



Organization: TAHOKA ISD
 Campus/Site: N/A
 Vendor ID: 1756002558

County District: 153904
 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
General Information			
GS2100 - Applicant Information	*	Complete	03/04/2025 08:05 AM
GS2300 - Negotiation Comments and Confirmation		New	
Program Description			
PS3013 - Program Plan	*	Complete	03/06/2025 10:25 PM
PS3014 - Program Narrative	*	Complete	03/07/2025 11:53 PM
Program Budget			
BS6001 - Program Budget Summary and Support	*	Complete	03/07/2025 11:19 PM
BS6101 - Payroll Costs	*	Complete	03/07/2025 11:20 PM
BS6201 - Professional and Contracted Services	*	Complete	03/07/2025 11:28 PM
BS6401 - Other Operating Costs	*	Complete	03/07/2025 11:29 PM
BS6501 - Debt Services	*	Complete	03/07/2025 11:29 PM
BS6601 - Capital Outlay	*	Complete	03/07/2025 11:29 PM
Provisions Assurances and Certifications			
CS7000 - Provisions, Assurances and Certifications	*	Complete	03/07/2025 11:30 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: Torrey Initial: Last Name: Price Title: Superintendent

Phone: 806-561-4105 Ext: E-Mail: tprice@tahokaisd.org

Submitter Information

First Name: Torrey Last Name: price

Approval ID: torrey.price Submit Date and Time: 03/07/2025 11:55:01 PM



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**General Information
 GS2100 - Applicant Information**

Part 1: Organization Information

A. Applicant		
Organization Name: TAHOKA ISD		
Mailing Address Line 1: 2129 MAIN ST		
Mailing Address Line 2:		
City: TAHOKA	State: TX	Zip Code: 79373

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

Part 2: Applicant Contacts

A. Primary Contact		Select Contact:	Select One	or	Add New Contact
First Name: Klyssa	Initial:	Last Name: Woodley			
Title: Teacher					
Telephone: 806-561-4105	Ext.:	E-Mail: kwoodley@tahokaisd.org			

B. Secondary Contact		Select Contact:	Select One	or	Add New Contact
First Name: Torrey	Initial:	Last Name: Price			
Title: Superintendent					
Telephone: 806-561-4105	Ext.:	E-Mail: tprice@tahokaisd.org			



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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="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="border: 1px solid black; padding: 5px;"> <p>Grantee Comments:</p> <div style="background-color: #cccccc; border: 1px solid black; height: 40px;"></div> </div> <div> <input type="checkbox"/> LEA Completed Change </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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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.

Tahoka ISD has strategically leveraged grant opportunities in recent years to develop innovative approaches for employing instructional leaders—addressing the growing need for professional mentorship and teacher support. While many small districts hesitate to promote strong teachers into leadership roles due to ongoing shortages, this short-term solution fails to address the larger systemic challenge. Instead, Tahoka ISD has established a model that both supports beginning teachers and provides advancement opportunities for experienced educators, ensuring that talented teachers remain within the profession and our district. In some cases, highly effective teachers have left either the district or the teaching profession in pursuit of career advancement. By creating instructional leadership roles, we are not only fostering a stronger support system for new teachers but also offering pathways for career growth, increasing the likelihood that exceptional educators will choose to stay. Additionally, Tahoka ISD is currently in the data capture year of the Teacher Incentive Allotment (TIA). To retain high-quality teachers who prefer to remain in the classroom rather than move into leadership, we are now able to reward their excellence and dedication through TIA funding. We believe this gives new teachers the ideal environment to put down roots and stay for the long haul.

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

While these initiatives are positioning us for long-term success, our current model involves training and supporting new, inexperienced teachers through their first year of teaching. We believe that planning and implementing a residency program is the ideal next step toward recruitment and retention. We recognize the invaluable expertise that both West Texas A&M University (EPP partner) and Strategic Staffing experts at Region 17 ESC can provide. Their guidance, knowledge, and support will be instrumental in helping us refine and expand our model, further propelling Tahoka ISD in our mission to Empower Excellence!

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).

Tahoka ISD is committed to leveraging experienced personnel to implement and sustain the Strategic Staffing Initiative effectively. The district currently employs a Director of Instruction and Accountability as well as an instructional coach on each campus. All instructional coaches have a minimum of five years of teaching experience within Tahoka ISD, demonstrating both instructional excellence and leadership capabilities before assuming coaching roles. Instructional coaches will play a key role in the planning process, offering insight into teacher strengths to select host teachers and helping determine the most effective Strategic Staffing Model for each campus. The current Director of Instruction and Accountability will serve as the project manager. This individual will oversee the initiative's implementation, ensuring alignment with district goals and providing leadership in staffing decisions, teacher development, and program sustainability. Tahoka ISD maintains a strong partnership with Region 17 ESC, collaborating to enhance instructional quality and teacher development. We look forward to leveraging their expertise and support in developing a residency program as well. Additionally, while our partnership with West Texas A&M University is new, we are excited about the possibilities. The Associate Director of Educator Preparation from WTAMU will collaborate regularly with the leadership team at Tahoka ISD throughout the planning and residency fulfillment process.



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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?

The Texas Strategic Staffing service is dedicated to supporting paid residency programs that ensure equitable access to high-quality educator preparation before teachers assume the full responsibilities of a classroom teacher. Tahoka ISD shares this vision, recognizing the need to reduce the number of teachers entering the classroom without the necessary training for a seamless transition into the profession.

The leadership roles at Tahoka ISD align closely with the goals of the Texas Strategic Staffing program, as they support both teacher recruitment and retention. By providing structured mentorship and professional development, we offer new teachers a higher level of support, while also creating advancement opportunities for experienced educators. Additionally, Tahoka ISD is currently in the data capture year of the Teacher Incentive Allotment (TIA). To retain high-quality teachers who prefer to remain in the classroom rather than move into leadership, we now have the ability to reward their dedication and excellence through TIA funding. Looking ahead, Tahoka ISD is eager to expand our current Strategic Staffing initiatives to include teacher residencies, further strengthening our commitment to building and sustaining a highly effective team of educators.

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?

Tahoka ISD is committed to ongoing tracking of performance measures in all of our programs. For the Paid Residency Initiative specifically, we will utilize survey data collected at the beginning, middle and end of the school year to measure the satisfaction of residents, mentor teachers, administrators and the EPP. Additionally, we will track student level achievement and growth data to measure the effectiveness of the residency program and its alignment with our district's core values associated with responsibility and accountability in an ongoing effort to achieve excellence. While it will take several years to collect and evaluate data pertaining to recruitment and retention, this will be an imperative part of the process. We will monitor staffing data by comparing the percentage of residents that stay in the district and the length of time they stay to new teachers that begin teaching without completing a year in residency.

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.

Tahoka ISD has already invested funds in the Director of Instruction and Accountability to oversee Strategic Staffing Initiatives. \$40,000 will be budgeted for the program lead's salary over the two year grant period. Since this individual is already employed by the district, this will free up district funds that can be reallocated to meet needs and further support the successful start-up of the residency program. \$10,000 will be budgeted for the contracted services from the EPP. The remaining \$30,000 will be used to pay mentor teacher and teacher residency stipends. Tahoka ISD would like to employ two resident teachers in the 2026-2027 school year (one at the elementary level and one at the secondary level). We will budget \$14,000 per resident to be paid from grant funds. When combined with the \$3000 of district funds, they] resident will be receiving \$17,000 during their year-long residency. Additionally, we will budget \$1000 per host teacher. When combined with the additional \$1000 per host teacher that will be contributed by Tahoka ISD, the host teacher will be receiving a \$2000 stipend for their mentorship role over the year-long residency in 2026-2027.

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

N/A



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Program Description PS3014 - Program Narrative

F. TEA Program Requirements

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

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

While many inexperienced, newly hired teachers at Tahoka ISD demonstrate strong potential, we have observed that without adequate support, they often become frustrated and leave the district or the teaching profession altogether. Recognizing this challenge, the Future Planning Committee at Tahoka ISD has prioritized innovative solutions to address both teacher recruitment and retention. Tahoka ISD would like to recruit highly qualified teacher residents in 3rd-5th grade reading and math, 6th-8th grade reading and math or High School Science as these have proven to be difficult positions to fill and retain with highly qualified personell yielding strong student growth scores. Tahoka ISD has leveraged the expertise of successful classroom teachers within our district to serve as instructional coaches and mentors. While this instructional coaching model is well-established in larger districts, it is a rarity in small, rural schools like Tahoka ISD. This investment is yielding promising results, but our coaches are spread too thin to support the large number of teachers that have entered the classroom lacking valuable, classroom experience. Ensuring that new teachers come to the classroom with a full year of residency experience will alleviate many "rookie mistakes" and allow these teachers to start their career with confidence so they can grow and thrive within 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.

Tahoka ISD faces a substantial substitute teacher shortage. The paid residency program could potentially offer a way to reallocate funds to meet this need and provide valuable experience to teacher residents simultaneously. Additionally, the district is currently in the implementation phase of HQIM for both reading and math on all three campuses. From internalizing and teaching lessons, to preparation of materials, to small group instruction, a co-teach model could open the door for exciting and innovative models in HQIM implementation that would not otherwise be possible.

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

Through participation in a paid residency program, Tahoka ISD will enhance our existing support system and establish sustainable pathways for teacher development and retention. This investment will enable us to maintain high-quality instruction while cultivating a more stable and experienced teaching workforce. Our district is committed to ensuring that all full-time teachers enter the classroom fully certified or complete certification within their first year of employment. By offering a structured residency program, aspiring educators will have the necessary time and mentorship to meet certification requirements before assuming the full responsibilities of a classroom teacher. Tahoka ISD is committed to fostering a culture of support that not only prepares new teachers for but also encourages them to build long-term careers within our district—ensuring they remain valued members of our educational community.



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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?

The Director of Instruction and Accountability (DIA) at Tahoka ISD will serve as the project lead for the Strategic Staffing Residency Program. With extensive experience in grant management and instructional leadership, she currently oversees the Strong Foundations Implementation and Grow Your Own grant programs. Through her management of district-wide grants and instructional practices, the Director has a comprehensive understanding of the district's needs and is uniquely positioned to align goals across multiple initiatives. Her ability to strategically integrate resources and support systems ensures the best possible outcomes for both educators and students.

2. b. How will you ensure that the district lead has adequate time to fulfill responsibilities in the design and implementation year of strategic staffing in accordance with program assurances? What are some ways you will ensure that time and effort for these responsibilities are locally funded beyond the life of the grant?

The Superintendent will assess the workload of the Director of Instruction and Accountability (DIA) to ensure that sufficient time is allocated for this critical initiative. As needed, duties will be adjusted to allow the DIA to fully support the Strategic Staffing Residency Program and meet all program requirements effectively. To ensure long-term sustainability beyond the grant period, Tahoka ISD will integrate these responsibilities permanently into the DIA's role, securing local funding for continued support. The district recognizes that investing in instructional leadership is just as vital—if not more so—than maintaining an Athletic Director. As such, Tahoka ISD remains fully committed to sustaining all current instructional support roles for the foreseeable future. Through strategic reallocation of funds and the successful implementation of Strategic Staffing Models, Tahoka ISD will ensure the continued maintenance and expansion of its leadership and mentoring roles, reinforcing its commitment to high-quality instruction and educator development.

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

The Superintendent and Assistant Superintendent/CFO will receive weekly progress updates on the initiative during district administration meetings. Additionally, district executive leadership will be invited to participate in collaborative planning and evaluation meetings with Region 17 ESC and West Texas A&M University to assess the program's progress and impact. Their attendance will be required at least once per semester to ensure continued alignment with district goals and strategic oversight at the executive level. Updates will also be provided to the Tahoka ISD School Board at least once per semester.

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 West Texas A&M University (WTAMU) marks a new collaboration for Tahoka ISD and our first participation in a residency program. When selecting an Educator Preparation Program (EPP), relationship-building and collaboration were key priorities. WTAMU emerged as the ideal choice due to its strong reputation, smaller program size, and personalized approach to teacher preparation. Our initial interactions with WTAMU have further reinforced this decision, as they have been highly accommodating, responsive, and committed to fostering a successful partnership.

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

Since both Tahoka ISD and West Texas A&M University are new to the residency partnership work, both teams bring eagerness and excitement to our joint cause. Partnering for the success of both students and aspiring educators, we will have the ability to build a strong, sustainable program that will be valued by all stakeholders.



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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.).

In this new LEA-EPP partnership, we recognize that challenges may arise. To proactively address any issues, the Director of Instruction at Tahoka ISD or the Associate Director of Educator Preparation at WTAMU may request a collaborative meeting with the Strategic Staffing Lead at ESC 17. Given Region 17's expertise and prior experience, their guidance and leadership will be invaluable in navigating complex situations. By leveraging the insights and recommendations of the Region 17 team, all stakeholders will engage in thoughtful discussion and problem-solving. Together, we will develop a structured action plan with clear steps, deadlines, and accountability measures to ensure the partnership remains strong and effective.

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.

Throughout this collaboration, Tahoka ISD has engaged in weekly or biweekly in-person meetings with ESC 17 staff to plan and execute HQIM implementation effectively. These meetings have been highly productive, as ESC 17 staff consistently demonstrate preparedness, punctuality, and a deep commitment to supporting our district's success. In contrast, our partnership with a separate service provider through the Resilient Schools Support Program (RSSP) required weekly Zoom meetings due to their remote location. While the program was effective, virtual meetings proved less efficient for collaborative decision-making and hands-on support. Having ESC 17 staff located less than 30 minutes away provides a distinct advantage, ensuring that face-to-face support is readily available whenever needed. This proximity strengthens our partnership and allows for more immediate, hands-on assistance, further enhancing the effectiveness of our implementation efforts.

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.

Over the past three years, Tahoka ISD has made significant strides in developing its Teacher Training Pathway. Last year, we successfully applied for and received funding through the Grow Your Own (GYO) High School Education and Training Grant, further strengthening our efforts to cultivate future educators. Currently, two highly experienced and qualified teachers lead our Teacher Training courses, providing students with valuable hands-on experience in the classroom. Although Tahoka ISD is a small district, the impact of this program has been remarkable. Teachers have expressed high praise for the GYO students assisting in their classrooms, recognizing their enthusiasm and potential. Looking ahead, the prospect of GYO students continuing their education at West Texas A&M University (WTAMU) and later returning to Tahoka ISD as teacher residents is especially exciting. Seeing our students come full circle—from high school participants to resident teachers and ultimately, certified educators within our district—would be a powerful realization of our mission to Empower Excellence.



Organization: TAHOKA ISD
 Campus/Site: N/A
 Vendor ID: 1756002558

County District: 153904
 ESC Region: 17
 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**

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	



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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.



Organization: TAHOKA ISD
 Campus/Site: N/A
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County District: 153904
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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 checked="" type="checkbox"/>
2. Paraprofessionals	<input type="checkbox"/>
3. Administrative support or clerical staff (paid by LEA indirect cost)	<input type="checkbox"/>

Part 3: Substitute, Extra-Duty, Benefits

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

Part 4: Confirmation of Payroll Requirements

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



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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="Residency"/>		\$10,000
Specify Purpose:	<input type="text" value="The EPP will provide support and field supervision of the residents during the residency year."/>	
	<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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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: Select One ▼ Contract Start Date: Contract End Date:

Part 3: Description of Property

Property

1. Property Description:

Property Value:

Fund Source: Select One ▼ 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: TAHOKA ISD
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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:	R:	
Total:				R:	\$0	R:	\$0	R:	\$0	R:	\$0	R:	\$0