



2024-2025 Sustainable Residency Continuation Grant
Informal Discretionary Competition (IDC) Application Due 11:59 p.m. CT, April 3, 2024

NOGA ID [redacted]

Authorizing legislation [redacted]

This IDC application must be submitted via email to **competitivegrants@tea.texas.gov**.

The IDC 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 3, 2024**.

Application stamp-in date and time

Grant period from **June 3, 2024-August 31, 2025**

Pre-award costs permitted from **award announcement date to 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. Required Program-Related Attachments. Refer to the program guidelines for more information.

Amendment Number

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

Applicant Information

Organization **The Ector County Independent School District** CDN **068091** ESC **18**

Address **802 N. Sam Houston Ave.** City **Odessa** ZIP **79761** Vendor ID **75-6001362**

Primary Contact **Jaime Miller** Email **jaime.miller@ectorcountytisd.org** Phone **432-456-0081**

Secondary Contact **Susan Lara** Email **susan.lara@ectorcountytisd.org** Phone **432-456-0074**

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 IDC application, as applicable, and that these documents are incorporated by reference as part of the IDC application and Notice of Grant Award (NOGA):

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

Authorized Official Name **Deborah Ottmers** Title **Chief Financial Officer**

Email **deborah.ottmers@ectorcountytisd.org** Phone **432-456-9491**

Signature *Deborah Ottmers* Date **3/27/2024**

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 as noted in the 2024-2025 Sustainable Residency Continuation Grant Program Guidelines.
- 3. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2024-2025 Sustainable Residency Continuation Grant Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 4. The LEA has completed the full Design and Implementation Year with their vetted teacher residency EPP partner(s).
- 5. The LEA will use grant funds to support residency with the EPP from their TCLAS Decision 5 Strategic Staffing partnership. EPP partners must be on the [23-24 Vetted Teacher Residency Program List](#).
- 6. The LEA will sustain a stipend of at least \$3,500 per resident and a host teacher stipend of at least \$1,500.
- 7. The LEA has a signed MOU with their vetted teacher residency EPP partner(s) that indicates they will continue the partnership that started Strategic Staffing through the TCLAS grant.
- 8. The LEA will submit data to TEA about the residency partnership, including, but not limited to number of residents, resident demographics, stipend amounts, and hiring data.

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.

The Ector County ISD (ECISD) is located in Odessa, TX, mid-way between Ft. Worth and El Paso, serving an ethnically diverse population of 33,500 students, where 65% of students are low-income, while 63% are at risk for failure. The mission of ECISD is “to inspire and challenge every student to be prepared for success and to be adaptable in an ever-changing society.” ECISD needs highly qualified teachers prepared through various pathways, to meet the current teacher shortage. When school started in the fall of 2019, there were 356 teacher vacancies; yet, in September of 2023, there were 49 teacher vacancies, with a “teacher fill rate” of 96%. This reduction in vacancies is due greatly to the Teacher Residency and various pathways to teaching in collaboration with Odessa College and The University of Texas of the Permian Basin (UTPB), an approved EEP for the residency program. In the summer of 2023, ECISD was approved through the U.S. Department of Labor as a registered Apprenticeship Program for teachers. Apprentices are advanced to Teacher Residents during the last year of preparation. Through this model, the Teacher Residency Program will be used to continue to reduce the teacher vacancies for the 2024-25 school year and over the next five years as well.

ECISD employs around 2,000 teachers each year, approximately 400-500 of whom, are newly hired, yet the demand for teachers cannot be met through traditional EPPs. We are requesting funding for 10 resident teachers from the EPP at the University of Texas of the Permian Basin, who would be placed in our “Opportunity Culture” program, as Registered Apprentices with the U.S. Department of Labor. Using the Opportunity Culture model, resident teachers work in various capacities, as paraprofessionals, tutors and, long term substitutes. A Multi-Classroom Leader (MLC or mentor) oversees instruction for large groups of students, using residents/apprentices as “instructional facilitators” who come with strong pedagogy and subject matter acquired at the vetted EPP at UTPB. Research shows that stronger classroom experiences with diverse groups of students result in best practices and better retention of beginning teachers. Paid Teacher Residents work in lieu of student teaching, which enables them to offset their living expenses, while working under a highly qualified MLC mentor teacher (Dooley, 2022: TASB). Student teaching is typically for a semester or less, while the residency program offers a full year of experience prior to becoming the teacher of record. The district benefits from acclimating aspiring teachers to the district and preparing them more proficiently for work in ECISD.” Resident teachers observe the school year from start to finish, receive excellent mentoring and modeling, are paid for their service and are committed to the district. Preparation through the teacher residency and apprenticeship models can alleviate the shortages, not only by filling vacancies; moreover, highly qualified teachers with excellent preparation are less likely to abandon their teaching careers. Thus, attrition and future vacancies are decreased.

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, and include at least one person from the LEA and one person from the EPP.

No funding is requested for personnel. Jaime Miller, the ECISD Executive Director of Talent Development has 23 years of experience as a teacher, principal, curriculum director and Executive Director of Talent Development will lead the project and the Teacher Residency Program. The TR program is of critical importance to staffing teachers for ECISD and a position of this caliber is needed to assist with recruitment, enrollment and advising of the candidates. She holds a Masters degree in Educational Leadership & Texas teacher and administrator certification. She possesses strong leadership, critical thinking, communication and problem solving skills. This position is existing and 100% of the salary will be paid by ECISD. This is not a grant funded position and the position will continue indefinitely.

Susan Hendricks is the ECISD Director of Talent Development, who will oversee the Opportunity Culture and Teacher Residency at the campus level. She has over 21 years of experience as an instructional principal coach, principal and teacher. She holds a Masters Degree in Educational Leadership and related educator certifications. She will oversee the placement of resident teachers, campus interviews, mentoring of MCLs, principal involvement and campus level activities. This is an existing position and 100% of the salary will be paid by ECISD. This is not a grant funded position and the position will continue indefinitely.

Dr. Eric Yeager is the Executive Director of Teacher Education in the College of Education at the University of Texas of the Permian Basin (UTPB), an existing position. He recruits and places residents for the university and works in the Office of Educator Program Services, advising and mentoring the residents. He holds a Ph.D. and has 27 years of experience as a college administrator, 6 years of public school experience and 1 year of service center experience. All of his salary is paid by the EPP.

Other university staff assist with supervising and mentoring teacher residents and there are several external agencies that provide personnel to advise and assist with the program. TxCEE at Region 18 ESC provides technical assistance, while US PREP and Public Impact provide advise and expertise as well. No funds are requested for these entities and staff.

Goals, Objectives, and Strategies

Describe the major goals/objectives of the proposed residency program. What activities/strategies will be implemented to meet those goals/objectives? How do these relate to broader educator pipeline goals/objectives at the LEA?

Goal One: Prepare Effective Educators: The primary goal of the Teacher Residency Program is to prepare aspiring educators to become highly effective teachers who are capable of meeting the diverse needs of K-12 students in today's classrooms. Goal Two: The teacher residency program will cultivate and retain, reflective practitioners who continuously assess and improve their teaching practices through critical reflection, data analysis, and ongoing professional development. Goal Three: To provide financial sustainability for the residency program. Teacher pipelines include Future Teachers of Odessa (FTO), a teaching experience program for high school students, who earn dual credit hours toward certification; Para To Teacher, a program assisting paraprofessionals in obtaining teaching credentials; OC2UTPB, an accelerated 3 year program to certify teachers; and Odessa Pathway to Teaching, an ECISD in-house certification program for post-bac candidates. ECISD's Registered Apprenticeship Program (RAP) for teachers, is the second in Texas to be approved by the US Department of Labor. Candidates register, receive an apprentice number, and qualify for funding to defray education and residency costs. The FTO candidates begin as pre-apprentices prior to turning 16 years old, after which, they may register as an apprentice to receive services through the RAP. Other ECISD pipeline candidates may register in the RAP as apprentices. Apprentices are paid and employed as paraprofessionals, substitutes, research associates and part-time aides, while they gain experience and coursework for certification, with a final year as Teacher Resident. As Residents complete certification, they are hired as expertly prepared teachers. Thus, ECISD cultivates multiple pathways to teaching, professional advancement and retention of high-quality teachers for years to come. As employees, apprentices and teacher residents are provided equitable access to a vast array of training offered by the district; thus nurturing their success.

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.

Goal two and related objectives of the project address the performance measures and student outcomes. Goal Two: The teacher residency program will cultivate and retain, reflective practitioners who continuously assess and improve their teaching practices through critical reflection, data analysis, and ongoing professional development. Objective 2a: Residents will master the use of critical data for planning student achievement and meeting learning gaps through Talent Development training opportunities on use of district data systems, data disaggregation and strategic lesson planning under the guidance of the mentor teacher, with inputs from the EPP. Performance measures: Student Achievement charts with outcomes will be completed, with assignments from the Resident Seminar to increase student achievement. Residents will plan and execute Student Perception Surveys, correlated with intervention plans for students. Lesson elements will be scored using a Likert scale of 1-5 and entered into the TK20 by University Site Coordinators. Objective 2b: By providing residents with mentors, support & flex time to complete university course, district professional development training; and, the program aims to increase teacher retention rates, particularly in high-need schools and under-served communities. Performance Measures: Video recordings of residents teaching lessons will be used for self-evaluation and reflection forms required by the program. Additionally, "Performance Gates" of 2.5 on POP cycles must be achieved twice a year, along with successful completion of year-long residency, passing all certification tests, retention rates and advancement of residents to fill teaching positions. Objective 2c: The program aims to set Teacher Residents on a path to long-term career success in education by providing them with a strong foundation of pedagogical knowledge, practical teaching experience, and ongoing professional support. Performance measures: TTESS Rubric w/16 subdomains to assess all aspects of teaching will be employed, along with walk through visits (4 unannounced) and 2 formal observations by University Site Coordinators. Performance Assessments (POP Cycles), will be used, including pre-assessment observation, observation and post observation conferences. Activities will assess candidates and identify areas for improvement. These formal assessments will generate professionalism scores and "Next Steps," which are required activities for improving teaching results. As the need for professional development arises, Teacher residents will have access to all local ECISD training opportunities.

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.

ECISD has already institutionalized much of the cost of staffing, supplies and materials for the residency program. Funds are still needed to pay the residents and host teachers. ECISD is requesting funding for a total of 10 residents at \$24,978 per resident for a total cost of \$249,978. For the proposed project, ECISD plans to use \$22,220 per candidate per candidate to defray the cost of the stipend for each Teacher Resident, (10 residentsX\$22,220=\$222,200). ECISD match this amount with \$3,500 (10 residentsX \$3,500=\$35,000) or more per candidate. The grant will \$1500 for each host teacher (10 host teachersX \$1500=\$15,000), which will be matched by the district (10 host teachers X\$1500=\$15,000). Subtotal for Grant= \$222,200 + \$15,000=\$237,200. Indirect costs are calculated at the negotiated rate for the 2023-24 school year for ECISD at 5.387% on the amount of \$237,200 or \$12,778. Total Grant Costs: \$249,978. Total Matching Costs for ECISD: \$50,000.

The remaining costs for the residency will be paid by the EPP and the district. In the future, we plan to continue to leverage funds from a variety of sources to cover the future costs of the program. At the district level, this will be done through collapsing of vacant positions and use paraprofessional salaries to help defray the costs of the residence program. As a Registered Apprenticeship Program for Teachers, we plan to request funds from Workforce Solutions of the Permian Basin, grants from the U.S. Department of Labor and the U.S. Department of Education to assist in defraying the cost of the stipends and the cost of tuition and fees for the residents.

Program Requirements**1. Describe your Strategic Staffing Design Year (2022-2023).**

- a. Who was part of the Design team from the LEA and EPP?
- b. What data did you use to inform design?
- c. To which model(s) did the LEA and EPP agree? How did they meet your instructional needs?

The Strategic Staffing Design Year (2022-23) was a time of collaboration between ECISD, TxCEE and UTPB, our EPP. Meetings occurred monthly with the EPP and ECISD, while quarterly meetings were held with other stake holders. Meetings focused on district needs, the implementation of Opportunity Culture, the preparation of teacher education candidates at the EPP; and, the use of the US PREP research and design elements. During this year, Ashley Osborne, who was the Executive Director of Talent Development, along with two staff members from the TxCEE organization led the design team. The team consisted of ECISD staff Ryan Merritt, Executive Director of Career and Technical Education; Debra Bynum, Director of Professional Learning; Cheryl Cunningham, Education & Training Teacher; and, Kyrsten Nall, Career & Technical Coordinator; UTPB Staff included: Dr. Larry Daniel, Dean of the College of Education; Lorraine Spikermann, Lecturer, College of Education; Dr. Eric Yeager, Executive Director of Teacher Education; Dr. Shelly Landreth, Assistant Professor of Literacy and Teacher Residency Site Coordinator; US Prep staff: Lynda Scott, Senior Regional Transformation Specialist. District data used to inform the design included district data on teacher shortages for the past five years; ECISD student demographic and student achievement information; data from the success of the Opportunity Culture Model; US Prep: data from the Residency Impact Report and other teacher preparation data, student data, university data; data from UTPB: Pipeline data for OC2UTPB in 3; Teacher Education Candidate data, certification data and data on teacher certification completers. ECISD and UTPB subsequently agreed on using the Residents as Release Time Support, Vacancy: Team Teaching Model, where a classroom is collapsed and two classrooms are combined. The mentor works side by side with the resident throughout the year. This helped to meet instructional needs by providing high quality Teacher Residents to work a full year with classrooms that would otherwise have had a teacher vacancy. The Multi-Classroom Leaders provided years of experience and expertise as mentors to the residents and other teachers in the Opportunity Culture Model. Every child had a permanent teacher and instruction was led by experienced mentors with the ability to impact student achievement and teacher preparation. This led to a reduction in teacher shortages, going from 350 vacancies to only 49 openings, a 90% decrease in staff openings.

Program Requirements (Cont.)

2. Describe your Strategic Staffing Implementation Year (2023-2024).

- a. Was the Implementation Year team different than the Design team? If so, why?
- b. What improvements did the LEA and EPP(s) make throughout implementation year to improve the residency experience for residents, host teachers, and principals?
- c. What improvements need to be implemented for the 2024-2025 school year?
- d. What percentage of residents will the LEA hire at the end of this year?

Goal One and the related objectives address the strategic staffing implementation for the current year.

Goal One: Prepare Effective Educators: The primary goal of the Teacher Residency Program is to prepare aspiring educators to become highly effective teachers who are capable of meeting the diverse needs of K-12 students in today's classrooms.

Objective 1a At least ten ethnically and socio-economically diverse residents will be recruited and prepared to Residents demonstrate a deep commitment to equity and inclusion in education, advocating for all students and actively addressing systemic inequities within their classrooms and schools under the guidance of an experienced mentor teacher and EPP supervisors.

Objective 1b Through participation in the teacher residency program, ECISD will prepare 10 new highly qualified, certified educators for the 2025-26 school year.

Objective 1c During the 2024-25 school year the residency program will bridge the gap between theory and practice by providing 10 residents with hands-on, real-world teaching experiences under the guidance of experienced mentor teachers through the Opportunity Culture model.

QUESTIONS:

A. During the implementation year (2023-24), the residency program and Opportunity Culture was implemented at 12 elementary schools, five middle schools and two, large, comprehensive high schools. Residents were placed at the beginning of the school year with a mentor, who served as a Multi-Classroom Leader in Opportunity Culture. Through this model, residents successfully completed their own university coursework, while serving as teachers serving a diverse, low-income student population. This resulted in residents gaining valuable teaching experience under the guidance of an experienced mentor, for a full year, while helping the district attain higher academic achievement at the target campuses.

B. The design team changed for 2023-24, due the resignation of Ms. Osborne; however, Jaime Miller was hired to replace her and began leading the implementation team. Ms. Miller's team consisted of Susan Hendricks, Director of Talent Development & Opportunity Culture; the same UTPB faculty; and, the same US Prep Staff. The addition of Ms. Hendricks to the team was important, as she oversees the placement and monitoring of the residency and Opportunity Culture. The UTPB faculty remained engaged and focused on the residents' success. Dr. Larry Daniel, Dean of Education resigned in December, 2023, so an Interim Administrator is working with the program until a permanent dean is hired. Improvements included using videos, lesson evaluation and reflection forms for resident self-evaluations. Additionally, CAPE standards were used to rank the dispositions of residents at key points in their experiences, while growth plans were implemented with struggling candidates. Meetings were held with MCLs and facilitated by the UTPB site coordinator to share data, informal, as well as formal observations and to communicate on topics like AVID, co-teaching and coaching strategies. Effective Practices for continual improvement were important in these discussions as well as in the more formal meetings with he implementation team. Teacher Residents may now participate in all ECISD staff development trainings free of charge. To enhance communication, a monthly newsletter was added, which is distributed to all stakeholders, including campus principals and mentor teachers. Once the Registered Apprenticeship Program was approved, Resident Teachers were invited to register as apprentices. C. Changes planned for the 2024-25 year including leveraging additional financial resources from opportunities afforded by the Registered Apprenticeship Program through grants and local Texas Workforce Commission support. Additionally, principals at the schools where residents will be places will interview the candidates and "hire" them through a simulated process, designed to mirror the actual hiring process for teachers in ECISD. This will help ensure a good fit for the resident and the campus. Efforts will be made to further engage the MCLs/mentors in discussions for continuous program improvement. D. ECISD plans to hire 100% of the current residents: in fact, most of them have already been hired for the 2024-25 school year.

Program Requirements (Cont.)

3. Sustainability Assessment - Please answer the following questions with consideration for existing funding at the LEA. Do not use Texas COVID Learning Acceleration Supports (TCLAS) data to answer the questions below.

- a. How many residents will the LEA place for the 2024-2025 school year?
- b. At what amount can the LEA sustain resident stipends? Host teacher stipends?
- c. What sources of funds will the LEA be using for residents? Host teachers?

Goal 3 and its related objectives are pursuant to sustainability of the Teacher Residency program. The program is essential to ECISD's recruiting of and employment of high quality teachers. The teacher shortage presents great challenges for districts like ECISD, that need diverse teacher candidates, prepared to provide a quality, equitable education to all students, regardless of culture, ethnicity and socio-economic status. Through the Opportunity Culture model, participating campuses have experienced exponential growth in student achievement and teacher retention in the district is increasing. The residency follows a Vacancy: Team Teaching model to fill teaching positions for ECISD.

Goal Three: To provide financial sustainability for the residency program.

Objective 3a. Funding for the Teacher Residency will be pursued from available apprenticeship grants from Texas Workforce Commission and the U.S. Department of Labor, Workforce Solutions of the Permian Basin WIOA funds and other potential funders for the Teacher Registered Apprenticeship Program.

Objective 3b: Through Opportunity Culture, vacant positions will be converted into funding for teacher residents and host teachers openings for Paid Year-Long Teacher Resident positions.

Objective 3c: ECISD will pursue external grant funding from private foundations, the U.S. Department of Education, The Texas Education Agency and other entities to sustain funding for the teacher residency program.

QUESTIONS:

A. ECISD plans to place at least 12 and up to 20 residents, depending on availability of eligible candidates from the EPP. Through this grant, we are requesting the maximum allowed of 10.

B. The LEA will use diverse funding streams to sustain the teacher residency program and to pay Multi-Classroom Leaders as "host teachers." As indicated in the objectives above, the sources of funding will include the TEA Sustainable Residency Continuation Grant and district allocations from converting vacant positions into funding for MCLs (host teachers) and teacher residents. ECISD plans on paying up to 20 residents a salary of at least \$25,700 for the 2024-25 residency year. Up to 20 host teacher stipends (MCL positions in Opportunity Culture) will be paid by at least \$1500 by the district, as required by the grant, which would match the \$1,500 per teacher for a total of \$3,000 (the MCLs stipends are typically higher than \$3,000).

C. By collapsing vacant positions and filling them with residents, supervised by a master teacher, the district can reduce the number of vacant positions, while ensuring consistent, quality education is provided ECISD students. Seven vacant teaching positions at an average salary of \$70,000 will be collapsed, making these funds available to assist with teacher residents and MCLs. In Opportunity Culture, MCLs oversee up to 4 classrooms and are paid up to \$20,000 in stipends for this work. A 5 year grant will be proposed in April, 2024 to the U.S. Department of Labor for the Registered Apprenticeship Program and funds may be available from this funding stream to assist with stipends for teacher residents and hosts if this grant is funded.

ECISD has been engaged with partners in implementing the Teacher Residency Program for the past three years. During this time, UTPB placed 12 residents in ECISD during the 2021-22 school year and 14 residents during the 2022-23 school year. For the 2023-24 school year, 16 resident teachers were placed in ECISD.

Program Requirements (Cont.)

- 4. Continued Implementation** - Please answer the following questions about the implementation of the residency designed for the 2024-2025 school year.
- What are the requirements for host teachers to receive their stipend?
 - Who at the LEA manages the residency program? If this person has other job responsibilities, how do they relate to residency?
 - What is your governance structure? Who is responsible for setting agendas for those meetings?

QUESTIONS:

A. Host teachers must be a multi-classroom leader, assigned to multiple classrooms in order to receive their stipends. They must perform all required duties by the Teacher Residency and Opportunity Culture Programs. They generally receive more than the minimum stipend required by the Teacher Residency Program for these services.

B. Jaime Miller, Executive Director of Talent Development, manages the Residency Program. Her other duties include oversight of all of the pathways to teaching through various pipeline programs, as well as overseeing talent development for current ECISD employees. The Apprenticeship program and Teacher Residency are of paramount importance to preparing high quality teachers for ECISD; thus, the supervision of the Teacher Residency Program must be done by someone of her caliber with the appropriate background, experience, talent and skills to effectively work within the district, with the EPP, TEA, Technical Assistance Providers; and, multiple external funders. Susan Hendricks, Director of Talent Development & Opportunity Culture oversees the placements and daily operations of the Teacher Residency Program. Her job duties are focused on the development and coordination of all of the teacher education pipelines in ECISD. All of the ECISD Teacher pipelines may lead to teacher residency for the candidates. C. A governance team meets quarterly to discuss the program data, issues and problems and opportunities for improvement. The goal of these meetings is to pursue effective practices in the Teacher Residency Program and to provide shared decision making among a diverse group of stakeholders that direct, guide and lead the program. The governance structure consists of stakeholders from various groups. From ECISD, Jamie Miller, Executive Director of Talent Development; Susan Hendricks, Director of Talent Development & Opportunity Culture; The Dean of the College of Education at the EPP, along with 3 faculty members; two representatives from TxCEE and, two U.S. Prep Staff. The Executive Director of Talent Development at the LEA and the Dean of Education at the EPP are responsible for creating the agendas for the quarterly meetings.

Governance Meetings Schedule for 2024-25:

Sept. 9th 4:30- 5:30

Nov. 11th, 4:30- 5:30

Feb. 10th 4:30- 5:30

May 12th 4:30- 5:30

UTPB and Talent Development Executive Director Meetings are held the first Tuesday of each month except in July. This group meets to discuss the day to day operations of the Teacher Residency Program. The topics include candidate recruitment, applications for employment and residency, placement of residents, progress of TR candidates, evaluation, hiring processes for teachers and other operational items. Additionally, university site coordinators and mentor teachers meet weekly via TEAMs and monthly via face to face site visits to address progress of residents, issues, concerns of host teachers and the school sites.

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