



**Organization:** EDGEWOOD ISD  
**Campus/Site:** N/A  
**Vendor ID:** 1746003122

**County District:** 015905  
**ESC Region:** 20  
**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
<b>General Information</b>			
GS2100 - Applicant Information	*	Complete	02/24/2025 12:14 PM
GS2300 - Negotiation Comments and Confirmation		New	
<b>Program Description</b>			
PS3013 - Program Plan	*	Complete	02/26/2025 11:04 AM
PS3014 - Program Narrative	*	Complete	03/06/2025 02:41 PM
<b>Program Budget</b>			
BS6001 - Program Budget Summary and Support	*	Complete	03/06/2025 12:44 PM
BS6101 - Payroll Costs	*	Complete	03/06/2025 12:46 PM
BS6201 - Professional and Contracted Services	*	Complete	03/06/2025 12:50 PM
BS6401 - Other Operating Costs	*	Complete	03/06/2025 12:50 PM
BS6501 - Debt Services	*	Complete	03/06/2025 12:50 PM
BS6601 - Capital Outlay	*	Complete	03/06/2025 12:50 PM
<b>Provisions Assurances and Certifications</b>			
CS7000 - Provisions, Assurances and Certifications	*	Complete	03/06/2025 12:51 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: David      Initial:      Last Name: Abundis      Title: Senior Director of Federal & State Prgms  
 Phone: 210-898-2009      Ext:      E-Mail: David.Abundis@eisd.net

#### Submitter Information

First Name: David      Last Name: Abundis  
 Approval ID: david.abundis      Submit Date and Time: 03/06/2025 03:59:55 PM



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

**General Information  
 GS2100 - Applicant Information**

**Part 1: Organization Information**

A. Applicant		
Organization Name: EDGEWOOD ISD		
Mailing Address Line 1: 5358 W COMMERCE ST		
Mailing Address Line 2:		
City: SAN ANTONIO	State: TX	Zip Code: 78237

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

**Part 2: Applicant Contacts**

A. Primary Contact			Select Contact:	Select One	or	Add New Contact
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Title: Director of Professional Learning						
Telephone: 210-898-2020	Ext.:	E-Mail: thomasina.montana@eisd.net				

B. Secondary Contact			Select Contact:	Select One	or	Add New Contact
First Name: David	Initial:	Last Name: Abundis				
Title: Senior Director of Federal & State Prgms						
Telephone: 210-898-2009	Ext.:	E-Mail: David.Abundis@eisd.net				



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## 2025-2027 Texas Strategic Staffing Grant for Paid, Sustainable 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-start;"> <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 style="text-align: right;"> <input type="checkbox"/> LEA Completed Change         </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.

Edgewood ISD currently has a yearlong paid teacher residency program for the past three years. Our goal is to train residents to be well-versed in our high-quality instructional materials curriculum and Positive Behavior Intervention Support systems through their residency year and retain them by offering residents high priority teaching positions in EISD for the subsequent school year. Through the enhanced paid teacher residency program, teacher residents are placed with highly qualified host teachers who model effective co-teaching strategies and provide ongoing support during the residency. Residents will serve as co-teachers in classrooms that are above the recommended class size. They will be compensated \$20,000 and will work 30 hours per week in these classrooms supporting instructional delivery, planning alongside teachers, & pulling small groups of students. Residents also allow for release time for host teachers to engage in activities to support campus needs such as small group interventions or mentoring teachers. Teacher residents are included in the weekly Professional Learning Communities, attend campus or district professional development, engage in quarterly learning seminars lead by district leaders, and have the opportunity to showcase their residency experience with principals during mock interviews. These experiences increase the chances of residents committing to teach in the district.

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

Participating in the Texas Strategic Staffing (TSS) technical assistance service will benefit our district as we expand the residency program to a new EPP partner with Our Lady of the Lake University through planning for financially accessible residency pathways, promoting increased number of teacher residents from the EPP to address immediate instructional needs.

#### 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).

Edgewood ISD has designated Thomasina Montaña, the Director of Professional Learning & Recruiting & Hiring, as the lead point-person responsible for the development and oversight of the strategic staffing plan. This role to manage the implementation of the Teacher Residency Program which includes efforts to recruit, train, and retain the yearlong teacher residents, collaborate with program faculty from the EPP, maintain communication with district level, campus, and university leaders, & coordinate with district finance directors to monitor grant funding. Qualifications include a Master's Degree, Texas Administrator Certificate, twelve years of campus administrative experience, and three years of personnel experience, including leading the development of a strategic staffing plan. ESC: Region 20, as the educational service center (ESC) serving the area, has appointed Dr. Monica Anguiano as the dedicated technical provider responsible for offering regional leadership development opportunities focused on building educator and leadership pipelines. Monica holds the position of Leadership Consultant - Innovative Staffing and Talent Pipeline, a valid Texas Principal or Mid-Management Certification, and three years of relevant experience. Local EPP Coordinator: Dr. Alycia Maurer, Education Department Chair, and Dr. Apolonio Trejo, Director of Field Experience, from Our Lady of the Lake Education Program. OLLU is currently approved for TEA's Residency Certificate.



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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?

The six objectives of the Texas Strategic Staffing (TSS) service align with the districts Strategic Goal 4: Focus on Employees & Organizational Improvement through the following implementation activities/strategies:

Objective 1: Provide Co-Teaching and Teacher Release Team-Teaching training to residents and host teachers to effectively service students in small group instruction. Participate in Professional Learning Communities to include lesson internalization, data analysis, and lesson planning.

Objective 2: Strategically place teacher residents on campuses with highly effective principals and host teachers. Involve the campus/district team in the interview and selection of teacher residents for the campus.

Objective 3: Residents will have access to professional development to learn how to effectively plan and prepare lessons utilizing the high-quality instructional materials in the district, attend trainings provided by

Residents will continue completion of their coursework through the university and attend quarterly in-person learning seminars lead by district leaders in preparation for employment in the district.

Objective 4: Teacher Residents will participate in campus and district professional development with their Host teacher, engage in Professional Learning Communities, and participate in the district's first year teacher trainings throughout their yearlong residency.

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

Objective 5: Create job description for Host teachers that aligns with TEA expectations to recruit highly effective teachers. Provide ongoing development through attending quarterly in-person seminars to learn about how to Host and support their resident and receive training on co-teach and teacher release strategic staffing models to be implemented.

Objective 6: Collaborate with district level leaders to reallocate underutilized funds to provide sustainable resident stipends to meet the needs of the schools through quarterly planning meetings.

#### 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 performances 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?

Student data is collected in the content areas using universal screeners, diagnostic reading and math assessments, district benchmark assessments, interim STAAR tests, and STAAR tests. The data will be analyzed to measure the success of the partnerships using previous year's data as a baseline compared to student achievement after the residency. A comparison of residency classroom data to our classrooms without residents in regard to student growth measures will be measured. Effectiveness of the residency will be measured through Pre-Observation, Observation, and Post Observation cycles that will be conducted twice per semester for each resident by the university field supervisor, Host Teacher evaluations (mid-term end of year), four walkthroughs with a focus on Domains 2 and 3 of T-TESS Field Supervisors who will debrief with host teachers and residents after walkthrough visits and formal observations and two site visit observations of Strategic Staffing Model implementation conjunctions with district, EPP, and regional technical assistants. Residents' performance will be assessed using the university's appraisal instrument administered by field supervisors, and program perceptions will be gathered from principals, host teachers, and residents. Observation data from site visits, surveys, interviews, and lesson observation cycle will be utilized to inform decisions. Residents receive on-going coaching support from field supervisors, host teacher, and EPP faculty.



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## 2025-2027 Texas Strategic Staffing Grant for Paid, Sustainable 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 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.

The proposed budget of \$80,000 will be utilized to provide contracted services, fund district level staff and funds teacher resident and host teacher stipends.

2025-2026 Grant Funding

\$12,413 Grant Manager and \$2,587 Indirect cost

2026-2027 Grant Funding

\$10,000 EPP

\$12,413 Grant Manager and \$2,587 Indirect cost

\$38,000 Teacher resident stipend (2)

\$2,000 Host Teacher Stipend (2)

2026-2027 LEA Funding Cost-Match

\$6,000 Teacher Resident stipend (2)

\$6,000 Host Teacher Stipend (2)

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

Adjustments will be made prior to the end of the academic year to meet the needs of the campuses participating in the grant. If a vacancy for a teacher position is not filled in a timely manner in the Fall semester, the LEA funding cost-match may increase to cover the full stipend for the host teachers and/or teacher resident resulting in additional funds from the grant to pay a stipend to an additional teacher resident.





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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?

Historically, the following vacancies have been difficult to fill in the district: EC-6 bilingual, EC-6, 7-12 Math, 7-12 ELAR, 7-12 Science, and EC-12 Special Education. At the beginning of the 24-25 school year there were 91 vacancies. 48 of the teachers hired to fill those vacancies were hired under a permit, bilingual waiver, or District of Innovation waiver in the following areas: EC-6 Bilingual (9), EC-6 (19), 7-12 Core Content (9), Special Education with Statement of Eligibility (2). In 23-24 there were 101 vacancies. 81 of the teachers hired to fill those vacancies were hired under a permit, bilingual waiver, or District of Innovation waiver.

To aid in filling vacancies a paid yearlong residency will attract more university students to choose the district to conduct their residency. Throughout the year they will engage in campus and district professional development, and plan and implement the use of high-quality instructional materials to become a more prepared teacher of record. After successful completion of their residency program, they are given letters of intent.

To support first year teacher(s) in an alternative certification program, the Teacher Release model allows the Host Teacher to be gradually released to support the teachers at the campus through modeling and coaching when they are assigned a Teacher Resident for the school year. Teacher retention rate will increase as a result of a master teachers support thus impacting student achievement.

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.

During the paid residency the Teacher Resident and Host Teacher will be trained in two Strategic Staffing Models; Co-Teaching/Pair Teaching and Teacher Release. The Co-Teaching/Pair Teaching model provides opportunity for both teachers to implement the high-quality instructional materials (HQIM) as they work with students to support their needs in small group Tier 1 settings during the math and reading/language arts block, resulting in a lower student to teacher ratio and increased instructional time for students with a teacher. In addition, the Teacher Release model allows the Host Teacher to be gradually released from lead teaching and provide support to other teachers on the campus who need modeling of effective teaching strategies on how to implement the HQIM adopted in the district.

OLLU university preparation program includes specific instruction and expected implementation of HQIM in teacher candidates' preparation for the residency in Edgewood ISD to support the campus and district professional development received during the year on lesson internalization of the HQIM curriculum.

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

Yearlong paid teacher residencies allow us to address challenges related to recruitment and retention. In Edgewood we train residents on how to teach with our HQIM, Positive Behavior Supports to understand student behaviors and engage them in the professional learning communities. Once residents experience the support available in EISD, they will be motivated to stay working in the community. In addition, we will be partnering with UT Thrive to support Early Career Teachers (ECTs) as well as build teacher leadership pipelines. The opportunity to serve as a host teacher and mentor teacher for ECTs with release time for mentoring activities fits into our broader talent strategy of growing leaders from within EISD. When veteran teachers have leadership opportunities, they are more likely to stay in the district.

The strategy plays an important role in not only retaining effective teachers but also collaborating with our EPP partners to increase the number of students enrolling in the enhanced residency program to develop our talent pool in the next 5 years. Since the implementation of the yearlong paid residencies in 2022-2023 the retention and hiring rate of the 30 annual residents increased from 31% to 50%. 13 of the Teacher Residents were placed with a Host Teacher who received a designation from the Teacher Incentive Allotment grant that Edgewood was awarded. Within the next 5 years the district will sustain funding for 1 more resident from the EPP.



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### 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 primary project personnel is the current Director of Professional Learning and Recruiting & Hiring in the Human Resources Department in Edgewood Independent School District. One of the roles in the current position is to manage the implementation of the Teacher Residency Program grant to recruit, train, and retain the yearlong teacher residents, in collaboration with program faculty from the EPP. Job responsibilities include recruiting talent at job fairs, attending university information/panel sessions to recruit students into the residency program, and conducting interviews for the teacher residents.

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?

The district lead's time will be strategically scheduled and documented to implement the following responsibilities integrated into the district position currently held. A log will be maintained of all time and efforts spent on Strategic Staffing. This role is integral to the success of recruiting and retaining a student-focused staffing in Edgewood ISD. In addition, data will be collected on the percentage of residents hired for full-time teaching positions in the district and their long-term retention in their roles.

· Yearly

- o Yearly recruitment presentation to EPP students
- o Summer planning with EPP
- o Interviews with resident candidates
- o Co-teaching training for host teachers and teacher residents

· Bi-Annual

- o Semester site visit planning meetings
- o Semester site visit
- o Semester site visit collection data
- o Semester site visit post visit meeting

- o Preparation time for each event

· Quarterly

- o Quarterly Governance meetings
- o Quarterly check-in with EPP

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

Fiscal resources will continue to be prioritized to sustain this program long-term, as the Human Resources Department, Assistant Superintendent of Finance, and Superintendent collaborate to understand the impact of teacher turnover and the effectiveness of the residency program thus reducing onboarding and professional development costs incurred. Paid residencies and Host Teacher stipends are a priority for the district. We understand that Host Teacher stipends and the opportunity to host a resident will also improve our leadership pipeline.



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## 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?

Our Lady of the Lake University and Edgewood ISD share a long legacy and many years of a successful partnership in placing teacher candidates for field experience. They collaborate on their successful service to students in the West Side of San Antonio. Examples of partnership with Edgewood ISD include district representative serving on the advisory board and placement of field residents and semester clinical teachers. OLLU is currently approved for TEA's Residency Certificate and this opportunity to expand our partnership to include yearlong paid residents in our district will increase the number of future teachers hired to fill teacher vacancies.

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

The commitment to shared communication, processes and norms between the district and EPP will be maintained and monitored through the following action as per TAC 228.

- o Meeting dates are scheduled to prepare for the upcoming year to include monthly check-ins with the EPP and district, quarterly governance meetings, site visits, and recruitment opportunities.
- o Collaborate with the EPP to create shared running agendas for quarterly governance meetings which include any data from site visits, observations, or testing status
- o Quarterly meetings with the teacher residents and host teachers are conducted to provide feedback or concerns in addition to training on topics relevant to instructional practices.
- o Collaborate with EPP to develop a companion guide to outline parameters for communication for residents, Host teachers, EPPs and LEA, teacher resident and host teacher job descriptions, progression of teacher release time and co-teaching model implementation and frequently asked questions.
- o Quarterly monitoring of coursework completion and attendance by professors is reviewed to ensure that the teacher residents are on track to completing their coursework in time.
- o Continue to partner with OLLU and participate in their yearly Advisory Board meetings to strengthen the EPP and our collaboration as per TAC 228.25
- o Provide ongoing and support for professional development in mentoring, collaborative co-planning for the host teachers as per TAC 228.95.



Organization: EDGEWOOD ISD  
Campus/Site: N/A  
Vendor ID: 1746003122

County District: 015905  
ESC Region: 20  
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## 2025-2027 Texas Strategic Staffing Grant for Paid, Sustainable Teacher Residency Program

### Program Description PS3014 - Program Narrative

#### 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.).

Level 1: If a resident struggles to meet the expected benchmarks for professionalism or performance the University Supervisors will collaborate with the Host Teacher and Director of Field Experience to develop a candidate Growth Plan detailing program supports, action steps, and clearly defined benchmarks that must be met in order for the Teacher Resident to remain in good standing and progress through residency.

Level 2: Persistent lack of professionalism, academic, and/or teaching requirements, or the contingencies of a growth plan not being met, may result in an OLLU Faculty Committee meeting to discuss the best course of action for that resident. This Committee will include any relevant Faculty Members, Field Supervisor, Director of Field Experience and Education Department Chair.

If a campus administrator or a representative from a district Human Resource office asks a Teacher Resident not to return to a campus (dismissed from their placement), the Teacher Resident is to report this to the Director of Field Experience immediately. If this or any other egregious action occurs, as determined by a subsequent investigation, the process may proceed directly to dismissal from the program

If the Teacher Resident violates the rules, policies, or procedures for conduct established by the school, district, TEA Code of Ethics, OLLU, and/or the law while on a Growth Plan for unprofessional behavior, the Teacher Resident will be dismissed from the OLLU Preparation program.

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.

For the past three years our district has conducted shared governance meetings that include the university field supervisor, district central office leader representatives, ESC20 coordinator, campus principals hosting teacher residents, US Prep, and City of Education Partners. Running agendas are provided to each participant and notes are updated throughout the meeting. At the meetings we provide updates on the progress of the residency program to include data which consists of progress towards achieving existing goals, resident observation data conducted by the site coordinator, site visit observations and surveys on strategic staffing model implementation, testing certification progress of residents, and recruitment/retention data of residents. Discussions or questions regarding the data are conducted during the meeting. If there is additional information that needs to be researched in response to the questions or data, a follow-up email is sent to the stakeholders and updated into the agenda notes within a week of the meeting.

ESC 20 and EPP partners also participate in two site visits throughout the year. Pre-visit preparation includes a virtual meeting to review the schedule and data collection tool. On-site visits include 3-4 twenty-minute observations of the Teacher Residents to collect data on Instructional Delivery and Classroom Management. Post-visit tasks include data analysis and preparation of a report to share at the following governance meeting.

#### 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.

N/A



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**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	\$64,826
3. Professional and Contracted Services	6200	\$10,000
4. Supplies and Material	6300	
5. Other Operating Costs	6400	
6. Debt Services	6500	
7. Capital Outlay	6600	
8. Operating Transfers Out	8911	
<b>Total Direct Costs</b>		<b>\$74,826</b>
9. Indirect Costs		\$5,174
<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	



Organization: EDGEWOOD ISD  
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**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. Contracted Professional and 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.



Organization: EDGEWOOD ISD  
 Campus/Site: N/A  
 Vendor ID: 1746003122

County District: 015905  
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SAS#: TSSGAA25

**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
	\$64,826

**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)	

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 type="checkbox"/>

C. Campus Positions	
Position Type	2025-2027 Strategic Staffing
1. Professional staff	<input type="checkbox"/>
2. Paraprofessionals	<input checked="" 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 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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**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
<b>Subtotal Professional and Contracted Services Costs</b>		\$10,000
<b>Remaining 6200 Costs That Do Not Require Specific Approval</b>		
<b>Total Professional and Contracted Services Costs</b>		\$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: <input type="text" value="Educator"/>	\$10,000
Specify Purpose:	<input type="text" value="Contracted services with the LEA's partner educator preparation program (EPP) in order to fund resident field supervisor work"/>
<input type="button" value="Add Item"/> <input type="button" value="Delete Item"/>	
<b>Total Professional and Consulting Services Costs</b>	\$10,000





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**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>		
<b>Total Other Operating Costs</b>		

**Part 2: Direct Administrative Costs**

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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	
<b>Total Debt Service Costs</b>		

**Part 2: Description of SBITA**

**Subscription**

1. SBITA Description:

Subscription Cost:

Fund Source:   Contract Start Date:  Contract End Date:

**Part 3: Description of Property**

**Property**

1. Property Description:

Property Value:

Fund Source:   Contract Start Date:  Contract End Date:



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**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	
<b>Total Capital Outlay Costs</b>	

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

**Items**

1. Generic Description:  Number of Units:

Fund Source:  Total Costs:

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



**Organization:** EDGEWOOD ISD  
**Campus/Site:** N/A  
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**County District:** 015905  
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SAS#: TSSGAA25

## 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 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

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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