



**Organization:** TEXAS LEADERSHIP PUBLIC SCHOOLS  
**Campus/Site:** N/A  
**Vendor ID:** 1752890597

**County District:** 226801  
**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
<b>General Information</b>			
GS2100 - Applicant Information	*	Complete	03/19/2024 11:18 AM
GS2300 - Negotiation Comments and Confirmation		New	
<b>Program Description</b>			
PS3013 - Program Plan	*	Complete	03/19/2024 12:26 PM
PS3014 - Program Narrative	*	Complete	03/27/2024 11:37 AM
<b>Program Budget</b>			
BS6001 - Program Budget Summary and Support		Complete	03/22/2024 08:39 AM
BS6101 - Payroll Costs		Complete	03/22/2024 08:40 AM
BS6201 - Professional and Contracted Services		Complete	04/01/2024 12:07 PM
BS6401 - Other Operating Costs		Complete	04/01/2024 12:07 PM
BS6501 - Debt Services		Complete	04/01/2024 12:07 PM
BS6601 - Capital Outlay		Complete	04/01/2024 12:08 PM
<b>Provisions Assurances and Certifications</b>			
CS7000 - Provisions, Assurances and Certifications	*	Complete	04/01/2024 12:09 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: Lindsey Initial: Last Name: McGuire Title: Business Officer

Phone: 325-653-3200 Ext: E-Mail: lindsey.mcguire@texasleadership.net

**Submitter Information**

First Name: Lindsey Last Name: Landers

Approval ID: lindsey.landiers Submit Date and Time: 04/01/2024 01:46:20 PM



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

**General Information  
 GS2100 - Applicant Information**

**Part 1: Organization Information**

A. Applicant			
Organization Name: TEXAS LEADERSHIP PUBLIC SCHOOLS			
Mailing Address Line 1: P O BOX 61726			
Mailing Address Line 2:			
City: SAN ANGELO	State: TX	Zip Code: 76906	

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

**Part 2: Applicant Contacts**

A. Primary Contact			Select Contact:	Select One	or	Add New Contact
First Name: Amanda	Initial:	Last Name: Duncan				
Title: State and Federal Programs Manager						
Telephone: 325-653-3200	Ext.: 7620	E-Mail: amanda.duncan@texasleadership.net				

B. Secondary Contact			Select Contact:	Select One	or	Add New Contact
First Name: Lindsey	Initial:	Last Name: McGuire				
Title: Business Officer						
Telephone: 325-653-3200	Ext.: 7015	E-Mail: lindsey.mcguire@texasleadership.net				



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

### General Information GS2300 - Negotiation Comments and Confirmation

#### Part 1: General Comments

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

#### Part 2: Negotiation Items

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

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

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

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

Add Row

Delete Row



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

### Program Description PS3013 - Program Plan

#### A. Standard Statutory/Program Assurances

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

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

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



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

### Program Description PS3013 - Program Plan

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

##### Assurances

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

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

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



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

### Program Description PS3014 - Program Narrative

Please include complete responses for each question below.

#### A. Summary of Program

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

Texas Leadership Public Schools (TLPS) will collaborate with Angelo State University (ASU), Region 15, and U.S. PREP during the two-year Texas Strategic Staffing Grant. We will build and implement a sustainable year-long paid residency program for ASU students at our San Angelo campus to recruit, support, and retain high-quality, diverse teachers. Funding beyond the grant years will be done using local funds. This partnership will allow aspiring teachers to complete their coursework while participating in a full year of clinical practice. Resident teachers will provide classroom support to Cooperating Teachers through the paired teacher model. This partnership will allow for additional small groups and 1:1 tutoring. Matching Resident Teachers with highly skilled Cooperating Teachers will develop a strong support network for aspiring educators. Cooperating teachers will receive support and training in co-planning, co-teaching, and reflective conversations to support their Resident Teachers. Providing aspiring educators the experience of a full year of classroom practice will build lasting relationships that we believe will result in TLPS hiring apprentice teachers to fill the roles of those retiring or relocating in the coming year. This implementation grant will allow us to build a sustainable program in San Angelo that we can replicate in other outlying campuses in the coming years.

#### 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.

Program Coordinator- existing position  
5+years teaching experience  
Current District administrator  
Experience with monitoring and implementing grants  
Former campus principal

Curriculum Director- existing position  
Current District administrator  
Experience working with curriculum and implementation  
Support for teachers with the implementation and use of programs

HR Director- existing position  
Current district administrator  
Develop employee benefits packages and stipends for teachers/mentors

Region 15 Support  
Provide external support in developing sustainable long-term programs

ASU Educator Program  
Develop a curriculum for Resident Teachers  
Place/Support Resident Teachers and Cooperating Teachers throughout the grant period  
Develop a long-term sustainable pipeline for paid Resident Teachers on the Texas Leadership San Angelo campus

US Prep  
Develop and Implement a program with ASU  
Technical assistance and best practices to implement long- term sustainable Teacher Residencies in San Angelo



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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?

1. TLPS will develop a sustainable paid Teacher Residency Program to recruit, train, and retain highly qualified educators for our San Angelo location through Strategic Staffing
  - a. Partner with ASU to design a staffing model that meets the needs of the TLCA San Angelo campus and teacher programs at ASU. Engage in all Design and Implementation year activities facilitated by ESC 15 to support collaboration and quality.
  - b. The goal is to hire qualified resident candidates for the following school year in San Angelo and possibly outlying campuses based on candidate desires.
2. Develop partnerships with ASU and other Educator preparations Program in the US PREP coalition to expand the residency and Strategic Staffing program to Midland, Abilene, and Arlington in SY 25-26 and beyond
  - a. Invite leaders from other campuses in our district to Design and Implementaion year activities to learn about the Residency program and Strategic Staffing.
  - b. Discussions with campus leadership outside of San Angelo about the needs and desires of teacher residents in SY 25-26 and beyond
3. Train a leader at TLPS to oversee and support teacher residencies at the San Angelo campuses and, eventually, beyond.

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

N/A

#### 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.

TLPS collects student data using universal screeners, diagnostic reading assessments, curriculum assessments, interim assessments, and STAAR tests. This data will be used to analyze the success of partnerships using the previous year's data as a baseline. Resident Teacher classroom data will also be compared to other classroom teachers' data to determine the effectiveness of classroom instruction.

In addition to walkthroughs and coaching sessions hosted by ASU and US PREP, campus principals, and the Teaching and Learning team members will conduct walkthroughs to coach Resident and Coopering Teachers for continuous improvement.

TLPS will collect and analyze data related to hiring and retaining Teacher Residents to determine the percentage of teachers hired after the first year of residency. The goal is to hire and retain at least 75% of successful Teacher Residents. We will monitor retention rates for the first five years and use this data to set goals for the program moving forward.

Data analysis of student and teacher performance will be monitored throughout the initial internship year and for the first two years of employment to adjust and improve the effectiveness of the Resident program. Resident Teachers will complete surveys at the end of the Residency year to inform program improvements. Resident teachers who TLPS hires will complete a survey at the end of the second year of employment to help determine adjustments needed for the program.



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

### 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 proposed budget will fund a district administrator to oversee, develop, and expand the Teacher Residency Program. This individual's salary will be 50% funded for the next two years. Once the program has been created, we will sustain the position using other available funds.

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."

\$80,000—funding for the district administrator to work on development, implementation, and expansion. To simplify the grant process, we will use district funds to cover any costs associated with supplies, materials, or travel.

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

N/A

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

N/A

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

N/A

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

80,000



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

### Program Description PS3014 - Program Narrative

#### G. TEA Program Requirements

1. 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. TLPS has struggled to fill classroom vacancies since COVID-19. Implementing the Paid Residency program will allow us to train, hire, and retain qualified classroom teachers for the coming school years. Developing and implementing a successful paid Teacher Residency program in San Angelo will allow us to replicate the model for a more significant impact across our outlying campuses. Another staffing challenge is the need for high-quality, reliable paraprofessionals and tutors to support small-group instruction and increase student achievement.

b. During the implementation years, residents will co-teach with Cooperating teachers to provide high-quality Tier I instruction. Having two teachers in the classroom will allow additional small-group instruction and support for struggling students. We will also use a gradual release model for our Resident Teachers. As they become more confident in their teaching, we will allow Cooperating Teachers to observe and model for other classroom teachers on the campus. This will provide additional support to a larger percentage of teachers.

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

c. Our talent strategy for the next five years is to hire and retain high-quality teachers for our San Angelo campus. In addition, as a charter district located in multiple cities, we have the unique ability to place qualified teachers on outlying campuses if they are interested in relocating from the San Angelo area after their initial Teacher Residency year. We plan to use the grant funds to build and implement a high-quality, sustainable Teacher Residency Program on our San Angelo campus that can be replicated with other EPPs in our outlying cities (Abilene, Midland, Arlington, and Cedar Hill).

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?

1. We will have a district administrator who devotes 50% of their time to working directly with the program's development, implementation, and expansion during the grant period. This Lead will collaborate with ASU and Region 15 through regular governance meetings to help increase the program's effectiveness. This role will be combined with our existing Teaching and Learning Lead for San Angelo, as the roles share a similar goal of developing high-quality teachers. This person will liaise with the curriculum team, human resources, US PREP, ASU, Region 15, and eventually, Teacher Residents and Cooperating Teachers. After the grant period ends, the San Angelo Teaching and Learning Lead will continue to mentor our other Teaching and Learning Leads as they replicate the program in their cities.

2. The San Angelo Teaching and Learning Lead will continue to support the implementation and expansion of the program based on the needs determined as we work through the design process.

a. The San Angelo Teaching and Learning Lead will implement our sustainable Teacher Residency in San Angelo. This is an existing district-level position that fits well with the Residency program's needs. This Lead will work directly with ASU, US PREP, and Region 15 to conduct observations, provide feedback, and communicate the program's effectiveness to other district administrators.

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

b. Our Teaching and Learning leads are responsible for working directly with campus administrators and teachers to improve instruction. Each of our cities has a devoted Teaching and Learning Lead. After our initial development and implementation, we will use our San Angelo Teaching and Learning Lead to mentor and support as we replicate the model in the outlying campuses.

c. The Teaching and Learning lead will maintain a regular schedule, ensuring 2.5 days per week are devoted to developing the program and helping to coach the Cooperating Teachers and Teacher Residents. Documentation for this will be available through coaching meeting notes.

d. The lead will continue as a Teaching and Learning coach and will continue to work with ASU/US Prep/Region 15 to implement the developed program. In addition, we will use the Teaching and Learning Lead to support replication of the model on our other campuses.

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?

TLPS will partner with ASU to place Teacher Residents on our San Angelo campus. US PREP and Region 15 will provide technical assistance to help with the design progress. This is our first year of partnership, and our goal is to place four residents on the San Angelo campus this year and expand as we move forward. We have chosen to work with ASU as they are located in San Angelo and have previously placed student teachers on our campuses. We have previously worked with ASU's education program to place unpaid semester-long student teachers. This new partnership expands our existing relationship with ASU and will be in the best interest of TLPS and ASU students.



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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.

This is the first year of the partnership. We are developing a shared governance model for our partnership and will meet quarterly as we create a sustainable Teacher Residency program. US PREP, Region 15, and ASU have previously worked with other districts, and we plan to adopt their current model and recommendations for Resident Teacher candidates and Cooperating Teacher support. We will implement their recommendations for follow-up and data collection and review. We currently have a team of 5 from HR and the Education Team working with our partnership to develop the sustainable 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 regularly meet with ASU/US PREP/Reg 15 to design and develop a sustainable and replicable program.  
a. Evidence of communication and engagement will be documented through meeting agendas and notes, as well as the products (job description, expectations, etc.) created through the design and implementation process.  
b. N/A  
c. We are working to build strong relationships with our partners that will allow for open communication of any challenges that may arise. We have worked with Region 15 extensively in the past and have a strong working relationship. US PREP and Region 15 have partnered with other districts and have a strong working relationship with one another. This relationship and their work with other districts have laid a foundation for dealing with issues that may arise. We believe their existing relationship will allow for ease of communication, collaboration, and the ability to deal with any challenges.

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.

Our district began designing a small pilot for strategic staffing in the Spring of 2024 with support from ESC15. Due to the limited scope of this first round, we focused only on the data and needs of one campus and one certification area (San Angelo EC - 6). Additional support and technical assistance with design would allow us to design paid residency with other campuses and different certification areas (4-8 or Special Education, for example). 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 at the San Angelo location and at our other schools in Midland, Abilene, and Arlington in the future. Additional support in the Design and Implementation years would also allow us to train this person with support from ESC15 to develop new relationships with EPPs and 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

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.

Our Midland campus participated in the Effective Schools Framework diagnostic process during the 21-22 school year. Our priority focus areas were 5.1 Effective Classroom Routines and Instructional Strategies and 3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.



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SAS#: TSSGAA24

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

### Program Description PS3014 - Program Narrative

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

N/A



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

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

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

**Part 1: Available Funding**

[View List of SSA Members](#)

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



Organization: TEXAS LEADERSHIP PUBLIC SCHOOLS  
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 ESC Region: 15  
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**2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program**

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

**Part 2: Budget Summary**

A. Budgeted Costs		
Description	Class/ Object Code	24-26 Texas Strategic Staffing
1. Consolidated Administrative Funds		<input type="radio"/> Yes <input type="radio"/> No
2. Payroll Costs	6100	\$0
3. Professional and Contracted Services	6200	\$0
4. Supplies and Material	6300	\$0
5. Other Operating Costs	6400	\$0
6. Debt Services	6500	\$0
7. Capital Outlay	6600	\$0
8. Operating Transfers Out	8911	
<b>Total Direct Costs</b>		\$0
9. Indirect Costs		
<b>Total Budgeted Costs</b>		\$0
<b>Total Funds Available Minus Total Costs</b>		\$0
10. Payments to Member Districts of SSA	6493	

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



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

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

**C. Breakout of Direct Admin Costs**

Enter amounts in Direct Admin Costs fields if applicable.

Description	Class/ Object Code	24-26 Texas Strategic Staffing		
		Program Costs	Direct Admin Costs	Total Costs
1. Payroll Costs	6100	\$0		\$0
2. Professional and Contracted Services	6200	\$0		\$0
3. Supplies and Material	6300	\$0		\$0
4. Other Operating Costs	6400	\$0		\$0
5. Debt Services	6500	\$0		\$0
6. Capital Outlay	6600	\$0		\$0
7. Operating Transfers Out	8911			
<b>Total</b>		\$0		\$0



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

### Program Budget BS6101 - Payroll Costs

#### Part 1: Total Payroll Costs

Payroll costs entered on BS6001	
Total Payroll Costs	24-26 Texas Strategic Staffing
	\$0

#### Part 2: Number and Type of Positions

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

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

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

#### Part 3: Substitute, Extra-Duty, Benefits

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

#### Part 4: Confirmation of Payroll Requirements

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





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

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

**Part 1: Professional and Contracted Services**

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

**Part 2: Direct Administrative Costs**

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

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

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



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

**Program Budget  
 BS6401 - Other Operating Costs**

**Part 1: Other Operating Costs**

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

**Part 2: Direct Administrative Costs**

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Organization: TEXAS LEADERSHIP PUBLIC SCHOOLS  
 Campus/Site: N/A  
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County District: 226801  
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**2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program**

**Program Budget  
 BS6501 - Debt Services**

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

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

**Part 2: Description of SBITA**

**Subscription**

1. SBITA Description:

Subscription Cost:

Fund Source:  Contract Start Date:  Contract End Date:

Select One ▼

**Part 3: Description of Property**

**Property**

1. Property Description:

Property Value:

Fund Source:  Contract Start Date:  Contract End Date:

Select One ▼



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

**Program Budget  
 BS6601 - Capital Outlay**

**Part 1: Capital Expenditures**

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

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

**Items**

1. Generic Description:  Number of Units:

Fund Source:  Total Costs:

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



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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 <a href="#">Disclosure of Lobbying Activities</a> form. <ul style="list-style-type: none"> <li>• Print and sign the form.</li> <li>• Scan the signed form and save it to your desktop.</li> <li>• Click the <b>Attach Files</b> icon on the Table of Contents page to attach your signed form to this eGrants application.</li> </ul>	
6. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all Program-Specific Provisions and Assurances requirements.	Program-Specific Provisions and Assurances

# SSA Funding Report

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