



**Organization:** PHARR-SAN JUAN-ALAMO ISD  
**Campus/Site:** N/A  
**Vendor ID:** 1746001876

**County District:** 108909  
**ESC Region:** 01  
**School Year:** 2024-2025

SAS#: TSSGAA25

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

### General Information GS2000 - Certify and Submit

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

**Amendment #:** 00  
**Version #:** 01

Description	Required	Status	Last Update
<b>General Information</b>			
GS2100 - Applicant Information	*	Complete	02/03/2025 09:32 AM
GS2300 - Negotiation Comments and Confirmation		New	
<b>Program Description</b>			
PS3013 - Program Plan	*	Complete	02/03/2025 09:34 AM
PS3014 - Program Narrative	*	Complete	03/06/2025 08:55 AM
<b>Program Budget</b>			
BS6001 - Program Budget Summary and Support	*	Complete	03/05/2025 10:07 AM
BS6101 - Payroll Costs	*	Complete	03/06/2025 08:56 AM
BS6201 - Professional and Contracted Services	*	Complete	03/05/2025 10:22 AM
BS6401 - Other Operating Costs	*	Complete	03/05/2025 02:52 PM
BS6501 - Debt Services	*	Complete	03/05/2025 02:51 PM
BS6601 - Capital Outlay	*	Complete	03/05/2025 02:51 PM
<b>Provisions Assurances and Certifications</b>			
CS7000 - Provisions, Assurances and Certifications	*	Complete	03/06/2025 08:57 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: Chloe Initial: A Last Name: Tapia-Garcia Title: Grant Manager  
 Phone: 956-354-2038 Ext: E-Mail: chloe.garcia@psjaisd.us

#### Submitter Information

First Name: Rebecca Last Name: Gonzales  
 Approval ID: rebecca.gonzales3 Submit Date and Time: 03/06/2025 09:08:45 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**

<b>A. Applicant</b>
Organization Name: PHARR-SAN JUAN-ALAMO ISD
Mailing Address Line 1: P O BOX 1150
Mailing Address Line 2:
City: PHARR      State: TX      Zip Code: 78577

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

**Part 2: Applicant Contacts**

<b>A. Primary Contact</b>	<b>Select Contact:</b> <input type="text" value="Select One"/> ▼ <b>or</b> <input type="button" value="Add New Contact"/>
First Name: Chloe      Initial: A      Last Name: Tapia-Garcia	
Title: Grant Manager	
Telephone: 956-354-2038      Ext.: 1535      E-Mail: chloe.garcia@psjaisd.us	

<b>B. Secondary Contact</b>	<b>Select Contact:</b> <input type="text" value="Select One"/> ▼ <b>or</b> <input type="button" value="Add New Contact"/>
First Name: Rebecca      Initial:      Last Name: Gonzales	
Title: Chief Financial Officer	
Telephone: 956-354-2000      Ext.: 1081      E-Mail: rebecca.gonzales@psjaisd.us	



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

General Information  
GS2300 - Negotiation Comments and Confirmation

Part 1: General Comments

General Comments (TEA Use Only)	
<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.

The Pharr-San Juan-Alamo Independent School District (PSJA ISD) serves a large proportion of students in Hidalgo County. Hidalgo County has an estimated 206,047 children between the ages of 5 and 18, while PSJA ISD had 29,712 enrolled students as of 2025. While this vibrant community benefits from cross-cultural exchange, such as with its large number of bilingual speakers, its members and educators face a unique set of challenges. Many of the students in this majority-Latino community speak a language other than English at home; 12,853, or 43.3% of PSJA's enrolled students, are classed as Emergent Bilinguals. 92.4% of the district's students are economically disadvantaged. Residents in this community often face obstacles when navigating the educational system. High levels of poverty, as well as language challenges, can contribute to substandard outcomes, while other challenges, such as medical issues and a high percentage of uninsured residents, can add to the problems faced by students such as those with learning disabilities. Despite these challenges, however, PSJA ISD staff and students are dedicated, with the district maintaining a graduation rate of 96.5% in 2023.

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

PSJA ISD's mission is to "[engage and empower] to connect all students with innovative instruction, outstanding facilities, technology, skills, and social-emotional support while prioritizing health and safety for all – from early childhood through their chosen career, and its teachers and staff serve the community with dedication. However, the district has struggled with filling vacancies, including in Special Education, secondary Mathematics and English Language Arts, and Elementary Bilingual EC-6. In particular, the district currently has high student-teacher ratios in bilingual and special education classrooms and a lack of individualized reading programs at elementary campuses, which research has shown can be vital in fostering literacy development and engagement in children and can promote vocabulary development and comprehension, which is vital for students for whom English is a second language.

PSJA ISD will be partnering with ACT-RGV (preparation program) for this project; the ISD and ACT-RGV have an existing relationship, as PSJA ISD has collaborated with it for the past seven years to recruit candidates who have completed ACT-RGV's rigorous certification program. ACT-RGV offers certification in all the districts' high need areas, and the program's efficient certification process makes it an effective partner for both prospective teachers and districts.

#### 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).

To ensure the successful implementation and delivery of the paid residency program, PSJA ISD and the EPP will designate key personnel with relevant expertise in education, human resources, and teacher preparation. The program will also leverage external consultants as needed to support program development and implementation. The District Strategic Staffing Lead is a proposed position that will oversee strategic staffing efforts, ensuring residents are placed in high-need schools and subject areas while receiving adequate support. This individual should have a master's degree in education, human resources, or a related field, along with at least five years of experience in education administration, staffing, or teacher recruitment. Strong knowledge of workforce development, teacher certification processes, and residency models, along with excellent communication and collaboration skills, will be essential for this role.

The Executive Officer for Human Resources, an existing position within PSJA ISD, will serve as the primary district liaison for the residency program, coordinating recruitment, placement, and mentorship efforts with ACT-RGV. This role requires a master's degree in human resources, education, or public administration, as well as at least seven years of experience in school district HR operations, with a focus on teacher recruitment and retention. The individual must be familiar with residency-based teacher preparation programs and certification requirements.



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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?

PSJA ISD's decision to participate in the two-year Texas Strategic Staffing (TSS) program aligns closely with TSS objectives, as the district seeks to address persistent teacher shortages, reduce student-teacher ratios, and improve student outcomes through strategic staffing solutions. TSS emphasizes data-driven staffing models, leadership capacity building, and sustainable talent pipelines—all of which support PSJA ISD's goals of filling vacancies in high-need subject areas, strengthening teacher recruitment and retention efforts, and providing equitable access to quality education for all students. Students in this high-poverty, majority-Latino community may already face significant challenges in navigating the educational system. PSJA ISD intends to ensure that these challenges are not posed by its schools; it seeks to provide all its enrolled students with equitable educational access, improving student outcomes such as graduation rates, performance on standardized exams and other measures of achievement, and academic achievement on both an individual and overall level.

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

To address its ongoing challenges, PSJA ISD will implement several activities and strategies in alignment with TSS objectives. First, the district will identify and cultivate a talent pipeline by recruiting paid residents from its current support staff and substitute teacher pool. This strategy ensures that prospective educators are already familiar with PSJA ISD's student demographics, curriculum, and instructional expectations, increasing the likelihood of long-term retention. The district will collaborate with ACT-RGV to facilitate certification for these residents in high-need areas such as Special Education, secondary Mathematics and English Language Arts, and Elementary Bilingual EC-6.

Additionally, PSJA ISD will focus on reducing class sizes, particularly in bilingual and special education classrooms, to enhance instructional effectiveness and student engagement. Research has shown that smaller class sizes can lead to improved academic performance and reduced teacher burnout, creating a more sustainable and supportive teaching environment. The district will also implement individualized reading programs at elementary campuses, a strategy proven to enhance literacy development, vocabulary acquisition, and comprehension—particularly for English language learners. Beyond staffing improvements, PSJA ISD aims to strengthen leadership development and teacher support systems. The district will provide on going mentorship.

#### D. Performance and Evaluation Measures

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

PSJA ISD has identified several key performance measures to assess the effectiveness of its teacher residency program and ensure alignment with its strategic staffing objectives. These measures focus on both teacher recruitment and retention, as well as student academic outcomes, to gauge the program's overall impact. The district will track resident recruitment and enrollment data, ensuring a steady pipeline of candidates from its support staff and substitute teacher pool to fill high-need positions. Additionally, teacher certification data will be monitored to measure the number of residents successfully completing certification requirements in Special Education, secondary Mathematics and English Language Arts, and Elementary Bilingual EC-6. To evaluate program sustainability, PSJA ISD will track teacher hiring and retention rates, measuring the percentage of program graduates who secure full-time teaching positions and remain employed over a five-year period. Perception and satisfaction surveys will be administered to residents, mentor teachers, and school administrators to assess program effectiveness, resident preparedness, and areas for improvement. The program's impact on student outcomes will also be measured through standardized test scores, literacy assessments, and graduation rates, particularly in classrooms led by program graduates. Academic performance, structured classroom observations and teacher evaluations will be conducted to assess residents.



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

### Program Description PS3014 - Program Narrative

#### E. Budget Narrative

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

The proposed budget of \$80,000 for the PSJA ISD-ACT RGV residency program will support critical program components over the two-year period from 2025 to 2027. This budget will ensure the successful recruitment, placement, and development of teacher residents by covering contracted services with the educator preparation provider (EPP), district-level staffing, and essential supplies and materials.

Of the total budget, \$10,000 will be allocated to ACT-RGV to support program coordination, field supervision, and resident assessments. These funds will help ensure that teacher residents receive high-quality training, mentorship, and structured guidance to meet certification requirements and transition effectively into full-time teaching roles. The remaining \$70,000 will be dedicated to co-fund salaries and/or stipends for residents and host teachers. Part of the funds will also be used to co-fund the salary of a current district employee leading the strategic staffing work from 2025-2027, in the amount of \$52,000. PSJA ISD will contribute \$1,000 per host teacher (totaling \$3,000 for the anticipated three host teachers), as required by the grant guidelines. The stipends for the residents (in the amount of \$18,000, over the course of 2 years) will help attract and retain highly qualified candidates who may otherwise be unable to participate in unpaid residency.

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

In addition, host teachers who provide mentorship and coaching will receive stipends to compensate for their additional responsibilities, ensuring a dedicated support system for residents.

This budget aligns with PSJA ISD's broader efforts to recruit and retain high-quality educators in high-need areas. The district has historically allocated funds for teacher recruitment and certification programs but has not previously implemented a paid residency model. This initiative represents a strategic expansion of district efforts to develop a sustainable pipeline of well-trained teachers.

To maintain financial sustainability beyond the grant period, PSJA ISD will explore future funding adjustments based on program outcomes and staffing needs. The district will evaluate the impact of paid residencies on teacher retention and student achievement, using data to inform future budgetary decisions. Additionally, PSJA ISD may seek supplemental funding through state and federal grants, partnerships with local businesses and community organizations, and potential district budget reallocations to continue supporting residents and mentor teachers. By strategically allocating funds across program components, PSJA ISD will ensure the successful implementation of the residency program while laying the foundation for long-term sustainability and expansion.





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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?

PSJA ISD is seeking funding for a paid residency program to address persistent staffing challenges, particularly in historically difficult-to-fill positions such as Special Education, Secondary Mathematics, English Language Arts, and Elementary Bilingual EC-6. The district has faced shortages in these areas, leading to increased workloads for existing educators and larger class sizes, which can negatively impact student learning outcomes and teacher retention. Additionally, PSJA ISD faces challenges with a lack of certified teachers in these high-need subjects, further exacerbating instructional gaps. The paid residency program aims to provide a sustainable solution by recruiting candidates from the district's dedicated substitutes and support staff, offering them a structured pathway into the teaching profession. These residents will work closely with highly qualified mentor teachers, gaining hands-on classroom experience while simultaneously completing their certification requirements, ensuring a well-prepared and highly skilled workforce.

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.

Beyond filling critical vacancies, PSJA ISD has identified instructional needs that could be addressed through the implementation of a paid residency program. The district currently struggles with high student-teacher ratios in bilingual and special education classrooms, which can hinder individualized instruction and increase teacher burnout. By expanding the teacher pipeline through paid residencies, PSJA ISD can reduce class sizes and provide more targeted support for students who require additional instructional interventions. Furthermore, the district intends to implement individualized reading programs for elementary students reading below grade level, an initiative that would particularly benefit emerging bilingual learners. Given that 78.4% of households in Hidalgo County speak a language other than English at home, an increased number of teachers trained to support these students will be instrumental in improving literacy and long-term academic success. With more trained educators available, the district will be able to scale these reading programs across multiple campuses, ensuring equitable access to high-quality instruction. PSJA ISD has already adopted and begun implementing High-Quality Instructional Materials (HQIM) to improve student achievement. The success of HQIM relies heavily on well-trained educators who can effectively deliver rigorous content and differentiate instruction based on student needs.

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

The paid residency program aligns with PSJA ISD's long-term talent strategy by establishing a sustainable pipeline of qualified educators. In the first year, the district will focus on identifying potential candidates from its support staff and substitute teacher pool, prioritizing those who can fill vacancies in high-need subject areas. These residents will receive mentorship, hands-on experience, and targeted professional development to ensure they are fully prepared for certification and long-term success in the classroom.

Over the next five years, PSJA ISD plans to expand and refine its residency model to proactively address staffing needs before they become critical shortages. Additionally, by fostering a structured career pathway, the program will provide professional growth opportunities for district staff and substitute teachers, increasing retention and reducing reliance on external hiring. This long-term approach will not only stabilize the district's workforce but also ensure that students receive high-quality instruction from teachers who are well-trained and deeply connected to the community they serve.



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

### Program Description PS3014 - Program Narrative

#### G. TEA Program Requirements Continued

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

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

For this project, PSJA ISD will collaborate with ACT-RGV, a state-accredited alternative certification program with which the district has a long-standing partnership. The leadership team responsible for the implementation and management of the paid residency program will include Alfredo Carrillo, Executive Officer for Human Resources at PSJA ISD; Maria Varela, New Teacher Institute (NTI) Coordinator; and Priscilla Salinas, ACT-RGV Director. These individuals will play a central role in ensuring the successful execution of the program, leveraging their expertise in talent recruitment, professional development, and teacher certification.

The role of the district leads in this initiative aligns closely with their existing responsibilities within PSJA ISD's broader talent management strategy. The Human Resources department works collaboratively with NTI to support first- and second-year teachers through professional development, coaching, and instructional rounds. Supporting residents in the paid residency program will be an extension of these existing efforts, with additional coordination between HR, NTI, and ACT-RGV to ensure that participants receive comprehensive support throughout the program. The collaboration between these departments will create a structured and sustainable approach to talent development within 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?

To ensure that the district leads have sufficient time to focus on the design and implementation of the program, PSJA ISD will develop an implementation plan that includes monthly progress check-ins, clear program timelines, defined goals, and strategic action plans. The Human Resources department will work closely with NTI to identify district support staff and substitute teachers interested in transitioning into full-time teaching roles through the residency program. By prioritizing high-need certification areas such as Special Education, Secondary Mathematics, English Language Arts, and Elementary Bilingual EC-6, the district will focus on filling critical vacancies efficiently. A key component of long-term sustainability will be integrating this program into PSJA ISD's ongoing talent strategy beyond the life of the grant. By establishing a structured framework for collaboration between HR, NTI, and ACT-RGV, the district will be able to transition seamlessly from filling immediate vacancies to developing a long-term teacher pipeline. The program's framework will also support future efforts in anticipating staffing needs, building a qualified candidate pool, and ensuring a consistent influx of well-trained educators into the district.

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

PSJA ISD's executive leadership, including Superintendent Dr. Alejandro Elias and Chief Financial Officer Rebecca Gonzalez, will play an active role in overseeing the program's design and implementation. They will provide guidance on staffing strategies and explore funding sources to ensure compliance with grant requirements while maintaining financial sustainability for the program. Their involvement will be crucial in securing district-wide support, aligning the residency program with broader strategic goals, and ensuring that resources are allocated effectively to sustain the initiative beyond the initial grant period. Through this collaborative approach, PSJA ISD will create a lasting impact on teacher recruitment, development, and retention, ultimately improving educational outcomes for students across the district.

#### 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?

PSJA ISD expects this program to be successful in part due to its history of collaboration with ACT-RGV. The district has worked with ACT-RGV for the last seven years in order to recruit and employ candidates that have completed ACT-RGV's rigorous and highly successful certification program.

While the district has not previously participated in a paid residency program, its success in this recruitment process of certified candidates is ample evidence that a collaboration to recruit candidates for a paid residency program will be similarly fruitful.

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

PSJA ISD chose initially and has continued to collaborate with ACT-RGV due to the fact that ACT-RGV offers certification in all of the districts' high need areas. The rigorous and well-structured program, which includes face-to-face instruction, has served to provide the district with capable teachers who can meet the needs of the district. In order to ensure that paid residents are likewise able to reach their full potential, adapting to the responsibilities of high need district areas, throughout this program PSJA ISD will work with ACT-RGV to assign each resident a highly qualified teacher mentor and a field supervisor who will observe, coach and offer feedback to the residents.



SAS#: TSSGAA25

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**School Year:** 2024-2025

## 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.).

One of the primary benefits of partnering with ACT-RGV on this project is the long-standing collaboration between PSJA ISD and ACT-RGV, which has fostered strong communication channels between both organizations. This pre-existing relationship ensures that any challenges arising within the residency program—whether they pertain to residents, mentor teachers, or school sites—can be efficiently addressed.

- 1.Strategic Residency Placement and Mentorship Assignment
- 2.Regular Meetings and Feedback Loops
- 3.Issue Resolution and Escalation Process

These structured communication strategies will ensure that PSJA ISD and ACT-RGV can proactively address any issues while maintaining a smooth and effective residency 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.

PSJA ISD has a strong track record of collaborating with external partners, including its regional Education Service Center (ESC) and other organizations for various programs and initiatives. The district ensures clear and consistent communication with external service providers through the following strategies:

Regular Progress Meetings – PSJA ISD schedules structured meetings with external partners, ensuring alignment on program goals, progress updates, and issue resolution. These meetings include agenda-setting, action item tracking, and follow-up discussions to maintain accountability.

Point of Contact Assignments – Each initiative has designated district representatives responsible for communication and coordination. For example, in past partnerships with ESCs, the NTI Coordinator and Human Resources leadership have served as liaisons, ensuring smooth information flow between stakeholders.

Data Sharing and Performance Monitoring – PSJA ISD leverages shared data tracking systems and progress reports to assess program effectiveness. For previous initiatives, the district has worked with ESCs to analyze teacher performance data, professional development outcomes, and student achievement metrics.

Escalation Protocols for Issue Resolution – In cases where challenges arise, PSJA ISD follows a structured issue resolution framework, similar to the one outlined for the residency program.

#### 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

Schedule Status: Complete

Informal Discretionary Comp

Application ID:0037300281130001



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**SAS#:** TSSGAA25

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

### Program Description PS3014 - Program Narrative

eGrants

TEXAS EDUCATION AGENCY

SAS#: TSSGAA25

Organization: PHARR-SAN JUAN-ALAMO ISD

Campus/Site: N/A

Vendor ID: 1746001876

County District: 108909

ESC Region: 01

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	\$70,000
3. Professional and Contracted Services	6200	\$10,000
4. Supplies and Material	6300	
5. Other Operating Costs	6400	
6. Debt Services	6500	
7. Capital Outlay	6600	
8. Operating Transfers Out	8911	
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	

eGrants

TEXAS EDUCATION AGENCY

SAS#: TSSGAA25

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Campus/Site: N/A

Vendor ID: 1746001876

County District: 108909

ESC Region: 01

School Year: 2024-2025

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	\$0
2. Professional and Contracted Services	6200	\$0
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.



SAS#: TSSGAA25

Organization: PHARR-SAN JUAN-ALAMO ISD  
 Campus/Site: N/A  
 Vendor ID: 1746001876

County District: 108909  
 ESC Region: 01  
 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
	\$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)	1

B. LEA 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"/>

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 checked="" 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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**County District:** 108909  
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SAS#: TSSGAA25

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

### Program Budget BS6201 - Professional and Contracted Services

#### Part 1: Professional and Contracted Services

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

#### Part 2: Direct Administrative Costs

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

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

Itemized Professional and Consulting Service (6219, 6239, 6291)	
Description	2025-2027 Strategic Staffing
1. Service: <input type="text" value="EPP/ACT"/>	\$10,000
Specify Purpose:	The purpose of hiring and educator preparation program is to support residents and adhere to grant requirements.
<div>Add Item</div> <div>Delete Item</div>	
Total Professional and Consulting Services Costs	\$10,000





SAS#: TSSGAA25

Organization: PHARR-SAN JUAN-ALAMO ISD  
 Campus/Site: N/A  
 Vendor ID: 1746001876

County District: 108909  
 ESC Region: 01  
 School Year: 2024-2025

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

### Program Budget BS6401 - Other Operating Costs

#### Part 1: Other Operating Costs

Budgeted Costs		
Description	Class/ Object Code	2025-2027 Strategic Staffing
1. <b>Out-of-State Travel for Employees</b> LEA must keep documentation locally.	6411	
2. <b>Travel for Students to Conferences (does not include field trips)</b> Requires pre-authorization in writing.	6412	
3. <b>Educational Field Trips</b> LEA must keep documentation locally.	6412 6494	
4. <b>Stipends for Non-employees other than those included in 6419</b> Requires pre-authorization in writing.	6413	
5. <b>Travel Costs for Officials such as Executive Director, Superintendent, or Board Members</b> Allowable only when such costs are directly related to the grant. If Out-of-State Travel, LEA must keep documentation locally.	6411 6419	
6. <b>Non-Employee Costs for Conference</b> Requires pre-authorization in writing.	6419	
7. <b>Hosting Conferences for Non-Employees</b> LEA must keep documentation locally.	64xx	
<b>Subtotal Other Operating Costs</b>		
<b>Remaining 6400 Costs That Do Not Require Specific Approval</b>		
<b>Total Other Operating Costs</b>		

#### Part 2: Direct Administrative Costs

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**2025-2027 Texas Strategic Staffing Grant for Paid, Sustainable Teacher Residency Program****Program Budget  
BS6501 - Debt Services****Part 1: Subscription-Based Information Technology Arrangement (SBITA) and Capital Lease Liability Costs**


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

**Part 2: Description of SBITA**

Subscription		
<input type="checkbox"/>	1. SBITA Description: <input type="text"/>	Subscription Cost: <input type="text"/>
Fund Source: <input type="text"/>	Select One <input type="text"/>	Contract Start Date: <input type="text"/> Contract End Date: <input type="text"/>
<div>Add Item Delete Item</div>		

**Part 3: Description of Property**

Property		
<input type="checkbox"/>	1. Property Description: <input type="text"/>	Property Value: <input type="text"/>
Fund Source: <input type="text"/>	Select One <input type="text"/>	Contract Start Date: <input type="text"/> Contract End Date: <input type="text"/>
<div>Add Item Delete Item</div>		



TEXAS EDUCATION AGENCY

Organization: PHARR-SAN JUAN-ALAMO ISD

Campus/Site: N/A

Vendor ID: 1746001876

County District: 108909

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School Year: 2024-2025

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