Utilize residents to provide small group instruction or one-on-one tutoring for struggling students.
Assign residents to co-teach with experienced teachers, allowing for differentiated instruction.
Offer professional development opportunities tailored to residency program goals and district needs.

c. Paid Teacher Residencies in Broader Talent Strategy:

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

c. Paid Teacher Residencies in Broader Talent Strategy:

This Year:

Launch a paid student teacher residency program to address immediate instructional needs.
Recruit high-quality candidates for residency positions through targeted outreach and partnerships with Sam Houston State University.
Provide comprehensive training and support for student teachers to ensure their success in the classroom.
Evaluate the effectiveness of the residency program and make adjustments as needed.

Next Five Years:

Expand the residency program to serve more schools and subject areas.
Establish long-term partnerships with vetted universities to sustain the pipeline of talented educators.
Develop career pathways for former residents to transition into full-time teaching positions within the district.
Implement retention strategies to retain resident graduates and experienced teachers.
Continuously assess and adapt the residency program based on feedback from participants and stakeholders.
Overall, integrating paid student teacher residencies into the broader talent strategy enables Shepherd ISD to address immediate instructional needs while also building a sustainable pipeline of highly qualified educators for the future. By strategically deploying student teachers to support various instructional needs, the district can enhance student learning outcomes and create a more robust and equitable educational environment.

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?

Shepherd ISD is ready to commit to strategic staffing and providing high-quality student teaching experiences, and building staff leadership capacity. Last year, we created the position of Director of Talent Management and Student Services. In this role, I am an integral part of recruiting, equipping, and retaining high-quality teaching staff.. Designing and implementing a year-long Paid Resident Teacher Program is the next step in strategic staffing, high quality student teaching experiences, and building mentor capacity. Grant funds will also allow for contracted mentor support, which I have currently been providing, so that I can commit my resources and time to the Teacher Residency Program. If awarded this grant, we will develop milestones for the design year for Fall, Winter, Spring, and Late Spring, which will be reported out to the Superintendent, cabinet, principals, and school board. These will include milestones for goals, models, and stipends, for the hiring process and program planning, for recruitment and placement, and training and implementation.

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

N/A



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Program Description PS3014 - Program Narrative

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

We will partner with Sam Houston State University, and plan to partner with other universities in the future if they are added to the list. This will be our first year to engage in a residency partnership. Our practices for shared governance and review of data include a minimum of three meetings per year. We will plan to meet virtually once before each semester to consider candidates for the program. During the second meeting, we will match up and place students, and then we meet mid-semester to check in on student progress and program implementation. If needed, we will make adjustments to candidate and mentor support. I will visit our student teachers and mentors monthly, and the Sam Houston State partners will visit classrooms and see the students regularly. As needed, I will meet with the student's professor to work out adjustments. We have a final meeting to reflect on data and outcomes. We would establish this practice with the Paid Teacher Residency program, and we would include additional meetings to plan the program, as well as to plan visits to students for recruiting/interest sessions. Data would also be shared with our district leadership and the school board, which would help to guide our follow-up and response as part of our continuous improvement cycle, and we include these proposed actions in the next planning session with our partners. The teacher shortage affects all of us, and teacher residency program partnership can only make our profession and students

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.

Shepherd ISD collaborates closely with Education Service Center Region 6 (ESC 6) and Sam Houston State University (SHSU) to develop and implement the teacher residency program. Shared governance structures are established to facilitate collaboration and decision-making among the partners. Data include candidate performance, host teacher feedback, student outcomes, and program effectiveness indicators. Following data review meetings, action plans are developed collaboratively to address identified areas for improvement. Responsibilities for implementing action steps are clearly defined among the partners. Strong communication and collaboration between Shepherd ISD, ESC 6, and SHSU. Emphasis on building a sustainable residency program that meets the needs of all stakeholders. Ongoing professional development and support for mentor teachers. In the 1st year of Partnership: If the partnership is new, Shepherd ISD, ESC 6, and SHSU will establish clear protocols and structures for shared governance and data review. Initial meetings will focus on establishing goals, roles, and responsibilities for each partner. Regular communication schedules will be established to facilitate ongoing collaboration and data sharing. A shared commitment to continuous improvement will guide the partnership's efforts to build and refine the residency program over time. Overall, Shepherd ISD's partnership with ESC 6 and SHSU is collaborative decision-making, data-driven practices, and a shared commitment to program

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.)?

We will maintain strong communication throughout the design and implementation stage with our partner EPP and technical assistance provider in several ways. First, we will document meetings through Google Calendar invites and shared agendas with attachments for presentation slides, resources, and materials. Second, any data or stakeholder feedback will be shared as a standing agenda item. Third, action items discussed in meetings will include follow-up communication and scheduled updates until actions are completed. Our EPP partners and technical assistance provider will also be invited to attend any school board meeting during which we will be presenting information on the Paid Teacher Residency Program if they would like to attend. We will also invite them to our celebrations once we implement the program :-)

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

N/A

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

N/A



Organization: SHEPHERD ISD
Campus/Site: N/A
Vendor ID: 1746002291

County District: 204904
ESC Region: 06
School Year: 2023-2024

SAS#: TSSGAA24

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

Program Description PS3014 - Program Narrative

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

N/A

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

N/A

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

2021-2022



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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	



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County District: 204904
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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	
Total Direct Costs		\$0
9. Indirect Costs		\$0
Total Budgeted Costs		\$0
Total Funds Available Minus Total Costs		\$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	\$0
2. Professional and Contracted Services	6200	\$0
3. Supplies and Material	6300	\$0
4. Other Operating Costs	6400	\$0
5. Debt Services	6500	\$0
6. Capital Outlay	6600	\$0
7. Operating Transfers Out	8911	
Total Direct Costs		
8. Indirect Costs		\$0
Total Pre-Award Costs		



Organization: SHEPHERD ISD
 Campus/Site: N/A
 Vendor ID: 1746002291

County District: 204904
 ESC Region: 06
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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	\$0
2. Professional and Contracted Services	6200	\$0	\$0	\$0
3. Supplies and Material	6300	\$0	\$0	\$0
4. Other Operating Costs	6400	\$0	\$0	\$0
5. Debt Services	6500	\$0	\$0	\$0
6. Capital Outlay	6600	\$0	\$0	\$0
7. Operating Transfers Out	8911			
Total		\$0	\$0	\$0



Organization: SHEPHERD ISD
 Campus/Site: N/A
 Vendor ID: 1746002291

County District: 204904
 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)	<input type="checkbox"/>

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

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

Part 3: Substitute, Extra-Duty, Benefits

Substitute, Extra-Duty, Benefits	24-26 Texas Strategic Staffing
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: SHEPHERD ISD
 Campus/Site: N/A
 Vendor ID: 1746002291

County District: 204904
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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	
Subtotal Professional and Contracted Services Costs		
Remaining 6200 Costs That Do Not Require Specific Approval		
Total Professional and Contracted Services Costs		

Part 2: Direct Administrative Costs

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

Part 3: Itemized Professional and Consulting Services

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



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

**Program Budget
 BS6401 - Other Operating Costs**

Part 1: Other Operating Costs

Budgeted Costs		
Description	Class/ Object Code	24-26 Texas Strategic Staffing
1. Out-of-State Travel for Employees LEA must keep documentation locally.	6411	
2. Travel for Students to Conferences (does not include field trips) Requires pre-authorization in writing.	6412	
3. Educational Field Trips LEA must keep documentation locally.	6412 6494	
4. Stipends for Non-employees other than those included in 6419 Requires pre-authorization in writing.	6413	
5. Travel Costs for Officials such as Executive Director, Superintendent, or Board Members Allowable only when such costs are directly related to the grant. If Out-of-State Travel, LEA must keep documentation locally.	6411 6419	
6. Non-Employee Costs for Conference Requires pre-authorization in writing.	6419	
7. Hosting Conferences for Non-Employees LEA must keep documentation locally.	64xx	
Subtotal Other Operating Costs		
Remaining 6400 Costs That Do Not Require Specific Approval		\$0
Total Other Operating Costs		\$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: SHEPHERD ISD
 Campus/Site: N/A
 Vendor ID: 1746002291

County District: 204904
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2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program

**Program Budget
 BS6501 - Debt Services**

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

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

Part 2: Description of SBITA

Subscription

1. SBITA Description:

Subscription Cost:

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

Part 3: Description of Property

Property

1. Property Description:

Property Value:

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



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

**Program Budget
 BS6601 - Capital Outlay**

Part 1: Capital Expenditures

Budgeted Costs	
Description	24-26 Texas Strategic Staffing
1. Library Books and Media (Capitalized and Controlled by Library)	
2. Capital Expenditures for Additions, Improvements, or Modifications to Capital Assets Which Materially Increase Their Value for Useful Life (not ordinary repairs and maintenance)	
3. Furniture, Equipment, Vehicles or Software Costs for Items in Part 2	\$0
Total Capital Outlay Costs	\$0

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

Provisions Assurances CS7000 - Provisions, Assurances and Certifications

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

SSA Funding Report

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