

Schedule Status: Complete

Informal Discretionary Comp

Application ID:0037300334380001



**Organization:** ELKHART ISD  
**Campus/Site:** N/A  
**Vendor ID:** 1756001373

**County District:** 001903  
**ESC Region:** 07  
**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	12/12/2024 11:12 AM
GS2300 - Negotiation Comments and Confirmation		New	
<b>Program Description</b>			
PS3013 - Program Plan	*	Complete	12/12/2024 11:30 AM
PS3014 - Program Narrative	*	Complete	02/24/2025 11:20 AM
<b>Program Budget</b>			
BS6001 - Program Budget Summary and Support	*	Complete	02/24/2025 10:11 AM
BS6101 - Payroll Costs	*	Complete	02/24/2025 10:13 AM
BS6201 - Professional and Contracted Services	*	Complete	02/24/2025 09:40 AM
BS6401 - Other Operating Costs	*	Complete	02/24/2025 09:41 AM
BS6501 - Debt Services	*	Complete	02/24/2025 09:41 AM
BS6601 - Capital Outlay	*	Complete	02/24/2025 09:41 AM
<b>Provisions Assurances and Certifications</b>			
CS7000 - Provisions, Assurances and Certifications	*	Complete	12/12/2024 11:32 AM

### 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: Tana Initial: K Last Name: Herring Title: Director of Special Programs  
 Phone: 903-764-8513 Ext: E-Mail: therring@elkhartisd.org

### Submitter Information

First Name: Kyle Last Name: Johnson  
 Approval ID: kyle.johnson2 Submit Date and Time: 03/04/2025 11:23:51 AM



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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: ELKHART ISD

Mailing Address Line 1: 301 E PARKER ST

Mailing Address Line 2:

City: ELKHART      State: TX      Zip Code: 75839

B. Unique Entity Identifier (SAM)

UEI (SAM):

Part 2: Applicant Contacts

A. Primary Contact

Select Contact: 

Select One

 or 

Add New Contact

First Name: Tana      Initial: K      Last Name: Herring

Title: Director of Special Programs

Telephone: 903-764-8513      Ext.:      E-Mail: therring@elkhartisd.org

B. Secondary Contact

Select Contact: 

Select One

 or 

Add New Contact

First Name: Kyle      Initial:      Last Name: Johnson

Title: Superintendent

Telephone: 903-764-2952      Ext.: 1017      E-Mail: kjohnson@elkhartisd.org



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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: <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>

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.

Elkhart I.S.D. will implement this residency program with grant funds to help accomplish our mission, which is, "Creating positive connections, inspiring hope, and preparing our students to become successful citizens that recognize and achieve their highest aspirations." To do this, our program will focus on teacher recruitment and retention. This past year has been difficult with a lack of certified teachers in various areas, including special education. We've had to place uncertified staff in different subject areas under our District of Innovation Plan on all campuses, as well. At the end of this year, we have at least 5 teachers retiring, as well as one administrator, so we will be experiencing more vacancies. As a small, rural district, with no outside industry in our area to attract families for jobs, along with a larger, higher-paying district 10 miles away, we need the opportunity to show future teachers who we are and hopefully, draw them in by letting them experience our family climate and culture. To focus on our mission and accomplish our goals for recruitment and retention, the residency program can help us greatly through providing teacher residents who are equipped to address student achievement gaps, incorporate evidence-based strategies, and enhance the support needed for all of our students, as well as address shortage areas.

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

within the district. The funding provided by this grant will help us achieve the goals we have for the residents as well as our district.

This grant will benefit Elkhart ISD through providing monetary incentive to our residents and build connections between our community and our school, which hopefully, will lead to retention of the candidates as certified teachers. Elkhart ISD has dedicated and skilled staff members who can make these residencies feel that they have been provided hands-on classroom skills as well as experienced guidance, which in turn will build confidence and job satisfaction. Our mission is to prepare our students to become successful citizens that recognize and achieve their highest aspirations. To fulfill this mission, we need high quality and prepared teachers.

Our program will partner with Stephen F. Austin University, and Region 7 Education Service Center. Elkhart has partnered with S.F.A. in their student teaching program for years, and we are greatly impressed with the future teachers they send us. The model for staffing we've chosen is the "vacancy: paired teaching" model, which we feel will give our residents a supportive year-long teaching practice under the guidance of experienced staff, therefore empowering our residents to become excellent educators.

#### 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 existing position of the Director of Curriculum and Instruction will oversee and develop the program. She has 13 years of teaching experience as well as 3 years in her present assignment, working with staff and administration to help teachers and students succeed in the classroom. She will provide support as needed in helping candidates with content, teaching strategies, and other supports. She has been in the district for 7 years, is a productive community member, and welcomes new opportunities to help the district. Stephen F. Austin University has been a partner with Elkhart I.S.D. in sponsoring student teachers to our district, although not through a residency plan. Their role, as the EPP in this plan, will be to provide the residents for the district, as well as oversee the residency candidates the the second year of the residency grant. The Associate Dean of Education will be the role from S.F.A. who will help design the plan for the district, conduct a needs assessment, set goals for the residents, identify funding sources for wages, and design training for the implementation of the program. Region 7 Education Service Center will provide staffing supports through technical assistance services. The contact there will be the Coordinator for Effective Schools.



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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?

1. Address Texas Students' learning acceleration needs and other instructional priorities through implementation of high-quality teacher residencies. This objective aligns with Elkhart's mission of "preparing our students to become successful citizens." Activities and strategies to implement within this program will include recruiting and retaining highly-prepared first-year teachers who can help our students succeed in every way. Having highly-prepared staff who are equipped to address all needs of our students will be beneficial in meeting our district's mission. 2. Enable equitable educational access for all Texas students through high-quality teacher residency programs as a key teacher pipeline strategy. This objective aligns with our district's need for certified and quality staff. We are a low-economic district with limited access to diverse staff. Hopefully, our residents will be placed on campuses where they can make the greatest impact, while having support through their learning as well as their instruction. Residents will have priority in hiring in order to hopefully retain them after their residency experience. Providing professional development during their first years of teaching will hopefully help with retention also. 3. Enable equitable access to quality preparation for all prospective Texas teachers. This objective aligns with the ability to recruit, select and retain teacher residents that reflect the demographics of our district, which is low



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### Program Description PS3014 - Program Narrative

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

economic, with our Hispanic population rising. Our teachers will need to be trained in teaching ESL students, as well as low-economic students. We will promote ESL certification as well as professional development in how to teach to poverty-stricken students. 4. Prioritize long-term Texas teacher effectiveness through rigorous pre-service practice in year-long teacher residency programs. Our district hopes to strengthen our mentoring process through this residency program, so that new staff will feel supported, and we will ensure that our first-year teachers have the professional development they need to feel and be successful in order to "prepare our students to become successful citizens." 5. Recruit, select, train and continuously develop high-quality mentor teachers to support residents placed in high-need areas. To meet this objective, we will have a mentoring process and training plan. We hope to offer incentives and are dedicated to improving our mentor process.

6. Support Texas districts to sustainably fund teacher residencies through funding reallocation in service of an enduring talent pipeline. Partnering with S.F.A.S.U. and Region 7 ESC will be a beneficial collaboration which can advocate and support the new residents together. Funding for these residency programs creates incentives to come into a district, enabling them to experience the culture and hopefully, want to stay.





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

### Program Description PS3014 - Program Narrative

#### D. Performance and Evaluation Measures

- 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?

The performance measures identified for this program will be (1) increased or improved retention rates among the teaching staff, (2) a decrease in uncertified staff, showing an increase in appropriate certification, and (3) data showing student achievement with non-residency staff vs. residency staff. Tools to gather data will include Google Forms, student assessment data, regular meetings with residents and mentors, observation checklists, and survey results. Teachers, residents, and administration will be able to give feedback to determine the level of satisfaction with the program and support given, aiming for a high satisfaction rating. The district will monitor student growth and mastery of skills through assessments and provide professional development based on those outcomes.

#### 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.

The proposed budget of \$80,000 will be used to help fund the salaries of our host teachers, as well as the residency candidates. The funding will also be used for supplies that could be needed for our residencies. \$10,000 will be used to fund the field supervisor work through the EPP in 2026-2027. \$30,000 will be used to co-fund the district employee leading the staffing work for the two years of the grant, 2025-2027. \$14,000 will be paid to each resident, up to two, during the 2026-2027 school year, which equals \$24,000. \$10,000 will be paid to two host teachers, (\$5000 each) and \$2,000 will be used for supplies for the residency candidates. The "cost-match" will be met through local funds, and this should equal \$8,000 for two host teachers and 2 residents. These funds can be used for substitute teachers and supplies. Future adjustments can be made to reallocate for our highest needs.

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

N/A



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### Program Description PS3014 - Program Narrative

#### F. 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's vacancies have mainly consisted of special education, math, and science teachers. We have had a significant amount of uncertified staff hired to fill those, and other spots, using our DOI plan and placement. Special education spots have been the hardest to fill, and we can't use the DOI plan for those areas. Although our uncertified areas have lessened, we have had to turn to "retire/rehire" staff to fill vacancies more than we ever had, which costs the district money. Paid residencies allow for prepared teachers to stay in our district, targeting high-need areas to fill the positions. After being in this program under a professional "master teacher," these residencies' training and internship will be aligned with our district expectations, hopefully increasing teacher retention.

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.

Presently, an issue which exists is being forced to hire uncertified staff. The responsibilities of a classroom manager is very challenging to uncertified staff who may have never had classroom management, or know how to write lesson plans, etc. Paid residencies will help our district by having the experience and professional development needed to carry out best practices learned under their host teachers, as well as learning from other professional staff subjected to. These residents will learn and apply effective teaching strategies, while receiving needed support. They will learn how to deliver instruction to a group of diverse learners with IEP's, will be prepared to teach through significant challenges, and address other high-need instructional areas. Being able to observe and participate in delivering instruction as well as practicing skills such as lesson planning, classroom management and differentiated instruction ensures that our residents will be ready to face the challenges of a teacher with success. Presently, our district is not planning to implement HQIM. However, if we do decide to implement HQIM in the future, we would be able to have our residents receive targeted training on how to use the HQIM, along with our present staff, understand the connections between the curriculum and the outcomes expected, and model for others in the LEA. By the end of the residency program, they would be equipped and ready to use the materials effectively.

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

Paid residencies will address our vacancies, especially in hard-to-fill areas, such as special education. By being trained in evidence-based practices, these residencies will help to strengthen instruction and meet immediate needs of our students. Over time, residencies help with establishing a pipeline of sustainable teachers, which reduces reliance on uncertified staff and retire/rehire staff, and stabilizes hiring opportunities. By being trained in the curriculum and priorities of the district, this will lead to more consistent and effective teaching district-wide. Teachers trained through residencies are more likely to stay in their roles, and over 5 years, create a more stable teaching staff, which in turn, helps create consistent student growth.



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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 Director of Curriculum and Instruction will be leading this work. This role can identify needs for staffing in programs such as special education, GT, bilingual, or any Title I initiatives. Collaborating with the EPP can help support the partnership to create pipelines of specialized teachers. This role can oversee and coordinate specialized training to ensure teachers are prepared to meet the demands of their jobs, and help principals in coordination of mentoring and pairing the residents with experienced teachers. This role will make sure that the hiring of staff meets requirements and works with the HR department to maintain compliance. This lead will also advocate for resources and help to evaluate the performance of residencies and teachers using student outcomes, compliance with requirements and teacher retention data. Presently, she meets with teachers on every campus weekly to help them with various lessons and planning, instruction, assessment, and small group development, as well as provides them with the latest technical /online resources to assist them in many ways. She works closely with our education service center, and arranges for supports to come into the district.

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 will work with the EPP to develop an appropriate timeline to fulfill deadlines and milestones such as recruitment, professional development, and check-in's with schools to assess implementation of the plan. The district lead will balance her responsibilities and drive the success of strategic staffing through establishing non-negotiables, delegation, and communicate boundaries and time management. In year one, the lead will participate in the design meetings and have any data presented that is needed for the design plan. She will share documents with the EPP and ensure proper attendance of campus and district personnel in the design meetings. She will manage the program requirements from the grant, and make sure any and all reports required from TEA will be submitted. In year two, she will help with monitoring weekly, manage the communication with the EPP, attend required meetings, and provide a log of time and effort activities that pertain to the grant requirements. The district administration will restructure to give time for the lead to make sure of the success of the residency program.

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

The superintendent will work with the district lead for staffing to ensure the initiative focuses on critical areas such as high needs or roles, and to advocate for the program by attending key meetings, involving the community in updates of the program, and ensure his teams work collaboratively to meet the goals of the program. He will engage stakeholders for supporting the program, and help the school board stay involved in the processes. The Director of Finance will monitor funds, and consult with the superintendent and the Director of Curriculum and Instruction to follow the plan of spending to stay in compliance with the grant requirements.

#### 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?

b. Stephen F. Austin was the only EPP in Region 7 that we could partner with for this residency, as they are the only program in our region participating in the Texas Strategic Staffing at this time. We have partnered with S.F.A. for many years, allowing and welcoming their student teachers to our campuses, and having them complete their internships with our staff.

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

Both our district and S.F.A. have a shared commitment to teacher quality and for improving student outcomes. The district will have access to a pipeline of well-trained and certified teachers, helping our district improve retention and recruitment to our rural school. Both the district and S.F.A. will work together to make sure that appropriate training takes place with the residents, as well as provide resources needed within the program for the residents and their supervisors. The district will participate in any meetings needed for the program, and will work closely in communication with the EPP. Data will be shared to show improvement in student achievement in relation to residencies and teacher performances. This partnership will provide a way to hire college graduates for the district easily and effectively.



SAS#: TSSGAA25

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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.).

B. Since we are a new LEA-EPP partnership, we plan to manage issues through open communication and collaboration. The district will have an assigned lead who will work with the EPP's assigned lead to resolve any residency-related issues. The district lead will assign a campus liaison to be the facilitator of any challenges which can be resolved without the district lead, if possible. Regular meetings will take place within this program, which will allow for time to discuss progress, challenges, and solutions. Details, such as work hours of residents and their duties, expectations and responsibilities, and EPP staff roles will be established so that the partnership will run smoothly. If any challenge occurs, the campus liaison on the campus the resident is serving will gather details and assess the issue. If unresolved, she/he will take the issue to the district lead who will contact the EPP lead to discuss the issue and how it will be resolved. Follow-up will also be discussed and planned to make sure any issue or challenge is discussed and resolved. Ongoing support will be provided.

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.

Our regional ESC has partnered with us for our library programs at each campus. Without a certified librarian on any campus, Region 7 ESC has provided training, and on-campus help with our librarian paraprofessionals throughout the year. They have benefited greatly from this partnership. Our Director of Curriculum and Instruction has kept in constant contact with the specialists at Region 7, making sure proper training and opportunities for different programs were available to us, and feedback was constantly given in order to help the district provide the librarian paraprofessionals with resources and help they needed. Open communication and working closely with our service center has helped our librarian paraprofessionals feel confident in their assignments.

#### 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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TEXAS EDUCATION AGENCY

SAS#: TSSGAA25

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Campus/Site: N/A

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School Year: 2024-2025

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	
Total Funds Available	\$80,000

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	\$68,000
3. Professional and Contracted Services	6200	\$10,000
4. Supplies and Material	6300	\$2,000
5. Other Operating Costs	6400	
6. Debt Services	6500	
7. Capital Outlay	6600	
8. Operating Transfers Out	8911	
Total Direct Costs		\$80,000
9. Indirect Costs		
Total Budgeted Costs		\$80,000
Total Funds Available Minus Total Costs		\$0
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: ELKHART ISD  
 Campus/Site: N/A  
 Vendor ID: 1756001373

County District: 001903  
 ESC Region: 07  
 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
	\$68,000

#### 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 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 checked="" 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 checked="" 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 checked="" 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.	

eGrants

TEXAS EDUCATION AGENCY

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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
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: <input type="text" value="field supervisor"/>	\$10,000
Specify Purpose:	<div>Stephen F. Austin will be contracted to supervise the residencies as they are working with the district.</div>
<div>Add ItemDelete Item</div>	
Total Professional and Consulting Services Costs	\$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

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

eGrants

TEXAS EDUCATION AGENCY

SAS#: TSSGAA25

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School Year: 2024-2025

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		

Part 2: Description of SBITA

Subscription

1. SBITA Description:

Subscription Cost:

Fund Source:

Select One

Contract Start Date:

Contract End Date:

Add Item

Delete Item

Part 3: Description of Property

Property

1. Property Description:

Property Value:

Fund Source:

Select One

Contract Start Date:

Contract End Date:

Add Item

Delete Item



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**SAS#:** TSSGAA25

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	
Total Capital Outlay Costs	

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