



2023 -2025 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program
Letter of Interest (LOI) Application Due 11:59 p.m. CT, April 24, 2023

NOGA ID

Authorizing legislation

This LOI application must be submitted via email to loiapplications@tea.texas.gov.

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, April 24, 2023**.

Application stamp-in date and time

Grant period from

Pre-award costs permitted from

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
2. Signed Letter of Commitment or MOU
3. Letter from EPP Partner(s)

Please the program guidelines for further details on the required attachments.

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization CDN ESC UEI

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. 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 certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

- LOI application, guidelines, and instructions
- Debarment and Suspension Certification
- General and application-specific Provisions and Assurances
- Lobbying Certification

Authorized Official Name Title

Email Phone

Signature Date

Shared Services Arrangements

Shared services arrangements (SSAs) are not permitted for this grant.

Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

- 1. 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.
- 2. The applicant provides assurance to adhere to all the Statutory and TEA Program Requirements and Program-Specific Assurances as noted in the 2023-2025 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program Program Guidelines.
- 3. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2025 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.

Program Priority Requirement

For districts/charters that are or have engaged in an ESF diagnostic process during or before the 2022-2023 school year, please provide the year the district went through the diagnostic and the priority focus area in the space below.

N/A

Summary of Program

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

In Klein ISD, every student enters with a promise and exits with a purpose. In order to make this vision a reality, we strive to ensure all initiatives are aligned to our strategic priorities: cultivate talent, build community, and reimagine learning. Through this program and partnership, we want to create a sustainable, internal pipeline of educator talent that will assist us with providing equitable educational access to all of our students, regardless of need.

As part of our goal to cultivate talent, we will develop and value our employees in every position through personalized, professional learning. This goal includes our Teacher Residents who are currently serving to support our Opportunity Culture (OC) initiative. Our teacher residents are mentored by our Multi-Classroom Leaders, who are high-quality educators that serve to lead planning, coach, and provide professional learning opportunities for a team of teachers. The teacher residents learn under the guidance of these teacher leaders during their year-long residency in Klein ISD.

The program is designed to develop each one of our teacher residents within our system to meet the needs of the students we serve. A key component of our teacher residency program is providing professional learning opportunities based on progress data collected by our current partner Educator Preparation Programs (EPPs). The EPPs and district staff, including principals, collaborate regularly to analyze progress data based on modified T-TESS evaluation to determine the needs of our teacher residents. The assistant director of OC then coordinates the activities to ensure our teacher residents are growing professionally and will be ready to join our educator workforce as effective teachers who can meet the learning needs of our students. Upon successful completion of the residency, our residents are afforded priority in joining our #KleinFamily as full-time educators set to make a difference for our students.

Qualifications and Experience for Key Personnel

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 position is existing or proposed.

Title and Responsibilities of Position	Required Qualifications and Experience
Marlene Garcia, Assistant Director of Opportunity Culture	Leads the design and implementation of Opportunity Culture for the district, applies experience in consistent
Christopher Ruggerio, Executive Director of Human Resources	Provides high-level supervision for the Opportunity Culture initiative as well as approval for the use of fiscal and human resources for district initiatives
Dr. Helen Berg, Associate Dean of Student Success and Partnerships, Sam Houston State University	Provides high-level supervision for the Teacher Residency partnerships as well as approval for the use of fiscal and human resources for university initiatives.
Jessica Jemison, Director of Innovative Partnerships, Sam Houston State University	Coordinates the application process, placement of residents and site coordinators, as well as participates in governance meetings.
Kasi Bundoc, Director for the Center of Professional Development for Teachers, University of Houston - Downtown	Coordinates the application process, placement of residents and site coordinators, as well as participates in governance meetings.

Goals, Objectives, and Strategies

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

The major objective of the program is to create a pipeline of potential teachers trained specifically to address the instructional needs of the students we serve, with a focus on our high needs areas: special education, emergent bilinguals, and math/science instruction. In order to meet this goals of increasing retention, placement in high-needs areas, and ensuring positive impact on student outcomes, we first work with our EPPs to place our teacher residents according to their goals as well as district needs. Each teacher resident is connected to an MCL, who serves as their mentor for the duration of their residency in Klein ISD.

Klein ISD then provides a hands on clinical experience for our year long teacher residents in order to build their capacity to be an effective teacher. We also provide individualized coaching by a highly-effective Multi-Classroom Leader, who serves as their mentor throughout the year. The teacher residents provide time for our Multi-Classroom Leaders to conduct the planning and coaching activities. The university site coordinators conduct walk-throughs and T-TESS-based observations and function as a second mentor for the teacher residents. The site coordinators are also their professors, which supports our residents growth and development from theory to practice. As part of our goals for the current year and continuation moving forward, we hold Klein Connect & Collaboration meetings every other month. These were established to build relationships with our teacher residents, provide Klein-specific professional development, and the opportunity to highlight the benefits of working in Klein. Through this new initiative, we have been able to extend Letters of Intent for the 2023-2024 school year to 13 of our current teacher residents.

Performance and Evaluation Measures

Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

The teacher residency program plays an integral part of supporting our vision and strategic priorities, and our EPP partner and TAP will share responsibility in the investment of our teacher residents. Our EPP partners utilize a modified version of the T-TESS instruction to monitor the ongoing development and progress of each teacher resident. The use of this instrument allows us to maintain an alignment with the expectations that will be in place once they are serving full-time. The T-TESS rubric provides standards in the areas of planning, instruction, learning environment, and professional practices and responsibilities. The rubric also contains five levels of competency across 16 dimensions (indicators) which provide descriptions and expectations that guide growth across the competencies. The results of this tool are reviewed at the governance meetings to determine targeted opportunities for continued growth. These could include additional site visits and professional learning opportunities. Other measures of success include the number of teacher residents that participate in the unique #KleinFamily opportunities, the number of teacher residents placed, and the number of teacher residents that choose to serve in Klein ISD after program completion.

The goal of the teacher residency program is for all residents to fulfill the completion requirements successfully while serving to support the Opportunity Culture initiative. Our strategic priority of cultivating talent also guides us to recruit and retain high-quality employees to benefit student outcomes. We want to provide every teacher resident upon graduation the opportunity join the #KleinFamily as a full-time educator in a setting in which they can continue to grow and serve the vision of promise to purpose.

Budget Narrative

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

The teacher residents will serve as part of the Opportunity Culture initiative already in place in Klein ISD. All of the Opportunity Culture activities are funded from local sources. Teacher residents are paid an adjusted salary for the year through local funds. The grant budget will provide partial salary for the staff member coordinating the activities of the teacher residency program, which include, but are not limited to, participating in governance meetings with EPPs and TAPs, coordinating professional learning activities based on needs of the teacher residents, and providing opportunities to learn more about the Klein family in other professional activities under Klein Connect. As part of our strategic priority of cultivating talent, we want to foster opportunities for two-way communication and collaboration that empower our employees to be heard and have a voice that positively impacts and supports Klein ISD's tradition of excellence. Each month, our teacher residents hear from representatives of various departments across Klein ISD to learn more about what it means to be part of the #KleinFamily. Each quarter, we will add a needs review item to our governance meetings agenda to discuss and identify possible resources to meet any new needs and make adjustments to the budgets supporting the entire initiative. All of these activities are currently funded with local funds, utilizing strategic staffing practices in which each principal is able to place teachers, MCLs, and teacher residents in a way that positively impacts student outcomes.

Statutory/Program Requirements

1. Description of partnership foundations: Applicants may have one or more EPP partners on the 2022 Vetted Teacher Residency Program List (link located on TEA Grant Opportunities page). Please list your partner(s) and the following partnership foundations information:

- o How many years have you been engaged in a residency partnership?
- o How many residents have you placed each year of that partnership?
- o Describe your practices for shared governance, or the review of residency program data to inform shared decision-making about teacher candidate and mentor teacher supports. How often do you meet with your partners to review this data? As a partnership, how do you manage follow-up and response to data?
- o Please describe any other key features of your partnership's progress toward building a residency program.

Sam Houston State University
 Number of Years in Partnership: 2 years
 Number of Residents Placed Year 1: 18
 Number of Residents Placed Year 2: 30
 Shared Governance Process Description: We hold bimonthly governance meetings, which include representatives from the EPP, the district, and campus principals. Under the grant program, we will be able to add a TAP to provide additional support and guidance for the implementation process. The group reviews residency program data provided by the university as well as data about the mentor activities completed to date. As a result of this review, additional supports aligned to the needs are implemented. These could include an increase in the number of site visits by the university to the provision of targeted professional learning designed to meet specific needs. The Assistant Director of Opportunity Culture coordinates these activities and collects and maintains participation data to share for future review and continued support for our teacher residents.
 Key Partnership Features: bimonthly governance meetings, data-driven collaborative decisions, ability to adjust and create new opportunities to meet changing needs

University of Houston - Downtown
 Number of Years in Partnership: 2 years
 Number of Residents Placed Year 1: 0
 Number of Residents Placed Year 2: 2
 Shared Governance Process Description: We hold bimonthly governance meetings, which include representatives from the EPP, the district, and campus principals. Under the grant program, we will be able to add a TAP to provide additional support and guidance for the implementation process. The group reviews residency program data provided by the university as well as data about the mentor activities completed to date. As a result of this review, additional supports aligned to the needs are implemented. These could include an increase in the number of site visits by the university to the provision of targeted professional learning designed to meet specific needs. The Assistant Director of Opportunity Culture coordinates these activities and collects and maintains participation data to share for future review and continued support for our teacher residents.
 Key Partnership Features: bimonthly governance meetings, data-driven collaborative decisions, ability to adjust and create new opportunities to meet changing needs

Statutory/Program Requirements (Cont.)

2. Description of goals for paid teacher residencies and strategic staffing models: After reviewing the Program Elements section beginning on page 7, describe you and your EPP partner's existing or proposed shared goal for teacher resident placement. How will paid teacher residencies support your broader talent strategy as a component of your overall strategic plan and goals?

Our shared goal for teacher resident placement is to capitalize on the individual strengths of each resident by matching them to the right setting, including principal, MCL, and campus need. In order to find the best placement for each resident, the governance team, which includes the EPP and district staff, including principals, meets twice per year, once in the fall and once in the spring, specifically to discuss placements. The collaboration between key staff who are knowledgeable about the strengths of each resident and those who are in tune with campus culture, including learning needs, ensures that each resident is placed in the setting most conducive to growth toward their individual goals and district needs.

As part of our broader talent strategy, our teacher residents will serve under the mentorship of our MCLs and apply their learning in the classrooms. Teacher residents also serve to provide release time for our MCLs to engage in coaching, planning, and mentorship for their assigned team members. We use a gradual release model to allow our teacher residents to grow into the role of teacher, developing not only the knowledge and skills needed to effectively deliver content, but also to reach each learner where they are. In this way, we also work toward another of our strategic priorities, reimagining learning, by ensuring a learning environment that supports strong mental health and overall wellness for every member of our Klein family.

Statutory/Program Requirements (Cont.)

3. Commitment of local resources: Please review the Program Elements section on page 7 of the program guidelines. How will you, alongside your partner EPP, commit resources and time to 1) the year-long design process and 2) the implementation supports year? Be sure to provide information about the designation of a strategic staffing design lead, whose role will be co-funded by this grant opportunity. Provide a description of your plan to track and maintain evidence of that staff member's time and effort toward strategic staffing project management.

Klein ISD is fully committed to a strong partnership and shared responsibility with our EPPs and TAP. We currently have a staff member fully committed to the Opportunity Culture initiative. Our lead point-person for this program is our Assistant Director of Opportunity Culture, whose role is housed in our Human Resources department. She has already been engaged in the design and implementation process with our current EPP partners, SHSU and UHD. This will ensure a seamless integration of the TAP partner into the ongoing design and implementation process. We fully expect our TAP to be a valuable resource in the design process as we monitor and evaluate the current implementation of our teacher residency program and provide options for reallocating and reinvesting strategies that perhaps we have not yet considered. We look forward to benefiting from the broader perspective, connections, and resources that our TAP will bring to the collaborative work with our district.

Currently, we hold bimonthly governance meetings between the university/EPP staff, OC coordinator, and principals. These meetings provide the opportunity to review resident progress data and discuss options to continue supporting them as they progress through the program. As a result of these meetings, additional professional learning opportunities are coordinated as well as any other supporting activities based on the data. Twice per year, the governance meetings focus on the placement of the teacher residents. With the addition of the TAP, we will have additional meetings to evaluate the current design and implementation and make recommendations based on progress data, as well as develop implementation plans to support the needs of our district.

Our lead point-person will maintain time and effort documentation as required by the TEA, including maintaining an updated digital calendar, list of project goals and timelines, and action steps with a completion loop. In addition, agendas, presentations, handouts, sign-in sheets will be maintained of all activities related to the grant program.

Statutory/Program Requirements (Conf.)

4. Commitment to shared communication: Describe how you will maintain strong communication throughout the design and implementation of the sustainable teacher residency program with your EPP partners and your technical assistance provider. How will you demonstrate evidence of communication and ongoing engagement with your partner and provider? For example: evidence of communication logs, shared meeting agendas, etc.

Our current teacher residency program includes a strong commitment to regular communication between district and campus staff and our EPP partners as evidenced in our current practices. Our TAP will integrate seamlessly into our ongoing shared governance meetings already in place. Our assistant director coordinates the activities related to the Opportunity Culture initiative, which includes our teacher residency program, and maintains evidence of the communication of the planned meetings through an annual meeting schedule, email invitations, and shared meeting agendas that drive the discussion and outcomes for each meeting. As needed, we will increase the number of governance meetings based on the needs as they arise throughout the "re" design and implementation of our current program. We are grateful for the opportunity to partner with other stakeholders with expertise and experience in this area so that we can continue to grow and improve upon our program. As needed, we will also revise any guidance documents based on agreed-upon changes in implementation. Collaboratively, any changes will be implemented with a robust communication plan to avoid miscommunication and misconceptions that may arise as a result of changes to our program. Revised documents will include update information in the footer to ensure we are always referencing the most recent program guidelines.

5. Strategic staffing technical assistance: The program elements describe how teacher residencies will be made sustainable through strategic staffing models where residents support other instructional needs in the district, such as, for example, substitute teaching or para-professional responsibilities. How do you see the design and implementation of strategic staffing models with teacher residents as a way to support immediate instructional needs in your LEA? Additionally, please describe the rationale you share with your partner(s) for seeking technical assistance for the purpose of designing and implementing strategic staffing models.

We expect that our TAP will assist us with exploring options that have proven effective in other contexts similar to ours. They can guide a redesign process that could better meet the needs of our students and make better use of our resources. Our TAP can also provide guidance on modifying our current implementation as needed to adjust to a more effective model as determined in partnership with our TAP and EPP partners. Klein ISD is experiencing a need for effective instructional practices that align to the evolving demographics of the students we serve. In order to address this need, Klein ISD began implementing Opportunity Culture to increase opportunities for job-embedded, hands-on professional learning, supports, leadership, and coaching. In order to ensure our teacher residents are provided the best opportunity to grow and to meet the needs of our students, we embedded their role within the Opportunity Culture initiative. Our teacher residents are supervised by our Multi-Classroom Leaders and coordinate their work to provide mutual support: the MCL provides coaching and opportunities to gain practical experience while being fully supported, and the teacher resident provides the release time for the MCLs to conduct the other activities to fully utilize their expertise and experience to lift the effectiveness of the entire team for the benefit of our students. We fully believe that the role of the teacher resident is critical to achieving our vision and to the implementation of a sustainable program designed with our strategic priorities in mind.

Appendix I: Amendment Description and Purpose (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

Amended Section

Reason for Amendment