



Organization: BEAUMONT ISD  
 Campus/Site: N/A  
 Vendor ID: 1746000317

County District: 123910  
 ESC Region: 05  
 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	03/06/2024 01:42 PM
GS2300 - Negotiation Comments and Confirmation		New	
<b>Program Description</b>			
PS3013 - Program Plan	*	Complete	03/06/2024 01:46 PM
PS3014 - Program Narrative	*	Complete	03/28/2024 03:40 PM
<b>Program Budget</b>			
BS6001 - Program Budget Summary and Support		New	
BS6101 - Payroll Costs		New	
BS6201 - Professional and Contracted Services		New	
BS6401 - Other Operating Costs		New	
BS6501 - Debt Services		New	
BS6601 - Capital Outlay		New	
<b>Provisions Assurances and Certifications</b>			
CS7000 - Provisions, Assurances and Certifications	*	Complete	03/28/2024 04:19 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: Jenny	Initial:	Last Name: Angelo	Title: Executive Director of CIA
Phone: 409-617-5008	Ext:	E-Mail: jangelo@bmtisd.com	

**Submitter Information**

First Name: D'Lana	Last Name: Barbay
Approval ID: dlana.barbay	Submit Date and Time: 03/28/2024 04:20:36 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: BEAUMONT ISD		
Mailing Address Line 1: 3395 HARRISON AVE		
Mailing Address Line 2:		
City: BEAUMONT	State: TX	Zip Code: 77706

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

**Part 2: Applicant Contacts**

A. Primary Contact	Select Contact:	Select One	or	Add New Contact
First Name: Emily	Initial:	Last Name: Collins-Davis		
Title: Director				
Telephone: 409-617-5285	Ext.:	E-Mail: ecollin@bmtisd.com		

B. Secondary Contact	Select Contact:	Select One	or	Add New Contact
First Name: Jenny	Initial:	Last Name: Angelo		
Title: Executive Director of CIA				
Telephone: 409-617-5008	Ext.:	E-Mail: jangelo@bmtisd.com		



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

### General Information GS2300 - Negotiation Comments and Confirmation

#### Part 1: General Comments

##### General Comments (TEA Use Only)

#### Part 2: Negotiation Items

This schedule is for TEA to document any required changes and communications to the applicant in the event this application requires negotiation. It will also require applicants to acknowledge that they have made the changes requested.

Applicants: For all negotiation notes below, please make the requested changes in the grant application itself.

- Please do check the "Change Completed" box.
- Please do not enter information in the "Grantee Comments" section, unless you are specifically instructed to do so.

Negotiation Items	
1.	<div style="display: flex; justify-content: space-between;"> <div>Date: <input type="text"/></div> <div>Schedule: <input type="text" value="Select One"/></div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p>TEA Negotiation Note:</p> <div style="border: 1px solid black; height: 40px;"></div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div>Grantee Comments:</div> <div><input type="checkbox"/> LEA Completed Change</div> </div> <div style="border: 1px solid black; background-color: #cccccc; height: 40px; margin-top: 5px;"></div>

Add Row

Delete Row



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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 mission of Beaumont ISD is that we will inspire and prepare all students for lifelong success by providing an exemplary education in a safe learning environment. An integral part of accomplishing this is providing every classroom with a qualified teacher and this is currently a large barrier for us in meeting the mission of our district. To help solve this problem, BISD has partnered with Lamar University and USPrep to implement, during the 23-24 school year, a small teacher residency program. This model is structured so that each resident is assigned to a highly qualified cooperating teacher. We utilize co-teaching models for instruction to be delivered to students while the resident is receiving in-the-moment mentoring support. A planned release model allows the resident to engage in all the multiple facets of teaching. Additionally, this model provides time for the cooperating teacher to support other novice teachers on campus who need additional support. The goal of the residency program is that the resident will decide to stay in BISD as a teacher upon graduation from Lamar University. The residency program provides a path to eliminate the barrier we have in meeting our mission but we need to expand the program to provide this initiative on all elementary campuses. This grant would provide the needed funds for a program project specialist and allow the district to hire a dedicated specialist for the residency program and thus, allow expansion.

#### 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 school year 2023-2024 has been our first year of implementation of a small residency program in BISD. We participated in a planning year but it was for a limited implementation as we had staffing capacity barriers. Our current personnel within our curriculum & instruction department had limited time for additional duties. As such, this year has highlighted the need for a primary project specialist who will be charged with the design and implementation phase for an expansion of the current strategic staffing and residency model within Beaumont ISD. The main qualification for this proposed position, which does not currently exist, would be a teacher with a minimum of a Bachelor's Degree in Education or a related field with a Master's degree preferred. We would ask that they have at least 3 years of teaching with additional expertise in mentoring or supervising student or novice teachers. Additionally, we will look for a teacher who has demonstrated leadership skills so that they can foster collaboration and growth among all stakeholders. Experience in using data-driven approaches to identify trends, track outcomes, and make informed decisions for program improvement will also be a desired skill set. BISD will seek a candidate who is dedicated to promoting equity, diversity, and inclusion within the campus so the district can recruit and retain a diverse workforce. We do not plan to pay any external consultants with this initiative.

#### 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?

BISD's goal with this program is to fulfill our mission statement and one part of the solution is to reduce our teacher-to-student ratio. Year-long teacher residencies are providing an opportunity for Beaumont ISD students to receive a lower student-teacher ratio for the entire school year. Analyzing our student achievement data and potential for student growth, we recognize the impact that an additional adult support teacher who is trained in instructional delivery and curriculum components has for maximizing opportunities for intensive and intentional support for students. By having a program project specialist, we will expand the number of residents, thus expanding the number of classrooms with low teacher-to-student ratios. The second goal of our current program is to build capacity and provide targeted support to novice teachers. Through the release time model, highly qualified teachers can leave their classrooms and provide targeted and intentional support to new teachers on campus through modeling, co-teaching and co-planning. We have analyzed our current teaching population and identified a great need to build pedagogical capacity in many of our teachers due to their specific pathways of earning their credentials or lack thereof. We have an increased number of teachers who have earned or are in the process of earning their certification through alternative certification programs which often leave them with many gaps in their understanding of pedagogy and

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

instructional decisions. Having regular time with a highly qualified teacher within their classroom not only builds the novice teacher's capacity but also provides students within that classroom exposure to strong instruction. With a program project specialist, we can add to the number of highly qualified teachers who receive residents and thus increase the number of novice teachers who receive target support. Our third outcome goal for implementation is to recruit additional qualified residents for teaching positions. Like many other districts across the state and nation, we are experiencing a shortage of qualified applicants for teaching positions. Through the residency process, we have been able to demonstrate to our residents who are soon-to-be qualified teacher applicants, the benefits and opportunities available to them when working for Beaumont ISD. By ensuring that they feel comfortable and part of the Beaumont ISD team through thoughtful cooperating teacher and resident pairing, access to teacher platforms and trainings, and inclusion in all Beaumont ISD activities we hope to recruit many of them to stay with the district upon graduation. We are investing in each resident not only through the teaching experience but also by investing time, connection, and support for their personal and professional growth. The primary project specialist position will allow us to expand the number of residents and thus expand the number of potential future BISD well-trained teachers.



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

### 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.

To help determine the effectiveness of our residency program we are currently tracking student progress on key academic screeners available in our elementary classrooms. We evaluate student rates of progress on mClass for Reading Language Arts and MAP/NWEA testing for Mathematics in the classroom the resident is assigned to as well as the classrooms that receive support from the cooperating teacher through release time, and plan to continue this practice. This data will inform us of the effectiveness of instruction for our reduced teacher-student ratio goal as well as our capacity-building goal. We use qualitative data in the form of surveys and interviews throughout the year to track the resident, cooperating teacher, and release time-supported teachers. This data helps determine the effectiveness of the support structures to make recruiting and retention determinations. Observation is collected at regular intervals grounded in the T-TESS rubric and evaluation system to measure the effectiveness of the residents. We also observe the classes of the teachers who receive support from the selected highly qualified teachers to ensure that growth is occurring due to the modeling and co-teaching provided. We will use retention and hiring data to track the effectiveness of our efforts to recruit the residents and retain the novice teachers who are receiving intentional support. The proposed position with this grant will allow us to expand these activities to additional classrooms.

#### 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.

We have successfully supported the cost of the resident program and associated stipends that are currently in year one of our teacher residency program. With our current staff, we have a Professional Learning Coordinator managing this effort and this has limited the number of residents we can onboard. We realize that teacher residency is a pipeline to recruiting and retaining quality teachers. Since BISD has a large number (45-50) of unfilled positions each year and nearly 200 positions are filled with adjuncts, permanent substitutes, and emergency-certified teachers, we want to scale and expand our current teacher residency program. To scale our current program, we need a primary project specialist who will provide direct support for our teacher residents and enable the goals of our teacher residency program to be met successfully with additional numbers of residents. We will use the grant funds to provide an FTE that will fulfill this role. As the grant will not fund this position at 100%, BISD will utilize other district fund sources to fully fund the position. We currently fund campus instructional coaches through our Title I, Part A funds and plan to utilize these funds for the additional fund source. The average salary for this category of position within our district is \$70,000 without benefits. BISD will pay the \$30,000 in salary between the requested grant funds and the average salary for this type of role and the associated benefits with this FTE.

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

The program project specialist can also be adjusted to assist our instructional coaches if needed in the future due to the hiring qualifications we have determined will accompany this position. Additionally, due to the qualifications we are seeking, this role can support a multitude of needs that may arise specifically with the teacher residency program or in the broader scope of work within our curriculum and Instruction department. We will purposefully seek an individual who can easily adjust to meet needs as they arise in the future.



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### 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."

\$80,000 For each of the two years of the grant period, we will use \$40,000 to pay the primary project specialist who will support and manage our teacher residency program. BISD will pay the additional portion of the salary and associated benefits for each of these two years with a continuance plan in place that will allow this position to exist past the years of the grant.

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."

N/A

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."

N/A

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."

N/A

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.

\$80,000





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### Program Description PS3014 - Program Narrative

#### G. TEA Program Requirements

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?

The TAPR report shows our distribution of new and veteran teachers and as evidenced in the report, we employ a high percentage of teacher with less than 3 years of experience, many with no experience. The impact of an ineffective or inexperienced teacher on student achievement is seen in our student data consistently. We recognize that our students will only rise to the level of the expectations and learning presented to them. We view residency models as a unique opportunity to raise those expectations and learning experiences that students receive through the time-release staffing model. By leveraging the residents to continue quality instruction under the direction of their cooperating teacher, students within the cooperating teacher's classroom receive strong instruction from both the resident and teacher. This allows the cooperating teacher to push into a novice teacher's classroom to provide co-teaching and modeling support. We recognize that many teachers leave the profession due to a lack of support. We would like to increase our retention rates of these novice teachers and support them continuously to help them become effective and experienced teachers for our students. We see the value in a paid residency since we can utilize the resident position to support many teachers and students on campus through this model. Through this grant, the proposed position would allow us to expand the number of residents we receive thus increasing the number of novice teachers who could

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

also receive support from the cooperating teacher. We currently have 40-50 unfilled teacher positions each school year. If we can expand our teacher residency program this will hopefully provide a direct pipeline to fill these positions. Our goal is that 100% of our residents choose to stay and teach in Beaumont ISD so increasing the number of residents should decrease the number of unfilled vacancies. Additionally, we have approximately 200 teaching positions filled with adjuncts, permanent substitutes and emergency-certified teachers. These are the teachers we target with the release time we gain for our cooperating teacher through the teacher residency model. Increasing the number of teacher residents will increase the number of cooperating teachers we will have available to co-teach, provide support for, and plan with our novice teachers.

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?

Beaumont ISD alongside Lamar University in partnership with USPrep has funded the planning and implementation of a small teacher residency program that began this school year, 2023-2024. We have utilized a mix of local and federal funds to accomplish this. With this grant, we would like to expand the number of teacher residents by providing targeted support and gain an increased ability to support novice teachers. Having a dedicated project specialist would allow us to expand and provide robust support. Currently, the teacher resident program is managed by our Professional Learning Coordinator and she will continue this role if we receive this grant. This is an existing position that the district has had for the last 10 years and she has added the management of teacher residency. Still, she does not have dedicated time for the type of support that is needed to achieve success with the program, residents staying with BISSD. The primary project specialist, we would fund with this grant, would work closely with our Professional Learning Coordinator in the design and implementation process for the expanded role we would like teacher residency to have in our district. The role of primary project specialist will help us in our broader goal of talent management by working closely, through co-teaching and modeling support, with our novice teachers so that they are successful and stay in BISSD.

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

The position of project program specialist will track their activities through several modes we utilize within our district. Firstly, they will log in and out at each campus through our Raptor system which allows the door to open on each campus and asks about the purpose of the visit. Secondly, each campus has a sign-in notebook that each employee must sign when entering and leaving the campus. These sheets are sent to our Assistant Superintendent over Elementary so that support of each initiative can be monitored. Lastly, each curriculum & Instruction department employee must maintain a fluid and current online calendar with detailed information concerning the support provided. These calendars are reviewed and discussed as part of reflection and evaluation. As this proposed position will be part of our curriculum & instruction department and will provide support for novice teachers and the teacher residency participants, once the grant ends; this role will continue with the support of novice teachers. The novice teacher support is the part of this role that will be funded with Title I, Part A funds so it would move into this fund source 100% after the grant. We currently have campus instructional coaches so the proposed role would continue to assist with these employees as well after the grant.

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?

Beaumont ISD has been engaged in a partnership with Lamar University for two years in a residency partnership. We began our initial planning and design year in 2022-2023 and had our first implementation year in 2023-2024 school year. In our initial implementation year, we placed 9 residents over 3 campuses. Beaumont ISD chose to partner with Lamar University after they approached us with this opportunity due to the proximity of the university to the district and previous partnerships we have had with the university.



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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.

BISD meets with Lamar University for governance meetings quarterly. At governance meetings, Beaumont ISD district leadership, campus principals, and Lamar leadership members are present. We review observation and walkthrough data of residents as well as survey data from cooperating teachers and campus-supported teachers. Action plans are created during the governance meetings to address any training or support needs. Lamar University leverages the seminar class for residents to respond to needs identified, while Beaumont leverages monthly mentor meetings to address any training needs for cooperating teachers. Lamar University representatives attend the monthly meeting with cooperating teachers to continue to build partnerships and connections with cooperating teachers. Beaumont ISD leaders conduct walkthroughs for residents and teachers to collect multiple perspectives about the state of the program.

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.)?

BISD is fortunate to have partnered with Lamar University multiple times as many BISD campuses reside within walking distance of the university. As part of our planning, we collaborative developed meeting cadence norms that allow monthly touch points for BISD, Lamar and USPrep. Additionally, we have normed upon forms we use to record activities within the teacher residency program and the data points we will utilize for evaluation. Outcomes of the program including student growth and resident retention were also determined and are reviewed as part of our normed upon practices. We will continue to maintain this strong communication with Lamar University and our technical assistance provider, USPrep, by continuing to engage in governance meetings and monthly planning meetings. This will continue to provide us with support and fluid communication for all parties. We will demonstrate evidence of communication through meeting notes and agendas with shared artifacts and deliverables from the teams. We are committed to continuing the open communication process that has been established within the existing partnership for any concerns or issues that may arise.

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

As we have implemented our limited teacher residency program this year, we have experienced two notable issues and were able to utilize the norms that we set at the beginning of our partnership. This process involved all parties (district, EPP, technical assistance provider) coming together either virtually or in-person to collectively problem-solve and ultimately develop a path for success and mitigation of the issue. As with all norms, this process has been refined as we have moved through this school year. We know that if we receive this grant and can expand our teacher residency program, we will need to edit our existing norms and develop new norms and processes, during our planning year, to accommodate a larger number of participants and the subsequent issues this will produce. This task should be a light lift since we have had a successful partnership with USPrep and a history of successful partnerships with Lamar University.

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.

We did not receive the Texas COVID Learning Acceleration Supports (TCLAS) Decision 5 or the 23-25 Strategic Staffing grants. Despite not receiving these grants, we were able to move forward with a limited teacher residency partnership through Lamar University and USPrep. Throughout this process, we have seen success but desire to scale this model to impact more campuses and additional classrooms throughout the district. Thus, we have identified, if we receive this grant, that we need to participate in an additional design and implementation cycle that will focus on increasing the number of students impacted. We recognize the staffing needs and capacity-building demands at other elementary schools that could benefit from implementing this staffing model in the future with additional residents from Lamar University. Additionally, having a primary project specialist will strengthen the current implementation and facilitate an expansion.

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

N/A



Organization: BEAUMONT ISD  
Campus/Site: N/A  
Vendor ID: 1746000317

County District: 123910  
ESC Region: 05  
School Year: 2023-2024

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.

Beaumont ISD Diagnostic was conducted in Spring of 2020 for our 21-23 grant.  
21-23 ESF Focus Areas: Lever 1 - Strong School Leadership and Planning, Lever 4 - High Quality Curriculum, Lever 5.1 - Effective Instruction, and Lever 5.3 - Data Driven Instruction

Beaumont ISD Diagnostic was conducted in 22-23 for our 23-25 grant.  
23-25 ESF Focus Areas: Lever 4.1 - High Quality Instructional Materials and Assessments and Lever 5.1 - Effective Instruction

We have not participated in the 23-24 pilot of Texas Strategic Leadership.

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.

During the current 23-24 school year, we have participated in Strong Foundations Implementation for Carnegie Math (HQIM) at four of our middle school campuses.

In 22-23, we implemented the use of Eureka K-5 Math at Martin Elementary campus and Amplify K-5 at both Martin and Homer Elementary campuses. The implementations were part of our TCLAS grant Decisions 1 and 2. Decision 1 provided us with strategic planning and Decision 2 provided the HQIM materials. This did not address 10 of our elementary campuses for either Amplify or Eureka.



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**Vendor ID:** 1746000317

**County District:** 123910  
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SAS#: TSSGAA24

**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>	



Organization: BEAUMONT ISD  
 Campus/Site: N/A  
 Vendor ID: 1746000317

County District: 123910  
 ESC Region: 05  
 School Year: 2023-2024

SAS#: TSSGAA24

**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	
3. Professional and Contracted Services	6200	
4. Supplies and Material	6300	
5. Other Operating Costs	6400	
6. Debt Services	6500	
7. Capital Outlay	6600	
8. Operating Transfers Out	8911	
<b>Total Direct Costs</b>		
9. Indirect Costs		
<b>Total Budgeted Costs</b>		
<b>Total Funds Available Minus Total Costs</b>		
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	
2. Professional and Contracted Services	6200	
3. Supplies and Material	6300	
4. Other Operating Costs	6400	
5. Debt Services	6500	
6. Capital Outlay	6600	
7. Operating Transfers Out	8911	
<b>Total Direct Costs</b>		
8. Indirect Costs		
<b>Total Pre-Award Costs</b>		



**Organization:** BEAUMONT ISD  
**Campus/Site:** N/A  
**Vendor ID:** 1746000317

**County District:** 123910  
**ESC Region:** 05  
**School Year:** 2023-2024

SAS#: TSSGAA24

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

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

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



**Organization:** BEAUMONT ISD  
**Campus/Site:** N/A  
**Vendor ID:** 1746000317

**County District:** 123910  
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**School Year:** 2023-2024

SAS#: TSSGAA24

**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

**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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SAS#: TSSGAA24

**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. Professional and 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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SAS#: TSSGAA24

**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>		
<b>Total Other Operating Costs</b>		

**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:** BEAUMONT ISD  
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**Vendor ID:** 1746000317

**County District:** 123910  
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SAS#: TSSGAA24

**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>		

**Part 2: Description of SBITA**

**Subscription**

1. SBITA Description:

Subscription Cost:

Fund Source:   Contract Start Date:  Contract End Date:

**Part 3: Description of Property**

**Property**

1. Property Description:

Property Value:

Fund Source:   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	
<b>Total Capital Outlay Costs</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:

Add Item Delete Item



Organization: BEAUMONT ISD  
Campus/Site: N/A  
Vendor ID: 1746000317

County District: 123910  
ESC Region: 05  
School Year: 2023-2024

SAS#: TSSGAA24

## 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.	General and Fiscal Guidelines
2. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all Program Guidelines.	Program Guidelines
3. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all General Provisions and Assurances requirements.	General Provisions and Assurances
4. <input checked="" type="checkbox"/> I also certify my acceptance and compliance with all Debarment and Suspension Certification requirements. I certify I am not debarred or suspended.	Debarment and Suspension Certification
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. 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>	Lobbying Certification
6. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all Program-Specific Provisions and Assurances requirements.	Program-Specific Provisions and Assurances

# 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	R: \$0	R: \$0	R: \$0	R: \$0