



**Organization:** AQUILLA ISD  
**Campus/Site:** N/A  
**Vendor ID:** 1741603839

**County District:** 109912  
**ESC Region:** 12  
**School Year:** 2024-2025

SAS#: TSSGAA25

2025-2027 Texas Strategic Staffing Grant for Paid, Sustainable Teacher Residency Program

General Information  
GS2000 - Certify and Submit

Due: 03/07/2025 11:59 PM  
Application Status: Submitted

Amendment #: 00  
Version #: 01

Description	Required	Status	Last Update
General Information			
GS2100 - Applicant Information	*	Complete	01/23/2025 10:13 AM
GS2300 - Negotiation Comments and Confirmation		New	
Program Description			
PS3013 - Program Plan	*	Complete	02/04/2025 10:13 AM
PS3014 - Program Narrative	*	Complete	02/04/2025 10:40 AM
Program Budget			
BS6001 - Program Budget Summary and Support	*	Complete	02/04/2025 10:42 AM
BS6101 - Payroll Costs	*	Complete	02/04/2025 03:53 PM
BS6201 - Professional and Contracted Services	*	Complete	02/04/2025 03:54 PM
BS6401 - Other Operating Costs	*	Complete	02/04/2025 03:54 PM
BS6501 - Debt Services	*	Complete	02/04/2025 03:54 PM
BS6601 - Capital Outlay	*	Complete	02/04/2025 03:54 PM
Provisions Assurances and Certifications			
CS7000 - Provisions, Assurances and Certifications	*	Complete	02/04/2025 03:55 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: 

Select One

 or 

Add New Contact

First Name: David

Initial:

Last Name: Edison

Title: Superintendent

Phone: 254-694-3770

Ext:

E-Mail: david.edison@aquillaisd.net

Submitter Information

First Name: David

Last Name: Edison

Approval ID: david.edison

Submit Date and Time: 02/05/2025 02:46:08 PM

Schedule Status: Complete

Informal Discretionary Comp

Application ID:0037300229330001



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**School Year:** 2024-2025**2025-2027 Texas Strategic Staffing Grant for Paid, Sustainable Teacher Residency Program****General Information**  
**GS2100 - Applicant Information****Part 1: Organization Information**

<b>A. Applicant</b>
Organization Name: AQUILLA ISD
Mailing Address Line 1: 404 N RICHARDS
Mailing Address Line 2:
City: AQUILLA      State: TX      Zip Code: 76622

<b>B. Unique Entity Identifier (SAM)</b>
UEI (SAM):

**Part 2: Applicant Contacts**

<b>A. Primary Contact</b>	Select Contact: <input type="text" value="Select One"/>	or	<input type="button" value="Add New Contact"/>
First Name: David	Initial:	Last Name: Edison	
Title: Superintendent			
Telephone: 254-694-3770	Ext.:	E-Mail: david.edison@aquillaisd.net	

<b>B. Secondary Contact</b>	Select Contact: <input type="text" value="Select One"/>	or	<input type="button" value="Add New Contact"/>
First Name: Andrew	Initial:	Last Name: Christian	
Title: Assistant Superintendent			
Telephone: 254-694-3770	Ext.:	E-Mail: andrew.christian@aquillaisd.net	



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General Information

GS2300 - Negotiation Comments and Confirmation

Part 1: General Comments

General Comments (TEA Use Only)	
<div></div>	

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>Date: <input type="text"/></div> <div>Schedule: <div>Select One ▼</div></div> <div>TEA Negotiation Note:</div> <div></div> <div>Grantee Comments:</div> <div><div><input type="checkbox"/> LEA Completed Change</div><div></div></div>

Add Row

Delete Row



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## 2025-2027 Texas Strategic Staffing Grant for Paid, Sustainable 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 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 assures to adhere to all the Statutory and TEA Program requirements as noted in the 2025-2027 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program, Program Guidelines.
- ☒ The applicant assures to adhere to all the Performance Measures, as noted in the 2025-2027 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.
- ☒ The applicant acknowledges that Per Section 22.0834 of the Texas Education Code (TEC), any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., a grantee or subgrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the General and Fiscal Guidelines, Fingerprinting Requirement.

#### 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 established a partnership with at least one educator preparation program (EPP) that has applied or been approved to offer an enhanced residency certificate through the Texas Teacher Residency Preparation Route (TTRPR). To apply, the applicant must provide a signed verification form (linked on the TEA Grant Opportunities page) from the EPP(s). In this form, the EPP must confirm they have submitted an application for the TTRPR, been notified of recommendation to SBEC, or received SBEC approval to offer the residency certification. The EPP(s) must also confirm their commitment to the strategic staffing design and implementation process with the district.
- ☒ B. The applicant must assure that they will enter into a partnership with the EPP for contracted services utilizing at least \$10,000 of grant funds from 2025-2027. These contracted services must support the field supervisor that oversees teacher residents in the district in the 2026-2027 school year.
- ☒ C. 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 26-27 residency implementation year.
- ☒ D. 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.
- ☒ E. The applicant must assure that they will report the following data to TEA during the SY 25-26 design year (if applicable) and the SY 26-27 implementation year: a. Number of teacher residents participating in the year-long teacher residency, b. Demographics of teacher residents participating in the program, c. Number and type of teacher certifications awarded to teacher residents d. Selected staffing models implemented

#### C. Program Assurances Regarding Sustainable Funding for High Quality, Paid Teacher Residencies

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 a stipend to each teacher resident placed within the district/charter. Districts/charters will work with their EPP to mutually agree on a stipend amount. The recommended stipend/salary amount per resident is \$12,000-\$25,000 per year, with a recommended minimum of at least \$10,000. Districts are welcome to pay more than the recommendation.
- ☒ B. If the district is utilizing grant funds to support teacher resident stipends in the 2026-2027 school year, the applicant must assure that teacher resident stipends meet the minimum of \$10,000 per year. The LEA must locally fund at least \$3,000 of this stipend in the 2026-2027 school year. If the district is not utilizing grant funds to support teacher resident stipends in the 2026-2027 school year, the applicant should make a good faith effort to meet the \$10,000 minimum stipend requirement.
- ☒ C. The applicant must assure that they will make a good-faith effort to provide a stipend to each host teacher that is supporting a teacher resident. The recommended stipend amount per host teacher is \$1,000-\$3,000 per year, but can vary widely depending on amount of residents in the district, additional leadership duties of the host teacher, etc.
- ☒ D. If the district is utilizing grant funds to support host teacher stipends in the 2026-2027 school year, the applicant must assure that host teacher stipends meet a minimum of \$2,000 per year. The LEA must locally fund at least \$1,000 of this stipend in the 2026-2027 school year. Districts are welcome to pay more than the minimum recommendation.



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## 2025-2027 Texas Strategic Staffing Grant for Paid, Sustainable Teacher Residency Program

### Program Description PS3013 - Program Plan

#### D. 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 they will 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 25-26 and 26-27 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 2027-2028 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 they will adhere to all educator preparation program requirements for residency in the Texas Administrative Code (TAC).
- ☒ F. 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 2025-2026.
- ☒ G. The applicant and EPP must attend sustainability meetings with their technical assistance provider each semester of SY 2026-2027 implementation year to determine sustainable strategic staffing model and funding sources after the life of the grant.
- ☒ H. 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 and fully-funded by district/charter dollars by SY 2027-2028. The plan must include sustainable funding for teacher resident stipends/salaries.



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## 2025-2027 Texas Strategic Staffing Grant for Paid, Sustainable 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 instructional, teacher development, and/or teacher recruitment and retention needs of the organization. If your district currently HAS a yearlong teacher residency program, describe its connection to your district's mission and how participating in the Texas Strategic Staffing (TSS) technical assistance service will benefit your residency program. If your district does NOT currently have a yearlong teacher residency program, describe how a paid residency program will benefit your district's mission and needs.

If we receive funding, an OVERVIEW of our program includes our district bringing on board a Program Director who will work closely with the University of Texas Permian Basin (UTPB), our chosen Educator Preparation Program, over the next two years. In the first year, focus on setting priorities, identifying resident placements, and creating a staffing plan tailored to the district's needs. During the second year, we will launch the year-long, paid High-Quality, Sustainable (HQS) Teacher Residencies program, focused on strengthening teacher development, building a stable workforce, and supporting our district's core mission: "developing each person to his/her maximum potential and will thus prepare students for the successful pursuit of their life's goals."

We understand that in order to achieve this mission, we need to address some critical challenges head-on: which include 1.) INSTRUCTIONAL NEEDS: Right now, only 19% of our 8th-grade students are achieving "Meets Grade Level or Above" in Social Studies, which is below the state average of 33%. On top of that, a mere 19% of 3rd-grade students meet grade-level expectations in reading, far below the state average of 48%; and just 27% of 6th graders meet grade-level standards in math, trailing the state average of 39%. 2.) TEACHER RECRUITMENT/RETENTION: As a rural district of only 321 students (5 pts), financial constraints hinder recruitment. With an average teacher salary of \$52,410,

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

which is \$11,407 lower than the state average, stability is a major issue. 3.) TEACHER DEVELOPMENT: With 40% of our teachers having less than five years of experience, we see a real need for focused teacher development. We need to provide our staff with the training and support to help them grow and feel confident in their roles.

Our paid residency program is designed to tackle our most pressing NEEDS, as well as BENEFIT our district by aiding in addressing our mission. Here's how it will make a difference:

1. BUILDING A STRONGER STAFFING PLAN: The improved staffing plan will help create an environment that addresses teachers' specific needs, which will in turn help close academic gaps and improve student outcomes. (NEED)
2. ENHANCE TEACHER SUPPORT: Through structured mentorship, we'll give early-career educators the guidance needed to thrive in the classroom and feel confident in their roles, addressing our lack of teacher development. (NEED)
3. INCREASE RETENTION AND RECRUITMENT: Paid residencies will bring a diverse pool of candidates and reduce turnover, building a stable and committed teaching team. (NEED)

Through these targeted efforts, the residency program will strengthen the district's capacity to achieve its instructional objectives, support its mission, and ensure lasting success for both educators and students.

#### 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 district strategic staffing lead position that would be supported by this grant is existing or proposed. Include at least one role from the LEA and one role from the partner EPP(s).

The program will involve managed contributions from staff and external consultants, with key personnel leading its IMPLEMENTATION and DELIVERY:

- Project Director: This PROPOSED internal role will oversee all aspects of the program's IMPLEMENTATION.
    - o QUALIFICATIONS: A bachelor's degree in education or a related field is required.
    - o EXPERIENCE: At least five years in education, with a focus on project management, leadership, and strategic planning. Experience in managing educational initiatives and leading teams is crucial.
  - Host Teachers: EXISTING internal position, will serve as mentors, providing classroom support to teacher residents.
    - o QUALIFICATIONS: Host Teachers must have a bachelor's degree in education or a related field and a valid teaching certification.
    - o EXPERIENCE: At least three years of teaching experience with expertise in instructional practices and mentorship.
  - University of Texas Permian Basin: This PROPOSED external consultant will act as the designated Educator Preparation Program (EPP) for the initiative.
    - o QUALIFICATIONS: The EPP Partner must be TEA-approved as an Educator Preparation Program.
    - o EXPERIENCE: Must have experience working with Local Education Agency (LEA) personnel on teacher residency programs, building sustainable educator pipelines, and providing mentorship and technical support.
- We've selected these roles to ensure the IMPLEMENTATION and DELIVERY of the program is in alignment with our grant expectations and district goals.



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## 2025-2027 Texas Strategic Staffing Grant for Paid, Sustainable Teacher Residency Program

### Program Description PS3014 - Program Narrative

#### C. Goals, Objectives and Strategies

1. Review the objectives of the Texas Strategic Staffing (TSS) service found on our website at <http://tss.tea.texas.gov>. Describe the alignment between TSS goals/objectives and your district's decision to pursue participation in the two-year Texas Strategic Staffing program, including any additional or unique district goals/objectives. What activities/strategies will be implemented to meet TSS and/or district objectives?

During the preparation of this proposal, we evaluated the Texas Strategic Staffing (TSS) service and its objectives. The TSS goals include addressing Texas students' learning needs through high-quality teacher residencies, enabling equitable access to teacher preparation, and prioritizing teacher effectiveness via year-long residencies.

In addition to aligning with these, we also set out some ADDITIONAL/UNIQUE DISTRICT GOALS/OBJECTIVES tailored to address our specific challenges and priorities. These goals/objectives include: 1.) Hire a Program Director within 60 days of receiving the Notice of Grant Award (NOGA) to lead program implementation. 2.) Formalize a partnership with the Educational Preparation Provider (EPP) within the same 60-day window, including the development and signing of an MOU that outlines roles, responsibilities, and meeting timelines. 3.) Draft detailed job descriptions for host teachers and teacher residents during the program's initial year. 4.) Develop and execute a strategic staffing plan that meets the district's unique instructional demands within the first year of the program. 5.) Select qualified host teachers during the initial year to support teacher residents effectively.

The GOALS/OBJECTIVES of the TSS program ALIGN perfectly with our decision to try to build a strong teacher pipeline, improve instructional effectiveness, and address ongoing staffing challenges through high-quality, fully funded teacher residencies.

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

By PARTICIPATING in the TWO-YEAR Texas Strategic Staffing Program, we plan to strategically use the TSS model to meet our instructional priorities, support our mission, and ensure lasting success for both our educators and students.

To achieve this, we outlined a structured timeline for executing GRANT ACTIVITIES/STRATEGIES, which includes the following:

#### Year 1:

- Conduct three full-day, in-person training sessions.
- Host 1-3 virtual meetings per month with the technical assistance provider from October 2025 through May 2026.
- Perform consistent reviews of grant deliverables to ensure timely progress.
- Organize summer workshops focused on training teacher residents and host teachers.

#### Year 2:

- Conduct weekly progress reviews on the implementation of the staffing model, led by the program lead.
- Provide ongoing job-embedded professional development for teacher residents.
- Continuously monitor and evaluate grant performance metrics and share findings with the EPP partner.

By aligning these focused OBJECTIVES, DISTRICT GOALS, and planned ACTIVITIES/STRATEGIES, we intend to implement a high-quality, sustainable Teacher Residency Program by the 2026-2027 academic year. This comprehensive approach will enhance staffing stability, improve instructional outcomes, and promote equitable learning opportunities across the district.

#### D. Performance and Evaluation Measures

1. Describe the performance measures identified for this program related to student outcomes and consistent with the purpose of the program. Example performance measures may include, but are not limited to: resident recruitment data, teacher certification data, teacher hiring and retention data, perception surveys and student achievement data. Which key performance measures have you identified for the program? What tools do you use to measure and analyze the data to ensure the effectiveness of talent project objectives and strategies?

If we're fortunate enough to secure funding, we'll make sure we track our progress using PERFORMANCE MEASURES that are DIRECTLY RELATED TO STUDENT OUTCOMES and FULLY CONSISTENT with the PURPOSE of the PROGRAM. These measures will include:

1. Track participation in staffing model training and technical support.
2. Produce quarterly reports in 2025-2026 to document program activities and milestones.
3. Continue quarterly reports in 2026-2027, focusing on recruitment, certification, hiring, retention, surveys, and student achievement data.
4. Conduct program evaluations in 2025-2026 and 2026-2027 school year to assess resident placements and host teachers in both years.

To MEASURE this data and gauge performance, we will use various TOOLS, including but not limited to: Teacher Monitors conducting walkthroughs, Perception Surveys, Testimonials, Attendance Records, STAAR assessments, Benchmarks, Observation Logs, Sign-in Sheets, and the University of Texas Permian Basin online resources.

To ensure the STRATEGIES we implement are EFFECTIVE in meeting our OBJECTIVES, we will analyze teacher resident grades, contact hours, and pre/post-program surveys. Our Superintendent will oversee progress through regular check-ins, ensuring timely report submissions. Meanwhile, the Business Manager will ensure fiscal accountability and conduct budget reviews. This coordinated oversight will help ensure that all review PROCESSES are aligned with district objectives and strategies.



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## 2025-2027 Texas Strategic Staffing Grant for Paid, Sustainable Teacher Residency Program

### Program Description PS3014 - Program Narrative

#### E. Budget Narrative

- Describe how the proposed budget will meet the needs and goals of the program, including contracted services with the EPP, district-level staffing, and supplies and materials. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Please note that this budget should encompass two years (2025 through 2027). Include a short narrative describing how adjustments will be made in the future to meet needs. If your proposed budget includes funding for teacher resident or host teacher stipends/salaries, describe how you will meet the cost-match requirements (at least \$3,000 locally funded per resident or \$1,000 per host teacher). Reminder: The resident/host teacher stipend funds can only be budgeted for residents/host teachers placed in SY 2026-2027 and can make up a maximum of \$40,000 of the proposed budget.

To ensure the BUDGET aligns with the NEEDS and GOALS of the program, we've created a two-year budget that focuses on three key areas: CONTRACTED SERVICES WITH AN EPP, DISTRICT-LEVEL STAFFING, and SUPPLIES/MATERIALS.

- Contracted Services: \$10,000 in funds will be allocated to specifically support the work of EPP field supervisors in overseeing residency candidates during the 2026-2027 Implementation Year, ensuring effective program execution.
- District-Level Staffing: \$37,000 in funding will be allotted specifically to the Project Director to co-fund the salary of an existing position, who will lead the work. \$18,000 in funding will also be used to cover resident pay and host teacher stipends.
- Supplies/Materials: \$4,400 will be designated to obtaining all necessary supplies and materials to best support the program's implementation.

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

**HIGH-LEVEL SNAPSHOT:** A high-level snapshot of Aquilla ISD's current funding allocations that will assist this Teacher Residency Program include: 1) Facilities and Materials: Investments in classroom facilities and instructional materials will support an effective teaching environment for residents; 2) Technology Infrastructure: Funding for laptops, tablets, and interactive classroom technology can be used to enhance teaching and learning experiences for residents and mentors; 3) Professional Development: Ongoing training for teacher residents and mentors will be offered using current funds to help adopt best instructional practices; 4) Recruitment and Marketing: Allocations for outreach campaigns, promotional materials, and recruitment events will be used to attract high-quality residency candidates; and 5) Administrative Support: Budget provisions for part-time administrative staff to manage residency logistics, communications, and data collection will be allocated with current funding streams.

To ensure the grant is implemented effectively, we will make ADJUSTMENTS as needed through regular budget reviews, including reallocating existing funds, seeking additional grants, or tapping into community partnerships. Our goal is to ensure that every part of the program stays funded even after the grant period ends. By aligning our financial resources with the program's goals, we're focused on making sure this initiative is sustainable in the long term.



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## 2025-2027 Texas Strategic Staffing Grant for Paid, Sustainable Teacher Residency Program

### Program Description PS3014 - Program Narrative

#### F. TEA Program Requirements

1. Talent and Instructional Needs: Please answer the following questions about the connection between strategic staffing for paid residency and your LEA's instructional and talent needs and strategies.

1. a. What vacancies have been historically difficult to fill in your district? What other staffing needs (e.g., lack of certified teachers) exist in your district? How could paid residencies help address those needs?

Our district currently faces an annual VACANCY TEACHER RATE of around 20%, with ongoing difficulties in attracting qualified educators, particularly in high-need areas such as social studies, reading, and math. This issue is exacerbated by our geographic location, which restricts our access to a wide talent pool, as well as by non-competitive compensation, making it tough to both recruit and retain skilled teachers.

Paid residencies offer a game-changing solution by establishing a long-term pipeline of certified, skilled educators equipped to address our district's specific needs. With practical training, mentorship, and financial assistance, teacher residents develop the expertise needed to thrive in high-need positions. This strategy will not only fill our vacancies with dedicated, high-quality teachers but also fosters lasting stability in our district's workforce, effectively tackling the challenges tied to vacancies and hiring needs. (CONNECTION BETWEEN VACANCIES AND HIRING NEEDS).

2. b. What other instructional needs exist? How could paid residencies help to address this issue? (e.g., small group support, substitute teaching, etc.) If your district is currently implementing or plans to implement high-quality instructional materials (HQIM), please also include how paid residencies may support your plan for HQIM implementation.

It is evident that our district has INSTRUCTIONAL NEEDS, including limited capacity for small group instruction, a lack of trained teachers, a shortage of substitute teachers, and significant learning gaps among students. These challenges are highlighted by data from the Texas Academic Performance Report (TAPR), which depicts: 1) only 19% of 8th graders meet grade-level expectations in Social Studies, compared to the state average of 33%; 2) 19% of 3rd graders meet reading benchmarks, well below the state average of 48%; and 3) just 27% of 6th graders meet grade-level math standards, trailing the state average of 39%.

Paid teacher residencies offer a proactive solution to the challenges we face (CONNECTION TO NEEDS). By integrating teacher residents into our classrooms, we can immediately expand our instructional capacity. Residents will deliver small group instruction to address learning gaps and assist with classroom management.

Along with the teacher residencies, we plan to implement HIGH-QUALITY INSTRUCTIONAL MATERIALS (HQIM), which will be crucial to the success of the program. Residents will be trained to effectively use HQIM, ensuring alignment with lesson plans to enhance student engagement, improve learning outcomes, and support certified teachers in consistent, high-quality instructional delivery, driving better academic achievement.

3. c. How do paid residencies fit into your district's long-term talent strategy this year? The next five years?

Paid teacher residencies align perfectly with our district's LONG-TERM TALENT STRATEGY by creating a pipeline of qualified, passionate educators who are dedicated to our mission and students. During the initial year, we will be focused on laying a strong foundation for teacher retention and meeting staffing needs through the development of a year-long residency model. This model will offer rigorous training, mentorship, and hands-on classroom experience to ensure our residents are fully equipped to tackle the district's instructional and talent challenges.

Looking ahead to the next FIVE YEARS, this model will provide a steady flow of well-prepared teachers, elevate instructional quality, and help reduce teacher turnover. The residency program will serve as a sustainable approach to developing highly skilled teachers who are ready to meet the district's evolving needs and support our mission of fostering academic excellence and ensuring equitable opportunities for all students.



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## 2025-2027 Texas Strategic Staffing Grant for Paid, Sustainable Teacher Residency Program

### Program Description PS3014 - Program Narrative

#### G. TEA Program Requirements Continued

2. Commitment of Local Resources: Please answer the following questions to describe how your LEA, alongside your partner EPP, will commit resources and time to the year-long design process and the implementation year.

1. a. Who from the district/charter will be leading this work? How does their role fit into broader talent management in your district? What additional responsibilities, if any, does or will this person have related to talent in your district?

The Program Director, a newly created position, will act as the DISTRICT LEAD and will be a key ROLE in ensuring that the residency program is fully ALIGNED with the district's overarching TALENT STRATEGY. The Program Director will be RESPONSIBLE for:

1. Program Implementation Oversight - Will work closely with the Superintendent to ensure effective communication with the Educator Preparation Provider (EPP) and that mentor-resident pairings are successful. This collaboration ensures the residency program supports the district's strategy to build a strong, sustainable teaching workforce.
2. Recruitment - In partnership with the Human Resources Director, the Program Director will oversee recruitment, hiring, and data collection for teacher residents. This ensures that recruitment strategies align with district goals, attracting a diverse and high-quality talent pool.
3. Host Teacher Selection- Will collaborate with Campus Principals to identify and recommend appropriate host teachers. By making the right mentor-resident pairings, the Program Director will help to create a supportive learning environment that contributes to the district's mission of enhancing teacher development and reducing turnover.

By fostering a sustainable pipeline of skilled, well-prepared educators, the Program Director ensures long-term staffing stability, supports our BROADER TALENT MANAGEMENT STRATEGY, and reinforces the district's commitment to providing high-quality education for all students.

2. b. How will you ensure that the district lead has adequate time to fulfill responsibilities in the design and implementation year of strategic staffing in accordance with program assurances? What are some ways you will ensure that time and effort for these responsibilities are locally funded beyond the life of the grant?

To ensure the Program Director has ADEQUATE TIME to effectively carry out their responsibilities during the design and implementation year of strategic staffing, their workload will be organized to prioritize the grant's objectives. The Program Director will be stationed in the central office and will dedicate at least 50% of their time to the project, allowing for focused attention on the design, coordination, and execution of the residency program.

Being based in the central office will enable the Program Director to attend regular meetings with administration, ensuring ongoing support and guidance from district leaders. This setup will help ensure that time and resources are properly allocated to this vital role.

To sustain the Program Director's role BEYOND THE LIFE OF THE GRANT, we will explore co-funding options, with at least 50% of his/her salary covered by local funds or reallocated resources. The plan includes: 1) Pursuing additional grants from foundations, state agencies, or corporate sponsors that align with the residency program's goals; 2) Redirecting savings from improved teacher retention and reduced turnover to support the role; and 3) Integrating the Program Director position into the annual budget by identifying ongoing funding sources, such as Title I, Part A, Title II, Part A, as well as state compensatory funding.

3. c. How will district executive leadership, such as the superintendent or CFO, be included in strategic staffing design and implementation?

The Program Director will rely heavily on the support of District EXECUTIVE LEADERSHIP, including the Superintendent and Business Manager which serves as the Chief Financial Officer (CFO), to design and implement the PAID RESIDENCY INITIATIVE/strategic staffing model.

During the design phase, the Superintendent will offer overall guidance to ensure the staffing plan aligns with the district's long-term vision. Meanwhile, the Business Manager will oversee the budget, ensuring that design activities are properly funded and that expenditures align with the approved budget. The Business Manager will also ensure that all grant funds are used appropriately and only for allowable costs, providing financial oversight throughout the planning process.

When it comes to implementation, the Superintendent and Business Manager will continue working closely with the hired Program Director and our EPP partners. The Superintendent will monitor the program's progress, ensuring it aligns with district priorities, while the Business Manager will track expenditures to ensure funds are used efficiently and according to grant guidelines. Additionally, the Superintendent and Business Manager will collaborate with the Program Director to explore ways to reallocate funds, ensuring the program's sustainability beyond the grant period. By dividing responsibilities in this way, we ensure that the program is both strategically sound and financially sustainable.



**Organization:** AQUILLA ISD  
**Campus/Site:** N/A  
**Vendor ID:** 1741603839

**County District:** 109912  
**ESC Region:** 12  
**School Year:** 2024-2025

SAS#: TSSGAA25

## 2025-2027 Texas Strategic Staffing Grant for Paid, Sustainable Teacher Residency Program

### Program Description PS3014 - Program Narrative

#### H. TEA Program Requirements Continued

3. Partnership Foundations: Please answer the following questions about your LEA-EPP partnership.

1. a. If this is an existing LEA-EPP partnership: How many years have you been engaged in a residency partnership with the EPP? How many yearlong residents have you placed each year of the partnership? Were these residents paid or unpaid? If residents are already paid, why is the LEA interested in engaging in the strategic staffing design and implementation strategic process for paid residency? b. If this is a new LEA-EPP partnership: How did you decide to partner with this EPP for residency?

This marks a NEW and promising PARTNERSHIP between our district and the University of Texas Permian Basin. The decision to collaborate with the University of Texas Permian Basin was based on their proven ability to foster high-quality teacher development, coupled with our positive experiences working with them in the past. They have consistently shown responsiveness, innovation, and the capacity to prepare teachers who are well-equipped to meet the diverse needs of our students, particularly in high-need areas like mathematics, special education, and bilingual education.

Moreover, as a non-previous TSS awardee, the University of Texas Permian Basin provided an additional strategic advantage by contributing five points to our application for the strategic staffing grant. This unique benefit further solidified their position as the ideal partner to help advance our district's staffing and educational goals.

2. c. What other key features of the partnership will help ensure success throughout the two-year design and implementation process for paid residency?

In addition to their strong communication skills with our staff, other KEY FEATURES we considered when selecting this EPP include:

- Their focus on recruiting and supporting teacher candidates from underrepresented backgrounds to promote a diverse teacher workforce.
- Their emphasis on providing substantial hands-on classroom experience through structured residencies or internships.
- Their robust mentor-teacher program to guide candidates and foster their professional development.
- Their commitment to aligning their curriculum and training with our district's strategic goals and priorities.

These features, embedded within the LEA-EPP partnership, are designed to ensure the successful DESIGN and IMPLEMENTATION of the paid residency program, supporting the district's long-term staffing and instructional objectives.

#### I. TEA Program Requirements Continued

4. Communication Elements: Please answer the following questions to describe how you will maintain strong communication with your EPP partners and your technical assistance provider.

1. a. If this is an existing LEA-EPP 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.)? Provide detailed explanations (e.g., who leads the communication, how are action steps determined, who follows up to make sure steps are complete, etc.). b. If this is a new LEA-EPP 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.)? Provide detailed explanations (e.g., who would lead the communication, at what point do you surface the challenges, how do you follow up on action steps, etc.).

b. In our NEW LEA-EPP partnership, the Program Director will serve as the primary point of contact, LEADING COMMUNICATION between our district and the EPP. We will hold regular meetings to assess residency challenges, gathering feedback from residents, host teachers, and school sites. These discussions will help SURFACE ANY ISSUES early on, allowing for prompt intervention. Once challenges are identified, the Program Director will work closely with the EPP faculty to determine appropriate action steps to address the issues. The Director will be responsible for following up on these action steps, tracking progress, and ensuring that the agreed-upon resolutions are implemented. This system of regular check-ins and clear follow-up will help ensure that issues are effectively addressed and resolved.

2. c. Has your LEA partnered with your regional ESC or other external provider for other programs or initiatives? If so, describe how you have maintained strong communication with external service providers in the past.

We have previously partnered with the Region 12 and other external service providers for various initiatives. These initiatives include: technical assistance and professional development. We have maintained strong communication by scheduling regular check-in meetings, typically on a quarterly basis, and ensuring that key personnel are involved in these discussions. In addition, we've utilized collaborative platforms such as shared Google folders and email updates to track progress, address concerns, and ensure alignment with program goals. Our partnerships have been built on transparent communication, clear expectations, and providing timely feedback and support from both internal and external stakeholders.

Schedule Status: Complete

Informal Discretionary Comp

Application ID:0037300229330001



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SAS#: TSSGAA25

## 2025-2027 Texas Strategic Staffing Grant for Paid, Sustainable Teacher Residency Program

### Program Description PS3014 - Program Narrative

#### J. TEA Program Requirements Continued

5. Grow Your Own (Optional Response for Priority Points): If your LEA currently maintains a Grow Your Own program or plans to implement a Grow Your Own program through the 2024-2026 Grow Your Own High School Education and Training Program, please respond to the following questions. If you do not have a Grow Your Own program, write N/A.

1. a. Which TEA Grow Your Own grants, if any, has your district received? b. How long has your district maintained a Grow Your Own program? If applicable, how many of your Education and Training students have returned to teach in your district. c. Provide a high-level description of your district's Grow Your Own program.
  - a) Our district received the TEA GROW YOUR OWN grant under the Texas COVID Learning Acceleration Supports (TCLAS) initiative. This funding has helped develop our Grow Your Own program, creating a sustainable teacher pipeline by training high school students interested in education. It has expanded our recruitment efforts, focusing on students passionate about teaching. As an existing Grow Your Own program, we qualify for 5 priority points.
  - b) We have MAINTAINED our Grow Your Own program for approximately 4 years. As the program only concluded last year, no participants have returned to teach in the charter school yet. However, some recent graduates are pursuing teaching careers and plan to return after completing their certification, showcasing the program's potential to develop local talent and address staffing needs in areas like special education and bilingual education.
  - c) Our district's Grow Your Own program identifies and supports high school students interested in education careers. It offers education courses, classroom experience, and mentorship, alongside college-level courses through local IHEs for dual credit. The program aims to address teacher shortages, especially in high-need areas like special education and bilingual education, by encouraging graduates to return and teach. With 5 points for existing Grow Your Own programs, we are positioned to expand and build a strong educator pipeline through this residency initiative.



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SAS#: TSSGAA25

## 2025-2027 Texas Strategic Staffing Grant for Paid, Sustainable Teacher Residency Program

### Program Budget BS6001 - Program Budget Summary and Support

**Statutory Authority:** GAA, Article III, Rider 39, 88th Texas Legislature

[View List of SSA Members \[All\]](#)
[View List of SSA Members](#)

### Part 1: Available Funding

Available Funding	
Description	2025-2027 Strategic Staffing
1. Fund/SSA Code	429
2. Planning Amount	
3. Final Amount	\$80,000
4. Carryover	
5. Reallocation	
<b>Total Funds Available</b>	<b>\$80,000</b>

### Part 2: Budget Summary

A. Budgeted Costs		
Description	Class/ Object Code	2025-2027 Strategic Staffing
1. Consolidated Administrative Funds		<input type="radio"/> Yes <input type="radio"/> No
2. Payroll Costs	6100	\$58,284
3. Professional and Contracted Services	6200	\$10,000
4. Supplies and Material	6300	\$4,400
5. Other Operating Costs	6400	\$1,000
6. Debt Services	6500	\$0
7. Capital Outlay	6600	\$0
8. Operating Transfers Out	8911	
<b>Total Direct Costs</b>		<b>\$73,684</b>
9. Indirect Costs		\$6,316
<b>Total Budgeted Costs</b>		<b>\$80,000</b>
<b>Total Funds Available Minus Total Costs</b>		<b>\$0</b>
10. Payments to Member Districts of SSA	6493	



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SAS#: TSSGAA25

## 2025-2027 Texas Strategic Staffing Grant for Paid, Sustainable Teacher Residency Program

### Program Budget BS6001 - Program Budget Summary and Support

#### B. Pre-Award Costs

Description	Class/ Object Code	2025-2027 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>		

#### C. Breakout of Direct Admin Costs

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



SAS#: TSSGAA25

Organization: AQUILLA ISD  
 Campus/Site: N/A  
 Vendor ID: 1741603839

County District: 109912  
 ESC Region: 12  
 School Year: 2024-2025

## 2025-2027 Texas Strategic Staffing Grant for Paid, Sustainable Teacher Residency Program

### Program Budget BS6101 - Payroll Costs

#### Part 1: Total Payroll Costs

Payroll costs entered on BS6001	
Total Payroll Costs	2025-2027 Strategic Staffing
	\$58,284

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

A. Administrative Support or Clerical Staff	
Position Type	2025-2027 Strategic Staffing
1. Administrative support or clerical staff (integral to program)	1

B. LEA Positions	
Position Type	2025-2027 Strategic Staffing
1. Professional staff	<input checked="" type="checkbox"/>
2. Paraprofessionals	<input type="checkbox"/>
3. Administrative support or clerical staff (paid by LEA indirect cost)	<input checked="" type="checkbox"/>

C. Campus Positions	
Position Type	2025-2027 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 checked="" 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 checked="" 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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SAS#: TSSGAA25

## 2025-2027 Texas Strategic Staffing Grant for Paid, Sustainable Teacher Residency Program

### Program Budget BS6201 - Professional and Contracted Services

#### Part 1: Professional and Contracted Services

Budgeted Costs		
Description	Class/Object Code	2025-2027 Strategic Staffing
1. Rental or Lease of Buildings, Space in Buildings, or Land	6269	
2. Professional and Consulting Services	6219 6239 6291	\$10,000
Subtotal Professional and Contracted Services Costs		\$10,000
Remaining 6200 Costs That Do Not Require Specific Approval		
Total Professional and Contracted Services Costs		\$10,000

#### 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		2025-2027 Strategic Staffing
1. Service:	<div>Educator</div>	\$10,000
Specify Purpose:	<div>EPP agrees to commit to partner with the district to offer a high-quality, sustainable paid teacher residency.</div>	
<div>Add ItemDelete Item</div>		
Total Professional and Consulting Services Costs		\$10,000



SAS#: TSSGAA25

Organization: AQUILLA ISD  
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County District: 109912  
 ESC Region: 12  
 School Year: 2024-2025

## 2025-2027 Texas Strategic Staffing Grant for Paid, Sustainable Teacher Residency Program

### Program Budget BS6401 - Other Operating Costs

#### Part 1: Other Operating Costs

Budgeted Costs		
Description	Class/ Object Code	2025-2027 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>		\$1,000
<b>Total Other Operating Costs</b>		\$1,000

#### 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.



SAS#: TSSGAA25

Organization: AQUILLA ISD  
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County District: 109912  
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## 2025-2027 Texas Strategic Staffing Grant for Paid, Sustainable 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	2025-2027 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			
<input type="checkbox"/>	1. SBITA Description:	<input type="text"/>	Subscription Cost: <input type="text"/>
	Fund Source:	<input type="text"/> <input type="text"/>	Contract Start Date: <input type="text"/> Contract End Date: <input type="text"/>
		<input type="text"/>	
		<input type="text"/>	

## Part 3: Description of Property

Property			
<input type="checkbox"/>	1. Property Description:	<input type="text"/>	Property Value: <input type="text"/>
	Fund Source:	<input type="text"/> <input type="text"/>	Contract Start Date: <input type="text"/> Contract End Date: <input type="text"/>
		<input type="text"/>	

eGrants

TEXAS EDUCATION AGENCY

SAS#: TSSGAA25

Organization: AQUILLA ISD

Campus/Site: N/A

Vendor ID: 1741603839

County District: 109912

ESC Region: 12

School Year: 2024-2025

2025-2027 Texas Strategic Staffing Grant for Paid, Sustainable Teacher Residency Program

Program Budget  
BS6601 - Capital Outlay

Part 1: Capital Expenditures

Budgeted Costs	
Description	2025-2027 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: 

Select One

Total Costs:

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

Add Item

Delete Item



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**2025-2027 Texas Strategic Staffing Grant for Paid, Sustainable 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 certify I am not debarred or suspended. <input checked="" type="checkbox"/> I also certify my acceptance and compliance with all Debarment and Suspension Certification requirements.	Debarment and Suspension Certification
5. Choose the appropriate response for Lobbying Certification:	
a. <input checked="" type="checkbox"/> I certify this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance and compliance with all Lobbying Certification requirements.	Lobbying Certification
b. <input type="checkbox"/> This organization spends non-federal funds on lobbying activities and has attached the required OMB Disclosure of Lobbying Activities form, as described below.	
Instructions for completing and attaching the <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>	

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