



**Organization:** RUSK ISD  
**Campus/Site:** N/A  
**Vendor ID:** 1756002356

**County District:** 037907  
**ESC Region:** 07  
**School Year:** 2024-2025

SAS#: TSSGAA25

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

### General Information GS2000 - Certify and Submit

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

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

Description	Required	Status	Last Update
<b>General Information</b>			
GS2100 - Applicant Information	*	Complete	12/11/2024 01:16 PM
GS2300 - Negotiation Comments and Confirmation		New	
<b>Program Description</b>			
PS3013 - Program Plan	*	Complete	12/11/2024 03:43 PM
PS3014 - Program Narrative	*	Complete	12/18/2024 12:08 PM
<b>Program Budget</b>			
BS6001 - Program Budget Summary and Support	*	Complete	12/17/2024 04:06 PM
BS6101 - Payroll Costs	*	Complete	12/17/2024 04:07 PM
BS6201 - Professional and Contracted Services	*	Complete	12/17/2024 03:35 PM
BS6401 - Other Operating Costs	*	Complete	12/17/2024 03:35 PM
BS6501 - Debt Services	*	Complete	12/17/2024 03:36 PM
BS6601 - Capital Outlay	*	Complete	12/17/2024 03:36 PM
<b>Provisions Assurances and Certifications</b>			
CS7000 - Provisions, Assurances and Certifications	*	Complete	12/17/2024 03:36 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: Stacie Initial: Last Name: Young Title: Chief Financial Officer  
 Phone: 903-683-5592 Ext: E-Mail: stacie.young@ruskisd.net

### Submitter Information

First Name: Stacie Last Name: Young  
 Approval ID: stacie.young Submit Date and Time: 12/19/2024 10:15:18 AM

Schedule Status: Complete

Informal Discretionary Comp

Application ID:0037300338700001



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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: RUSK ISD		
Mailing Address Line 1: 203 E 7TH ST		
Mailing Address Line 2:		
City: RUSK	State: TX	Zip Code: 75785

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

#### Part 2: Applicant Contacts

A. Primary Contact			Select Contact:	Select One ▼	or	Add New Contact
First Name: Cadi	Initial:	Last Name: Collins				
Title: Instructional Programs Director						
Telephone: 903-683-5592	Ext.: 1006	E-Mail: cadi.collins@ruskisd.net				

B. Secondary Contact			Select Contact:	Select One ▼	or	Add New Contact
First Name: Stacie	Initial:	Last Name: Young				
Title: Chief Financial Officer						
Telephone: 903-683-5592	Ext.: 1007	E-Mail: stacie.young@ruskisd.net				



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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 mission of Rusk ISD is to provide all students with the education and resources they need to succeed through outstanding learning opportunities. To support this mission and address the staffing needs for the district's 2,000 students, we have implemented a District of Innovation (DOI) plan. This plan allows the district to hire highly-skilled and knowledgeable individuals who meet local qualifications while they work toward certification through the State Board of Education Certification (SBEC). We continue to struggle to fill vacancies in our lower elementary leveled classrooms, as well as in special education. There is an ongoing need to diversify our teaching staff to more accurately reflect the demographics of both our student population and society as a whole. Through the teacher residency program activities, Rusk ISD will actively recruit and train a minimum of 2 teacher residents, whose capabilities reflect the district's goals and objectives, and address these needs. Rusk ISD will proactively recruit and train at least two TR candidates whose skills align with the district's goals and objectives, addressing its needs. The recruitment and selection process will focus on applicants who have demonstrated outstanding academic performance, a commitment to educational equity, and a proven growth mindset dedicated to enhancing teaching and learning.

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).

The Rusk ISD Director of Instructional Programs will coordinate the TR program while the Director of Human Resources will coordinate the hiring process and orientation. The campus principals will supervise and oversee the teacher residents. The EPP will provide a site supervisor (Jannah Nerren, professor and chair) from the Stephen F. Austin State University. The site supervisor will coordinate communication between campuses, district and university personnel. Mentor teachers (MT) will act as mentors, leaders, and coaches, modeling and planning effective instruction and professional behaviors. They will create supportive classroom environments that encourage TRs to take risks, observe their practice, and offer targeted feedback to ensure a lasting impact on student achievement. The MT is a leader throughout the campus who provides support to a TR and support to other teachers. Qualifications for MTs include: knowledge of subject, bachelor's degree, at least three years of exemplary teaching experience, a valid teaching certificate in relevant area, and evidence of student progress in relevant subjects. Further specifics have been defined by Rusk ISD and SFASU including MT responsibilities, planning and preparation, classroom environment, instruction, and professional responsibilities. Each of these positions exist in the district. Rusk ISD established a partnership with SFASU to implement this grant program and provide a year long residency.



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

### Program Description PS3014 - Program Narrative

#### C. Goals, Objectives and Strategies

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

The major goals of this proposed program include: 1) Launch a paid teacher residency program for Rusk ISD in collaboration with Stephen F. Austin State University. Choose teacher residents to fill roles in our most critical areas of need, including our primary grades and special education; 2) Develop, evaluate, and sustain a teacher resident model for Rusk ISD by utilizing funds to ensure the success of TRs, while better preparing beginning teachers, improving teacher retention, and increasing student achievement; and 3) Hire and retain TRs who have completed the program as teachers in Rusk ISD.

Stephen F. Austin State University is dedicated to transformative work by strengthening and cultivating partnerships that address the needs of Pre-Kindergarten through twelfth grade students and, in turn, the classrooms of future teachers. The University is focused on identifying partner schools that are ready for a deeper, more impactful collaboration aimed at enhancing teacher preparation. SFASU will support the development of teacher candidate competencies, ensuring they are equipped to meet the needs of all students, particularly those who have been historically underserved. Additionally, SFASU will leverage program and student data to drive continuous improvement and establish systems that sustain the ongoing use of data for long-term improvement efforts.

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

A partnership between Rusk ISD and SFASU will be established to offer a year-long residency experience for teacher candidates, utilizing high-quality mentor teachers (MTs) with the goal of creating a teacher pipeline and providing support to students. Resident teacher (RTs) candidates will submit applications followed by interviews. Rusk ISD will offer a comprehensive orientation for TRs, followed by a meet-and-greet event for mentor and teacher residents. TRs will engage in a co-teaching model with the MT. Each department at SFASU prioritizes the development of a rigorous course sequence, including extended clinical experiences in real school settings. Course content aligns closely with the Texas Teaching Standards, covering all state and national standards throughout the program. The redesign of internship and residency experiences will involve collaboration between Rusk ISD and SFASU faculty. This initiative will help transition student interns from working alongside a mentor teacher in one classroom to eventually managing their own classrooms independently. TR participants will be part of a full-time, year-long residency program during both the fall and spring terms. Throughout the school year, TRs will engage in sustained clinical learning in authentic school settings while taking on significant teaching responsibilities.

#### 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?

Through the Teach Residency grant-funded program, Rusk ISD will actively recruit and train at least 2 teacher candidates. The focus of their participation will emphasize classroom management, content expertise, and effective pedagogy. To ensure the success of the project's objectives and strategies, the following processes will be implemented:

- 1) SFASU coursework: Each TR will maintain high academic performance, including completion of courses with internship/residency components;
- 2) Self-Reflection Survey: Each TR will assess their competency and understanding of at least 80% of the teacher standards, reflecting their self-perception of the skills necessary to implement the Texas Teaching Standards;
- 3) Field Supervisor Observation: Each resident will demonstrate progress toward mastering the Texas Teaching Standards, as documented through the Field Supervisor Protocol;
- 4) Mentor Evaluation: Each resident will show adequate progress toward mastering the selected Texas Teaching Standards;
- 5) Site Evaluation: Each resident will receive a proficient or high evaluation from the campus principal as part of the district's annual evaluation/appraisal process; and
- 6) Compliance with TEA Requests: Beginning in the 2026-2027 school year, Rusk ISD will comply with TEA requests, including the implementation and monitoring of data, TR/MT placement information, and progress reporting on strategic staffing initiatives.



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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.

Instead of hiring a temporary position through temporary grant funding, the district has decided to place the majority of responsibility of overseeing the program on the Director of Instructional Program. The Director of Instructional Programs will work alongside the Director of Human Resources and campus principals to ensure the validity of the program. The district will maintain time and effort documentation for the Director of Instructional Programs. In addition, funds will be utilized to cover the contracted services with the EPP (SFASU). During the 2025-2026 school year, \$40,000 will be used to support resident and host teacher stipends. Any remaining funds will be used to cover supplies and materials.

Additional expenses to support TRs through this opportunity will be covered through Rusk ISD funding.

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

### Program Description PS3014 - Program Narrative

#### F. TEA Program Requirements

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

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

Rusk ISD has seen many of the common trends as seen across the State of Texas. It has been extremely difficult to find qualified special education teachers, especially in specialized areas such as autism, behavioral disorders, or intellectual disabilities. Because Rusk ISD is located in a rural and economically disadvantaged area, teachers are hard to recruit due to location and lower compensation compared to urban areas. In 2023-2024, Rusk ISD's economically disadvantaged population was at 68.74%. High turnover rates among teachers, especially in challenging environments, can lead to ongoing vacancies and disruptions in student learning.

Paid teacher residencies can help develop a local pool of trained teachers who are more likely to stay in the district long-term, addressing both recruitment and retention challenges. Residents gain valuable hands-on experience while being supported by experienced mentor teachers. Residencies can target hard-to-fill positions like special education, by offering specialized training, support, and financial incentives. Residents who complete a paid residency program are often better prepared for the classroom, reducing turnover and increasing the likelihood of long-term retention, particularizing in challenging school or subject areas.

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.

There are several instructional needs that exist in Rusk ISD classrooms, and paid residencies can provide a valuable solution to address some of these needs. Teachers often face challenges in providing individualized or small-group instruction, especially in large classrooms where diverse learning needs exist. A paid residency program can place skilled residents in the classroom to work with small groups of students. These residents can provide additional support tailored to special learning needs, such as remedial assistance for struggling students or enrichment for advanced learners. This allows the classroom teacher to focus on whole-group instruction while ensuring all students receive the attention they need. Absenteeism of teachers due to illness, PD, or other reasons can disrupt the continuity of instruction. A paid residency program creates a pool of experienced, reliable substitute teachers who are familiar with the school's curriculum and culture.

Rusk ISD is in the process of applying for the LASO Planning Grant in hopes to implement the Bluebonnet materials beginning in 2026-2027. Paid residencies can be particularly beneficial when implementing HQIM. This program can support the effective rollout of HQIM by ensuring that teachers have enough support and training to use these material correctly. Residencies offer instructional flexibility by providing additional staff who are trained to work with the HQIM, allowing teachers to focus on enhancing instruction.

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

Paid residencies help attract and develop future educators. This can serve as a recruitment tool for future teachers by offering paid opportunities to those interested in pursuing a career in education. This can encourage individuals to enter the field and reduce barriers to entry. Residents gain real classroom experience and mentorship, providing them with the skills and support needed to become full-time teachers within the district. As Rusk ISD faces shortages in special education and primary classrooms, paid residencies can immediately provide support to teachers who are already overburdened. By introducing residents into classrooms, the district can ensure that students continue to receive quality instruction. Residents can assist with lesson planning, small-group instruction, and other tasks, reducing the strain on existing staff. And with the goal being to introduce HQIM in the near future, paid residents can focus on supporting the implementation and work alongside teachers to ensure that the materials are being used correctly.

Over the next five years, paid residencies can be part of a comprehensive teacher retention strategy. By offering residents a structured support system (mentorship, co-teaching, professional development), the district can improve job satisfaction, which may increase the likelihood that residents stay in the district as full-time teachers. Providing clear career progression from residency to full-time teaching roles creates retention of staff.





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

### Program Description PS3014 - Program Narrative

#### G. TEA Program Requirements Continued

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

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

The Rusk ISD Director of Instructional Programs will coordinate the TR program while keeping in close contact with the Director of Human Resources, campus principals, and partner EEP. The district lead plays a crucial role in broader talent management efforts by ensuring that the district attracts, develops, retains, and supports high-quality educators and staff.

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 Director of Instructional Programs (Rusk ISD lead) has adequate time to fulfill responsibilities in the design and implementation year of strategic staffing, and to ensure that these responsibilities are supported beyond the life of the grant, several strategies must be implemented. These strategies focus on time management, clear prioritization, and long-term sustainability, addressing both the immediate need for successful program implementation and ensuring continuity in the future. The district must: Establish a clear, well-defined role for the district lead with specific responsibilities for overseeing the strategic staffing design and implementation; Create a small, dedicated team (HR, principals, mentors) to support the district lead, ensuring that the lead is not overwhelmed by trying to manage all aspects of the design and implementation alone; Focus on high-priority actions that directly contribute to the success of the strategic staffing initiative, particularly during the design and implementation phase; and Offer professional development or coaching to the district lead, helping them build skills in time management, delegation, and project coordination.

To ensure local funding and support continue beyond the life of the grant, the district must: Align the strategic staffing initiative with the district's long-term goals and budget priorities; and Engage stakeholders early in the process, including school board members, and district leaders.

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

Incorporating district executive leadership into the design and implementation of strategic staffing is critical to ensuring the success, sustainability, and alignment of the initiative with the district's overall goals. The district lead will include the superintendent in the initial planning phase to discuss the goals, vision, and strategic objectives for staffing. The superintendent should provide input on how the initiative supports the district's mission, priorities, and future workforce needs. This ensures the initiative is aligned with the district's broader educational priorities and that there is buy-in from the top leadership. The CFO will ensure the financial feasibility and sustainability of the strategic staffing initiative, particularly in terms of budgeting, long-term funding, and resource allocation. By involving the CFO, the district can ensure that the program is financially viable and that there is a clear plan for sustainability after the grant ends. By having these leaders actively involved, the district can ensure that the strategic staffing initiative is aligned with broader district goals, financially feasible, and well-supported both during the design and implementation phase and beyond the life of the grant.

#### 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?

Rusk ISD has been in partnership with SFASU for over 4 years. Each year, Rusk ISD has placed at least one resident within our campuses for either a half of a year or whole. Some of the residents have served in the role of paraprofessional on the campus prior to full-time employment following the completion of the program. The residents have not been paid.

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

Ensuring the success of a two-year design and implementation process for a paid residency program requires a comprehensive, well-structured partnership that brings together district leaders, teachers, and the SFASU (EPP). Key features of the partnership will include clear communication, shared goals, dedicated resources, continuous evaluation, and a strong feedback loop. Establishing a common vision for the residency program with clear, measurable goals is essential. This vision should align with the district's long-term talent strategy, focusing on recruitment, retention, and professional development of high-quality teachers, particularly in underserved areas. The partnership should include strong leadership from both the district and the university. Leaders should be committed to the program's goals and empowered to make decisions, address challenges, and guide the initiative.



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

### Program Description PS3014 - Program Narrative

#### I. TEA Program Requirements Continued

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

1. a. If this is an existing LEA-EPP partnership: What shared processes or norms do the LEA staff and EPP faculty currently have in place in order to address issues with residency (e.g., challenges for residents, host teachers, school sites, etc.)? Provide detailed explanations (e.g., who leads the communication, how are action steps determined, who follows up to make sure steps are complete, etc.). b. If this is a new LEA-EPP partnership: How does the LEA plan to work with the EPP to manage issues that arise with residency (e.g., challenges for residents, host teachers, school sites, etc.)? Provide detailed explanations (e.g., who would lead the communication, at what point do you surface the challenges, how do you follow up on action steps, etc.).

In 2021, Rusk ISD and Stephen F. Austin State University entered into an Affiliation Agreement because the university was "in need of field instruction facilities for the teaching students enrolled in its program in Field Experience, Internship, Practicum, and Clinical Teaching." Within the agreement, the responsibilities of each organization is detailed. The University will be responsible for the educational requirements of the Perkins College of Education, Educator Preparation Program within the field instruction, provide qualified faculty to monitor and evaluate the learning situations, provide qualified faculty to serve as Field Instructor, establish field instruction hours for students, and be responsible for maintaining the records of students, including time sheets, proficiency, and evaluation. The District will provide a field instructor with sufficient time to supervise and monitor the student's field instruction and the delivery of client system services, retain responsibility for the delivery of services to its client systems, provide designated physical resources to the student to carry out his/her responsibilities, and be responsible for assisting student with field seminar related assignments.

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.

Rusk ISD has partnered with the Region 7 ESC for many years on a variety of programs, including summer workshops, teacher reading academics, LASO grant writing, and many more. By maintaining consistent and open communication between Rusk ISD and Region 7 ESC, we can ensure that our partnership is successful and sustainable. Over the years, being able to pick up the phone and call with questions, concerns, and/or suggestions, has played a major role in the partnership with the ESC.

#### 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.

Rusk ISD received the 2021-2023 Grow Your Own Grant, Cycle 4. The grant allowed for four paraprofessionals to complete their certifications. All four paraprofessionals were hired as full time teachers within the district following the completion of certification. We have not received another GYO grant since. We also offer an Education and Training program at Rusk High School. Two of a previous seniors are now employed as paraprofessionals as they are seeking their Bachelor's degrees.

eGrants

TEXAS EDUCATION AGENCY

SAS#: TSSGAA25

Organization: RUSK ISD

Campus/Site: N/A

Vendor ID: 1756002356

County District: 037907

ESC Region: 07

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	\$66,350
3. Professional and Contracted Services	6200	\$10,000
4. Supplies and Material	6300	\$1,094
5. Other Operating Costs	6400	
6. Debt Services	6500	
7. Capital Outlay	6600	
8. Operating Transfers Out	8911	
Total Direct Costs		\$77,444
9. Indirect Costs		\$2,556
Total Budgeted Costs		\$80,000
Total Funds Available Minus Total Costs		\$0
10. Payments to Member Districts of SSA	6493	



**Organization:** RUSK ISD  
**Campus/Site:** N/A  
**Vendor ID:** 1756002356

**County District:** 037907  
**ESC Region:** 07  
**School Year:** 2024-2025

SAS#: TSSGAA25

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

Program Budget

BS6001 - Program Budget Summary and Support

B. Pre-Award Costs		
Description	Class/ Object Code	2025-2027 Strategic Staffing
1. Payroll Costs	6100	
2. Professional and Contracted Services	6200	
3. Supplies and Material	6300	
4. Other Operating Costs	6400	
5. Debt Services	6500	
6. Capital Outlay	6600	
7. Operating Transfers Out	8911	
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: RUSK ISD  
 Campus/Site: N/A  
 Vendor ID: 1756002356

County District: 037907  
 ESC Region: 07  
 School Year: 2024-2025

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

### Program Budget BS6101 - Payroll Costs

#### Part 1: Total Payroll Costs

Payroll costs entered on BS6001	
Total Payroll Costs	2025-2027 Strategic Staffing
	\$66,350

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

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

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

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

#### Part 3: Substitute, Extra-Duty, Benefits

Substitute, Extra-Duty, Benefits	
1. For schoolwide personnel (includes staff salary, extra-duty pay/beyond normal hours, and substitutes for staff positions at schoolwide campuses)	<input type="checkbox"/>
2. Extra duty pay/beyond normal hours for positions not indicated above	<input type="checkbox"/>
3. Substitutes for public and charter school teachers not indicated above	<input type="checkbox"/>
4. Stipends for positions not indicated above	<input 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.	

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

Program Budget

BS6201 - Professional and Contracted Services

Part 1 : Professional and Contracted Services

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

Part 2: Direct Administrative Costs

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

Part 3 : Itemized Professional and Consulting Services

Itemized Professional and Consulting Service (6219, 6239, 6291)	
Description	2025-2027 Strategic Staffing
1. Service: <div>Stephen</div>	\$10,000
Specify Purpose:	SFASU (EPP) will provide contracted services to support resident field supervisor work.
<div>Add Item</div> <div>Delete Item</div>	
Total Professional and Consulting Services Costs	\$10,000



SAS#: TSSGAA25

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

### Program Budget BS6401 - Other Operating Costs

#### Part 1: Other Operating Costs

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

#### Part 2: Direct Administrative Costs

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



SAS#: TSSGAA25

Organization: RUSK ISD  
 Campus/Site: N/A  
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 School Year: 2024-2025

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

### Program Budget 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"/> <input type="text"/>	Contract Start Date: <input type="text"/> Contract End Date: <input type="text"/>
		<input type="text"/>	
		<input type="text"/>	

## Part 3: Description of Property

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



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



**Organization:** RUSK ISD  
**Campus/Site:** N/A  
**Vendor ID:** 1756002356

**County District:** 037907  
**ESC Region:** 07  
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SAS#: TSSGAA25

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

Provisions Assurances

CS7000 - Provisions, Assurances and Certifications

Provisions, Assurances and Certifications

1. ☒ I certify my acceptance and compliance with all General and Fiscal Guidelines.

General and Fiscal Guidelines

2. ☒ I certify my acceptance and compliance with all Program Guidelines.

Program Guidelines

3. ☒ I certify my acceptance and compliance with all General Provisions and Assurances requirements.

General Provisions and Assurances

I certify I am not debarred or suspended.

4. ☒ 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. ☒ 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. ☐ 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.

- 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	R: \$0	R: \$0	R: \$0	R: \$0