



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

NOGA ID

Authorizing legislation

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

Pre-award costs permitted from

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):

Applicant Information

Organization CDN ESC

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 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 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 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.

Pasadena ISD (PISD) is partnering with the University of Houston (UH) and teachHouston to implement a paid year-long teacher residency program that includes pay for the host/mentor teachers. The program's mission is to address teacher shortages in critical areas, develop and sustain a mutually beneficial relationship between the district and university partners, and support the district's overall mission of providing high-quality education to all students.

Pasadena ISD's specific needs include addressing teacher shortages at a minimum of two high-need schools and critical curriculum areas, including bilingual education, math, science, and English, and providing support for new teachers to ensure their success and retention within the district. The paid residency program directly addresses these needs by placing resident teachers in Title 1 schools with high-need student populations and in shortage curriculum areas.

The program offers a comprehensive approach to teacher preparation and support. Residents will participate in a paraprofessional/co-teach model, working alongside experienced host/mentor teachers. This model allows residents to gain valuable hands-on experience in the classroom while receiving guidance and support from seasoned trained educators. The paid aspect of the residency is crucial, as it enables residents to focus fully on their teaching practice without the need for a second job, which can often be a barrier to success in traditional unpaid internships.

PISD has a long-standing partnership with UH/UH teachHouston and a successful track record of placing year-long resident teachers in high-need areas since 2021. The grant funds will allow them to continue and expand this work during the 2024-2025 school year. The program's effectiveness is evident in the fact that PISD has already hired 19 teachers who have completed the current residency program. The immersive experience in PISD's procedures and culture has proven to be a significant factor in these teachers choosing to remain within the district, as they have grown to appreciate the support they receive.

Feedback from residents has further highlighted the program's positive impact. Through interviews, residents have shared that the paid internship allowed them to focus more on the art of teaching and provided more time for praxis, as they were not burdened by the need for a second job. This financial support is a direct result of the funding provided through the TCLAS Decision 5 grant for these resident positions, which has been instrumental in attracting and retaining high-quality candidates.

Through this multi-faceted approach, the program aims to create a sustainable pipeline of well-prepared, committed teachers who are equipped to make a lasting positive impact on the students and communities they serve within Pasadena ISD.

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.

The teacher residency program will be implemented through close collaboration between Pasadena ISD and the Educator Preparation Partner (EPP) partners (University of Houston and teachHouston). Current personnel involved with the program must have a Masters degrees and 15+ years of on-campus experience. The individuals have excelled in their previous campus positions and are district-level administrators. Key Pasadena ISD personnel are: 1) Associate Superintendent for Human Resources and the Executive Director of Human Resources (Existing Positions): These individuals will oversee grant administration, including budget management and securing matching funds. They will serve as liaisons, communicating project needs with district leadership. 2) Human Resources Coordinator (Existing Position): This position will coordinate between Pasadena ISD and the EPP partners. Responsibilities include identifying residency placement campuses, participating in resident selection, and leading recruitment/retention efforts. Martin Moffett (current Human Resource Coordinator, Ryan Pavone, and Michael Murray had the honor to present the yearlong Paraprofessional model at the U.S. Prep Strategic Staffing conference in San Antonio. It was an opportunity to enrich the teacher pipeline by sharing implementation experience with other districts/states. 3)Teacher Mentoring Coordinator (Existing Position): The Coordinator will direct the district's mentor teacher program. They will collaborate with EPPs on resident training, recruit/assign mentors, and provide professional development and is certified to train mentors in the co-teaching model by St. Cloud State University and TWH Consulting.

EPP personnel include: 1) Amber Thompson (Existing Position) from the University of Houston will oversee the EPP's residency implementation. She will facilitate resident recruitment, selection, and placement processes in coordination with the district. She will supervise resident training and field experiences. 2) Paige Evans (Existing Position) from teachHouston will parallel Dr. Thompson serving as the EPP's liaison managing resident program operations (recruitment, selection, placement, and participants oversight).

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?

The Program includes two concurrent goals -1)increasing institutional capacity by building a sustainable pipeline of well-trained teachers familiar with Pasadena ISD district/student culture who have high Pasadena ISD retention rates and 2) improving student achievement via the placement of resident teachers at high-need schools in hard to staff content areas ensuring resident teachers are available to provide targeted support where it is needed.

Objectives related to institutional capacity include employing an intensive paraprofessional/co-teaching model where residents are mentored by experienced host teachers and embedding professional development for host teachers to develop teacher leadership skills. Objectives related to student achievement include embedding student small group instructional support provided by resident teachers during clinical residencies and increasing teacher diversity to better represent the PISD student population by actively recruiting/selecting residents of color.

To accomplish these goals, the following strategies will be utilized: 1) Targeted recruitment strategies to attract teacher candidates of color; 2) Deliberate placement process to assign residents to high-need campuses/content areas; 3) Immerse residents in district initiatives and culture; 5) Robust training for host teachers; 6) Create opportunities for reciprocal learning between residents and hosts; 7) Provide coordinated support from the district and university (EPP); and 8) Establish consistent collaboration between Pasadena ISD and EPP University of Houston/teachHouston partners through regular meetings to ensure sustainability.

This approach aligns to the broader teacher pipeline at Pasadena ISD. Strategies address key educator workforce needs, improve outcomes for diverse students in high-need schools, and build a sustainable pipeline of high-quality teachers.

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.

Teachers who are well-prepared are most effective at improving student outcomes. Pasadena ISD will assess the effectiveness of the Residency program using the following performance measures related to student outcomes and aligned with the purpose of the Sustainable Residency Continuation grant "to sustain paid residencies in districts so they can recruit and develop highly effective educators before their first year as teacher of record in Texas."

*Improved student achievement: The PISD residency program team will analyze STAAR test scores and classroom grades for students taught by the residents as a measuring tool and compare the results to those of students taught by similar grade/subject-level teachers within the district or with different levels of experience. This data will help gauge the effectiveness of the program in preparing teachers to positively impact student learning.

*Student growth and progress: Measuring student growth and progress over time, using tools pre-and post-assessments, helps determine whether students taught by residents are making expected or accelerated gains in their learning, which can serve as an indicator of teacher effectiveness. These growth measures are particularly valuable in understanding teacher impact independent of student baseline achievement levels.

*Teacher evaluation ratings: During the first year of residency, the PISD residency program team will examine the evaluation ratings and feedback received by residents. With the T-TESS assessing teachers on multiple dimensions, such as knowledge of students, differentiation, managing student behavior, and professional development, the team can link strong performance on the evaluations for the residents to the assumption that the residency program has equipped teachers with the necessary skills and knowledge to succeed in the classroom.

Tools used to measure the performance measures related to student outcomes include resident teacher evaluations, STAAR test data, and, principal and resident interviews and surveys. To ensure project objectives and strategies are effectively implemented, the following processes will be employed: (1) Campus observations: Host teachers and administrators will conduct ongoing classroom observations of residents, providing real-time coaching and feedback; (2) Bi-annual interviews: Data from resident, host teacher, and principal interviews will guide improvements to the design of the current residency experience and identify areas where more support is required; and (3) Monthly data analysis: Residents will review student data to adjust instruction for better outcomes.

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.

All costs included in the proposed budget are reasonable and allowable and will enable Pasadena ISD to meet program goals. TEA Award funds will account for \$250,000 of the total program budget (10 Resident Teachers x \$25,000/resident). Pasadena ISD will provide \$50,000 in matching funds to supplement resident teacher compensation (\$35,000) and host teacher compensation (\$15,000). An indirect cost rate of 11.239% (\$28,098) will be claimed on TEA award direct costs.

*Payroll (6100): Costs in this category will be divided into two main items – Resident Teacher Compensation and Host Teacher Compensation. 1) Resident Teacher Compensation will account for a total of \$200,000. For each resident teacher, \$17,605.63 has been allocated as base pay (10 resident teachers x \$17,605.63 = \$176,056.34). Benefits for the resident teachers will be \$2,394.37 (13.6% [12.15% Federal TRS rate + 1.45% Medicare rate]) of base pay per teacher for a total of \$23,943.66. TEA funds will account for \$165,000 of resident teacher payroll costs and Pasadena ISD match funds will account for \$35,000 in resident teacher payroll costs. Combined, these costs will allow the program to meet both goals of increasing institutional capacity by building a sustainable pipeline and improving student achievement through the placement of resident teachers at high-need schools in hard to staff content areas. 2) Host Teacher Compensation will account for a total of \$30,000. For each host teacher, \$2,640.85 has been allocated as base pay (10 host teachers x \$2,640.85 = \$26,408.45). Benefits for the host teachers will be \$359.15 (13.6% [12.15% Federal TRS rate + 1.45% Medicare rate]) of base pay per teacher for a total of \$3,591.55. TEA funds will account for \$15,000 of host teacher payroll costs and Pasadena ISD match funds will account for \$15,000 in host teacher payroll costs. Combined, these costs will allow the program to meet the goal of increasing institutional capacity by building a sustainable pipeline.

*Professional and Contracted Services (6200): Cost allocated to this budget category include contracted services with the Region 4 Educational Service Center at a cost of \$20,000. Region 4 ESC will provide support with: 1) Yearlong governance assistance between the LEA and EPP; 2) Two site visits, one each semester; and 3) Data collection (stakeholder interviews and data disaggregation).

*Supplies and Materials (6300): Costs allocated for this budget category include general supplies and materials to support Pasadena ISD meetings with host teachers, resident teachers, university partners, and other stakeholders. Items may include, but are not limited to: paper, pens, folders, office supplies, and other items required to successfully implement meetings and trainings. The total cost of this budgeted to this category is \$1,502.

*Other Operating Costs (6400): Costs allocated for this budget category include travel and expenses to the Texas Strategic Staffing Conference for a total of \$20,400. Hosted by US Prep, the tentative conference date is March 2025. Pasadena ISD has budgeted to send five host teachers and two administrators at a cost of \$11,900 as well as five resident teachers at \$8,500 or approximately \$1,700 per person. This cost includes conference registration, hotel/lodging, travel/mileage, and a daily per diem at approved state rates.

*Debt Services (6500) and Capital Outlay (6600): No costs have been allocated for these budget categories.

Currently, Pasadena ISD has two programs that may be considered similar to the Sustainable Residency Program. The first is TCLAS 5E – Residency Program Support, of which the Sustainable Residency program will be a continuation. Estimated funds allocated/awarded for year 3 (23-24) of TCLAS 5E are \$725,796.47. The second is Pasadena ISD’s RISE program (Retaining Instructors through Support and Education). The RISE Program is Pasadena ISD’s New Teacher Induction Program. The RISE goal is to help new teachers rise to their maximum potential through training, classroom support, and mentorship. Estimated funds allocated for this program for the 23-24 school year are \$437,745.

The program budget will be monitored closely by members of the implementation team, led by Martin Moffett. Technical assistance will be provided by Pasadena ISD’s Grants Compliance Coordinator and an assigned Grant Accountant. Together, these individuals will work together to monitor spending and payments to ensure budgeting is within allowable local, state, and federal parameters. Additionally, the implementation team will monitor qualitative and quantitative performance measures to determine if any updates are needed. Should related budget adjustments be required, technical assistance will monitor qualitative and quantitative performance measures to determine if any updates are needed. Should related budget adjustments be required, technical assistance will once again be provided to guide changes for accuracy and allowability.

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?

Program design activities for Pasadena ISD followed a "Road Map for Design Year" plan and consisted of multiple Design Sessions with the EPP (University of Houston/Teach Houston and the TA (Region 4 ESC). Initial Design Sessions reviewed Pasadena ISD needs intended to be addressed by paid residencies (shortages in high need areas like Special Education, 7-12 ELAR, 7-12 Math, and 5-6 Bilingual); general implementation goals; and how the Paid Residency Model supports Pasadena ISD's overall strategic plan, vision, and mission. Early Design Sessions I also reviewed Goal Setting, Strategic Staffing, Stipend Ranges, and School Selection Strategies. Subsequent Design Sessions included, but were not limited to, discussion and development of Job Descriptions, Parameters, Principal Launch, Resident/Mentor Selection Components, and Selection Process Timelines.

Specific members of the Design Team from Pasadena ISD were Bobbye McCain (Associate Superintendent of Human Resources), Martin Moffet (Coordinator of Human Resources), Annette Stubbs (Coordinator of Mentoring), Derek Gillard (Executive Director of Business Services), Andrea Wenke (Principal South Houston High School), Patrick McCoy (Assistant Principal South Houston High School), and Ryan Pavon (Principal Jessup Elementary). Members from the University of Houston/teachHouston were Amber Thompson and Paige Evans.

Data used to inform the design process and final model choice included: district hiring patterns and staffing needs; campus demographics (i.e., demographics of the selected high school campuses and feeder pattern campuses serve higher populations of at-risk students and have an overall lower socioeconomic status); resident stipends before and with TCLAS funds as well as data on how other professions compensate residents; state and UH resident graduation requirements; how Universities use application and interview data to select residents; and how District and campus administration use video interviews and written question submissions for resident placement.

After reviewing the design sessions, available data, TA input, and other assessment information, PISD and UH/teachHouston decided on the Paraprofessional Model/Co-Teach Model. This model was determined to best meet the instructional needs of Pasadena ISD by its ability to increase small group instruction; increase 1:1 instruction; and add to grade/content level PLCs and GLTs.

Ultimately 23 residents (and mentor/host teachers) were selected to participate during the 22-23 school year at five different schools: Kruse Elementary, DeZavala Middle School, Jackson Intermediate, Pasadena High School, and South Houston High School. Out of the 23 residents: 6 were placed at Kruse Elementary, teaching all subjects in Pre-K through 4th grade; 6 were placed at DeZavala Middle School, teaching a combination of ELAR, Math, Science, and Social Studies in 5th and 6th grade, including bilingual classes; 4 were placed at Jackson Intermediate, teaching Math and ELAR in 7th and 8th grade; 3 were placed at Pasadena High School, teaching ELAR and History in 9th, 10th, and 11th grade; 4 were placed at South Houston High School, teaching Dance, Math, and Science in 9th through 12th grade. After completing their residency, 9 out of the 23 residents for the 22-23 year were hired as teachers within PISD at various campuses, including Kruse Elementary, Jensen Elementary, Garfield Elementary, DeZavala Middle School, Jackson Intermediate, Parkview Intermediate, and Pasadena High School.

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?

Following the success of the 22-23 residency program, Pasadena ISD once again was thrilled to place another 23 residents for the 23-24 school year at five different schools: Mae Smythe Elementary, Pomeroy Elementary, Bobbye Shaw Middle School, Southmore Intermediate, and Sam Rayburn High School. Out of the 23 residents: 2 were placed at Mae Smythe Elementary, teaching all subjects in 1st and 2nd grade; 6 were placed at Pomeroy Elementary, teaching all subjects in PreK through 4th grade; 6 were placed at Bobbye Shaw Middle School, teaching a combination of ELAR, Math, Science, and Social Studies in 5th and 6th grade; 4 were placed at Southmore Intermediate, teaching Math and Science in 7th and 8th grade; and 5 were placed at Sam Rayburn High School, teaching ELAR, Science, and Math in 9th, 11th, and 12th grade.

There were slight alterations to the 23-24-year team to reflect the differing needs during the 23-24 school year. To ensure financial and accounting accuracy of the program design, the initial team included representation from Pasadena ISD's Finance Department (Derek Gillard). Similarly, the 22-23 year team included representation from principals and administrators at different campuses and grade levels in order to gather vital input from multiple campus sources (Andrea Wenke, Patrick McCoy, and Ryan Pavon). While the Financial Department and Campus Representatives continued to play a vital role, they were no longer included as a part of the core implementation team for school year 23-24. One addition was also made to the 23-24 team. Mikie Escamilla, Executive Director of Human Resources) came on board to provide additional support. Team members from the University of Houston/teachHouston remained the same.

Alterations and improvements were also made throughout the 23-24 school year to improve the residency experience for residents, host teachers, and principals. New campuses were added for the 23-24 school year to spread out the benefits to more school across the district. Beginning of the year meetings with residents and host teachers were also upgraded based on feedback and assessments of the previous years. Similarly, end of year surveys were expanded and adjusted to better represent resident and host teacher experiences as well as improve the accuracy and relevancy of data collected to inform future years. Campus walkthroughs allowed the implementation team and leadership to increase observation and feedback while also providing residents with additional access to leadership, and thereby improving the comfort and cohesiveness of the program.

In a continuing effort to provide the best program possible for residents, host teachers, and students, a series of upgrades are planned for the 24-25 school year. Regarding improvements for host/mentor teachers, updates to mentor stipends and mentor training are planned. For teacher residents, additional opportunities for observation outside of the host classroom are planned to provide a broader perspective and learning landscape for these future educators.

Overall, Pasadena ISD is proud to have been able to hire 19 teacher residents as full-time teachers since the beginning of the program for a retention rate of 83%. As the Houston-Galveston area comprises a very large geographic distance, the long commute was often a factor in residents choosing other positions.

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?

Pasadena ISD (PISD) is committed to sustaining its teacher residency program for the 2024-2025 school year, even without relying on Texas COVID Learning Acceleration Supports (TCLAS) data. The district recognizes the importance of investing in the development of aspiring educators and supporting the mentorship provided by experienced host teachers.

For the 2024-2025 school year, PISD plans to place between 10 and 20 resident teachers in the residency program. This range allows the district to maintain a manageable cohort size while ensuring that the program can effectively support the growth and development of each resident teacher. The exact number of residents placed will depend on various factors, such as the availability of qualified candidates, the capacity of participating schools, and the specific needs of the district.

In terms of financial sustainability, PISD is prepared to provide stipends for 10 resident teachers and 10 host teachers using local funds. The district understands the importance of offering competitive stipends to attract and retain high-quality candidates for both roles. By allocating local funds for these stipends, PISD demonstrates its commitment to the long-term success and stability of the residency program.

The specific amount of the stipends for resident teachers and host teachers will be determined based on the district's budget and financial resources. PISD will strive to offer stipends that are competitive with other teacher residency programs in the region and that adequately compensate participants for their time, effort, and dedication to the program. The district will also consider factors such as the cost of living in the area and the additional responsibilities taken on by host teachers in their mentorship roles.

To fund the stipends for both resident teachers and host teachers, PISD will rely on local funds. The district recognizes the value of investing in the professional development of its educators and is committed to allocating the necessary resources to support the residency program. By using local funds, PISD ensures that the program remains sustainable and can continue to operate effectively, even in the absence of external funding sources such as TCLAS.

The decision to use local funds for the residency program reflects PISD's long-term vision for building a strong and effective educator workforce. By investing in the development of aspiring teachers and supporting the mentorship provided by trained experienced educators, the district aims to enhance the quality of instruction in its schools and improve student outcomes. The use of local funds also allows PISD to have greater flexibility and control over the program's implementation, ensuring that it aligns with the district's specific needs and priorities.

In addition to the stipends, PISD will also provide other resources and support to ensure the success of the residency program. This may include professional development opportunities, access to instructional materials and technology, and ongoing guidance and feedback from program coordinators and district leaders. By creating a comprehensive and supportive environment for resident teachers and host teachers, PISD aims to foster a culture of continuous learning and growth within its educator community.

Overall, PISD's commitment to placing 10-20 resident teachers, providing sustainable stipends for 10 resident teachers and 10 host teachers, and using local funds to support the program demonstrates the district's dedication to investing in the future of its educator workforce. By prioritizing the development and mentorship of aspiring teachers, PISD is taking proactive steps to ensure that its students have access to high-quality instruction and that the district can continue to attract and retain talented educators in the long term.

Program Requirements (Cont.)

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

At Pasadena ISD, host teachers must meet the following requirements to receive their stipend:

- *Teaching Experience: Host teachers must have a minimum of 3 years of teaching experience, ensuring they have the expertise and skills to effectively mentor resident teachers.
- *Host Teacher Training: Host teachers must complete a specific training program that covers mentoring strategies, communication techniques, providing feedback, and supporting the professional growth of resident teachers.
- *Recommendation from Campus Administrator: Host teachers must receive a recommendation from their campus administrator, endorsing their ability to take on mentoring responsibilities based on factors such as instructional effectiveness, leadership skills, and professionalism.
- *Attendance: Host teachers are expected to maintain consistent attendance throughout the residency program to provide ongoing support and guidance to resident teachers.

The stipend serves as compensation for the additional responsibilities and time invested by host teachers in supporting the professional development of aspiring educators. The specific details of the stipend may vary depending on the program's policies and budget.

Two key individuals manage the Pasadena ISD residency program:

- *Coordinator of Mentoring: The Coordinator of Mentoring provides guidance and support to resident teachers and host teachers. In addition to their focus on residency, the Coordinator of Mentoring may have other responsibilities that complement their role, such as developing professional development opportunities for mentors, collaborating with campus administrators, and fostering partnerships with universities and stakeholders.
- *Coordinator of Human Resources: The Coordinator of Human Resources oversees the residency program's day-to-day operations and ensures that it aligns with the district's talent acquisition and retention strategies. This individual has responsibilities related to the program, such as recruiting and selecting resident teachers, collaborating with the Coordinator of Mentoring to match resident teachers with host teachers, and managing administrative aspects of the program.

The combined expertise and dedication of these individuals contribute to the overall success of the residency program and align with the district's commitment to developing a strong and effective educator workforce.

The governance structure for the residency program at Pasadena ISD involves key stakeholders who collaborate to ensure the program's success. The Coordinator of Mentoring and the Coordinator of Human Resources work closely with district leadership, campus administrators, and university partners to oversee the program's implementation and make strategic decisions. The Coordinator of Human Resources is responsible for setting agendas for meetings related to the recruitment, selection, and placement of resident teachers, as well as administrative matters such as contracts, stipends, and benefits.

Both coordinators collaborate with district leadership and other stakeholders to ensure that the residency program aligns with the district's goals and priorities. They also seek input from campus administrators and university partners to continuously improve the program and address any challenges that may arise.

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