



Organization: GAINESVILLE ISD
 Campus/Site: N/A
 Vendor ID: 1756001642

County District: 049901
 ESC Region: 11
 School Year: 2024-2025

SAS#: TSSGAA25

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

**General Information
 GS2000 - Certify and Submit**

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

Amendment #: 00
 Version #: 01

| Description | Required | Status | Last Update |
|----------------------------------------------------|----------|----------|---------------------|
| General Information | | | |
| GS2100 - Applicant Information | * | Complete | 03/03/2025 02:12 PM |
| GS2300 - Negotiation Comments and Confirmation | | New | |
| Program Description | | | |
| PS3013 - Program Plan | * | Complete | 03/04/2025 01:12 PM |
| PS3014 - Program Narrative | * | Complete | 03/06/2025 08:42 AM |
| Program Budget | | | |
| BS6001 - Program Budget Summary and Support | * | Complete | 03/04/2025 03:23 PM |
| BS6101 - Payroll Costs | * | Complete | 03/04/2025 03:25 PM |
| BS6201 - Professional and Contracted Services | * | Complete | 03/04/2025 03:27 PM |
| BS6401 - Other Operating Costs | * | Complete | 03/04/2025 03:28 PM |
| BS6501 - Debt Services | * | Complete | 03/04/2025 03:28 PM |
| BS6601 - Capital Outlay | * | Complete | 03/04/2025 03:28 PM |
| Provisions Assurances and Certifications | | | |
| CS7000 - Provisions, Assurances and Certifications | * | Complete | 03/04/2025 03:29 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: Amber Initial: Last Name: Rains Title: Director of Federal Programs
 Phone: 940-665-4362 Ext: E-Mail: arains@gainesvilleisd.org

Submitter Information

First Name: Amber Last Name: Rains
 Approval ID: amber.rains1 Submit Date and Time: 03/06/2025 08:43:22 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: GAINESVILLE ISD | | | |
| Mailing Address Line 1: 800 S MORRIS ST | | | |
| Mailing Address Line 2: | | | |
| City: GAINESVILLE | State: TX | Zip Code: 76240 | |

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

Part 2: Applicant Contacts

| A. Primary Contact | | | Select Contact: | Select One | or | Add New Contact |
|-------------------------------------|----------|-----------------------------------|-----------------|------------|----|-----------------|
| First Name: Amber | Initial: | Last Name: Rains | | | | |
| Title: Director of Federal Programs | | | | | | |
| Telephone: 940-665-4362 | Ext.: | E-Mail: arains@gainesvilleisd.org | | | | |

| B. Secondary Contact | | | Select Contact: | Select One | or | Add New Contact |
|---------------------------------|----------|------------------------------------|-----------------|------------|----|-----------------|
| First Name: LaCreasha | Initial: | Last Name: Stille | | | | |
| Title: Assistant Superintendent | | | | | | |
| Telephone: 940-665-4362 | Ext.: | E-Mail: lstill@ Gainesvilleisd.org | | | | |



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General Information GS2300 - Negotiation Comments and Confirmation

Part 1: General Comments

General Comments (TEA Use Only)

Part 2: Negotiation Items

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

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

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

| Negotiation Items | |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | <div style="display: flex; justify-content: space-between;"> <div>Date: <input type="text"/></div> <div>Schedule: <input type="text" value="Select One"/></div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p>TEA Negotiation Note:</p> <div style="border: 1px solid black; height: 40px;"></div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div>Grantee Comments:</div> <div><input type="checkbox"/> LEA Completed Change</div> </div> <div style="border: 1px solid black; background-color: #cccccc; height: 40px; margin-top: 5px;"></div> |

Add Row

Delete Row



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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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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.

The goal of Gainesville ISD is to help students and staff acquire the knowledge, skills, and attitudes essential for both immediate and long-term success. This is achieved through a collaborative effort involving the school, families, and the community. The district is currently working on a new strategic plan and a comprehensive needs assessment focused on attracting and keeping high-quality, diverse staff members. The objective is to continue recruiting, recognizing, developing, and retaining effective educators.

Funding from the Texas Strategic Staffing Grant for the Sustainable, Paid Teacher Residency Program will be directed toward meeting the unique needs of each campus while supporting the district's mission. This grant would enable Gainesville ISD to strengthen its partnership with the University of North Texas Education Department, a collaboration that has already proven successful. Additionally, the district has recently launched a Grow Your Own Program aimed at addressing teacher shortages. This program supports eligible paraprofessionals within the district who are enrolled at Indiana Wesleyan University and the Teachworthy Alternative Certification Program. Expanding this initiative with a paid teacher residency model will enhance the certification options available, creating a more comprehensive and diverse pathway for educators.

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

N/A

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).

District Teacher Residency Program Manager (will be the current Assistant Superintendent of Human Resources or Director of Human Resources) - oversees grant compliance and the UNT Resident program, as well as working closely with the UNT Teacher Residency Coordinator.

Campus Principal (will be a current district administrator) - oversee and monitor the needs at the campus level, work closely with host teachers, the District Teacher Residency Manager, and the UNT Residency Coordinator.

Host Teacher (will be a current high-quality teacher) have at least 3 years of classroom experience, a valid SBEC certification, and evidence of contribution to student success.

Curriculum and Instruction Executive Director is an existing position—oversight of district's Mentor Program.

Director of State and Federal Programs is an existing position—oversight of funding codes, budget, and expenditures.

UNT Personnel- Collaborate to develop and support a sustainable program. Must be qualified by TEA as an approved EPP and have experience working with school district personnel.



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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 primary objective of the teacher residency program is to establish a strong pipeline of well-qualified candidates, improve teacher retention, enhance student achievement, and offer campuses valuable co-teaching opportunities. The program is designed to prioritize student learning by emphasizing extensive clinical practice and fostering strong coordination between teacher residents, Gainesville ISD, and UNT partners. This approach is expected to yield significant benefits, including more effective first-year teachers, a more diverse pool of teaching candidates, and improved teacher retention rates. Teacher residents will follow the same coursework as traditional clinical teachers but on an adjusted schedule. Throughout both the fall and spring semesters, they will co-teach alongside their host teachers for three days each week and attend classes at UNT once a week. Additionally, they will serve as substitute teachers at their residency site one day per week, starting after the first six weeks to allow time for acclimation to the program.

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

The residency program is structured to help teacher residents strengthen their content knowledge and teaching skills by receiving feedback from experienced host teachers. From the start of the school year, residents will actively participate in a wide range of classroom and school activities, gradually taking on more responsibilities as the year progresses. The ultimate goal is to build the confidence and skills of teacher residents within a supportive and realistic setting, ensuring they feel well-prepared to begin their teaching careers.

D. Performance and Evaluation Measures

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

A number of metrics will be considered to evaluate effectiveness of the program. The number of residents who are hired by the district to teach upon completion of their certification will be tracked. Longer term, student growth and teacher performance data of residents who become teachers will be measured and analyzed. Host teacher and resident program satisfaction and evaluation will be considered through year-end surveys regarding support, preparation, and training effectiveness. T-TESS will also be used as a measurement tool. This will afford residents the vital opportunity to garner a comprehensive understanding of the rubric used to quantify the practical application of their learned skills and delivery. As with most pieces of this program's design, it will be mutually beneficial since a deeper working knowledge of T-TESS evaluations can promote host teachers' reflections and refinements of their own work as they review the components with residents especially in terms of actual instructional setting situations.

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 effectively meet the needs and goals of the UNT Teacher Residency program by allocating funds towards a stipend for each teacher resident, each host teacher, and contracted services with our partnered EPP. Additionally, future funds will be sought through various avenues to meet ongoing program needs and to sustain its effectiveness. This may include: Using local funding to ensure the cost match requirements are met. The compensation amount for teacher residents/hosts will be adjusted based on the number of teacher residents placed in our school districts. We will also allocate money from our substitute teacher funds on the day they substitute on their designated campus. The expected savings of substitute costs and other potential cost savings like those associated with teaching assistant duties should offset district investment into sustaining this expanded strategic staffing plan. The goal is to strategically allocate funds to continue this pipeline for sourcing reflective, ethical, and innovative teachers committed to teaching all learners in diverse educational settings. We will continually review and monitor the effectiveness and success of this program.

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

N/A



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Program Description PS3014 - Program Narrative

F. 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?

Currently, Gainesville ISD has several vacancies across various subject areas, particularly in EC-6, Bilingual K-6, and Secondary Math, Science, and English. These vacancies could hinder our ability to provide equitable education to our students. Paid teacher residents align with our strategic goal by offering a sustainable solution to address both current vacancies, and future needs. In addition, with the teacher residents being with host teachers the entire year this will allow them to gain valuable experience and a better understanding of what happens the entire school year, and not limited to a set semester.

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.

Implementing the teacher residency program could address instructional needs by providing additional hands-on support in classrooms, allowing for more personalized instruction, and offering additional small group instruction to meet the students' individual needs.

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

Our goal over the next five years will be to establish a pipeline of diverse educators who are fully certified and are equipped to meet the evolving demands of our student population.

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?

Gainesville ISD will designate our Assistant Superintendent of Human Resources/Director of Human Resources to lead this work. The Assistant Superintendent of Human Resources is an existing role within our district. This work aligns with our current strategic and district improvement plan to aggressively pursue and retain highly qualified personnel to meet the prioritized staffing needs of the district. This person will help develop a sustainable pipeline of high-quality teachers through residency programs that will contribute to Gainesville ISD's long-term staffing strategy.

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

To track and maintain evidence of time spent towards this program, the Assistant Superintendent of Human Resources/Director of Human Resources will document their participation in virtual and in-person meetings with our EPP representatives, as well as the designated campus administrators. Post-grant, the Assistant Superintendent of Human Resources/Director of Human Resources will continue in their current role which oversees the strategic staffing initiatives for Gainesville ISD.

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

The CFO will be involved in the strategic staffing design and implementation by monitoring the finances throughout the grant period.



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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?

The paid teacher residency program will be a new partnership between Gainesville ISD and UNT. However, our current relationship with staff from UNT's Department of Education is already strong in facilitating clinical teacher placements. Throughout the design phase of this partnership, we plan to schedule virtual and in-person meetings and maintain regular communication, updating partnership members on progress made. After consulting with UNT partners, our 2025-2026 plan for practices of shared governance, and the review of residency program data will include: meeting once a semester with our UNT partners to discuss celebrations, share formal observation and walkthrough data, identify areas of reinforcement/ refinement for the teacher residents (i.e. explain co-teaching and coaching strategies for the host teacher to support their work with the teacher residents), and discuss ways the district can support teacher residents and host teachers through professional development, PLC's, etc.

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

After consulting with UNT partners for the first year of design (25-26), our 2026-2027 plan for practices of shared governance, and the review of residency program data will include: meeting once a semester with our UNT partners to discuss celebrations, share formal observation and walkthrough data, identify areas of reinforcement/ refinement for the teacher residents (i.e. explain co-teaching and coaching strategies for the host teacher to support their work with the teacher residents), and discuss ways the district can support teacher residents and host teachers through professional development,

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.).

The paid teacher residency program will be a new partnership between Gainesville ISD and UNT. In order to ensure the success of this program and after consulting with UNT partners, our plan to maintain strong communication, and to manage issues that arise with residency will include: weekly emails about the upcoming week (i.e. explain what teacher residents will be working on for the week based on progression of teacher resident data, review T-Tess focus areas for the week) from UNT partners; Gainesville ISD partners will send out weekly emails with similar updates from the district perspective. We will also follow the established systems previously mentioned, phone conference, and monthly and/or bi-weekly communication. This will be a fluid process as we continue to navigate the effectiveness and efficiency of the 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.

We currently partner with our ESC for various support each school year. The most current initiative (TIL) has really opened up the lines of communication between our district and ESC. The ESC supports visits to our district twice a month and works closely with our Curriculum team and campus administration. We engage in instructional rounds, allowing conversation to take place between the district and the ESC. The ESC lead provides feedback regularly and schedules coaching sessions with district leadership and campus administration.

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.

We do not have any of the TEA Grow Your Own grants, however, we have partnered with another college and alternative certification program to offer a Grow Your Own Program to paraprofessionals in our district. We are about to begin our 3rd cohort in this program.. The first cohort had 6 participants, and of those 6, all are currently employed as classroom teachers in our district this school year. The second cohort is currently still working through the program. There are 3 in the second cohort, and we anticipate hiring some of those to teach in our district as well. The Grow Your Own Program has been very valuable to our district.



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

Program Description PS3014 - Program Narrative



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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 | |
| 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 | \$70,000 |
| 3. Professional and Contracted Services | 6200 | \$10,000 |
| 4. Supplies and Material | 6300 | \$0 |
| 5. Other Operating Costs | 6400 | \$0 |
| 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 | |



Organization: GAINESVILLE ISD
 Campus/Site: 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**

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 | |
| Total Direct Costs | | |
| 8. Indirect Costs | | |
| Total Pre-Award Costs | | |

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.



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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 |
| | \$70,000 |

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) | 0 |

| 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 checked="" 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 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. | |



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**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="Contract"/> | | \$10,000 |
| Specify Purpose: | <input type="text" value="Consulting with field supervisors overseeing the residency candidates."/> | |
| | <input type="button" value="Add Item"/> | <input type="button" value="Delete Item"/> |
| 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. Out-of-State Travel for Employees LEA must keep documentation locally. | 6411 | |
| 2. Travel for Students to Conferences (does not include field trips) Requires pre-authorization in writing. | 6412 | |
| 3. Educational Field Trips LEA must keep documentation locally. | 6412 6494 | |
| 4. Stipends for Non-employees other than those included in 6419 Requires pre-authorization in writing. | 6413 | |
| 5. Travel Costs for Officials such as Executive Director, Superintendent, or Board Members Allowable only when such costs are directly related to the grant. If Out-of-State Travel, LEA must keep documentation locally. | 6411 6419 | |
| 6. Non-Employee Costs for Conference Requires pre-authorization in writing. | 6419 | |
| 7. Hosting Conferences for Non-Employees LEA must keep documentation locally. | 64xx | |
| Subtotal Other Operating Costs | | |
| Remaining 6400 Costs That Do Not Require Specific Approval | | \$0 |
| Total Other Operating Costs | | \$0 |

Part 2: Direct Administrative Costs

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

**Program Budget
 BS6501 - Debt Services**

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

| Budgeted Costs | | |
|----------------------------------------|--------------------|------------------------------|
| Description | Class/ Object Code | 2025-2027 Strategic Staffing |
| 1. SBITA Liability - Principal | 6514 | |
| 2. SBITA Liability - Interest | 6526 | |
| 3. Capital Lease Liability - Principal | 6512 | |
| 4. Capital Lease Liability - Interest | 6522 | |
| 5. Interest on Debt | 6523 | |
| Total Debt Service Costs | | |

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 | |
| Total Capital Outlay Costs | |

Part 2: Furniture, Equipment, Vehicles or Software

Items

1. Generic Description: Number of Units:

Fund Source: Total Costs:

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



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

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 |