



A meeting of the Board of Trustees of the Bryan Independent School District will be held on Tuesday, January 20, 2026, beginning at 6:00 PM in the Boardroom of the Administration Building, 801 South Ennis Street, Bryan, Texas 77803, where a quorum of the Board of Trustees will be present.

The subjects to be discussed, considered, or upon which any formal action may be taken are listed below. Items do not have to be taken in the order shown on this meeting agenda. A closed meeting may be held at any time during the open meeting as authorized by various sections of the Texas Government Code. When this occurs, a formal statement will be made by the president or presiding officer of the Board of Trustees.

1. Call to Order

2. Welcome

3. Pledges of Allegiance to the United States and Texas Flags

4. Spotlight

4.A. Intermediate Teachers of the Month

4.B. Auxiliary Employee of the Month

4.C. Essential Eight Community Partnership Award to OnRamp

4.D. Celebrating Bryan Collegiate High School's recognition as a National Finalist for AVID Site Team of the Year

4.E. Celebrating Bryan High School and Rudder High School students' Superior Ranking by Texas Thespians

2025 NATIONAL QUALIFIERS



BRYAN HIGH SCHOOL

Paige Perrone
Truett Speier
Micah Graves
Brady Rich
Jillian Ezar
Riley Fry
Ramona Dworkin
Emily Rodriguez
Cody Wise
Bella Vigil

RUDDER HIGH SCHOOL

Anna Mitchell
Isaac Chohan
Delilah Mead



5. Public Comment on Agenda Items

6. Public Comment on Non-Agenda Items

7. Board Member Reports

7.A. Superintendent's Report on Student and Staff Celebrations



2026 School Board
Appreciation Month



Thank You!





WELCOME HOME,
COACH BLAKE JOSEPH.

BHS CLASS OF 2005

HEAD COACH



COMMUNITY PEP RALLY



BRAZOS COUNTY GO TEXAN



MLK FREEDOM MARCH

8. Information Items

8.A. Budget Development Series — Related to District Revenue



Bryan Independent School District

BUDGET DEVELOPMENT

*District Revenue
January 20, 2026*



December

1 - Introduction to the plan
15 - Understanding the Basic Allotment

January



12 - Understanding Tax Rates
20 - District Revenue

February

2 - School Bonds
23 - Norma @ TASBO Conference

March

2 - Voter Approved Tax Rate Election
23 - Staffing Considerations

April

6 - Budget Planning - Revenues
20 - Budget Planning - Expenditures

May

4 - Budget Planning - Fund Balance
18 - Goals and Vision

June

1 - Budget Communication
15 - Budget Adoption



Board Approved Budgets

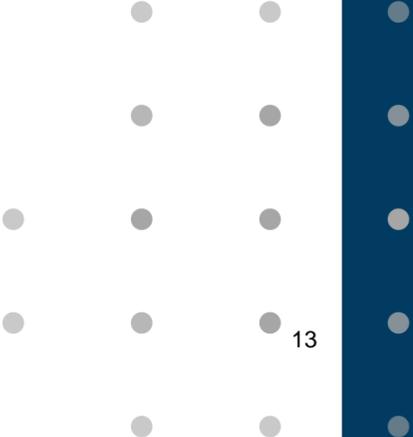


- **General Fund**
 - Funds day-to-day operations of the district
- **Food Service**
 - Provide student meals
- **Debt Service**
 - Make principal and interest payments on voter-approved bonds

Local Revenue



**General
Fund**



GENERAL FUND REVENUE



Local

\$87,876,362



State

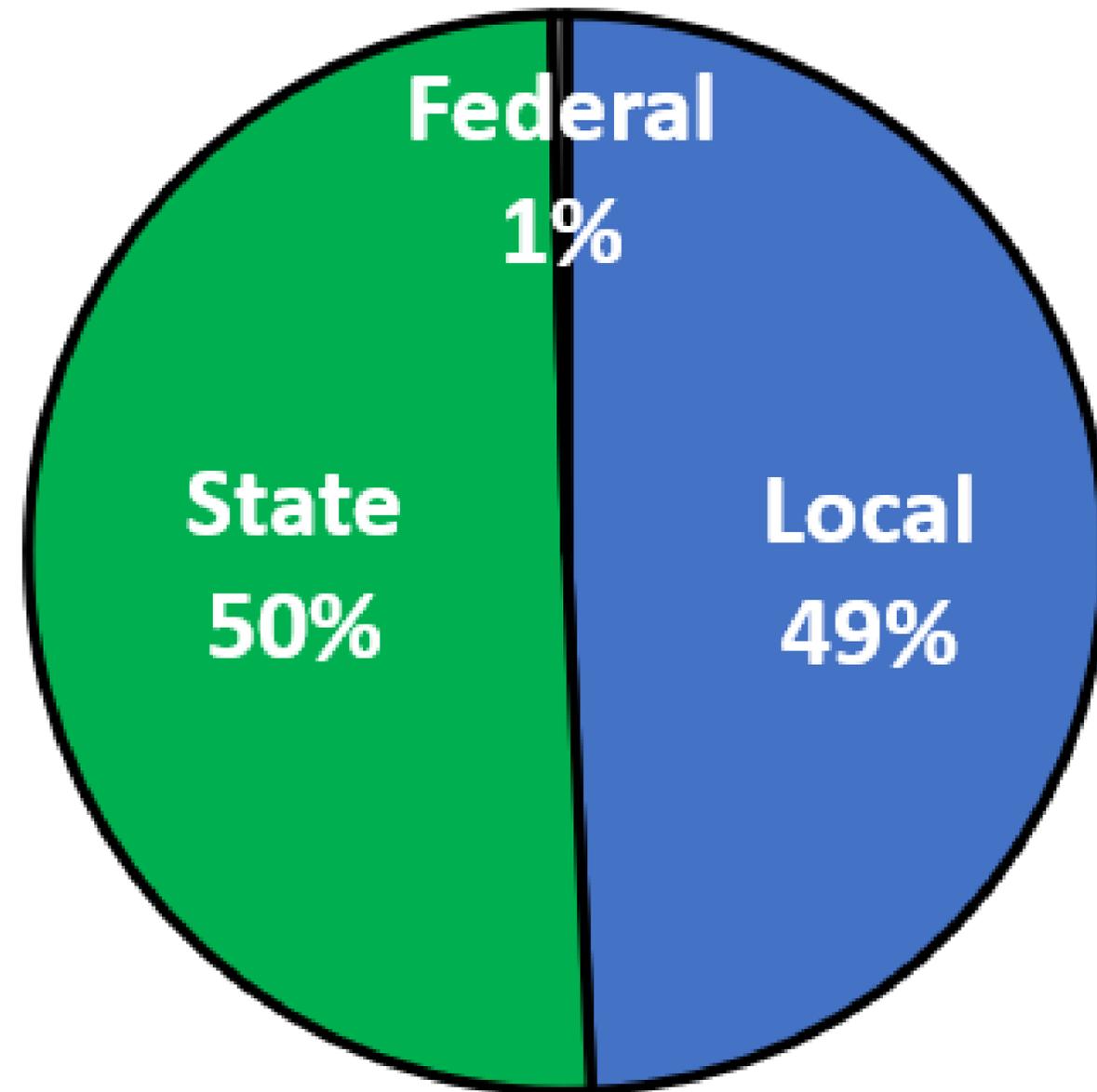
\$89,703,340



Federal

\$775,000

Total Revenue \$178,354,702



■ Local ■ State ■ Federal

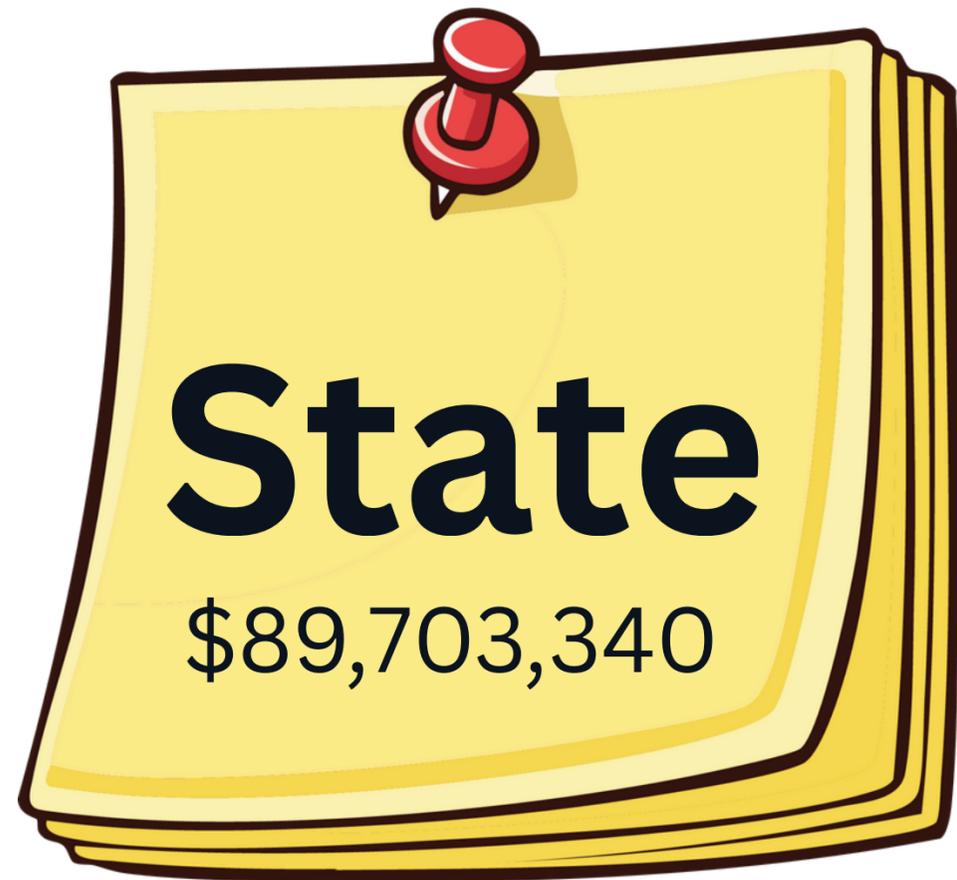
General Fund Revenue



- **Tax Collections**
 - Current year
 - Prior year
 - Penalty & Interest
- Athletics gate receipts
- Interest earnings from investment accounts
- Facility Rentals
- Insurance recovery
- Tuition Pre-k and other programs
- Donations
- Miscellaneous



General Fund Revenue



- **Available School Fund (ASF)**
 - Oil, gas, and mineral royalties
 - Investment earnings
 - Based on the prior year ADA
- **Foundation School Program (FSP)**
 - State dollars
 - Local property taxes
- TRS on-behalf
 - The state pays part of a school employee's retirement contribution for the district
- Medicare Part D
 - Related to retiree prescription drug coverage that districts report under GASB accounting rules

State & Local Share



SCHOOL TAXES, BY THE CUP

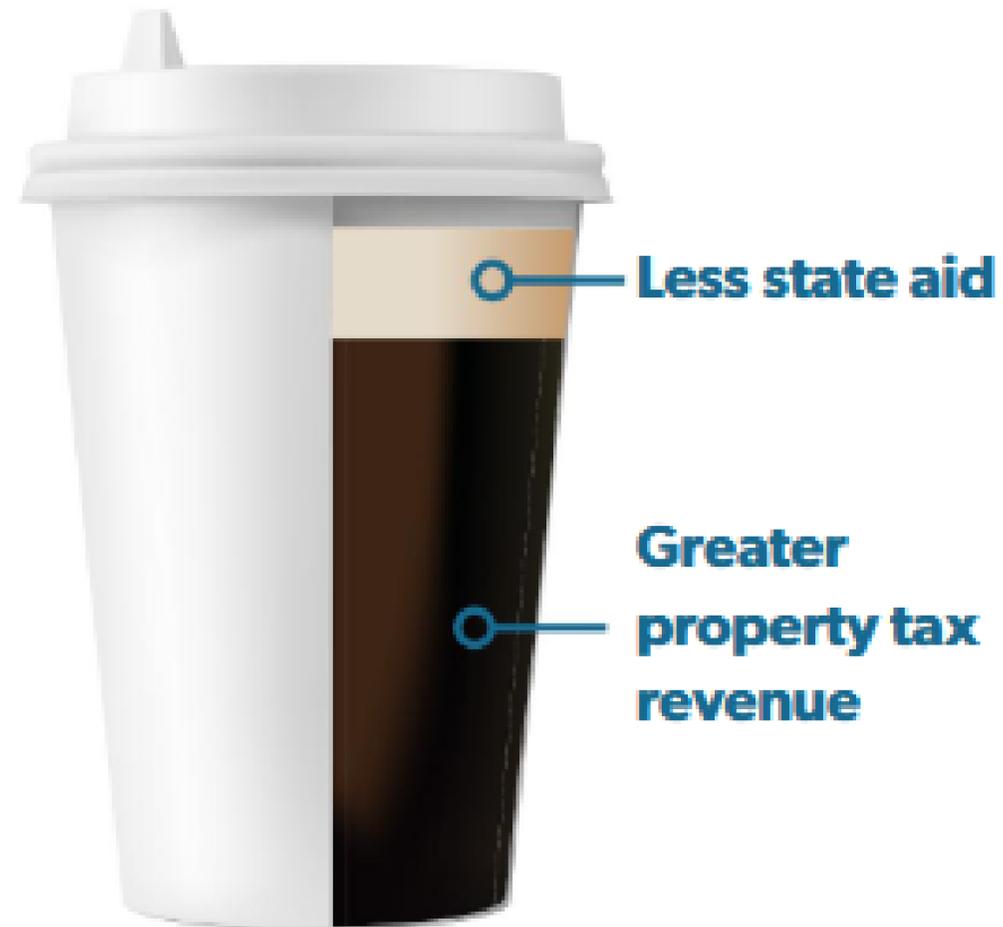


Local property taxes fill the cup first, and the state fills in any space that is left.



If property values increase, the state's portion gets smaller.

State & Local Share



County Appraisal Districts

VS

State Comptroller

Appraisal Values

(Property Value Study)

If property values increase, the state's portion gets smaller.



State & Local Share



County Appraisal District Values

- Exist to determine market value of property
- Basis for calculating local tax collections that get entered into the state funding formula template

State Comptroller Appraisal Values

- Exist to ensure that counties are appraising at market value
- Ensure property values are applied fairly and consistency across the state



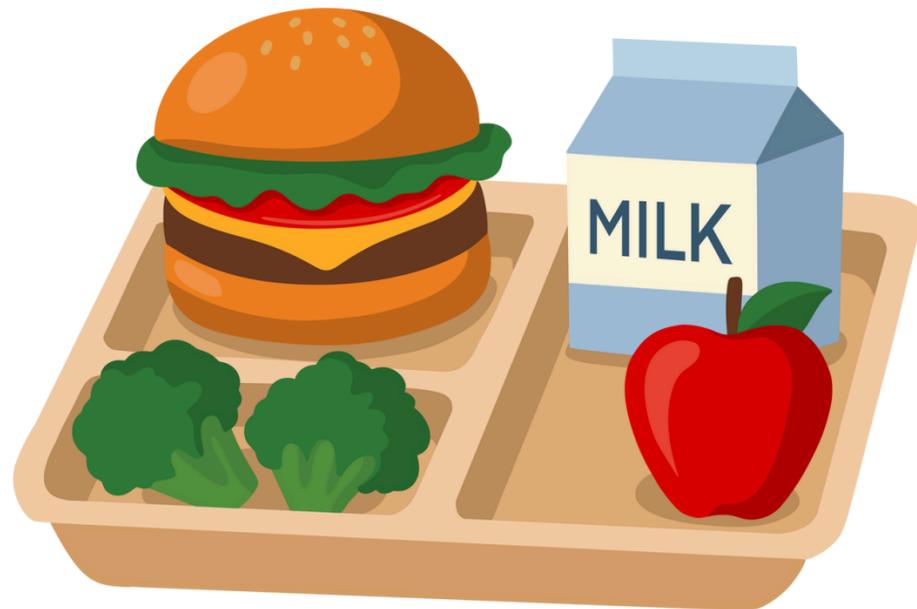
General Fund Revenue



- Indirect costs from federal grants
 - Title I
 - IDEA-B
- Medicaid Program
 - Federal reimbursements for allowable health-related services provided to Medicaid-eligible students
- SHARS Program (*School Health And Related Services*)
 - A specific Medicaid program that reimburses districts for documented medical services provided to eligible special education students

Child Nutrition Revenue

US Department of Agriculture



Food
Service
Fund

Child Nutrition Revenue

US Department of Agriculture

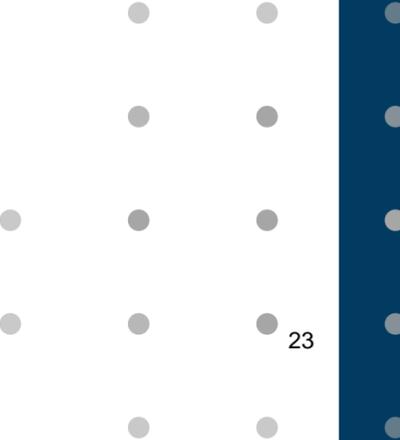


- Comes from # of meals served
- Bryan ISD is a “**CEP**” District
 - Community Eligibility Provision
 - Free meals for all students
 - Reimbursement based on the % of students who are directly certified (like those receiving SNAP, TANF, or Medicaid).
- Adult Meals and à la carte sales
- Special programs
 - Snacks
 - Summer meals
 - Commodities

Debt Service Revenue



I&S
Fund



Debt Service Revenue



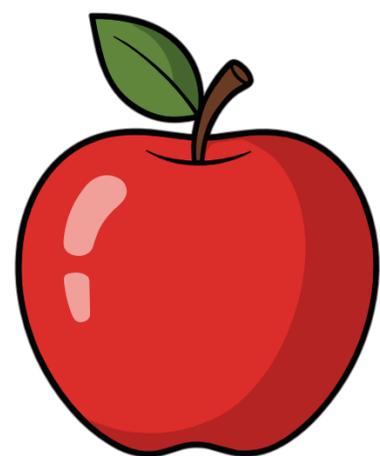
- Majority comes from Local Tax Collections
- Tax Collections
 - Current year
 - Prior year
 - Penalty & Interest
- ASAHE
 - Additional State Aid for Homestead Exemption (Hold Harmless provision)

Federal Grants & Special Revenue



- Title Funds
 - Title I, Title II, ELA, Immigrant
- Education Foundation
- Special Education / Pre-school
- Visually Impaired
- Safety & Security
- Carl Perkins (CTE)
- Homeless Education
- State Deaf

Approx \$12.4M





Basic Allotment

District Revenue

Tax Rates

School Bonds



QUESTIONS



8.B. Update on Progress Toward Board Goal 1, Academics and Student Achievement

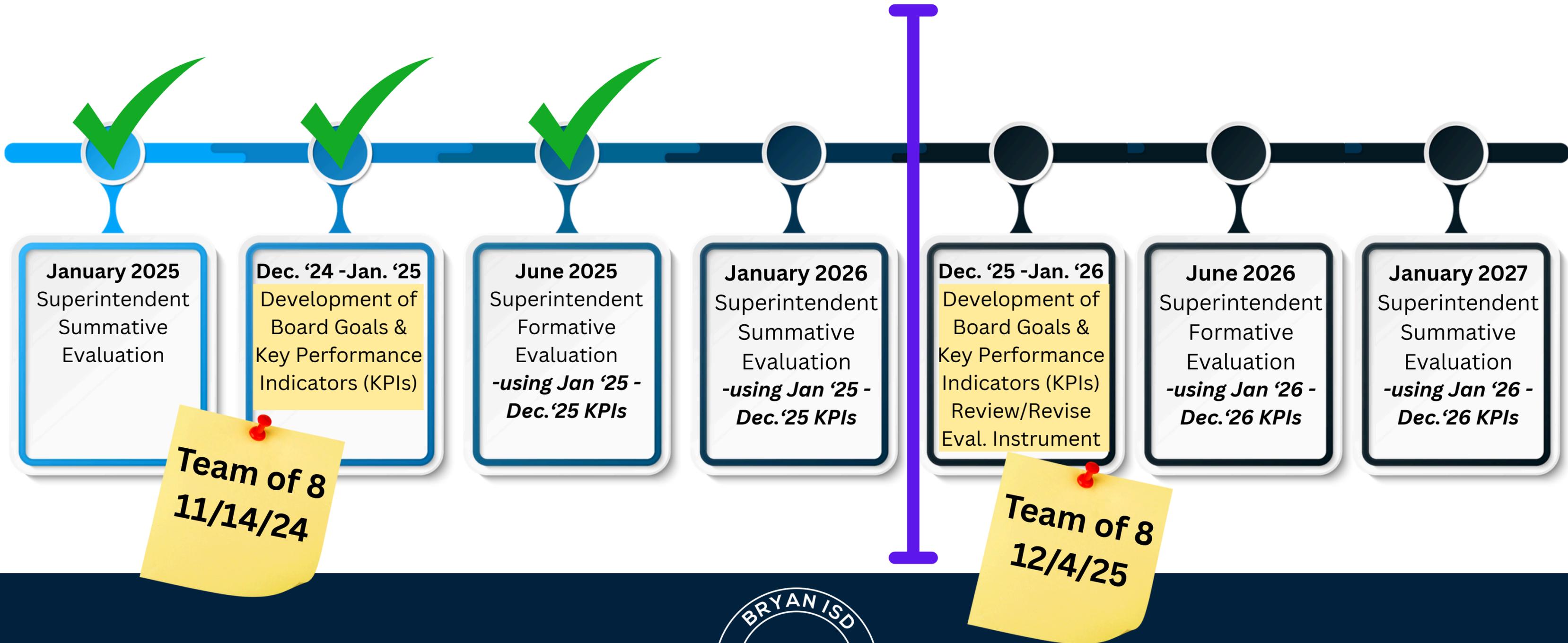


PROGRESS TOWARD BOARD GOALS



January 20, 2026

Board Goals - Timeline Overview





Alignment of Student Outcome Goals

Alignment begins with the Board of Trustees with the Adoption of Board Goals

Goal 1	Support the academic and post-secondary success of every student.
Goal 2	Foster and sustain a culture and climate that encourages a shared responsibility for a positive learning environment that encourages engagement in academic, extracurricular, and service activities.
Goal 3	Recruit and retain a high-quality workforce through competitive benefits, differentiated professional learning, and providing appropriate resources and support to ensure a positive work environment.
Goal 4	Actively partner with students, families, staff, and the community to promote collaborative stakeholder engagement to achieve the district's vision.
Goal 5	Ensure a physically and emotionally safe and secure learning environment while welcoming all students, staff, and visitors.



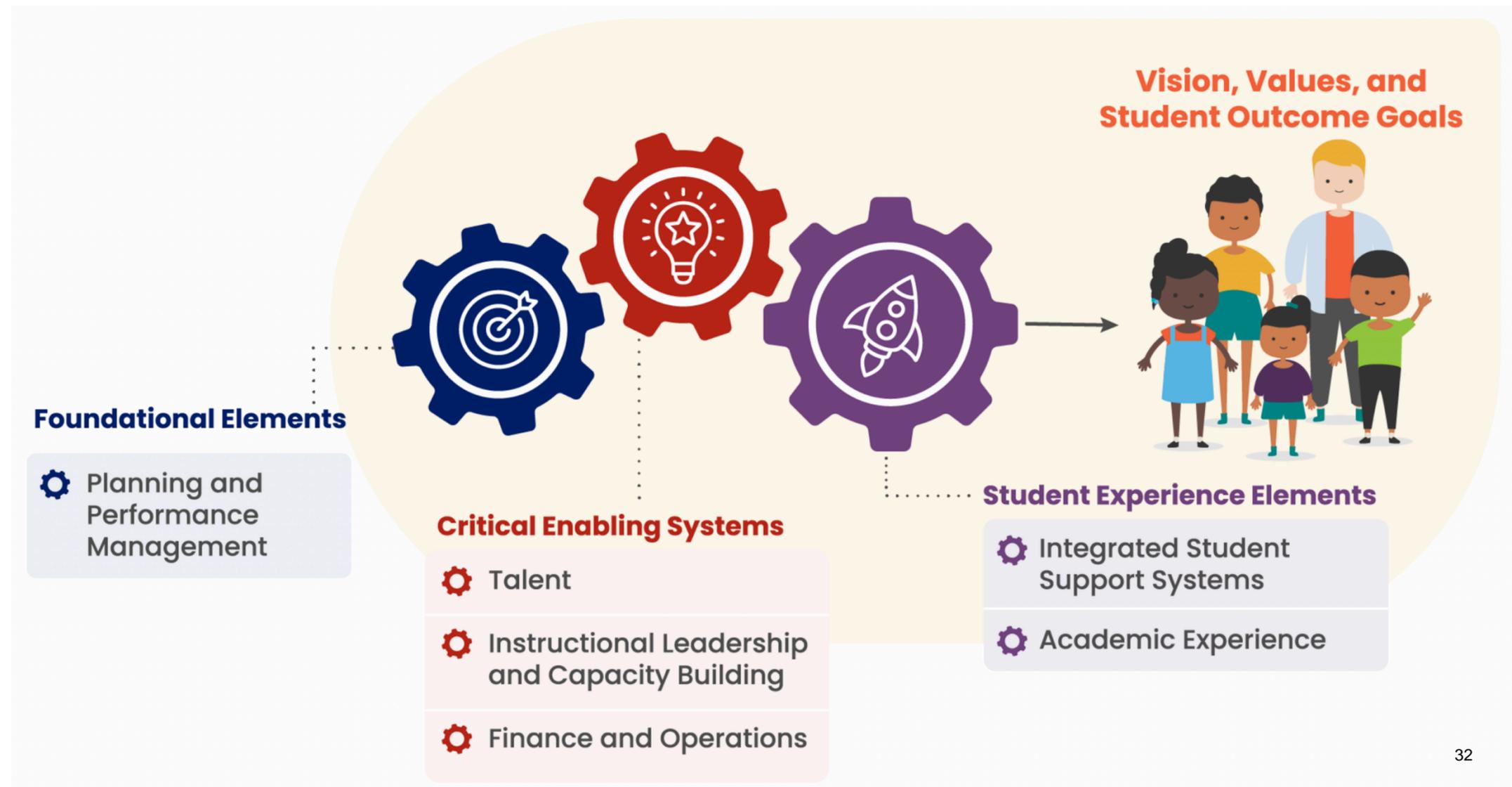


Alignment: The Effective District Framework & Board Goals

The Board Goals are tightly aligned with the Effective District Framework and are actively performance-managed to ensure consistent progress and accountability.

Goal 1: Academics

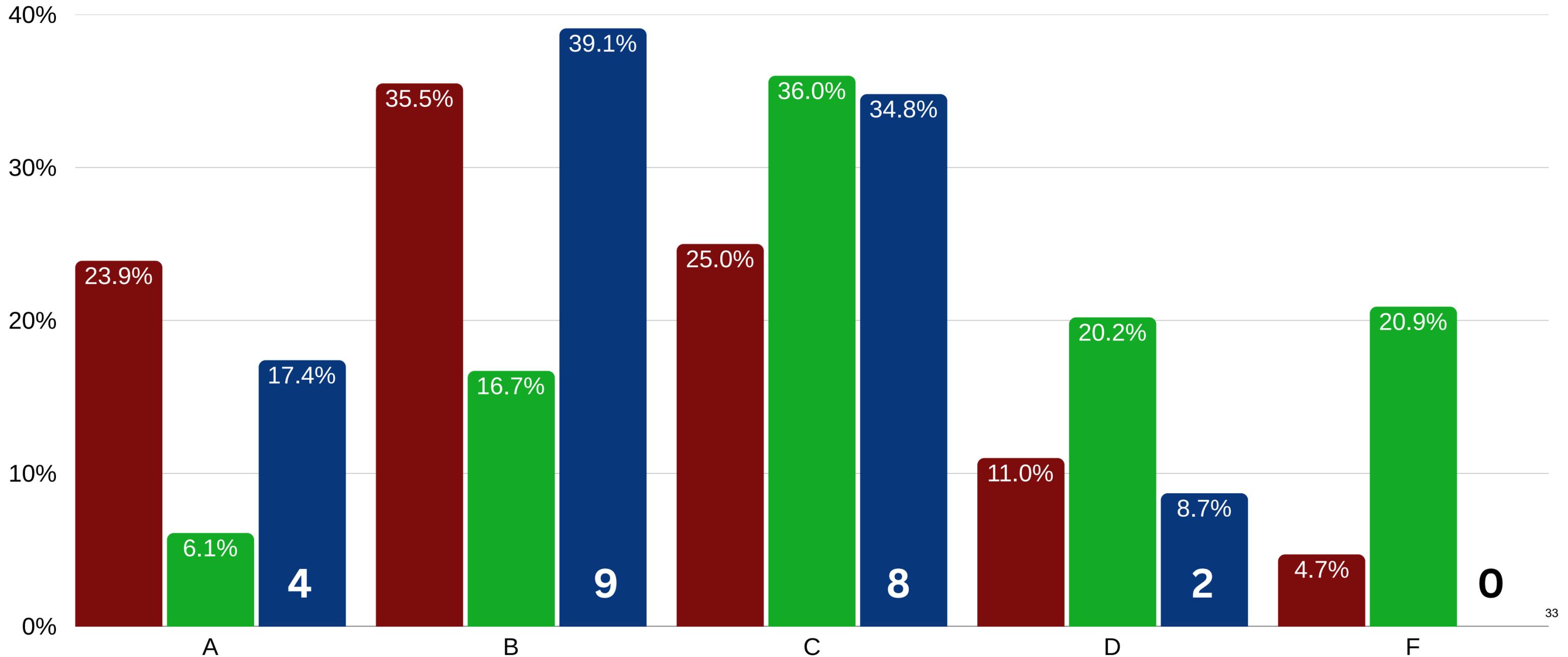
Support the academic and post-secondary success of every student.





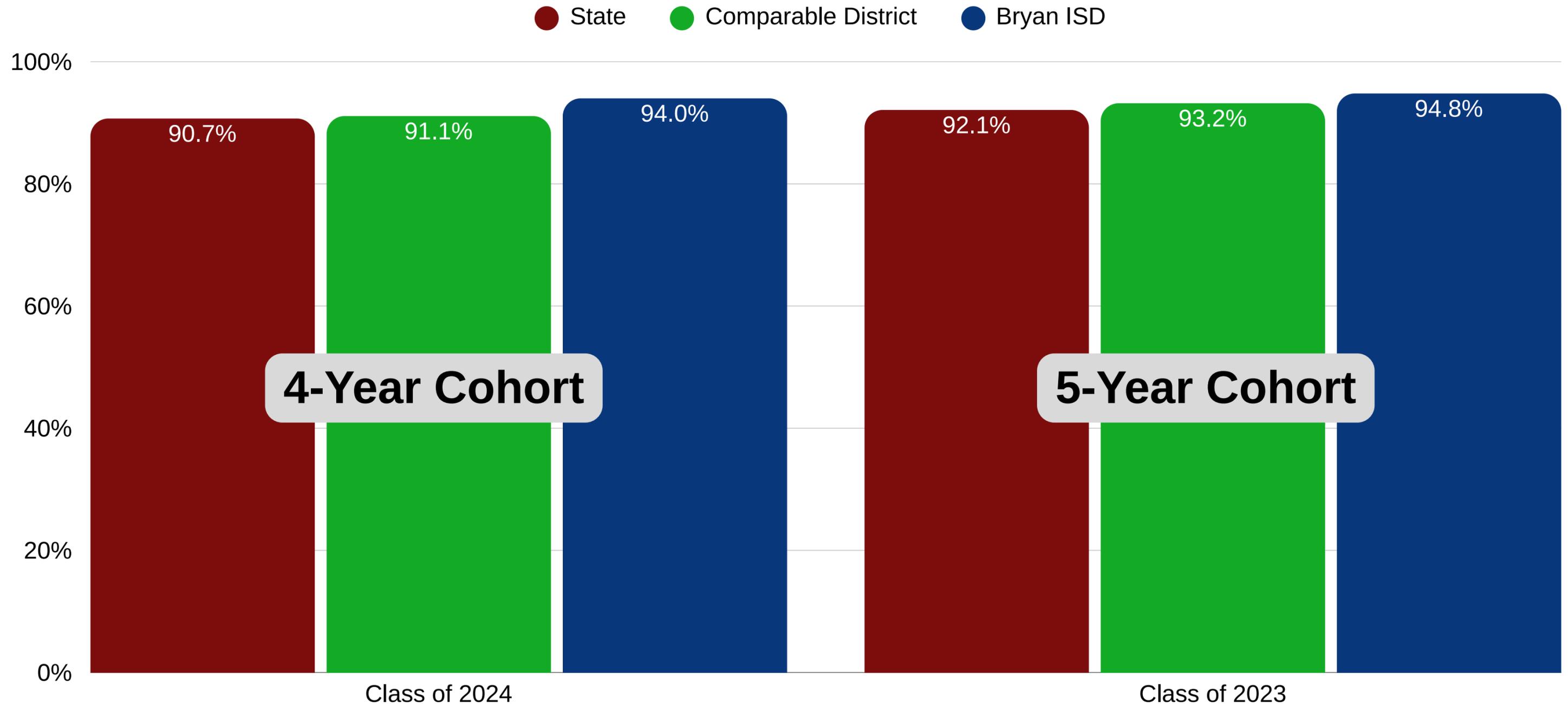
Percentage of Campuses at Each Letter Grade

● State ● Comparable District ● Bryan ISD





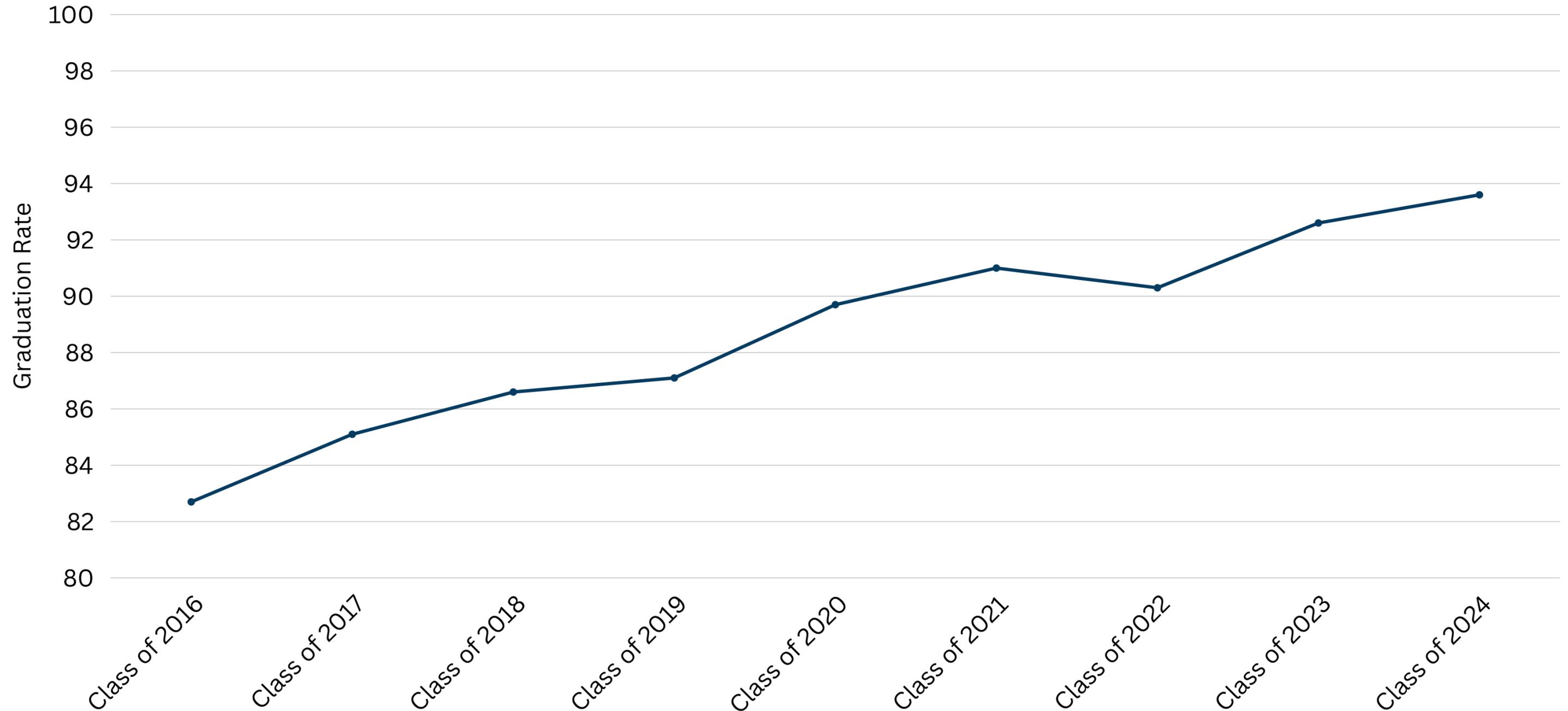
Longitudinal Cohorts Graduation Rate





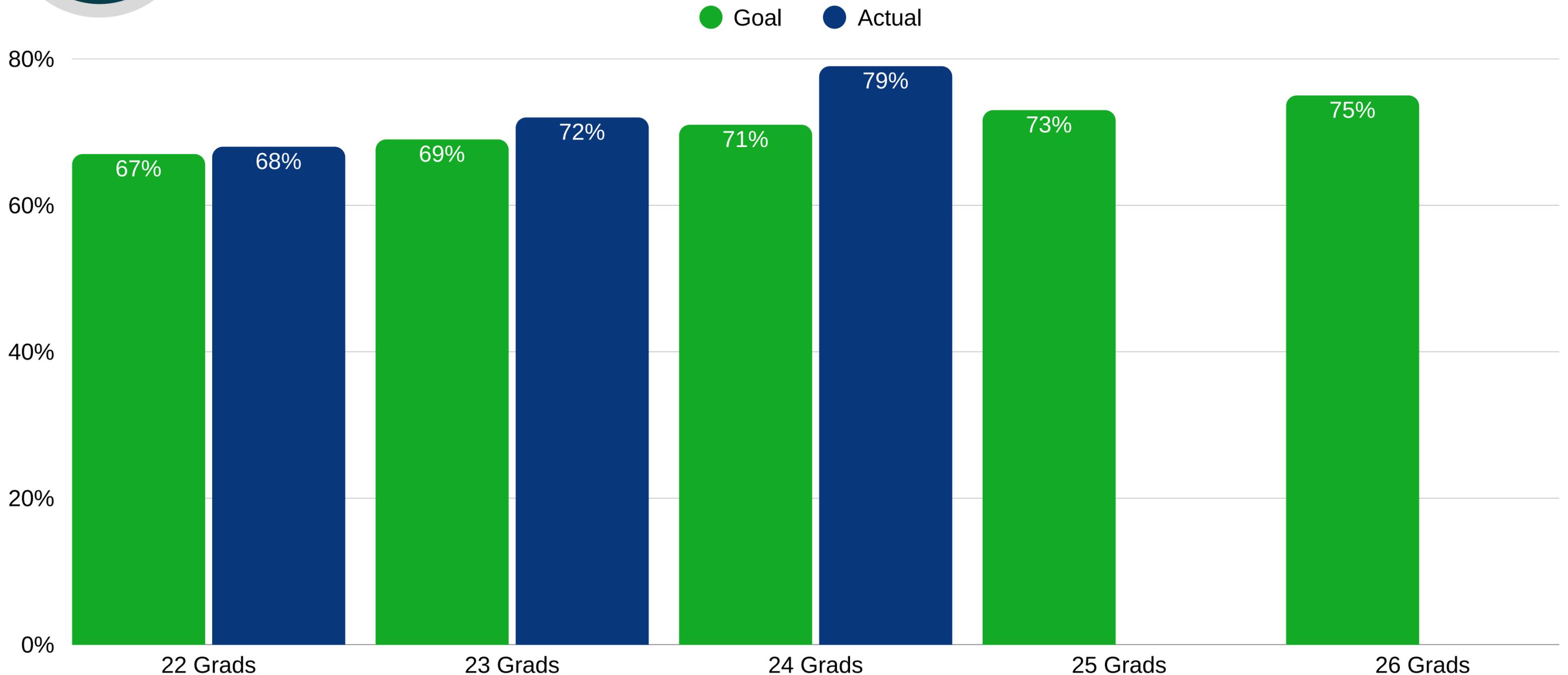
Historical Graduation Rate

4-Year Longitudinal Graduation Rate





College, Career, and Military Readiness Goals



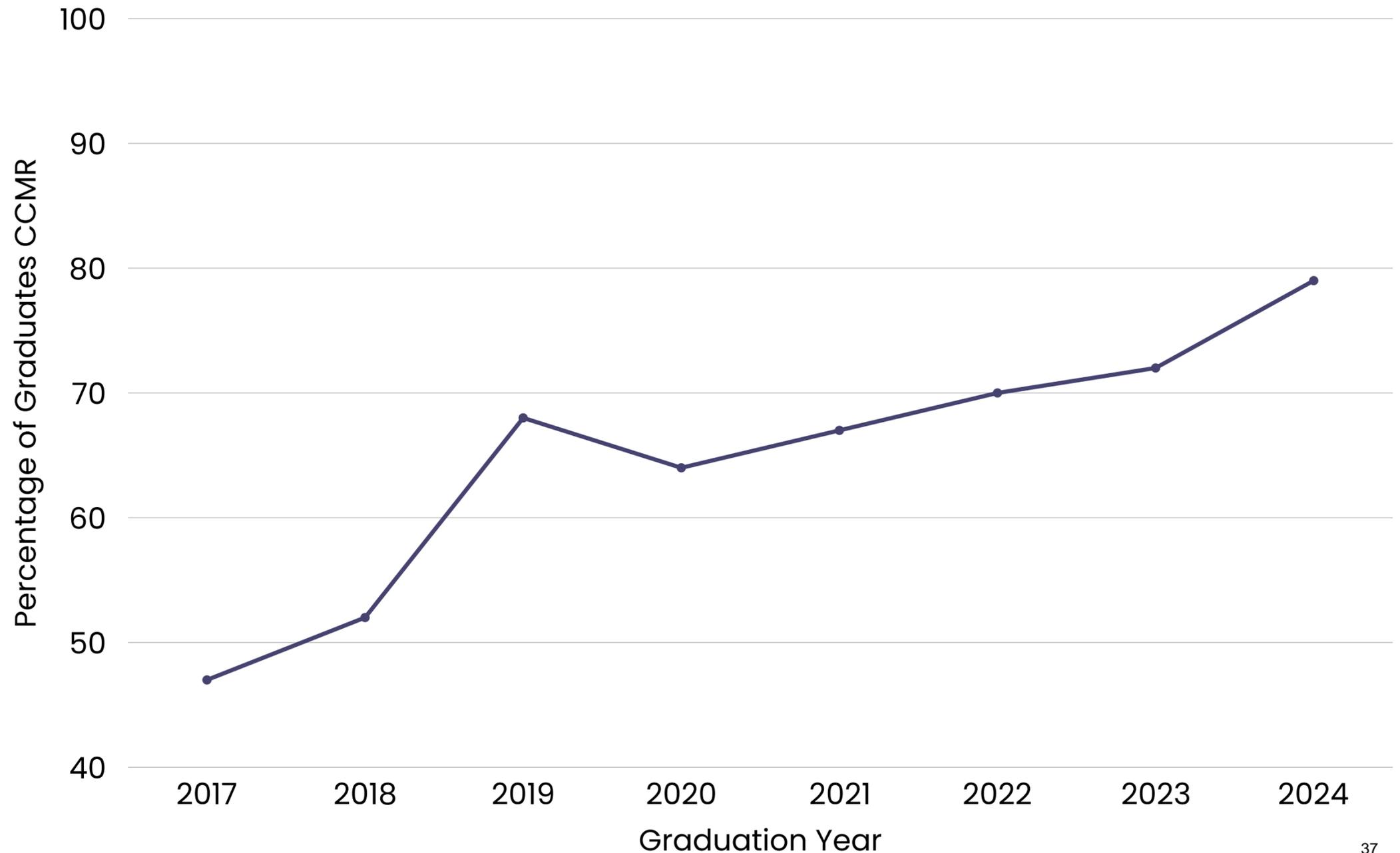
Percent of Graduates College, Career, or Military Readiness



Historical College, Career, Military Readiness Rate

Texas CCMR standards have shifted over the years, significantly increasing rigor. Key changes include:

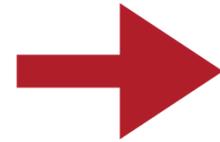
- raising the 'A' rating threshold from 60% to 88% (2023),
- requiring industry certifications to align with specific programs of study (beginning with Class of 2024), and
- implementing stricter validation for college prep courses (Class of 2027) and military enlistment (Class of 2023).



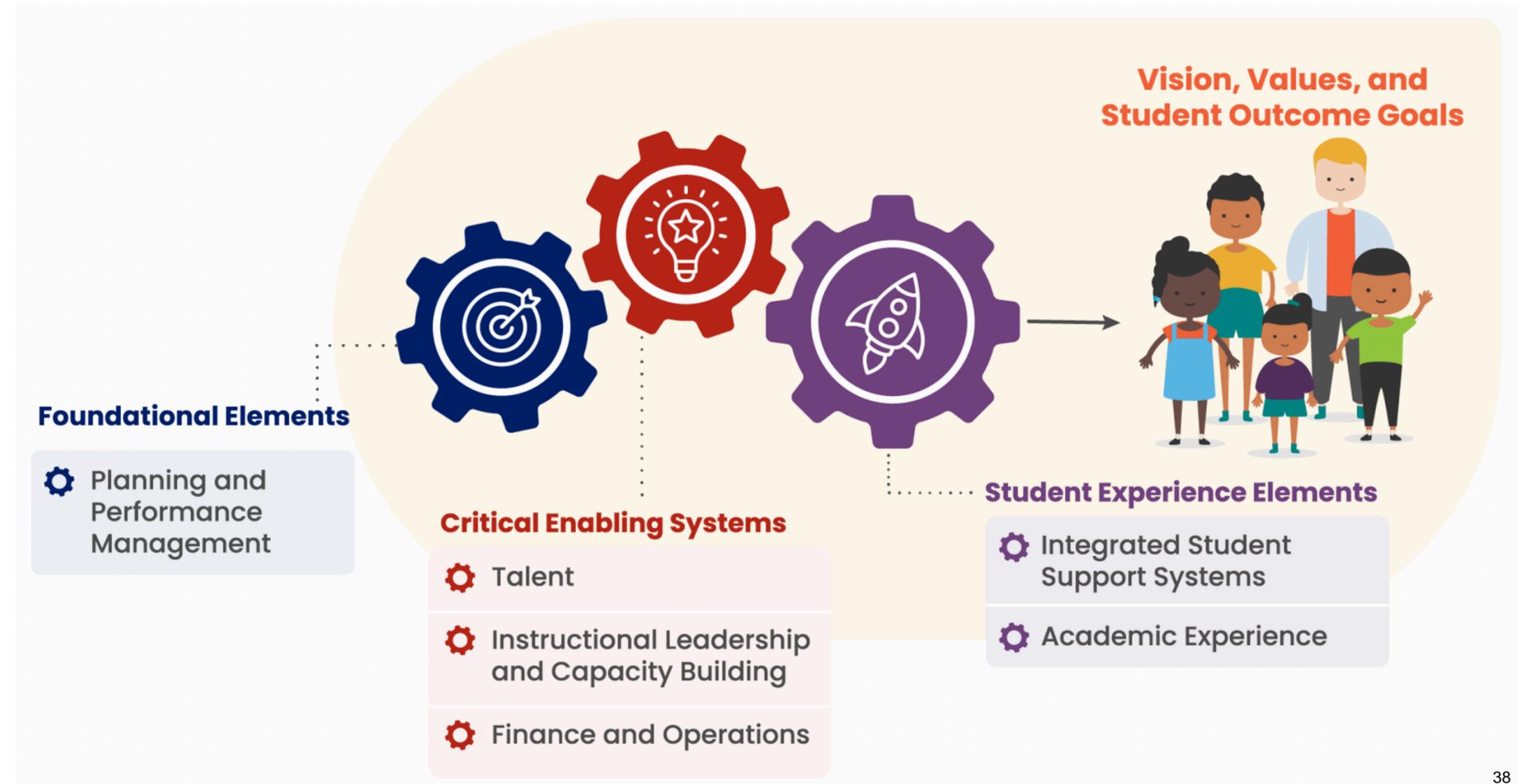
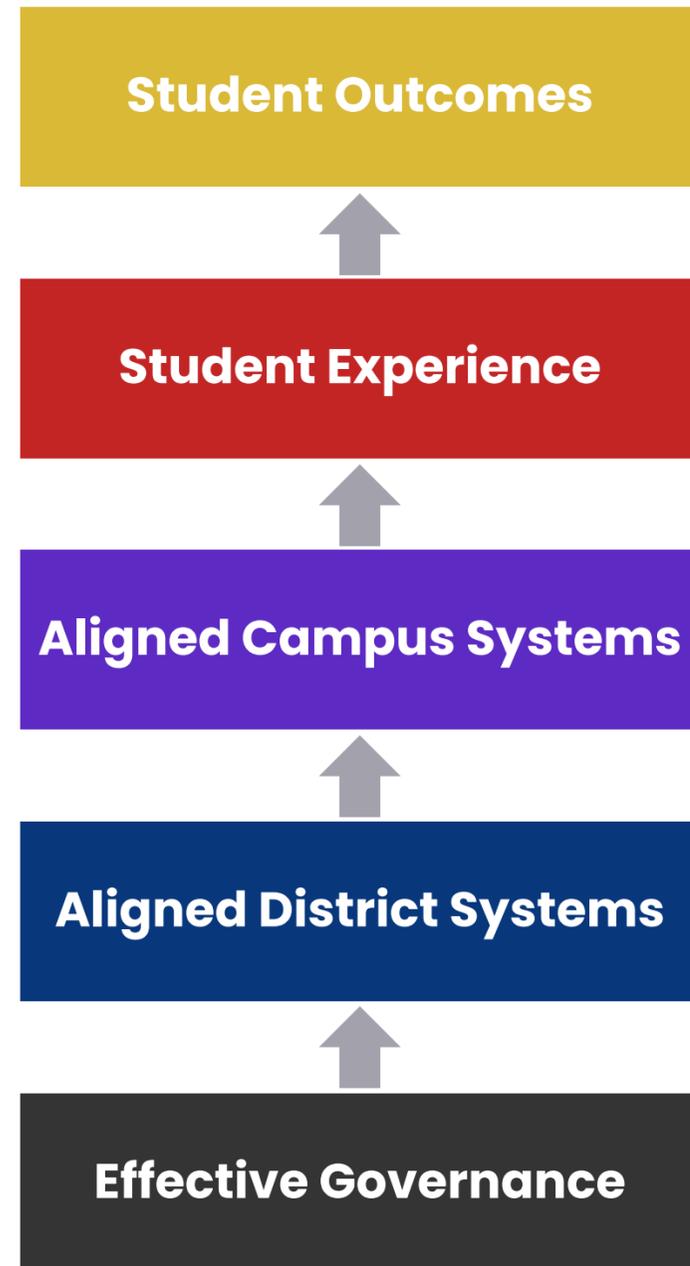


Effective District Framework Impact Model

If we believe a strong student experience is the core driver of student outcomes...



...then we must “backward design” and align all critical systems to our envisioned student experience





Shared Ownership & Support

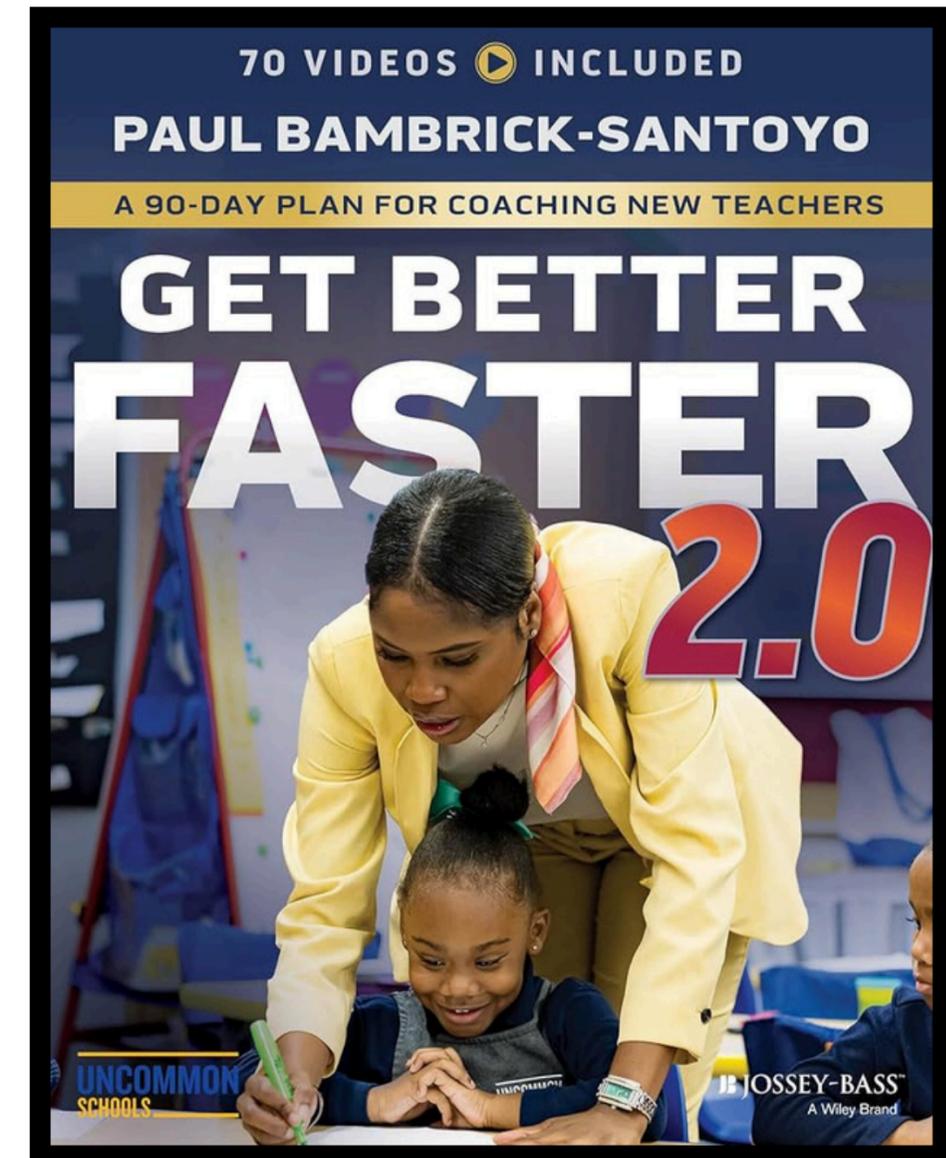
- **Curriculum and Instruction Support Walks**
- **Foundations Trend Data Walks**
- **Campus Support Team**
 - Purpose: to partner with campus administration by focusing on student achievement and school climate/culture. This team's role is to provide service and support in these areas.
 - A dedicated team of district staff from teaching and learning and school leadership to provide on-campus support.
 - Review of data and campus needs; streamline support efforts and schedules
 - Classroom walks for learning; identify campus strengths and needs to support student achievement
 - Review campus improvement plan progress; adjustments as needed



Funded through the LASO Grant

Learning Acceleration Support Opportunities (LASO) Grant

- **Focused: Grade 5-8**
 - Rayburn Intermediate
 - Sadberry Intermediate
 - Long Intermediate
 - SFA Middle School
 - Davila Middle School
- **Partnership with ESC6**
 - Dedicated ESC6 Specialist
 - Year 1: Teacher Observation & Feedback
 - Year 2: Data-Driven Instruction
 - Monthly Campus PD, Coaching, & Classroom Walks
- **Campus Support Specialist**





PROGRESS TOWARD BOARD GOALS



January 20, 2026

9. Consent Agenda

9.A. Consider approval of the meeting minutes for January 12, 2026

9.B. Consider approval of financial statements and purchasing report for December 2025

Bryan ISD Monthly Update - Budgeted Funds

General Fund

December 2025

	Adopted Budget	Amended Budget	December Actual	YTD 2025	FY 50% %	Estimated Budget Remaining
Revenues:						
Local and Intermediate Sources	84,458,520	87,876,362	14,356,777	24,032,794	27%	63,843,568
State Programs	92,685,430	89,703,340	7,395,680	78,029,560	87%	11,673,780
Federal Programs	775,000	775,000	7,679	251,848	32%	523,152
Total Revenues	177,918,950	178,354,702	21,760,136	102,314,201	57%	76,040,501
Expenditures:						
11 Instructional	108,611,760	108,570,047	8,789,348	38,333,086	35%	70,236,961
12 Instructional Resources	1,728,628	1,728,628	147,488	712,973	41%	1,015,655
13 Instructional Staff Development	4,195,269	4,198,835	156,462	831,900	20%	3,366,935
21 Instructional Leadership	3,510,012	3,502,017	332,056	1,885,142	54%	1,616,875
23 Campus Administration	12,142,569	12,145,469	1,015,371	5,273,509	43%	6,871,960
31 Guidance and Counseling	8,060,686	8,060,986	709,883	3,771,080	47%	4,289,906
32 Social Work Services	348,200	348,200	22,812	108,622	31%	239,578
33 Health Services	2,265,913	2,265,913	144,159	850,390	38%	1,415,523
34 Student Transportation	8,383,922	8,383,922	856,599	4,336,160	52%	4,047,762
35 Food Services	2,500	438,252	6,439	69,360	16%	368,892
36 Cocurricular / Extracurricular	3,803,120	3,807,120	328,704	2,035,591	53%	1,771,529
41 General Administration	5,360,408	5,360,408	337,871	2,472,027	46%	2,888,381
51 Plant Maint. And Operations	19,115,228	19,115,228	1,335,440	9,743,700	51%	9,371,528
52 Security and Monitoring	2,106,971	2,106,971	357,449	1,235,718	59%	871,253
53 Data Processing Services	2,698,778	2,698,778	221,755	1,635,121	61%	1,063,657
61 Community Services	107,746	107,746	14,851	15,598	14%	92,148
71 Debt Services	835,000	835,000	-	417,302	50%	417,698
95 Juvenile Justice AEP	60,000	60,000	-	12,023	20%	47,977
99 Intergovernmental Charges	1,325,000	1,325,000	-	329,452	25%	995,548
Total Expenditures	184,661,710	185,058,520	15,441,175	74,733,243	40%	110,325,277
Other Resources*	0		3,457	4,892		(4,892)
Other Uses**	0		-	0		0
Net Other Resources and Uses	0		3,457	4,892		4,892
Net Effect on Fund Balance	(6,742,760)	(6,703,818)		-		-

Bryan ISD Monthly Update - Budgeted Funds
Debt Service
December 2025

	Adopted Budget	December Actual	YTD 2025	50% %	Estimated Budget Remaining
Revenues:					
Local and Intermediate Sources	36,999,168	5,631,627	9,156,373	25%	27,842,795
State Programs	3,092,464	1,846,914	1,846,914	60%	1,245,550
Total Revenues	40,091,632	7,478,541	11,003,287	27%	29,088,345
Expenditures:					
71 Debt Services	40,091,632	-	3,846,845	10%	36,244,787
Total Expenditures	40,091,632	-	3,846,845	10%	36,244,787
Net Effect on Fund Balance	0	-	-		-

Bryan ISD Monthly Update - Budgeted Funds
School Nutrition Services
December 2025

	Adopted Budget	December Actual	YTD 2025	50% %	Estimated Budget Remaining
Revenues:					
Total Revenues*	13,580,000	1,150,172	6,526,877	48%	7,053,123
Expenditures:					
35 Food Services	13,531,858	1,502,627	6,193,376	46%	7,338,482
51 Plant Maint. And Operations	550,000	-	-	0%	550,000
Total Expenditures	14,081,858	1,502,627	6,193,376	44%	7,888,482
Net Effect on Fund Balance	(501,858)	-	-		-

Bryan ISD Monthly Update - Non-Budgeted Funds
Special Revenue Funds
December 2025

	Grant Budget	December Actual	YTD 2025	Estimated Budget Remaining
Revenues:				
Local and Intermediate Sources		225,321	2,442,102	-
State Programs	-	16,637	881,372	-
Federal Programs	-	882,987	5,172,043	-
Other	-	-		-
Total Revenues	-	1,124,945	8,495,517	-
Expenditures:				
11 Instructional	4,914,768	360,031	4,548,323	366,445
12 Instructional Resources	4,000	-	2,537	1,463
13 Instructional Staff Development	3,115,494	343,761	1,597,614	1,517,880
21 Instructional Leadership	654,680	52,100	441,176	213,504
23 Campus Administration	594,562	51,405	302,508	292,054
31 Guidance and Counseling	2,053,283	175,227	857,590	1,195,692
32 Social Work Services	592,743	63,657	281,579	311,164
33 Health Services	-	-	31,992	(31,992)
34 Student Transportation	-	-	-	-
35 Food Services	-	-		-
36 Cocurricular / Extracurricular	759,888	33,100	215,455	544,432
41 General Administration	143,432	20,299	101,955	41,477
51 Plant Maint. And Operations		-	-	-
52 Security and Monitoring	-	560	560	(560)
53 Data Processing Services	-	-	41,735	(41,735)
61 Community Services	209,504	24,805	72,492	137,012
71 Debt Services	-	-		-
81 Facilities Acquisition & Constr.	-	-	-	-
95 Juvenile Justice AEP	-	-	-	-
97 Tax Incremental Financing	-	-		-
99 Intergovernmental Charges	-	-		-
Subtotal Expenditures	13,042,353	1,124,945	8,495,517	4,546,836
Other Uses	-	-	-	-
Total Expenditures	13,042,353	1,124,945	8,495,517	4,546,836
Net Effect on Fund Balance		(13,042,353)	-	-

These items do not require budgets to be adopted by the Board of Trustees



MEMORANDUM

TO: Ginger Carrabine, Superintendent of Schools
Norma Friddle, Assistant Superintendent of Business Services *mf*

From: Melissa Martin, Assistant Director of Financial Services

Date: January 5, 2026

Subject: Purchasing Report for December 2025

In accordance with Policy CH (LOCAL), the attached purchases in the amount of \$25,000 to \$49,999.99 for the month of December 2025 are submitted for your review.

The attached Purchasing Report has been prepared and compiled by the Business Office.

RECOMMENDATION

It is recommended that the Board of Trustees approve the attached purchases for the month of December 2025, as presented.

BRYAN INDEPENDENT SCHOOL DISTRICT
REPORT OF SUPERINTENDENT APPROVED PURCHASES (\$25,000 - \$50,000)
FOR THE MONTH OF DECEMBER 2025



Date	Dept	Campus	Vendor	Amount	Fund	Purch Method	Description
12/08/25	School Nutrition	Haliburton	Southwaste Disposal	\$49,440.24	SNS	Competitive Bid	Annual Grease Trap Pumping Services, Districtwide
12/19/25	Maintenance	Haliburton	Reece Plumbing	\$31,680.21	Bond	Purchasing Cooperative	Purchase of Plumbing Equipment - HydroMax Jetter

9.C. Consider approval of the Quarterly Donation Report

**BRYAN INDEPENDENT SCHOOL DISTRICT
REPORT OF DONATIONS/GIFTS TO THE DISTRICT
QUARTERLY REPORT OCTOBER - DECEMBER 2025**



Date	Campus	Donor	Value of Gift	Recipient	Intended Use	Product/Description
07/22/25	Sadberry Intermediate School	Mays Business School Grant	600.00	Olga Lydia Valdez (Nurse)	To provided free and confidential access to personal hygiene products	Healthy Start Locker Program
10/07/25	Bowen Elementary	Trinity River Tails Farm LLC	100.00	Jennifer Klose	Bowen Elementary Run Club T Shirt Sponsor	Monetary
10/07/25	Bowen Elementary	Brazos Valley Greenscapes	50.00	Jennifer Klose	Bowen Elementary Run Club T Shirt Sponsor	Monetary
10/10/25	Bowen Elementary	John Tucker Construction LTD	100.00	Jennifer Klose	Bowen Elementary Run Club T Shirt Sponsor	Monetary
10/10/25	Bowen Elementary	The Little Family	50.00	Jennifer Klose	Bowen Elementary Run Club T Shirt Sponsor	Monetary
10/28/25	Rudder High School	Heidi and Michael Farnsworth	100.00	Engineering Club	Meeting refreshments and Trunk or Treat candy	Monetary
10/30/25	SPED	BISD Education Foundation	1,561.89	Nolan Rives	To provide movement stations for our SPED students in order to promote cognitive/academic improvements throughout their stay at DAEP.	Sensory Classroom Supplies
11/03/25	Bowen Elementary	Laurie Jones	500.00	Molly Wilder	Classroom Use	Monetary
11/07/25	Bryan High School	Premier ER	10,000.00	Vera "Rosie" Addison	Teaching and reinforcing vital signs skills for junior and senior level health science technology students.	Vital Signs Monitors and Blood Pressure Cuffs
11/10/25	Bryan High School	Brazos Civic Orchestra	250.00	AP Students	AP Music Theory Students taking the AP Music Theory Exam	Monetary
11/13/25	Davila Middle School	BTU	500.00	Campus	Fall Family Festival on November 19, 2025 from 5:30 to 7:30	Monetary
11/13/25	District	Bryan ISD Education Foundation	5,000.00	Student Ambassadors	Transportation for the Student Ambassadors to and from the elementary campus for the Junior Achievement Program.	Monetary
11/18/25	Bowen Elementary	Amarillo National Bank	150.00	Campus	Safety Patrol	Umbrellas
11/19/25	Jane Long Intermediate School	Badell Chapter #9	500.00	Campus	10 Students and Family	Thanksgiving Dinner Baskets w/ Turkeys

9.D. Consider approval of Budget Amendment #2 (General Fund) related to the allocation of insurance proceeds received for transportation and operations losses covered by insurance claims



Bryan Independent School District
Fiscal Year 2025 - 2026
GENERAL FUND
Budget Amendment #2

	Adopted Budget	Current Budget	Budget Amendment Changes	Amended Budget after Approval	#
REVENUES					
5700 Local	\$ 84,458,520	\$ 87,876,362	\$ 115,000	87,991,362	A
5811 Available School Fund	5,794,400	5,794,400		5,794,400	
5812 Foundation School Program	77,812,400	74,394,558		74,394,558	
5831 TRS On-Behalf	9,078,630	9,514,382		9,514,382	
5900 Federal	775,000	775,000		775,000	
Total Revenue	\$ 177,918,950	\$ 178,354,702	\$ 115,000	\$ 178,469,702	
OTHER SOURCES					
Operating Transfer In	-	\$ -	-	\$ -	
Total Other Sources	-	\$ -	\$ -	\$ -	
Total Revenue & Other Sources	\$ 177,918,950	\$ 178,354,702	\$ 115,000	\$ 178,469,702	
EXPENDITURES					
11 Instruction	\$ 108,611,760	\$ 108,570,047		\$ 108,570,047	
12 Inst Resources & Media	1,728,628	1,728,628		1,728,628	
13 Curriculum & Prof. Dev.	4,195,269	4,198,835		4,198,835	
21 Instructional Administration	3,510,012	3,502,017		3,502,017	
23 School Leadership	12,142,569	12,145,469		12,145,469	
31 Guidance & Counseling	8,060,686	8,060,986		8,060,986	
32 Social Work Services	348,200	348,200		348,200	
33 Health Services	2,265,913	2,265,913		2,265,913	
34 Student Transportation	8,383,922	8,383,922	105,000	8,488,922	B
35 Child Nutrition	2,500	438,252		438,252	
36 Cocurricular/Extracurricular	3,803,120	3,807,120		3,807,120	
41 General Administration	5,360,408	5,360,408		5,360,408	
51 Plant Maintenance & Operations	19,115,228	19,115,228	10,000	19,125,228	B
52 Security & Monitoring	2,106,971	2,106,971		2,106,971	
53 Data Processing	2,698,778	2,698,778		2,698,778	
61 Community Services	107,746	107,746		107,746	
71 Debt Services	835,000	835,000		835,000	
95 Juvenile Justice AEP	60,000	60,000		60,000	
99 Other Intergovernmental Chgs	1,325,000	1,325,000		1,325,000	
TOTAL EXPENDITURES	\$ 184,661,710	\$ 185,058,520	115,000	\$ 185,173,520	
OTHER USES					
Transfers Out	-	-	-	-	
Total Other Uses	-	-	-	-	
Total Expenditures & Other Uses	\$ 184,661,710	\$ 185,058,520	\$ 115,000	\$ 185,173,520	
Excess/(Deficit) Revenues and Expenditures	\$ (6,742,760)	\$ (6,703,818)	-	\$ (6,703,818)	

Amendment

#

A	Updates the original budget to reflect revised revenues based on insurance settlement funds related to property (white fleet or bus) damage.
B	Updates the original budget to reflect an estimated allocation for repairs dedicated to the repair of district property (white fleet or bus) following an accident.

9.E. Consider approval for an update to the Minimum Prevailing Wage Rate Schedule



CLASSIFICATION	RATE	NOTES
Acoustic Ceiling Installer	17.93	
Asbestos Abatement Worker	16.20	
Carpenter	16.91	
Concrete – Pour and Finish	16.20	
Crane Operator	27.62	
Driver	16.20	
Drywall Installer	17.09	
Electrician – Journeyman	25.95	
Electrician – Apprentice	20.35	
Elevator Mechanic – Journeyman	62.31	
Elevator Mechanic – Apprentice	51.94	
Fire Protection – Controls	22.36	
Fire Protection – Pipefitter	20.94	
Formwork Builder	16.20	
Glazier	17.83	
HVAC – Journeyman	30.41	
HVAC – Apprentice	19.35	
HVAC – Controls	21.80	
Insulator	16.71	
Ironworker	17.71	
Laborer/Helper	16.20	
Mason	19.99	
Equipment Operator – Light	16.20	
Equipment Operator – Heavy	17.26	
Painter	16.20	
Pipefitter – Journeyman	34.09	
Pipefitter - Apprentice	19.98	
Plasterer	16.20	
Plumber – Journeyman	35.05	
Plumber – Apprentice	22.95	
Reinforced Steel Worker	16.20	
Roofer	19.94	
Stone Mason	18.12	
Terrazzo Installer	16.20	
Tile Setter	16.38	
Waterproofer	16.20	

Note: Listed minimum prevailing wage rate is the base rate including fringes. The prevailing wage rate is based on a survey conducted by the Texas A & M University System located in College Station, Texas which is within Brazos County.

9.F. Board Resolution to Establish Non-Business Days for Public Information Act



Bryan ISD 2026 Public Information Day Calendar

JANUARY 2026

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

MARCH 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL 2026

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY 2026

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE 2026

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

January

1 New Year's Day (National Holiday)
 19 Martin Luther King, Jr. Day Holiday (National Holiday) and Confederate Heroes Day (State Holiday)

February

16 Presidents' Day (National Holiday)

March

2 Texas Independence Day (State Holiday)

April

3 Good Friday (Optional Holiday - District Closed)
 21 San Jacinto Day (State Holiday)

May

25 Memorial Day (National Holiday)

June

19 Juneteenth National Independence Day (National Holiday) and Emancipation Day (State Holiday)

July

3 Independence Day Holiday (National Holiday - Observed)

August

27 Lyndon Baines Johnson Day (State Holiday)

September

7 Labor Day (National Holiday)

October

November

26 Thanksgiving Day (National Holiday)
 27 Day after Thanksgiving (State Holiday)

December

24 Christmas Eve (State Holiday)
 25 Christmas Day (National Holiday)

10 Additional Non-business Days Designated by the Board of Trustees

- Thursday, March 12, 2026
- Friday, March 13, 2026
- Monday, November 23, 2026
- Tuesday, November 24, 2026
- Wednesday, November 25, 2026
- Wednesday, December 23, 2026
- Monday, December 28, 2026
- Tuesday, December 29, 2026
- Wednesday, December 30, 2026
- Thursday, December 31, 2026

- Weekend: Not Included in TPIA Business Day Calculations
- State or Federal Holiday: Not Included in TPIA Business Day Calculations
- Additional Non-business Day Designated by the District's Board of Trustees

JULY 2026

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST 2026

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER 2026

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER 2026

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER 2026

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

EXHIBIT A – BISD 2026 NON-BUSINESS DAYS

State and Federal Holidays

Thursday, January 1, 2026	National Holiday: New Year's Day
Monday, January 19, 2026	National Holiday: Martin Luther King, Jr., Day State Holiday: Confederate Heroes Day
Monday, February 16, 2026	National Holiday: Presidents' Day
Monday, March 2, 2026	State Holiday: Texas Independence Day
Tuesday, April 21, 2026	State Holiday: San Jacinto Day
Monday, May 25, 2026	National Holiday: Memorial Day
Friday, June 19, 2026	National Holiday: Juneteenth National Independence Day State Holiday: Emancipation Day
Friday, July 3, 2026	National Holiday: Independence Day (Observed)
Thursday, August 27, 2026	State Holiday: Lyndon Baines Johnson Day
Monday, September 7, 2026	National Holiday: Labor Day
Wednesday, November 11, 2026	National Holiday: Veterans Day
Thursday, November 26, 2026	National Holiday: Thanksgiving Day
Friday, November 27, 2026	State Holiday: Friday after Thanksgiving Day
Thursday, December 24, 2026	State Holiday: Christmas Eve
Friday, December 25, 2026	National Holiday: Christmas Day

Optional Holiday – Observed by Bryan ISD

Friday, April 3, 2026	Good Friday
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Additional Non-business Days Designated by the District's Board of Trustees

Thursday, March 12, 2026	District Holiday: Thursday during Spring Break
Friday, March 13, 2026	District Holiday: Friday during Spring Break
Monday, November 23, 2026	District Holiday: Monday during Thanksgiving Break
Tuesday, November 24, 2026	District Holiday: Tuesday during Thanksgiving Break
Wednesday, November 25, 2026	District Holiday: Wednesday during Thanksgiving Break
Wednesday, December 23, 2026	District Holiday: First Wednesday of Winter Break
Monday, December 28, 2026	District Holiday: Second Monday of Winter Break
Tuesday, December 29, 2026	District Holiday: Second Tuesday of Winter Break
Wednesday, December 30, 2026	District Holiday: Second Wednesday of Winter Break
Thursday, December 31, 2026	District Holiday: Second Thursday of Winter Break

9.G. TEA Certificate of Board Update related to approving the single audit report for the 24-25 fiscal year

Certificate of the Board

Bryan Independent School District

Name of School District

Brazos

County

021-902

Co.-Dist Number

We, the undersigned, certify that the federal single audit report of the above named school district was reviewed and X approved disapproved for the fiscal year ended June 30, 2025 at a meeting of the Board of Trustees of such school district on the 20 day of January , 2026.

Signature of Board Secretary

Signature of Board President

If the Board of Trustees disapproved the auditor's report, the reason(s) for disapproving it is/are (attach list as necessary):

9.H. Consider approval the Pre-K Partnerships Collaborative Grant contract

Texas A&M University Sponsored Research Services Subaward Agreement #M2601804

Institution/Organization ("PTE")		Institution/Organization ("COLLABORATOR")	
Name: The Texas A&M University System Address: 400 Harvey Mitchell Parkway South, Suite 300 College Station, TX 77845-4375		Name: Bryan Independent School District Address: 800 S. Ennis Street Bryan, TX 77803-	
PTE PI: Joshua West		Collaborator PI: Jennifer Warren	
Prime Sponsor: Department of Health and Human Services			
FAIN #: 2925INT009			
CFDA #: 93.575	CFDA Title: Child Care and Development Block Grant		
Is the Federal Award R and D?: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		15% de minimis IDC rate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Sponsor: Texas Education Agency		Sponsor Award #: A800-25	
Project Title: Statewide intermediary hub to support development of prekindergarten partnerships across the state of Texas.			
Subaward Period of Performance: February 1, 2026 to August 30, 2026 See "Additional Funding" - Attachment 2		Amount Funded this Action: \$125,000.00	
Estimated Project Period: Not applicable		Total Amount Funded to date: \$125,000.00	
Reporting Requirements: <input type="checkbox"/> FFATA <input checked="" type="checkbox"/> Reports (see Attachment 4)		Incrementally Estimated Total: Not applicable	
		Cost Share Requirement: Not applicable	

Terms and Conditions

- 1) PTE hereby awards a **FIXED PRICE** Subaward Agreement, as described above, to COLLABORATOR. The statement of work and payment schedule for this Subaward Agreement are (check one): as specified in COLLABORATOR proposal dated _____; or as shown in Attachment 4. In its performance of subaward work, COLLABORATOR shall be an independent entity and not an employee or agent of PTE.
- 2) PTE shall provide funding in accordance with Payment Schedule as shown in Attachment 4. All invoices can be submitted using COLLABORATOR's standard invoice, but at a minimum shall include deliverable completed and milestone payment amount, Subaward Agreement number, and certification as to truth and accuracy of invoice as required in 2 CFR 200.415(a). Invoices that do not reference PTE's Subaward Agreement Number shall be returned to COLLABORATOR. Invoices and questions concerning invoice receipt or payments should be directed to the appropriate party's Financial contact, as shown in Attachment 3. All invoices with travel expenses shall include receipts for the travel expenses incurred on the invoice.
- 3) All payments shall be considered provisional and subject to adjustment within the total estimated cost in the event such adjustment is necessary as a result of an adverse audit finding against the COLLABORATOR. PTE reserves the right to reject an invoice, in accordance with 2 CFR 200.305.
- 4) Matters concerning the technical performance of this Subaward Agreement should be directed to the appropriate party's **Principal Investigator**, as shown in Attachment 3. Technical reports are required as shown above, "Reporting Requirements."
- 5) Matters concerning the request or negotiation of any changes in the terms, conditions, or amounts cited in this Subaward Agreement, and any changes requiring prior approval, should be directed to the appropriate party's **Administrative contact**, as shown in Attachment 3. Any such changes made to this Subaward Agreement require the written approval of each party's **Authorized Official**, as shown in Attachment 3.
- 6) Each party shall be responsible for its negligent acts or omissions and the negligent acts or omissions of its employees, officers, or directors, to the extent allowed by law.
- 7) Either party may terminate this agreement with thirty days written notice to the appropriate party's **Administrative contact**, as shown in Attachment 3. PTE shall pay COLLABORATOR for termination costs as allowable under Uniform Guidance, 2 CFR 200.
- 8) No-cost extensions require the approval of the PTE. Any requests for a no-cost extension should be addressed to and received by the **Administrative contact**, as shown in Attachment 3, not less than thirty days prior to the desired effective date of the requested change.
- 9) The Subaward Agreement is subject to the terms and conditions of the Sponsor Award and other special terms and conditions, as identified in **Attachment 2**.
- 10) By signing below COLLABORATOR makes the certifications and assurances shown in **Attachments 1 and 2**.

By an Authorized Official of PTE: <hr style="width: 100%;"/> Joe Elabd Vice Chancellor for Research The Texas A&M University System	By an Authorized Official of COLLABORATOR: <hr style="width: 100%;"/> Name: _____ Title: _____ Date: _____
--	---

Attachment 1
Subaward Agreement M2601804

By signing the Subaward Agreement, the authorized official of COLLABORATOR certifies, to the best of his/her knowledge and belief, that:

Certification Regarding Lobbying

- 1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the COLLABORATOR, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
- 2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or intending to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the COLLABORATOR shall complete and submit Standard Form -LLL, "Disclosure Form to Report Lobbying," to PTE.
- 3) The COLLABORATOR shall require that the language of this certification be included in the award documents for all Subaward agreements at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all Subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U. S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Debarment, Suspension, and Other Responsibility Matters

COLLABORATOR certifies by signing this Subaward Agreement that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from participation in this transaction by any federal department or agency.

Audit and Access to Records

COLLABORATOR certifies by signing this Subaward Agreement that it complies with the Uniform Guidance, will provide notice of the completion of required audits and any adverse findings which impact this Subaward as required by parts 200.501-200.521, and will provide access to records as required by parts 200.336, 200.337, and 200.201 as applicable.

Attachment 2
Subaward Agreement M2601804
Sponsor Agreement Terms and Conditions
Texas Education Agency

By signing the Subaward Agreement, the authorized official of COLLABORATOR hereby adopts the terms of the Texas Education Agency Award #A800-25 in their entirety, incorporate them as attached and set forth herein, and agree to perform and be bound by all applicable terms.

In reference to the Prime Sponsor Award attached: (a) references to “Texas A&M University System” or “Subrecipient” shall be deemed to mean “COLLABORATOR”; (b) references to the “Texas Education Agency” or “TEA” shall be deemed to mean “PTE”; and (c) references to “Grant Award” shall be deemed to mean “Subaward Agreement”.

In the event of any inconsistency between the provisions of this Subaward Agreement and those of the Sponsor Agreement, the inconsistency shall be resolved by giving precedence to the provisions of the Sponsor Agreement.

Special Terms and Conditions:

DATA RIGHTS: COLLABORATOR grants to PTE the right to use data created in the performance of this Subaward Agreement solely for the purpose of and only to the extent required to meet PTE’s obligations under its Sponsor Agreement.

COPYRIGHTED MATERIAL: COLLABORATOR grants to PTE an irrevocable, royalty-free, non-transferable, non-exclusive right and license to use, reproduce, make derivative works, display, and perform publicly any copyrights or copyrighted material (including any computer software and its documentation and/or databases) first developed and delivered under this Subaward Agreement solely for the purpose of and only to the extent required to meet PTE’s obligations under its Prime Sponsor Award.

COMMUNICATIONS: PTE is the Prime Contractor for this Project and shall be the party responsible for facilitating and coordinating all communications with the Sponsor. Except as required by law and except as authorized by PTE in writing, all communications (whether written, verbal, or electronic) with the Sponsor must be forwarded through PTE, whether such communication was originally initiated by COLLABORATOR or the Sponsor.

AMENDMENTS: Authorization to extend the end date through August 30, 2027 is anticipated but no work is currently authorized after August 30, 2026 until a formal amendment is received from TAMUS. Should TEA/TWC not extend the end date of the TAMUS prime award, COLLABORATOR will be required to return unused funds.

PERIOD OF PERFORMANCE: It is anticipated that the Prime Sponsor will issue an amendment extending the end date of of the Prime Sponsor Award. Upon receipt of such amendment, a corresponding amendment to this Subaward Agreement will be issued to extend the end date to 8/30/27. Additional reporting requirements and final reporting will also be incorporated at that time. The current end date of this Subaward Agreement is 8/30/26 and no work shall be performed beyond that date unless and until the Subaward Agreement is formally executed. PTE anticipates receiving the Prime Sponsor amendment within the next several months.

Texas Education Agency

NOGA ID: 253936027110001

Organization: TEXAS A & M UNIV SYSTEM ADMINISTRATION County-District: Vendor ID: 3- 710710710
 Campus/School: Not Applicable ESC Region: 0 School Year: 2025

Notice of Grant Award **SAS # A800-25**

Amendment Number:

Name of Grant Program	Far Fund Code	Far Rev Code	Fed Awd # /CFDA #	Federal Aid Agency	TEA USE only	Begin Date	End Date	Increase (Decrease)	Amount
2024-2026 PUBLIC PRIVATE PRE-K PARTNERSHIP EXPANSION	289	5929	2925INT009 93.575	TEA	39362502	12/10/2024	08/31/2026	\$0.00	\$2,400,000.00
								NOGA Total:	\$2,400,000.00

An amount of (\$0.00) has been reserved for the Notice of Grant Award. For more information, please contact the funding contact listed on the TEA Grant Opportunities page.

Application and any amendment thereto identified above, Received Date/ Document Control Number/ Application ID{12/10/2024}as revised or negotiated by the Texas Education Agency (TEA), is hereby incorporated by reference and, therefore, made a part of this grant award. Also incorporated by reference into this grant award are the Provisions and Assurances contained in the incorporated application, the Request for Application (if applicable), the instructions to completing the Standard Application System (SAS), any guidelines which accompany the application, including program and fiscal guidelines, and any and all attachments or appendices submitted by the applicant or included by TEA. This grant is made contingent upon the availability of funds from the funding entity to the Texas Education Agency for distribution to the sub grantee named above. If funding is not received, TEA assumes no liability for costs incurred by the grant recipient.		
Offer Accepted by Grantee The signature of the applicant's authorized officer contained on the applicant's application or amended application referred to above, is hereby incorporated by reference and made a part of this grant/award.	Approval ID of the Commissioner of Education or Designee Texas Education Agency	Date <div style="text-align: center; font-size: 2em; font-family: cursive;">  </div>
		12/20/2024

Texas Education Agency
Supplement to Notice of Grand Award (NOGA)

<p>1</p>	<p>Subrecipient Name: TEXAS & M UNIV SYSTEM ADMINISTRATION SAGO BUSINESS OFFICE COLLEGE STATION TX 77845-3424</p>	<p>2 Subrecipient Unique Entity Identifier: UEI: Vendor ID: 3- 710710710 County District (CDN): -</p>
<p>3</p>	<p>Subrecipient Information</p> <p>Grant Name: 2024-2026 PUBLIC PRIVATE PRE-K PARTNERSHIP EXPANSION</p> <p>Subaward period of performance start and end date: See NOGA certificate</p> <p>Amount of federal funds obligated by this action: See NOGA certificate</p> <p>Total amount of federal funds awarded: See NOGA certificate</p> <p>Indirect cost rate: 26%</p> <p>De minimis indirect cost rate: Not Applicable</p> <p>Research and development grant: Not Applicable</p>	
<p>4</p>	<p>Subrecipient Terms and Conditions</p> <p>(1) New EDGAR including 2 C.F.R. Part 200 applies.</p> <p>(2) Grant program requirements (a) Incorporated by reference in General and Fiscal Guidelines (b) Incorporated by reference in Program Guidelines (c) Incorporated by reference in General Provisions and Assurances (d) Incorporated by reference in Program-Specific Provisions and Assurances (if applicable)</p> <p>(3) Additional requirements Incorporated by reference in the To The Administrator Addressed correspondence sent to grantee as applicable</p> <p>(4) Access to subrecipient records Per 2 CFR §200.332, The subrecipient must permit TEA as the pass-through entity and auditors to have access to the subrecipient's records and financial statements as necessary for TEA to meet the requirements of this section.</p> <p>(5) Closeout of subaward (a) Incorporated by reference in General and Fiscal Guidelines (b) Incorporated by reference in NOGA transmittal letter</p>	
<p>5</p>	<p>Name of Pass-Through Entity Texas Education Agency</p>	<p>6 Contact Information for TEA Awarding Official See NOGA certificate</p>
<p>7</p>	<p>Federal Award Information</p> <p>Federal awarding agency: TEA</p> <p>Federal award identification number: See NOGA certificate</p> <p>CFDA number: See NOGA certificate</p> <p>CFDA name: Child Care and Development Block Grant</p> <p>Federal award date: September 27, 2024</p> <p>Total amount of federal award: \$ 2,400,000.00</p>	
<p>8</p>	<p>Federal Award Project Description Incorporated by reference in program guidelines</p>	



The Texas A&M University System 2024-2026 Public Private Pre-K Partnership Expansion Grant

From TEA.NOGA.ACTIONS <TEA.NOGA.ACTIONS@tea.texas.gov>

Date Wed 1/15/2025 9:50 AM

To SRS Awards 2024 <srs-awards24@tam.u.edu>; jwest@tam.u.edu <jwest@tam.u.edu>; kwuest@tam.u.edu <kwuest@tam.u.edu>

📎 1 attachment (936 KB)

Texas A&M University System App Parts 1 and 2.pdf;

This Message is From an External Sender

This message came from outside your organization



This email contains important information pertaining to your approved Texas Education Agency (TEA) grant application, expenditure reporting requirements for the above-mentioned grant, and the use of the expenditure reporting (ER) system to request grant payments.

TEA, as the pass-through entity, is the grantee from the U.S. Department of Education (USDE) and TEA awards subgrants to non-federal entities such as local educational agencies (LEAs), including school districts, charter schools, and education service centers, and to a lesser degree institutions of higher education (IHEs), and nonprofit organizations (NPOs) who are the agency's subgrantees. These guidelines apply to all subgrantees of TEA, regardless of whether referenced herein as subgrantee or grantee. For purposes of this Notice of Grant Award (NOGA) transmittal letter, TEA may use the terms grantee and subgrantee synonymously for its subrecipients.

Notice of Grant Award (NOGA)

Awarded NOGAs and Supplement to NOGAs for PDF grant applications can be viewed and printed from the ER system. The approved application is attached to this email. All pages of the approved application should be reviewed for any changes made during the negotiation process to ensure all funds are expended and all activities are conducted according to the terms and conditions of the approved grant.

Project Period

The project period for the above-mentioned grant is stated on your NOGA. All encumbrances/obligations must occur on or between the beginning and ending dates of the subaward unless pre-award costs are expressly permitted for the individual grant program. 66

In general, goods or services delivered near the end of the grant period may be viewed by TEA as not necessary to accomplish the objectives of the current grant program; however, TEA will evaluate such expenditures on a case-by-case basis. A TEA monitor or an auditor may disallow those expenditures if the subgrantee is unable to (1) document the need for the expenditures, (2) demonstrate that program beneficiaries receive benefit from the late expenditures, or (3) negate the appearance of “stockpiling” supplies or equipment.

The subrecipient must receive the benefit and liquidate (record as an expenditure) all obligations incurred under the subaward no later than the revised final expenditure report due date. An encumbrance cannot be considered an expenditure or accounts payable until the goods have been received and the services have been rendered. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in 2 CFR Part 200 of EDGAR (as applicable) and program rules, regulations, and guidelines contained elsewhere. This provision applies to all grant programs, including state and federal, discretionary and formula.

Fingerprinting Requirement

Per Section 22.0834 of the Texas Education Code (TEC), any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., a subgrantee or a contractor of the subgrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the [General and Fiscal Guidelines](#), Fingerprinting Requirement.

Amendments

If the subgrantee needs to amend the application to request authorization for changes that require approval, the subgrantee must obtain approval from TEA by submitting an amendment prior to the date the subgrantee encumbers such funds and/or such services are rendered. Refer to the [When to Amend the Application](#) document posted in the Amending an Application page. An amendment is effective on the day it is received by TEA in substantially approvable form yet is subject to negotiation.

The last day to submit an amendment to TEA is stated on the [TEA Grant Opportunities](#) page.

25% Budget Variation Cannot Be Exceeded

A budget amendment is required when cumulative transfers among direct cost categories exceed or are expected to exceed 25% of the *total current approved budget*. A subgrantee may transfer funds among existing budgeted categories without submitting an amendment as long as the total amount of funds transferred is 25% or less of the total current approved budget. This provision does not allow for the purchase of additional units of equipment, but it does allow for the purchase of previously approved items that cost more than budgeted amounts. The total expenditures for programs budgeted cannot exceed the total amount approved for each program budget.

Cash Management Requirements

The subgrantee must account for and expend federal funds in accordance with federal statute, state laws, and the terms and conditions of the award.

There are two methods available to a subgrantee to request payments. These include reimbursement and cash advances.

Reimbursement: In a reimbursement method, a subgrantee draws down funds from the ER system after the subgrantee has already paid the funds. To allow subgrantees additional flexibility, TEA has defined reimbursement as drawing down funds on, or after, the day the subgrantee has mailed, delivered, or submitted an electronic payment. For audit purposes, the subgrantee must track the date it mailed, delivered, or submitted an electronic payment as proof for reimbursement method. Under the reimbursement method, a subgrantee is not required to deposit funds in an interest-bearing account.

Cash Advance: Under the cash advance method, a subgrantee draws down funds in advance of when the funds will be paid out. The use of this payment method requires the subgrantee to have written procedures that minimize the time elapsing between when the subgrantee requests a draw down and when the subgrantee will issue the payment for the program purpose.

Advance payments must be limited to the minimum amounts needed and be timed to be in accordance with the actual, immediate cash requirements in carrying out the purpose of the approved program or project. The timing and amount of advance payments must be as close as is administratively feasible to the actual disbursements for direct program or project costs and the proportionate share of any allowable indirect costs.

Subgrantees must have written procedures and internal controls for cash management to ensure that only the actual amount of cash needed will be requested, and that the cash received will be paid out. Procedures should show that the subgrantee plans carefully for cash flows for grant projects and reviews cash requirements before each request for payment. Cash management procedures are reviewed during monitoring visits and during the annual independent audit.

Requesting Payment through the Expenditure Reporting (ER) System

Subgrantees in good standing are required to use the ER system to record expenditures and request payment. Subgrantees may enter total expenditures by class/object code into the ER system. The subrecipient is responsible for ensuring the Grantee Manager and/or Grantee Official, or such person using the Grantee Manager or Grantee Official's credentials, has been authorized by the subrecipient organization to enter the organization into legally binding agreements for grant payment purposes prior to the Grantee Manager or Grantee Official certifying and submitting expenditure payment requests in the ER system. This authorized official must certify each request for payment as described in [2 CFR §200.415\(a\)](#).

Accessing ER

To access ER, all individuals reporting and certifying expenditures are required to have a TEA Login (TEAL) account and access to the ER application. For security purposes, the TEAL username and password are not to be shared with any other user. The ER system is designed to accommodate a segregation of duties between the staff member who enters the drawdown into the ER system and the authorized official who certifies and submits the request. Failure to have such segregation of duties could be a sign of insufficient internal controls indicating risk of inadequate fund management. TEA strongly recommends the segregation of duties and may impose additional specific conditions on subgrant awards when risk is identified.

If you do not have access to TEAL, you must request a user ID. On the [TEA Login \(TEAL\)](#) screen, click [Request New User Account](#) and complete the steps provided. A username and temporary password will be emailed to you, so you can log on and finalize your account. Once your TEAL account is finalized, you will log on to TEA Login (TEAL), click on My Application Accounts, and follow the instructions to request access to the Expenditure Reporting application.

If you already have a TEAL account and access to ER, login directly to [TEAL](#). In your list of applications, look for the Expenditure Reporting heading and click on your role/link, under the heading, to access the ER system.

Expenditure Reporting by Class/Object Code in ER

Expenditures must be reported in the ER system by class/object code. TEA implements this process to demonstrate compliance with federal monitoring expectations/auditing standards and to mitigate the need for subgrantees that are not identified as high-risk by TEA to submit supporting expenditure documentation for payment requests that exceed grant threshold requirements. High-risk subgrantees are required to submit requested supporting documentation to TEA.

Documentation of Expenditures

For any payment request in ER, TEA reserves the right to request additional supporting documentation including but not limited to the general ledger, payroll ledger, and copies of payroll checks, invoices, receipts, and travel vouchers before authorizing payment. TEA may request you to upload any such document to your payment request in ER. Payment will not be approved or processed until the requested documentation is received and determined to be allowable under the grant.

Denial of Expenditure Reports

When reporting expenditures by class/object code, the ER system will not permit the subgrantee to submit an expenditure report with the following criteria:

- Where the subgrantee is claiming expenditures in a class/object code not budgeted in the approved application
- When the total amount exceeds the total amount of the grant award

ER Requests Requiring Manual Review and Approval

Thresholds are established for each grant program to allow for the automatic approval of payments as long as the payments are within the established thresholds. The ER system will automatically forward any request for payment that exceeds the established thresholds to TEA

staff for review and approval. TEA staff will consider each request to exceed the established thresholds on a case-by-case basis. In addition, the ER system has various system criteria that allow TEA staff to monitor requests for payment. If a draw down request violates an ER system criteria or is randomly selected for monitoring, TEA staff will manually review the draw down request and contact the subgrantee for a narrative payment justification.

Payments that do not violate thresholds and/or ER system criteria will be approved automatically.

Due Date of Expenditure Report

The deadline for reporting total final expenditures by class/object code is stated on the [TEA Grant Opportunities](#) page.

Refunds for Excess Payments

All refunds for excess payments received (*not for interest earned on federal funds*) must be submitted to:

Texas Education Agency—MSC

P.O. Box 13717

Austin TX 78711-3717

Write the name of the grant program, NOGA ID number, and reason for refund ID on the refund check. The refund will be credited to the NOGA ID from which the excess funds were drawn down.

Reason for Refund

- R.1. Correction of an administrative error
- R.2. Correction of an unallowable cost
- R.3. Correction for a cost incurred outside the period of availability
- R.4. Return of funds associated with an excessive drawdown
- R.5. Return of funds associated with termination (voluntary or involuntary)
- R.6. Return associated with a failure to meet maintenance of effort
- R.7. Other (*provide brief explanation on separate page*)

Return of Interest Earned from Federal Grant Payments

This section applies to federal grants only.

Subgrantees are not required to maintain separate bank accounts for federal grants. However, subgrantees must comply with the applicable standards for financial management in maintaining accounting records by fund source. (See [2 CFR §§200.302 and 200.305](#)) Subgrantees receiving federal grant payments may be required to return interest earned to the appropriate federal agency.

Subgrantees shall not draw down more cash than is necessary to meet immediate cash needs. If a subgrantee draws a federal cash advance from the ER system and keeps cash on hand, the subgrantee may be required to return to the federal government any interest accrued beginning with the day the draw down is received in the organization's bank account.

In accordance with the requirements of 2 CFR §200.305, all organizations must deposit federal grant payments into an interest-bearing account. The subgrantee may retain up to \$500 annually in interest earned for administrative expenses.

The requirements of 2 CFR §200.305 are waived if any of the following conditions applies:

- The subgrantee receives less than \$250,000 in total federal awards per fiscal year.
- The best reasonably available interest-bearing account would not be expected to earn interest in excess of \$500 per fiscal year on total federal cash balances.
- The average or minimum balance required by the depository bank is too high for the subgrantee to meet with expected federal and non-federal cash resources.
- A foreign government or banking system prohibits or precludes interest bearing accounts.

In addition, on at least an annual basis, any interest in excess of \$500 accrued on advances of federal grant funds must be remitted to the Department of Health and Human Services Payment Management System (PMS) through an electronic medium using either Automated Clearing House (ACH) network or a Fedwire Funds Service payment following the process described in 2 CFR §200.305.

Noncompliance with Cash Management Requirements

This section applies to federal grants only.

Pursuant to [2 CFR §200.208](#), if TEA identifies, in its sole determination, a subgrantee as posing a level of risk identified by the agency's risk criteria, the subgrantee has a history of failure to comply with the terms and conditions of the grant award, the subgrantee fails to meet performance goals, or is not otherwise responsible then TEA may impose additional specific award conditions on any subgrant award. TEA may, in appropriate circumstances, designate the specific conditions established under 2 CFR §200.208 as "high-risk conditions" and designate a non-federal entity subject to specific conditions established under §200.208 as a high-risk subgrantee per 2 CFR §3474.10.

If TEA determines that noncompliance cannot be corrected by imposing the specific conditions, TEA may take one or more remedies for noncompliance actions, as appropriate in the circumstances pursuant to 2 CFR §200.339. For details, refer to the High-Risk Status, Specific Conditions, and Remedies for Noncompliance section of the [General and Fiscal Guidelines](#).

Contact Information

For questions related to this grant, please contact the appropriate person or division as listed in the Contact Information section of the [TEA Grant Opportunities](#) page.

Thank you,
Texas Education Agency

Attachment 3A
Research Subaward Agreement
Pass-Through Entity (PTE) Contacts

Subaward Number:

PTE Information

Entity Name:

Legal Address:

Website:

PTE Contacts

Central Email:

Principal Investigator Name:

Email:

Telephone Number:

Administrative Contact Name:

Email:

Telephone Number:

COI Contact email (if different to above):

Financial Contact Name:

Email:

Telephone Number:

Email invoices? Yes No Invoice email (if different):

Authorized Official Name:

Email:

Telephone Number:

PI Address:

Administrative Address:

Invoice Address:

Attachment 3B
Subrecipient Contacts

Subaward Number:

Subrecipient Information for [FFATA](#) reporting

Entity's UEI Name:

EIN No.:

Institution Type:

UEI:

Currently registered in SAM.gov: Yes No

Exempt from reporting executive compensation: Yes No *(if no, complete 3Bpg2)*

Parent UEI:

<i>This section for U.S. Entities:</i>	Zip Code Look-up
Congressional District:	Zip Code+4:

Place of Performance Address

Subrecipient Contacts

Central Email:

Website:

Principal Investigator Name:

Email:

Telephone Number:

Administrative Contact Name:

Email:

Telephone Number:

Financial Contact Name:

Email:

Telephone Number:

Invoice Email:

Authorized Official Name:

Email:

Telephone Number:

Legal Address:

Administrative Address:

Payment Address:

Attachment 3B-2
Highest Compensated Officers

Subaward Number:

Subrecipient:

Institution Name:

PI Name:

Highest Compensated Officers

The names and total compensation of the five most highly compensated officers of the entity(ies) must be listed if the entity in the preceding fiscal year received 80 percent or more of its annual gross revenues in Federal awards; and \$25,000,000 or more in annual gross revenues from Federal awards; and the public does not have access to this information about the compensation of the senior executives of the entity through periodic reports filed under section 13(a) or 15(d) of the Securities Exchange Act of 1934 (15 U.S.C. §§ 78m(a), 78o(d)) or section 6104 of the Internal Revenue Code of 1986. See FFATA § 2(b)(1) Internal Revenue Code of 1986.

Officer 1 Name:

Officer 1 Compensation:

Officer 2 Name:

Officer 2 Compensation:

Officer 3 Name:

Officer 3 Compensation:

Officer 4 Name:

Officer 4 Compensation:

Officer 5 Name:

Officer 5 Compensation:



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Special Programs

COVER PAGE

Pre-Kindergarten Partnerships Collaborative Districts Grant Proposal

District:

Bryan Independent School District
801 S Ennis Street
Bryan, Texas 77803

Primary Contact:

Jennifer Warren
Executive Director of Special Programs
(979) 209-1132
jennifer.warren@bryanisd.org

Additional Contact:

Erich Wimberly
Early Childhood Coordinator
(979) 209-1061
erich.wimberly@bryanisd.org



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EXECUTIVE SUMMARY

Bryan Independent School District (Bryan ISD) submits this proposal for the Pre-Kindergarten Partnerships Collaborative Districts Grant, demonstrating strong organizational readiness, a proven commitment to expanding high-quality early childhood services, and is poised to be a model program for the state. The grant proposal outlines a plan for partnering with at least 10 qualifying in-district and out-of-district child care centers.

Bryan ISD maintains established systems for fiscal management, compliance monitoring, and program evaluation. Bryan ISD successfully executed a formal Pre-Kindergarten Partnership in the fall of 2024 with ABC Dual Language Learning Center. This initial collaboration generated academic progress, increased professional development opportunities for child care staff, and increased funding opportunities. Although that partnership concluded, Bryan ISD gained valuable experience and currently holds an executed Memorandum of Understanding (MOU) with Faith and Family Early Learning Center.

This partnership initiative involves strategic collaboration with Texas A&M University (TAMU) and the Texas Workforce Commission (TWC), in partnership with the Texas A&M University System (TAMUS). Bryan ISD will partner with TAMU to utilize early childhood education graduate student interns who will serve as liaisons, ensuring curriculum alignment and continuity between district Pre-Kindergarten programs and partner centers. TWC will verify center eligibility, inform and engage potential partners, and coordinate efforts with stakeholders.

Bryan ISD will provide resources, curriculum (at cost), progress monitoring tools, professional learning opportunities, and submit all required data reporting into the ECDS and PEIMS. Child Care Centers must meet High Quality Pre-Kindergarten Classroom qualifications, provide classroom staff, facilities, and instruction, and complete daily attendance. Centers are also required to measure and report the academic progress of enrollees.

Bryan ISD ensures fiscal transparency and timely allocation of funds. Historically, Bryan ISD developed a pass-through funding model that allocated 60% of the Average Daily Attendance (ADA) funding directly to the participating child care centers, while the district retained 40%. The district uses a structured process, verifying daily enrollment and attendance reports before applying the agreed funding percentage.

Bryan ISD will designate a compliance lead to oversee TEA, TWC, and Health and Human Services Commission (HHSC) requirements to ensure fidelity. Instructional quality will be monitored by analyzing CLI Engage assessment data collected throughout the year. Sustainability is a central priority, built upon a foundation of trust, transparency, and ongoing, clear communication. Bryan ISD will support sustainability by providing professional development and technical support, supporting centers with recruitment, and analyzing enrollment and academic progress data with partners.



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CAPACITY STATEMENT

Prior Experience:

Bryan ISD entered its first formal Pre-Kindergarten Partnership in the fall of 2018 with a local child care center called “Big Top.” The child care center provided a classroom, and the school district provided furniture and materials. The district also offered the Teacher of Record, while the child care center provided the Instructional Assistant. Sixteen students from the center enrolled in the program and attended throughout the school year. Most students continued their education with Bryan ISD the next school year as Kindergartners. The partnership lasted for one full school year through the spring of 2019.

Bryan ISD entered into a formal Pre-Kindergarten Partnership in the fall of 2024. This partnership was with the ABC Dual Language Learning Center in Bryan, Texas. Bryan ISD had a deep involvement and commitment to ensure a strong partnership. In July 2024, we attended an initial meeting with TWC and the ABC Dual Language Learning Center. Discussions included demographics, curriculum, potential capacity, funding, MOU draft language, parent communication plan, and other topics. After several conversations, we developed a Memorandum of Understanding with ABC Dual Language Learning Center in August 2024.

In collaboration with TAMUS, Bryan ISD received information about Pre-Kindergarten Partnership funding and models for determining funding. Once the funding split was agreed upon and finalized, the Bryan ISD Board of Trustees approved the MOU. Dual enrollment began in October 2024. This was a successful partnership for the 2024-2025 school year, marked by academic progress, increased opportunities for professional development for the child care staff, and increased funding opportunities for the district and child care center. Unfortunately, this center closed its doors and no longer provides services, so we could not continue this partnership into the current school year.

Bryan ISD held conversations with other potential partners that did not develop into formal partnerships. Although partnerships were not created, we learned valuable information from those conversations. Our discussions with Kinder Care helped us better understand the funding split with the pass-through funds and how this funding can affect child care center funding sources. Our conversations with Cuddly Care exposed potential barriers to partnering with in-home child care providers.

At the beginning of this school year, Bryan ISD partnered with Faith and Family Early Learning Center in Bryan, Texas. Although the MOU is executed, dual enrollment of eligible students is pending teacher qualifications. Once the teacher's qualifications are obtained, we will begin enrolling eligible students.



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Staff Qualifications:

Pre-Kindergarten Partnerships at Bryan ISD are overseen and managed by the Executive Director of Special Programs and the Early Childhood Coordinator.

Jennifer Warren is the Executive Director of Special Programs at Bryan ISD. Jennifer earned her bachelor's degree in Communications from TAMU, her Master's in Educational Leadership, Principal Certification, and Superintendent Certification from Stephen F. Austin State University, and her Doctoral degree in Educational Leadership from Lamar University. She has eleven years of experience in campus and district-level leadership, nine of which have been in special programs leadership roles. Jennifer has experience with informal Pre-Kindergarten Partnerships while serving in administrative roles at Corsicana ISD, Midland ISD, and Bryan ISD. Jennifer was an inaugural member of the Navarro County Early Childhood Coalition and founded the Midland County Early Childhood Coalition. These coalitions aim to develop strong relationships between the school district and community partners to strengthen child care services in the county. Jennifer also serves on the Texas A&M University Early Childhood Advisory Committee.

Additionally, Jennifer taught as an in-district partnership teacher at Palestine ISD in a Head Start Classroom. She also taught as a Pre-Kindergarten teacher of four-year-olds at Mabank ISD. She was also a parent/teacher committee member of the development of the in-district child care program at Mabank ISD; her son was in the inaugural class as an infant while enrolled. During this time, the child care program at Mabank ISD became NAEYC-accredited. While at Burleson ISD, Jennifer was on the parent advisory committee for the child care program, Lil' Elks. During this time, Lil' Elks was an out-of-district program that transitioned to an in-district program. Jennifer's role on the committee was to ensure Pre-Kindergarten guidelines were followed and implemented during the program transition.

Furthermore, while at Corsicana ISD, Jennifer supported accountability measures at Drane Elementary, which hosted the in-district Head Start partnership. That partnership offered Early Head Start, three-year-old Pre-Kindergarten, four-year-old Pre-Kindergarten, and early childhood special education services. She integrated a certified teacher from the district in each Pre-Kindergarten Head Start classroom alongside a Child Care Group aide. Jennifer supported the jointly operated classes (district teacher plus early-childhood partner organization), wrap-around family supports (via the Head Start partner), and the offering of both free and tuition-based Pre-K opportunities, depending on eligibility.

While at Midland ISD, Jennifer helped the district enter and maintain a partnership with Midland College to launch a "Pre-K in-district charter school" model that started with 68 students (3- and 4-year-olds). That program is known as the Midland College Pre-K Academy. A subsequent expansion increased capacity from the initial 68 seats to 288 seats, thereby increasing the partnership's reach. The Midland ISD & Midland College partnership addressed both early childhood education delivery and the teacher pipeline. The Midland College building hosts spaces for the Midland College Early Childhood Education bachelor's degree program, linking



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Pre-Kindergarten capacity with training future EC-3 certified teachers. Alongside this partnership, Jennifer oversaw the employee child care program and early childhood special education classes that were integrated into early Head Start and Pre-Kindergarten 3 and 4 classes, in-district.

While at Corsicana ISD, Midland ISD, and Bryan ISD, Jennifer has leveraged partnerships outside the traditional Pre-Kindergarten classroom model: Corsicana ISD with a Head Start provider (Child Care Group) and Midland ISD with a postsecondary institution (Midland College) and a major expansion project, and Bryan ISD with formal Pre-Kindergarten partnerships with local child care centers. All three districts offered a combination of state-funded free Pre-Kindergarten (for eligible children) and tuition-based options to broaden access. These examples illustrate a commitment Jennifer Warren has to expanding quality early childhood opportunities in partnership with other entities through differing scales and configurations.

Erich Wimberly is the Early Childhood Coordinator for Bryan ISD, bringing 19 years of experience in education. Over the course of his career, he has dedicated eleven years to teaching Pre-Kindergarten and six years as an Early Childhood Instructional Coach, supporting 14 campuses and more than 50 teachers in collaboration with one coaching partner. Mr. Wimberly also served as a Pre-Kindergarten Partnership Teacher in a local childcare center, acting as the district's teacher of record and gaining valuable experience in early learning collaboration between public schools and community providers. For the past two years, he has played a key role in developing and sustaining partnerships with local childcare centers to strengthen early learning continuity and access. In addition to his district responsibilities, Mr. Wimberly serves on the Blinn College Early Childhood Advisory Board (five years) and the Texas A&M University Early Childhood Advisory Committee, where he helps bridge collaboration between higher education and public schools.

Organizational Readiness:

Bryan ISD demonstrates strong organizational readiness to apply for, receive, and implement the requirements of the Pre-Kindergarten Partnership Grant through TEA, TWC, and TAMUS. The district has established systems for fiscal management, compliance monitoring, and program evaluation to ensure accountability and sustainability. Bryan ISD maintains collaborative relationships with local child care providers, Head Start, and higher education partners to align curriculum, professional development, and family engagement efforts. With experienced leadership in early childhood education, a commitment to data-driven decision-making, and infrastructure to support interagency collaboration, Bryan ISD is well-prepared to fulfill all grant expectations and deliver high-quality Pre-Kindergarten services successfully.



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PARTNERSHIP PLAN

Capacity Potential:

Bryan ISD is willing and able to partner with a minimum of 10 in-district and out-of-district child care centers that qualify for this opportunity. The final number of partnerships may be adjusted upward or downward based on ongoing negotiations, capacity analyses, and mutual agreement with eligible providers.

Roles and Responsibilities:

Bryan ISD Roles and Responsibilities:

- Provide resources and curriculum as needed, at cost, to the child care centers
- Partner with TAMU to identify early childhood education graduate interns who liaise between Bryan ISD Pre-Kindergarten classrooms and child care centers. Collaborate with TAMU to identify research opportunities.
- Communicate with the child care centers about required reporting, such as attendance, assessments, etc.
- Provide child care centers with progress monitoring tools on the commissioner's list of approved measuring instruments.
- Provide the child care centers with professional learning opportunities that child care center staff are eligible to attend through Bryan ISD.
- Report required data into the Early Childhood Data System (ECDS)
- Report required data into the Public Education Information Management System (PEIMS)
- Collect all funds paid based on ADA related to enrollees.
- Pay the child care centers the agreed-upon percentage of the ADA once collected.
- Provide promotional material to the child care centers.

Child Care Center Roles and Responsibilities:

- Meet the qualifications of a High Quality Pre-Kindergarten Classroom
- Provide the classroom, furniture, playground, shared spaces, and food services for enrolled children
- Provide classroom teachers and instructional support for enrollees
- Provide classroom instruction to enrolled students
- Complete daily attendance
- Measure and report the academic progress of enrollees at the beginning, middle, and end of the academic year
- Provide extended hours or wrap-around services required beyond the district's Pre-Kindergarten school hours.



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TAMU Roles and Responsibilities:

- Provide early childhood education graduate student interns to collaborate with Bryan ISD and child care centers and explore research opportunities.
- Early childhood education graduate student interns will provide curriculum alignment between district Pre-Kindergarten programs and child care partners, ensuring continuity and rigor in instructional design.
- Early childhood education graduate student interns will identify areas of need or success through data analysis, observation, and collaborative planning with campus and program partners.
- Early childhood education graduate student interns will pursue relationships and capacity development to promote strong partnerships among educators, administrators, and child care centers.

TWC Roles and Responsibilities:

- Inform and engage potential partners
- Verify the eligibility of child care centers to participate in Pre-Kindergarten partnerships.
- Support the development of Pre-Kindergarten partnerships
- Coordinate efforts with stakeholders

Child Care Center Onboarding Process:

1. TWC will work with Bryan ISD staff to determine the local and regional early childhood landscape and identify the eligible child care programs interested in participating in this initiative.
2. TWC will coordinate and facilitate an interest & introduction meeting, including TWC staff, child care center staff, and Bryan ISD staff. The meeting will consist of:
 - a. Child Care Center owner and director meet for introductions
 - b. Benefits of Pre-Kindergarten partnerships
 - c. Student count projection, demographics (disabilities, bilingual, other special needs, etc.)
 - d. Public Pre-Kindergarten eligibility requirements
 - e. Child Care Services eligibility requirements
 - f. Roles and responsibilities of the TWC, school district, and child care center
 - g. Current curriculum adoption
 - h. Financial forecasting and funding models (pass-through model, full rate, blended rate, ADA, etc.)
 - i. Dual Enrollment and recruitment
3. Once the parties have met and decided to move forward with interest in the partnership, the Bryan ISD staff and TAMU early childhood education graduate student interns may conduct a site visit at the child care center(s).
4. If both parties are interested in moving forward with the partnership, then Bryan ISD will begin the MOU Development. Once the draft MOU is complete, it will be shared with the



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child care center staff for review. Once the MOU is agreed upon, signatures will be obtained (Bryan ISD requires Board approval).

5. Once the MOU is executed, Bryan ISD will provide marketing materials to the child care centers to promote family interest. Child care centers will receive training and materials to support student enrollment. Student enrollment information will be verified through the Special Programs department at Bryan ISD.
6. Bryan ISD will provide training on taking attendance, assessing academic progress, and communicating with the centers about professional development opportunities.

Dual Enrollment:

- Students enrolled at the center and eligible for Pre-Kindergarten will be dually enrolled with Bryan ISD. Families will complete the enrollment information through Bryan ISD with the support of the Special Programs department.
- Students will be assigned to Johnson Elementary. Johnson Elementary is the district's only elementary school without Pre-Kindergarten. This will allow for convenient tracking of partnership enrollment.
- Non-resident students are transfer students. Per the district's local policy, a non-resident student can attend Bryan ISD through a waiver based on their Pre-Kindergarten eligibility [FDA (local)]. Based on the Pre-Kindergarten partnership agreement, the MOU will also establish that non-resident students can enroll as transfer students. Although the district's local policy imposes a tuition requirement, that requirement would be waived for public Pre-Kindergarten eligible students.

Compliance Assurance:

- Bryan ISD will designate a compliance lead to oversee TEA, TWC, and HHSC requirements.
- Bryan ISD will conduct regular check-in meetings with the TWC to ensure the partnership maintains eligibility through health, safety, and licensing standards.
- Bryan ISD will map out reporting timelines and data submission timelines for each agency.
- Bryan ISD will monitor CLI Engage assessment data obtained from the beginning of the year, middle of the year, and end of the year to monitor instructional quality.
- Bryan ISD will collaborate with child care center providers to verify that all lead teachers meet TEA certification requirements or hold a recognized equivalent credential approved under the partnership agreement.
- Bryan ISD has additional flexibility under its District of Innovation (DOI) plan for Pre-Kindergarten teachers of 3-year-olds. Bryan ISD will continue to seek an exemption from TEC §21.003, requiring educators employed in Texas public schools to hold appropriate state certification. Specifically, this exemption applies to Pre-Kindergarten teachers of students who are 3 years old. Under the authority of House Bill 2729, the district will partner with Texas Rising Star-certified child care providers to expand access to high-quality Pre-Kindergarten for eligible 3-year-old students. To support instructional



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continuity and maintain staffing flexibility within authorized child care partnership settings, the district will continue to seek an exemption from state certification requirements solely for Pre-Kindergarten 3 teachers employed at these partnered sites. This exemption does not apply to Pre-Kindergarten teachers serving students at district campuses or non-partner child care providers. To ensure consistent quality and adherence to Texas early learning standards, instructional staff serving Pre-Kindergarten 3 students under this exemption must meet requirements aligned to Texas Rising Star (TRS) (three-star certification or higher) standards regulated by the TWC, including:

- Minimum early childhood educator qualifications aligned to TRS criteria (e.g., CDA Credential, associate's degree, or progress toward an early childhood degree)
- Documented experience supporting children ages 0–5
- Completion of required early childhood professional development annually per TRS standards
- Ongoing participation in district-provided training on: District-aligned curriculum and instructional practices, Child progress monitoring systems, Special populations support (e.g., students with disabilities, ELLs)
- To ensure accountability and continuous quality improvement related to this DOI Plan provision:
 - The district will maintain joint oversight with the partnering child care provider
 - The district will collaborate with TWC and local Workforce Boards to ensure TRS compliance and quality rating standards, confirm educator qualification documentation remains up to date, and participate in scheduled TRS assessments and monitoring visits.
 - District staff will oversee classroom observations, curriculum fidelity checks, and Kindergarten-readiness progress evaluations.
 - The district will prioritize providers that meet High Quality Pre-Kindergarten standards.

Professional Development Plan:

- Initial Orientation and Training: Bryan ISD will conduct an initial orientation for all child care partners and district staff to clarify expectations and provide required training. This training will specifically include instruction on taking attendance and assessing academic progress. Bryan ISD is also committed to sharing strategies for retention of partnership classroom staff and providing technical support or training to address classroom needs.
- Conferences: The professional development plan includes funding for attendance at specialized conferences, such as TXAEYC (November), allowing one attendee per partnership center.
- Reporting: The district will track and summarize professional development opportunities attended in the comprehensive end-of-year summary provided to each child care center to encourage continued collaboration.



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Curriculum Resources and Assessments:

Bryan ISD will ensure alignment of curriculum and assessments across district and partner classrooms, thereby maintaining instructional rigor and continuity.

- Curriculum and Resource Sharing: Bryan ISD will provide resources and curriculum as needed, at cost, to the child care centers. The grant budget allocates funds specifically for Curriculum Adoption Materials and Classroom Materials & Resources, and for technology like iPads.
- Curriculum Alignment and Support: The TAMU early childhood education graduate student interns play a crucial role by providing curriculum alignment between district Pre-Kindergarten programs and child care partners, ensuring continuity in instructional design. The early childhood education graduate student interns will assist in identifying areas of need or success through data analysis, observation, and collaborative planning. Periodic meetings between Bryan ISD and partners will review the alignment of standards and regulations.

Assessment and Data Monitoring:

- Assessment Tools: Bryan ISD will provide child care centers with progress monitoring tools on the commissioner's list of approved measuring instruments.
- Reporting: Child care centers are responsible for measuring and reporting the academic progress of enrollees at the beginning, middle, and end of the academic year.
- Instructional Quality Monitoring: Bryan ISD will utilize this assessment data, specifically monitoring CLI Engage assessment data (obtained from beginning-of-year, middle-of-year, and end-of-year measurements), to evaluate instructional quality.
- Data Systems: Bryan ISD is responsible for reporting required data into the ECDS and the PEIMS.
- Review: Trend data and academic progress data will be analyzed and reviewed with child care partners to evaluate the effectiveness of programming.

Communication and Governance Plan:

Governance will be established through formal agreements and sustained by transparent, open communication and rigorous compliance oversight. A formal partnership requires the development and execution of an MOU. The MOU process includes the Bryan ISD Board of Trustees' approval and outlines critical elements such as the data sharing agreement, teacher certification requirements, transportation, technology, and the funding model, including the agreed-upon percentage of ADA payouts. Bryan ISD historically allocates 60% of the ADA funding to participating centers.

Compliance and Reporting Structure:

Bryan ISD will designate a compliance lead to oversee TEA, TWC, and HHSC requirements. The district maps out reporting timelines and data submission timelines for each agency. A master calendar of all grant deliverables will be maintained. Bryan ISD will conduct regular check-in meetings with the TWC to ensure the partnership maintains eligibility through health,



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safety, and licensing standards. TWC also helps inform and engage potential partners and verifies eligibility. Bryan ISD ensures transparency in funding by educating partners on how funding is generated and allocated. The district provides a structured and collaborative process for timely and accurate allocation of pass-through funds, including submitting, verifying, and reviewing daily enrollment and attendance reports aligned with TEA ADA reporting. Finance staff will reconcile distributed funds quarterly and annually and provide summary reports to partners.

Ongoing Communication and Collaboration:

Communication will be ongoing, transparent, and open, focusing on building trust and transparency. Regular check-ins and collaborative meetings will be scheduled monthly, with additional touchpoints as needed, to monitor progress and address challenges. At the end of each academic year, Bryan ISD provides an annual summary highlighting successes and challenges, detailing funding generated and allocated, enrollment data, and academic progress data to encourage continued partnership. Roles and responsibilities are subject to periodic review during check-in meetings. Bryan ISD communicates with centers about required reporting (attendance, assessments, etc.). District leadership reviews progress quarterly to ensure all benchmarks are met and implements prompt corrective actions if deviations are identified.



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SUSTAINABILITY PLAN

Sustainability is a foundational priority for this initiative and is reinforced by the demonstrated track record of current district leadership. Comparable early childhood partnership programs previously mentioned in the capacity section of this application and implemented by this leadership team in other districts have continued to thrive and expand well beyond their tenure, reflecting strong program design, robust operational frameworks, and durable community relationships. This initiative will similarly be established with clear governance structures, replicable processes, and shared accountability to ensure that the partnership remains effective, compliant, and student-centered regardless of future leadership transitions, further exemplifying the goal of recipients of the grant being a model district for Pre-Kindergarten Partnerships around the state.

Sustainability will continue to be a priority since the beginning of this initiative. The relationship will be a focus when child care center leaders are introduced to school district staff. The relationship must center around trust and transparency. The district's current leadership has demonstrated a longstanding commitment to high-quality early learning partnerships across multiple districts, and this initiative is grounded in that history of integrity, collaboration, and shared purpose. This commitment will continue through:

- Ongoing, clear, and open communication
- Ongoing collaboration
- Periodic review of roles and responsibilities during check-in meetings
- Continuous alignment with evidence-based practices and state expectations
- Mutual accountability for student outcomes and compliance requirements

A strong foundation is needed for sustainability. Bryan ISD will build a strong foundation through:

- Analyzing enrollment data and academic progress data
- Reviewing trend data with child care partners
- Evaluating the effectiveness of child care programming against academic progress data
- Supporting child care centers with recruiting and enrolling eligible children
- Timely allocation of funding
- Periodic meetings to review the alignment of standards and regulations
- Discussing and brainstorming solutions to the needs of enrolled families
- Sharing strategies for retention of partnership classroom staff
- Providing professional development opportunities to child care partners
- Providing technical support or training to address classroom needs

At the end of each academic year, Bryan ISD will provide a summary for each child care center that will highlight the successes and challenges of the year. This summary will include:

- Funding generated and allocated to the child care center



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- Enrollment data
- Academic progress data
- Professional development opportunities attended
- And other data to showcase the benefits of the partnership to encourage continued collaboration and cooperation for the upcoming school year



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Special Programs

BUDGET AND BUDGET NARRATIVE

Detailed Budget:

Expenditure	February 1, 2026-June 30, 2026 (4 months)	July 1, 2026-June 30, 2027 (12 months)	July 1, 2027-August 30, 2027 (2 months)	Total
Bryan ISD Early Childhood Coordinator Mileage and Extended Hours Stipend	\$2,000.00	\$6,000.00	\$1,000.00	\$9,000.00
Bryan ISD Enrollment Support for Partner Site Students & Families	\$1,000.00	\$3,000.00	\$500.00	\$4,500.00
TAMU Intern Mileage & Support Stipend (5-10 Childcare Sites, 7 Elementary Sites)	\$3,000.00	\$9,000.00	\$1,500.00	\$13,500.00
TAMU Intern Mileage & Support Stipend (5-10 Childcare Sites, 7 Elementary Sites)	\$3,000.00	\$9,000.00	\$1,500.00	\$13,500.00
Family Engagement Support & Promotion Such As Week of the Young Child (April)	\$1,000.00	\$1,000.00	\$0.00	\$2,000.00
Curriculum Adoption Materials, Classroom Materials & Resources for Partner Sites	\$4,600.00	\$13,400.00	\$2,300.00	\$20,300.00
Technology for Assessments & Attendance: Laptops or iPads (1 per center, up to 20)	\$10,000.00	\$0.00	\$0.00	\$10,000.00
Communications & Outreach for Partner Sites, Including Development of Materials and Translations	\$2,000.00	\$4,000.00	\$1,000.00	\$7,000.00
Printing Costs & Postage: Printed Materials for Partner Onboarding, Family Engagement, Enrollment Promotion, and Instructional Materials	\$690.00	\$2,060.00	\$350.00	\$3,100.00
In-District or On-Site Professional Development for Centers & Bryan ISD. Examples include: Classroom Management and Early Learning Best Practices, ECI Connections, Child Find, Understanding Disabilities Connections	\$2,900.00	\$8,970.00	\$1,480.00	\$13,350.00
Conferences & Out-of-District Professional Development: May Include TXAEYC (November) and BVAEYC (March) Bryan ISD (Up to 2 attendees), Partnership Centers (One attendee per center, up to 20 centers), TAMU Interns (Up to 2 attendees). Excludes Membership Dues	\$150.00	\$21,900.00	\$0.00	\$22,050.00
Costs Related to TAMUS, TEA, or TWC sponsored meetings and/or trainings	\$100.00	\$300.00	\$50.00	\$450.00
Indirect Cost [(max 5%) \$6,250] Legal fees, Administrative Support, General Technology Infrastructure, General Supplies	\$1,388.00	\$4,168.00	\$694.00	\$6,250.00
Total	\$31,828.00	\$82,798.00	\$10,374.00	\$125,000.00



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Pass-Through Funding Philosophy:

Historically, Bryan ISD's pass-through funding model for child care center partnerships has allocated 60% of the funding directly to participating child care centers. In comparison, Bryan ISD has retained 40% of the ADA funding. However, it is essential for the district to work collaboratively with child care providers to build understanding and transparency around school funding and determine a mutually agreeable funding split. Educating partners about how funding is generated and allocated helps establish a foundation of trust. Likewise, child care providers should communicate with the district about how pass-through funding impacts their existing financial structures. Through open dialogue, both parties can establish a balanced approach, ensuring the district does not experience a deficit when allocating funds to child care centers, and that centers do not face financial shortfalls when implementing a blended rate for enrolled children.

Funding Process:

Bryan ISD ensures the timely and accurate allocation of pass-through funds to partnered child care centers through a structured and collaborative process. At the start of each fiscal year, the district develops and executes a Memorandum of Understanding with each child care partner. These agreements outline the agreed-upon funding split, the payment schedule, documentation requirements, and compliance expectations, while identifying responsible district and center staff for oversight and approval.

Child care centers submit daily enrollment and attendance reports aligned with TEA ADA reporting periods to ensure accuracy. District special programs and finance staff review and verify these reports to confirm accuracy before calculating pass-through amounts. Using validated data, the finance team applies the agreed funding percentage to determine the precise amount due to each center. An internal tracking worksheet is maintained to monitor allocations, adjustments, and payment dates.

Once calculations are complete, the special programs and finance staff review the payment summary, and the superintendent or designee provides final approval. Funds are then disbursed via check or according to the terms outlined in the MOU. Detailed financial records, including attendance reports, funding calculations, approvals, and payment confirmations, are securely maintained to ensure accountability and alignment with district accounting procedures and TEA and TWC grant reporting requirements.

On a quarterly and annual basis, finance staff reconcile distributed funds with district ADA revenue and provide summary reports to district leadership and child care partners. Any discrepancies are addressed promptly, with adjustments reflected in subsequent allocations. Finally, Bryan ISD conducts an annual review with child care partners to evaluate the process's timeliness, accuracy, and fiscal impact, ensuring continuous improvement and strengthening the collaborative relationship with each partner.



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TIMELINE

Bryan ISD has developed a comprehensive plan to ensure timely program implementation and fulfillment of all grant deliverables for the Pre-Kindergarten Partnership. The district will begin by establishing a clear project timeline aligned with grant requirements, including milestones for enrollment, curriculum alignment, professional development, family engagement, and reporting. Each significant activity will be assigned to a designated district lead and, where appropriate, a child care partner, ensuring accountability and clarity of responsibilities.

To support program readiness, Bryan ISD will conduct an initial orientation for all child care partners and district staff involved in the grant. This orientation will clarify expectations, reporting requirements, and key deadlines, while providing training on early childhood instructional standards, assessment procedures, and data collection protocols. Regular check-ins and collaborative meetings will be scheduled monthly, with additional touchpoints as needed, to monitor progress toward key deliverables, address challenges, and ensure fidelity to program implementation.

A structured system for tracking and reporting will be maintained throughout the grant period. Attendance, enrollment, and student progress data will be collected according to TEA and TWC requirements, verified by district staff, and submitted promptly. Financial reports, including pass-through funding allocations, will be monitored monthly to confirm accuracy and adherence to the grant budget.

To promote proactive management of deadlines, Bryan ISD will maintain a master calendar of all grant deliverables, including submission dates for reports, program evaluations, and professional development activities. The district leadership team will review progress quarterly to ensure all benchmarks are met, and corrective actions will be implemented promptly if deviations are identified.

Through these measures, Bryan ISD demonstrates a high level of organizational readiness and capacity to implement the Pre-Kindergarten Partnership program with fidelity, ensuring that all programmatic and fiscal requirements are met on time and that children, families, and partners benefit fully from the grant initiative.

It should be noted that historically, the process of participating in a Pre-Kindergarten Partnership with Bryan ISD (and Warren's experience in previous school districts) and local child care centers has included many steps. From initial contact to an executed MOU can take several months. Delays are typically related to the child care partner reviewing the MOU with owners and the administration team. It would be of the utmost importance and urgency to schedule introductory meetings once this grant is awarded to ensure that grant funds are maximized and utilized effectively and efficiently.



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MARKING OF CONFIDENTIAL INFORMATION

Bryan ISD affirms that all information submitted in this grant application is public in nature and does not include any confidential or sensitive personal data. No student, employee, or proprietary information has been disclosed that would require special protection under federal, state, or local law.

Subaward Agreement M2601804 Payment Schedule

Amount	Due Date	Submit to:
\$125,000.00	Upon Execution of Subaward Agreement	SRS Subawards Monitoring Group

Subaward Agreement M2601804 Deliverables

Report	Due Date	Submit to:
Progress Report	No later than September 30, 2026	Principal Investigator

9.I. Consider approval of a Juvenile Justice & Youth Diversion Grant Resolution



RESOLUTION

WHEREAS, The Bryan ISD Board of Trustees finds it in the best interest of the citizens of Bryan that the program Juvenile Justice and Youth Diversion Grant Program (formerly titled: Justice Assistance Grant: Truancy Intervention Project) be operated for the **2026-2027** school year; and

WHEREAS, The Bryan ISD Board of Trustees agrees that in the event of loss or misuse of the Criminal Justice Division Funds, the Bryan ISD Board of Trustees assures that the funds will be returned to the Criminal Justice Division in full.

WHEREAS, The Bryan ISD Board of Trustees designates Linda Montoya, Executive Director of School Leadership as the grantee's authorized official. The authorized official is given the power to apply for, accept, reject, alter, or terminate the grant on behalf of the applicant agency.

WHEREAS, The Bryan ISD Board of Trustees designates Norma Friddle, Assistant Superintendent of Business Services as the grantee's financial officer. The financial officer is given the power to submit financial and/or programmatic reports or alter a grant on behalf of the applicant agency.

NOW THEREFORE, BE IT RESOLVED that The Bryan ISD Board of Trustees approves the grant #3299010 for the Juvenile Justice and Youth Diversion Grant Program to the Office of the Governor, Criminal Justice Division.

So resolved, Passed and Approved on this the (Day of the week) _____, (Month) _____ (Date) _____, 2026.

Signed: _____
Board President, Joel Bryan

Signed: _____
Board Secretary, Ruthie Waller

Grant #3299010

9.J. Consider approval of the Memorandum of Understanding between Bryan ISD and Teachers of Tomorrow.

TEACHERS *of*
TOMORROW

BRYAN ISD MOU WITH TEACHERS OF TOMORROW

January 6, 2026

Teacher Certification MOU Between Teachers of Tomorrow (TOT) and Bryan Independent School District (Bryan ISD)

Program Description

Teachers of Tomorrow (TOT) and Bryan Independent School District (Bryan ISD) jointly commit to continuing support of uncertified educators in achieving Texas teacher certification and success in the classroom. This integrated MOU outlines all data-sharing expectations, support structures, meeting commitments, communications, discounts, and action steps required for successful certification outcomes. The MOU is valid 12 months after the last signature date.

Data Sharing & Communication

- TOT and Bryan ISD will share candidate data to correctly identify all TOT candidates employed by the district.
- TOT will provide quarterly progress reports summarizing enrollments, milestone completions, certification testing status, clinical placement progress, and projected certification timelines. This report will also include a percentage-to-completion for each candidate.
- Bryan ISD will provide intended completion dates or timelines, which will be communicated to candidates.
- TOT and Bryan ISD will collaborate on communication cadence and messaging to ensure alignment with district expectations.
- TOT will assign a dedicated liaison to coordinate HB2 processes, documentation, and audit-ready reporting.
- TOT will provide quarterly updates on each candidate's progress and maintain visibility for principals regarding uncertified teachers.

Candidate & District Supports

- TOT will provide a \$300 tuition discount for all eligible Bryan ISD candidates enrolling after partnership establishment through a special QR Code provided to Bryan ISD and on a flyer to share with interested candidates.
- TOT will provide test preparation including 50% off the monthly rate for The Learning Liaisons (TLL) for all Bryan ISD teachers. When new ToT enrollments exceed 100 candidates over the course of a year, Bryan ISD will have a one-year site license for TLL.
- If ToT enrollment exceeds 100 candidates, TOT will provide a free trial of Simple K-12 (SK12) for all TOT teacher candidates and their evaluators (including introductions to Bryan ISD administrators and professional development leaders) OR a districtwide site license for \$20,000
- TOT will supply printed promotional materials such as business cards, QR code cards/flyers, and posters for hiring leaders and principals to use with potential TOT candidates.
- TOT will provide experts and speakers for administrator and candidate meetings. TOT will provide application support to Bryan ISD teachers.

Information Meetings & Recruitment Support

- TOT will attend and co-host information sessions on 2 dates of Bryan ISD's choosing. These can be in person or online.
- Bryan ISD will provide facilities and a high-traffic meeting space for recruitment and sign-up events, if meetings are in person.
- Bryan ISD will announce these meetings one week before and again on the event day through email, social media, staff portals, and newsletters.
- Principals will receive materials to distribute to uncertified teachers regarding pathways to certification.

Bryan ISD Commitments

- Maintain accurate rosters of Bryan ISD employees enrolled with TOT.
- Allow ToT to use Bryan ISD's name and logo (with approval) in marketing.
- Send districtwide partnership announcements immediately upon MOU execution and again in 2026. District will send additional, periodic communications to uncertified staff not in programs as well as potential candidates. ToT will provide draft emails as needed.
- Bryan ISD will send districtwide announcements to substitutes and para educator groups regarding ToT partnership and alternative certification options available to them associated with that partnership. This is an excellent strategy for meeting future hard-to-fill positions in the district.
- Bryan ISD will support all meeting logistics, including space, promotion, and access to necessary materials if needed.
- Bryan ISD will collaborate with TOT to ensure consistent communication and aligned messaging.

Signatures

BRYAN INDEPENDENT SCHOOL DISTRICT

TEACHERS OF TOMORROW, LLC

Printed Name and Title

Date

Printed Name and Title

Date

CONTACT

Charlotte Arnold

214-402-1940

Charlotte.Arnold@TeachersofTomorrow.org

teachersoftomorrow.org

TEACHERS *of*
TOMORROW

9.K. Consider approval of the Bryan ISD application for delay of teacher certification requirements



Bryan ISD Plan for Implementation of Teacher Certification Requirements

Superintendent

Ginger Carrabine

Board of Trustees

Joel Bryan, President

Felicia Benford, Vice President

Ruthie Waller, Secretary

Dr. Julie Harlin, Member

Tim Pavlas, Member

David Stasny, Member

David Stennis, Member

Bryan Independent School District does not discriminate on the basis of race, age, religion, color, gender, national origin, or disability in providing education or providing access to benefits of educational services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended and Title II of the Americans with Disabilities Act.

Bryan ISD Vision, Mission, and Board Goals

Vision

Children First. Always.

Mission

Bryan ISD, through innovation and choice in educational offerings, will provide positive experiences that ensure high school graduation and post-secondary success.

Board Goals

1. Academic Goal: Support the academic and post-secondary success of every student.
2. Culture/Climate Goal: Foster and sustain a comfortable culture and climate that encourages a shared responsibility for a positive learning environment that encourages experiences in academic, extracurricular, and service activities.
3. Workforce Goal: Recruit and retain a high-quality workforce through competitive benefits, differentiated professional learning; providing appropriate resources and support to ensure a positive working environment.
4. Community Engagement Goal: Actively partner with students, families, staff, and the community, including post-secondary institutions, to promote collaborative stakeholder engagement to achieve the district's vision.
5. School Safety and Security Goal: Ensure a physically and emotionally safe and secure learning environment while welcoming all students, families, staff, and the community.
6. Business & Finance Goal: Enhance financial stability and operational effectiveness to strengthen overall district outcomes, while ensuring transparent communication with internal and external stakeholders.

Background Information

House Bill 2 (HB 2) passed during the 89th Texas Legislature, Regular Session, 2025, and was signed into law by Governor Greg Abbott. Per TEC, §21.003, a person may not be employed as a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, educational diagnostician, or school counselor by a school district unless the person holds an appropriate certificate or permit issued as provided by Subchapter B, which includes any State Board for Educator Certification issued certificate (intern, probationary, standard, or enhanced standard) or emergency permit for the subject area and grade level. Information regarding the appropriate certificate for a given personnel assignment can be found in 19 Texas Administrative Code (TAC) Chapter 231, Requirements for Public School Personnel Assignments.

Many districts, including Bryan ISD, have chosen to exempt themselves from this certification requirement and hire uncertified individuals through an approved DOI plan. According to the *Uncertified Teachers by District/School System Report* published by the TEA, Bryan ISD employed 211 uncertified teachers for the 2024-2025 school year. To date, for the 2025-2026 school year, Bryan ISD currently employs 198 uncertified teachers, of which 114 are designated as Core Content Teachers, and 34 of those teachers are designated as CTE Teachers.

HB 2's new TEC, §21.0032, now limits districts' ability to include exemptions from some certification requirements under TEC, §21.003, in their DOI plan. These limitations phase in over the next three academic years, as referenced in the table below. Non-foundation subjects, such as Career and Technical Education, Fine Arts, and Languages Other Than English, are not affected by the new legislation and can continue to be addressed through the district's District of Innovation Plan.

Academic Year	Educator Certification Restrictions - HB 2 Implementation
2025-2026	District maintains the currently approved DOI plan, which may include exemptions from TEC, §21.003
2026-2027	EC-5 reading and mathematics teachers must be fully certified; DOI plan exemptions from TEC §21.003 are still allowable for other grade levels and subjects
2027-2028	All foundational subject teachers (i.e., English language arts/reading, math, science, and social studies) in any grade level must be fully certified; DOI plan exemptions from TEC §21.003 are still allowable for non-foundational subject teachers

Additionally, under HB2, the TEC § 21.0032 authorizes the TEA Commissioner of Education to approve district requests to delay implementation of certification requirements of existing uncertified teachers of record in foundation curriculum courses until the beginning of the 2029-2030 school year.

Bryan ISD Plan for Implementation of Teacher Certification Requirements

The purpose of this plan is to outline Bryan ISD's process for supporting teacher candidates who meet the district's instructional standards and professional expectations, which would delay teacher certification requirements until the 2029-2030 academic school year. This plan ensures that all teachers maintain compliance with state and district requirements while promoting continuous professional growth and effective classroom instruction.

Bryan ISD has partnered with the Educator Preparation Program (EPP) *Teachers of Tomorrow*. This EPP partnership allows Bryan ISD access to an interactive dashboard to assist in tracking certification candidates' progress to ensure all state and district compliance standards are being met. Additionally, Bryan ISD has teachers working to gain certification through other EPP's such as iTeach, Teachworthy, and also through traditional university programs (i.e. Sam Houston State University, Lamar University, etc).

Bryan ISD will ensure year-to-year reductions in uncertified teachers assigned to foundation curriculum courses until full compliance is achieved by the 2029–2030 school year. The district's Human Resources Department maintains continuous communication with these teachers, monitoring enrollment, exam completion, and certification status.

To ensure every student is educated by a highly qualified educator, Bryan ISD is committed to innovative staffing initiatives that prioritize the recruitment and retention of fully certified teaching professionals. Current strategic staffing efforts include:

- Partnering with the Bryan ISD Education Foundation to provide funding for selected professionals and paraprofessionals to earn certification (Approx \$260K awarded in Spring 2025)
- Application for the TEA LASO Cycle IV
 - Preparing and Retaining Educators through Partnership (PREP): Program Allotment
 - Preparing and Retaining Educators Program (PREP) Allotment: Grow Your Own (GYO) Program
 - Preparing and Retaining Educators Program (PREP) Allotment: Mentorship Program
- Application for the TEA Pipeline to Leadership (P2L)

The following implementation timeline details the strategic plan for Bryan ISD to ensure all core subject teachers achieve full certification by the 2029-2030 academic year. This implementation timeline includes key actions that revolve various departments in Bryan ISD, including School Leadership, Human Resources, and Curriculum & Instruction.

Timeline for the Delay of Implementation of Teacher Certification Requirements

Timeframe	Key Actions
2025-2026	<p>Enrollment & Assessment Phase: All currently employed, uncertified foundational core subject teachers must enroll in an accredited EPP before March 2, 2026.</p> <p>Foundational subjects include ELAR, Mathematics, Science, and Social Studies.</p>
2026-2027	<p>Internship Certification: Teachers employed in 2025-2026 and returning for the 2026-2027 school year must be on track to earn internship certification by March 31, 2027.</p> <p>New hire candidates may not be hired for a teaching assignment for the 2026-2027 school year unless they are enrolled in an accredited EPP and are in a certification pathway that aligns with the teaching assignment.</p> <p>All EC-6 core subject teachers must earn internship certification by March 31, 2027.</p>
2027-2028	<p>EC-6 Full Certification: All EC-6 foundational core subject teachers must achieve full state standard certification by March 31, 2028.</p> <p>All 7-12 foundational core subject teachers must earn internship certification by March 31, 2028.</p>
2028-2029	<p>7-12 Full Certification: All 7-12 foundational core subject teachers must achieve full state standard certification by March 30, 2029.</p>
2029-2030	<p>Full Certification: All foundational core content teachers must achieve full state certification by the beginning of the school year.</p>

Additional Information

08.21.25 TEA TAA Correspondence - [HB 2 Implementation: New Certification Requirements and Incentives for Uncertified Teachers](#)

10.16.25 TEA TAA Correspondence - [HB 2 Implementation: New Teacher Certification Requirements Update](#)

XX.XX.2026 - Date of approval by the Bryan ISD Board of Trustees

10. Closed Session

10.A. Discuss issues pertaining to appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee - Texas Government Code 551.074

10.B. Discussion related to a public school student, wherein personally identifiable information will necessarily be revealed - Texas Government Code 551.0821

10.C. Discussion regarding Superintendent summative evaluation, contract extension, and terms of contract - Texas Government Code 551.074

11. Reconvene in Open Session

12. Action Items

12.A. Consideration and possible action regarding Superintendent summative evaluation, contract extension, and terms of contract

13. Adjourn

Posted: Tuesday, January 13, 2026, at 5:25 PM



For the Board of Trustees