



2020

Impact Report

TRUSTEES EDUCATION INITIATIVE





D. RAY REUTZEL
Executive Director

A NOTE FROM LEADERSHIP

The Accomplishments are More Exciting than Ever

The work of the University of Wyoming Trustees Education Initiative (TEI) this year has focused largely on making the preeminent educator preparation programs of the UW College of Education accessible across the wide expanse of Wyoming. This has presented us with challenges as fundamental as placing student teachers in Wyoming schools for both fall and spring for the first time in over two decades and as unexpected as helping many of those same teacher candidates complete their student teaching using the Mursion simulated classroom with avatar students after schools closed in March.

Join us as we celebrate the year's accomplishments, including these highlights:

- Revised the Elementary Education educator preparation program to integrate the UW-E4[®] model (Career Exploration, Experiential Learning, Embedded Practice, and Entry into the Profession).
- Training to implement Teacher Cadet clubs in seven Wyoming high schools and in two community colleges to help students explore the profession of teaching as part of the UW E-4[®] teacher preparation program model.
- A new K-6 Elementary Education/Special Education (EL ED/SPED) K-12 bachelor's degree program for fall 2020 in an accessible, online environment to meet the need for more SPED teachers in Wyoming.
- The partnership of TEI's Wyoming Early Childhood Outreach Network (WYECON) with the Ellbogen Foundation, state agencies, and other organizations to form the Wyoming Early Childhood Learning Collaborative, which now serves early childhood teachers throughout the state.
- The recent ranking of the UW College of Education as #1 in the nation by Study.com on its list of 50 Best Colleges for Education Majors.

We are proud of these accomplishments, yet we know plenty of work remains. Our 2019 back-to-school principal survey gave us real-time data that revealed teacher shortages have arrived in Wyoming. And we know nearly half of new teachers in the U.S. leave the profession within the first three years of practice. But our network of UW faculty, UW Trustees, PK-12 educators and other education partners, and generous donors remain relentlessly dedicated to expanding access to our preeminent educator preparation programs across the vast distances of the great state of Wyoming.

With gratitude,

D. Ray Reutzel

IMPACT REPORT

Contents

ABOUT TEI	<i>page 8</i>
GOALS & OUTCOMES	<i>page 14</i>
FUTURE PLANS	<i>page 24</i>
FINANCIALS	<i>page 28</i>

Results in the narrative sections of this report are for the period July 1, 2019, to June 30, 2020, which coincides with the University of Wyoming fiscal year.

IMPACT SPOTLIGHT

New UW-TEI Program Gives High School Students a Jump-Start on Teaching Careers

In partnership with the Wyoming Department of Education, TEI formed a community of educators from across Wyoming to design and implement the Wyoming Teacher Cadets (TC) pilot program. The Teacher Cadets national curriculum encourages talented high school and community college students to explore teaching as a career, equipping them with skills and encouraging the passion and tenacity that are essential for promising teachers.

The TC pilot program includes seven Wyoming high schools that have integrated the TC curriculum into their 2020-2021 course offerings. The year-long course covers myriad aspects of teaching, including instructional methods, ethics of teaching, and classroom management. Practicum experiences allow students to hone their skills in classrooms alongside mentor



teachers. Wyoming community colleges are instrumental, providing opportunities for high school students to earn college credit and get to know community college teacher preparation programs.

Through this partnership of Wyoming school districts, community colleges, and the university, Wyoming TC gives participants a full view of Wyoming's teaching profession and degree programs. TEI is eager for the fall kick-off and to see this program develop students' interests and contribute to the future of education in Wyoming.





IMPACT HIGHLIGHTS

2020 Results

UW Trustees Education Initiative brings change to the College of Education

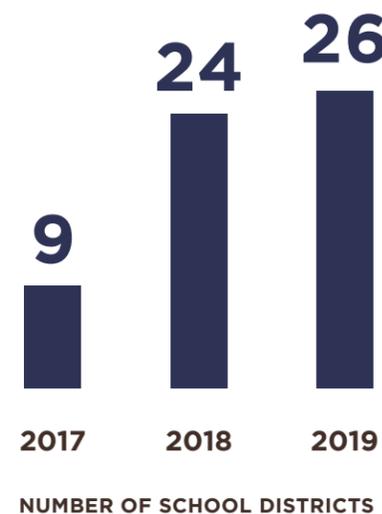
Fall 2020 marks the milestone in which elementary education students begin their journey toward becoming career-ready teachers under the new UW-E4[®] educator preparation model. Last year, College of Education faculty and educators from across the state met in design teams to strategize how best to integrate the TEI student journey model and other innovations into College of Education programs. This year, the Trustees Education Initiative made the definitive shift from planning to implementation.

Changes encompass course content, course delivery, ethics education, and program metrics. UW-E4[®], the centerpiece of TEI, is designed to attract more students into education as a profession, ensure they are better prepared, enhance opportunities for student teaching and other field placements, and offer early-career professional support. Expanding access to UW teacher preparation programs throughout the state has been a TEI priority.

Strong partnerships across the entire Wyoming educational landscape are a hallmark and imperative for the College of Education and TEI. This year saw important networks strengthened at the state, national, and international levels. Examples include the Wyoming Early Childhood Outreach Network, which was initiated under TEI; the Common Indicators System (CIS) Network, in which UW College of Education baseline data is collected to gain insights into teacher candidate development and guide program improvement; and the Consortium for Overseas Student Teaching, which opens a world of opportunities to UW teacher candidates.

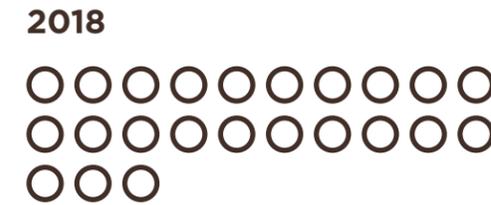
Starting with the UW College of Education, the impacts of the Trustees Education Initiative are rippling outward, bringing positive change for UW students, Wyoming educators who mentor (and later hire) them, PK-12 students, families and communities.

Growth in Statewide Student Teaching Placements



When Study.com compiled its top 50 schools for education majors, it looked at hands-on teaching experiences, extracurricular opportunities, range of programs, scholarships, and other key data. UW ranked #1.

Number of Online Courses Available / Needed



0/23



16/23

IMPACT SPOTLIGHT

High-Quality Online Courses Make UW Teacher Training Available Statewide

The UW College of Education supplies nearly half of Wyoming's teachers. As such, it is vital that the university prepare exceptional teachers and make its programs widely available. In fall 2019, TEI teamed with faculty from the UW College of Education and Wyoming community colleges to develop engaging, content-rich face-to-face and online courses and to up-train faculty in delivery of these high-quality classroom experiences.

The elementary education program was first to go through the review and revision process. Courses were strategically selected for conversion over a two-and-a-half-year period, and TEI contracted with a top instructional design firm to work closely with faculty teams.

Thirty UW and community college faculty members have come together since October, 2019, to complete 16 course redesigns, with another 7 courses scheduled to be completed over the course of the project. While course



design maximizes online asynchronous instruction, it also optimizes face-to-face and blended instruction and learning. TEI and the college are now providing support for faculty members who manage and update these courses.

Through this effort, TEI has enhanced teaching by faculty and learning access and quality for students, created a consistent look and feel across courses, and delivered the innovation Wyoming has come to expect from our programs.

ABOUT TEI



ABOUT TEI

Founders Story

When the University of Wyoming Board of Trustees met in Saratoga, Wyoming, in July 2014, the quality, accessibility, and statewide reputation of the College of Education were under scrutiny. Invited testimony by state legislators, school teachers and administrators, community college leaders, and UW and College of Education faculty and administrators was high on the agenda.

From what they heard, the Board's conclusion was the UW College of Education was of such importance to the well-being and economy of the state that ensuring the preeminence of its programs was essential. The Board in November 2014 conceived the University of Wyoming Trustees Education Initiative (TEI). Their goal was to support the college in preparing exceptionally skilled and highly knowledgeable educators for Wyoming's schools.

The initiative had its genesis in a series of in-depth discussions held in spring of 2015, and soon there was an "all in" commitment from the University of Wyoming, including UW Board of Trustees President David Palmerlee, the university president, College of Education interim and associate deans, and state educational leadership, including the governor, state superintendent of public instruction, and other leaders.

Substantial funding would be necessary. Following the intensive discussions in the spring, the Daniels Fund awarded the UW Trustees Education Initiative a \$500K grant to prepare for presentation of a \$4.5M proposal outlining the vision, goals, scope of work, and budget.

In a twist of timing, a new dean, Ray Reutzel, was identified to lead the college and head the TEI proposal team. The presentation to the Daniels Fund Board of Directors and executives in November 2015 was an opportunity afforded only one other grant applicant in the history of the Daniels Fund. At \$5M to seed this bold new education initiative at UW, the total grant represented the largest single award ever given by the Daniels Fund. The University of Wyoming Trustees Education Initiative was officially launched in January 2016.



The Trustees Education Initiative recognizes that high-quality teachers matter more to in-school student achievement than any other factor.



TEI Governing Board

The UW Trustees Education Initiative reports to the University of Wyoming Board of Trustees at least once a year and other times as needed. The TEI executive director reports directly to the University of Wyoming provost and to the chair of the Trustees Education Initiative Governing Board. The TEI Governing Board Executive Committee meets as needed to conduct routine business, while the full board meets annually.



DAVE BOSTROM*
Chairperson
Past Member, University of Wyoming Board of Trustees



JOHN MCKINLEY*
Vice-Chairperson
Treasurer, University of Wyoming Board of Trustees



GREG BROWN
University of Wyoming College of Arts and Sciences



ALAN BUSS
Faculty Member, University of Wyoming College of Education



BEN BLALOCK*
President and CEO, University of Wyoming Foundation



TOM BOTTS*
Vice Chair, University of Wyoming Foundation Board of Directors



DAVID R. FALL
University of Wyoming Board of Trustees



JAY HARNACK
Superintendent, Sublette County District #1



D. RAY REUTZEL*
Executive Director
Dean, University of Wyoming College of Education



ZOE BIGGS
Student Member, University of Wyoming College of Education



DAVID F. PALMERLEE
Former Member, University of Wyoming Board of Trustees



DAVE TRUE
President, University of Wyoming Board of Trustees

*TEI Governing Board Executive Committee Members

Operational guidelines for the UW Trustees Education Initiative can be found at <http://www.uwyo.edu/tei/governing-board/>



EX OFFICIO MEMBERS



JILLIAN BALOW

*Wyoming State
Superintendent of Public
Instruction*



SANDRA CALDWELL

*Executive Director,
Wyoming Community
College Commission*



NEIL THEOBALD

*Acting President, University
of Wyoming*



AMY PIERSON

*Teacher, Johnson County
School District #1*



CHAVAWN KELLEY

*Public Relations Specialist,
Trustees Education Initiative*



CURTIS BIGGS

*UW-E4 Director, Trustees
Education Initiative*



COLBY GULL

*Managing Director of
Innovations, Trustees
Education Initiative*

ABOUT TEI

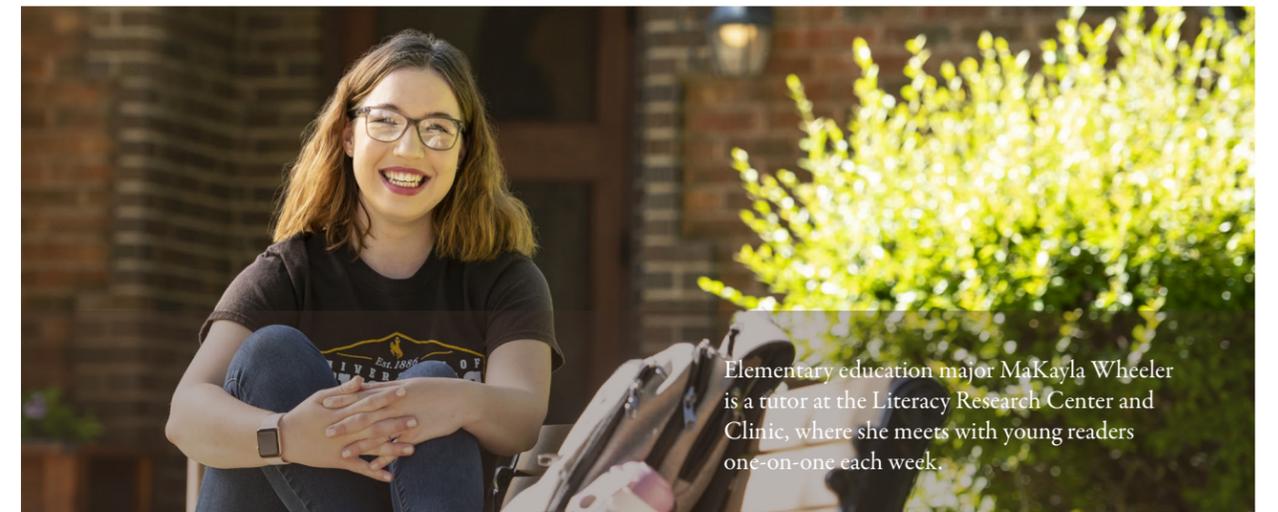
Operations

Progress achieved by the UW Trustees Education Initiative this year reflects the efforts of a fully staffed team: Ray Reutzel, executive director; Colby Gull, managing director of innovations; Curtis Biggs, director of UW-E4; and Chavawn Kelley, public relations specialist. From the College of Education, Deborah Martinez, coordinator of college affairs, and Anaya Yates, accountant, provide essential support.

Because the purpose is to enhance College of Education programs, implementation of TEI relies on the considerable involvement of faculty and administrators, including Leslie Rush, director of the School of Teacher Education, and Suzanne Young, director of the School of Counseling, Leadership, Advocacy, and Design. Collaboration extends to educators, organizations, and governmental entities across the state.



Dana Robertson is executive director of the UW Literacy Research Center and Clinic and associate professor of elementary and early childhood education.



Elementary education major MaKayla Wheeler is a tutor at the Literacy Research Center and Clinic, where she meets with young readers one-on-one each week.

GOALS & OUTCOMES



GOALS & OUTCOMES

Why Aim Higher?

Research shows teacher quality is the number one school-related predictor of student achievement, yet too many teachers leave their positions within their first three years of teaching. High-quality educator preparation is a key predictor of teacher retention and career longevity.

Results from town hall meetings and surveys demonstrate that teacher quality is a top priority throughout the state. The UW Trustees Education Initiative aims to produce the nation's highest-quality teachers, transform educator preparation, and enhance the state's PK-12 education system.

Access, quality, and measurement are at the heart of TEI. Networks of schools, early childhood programs, and national, state, and district leaders are contributing to TEI and collaborating on its design and implementation.

Unprecedented access to College of Education courses via distance delivery is making online College of Education courses available for the first time from Buffalo to Bonderant, Sundance to Saratoga, Ethete to Wapati, and points in between and beyond.

This year, under the auspices of TEI, Entangled Solutions—the premier educational consultants who helped to develop the UW-E4[®] program implementation playbook—delivered a gap analysis and implementation framework for the College of Education K-12 educational leadership program. Entangled Solutions is currently conducting a program gap analysis and developing an implementation framework for the College's counseling program.

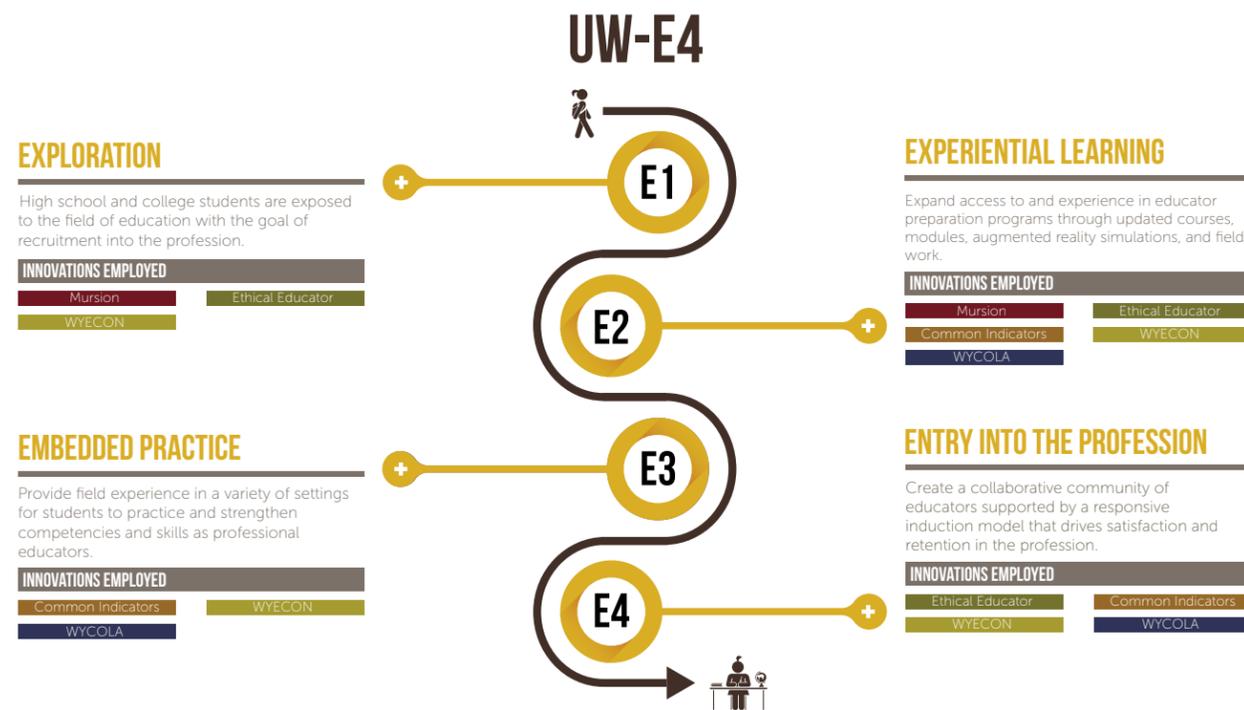
UW-trained teachers become masters of their craft, growing their students' potential to make vibrant contributions in communities, families, professions, and an array of endeavors.

GOALS & OUTCOMES

Individual Initiative Outcomes

The UW-E4[®] model provides the framework for TEI processes and programming. The four E's of UW-E4[®] cover the course of the student journey, providing **exploration of the field** prior to enrolling in degree programs, **experiential learning** and **embedded practice** throughout UW teacher preparation programs, and support for early-career teachers as they **enter the profession**. Other TEI initiatives strengthen educator effectiveness through the application of augmented reality classrooms, professional ethics training, data collection and review, and enhanced early childhood education resources.

The Student Journey



E1. EXPLORATION OF THE FIELD. Starting in fall 2020, the following will be implemented: Teacher Cadets, an introductory education (or teaching) curriculum in Wyoming high schools, strategic recruitment of both traditional and non-traditional students into UW teacher preparation programs, and a redesigned 1200-level UW introductory education course and associated practicum.

E2. EXPERIENTIAL LEARNING empowers UW students through learning experiences that include shadowing, guided observations, teaching classroom lessons, and other activities, followed by reflection on their experiences and actualizing those experiences in their teaching practice. Field experiences start early in the program and are aligned with course content.

For the first time, UW elementary education courses have been made available throughout the state. These courses incorporate key TEI innovations such as ethics training, short-term field experiences, and Mursion (augmented reality simulation teaching with avatar students). Whether training is via distance or on campus, UW teacher candidates put what they learn into practice before they enter the profession.

E3. EMBEDDED PRACTICE. Field experiences, including student teaching, are imperative for getting teacher candidates ready for the real world. With TEI, the College of Education has expanded student teaching options and added a training component for mentor teachers in Wyoming schools. Starting in spring 2019, student teaching became available throughout Wyoming (versus only a few districts) and internationally.

E4. ENTRY INTO THE PROFESSION of teaching is a defining period in a teacher's career. The College of Education and TEI are committed to supporting UW graduates' development during the first two years of their teaching career. TEI is creating a mentorship program in collaboration with school districts, as well as online training modules and teacher online communities for new teachers.



The goal is to train new teachers who start out strong, produce sound outcomes for their students, and grow in the profession over time.



GOALS & OUTCOMES

Individual Initiative Outcomes



Mursion. TEI will work with faculty to help focus the use of Mursion so students hone discrete instructional skills, as opposed to using it broadly to practice classroom management.



Ethical Educator. The initial Education and Ethics and Law Conference will be launched in August 2021. Professional ethics will be the subject of a keynote presentation and a strand of breakout sessions.



Common Indicators System. These indicators will be used as program quality and improvement metrics to drive continuous improvement in UW's program and in the national consortium of participating institutions' educator preparation programs.



WYECON. Specialized professional development will be provided for kindergarten teachers who have received little or no training in teaching young children. Additional collaboration with kindergarten teachers will begin in fall, 2020.

Mursion uses avatar students in an augmented reality classroom to provide UW students with interactive learning opportunities that can be “dialed up” for greater complexity. College of Education faculty use Mursion to help pre-service teachers master the art and science of high-impact teaching. TEI and CoE leadership are working to make Mursion easier to schedule, providing more support during its use in classrooms, and providing training for faculty who are employing Mursion in their courses.

Ethical Educator

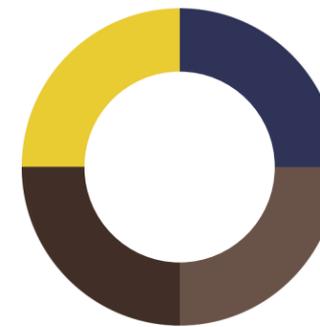
Beginning in Fall 2020, Elementary and Special Education majors will engage in ethics training in their introductory course and field experience. Ethics case studies have been built into other courses throughout the program of study. By providing frequent exposure to challenging topics, and grounding students in the Model Code of Ethics for Educators, TEI is equipping pre-service teachers to make better professional choices and manage difficult situations throughout their careers.

In addition, the College of Education is providing ethics training to professionals already in the field. The Education Law Conference at UW has taken a new name: The Education Ethics and Law Conference. This professional learning opportunity, supported by the Wyoming School Boards Association, the College of Education, and the UW Law School, will be held on the University of Wyoming campus each year. Educational ethics will be part of general and breakout sessions of the conference.

Common Indicators System

The 2019-20 academic year marked the initial year of implementing the Deans for Impact Common Indicators System. Data collection and analysis are used to assess the effectiveness of the teacher preparation program and our graduates. The Teaching Beliefs and Mindset Survey was distributed to nearly 450 students at program entry, prior to their student teaching experience, and again toward the end of their student teaching experience. The Beginning Teacher Survey was distributed to 99 UW-prepared teachers in Wyoming as they completed their first year of teaching in their own classrooms. The Employer Survey was distributed to 100 school principals in Wyoming. This collective data will be shared with Deans for Impact—the national organization that assembled the tools—to be analyzed, reviewed, and used to create plans for improvement in the UW teacher preparation program.

Common Indicators System Educator Preparation Program Quality Metrics



- **CLASS®** Observation of Teacher Candidate Instructional Skills
- **GRADUATE SURVEY** Perceptions of Educator Preparation Program Quality
- **EMPLOYER SURVEY** Perceptions of Educator Performance
- **BEGINNING TEACHER SURVEY** Teaching Beliefs and Mindsets

Field Experience Options Prior to 2019



- **STUDENT TEACHING FALL ONLY**
- **2 PRACTICA**

UW-E4® Field Experience Options for 2019 and Beyond



- **STUDENT TEACHING YEAR LONG INTERNSHIP**
- **STUDENT TEACHING INTERNSHIP**
- **STUDENT TEACHING SPRING**
- **STUDENT TEACHING FALL**
- **5 PRACTICA ALIGNED TO COURSEWORK**

GOALS & OUTCOMES

Individual Initiative Outcomes

The Wyoming Early Childhood Outreach Network (WYECON). In Wyoming there are 650 licensed early childhood care and education (ECE) providers. The state's rural nature (low population and remote communities) makes ECE quality and access more challenging. This original TEI program, launched in January 2019, provides early childhood educators with research-based professional learning. WYECON has brought previously isolated ECE providers together for the purpose of elevating the field. With the Ellbogen Foundation of Casper, it helped spark the formation of the Wyoming Early Childhood Professional Learning Collaborative, a partnership of multiple private and governmental entities.

WYECON is also a partner in the Federal Preschool Development Grant awarded to the state in January 2020. WYECON is using \$200,000 of these funds to design and share a resource portal on best practices in early childhood education. This new portal will be the central location for early childhood resources in Wyoming. WYECON Director Nikki Baldwin is also participating in oversight of the entire \$2 million Preschool Development Grant as a member of the Governor's Early Childhood Advisory Council. Other grant funds will be used to complete a comprehensive needs assessment and a strategic plan centered on statewide early childhood education.





The University of Wyoming Laboratory School playground awaits the return of children after Albany County schools were closed in March.



Teacher Cadet training in June.

GOALS & OUTCOMES

Unexpected Outcomes & External Factors

The COVID-19 pandemic changed everything...

Over the past year, TEI connected UW faculty with a top instructional designer to redesign their courses for high-quality distance learning. Implementation was accelerated, due to the pandemic. Now, faculty members are expected to prepare all courses for simultaneous delivery (face-to-face and online) beginning fall 2020. TEI groundwork in course design put the college ahead.

The Wyoming Association for Career and Technical Education summer conference was cancelled, and the Deans for Impact Common Indicators System Inquiry Institute was hosted virtually. Even the annual science summer camp for fifth- and sixth-grade students led by Professor Andrea Burrows was presented in a virtual format. The initial Education and Ethics and Law Conference, set to launch at UW in August 2020, was pushed to 2021.

When student teaching was cut short, we had to innovate to ensure completion of hours and experience, including collaboration with Wyoming virtual schools.

With early childhood centers closed and parents and young children home, the demand for learning-together activities soared. In response, WYECON expedited development of the Wyoming Early Childhood Professional Learning Collaborative website, featuring scores of ideas and resources.

Zoom became the norm.

From PK-12 through higher education and beyond, the COVID-19 pandemic brought about an unprecedented shake-up in educational systems that is requiring fundamental rethinking about ways of teaching, learning, and working. The effects and opportunities will be with us for years to come.

FUTURE PLANS



FUTURE PLANS

Continued Programs

TEI programs are evidence-based and designed to be scalable, sustainable, and nimble. They are continually reviewed and refined (or discontinued) to ensure their value to educators and the PK-12 students they serve.



E1. EXPLORATION OF THE FIELD. Further develop programs to attract both traditional and non-traditional students into UW teacher preparation programs.



E2. EXPERIENTIAL LEARNING. Continue elementary education program course redesign, while expanding to other programs. Increase faculty training and support in course design and instruction.



E3. EMBEDDED PRACTICE. Support further expansion of student teaching options for students and supports of those student teaching programs.



E4. ENTRY INTO THE PROFESSION. Continue working with districts to determine, develop, and implement supports for new teachers.

WYECON. Additional resources for teaching and professional development will be included in a new website managed by WYECON and the Wyoming Early Childhood Professional Learning Collaborative. Additional collaboration with kindergarten teachers will begin in fall 2020.





Educators from across the state participated in a two-week WYCOLA summer institute, in which they examined core aspects of instructional practice.

FUTURE PLANS

Discontinued Program

The Wyoming Coaching Laboratory (WYCOLA) was established in 2018 as a three-year TEI pilot to enhance teaching through improved instructional coaching and mentoring in Wyoming schools. Over the past two years, more than 50 teachers, instructional facilitators, and administrators—as well as UW students—honed their high-leverage teaching skills as participants; when the WYCOLA pilot ended June 30, 2020, the program was not renewed.



IMPACT SPOTLIGHT

Students Provide Insight into How (Not) to Use Mursion

UW pre-service teachers are often surprised when they encounter the Mursion augmented reality classroom. The student avatars bring real personalities and respond directly from the other side of the screen.

Here's how Mursion helped these UW students build competency and confidence:

- It helped me come up with better questions to ask my students to gain conceptual understanding.
- Mursion allowed me practice in unexpected situations.
- Having a professor watch me [during Mursion] gave me the same nervousness I had at the beginning of student teaching. Experiencing that made me more comfortable going into an actual classroom.

With Mursion, mis-steps can become stepping stones to improvement. Likewise, TEI and the college are



responding to UW student feedback to build more meaningful student experiences using Mursion augmented reality simulations.

- Frequently cited was the need to use Mursion more often to reinforce concepts being taught in teacher preparation courses.
- UW students suggested that a way to build rapport with the avatar students before teaching would be helpful.
- Students wanted feedback about their instructional practices, including how to get the avatars more involved in the lessons.
- The secondary education majors would like to see high school avatars.

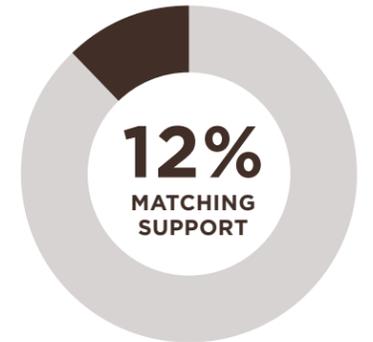
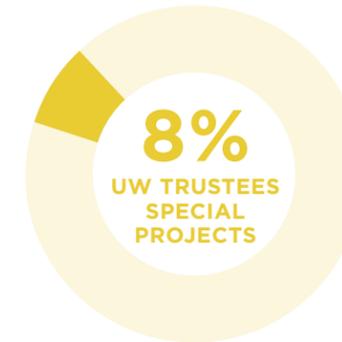
FINANCIALS



FINANCIALS

Income Overview

UW Trustees Education Initiative (TEI) Income



IMPACT SPOTLIGHT

Kindergarten Teachers Create Experiences to Help Young Children Learn

Young students may struggle when kindergarten teachers move ahead, focusing solely on academic skills, says Nikki Baldwin, director of the Wyoming Early Childhood Outreach Network (WYECON). In Afton, Principal Layne Parmenter and the kindergarten team at Afton Elementary are working with Baldwin to design experiences that are relevant and important to children and to connect those to content standards. Students and teachers use dramatic play, for example, to make personal connections with books and stories. After the WYECON project in Afton, teachers reported their kindergarten students showed less anxiety than in previous years and more growth in academic skills.

At a Kindergarten Summit hosted virtually by WYECON during summer 2020, teachers from Lincoln County School District #2 and Teton County School District #1 shared successes after redesigning



kindergarten programs to better address the unique differences in how young children learn. Thirty teachers from six school districts participated. Through WYECON, Baldwin is engaging families, teachers, and school leaders in the critical work of strengthening early childhood education in Wyoming.

FINANCIALS

Income Overview

UW Trustees Education Initiative (TEI) Income Statement - 2015-2019

DANIELS FUND GRANT	\$4,000,000
EXPENDABLE GIFT INCOME	\$13,548
TRUSTEES SPECIAL PROJECT FUND	\$376,536
MATCHING SUPPORT	\$600,000
<hr/>	
TOTAL INCOME	\$4,990,084

Given the current rate of annual expenditure, the Trustees Education Initiative continues to have access to significant levels of funding. Since its beginning, the principal funder of the University of Wyoming Trustees Education Initiative has been the Daniels Fund. The Trustees, the university, and the College of Education are grateful for the continued support and encouragement received from the Daniels Fund leadership. It is clear, however, that additional funding will become necessary; a longer-term funding plan is forthcoming.

It would be difficult to imagine where the UW Trustees Education Initiative would be were it not for the generous support of the Daniels Fund.



Elementary students at the UW Laboratory School during recess on a bright September day at the beginning of the 2019-20 school year.



The Daniels Fund and University of Wyoming Board of Trustees have enabled the UW College of Education to look broadly at the needs of Wyoming and UW's potential to transform educator preparation in the state.



FINANCIALS

Expense Overview

UW Trustees Education Initiative (TEI) Expenses



MARKETING & PUBLICATIONS LESS THAN 1%

Trustees Education Initiative Expense Statement - 2015-2019

SALARIES & BENEFITS	\$1,390,540
SERVICES & TRAINING	\$1,502,000
SUPPLIES, EQUIPMENT & TRAVEL	\$307,896
MARKETING & PUBLICATIONS	\$15,968
<hr/>	<hr/>
TOTAL EXPENSE	\$3,216,407



Pre-service teachers strengthen specific competencies through “practice with a purpose” and faculty guidance.



UWYO.EDU/TEI

