



Organization: SOCORRO ISD
 Campus/Site: N/A
 Vendor ID: 1746029385

County District: 071909
 ESC Region: 19
 School Year: 2024-2025

SAS#: TSSGAA25

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

General Information GS2000 - Certify and Submit

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

Amendment #: 00
 Version #: 01

Description	Required	Status	Last Update
General Information			
GS2100 - Applicant Information	*	Complete	03/05/2025 05:45 PM
GS2300 - Negotiation Comments and Confirmation		New	
Program Description			
PS3013 - Program Plan	*	Complete	03/05/2025 05:46 PM
PS3014 - Program Narrative	*	Complete	03/07/2025 10:43 AM
Program Budget			
BS6001 - Program Budget Summary and Support	*	Complete	03/06/2025 10:19 AM
BS6101 - Payroll Costs	*	Complete	03/06/2025 10:20 AM
BS6201 - Professional and Contracted Services	*	Complete	03/06/2025 10:24 AM
BS6401 - Other Operating Costs	*	Complete	03/06/2025 10:24 AM
BS6501 - Debt Services	*	Complete	03/06/2025 10:25 AM
BS6601 - Capital Outlay	*	Complete	03/06/2025 10:25 AM
Provisions Assurances and Certifications			
CS7000 - Provisions, Assurances and Certifications	*	Complete	03/06/2025 10:25 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: Adriana	Initial:	Last Name: Romero	Title: Grant Writer
Phone: 915-937-0126	Ext:	E-Mail: aromer10@sisd.net	

Submitter Information

First Name: Adam	Last Name: Starke
Approval ID: adam.starke	Submit Date and Time: 03/07/2025 10:57:31 AM



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**General Information
 GS2100 - Applicant Information**

Part 1: Organization Information

A. Applicant		
Organization Name: SOCORRO ISD		
Mailing Address Line 1: 12440 ROJAS DR		
Mailing Address Line 2:		
City: EL PASO	State: TX	Zip Code: 79928

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

Part 2: Applicant Contacts

A. Primary Contact		Select Contact:	Select One	or	Add New Contact
First Name: Adriana	Initial:	Last Name: Romero			
Title: Grant Writer					
Telephone: 915-937-0126	Ext.:	E-Mail: aromer10@sisd.net			

B. Secondary Contact		Select Contact:	Select One	or	Add New Contact
First Name: Jina	Initial:	Last Name: Eksaengsri			
Title: School Improvement Officer					
Telephone: 915-937-0138	Ext.:	E-Mail: jeksae@sisd.net			



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General Information GS2300 - Negotiation Comments and Confirmation

Part 1: General Comments

General Comments (TEA Use Only)

Part 2: Negotiation Items

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

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

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

Negotiation Items	
1.	<div style="display: flex; justify-content: space-between;"> <div>Date: <input type="text"/></div> <div>Schedule: <input type="text" value="Select One"/></div> </div> <div style="border: 1px solid black; padding: 5px;"> <p>TEA Negotiation Note:</p> <div style="border: 1px solid black; height: 50px;"></div> </div> <div style="border: 1px solid black; padding: 5px;"> <p>Grantee Comments: <input type="checkbox"/> LEA Completed Change</p> <div style="background-color: #cccccc; border: 1px solid black; height: 50px;"></div> </div>

Add Row

Delete Row



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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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Program Description PS3013 - Program Plan

D. Texas Strategic Staffing (TSS) Technical Assistance for Design and Implementation and Shared District/Charter and EPP

Assurances

1. The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances. Selecting all assurances is required.

- A. The applicant and their EPP partner(s) assure they will sign a letter of commitment or an established memorandum of understanding (MOU) with the regional Texas Strategic Staffing technical assistance provider or, where necessary, TEA appointed technical assistance provider.
- B. The applicant must assure that the lead point-person would be engaged in all the strategic staffing responsibilities during the design and implementation year, including coordinating with other key district/charter leadership at various points of the design process, and manage implementation year.
- C. The applicant must assure they will work closely with a technical assistance provider for the 25-26 and 26-27 school years to make key decisions and design structures that enable internal capacity to continue the strategic staffing models without the support of the technical assistance provider in SY 2027-2028 and beyond.
- D. The applicant and their partner EPP(s) must assure they will set shared goals for district/charter paid resident placements in mutually beneficial staffing model positions.
- E. The applicant and EPP partner must assure that they will adhere to all educator preparation program requirements for residency in the Texas Administrative Code (TAC).
- F. The applicant must assure that a designated team of district/charter, campus, and partner EPP-level leaders will actively participate in strategic staffing model training and technical assistance support activities beginning in SY 2025-2026.
- G. The applicant and EPP must attend sustainability meetings with their technical assistance provider each semester of SY 2026-2027 implementation year to determine sustainable strategic staffing model and funding sources after the life of the grant.
- H. The applicant must assure that they will design and implement a strategic staffing model plan that will ensure that the teacher residency model will be sustainable and fully-funded by district/charter dollars by SY 2027-2028. The plan must include sustainable funding for teacher resident stipends/salaries.



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

Program Description PS3014 - Program Narrative

Please include complete responses for each question below.

A. Summary of Program

1. Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific instructional, teacher development, and/or teacher recruitment and retention needs of the organization. If your district currently HAS a yearlong teacher residency program, describe its connection to your district's mission and how participating in the Texas Strategic Staffing (TSS) technical assistance service will benefit your residency program. If your district does NOT currently have a yearlong teacher residency program, describe how a paid residency program will benefit your district's mission and needs.

The Socorro Independent School District serves approximately 47,000 students, most of whom come from Spanish-speaking families. The district's mission is to maximize each student's academic, artistic, athletic, career, and interpersonal potential. SISD is committed to providing a high-quality, rigorous, and relevant education for students to seize their opportunity and ensure they are prepared for a successful and prosperous future. SISD has an established Teacher Residency Program in partnership with the University of Texas at El Paso. This partnership focuses on a substitute teaching model for non-special education certification residents. This program has been in place since 2019 and is sustained and funded through Title II Part A funds. Currently, Socorro ISD has approximately 6,900 students identified in special education, totaling about 14.8% of the student population. These grant funds would allow the Teacher Residency Program to focus on developing a pathway for current special education instructional aides or substitutes to pursue certification to become fully certified special education teachers. Currently, the district has 38 special education teacher vacancies. Socorro ISD would establish a partnership with Education Service Center Region 19 through their Registered Teacher Apprenticeship Program.

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

This grant would support our strategic plan, which focuses on strategically expanding relationships with universities, colleges, and alternative certification programs to assist in recruiting high-quality talent, specifically in high areas of need.

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).

Existing Roles

- School Improvement Officer will serve as the program coordinator who will attend all required meetings, review key components and grant requirements, support training, and communicate with applicable district, regional, and state staff.
- Instructional Officer for Recruitment, Induction & Retention will support identified candidates in meeting grant requirements, train campus staff, and provide ongoing support to residents through coaching cycles and induction support. Grant funds would be used to co-fund this position.

EPP: Educational Preparation Provider: Coordinate with the district to meet grant requirements and programs success.

Technical Assistance Provider: Coordinate in planning year 2025-2026 to build sustainable, yearlong teacher residency.



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Program Description PS3014 - Program Narrative

C. Goals, Objectives and Strategies

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

Socorro ISD goal is to expand and sustain our residency program to allow the district to offer a strong educator preparation experience, with a focus on high-quality teachers in high areas of need.

Goals:

1. Hire student teachers using various strategic staffing models, including substitute teaching and instructional aide pathways.
2. Improve classroom management??
3. Provide ongoing support throughout the residency and during their paraprofessional or substitute experience to improve overall performance as a first-year teacher.
4. Increase overall teacher retention through a robust residency program.

Year 1: Collaborate with Region 19 to design and plan the Registered Teacher Apprenticeship Program(RTAP)

- Select goals for both partners
- Define roles for host teachers and apprentices, and choose the first cohorts

Year 2:

Begin with the first group of SPED teacher apprentices

- Ensure residents receive needed support from mentor teachers and supporting staff to have a successful program

This structured approach will help us build a sustainable and effective residency program, ultimately benefiting our students.

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

N/A

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?

Key Performance Measures include:

- Number of residents that are hired
- Decreased number of special education vacancies
- Paraprofessionals and substitutes retained as highly-qualified teachers
- Number of new paraprofessionals recruited through the resident program

These measures are currently tracked through our School Improvement Officer and Human Resources Department and are part of our district's strategic plan.

We will also conduct surveys to stakeholder groups to ensure our program effectively supports resident needs.

Additionally, we will track the impact of residency-prepared teachers in the classroom and their effect on overall achievement through:

- Formative and common assessment
- T-TESS Performance
- Progress on Students' IEP goals

Assessments will be conducted quarterly to ensure we are effectively tracking the progress and impact of the residency program on student achievement.

This regular evaluation will help us make necessary adjustments and provide timely support to our teacher residents. This comprehensive approach ensures the success and sustainability of our residency program.



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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.

\$10,000.00 of grant funds will go to support an ESC 19 TPCP Site Coordinator to guide the apprentices. \$80,000.00 will co-fund the salary of the Instructional Officer for Recruitment, Induction, and Retention with additional funds supporting stipend payments for residents and their host teachers. Title II Part A funding will be used to cost-match the grant requirements, including resident and host teacher funding.

If a foreseeable issue requires an adjustment to the grant, a meeting with all involved will be needed to review and meet revised plans that are necessary to complete the grant successfully. In accordance with TEA, we will then proceed to create an amendment to the application following TEA instructions.

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

N/A

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?

Historically, SISD has a lack of certified Special Education, Bilingual, and dually certified Special Education Bilingual teachers. Currently, the district has 38 special education teacher vacancies. Socorro ISD would establish a partnership with Education Service Center Region 19 through their Registered Teacher Apprenticeship Program. The paid residency would support those already serving our schools as instructional aides and substitutes, by giving them an opportunity to receive compensation while fulfilling certification requirements for the teacher preparation program through Region 19 ESC.

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.

Paid residents can help support the need for experienced instructional aides and substitutes who are familiar with the campus in which they are assigned. These residents would not only fulfill their residency requirements but would also serve to support small group instruction for students in need of support and fill daily teacher vacancies as substitutes. By working with small groups of students, residents help support the increasing challenge that teachers face with larger class sizes. The residency program would allow students to have their specific learning needs met through targeted, small-group instruction.

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

This grant would support our strategic plan which focuses on strategically expanding relationships with universities, colleges, and alternative certification programs to assist in recruiting high quality talent, specifically in high areas of need. We have not partnered with Region 19 ESC for a residency program. Their Registered Teacher Apprenticeship Program would support the current need of Special Education teachers. Socorro ISD would continue the partnership with Region 19 as our EPP to fill other positions based on need (such as bilingual certified teachers) over the next five years.



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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?

Socorro ISD acknowledges that having this program requires resources beyond the of what the grant can provide. SISD and the EPP have committed to working together and providing any additional resources that are needed to support this program

First Year-Design Year

Collaborate with EPP in all meetings to design and plan the RTAP model

Create district and EPP implementation plan to include key milestone dates, funding structure, program design, training, etc.

Socorro ISD is committed to having a grant coordinator and an Instructional Officer in place to support and continue to implement the design phase of the program. The district will co-fund the salary of the Instructional Officer for Recruitment, Induction, and Retention during the year-long design process and implementation year.

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?

The School Improvement Officer brings valuable experience in designing professional development for new teachers and school leaders. She has also been involved in implementing the Teacher Residency Program under the TCALS Grant in 2021. She will continue to work on making this program with the new EPP a success.

The district will actively seek available funding to continue supporting the Instructional officer position. However, if no funding is available, the district will fund the position through the Title II Part A funds account if feasible.

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

The School Improvement Officer will work with the district executive leadership in the planning phase of the strategic staffing design and implementation. Through established district-level leadership meetings, key information and decisions will be made to support the program.

Governance meetings with Region 19 ESC will also be established and will involve district executive leadership in design and implementation.

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?

This partnership with Region 19 ESC would be new. Socorro ISD has previously partnered with the University of Texas at El Paso on residency programs. However, the local service center, Region 19, supports aspiring teachers who may not be able to afford the tuition required of a larger university. Because El Paso is regionally isolated, we have limited EPPs in which to choose. Region 19 ESC is the natural choice of partner because of our already established relationship in other areas including professional development and school improvement.

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

Region 19 is committed to ensuring all students receive quality services through a continuous improvement process. Region 19 ESC is our choice of partner due to our established relationship in areas such as professional development and school improvement. Their Registered Teacher Apprenticeship Program will provide a strong, committed educator pipeline for hard-to-staff positions. The initiative offers a targeted, sustainable approach to recruiting, training, and retaining highly qualified special education teachers from within the existing workforce.



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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.).

Socorro ISD plans to apply the systems and communication that was established with the University of Texas at El Paso and its residency work under TCLAS. Now, with Region 19 ESC, Socorro ISD will meet for quarterly governance meetings to include EPP staff, district and campus personnel, and district executive leadership. Additionally, a streamlined communication system through group messages, list serves, and shared folders (to include agendas, data, planning) would be established with the School Improvement Officer serving as the liaison between EPP and LEA. Challenges would be addressed as needed through informal means and more formally at quarterly governance meetings. Follow-up items would be delegated on shared agendas with actions taken documented within.

2. c. Has your LEA partnered with your regional ESC or other external provider for other programs or initiatives? If so, describe how you have maintained strong communication with external service providers in the past.

We hold monthly meetings with partners, district, and campus leadership, along with weekly status update reports. Evidence of our communication, such as meeting agendas, sign-in sheets, weekly reports, data reports, and action plans, will be stored in shared electronic folders. Additionally, we use phone calls, emails, and texts to address any issues or share necessary information.

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.

In 2021, we were awarded the TLCAS "Grow Your Own" grant. Currently, Socorro ISD offers an Education and Training program at each of our comprehensive high schools. These programs include Child Development, Instructional Practices, and the Practicum in Education and Training. Students participate in internships at their feeder pattern elementary schools. Recruitment efforts start in elementary and middle schools through career fairs and our Career Awareness Showcase. For eighth graders, recruitment happens via advanced Academy Nights, middle school visits, and classroom presentations. Each campus also has a designated P-TECH program with a cohort of 25 students, secured through El Paso Community College. Additionally, SISD partners with the University of Texas at El Paso (UTEP), where students visit and receive an orientation on the Education program. Students are encouraged to join the TAFE student organization, with teachers sponsoring chapters and preparing students for competitions. Recruitment also occurs through students taking Child Development as an elective. We have offered our grow-your-own program in our schools for over 5 years. It has been a successful program and have had many students return as substitutes and eventually as educators. Some of our students have even been part of the residency program with UTEP.



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**Program Budget
 BS6001 - Program Budget Summary and Support**

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

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

[View List of SSA Members](#)

Part 1: Available Funding

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

Part 2: Budget Summary

A. Budgeted Costs		
Description	Class/ Object Code	2025-2027 Strategic Staffing
1. Consolidated Administrative Funds		<input type="radio"/> Yes <input type="radio"/> No
2. Payroll Costs	6100	\$70,000
3. Professional and Contracted Services	6200	\$10,000
4. Supplies and Material	6300	
5. Other Operating Costs	6400	
6. Debt Services	6500	
7. Capital Outlay	6600	
8. Operating Transfers Out	8911	
Total Direct Costs		\$80,000
9. Indirect Costs		
Total Budgeted Costs		\$80,000
Total Funds Available Minus Total Costs		\$0
10. Payments to Member Districts of SSA	6493	



Organization: SOCORRO ISD
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2025-2027 Texas Strategic Staffing Grant for Paid, Sustainable Teacher Residency Program

**Program Budget
 BS6001 - Program Budget Summary and Support**

B. Pre-Award Costs

Description	Class/ Object Code	2025-2027 Strategic Staffing
1. Payroll Costs	6100	
2. Contracted Professional and Services	6200	
3. Supplies and Material	6300	
4. Other Operating Costs	6400	
5. Debt Services	6500	
6. Capital Outlay	6600	
7. Operating Transfers Out	8911	
Total Direct Costs		
8. Indirect Costs		
Total Pre-Award Costs		

C. Breakout of Direct Admin Costs

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



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

**Program Budget
 BS6101 - Payroll Costs**

Part 1: Total Payroll Costs

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

Part 2: Number and Type of Positions

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

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.



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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: <input type="text" value="Region 1"/>		\$10,000
Specify Purpose:	<input type="text" value="For Educator Preparation program partnership"/>	
	<input type="button" value="Add Item"/>	<input type="button" value="Delete Item"/>
Total Professional and Consulting Services Costs		\$10,000



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

**Program Budget
 BS6401 - Other Operating Costs**

Part 1: Other Operating Costs

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

Part 2: Direct Administrative Costs

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Organization: SOCORRO ISD
 Campus/Site: N/A
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2025-2027 Texas Strategic Staffing Grant for Paid, Sustainable Teacher Residency Program

**Program Budget
 BS6501 - Debt Services**

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

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

Part 2: Description of SBITA

Subscription

1. SBITA Description:

Subscription Cost:

Fund Source: Contract Start Date: Contract End Date:

Part 3: Description of Property

Property

1. Property Description:

Property Value:

Fund Source: Contract Start Date: Contract End Date:



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

**Program Budget
 BS6601 - Capital Outlay**

Part 1: Capital Expenditures

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

Part 2: Furniture, Equipment, Vehicles or Software

Items

1. Generic Description: Number of Units:

Fund Source: Total Costs:

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



Organization: SOCORRO ISD
Campus/Site: N/A
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2025-2027 Texas Strategic Staffing Grant for Paid, Sustainable Teacher Residency Program

Provisions Assurances CS7000 - Provisions, Assurances and Certifications

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

SSA Funding Report

Region	County District	Organization	ADC Submitted Date								
				R:	R:	R:	R:	R:	R:	R:	R:
Total:				R:	\$0	R:	\$0	R:	\$0	R:	\$0