



**Organization:** SAN DIEGO ISD  
**Campus/Site:** N/A  
**Vendor ID:** 1746002230

**County District:** 066902  
**ESC Region:** 02  
**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	01/14/2025 10:25 AM
GS2300 - Negotiation Comments and Confirmation		New	
<b>Program Description</b>			
PS3013 - Program Plan	*	Complete	02/06/2025 10:49 AM
PS3014 - Program Narrative	*	Complete	02/06/2025 11:00 AM
<b>Program Budget</b>			
BS6001 - Program Budget Summary and Support	*	Complete	02/06/2025 11:03 AM
BS6101 - Payroll Costs	*	Complete	02/06/2025 11:04 AM
BS6201 - Professional and Contracted Services	*	Complete	02/06/2025 11:05 AM
BS6401 - Other Operating Costs	*	Complete	02/06/2025 11:05 AM
BS6501 - Debt Services	*	Complete	02/06/2025 11:05 AM
BS6601 - Capital Outlay	*	Complete	02/06/2025 11:05 AM
<b>Provisions Assurances and Certifications</b>			
CS7000 - Provisions, Assurances and Certifications	*	Complete	02/06/2025 11:05 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: Rodrigo Initial: Last Name: Pena Title: Superintendent  
 Phone: 361-279-3382 Ext: E-Mail: rpena@sdisd.us

#### Submitter Information

First Name: Rodrigo Last Name: Pena  
 Approval ID: rodrigo.pena Submit Date and Time: 02/06/2025 11:10:16 AM

Schedule Status: Complete

Informal Discretionary Comp

Application ID:0037300283300001



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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: SAN DIEGO ISD
Mailing Address Line 1: 609 W LABBE AVE
Mailing Address Line 2:
City: SAN DIEGO      State: TX      Zip Code: 78384

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

**Part 2: Applicant Contacts**

<b>A. Primary Contact</b>	Select Contact: <input type="text" value="Select One"/>	or	<input type="button" value="Add New Contact"/>
First Name: Rodrigo	Initial:	Last Name: Pena	
Title: Superintendent			
Telephone: 361-279-3382	Ext.: 2223	E-Mail: rpena@sdisd.us	

<b>B. Secondary Contact</b>	Select Contact: <input type="text" value="Select One"/>	or	<input type="button" value="Add New Contact"/>
First Name: Ruben	Initial:	Last Name: Pena	
Title: Director of Academic Services			
Telephone: 361-279-3382	Ext.: 2226	E-Mail: rpenajr@sdisd.us	

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: <input type="text"/></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></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.

**OVERVIEW OF PROGRAM:** If funded, San Diego ISD will appoint a Program Director who will work alongside The Region 2 Education Service Center (ESC 2) over the next two years. During the first year, they will collaborate on setting goals, determining resident placements, and designing a strategic staffing model tailored to the district's instructional needs. In the second year, funds will be allocated towards implementing a paid, year-long initiative termed the High-Quality, Sustainable (HQS) Teacher Residencies program. By addressing these challenges, the district foresees supporting its OVERALL MISSION of "inspire, educate, and empower all students to be responsible, ethical, productive citizens of a global society by providing students with a positive safe learning environment".

**SPECIFIC NEEDS:** To meet this mission, the district must address the following key challenges:

- Instructional Needs:** The district's instructional needs are evident in its poor academic performance. Only 13% of students pass the STAAR at the Masters Grade Level, compared to the state average of 20%. Absenteeism is 41.2%, over double the state average of 20.3%, causing lost instructional time and worsening outcomes. Additionally, 38% of students are at risk of failing, and just 72% pass the STAAR, below the state average of 75%.
- Teacher Recruitment/Retention:** San Diego ISD is a small, rural district with an extremely low student enrollment of 1,513 (5 pts). Due to our geographic location,

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

we face significant financial challenges, which make it difficult to recruit and retain teachers. The average teacher salary is \$58,074, which is lower than the state's average of \$62,474. Additionally, the teacher turnover rate is 22.6%, much higher than the state's average of 19%.

- Teacher Development:** With 42.5% of teachers having fewer than five years of experience, there is an urgent need for targeted development to enhance teaching effectiveness and improve student outcomes.

**HOW A PAID RESIDENCY PROGRAM WILL BENEFIT OUR DISTRICT'S NEEDS:** The paid residency program will significantly benefit the district by:

- Designing a staffing model tailored to our current needs will ensure a more strategic alignment between teacher placements and instructional priorities, directly contributing to improving student performance and addressing gaps in academic achievement (NEED).
  - Providing new teachers with comprehensive mentorship opportunities to build confidence and skills, addressing the district's need for robust teacher development. (NEED).
  - Attracting a diverse pool of candidates to address teacher shortages and high turnover. Paid residencies will incentivize qualified educators, stabilizing the workforce and reducing attrition (NEED).
- By focusing on these critical areas, this program will strengthen our ability to meet instructional goals, our overall mission, and ensure long-term success for both educators and students.

#### 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 effectively implement the program within budget and grant requirements, we propose three key roles:

The Project Director, a PROPOSED internal position, will oversee the IMPLEMENTATION and DELIVERY of the program. **QUALIFICATIONS/EXPERIENCE:** The Project Director must have a bachelor's degree in education and at least five years of experience in the education sector, including knowledge of project management and leadership.

The Host Teachers, serving as EXISTING internal positions, will mentor teacher residents and provide direct classroom guidance. **QUALIFICATIONS/EXPERIENCE:** Host Teachers must hold a bachelor's degree in education, valid teaching certification, and at least three years of teaching experience with demonstrated knowledge of effective mentorship skills. Host Teachers must also have experience in supporting early-career educators and providing classroom guidance.

ESC 2, a PROPOSED external consultant, will serve as the program's Educator Preparation Program (EPP). **QUALIFICATIONS/EXPERIENCE:** The EPP Partner must be TEA-approved as an Educator Preparation Program and have prior experience collaborating with Local Education Agency (LEA) personnel in developing teacher residency programs. Knowledge of building sustainable pipelines for high-quality educators and providing mentorship and technical support is essential.

These carefully selected roles ensure that the IMPLEMENTATION and DELIVERY of the program align with grant requirements and district goals.



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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?

REVIEW OF TSS OBJECTIVES: San Diego ISD has thoroughly reviewed the OBJECTIVES of the Texas Strategic Staffing (TSS) service, as outlined on their website at <http://tss.tea.texas.gov>. The TSS objectives focus on addressing Texas students' learning needs and ensuring equitable access through high-quality teacher residencies. These goals include preparing effective teachers through year-long pre-service practice, developing mentor teachers to support residents in high-need areas, and supporting districts in sustainably funding residency programs to build enduring talent pipelines.

While the TSS OBJECTIVES serve as a guiding framework for the district, San Diego ISD has also identified ADDITIONAL/UNIQUE DISTRICT GOALS/OBJECTIVES to address its specific needs, including:

1. Appoint a Program Director within 60 days of receiving the Notice of Grant Award (NOGA).
2. Partner with the Educational Preparation Provider (EPP) within the same 60-day timeframe to draft and sign a Memorandum of Understanding (MOU) detailing meeting schedules, roles, and responsibilities.
3. Create detailed job descriptions for host teachers and teacher residents during the program's first year.
4. Implement a strategic staffing model tailored to our district's needs within the initial year of the program.
5. Select host teachers during the first program year.

ALIGNMENT BETWEEN TSS GOALS/OBJECTIVES AND DISTRICT'S DECISION TO PURSUE PARTICIPATION IN THE TWO-YEAR TEXAS STRATEGIC STAFFING PROGRAM:

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

The TSS OBJECTIVES align closely with San Diego ISD's goals to build a sustainable teacher pipeline, improve instruction, and address staffing challenges through high-quality, funded teacher residencies. The district's decision to PURSUE participation in the two-year TEXAS STRATEGIC STAFFING PROGRAM reflects its commitment to leveraging the TSS framework to meet instructional needs, support the district's mission, and ensure long-term success for both educators and students.

To meet grant goals and objectives, San Diego ISD will execute GRANT ACTIVITIES/STRATEGIES according to the following timeline:

- Year 1:
  - o Host three full-day, in-person sessions.
  - o Facilitate 1-3 virtual meetings per month with the technical assistance provider from October 2025 to May 2026.
  - o Conduct regular reviews of grant deliverables.
  - o Offer summer training sessions for teacher residents and host teachers.
- Year 2:
  - o Conduct weekly reviews of staffing model implementation led by the Program Director.
  - o Deliver job-embedded training for teacher residents.
  - o Regularly evaluate grant performance measures and share data with the partnering EPP.

Through these aligned OBJECTIVES, DISTRICT GOALS, and targeted ACTIVITIES/STRATEGIES, San Diego ISD aims to establish a fully IMPLEMENTED and sustainable Teacher Residency Program by the 2026-2027 school year, addressing staffing challenges, improving instructional quality, and ensuring equitable opportunities for all students.

#### 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?

In the event that San Diego ISD is funded, progress will be tracked using PERFORMANCE MEASURES that are RELATED TO STUDENT OUTCOMES and CONSISTENT with the PURPOSE of the PROGRAM that includes:

1. Maintain activity logs to monitor participation in training and technical assistance activities.
2. Produce quarterly reports during the 2025-2026 school year to document program activities and progress towards milestones.
3. Continue issuing quarterly reports in the 2026-2027 school year, focusing on data like recruitment, certification, retention, and student achievement.
4. Conduct program evaluations in 2025-2026 and 2026-2027 school year to assess resident placements and host teachers.

TOOLS TO MEASURE: San Diego ISD will utilize various tools, including Teacher Monitors conducting walkthroughs, Perception Surveys, Testimonials, Attendance Records, STAAR assessments, Benchmarks, Observation Logs, Sign-in Sheets, and shared platforms provided by ESC 2.

Processes for ENSURING THE EFFECTIVENESS OF OBJECTIVES AND STRATEGIES: To evaluate progress toward grant objectives, the district will analyze teacher resident grades, quarterly contact hours, and pre- and post-program surveys to measure effectiveness. To adhere to project objectives, the Superintendent will oversee the Project Director's work, ensuring timely reporting, as the Business Manager will manage fiscal compliance and budget oversight. This oversight will drive the program's success and effective resource allocation.



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

### Program Description PS3014 - Program Narrative

#### E. Budget Narrative

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

**HOW BUDGET WILL MEET NEEDS AND GOALS OF THE PROGRAM:** To meet the needs and goals of the program, San Diego ISD has created a budget that is two years in length and addresses the following three key areas: CONTRACTED SERVICES WITH AN EPP, DISTRICT-LEVEL STAFFING, and SUPPLIES/MATERIALS.

Below is a overview of grant allocations that that will be used for each area:

- Contracted Services:** As per the grant guidelines, San Diego ISD is committed to allocating \$10,000 to contracted services with ESC 2. These funds will specifically support the work of EPP field supervisors in overseeing residency candidates during the 2026-2027 Implementation Year, ensuring effective program execution.
- District-Level Staffing:** Upon selection, (\$31,050) will be allotted specifically to the Project Director to co-fund the salary of an existing position, Director of Academic Services, who will lead the work. \$28,875 in funding will also be used to cover resident pay and host teacher stipends.
- Supplies/Materials:** An allocation of approximately (\$2,475) will be designated to obtaining all necessary supplies and materials to best support the program's implementation.

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

**HIGH-LEVEL SNAPSHOT:** A high-level snapshot of San Diego ISD's current funding allocations that will assist this Teacher Residency Program include: 1) Facilities and Materials: Investments in classroom facilities and instructional materials will support an effective teaching environment for residents; 2) Technology Infrastructure: Funding for laptops, tablets, and interactive classroom technology can be used to enhance teaching and learning experiences for residents and mentors; 3) Professional Development: Ongoing training for teacher residents and mentors will be offered using current funds to help adopt best instructional practices; 4) Recruitment and Marketing: Allocations for outreach campaigns, promotional materials, and recruitment events will be used to attract high-quality residency candidates; and 5) Administrative Support: Budget provisions for part-time administrative staff to manage residency logistics, communications, and data collection will be allocated with current funding streams.

**ADJUSTMENTS:** Adjustments will be made as needed through regular budget reviews. This includes reallocating existing funds, pursuing additional grants, or leveraging community partnerships to ensure all program components remain funded beyond the grant period. By proactively aligning financial resources with program goals, we aim to ensure the sustainability of this initiative.





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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?

**A: CONNECTION BETWEEN VACANCY AND HIRING NEEDS AND PAID RESIDENCIES:** San Diego ISD experiences 15-20 teacher vacancies annually, representing nearly a quarter of the teaching staff. The district faces persistent challenges in recruiting qualified educators, particularly for high-need areas such as mathematics, special education, and bilingual education. Additionally, 15% of current staff are uncertified, further straining the district's ability to provide consistent, high-quality instruction. These challenges are compounded by the district's rural location, which limits access to a broad talent pool, and non-competitive compensation, making it difficult to attract and retain skilled teachers.

Paid residencies present a transformative solution by creating a sustainable pipeline of certified, skilled educators who are prepared to meet the district's unique needs. Through hands-on training, mentorship, and financial support, teacher residents gain the expertise necessary to excel in high-need roles. This approach not only helps fill vacancies with committed, high-quality teachers but also ensures long-term stability in the district's workforce, directly addressing its hiring challenges (CONNECTION BETWEEN VACANCIES AND HIRING NEEDS).

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.

**CONNECTION BETWEEN INSTRUCTIONAL NEEDS AND PAID RESIDENCIES, INCLUDING HQIM IMPLEMENTATION:** We face multiple instructional challenges, including limited capacity for small group instruction, a lack of trained teachers, a shortage of substitute teachers, and significant learning gaps among students. These challenges are highlighted by data from the Texas Academic Performance Report (TAPR), which depicts: only 41% of students meet grade-level expectations in mathematics, and only 48% achieve proficiency in English Language Arts (ELA). Furthermore, College, Career, And Military Readiness (CCMR) rates within region 2 stand at 70%, below the state average, and TSI (Texas Success Initiative) scores reveal that fewer than 37% of high school students meet readiness benchmarks in math and English. Together, these statistics underscore the urgent need for enhanced instructional support and targeted interventions to improve academic outcomes. By integrating teacher residents into classrooms, the district can immediately address instructional needs, such as alleviating the workload on existing teachers, supporting classroom management and reducing burnout.

Together, paid teacher residencies and High-Quality Instructional Materials (HQIM) enhance instruction by expanding capacity, enabling small group support, and fostering personalized learning. Trained residents will integrate HQIM into lessons, improving engagement, proficiency, and overall outcomes through consistent, effective inst

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

Paid teacher residencies align with our district's long-term talent strategy by cultivating a pipeline of qualified, passionate educators who are committed to our overall mission and students. This year, the focus is on building a strong foundation for teacher retention and addressing immediate staffing needs through the implementation of a year-long teacher residency model. This model emphasizes rigorous training, mentorship, and real-world classroom experience to ensure residents are fully prepared to meet the district's instructional and talent needs.

Over the next five years, this model will ensure a continuous flow of well-prepared teachers, improve instructional quality, and reduce teacher turnover. The residency program will be a sustainable strategy for developing highly skilled teachers who are equipped to address the district's evolving needs and support its mission of fostering academic excellence and equitable opportunities for all students.



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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 CONNECTION BETWEEN THE DISTRICT LEAD/ROLE AND BROADER TALENT STRATEGY AT THE DISTRICT: The Program Director, a new position, will serve as the DISTRICT LEAD and play a key role in ensuring that the residency program ALIGNS with the district's broader TALENT STRATEGY. The Program Director's RESPONSIBILITIES will include:

1. Collaborating with the Superintendent to oversee program implementation, ensuring that communication with the Educator Preparation Provider (EPP) is seamless and mentor-resident pairings are effective. This ensures the residency program aligns with the district's strategy to build a strong and sustainable teaching workforce.
  2. Partnering with the Director of Academic Services to manage recruitment, hiring, and data collection for teacher residents. This collaboration ensures that recruitment aligns with district goals, attracting the best candidates and ensuring diversity and quality in the talent pool.
  3. Working with Campus Principals to identify and recommend suitable host teachers, ensuring that the right match is made between residents and mentors. This helps create a positive learning environment that supports the district's mission to enhance teacher development and reduce turnover.
- By fostering a sustainable pipeline of skilled, well-prepared educators, the Program Director ensures long-term stability, supports our BROADER TALENT MANAGEMENT STRATEGY, and reinforces the district's commitment to providing high-quality education for all students.

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?

ENSURING ADEQUATE TIME FOR THE DISTRICT LEAD'S RESPONSIBILITIES AND SUSTAINING THE ROLE BEYOND THE GRANT:

To ensure the Program Director has adequate TIME AND EFFORT to fulfill their responsibilities during the design and implementation year of strategic staffing, their workload will be structured to prioritize the objectives of the grant. The Program Director will be based in the central office and will dedicate at least 50% of their time to the project, enabling them to focus on the design, coordination, and implementation of the residency program. Being located in the central office will allow the Program Director to participate in regular meetings with administration, ensuring continuous support and guidance from district leaders. This structure will help guarantee the proper allocation of time and resources to this critical role.

To sustain the Program Director's role BEYOND THE LIFE OF THE GRANT, San Diego ISD will explore co-funding options, with at least 50% of the salary covered by local funds or reallocated resources. This plan will include: 1) Pursuing additional grants from foundations, state agencies, or corporate sponsors aligned with the residency program's goals; 2) Redirecting savings from improved teacher retention and reduced turnover to sustain the role; and 3) Integrating the Program Director position into the annual budget by identifying ongoing funding sources, such as Title I, Part A, Title II, Part A, as well as state compensatory funding.

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

District EXECUTIVE LEADERSHIP, including the Superintendent and Chief Financial Officer (CFO), will play pivotal roles in both the design and implementation of the PAID RESIDENCY INITIATIVE/strategic staffing model.

During the design phase, the Superintendent will provide overarching guidance, ensuring that the strategic staffing plan aligns with the district's long-term goals. The CFO will be responsible for overseeing the budget, ensuring that the design activities are appropriately funded and that expenditures align with the approved budget. The CFO will also ensure that all grant funds are optimized and used only for allowable costs, providing financial oversight for the planning phase.

For implementation, both the Superintendent and CFO will continue to work closely with the Program Director and EPP partners. The Superintendent will oversee the strategic progress of the program, ensuring alignment with district priorities. Meanwhile, the CFO will monitor ongoing expenditures, making sure that funds are being used efficiently and according to grant guidelines. In addition, both the Superintendent and CFO will collaborate with the Program Director to explore how funds can be reallocated for the sustainability of the program beyond the grant period. This division of responsibilities ensures that the program is both strategically sound and financially sustainable.



SAS#: TSSGAA25

**Organization:** SAN DIEGO ISD  
**Campus/Site:** N/A  
**Vendor ID:** 1746002230

**County District:** 066902  
**ESC Region:** 02  
**School Year:** 2024-2025

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

### Program Description PS3014 - Program Narrative

#### H. TEA Program Requirements Continued

3. Partnership Foundations: Please answer the following questions about your LEA-EPP partnership.

1. a. If this is an existing LEA-EPP partnership: How many years have you been engaged in a residency partnership with the EPP? How many yearlong residents have you placed each year of the partnership? Were these residents paid or unpaid? If residents are already paid, why is the LEA interested in engaging in the strategic staffing design and implementation strategic process for paid residency? b. If this is a new LEA-EPP partnership: How did you decide to partner with this EPP for residency?

b. NEW LEA-EPP PARTNERSHIP: This marks a new and promising partnership between San Diego ISD and ESC 2. The decision to collaborate with ESC 2 was driven by their proven track record of fostering high-quality teacher development and our positive past experiences working with them. They have consistently demonstrated responsiveness, innovation, and the capacity to prepare teachers who are well-equipped to meet the diverse needs of our students, particularly in high-need areas such as mathematics, special education, and bilingual education. Moreover, as a non-previous TSS awardee, ESC 2 brought an additional strategic advantage by contributing five points to our application for the strategic staffing grant. This unique benefit further solidified their role as an ideal partner for advancing our district's staffing and educational goals.

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

KEY FEATURES: In addition to their demonstration of strong communication skills with our staff, other factors we considered when selecting this EPP include:

- Their focus on recruiting and supporting teacher candidates from underrepresented backgrounds, ensuring a diverse teacher workforce.
- Their emphasis on providing extensive hands-on classroom experience through structured residencies or internships.
- Their robust mentor-teacher program to guide candidates and support their professional growth.
- Their commitment to aligning their curriculum and training with San Diego ISD's strategic goals and priorities.

These features, built into the LEA-EPP partnership, are designed to ensure the successful DESIGN and IMPLEMENTATION of the paid residency program, contributing to the district's long-term staffing and instructional goals.

#### I. TEA Program Requirements Continued

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

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

b. In our new LEA-EPP partnership, the Program Director will serve as the primary point of contact, leading communication between the district and the EPP. Regular meetings will be held to assess residency challenges, with feedback gathered from residents, host teachers, and school sites. These discussions will allow any issues to be surfaced early on, allowing for prompt intervention. Once challenges are identified, the Program Director and EPP faculty will work together to determine appropriate action steps to address the issues. Follow-up on these action steps will be the responsibility of the Program Director, who will track progress and ensure that the agreed-upon resolutions are implemented. This system of regular check-ins and clear follow-up ensures that issues are effectively addressed and resolved.

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.

Yes, our LEA has partnered with the regional ESC and other external service providers for monthly superintendent and business director meetings, as well as ongoing professional development every six weeks. We have maintained strong communication by scheduling regular check-in meetings, typically on a quarterly basis, and ensuring key personnel are involved in these discussions. Additionally, we have used collaborative platforms like shared google folders and email updates to track progress, address concerns, and ensure alignment with program goals. Our partnership has been based on transparent communication, setting clear expectations, and ensuring timely feedback and support from both internal and external stakeholders.



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

### Program Description PS3014 - Program Narrative

#### 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.

**a. WHICH TEA GROW YOUR OWN GRANTS, IF ANY, HAS YOUR DISTRICT RECEIVED?**

San Diego ISD has received the TEA Grow Your Own grant under the Texas COVID Learning Acceleration Supports (TCLAS) initiative. This funding has supported the development of our Grow Your Own program, helping us create a sustainable teacher pipeline by providing education and training for high school students interested in teaching. The grant has allowed us to expand our efforts in recruiting and training students who are passionate about pursuing careers in education. Since this is an existing Grow Your Own program, San Diego ISD is eligible for 5 priority points.

**16. 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?**

San Diego ISD has operated its Grow Your Own program from 2021 to 2024. While no participants have yet returned to teach in the district, some recent graduates are in the process of pursuing teaching careers and plan to return upon completing their certification. This highlights the program's potential in fostering local talent and addressing staffing needs, particularly in high-need areas such as special education and bilingual education.

**16. c. PROVIDE A HIGH-LEVEL DESCRIPTION OF YOUR DISTRICT'S GROW YOUR OWN PROGRAM.**

San Diego ISD's Grow Your Own program identified and supported high school students interested in teaching careers. It provided education courses, classroom



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

### Program Budget BS6001 - Program Budget Summary and Support

Statutory Authority: GAA, Article III, Rider 39, 88th Texas Legislature

[View List of SSA Members \[All\]](#)
[View List of SSA Members](#)

### Part 1: Available Funding

Available Funding	
Description	2025-2027 Strategic Staffing
1. Fund/SSA Code	429
2. Planning Amount	
3. Final Amount	\$80,000
4. Carryover	
5. Reallocation	
<b>Total Funds Available</b>	<b>\$80,000</b>

### Part 2: Budget Summary

A. Budgeted Costs		
Description	Class/ Object Code	2025-2027 Strategic Staffing
1. Consolidated Administrative Funds		<input type="radio"/> Yes <input type="radio"/> No
2. Payroll Costs	6100	\$62,840
3. Professional and Contracted Services	6200	\$10,000
4. Supplies and Material	6300	\$2,475
5. Other Operating Costs	6400	\$1,000
6. Debt Services	6500	\$0
7. Capital Outlay	6600	\$0
8. Operating Transfers Out	8911	
<b>Total Direct Costs</b>		<b>\$76,315</b>
9. Indirect Costs		\$3,685
<b>Total Budgeted Costs</b>		<b>\$80,000</b>
<b>Total Funds Available Minus Total Costs</b>		<b>\$0</b>
10. Payments to Member Districts of SSA	6493	



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

### Program Budget BS6001 - Program Budget Summary and Support

#### B. Pre-Award Costs

Description	Class/ Object Code	2025-2027 Strategic Staffing
1. Payroll Costs	6100	
2. 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: SAN DIEGO ISD  
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County District: 066902  
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## 2025-2027 Texas Strategic Staffing Grant for Paid, Sustainable Teacher Residency Program

### Program Budget BS6101 - Payroll Costs

#### Part 1: Total Payroll Costs

Payroll costs entered on BS6001	
Total Payroll Costs	2025-2027 Strategic Staffing
	\$62,840

#### 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 type="checkbox"/>
3. Administrative support or clerical staff (paid by LEA indirect cost)	<input checked="" type="checkbox"/>

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

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

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

#### Part 4: Confirmation of Payroll Requirements

Confirmation of Payroll Requirements	
1. <input checked="" type="checkbox"/> The grantee certifies the federally funded portion of this position and duties are reasonable, necessary, allowable and allocable under the applicable federal fund source. The grantee further certifies that it is in compliance with the federal supplement, not supplant provision applicable to each federal fund source. The grantee assures the grant-funded portion of this position and duties meet the purpose, goals, and objectives of the federal fund source. Documentation must be maintained locally by the grantee that clearly demonstrates the allowable and supplemental nature of the position, as required by each federal fund source, and will provide such documentation to TEA upon request.	



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

### Program Budget BS6201 - Professional and Contracted Services

#### Part 1: Professional and Contracted Services

Budgeted Costs		
Description	Class/Object Code	2025-2027 Strategic Staffing
1. Rental or Lease of Buildings, Space in Buildings, or Land	6269	
2. Professional and Consulting Services	6219 6239 6291	\$10,000
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>Educator</div>	\$10,000
Specify Purpose:		<div>EPP agrees to commit to partner with the district to offer a high-quality, sustainable paid teacher residency.</div>
		<div>Add Item</div> <div>Delete Item</div>
Total Professional and Consulting Services Costs		\$10,000





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

### Program Budget BS6401 - Other Operating Costs

#### Part 1: Other Operating Costs

Budgeted Costs		
Description	Class/ Object Code	2025-2027 Strategic Staffing
1. <b>Out-of-State Travel for Employees</b> LEA must keep documentation locally.	6411	
2. <b>Travel for Students to Conferences (does not include field trips)</b> Requires pre-authorization in writing.	6412	
3. <b>Educational Field Trips</b> LEA must keep documentation locally.	6412 6494	
4. <b>Stipends for Non-employees other than those included in 6419</b> Requires pre-authorization in writing.	6413	
5. <b>Travel Costs for Officials such as Executive Director, Superintendent, or Board Members</b> Allowable only when such costs are directly related to the grant. If Out-of-State Travel, LEA must keep documentation locally.	6411 6419	
6. <b>Non-Employee Costs for Conference</b> Requires pre-authorization in writing.	6419	
7. <b>Hosting Conferences for Non-Employees</b> LEA must keep documentation locally.	64xx	
<b>Subtotal Other Operating Costs</b>		
<b>Remaining 6400 Costs That Do Not Require Specific Approval</b>		\$1,000
<b>Total Other Operating Costs</b>		\$1,000

#### 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:** SAN DIEGO ISD  
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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		\$0

## Part 2: Description of SBITA

Subscription

1. SBITA Description:

Subscription Cost:

Fund Source:

Select One

Contract Start Date:

Contract End Date:

Add Item

Delete Item

### Part 3: Description of Property

Property

1. Property Description:

Property Value:

Fund Source:

Select One

Contract Start Date:

Contract End Date:

Add Item

Delete Item

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	\$0
Total Capital Outlay Costs	\$0

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