



Organization: MONTGOMERY ISD
Campus/Site: N/A
Vendor ID: 1746001750

County District: 170903
ESC Region: 06
School Year: 2024-2025

SAS#: TSSGAA25

2025-2027 Texas Strategic Staffing Grant for Paid, Sustainable Teacher Residency Program

General Information

GS2000 - Certify and Submit

Due: 03/07/2025 11:59 PM
Application Status: Submitted

Amendment #: 00
Version #: 01

Description	Required	Status	Last Update
General Information			
GS2100 - Applicant Information	*	Complete	02/24/2025 08:49 AM
GS2300 - Negotiation Comments and Confirmation		New	
Program Description			
PS3013 - Program Plan	*	Complete	02/24/2025 09:03 AM
PS3014 - Program Narrative	*	Complete	03/07/2025 09:42 AM
Program Budget			
BS6001 - Program Budget Summary and Support	*	Complete	03/07/2025 09:50 AM
BS6101 - Payroll Costs	*	Complete	03/07/2025 10:21 AM
BS6201 - Professional and Contracted Services	*	Complete	03/07/2025 10:09 AM
BS6401 - Other Operating Costs	*	Complete	03/07/2025 10:31 AM
BS6501 - Debt Services	*	Complete	03/07/2025 10:31 AM
BS6601 - Capital Outlay	*	Complete	03/07/2025 10:31 AM
Provisions Assurances and Certifications			
CS7000 - Provisions, Assurances and Certifications	*	Complete	03/07/2025 10:22 AM

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:

Select One

 or

Add New Contact

First Name: Denise

Initial:

Last Name: Miner

Title: Assistant Superintendent of HR

Phone: 936-276-2102

Ext:

E-Mail: denise.miner@misd.org

Submitter Information

First Name: Amy

Last Name: Busby

Approval ID: amy.busby

Submit Date and Time: 03/07/2025 02:35:05 PM

Schedule Status: Complete

Informal Discretionary Comp

Application ID:0037300280510001



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2025-2027 Texas Strategic Staffing Grant for Paid, Sustainable Teacher Residency Program**General Information
GS2100 - Applicant Information****Part 1: Organization Information**

A. Applicant
Organization Name: MONTGOMERY ISD
Mailing Address Line 1: P O BOX 1475
Mailing Address Line 2:
City: MONTGOMERY State: TX Zip Code: 77356

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

Part 2: Applicant Contacts

A. Primary Contact	Select Contact: <input type="text" value="Select One"/> or <input type="button" value="Add New Contact"/>
First Name: Denise Initial: Last Name: Miner	
Title: Assistant Superintendent of HR	
Telephone: 936-276-2102 Ext.: E-Mail: denise.miner@misd.org	

B. Secondary Contact	Select Contact: <input type="text" value="Select One"/> or <input type="button" value="Add New Contact"/>
First Name: Amy Initial: Last Name: Busby	
Title: Asst. Superintendent of Student Services	
Telephone: 936-276-2244 Ext.: E-Mail: Amy.Busby@misd.org	



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General Information
GS2300 - Negotiation Comments and Confirmation

Part 1: General Comments

General Comments (TEA Use Only)	
<div></div>	

Part 2: Negotiation Items

This schedule is for TEA to document any required changes and communications to the applicant in the event this application requires negotiation. It will also require applicants to acknowledge that they have made the changes requested.

- Applicants: For all negotiation notes below, please make the requested changes in the grant application itself.
- Please do check the "Change Completed" box.
 - Please do not enter information in the "Grantee Comments" section, unless you are specifically instructed to do so.

Negotiation Items	
1.	<div>Date: <input type="text"/></div> <div>Schedule: <div>Select One</div></div> <div>TEA Negotiation Note:</div> <div></div> <div>Grantee Comments:</div> <div></div> <div><input type="checkbox"/> LEA Completed Change</div>

Add Row

Delete Row



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2025-2027 Texas Strategic Staffing Grant for Paid, Sustainable 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 the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ The applicant assures to adhere to all the Statutory and TEA Program requirements as noted in the 2025-2027 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program, Program Guidelines.
- ☒ The applicant assures to adhere to all the Performance Measures, as noted in the 2025-2027 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program, Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- ☒ The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 Texas Administrative Code (TAC) 206, 1 TAC Chapter 213, Federal Section 508 standards, and the Web Content Accessibility Guidelines (WCAG) 2.0 level AA.
- ☒ The applicant acknowledges that Per Section 22.0834 of the Texas Education Code (TEC), any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., a grantee or subgrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the General and Fiscal Guidelines, Fingerprinting Requirement.

B. Program Assurances Regarding Applicant-EPP Partnership

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

- ☒ A. The applicant must assure that they have established a partnership with at least one educator preparation program (EPP) that has applied or been approved to offer an enhanced residency certificate through the Texas Teacher Residency Preparation Route (TTRPR). To apply, the applicant must provide a signed verification form (linked on the TEA Grant Opportunities page) from the EPP(s). In this form, the EPP must confirm they have submitted an application for the TTRPR, been notified of recommendation to SBEC, or received SBEC approval to offer the residency certification. The EPP(s) must also confirm their commitment to the strategic staffing design and implementation process with the district.
- ☒ B. The applicant must assure that they will enter into a partnership with the EPP for contracted services utilizing at least \$10,000 of grant funds from 2025-2027. These contracted services must support the field supervisor that oversees teacher residents in the district in the 2026-2027 school year.
- ☒ C. The applicant must assure that they will hold structured governance meetings with their EPP partner at least quarterly to analyze teacher resident data and develop plans for teacher residency continuous improvement during the SY 26-27 residency implementation year.
- ☒ D. The applicant must assure that they will provide preferential hiring, to the greatest extent possible, to teacher residents who have successfully completed the teacher residency program and received standard certification.
- ☒ E. The applicant must assure that they will report the following data to TEA during the SY 25-26 design year (if applicable) and the SY 26-27 implementation year: a. Number of teacher residents participating in the year-long teacher residency, b. Demographics of teacher residents participating in the program, c. Number and type of teacher certifications awarded to teacher residents d. Selected staffing models implemented

C. Program Assurances Regarding Sustainable Funding for High Quality, Paid Teacher Residencies

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

- ☒ A. The applicant must assure that they will provide a stipend to each teacher resident placed within the district/charter. Districts/charters will work with their EPP to mutually agree on a stipend amount. The recommended stipend/salary amount per resident is \$12,000-\$25,000 per year, with a recommended minimum of at least \$10,000. Districts are welcome to pay more than the recommendation.
- ☒ B. If the district is utilizing grant funds to support teacher resident stipends in the 2026-2027 school year, the applicant must assure that teacher resident stipends meet the minimum of \$10,000 per year. The LEA must locally fund at least \$3,000 of this stipend in the 2026-2027 school year. If the district is not utilizing grant funds to support teacher resident stipends in the 2026-2027 school year, the applicant should make a good faith effort to meet the \$10,000 minimum stipend requirement.
- ☒ C. The applicant must assure that they will make a good-faith effort to provide a stipend to each host teacher that is supporting a teacher resident. The recommended stipend amount per host teacher is \$1,000-\$3,000 per year, but can vary widely depending on amount of residents in the district, additional leadership duties of the host teacher, etc.
- ☒ D. If the district is utilizing grant funds to support host teacher stipends in the 2026-2027 school year, the applicant must assure that host teacher stipends meet a minimum of \$2,000 per year. The LEA must locally fund at least \$1,000 of this stipend in the 2026-2027 school year. Districts are welcome to pay more than the minimum recommendation.



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2025-2027 Texas Strategic Staffing Grant for Paid, Sustainable Teacher Residency Program

Program Description PS3013 - Program Plan

D. Texas Strategic Staffing (TSS) Technical Assistance for Design and Implementation and Shared District/Charter and EPP

Assurances

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

- ☒ A. The applicant and their EPP partner(s) assure they will sign a letter of commitment or an established memorandum of understanding (MOU) with the regional Texas Strategic Staffing technical assistance provider or, where necessary, TEA appointed technical assistance provider.
- ☒ B. The applicant must assure that the lead point-person would be engaged in all the strategic staffing responsibilities during the design and implementation year, including coordinating with other key district/charter leadership at various points of the design process, and manage implementation year.
- ☒ C. The applicant must assure they will work closely with a technical assistance provider for the 25-26 and 26-27 school years to make key decisions and design structures that enable internal capacity to continue the strategic staffing models without the support of the technical assistance provider in SY 2027-2028 and beyond.
- ☒ D. The applicant and their partner EPP(s) must assure they will set shared goals for district/charter paid resident placements in mutually beneficial staffing model positions.
- ☒ E. The applicant and EPP partner must assure that they will adhere to all educator preparation program requirements for residency in the Texas Administrative Code (TAC).
- ☒ F. The applicant must assure that a designated team of district/charter, campus, and partner EPP-level leaders will actively participate in strategic staffing model training and technical assistance support activities beginning in SY 2025-2026.
- ☒ G. The applicant and EPP must attend sustainability meetings with their technical assistance provider each semester of SY 2026-2027 implementation year to determine sustainable strategic staffing model and funding sources after the life of the grant.
- ☒ H. The applicant must assure that they will design and implement a strategic staffing model plan that will ensure that the teacher residency model will be sustainable and fully-funded by district/charter dollars by SY 2027-2028. The plan must include sustainable funding for teacher resident stipends/salaries.



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2025-2027 Texas Strategic Staffing Grant for Paid, Sustainable Teacher Residency Program

Program Description PS3014 - Program Narrative

Please include complete responses for each question below.

A. Summary of Program

1. Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific instructional, teacher development, and/or teacher recruitment and retention needs of the organization. If your district currently HAS a yearlong teacher residency program, describe its connection to your district's mission and how participating in the Texas Strategic Staffing (TSS) technical assistance service will benefit your residency program. If your district does NOT currently have a yearlong teacher residency program, describe how a paid residency program will benefit your district's mission and needs.

Montgomery ISD's mission states that in partnership with families and the community, MISD will graduate all students with the knowledge, skills and leadership necessary to thrive as productive and responsible citizens. Our vision is that all students in Montgomery ISD will receive a premier education, empowering them to reach their full potential, prepared for future success.

To address the staffing needs of MISD's rapidly growing district and support our mission, we leverage our District of Innovation Plan (DOI) to hire uncertified teachers for hard-to-fill positions, such as Secondary Science, Math, Spanish and CTE, who demonstrate the necessary knowledge and skills to effectively perform the duties of the role. In the 2024-2025 school year, positions in Art, Science, and Special Education remained vacant throughout the year.

In support of our mission and to realize our vision, MISD adopted the Pathway to Premier Strategic Plan. Through the paid residency program, we will focus on our strategic plan objectives which include developing and implementing a comprehensive approach to ensure retention of effective employees as well as developing and implementing a comprehensive recruiting plan to obtain high quality candidates to meet specific needs including a strategic focus on diversity.

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

Through the collaborative efforts of partnering with SHSU and the technical assistance service provided by ESC 6, MISD will actively recruit up to 5 TR candidates who reflect the mission, values, and certification needs of the district incorporating the Residents to Substitutes Strategic Model. Additionally, through our partnership, we will select and train highly effective mentor teachers to support our TR candidates.

B. Qualifications and Experience for Key Personnel

1. Outline the required qualifications and experience for primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program. Include whether the district strategic staffing lead position that would be supported by this grant is existing or proposed. Include at least one role from the LEA and one role from the partner EPP(s).

The Assistant Superintendent of HR will serve as the primary lead and will be responsible for the implementation and delivery of the program. This includes attending all required meetings, overseeing the recruitment of TR candidates, supporting the training of TRs and mentor teachers, monitoring the implementation of the staffing model, and collecting data.

Qualifications and Experience:

Master's degree in Human Resources or related field; Principal Certification; 5 years of progressively responsible experience in human resources management or public school administration; 3 years supervisory experience; Knowledge of selection, training, and supervision of personnel; 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

Collaborative efforts of the following:

Assistant Superintendent of Schools; Chief Financial Officer; Campus Principals; Mentor/Cooperating Teacher – (Valid TX teaching certificate, demonstrated competency in subject area, 3 yrs. teaching exp.); SHSU design partner/resident & mentor support; ESC 6 design partner/TSS support.



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Program Description PS3014 - Program Narrative

C. Goals, Objectives and Strategies

1. Review the objectives of the Texas Strategic Staffing (TSS) service found on our website at <http://tss.tea.texas.gov>. Describe the alignment between TSS goals/objectives and your district's decision to pursue participation in the two-year Texas Strategic Staffing program, including any additional or unique district goals/objectives. What activities/strategies will be implemented to meet TSS and/or district objectives?

The decision to pursue the 2 year TSS program for MISD is:

- 1) To address instructional priorities in alignment with MISD's Strategic Plan: Goal 1 – Academic Achievement, PO 1 - All MISD students will demonstrate at least one year of academic growth in reading and math and PO 3 - MISD will close performance gaps among identified students. We will strategically pair high quality mentor teachers who have effectively demonstrated successful teaching strategies/ student outcomes with our teacher residents.
- 2) To further develop our Mentoring & Induction for New Teachers (MINT) program to include a residency year of high quality professional development and support for the cohort of teacher residents which aligns with MISD's Strategic Plan: Goal 4 – Human Capital, PO3 – MISD will provide relevant professional learning and create programs that focus on capacity building opportunities for all employees. We will work in partnership with our EPP and our instructional coaches to develop and provide both formal and job-embedded training to our teacher residents and mentor teachers.
- 3) To address recruiting priorities in alignment with MISD's Strategic Plan: Goal 4 – Human Capital, PO 4 – MISD will develop and implement a comprehensive recruiting plan with multiple sourcing strategies to obtain high quality candidates to meet specific needs including a strategic focus on diversity. Through our partnership with SHSU and ESC 6,

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

we will develop a selection process for high quality/high need residents which will include a timeline and application process as well as the selection and pairing of mentors. A Resident/Mentor handbook will be developed to include this information along with job descriptions, guidelines, and expectations for each.

- 4) To develop a sustainable funding source for future teacher residencies to include the gradual increase in number of paid residencies available in MISD. We will work with our partners along with our CFO and Superintendent to identify areas in which funding may be reallocated to be dedicated to our paid teacher residency program. We will explore the use of the Residents to Substitutes Strategic model as an initial starting point of the reallocation of funds.

D. Performance and Evaluation Measures

1. Describe the performance measures identified for this program related to student outcomes and consistent with the purpose of the program. Example performance measures may include, but are not limited to: resident recruitment data, teacher certification data, teacher hiring and retention data, perception surveys and student achievement data. Which key performances measures have you identified for the program? What tools do you use to measure and analyze the data to ensure the effectiveness of talent project objectives and strategies?

To evaluate the effectiveness of our residency program, we will monitor student progress using current universal screeners, including CLI, DIBELS 8 (Amplify mCLASS), iReady, and EOCs, as well as district-based assessments, with a specific focus on the classrooms where residents are assigned. Throughout the year, we will conduct observations based on the T_TESS rubric and evaluation system to assess resident performance. Additionally, we will collect qualitative data through ongoing surveys and interviews with relevant stakeholders.

Furthermore, we will analyze resident recruitment data annually to evaluate the program's success in attracting candidates to MISD, particularly for hard-to-fill positions.

This analysis will provide valuable insights into the effectiveness of our program's implementation and will guide improvements in recruitment and retention strategies. This data will also support our alignment with the MISD Strategic Plan, specifically Goal 1: Academic Achievement, and its Performance Objectives (POs): PO 1, All students will demonstrate at least one year of academic growth in reading and math; PO 2, At least 80% of all students will demonstrate grade-level proficiency; and PO 3, MISD will close performance gaps among identified students.



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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 contracted services with the EPP, district-level staffing, and supplies and materials. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Please note that this budget should encompass two years (2025 through 2027). Include a short narrative describing how adjustments will be made in the future to meet needs. If your proposed budget includes funding for teacher resident or host teacher stipends/salaries, describe how you will meet the cost-match requirements (at least \$3,000 locally funded per resident or \$1,000 per host teacher). Reminder: The resident/host teacher stipend funds can only be budgeted for residents/host teachers placed in SY 2026-2027 and can make up a maximum of \$40,000 of the proposed budget.

- \$10,000 for contracted services with the EPP from 2026-2027 (Implementation Year), assisting the EPP in funding a part-time field supervisor for MISD's resident.
 \$10,000 funded through grant
- \$30,000 to co-fund the salary of the Assistant Superintendent of HR, who will lead the work.
 Full time, existing position paid \$151,480
 \$15,000 funded by grant each year in 2025-2026 and 2026-2027, accounting for time and effort for the new responsibility
 \$136,480 per year funded locally
- \$35,000 for resident stipends in 2026-2027
 5 residents paid \$12,000 a year
 \$7,000 per resident funded through grant
 \$5,000 per resident funded locally
- \$5,000.00 for host teacher stipends in 2026-2027
 5 host teachers paid \$2,000 a year
 \$1,000 per host teacher funded through grant
 \$1,000 per host teacher funded locally

*Supplies and materials will be funded locally

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

The cost match requirements will be met through the \$30,000 total savings from the general budget of the Assistant Superintendent's salary for the 2025-2026 and 2026-2027 school years.



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Program Description PS3014 - Program Narrative

F. TEA Program Requirements

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

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

MISD has historically faced challenges filling Certified Special Education, Secondary Science and Math, and Spanish teaching positions due to a competitive job market and specialized skill requirements. We also experience a shortage of certified teachers across various subjects, impacting our ability to provide high-quality instruction.

Paid residencies can address these staffing challenges by offering residents year-long classroom experience, mentorship, and professional development. This creates a pipeline of qualified teachers specifically trained to meet our district's needs. The program also serves as an incentive, offering paid opportunities for candidates while they gain valuable teaching experience.

In the long term, the residency program will help recruit and retain diverse, committed candidates, address teacher shortages, and ensure all students receive quality education from well-prepared educators.

2. b. What other instructional needs exist? How could paid residencies help to address this issue? (e.g., small group support, substitute teaching, etc.) If your district is currently implementing or plans to implement high-quality instructional materials (HQIM), please also include how paid residencies may support your plan for HQIM implementation.

As a growing and increasingly diverse district, MISD faces significant instructional needs, including providing small group support, addressing gaps in differentiated instruction for diverse learners, and managing increasing behavioral concerns. These challenges require additional instructional support to ensure all students receive personalized attention while maintaining high academic standards and a positive classroom environment.

Paid residencies can help address these needs by placing TRs in classrooms where they can provide targeted small group instruction, assist with differentiated learning, and provide a "co-teaching" environment. Additionally, TRs can gain valuable experience in managing classroom behavior and supporting teachers in addressing behavioral concerns. This hands-on experience will help TRs develop the skills needed to meet the diverse academic and behavioral needs of our student population.

MISD currently uses High-Quality Instructional Materials (HQIM) including Reading Horizons Phonics and Eureka Math, and is considering piloting Bluebonnet Math for the 2025-2026 school year. TRs will be trained to use these materials effectively, ensuring consistency and supporting teachers in maintaining instructional quality. This will strengthen both the residency program and the impact of HQIM, ultimately improving student outcomes.

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

Paid teacher residencies play a crucial role in our district's long-term talent strategy both in preparation for the 2026-2027 school year, and in the next five years. In obtaining this grant, we plan to use paid residencies to attract high-quality candidates who are committed to teaching in our district, particularly in high-need areas. By offering financial support, we reduce barriers for potential educators and provide them with real-world classroom experience alongside a mentor teacher. This helps us ensure that new teachers are well-prepared to succeed and stay in the profession long-term.

Looking ahead to the next five years, paid teacher residencies will be integral to our strategy for growing and diversifying our teaching workforce. We plan to expand our residency program to increase the number of qualified teachers in our district while specifically targeting areas with teacher shortages. These residencies will also help create a pipeline of diverse, highly qualified educators who are invested in the community, enhancing teacher retention over time. By fostering a supportive and well-trained cohort of educators, we aim to build a sustainable talent pool that can meet the evolving needs of our students and schools for years to come.



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Program Description PS3014 - Program Narrative

G. TEA Program Requirements Continued

2. Commitment of Local Resources: Please answer the following questions to describe how your LEA, alongside your partner EPP, will commit resources and time to the year-long design process and the implementation year.

1. a. Who from the district/charter will be leading this work? How does their role fit into broader talent management in your district? What additional responsibilities, if any, does or will this person have related to talent in your district?

The Assistant Superintendent of HR will be leading this work. The responsibilities of the Assistant Superintendent of Human Resources, as they fit into the broader talent management and talent responsibilities, include:

1. Forecasting Staffing Needs: Collaborating with principals and administrators to predict future staffing requirements and develop comprehensive staffing plans to meet district goals.
2. Recruitment and Retention Strategies: Developing and implementing strategies to attract, hire, and retain high-quality staff, addressing both current and future staffing needs.
3. Screening and Selection: Overseeing the recruitment, screening, and selection process for all district employees to ensure that the best candidates are chosen for each position.
4. Ensuring Teacher Qualifications: Ensuring all teachers are highly qualified and have the appropriate credentials for their assignments, in alignment with district requirements.
5. Employee Satisfaction and Morale: Conducting annual research on employee satisfaction, morale, and communication, using data to inform strategies for improving the workplace environment.
6. Monitoring Retention and Turnover: Analyzing employee retention and turnover data, conducting exit interviews, and using insights to inform improvements in staffing and retention strategies.

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

To ensure the Assistant Supt. of HR has adequate time to fulfill her responsibilities:

1. Delegation of Administrative Tasks: Delegate non-critical administrative tasks to other HR staff members.
2. Dedicated Time Blocks: Allocate specific blocks of time during the workweek dedicated solely to strategic staffing activities.
3. Utilize Support Staff: Assign support staff to assist in the logistical aspects of staffing efforts, such as gathering data, conducting initial candidate screenings, and managing communications.
4. Clear Prioritization of Responsibilities: We will ensure that the Assistant Superintendent's responsibilities related to strategic staffing are clearly prioritized, with appropriate adjustments to other duties made during the design and implementation phase of the program.

To ensure time and effort for these responsibilities continue to be locally funded:

1. Incorporate Strategic Staffing into District Operations: Integrate the strategic staffing efforts into the district's long-term operational plan, making these responsibilities part of the standard district operations and budgeting process.
2. Leverage Local Funding.
3. Cross-Departmental Collaboration: Ongoing collaboration across departments to ensure strategic staffing responsibilities are embedded into multiple areas of the district.
4. Ongoing Professional Development and Succession Planning: Ensure multiple leaders within the district are capable of continuing these efforts in the future.

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

The Superintendent of Schools will ensure the MISD TSS Plan aligns with the district's Strategic Plan, vision, goals, and educational priorities. Once implemented, he will monitor the overall effectiveness of the program as it relates to staffing, retention, and student outcomes. He will effectively communicate with key stakeholders, including Board members, to ensure transparency throughout the design and implementation process.

The Assistant Superintendent of Schools will take part in the TR selection process ensuring that staffing decisions align with educational goals, support district initiatives, and meet the needs of each campus. She will work collaboratively with principals in support of high-quality teaching and learning, professional development, and analyze TSS data collected throughout the residency year.

The CFO will provide essential financial oversight by assessing the budgetary implications of paid residencies in MISD and will work closely with the Assistant Superintendent of HR, SHSU and ESC 6 during the planning and design year, collaborating to ensure budgetary decisions are both fiscally sustainable and strategically sound moving forward.



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Program Description PS3014 - Program Narrative

H. TEA Program Requirements Continued

3. Partnership Foundations: Please answer the following questions about your LEA-EPP partnership.

1. a. If this is an existing LEA-EPP partnership: How many years have you been engaged in a residency partnership with the EPP? How many yearlong residents have you placed each year of the partnership? Were these residents paid or unpaid? If residents are already paid, why is the LEA interested in engaging in the strategic staffing design and implementation strategic process for paid residency? b. If this is a new LEA-EPP partnership: How did you decide to partner with this EPP for residency?

Currently, MISD does not have an existing partnership with SHSU in support of paid residencies; however, we have maintained a strong, collaborative relationship over the years by placing unpaid student teachers across all of our campuses. This ongoing collaboration has allowed us to build trust and work closely with their staff, and we are excited to take our partnership to the next level by developing a sustainable paid residency program.

SHSU is located in close proximity to MISD, and a significant number of our graduates attend and complete their degrees in education through SHSU's teaching program. This proximity, coupled with our shared commitment to education, makes SHSU an ideal partner for expanding our teacher preparation efforts.

We believe that offering paid residencies will not only provide valuable support to our future educators but also create opportunities for our former graduates—many of whom are eager to return to their hometown and contribute to the community they grew up in. Additionally, we aim to attract candidates from neighboring communities who are interested in the opportunities MISD has to offer. This partnership will help ensure a strong pipeline of highly qualified, committed educators who are invested in the success of MISD students and the broader community.

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

The strong partnership between MISD and SHSU, built on years of collaboration and the successful hiring of SHSU graduates, provides a solid foundation for the success of a paid residency program. SHSU's recognition for producing well-prepared educators who are ready to step into the classroom from day one is a key asset. This reputation will ensure that the residency program draws high-quality candidates who are committed to becoming effective educators.

Given that many SHSU graduates are already successfully teaching in MISD, the residency program will be tailored to ensure continued alignment with the specific needs of the district. Our plan is to provide residents with a direct and structured pathway into full-time employment with MISD once they successfully complete the residency program. This continuity of employment helps ensure that residents are integrated into the district's culture and understand our instructional goals from the start.

By offering paid residencies, MISD will provide residents with the financial stability they need while fostering a sense of commitment to the district. This increases the likelihood that residents will stay with the district long-term after completing the residency.



Organization: MONTGOMERY ISD
Campus/Site: N/A
Vendor ID: 1746001750

County District: 170903
ESC Region: 06
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2025-2027 Texas Strategic Staffing Grant for Paid, Sustainable Teacher Residency Program

Program Description PS3014 - Program Narrative

I. TEA Program Requirements Continued

4. Communication Elements: Please answer the following questions to describe how you will maintain strong communication with your EPP partners and your technical assistance provider.

1. a. If this is an existing LEA-EPP partnership: What shared processes or norms do the LEA staff and EPP faculty currently have in place in order to address issues with residency (e.g., challenges for residents, host teachers, school sites, etc.)? Provide detailed explanations (e.g., who leads the communication, how are action steps determined, who follows up to make sure steps are complete, etc.). b. If this is a new LEA-EPP partnership: How does the LEA plan to work with the EPP to manage issues that arise with residency (e.g., challenges for residents, host teachers, school sites, etc.)? Provide detailed explanations (e.g., who would lead the communication, at what point do you surface the challenges, how do you follow up on action steps, etc.).

1. Clear Communication Structure: We will establish a clear communication protocol between MISD and SHSU.
2. Regular Check-ins: To proactively address challenges, we will schedule regular check-ins throughout the residency period.
3. Immediate Issue Reporting: Should any significant challenges arise between scheduled check-ins (e.g., conflict between the resident and host teacher or challenges in classroom management), we will have a system in place for residents and host teachers to immediately report concerns.
4. Follow-up and Action Steps: Once an issue has surfaced, both MISD and SHSU teams will work together to assess the situation, explore potential solutions, and outline action steps. Follow up will include Asst. Supt. of HR/SHSU.
5. Continuous Feedback Loop: Feedback will be continuous throughout the residency. Residents, host teachers, and principals will be encouraged to provide feedback about the program's design and implementation, as well as their personal experiences, on an ongoing basis through surveys, interviews, and informal conversations.
6. Conflict Resolution and Support: In cases where challenges are more complex or conflicts arise, MISD and SHSU will jointly manage the resolution process. This may involve mediation or additional support from campus admin, instructional coaches, or counselors.
7. Final Program Review: At the end of each residency cohort, MISD and SHSU will conduct a final review to evaluate the overall experience.

2. c. Has your LEA partnered with your regional ESC or other external provider for other programs or initiatives? If so, describe how you have maintained strong communication with external service providers in the past.

MISD has developed a strong and collaborative relationship with ESC 6. Through this partnership, we have worked together on initiatives such as the Reading Academy, Early Childhood Collaborative, and the TEKS Resource System. Additionally, ESC 6 has provided valuable services including Special Education and PEIMS audits, Bilingual/ESL services, and ESSA support. ESC 6 further supports our district by offering professional development opportunities for staff through training platforms like EduHero, Eduphoria, and the Texas Student Data System, among others. This ongoing collaboration ensures that Montgomery ISD remains focused on excellence in education and continued growth. MISD has maintained strong communication with ESC 6 through consistent dialogue between district leaders and ESC 6 representatives. Through these interactions, relationships have been built, ensuring alignment on key initiatives. ESC 6's ongoing support, including professional development opportunities and specialized services, has further strengthened the partnership, helping to advance MISD's educational goals.


J. TEA Program Requirements Continued

5. Grow Your Own (Optional Response for Priority Points): If your LEA currently maintains a Grow Your Own program or plans to implement a Grow Your Own program through the 2024-2026 Grow Your Own High School Education and Training Program, please respond to the following questions. If you do not have a Grow Your Own program, write N/A.

1. a. Which TEA Grow Your Own grants, if any, has your district received? b. How long has your district maintained a Grow Your Own program? If applicable, how many of your Education and Training students have returned to teach in your district. c. Provide a high-level description of your district's Grow Your Own program.

MISD received the TCLAS Decision 4a Paraprofessional Certification and Education Award, Cycle 5. Through this grant, MISD was able to support two paraprofessionals in achieving their goal of becoming teachers. Both individuals successfully completed their programs and are now actively teaching in MISD elementary classrooms.

For the 2024-2025 school year, MISD has partnered with Grand Canyon University to offer a fully online program to support paraprofessionals in their pursuit of teacher certification. Additionally, the Montgomery ISD Education Foundation has introduced grants to assist these candidates with educational costs, as well as to support others in university programs who are working towards certification as teachers.



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2025-2027 Texas Strategic Staffing Grant for Paid, Sustainable Teacher Residency Program

Program Budget

BS6001 - Program Budget Summary and Support

Statutory Authority: GAA, Article III, Rider 39, 88th Texas Legislature

View List of SSA Members [All]

View List of SSA Members

Part 1: Available Funding

Available Funding	
Description	2025-2027 Strategic Staffing
1. Fund/SSA Code	429
2. Planning Amount	
3. Final Amount	\$80,000
4. Carryover	
5. Reallocation	
Total Funds Available	\$80,000

Part 2: Budget Summary

A. Budgeted Costs		
Description	Class/ Object Code	2025-2027 Strategic Staffing
1. Consolidated Administrative Funds		<input type="radio"/> Yes <input type="radio"/> No
2. Payroll Costs	6100	\$70,000
3. Professional and Contracted Services	6200	\$10,000
4. Supplies and Material	6300	
5. Other Operating Costs	6400	
6. Debt Services	6500	
7. Capital Outlay	6600	
8. Operating Transfers Out	8911	
Total Direct Costs		\$80,000
9. Indirect Costs		
Total Budgeted Costs		\$80,000
Total Funds Available Minus Total Costs		\$0
10. Payments to Member Districts of SSA	6493	



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2025-2027 Texas Strategic Staffing Grant for Paid, Sustainable Teacher Residency Program

Program Budget BS6001 - Program Budget Summary and Support

B. Pre-Award Costs

Description	Class/ Object Code	2025-2027 Strategic Staffing
1. Payroll Costs	6100	
2. 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		

C. Breakout of Direct Admin Costs

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



SAS#: TSSGAA25

Organization: MONTGOMERY ISD
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County District: 170903
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2025-2027 Texas Strategic Staffing Grant for Paid, Sustainable Teacher Residency Program

Program Budget BS6101 - Payroll Costs

Part 1: Total Payroll Costs

Payroll costs entered on BS6001	
Total Payroll Costs	2025-2027 Strategic Staffing
	\$70,000

Part 2: Number and Type of Positions

A. Administrative Support or Clerical Staff	
Position Type	2025-2027 Strategic Staffing
1. Administrative support or clerical staff (integral to program)	1

B. LEA Positions	
Position Type	2025-2027 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	2025-2027 Strategic Staffing
1. Professional staff	<input checked="" type="checkbox"/>
2. Paraprofessionals	<input type="checkbox"/>
3. Administrative support or clerical staff (paid by LEA indirect cost)	<input type="checkbox"/>

Part 3: Substitute, Extra-Duty, Benefits

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

Part 4: Confirmation of Payroll Requirements

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

eGrants

TEXAS EDUCATION AGENCY

SAS#: TSSGAA25

Organization: MONTGOMERY ISD

Campus/Site: N/A

Vendor ID: 1746001750

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ESC Region: 06

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2025-2027 Texas Strategic Staffing Grant for Paid, Sustainable Teacher Residency Program

Program Budget

BS6201 - Professional and Contracted Services

Part 1: Professional and Contracted Services

Budgeted Costs		
Description	Class/Object Code	2025-2027 Strategic Staffing
1. Rental or Lease of Buildings, Space in Buildings, or Land	6269	
2. Professional and Consulting Services	6219 6239 6291	
Subtotal Professional and Contracted Services Costs		
Remaining 6200 Costs That Do Not Require Specific Approval		\$10,000
Total Professional and Contracted Services Costs		\$10,000

Part 2: Direct Administrative Costs

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

Part 3 : Itemized Professional and Consulting Services

Itemized Professional and Consulting Service (6219, 6239, 6291)	
Description	2025-2027 Strategic Staffing
1. Service: <input type="text"/>	
Specify Purpose: <input type="text"/>	
<div>Add ItemDelete Item</div>	
Total Professional and Consulting Services Costs	



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Program Budget BS6401 - Other Operating Costs

Part 1: Other Operating Costs

Budgeted Costs		
Description	Class/ Object Code	2025-2027 Strategic Staffing
1. Out-of-State Travel for Employees LEA must keep documentation locally.	6411	
2. Travel for Students to Conferences (does not include field trips) Requires pre-authorization in writing.	6412	
3. Educational Field Trips LEA must keep documentation locally.	6412 6494	
4. Stipends for Non-employees other than those included in 6419 Requires pre-authorization in writing.	6413	
5. Travel Costs for Officials such as Executive Director, Superintendent, or Board Members Allowable only when such costs are directly related to the grant. If Out-of-State Travel, LEA must keep documentation locally.	6411 6419	
6. Non-Employee Costs for Conference Requires pre-authorization in writing.	6419	
7. Hosting Conferences for Non-Employees LEA must keep documentation locally.	64xx	
Subtotal Other Operating Costs		
Remaining 6400 Costs That Do Not Require Specific Approval		
Total Other Operating Costs		

Part 2: Direct Administrative Costs

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Program Budget BS6501 - Debt Services

Part 1: Subscription-Based Information Technology Arrangement (SBITA) and Capital Lease Liability Costs

Budgeted Costs		
Description	Class/ Object Code	2025-2027 Strategic Staffing
1. SBITA Liability - Principal	6514	
2. SBITA Liability - Interest	6526	
3. Capital Lease Liability - Principal	6512	
4. Capital Lease Liability - Interest	6522	
5. Interest on Debt	6523	
Total Debt Service Costs		

Part 2: Description of SBITA

Subscription			
<input type="checkbox"/>	1. SBITA Description:	<input type="text"/>	Subscription Cost: <input type="text"/>
	Fund Source:	<input type="text"/> <input type="text"/>	Contract Start Date: <input type="text"/> Contract End Date: <input type="text"/>
		<input type="text"/>	
		<input type="text"/>	

Part 3: Description of Property

Property			
<input type="checkbox"/>	1. Property Description:	<input type="text"/>	Property Value: <input type="text"/>
	Fund Source:	<input type="text"/> <input type="text"/>	Contract Start Date: <input type="text"/> Contract End Date: <input type="text"/>
		<input type="text"/>	

eGrants

TEXAS EDUCATION AGENCY

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2025-2027 Texas Strategic Staffing Grant for Paid, Sustainable Teacher Residency Program

Program Budget
BS6601 - Capital Outlay

Part 1: Capital Expenditures

Budgeted Costs	
Description	2025-2027 Strategic Staffing
1. Library Books and Media (Capitalized and Controlled by Library)	
2. Capital Expenditures for Additions, Improvements,or Modifications to Capital Assets Which Materially Increase Their Value for Useful Life (not ordinary repairs and maintenance)	
3. Furniture, Equipment, Vehicles or Software Costs for Items in Part 2	
Total Capital Outlay Costs	

Part 2: Furniture, Equipment, Vehicles or Software

Items

1. Generic Description:

Number of Units:

Fund Source:

Select One

Total Costs:

Describe how the item will be used to accomplish the objective of the program:

Add Item

Delete Item



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2025-2027 Texas Strategic Staffing Grant for Paid, Sustainable Teacher Residency Program**Provisions Assurances
CS7000 - Provisions, Assurances and Certifications**

Provisions, Assurances and Certifications	
1. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all General and Fiscal Guidelines.	General and Fiscal Guidelines
2. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all Program Guidelines.	Program Guidelines
3. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all General Provisions and Assurances requirements.	General Provisions and Assurances
4. <input checked="" type="checkbox"/> I certify I am not debarred or suspended. <input checked="" type="checkbox"/> I also certify my acceptance and compliance with all Debarment and Suspension Certification requirements.	Debarment and Suspension Certification
5. Choose the appropriate response for Lobbying Certification:	
a. <input checked="" type="checkbox"/> I certify this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance and compliance with all Lobbying Certification requirements.	Lobbying Certification
b. <input type="checkbox"/> This organization spends non-federal funds on lobbying activities and has attached the required OMB Disclosure of Lobbying Activities form, as described below.	
Instructions for completing and attaching the Disclosure of Lobbying Activities form.	
<ul style="list-style-type: none">• Print and sign the form.• Scan the signed form and save it to your desktop.• Click the Attach Files icon on the Table of Contents page to attach your signed form to this eGrants application.	

SSA Funding Report

Region	County District	Organization	ADC Submitted Date								
				R:	R:	R:	R:	R:	R:	R:	R:
Total:				R: \$0	R: \$0	R: \$0	R: \$0	R: \$0	R: \$0	R: \$0	R: \$0