

**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**

**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?

To ensure continued implementation BISD does the following: (a) Mentor teachers agree to host a YLR for a full year and include them in all PD, parent meetings, ARDS, curriculum planning and additional campus meetings. Mentor teachers must attend on boarding mentorship training, they must participate in planned activities with resident/mentors, and build strong relationships with their YLR. (b) YLR is managed by the Assistant Director of HR. This person is responsible for recruitment and retention of high quality personnel. (c) Governance meetings are conducted quarterly. Our EPP sets the agenda, with LEA input, about YLR progress.

**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?

a. We are planning to place 10-18 residents for the 2024-2025 school year depending on funding.  
b. Our goal is to sustain resident stipends at \$20,000 and mentor teacher stipends at \$3,000  
c. The district funding is coming from budgeted unfilled vacancies in the hard to fill areas and collapsing vacancies. We hope to fund 10 residents/mentors through this grant.

**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?

In 2023-2024, BISD's Strategic Staffing Implementation Year was affected by (a) both of our EPPs had complete leadership turnover. b. We improved on our co-teach model by piloting our sustainable staffing model in partnership with SHSU on one elementary grade level. We had a first semester and second semester resident with a mentor teacher and two other teachers on the team. This model allowed us to pay 2 YLRs and a mentor teacher stipend using only the FTE currently budgeted by the district. District personnel continually met with stakeholders to adjust the model as needed throughout the year. At this time, our first graduate YLR of the pilot was named Rookie Teacher of the Year in her first teaching position. (Graduated in December, hired in January) The current second semester YLR is being hired by the district to teach next year and the first semester resident will continue in the pilot next fall. (c) In 2024-2025, we would like to improve our program by scaling our sustainable staffing plan into other grade levels. We are looking at ways to increase the number of residents in our sustainable method to 3 YLRs for the full year, from 2 currently. (d) In 2024-2025, 88% or residents will be hired by BISD after graduation. n=22/25

**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?

(a) In 2022-2023 Bryan ISD partnered with Sam Houston State University and Texas A&M University for YLR. (b) Residency was staffed around the instructional needs of campuses and the certifications of resident candidates provided to us by EPPs. (c) All YLRs were in the traditional co-teach model of one resident and one mentor teacher.

**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.

The proposed budget will meet the needs and goals of the proposed program by supporting 10 stipends for mentor teachers and 10 YLRs. It will also provide teacher MacBooks and classroom supplies for the YLRs as well as professional development for YLRs and mentor teachers to continue existing sustainable residency implementation given the limited access of these districts to sustainable funding sources.

**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 major goals of paid YLR in BISD are:  
-Improved first year teacher preparation -Increased student achievement-Intentional recruiting YLRs who mirror our diverse student population-Retention of teachers -Developing strong mentor teachers -Recruiting for hard to fill positions -Scaling a strategic staffing model for YLR, maximizing resource efficiency at no extra cost to the organization.

The activities/strategies that will be implemented to meet these goals are: -Work with EPP to identify possible YLR candidates -Actively recruit with EPP by providing timely promotional materials and personnel for recruiting events and classroom visits -Through development with university partnerships, strategically recruit candidates pursuing a special education or bilingual certification -Provide mentor teacher training on the district level -Intentional selection and pairing of mentor and residents before end of school so that they can build a relationship over summer break and attend summer PD

These relate to broader educator pipeline goals/objectives by:-Having high quality teachers from first day of employment with every student-Hiring a diverse population of educators that mirror student population-Increase student achievement-Retain personnel in the education profession-Increasing teacher leadership inside of classrooms so that strong teachers remain student facing while continuing to be professionally challenged in leadership positions.

**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.

The performance and evaluation measures identified and tools used to ensure effectiveness include:

- HR Retention Data
- Student achievement scores
- Student behavior data
- Site Visits and observations
- Student engagement
- Surveys gathered from all stakeholders. ie. Principals, Mentors, YLRs, EPP
- Governance meetings between EPP, HR personnel, campus principals and mentor teachers

**Summary of Program**

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

The program to be implemented is to provide support for our Year Long Residency (YLR) program to provide stipends and support for 10 YLRs and their mentor teachers. Our overall mission is to prepare YLR to be ready on day one and have higher engagement with their students. This program will address the mission and needs by providing the necessary funding stipends and support of 10 YLRs and their mentor teachers in the 2024-2025 school year.

In 2019, Bryan ISD began paid Year Long Residency (YLR). In 2020 we were awarded 1.2 million dollars for TCLAS decision 5. Since 2019 Bryan ISD had had 97 YLRs. 69 are still employed with the district. 8 did not complete their residency. 9, who are no longer with the district, taught for 1 or more years after residency. Only 11, out of 89 who completed their residency, did not remain in the district after their residency ended.

Bryan ISD is committed to paid YLR. We believe it is one of the best preparation tools for teachers. We have observed that teachers who were paid YLRs are day one ready and they have higher student engagement. We feel that YLRs tend to be higher performing than their counterparts who only completed a single semester of clinical teaching. We have several TIA Master teachers who were paid YLRs. We have former YLRs who are now Rookie Teacher of the Year on their campus.

We have had at least 20 residents per year in the district since 2019. This funding will allow us to continue to have a high number of residents serving our students.

**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 LEA coordinator has been with the district for 6.5 years. She is the Assistant Director of Human Resources and holds a Masters degree in Education from Stephen F. Austin State University. Angela has spearheaded the development and continuation of YLR in Bryan ISD. She has worked with Region 6 and SHSU to pilot a sustainable method for staffing EC-6 YLRs.

The EPP coordinator is Director of Innovative Partnerships. She has been with Sam Houston State University for 20 years, holds a Masters degree in Instructional Leadership from SHSU, and is currently in the third year of the Higher Education Leadership doctoral program at SHSU. She has served as the Director of Innovative Partnerships for the College of Education since August 2023 and has spearheaded SHSU's Texas Strategic Staffing efforts with 12 district partners from both Region 4 and Region 6.

We have worked with Region 6 as our Technical Assistance provider to help us develop a sustainable staffing method.



**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.



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

NOGA ID [redacted]

Authorizing legislation [redacted]

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

The IDC application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, April 3, 2024**.

Application stamp-in date and time

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

Pre-award costs permitted from **award announcement date to grant start date**

**Required Attachments**

- Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
- Required Program-Related Attachments. Refer to the program guidelines for more information.

**Amendment Number**

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

**Applicant Information**

Organization **Bryan ISD** CDN [redacted] ESC **6**

Address **801 South Ennis** City **Bryan** ZIP **77801** Vendor ID [redacted]

Primary Contact **Angela Behrens** Email **angela.behrens@bryanisd.org** Phone **979-209-1090**

Secondary Contact [redacted] Email [redacted] Phone [redacted]

**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 **Carol Cune** Title **Assistant Superintendent of Human Resources**

Email **carol.cune@bryanisd.org** Phone **979-209-1073**

Signature *Carol Cune* Date **3-26-2024**