



**Organization:** SEAGRAVES ISD  
**Campus/Site:** N/A  
**Vendor ID:** 1756000202

**County District:** 083901  
**ESC Region:** 17  
**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	03/06/2025 04:50 PM
GS2300 - Negotiation Comments and Confirmation		New	
<b>Program Description</b>			
PS3013 - Program Plan	*	Complete	03/06/2025 04:51 PM
PS3014 - Program Narrative	*	Complete	03/07/2025 04:25 PM
<b>Program Budget</b>			
BS6001 - Program Budget Summary and Support	*	Complete	03/07/2025 03:53 PM
BS6101 - Payroll Costs	*	Complete	03/07/2025 03:56 PM
BS6201 - Professional and Contracted Services	*	Complete	03/07/2025 04:00 PM
BS6401 - Other Operating Costs	*	Complete	03/07/2025 04:00 PM
BS6501 - Debt Services	*	Complete	03/07/2025 04:01 PM
BS6601 - Capital Outlay	*	Complete	03/07/2025 04:01 PM
<b>Provisions Assurances and Certifications</b>			
CS7000 - Provisions, Assurances and Certifications	*	Complete	03/06/2025 07:02 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: Bonnie Initial: Last Name: Avey Title: Superintendent  
 Phone: 806-387-2035 Ext: E-Mail: bonnie.avey@seagravesisd.com

### Submitter Information

First Name: Yvonne Last Name: Avey  
 Approval ID: yvonne.avey Submit Date and Time: 03/07/2025 04:29:37 PM



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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: SEAGRAVES ISD		
Mailing Address Line 1: P O BOX 577		
Mailing Address Line 2:		
City: SEAGRAVES	State: TX	Zip Code: 79359

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

#### Part 2: Applicant Contacts

A. Primary Contact		Select Contact:	Select One ▼	or	Add New Contact
First Name: Bonnie	Initial:	Last Name: Avey			
Title: Superintendent					
Telephone: 806-387-2035	Ext.:	E-Mail: bonnie.avey@seagravesisd.com			

B. Secondary Contact		Select Contact:	Select One ▼	or	Add New Contact
First Name: Daylan	Initial: B	Last Name: Sellers			
Title: Principal					
Telephone: 806-387-2520	Ext.:	E-Mail: daylan.sellers@seagravesisd.com			



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

General Information

GS2300 - Negotiation Comments and Confirmation

Part 1: General Comments

General Comments (TEA Use Only)	
<div></div>	

Part 2: Negotiation Items

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

- Applicants: For all negotiation notes below, please make the requested changes in the grant application itself.
- Please do check the "Change Completed" box.
  - Please do not enter information in the "Grantee Comments" section, unless you are specifically instructed to do so.

Negotiation Items	
1.	<div>Date: <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.

Seagraves ISD's mission is to develop skilled individuals who have the desire and knowledge to be life-long learners. One goal we have is to recruit and retain a high-quality team of educators who value student success. SISD is a small rural district located 60 miles SW of Lubbock. We serve 525 PreK-12 students and are 81% ECO. Our rural location makes it challenging to compete for pre-service and certified teachers with many other districts close to TTU, LCU, and WBU. We also struggle with access to substitute teachers, with frequent unfilled vacancies. These barriers impede our ability to recruit, attract, and retain high-quality teachers, teacher residents, and substitute teachers as we have inequitable access to them in our significantly economically disadvantaged district. SISD also faces high turnover rates. Students from SISD have difficulty obtaining college degrees, specifically in Education. This program will allow future teacher candidates from Seagraves to serve as full-time, year-long paid teacher residents within their community. Through the Program, SISD will work with the technical assistance provider and WTAMU to meet program goals. This will allow us to provide a fully embedded career pathway for our students, in hopes of having our students become teachers in SISD. The grant will provide SISD the start-up funding to create a long-term, sustainable paid residency program that offers co-teaching opportunities, coaching, and support to pre-service teachers.

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

SISD is currently implementing a yearlong teacher residency program and this grant will provide SISD with greatly needed resources and access to high quality teacher residents.

#### B. Qualifications and Experience for Key Personnel

1. Outline the required qualifications and experience for primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program. Include whether the district strategic staffing lead position that would be supported by this grant is existing or proposed. Include at least one role from the LEA and one role from the partner EPP(s).

District Teacher Residency Program Grant Manager. This position, Assistant Superintendent, will lead the implementation of the program within the district. It will require a Bachelor's degree and ten years in educational administration. The duties include: overseeing and implementing the grant process, ensuring compliance with TEA, placing teacher residents with qualified Mentor Teachers, and collaborating with the technical assistance provider and the EPP. Campus Admin (Existing): Master's degree w/principal certification; demonstrated experience in school leadership and instructional oversight., mentorship programs, teacher training, and performance evaluation; facilitating program implementation, collaborating with the Grant Manager and EPP, supporting teacher residents and mentors. Mentor Teachers (Proposed): Bachelor's degree in Education with a valid teaching certificate, Master's degree preferred; at least 3 years experience in teaching, strong leadership and coaching ability, and a commitment to professional development. Business Manager (Existing): Degree in Business or a related field or experience; plan and administer grant funds according to the budget, and ensure residents are coded correctly and compensated appropriately. Proposed EPP-WTAMU, Dr. Gilbert Antunez, Associate Director or Educator Preparation & Certification Officer; strong background and experience in supporting the implementation of EPPs in school districts.



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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/objectives of the proposed program and the strategies for achieving them are as follows:

Goal 1: Attract new, pre-service, or certified teachers to our hard-to-staff, significantly underprivileged district to provide equitable access.

Objectives: Plan a pipeline for preservice teachers to be paid teacher residents in Seagraves ISD

Strategies: Collaborate with Texas WTAMU to plan the Teacher Residency program placements in year one. Then commit to placing 2-3 high-quality pre-service student teachers each year with high-quality mentor teachers to co-teach and gain field-based experience in a year-long model.

Goal 2: Partner with WTAMU University and work with the technical assistance provider to provide equitable preparation for teacher residents who use best practices of the co-teaching model to better prepare pre-service teachers for their first year in the classroom and beyond.

Objectives: Partnering with WTAMU and the technical assistance provider to ensure program and teacher effectiveness

Strategies: Collaborate with WTAMU to ensure successful implementation of the program including proper placement of residents, training for mentor teachers, campus administrators, and the grant manager.

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

Goal 3: Implement a Sustained, Paid, year-long High-Quality Teacher Residency Program

Objectives: Provide a competitively paid, hands-on teaching experience to ensure new teachers are well-prepared for classroom challenges;

Strategies: Promote the program within our community; partner with experienced teachers to provide mentorship; establish a residency program that allows for classroom immersion while completing their degrees.

Goal 4: Foster Professional Development and Growth

Objectives: Support continual learning and advancement for mentor teachers and teacher residents.

Strategies: Implement ongoing professional development programs to support the program

Goal 5: Develop a Sustainable, Localized Teacher Recruitment Pipeline with Sustainable Talent Management Practices

Objectives: Gradually reduce teacher turnover; Increase the number of homegrown educators; achieve a stable and highly qualified teaching staff; Reduce the need for external hiring.

Strategies: Offer incentives for students to enter the teaching profession by encouraging the Grow Your Own and Paid Teacher Residency programs; Promote the program, particularly those from underrepresented backgrounds; focus on recruitment, hiring, and retention.

#### 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?

The primary goal of the program is to create a sustainable, local teacher pipeline to meet the specific needs of Seagraves ISD. Seagraves ISD will track the progress and performance of the program by monitoring the Teacher Residents to ensure the program is implemented with fidelity. Using the Residents as Substitutes Model will increase the number of days when highly trained individuals are in the classrooms while a certified teacher is absent. Specifically, SISD will: Collaborate with WTAMU and track the progress of each teacher resident by monitoring their effectiveness using all of the recommended surveys and feedback suggested by WTAMU; we will utilize Teacher Residents to provide small group instruction and targeted interventions, analyze student data to ensure teacher effectiveness after targeted interventions are provided; and complete program exit surveys to both the mentor teacher and teacher residents. Since the first year of implementation will be our start-up year, we will ensure all program implementation plans including meetings with WTAMU, the Service Center and the Teacher Residents will be in place. SISD will also maintain and submit MOE activity logs of engagement with EPP and technical assistance provider, provide reports documenting progress towards strategic staffing milestones with examples of key deliverables, provide regular reports documenting implementation monitoring related to data and conduct program evaluations as requested by TEA.



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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.

Currently, SISD is planning to add a dedicated budget for teacher preparation programs in the future, but this will be initially supported by the Paid Teacher Residency Program. The Grant will include a \$10,000 budget to fund the contracted services with the EPP and \$70,000 budget request to offset a portion of the Project Manager's salary who will be responsible for implementing the Program while working with the EPP and the technical assistance provider. Specifically, the proposed budget will pay \$35,000 per year to the Program Manager's salary. The district will utilize local funds to support the Paid Residency Program in year two (2026-2027) of the implementation. Specifically, the Teacher Residents will receive a \$20,000 stipend for their year-long residency while co-teaching with a Mentor Teacher (MT) and serving as a substitute one day per week. MT will receive \$5,000 per year to serve as the Mentor teachers and plan with the EPP and Program Manager. Pending successful implementation of the program, the Paid Teacher Residency Program Manager's position will be absorbed into the responsibilities of the Assistant Superintendent's position. The district will include ongoing financial support to continue the program through the annual budgetary planning process. Although the number of Paid Teacher Residents may vary each year, SISD is committed to placing 2-3 Paid Teacher Residents annually with a stipend, as well as providing MT stipends.

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

By using the Paid Teacher Residency Program with the Residents as Substitutes model, the district will also cancel out some costs associated with substitutes and will be able to provide highly qualified individuals, Paid Teacher Residents, when teachers are absent.

#### 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?
 

SISD has historically had difficulty filling many certified positions in the district every year including all core content areas: RLA, Math, Science, and Social Studies. We also struggle filling CTE: Animal Science, Business, and Ag. Although SISD implemented a DOI plan to help address high turnover, we have a large number of Alt-certified teachers, DOI teachers, and new-to-the-profession teachers who lack student teaching experience, an invaluable resource for all teachers new to the profession. Specifically, in 2023 we had 15.6% of inexperienced teachers, and 22% of teachers who were not teaching the subject or field in which they were certified; these numbers we predict to increase without innovative approaches to reduce them. Furthermore, SISD currently has eight teacher vacancies. We also find ourselves hiring retired teachers frequently which causes major financial strain on our district. Having paid residencies allows our district to be competitive with larger districts in recruiting teacher candidates to our district.
  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.
 

We also struggle with access to substitute teachers, with those vacancies often going unfilled daily and throughout the school year. The Sustainable, Paid Teacher Residency Program with paid, year-long residency experience, along with our plan to simultaneously implement the Grow Your Own model next year, in conjunction with our newly formed partnership with Collegiate Edu-Nation (CEN) to establish College and Career pathways for all of our students will greatly impact our ability to address and overcome these challenges long-term. Having paid residencies with a substitute model, allows us to fill those substitute vacancies with highly trained teacher residents to serve as the substitute. The Teacher Residency Program will address long-term staffing needs as well as substitute shortages by utilizing the Residents as Substitutes Model. Seagraves ISD struggles with access to quality substitutes and often has vacancies unfilled throughout the school year. This model will allow SISD to ensure that high-quality individuals are in classrooms while teachers are absent one day per week. Our district is also implementing HQIM with Bluebonnet in RLA and math. Since paid residents will be deeply embedded in the implementation process, they will have the knowledge and skills to serve as a high quality substitute for teachers and continue with the curriculum without struggle; they will know the curriculum, materials, and the expectations of the HQIM.
  3. c. How do paid residencies fit into your district's long-term talent strategy this year? The next five years?
 

Paid residents align with the district goals to becoming a collegiate district in the next few years. We have recently been designated as a PTECH district and have a Grow Your Own pathway as one of our five college/IBC pathways. Our plan is for the paid residents to be the final step in our plan to recruit, attract, and retain teachers from our community to become teachers while allowing them to serve as teacher residents during their final year of college. Additionally, we plan that most of our teacher residents will desire to stay in our community and continue to teach within our district. We hope to have several of our first home-grown teachers, from our Grow Your Own and Paid Teacher Resident programs, serving as teachers in SISD within the next five years. This model will allow SISD to maintain the Paid Teacher Residency Program for years to come and ultimately reverse the teacher vacancy and substitute crisis we are currently facing.





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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?

Seagraves ISD will have a Program Grant Manager, Assistant Superintendent, who will oversee, but work in collaboration with Campus Administrators, the Business Manager, the Mentor Teachers, and the Teacher Residents during the process. We will take a strategic approach to schedule meetings with the EPP and the technical assistance providers. We anticipate several face-to-face and virtual meetings to discuss: communication, shared governance, job-embedded training, data collection, site visits, professional development, Teacher Resident placements, recruitment and sustainability, and more during the first year of implementation. Our Grant Manager will also focus on Management Strategies to include the following: Recruitment, Hiring, Retention and Retention Strategies. During year two, we will continue the implementation process and include observations and feedback from a variety of sources. The Program Manager has several years of campus administrator experience in leading teachers, staffing, and professional development. Time spent on this program will be tracked by an electronic log sheet shared with our EPP, which will document activities during the grant period. The Grant Manager's role will be absorbed into the duties of the Assistant Superintendent's other roles and responsibilities after the grant period ends. Additionally, the district is committed to continuing the program through the annual budgetary process by allocating resources to continue the program.

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?

SISD added the position of Assistant Superintendent to the district in 2024 with the primary responsibility of designing and implementing our college pathways. This was a newly added position which provides the opportunity for the Grant Manager to be fully committed to the successful implementation of these programs. With our newly designated status of PTECH designation, the district will be able to offset the cost of running this program in the future.

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

The district executive leadership team, including the Superintendent and Business Manager will be included in the planning and implementation of the plan. Specifically, the superintendent will be involved in many of the planning meetings with the EPP as well as responsible for the final approval for the budget plan. The Business Manager will be responsible for maintaining the financial compliance implementation of the grant. The Superintendent, Grant Manager, and Business Manager will be on constant communication regarding the implementation 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?

The proposed partnership is currently in process with West Texas A&M University. They are an approved and Vetted Teacher Residency Provider. This partnership will be new to the district. The decision to partner with West Texas A&M University was made due to their partnership with Collegiate Edu-Nation and the newly formed partnership the district has with CEN. As a part of our college pathway design model, the partnership with WTAMU was paramount to ensuring future success of our students.

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

SISD will be continually engaged in meetings with WTAMU throughout the entire implementation to ensure all goals and objectives are being met.



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**Organization:** SEAGRAVES ISD  
**Campus/Site:** N/A  
**Vendor ID:** 1756000202

**County District:** 083901  
**ESC Region:** 17  
**School Year:** 2024-2025

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

### Program Description PS3014 - Program Narrative

#### I. TEA Program Requirements Continued

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

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

As the LEA-EPP partnership will be new, we expect the communication with the EPP and the technical assistance providers will be frequent and ongoing. We anticipate several face-to-face and virtual meetings to discuss: communication, shared governance, job-embedded training, data collection, site visits, professional development, Teacher Resident placements, recruitment and sustainability, and more during the first year of implementation. During year two, we will continue the implementation process and include observations and feedback from a variety of sources. Issues, challenges, strengths, opportunities for growth, etc. will all be accounted for by using an electronic log sheet shared with our EPP and technical assistance provider.

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.

SISD has worked very collaboratively with ESC17 on many programs and initiatives. We have a direct line of communication to address any needs, issues or concerns. Additionally, we ensure regular in-person and virtual meetings are scheduled with agendas and topics for review and discussion. Our ESC has been extremely supportive and they have provided much assistance in every initiative we have implemented. We anticipate the same with this grant.

#### 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.

SISD received the 2024-2026 Grow Your Own High School Education and Training grant. Our district implemented the plan in the 2024-2025 school year and due to the first year of implementation, we do not have any eligible teacher candidates that are able to return to the district to teach just yet. We anticipate we will have our own teacher candidates within the next two to three years, once they graduate college. Our current Grown Your Own program includes students taking Principles of Education and Child Growth and Development, with dual credit teaching courses beginning next year. Due to the PTECH designation, we plan for several students to continue their degree plans while staying in Seagraves ISD and beginning their careers as teachers in the next 2-3 years.



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SAS#: TSSGAA25

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

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

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	\$70,000
3. Professional and Contracted Services	6200	\$10,000
4. Supplies and Material	6300	
5. Other Operating Costs	6400	
6. Debt Services	6500	
7. Capital Outlay	6600	
8. Operating Transfers Out	8911	
<b>Total Direct Costs</b>		<b>\$80,000</b>
9. Indirect Costs		
<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	



**Organization:** SEAGRAVES ISD  
**Campus/Site:** N/A  
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**County District:** 083901  
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**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	
<b>Total Direct Costs</b>		
8. Indirect Costs		
<b>Total Pre-Award Costs</b>		

#### C. Breakout of Direct Admin Costs

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



SAS#: TSSGAA25

Organization: SEAGRAVES ISD  
 Campus/Site: N/A  
 Vendor ID: 1756000202

County District: 083901  
 ESC Region: 17  
 School Year: 2024-2025

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

### Program Budget BS6101 - Payroll Costs

#### Part 1: Total Payroll Costs

Payroll costs entered on BS6001	
Total Payroll Costs	2025-2027 Strategic Staffing
	\$70,000

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

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

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 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 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.	



TEXAS EDUCATION AGENCY

Organization: SEAGRAVES ISD

Campus/Site: N/A

Vendor ID: 1756000202

County District: 083901

ESC Region: 17

School Year: 2024-2025

SAS#: TSSGAA25

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

Program Budget

BS6201 - Professional and Contracted Services

Part 1: Professional and Contracted Services

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

Part 2: Direct Administrative Costs

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

Part 3 : Itemized Professional and Consulting Services

Itemized Professional and Consulting Service (6219, 6239, 6291)	
Description	2025-2027 Strategic Staffing
1. Service: <input type="text"/>	
Specify Purpose: <input type="text"/>	
<div>Add ItemDelete Item</div>	
Total Professional and Consulting Services Costs	



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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: SEAGRAVES ISD  
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County District: 083901  
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## 2025-2027 Texas Strategic Staffing Grant for Paid, Sustainable Teacher Residency Program

### Program Budget BS6501 - Debt Services

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

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


## Part 2: Description of SBITA

Subscription			
<input type="checkbox"/>	1. SBITA Description:	<input type="text"/>	Subscription Cost: <input type="text"/>
	Fund Source:	<input type="text"/> <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"/>	





TEXAS EDUCATION AGENCY

Organization: SEAGRAVES ISD

Campus/Site: N/A

Vendor ID: 1756000202

County District: 083901

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SAS#: TSSGAA25

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

Program Budget  
BS6601 - Capital Outlay

Part 1: Capital Expenditures

Budgeted Costs	
Description	2025-2027 Strategic Staffing
1. Library Books and Media (Capitalized and Controlled by Library)	
2. Capital Expenditures for Additions, Improvements, or Modifications to Capital Assets Which Materially Increase Their Value for Useful Life (not ordinary repairs and maintenance)	
3. Furniture, Equipment, Vehicles or Software Costs for Items in Part 2	
Total Capital Outlay Costs	

Part 2: Furniture, Equipment, Vehicles or Software

Items

1. Generic Description:

Number of Units:

Fund Source:


Select One

Total Costs:

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

Add Item

Delete Item



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

Provisions Assurances

CS7000 - Provisions, Assurances and Certifications

Provisions, Assurances and Certifications	
1. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all General and Fiscal Guidelines.	General and Fiscal Guidelines
2. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all Program Guidelines.	Program Guidelines
3. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all General Provisions and Assurances requirements.	General Provisions and Assurances
I certify I am not debarred or suspended.	
4. <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