



Organization: ECTOR COUNTY ISD  
 Campus/Site: N/A  
 Vendor ID: 1756001362

County District: 068901  
 ESC Region: 18  
 School Year: 2023-2024

SAS#: TSSGAA24

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

### General Information GS2000 - Certify and Submit

Due: 04/02/2024 11:59 PM  
 Application Status: Submitted

Amendment #: 00  
 Version #: 01

Description	Required	Status	Last Update
<b>General Information</b>			
GS2100 - Applicant Information	*	Complete	02/16/2024 03:55 PM
GS2300 - Negotiation Comments and Confirmation		New	
<b>Program Description</b>			
PS3013 - Program Plan	*	Complete	03/08/2024 08:05 AM
PS3014 - Program Narrative	*	Complete	03/27/2024 10:02 AM
<b>Program Budget</b>			
BS6001 - Program Budget Summary and Support		Complete	03/12/2024 06:44 AM
BS6101 - Payroll Costs		Complete	03/18/2024 11:03 AM
BS6201 - Professional and Contracted Services		Complete	03/18/2024 11:04 AM
BS6401 - Other Operating Costs		Complete	03/18/2024 11:04 AM
BS6501 - Debt Services		Complete	03/18/2024 11:04 AM
BS6601 - Capital Outlay		Complete	03/18/2024 11:04 AM
<b>Provisions Assurances and Certifications</b>			
CS7000 - Provisions, Assurances and Certifications	*	Complete	03/07/2024 04:09 PM

#### Certification and Incorporation Statement

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations; application guidelines and instructions; the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules submitted. It is understood by the applicant that this application constitutes an offer and, if accepted by the Texas Education Agency or renegotiated to acceptance, will form a binding agreement.

#### Authorized Official

Select Contact:  or

First Name: Deborah Initial: Last Name: Ottmers Title: Chief Financial Officer

Phone: 432-456-9499 Ext: E-Mail: deborah.ottmers@ectorcountysd.org

#### Submitter Information

First Name: Deborah Last Name: Ottmers

Approval ID: deborah.ottmers Submit Date and Time: 03/28/2024 01:26:52 PM



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

**General Information  
 GS2100 - Applicant Information**

**Part 1: Organization Information**

A. Applicant		
Organization Name: ECTOR COUNTY ISD		
Mailing Address Line 1: P O BOX 3912		
Mailing Address Line 2:		
City: ODESSA	State: TX	Zip Code: 79760

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

**Part 2: Applicant Contacts**

A. Primary Contact			Select Contact:	Select One	or	Add New Contact
First Name: Jaime	Initial:	Last Name: Miller				
Title: Executive Director of Talent Development						
Telephone: 432-456-0081	Ext.:	E-Mail: jaime.miller@ectorcountyisd.org				

B. Secondary Contact			Select Contact:	Select One	or	Add New Contact
First Name: Susan	Initial: M	Last Name: Lara				
Title: Grant Writer						
Telephone: 432-456-0074	Ext.:	E-Mail: susan.lara@ectorcountyisd.org				



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

### Program Description PS3013 - Program Plan

#### A. Standard Statutory/Program Assurances

1. The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances. Selecting all assurances is required.
- The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this IDC will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
  - The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
  - The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program Program Guidelines.
  - The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
  - The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 Texas Administrative Code (TAC) 206, 1 TAC Chapter 213, Federal Section 508 standards, and the Web Content Accessibility Guidelines (WCAG) 2.0 level AA.

#### B. Program Assurances Regarding Applicant-EPP Partnership

1. The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances. Selecting all assurances is required.
- A. The applicant must assure that they have a signed letter of commitment with an educator preparation program included on the Vetted Teacher Residency Program list. The letter should confirm the partnership with the applicant for year-long residencies, and the EPP's commitment to strategic staffing efforts and partnership responsibilities outlined in the grant assurances.
  - B. The applicant must assure that they will hold structured governance meetings with their EPP partner at least quarterly to analyze teacher resident data and develop plans for teacher residency continuous improvement during the SY 25-26 residency implementation year.
  - C. The applicant must assure that they will provide preferential hiring, to the greatest extent possible, to teacher residents who have successfully completed the teacher residency program and received standard certification.
  - D. The applicant must assure that they will report the following data to TEA during the SY 25-26 grant implementation year: I. Number of teacher residents participating in the year-long teacher residency, II. Demographics of teacher residents participating in the program, III. Number and type of teacher certifications awarded to teacher residents IV. Selected staffing models implemented



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

### Program Description PS3013 - Program Plan

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

##### Assurances

1. The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances. Selecting all assurances is required.
  - A. The applicant and their EPP partner(s) assure to sign a letter of commitment or an established memorandum of understanding (MOU) with the regional Texas Strategic Staffing technical assistance provider or, where necessary, TEA appointed technical assistance provider.
  - B. The applicant must assure that the lead point-person would be engaged in all the strategic staffing responsibilities during the design and implementation year, including coordinating with other key district/charter leadership at various points of the design process, and manage implementation year.
  - C. The applicant must assure they will work closely with a technical assistance provider for the 24-25 and 25-26 school years to make key decisions and design structures that enable internal capacity to continue the strategic staffing models without the support of the technical assistance provider in SY 2026-2027 and beyond.
  - D. The applicant and their partner EPP(s) must assure they will set shared goals for district/charter paid resident placements in mutually beneficial staffing model positions.
  - E. The applicant and EPP partner must assure that the teacher resident year-long clinical teaching assignment provides candidates with one full school year of clinical teaching, to include the first and last day of school, in a classroom with a qualified host teacher in the classroom teaching assignment(s) that matches the certification category sought by the candidate. The residency must include a minimum of 750 hours in total, with a minimum of 21 hours per week during a school week that does not include closures or disruptions, and the program must document reduced clinical experience hours during weeks with closures or disruptions. (Please note: Updates to this requirement may occur pending State Board of Educator Certification (SBEC) revisions to Texas Administrative Code establishing rules for vetted residency programs. Requirements for the residency experience will align with any rules adopted into TAC for 24-25 or 25-26.)
  - F. The applicant and EPP partner must assure that they will provide training and support in mentorship and co-teaching best practices for host teachers.
  - G. The applicant and EPP partner must assure that they will adhere to all educator preparation program requirements in the Texas Administrative Code (TAC).
  - H. The applicant must assure that a designated team of district/charter, campus, and partner EPP-level leaders will actively participate in strategic staffing model training and technical assistance support activities beginning in SY 2024-2025. The designated team must include at least one district/charter and EPP-level leader and a selected set of leaders from each campus on which teacher residents are placed.
  - I. The applicant and EPP must attend sustainability meetings with their technical assistance provider each semester of SY 2025-2026 implementation year in order to determine sustainable strategic staffing model and funding sources after the life of the grant.
  - J. The applicant must assure that they will design and implement a strategic staffing model plan that will ensure that the teacher residency model will be sustainable, fully-funded by district/charter dollars, by SY 2025-2026. The plan must include sustainable funding for teacher resident stipends/salaries.

#### D. Program Assurances Regarding High-Quality, Sustainable Residency Funding

1. The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances. Selecting all assurances is required.
  - A. The applicant must assure that they will provide each teacher resident placed within the district/charter a stipend. Districts/Charters will work with their EPP to mutually agree on a stipend amount. The minimum recommended stipend amount per resident is \$10,000-\$12,000 per year; districts and EPPs should make a good faith effort to get as close as possible to (or higher than) the recommended stipend amount.
  - B. The applicant must assure that they will allocate and use the residency and strategic staffing implementation funding specifically for program specific requirements.



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

### Program Description PS3014 - Program Narrative

Please include complete responses for each question below.

#### A. Summary of Program

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

The Ector County ISD (ECISD) located in Odessa, TX, serves an ethnically diverse population of 33,500 students, where 65% of students are low-income, with 63% 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 various pathways to certification resulting in highly qualified teachers to meet its teacher shortage. In the fall of 2019, there were 356 teacher vacancies, while in September, 2023, there were 49 teacher vacancies, with a "teacher fill rate" of 96%. This reduction in vacancies is due greatly to various pathways to teaching through Odessa College (OC) and The University of Texas of the Permian Basin (UTPB), an approved EEP for teacher residency. In 2023, ECISD was approved through the U.S. Department of Labor as a registered Apprenticeship Program for teachers, offering new opportunities.

ECISD employs around 2,000 teachers each year, including 400-500 new hires. A critical teacher shortage is mitigated through "Opportunity Culture" a Residents as Release Time Support strategic staffing model, filling vacancies through team teaching. A Multi-Classroom Leader (MLC), oversees instruction for large groups of students, using residents as "instructional facilitators." Residents serve for a full year in paid residencies/apprenticeships, helping offset living expenses Currently, apprentices serve as paraprofessionals while preparing for residency.

#### B. Qualifications and Experience for Key Personnel

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

The Executive Director of Talent Development has 23 years of experience as a teacher, principal, curriculum director and ED of Talent Development. She holds a Masters degree in Educational Leadership and is a certified teacher and administrator in the State of Texas. She possesses strong leadership, critical thinking, communication and problem solving skills. She will work closely with and supervise the activities of the Coordinator of Talent Development who oversees other aspects of the residency program. She is experienced in recruiting and developing outside agencies and external funding models for talent development. This level of skill is needed for the next phase of strategic staffing in ECISD. This is an existing position.

#### C. Goals, Objectives and Strategies

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

Goal One: ECISD will develop a sustainable financial plan for funding up to 50 registered apprentices enrolled in the teacher residency program by May, 2026.

Objective 1a: By May, 2026, ECISD will produce a high-quality, fully funded model for apprentices, who register with the Department of Labor as early as age 16 (through Future Teachers of Odessa), completing a bachelor's degree and teacher certification, including a year-long residency with a highly effective mentor teacher.

Objective 1b: By May of 2025, ECISD, UTPB and Region 18 ESC TxCEE will review and revise the Teacher Residency implementation model to ensure the apprenticeship and pre-apprenticeship (high school students under age 16) models are effectively coordinated into the residency program.

Goal Two: ECISD and its partners OC, UTPB and Region 18 TxCEE will prepare a recruitment strategy to attract highly qualified apprentices for the Teacher Residency Program through its Future Teachers of Odessa program for high school students and the incorporation of paraprofessionals employed by the district.

Objective 2a: ECISD and UTPB will advertise Teacher Resident and Apprenticeship positions to teacher education candidates, working toward bachelor's degrees and certifications, using strategies such as: targeted email to ECISD (con't. in next box)

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

paraprofessional employees & substitute teachers; posting information in the UTPB Career Services Office Career software; advertisement through Future Teachers of Odessa; posting information in the UTPB Career Services Office Career software; advertisement through Future Teachers of Odessa; posting openings on various job opportunity sites, such as Texas Workforce's "workintexas.com;" posting announcements on the district website; and, individual advising of sessions at UPTB.

Objective 2b: ECISD and UTPB will provide public information about the program by hosting group information meetings,(both virtual and face to face); posting program brochures and handbooks on their website; by emailing detailed information to interested candidates; and finally, through meetings with candidates individually or in small groups.



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### Program Description PS3014 - Program Narrative

#### D. Performance and Evaluation Measures

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

Performance measures for residents include: demonstrating a strong working knowledge of subject matter in the areas to be taught, and analysis of student achievement data to guide and plan instruction. Additionally, planning, developing and implementing lesson plans that reflect continuity of instruction, providing for small and large groups; and, recognizing individual and group differences are critical performance measures. Other desired outcomes are to maximize student learning, apply technology as a teaching tool, demonstrate effective classroom management skills, good written & oral communication and; perform the duties and responsibilities of a teacher, including addressing issues of diversity and equality. As a part of their assessment residents compile a portfolio of artifacts to demonstrate required competencies, which is submitted to the university. ECISD apprentices who are completing their year of residency will be evaluated and mentored by fully certified, multi-classroom leaders (MLC) and university faculty members. High school students and paraprofessionals will register as apprentices and will receive feedback as well. Frequent, rigorous feedback, including walk-throughs, examination of lesson plans, discussions related to planning, instruction, classroom culture, self-evaluation and goal setting are used. Formal evaluation through the Texas Teacher Evaluation and Support System (T-TESS) is used to evaluate resident teachers and to clarify expectations.

#### E. Budget Narrative

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

Funds are requested to pay a portion of the Executive Director for Talent Development to continue to incorporate the apprenticeship activities into preparing candidates for the teacher resident experience. This includes developing a financially sustainable, high quality model, that will start with apprenticeships as the future teachers enter college (giving a longer development time frame) and ending with a full year teacher residency and fully certified teachers prepared to be "classroom equipped" for ECISD students. Funding is being pursued through the U.S. Department of Labor to assist in sustaining the Apprenticeship and Residency programs. Pursuant to this model, the grant funds will be used to pay for 30% of the salary and fringe benefits of the Executive Director for Talent Development for the 2024-25 and 2025-26 school year.

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

NA



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

### Program Description PS3014 - Program Narrative

#### F. Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. This section takes the place of the budget schedules during the initial submission process. If selected for award, applicants will be required to budget planned expenditures in the budget schedules provided by eGrants during negotiations.

1. Payroll Costs-Include a description of the cost(s) and a dollar amount. If you will not be budgeting in this class/object code, please enter "N/A" or "\$0."

ECISD requests \$75,900 for salaries and benefits to pay a portion of the Executive Director of Talent Development's 2024-25 and 2025-26 compensation to further the building of the apprenticeship model, leading to teacher residency, which will enhance recruiting for the residency program as well as ensure new revenue streams for the residency and teacher apprenticeship program. Her efforts will include pursuing external funding sources and leveraging those sources with local funding. She will promote the residency/apprenticeship model with state and national leaders in teacher apprenticeships as well as with the Texas Education Agency and local intermediaries.

2. Professional and Contracted Services-Include a description of the cost(s) and a dollar amount. If you will not be budgeting in this class/object code, please enter "N/A" or "\$0."

NA

3. Supplies and Materials-Include a description of the cost(s) and a dollar amount. If you will not be budgeting in this class/object code, please enter "N/A" or "\$0."

NA

4. Other Operating Costs-Include a description of the cost(s) and a dollar amount. If you will not be budgeting in this class/object code, please enter "N/A" or "\$0."

Indirect costs are requested at the negotiated, restricted rate of 5.387% for a total of \$4089.

5. Total Grant Award Requested- Be sure to include the sum of the amounts in all class/object codes and any administrative costs in this total. Only a dollar amount will be accepted for this answer.

79,989



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### Program Description PS3014 - Program Narrative

#### G. TEA Program Requirements

1. 1. Description of instructional and talent development needs and strategies: The program elements describe how teacher residencies will be made sustainable through strategic staffing models where residents support other instructional needs in the district/charter, such as substitute teaching or para-professional responsibilities (among other options). Describe the instructional and talent pipeline needs of your LEA. a. What vacancies (if any) exist in your district? b. What other instructional needs exist? How could residencies address this issue? (e.g., Tutoring support, small group Tier I support, etc.) c. How do paid teacher residencies fit into your broader talent strategy this year? For the next five years?

A. In ECISD, there is an ongoing demand for teachers, tutors, paraprofessionals, and substitute teachers. In October of 2023, these positions were unfilled: 42 teachers and 104 paraprofessionals and a plethora of substitute teachers are needed. B. ECISD needs residents from diverse populations to mirror its own student diversity (80% Latino, 4% African-American, 14% White and 2% other). High quality teachers, high impact tutors & instructional paraprofessional apprentices are needed to instruct small and large groups in the Opportunity Culture model. Around 25% of substitute teacher requests go unfilled and the need is growing. UTPB, a Hispanic Serving Institution, is an approved EPP and shares the goal of high-quality teacher preparation through paid apprenticeships and year-long residencies, addressing diversity and excellence in instructional practices. C. Talent pipelines include pre-apprentices and apprentices for high school students and paraprofessionals. After meeting qualifications, these candidates become registered apprentices and are eligible for a variety of leveraged financial and educational support from various entities. In the last year of educator preparation, the candidates move into the teacher residency and work under multi-classroom leaders. The apprenticeship program will recruit pre-apprentices from ECISD high school Future Teachers of Odessa dual credit (Con't. in box below)

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

program & move them into paid, Registered Apprenticeships, serving as paraprofessional type employees in the Opportunity Culture model for next two years and finally, serving as residents for a year. The next five years includes a stronger recruiting effort at the high schools, community college and among university freshmen, with an effort to engage potential teachers in paid apprenticeships using the Opportunity Culture model, while strengthening the Registered Apprenticeship working as paraprofessionals and eventually teacher residencies. This strategy will strengthen the candidates and better prepare them for the residency year, enhancing chances of retaining them on a long term basis. The program will be sustained by building a diversity of funding from various sources, including tapping into apprenticeship funding available from city development funds, Texas Workforce Board, Permian Basin Workforce Solutions, U.S. Department of Labor, Texas Education Agency and other funders.

3. 2. Commitment of local resources: Please review the Program Elements section of the program guidelines. How will you, alongside your partner EPP, commit resources and time to 1) the year-long design process and 2) the implementation support year? Please share the following information: a. Who from the district/charter will be leading this work? Is their role a new or existing one? b. How does their role fit into broader talent management at your district? c. How will you track and maintain evidence of this district/charter lead's time? d. What will the person in this role do after the grant ends? How might you fund this role after the grant ends?

1. ECISD and its partner EEP, UTPB, will commit to designing a sustainable model for the Teacher Residency program, along with the Registered Apprenticeship Program for Teachers and input from US PREP and Region 18 ESC -TxCEE, the technical assistance provider. Broadening the recruitment process, building a financially sustainable model and fully implementing the Apprenticeship model have been discussed with TxCEE. This will assist ECISD and UTPB in preparing for the 2024-25 school year with fidelity to the Teacher Residency program and related apprentices. 2. Three future all day meetings will be scheduled for each school year (24-25 & 25-26), with 4-5 virtual 1-2 hour meetings scheduled throughout two year period. A. The lead for the project is the Executive Director for Talent Development. B. She will be responsible for scheduling these planning sessions, keeping minutes, communication logs between meetings and facilitating the needs of ECISD students, apprentices, apprentice funding opportunities, resident teachers and multi-classroom leaders impacted by the Teacher Residency Program. C. Time and effort tracking will be done by the Payroll department through standardized reporting procedures for time and effort, with input on duties and activities from the Executive Director of Talent Development. Logs of activities, minutes of meetings and planning documents will serve as further evidence of time and effort toward the Teacher Residency Program.

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

D. The existing, already funded, Executive Director of Talent Development (EDTD) oversees all of the talent development activities for the district. She ensures all directors and coordinators of talent development assist in providing observation data and reports to inform professional learning strategies, logistics of New Teacher Orientation, induction-year development, and supporting teachers in various certification pipelines, including teacher residency, apprenticeship, certification test preparation and collaboration with the EPP, Technical Assistance Providers and consultants. A director, whose position is already funded for this program is already employed and will continue the duties of overseeing the restructured program, after the EDTD completes oversight of the restructuring.

5. 3. Description of partnership foundations: Applicants may have one or more EPP partners from the 2023-2024 Vetted Teacher Residency Program List (link located on TEA Grant Opportunities page). Please list your partner(s) and the following partnership foundations information: a. If applicable, how many years have you been engaged in a residency partnership? If the EPP partnership is new, how did your LEA staff decide to partner with this EPP? b. If applicable, how many residents have you placed each year of that partnership?

The University of Texas of the Permian Basin is an approved Educator Preparation Program (EPP) the ECISD provider for the residency program. UTPB offers bachelor's degrees and teaching certification in a variety of areas and is fully committed to supporting the Apprenticeship Program for the full four years of college. The partnership has existed for four years and the decision to collaborate was based on UTPB being an approved EPP for the Teacher Residency Program, guided by its participation in US PREP, a coalition of universities' teacher preparation model. A shared leadership council in US PREP helps universities and school districts process planning for 14 essential teacher preparation components, focused mentoring, best practices, integration of clinical experience & coursework; and a coherent vision for teaching and partnerships. Placements include 12 residents during the 2021-22 school year, 14 residents during the 2022-23; and 16 residents during the 2023-24 school year. We hope to place even more during the 2024-25 school year.





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### Program Description PS3014 - Program Narrative

6. c. If applicable, describe your practices for shared governance, or the review of residency program data to inform shared decision-making about teacher candidate and host teacher supports. How often do you meet with your EPP partners to review this data? As a partnership, how do you manage follow-up and response to data? If the partnership is new, describe what plans you and the EPP have for the questions above. d. Describe any other key features of your partnership's progress toward building a residency program.

The Texas Center for Educator Excellence (TxCEE), a non-profit organization, working in collaboration with the Education Service Center in Region 18, focuses on improving student achievement in Texas schools by improving human capital through data aggregation, evaluation calibration and professional training. . ESC Region 18-TxCEE is an approved Technical Assistance Provider for the Texas Strategic Staffing Teacher Residency Program. Three future all day meetings will be scheduled for each school year (24-25 & 25-26), with 4-5 virtual 1-2 hour meetings scheduled throughout two year period. UTPB and ECISD have scheduled meetings three to four times annually, where discussions have been held related to the data, coursework, scheduling for the resident teachers and other key components of the program. Changes and adaptations, such as apprenticeship participation are made based on these discussions. In addition, monthly meetings are held with UTPB faculty, ESC Region 18 Tx-CEE (for technical assistance) and ECISD MCLs to work out details, logistics, issues and areas for continuous improvement. Currently, meetings monthly meetings with Region 18-TxCEE examine practices and revise activities, employment policies for residents and general design of the program. Ongoing meetings are held quarterly between the three entities.

7. 4. Commitment to shared communication: Describe how you will maintain strong communication throughout the design and implementation of the sustainable teacher residency program with your EPP partners and your technical assistance provider. a. How will you demonstrate evidence of communication and ongoing engagement with your partner and provider? b. If this is an existing partnership, what shared processes or norms do the LEA staff and EPP faculty currently have in place in order to address issues with residency (e.g., challenges for residents, host teachers, school sites, etc.)? c. If this is a new partnership, how does the LEA plan to work with the EPP to manage issues that arise with residency (e.g., challenges for residents, host teachers, school sites, etc.)?

Communication and open dialog is key to cultivating a productive partnership, especially when working with human capital. The Executive Director will maintain regular communication with all parties in the collaborative and will serve as the liaison for ensuring timely interaction, leading to completion of the grant activities and to sustaining the teacher residency program. A. This will be done by proposing a slate of meetings in September, 2024, to hold throughout the year. This will ensure key stake holders in ECISD, UTPB and TxCEE are aware of the required meetings and will commit to the times well in advance of the planned meetings. B. In our partnership, each meeting is conducted with a shared agenda outlining the activities to be accomplished during the designated time. Meeting notes are kept by all parties and maintained via shared documents and/or email. Three full days of face to face sessions are planned annually, along with 4-5 two hour virtual or face to face meetings. Minutes of each meeting are recorded and distributed to all stakeholders. Along with regular scheduled meetings, the team utilizes email, phone conversations and shared documents for planning. All meetings, calls, emails and participation in shared planning documents are documented through sign-in sheets, electronic files and paper files.

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

NA

9. 5. If you have previously engaged in Strategic Staffing or previously received Texas COVID Learning Acceleration Supports (TCLAS) Decision 5 or the 23-25 Strategic Staffing grants, describe your plans for this grant. a. What data is driving the decision to engage in another cycle of design and implementation of Strategic Staffing? b. What new instructional needs have arisen? c. What are your goals for this second round of design? The second year of implementation? If your district has not previously engaged in Strategic Staffing, please enter N/A.

A. The continuous Opportunity culture and our current teacher residents are evidence that we continue to have staffing shortages. Our data indicates that even with the current programs, we still started the current school year with 49 teacher vacancies. Recognizing the need for a stronger foundation and larger pipeline, we believe we this can be accomplished through stronger foundations of recruiting, retaining and developing teacher education candidates through the apprenticeship model, which has the potential to recruit earlier, provide more experience in classrooms, better academic preparation and stronger financial support for candidates. B. Instructional needs include replacing virtual tutoring from more costly COVID era supports to local Apprentices providing tutoring when possible, staffing substitute positions and paraprofessional support under MCL guidance.C. Our goal is to incorporate the Teacher Residency year into the Apprenticeship model in ECISD. We are proud to launch of our registered apprentice program in collaboration with the Department of Labor. This groundbreaking initiative aims to remove financial barriers for aspiring educators by providing them with a unique opportunity to gain hands-on experience while earning a living wage. By the second year of the program,

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

a group of registered apprentices will undergo a comprehensive year-long paid teacher residency, equipping them with the skills and knowledge necessary to excel in the classroom. These residents would have served a year in an apprenticeship prior to the residency year. The residency program offers a unique opportunity to participate in a high-quality teacher education program, with a strong teacher mentor program, enabling candidates "earn while they learn" during the residency year. Residents begin their first year of teaching with confidence, having spent a year working under a highly effective mentor teacher. It is an excellent option for recent college graduates or for career changers who aspire to teaching. The high-quality coursework, combined with a year of paid field-based teaching, effectively prepares new teachers, likely resulting in a higher level of retention. While recruitment is an important component to eliminating teacher shortages, retention is paramount to retaining experienced teachers. By using the Pre-Apprenticeship and Registered Apprenticeship Program, ECISD can recruit a wider spectrum of candidates to fill teaching vacancies. Higher retention levels prevent the perpetual teaching shortages created by low quality preparation programs where teachers leave the profession after only a few years.



**Organization:** ECTOR COUNTY ISD  
**Campus/Site:** N/A  
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**County District:** 068901  
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SAS#: TSSGAA24

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

### Program Description PS3014 - Program Narrative

11. 6. For districts/charters that have engaged in an Effective Schools Framework (ESF) diagnostic process during or before the 23-24 school year, please provide the year the district went through the diagnostic and the priority focus area in the space below. If your district is also taking part in the 23-24 pilot of Texas Strategic Leadership (TSL), please note this here. If this question does not apply you, please enter N/A.

NA

12. 7. For districts/charters that have engaged in TEA Strong Foundations Implementation during or before the 23-24 school year, please provide the year the district went through the HQIM implementation process. If this question does not apply you, please enter N/A.

na



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

**Program Budget  
 BS6001 - Program Budget Summary and Support**

**Statutory Authority: GAA, Article III, Rider 39, 88th Texas Legislature: Educator Quality and Leadership 40. Educator Quality and Leadership.**

**Part 1: Available Funding**

[View List of SSA Members](#)

Available Funding	
Description	24-26 Texas Strategic Staffing
1. Fund/SSA Code	429
2. Planning Amount	
3. Final Amount	
4. Carryover	
5. Reallocation	
<b>Total Funds Available</b>	



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

**Program Budget  
 BS6001 - Program Budget Summary and Support**

**Part 2: Budget Summary**

A. Budgeted Costs		
Description	Class/ Object Code	24-26 Texas Strategic Staffing
1. Consolidated Administrative Funds		<input type="radio"/> Yes <input type="radio"/> No
2. Payroll Costs	6100	\$0
3. Professional and Contracted Services	6200	\$0
4. Supplies and Material	6300	\$0
5. Other Operating Costs	6400	\$0
6. Debt Services	6500	\$0
7. Capital Outlay	6600	\$0
8. Operating Transfers Out	8911	
<b>Total Direct Costs</b>		\$0
9. Indirect Costs		\$0
<b>Total Budgeted Costs</b>		\$0
<b>Total Funds Available Minus Total Costs</b>		\$0
10. Payments to Member Districts of SSA	6493	

B. Pre-Award Costs		
Description	Class/ Object Code	24-26 Texas Strategic Staffing
1. Payroll Costs	6100	\$0
2. Professional and Contracted Services	6200	\$0
3. Supplies and Material	6300	\$0
4. Other Operating Costs	6400	\$0
5. Debt Services	6500	\$0
6. Capital Outlay	6600	\$0
7. Operating Transfers Out	8911	
<b>Total Direct Costs</b>		
8. Indirect Costs		\$0
<b>Total Pre-Award Costs</b>		



Organization: ECTOR COUNTY ISD  
 Campus/Site: N/A  
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County District: 068901  
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**2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program**

**Program Budget  
 BS6001 - Program Budget Summary and Support**

**C. Breakout of Direct Admin Costs**

Enter amounts in Direct Admin Costs fields if applicable.

Description	Class/ Object Code	24-26 Texas Strategic Staffing		
		Program Costs	Direct Admin Costs	Total Costs
1. Payroll Costs	6100	\$0		\$0
2. Professional and Contracted Services	6200	\$0		\$0
3. Supplies and Material	6300	\$0		\$0
4. Other Operating Costs	6400	\$0		\$0
5. Debt Services	6500	\$0		\$0
6. Capital Outlay	6600	\$0		\$0
7. Operating Transfers Out	8911			
<b>Total</b>		\$0		\$0



Organization: ECTOR COUNTY ISD  
 Campus/Site: N/A  
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County District: 068901  
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**2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program**

**Program Budget  
 BS6101 - Payroll Costs**

**Part 1: Total Payroll Costs**

Payroll costs entered on BS6001	
Total Payroll Costs	24-26 Texas Strategic Staffing
	\$0

**Part 2: Number and Type of Positions**

A. Administrative Support or Clerical Staff	
Position Type	24-26 Texas Strategic Staffing
1. Administrative support or clerical staff (integral to program)	

B. LEA Positions	
Position Type	24-26 Texas Strategic Staffing
1. Professional staff	<input type="checkbox"/>
2. Paraprofessionals	<input type="checkbox"/>
3. Administrative support or clerical staff (paid by LEA indirect cost)	<input type="checkbox"/>

C. Campus Positions	
Position Type	24-26 Texas Strategic Staffing
1. Professional staff	<input type="checkbox"/>
2. Paraprofessionals	<input type="checkbox"/>
3. Administrative support or clerical staff (paid by LEA indirect cost)	<input type="checkbox"/>

**Part 3: Substitute, Extra-Duty, Benefits**

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

**Part 4: Confirmation of Payroll Requirements**

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



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

**Program Budget  
 BS6201 - Professional and Contracted Services**

**Part 1: Professional and Contracted Services**

Budgeted Costs		
Description	Class/Object Code	24-26 Texas Strategic Staffing
1. Rental or Lease of Buildings, Space in Buildings, or Land	6269	
2. Consulting Services	6219 6239 6291	
<b>Subtotal Professional and Contracted Services Costs</b>		
<b>Remaining 6200 Costs That Do Not Require Specific Approval</b>		
<b>Total Professional and Contracted Services Costs</b>		

**Part 2: Direct Administrative Costs**

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

**Part 3: Itemized Professional and Consulting Services**

Itemized Professional and Consulting Service (6219, 6239, 6291)	
Description	24-26 Texas Strategic Staffing
1. Service: <input type="text"/>	
Specify Purpose: <input type="text"/>	
<input type="button" value="Add Item"/> <input type="button" value="Delete Item"/>	
<b>Total Professional and Consulting Services Costs</b>	



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

**Program Budget  
 BS6401 - Other Operating Costs**

**Part 1: Other Operating Costs**

Budgeted Costs		
Description	Class/ Object Code	24-26 Texas Strategic Staffing
1. <b>Out-of-State Travel for Employees</b> LEA must keep documentation locally.	6411	
2. <b>Travel for Students to Conferences (does not include field trips)</b> Requires pre-authorization in writing.	6412	
3. <b>Educational Field Trips</b> LEA must keep documentation locally.	6412 6494	
4. <b>Stipends for Non-employees other than those included in 6419</b> Requires pre-authorization in writing.	6413	
5. <b>Travel Costs for Officials such as Executive Director, Superintendent, or Board Members</b> Allowable only when such costs are directly related to the grant. If Out-of-State Travel, LEA must keep documentation locally.	6411 6419	
6. <b>Non-Employee Costs for Conference</b> Requires pre-authorization in writing.	6419	
7. <b>Hosting Conferences for Non-Employees</b> LEA must keep documentation locally.	64xx	
<b>Subtotal Other Operating Costs</b>		
<b>Remaining 6400 Costs That Do Not Require Specific Approval</b>		\$0
<b>Total Other Operating Costs</b>		\$0

**Part 2: Direct Administrative Costs**

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





Organization: ECTOR COUNTY ISD  
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 Vendor ID: 1756001362

County District: 068901  
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**2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program**

**Program Budget  
 BS6501 - Debt Services**

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

Budgeted Costs		
Description	Class/ Object Code	24-26 Texas Strategic Staffing
1. SBITA Liability - Principal	6514	
2. SBITA Liability - Interest	6526	
3. Capital Lease Liability - Principal	6512	
4. Capital Lease Liability - Interest	6522	
5. Interest on Debt	6523	
<b>Total Debt Service Costs</b>		<b>\$0</b>

**Part 2: Description of SBITA**

**Subscription**

1. SBITA Description:

Subscription Cost:

Fund Source:  Select One  Contract Start Date:  Contract End Date:

**Part 3: Description of Property**

**Property**

1. Property Description:

Property Value:

Fund Source:  Select One  Contract Start Date:  Contract End Date:



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

**Program Budget  
 BS6601 - Capital Outlay**

**Part 1: Capital Expenditures**

Budgeted Costs	
Description	24-26 Texas Strategic Staffing
1. Library Books and Media (Capitalized and Controlled by Library)	
2. Capital Expenditures for Additions, Improvements, or Modifications to Capital Assets Which Materially Increase Their Value for Useful Life (not ordinary repairs and maintenance)	
3. Furniture, Equipment, Vehicles or Software Costs for Items in Part 2	\$0
<b>Total Capital Outlay Costs</b>	<b>\$0</b>

**Part 2: Furniture, Equipment, Vehicles or Software**

**Items**

1. Generic Description:  Number of Units:

Fund Source:  Total Costs:

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



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

### Provisions Assurances CS7000 - Provisions, Assurances and Certifications

Provisions, Assurances and Certifications	
1. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all General and Fiscal Guidelines.	<a href="#">General and Fiscal Guidelines</a>
2. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all Program Guidelines.	<a href="#">Program Guidelines</a>
3. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all General Provisions and Assurances requirements.	<a href="#">General Provisions and Assurances</a>
4. <input checked="" type="checkbox"/> I also certify my acceptance and compliance with all Debarment and Suspension Certification requirements.	<a href="#">Debarment and Suspension Certification</a>
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.	<a href="#">Lobbying Certification</a>
b. <input type="checkbox"/> This organization spends non-federal funds on lobbying activities and has attached the required OMB Disclosure of Lobbying Activities form, as described below.	
Instructions for completing and attaching the <a href="#">Disclosure of Lobbying Activities</a> form. <ul style="list-style-type: none"> <li>Print and sign the form.</li> <li>Scan the signed form and save it to your desktop.</li> <li>Click the <b>Attach Files</b> icon on the Table of Contents page to attach your signed form to this eGrants application.</li> </ul>	
6. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all Program-Specific Provisions and Assurances requirements.	<a href="#">Program-Specific Provisions and Assurances</a>

## SSA Funding Report

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