



Organization: SPRING ISD  
 Campus/Site: N/A  
 Vendor ID: 1746002339

County District: 101919  
 ESC Region: 04  
 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
<b>General Information</b>			
GS2100 - Applicant Information	*	Complete	03/21/2024 07:55 PM
GS2300 - Negotiation Comments and Confirmation		New	
<b>Program Description</b>			
PS3013 - Program Plan	*	Complete	03/21/2024 07:54 PM
PS3014 - Program Narrative	*	Complete	04/02/2024 08:58 PM
<b>Program Budget</b>			
BS6001 - Program Budget Summary and Support		Complete	03/25/2024 02:20 PM
BS6101 - Payroll Costs		New	
BS6201 - Professional and Contracted Services		New	
BS6401 - Other Operating Costs		New	
BS6501 - Debt Services		New	
BS6601 - Capital Outlay		New	
<b>Provisions Assurances and Certifications</b>			
CS7000 - Provisions, Assurances and Certifications	*	Complete	04/02/2024 09:05 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: Rhoda	Initial:	Last Name: Johnson	Title: Director of Finance
Phone: 281-891-6102	Ext:	E-Mail: rjohns8@springisd.org	

**Submitter Information**

First Name: Rhoda	Last Name: Johnson
Approval ID: rhoda.johnson	Submit Date and Time: 04/02/2024 09:13:16 PM



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

**General Information  
 GS2100 - Applicant Information**

**Part 1: Organization Information**

A. Applicant			
Organization Name: SPRING ISD			
Mailing Address Line 1: 16717 ELLA BLVD			
Mailing Address Line 2:			
City: HOUSTON	State: TX	Zip Code: 77090	

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

**Part 2: Applicant Contacts**

A. Primary Contact			Select Contact:	Select One	or	Add New Contact
First Name: Rhoda	Initial:	Last Name: Johnson				
Title: Director of Finance						
Telephone: 281-891-6102	Ext.:	E-Mail: rjohns8@springisd.org				

B. Secondary Contact			Select Contact:	Select One	or	Add New Contact
First Name: Natasha	Initial:	Last Name: Tillman				
Title: Director of Opportunity Culture						
Telephone: 281-891-6062	Ext.:	E-Mail: njohnson@springisd.org				



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

### Program Description PS3013 - Program Plan

#### A. Standard Statutory/Program Assurances

1. The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances. Selecting all assurances is required.
- The applicant provides assurance that 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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## 2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program

### 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.

Spring Independent School District's mission is to prepare students to be lifelong learners, critical thinkers, and responsible citizens who display good character—ready to contribute, compete, and lead in today's global society. SISD believes teacher positions should be filled with high-quality, developed staff demographically representative of the student body. However, 18% of our teachers were uncertified at the start of the 23-24 school year. SISD recognizes that recruiting experienced teachers is not the only solution to our district's certified teacher shortage. We must have various Grow Your Own (GYO) Teacher Pipeline programs to meet the district's needs and increase the number of certified teachers. The Teacher Residency program creates a pipeline for future teachers, providing a paid year-long clinical experience under the guidance and mentorship of a highly qualified multi-classroom leader (MCL). Through the Opportunity Culture Model, teacher residents lead large and small group instruction and provide gradual release time for their MCL. As part of the residency program, SISD will collaborate with partnering EPPs, campus principals, and MCLs to use progress data to determine the needs of our teacher residents and ensure that they are prepared to become highly equipped educators ready to join the SISD workforce.

#### 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.

Natasha Tillman, Director of Opportunity Culture (Existing)  
-Leads the implementation of the Opportunity Culture Initiative  
-Collaborates with campus administrators and serves as a point of contact between the district and educational preparation partners to ensure updates are communicated and milestones are met for year-long teacher residents

Qualifications and Experience  
-Bachelor's degree from an accredited college or university in education or a related field  
-Four years of successful campus administrative experience in PK-12 education  
-Three years of successful PK-12 teaching experience  
-Three years of budget management experience  
-Prior grant management experience

Rhoda Johnson, Executive Director of Finance  
-Plan and administer grant money according to guidelines

Tiffany Weston, Director of Teacher Pipelines  
-Leads the Grow Your Own Initiatives for the district

Angie Taylor (Sam Houston State University), Director of Innovative Partnerships  
-Coordinates the placement of teacher residents in the district and serves as the liaison between the district and the university

Dr. Britnie Perkins (Prairie View A&M University), Interim Director of Clinical and Field Experiences  
-Coordinates the placement of teacher residents in the district, serves as the liaison between the district and the university, and facilitates quarterly governance meetings



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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 goals of the GYO: Paid Teacher Residency program are to create a sustainable teacher pipeline using local and external funding to support a minimum of 10 teacher residents annually who are getting their certifications in EC—6 or 4-8 Core Subjects with a Bilingual, English as a Second Language, or Special Education Supplement to address the needs of the district and the students we serve, and who will be highly prepared to serve as teachers of record on day one. To achieve our goal:  
-Spring ISD and its technical assistance provider will produce a residents-as-release time support model.  
-Under the guidance of its technical assistance provider, Spring ISD will review funding sources that can ensure sustainability.  
-Spring ISD and its Educational Preparation Program partners will create a recruitment plan targeting teacher candidates in EC—6 or 4-8 Core Subjects with a Bilingual, English as a Second Language, or Special Education Supplement.  
-Pair each Teacher Resident with a Multi-Classroom Leader (MCL), who provides guidance, support, and mentorship during the year-long clinical experience.  
-Provide professional learning opportunities during monthly teacher-resident meetings focusing on best classroom management practices, internalizing the curriculum, and educators' professional responsibilities.

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 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.

Teacher Residents must demonstrate content knowledge, internalization of curriculum, instructional strategies when leading groups, and effective classroom management. The MCLs will provide the teacher residents with frequent feedback and on-the-job coaching to support their development and growth. Campus principals will also include the teacher residents in their walkthrough rotation to provide another level of support and feedback. The University Site Coordinator will conduct formal evaluations using the Texas Teacher Evaluation and Support System (T-TESS) instrument to provide feedback so the teacher residents can work on their areas of improvement in the four domains: planning, instruction, learning environment, and professional responsibilities. The district will meet with the EPPs, principals, and MCLs to review each teacher resident's progress. This progress monitor ensures that the teacher residents receive the proper training to become highly effective teachers.  
Other measures of the teacher residency program's success will include the number of residents who complete the program with their standard teacher certification and the number of residents who choose Spring ISD to start their teaching careers.

#### 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.

The GYO: Teacher Residency Program will support the Opportunity Culture Initiative currently in place in Spring ISD. The Office of Human Resource Services, Talent Acquisition Department will manage the program and its responsibilities.

The Texas Strategic Staffing grant funds will pay 34% of the staff member's salary and fringe benefits, coordinating the commitment and sustainability of the district's teacher residency program implementation for the 2024 - 2025 and 2025 - 2026 school year.

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. 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."

2024 - 2025:  
\$40,000 - 34% of the salary and fringe benefits of the staff member supporting and coordinating the teacher residency program.  
  
2025 - 2026:  
\$40,000 - 34% of the salary and fringe benefits of the staff member supporting and coordinating the teacher residency program.

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."

\$0

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."

\$0

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."

\$0

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.

\$80,000



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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?

Spring ISD developed a five-year strategic plan to achieve our North Star goal, which drives the district's work. One main focus of the strategic plan is to increase the number of positions filled with high-quality, developed staff demographically representative of the student body.

At the start of the 2023 - 2024 school year, Spring ISD had 172 vacancies, 51% of which were in Bilingual, English as a Second Language, and Special Education. As we look to the future, Spring ISD's Office of Human Resource Services department has prioritized building a Grow Your Own: Paid Teacher Residency Teacher pipeline to support the district's needs.

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

Our teacher residents will help address the district's instructional needs through the release time model. This model allows the teacher resident to gradually assume more classroom instruction responsibility while developing and extending the MCL's reach to help build the capacity of their team teachers. As a district with 45% of our teachers having 0 - 5 years of experience, the release time model allows our MCLs to lead their professional learning community, coach and develop their team teachers, and provide intervention to students who need additional support.

This talent strategy will allow Spring ISD to recruit and develop teacher residents and retain novice and inexperienced teachers. One of our district's strategic priorities is cultivating talent and leadership at all levels through aligned recruitment, career pathway opportunities, and retention. By including teacher residents and MCLs in our talent pipeline, we are increasing the number of positions filled with high-quality, developed staff.

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?

Spring ISD and our partner EPPs (Sam Houston State University and Prairie View A&M) are committed to designing and implementing a sustainable Paid Teacher Residency. With the support and facilitation provided by our technical assistance provider, four in-person and four virtual meetings will be held throughout the two years to ensure we meet the district's needs, EPP requirements, and teacher resident coursework and schedules. If awarded the grant, these monthly sessions will allow us time to build a sustainable residency program framework from the beginning of the school year to the end and identify the areas of continuous improvement and support.

The Director of Opportunity Culture will lead the teacher residency program and establish systems and structures, including coordinating teacher residents' onboarding and orientation, certification study sessions, and professional growth and learning opportunities.

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

A summative report will be provided during the monthly leadership meeting, and all documentation related to the residency program will be maintained. An annual report will be submitted detailing the number of teacher residents who have completed the program and committed to the district and the percentage of novice and inexperienced team teachers supported by MCLs who have been retained.

Spring ISD is currently providing local funds to support the role. To sustain the GYO: Teacher Residency Program, SISD plans to use local funds and external funding through grants to assist in sustaining the role, which is critical to the program's success and our talent pipeline.

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?

Sam Houston State University  
Engaged in Residency Partnership: 2 years (2022 - 2023 and 2023-2024)  
Residents Placed Year 1: 14 Teacher Residents (10 Fall 2022 and 4 Spring 2023)  
Residents Placed Year 2: 16 Teacher Residents (10 Fall 2023 and 6 Spring 2024)

Prairie View A&M University  
Engaged in Residency Partnership: 1 year (2023-2024)  
Residents Placed Year 1: 4 Teacher Residents (3 Fall 2023 and 1 Spring 2024)





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### Program Description PS3014 - Program Narrative

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.

Shared governance is a meaningful partnership that meets quarterly with representatives from the EPP, the district, and campus leadership to review and discuss teacher resident performance using walkthrough data, T-TESS, pop cycle data, and co-teaching models being observed in the classroom. Changes are made based on the discussion and needs of the program.

In addition, professional growth and learning opportunities are provided to meet the program's needs using the data collected by the site coordinators, MCL feedback, and campus principal walkthroughs. In collaboration with the Office of Professional Learning and Teacher Pipeline, the district lead coordinates these professional learning sessions for the teacher resident and multi-classroom leader.

Sam Houston State University Key Partnership: Quarterly governance (2x per semester) meetings, monthly designated certification study days, weekly check-ins with site coordinators that allow us to immediately address the needs of the teacher residents and MCL concerns, and quarterly MCL and teacher resident joint meetings hosted by site coordinators.

Prairie View A&M Key Partnership: Quarterly governance (2x per semester) meetings, flexibility to adapt the program based on the teacher resident's needs, monthly communication with site coordinators, university leadership site visits, and wrap-around supports provided for teacher residents.

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.)?

Continuous communication is essential for a strong partnership. Spring ISD and EPPs will continue communicating through calls, emails, shared governance meetings, and check-ins with site coordinators to address concerns about teacher residency.

The district lead will also maintain regular communication with the Technical Assistant Provider (TAP) and Educational Preparation Programs (EPPs) and coordinate all activities related to the teacher residency program. A virtual meeting will be held in August 2024 to schedule four in-person and four virtual meeting dates. Each meeting will have an electronic calendar invite, a shared running agenda with goals and objectives detailing the activities to be accomplished, and a feedback and notes section for planning. In addition to the scheduled meetings, all documents created will be dated and shared electronically with all stakeholders.

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

N/A

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.

The Grow Your Own: Teacher Residency Program, part of the Opportunity Culture Model, has been in Spring ISD for two years, starting in Fall 2022. Sam Houston State and Prairie View A&M are the district educational preparation partners for the program, while Public Impact and US Prep provided technical assistance and support. According to 22-23 data, Spring ISD schools participating in strategic staffing and teacher residencies have achieved the following:  
-Increased student achievement on local and state assessments  
-87% teacher retention due to team teachers having the support of a highly effective multi-classroom leader on their team  
-80% of teacher residents were hired at the same school where they completed their year-long residency  
The district plans for this grant are to strengthen the current implementation of the teacher residency program from a school and district level. By participating in a second round of design and implementation of strategic staffing with the support of a technical assistance provider, our goals for this grant are:



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

### Program Description PS3014 - Program Narrative

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

-Redesigning the current implementation based on the instructional needs of the campuses.  
-EPP partnerships and MOUs with the University of Houston-Downtown, the University of Houston Main, and Stephen F. Austin University.  
-Establish a district strategic staffing team that includes members from the following departments (Human Resource Services, Finance, Professional Learning, Campus Administrators from all levels, and Senior Leadership)  
-Collaborate with finance, payroll, compensation, and senior leadership to reallocate district funds to provide a sustainable paid teacher residency program to support a minimum of 10 teacher residents annually,  
-Introduce strategic staffing to a new cohort of campus principals that lead hard-to-staff campuses and campuses with a high percentage of teachers with 0-5 years of experience.  
-Host informational webinars for district and campus administrators to learn about Texas Strategic Staffing: Paid Teacher Residency Program's impact on the district's talent pipelines.  
SISD is committed to implementing strategic staffing for teacher residency. We understand the need for continuous improvement and support of our Grow Your Own Teacher Pipelines.

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

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.

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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	
<b>Total Funds Available</b>	



Organization: SPRING ISD  
 Campus/Site: N/A  
 Vendor ID: 1746002339

County District: 101919  
 ESC Region: 04  
 School Year: 2023-2024

SAS#: TSSGAA24

**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	
<b>Total Direct Costs</b>		
9. Indirect Costs		\$0
<b>Total Budgeted Costs</b>		\$0
<b>Total Funds Available Minus Total Costs</b>		\$0
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	
<b>Total Direct Costs</b>		
8. Indirect Costs		
<b>Total Pre-Award Costs</b>		



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 Campus/Site: N/A  
 Vendor ID: 1746002339

County District: 101919  
 ESC Region: 04  
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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			
	<b>Total</b>			



**Organization:** SPRING ISD  
**Campus/Site:** N/A  
**Vendor ID:** 1746002339

**County District:** 101919  
**ESC Region:** 04  
**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.	



**Organization:** SPRING ISD  
**Campus/Site:** N/A  
**Vendor ID:** 1746002339

**County District:** 101919  
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SAS#: TSSGAA24

**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	
<b>Subtotal Professional and Contracted Services Costs</b>		
<b>Remaining 6200 Costs That Do Not Require Specific Approval</b>		
<b>Total Professional and Contracted Services Costs</b>		

**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"/>	
<b>Total Professional and Consulting Services Costs</b>	



**Organization:** SPRING ISD  
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**Vendor ID:** 1746002339

**County District:** 101919  
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SAS#: TSSGAA24

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

**Part 2: Direct Administrative Costs**

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





Organization: SPRING ISD  
Campus/Site: N/A  
Vendor ID: 1746002339

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### 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	
<b>Total Debt Service Costs</b>		

### 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: SPRING ISD  
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Vendor ID: 1746002339

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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	
<b>Total Capital Outlay Costs</b>	

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



Organization: SPRING ISD  
Campus/Site: N/A  
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County District: 101919  
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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 <a href="#">Disclosure of Lobbying Activities</a> form.	
<ul style="list-style-type: none"><li>• Print and sign the form.</li><li>• Scan the signed form and save it to your desktop.</li><li>• Click the <b>Attach Files</b> icon on the Table of Contents page to attach your signed form to this eGrants application.</li></ul>	
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

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Region	County District	Organization	ADC Submitted Date								
				R:	R:	R:	R:	R:	R:	R:	R:
<b>Total:</b>				R: \$0	R: \$0	R: \$0	R: \$0	R: \$0	R: \$0	R: \$0	R: \$0