



2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1

Competitive Grant Application: Due 11:59 p.m. CT, January 07, 2021

NOGA ID []

Application stamp-in date and time

TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

Competitive grant applications and amendments to competitivegrants@tea.texas.gov

Authorizing legislation: Public Law 114-95, Elementary and Secondary Education Act of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)

Grant period: From 07/01/2021 to 07/31/2022 Pre-award costs: ARE NOT permitted for this grant

Required attachments: Refer to the program guidelines for a description of any required attachments.

Amendment Number

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

1. Applicant Information

Name of organization Burnham Wood Charter School

Campus name Burnham Wood CDN 071801 Vendor ID 1742855052 ESC 19 DUNS 780524125

Address 7310 Bishop Flores Drive City El Paso ZIP 79912 Phone 915.584.9499

Primary Contact Joe Gonzales, Sup. Email jgonzales@burnhamwood.org Phone 915.584.9499

Secondary Contact Yvette Buehring Email ybuehring@burnhamwood.org Phone 830.299.2009

2. 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 Joe Gonzales Title Supt. Email jgonzales@burnhamwood.org

Phone 915.584.9499 Signature Dr. Joe E Gonzales Digitally signed by Dr. Joe E Gonzales Date: 2021.01.07 15:53:10 -06'00' Date 1/7/2021

Grant Writer Name Karlyn Keller Signature Karlyn Keller Digitally signed by Karlyn Keller Date: 2021.01.07 15:52:47 -06'00' Date 1/7/2021

Grant writer is an employee of the applicant organization. Grant writer is not an employee of the applicant organization.

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3. Shared Services Arrangements

Shared services arrangements (SSAs) are permitted for this grant.

Check the box below if applying as fiscal agent.

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the 80% reserve on the NOGA is lifted.

4. 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
The current average income in the El Paso area is \$20.05 below the US average of \$28,555. Affordable quality after school and summer programs that allow parents to work and students to further their learning and development are invaluable to our community.	We will provide families with quality after school and summer programming for students including sports, linguistics, music, chess, art, robotics and tutoring services. Providing this option to families free of charge will remove the monetary barriers of entry and create safe, educational opportunities for all students while allowing their parents to work.
Poverty and crime in El Paso is higher than the state and national averages. Nearly 60% of Burnham Wood students are At Risk and in need of additional educational supports.	We will provide a prescriptive tutoring program for students in need of additional educational support. Top scholars will be trained to assist students identified as in need of tutoring. This program will serve to increase academic engagement and performance for both tutors and those receiving tutoring.
Burnham Wood serves primarily a 86.9% Hispanic population and over 57% of the student population is identified as Economically Disadvantaged and 59.7% At Risk. Families are in need of education and training opportunities, both for students and parents.	We will provide educational opportunities for students and their parents through dual credit evening classes, and for parents through courses in English, fiscal literacy, technology, health and wellness, parenting, leadership, and college FAFSA application submission. This program will help families gain much needed skills to attain financial freedom through increased employment and college.

5. SMART Goal

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.

1. The Burnham Wood (BW) Charter system will create community learning centers that provide high quality enrichment opportunities during non-school hours to students, families and community members in the 2020-2021 academic year which will include 50% of our students and 10% of our parents in at least one offering.
2. Students and their families will be provided with opportunities to engage in their students' learning and be provided with opportunities for literacy and other forms of learning and educational development with 50% of our students and 10% of our parents in at least one offering.
3. Students will be offered prescriptive tutoring to support their academic growth and engagement with at least 50% of identified students participating in prescriptive tutoring at least five times.

6. 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

- July 1, 2021 - October 7, 2021
1. Survey of interest will be given to staff, students, families and community members to identify programming. 100% of staff, students and families will receive the survey.
 2. After school programming will be determined and communicated to 100% of staff, students and families.
 2. Student tutors and students in need of tutoring will be identified and tutor relationships established.
 3. Student, adult and family classes will be established and participants registered.
 4. Baseline data will be collected on program enrollment and participation and student academic performance baselines for evaluation of program effectiveness.

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8. Measurable Progress (Cont.)**Second-Quarter Benchmark**

October 8, 2021 - January 15, 2022

1. Student, adult and family classes will continue to be offered and participants registered.
2. A survey to gain insight on program effectiveness will be administered and results will guide enhancements for the second half of the grant year.
3. Program participation will be evaluated and adjustments will be made, as needed.
4. Baseline data will be collected on program enrollment and participation and student academic performance baselines for evaluation of program effectiveness.

Third-Quarter Benchmark

January 16, 2022 - April 23, 2022

1. Student, adult and family classes will continue to be offered and participants registered.
2. A survey to gain insight on program effectiveness will be administered at the end of the school year and results will be disaggregated.
3. Program participation will be evaluated and disaggregated.
4. Baseline data will be collected on program enrollment and participation and student academic performance baselines for evaluation of program effectiveness.

7. 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 goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Burnham Wood will engage in ongoing evaluation addressing registration and satisfaction. This will occur at least once in each of the three semesters: Fall 2021, Spring 2022 and Summer 2022.

We will have monthly meetings to review progress and will adjust the program based on feedback and outcomes.

We will assess the number of participants registered and increase promotion of the program as needed to maintain enrollment and participation.

We will conduct a survey at the halfway point to evaluate program satisfaction and adjust the program as needed based on survey results.

We will look at trends in attendance and academic gain among participants to gauge effectiveness and adjust areas targeted as needed.

We will conduct surveys at the end of each adult/family education course to evaluate effectiveness and engagement.

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8. 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 your compliance.

- 1. The program will take place in a safe facility that is properly equipped and easily accessible.
- 2. The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
- 3. The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended, Section 1114 and the families of such students.
- 4. Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local education agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
- 5. 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. Funds will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case, supplant federal, state, local, or non-federal funds.
- 6. The community has been given notice of an intent to apply and the application and any waiver request will be available for public review after submission of the application.
- 7. 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.
- 8. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
- 9. The applicant agrees to all applicable program-specific assurances as described in the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1 Program Guidelines.

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9. Statutory/Program Requirements

1. Applicants are required to evaluate community needs and resources and describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address the identified needs of students and their families. In alignment with the information provided in the application, *Part I: Identify Address Needs*, please provide the following information related to needs assessment.

- a. Describe the needs assessment process, center-level needs assessment process, multiple sources of data used, and stakeholder feedback that occurred for this grant application.
- b. Describe the results including the student population deemed “most in need” for each campus proposed to be served and provide the estimated number of students that meet the need-based criteria, including the percent of eligible students at the campus that the program plans to serve.
- c. Describe the plan for how the center will continually assess and recruit the students most in need and how the plan addresses the needs of working families.

A. The needs assessment process included reviewing historical data, soliciting input from stakeholders, talking to potential external partners, holding committee meetings to review project potentials and determine final products, and reporting to stakeholders on needs and program specifics. We use school, community and regional data to determine areas where grant funds will have the most impact.

B. According to our data analysis, our students are progressing well but mastery is not as strong in the last year where state assessment was reported (2018-19). Student's mastery of subject level reading content is 56% for all students, 60% for Hispanics, 43% for African Americans and 44% for Whites. Student's mastery of subject level math content is 62% for all students, 60% for Hispanics, 57% for African Americans and 67% for Whites. At the beginning of 2020-21, following the COVID19 pandemic, student performance is well below expectation. When tested at the beginning of the school year, 80.2% of our students scored at the basic or below basic standard in reading and 93.9% of our students scored at the basic or below basic standard in math. As it relates to our high school population, no students have qualified for industry based certification in the last three years. With this in mind, we expect nearly 100% of our students to have some need for additional supports the the 21st Century grant can help us address.

C. We will create a campaign to promote the various services offered through the established learning centers. The campaign will include the ongoing identification by teachers and staff of students in need of services and student tutor candidates; messages to parents via email and school messenger promoting participation; teacher follow-up recommendations through Google Classroom and email; and a dedicated program page on the school website.

We will establish open and convenient lines of communication with families to address inquiries about the program in ways that are accessible to working parents, such as through email, school messenger, phone and a current, maintained website. We will provide transportation via after hours/summer busing to allow working parents to access after hours/summer programs. We will have multiple schedule options to fully accommodate the varying schedules of our families.

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9. Statutory/Program Requirements (Cont.)

2. Programs must help students meet academic standards as defined by the measures of effectiveness (i.e., growth in state assessment, improved GPA, increased school day attendance, improved school day behavior, and increased student engagement in learning) listed in the Purpose of Program section of this RFA. (See Program Guidelines) Describe how the proposed program design will positively impact this set of measures at the grant and center levels. Provide data and SMART goals describing the expected estimated impact over time on one or more measure.

Burnham Wood will effect positive change on students' state assessment scores, school day attendance, school day behavior, and engagement in learning by providing prescriptive tutoring, after school and summer programs designed to provide additional educational opportunities outside of their regular school day.

Students identified as in need of additional educational support will be provided with prescriptive tutoring to provide focused learning and increased learning and academic performance in subject areas of need.

After school programs will be available to students and will focus on providing educational and enrichment opportunities in sports, linguistics, music, chess, art and robotics. Participation in after school programs will increase student engagement and have a positive impact on measures of program effectiveness.

Summer programs will be available to students and will focus on academics, sports, music and theater. Engagement in summer programs will provide opportunities for educational enrichment during a time when students may not otherwise be focusing on education and learning and will have a positive impact on measures of program effectiveness.

Additional course offerings will be provided by our staff, contracts as well as through our agreement with local education entities. These courses will focus on science, technology, arts, mathematics and athletics. Course will be geared towards providing enrichment for students and families.

Dual credit classes will be available to both students and parents through our staff and through our partnership with the University of Texas Permian Basin. These courses will provide opportunities for participants to enhance their current learning while earning college credit. The availability of dual credit courses will increase engagement and encourage future college attendance, as well as improve areas of program effectiveness. We will continue to work on additional relationships with other entities based on program offerings.

Adult education courses will be offered to parents and families of Burnham Wood students. Courses will cover various topics such as English, IT/technical introduction, fiscal literacy, health and wellness, parenting, leadership, and college prep. These courses will provide invaluable educational opportunities to students' families as well as opportunities for families to increase engagement with student education.

SMART GOAL ALIGNMENT

1. The Burnham Wood Charter system will create community learning centers that provide high quality enrichment opportunities during non-school hours to students, families and community members in the 2020-2021 academic year which will include 50% of our students and 10% of our parents in at least one offering. We expect to see student mastery of grade level skills to increase by 10% yearly through participation in the program. We expect to see an increase in attendance by 1% and an improvement in school behavior as measured by referrals.
2. Students and their families will be provided with opportunities to engage in their students' learning and be provided with opportunities for literacy and other forms of learning and educational development with 50% of our students and 10% of our parents in at least one offering. We expect to see high school student industry certification increase by 10% and parents and family employability impact at least 5 families in the first year.
3. Students will be offered prescriptive tutoring to support their academic growth and engagement with at least 50% of identified students participating in prescriptive tutoring at least five times. We expect to see student mastery of grade level skills to increase by 10% yearly through participation in the program.

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9. Statutory/Program Requirements (Cont.)

3. Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Include a plan for how the center-level programs will coordinate with the regular school day to address student needs and integrate program activities with the curricular program of the campus. Address activity oversight and how the program will ensure that activities are engaging for students.

The proposed program will include prescriptive tutoring, after school enrichment, summer programming and offerings geared to parents and families. Courses will align to increase student academic performance, students' state assessment scores, school day attendance, school day behavior, and engagement in learning by providing prescriptive tutoring, after school and summer programs designed to provide additional educational opportunities outside of their regular school day.

Students and families will have the opportunity to participate in programs after school and in the summer allowing them to extend learning within the school where they are more comfortable. Current access to such offerings in our neighborhoods are limited due to neighborhood dynamics.

Coordination of programming will occur between the campus and central office administration as overseen by the program coordinator. An Advisory Team will be established to provide input and guidance for the program. The Advisory Team will meet at least two times per year, or as needed, about issues related to successful program implementation. Coordination of program will occur based on input solicited from the Advisory Team.

Burnham Wood will engage in ongoing evaluation addressing registration and satisfaction. We will have monthly district level meetings to review progress and will adjust the program based on feedback and outcomes. We will assess the number of participants registered and increase promotion of the program as needed to maintain enrollment and participation. We will conduct a survey at the halfway point to evaluate program satisfaction and adjust the program as needed based on survey results. We will look at trends in attendance and academic gain among participants to gauge effectiveness and adjust areas targeted as needed. We will conduct surveys at the end of each adult/family education course to evaluate effectiveness and engagement.

Proposed program includes:

Fall and Spring 2021-2022

Prescriptive Tutoring - - Supt. Dr. Gonzales trains the tutors during the Prescriptive Tutoring Orientation, then the Tutoring Coordinator and aides manage, supervise and evaluate the tutors throughout the year. Tutoring is offered both face to face and virtually.

Dual Credit - - Dual Credit classes for both students and adults provided through our partnership with UTPB.

Leadership - After School/Summer Conferences towards building leaders in our student/staff population

After School Athletics (flag football, basketball, volleyball, soccer, baseball, softball, cheer, gymnastics, track and cross country)

After School Arts (guitar, piano, violin, cello, various art forms)

After School Linguistics (Mandarin Chinese, French, Russian, German, Portuguese, Italian)

After School Care (supervised care, homework help, chess, robotics, engineering, gaming, technology)

Adult Education (English Classes, IT introduction, Fiscal Literacy, Health and Wellness, Parenting, School/Home Connections, SAT/ACT Prep, Leadership, and College/FASFA Application)

Summer 2022

Athletics Camps (flag football, basketball, volleyball, soccer, baseball, softball, cheer, gymnastics, track and cross country)

Art Camps (guitar, piano, violin, cello, various art forms)

Technology Camps (robotics, technology, engineering, industry based certification offerings such as Microsoft)

Adult Education (English Classes, IT introduction, Fiscal Literacy, Health and Wellness, Parenting)

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9. Statutory/Program Requirements (Cont.)

4. Describe the planned partnership between the applicant and the proposed eligible partner organization. Include how the partnership will contribute to achieving stated objectives and sustaining the program over time. Check the box if applying for priority points for such a partnership. To receive priority points, the applicant must provide information that demonstrates the activities proposed in the application are, as of the date of the submission of the application, not accessible to students who would be served; or that it would expand access to high-quality services available in the community.

TEA will provide the same priority to an application submitted by a local education agency (LEA) if the LEA demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of this grant. Check the box if applying for priority points under this special rule. If this box is checked, provide clear relevant evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements.

This applicant is part of a planned partnership

The applicant is unable to partner

The University of Texas Permian Basin will serve as a community partner with Burnham Wood Charter School.

Responsibilities of UPB will include:

- Communicate and collaborate with all partners about rules, expectations, and norms;
- Communicate and collaborate with school partners about curriculum and instruction;
- Establish a collaborative relationship between organization staff and school staff;
- Complete paperwork related to and associated with the program;
- Provide access to assessment and other available data for the purposes of program evaluation;
- Participate in the evaluation of the afterschool program at the local, state, and federal levels;
- Assist the program in developing, implementing, and making progress on its sustainability plan;
- Participate on the Advisory Team

As the lead organization in the partnership, Burnham Wood will be responsible for the following:

- Serve as the fiscal agent for the grant;
- Provide needed support including office space, telephone use, and computer use for school staff;
- Provide classroom space and all other appropriate space to accommodate the school program;
- Provide custodial support, office support, and other appropriate support to ensure the program runs smoothly and that children are safe after school;
- Be responsible for purchasing necessary materials/supplies for designated components in accordance with the 21st CCLC budget;
- Support staff in trainings and professional development opportunities in areas related to programming and issues;
- Participate in the evaluation of the program;
- Complete paperwork related to any association with the program;
- Provide access to assessment and other available data for the purposes of program evaluation;
- Assist the program in developing, implementing, and making progress on its sustainability plan;
- Recruit and refer students to the program

The Advisory Team will meet at least two times per year, or as needed, about issues related to successful program implementation. Coordination of program will occur based on input solicited from the Advisory Team.

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9. Statutory/Program Requirements (Cont.)

5. Explain how the program will apply best practices, including research- or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students.

Burnham Wood will target students at need with focused learning opportunities, including tutoring, after school and summer enrichment with the goal of improving academic engagement, and state assessment scores. Teachers will identify students most at need for tutoring services. Students and families may self select to participate based on interest and availability as well.

Mahoney and Cairns (1997) looked at the positive connection to school that participating in extracurricular activities created among students whose prior commitment to the school had been marginal. They discovered that a wider choice of activities resulted in a stronger effect because students' individual needs and interests were more likely to be met. The expansive offerings of our 21st century program will meet this standard.

McNeal (1995) indicates that extracurricular participation provides previously marginalized students with access to a more "elite" stratum of the student population and exposes the students to peers who have better attitudes toward school. Posner and Vandell (1999) studied the participation of elementary school students in after-school programs and found that such programs can provide low-income students with experiences similar to those of middle-class students with access to a rich array of lessons (for example, in dance, music, and art), sports, and tutoring. Our students have limited opportunities, and this program will enhance that opportunity.

Participating in an extracurricular activity connects students more deeply to the school, its faculty, a peer group, and school values (Mahoney, 2000; Mahoney & Cairns, 1997). Further, Jordan and Nettles (1999) found that adolescents who participated in structured activities supervised by positive adult role models were more likely to make personal investments in their schooling that might, in turn, motivate them to excel academically.

6. Describe the transportation needs of participating students and how those needs will be addressed. Specifically describe how students participating in the program will travel safely to and from each center and home.

Our school currently provides limited transportation for students who require it when participating in after school opportunities. This will be continued for those who required travel between our campus centers and home. We own vans and have drivers on staff.

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9. Statutory/Program Requirements (Cont.)

7. If awarded, applicants must disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Please describe the applicant's plan to inform the community about the center and participating in the program.

The community and program stakeholders will be informed about the program via various communications such as newsletters, fliers and registration forms that will be sent to students, parents and other program stakeholders and interested parties. A dedicated program web page will be created where participants and stakeholders can access information about the program and instructions for participation. Information will also be communicated via emails, school messenger and program fliers.

8. Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources at each campus served. If applying for Program Priority 1- Program Integration, include a description of how the grant program will integrate with other TEA or local initiatives designed to increase specific academic student outcomes. Use data to explain how the program will realistically impact short- and long-term goals for student academic achievement.

Burnham Wood will coordinate federal grant money received through ESSA Title I, Part A and 21st Century funds in a way that maximizes dollars and most effectively serves its students and families. In addition, our organization seeks additional funding from local grantors which will supplement the offerings. We have recently been awarded several grants that have allowed us to expand our programming in small ways such as the Summer Career and Technology Education grant and the Teacher Mentor grant through the Texas Education Agency. We continue to seek supplemental funding to expand the offerings for our students and their families. We run minimal after school and summer program and this grant would allow us to expand those offerings to include more students and more areas by supporting the addition of additional staff and supplies needed for the program.

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9. Statutory/Program Requirements (Cont.)

9. Describe a preliminary plan for how the community learning center will continue after funding under this grant ends. Include how the resources provided by this grant will assist the program in local sustainability efforts.

The district will maintain rigorous records of the program development process starting Year 1, so as to utilize them as a resource when making adjustments. The original developers of the initiative will exercise a diminishing role with time, as the program supervisors gain more control of the initiative.

Factors used to consider participants will be evaluated for effectiveness and relevance at the end of year 1 and further evaluated every year. Measures such as increased student attendance, improved classroom behavior, and state assessment performance will be used to gauge program effectiveness.

From Year 1: Efforts towards increasing the number of stakeholders in the initiative will be utilized. These efforts include: 1) Marketing the program and its unique offerings through website/social media focus articles on teacher/support staff/student success stories; 2) Invitations to community leaders to visit programs showcasing these efforts; 3) Grant research for opportunities to fund initiative after grant is exhausted; 4) Establishing partnerships that will commit to funding the initiative after the grant is exhausted; 5) Consistent communication through emails, newsletters and phone calls with potential funders, to maintain program services.

Sustainability will occur as we shift the costs to funds in house such as ESSA grant funds, Carl Perkins, local grant awards and state grant offerings such as Summer Career and Technology Grant which has been funded for us in the past. This will be supplemented by payments directly from parents to support offerings that require it.

10. If the program plans to use volunteers in activities carried out through the community learning center(s), describe how the program will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores)

We will rely on paid staff to work in the program. Volunteers will only be used supplementally to support the paid staff and support students and families who need additional one on one support. All volunteers will be vetted according to district protocol, including fingerprinting, background checks and qualifications verification. Participation in the program will be pending approval of these measures. An application has been developed to identify qualified volunteers. All volunteers are screened including background checks, references and interviews before being placed.

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9. Statutory/Program Requirements (Cont.)

11. The level of attendance in the program (i.e., dosage) is correlated with certain positive student outcomes. Describe the program's strategies for recruiting and retaining students in the program over time. Provide SMART goals specifically related to student attendance targets and dosage for a typical school year (fall, spring) and separately for summer.

Burnham Wood will seek to maximize attendance in learning center services through a combination of thorough and effective communication and quality services. Students will be recruited through teacher identification of students in need. Students and their families will be recruited through promotions communicated on a dedicated program web page on the Burnham Wood website as well as emails, school messenger communications and fliers.

Participant retention efforts will be focused on providing quality services that help students engage in academics and further student and parent learning and development. Ongoing communication with participants and periodic surveys will provide information on areas of program weakness so that they can be continuously addressed. Teachers and student tutors will maintain an open line of communication with parents about the attendance and progress of students. They will inform parents both of positive progress as well as lack of attendance and engagement issues to involve the parent and recruit them in their efforts to keep students engaged.

SMART GOAL ALIGNMENT

1. In the fall and spring, at least 25% of our student body and 5% of our parents will participate in each semester of our 21st century offering such as prescriptive tutoring, after school programming and/or program opportunities.
2. In the summer at least 25% of our student body and 5% of our parents will continue to participate in a 21st century offering.

12. Describe how the center-level needs assessments informed the proposed center operations schedule and corresponding staffing and budget plans. Describe how the plan will help meet the measures of effectiveness and student service targets while maintaining center-level quality.

The needs assessment process included reviewing historical data, soliciting input from stakeholders, talking to potential external partners, holding committee meetings to review project potentials and determine final products, and reporting to stakeholders on needs and program specifics. We use school, community and regional data to determine areas where grant funds will have the most impact.

This data was used to determine what partner to approach and what offerings to provide. From that we determined that prescriptive tutoring, dual credit opportunities, after school program, summer programming and adult offerings were needed by our students and families.

These identified needs have been addressed in small scales based on available funding. Student and family participation has been limited in the past due to that. We will monitor expansion through ongoing communication, data collection and reviews to determine effectiveness and our progress towards our targets. Our Advisory Team will provide general input and guidance as we proceed and help to hold us accountable for maintaining quality programming. In addition, our program coordinator will be charged and empowered to oversee and communicate concerns as they occur for necessary course corrections throughout the program.

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10. Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

11. PNP Equitable Services

Are any private nonprofit schools located in the public school attendance zones of the campuses and feeders proposed to be served by the centers in the application?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Assurances

- The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
- The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
- The applicant assures that the total grant award requested includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

Equitable Services Calculation

1. Total 21st CCLC program enrollment for all centers	<input type="text" value="1,079"/>
2. Enrollment in 21st CCLC of students attending participating private schools	<input type="text" value="0"/>
3. Total 21st CCLC program and participating private school students (line 1 plus line 2)	<input type="text" value="1,079"/>
4. Total year 1 proposed grant budget for serving students in all centers	<input type="text" value="841,501"/>
5. Applicant reservation for required staff payroll.	<input type="text" value="282,000"/>
6. Total grant amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="559,501"/>
7. Per-pupil grantee amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="518"/>
Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text" value="0"/>

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

12. 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

1.	Dedicated program coordinator	\$85,000
2.	Staff supplemental and extra duty salaries 10 staff x 5,000 a semester x 3 semesters	\$150,000
3.	Benefit costs (approximately 20%)	\$47,000
4.		
5.		

Professional and Contracted Services

6.	Professional/contracted services to implement program \$50,000 a semester x 3 semester	\$150,000
7.	Payment to partner \$20,000 per semester x 3 semesters	\$60,000
8.		
9.		
10.		

Supplies and Materials

11.	General supplies and materials for implementation \$50,000 a semester x 3 semester	\$150,000
12.		
13.		
14.		

Other Operating Costs

15.	Travel costs associated with running the program \$20,000 a semester x 3 semester	\$60,000
16.		
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

For TEA Use Only:

Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

Appendix I: Negotiation and Amendments

Leave this section blank when completing the initial application for funding.

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page of the TEA website and may be mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page.

For amendments, choose the section you wish to amend from the drop down menu on the left. In the text box on the right, describe the changes you are making and the reason for them.

Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

Section Being Negotiated or Amended	Negotiated Change or Amendment
<input type="text"/>	

For TEA Use Only:
 Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

Center Operations Schedule

County-district number or vendor ID:

Part 2: Center Overview Table

In the chart below, applicants must enter information on each of the proposed centers. Applicants must ensure that the center number entered in the chart below is the same as that used in the Center Operation charts that follows (Part 3).

Center #	9 Digit campus ID #	Name of Center/Host Site, Physical Address, City, ZIP, Program Contact Phone	# of Feeder Schools	Grade Levels Served (PK to 12)	Proposed "Regular" Student target to be served 30 or 45 days or more annually	Proposed Parent/Legal Guardian Target
1	071801001	Howard Burnham, 7310 Bishop Flores Dr., El Paso, TX 79912-1429, (830) 229-2009	0	K-5	194	38
2	071801003	Davinci School for Science and the Arts, 7310 Bishop Flores Dr., El Paso, TX 79912-1429, (830) 229-2009	2	6-12	269	54
3	071801004	The Linguistic Academy of El Paso, 785 Southwestern, El Paso, TX 79912, (830) 229-2009	0	EE-6	77	15
4						
5						
6						
7						
8						
9						
10						

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<i>(Part 3) Applicant will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 1	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP						Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	071801001	Howard Burnham, 7310 Bishop Flores Dr., El Paso, TX 79912-1429						K-5	194	38			
Feeder	N/A												
Feeder													
Program Operations				Start Date (MM/DD/YY):				End Date (MM/DD/YY):				Total Weeks	
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term				08/09/2021				12/17/2021				19	
Spring Term				01/11/2022				06/15/2022				23	
Summer Term				06/20/2022				07/29/2022				6	
Total number of weeks:													
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday	7:30	11:59	12:00	7:30	7:30	11:59	12:00	7:30	7:30	11:59	12:00	7:30	
Tuesday	7:30	11:59	12:00	7:30	7:30	11:59	12:00	7:30	7:30	11:59	12:00	7:30	
Wednesday	7:30	11:59	12:00	7:30	7:30	11:59	12:00	7:30	7:30	11:59	12:00	7:30	
Thursday	7:30	11:59	12:00	7:30	7:30	11:59	12:00	7:30	7:30	11:59	12:00	7:30	
Friday	7:30	11:59	12:00	7:30	7:30	11:59	12:00	7:30	7:30	11:59	12:00	7:30	
Saturday	9:00	11:59	12:00	4:00	9:00	11:59	12:00	4:00	9:00	11:59	12:00	4:00	
Sunday													
Total Hours Per Week:	67				67				67				
Adjunct Sites, If applicable (site name and full address)	N/A												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Schedules for college campus visits will be determined at a later date, based on participant interest and availability.												
Parent/Legal Guardian Activities	English, IT/technical introduction, fiscal literacy, health and wellness, parenting, leadership, and college prep courses will be held in the evenings after the regular school day and on weekends.												

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 2	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP						Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	071801003	Davinci School for Science and the Arts, 7310 Bishop Flores Dr., El Paso, TX 79912-1429						6-12	269	54			
Feeder	071801001	Howard Burnham, 7310 Bishop Flores Dr., El Paso, TX 79912-1429						K-5					
Feeder	071801004	The Linguistic Academy of El Paso, 785 Southwestern, El Paso, TX 79912						EE-6					
Program Operations				Start Date (MM/DD/YY):				End Date (MM/DD/YY):				Total Weeks	
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term				08/09/2021				12/17/2021				19	
Spring Term				01/11/2022				06/15/2022				23	
Summer Term				06/20/2022				07/29/2022				6	
Total number of weeks:													
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday	7:30	11:59	12:00	7:30	7:30	11:59	12:00	7:30	7:30	11:59	12:00	7:30	
Tuesday	7:30	11:59	12:00	7:30	7:30	11:59	12:00	7:30	7:30	11:59	12:00	7:30	
Wednesday	7:30	11:59	12:00	7:30	7:30	11:59	12:00	7:30	7:30	11:59	12:00	7:30	
Thursday	7:30	11:59	12:00	7:30	7:30	11:59	12:00	7:30	7:30	11:59	12:00	7:30	
Friday	7:30	11:59	12:00	7:30	7:30	11:59	12:00	7:30	7:30	11:59	12:00	7:30	
Saturday	9:00	11:59	12:00	4:00	9:00	11:59	12:00	4:00	9:00	11:59	12:00	4:00	
Sunday													
Total Hours Per Week:	67				67				67				
Adjunct Sites, If applicable (site name and full address)	N/A												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Schedules for college campus visits will be determined at a later date, based on participant interest and availability.												
Parent/Legal Guardian Activities	English, IT/technical introduction, fiscal literacy, health and wellness, parenting, leadership, and college prep courses will be held in the evenings after the regular school day and on weekends.												

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 3	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP						Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target		
Center	071801004	The Linguistic Academy of El Paso, 785 Southwestern, El Paso, TX 79912						EE-6	77	15		
Feeder												
Feeder												
Program Operations				Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks		
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term				08/09/2021			12/17/2021			19		
Spring Term				01/11/2022			06/15/2022			23		
Summer Term				06/20/2022			07/29/2022			6		
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:30	11:59	12:00	7:30	7:30	11:59	12:00	7:30	7:30	11:59	12:00	7:30
Tuesday	7:30	11:59	12:00	7:30	7:30	11:59	12:00	7:30	7:30	11:59	12:00	7:30
Wednesday	7:30	11:59	12:00	7:30	7:30	11:59	12:00	7:30	7:30	11:59	12:00	7:30
Thursday	7:30	11:59	12:00	7:30	7:30	11:59	12:00	7:30	7:30	11:59	12:00	7:30
Friday	7:30	11:59	12:00	7:30	7:30	11:59	12:00	7:30	7:30	11:59	12:00	7:30
Saturday	9:00	11:59	12:00	4:00	9:00	11:59	12:00	4:00	9:00	11:59	12:00	4:00
Sunday												
Total Hours Per Week:	67				67				67			
Adjunct Sites, If applicable (site name and full address)		N/A										
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Schedules for college campus visits will be determined at a later date, based on participant interest and availability.										
Parent/Legal Guardian Activities		English, IT/technical introduction, fiscal literacy, health and wellness, parenting, leadership, and college prep courses will be held in the evenings after the regular school day and on weekends.										

**The University of Texas Permian Basin
Memorandum of Understanding
Academic Dual Credit
Fall 2020–Summer 2021**

This Memorandum of Understanding (“MOU”) is entered into by and between The University of Texas Permian Basin (“UTPB”) and Burnham Wood Charter School District (Da Vinci), (“District”), pursuant to section 29.908 of the Texas Education Code.

1. Recitals

NOW, THEREFORE, the parties to this MOU mutually agree to the following:

2. Method of Delivery/Location of Class

UTPB offers one method of delivery via online Learning Management System.

- A. An electronic course is defined as a course in which instruction and content are primarily over the Internet; a student and teacher are in different locations for a majority of the student’s instructional period; most instructional activities take place in an online environment; the online instructional activities are integral to the academic program; extensive communication between a student and a teacher and among students is emphasized; and a student is not required to be located on the physical premises of a school district or open-enrollment charter school.

3. Fees

- A. District shall pay \$100 per semester credit hour. Each school district is liable for making complete payment for all students before the 12th class day. Each district and or dual credit student will adhere to enrollment cancellation processes that are set in place by the University.
- B. UTPB will issue an invoice to District listing all enrollments in all subject areas. District will have up 15 business days to appeal any registrations for that semester, to the Office of Accounting. District must remit payment within 30 days of receipt of invoice. Failure to pay may result in District’s inability to enroll students in future courses.
- C. When District enroll in courses via the Texas Virtual Schools Network (TXVSN), it will follow UTPB enrollment procedures, including:
 - a. Applying to and enrolling students in UTPB;
 - b. Adhering to UTPB’s enrollment and drop schedule; and
 - c. Entering into a written agreement approved by the governing boards or designated authorities of District and UTPB.

- d. District is responsible for 100% of the course cost for each student that completes coursework. District is responsible for 70% of the course cost for each student who withdraws from a course after expiration of the designated drop period.
- e. TXVSN Central Operations will issue an invoice to District at the end of each semester based on the conditions noted above; TXVSN will remit payment to UTPB at the end of each semester.

4. Instructional Calendar

UTPB and District will confirm an instructional calendar that is consistent with the mutual needs and requirements of both parties.

5. Quality Control

UTPB will monitor student academic performance and quality of instruction to assure compliance with the Texas Administrative Code Title 19, Part 1, Chapter 4.

6. Student Eligibility Requirements

Beginning in the 9th grade, Texas public school students may enroll in dual credit courses for up to 15 hours per semester. Texas Administrative Code §4.85(b) identifies requirements that must be met by students who enroll in a college course for concurrent enrollment college credit.

1. Students must comply with the Texas Success Initiative as follows:
 - Reading—TSIA score of 351
 - Mathematics—TSIA score of 350
 - Writing—
 - a. a placement score of at least 340, and an essay score of at least 4; or
 - b. a placement score of less than 340 and an ABE Diagnostic level of at least 4 and an essay score of at least 5.
2. Alternatively, students may qualify under one of the following standardized exemptions from TSI requirements:
 - Exemption from TSIA reading and writing:
 - Scored a 23 or higher on the ACT composite and a minimum of 19 on both the English and math tests;
 - SAT administered prior to March 2016; Earned a combined (verbal critical reading + math) SAT score of 1070, with a minimum score of 500 on both sections;

- SAT administered March 2016 and later; Evidence-Based Reading and Writing (EBRW) minimum score of 480, Mathematics minimum score of 530 (no combined score needed);
- TAKS scale score of at least 2200 on the math section and/or 2200 on the English Language Arts section with a writing subsection score of at least 3.

7. Instructional Material

Courses offered for dual credit will be identified in the course schedule as college-level courses. Instruction and materials for dual credit courses will be equivalent or identical to courses taught to traditional university students. When possible, UTPB will: (i) utilize open resource textbooks for all dual credit courses, and (ii) utilize the same textbook for multiple years. District shall be responsible for providing all academic textbooks to students.

8. Academic Policies and Student Support Services

- A. UTPB's policies and procedures for handling student academic and non-academic complaints are applicable to all students including those enrolled in distance education programs and courses. Students with complaints about distance education delivered by UT Permian Basin should follow the process described at <http://www.utpb.edu/campus-life/dean-of-students/grievances/index>. Students who wish to file a written complaint are encouraged to submit their complaint using the University Complaint Resolution Portal located at <http://www.utpb.edu/services/business-affairs/complaint-resolution>. If an issue cannot be resolved internally/locally, students may file a complaint about UT Permian Basin with their state of residence or the University's accrediting organization. Information on both are available at <http://www.utcoursesonline.org/complaints>.
- B. UTPB shall provide dual credit enrolled student's access to the instructional and digital resources available on the campus of UTPB and ensure that all distance education students have access to library resources to support appropriately the courses in which the students are enrolled. These services include document delivery, electronic access to reference services, reserves, interlibrary loan, and a web page that includes ready links to services, contacts, and self-help modules. The library will regularly evaluate the effectiveness of resources provided to distance education students and will demonstrate that services are improved where appropriate. Instructors will provide distance education students information about library services.
- C. Students in dual credit courses must be eligible to utilize the same or comparable support services that are afforded college students on the main campus. The college is responsible for ensuring 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. Currently, support services available to the online students from UTPB include:
 - Electronic resources, online reference services, and other services of the J. Conrad Dunagan Library;
 - Smarthinking Online Tutoring;
 - Writing Center assistance and tutorials with writing assignments;

- Testing Services & Academic Accommodations for ADA issues, testing services, and study skill development;
 - Academic Advising and My Edu;
 - Career Services; and
 - Technical Support for Canvas users
- D. Regular academic policies applicable to courses taught at the college's main campus must also apply to dual credit courses, in accordance with TAC Chapter 4. These policies shall include the appeal process for disputed grades, drop policy, the communication of grading policy to students, and when the syllabus must be distributed.
- E. Courses offered for dual credit by public universities must be in the approved undergraduate course inventory of the university and/or the Academic Course Guide Manual (ACGM).
- F. Dual credit students must abide by the UTPB Student Code of Conduct outlined in the current Handbook of Operating Procedures.

9. Student Identification

UTPB online students are eligible to receive a UTPB Student Identification Card and students who wish to obtain a UTPB Identification Card shall send an email to the UT System Police at StudentID@utpb.edu, included information should be:

- *Full name, address, and student ID number.
- *A scanned image attachment of another photo-bearing official government ID (driver's license, passport, etc.) for verification in digital (JPEG) format.
- *A scanned image attachment of a passport-quality photo (headshot with a plain background) in digital (JPEG) format.

District or student shall pay a fee of \$10.00 for the ID and will receive the ID in a prompt and timely manner. Dual credit students may use their student ID to obtain the same privileges that traditional students hold, with the exception of the weight room.

10. UTPB Student Authentication Process

UTPB registers students for online courses using a student information system and manages access through a centralized authentication system. The learning management system in which all online courses are hosted authenticates student user accounts and passwords to the UTPB centralized authentication system. To obtain access to online courses in the learning management system, students must establish their identity through a secure login and password. At least one additional student identification technique will be required within each course. This technique is determined and approved by the Provost/Academic VP.

The District principal shall notify UTPB in the event a high school does not use photo IDs. UTPB will determine an alternative means of authentication. One additional method of student authentication using an approved photo ID must be clearly stated on the course syllabus minus webcams and may include the following:

- Proctored exams using an approved photo ID.
- Presentation of approved photo ID through a web cam and optional levels of proctoring during assessment.
- Field or clinical experiences using an approved photo ID.
- Synchronous or asynchronous video activities using an approved photo ID.
- Other technologies or procedures specified by faculty in their course syllabus.
- Public school designee/facilitators can proctor an exam identifying themselves to the instructor for testing environment criteria.
- UTPB emails are a secondary form of authentication.

Dual credit students may use District identifications. Approved photo identifications are: passports, government issued identification, driver's licenses, military ID from DoD.

TEC 28.009

UTPB has aligned its goals with House Bill 1638 statewide goals as codified in Texas Education Code, Section 28.009 (b-1) and (b-2). These require the Texas Higher Education Coordinating Board (THECB), and Texas Education Agency (TEA) to collaboratively develop statewide goals for dual credit programs in Texas.

UTPB offers dual credit courses to high school students in accordance with state, legislative, and regulatory requirements, as well as the SACSCOC.

UT Permian Basin offers a course equivalency crosswalk for equating high school courses with college courses. This crosswalk identifies the number of credits that may be earned for each course completed through the dual credit program.

While UTPB offers a variety of dual credit and early college access courses, most courses are part of the Texas Core Curriculum. Core courses are transferable to any public university or college in Texas.

All courses are 3 credit hours unless noted otherwise

*ART 1301:	Art Appreciation
COMM 1315:	Intro to Public Speaking
CRIM 2336:	Intro to Criminology
ECON 2301:	Intro to Macroeconomics
*ENGL 1301:	Composition I
*ENGL 1302:	Composition II
*ENGL 2322:	British Literature to 1800
ENGL 2323:	British Literature since 1800
*ENGL 2327:	American Literature to 1865
ENGL 2328:	American Literature since 1865
*HIST 1301:	U.S. to 1877
*HIST 1302:	U.S. since 1877
MATH 1314:	College Algebra
MATH 1324:	Applications of Discrete Mathematics
MATH 1332:	Contemporary Mathematics I
MATH 2412:	Pre-Calculus {4 credit hours}
MATH 2413:	Calculus I {4 credit hours}
*MUSC 1301:	Jazz, Pop, and Rock
PLSC 2305:	American National Politics
*PSYC 1301:	Intro to Psychology
*SOCI 1301:	Intro to Sociology
SPAN 1411:	Beginning Spanish I {4 credit hours}
SPAN 1412:	Beginning Spanish II {4 credit hours}
SPAN 2311:	Second Year Spanish I
SPAN 2312:	Second Year Spanish I

UTPB offers dual credit to Early College High School and high school students across the state of Texas. Our classes are taught by SACSCOC qualified university professors. UTPB ensures the quality and instructional rigor of the dual credit program's content, which meets, SACSCOCs requirements. Course content and rigor are comparable with similar courses that are taught to traditional UTPB students.

UT Permian Basin Dual Credit goals are listed below.

Goal 1: UT Permian Basin and its school district partner will implement purposeful and collaborative outreach efforts to inform all students and parents of the benefits and costs of dual credit, including enrollment and fee policies.

- Measures of Implementation: Examples of items to include in documentation:
 - UT Permian Basin and its school district partner will host informational sessions for students and parents on dual credit opportunities, benefits, and cost.

- UT Permian Basin and its school district partner's webpages will reflect the most current dual credit program information including enrollment and fee policies.
- UT Permian Basin will host dual credit 101 sessions for high school counselors via webinar.
- UT Permian Basin and its school district partner will collaborate on a marketing campaign.

Goal 2: The Dual credit program will assist high school students in the successful transition to and acceleration through postsecondary education.

Goal 3: All dual credit students will receive academic and college readiness advising with access to student support services to bridge successfully into college course completion.

- **Metric:** Examples of items included in analysis:
 - Student enrollment in postsecondary after high school
 - Time to degree completion
 - Decrease in excess number of semester hours beyond required hours to degree completion
- Analysis of measures in enrollment and degree completion, disaggregated by student sub-population.

Goal 4: The quality and rigor of dual credit courses will be sufficient to ensure student success in subsequent courses.

Metric: Award of credit and transcripts

- A. UTPB will award academic credit for courses that are listed in the core curriculum. These courses shall be evaluated in accordance with Texas Higher Education Coordinating Board and Texas Education Agency. They shall be at a more advanced and rigorous level than courses taught at the high school level.
- B. For all its programs, including those delivered through distance education, UTPB will identify expected student learning outcomes, assess the extent to which a course achieves these outcomes, and provide evidence of improvement based on analysis of the results. Additional items to be evaluated shall include but are not limited to: the effectiveness and efficiency of delivery systems, academic resources, student services, and access to faculty. Finally, students will evaluate courses delivered via distance education using the course evaluation procedures in effect for campus-based courses.

11. Schedule Changes

Schedule changes that include additions, drops, and withdrawals will be processed based on established deadlines and must adhere to current policies and procedures.

12. Transcribing of Credit and Student Withdrawal

A college grade shall be transcribed upon completion of the semester for the courses in which the student officially enrolled and will adhere to the current grading policy.

The school district agrees to evaluate the objectives to be achieved by students completing the UTPB dual credit courses and to transcribe the credit on the student's high school transcript accordingly.

Students may request transcripts at www.getmytranscript.com. The fee is \$7.00.

13. Grading Periods and Policies

The university has adopted a policy that allow school facilitators observer access in Canvas. The account holder will have credentials and understand that all users of UTPB Information Resources are subject to having all such uses monitored and/or recorded by system personnel, and that anyone using UTPB Information Resources expressly consent to such monitoring and that the results of such monitoring may be provided to law enforcement personnel. Individuals will be able to follow the academic calendar for the grading periods and polices adopted by UTPB and school district.

14. Use of UTPB Email

Use of UTPB email as primary email in distance education courses further protects student personal emails independent of their coursework and ensures the student enrolled in the online courses is using the email account assigned to that student by UTPB. University email will serve as second authentication method in spring 2021.

15. Off-site Locations Southern Association of Colleges and Schools Commission (SACSCOC) Requirement

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requires Universities to report all off-site locations in which dual credit students may earn at least 25% but less than 50% of credits toward a program, in-person or via distance learning, if courses are taken on high school property. This rule does not give the University the right to manage the classroom or technology in the classroom, nor does it imply that the University will supply learning technology. However, high schools may be subject to a site visit during SACSOC reaffirmation processes that occur every five years.

16. Privacy

The Family Educational Rights Privacy Act (FERPA) guidelines will be followed for all students regardless of instructional environment. Submission of student work online creates an academic record that is subject to FERPA. Online posting of grades must not be viewable to other members of the online class. Exemplary works may be posted with individual student permission. Instructors must not compel online students to reveal private information to classmates. Private information includes full name, physical address, birth date, birth place, social security number, gender, race, color, marital status, religion, citizenship, immigration status, physical image, information about family, or information a student considers too sensitive to share.

17. Transportation

UTPB assumes no obligation/responsibility for transportation of students to and from the UTPB campus.

18. Term

The term of this agreement is August 1, 2020 through and including July 31, 2021.

19. Amendment

Any change to the terms of this MOU must be presented in written form and agreed upon by both UTPB and the school district at least 30 days before any term or provision may be changed.

The University of Texas of the Permian Basin
4901 E. University Blvd.
Odessa, Texas 79761

By:



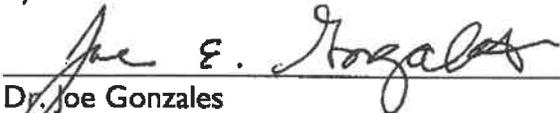
Dr. Sandra Woodley
President, UTPB

Date:



Burnham Wood Charter School District (Da Vinci)

By:



Dr. Joe Gonzales
Superintendent, Burnham Wood Charter School District (Da Vinci)

Date:

