



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

NOGA ID [REDACTED]

Authorizing legislation

**GAA, Article III, Rider 40, 87th Texas Legislature**

This LOI application must be submitted via email to [loiapplications@tea.texas.gov](mailto:loiapplications@tea.texas.gov).

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

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

Application stamp-in date and time

Grant period from

**August 1, 2023-April 30, 2025**

Pre-award costs permitted from

the award announcement date to the grant start date

**Required Attachments**

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

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

**Amendment Number**

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

N/A

**Applicant Information**

Organization  CDN  ESC  UEI

Address  City  ZIP  Vendor ID

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

**Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

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

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

Authorized Official Name  Title

Email  Phone

Signature  Date

**Shared Services Arrangements**

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

**Statutory/Program Assurances**

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

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 2. The applicant provides assurance to adhere to all the Statutory and TEA Program Requirements and Program-Specific Assurances as noted in the 2023-2025 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program Program Guidelines.
- 3. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2025 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.

**Program Priority Requirement**

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

**Summary of Program**

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

Throughout SY22/23, Harlingen CISD (HCISD) and The University of Texas Rio Grande Valley (UTRGV) have worked with US PREP in planning and developing a new paid Teacher Residency (TR) program set to launch in SY23/24. Our comprehensive planning has produced a 'Goals and Measures Decision Document', a blueprint identifying our goals and objectives for the program and an action plan on how to achieve these. The TR program will be hosted at Harlingen CISD's Lee Means Elementary Fine Arts Academy. Ten UTRGV teacher residents will embark on a full-time, yearlong immersive and intensive clinical teaching training aimed to prepare them to enter their first year of teaching with the knowledge, skills, and experience of a second-year teacher. They will be guided by highly effective HCISD teachers (our mentors) and a university faculty liaison. Candidates will be able to embed themselves in the classroom with students, getting hands-on teaching experience, and receiving prescriptive feedback. In addition, it is our goal to better prepare our residents by taking this experience further than the classroom setting. Residents will participate in professional learning communities; attend professional development trainings; and participate in open houses, PTA meetings, faculty meetings, and other campus/district events. Residents will gradually assume greater responsibilities throughout the SY, thus allowing them to co-plan lessons, co-teach, and release time for the mentor teacher to perform other instructional duties.

HCISD Mission: Harlingen CISD will provide educational excellence for all students, cultivating college, career and workforce readiness, while providing students with choices for a meaningful and successful life. In order to fulfill our mission, we strive to provide professional development opportunities to our teachers and aim to recruit the best candidates. With the TR program, we take our initiative a step further by providing an experience that will prepare future teachers. Our proposed TR program addresses our district's Strategic Plan - Goal 3: Professional Learning and Talent Management, Item 3.1 impacts Teacher Residents - 'Create a comprehensive recruitment plan to inspire our future workforce'; and Item 3.3 impacts the Mentor Teachers - 'Design streamlined programs and systems that offer differentiated growth opportunities for all employees and focus on self-development and advancement'.

As other districts in the state, we are facing challenges in hiring and retaining teachers, particularly those with the experience and skills to succeed in their first year of teaching. According to 2021 data, in Region 01, 65% of new teachers entered the teacher profession via alternative certification programs (ACP). Out of those attending ACPs, 58% attended online only programs. (Source - REDEE Center Analysis of ERC Data). Furthermore, the 59% of the novice teachers that graduated from UTRGV and that began in 2021 left the profession and were no longer teaching in 2022. With our TR program, we will provide a significant learning experience to better prepare teacher residents and set them up for success. This program is an investment for our Region and our district; at the end of the program, we will recruit residents to join HCISD and fill much needed teaching positions.

**Qualifications and Experience for Key Personnel**

Outline the required qualifications and experience for primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program. Include whether the position is existing or proposed.

Title and Responsibilities of Position	Required Qualifications and Experience
Jennifer Maldonado, Instructional Leadership Specialist, HCISD - Strategic Staffing Design lead overseeing project management & implementation	Mrs. Maldonado has served over 20 years in education and spent 10 years working specifically with novice teachers new to the profession. With a BBA in Marketing and MS in Education, she has worked with Harlingen CISD for 12 yrs.
Veronica Kortan, Assistant Superintendent for Leadership and Innovation, HCISD - Assist in project management, implementation, and evaluation.	Dr. Kortan possesses a Doctorate Degree in Educational Leadership, has 25 years working in education, 22 with Harlingen CISD, and 2 in her current role. She has co-lead the successful implementation of various state grants before.
Melissa Almaraz, Principal, HCISD - Principal for campus hosting TR program. Assist in project management, implementation, and evaluation.	Mrs. Almaraz is currently the principal of Lee H. Means Fine Arts Academy and has served over 17 years in education in Harlingen CISD. She has been the assistant principal and school counselor at her current campus.
Dr. Zulmaris Diaz, UTRGV - Oversee all EPP requirements for teacher residents (i.e. coursework, field hours, site coordinators, etc.)	Prof. in the Dept of Bilingual and Literacy Studies and Dir. of Field Experiences. Her research focuses on teacher preparation, specifically in bilingual/dual language education. 25+ yrs in field of bilingual ed and teacher preparation.
Crystal Floyd, Regional Strategic Staffing Support Specialist, US PREP - Guide ELA and EPP in Strategic Staffing Design and Implementation.	13 yrs in education as a teacher, administrator, and in district level leadership. Currently works as a Technical Assistance Provider, supporting Strategic Staffing and Transformation work in the RGV and El Paso regions and ESCs in TX.

### Goals, Objectives, and Strategies

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

1) Residents will fulfill instructional needs and impact students who have been historically underserved. Activities (A): TRs will co-plan and co-teach; gradually assume greater responsibilities including overseeing improving performance of a target group. 2) Increase access to high quality resident pathways to build and sustain a strong teacher pipeline. A: Through HCISD's partnership w/UTRGV, teacher residents will receive university coursework on the campus. TRs will be vetted through a UTRGV process, interviewed and screened by HCISD, and continue to be developed throughout the year by the mentor teacher and UTRGV site coordinator. 3) Recruit, prepare, and retain a more culturally diverse teacher candidate pipeline. A: Provide TRs with learning experiences beyond their classrooms, including professional development trainings prior to start and throughout the SY, information on obtaining skills/certifications required to support high need areas (i.e. SPED, Bilingual), participate in professional learning communities, meetings, and UTRGV seminars and meetings. 4) Intentionally scaffold, plan, and develop residents to ensure long-term teacher effectiveness. A: Residents will participate in the same YR1 new teacher induction program completed by newly hired district teachers. 5) Select, develop, and incentivize highly effective mentor teachers. A: Mentor selection based on a T-TESS score of accomplished or above. Conduct informational sessions about the TR program and monetary compensation for mentors for additional duties performed, conduct mentor interviews, provide an initial summer training followed by professional development opportunities throughout the SY, collect mentor feedback throughout the year to inform practices, hold an appreciation event at the end of the year. 6) Reallocate existing budgets and roles to sustainably fund paid residents and mentors. A: HCISD Business Office and HR Office will examine existing budgets and staff roles to identify what funds can be reallocated.

### Performance and Evaluation Measures

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

Obj. 1: Goal 1a. A predetermined target group of students will increase in student performance by 5%.  
Goal 1b. Principal strongly agrees or agrees residents fulfilled an instructional need at their school via the Release Time model. Goal 1c. Principal strongly agrees or agrees that they would recommend placing paid residents at their campus.  
Goals 1a, b, c measured by NWEA MAP (classroom breakdown report) and survey.

Obj. 2: Goal 2a. 90% of Teacher Residents will rate Developing and above overall on T-TESS by EOY.  
Measured by T-TESS in TK20.

Obj. 3: Goal 3a. 100% of teachers will have at least one experience in a learning environment beyond the assigned classroom (e.g., field trips, PAC, etc.). Measured with a survey.  
Goal 3b. 100% of Teacher Residents will have the qualifications needed to support the district's high area of employment need of Elementary Bilingual and/or Special Education as determined by UTRGV coursework.  
Measured with selection and placement documentation.

Obj. 4: Goal 4a. 100% of Teacher Residents will participate in yearlong new teacher programming. Measured with OmniTrack (an internal Professional Development data tracking system).  
Goal 4b. 90% of residents felt supported and would recommend the paid residency to a peer. Measured with a survey.

Obj. 5: Goal 5a. 100% of our Mentor Teachers will be highly effective based on an overall T-TESS score of Accomplished (4) or above. Measured by T-TESS through a Eduphoria.  
Goal 5b. 90% of mentor teachers felt prepared and would recommend becoming a mentor teacher in the TR program.  
Goal 5c. 90% of residents say their MT was effective in helping them grow and develop.  
Goals 5b, c measured with survey.

Obj. 6: Goal 6a. 100% of the teacher residency program will be funded through current state funds. Measured by EFinance.

**Budget Narrative**

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

The proposed budget will be used to co-fund the salary of the Strategic Staffing Design lead overseeing project management and implementation (\$68,000) and for professional contract services to help pay for the labor setup and licenses for a demonstration site classroom (\$12,000). The district will utilize local funding to co-fund the remaining salary portion and to purchase supplies and material needed for the innovative classroom.

The demonstration site classroom will equip teacher residents with the knowledge and skills needed for success in their first year of teaching by providing a space for observing and co-teaching lessons with highly effective mentor teachers. The demonstration site classroom will also allow the mentor teachers to provide support for other current HCISD teachers at Lee Means Elementary Fine Arts Academy and throughout the district during their additional instructional duties through the Release Time Model.

The demonstration site classroom will serve as a learning lab, equipped with digital tools for video conferencing and providing feedback on lessons. Educators at the campus and throughout the district will benefit from seeing a skilled educator model proven practices live. The ability to reach multiple teachers will allow us to have a global impact to support underserved students at multiple campuses and serve our district community as a whole.

HCISD will ensure student safety and privacy is established and caregiver consent to having their child filmed for education purposes.

We are currently working with the UT System to scale our teacher pipeline model based on the success we've had in HCISD. We are exploring at procuring funders to expand further opportunities in teacher pipeline development to sustain and enhance the teacher residency model past the life of the grant.

**Statutory/Program Requirements**

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

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

a & b. Our residency partnership with UTRGV began in 2016 with the STEP UP (Student Teacher Educator Preparation—University Partnership) Program. STEP UP was designed collaboratively by HCISD and UTRGV with the aim to offer undergraduate teacher education candidates a year-long, clinically-rich, K-12 school-based experience (a residency) through a collaborative preparation approach. Similar to the TR program, STEP UP teacher candidates receive opportunities of guided sustained supervision and mentorship from a highly effective HCISD teacher (a mentor) and a university faculty liaison as they spend an entire school year in the classroom. The goal of the partnership has been to provide an immersive and intensive teaching learning opportunity that prepares new teachers to enter the classroom with the knowledge, skills, and experience of a second-year teacher. When STEP UP launched, UTRGV had HCISD as the only district in Region 01 implementing the program; this partnership has continued from SY16/17 to the time of this writing. Approximately ten teacher candidates have been placed at HCISD's Lee Means Elementary Fine Arts Academy (Lee Means Elementary) each year. It has been a very successful endeavor, and mutually beneficial for both teacher candidates and mentors. Both groups learn from each other, with candidates embedding themselves in the classroom with students, getting hands-on teaching experience, and receiving developmental feedback, and likewise, our teacher mentors developing professionally and learning from candidates about different areas, such as new technology. Many of the teacher candidates who completed the STEP UP program have been hired by HCISD as teachers. The STEP UP program will continue in SY23/24 with ten student placements; the only change happening to the program is that the campus placement will change from Lee Means Elementary to HCISD's Bonham Elementary. As for our plans for the inaugural year of our TR program with UTRGV in SY23/24, we will place 10 teacher residents at Lee Means Elementary. TR program classroom placement will be targeted for on demand subject areas, including Bilingual and SPED.

c. All partners in the collaboration are continuously engaged in the discourse of highly effective teaching. Monthly meetings take place between the UTRGV Site Coordinator, HCISD Instructional Leadership Specialist, and campus Principal to review and provide updates on accomplishments, challenges, unique experiences, student candidate and mentor feedback, program timeline, and any lessons learned. If changes need to be made to the established program, these are also discussed and decided on as a group; it has been the group's resolve to hold equal governance during STEP UP and will continue to do so in the TR program. Meetings are a mix of in-person and virtual. Documentation and materials discussed are accessible to partners via a shared drive. The plan for the TR program is to hold two governance meetings per semester, one hosted by UTRGV and one hosted by the school district, in which data collected and progress towards goals will be reviewed. Additional action items will be discussed as part of the outcomes for the meetings. If a follow-up meeting is needed in-between meetings, the group schedules one. For action items that require follow-ups in-between meetings, these may be communicated via phone or email.

d. During SY22/23, we started the conversation with UTRGV on establishing a paid TR program that will better serve teacher residents and address our district's instructional needs. Starting on Summer 22, we began a planning phase to develop a paid TR program to launch in SY23/24. Our district and UTRGV have worked with US PREP to develop a thorough Goals and Measures Decision Document (our plan) detailing our goals and objectives for implementing a successful program. We've had numerous phone calls and meetings and taken an evidence based approach to form this plan. During this year, we have identified the actions needed to meet our TR program goals, and key information such as resources required, data tools to use, evaluation criteria, partners' roles, mentor and resident job descriptions, timelines and milestones, recruitment strategies, and types of trainings needed for key-members (i.e. mentor, residents, district and UTRGV personnel, etc.).

**Statutory/Program Requirements (Cont.)**

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

HCISD's and UTRGV's aim for the paid TR program is to provide a full-time, yearlong immersive and intensive clinical teaching training that prepares teacher residents enter their first year of teaching with the knowledge, skills, and experience of a second-year teacher. The program will place ten UTRGV teacher residents at HCISD's Lee Means Elementary Fine Arts. They will be guided by highly effective HCISD teachers (our mentors) and a university faculty liaison. Programming is designed to allow for mentor teachers to be compensated for their role as mentors. Candidates will be able to embed themselves in the classroom with students, getting hands-on teaching experience, and receiving prescriptive feedback. We strive to take the experience beyond the classroom. Residents will participate in professional learning communities; attend professional development trainings; and participate in open houses, PTA meetings, faculty meetings, and other campus/district events. In addition, residents will have the opportunity to participate in the same YR1 new teacher induction program completed by newly hired district teachers.

Our TR program will provide a significant learning experience to better prepare teacher residents and set them up for success. Residents will gradually assume greater responsibilities throughout the SY, thus allowing them to co-plan lessons, co-teach, and release time for the mentor teacher to perform other instructional duties. Upon their completion of the program, we will actively recruit residents to join our district as hired teachers. They will be invited to participate in a special talent acquisition process designed for those that completed a residency with our district, which takes place prior to the main talent acquisition event open to the general public. As other districts in Texas, we are also facing challenges in retaining and hiring new teachers. According to a recent education projections report, it is predicted that annual openings for teacher position in Region 01 will reach 743 in elementary and 241 for SPED. (Source [www.texaslmi.com](http://www.texaslmi.com) Projections Report). Following this strategy to recruit TRs will help us in filling teacher vacancies.

In addition to the TR partnership, HCISD and UTRGV have a strong collaboration in preparing high school students for college through the UTRGV Harlingen Collegiate High (HCH) (opened 2017). The specialty high school offers challenging academic programming geared toward college readiness and ultimately college transition and immersion. At HCH, classes are offered and taught by UTRGV faculty. There are numerous career learning paths that students can engage in that will provide them with the foundational knowledge and hands-on learning opportunities for various careers, including the aspiring teacher educator pathway. This pathway provides students with hands-on experiences in the field of education, including designing and teaching lessons at an elementary campus in HCISD. They also experience class in their specialized classroom designed as an elementary classroom, equipped with a reading center, morning circle time, and a math center. It is also furnished with technology tools for immersive experiences, including video conferencing with educators from around the world and interactive virtual reality equipment to simulate teaching practices. Through this field experience, students learn about various aspects in the area of education, while also earning college credit toward a major in education. Students successfully completing programs at HCH may graduate with up to 2 years worth of college classes. For students in the aspiring teacher education pathway, we envision them eventually having a full-circle experience: 1. Participate in the aspiring teacher educator pathway as HCH students > 2. Attend UTRGV College of Education > 3. Complete their Teacher Residency at HCISD > 4. Become employed as a HCISD teacher.

**Statutory/Program Requirements (Cont.)**

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

1 and 2) HCISD and UTRGV have an ongoing agreement to continue designing and implementing a TR program for the next three years. Both entities have designated individuals whose roles consist of overseeing these efforts and ensuring that teacher residents obtain the skill set and experience they need to complete their residencies and be prepared to successfully enter their first year of teaching. As this application is being prepared, HCISD and UTRGV have discussed grant requirements and the Program Elements on pg 7 to have a grasp on what the next two years of the grant will look like and the commitment that will be required. Partners are committed to strategic staffing efforts and have agreed that, if awarded a grant, we will work to fulfill project goals and grant assurances. To ensure that partners understand the project's timeline and be able to plan accordingly, we will meet and develop a calendar noting important dates for the program and identifying who needs to attend. Calendar items will including those for regular partnership meetings, meetings for technical assistance services, trainings, program evaluations, governance meetings, deadlines for key deliverables, orientations, recruitment events and information sessions, visits to the school for observations/meet with residents and mentors, professional development opportunities, and resident celebration upon program completion. Time, location, meetings type (virtual vs in-person), and purpose of meeting/event will be identified in the calendar.

Jennifer Maldonado, HCISD Instructional Leadership Specialist, will serve as the Strategic Staffing Design lead overseeing project management and implementation, as such she will oversee the goals, objectives, and success criteria of the TR program and this grant. Mrs. Maldonado has served over 20 years in education and has spent 10 years working specifically with novice teachers as they begin their new profession. She has been a key figure in overseeing the TR program design and planning during SY22/23, and will be the one to prepare teacher mentors and launch the TR program. Mrs. Maldonado brings a wealth of experience and knowledge needed to make this endeavor a success. Furthermore, she has fostered a fruitful relationship with our partners at UTRGV, being instrumental in the design and implementation of STEP UP and the design and launch of the UTRGV Harlingen Collegiate High aspiring teacher educator pathway. Under her oversight, several STEP UP teacher candidates have come on board and been hired as teachers in HCISD.

Mrs. Maldonado will maintain a running agenda to keep track of her work toward strategic staffing project management. The agenda will do more than list topics of discussions for meetings. This will be a detailed, effective document that maps out the trajectory of the program and lists action items completed. The digital document, aka 'Teacher Residency Huddle Agenda', will include comprehensive information on project progress, outcomes and goals accomplished, planned professional development and trainings, weekly check-ins with partners, timeline and dates for upcoming events (e.g. meetings, deadlines, events, presentations, etc.), and list resources being utilized for project implementation. For each meeting entry listed, the following will be included: date, time, type of meeting (e.g. virtual, in-person, regular, governance, special, etc.), list of members, updates from EPP and LEA, next steps that need to happen, decisions on actions for next steps, and action items for moving forward with project. Mrs. Maldonado will also maintain notes and documentation on her work. She will meet regularly with her supervisor, Assistant Superintendent for Leadership and Innovation, to discuss the program progress and effort in managing the project and grant.



**Statutory/Program Requirements (Cont.)**

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

Throughout the TR program design phase we've engaged in during SY22/23, we established a shared drive, maintain a running agenda, set a schedule for virtual and in-person meetings, and maintain regular communications updating partnership members on progress made. In the shared drive, we save all agendas, minutes, a Goals and Measures Decision Document, documents discussed in meetings, copies of presentations, working files for the residency program, such as job descriptions, and other files that pertain to the TR program discussed by the group. The running agenda is a detailed document that captures topics of our objectives and goals, action steps, responsible parties, assignments made to complete action steps, and progress notes. The agenda is discussed during every meeting and updated regularly as actions are completed. Since September 2022, we've had 10 meetings.

For this coming SY23/24, the inaugural year of our TR program with UTRGV, we will continue following the established systems previously mentioned. We will incorporate recommendations made by the technical assistance provider assigned through this grant and make adjustments to our current practices as needed. The Principal of the TR program's campus will also join our regular meetings, and teacher mentors and residents will be invited to meet with us and share feedback on the program implementation, their experience, and any challenges faced. Additionally, HCISD will keep track of all professional development provided through OmniTrack, and the UTRGV Site Coordinator and teacher mentor will keep track of TR documentation in TK20.

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

As many other districts throughout Region 01 and the state, HCISD has struggled to hire and retain teachers. Teacher turnover rate is at 14.6%. At the time of this writing, we have more than 40 teacher vacancies. The TR program's design and implementation will act as a key factor to support our district and result in recruitment of well-prepared novice teachers. As residents complete their paid residency, they will gradually assume greater responsibilities throughout the SY, leading to co-planning lessons, co-teaching, and releasing time for their mentor teacher to perform other instructional duties. Residents will be paid \$12,000. This will also allow our mentor teachers to support other novice teachers throughout the district during this time.

Having technical assistance available is going to be very valuable as we embark on our first TR program in SY23/24. Although we've had experience with the STEP UP program and a full year to thoroughly prepare, our partnership believes it will be very beneficial to receive regular guidance and support to ensure we remain on track to achieve our goals and have positive outcomes. In particular, we are interested in technical assistance support in scaling an effective Release Time Model that will expand to other campuses in the district creating a greater positive impact. As we begin the model, creating a framework for the instructional duties, it will be imperative to create a framework to ensure measurable outcomes are met.

Our partnership selected to follow the Release Time Model because this allowed us to multiply the skills and talents of the effective mentor. One of the benefits it provides is that it can empower the Teacher Residents to build up to teaching a class on their own. They can get a full experience of what to expect in their first year of teaching when there is no teacher mentor in the classroom. Scaling this model to expand across the district can create a greater impact for multiple campuses, other teachers, and ultimately the students.

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

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

*You may duplicate this page*

**Amended Section**

**Reason for Amendment**