



Organization: KILLEEN ISD
 Campus/Site: N/A
 Vendor ID: 1746001505

County District: 014906
 ESC Region: 12
 School Year: 2023-2024

SAS#: TSSGAA24

2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program

General Information GS2000 - Certify and Submit

Due: 04/02/2024 11:59 PM
 Application Status: Submitted

Amendment #: 00
 Version #: 01

Description	Required	Status	Last Update
General Information			
GS2100 - Applicant Information	*	Complete	04/02/2024 04:21 PM
GS2300 - Negotiation Comments and Confirmation		New	
Program Description			
PS3013 - Program Plan	*	Complete	04/02/2024 04:22 PM
PS3014 - Program Narrative	*	Complete	04/02/2024 07:33 PM
Program Budget			
BS6001 - Program Budget Summary and Support		New	
BS6101 - Payroll Costs		New	
BS6201 - Professional and Contracted Services		New	
BS6401 - Other Operating Costs		New	
BS6501 - Debt Services		New	
BS6601 - Capital Outlay		New	
Provisions Assurances and Certifications			
CS7000 - Provisions, Assurances and Certifications	*	Complete	04/02/2024 08:29 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: Christianne Initial: Last Name: Shinn Title: Director Federal and State Programs

Phone: 254-336-0240 Ext: E-Mail: Christianne.Shinn@killeenisd.org

Submitter Information

First Name: Christianne Last Name: Shinn

Approval ID: christianne.shinn Submit Date and Time: 04/02/2024 08:30:26 PM



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**General Information
 GS2100 - Applicant Information**

Part 1: Organization Information

A. Applicant		
Organization Name: KILLEEN ISD		
Mailing Address Line 1: P O BOX 967		
Mailing Address Line 2:		
City: KILLEEN	State: TX	Zip Code: 76540

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

Part 2: Applicant Contacts

A. Primary Contact			Select Contact:	Select One	or	Add New Contact
First Name: William	Initial: H	Last Name: Baker				
Title: Assistant Superintendent for HR						
Telephone: 254-336-0042	Ext.:	E-Mail: william.baker@killeenisd.org				

B. Secondary Contact			Select Contact:	Select One	or	Add New Contact
First Name: Tina	Initial:	Last Name: Cole				
Title: Executive Director for HR						
Telephone: 254-336-0049	Ext.:	E-Mail: tina.cole@killeenisd.org				



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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 program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this IDC will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
 - 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 provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program Program Guidelines.
 - The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2024-2026 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.

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 a signed letter of commitment with an educator preparation program included on the Vetted Teacher Residency Program list. The letter should confirm the partnership with the applicant for year-long residencies, and the EPP's commitment to strategic staffing efforts and partnership responsibilities outlined in the grant assurances.
 - B. 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 25-26 residency implementation year.
 - C. 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.
 - D. The applicant must assure that they will report the following data to TEA during the SY 25-26 grant implementation year: I. Number of teacher residents participating in the year-long teacher residency, II. Demographics of teacher residents participating in the program, III. Number and type of teacher certifications awarded to teacher residents IV. Selected staffing models implemented



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Program Description PS3013 - Program Plan

C. 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 to 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 24-25 and 25-26 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 2026-2027 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 the teacher resident year-long clinical teaching assignment provides candidates with one full school year of clinical teaching, to include the first and last day of school, in a classroom with a qualified host teacher in the classroom teaching assignment(s) that matches the certification category sought by the candidate. The residency must include a minimum of 750 hours in total, with a minimum of 21 hours per week during a school week that does not include closures or disruptions, and the program must document reduced clinical experience hours during weeks with closures or disruptions. (Please note: Updates to this requirement may occur pending State Board of Educator Certification (SBEC) revisions to Texas Administrative Code establishing rules for vetted residency programs. Requirements for the residency experience will align with any rules adopted into TAC for 24-25 or 25-26.)
 - F. The applicant and EPP partner must assure that they will provide training and support in mentorship and co-teaching best practices for host teachers.
 - G. The applicant and EPP partner must assure that they will adhere to all educator preparation program requirements in the Texas Administrative Code (TAC).
 - H. 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 2024-2025. The designated team must include at least one district/charter and EPP-level leader and a selected set of leaders from each campus on which teacher residents are placed.
 - I. The applicant and EPP must attend sustainability meetings with their technical assistance provider each semester of SY 2025-2026 implementation year in order to determine sustainable strategic staffing model and funding sources after the life of the grant.
 - J. 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, fully-funded by district/charter dollars, by SY 2025-2026. The plan must include sustainable funding for teacher resident stipends/salaries.

D. Program Assurances Regarding High-Quality, Sustainable Residency Funding

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 each teacher resident placed within the district/charter a stipend. Districts/Charters will work with their EPP to mutually agree on a stipend amount. The minimum recommended stipend amount per resident is \$10,000-\$12,000 per year; districts and EPPs should make a good faith effort to get as close as possible to (or higher than) the recommended stipend amount.
 - B. The applicant must assure that they will allocate and use the residency and strategic staffing implementation funding specifically for program specific requirements.



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2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid 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 needs of the organization. Describe how the program will address the mission and needs.

The Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program grant funds will focus on addressing the specific needs of the high-needs campuses while aligning with the district's mission. The Strategic Models we will implement are the Residents as Substitutes and Residents as Release Time Support. The district's mission is to teach so that students learn to their maximum potential. This includes improving access to quality education, fostering academic success, and empowering individuals to reach their full potential regardless of socioeconomic background.

The district faces staffing challenges, particularly in recruiting and retaining qualified educators. There's a need to invest in ongoing professional development opportunities for new teachers to enhance their skills and effectiveness in serving the district. The other area of need is a staff member dedicated to talent acquisition. The grant will allocate funds towards a competitive salary and benefits package to attract and retain a top-tier educator to fill this position. Additionally, it may provide incentives for educators willing to mentor the resident teachers. Grant funds will support the expansion of successful programs and the development of new initiatives tailored to address the specific educational needs of underserved campuses. This may include after-school programs, tutoring services, or STEM enrichment activities.

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 position is existing or proposed.

Primary Purpose

The Strategic Staffing Lead leads the efforts of the district to extend to more students the reach of excellent teachers, principals, instructional teams, and related critical paraprofessional supports for instructional excellence. The Strategic Staffing Lead ensures that redesign processes are consistent with KISD models, which are strongly correlated with student learning growth.

The Lead collaborates closely with district and campus leadership to organize and disseminate information, develop and provide support for staff members, and continuously monitor the fidelity of implementation and progress. The Lead coordinates with Institutions of Higher Education to ensure fidelity towards certification. The Lead collaborates with external educational entities to monitor high-quality internships and the ongoing collection and use of critical data.

Qualifications:

Teaching Certification

Master's degree in Education preferred

Special Knowledge/Skills

Ability to use software to develop spreadsheets, perform data analysis, and do word processing.

Excellent public relations, organizational, communication, and interpersonal skills.

Ability to speak effectively before groups of employees, the school board, or other organizations.

An understanding of education certifications and requirements for classroom assignments.

Experience

Campus Leadership Experience.

Experience in managing multiple projects,



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Program Description PS3014 - Program Narrative

C. Goals, Objectives and Strategies

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

The Killeen Independent School District aims to attract aspiring educators to the field and retain them by providing comprehensive needs-based support.

Activities/Strategies:
Targeted recruitment efforts at colleges and universities with education programs.
Offering competitive stipends or scholarships to attract high-potential candidates.
Providing mentorship and support throughout the program to ensure a positive experience.
The program aims to equip resident teachers with the necessary skills and knowledge to be effective educators.
Structured tutoring focusing on pedagogy, classroom management, and subject-specific instruction provided by the district, the EPP, and Region 12.
Hands-on teaching experience under the guidance of experienced mentor teachers.
Regular feedback and evaluations to identify areas for growth and improvement.
The Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program will allow us to place resident teachers in schools facing low academic performance and/or low socioeconomic student populations.
Collaborating with district curriculum leaders to identify high-need areas and placement opportunities.
Offering incentives such as loan forgiveness for resident teachers willing to work in these areas after graduation.
Providing ongoing campus and district support and resources to ensure success in challenging environments. Each campus has Mentor Teachers and Campus Instructional Specialists.

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

The district aims to create a supportive community where resident teachers can work together, share their best practices, and continue to develop professionally. To achieve this, the district will organize regular meetings, workshops, and networking events for resident teachers to connect with their peers and mentors. They will also facilitate collaboration and resource sharing through online platforms or forums. Additionally, the district will encourage participation in district-led professional development programs to expand the knowledge and skills of resident teachers. By implementing these activities and strategies, the resident teacher program will help the district achieve the overarching goals of recruiting, developing, and retaining high-quality educators who are well-equipped to meet the diverse needs of their students.

D. Performance and Evaluation Measures

1. 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.

To measure the impact of resident teachers on student academic performance, we can use standardized test scores, classroom assessments, and grades. We can compare the academic performance of students taught by resident teachers with those taught by experienced teachers. To track student progress throughout the school year, we can conduct pre and post-assessments. We can also assess the program's impact on increasing high school graduation rates, particularly in schools with resident teachers. To do this, we can compare graduation rates of schools with resident teachers to those without, and track the percentage of students taught by resident teachers who successfully graduate on time.

As an indicator of engagement and involvement in the learning process, we can measure changes in student attendance rates. We can compare the attendance rates of students taught by resident teachers to those taught by experienced teachers, and identify any improvements in attendance associated with the program. Additionally, we can assess changes in student behavior, such as disciplinary incidents or suspensions, as a measure of classroom management effectiveness. To do this, we can analyze trends in disciplinary incidents and suspensions among students taught by resident teachers compared to those taught by experienced teachers, using discipline records, suspension rates, and behavioral incident reports.



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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 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.

Program Goals:

Our program aims to achieve two specific goals. Firstly, to increase classroom performance by 50% by the end of the school year. Secondly, training and resources to support teacher residents.

Budget Allocation:

We have allocated our budget into three main areas: staffing (\$50,000) to ensure that we have enough personnel to support and manage the program; educational materials and resources (\$10,000) to provide necessary teaching aids and tools; and contractual services for specialized trainers (\$10,000) to bring in experts who can provide advanced training to our teacher residents.

Future Adjustments:

We understand that the program's success relies on its ability to respond effectively to campus needs. Therefore, we plan to implement a flexible budget strategy involving a quarterly review of program outcomes versus budget expenditures. We can adjust the budget allocations if certain areas require more funding to meet objectives.

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

Additionally, we will seek feedback from stakeholders and participants to guide budget adjustments. This approach allows us to be agile, ensuring that we allocate resources where they are most needed and positively impact student performance.

High-Level Strategies for Future Adjustments:

Monitoring and Evaluation: Regularly assess program metrics to identify areas needing budget adjustments.

Stakeholder Engagement: Engage with program participants and partners to gather insights on funding effectiveness.

Flexibility: Allocate a portion of the budget for unforeseen needs or opportunities that align with program goals.

Sustainability Planning: Explore additional funding sources, including grants and partnerships, to sustain and expand the program.



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Program Description PS3014 - Program Narrative

F. Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. This section takes the place of the budget schedules during the initial submission process. If selected for award, applicants will be required to budget planned expenditures in the budget schedules provided by eGrants during negotiations.

1. Payroll Costs-Include a description of the cost(s) and a dollar amount. If you will not be budgeting in this class/object code, please enter "N/A" or "\$0."

Staffing: \$50,000

This budget will cover the cost of hiring a Strategic Staffing Lead. The lead will monitor the Texas Strategic Staffing Program and will play a crucial role in the design.

Program Development:

- Design or adapt program goals and activities to meet this program's standards and specific objectives.
- Develop and administer various forms of assessments to monitor the program's progress and adapt strategies based on assessment data as needed.
- Serve as the primary point of contact for Residents and EPP, providing regular updates on student progress and involving them in the process.
- Engage in continuous professional learning and potentially lead professional development sessions for Residents.

2. Professional and Contracted Services-Include a description of the cost(s) and a dollar amount. If you will not be budgeting in this class/object code, please enter "N/A" or "\$0."

Contracted Services - \$10,000

Contracted services from educational service agencies like Region 12 can significantly enhance the support provided to resident teachers within a school or district. These services typically offer a wide range of resources, training, and professional development opportunities tailored to meet the specific needs of new and developing teachers. By leveraging the expertise and resources of Region 12, schools can offer targeted assistance to resident teachers, helping them to grow professionally and improve their instructional practices. Contracted services can assist our resident teachers by providing the following:

- Customized Workshops and Seminars
- Curriculum Resources and Support
- Certification Tutoring
- Mentoring and Coaching

By tapping into the contracted services offered by Region 12, schools can provide resident teachers with the comprehensive support they need to thrive in their early years of teaching. This not only aids in the professional growth and retention of these educators but also positively impacts student learning outcomes.

3. Supplies and Materials-Include a description of the cost(s) and a dollar amount. If you will not be budgeting in this class/object code, please enter "N/A" or "\$0."

Additional funding of \$10,000 for purchasing supplies and materials can significantly benefit resident teachers and enhance their instructional capabilities. This will also provide a more dynamic and resource-rich learning environment for students. With access to a broader range of supplies and materials, resident teachers can create more engaging and diverse learning experiences. For instance, they can conduct hands-on science experiments, provide art supplies for creative projects, or use interactive learning games that cater to various learning styles and preferences. Differentiated instruction involves tailoring teaching environments and practices to meet the diverse needs of learners. The funding can be utilized to purchase or access digital resources and technology to enhance teaching and learning, further supporting differentiated instruction.

4. Other Operating Costs-Include a description of the cost(s) and a dollar amount. If you will not be budgeting in this class/object code, please enter "N/A" or "\$0."

N/A

5. Total Grant Award Requested- Be sure to include the sum of the amounts in all class/object codes and any administrative costs in this total. Only a dollar amount will be accepted for this answer.

\$70,000



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Program Description PS3014 - Program Narrative

G. TEA Program Requirements

1. Description of instructional and talent development needs and strategies: The program elements describe how teacher residencies will be made sustainable through strategic staffing models where residents support other instructional needs in the district/charter, such as substitute teaching or para-professional responsibilities (among other options). Describe the instructional and talent pipeline needs of your LEA. a. What vacancies (if any) exist in your district? b. What other instructional needs exist? How could residencies address this issue? (e.g., Tutoring support, small group Tier I support, etc.) c. How do paid teacher residencies fit into your broader talent strategy this year? For the next five years?

Creating a sustainable and effective teacher residency program within Killeen ISD requires a strategic approach that addresses immediate instructional needs and long-term talent development goals. By integrating teacher residencies with broader staffing models, KISD can ensure that they are not only filling current vacancies but also building a pipeline of qualified, committed educators for the future. First, it's vital to assess the current vacancies within our district. These may vary widely depending on the subject areas (such as STEM, special education, bilingual education) and grade levels most in need. Identifying these vacancies is crucial for tailoring the residency program to meet specific demands. Our partnership with Texas A&M - Central Texas allows us to request staffing assistance in our area of need. This partnership will enable us to focus our recruitment efforts on residents in high-needs areas. We will also be able to offer guaranteed positions upon successful completion of the residency to attract candidates. Beyond filling vacancies, KISD has instructional needs that can impact student achievement and school climate. Tutoring support for students who are below grade level. Small group Tier I support to address specific learning needs and enhance personalized learning. Specialized instructional support in areas like ESL (English as a Second Language) or special education.

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

Residents can serve in flexible roles beyond traditional student teaching, such as substitute teachers, paraprofessionals, or tutors. This helps fill immediate instructional needs and gives residents a broader experience. KISD can immediately address instructional needs and vacancies by integrating residents into various roles. Over time, the residency program can serve as a pipeline, ensuring a steady supply of well-prepared, committed teachers. Residents who have invested time in a community and received mentoring are more likely to remain in the district, reducing turnover rates. Embed ongoing professional development into the residency program, ensuring that residents continue to grow as educators and can take on leadership roles within KISD. We plan to regularly assess the residency program's impact on teacher retention and student outcomes and adapt the program based on these evaluations. We also commit to developing a financial plan to sustain the residency program, exploring funding sources such as grants, state funding, and partnerships. By strategically integrating teacher residencies into broader staffing models and instructional strategies, KISD can address immediate needs while building a robust and sustainable talent pipeline for the future. This holistic approach ensures that students and teachers are supported, leading to better outcomes.

3. 2. Commitment of local resources: Please review the Program Elements section 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 support year? Please share the following information: a. Who from the district/charter will be leading this work? Is their role a new or existing one? b. How does their role fit into broader talent management at your district? c. How will you track and maintain evidence of this district/charter lead's time? d. What will the person in this role do after the grant ends? How might you fund this role after the grant ends?

When a school district like KISD partners with an institution such as Texas A&M University for a project that involves a year-long design process and a subsequent year of implementation support, committing resources and time effectively requires strategic planning and collaboration. Here is how we will approach commitment to both phases:

1. Year-Long Design Process
Resource Allocation:

Personnel: Assign dedicated KISD and Texas A&M University staff to the project. This could include educators, administrators, and project managers overseeing the design process.

Financial Resources: Budget allocations from both entities to support the design process, including funding for research, materials, and necessary technology tools.

Facilities and Technology: Provide access to facilities for meetings, design workshops, and technology platforms for collaboration between the district and the university.

Time Commitment:

Scheduled Work Sessions: Plan regular work sessions, workshops, and meetings throughout the year. These should be on the calendars of all involved parties well in advance to ensure availability.

Project Timeline with Milestones: Establish a clear timeline for the design process, including specific milestones and deadlines to keep the project on track.



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Program Description PS3014 - Program Narrative

4. If needed, use this space to continue the previous response. Enter N/A if the additional space is not needed.

Collaboration and Communication:
 Joint Planning Committees: Governance meetings or working groups that include representatives from both KISD and Texas A&M to facilitate decision-making and ensure that the perspectives of both education and research are represented.
 Regular Communication Channels: Utilize regular communication channels such as email, project management software, and monthly update meetings to keep all stakeholders informed and engaged.
 Resource Allocation:

Training and Professional Development: Invest in training for staff and educators implementing the new designs or programs. This includes workshops, seminars, and ongoing professional development opportunities.
 Support Staff: Allocate support staff from both entities to assist with the implementation phase, providing expertise and troubleshooting as needed.
 Evaluation and Assessment Tools: Dedicate resources to developing and deploying evaluation tools to assess the effectiveness of the implemented designs.
 Time Commitment:

Implementation Schedule: Develop a detailed implementation schedule, including training dates, rollout phases, and evaluation periods.
 Ongoing Support: Ensure that Texas A&M University and KISD staff are available for ongoing support throughout the implementation year, addressing any challenges that arise.

Collaboration and Communication:
 Feedback Loops: Establish mechanisms for collecting feedback from educators, students, and other stakeholders.

5. 3. Description of partnership foundations: Applicants may have one or more EPP partners from the 2023-2024 Vetted Teacher Residency Program List (link located on TEA Grant Opportunities page). Please list your partner(s) and the following partnership foundations information: a. If applicable, how many years have you been engaged in a residency partnership? If the EPP partnership is new, how did your LEA staff decide to partner with this EPP? b. If applicable, how many residents have you placed each year of that partnership?

Our partner for this new program is Texas A&M University-Central Texas. We collaborated with them because they provide extensive support and guidance to undergraduate and graduate students in the College of Education and Human Development through their Educator Preparation Services (EPS). This program helps students from admission to certification, covering essential steps such as applying to the Educator Preparation Program (EPP), field experiences, student teaching, certification testing, and recommendation for certification. Additionally, since they are located nearby, we have direct access to their staff.

6. c. If applicable, describe your practices for shared governance, or the review of residency program data to inform shared decision-making about teacher candidate and host teacher supports. How often do you meet with your EPP partners to review this data? As a partnership, how do you manage follow-up and response to data? If the partnership is new, describe what plans you and the EPP have for the questions above. d. Describe any other key features of your partnership's progress toward building a residency program.

Regular meetings serve as a platform to analyze data related to resident performance, mentor teacher effectiveness, and program impact on student learning. The frequency of these meetings can vary based on the program's needs but will occur at least once per semester to allow timely adjustments.
 Candidate Performance Data: Assessment scores, portfolio reviews, and feedback from mentor teachers.
 Host Teacher Support Data: Surveys or feedback forms from host teachers regarding the support they receive, including professional development and resources.
 Program Impact Data: Student achievement data in classrooms where resident teachers are placed, satisfaction surveys from program graduates, and employment outcomes.
 After reviewing data, the partnership should have a clear protocol for follow-up actions, which might include:
 Action Planning: Developing specific, actionable plans to address areas of need identified through data review.
 Assignment of Responsibilities: Clearly define who is responsible for each action item, with Killeen ISD and Texa A&M -Central Texas taking ownership of different aspects.
 Timeline for Implementation: Setting realistic timelines for action items to be completed and reviewed for effectiveness.
 Setting Clear Goals: Define what success looks like and how it will be measured.
 Establishing Communication Channels: Structured opportunities for dialogue and data sharing. Agree on a process for regular review of program data.



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2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program

Program Description PS3014 - Program Narrative

7. 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. a. How will you demonstrate evidence of communication and ongoing engagement with your partner and provider? b. If this is an existing 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.)? c. If this is a new 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.)?

Maintaining strong communication throughout the design and implementation of the teacher residency program is crucial for its success.
Establish Clear Channels: Set up regular meetings with all stakeholders involved, including representatives from Texas A&M University. Depending on the need, these meetings can be weekly or bi-weekly.

Utilize Technology: Leverage communication tools such as Microsoft Teams or Zoom communication. These platforms allow for real-time messaging, file sharing, and task assignment.

Create a Communication Plan: Develop a communication plan outlining key milestones, deliverables, and points of contact for each program phase. Share this plan with all stakeholders to ensure everyone is on the same page regarding expectations and timelines.

Hold Regular Check-ins: Schedule regular check-in meetings to discuss progress, address any challenges or concerns, and provide updates on the next steps. Depending on preferences and availability, these meetings can be conducted virtually or in person.

Encourage Open Dialogue: Foster an environment where all stakeholders feel comfortable expressing their ideas, feedback, and concerns. Encourage open dialogue during meetings and create opportunities for informal discussions outside of scheduled meetings.

8. If needed, use this space to continue the previous response. Enter N/A if the additional space is not needed.

Assign Dedicated Points of Contact: Designate specific individuals from each stakeholder group as points of contact for communication purposes. This helps streamline communication and ensures that someone is always available to address questions or issues as they arise.

Provide Regular Updates: Regular email updates, newsletters, or project status reports should keep all stakeholders informed of progress and developments. Transparency is key to building trust and keeping everyone engaged and invested in the program's success.

Address Challenges Promptly: Actively identify and address any challenges or roadblocks that arise during the design and implementation phases of the program. Collaborate with stakeholders to develop solutions and adjust plans to keep the program on track.

Celebrate Successes: Recognize and celebrate achievements and milestones reached throughout the program. This helps boost morale and motivation among stakeholders and reinforces their commitment to the program's success.

By following these strategies, we can ensure strong communication throughout the design and implementation of the teacher residency program, ultimately leading to its successful execution and positive outcomes for all involved.

9. 5. If you have previously engaged in Strategic Staffing or previously received Texas COVID Learning Acceleration Supports (TCLAS) Decision 5 or the 23-25 Strategic Staffing grants, describe your plans for this grant. a. What data is driving the decision to engage in another cycle of design and implementation of Strategic Staffing? b. What new instructional needs have arisen? c. What are your goals for this second round of design? The second year of implementation? If your district has not previously engaged in Strategic Staffing, please enter N/A.

N/A

10. If needed, use this space to continue the previous response. Enter N/A if the additional space is not needed.

N/A

11. 6. For districts/charters that have engaged in an Effective Schools Framework (ESF) diagnostic process during or before the 23-24 school year, please provide the year the district went through the diagnostic and the priority focus area in the space below. If your district is also taking part in the 23-24 pilot of Texas Strategic Leadership (TSL), please note this here. If this question does not apply you, please enter N/A.

N/A



Organization: KILLEEN ISD
Campus/Site: N/A
Vendor ID: 1746001505

County District: 014906
ESC Region: 12
School Year: 2023-2024

SAS#: TSSGAA24

2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program

Program Description PS3014 - Program Narrative

12. 7. For districts/charters that have engaged in TEA Strong Foundations Implementation during or before the 23-24 school year, please provide the year the district went through the HQIM implementation process. If this question does not apply you, please enter N/A.

N/A



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County District: 014906
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School Year: 2023-2024

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2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program

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

**Statutory Authority: GAA, Article III, Rider 39, 88th Texas Legislature: Educator Quality and Leadership
 40. Educator Quality and Leadership.**

Part 1 : Available Funding

[View List of SSA Members](#)

Available Funding	
Description	24-26 Texas Strategic Staffing
1. Fund/SSA Code	429
2. Planning Amount	
3. Final Amount	
4. Carryover	
5. Reallocation	
Total Funds Available	



Organization: KILLEEN ISD
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2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program

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

Part 2: Budget Summary

A. Budgeted Costs		
Description	Class/ Object Code	24-26 Texas Strategic Staffing
1. Consolidated Administrative Funds		<input type="radio"/> Yes <input type="radio"/> No
2. Payroll Costs	6100	
3. Professional and Contracted Services	6200	
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		
9. Indirect Costs		
Total Budgeted Costs		
Total Funds Available Minus Total Costs		
10. Payments to Member Districts of SSA	6493	

B. Pre-Award Costs		
Description	Class/ Object Code	24-26 Texas Strategic Staffing
1. Payroll Costs	6100	
2. Professional and Contracted Services	6200	
3. Supplies and Material	6300	
4. Other Operating Costs	6400	
5. Debt Services	6500	
6. Capital Outlay	6600	
7. Operating Transfers Out	8911	
Total Direct Costs		
8. Indirect Costs		
Total Pre-Award Costs		



Organization: KILLEEN ISD
Campus/Site: N/A
Vendor ID: 1746001505

County District: 014906
ESC Region: 12
School Year: 2023-2024

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2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program

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

C. Breakout of Direct Admin Costs				
Enter amounts in Direct Admin Costs fields if applicable.				
Description	Class/ Object Code	24-26 Texas Strategic Staffing		
		Program Costs	Direct Admin Costs	Total Costs
1. Payroll Costs	6100			
2. Professional and Contracted Services	6200			
3. Supplies and Material	6300			
4. Other Operating Costs	6400			
5. Debt Services	6500			
6. Capital Outlay	6600			
7. Operating Transfers Out	8911			
	Total			



Organization: KILLEEN ISD
Campus/Site: N/A
Vendor ID: 1746001505

County District: 014906
ESC Region: 12
School Year: 2023-2024

SAS#: TSSGAA24

2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program

**Program Budget
 BS6101 - Payroll Costs**

Part 1: Total Payroll Costs

Payroll costs entered on BS6001	
Total Payroll Costs	24-26 Texas Strategic Staffing

Part 2: Number and Type of Positions

A. Administrative Support or Clerical Staff	
Position Type	24-26 Texas Strategic Staffing
1. Administrative support or clerical staff (integral to program)	

B. LEA Positions	
Position Type	24-26 Texas 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"/>

C. Campus Positions	
Position Type	24-26 Texas 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 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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 Campus/Site: N/A
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2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program

**Program Budget
 BS6201 - Professional and Contracted Services**

Part 1: Professional and Contracted Services

Budgeted Costs		
Description	Class/Object Code	24-26 Texas Strategic Staffing
1. Rental or Lease of Buildings, Space in Buildings, or Land	6269	
2. Professional and Consulting Services	6219 6239 6291	
Subtotal Professional and Contracted Services Costs		
Remaining 6200 Costs That Do Not Require Specific Approval		
Total Professional and Contracted Services Costs		

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	24-26 Texas Strategic Staffing
1. Service: <input type="text"/>	
Specify Purpose: <input type="text"/>	
<input type="button" value="Add Item"/> <input type="button" value="Delete Item"/>	
Total Professional and Consulting Services Costs	



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2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program

**Program Budget
 BS6401 - Other Operating Costs**

Part 1: Other Operating Costs

Budgeted Costs		
Description	Class/ Object Code	24-26 Texas 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

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



Organization: KILLEEN ISD
Campus/Site: N/A
Vendor ID: 1746001505

County District: 014906
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SAS#: TSSGAA24

2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid 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	24-26 Texas 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:



Organization: KILLEEN ISD
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Vendor ID: 1746001505

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SAS#: TSSGAA24

2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program

Program Budget
BS6601 - Capital Outlay

Part 1: Capital Expenditures

Budgeted Costs	
Description	24-26 Texas 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:

Add Item Delete Item



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2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid 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. 	
6. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all Program-Specific Provisions and Assurances requirements.	Program-Specific Provisions and Assurances

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