TEA — Texas Education Agency®

2019-2021 P-TECH and ICIA Success Grant Program
COMPETITIVE GRANT Application Due 5:00 p.m. CT, Tuesday, April 9, 2019

NOGA ID [ ]

Authorizing legislation	**GAA, Article III, Rider 67 & 49, 85th TX Leg, and TEC 29.551-29.556 & 29.908**

Applicants must submit one original copy of the application **and** two copies of the application (for a **total of three copies of the application**). All three copies of the application MUST bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications <u>cannot</u> be emailed.** Applications must be received no later than the above-listed application due date and time at:

Application stamp-in date and time

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Document Control Center, Grants Administration Division, Texas Education Agency

1701 N. Congress Avenue, Austin, TX 78701-1494

Grant period from	**June 1, 2019 - June 15, 2021**

Required Attachments

Four (4) attachments are required to be submitted with this application:
1. A completed "Crosswalk" template.
2. A completed "Work-Based Education Matrix" template.
3. A signed and dated MOU with an IHE partner - 3 pages max.
4. A signed and dated MOU with a business/industry partner - 3 pages max.

Amendment Number

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

Organization	Big Spring ISD	CDN	114901	Vendor ID		ESC	18	DUNS	

Address	708 E 11th Place	City	Big Spring	ZIP	79720	Phone	432-264-3600

Primary Contact	Dr. Raemi Thompson	Email	rthompson@bsisd.esc18.net	Phone	432-264-3633

Secondary Contact	Jay McWilliams	Email	jmcwilliams@bsisd.esc18.net	Phone	432-264-2600

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- ☒ Grant application, guidelines, and instructions
- ☒ General Provisions and Assurances
- ☒ Application-specific Provisions and Assurances
- ☒ Debarment and Suspension Certification
- ☒ Lobbying Certification
- ☒ ESSA Provisions and Assurances requirements

Authorized Official Name	Jay McWilliams	Title	Superintendent

Email	jmcwilliams@bsisd.esc18.net	Phone	432-264-3600

Signature	*[signature]*	Date	4/8/19

Grant Writer Name	Dr. Raemi Thompson	Signature	*[signature]*	Date	4-8-19

⦿ Grant writer **is** an employee of the applicant organization.   ○ Grant writer is **not** an employee of the applicant organization.

Shared Services Arrangements

|X| SSAs are not permitted for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
With a recent oil booming economy and its affect on the cost of living in our community, it is becoming very difficult to recruit/retain qualified teachers. BSISD currently reports a 23.3% teacher turnover rate.	BSISD has partnered with local community college Howard College and Texas Tech University through TTU's TechTeach program in an attempt to "grow our own" certified/skilled classroom teachers committed to serving our community.
Big Spring is home to the West Texas VA Healthcare System, Big Spring State Hospital, and Scenic Mountain Medical Center employing over 1500 healthcare professionals within our community.	Recent feedback given to our local Workforce and Community Development Office along with outreach to Howard College to fill shortages across the healthcare field has encouraged the creation of the BSISD Career Academy with a healthcare pathway designed to increase qualified CNAs, Phlebotomist & LVNs.
According to the Texas Higher Education Coordinating Board, approximately only 22% of BSISD graduates pursue a post-secondary education.	The BSHS Career Academy will initially focus on career pathways within Education & Healthcare. BSISD hopes to incentivize students to begin pursuing a post-secondary education earlier in their high school career with strong academic foundations including a plan to support their success beyond HS.

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

As part of Lone Star Governance, the BSISD School Board has adopted the following goal: The College, Career, and Military Readiness score for accountability will improve from 72 to 90+ by the end of the 2020 school year. Indicators directly tied to the BSHS Career Academy include successful completion of a post-secondary coleege readiness assessment such as the TSI in both reading and math, 3+ hours of dual credit in either reading or math or 9+ hours of dual credit across other college courses, or earning an industry certification - all of which can be satisfied with student successfully enrolling in the BSHS Career Academy. Further goals include 100% of BSHS graduates partcipating in the Tech Teach program or Howard College's Healthcare Academy will secure gainful employment in the Big Spring community.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

All BSISD students (8th-12th grades) for the 2019-2020 school year will meet with their assigned counselor to identify their career goals and establish a Personal Graduation Plan. Students will also meet with a Howard College advisor to confirm high school academic plans are in line with post-secondary expectations.

Measurable Progress (Cont.)

Second-Quarter Benchmark

At the end of the 1st semester of the 2019-2020 school year, all BSHS Career Academy students will revisit their Personal Graduation Plans to ensure Fall coursework completion is satisfactory and register for Spring college courses as outlined by their academic plan.

Third-Quarter Benchmark

At the end of the 1st year of the 2019-2020 school year, all BSHS Career Academy students will revisit their Personal Graduation Plans to ensure the first year's coursework completion is satisfactory and register for future college courses as outlined by their academic plan. Students graduating from BSHS will meet with Howard College advisors to continue their career goals in either Education or Healthcare.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goal do not show progress, describe how you will use evaluation data to modify your program for sustainability.

BSISD has employed a full-time CCMR Coordinator and is currently advertising for an Assistant Principal of Instruction to work closely with students identified as part of the BSHS Career Academy. Students will be monitored regularly for academic success and course completion.

Goal Progress Measures include the implementation and growth of a BSISD Post-Secondary Signing Day currently scheduled for end of April 2019. All students committed to ANY post-secondary institution of higher education will be recognized in front of the entire student body in hopes to develop excitement and awareness throughout all students, their parents, and the community that post-secondary education opportunities are possible in Big Spring, TX.

Additional goal progress measures include improving the number of high school students successfully earning a state recognized or community based industry certification in a CTE course and recognizing their accomplishments publicly through social media, local news outlets, and school board meetings.

Big Spring ISD Family and Consumer Sciences Student Organizations will expand to include student support and training through the inclusion of Texas Association of Future Educators (TAFE) and Health Occupation Students of America (HOSA). These nationally recognized organizations provide skill specific competitions, networking opportunities, and scholarships for students seeking careers in education or the healthcare industry.

Finally, regular meetings with BSISD district leadership, BSHS Career Academy leadership, Howard College Academic Services leadership, and Howard County Workforce Development will help to keep all stakeholders informed and united towards a single mission with opportunities to monitor and adjust as necessary.

Enrollment will be open as we establish general interest and success. However, financial contraints may require limited enrollment in future years. BSISD is committed to funding a general employment up to $16,000/yr for student teachers serving not only as educational interns but also as district substitutes outside of their 3-4 day/wk academic requirement. Limited instructors and qualified healthcare organizations in our community also limit the number of students enrolled in any given CNA (Certified Nursing Assistant) to 1:10 teacher/student ratio for a maximum of 20 students per year.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check each of the following boxes to indicate acceptance.

☒ The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

☒ The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

☒ The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 P-TECH and ICIA Success Grant Program Guidelines.

☒ The applicant provides assurance to adhere to all Performance Measures as noted in the 2019-2021 P-TECH/ICIA Success Grant Program Guidelines and shall provide TEA, upon request, any performance data necessary to assess the success of the program.

☒ P-TECH and ICIA schools will provide participating students with flexibility in class scheduling and academic monitoring.

☒ The P-TECH/ICIA school will be open enrollment. Enrollment decisions will not be based on state assessment scores, discipline, history, teacher recommendations, minimum grade point average (GPA) or any other criteria that create barriers for student enrollment.

☒ P-TECH and ICIA schools will allow participating students to complete high school and, on or before the sixth anniversary of the date of the student's first day of high school: receive a high school diploma, an associate degree, a two-year postsecondary certificate, or industry certification; and complete work-based education through an internship, apprenticeship, or other job training program.

☒ P-TECH and ICIA programs will be provided at no cost to participating students.

☒ LEA will submit an action plan based on blueprint initial self-assessment and needs assessment.

☒ LEA will submit confirmation of a) the campus/program as a designated Texas Success Initiative (TSI) assessment site and, b) timeline for testing students to ensure that passing rates meet outcome based measures on the P-TECH and ICIA Blueprint.

Statutory Requirements

1. P-TECH and ICIA schools must establish recruitment and enrollment processes and requirements that will not exclude or discourage the enrollment of any of the subpopulations of at-risk students, including, but not limited to, students who are of limited English proficiency or who have failed a state administered assessment. Describe the recruitment and enrollment plan. Include a general timeline and describe the specific activities planned to serve the target population.

Big Spring ISD is a 4A single high school district and is home to almost 4000 students across 9 campuses from PK-12th grade including an alternative acceleration campus for at risk students needed a more flexible instructional arrangement. BSISD demographics include 65.6% Hispanic, 24.8% White, and 5.9% African American. Within this student population, 58.8% are considered Economically Disadvantaged, 50.8% At-Risk, 18.8% as English Language Learners, and about 8% are identified with learning disabilities. Recent PBMAS results report significant disparity in academic success for both CTE and special education students on the state assessment.

The BSHS Career Academy will focus recruitment for ALL students across ALL student populations beginning in 8th grade through intentional student scheduling with individual career counseling and academic placement. High school counselors with visit with each incoming 9th grade student in the spring of their 8th grade school year. A CTE career fair is held annually for all students in order for various CTE programs to higlight their program's features. Local community college Howard College has an advisor on the high school campus weely to visit with interested students and present whole group assemblies to all students each semester about the course programs and offerings available. Most recently, BSISD CTE courses have created student led videos that are being shared on both the school's social media site and YouTube channel for addtional media exposure. Future plans include student surveys, "Adulting Day", and student led CTE Open House opportunities to help advertise the BSHS Career Academy.

Statutory Requirements (Cont.)

2. P-TECH and ICIA schools must provide for a program/course of study that enables a participating student in grade levels 9 -12 to combine high school courses and postsecondary courses. Describe the course of study that the school is planning to offer and how it expands upon current offerings. Include how the course of study will enable a student to combine high school courses and postsecondary courses and identify crosswalks, sequence of courses, degrees/certificates/certifications earned, and work-based education that will be available to students at every grade level. Describe how the selected course of study will address regional workforce needs.

BSISD and Howard College have worked closely to align specific program cross-walks in both education and health care services. The TechTeach 2plus1 program requires students to have an Associate's of Arts in Teaching before applying to Texas Tech University. Students may secure their AAT traditionally within the 2 years upon graduation from Big Spring High School or gain a headstart on their post-secondary education experience by earning several hours of dual credit as outlined in the attached worksheet.

3. P-TECH and ICIA schools must enter into an articulation agreement with IHEs that are accredited by a national or regional accrediting agency recognized by the Texas Higher Education Coordinating Board (THECB) in accordance with Texas Administrative Code (TAC) §74.25. The articulation agreement must provide a participating student access to postsecondary educational and training opportunities at an IHE and must address all the following items: curriculum alignment, instructional materials, instructional calendar, programs/courses of study, student enrollment and attendance, grading periods and policies and administration of statewide assessments. Name the IHE and describe how the proposed program will meet the requirements for the partnership with the IHE.

BSISD currently has articulation agreements in place for dual credit offerings through our local community college Howard College. (See attached MOU) BSISD has also secured an MOU with Texas Tech University partnering with their TechTeach program working to serve students interested in securely a Bachelor's degree in Education taking online coursework while simultaneously working within Big Spring ISD classrooms.

Most recently, BSISD has also secured a MOU with Howard College to offere College Prep courses in both Reading and Math that will allow BSHS graduates successfully completing the college prep courses to be TSI exempt for two years immediately beyond high school graduation. We hope this agreement will help alleviate college entrance obstacles primarily for those with test-taking anxieties.

4. P-TECH and ICIA schools must enter into a MOU with regional industry or business partners in Texas and must meet the following guidelines: provide 100% of participating students access to appropriate work-based education at every grade level, address regional workforce needs, the industry/business partner will give to a student who receives work-based training or education from the partner with a P-TECH and ICIA first priority in interviewing for any jobs for which the student is qualified that are available on the student's completion of the program and be reviewed at least every two years and updated as necessary. Name the regional industry or business partner and describe how the proposed program will meet the requirements for the partnership with the industry/business partner.

BSISD has committed to partnering with Howard College and Texas Tech University supporting the "Grow Your Own" theme of educating those committed to teaching within the Big Spring Independent School District. BSISD is supporting both in-district paraprofessionals and recent BSHS graduates as they pursue an Associate of Arts in Teaching at Howard College with plans to transfer into Texas Tech University's TechTeach program.

Due to BSISD's high teacher turnover rate of 23.3%, BSISD has agreed to serve as an industry partner working with TechTeach students within high needs areas such as EC-6 Generalist, Bilingual, or Special Education classrooms so students can gain hands-on student teaching experience while completing online coursework through Texas Tech. BSISD has also agreed to offer full-time teaching positions to all candidates successfully completing the TechTeach program including securing a Bachelor's Degree in Education and passing all SBEC teacher certification exams. (See attached MOUs)

TEA Program Requirements

1. Grantee must establish a Leadership Team. Describe the current Leadership Team. Include a list of the individuals and their titles, along with how often the Leadership Team will meet, the dates of meetings that have already been held, any upcoming meetings and agenda topics.

> The Big Spring Career Academy Leadership Team will include:
> Jay McWilliams - Big Spring ISD Superintendent
> Dr. Raemi Thompson - Big Spring ISD Assistant Superintendent for Academics and Assessment
> George Bancroft - Big Spring ISD Assistant Superintendent for Operations, Public Relations Coordinator
> Debbie Park - Big Spring ISD Director of School Improvement
> Mike Ritchey - Big Spring High School Principal
> Vonnie Anderson - Big Spring High School CCMR Coordinator
> TBA - Big Spring High School Assistant Principal for Instruction
> Dr. Sherry Sparks - Howard College President
> Erin Mackenzie - Howard College Administrative Dean of Instruction and Student Services
> Melissa Miller - Howard College TechTeach Site Coordinator
> Luci Gabehart - Howard College Dean of Healthcare Professions
> Dr. Doug Hamman - Texas Tech University Department of Education Chair
>
> November 29, 2018 - Howard College TechTeach Community Information Night
> February 28, 2019 - BSISD Leadership P-TECH/ICIA Grant Planning Meeting
> March 6, 2019 - Howard College and Texas Tech University Signed Articulation Agreement
> March 30, 2019 - Healthcare Professions Pathway Meeting at Howard College
> TBA - Howard College Health Professions Community Information Night
> TBA - Big Spring High School Career Academy Community Unveiling

2. Grantee must develop wrap-around strategies and services involving multiple stakeholders (parents, teachers, counselors, community members, etc.) to strengthen both the academic and social/emotional skills and support necessary for high school and college readiness, as well as provide academic and social/emotional support for students to be successful in rigorous academic and work- based educational experiences. Describe the current wrap-around strategies and services the school is offering, as well as the additional strategies and services that are planned to support P-TECH.

> Big Spring ISD has generously committed to funding all tuition and books for BSISD dual credit students through the state funded high school allotment. Our partnernship with Howard College extended dual credit pricing through the summer immediately following high school graduation.
> BSISD is in its second year implementation of Capturing Kids Hearts striving to build relationships between all stakeholders aimed at supporting student success. Many of BSHS's CTE teachers serve as CKH Process Champions mentoring and supporting teachers throughout the implementation as well as serving as role models for both students and teachers throughout the relationship building process.
> The BSISD alternative campus is completing its inaugural year piloting Odysseyware's BASE Social-Emotional Learning curriculum with great success and feedback from both students and teachers. BSISD Assistant Superintendent Dr. Raemi Thompson is currently working to expand this BASE SEL curriculum to the BSHS Personal Achievement Center (PAC) and CTE computer labs.
> The BSISD technology department has generously offered to provide and support student laptops for Big Spring High School students taking online dual credit courses either through Howard College or Texas Tech's TechTeach program.
> BSISD also derives support from its School Board as the Lone Star Governance implementation has defined a leadership focus on developing a career focused and ready graduate from Big Spring High School. These adopted goals, progress measures, and student recognitions keep college and career readiness at the forefront of the district leadership team.
> Community led HOPE Foundation provides monetary grants and support for innovative teachers looking to supplement their classroom with future forward thinking ideas not generally funded by typical school budgets. The creation and development of the Big Spring Career Academy will forge a pathway for many ideas not yet implemented due to budget deficits to come to full fruition.

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS - 6100 (include direct program and direct admin costs)

Activity	BUDGET
Healthcare professional teaching stipend - $5,000 per course taught	15,000
TechTeach student teacher intern stipend - $16,000 per student	160,000

PROFESSIONAL AND CONTRACTED SERVICES - 6200 (include direct program and direct admin costs)

Activity	BUDGET

SUPPLIES AND MATERIALS - 6300 (include direct program and direct admin costs)

Activity	BUDGET
Supplies including but not limited to student certification exams and study materials	25,000

OTHER OPERATING COSTS - 6400 (include direct program and direct admin costs)

Activity	BUDGET

CAPITAL OUTLAY - 6500 (include direct program and direct admin costs)

Activity	BUDGET

Total Direct Costs [   ]

Indirect Costs [   ]

TOTAL BUDGET REQUEST (Direct Program Costs + Direct Admin Costs + Indirect Costs) [200,000]

REQUIRED MATCH AMOUNT (total budget request x 20%) [40,000]

Program of Study	IHE Partner	Program Offered in 2018-2019? (Y/N)	Expected Program Student Outcomes
Nursing	Howard College	N	LVN or ADN
Certified Nursing Assistant	Howard College	Y	Certified Nursing Assistant Certification
Phlebotomy	Howard College	N	Phlebotomist Certification

Year/Grade Level	High School Course			Post-Secondary Course		
	PEIMS Course/Code#	High School Course Name	High School Credits	Texas Common Course Numbering System Number	College Course Name	College Credit Hours
Year 0 / Grade 8						
Year 0 / Grade 8						
Total Year 0 High School Credits				**Total Year 0 College Credit Hours**		
Year 1 / Grade 9	English 1	1	1	SPCH 1315	Speech	3
Year 1 / Grade 9	Algebra 1	1	1	EDUC 1100	Education Framework	1
Year 1 / Grade 9	Biology	1	1			
Year 1 / Grade 9	World Geography	1	1			
Year 1 / Grade 9	Ath/PE/Band	1	1			
Year 1 / Grade 9	Endorsement Elective	1	1			
Year 1 / Grade 9	HC DC Course	1	1			
Year 1 / Grade 9	HC DC Course	1	1			
Total Year 1 High School Credits			8	**Total Year 1 College Credit Hours**		4
Year 2/ Grade 10	English 2	1	1	HIST 1301/1302	History	6
Year 2/ Grade 10	Geometry	1	1	PSYC 2314	Psychology	3
Year 2/ Grade 10	Chemistry	1	1	HPRS 1206	Medical Terminology	3
Year 2/ Grade 10	LOTE 1	1	1			
Year 2/ Grade 10	Ath/PE/Band/Elective	1	1			
Year 2/ Grade 10	Endorsement Elective	1	1			
Year 2/ Grade 10	HC DC Course	1	1			
Year 2/ Grade 10	HC DC Course	1	1			
Total Year 2 High School Credits			8	**Total Year 2 College Credit Hours**		12
Year 3/Grade 11	English 3	1	1	CCT Lang/Phil/Culture	Core Curriculum Transfer Course Option	3
Year 3/Grade 11	Algebra 2	1	1	BIOL 2301/2101	Life Science	4
Year 3/Grade 11	Physics/PT/Anatomy	1	1	BIOL 2302/2102	Life Science	4
Year 3/Grade 11	LOTE 2	1	1	GOVT 2306	Government	3
Year 3/Grade 11	Endorsement Elective	1	1	CAN	CNA enrollment	
Year 3/Grade 11	HC DC Course	1	1	SCH	Science beyond core curr.	3
Year 3/Grade 11	HC DC Course	1	1			
Year 3/Grade 11	HC DC Course	1	1			
Year 3/Grade 11						
Year 3/Grade 11						
Total Year 3 High School Credits			8	**Total Year 3 College Credit Hours**		17
Year 4/Grade 12	Physics/PT/Anatomy	1	1	ENGL 1301/1302	Freshman Composition	6
Year 4/Grade 12	PreCal A/MATH 1342	.5		MATH 1342	Math	3
Year 4/Grade 12	Ath/PE/Band/Elective	1		GOVT 2305	Government	3
Year 4/Grade 12	Endorsement Elective	1		BIO 2320/2120	Life Sciences	4
Year 4/Grade 12	GOVT 2305/Economics	.5		PLAB 1160/1323	PLAB/PLAB	4
Year 4/Grade 12	HC DC Course	1				
Year 4/Grade 12	HC DC Course	1				
Year 4/Grade 12						
Total Year 4 High School Credits			6	**Total Year 4 College Credit Hours**		20
Optional Year 5				SCH	Science beyond core curr.	9
Optional Year 5						
Optional Year 6						
Optional Year 6						
Total Years 5 & 6 High School Credits			30	**Total Years 5 &6 College Credit Hours**		9
Total High School Credits				**Total College Credit Hours**		60

Certification (s) to be earned by high school graduation:	Certified Nursing Assistant, Phlebotomist, LVN or ADN

ATTACHMENT #1: 2019-2021 P-TECH AND ICIA SUCCESS GRANT PROGRAM
Crosswalk Template
You may delete or expand rows but do not exceed one page

Program of Study	IHE Partner	Program Offered in 2018-2019? (Y/N)	Expected Program Student Outcomes
Education	Howard College	N	Associate Arts in Teaching
Education	Texas Tech University	N	Bachelor's Arts in Elementary Education

Year / Grade Level	High School Course		High School Credits	Post-Secondary Course		College Credit Hours
	PEIMS Course/Code#	High School Course Name		Texas Common Course Numbering System Number	College Course Name	
Year 0 / Grade 8						
Year 0 / Grade 8						
	Total Year 0 High School Credits			**Total Year 0 College Credit Hours**		
Year 1 / Grade 9	English 1	1	1	SPCH 1315	Speech	3
Year 1 / Grade 9	Algebra 1	1	1	EDUC 1100	Education Framework	1
Year 1 / Grade 9	Biology	1	1			
Year 1 / Grade 9	World Geography	1	1			
Year 1 / Grade 9	Ath/PE/Band	1	1			
Year 1 / Grade 9	Endorsement Elective	1	1			
Year 1 / Grade 9	HC DC Course	1	1			
Year 1 / Grade 9	HC DC Course	1	1			
	Total Year 1 High School Credits		8	**Total Year 1 College Credit Hours**		4
Year 2/ Grade 10	English 2	1	1	HIST 1301/1302	History	6
Year 2/ Grade 10	Geometry	1	1	EDUC 1301	Intro to Teaching Professions	3
Year 2/ Grade 10	Chemistry	1	1	EDUC 2301	Intro to Special Populations	3
Year 2/ Grade 10	LOTE 1	1	1			
Year 2/ Grade 10	Ath/PE/Band/Elective	1	1			
Year 2/ Grade 10	Endorsement Elective	1	1			
Year 2/ Grade 10	HC DC Course	1	1			
Year 2/ Grade 10	HC DC Course	1	1			
	Total Year 2 High School Credits		8	**Total Year 2 College Credit Hours**		12
Year 3/Grade 11	English 3	1	1	CCT Lang/Phil/Culture	Core Curriculum Transfer Course Option	6
Year 3/Grade 11	Algebra 2	1	1	MATH 1350	Mathematics for Teachers 1	3
Year 3/Grade 11	Physics/PT/Anatomy	1	1	MATH 1351	Mathematics for Teachers 2	3
Year 3/Grade 11	LOTE 2	1	1	GOVT 2306	Government	3
Year 3/Grade 11	Endorsement Elective	1	1	SCH	Science beyond core curr.	3
Year 3/Grade 11	HC DC Course	1	1			
Year 3/Grade 11	HC DC Course	1	1			
Year 3/Grade 11	HC DC Course	1	1			
Year 3/Grade 11						
Year 3/Grade 11						
	Total Year3 High School Credits		8	**Total Year3 College Credit Hours**		18
Year 4/Grade 12	Physics/PT/Anatomy	1	1	ENGL 1301/1302	Freshman Composition	6
Year 4/Grade 12	PreCal A/MATH 1314	.5		MATH 1314	College Algebra	3
Year 4/Grade 12	Ath/PE/Band/Elective	1		GOVT 2305	Government	3
Year 4/Grade 12	Endorsement Elective	1		Life Science w/lab	Life Sciences	8
Year 4/Grade 12	GOVT 2305/Economics	.5				
Year 4/Grade 12	HC DC Course	1				
Year 4/Grade 12	HC DC Course	1				
Year 4/Grade 12						
	Total Year4 High School Credits		6	**Total Year4 College Credit Hours**		20
Optional Year 5				SCH	Science beyond core curr.	3
Optional Year 5				SCH	Content area teaching fields	3
Optional Year 6						
Optional Year 6						
	Total Years 5 & 6 High School Credits		30	**Total Years 5 & 6 College Credit Hours**		6
	Total High School Credits			**Total College Credit Hours**		60

Certification (s) to be earned by high school graduation:	Associate's Arts in Teaching

ATTACHMENT #2: 2019-2021 P-TECH AND ICIA SUCCESS GRANT PROGRAM WORK-BASED EDUCATION MATRIX TEMPLATE

Work-based education is an educational strategy that provides students with real-life work experiences where they can apply academic and technical skills and develop employability skills. Work-based education experiences for the P-TECH program should be provided at every grade level and should be appropriate in scope for the age of the student. Examples of work-based learning experiences are: job shadowing, cooperative education, career mentoring, internships, apprenticeships and can be paid or unpaid.

CDN: 114901

Please complete the chart below with at least 3 examples of work-based learning that your program provides to students at each grade level. You may <u>delete or expand rows but do not exceed one page</u>

Year / Grade Level	Work-based Education Example # 1			Work-based Education Example # 2			Work-based Education Example #3		
	Work-based Education Example #1	Type of Activity	Business Partner	Work-based Education Example #2	Type of Activity	Business Partner	Work-based Education Example #3	Type of Activity	Business Partner
Year 1 / Grade 9	On Site Teacher Assistant	BSHS Teacher Assistant	BSISD						
Year 2 / Grade 10	On Site EOC Tutorials	Peer Tutoring	BSISD						
Year 3 / Grade 11	Off Site PK-4 Remediation	Elementary Response to Intervention Assistance	BSISD						
Year 4 / Grade 12	Off Site Teacher Assistant	PK-4 Teacher Assistant	BSISD						
Optional Year 5	Substitute Teaching	Substitute Teaching	BSISD						
Optional Year 6	Substitute Teaching/PT Paraprofessional employment	Substitute Teaching/PT Paraprofessional employment	BSISD						

ATTACHMENT #2: 2019-2021 P-TECH AND ICIA SUCCESS GRANT PROGRAM WORK-BASED EDUCATION MATRIX TEMPLATE

Work-based education is an educational strategy that provides students with real-life work experiences where they can apply academic and technical skills and develop employability skills. Work-based education experiences for the P-TECH program should be provided at every grade level and should be appropriate in scope for the age of the student. Examples of work-based learning experiences are: job shadowing, cooperative education, career mentoring, internships, apprenticeships and can be paid or unpaid.

Please complete the chart below with at least 3 examples of work-based learning that your program provides to students at each grade level. You may delete or expand rows but **do not exceed one page**

CDN: _____

Year / Grade Level	Work-based Education Example #1			Work-based Education Example # 2			Work-based Education Example #3		
	Work-based Education Example #1	Type of Activity	Business Partner	Work-based Education Example #2	Type of Activity	Business Partner	Work-based Education Example #3	Type of Activity	Business Partner
Year 1 / Grade 9	On Site Student Athletic Assistant	BSHS Athletic Teams Manager	BSISD						
Year 2 / Grade 10	On Site Student Athletic Assistant	BSHS Athletic Teams Manager	BSISD	On Site Student Assistant	BSHS Nurse's Office Student Assistant	BSHS	Student Trainer	BSHS Student Athletic Trainer	BSHS
Year 3 / Grade 11	On Site Student Athletic Assistant	BSHS Athletic Teams Manager	BSISD	Student Trainer	BSHS Student Athletic Trainer	BSHS	Student Intern	On-the-job pharmacy internship	Prescription Services, Inc.
Year 4 / Grade 12	On Site Student Athletic Assistant	BSHS Athletic Teams Manager	BSISD	CNA Medical Rounds	CNA Medical Rounds	Dept of Agriculture Approved Community Nursing Home	Student Intern	On-the-job pharmacy internship	Prescription Services, Inc.
Optional Year 5	CNA Medical Rounds	CNA Medical Rounds	Dept of Agriculture Approved Community Nursing Home	Student Intern	On-the-job pharmacy internship	Prescription Services, Inc.			
Optional Year 6									

HOWARD COLLEGE
AND
BIG SPRING INDEPENDENT SCHOOL DISTRICT

DUAL CREDIT PARTNERSHIP AGREEMENT

Texas Higher Education Coordinating Board (THECB) guidelines, Chapter 4, Subchapter D, Section 4.84 and Chapter 9, Subchapter H, Section 9.144 state:

> For any dual credit partnership between a secondary school and a public college, an agreement must be approved by the governing boards or designated authorities (e.g., principal and chief academic officer) of both the public school district or private secondary school and the public college prior to the offering of such courses.

In keeping with these guidelines, Howard College (HC) and Big Spring (BH) Independent School District hereby agree to the following:

A. ELIGIBLE COURSES
1. HC courses offered for dual credit must be identified as college-level academic courses in the current edition of the Lower Division Academic Course Guide Manual adopted by the THECB or as college-level workforce education courses in the current edition of the Workforce Education Course Manual adopted by the THECB.
2. HC courses offered for dual credit must be in the approved course/program inventory for HC.
3. HC may not offer remedial and developmental courses for dual credit.

B. STUDENT ELIGIBILITY
1. A high school student is eligible to enroll in **academic transfer** dual credit courses if the student:
   a. demonstrates college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative (TSI) on relevant section(s) of an assessment instrument according to the THECB Rules and Regulations (Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter C, Rule 4.56 and 4.57).
   b. demonstrates that he or she is exempt under the provisions of the TSI as set forth in the THECB Rules and Regulations (Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter C, Rule 4.54).
2. A high school student is also eligible to enroll in **academic transfer** dual credit courses that require demonstration of TSI college readiness in reading, writing, and/or mathematics under the following conditions:
   a. Courses that require demonstration of TSI college readiness in **reading and/or writing**:
      i. if the student achieves a Level 2 final recommended score, as defined by the Texas Education Agency (TEA), on the English II State of Texas Assessment of Academic Readiness End of Course (STAAR EOC); or
      ii. if the student achieves a combined score of 107 on the PSAT/NMSQT with a minimum of 50 on the reading test; or
      iii. if the student achieves a composite score of 23 on the PLAN with a 19 or higher in English or an English score of 435 on the ACT-Aspire.
   b. Courses that require demonstration of TSI college readiness in **mathematics**:
      i. if the student achieves a Level 2 final recommended score, as defined by TEA, on the Algebra I STAAR EOC and passing grade in the Algebra II course; or
      ii. if the student achieves a Level 2 final recommended score, as defined by TEA, on the Algebra II STAAR EOC; or

iii. if the student achieves a combined score of 107 on the PSAT/NMSQT with a minimum of 50 on the mathematics test; or

iv. if the student achieves a composite score of 23 on the PLAN with a 19 or higher in mathematics or a mathematics score of 431 on the ACT-Aspire.

3. A high school student is eligible to enroll in **workforce education** dual credit courses contained in a Level 1 certificate program, or a program leading to a credential of less than a Level 1 certificate, at a public junior college or public technical institute and shall not be required to provide demonstration of college readiness or dual credit enrollment eligibility.

4. A high school student is eligible to enroll in **workforce education** dual credit courses contained in a Level 2 certificate or applied associate degree program under the following conditions:

   a. Courses that require demonstration of TSI college readiness in **reading and/or writing**:
      i. if the student achieves a Level 2 final recommended score, as defined by TEA, on the English II STAAR EOC; or
      ii. if the student achieves a combined score of 107 on the PSAT/NMSQT with a minimum of 50 on the reading test; or
      iii. if the student achieves a composite score of 23 on the PLAN with a 19 or higher in English or an English score of 435 on the ACT-Aspire.

   b. Courses that require demonstration of TSI college readiness in **mathematics**:
      i. if the student achieves a Level 2 final recommended score, as defined by TEA, on the Algebra I STAAR EOC and passing grade in the Algebra II course; or
      ii. if the student achieves a Level 2 final recommended score, as defined by TEA, on the Algebra II STAAR EOC; or
      iii. if the student achieves a combined score of 107 on the PSAT/NMSQT with a minimum of 50 on the mathematics test; or
      iv. if the student achieves a composite score of 23 on the PLAN with a 19 or higher in mathematics or a mathematics score of 431 on the ACT-Aspire.

   c. A student who is exempt from taking TAKS or STAAR EOC assessments may be otherwise evaluated by an institution to determine eligibility for enrolling in workforce education dual credit courses.

5. Students who are enrolled in private or non-accredited secondary schools or who are home-schooled must satisfy paragraphs 1-4 of this section.

6. To be eligible for enrollment in a dual credit course, students must meet all the college's regular prerequisite requirements designated for that course (e.g., minimum score on a specified placement test, minimum grade in a specified previous course, etc.).

7. HC may impose additional requirements for enrollment in courses for dual credit that do not conflict with this section.

C. LOCATION AND STUDENT COMPOSITION OF CLASS

1. Dual credit courses may be taught on the college campus, on the high school campus, or electronically. Courses may be composed of dual credit students only or of dual and college credit students. Exceptions for a mixed class, which would also include high school credit-only students, may be allowed only under one of the following conditions:

   a. If the course involved is required for completion under the State Board of Education High School Program graduation requirements, and the high school involved is otherwise unable to offer such a course.

   b. If the high school credit-only students are College Board Advanced Placement students.

   c. If the course is a career and technology/college workforce education course and the high school credit-only students are earning articulated college credit.

D. FACULTY SELECTION, SUPERVISION, AND EVALUATION

1. HC shall select instructors of dual credit courses. These instructors must be regularly employed faculty members of the college or must meet the same standards (including minimal requirements of the Southern

Association of Colleges and Schools Commission on Colleges) and approval procedures used by the college to select faculty responsible for teaching the same courses at the main campus of the college.

2. HC shall supervise and evaluate instructors of dual credit courses using the same or comparable procedures used for faculty at the main campus of the college.
3. Official transcripts of instructors must be kept on file at HC.

E. **COURSE CURRICULUM, INSTRUCTION, AND GRADING**
   1. HC shall ensure that a dual credit course and the corresponding course offered at the main campus of the college are equivalent with respect to the curriculum, materials, instruction, and method/rigor of student evaluation. These standards must be upheld regardless of the student composition of the class.
   2. College-level courses may include controversial, sensitive, and/or adult material. Students are expected to have the readiness for college-level rigor and content.
   3. HC will provide letter and numerical grades for students enrolled in dual credit courses comprised solely of dual credit students. For dual credit students enrolled in courses which are also comprised of college-only students, a numerical grade may not be given.
   4. HC will provide six-week progress reports as requested by the public school only for those dual credit students enrolled in courses comprised solely of dual credit high school students.

F. **ACADEMIC POLICIES AND STUDENT SUPPORT SERVICES**
   1. Academic policies applicable to courses taught on the college campus also apply to dual credit courses. Students should refer to the HC Student Handbook.
   2. Students in dual credit courses at HC are eligible to utilize the same or comparable support services that are afforded college students on the main campus. HC will ensure timely and efficient access to such services (e.g., academic advising and counseling), to learning materials (e.g., library resources), and to other benefits for which the student may be eligible.

G. **TRANSCRIPTING OF CREDIT**
   For dual credit courses, college credit will be transcripted immediately upon a student's completion of the performance required in the course.

H. **FUNDING AND COMPENSATION**
   1. The state funding for dual credit courses will be available to both the public school and HC based on the current funding rules of the State Board of Education and the THECB.
   2. HC may only claim funding for students getting college credit in core curriculum, career and technical education, and foreign language dual credit courses.
   3. HC will reimburse the school district for instructional costs when a credentialed high school instructor is selected to teach a dual credit class. This fee will be calculated at $50 for each dual credit high school student ($1200 minimum per school district) each fall and spring semester. Payment will be processed after final grades are submitted.

Amy Burchett, Vice President Academic and Student Affairs   10/5/17
Designated Howard College Official/Title   Date

Mike Ritchey   10/5/17
Designated High School Official/Title   Date

Updated November 17, 2016

Parties. Texas Tech University (TTU), through its College of Education at Texas Tech University (TTUCOE) and its Information Technology Division (TTUITD) are collaborating with Big Spring ISD to improve educator preparation, with the end goal of improving Big Spring ISD student achievement.

WHEREAS, the parties to this Memorandum of Understanding (MOU) desire to continue their support of the TechTeach Teacher Preparation Program, serving elementary and secondary grade-levels in high need areas.

Purpose. The purpose of this MOU is to articulate the goals of the partnership, and to specify each party's responsibilities associated with implementing the TechTeach Teacher Preparation Program (the "Program").

A. COLLABORATIVE GOALS

Goal 1

Design and implement within Big Spring ISD, a district-based, clinically intensive teacher education program with the aim of mentoring TTUCOE students who are undergraduate students preparing to be teachers ("Teacher Candidates") to become highly competent in their subject-area, pedagogy and, by the second (2nd) year of teaching, to produce student achievement gain scores greater than the district average; and

Goal 2

Establish a framework for transferring teacher-level data between the Big Spring ISD and TTUITD for the purposes of monitoring and evaluating the preparation and effectiveness of Teacher Candidates who are working in Big Spring ISD. Teacher-level mean scores of students in classrooms aggregated to the teacher.

B. TTUCOE RESPONSIBILITIES

Related to Goal 1:

1) Dedicate and support a full-time person to serve as a Site Coordinator and district liaison ("TTU Site Coordinator"). On a day-to-day basis, the Site Coordinator will (a) provide support to Teacher Candidates placed in Big Spring ISD schools, (b) collaborate with building administrators and Mentor Teachers, and (c) contribute to the governance meetings with Big Spring ISD and community college partners.
2) Recruit and screen talented and committed Teacher Candidates into competency-based teacher education programs.
3) Offer district immersion-style, competency-based teacher education programs in certification areas of expressed Big Spring ISD need.
4) Use Teacher Candidate clinical competency data (i.e., information about subject-area, pedagogy, impact on formative and summative student achievement) to modify and adjust teacher education programs to better foster graduates' mastery of competencies. Clinical competency data will include the regular and frequent use of video-capture as one mechanism by which improvement of Teacher Candidates' instructional practices is achieved. Video-capture of Teacher Candidates will not be published without valid consents as required by FERPA or any other applicable privacy law, regulation, or policy. In recognition of the sensitivity of this practice, video of candidates' instruction will be captured under the district media permission (see C.5. below) in the following manner:
   a. Capture of video. TTUCOE will:
      i. Center the Teacher Candidate as the focal point of the video;
      ii. Unless otherwise required, the camera will be positioned in the classroom in such a manner so as to minimize capture of Big Spring ISD students' faces, though some incidental exposure is likely; and
      iii. Direct its Teacher Candidates to determine with Mentor Teachers (Big Spring ISD teachers under whom TTUCOE Teacher Candidate work) the identity of any students that have circumstances forbidding recording – and in such cases, the student or the camera will be positioned in such a way so as to not capture these student/s in the recording. The Mentor Teacher will be responsible for ensuring such students are not included in the video capture. The student exception will be documented by the Teacher Candidate.
   b. Handling and storage of video capture. TTUCOE will:

    i.   Restrict only authorized individuals to access videos; TTU will integrate access controls by requiring TTU network account credentials (eRaider) to view video content. Access authorization will be established by the TTUCOE Program director with concurrence from the dean, and communicated to TTUITD;

    ii.   Prepare all Teacher Candidates to utilize the Swivl application, a video capture software solution, for any recording associated with TTUCOE course assignments or performance assessments;

    iii.   Train Teacher Candidates to upload to the secure Swivl site all video associated with course assignments or performance assessments within twenty-four (24) hours of capture;

    iv.   Ensure the use of the Swivl application provides the security assurances necessary for recording in classroom. Video captured with the Swivl application is automatically and permanently erased from the device, once uploaded to the secure website;

    v.   Coordinate maintenance of video on the secure Swivl website for a period not to exceed ten (10) years from time of capture; and

    vi.   In the event of contract termination with Swivl, TTU will retain all video content in accordance with applicable retention policies, and will store the content on a TTUCOE server at the TTU University Data Center, with strict access controls remaining in place. Note that if another vendor is engaged, TTUCOE will require that the new vendor comply with the terms of this MOU, as well as TTU Operating Policies, including the TTU IT Security Policies.

  c.   Use of video for instructional purposes. TTUCOE will upload video to the secure Swivl site:

    i.   For purpose of self-observation and self-evaluation of instructional practices;

    ii.   To be used by TTU faculty members for purposes of observation and evaluation of the Teacher Candidates' instructional skill;

    iii.   To be used for purposes of Program evaluation;

    iv.   To be used by TTU researchers to extract data relevant to instructional competencies of Teacher Candidates, for the purposes of studying teacher skill development and to share findings with the scientific community, contingent on TTU Institutional Research Board Human Subjects Committee review and approval; and

    v.   In no case will images of students appear in a public forum for purposes of self, candidate, Program evaluation, or for purposes of research presentation unless the identity of students is completely masked (e.g., blurring of facial or other identifying features).

5)   Work with Big Spring ISD personnel to collaboratively select, train, support, and evaluate Big Spring ISD teachers serving as Mentor Teachers to Teacher Candidates.

6)   Require its Teacher Candidates to abide by the rules of conduct contained within the TTUCOE Student Handbook and the Big Spring ISD Policies and Procedures. In the event of non-academic student misconduct that violates criminal law or requires disciplinary action, all applicable Big Spring ISD and TTUCOE policies will be followed.

7)   Brief all staff involved in the Teacher Candidate evaluation process on all standard data collection security procedures, and the criticality of protecting student identity from unauthorized disclosure.

8)   Prior to working with Big Spring ISD students in classrooms, TTUCOE will inform its Teacher Candidates of any requirements to submit to any security screens imposed by Big Spring ISD, including a fingerprint background check.

9)   Provide a TTUCOE liaison to work with Big Spring ISD technology operations.

10) Secure any required permissions to use the Colorado Education Initiative's Student Perception Survey (CEI-SPS) a K-12 student survey tool.

  a.   The CEI-SPS collects information about four (4) relevant educational constructs:

    i.   Student Learning: How teachers use content and pedagogical knowledge to help students learn, understand, and improve.

    ii.   Student-Centered Environment: How teachers create an environment that responds to individual students' backgrounds, strengths, and interests.

iii. Classroom Community: How teachers cultivate a classroom learning community where student differences are valued.

iv. Classroom Management: How teachers foster a respectful and predictable learning environment.

b. The CEI-SPS survey instrument (see Appendixes A and B) does not ask questions concerning any sensitive personal content concerning sexual, criminal, or traumatic events of the student or the family member. All data collected concerns the learning environment, and relative educational supports in the classroom.

C. BIG SPRING ISD RESPONSIBILITIES

Related to Goal 1: Big Spring ISD will inform parents of the teacher assessment activity, and explain the measures taken to specifically avoid video capturing their students. Big Spring ISD will:

1) Collaborate with TTUCOE to identify schools, principals, and up to one hundred (100) Mentor Teachers to participate in the Program's teacher preparation initiative, and support fidelity of implementation;

2) If space is available, provide a school-based classroom to be used for TTU Teacher Candidate coursework that is sufficient in size to hold up to twenty (20) Teacher Candidates and equipped with all the technologies commonly available in most classrooms within designated school building;

3) Provide office space for the TTU Site Coordinator on at least one campus where TTU Teacher Candidates are placed. The space should be secure, and adequate for administrative duties and conferences with individual Teacher Candidates. If no space can be provided at a campus, then a similar space can be utilized at a Big Spring ISD administrative office location;

4) Incorporate on its parent-permission form that media coverage includes the use of video-capture technology in classrooms for purposes of evaluating and improving the instructional practice of TTUCOE Teacher Candidates; and

5) Permit the twice-yearly administration of the CEI-SPS. The online survey is designed to elicit students' perceptions of (a) what helps them learn, (b) how teachers use student strengths, and (c) how classroom environments help students feel valued and respected. Under the supervision of the Mentor Teacher, TTU will administer the CEI-SPS with students in grades 3-12 (see Appendix A), and a developmentally appropriate, paper-pencil version will be used with students in Kindergarten through Grade 2 (e.g., 6 statements vs. 34) (see Appendix B). The data generated by the use of CEI-SPS will permit Teacher Candidates to develop interventions aimed at improving all students' engagement, especially those who have historically struggled with school engagement and achievement. Data generated from the use of the survey will be used for an "improvement" assignment in Teacher Candidates' courses. At no time will student-level results be reported in an identifiable manner.

Related to Goal 2:

Using the list provided by TTUITD, Big Spring ISD will provide a collection of data tables containing the following information about Big Spring ISD teachers who serve as Mentor Teachers working with Teacher Candidates (MT-TC pairs); and a second collection of tables with achievement data from inservice teachers (teachers in the schools where Teacher Candidates are placed) who are matched to the MT-TC pairs based on past and present Value-Added (or student-growth) scores, grade, and tested content. For example, if a MT in the pair has "above one year's growth" in Grade 8 Math last year and "at one-year's growth" in the current year, then the corresponding sample would be comprised of teacher-level data from inservice teachers who also produced a similarly-ranked growth score for the past and current years. The achievement data along with the comparison data is necessary to verify the impact that Teacher Candidates might have on student achievement during the year-long student-teaching practicum.

With regard to the transfer of data:

• TTUITD will send the list to Big Spring ISD using the TTU Large File Transfer program (http://largefiles.ttu.edu);

- Big Spring ISD will access the transferred data, and provide the aforementioned data; and
- Big Spring ISD will transfer the data back to TTUITD, using the TTU Large File Transfer program. Note that the Big Spring ISD representative will obtain a TTU eRaider access account, as a research partner. (For assistance, contact IT Help Central by phone at (806) 742-HELP or by email at ithelpcentral@ttu.edu).

When available, Value-Added scores will be provided by Big Spring ISD annually to TTUCOE, but in years when this variable was not calculated, Big Spring ISD is under no obligation to provide it. In the event that the Value Added variable was not calculated, then Big Spring ISD will provide for Grade 3-11, class averages of the State of Texas Assessments of Academic Readiness (STAAR) scale score, and a frequency count of within-class student levels. For Mentor Teachers in Grade 4 and above, this request will include average growth indices. If available for Grade K to 2, teacher-aggregated data derived from Measure of Academic Progress (MAP), or norm-referenced assessments will also be provided to TTUCOE.

6) Provide to TTUITD Value-Added scores for the Big Spring ISD TTU Teacher Candidates if they are hired by the district, beginning in the school year following the candidates' graduation and extending to the termination date of this MOU. Additional provisions:
   a. If available, Big Spring ISD will also provide Value-Added scores for Teacher Candidates, and all detailed Value-Added data collected, as defined by the project leadership group.
   b. Where possible, permit TTUCOE to administer the CEI-SPS to Big Spring ISD students in the classes taught by Teacher Candidates ultimately hired by Big Spring ISD.
   c. The data compiled for Teacher Candidates hired by Big Spring ISD may be delivered separately, but in the same manner described in the aforementioned data exchange guidelines.

D. JOINT TTUCOE AND BIG SPRING ISD RESPONSIBILITIES

1) <u>Meetings</u>. Representatives of Big Spring ISD and TTUCOE and any community college partners will meet three (3) times each year to review Program data, discuss implementation of the Program, and plan for future needs of Big Spring ISD.

2) Administer the CEI-SPS survey. The CEI-SPS will be administered online by TTUCOE via a secure portal developed by TTU partner, National Institute for Excellence in Teaching (NIET). The portal will be used to administer the survey two times during the school year (i.e., once in September and once in April) by each Mentor Teacher/Teacher Candidate (MT/TC) pair (see Joint responsibilities, Section D).

3) For each administration of the CEI-SPS, the following steps will be followed:

   a. Under the supervision of the Mentor Teacher, Teacher Candidates will administer the CEI-SPS. For students in grades 3 to 12, the survey will be administered electronically. For students in Kindergarten through Grade 2, the abbreviated survey will be administered using a "small-group response" paper/pencil form; and Teacher Candidates will manually enter students' responses into a data portal in order to permit data visualization (e.g., trends across grade levels) (see 3.c. below).
   b. To complete the electronic survey, 3rd - 12th grade students will login to a secure URL using a unique numeric code. This code will allow students' responses to be linked to demographic variables and past achievement results. These results will be viewable only by the Mentor Teacher and the Teacher Candidate, much like any classroom-based formative or summative assessment.
   c. Via the portal, NIET will use student responses to produce student-level response reports (i.e., data visualization) showing perceptions in the four (4) survey categories. Data will be displayed in the aggregate, and then disaggregated by salient demographic groupings. All identifiable CEI-SPS data will be viewable only to MT-TC pairs, and will not be uploaded to the NIET portal or any other TTU data system.
   d. Using the aggregate, disaggregated, and identifiable reports, Teacher Candidates will develop data-guided goals and action plans for improving their students' perceptions in the four (4)survey areas.

e. The administration of this research-based survey instrument and the subsequent planning of actionable goals and progress monitoring is all part of an important, yearlong assignment for TTU's Teacher Candidates.

f. Paper surveys will be maintained by the TTU Primary Investigator ("PI") in a locked, secure location for one (1) year, and then properly discarded according to all applicable retention policies. After the data is entered in to the portal, no one but the PI will have access to the paper surveys.

E. TTUITD RESPONSIBILITIES

Related to Goal 2:

1) TTUITD will provide Big Spring ISD with the names of specific Mentor Teachers to be included in the data request as outlined the Goal 2 text.

2) TTUITD will periodically evaluate the data collection and security processes, to ensure adherence to the data and information security guidelines delineated in this MOU. Any violation of these terms will result in the immediate discontinuance of data collection processes.

3) TTUITD will provide Big Spring ISD with the names of specific Teacher Candidates hired by Big Spring ISD for whom data is requested as outlined in Goal 2 text.

F. CONTACTS

Technical contacts for the MOU execution described herein are as follows:

TTUITD
Katherine A. Austin, Ph.D.
Associate Vice President
Office of the CIO
Texas Tech University
kathy.austin@ttu.edu
(806) 742-5156

Big Spring ISD
Vonnie Anderson
CTE Director
Big Spring ISD
vanderson@bsisd.esc18.net
(432) 264-2600 ext 1419

Mike Simmons
Managing Director
Application Development and Support, TTUITD
Texas Tech University
mike.simmons@ttu.edu
(806) 834-5931

Jamie Scott
Technology Director
Big Spring ISD
jscott@bsisd.esc18.net
(432) 264-3600 ext 1072

TTUCOE
Doug Hamman, Ph.D.
Professor & Chair, Department of Teacher Education
Texas Tech University
doug.hamman@ttu.edu
(806) 834-4113

Implementation and further technical contacts will be exchanged upon execution of the MOU.

Executive contacts for this MOU:

TTUITD
Sam Segran
Chief Information Officer
Office of the CIO
Texas Tech University
sam.segran@ttu.edu
(806) 742-5151

Big Spring ISD
Dr. Raemi Thompson
Assistant Superintendent of Academics
Big Spring ISD
rthompson@bsisd.esc18.net
(432) 264-3633 ext 1047

Jay McWilliams
Superintendent
Big Spring ISD
jmcwilliams@bsisd.esc18.net
(432) 264-3600

G. NOTICE

Notice under this MOU must also be written and delivered to the person or department named below: (1) by hand delivery, (2) by United States mail, or (3) by email. Notice will be effective upon physical delivery of the notice by messenger service; or, four (4) business days after the date of mailing by certified mail, return receipt requested; or upon acknowledgement of notice by the email recipient, either by return receipt or reply email. If no email receipt or reply has been received by the sender within one (1) business day from emailing the notice, the notice is deemed incomplete and sender must send notice by messenger or certified mail.

If to TTU:
Texas Tech University
Contracting
PO Box 41094
Lubbock, TX 79409
contracting@ttu.edu

If to ISD:
Big Spring ISD
Attn.: Jay McWilliams
Big Spring ISD, 708 11th Place
Big Spring, TX 79720
jmcwilliams@bsisd.esc18.net

H. MODIFICATIONS/TERMINATION

This MOU shall be effective upon signature by both parties and expires eight (8) years from execution. This MOU may be amended at any time by mutual written agreement of the parties. Either party may terminate this MOU without cause and without penalty by providing forty-five (45) days prior written notice to the other party.

I. USE OF DATA

Throughout the term of this MOU, and upon termination, each party shall be solely responsible for data in its possession, and neither party shall have the authority to access, use, or disclose transferred data for purposes other than those outlined in this MOU. The parties agree to abide by all federal, state, or local laws and regulations and TTU Policies and Procedures as applicable to performance under this MOU. Applicable law includes but is not limited to Family Educational Rights and Privacy Act (FERPA) and the Texas Public Information Act (TPIA). Except as defined under this MOU, neither party will disclose data to another party for any reason unless required by law.

J. RELEASE OF INFORMATION

The parties agree to coordinate the voluntary release of information related to this MOU.

K. GOVERNING LAW; VENUE

This MOU is governed by and interpreted under Texas law and Lubbock County, Texas will be the proper place for venue for any disputes involving this MOU.

L. COSTS

Other than the financial obligation in Section B.1, this MOU is not a commitment of funds and does not create any fiscal obligation on the part of either party. Each party will bear its own costs, risks, and liabilities arising out of its obligations and efforts under this MOU during the period it is in effect. No party shall have any right for reimbursement, payment, or compensation of any kind for work performed under this MOU.

M. DISASTER RECOVERY

The TTU IT Division is the central IT support unit of TTU. As such, in the event of a disaster, data transfer processes may be deferred in order to concentrate efforts on the recovery of mission-critical central IT and other TTU systems.

N. DISPUTE RESOLUTION

The parties shall utilize the Dispute Resolution process provided for in Texas Government Code 2260 for all disputes arising from this MOU. Neither the execution of this MOU by TTU nor any other conduct of any representative of TTU relating to the MOU will be considered a waiver of TTU's sovereign immunity to suit.

O. LIMITATION ON LIABILITY

It is understood and agreed that TTU will not be liable for any negligent or wrongful acts, either of commission or omission, chargeable to it unless such liability is imposed by Texas law and that this MOU shall not be construed as seeking to either enlarge or diminish any obligation or duty owed by TTU to Big Spring ISD or to any third party.

P. NOT EXCLUSIVE

Big Spring ISD acknowledges and agrees that the MOU with TTU is non-exclusive and TTU has the right to engage with other contractors for similar or identical scopes of work, and to purchase similar or identical products or services from other contractors.

Q. EXECUTION OF UNDERSTANDING

The undersigned authorize this cooperative understanding under the aforementioned terms.
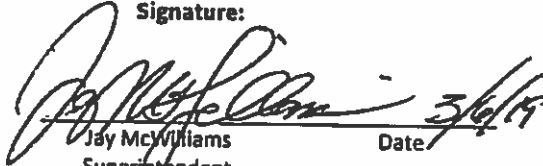
Signature:
For Sam Segran

Digitally signed by Yung Ng
Date: 2019.03.05 23:16:47 -06'00'

Sam Segran   Date
Chief Information Officer
Office of the CIO
Texas Tech University

Signature:

Jay McWilliams   Date
Superintendent
Big Spring ISD

Signature:

Email: jennifer.adling@ttu.edu   Mar 3, 2019
Jennifer Adling   Date
Chief Procurement Officer
Procurement Services
Texas Tech University

Big Spring Independent School District

Jay McWilliams, Superintendent
Dr. Raemi Thompson, Assistant Superintendent
George Bancroft, Assistant Superintendent

April 3, 2019

Memorandum of Understanding (MOU)

This agreement is by and between the **Big Spring Independent School District, Big Spring High School,** and **Prescription Services, Inc.** (Industry Partner) in Big Spring, Texas for the operation of the general and technical aspects of Work-based Learning Program for Big Spring High School. This agreement will be reviewed annually.

The Big Spring Independent School District agrees to assume the following responsibilities:

1. Assign students to the specific areas of rotation with appropriate supervision.
2. Actively communicate with personnel of the facility to coordinate the program.
3. Instruct students to maintain the confidentiality of all patient information in compliance with the Health Insurance Portability and Accountability Act (HIPAA) of 1996 and to ensure student cooperation.
4. Maintain records of student progress and evaluate student learning.
5. Observe and comply with the policies of the healthcare facility regarding patient care.
6. Design, in conjunction with the healthcare facility, a work-based learning program that is appropriate for each high school grade level.
7. Provide students with a support system throughout the cycle of the program.
8. Cover all student costs and fees associated with the program.

The Industry Partner (IP), Prescription Services, Inc., agrees to assume the following responsibilities:

1. Be responsible for the total welfare and care of patients.
2. Explain personnel and patient procedures and policies followed in the healthcare facility.
3. Assist in mentoring students.
4. Provide grade-level appropriate work-based learning experiences, in conjunction with the school district, to student assigned to the facility.
5. Support the BSISD High School Chapter (student organization).

A Big Spring District administrator and Big Spring High School faculty member will be the liaison between the students and the healthcare facility for the development of the students' knowledge and skills.

This agreement provides for continuing communication between the facility and the school district to provide optimum experiences for student learning.

Prescription Services, Inc. Lead Pharmacist:

Date: 4/3/2019

Big Spring ISD District Administrator:
Date: 4/8/19

A copy with both signatures will be provided to each Industry Partner (IP).

"Excellence Is Expected of All"

708 E. 11th Place
Big Spring, Texas 79720
(432) 264-3600
www.bsisd.esc18.net