

STATE OF TEXAS §
COUNTY OF TRAVIS §

Division Number: 210	Program Name: Texas Virtual School Network Central Operations
Org. Code: 711P	Legal/Funding Authority: TEC Title 2, Subtitle F, Chapter 30A, Subchapter A; TGC 791
Speed Chart: 6P015	
Payee Name: Education Service Center Region 10	CAPPS Contract #: 3434
Payee ID: 17512491857	PO #: 35109

INTERLOCAL COOPERATION CONTRACT

Section 1.0 PARTIES AND AUTHORITY:

This Interlocal Cooperation Contract (ICC) is entered into by and between the Texas Education Agency (TEA) (Receiving Party) and Education Service Center Region 10 (Performing Party) pursuant to the authority granted and in compliance with the provisions of the Interlocal Cooperation Act, Chapter 791, of the Texas Government Code which enables state/local governments to contract with state agencies for governmental functions and services.

Section 2.0 STATEMENT OF SERVICES TO BE PERFORMED:

Education Service Center Region 10 will provide management and operation of central operations for the Texas Virtual School Network (TxVSN) in accordance with all requirements stated herein and in the *Description of Services*, Attachment A, and *Task Activity Plan*, Attachment B, attached hereto and hereby incorporated by reference and made a part of this ICC.

Section 3.0 TERM OF CONTRACT:

This ICC is to begin September 1, 2015, and ends August 31, 2017. TEA, at its own discretion, may extend the Contract for up to two additional renewal periods under the same or different terms subject to appropriation of funds by the Texas Legislature for this project. If renewed, the first renewal period shall be from September 1, 2017 through August 31, 2019; and the second renewal period shall be from September 1, 2019 through August 31, 2021.

Section 4.0 AMOUNT:

The total amount of this ICC is \$4,502,847.78 for the original term of the ICC. The fiscal year 2016 Contract amount is \$2,282,887.70 and the fiscal year 2017 Contract amount is \$2,219,960.08. The Budget, Attachment C, attached hereto and hereby incorporated by reference and made a part of this ICC.

Section 5.0 PAYMENT FOR SERVICES:

TEA shall pay Education Service Center Region 10 in accordance with the approved budget for the services performed described in this ICC. TEA shall pay for services received from the appropriation item or account from which TEA would ordinarily make expenditures for similar services or resources. Payments received by Education Service Center Region 10 shall be credited to its current appropriation item(s) or account(s) from which the expenditure for the services or resources was made.

Education Service Center Region 10 shall bill TEA by the 15th of each month for services rendered in accordance with the provisions of the ICC. Education Service Center Region 10 may submit invoices electronically to the following email address: TEAAccountsPayable@tea.texas.gov or directly mail invoices to:

Texas Education Agency
Attention: Accounting Department
1701 North Congress Avenue
Austin, Texas 78701-1494

Purchases of food are generally prohibited and must be preapproved by the TEA Project Manager. Food purchases must be in accordance with Federal Regulations, Title 2, Subtitle A, Chapter II, Part 200, Subpart E, §200.432. Purchases must be necessary and reasonable for the successful performance of the Contract.

This applies to both federal and state funded Contracts. Website to view the regulations: http://www.ecfr.gov/cgi-bin/text-idx?SID=f61b41b94d57ed256eb46811a14d243d&mc=true&node=se2.1.200_1432&rgn=div8. TEA follows the Federal Rate Schedule for reimbursement of meal and lodging expenditures adopted by the State of Texas. Performing Agency shall maintain receipts in accordance with paragraph F of the Contract Terms and Conditions. The Comptroller's website for travel rules and regulations – **texttravel**: <https://fmx.cpa.state.tx.us/fmx/travel/texttravel/index.php>. Receipts must be made available for programmatic or financial audit, by TEA and by others authorized by law or regulation to make such an audit, for a period of not less than seven (7) years.

State travel expense reimbursement is not a per diem. Employees and Performing Agency must claim the actual expenses incurred for meals and lodging not to exceed the maximum allowable rates. The maximum should not be claimed unless the actual expenditures equal or exceed the maximum allowable rate. Effective January 1, 2016, the mileage rate is .54¢.

Section 6.0 CONTRACT MANAGEMENT:

6.1 Notices: Notices relating to this ICC, which are required or permitted to be given under this ICC by one party to the other party shall be in writing and shall be addressed to the designated point of contact. The notice shall be deemed to have been given immediately if delivered in person to the recipient's email address. It shall be deemed to have been given on the date of certified receipt if placed in the U.S. mail, postage prepaid, by registered or certified mail with return receipt requested, addressed to the Receiving party. Registered or certified mail with return receipt is not required for copies.

6.2 Points of Contact: The parties shall direct all correspondence, notices, invoices and payments to:

TEA (Receiving Party)	Education Service Center Region 10 (Performing Party)
Mackie V. Spradley, Ph.D.	Craig Gray
Director of Enrichment Education and Programs	Director
Curriculum Division	Education Service Center Region 10
Texas Education Agency	400 E. Spring Valley Road
1701 N. Congress Avenue	Richardson, Texas 75081
Austin, Texas 78701-1494	Email: Craig.Gray@region10.org
Email: Mackie.Spradley@tea.texas.gov	Phone: (972) 348-1376

Section 7.0 CONTRACT AMENDMENT:

Any modifications, additions, or deletions, to the specified deliverables or terms and conditions of this ICC, including the allocation of additional funds to the current list of proposed activities, or any extensions of the ICC shall be processed through a written amendment and executed by both parties.

Section 8.0 ENTIRE CONTRACT:

This ICC together with the documents mentioned herein and which are incorporated herein by this reference, contains the entire agreement between the parties relating to the rights granted and the obligations assumed in it. Any oral representations or modifications concerning this Contract shall be of no force or effect unless contained in a subsequent amendment executed by both parties.

8.1 Appendixes:

8.1.1 Appendix One

8.2 Attachments:

Attached hereto and made a part hereof by reference are the documents indicated below:

- Contract Terms and Conditions
- Special Provisions A, Program Specific
- Special Provisions B, Debarment (required if utilizing federal funds)
- Special Provisions C, Lobbying (required if utilizing federal funds & over \$100,000)

- Special Provisions D, Historically Underutilized Business Subcontracting Plan (HSP)
(required for projects over \$100,000)
- Attachment A, Description of Services
- Attachment B, Task Activity Plan
- Attachment C, Budget (FY 2016 and FY 2017)

Section 9.0 CERTIFICATIONS:

RECEIVING PARTY further certifies that it has the authority to receive the above services by authority granted in:

Texas Government Code, Ch. 791, Interlocal Cooperation Act and Texas Education Code, Chapter 8

PERFORMING PARTY further certifies that it has the authority to perform the above services by authority granted in:

Texas Government Code, Chapter 791, Interlocal Cooperation Act and Texas Education Code, Chapter 8

Subject to approval, the authorized representatives of the undersigned parties bind themselves to the faithful performance of this ICC. It is mutually understood that this ICC will be effective on the earliest date shown in Section 3.0.

RECEIVING PARTY

PERFORMING PARTY

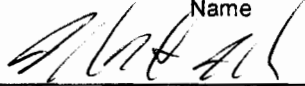
TEXAS EDUCATION AGENCY

EDUCATION SERVICE CENTER REGION 10

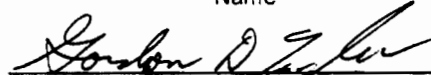
Name

Name

By:



By:



Mike Morath

Dr. Gordon Taylor

Commissioner of Education

Executive Director

3/14/2016

3-1-16

Date

Date

Return an electronic copy to:
TEAcontracts@tea.texas.gov

Norma Barrera, Director
Purchasing, Contracts and Agency Services
Texas Education Agency
1701 North Congress Avenue, Room 2-125
Austin, Texas 78701-1494

APPENDIX One

A. The attached proposal entitled Letter of Interest #701-16-008, Texas Virtual School Network Central Operations, is incorporated herein by reference and is therefore made a part of this Contract.

B. If there is a conflict or ambiguity between or among the terms of the documents that constitute this Contract, and if that conflict or ambiguity cannot be resolved by construing the terms so as to harmonize all their terms, then the conflict or ambiguity shall be resolved with the following Contract documents prevailing in the following order of priority:

Contract Terms and Conditions of the Interlocal Cooperation Contract

Interlocal Cooperation Contract, inclusive of all appendices

Contractor's Updated FY 2016 and FY 2017 Budget, Attachment C

Contractor's Proposal to the Texas Education Agency entitled, 'Texas Virtual School Network Central Operation', submitted August 17, 2015, Exhibit 1

Letter of Interest entitled "Texas Virtual School Network Central Operations", released July 30, 2015, Exhibit 2

C. Description of Services/Activities:

Contractor will provide management and operation of central operations for the Texas Virtual School Network (TxVSN), see Attachment One, and Task Activity Plan, Attachment Two.

D. Budget:

The Budget Summary for FY 2016 and FY 2017, labeled Attachment C, is attached. Payment shall be monthly upon completion of designated tasks/activities.

No funds shall be used to pay for food costs (i.e., refreshments, banquets, group meals, etc.) unless requested as a specific line item in the budget by the Contractor and approved (prior to expenditures occurring) by TEA. This applies to both federally and state funded Contracts.

Contractor will make a good faith effort to comply with the State of Texas Travel Guidelines. TEA may at its discretion approve requests for reimbursement of travel which exceed the State of Texas Travel Guidelines. Contractor shall maintain receipts in accordance with item H of the Contract Terms and Conditions. The Comptroller's website for travel rules and regulations – **textravel**: <https://fmx.cpa.state.tx.us/fmx/travel/textravel/index.php>. Receipts must be made available for programmatic or financial audit, by TEA and by others authorized by law or regulation to make such an audit, for a period of not less than seven (7) years.

State travel expense reimbursement is not a per diem. Employees and Contractors must claim the actual expenses incurred for meals and lodging not to exceed the maximum allowable rates. The maximum should not be claimed unless the actual expenditures equal or exceed the maximum allowable rate.

E. Invoicing:

Contractor and Subcontractor Harris County Department of Education (HCDE) shall each submit two copies of the monthly detailed invoice via mail or electronically. One copy shall be submitted to the Texas Education Agency, Attention: Accounts Payable, 1701 North Congress Avenue, Room 2-130, Austin, Texas 78701 or to TEAAccountsPayable@tea.texas.gov. The second copy shall be submitted to the attention of Mackie Spradley, Director of Enrichment Education and Programs, Mackie.Spradley@tea.texas.gov, Curriculum Division.

Payment under this Contract is contingent upon satisfactory completion of services. The final detailed invoice is due within forty-five days of the completion of the project. All invoices shall include:

- Contractor's / Subcontractor HCDE mailing address, telephone number
- Contractor / Subcontractor HCDE point of contact name, email address and telephone number to address invoice questions
- Contract number and Purchase Order number
- Texas Comptroller of Public Accounts Payee Identification Number
- Name of the project and the month payment services are for

Description of Services

**Letter of Interest #700-16-008
Central Operations of the Texas Virtual School Network**

1. 5 A. Central Operations Transition

The purpose of transition planning is to layout the tasks and activities that need to take place to efficiently deliver a project from one contractor to another while ensuring service continuity. With the aggressive timeline noted in the Letter of Interest #701-16-008, it is probable that a newly named contractor would need to come to an agreement with the exiting contractor to provide some or all services until such time as knowledge and resources could be transferred efficiently.

The following steps should be implemented:

1. Establish the transition team and schedule regular progress meetings.

Each organization must identify members of the transition team, provide their contact information, and responsibility for the transition. The Texas Education Agency, the new contractor, and the exiting contractor must provide staff to coordinate the transition and manage risk. This team will identify the risks and contingencies faced by the transition process with special attention given to minimizing operational risks. While each team lead may delegate certain aspects of the transition to others, this team should meet regularly to report on progress. Risks should be classified or grouped into related sets for optimal effectiveness of management and mitigation.

2. The transition team identifies and plans for the following key activities.

- Logical work breakdown, key milestones and dependencies during transition and deployment.
- Testing and verification activities, including testing of related/impacted projects, software, and hardware.
- Contingency plans and work-around(s) in the event problems arise.
- Specific activities related to new and/or existing equipment, including roles and responsibilities of external vendors and internal resources.
- Specific activities related to new, existing, and/or upgraded software, including roles and responsibilities of external vendors and internal resources.
- Systems and/or data back-up(s), conversion plans, etc.
- Hand-off(s) between developers, vendors, operational staff, and/or technical support.
- Communication(s) to client and end-users: timing related to unavailability, periodic status updates, and notification of completion/system availability. Consider timing and mode of communication(s) among technical team, between the technical team and the customer/client, and between NUIT, the client, and broader set of end-users.

3. The transition team identifies resources for transfer.

Resources include hardware, software, facilities, personnel, and other special resources (e.g., service and maintenance contracts).

- **Software** - Provide specific names, identification numbers, version numbers, release numbers and configurations as applicable. References to user/operator manuals or instructions for each item should be included. Include information about vendor support, licensing, and usage and ownership rights, whether the item is currently supported by the vendor, whether it is expected to be supported at the time of delivery, whether licenses can be assigned to the new contractor, and the terms of such licenses.

Letter of Interest #700-16-008
Central Operations of the Texas Virtual School Network

- **Hardware** - Describe the hardware and associated documentation needed to support the delivered project. This hardware may include computers, peripheral equipment, simulators, emulators, diagnostic equipment, and non-computer equipment. Include specific models, versions, and configurations with references to user/operator manuals or instructions for each item. Include information about manufacturer support, licensing, and usage and ownership rights, whether the items are currently supported by the manufacturer, or will be in the future, and whether licenses will be assigned to the maintenance organization and the terms of such licenses.
- **Personnel** - Assign staff and vendor responsibility for each transition task identified above. This allows managers and project team members to plan and coordinate the work of this project with other assignments. If specific individuals cannot be identified when the transition plan is developed, generic names may be used and replaced with individual names as soon as the resources are identified. Describe the personnel needed to maintain the deliverable product, include anticipated number of personnel, types of support personnel (job descriptions), skill levels and expertise requirements, and security clearance.
- **Facilities** - Describe any facilities during transition phase, as well as, facilities required to maintain the delivered project. Facilities may include special buildings, rooms, mock-ups, building features such as raised floors, cabling, cooling/HVAC systems, building features to support security, privacy, and/or safety, special power requirements, and so on. Include any diagrams that may be applicable.
- **Special Resources** - Identify any other special resources (consumables, special access/approvals, contracts, etc) required to support the transition phase and the delivered project. Provide the names, identification numbers, version numbers, and/or release numbers. Identify if the document or consumable is acquirer-furnished, an item that will be delivered to the new contractor, an item new contractor already owns, or needs to acquire.

4. Transition Schedule, Tasks and Activities

The following assumes that a newly named contractor comes to an agreement with the exiting contractor to provide some or all services until such time as knowledge and resources could be transferred efficiently. The actual timeline may need adjustment based on the each parties' readiness for transition.

Date	Task	Responsible
8/25/2015	Request establishment of transition team	Texas Education Agency (TEA)
8/27/2015	Transition team established	TEA, exiting contractor, new contractor
8/28/2015	Initial transition meeting by conference call. <i>Agenda to include scheduling future meetings. Establish exiting contractor's availability to assist with or without funding.</i>	TEA, exiting contractor, new contractor
9/4/2015	Finalize and agree upon transition plan that incorporates key activities, as well as, resource transfer as explained in the previous section	TEA, exiting contractor, new contractor
9/7/2015	Transition begins	Exiting contractor, new contractor
11/6/2015	Transition complete with sign-off from all organizations.	TEA, exiting contractor, new contractor

**Letter of Interest (LOI) #701-16-008
Texas Virtual School Network Central Operations**

1.5 B. Infrastructure and Systems

The HCDE Network Operations Center (NOC) will host, maintain, and secure the TxVSN portal that includes the statewide course catalog and enrollment systems, the course provider and receiver workspace (MyTxVSN), the Electronic Course Management System (ECSS), and the collection and display of informed choice data such as parent and student course satisfaction data.

HCDE Technology Services Division manages and uses the latest IBM Blade™ Server technology. The NOC is furnished with some of the most recent and powerful technologies available. It includes additional power and emergency power, a separate cooling system, enhanced physical structure, state of the art racks for storage of data and computer equipment, security and fire protection, and cable management systems. The combination of these advanced technology elements assures that TxVSN applications are available 24/7.

- **TxVSN/HCDE Network Infrastructure**

TxVSN hosted architecture is designed with best of breed technologies utilizing IBM blade server chassis computing, EMC storage area network (SAN), and Cisco network switching and security. Backup and recovery is performed in a dual layer. Internally virtual systems operate on a pure disk to disk solution with Commvault backup to Data Domain and replicated between local data centers. Externally data systems are backed up through HP Appassure and replicated to an off-site data center located in Austin Texas. The network backbone is Phonoscope, the largest private fiber network provider in North America with internet bandwidth up to 1GBE. A graphic of the TxVSN/HCDE Network Infrastructure is located in Figure 1.

- **Security Layer Overview**

HCDE protects its network at all levels of access. Outside access is protected with network and application firewalls. Secured VPN access is provided for outside entry. Outward facing systems are set within demilitarized zones for security segregation. Internal networks have multiple system monitoring and administration. Security protection is administered at both gateway and endpoints. A graphic of the Security Layer Overview is located in Figure 2.

- **Telecom, monitoring, and maintenance**

HCDE utilizes a pure IP telecom solution from voice over IP (VoIP) provider ShoreTel. The system was implemented in 2008 and has been maintained as a purpose-built solution to support the many HCDE programs and initiatives. Monitoring systems for service availability and key usage include Solar Winds network performance monitor and Extrahop application assurance monitor. Both systems provide valuable data analytics for business operations and provide a proactive monitoring and remediation service. HCDE maintains a monthly maintenance window for scheduled systems updates typically held on the third Thursday of each month.

The HCDE Technology Services network operations group will support infrastructure needs of the TxVSN network. The Help Desk will assist course providers and receiver districts with problem resolution,

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 Texas Virtual School Network Central Operations

processing assistance, document management, and any other technical or administrative issue that may arise.

Region 10 staff and the HCDE Technology Services applications development team will support and refine existing TxVSN applications, as well as, develop new tools upon approval by the Texas Education Agency.

The TxVSN professional development center and teacher credentials verification database will be housed on the Moodle server at ESC Region 10. It should be noted that while professional development content resides on this the server, all resources are linked to the Texas Education Agency's Project Share. As with TxVSN servers at HCDE, Region 10 protects its network at all levels of access including, but not limited to, a robust network and application firewall.

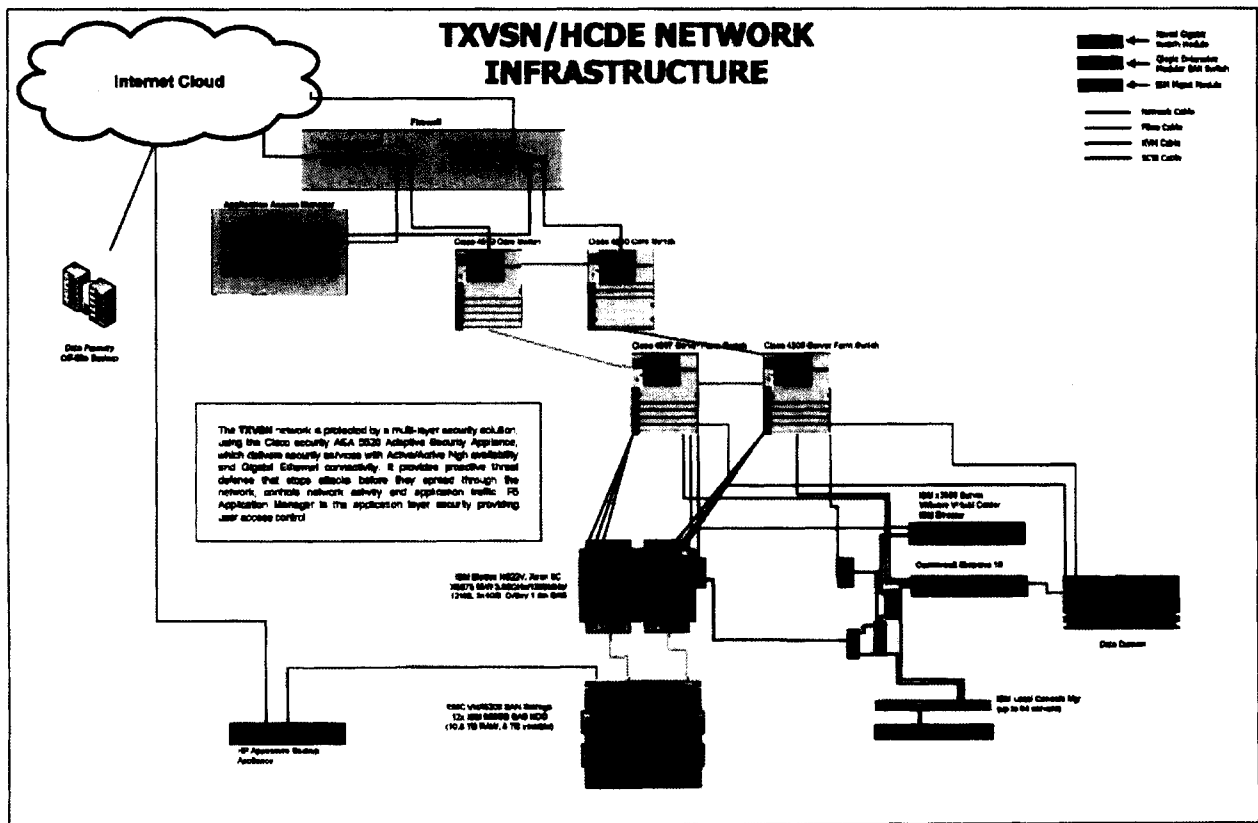


Figure 1: TxVSN Network Infrastructure (HCDE)

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 Texas Virtual School Network Central Operations

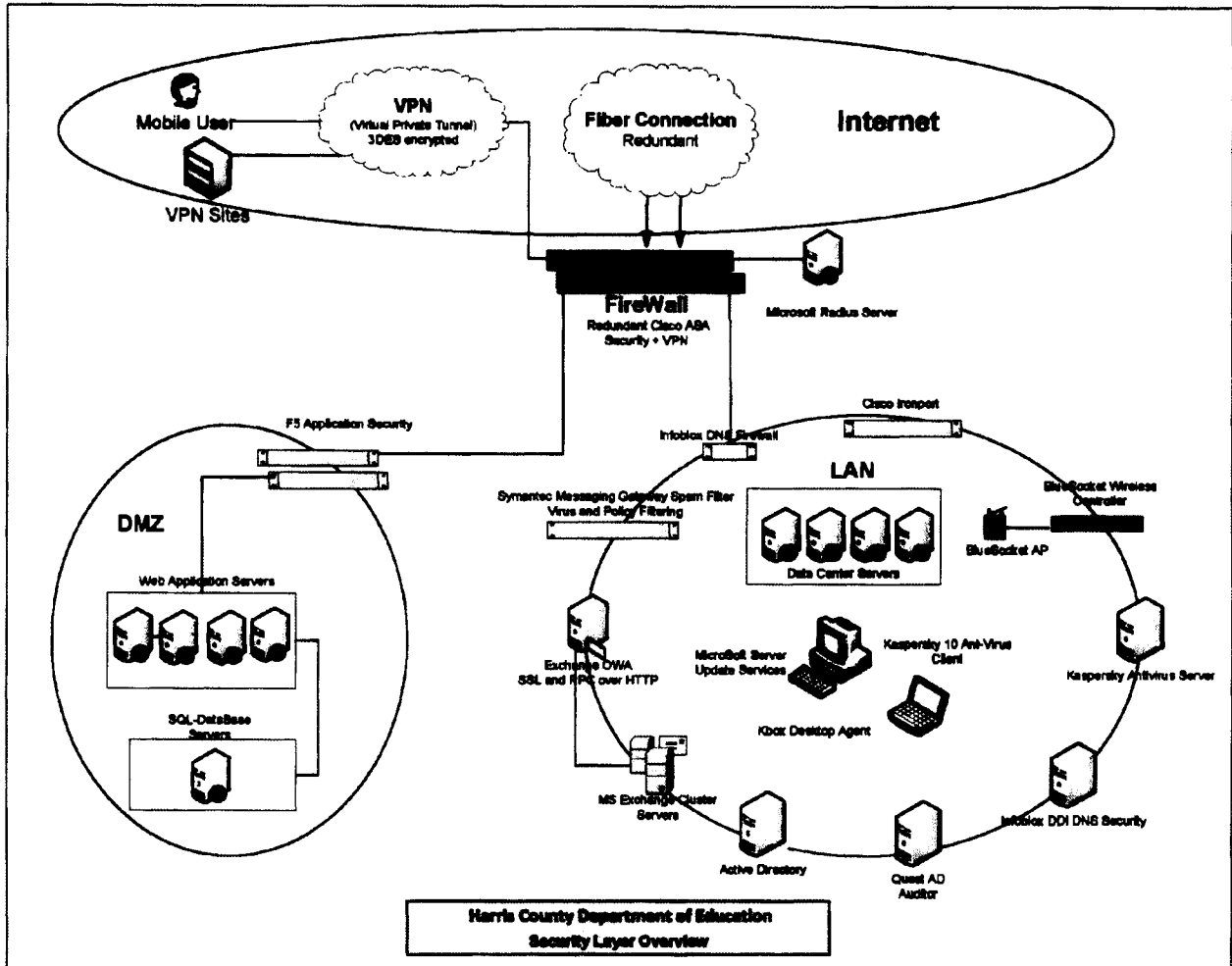


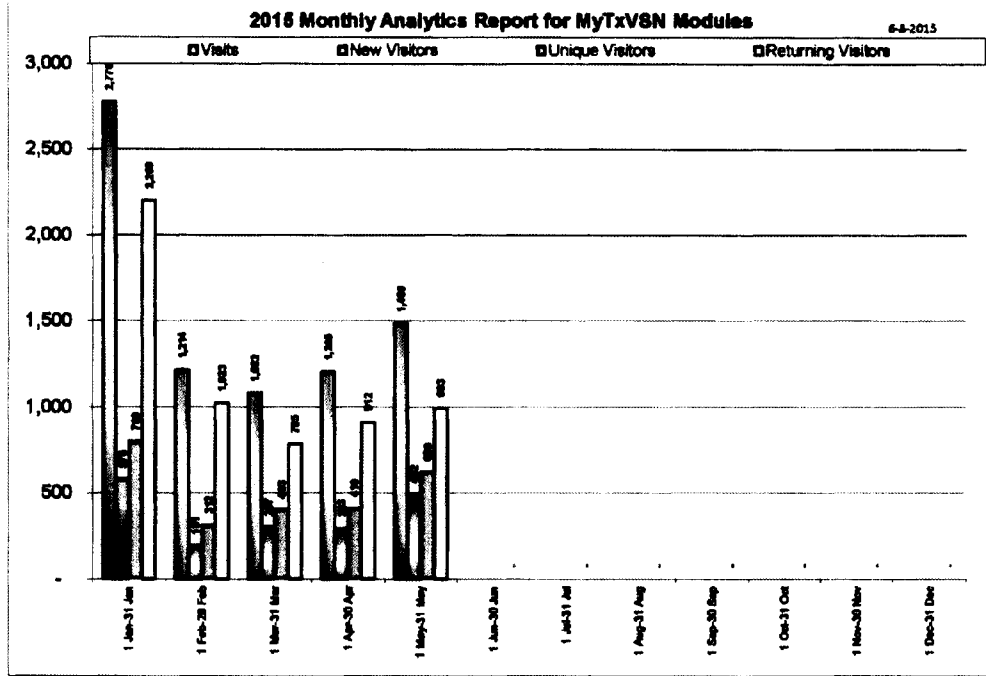
Figure 2: Security Layer Overview

TxVSN Portal Analytics

On-site web analytics measure a visitor's behavior once on a website. This includes its drivers and conversions, such as the degree to which different landing pages are accessed. On-site web analytics measures the performance of your website in a commercial context. This data is typically compared against industry standard performance indicators and can be used to improve a website performance or for a marketing campaign's audience response. Google Analytics is the most widely used on-site web analytics service and used for the TxVSN portal and associated webpages.

A sample of a monthly analytics report is shown in Figure 3.

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Definitions:

Visits- The # of times visitors has been to our site. If inactive for 30 min. or more, any future activity will be attributed to a new session.
Users that leave site and return within 30 min. will be counted as part of the original session.
New Visits- The # of new visits by people who have never been to the site before.
Unique Visitors- The # of unique users that visit the site on a daily basis. Any future sessions initiated from the same user will be stored as a single visitor.
Returning Visitors- A user who has previously browsed website

Figure 3 Example of Monthly Analytics for TxVSN Modules

Systems

System integration is the process of bringing together component subsystems into one system and thus ensuring that the subsystems function together as a system. Similarly, application integration is the process of bringing data or a function from one application program together with that of another application program. One of the greatest challenges facing the systems architects is the integration of applications into systems. The TxVSN development team and supporting network engineers work with the following systems to ensure that key TxVSN processes work seamlessly.

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Texas Virtual School Network Central Operations**

Systems	Use
<p>TxVSN Portal at www.txvsn.org</p>	<p>The portal provides public access to information about both the online schools program and the statewide catalog. A public splash page offers them the option to branch to webpages specific to either TxVSN program. The webpages devoted to the online schools include a listing of approved courses for each school, a listing of the OLS schools, parent and student survey results, and access to state assessment results. The statewide catalog webpages provide access to the catalog itself, historic informed choice data, enrollment statistics, course demos, and a program overview video. Webpages for both programs provide access to FAQs, live chat with the Help Desk, program standards and eligibility, and steps for participation. In addition, the portal providers access to the MyTxVSN receiver and provider workspaces.</p>
<p>TxVSN Statewide Catalog module</p>	<p>The TxVSN statewide course catalog offers Texas students opportunities to enroll in high school, Advanced Placement, and dual credit courses provided by eligible Texas school districts, open-enrollment charter schools, education service centers, and public or private institutions of higher education. The catalog houses detailed information about each provider’s courses. This includes enrollment and instructional windows, informed choice data such as satisfaction survey results, materials needs, and technical specification.</p>
<p>Statewide Catalog Enrollment System module</p>	<p>Integrated with the statewide catalog application, the enrollment system is used by a school’s designated TxVSN site coordinator to register students in catalog courses. After registration is complete the site coordinator, student, and selected provider receive an email confirmation including information on next steps with the selected provider. Enrollment data is populated in the MyTxVSN Receiver and Provider workspace.</p>
<p>MyTxVSN Receiver Workspace module</p>	<p>This secure workspace is for district and open-enrollment charter schools participating in the statewide catalog program and integrates with the enrollment modules and catalog. The staff designated by the district as authorized to access student enrollments, referred to as the “district administrator”, can login and view enrollment status for all district students. In addition, the district administrator can view which counselors can register students in catalog course at specific campus.</p>
<p>MyTxVSN Provider Workspace module</p>	<p>This secure workspace for statewide catalog providers is integrated with the enrollment and catalog systems. The module supplies on-going enrollment data to the provider. Catalog providers report student success data each semester within this module. This data is used by central operations to pay providers and invoice receiver districts.</p>

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Systems	Use
MyTxVSN Survey Tool module	Statute and rule require that parents and students be surveyed about their satisfaction with their selected provider and the instruction received in coursework. Each semester the TxVSN sends enrollees in grades 9-12 a satisfaction survey, compiles, then displays results on the portal . At the end of the school year enrollees in grades 3-8 receive a satisfaction survey as well. Results for the online school program are posted its website under the Survey menu. The catalog satisfaction surveys are integrated into the statewide catalog entries.
MyTxVSN Student Course Wish List module	The Texas Education Agency (TEA) and TxVSN central operations is interested in discovering what courses the students would like to take online. The student course wish list module allows students to request courses without creating an account.
MyTxVSN Student Workspace module	This secure workspace allows students participating in the statewide catalog program to view course enrollment history, course mentor contact, and to access the course provider's Learning Management System.
Moodle	The Moodle at Region 10 houses Clue-In, an orientation to online learning for students. It also holds mini-tutorials on mentoring students, making courses accessibility to students with disabilities, and archived presentations and trainings. In addition, the application and database are used to ensure that TxVSN instructors have required credentials resides on the Moodle server.
Electronic Course Submission System (ECSS)	The ECSS is tool used by the TxVSN central operations and its course review team to track the submission, review, and modification of course submitted for use in the either the statewide catalog or an OLS program school. Both staff and providers may access ECSS to pull reports on the status of course review.
iTCSS	The Internet-based Texas Computer Cooperative Software (iTCSS) is a comprehensive, hosted solution with applications for business, human resources, student services, and PEIMS. Region 10 adopted iTCSS for its financial processes. All payments to statewide course catalog providers are processed using the iTCSS system, as well as, the invoicing of student's districts after courses are completed. iTCSS allows central operations to track finance and other business functions for the project.

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1.5 C. Course Review

Since the inception of the TxVSN, the goal has been to keep the process of reviewing courses as simple as possible, while maintaining a high standard of quality. Over the course of several years the review process has been evaluated and adjusted to ensure simplicity and quality. The TxVSN has reviewed 2458 semester courses, averaging 307 semester courses per year. As there are two distinct TxVSN programs, the Online Schools (OLS) Program and the statewide course catalog, there are two pathways for TxVSN course review.

Course Review Process for TxVSN Online Schools (OLS) Program Courses

Eligibility and Pre-submission

Eligibility to be a TxVSN course provider is outlined in Texas Education Code Chapter 30A and further defined in TAC 19 Subchapter 70. Due to the intricacies of serving students in a full-time online program, prospective TxVSN OLS program course providers must have an initial meeting with the Texas Education Agency (TEA) prior to course submission. In this meeting, the course provider will learn about requirements, eligibility, provider definitions, the Annual Notification of Intent to Participate in the TxVSN Online Schools Program, and instructor verification. They are encouraged to access the TxVSN website to find in-depth information about the standards and guidelines against which courses are reviewed. If the potential course provider is verified as eligible, the next step is to develop or acquire a full grade-level instructional program. It is then strongly advised that the potential provider conducts an internal evaluation of their courses to ensure adherence to the TxVSN standards and the definition of a TxVSN electronic course. Next, the potential course provider meets with the TxVSN course review staff for a more in-depth look at the course review standards and guidelines. This meeting is held after the potential course provider begins developing their programs as history has shown that potential course providers may not have full understanding the requirements until after the actual review is underway. TxVSN course review is a rigorous process that incorporates three different standards of measure:

- the Texas Essential Knowledge and Skills (TEKS),
- the International Association for K-12 Online Learning (iNACOL) *National Standards for Quality Online Courses*, and
- the TxVSN Accessibility Guidelines.

After the potential course provider has developed and internally reviewed their instructional program of courses, they request access to the Electronic Course Submission System (ECSS). In the ECSS, the potential course provider completes the Annual Notification of Intent to Participate. This form is printed, signed, and submitted to the TEA. Course review staff will secure approval from the TEA to ensure the course provider is submitting a full grade-level instructional program prior to assigning the courses for review, in accordance with the Annual Notification of Intent to Participate. The potential TxVSN OLS course provider is now ready to submit courses for review.

Course Submission and Review

By accessing the ECSS, the potential course provider can submit their courses for review by two course reviewers who hold Texas teaching certificates for the course subject area and grade level, as well as, have experience as an online course teacher or designer. The TxVSN course submittal module in the ECSS includes course provider demographics, specific course information, course creator, and the course submission assurance statements, and syllabus. If the course has any special program designations (i.e.,

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NCAA, SACS or College Board), it is noted in this module, too. The questionnaire module can be used to describe off-line documentation or any information not readily available the course. The TEKS alignment module provides a place for course providers to show evidence of TEKS and that activities meet the appropriate Bloom's Taxonomy level.

The course review staff then assigns the course to two qualified course reviewers. Each course reviewer performs an independent review of the course then collaborate on the results. Within approximately 14 calendar days, the course reviewers use the ECSS to submit their "collaboration report." The course review staff then inspects the report for clarity before releasing it to the course provider. This process takes approximately two business days. If modifications are required, the course provider takes up to 60 calendar days to complete them. The potential course provider then submits a response to the modification report through the ECSS so that the original course reviewers can verify that the changes have been made. This process is generally brief, requiring about four calendar days to complete. If any courses have outstanding modifications at this point, the course will remain in the modification cycle until all standards and guidelines have been met. When all courses in the grade level program meet all standards and guidelines required, the TEA and the TxVSN will approve the grade-level program to be offered to eligible Texas students. A 2014 study of the TxVSN course review process revealed that the average length of time between course submission and approval is 87 days.

Figure 4 below illustrates the course review process for potential OLS program course providers.

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Texas Virtual School Network Central Operations

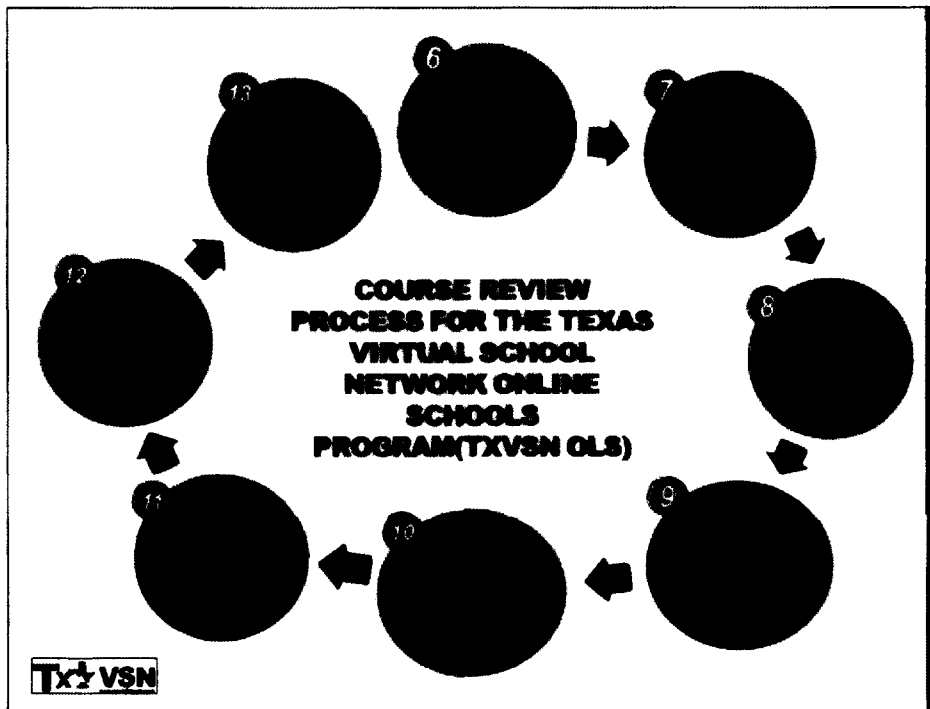
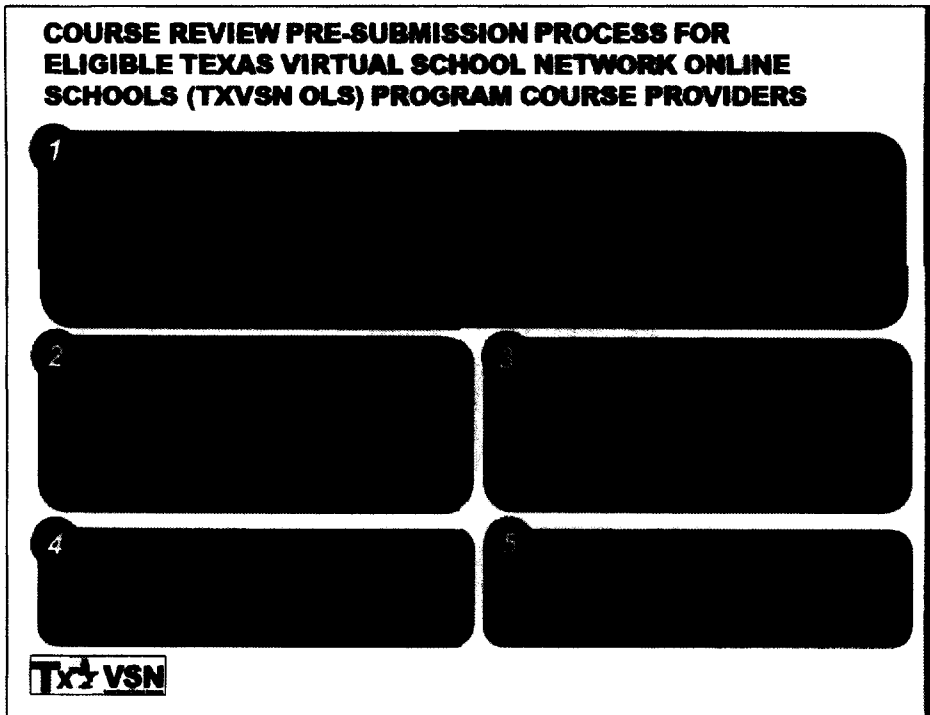


Figure 4: Course Review for the TxVSN Online Schools Program

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Course Review Process for the TxVSN Statewide Course Catalog Courses**Eligibility and Course Development**

Eligibility for TxVSN course providers is outlined in Texas Education Code Chapter 30A and further defined in TAC 19 Subchapter 70. TxVSN statewide catalog providers serve students that are enrolled in districts and open-enrollment charter schools other than their own. The statewide catalog providers' teachers instruct students in other districts, however, credit for the successful completion of the course is awarded by the student's home district based on the final grade supplied by the catalog provider. While an initial meeting with TEA is not required for potential catalog course providers as it is with the OLS program, they must participate in a meeting by conference call or webinar with central operations staff. The purpose of this meeting is to confirm their eligibility and to review the annual provider agreement. In addition, potential statewide catalog providers are encouraged to access the course review requirements on the TxVSN website prior to acquiring or developing any courses. If eligibility is confirmed and the potential provider acknowledges its readiness to meet all requirements of the statewide catalog agreement, courses may be submitted for review through the Electronic Course Submission System (ECSS).

TxVSN Statewide Course Catalog Course Review

The potential catalog course provider submits a course through the ECSS in two phases. Phase 1 involves completing the submittal module, which includes course provider demographics, specific course information, course creator, and the course submission assurance statements. Any special program designations (i.e. NCAA, SACS or College Board), as well as the course syllabus are submitted in this module. If a course submission is designated as an Advanced Placement[®] course, for example, College Board approval documentation can be supplied in this module. Within approximately two business days, the TxVSN course review staff inspects and accepts the form and notifies the course provider that they may continue to phase two of the submission process.

At this point, the rest of the submission modules are activated on the ECSS so that the potential catalog course provider may submit the remainder of the required documentation. This documentation includes:

- The Science Field and Laboratory Investigations module for all science courses. It provides documentation on how the online course meets the State Board of Education (SBOE) requirement that 40 percent of science instructional time be conducted as active, hands-on laboratory and field investigations.
- The TxVSN course access module, which supplies login credentials necessary for the reviewers to access courses, as well as, any software, browser, or technical specifications.
- The course questionnaire module, which makes reviewers aware of instances in which TEKS and National Standards that are not readily apparent in the course web site will be addressed. In the event that a traditional syllabus document is not used, the course provider may use the questionnaire to describe where in the course or off-line documentation this data is found.
- The TEKS alignment module, which provides evidence for reviewers to verify the course's alignment to the TEKS for the course and grade level, and to the appropriate Bloom's Taxonomy level.

The TxVSN course review staff assigns the course to two course reviewers who hold Texas teaching certificates in the subject area and grade level of the course. Assignment of a course takes approximately two business days. Reviewers evaluate the course against the TEKS, iNACOL *National Standards for Quality Online Courses*, and the TxVSN accessibility guidelines. The course reviewers

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conduct their evaluation independently and then work together to write the collaboration report that is sent to the potential catalog course provider. This step takes approximately 14 calendar days. In the event that there are no modifications to be made, the course is approved by the TxVSN course review staff. If modifications are required, the potential course provider takes up to 60 days to complete them and submit proof of the changes in the ECSS. The modifications are verified by the original course reviewers; a report with outstanding modifications, if any, is sent back to the potential catalog course provider. This process continues until all standards and guidelines have been met within the course. At this point, the TxVSN course review staff will approve the course to be offered to eligible Texas students

Figure 5 illustrates the statewide course catalog review process.

After Course Review

The TxVSN web site houses the statewide course catalog and is used by students who wish to register for statewide catalog courses. The newly approved catalog course provider is referred to the TxVSN Help Desk for MyTxVSN login credentials and to begin the catalog entry process. By this time, the TxVSN course review staff has already completed the entry of basic information into the catalog. The catalog system then emails the course provider the information needed to complete the entry. TxVSN central operations proofs the catalog entry and then makes the course available in the catalog so that students may begin registering for it.

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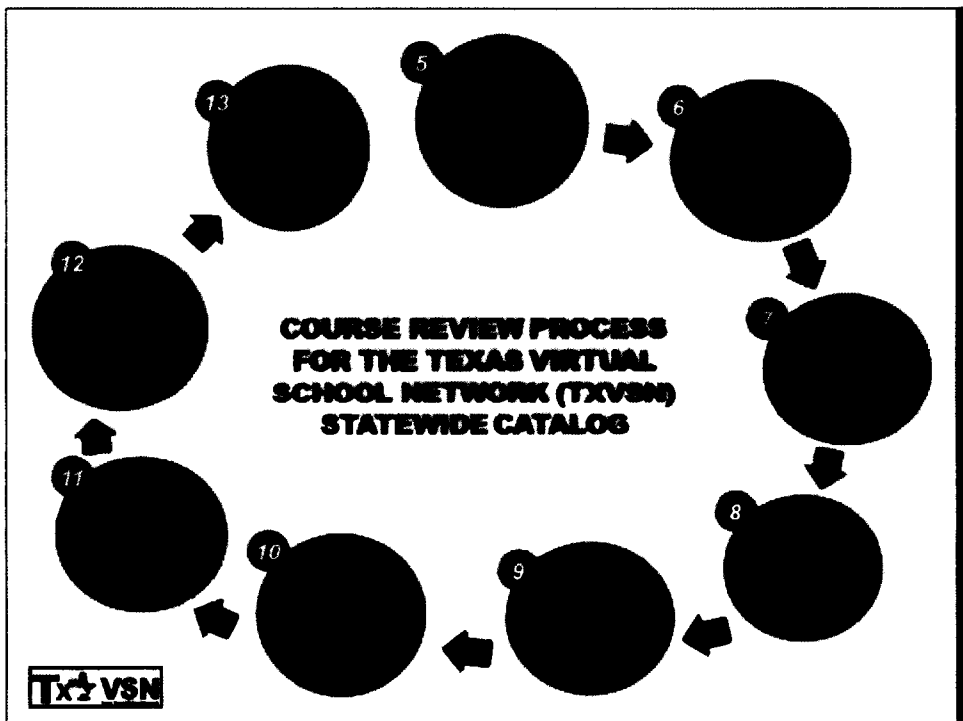
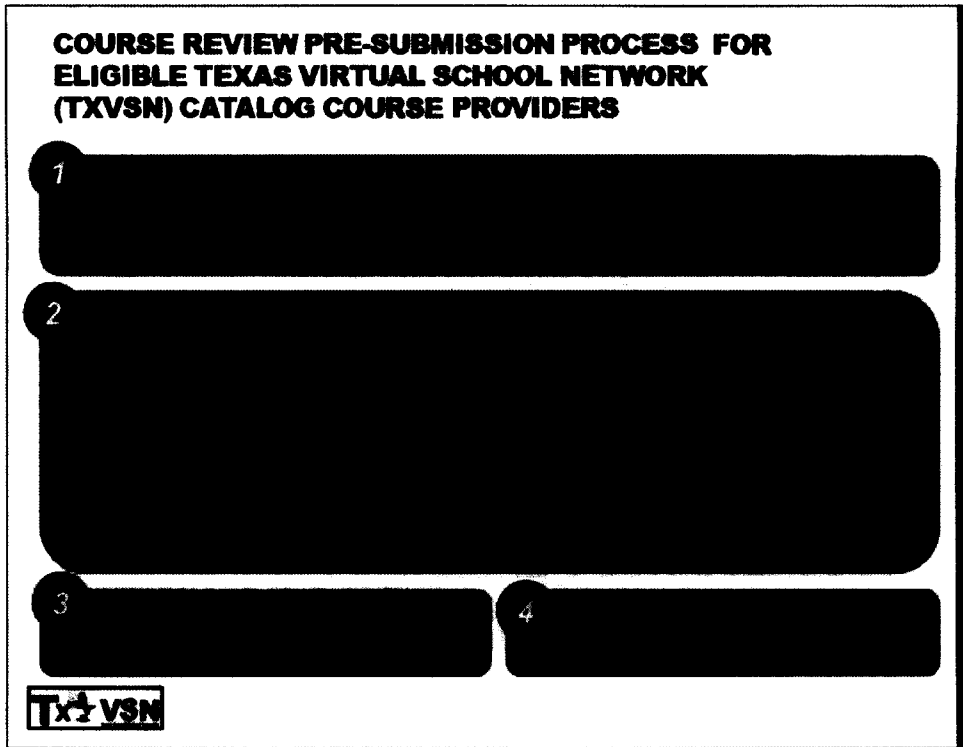


Figure 5: Course Review for Statewide Course Catalog Providers

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Continual Improvement for Efficiency and Effectiveness

When the TxVSN was initiated in 2008, the course review component was housed at the Education Service Center (ESC) Region 4. In 2010, it was relocated to the ESC Region 10, where it remains today. The TxVSN course review staff secured Texas certified teachers to conduct quality reviews for each course. Prior to reviewing courses, these reviewers were trained by the TxVSN course review staff to evaluate courses for alignment to 100 percent of the Texas Essential Knowledge and Skills (TEKS) and the iNACOL *National Standards for Quality Online Courses*. Each course was assigned to three reviewers who were certified to teach the corresponding subject area. Reviewers evaluated courses independently and submitted their findings to the course review staff, who then compiled the feedback into comprehensive reports to be sent to the course providers.

Initially, course review did not evaluate submitted courses for compliance with accessibility requirements. The addition of the accessibility review component necessitated the establishment of accessibility guidelines for the purpose of TxVSN course review. In 2010, under the direction of the TEA, the TxVSN developed a set of accessibility guidelines to be used as a rubric for the accessibility audits. A committee led by the TxVSN course review staff, in conjunction with the accessibility experts at Knowbility, Inc. was formed, resulting in a document entitled "TxVSN Accessibility Guidelines." Course review staff trained a small group of reviewers to conduct accessibility audits using the TxVSN accessibility guidelines document as the foundation. This specially trained group conducted accessibility-only audits on the courses already reviewed and/or approved against the TEKS and the iNACOL *National Standards for Quality Online Courses*. These courses were labeled "legacy courses."

After the establishment of the TxVSN accessibility guidelines, all new course submissions were evaluated for accessibility. In 2012, the TxVSN accessibility guidelines were restructured to remove redundant and obsolete expectations, thereby creating version two of the TxVSN accessibility guidelines. This version was implemented beginning with the 2013-2014 school year.

To facilitate and streamline the submission, review, and tracking of courses, the TxVSN designed the ECSS. Prior to the implementation of the ECSS, the submission, review, and tracking of courses heavily depended on the use of spreadsheets, emails, and phone calls. Originally, the development and management of the ECSS resided with ESC Region 4. In 2010, TxVSN course review transferred the responsibility for development to the TxVSN programmers, who worked to further develop the ECSS to meet the evolving course review requirements.

The TxVSN course review team continually pursues ways to increase efficiency and effectiveness and reduce course review costs. The process now uses streamlined forms of the TEKS, iNACOL *National Standards for Quality Online Courses*, and the TxVSN accessibility guidelines which results in more efficient and focused reviews. In 2015, with guidance from national accessibility experts, WebAIM, the TxVSN course review team revised the TxVSN accessibility guidelines to create version three. It was necessary to update the document to align with changes to federal law and evolving technology, while streamlining the document in general. This document is to be implemented for the 2015-2016 school year.

Course review costs were reduced as the original course review model was altered. Two Texas certified teachers are now assigned to each course for review, rather than three. Furthermore, all reviewers are currently trained to evaluate for all three areas (TEKS, iNACOL *National Standards for Quality Online Courses*, and accessibility) which lends itself to more continuity in reporting results to course providers. Today, course reviewers are partnered to collaborate and come to a consensus to produce a

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comprehensive yet concise collaboration report for course providers. This takes the responsibility of the collaboration report from the course review staff and places it on the reviewers, who had the most contact with the course.

When modifications are identified for a course, course providers are expected to make those changes based on the reviewers' explicit comments in the collaboration report. After those modifications are completed, both course reviewers are required to confirm that the modifications have been made. This ensures that by the time the course reaches the "Approved" status, it has met or exceeded all standards and guidelines associated with quality online courses.

Some other adjustments to the course review process have been made over time. As TEKS for different subject areas are revised and adopted by the State Board of Education (SBOE), courses that had been previously approved through the course review process must be re-evaluated. To expedite the process, those courses undergo a targeted TEKS update review, requiring course reviewers to focus their evaluations on the student expectations that changed. Furthermore, a process for duplicating courses was developed. The need for course duplication was indicated as course providers began using approved courses developed by other course providers. These previously-approved courses did not require additional review, as that would be redundant and cost-inefficient. However, a process was developed to ensure that the courses being duplicated were indeed the same as the ones that were previously approved. This cost-saving duplication process has proven to be an efficient path to course approval.

The ECSS has evolved as needs have arisen. The course review staff has analyzed and removed areas in the submission process in which course providers were required to enter data redundantly. Additionally, on-demand instructions for ECSS use have been developed to aid in course submission and are currently in beta testing. More functions and precise course statuses were integrated into the ECSS so that it may provide for more robust reporting and tracking of courses. For instance, course duplication, Advanced Placement[®] approval letter submission, the Annual Notification of Intent to Participate submission, and the course list generator for waiver process have been integrated into the ECSS. Invoicing for course reviewers is now housed within the system as well. Finally, the ECSS navigation and flexibility has been improved for usability in response to user feedback.

Planning for Change

Planned improvements of the course review process remain focused on increasing efficiency and effectiveness, reducing costs, and maintaining a high standard of course quality that students and parents have come to expect from the TxVSN. As the initial approved TxVSN courses age, it will become necessary to evaluate them again. The criteria for re-evaluation of courses will be developed in the near future. It is also anticipated that the iNACOL *National Standards for Quality Online Courses* and federal laws underpinning the TxVSN accessibility guidelines will sustain continual updates in the future in response to evolving technology. With the guidance of the TEA, the TxVSN standards and guidelines will continue to adjust accordingly. As in the past, the TxVSN course review team will attune to any mandates set forth by Texas legislation.

Two large projects are on the horizon for 2015-2016 school year. First, the ECSS will experience a major renovation for increased efficiency, more capabilities, robust data reporting, and compliance with the state and federal accessibility requirements. The TxVSN anticipates that this overhaul will make course submission, review, and tracking smoother and more transparent. Second, an online training component for course reviewers is currently under development. The purpose of this course is to train

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new reviewers and keep existing reviewers current on course review requirements. Additionally, the accessibility component of the course will be released to course providers and the general public in an effort to increase awareness of accessibility in online courses.

Recent legislation has necessitated some alterations to the course review process as new course provider types, including corporate, private, and non-profit entities, may now offer courses through the TxVSN. The course review team has prepared to accommodate those new course providers and will stay abreast of any future requirements associated with this change.

The TxVSN course review staff will improve its processes in response to legislative mandates, client needs, and evolving technology. It will continue to do so in order to remain efficient, effective, and supportive of a quality online learning experience for all students who take courses offered through the TxVSN.

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1.5 D. Registration and Enrollment Systems

Registration Management System

The MyTxVSN secure application is a proprietary solution developed, maintained, and updated by the central operations development team for the Texas Virtual School Network. The application was developed to accommodate legislation and rules related to TxVSN. Texas school districts and open-enrollment charter schools enroll students in TxVSN statewide catalog courses. Designated receiver district personnel receive secure logins to the site to manage student enrollment and selection of courses. Students and parents can request courses through their campus site coordinator.

The two major roles for which a receiver district designates staff are the district administrator, the TxVSN main point of contact for the district, and the site coordinator at campus level, who assists students in determining the correct TxVSN course or courses to enroll. Site coordinators discuss TxVSN options with students and parents to determine which TxVSN courses should be taken. It is the responsibility of the site coordinator to enroll students in the MyTxVSN secure registration system. Site coordinators may enroll single or multiple students in selected courses through the MyTxVSN system. Help documents and videos are provided for users of the application along with assistance from the TxVSN Help Desk Staff.

MyTxVSN has been redesigned three times since 2008, and new features are added from feedback from TEA and receiver districts, or changes in legislation. Enhancements to the application are ongoing.

Course Providers

The Texas Virtual School Network collaborates with potential course providers from initial interest in the program to the offering of approved courses, and with existing providers with ongoing assistance in all aspects of TxVSN. Face to face and webinar based update meetings are held throughout each year to keep providers abreast of updates, changes, and enhancements to the TxVSN system. Professional development, legislative updates, important schedules, and round table discussions of provider interests, concerns, and successes are shared.

Enhancements and processes related to the Electronic Course Submission System (ECSS), which was developed with the assistance of Course Review staff and maintained by Operations staff, is also discussed at provider meetings.

Receiver District Process

The Receiver district registration process is completed by each district or open-enrollment charter schools that wants to participate in the TxVSN statewide catalog. If the receiver district has a current agreement on file and the Texas Education Agency determined that a new agreement is not necessary, a contact update form is submitted to ensure district staff

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information is correct in the TxVSN system. If the receiver district is participating for the first time in TxVSN, it will submit a new agreement. Upon receiving the forms, the TxVSN Helpdesk staff will review to confirm all information is completed. After the information has been entered or updated in the TxVSN system, the designated district administrator will be notified via email regarding account creation and login credentials.

Figure 7 displays the current receiver district process.

Receiver District Registration Process

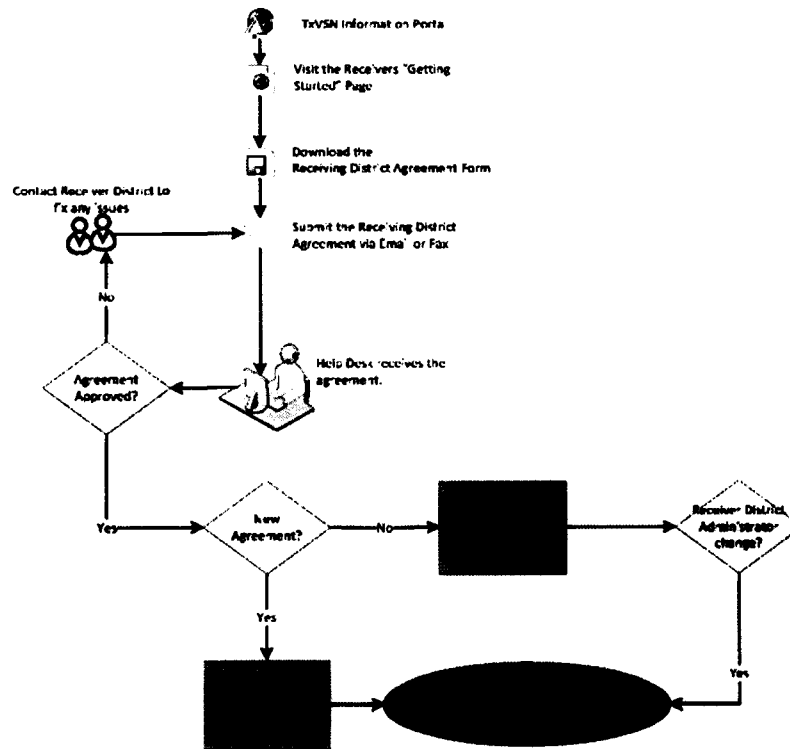


Figure 7: Receiver District Registration

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Student Registration Process

Access to student demographic data allows for detailed evaluation of participation in the statewide catalog. Participating schools export this data from their locally adopted student information system and enter it into MyTXVSN in one of two ways. The first option is known as the single student registration. After selecting student registration, the user will be directed to a blank demographics screen. Once all the required fields have been completed, the user will receive a summary of errors if errors are found. The second option for student registration is known as the multiple student registration. This option allows the user to insert up to 5000 students at one time. To complete this option, the user must upload a document with all required student information. The user will be notified via e-mail once the process is complete. Once the student registration process has been completed, the user is well on their way to managing students, enrolling students, and tracking their student’s course information.

Figure 8 illustrates student registration flow chart

Student Registration Process

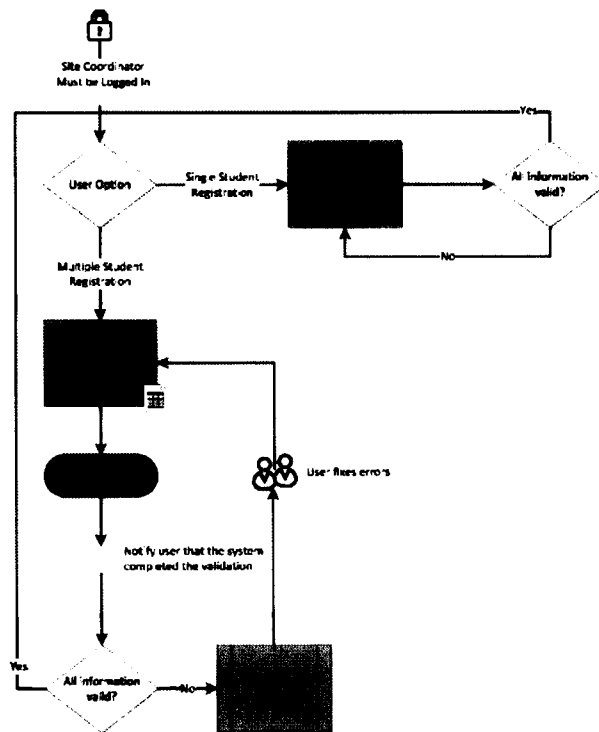


Figure 8: Registering Students (Entering Student Demographic Data)

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Student Course Enrollment Process

In the MyTxVSN Web Application, there are two options for enrolling students in courses. The first option will allow the user to select one or more courses, by enrollment dates, course dates, and available seating. The user may select as many students and courses as necessary. The user will be directed to select the course load, ADA and reason for taking the course. Once all information is completed, the user will be able to enroll students. The second option to enroll students is the Enroll via Upload option. The user may select one or more courses and export the courses to an excel spreadsheet. Once either student enrollment processes has been completed, the user will be directed to the enrollment summary page for review. Last, the selected provider(s) districts and the site coordinators of the enrolled students are notified via e-mail.

Figure 9 illustrates the course enrollment process.

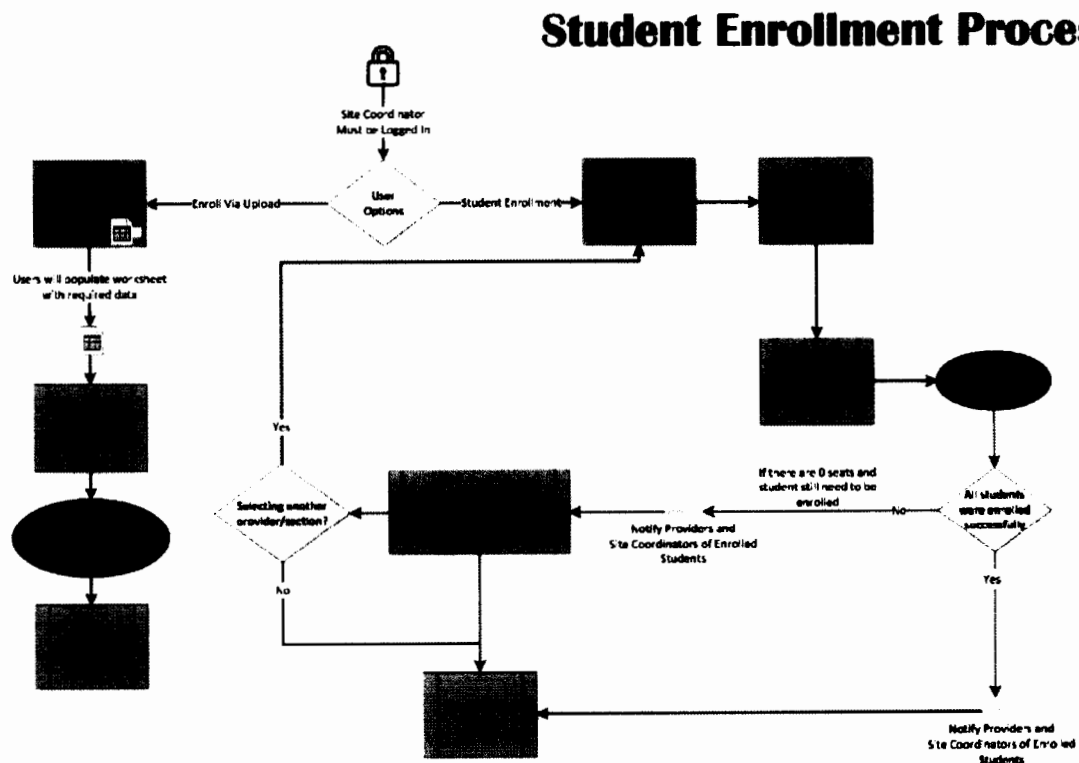


Figure 9: Course Enrollment

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Validation Testing Cycle

Validation is done by the development and quality assurance teams during all testing cycles. The test cycles are unit, development, staging and QA. During the test cycles, test cases are used to create possible scenarios that an end user may encounter while using the web application. The quality assurance team executes assigned scripts in the Test Manager Application. If the test cases pass during testing this test case is marked as completed. If the test cases fail, the developers are notified whether or not it's a programming, enhancement or design bug type. Once the developer has received the failed case, they attempt to reproduce the bug in the same environment, debug the application to determine what is causing the issue, then rewrite and/or modify code if necessary. After all identified bugs have been corrected; a developer follows the release process and updates code into the appropriate environment.

New Task Process

After new tasks have been released from Texas Education Agency, the business analyst is notified with the release requirements and a discussion begins with the program manager, quality assurance team and development team. During the discussion, provided documents and explanations will be presented to the team. After the discussion, the program manager creates tasks and assigns each task to a developer with the provided documentation. The developers are given a timeline in order to complete the tasks. Once the developer completes the assigned task, the developer is responsible for unit testing of the enhancement that was created for MyTxVSN web application. Once the developer has completed the unit testing, the task is reviewed by the program manager. After the program manager has reviewed the task, the task is presented to the business analyst for review. The business analyst will check to make sure that all tasks were completed from the provided documents. Afterwards, the business analyst notifies the quality assurance team that the task is ready for test case. The QA team will create new or update existing test cases. Once all tasks have been verified and test cases are updated, the tasks are published to build in the staging server.

Release Process – Staging

During the release process of staging, the manual release steps and associated scripts are sent by the developers during programming to the nominated release coordinator. The developers review the release documents and pass the documents and associated steps over to the lead of the release. Once the program manager has received all documents, the quality assurance team is notified that the staging environment is available for testing. As the testing in staging begins, the quality assurance team begins to identify bugs in staging. If bugs are found during testing, the developers are to fix the bugs and send updates to the release document and the script. During this component testing, code reviews are completed on all identified bugs. After bugs are fixed and code is updated, the quality assurance team will retest updated code. Once staging

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testing has been completed, the quality assurance team will notify the business analyst and lead developer that staging has been completed.

Release Process – Quality Assurance (QA)

During the release process of QA, the lead will process the release document and associated scripts and QA testing will begin. The quality assurance team will identify any bugs reproduced in the QA environment. If bugs are identified, the developer will fix bugs and send updates to the release document and the script as required to the release coordinator. The component testing and code review are completed on all bugs and the lead will promote updated code to the staging environment. The quality assurance team will retest the updated code in Staging. Once the bugs have been verified, the quality assurance team will notify the business analyst and program manager that testing in QA has been completed. The lead developer will promote the updated code to QA testing and the quality assurance team will retest the updated code in the QA environment. Afterwards, the quality assurance team will notify the business analyst and program manager that testing in QA has been completed and the release to production will begin.

Release Process – Production

During the release process of production, the lead developer will acquire the appropriate permissions from the technology department. The first step is to bring down the MyTxVSN web application, decrypt the web configuration and complete a full database backup. Next, the lead developer will process the release document, associated scripts and complete another full database backup. Once those procedures are complete, the lead developer will move the application code, reinstall services, update configuration, update settings and reboot the database server. The business analyst and the quality assurance team also play a major role in the release process. After the developers have completed their work, the business analyst and quality assurance team will verify the changes in the production database. After verification, the business analyst notifies the directors and managers that the web application is ready for public viewing.

Production Issues Process Flow

During the release process of production, the lead developer will acquire the appropriate permissions from the technology department. The first step is to bring down the MyTxVSN web application, decrypt the web configuration and complete a full database backup. Next, the lead developer will process the release document, associated scripts and complete another full database backup. Once those procedures are complete, the lead developer will move the application code, reinstall services, update configuration, update settings and reboot the database server. The business analyst and the quality assurance team also play a major role in the release process. After the developers have completed their work, the business analyst and quality assurance team will verify the changes in the production database. After verification, the business analyst notifies the directors and managers that the web application is ready for public viewing.

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1.5 E. Data and Reporting

TxVSN central operations gathers many data elements so that detailed online schools program (OLS) and statewide catalog reports can be easily produced on demand. The SQL database can be queried to generate turnkey and custom reports in a timely manner. All data elements collected have been reviewed and approved by the Data Governance Board (DGB) of the Texas Education Agency (TEA). Central operations staff generating reports and working with data receive annual training on the Family Educational Rights and Privacy Act (FERPA) to ensure that confidential data is protected.

Monthly Reports to the Texas Education Agency

Monthly progress and statistical reports are compiled by the TxVSN central operations and emailed to TEA staff on a schedule established by the TEA. Reports are reviewed with TEA staff during a monthly conference call. Report topics include operations, course review, outreach, communications, and professional development, but the report also notes upcoming events, monthly enrollment data by provider, course and overall student enrollment, and decision points for the Agency. Routine monthly reports are listed below and samples are included in the appendix of this document.

- **TxVSN Receiver Districts with Agreement Report** - This report shows the “Receiver Districts” with current agreements/contact updates and the date central operations received the information.
- **TxVSN Enrollments by Semester Graph** - This graph displays the number of high school and dual credit course enrollments by semester and year since spring 2009.
- **New Course Added to Statewide Catalog** - This report lists the course titles along with provider names and the date courses were added to the statewide catalog.
- **Courses Offered in TxVSN Course Catalog with Enrollments** - This report lists high school and dual credit courses by title and provider name with number of enrollments for current and previous two semesters. It also lists the number of unique students taking courses.
- **TxVSN Top 10 Enrollments per Semester** - This chart lists the courses with the top ten highest enrollments for the current and previous two semesters.
- **TxVSN Enrollments by District Size** - This pie chart shows the number of TxVSN enrollments along with the percentage by receiver district ADA size for the current and past two semesters (Large = 25,000 or greater; Medium = 5,001 – 24,999; Small = 5,000 or less).
- **TxVSN Statewide Catalog Enrollments by Category** - This graph shows the TxVSN enrollments by category for the current and previous two semesters.
- **TxVSN Seats Available & Filled** - This graph shows the number of seats offered compared to the number of seats taken in the TxVSN by category.

Receiver District Reports

The following reports allow central operations and students’ home districts (receiver districts) to track enrollments and student success results.

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- **Enrollment with Student Success Data** - This report displays for the Site Coordinator and District Administrators what students are enrolled, the course they are enrolled into, and their success data in the course. Future plans are to have this report available under the MyTxVSN Receiver module so that students' home districts can monitor their own students' course results over time.
- **Receiver District Contact Update** - This is a form that serves as a contact update document between the Texas Virtual School Network (TxVSN) and a Texas school district or open enrollment charter school that participated in the TxVSN in the previous school year. This is used when it is determined that a new receiver district agreement is not necessary. The form displays current information in the MyTxVSN system along with a place to enter updates so that only appropriate staff is able to view information.
- **Student Course Information** - This report shows student, course, parent and mentor information.

Course Provider Reports

The following reports assist central operations and statewide course catalog providers to track and reconcile student enrollments, success rates, and financial payments.

- **Enrollment with Contacts** - This report for the course provider lists the names and contact information for each student enrolled in their courses. It also has the student's district information.
- **Grade Report Components** - This report gives detailed information about the student's courses including the PEIMS course title, course start date, course end date and instructor's name.
- **Incomplete Success Data** - This report shows the course orders that were marked incomplete so that the course provider will enter updated success data.
- **Student Course Orders** - This report displays for the Course Provider all of their student enrollments for the selected semester and year as well as the Course Provider Course Information, Student information, and Receiver District information.
- **Success Data Report** - This report shows the provider their success data by school semester.
- **Interim and Annual Financial Report** - Summarizes all payments made to providers for a fiscal year and lists the associated courses orders and amount paid.

Legislative Reports

The following reports are generated when the Texas Legislature is in session in anticipation of hearings or inquiries from legislative staff.

- **TxVSN Catalog Orders by House District** - This report lists each House of Representative's name and district number along with the enrollment counts by semester and year requested.
- **TxVSN Catalog Orders by Senate District** - This report lists each Senator's name and district number along with the enrollment counts by semester and year requested.
- **TxVSN Enrollments by District Size/Grade Level** - This graph shows the number of enrollments by district average daily attendance (ADA) size and grade level (Large = 25,000 or greater; Medium = 5,001 – 24,999; Small = 5,000 or less).
- **TxVSN Enrollments by District Size with District Name** - This report lists school district names by ADA size with enrollment counts by semester for semester and year requested.

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TxVSN Central Operations Reports for Internal Use

The following reports assist central operations in monitoring and correcting any network server, data collection anomalies, or other issues that might occur before it impacts service to schools.

- **Monthly Analytics Report** - The Analytics report includes two types of reports, one on www.MyTxVSN.org and one on www.TxVSN.org. These reports show the number of visits on each site, including new visitors, unique visitors and returning visitors.
- **Education Service Region Report** - This report shows the number of districts that are participating in TxVSN along with the enrollment count in each ESC Region. This information is used when working with Education Service Center's TxVSN representatives.
- **Pending Drop Withdraw Report** - This report displays for the Administrators the students who have been dropped either by their Site Coordinator, or Course Provider and awaiting drop completion by the Administrator.
- **Course Enrollment with Description** - This report lists the various course providers along with their course description and instructor names. This information is used for the instructor verification process.
- **District Administrators** - This report lists the District Administrator's information (district, phone, email, and etc.) and their active status in MyTxVSN. We use this report to send out mass receiver district emails, and for the Success Data reporting.
- **Success Data** - This report shows the number of courses that have been completed successfully, unsuccessfully or dropped after grace period. This information is used to compile the End of Semester success data reports submitted to TEA.
- **Invoicing** - This report lists all the completed orders at the end of each semester. Region 10 uses this report to show how many orders have been completed and/or drop after the grace period with financial information that is provided by each provider.
- **Reconciliations Report** - This report pulls from the "Invoicing Report" that is completed at the end of each semester. Region 10 uses this report for reconciling any issues that may have occurred during the invoicing period.
- **Student Course Orders** - This report pulls current and past orders that are in the MyTxVSN system. This report shows the dates in which the orders were created and /or dropped. This report helps the TxVSN Help Desk with any issues regarding invoicing and/or course order creation dates. It is also one of many reports used for compiling Receiver District data requests. This report is used throughout the semester.
- **Current Enrollments** - This report shows information on current student enrollments for current semesters. This report can be used to view course enrollment trends and compare previous semester enrollments with current enrollments.
- **Incomplete Course** - This report shows the number of course orders that were marked incomplete for success data during the semester.
- **Provider Districts With Missing Success Data** - This report lists the Course Providers with missing success data at the end of the semester. This report is used for contacting Course

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Providers who still have missing success data prior to TxVSN completing the “End of Semester Success Data” reporting for TEA.

Statewide Course Catalog

The statewide course catalog is designed to display a myriad of information for each course provider and district. Data includes, but is not limited to, course availability, enrollment and instructional windows, technical specifications, and cost.

Informed choice data is displayed within each course and provider record. In the example shown in Figure 10, a catalog user will have selected languages other than English, Spanish I, and the first semester of the course. From this entry level record survey results are available. The user may drill down and look at details for a single course or compare up to three courses.

Guthrie Virtual School

Languages Other Than English Level I - Spanish - A by Guthrie Common School District * TEA-Approved

PEIMS ID:	03440100	FALL	\$350.00
Provider Since:	2011	Successful Completion Rate:	91%
Provider Type:	District	Survey Rating:	(11 overall responses)

Figure 10: Level 1 Catalog Course View

If the catalog user drills down to examine the specific course shown in Figure 10, three tabs with additional data about the course is available,. Course details, the number of available sections and seats, as well as, performance information including parent and student survey results and state assessment data may be viewed.

Languages Other Than English Level I - Spanish - A
by Guthrie Common School District * TEA-Approved

PEIMS ID:	03440100	FALL 2015-16	\$350.00
Provider Since:	2011		
Provider Type:	District		

Course Details Sections Performance

Figure 11: Course Details, Sections, and Performance Tabs

In addition, catalog users may filter selections by 8 categories including school year, semester, high school or dual credit, accelerated or semester pace, continuous or non-continuous enrollment, subject area, and provider.

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The screenshot shows the TxVSN Course Filters interface. The search bar contains 'AP U.S. Government and Politics'. The 'View list of courses' link is visible. The filters on the left include School Year (2015-16), Course Level (Dual Credit, High School), School Semester (Spring, Summer), Course Type (Services, Academic), and Enrollment Type (Continuous, Non-Continuous). The main area displays three course entries for 'AP U.S. Government and Politics' from different providers: 'East Independence School District', 'Easton A. Schmitts Service Center, TX', and 'Easton A. Schmitts School District'. Each entry shows the PEIMS ID, Provider Since, Provider Type, Successful Completion Rate, and Survey Rating.

Figure 12 Course Filters

Informed Choice Statewide Course Catalog

As noted above, informed choice data about statewide catalog providers and their courses is integrated into catalog course entries. Informed choice data includes results of the optional student survey and course success data.

The TxVSN statewide catalog student survey results are compiled to determine satisfaction with a catalog provider and its courses. An email invitation to complete a survey about a provider and its coursework is emailed to students each semester. Responses from course surveys are compiled in the survey results tab in the catalog and used to determine satisfaction by provider and by course. Data is aggregate from fall 2014 forward. Most results are represented by the number of stars and compiled as noted below.

- “Overall, how satisfied were students and parents with this provider?” star rating includes both student and parent responses. The total responses are in parenthesis.
- “How satisfied were students with this course?” star rating includes an average of student responses to the end of course survey questions. The total responses are in parenthesis.
- “How satisfied were parents with this course?” star rating includes an average of parent responses to the end of course survey questions. The total responses are in parenthesis.

The course success rate displayed in the catalog is fall 2014 and forward. The success rate includes successful completions for those student completing courses with a grade of 70 or higher; and, unsuccessful completions for those students dropping a course after drop period or completing course with a grade below 70. Semester data may include students that began a course in the previous semester, but completed in another semester. “N/A” means no one has taken the course or the success data has not yet been reported.

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TxVSN Portal Data

- **TxVSN Statewide Catalog Dynamic Enrollment Data Chart**

TxVSN Enrollments by Semester graph reflects high school and dual credit enrollments by school year and semester. The order from left to right is the previous school year and semester to the current school year and semester. Enrollment numbers are real time and are refreshed hourly. This data is available on the Data and Reports page on this website.

Enrollment numbers are derived from the total number of course orders that are in the registration system with a status of approved, completed, or pending drop for that semester. This also includes orders that were dropped outside of the designated drop period, but excludes course orders that dropped within the drop period or were the result of a verified enrollment error by a district. Drop periods are contingent on the course enrollment type. Drop periods by course enrollment types are:

- 14-school days after instructional start date for non-continuous enrollment course;
- 14-school days after enrollment date if student joins the course after the instructional start date for a continuous enrollment course;
- four-school days after the instructional start date for an accelerated course; and,
- dual credit courses follow the higher education institution's enrollment and drop schedule.

- **Legacy TxVSN Statewide Catalog Success Data** - Provider success data is now integrated into catalog entries, but results from fall 2010 through summer 2014 semesters are available under the Data and Reports button on the statewide catalog webpage.

- **TxVSN Online Schools (OLS) Program Data**

The TxVSN OLS parent and student survey results are compiled to determine satisfaction with an OLS program and its courses. An email invitation to complete an optional survey about a TxVSN OLS program course provider and its coursework is sent to both the parent and student each semester for those enrolled in grades 9-12 and at the end of the school year for those in grades 3-8. TxVSN OLS parent and student survey results are displayed by selecting Survey button on this online schools program website. Data is aggregate from fall 2013 forward and progressively displays results for the selected OLS program provider. The overall TxVSN OLS provider program rating, as indicated by the number of stars, includes both student and parent responses to general program questions. The total number of responses received is also displayed in parenthesis. By expanding TxVSN OLS provider title, the overall program responses and ratings are disaggregated by the student and parent. By expanding either the student or parent link, course titles with the number of responses and average ratings by course are available. The OLS webpages also provide a listing of TEA-approved courses for each school, a listing of the OLS schools and contact persons, parent and student survey results, and access to state assessment results for those schools.

Figure 13 illustrates the button on the online schools program webpage that provide access to data.

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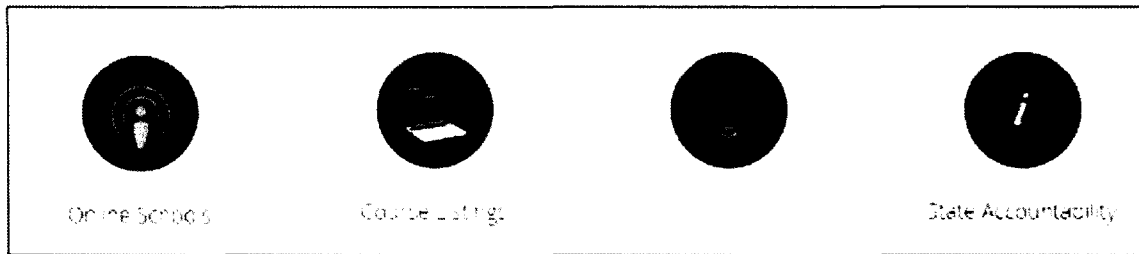


Figure 13 TxVSN Online Schools Webpage Data

- **State Accountability Results**

State accountability results for all online school program campuses can be searched by clicking the State Accountability button on the OLS webpages. Users receive step-by-step instructions on how to search the Texas Education Agency state assessment results.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a federal law that affords parents the right to have access to their children’s education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the education records. When a student turns 18 years old, or enters a postsecondary institution at any age, the rights under FERPA transfer from the parents to the student (“eligible student”). The FERPA statute is found at 20 U.S.C. § 1232g and the FERPA regulations are found at 34 CFR Part 99. ESC Region 10 and its subcontractors with access to data adhere to FERPA in all operations. Central operations receives annual training on FERPA so that all staff are aware and understand its applications to tasks.

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1.5 F. Professional Development

Region 10, acting as TxVSN central operations, has developed and will continue to develop professional development resources for a variety of audiences. In addition, it solicits, reviews, and approves providers with professional development courses that prepare instructors for teaching online. Finally, it prepares its own staff for the tasks necessary to provide central operations services.

Professional Development for Inexperienced or Experienced Online Instructors

Prior to teaching a course through the Texas Virtual School Network (TxVSN), online teachers must have successfully completed approved professional development. Two times a year, Region 10, acting as TxVSN central operations, requests qualifications from professional development (PD) providers to identify individuals and organizations with the experience, knowledge, and skill to deliver coursework that enables inexperienced educators to meet the *iNACOL National Standards of Quality for Online Teaching*. Approved providers are eligible to offer professional development for teachers intending to teach online courses over the network.

Provider	PD Audience
Connections Educator	Beginning Online Teachers
Education Development Center, Inc.	Beginning & Experienced Online Teachers
ESC Region 4	Beginning & Experienced Online Teachers
ESC Region 10	Beginning Online Teachers
Florida Virtual Schools	Beginning Online Teachers
Harris County Department of Education	Beginning & Experienced Online Teachers
The Academy of Blended and Online Learning	Beginning Online Teachers
Texas A&M University	Beginning Online Teachers
Texas A&M University-Corpus Christi	Beginning Online Teachers
Texas Connections Academy @ Houston	Beginning Online Teachers
University of Houston Clear Lake	Beginning & Experienced Online Teachers
University of Texas at Brownsville	Beginning Online Teachers

Providers of online teachers should be advised that a TxVSN course provider may have additional personnel and requirements for online teachers. An organization delivers professional development with the experience and capacity to serve teachers at a local, regional, or statewide level.

- "Statewide" denotes that the organization delivers professional development with the capacity to serve teachers at a local, regional, or statewide level.
- "Local" denotes that the organization delivers professional development with the capacity to serve teachers at the local level, for that online school.

Figure 14 – PD Provider listing on the TxVSN website

PD providers interested in participating must demonstrate the expertise, experience, and capacity to deliver professional development to instruct teachers to teach online. The actual course is reviewed to ensure that it models, quality course design, accessibility of digital content, and encourages active learning with participants experiencing the course from the perspective of the student, as well as, as an instructor. Although identification of providers has been a request for qualifications (RFQ), in future it will become an application process allowing for three windows of opportunity during a school year. A current list of TxVSN-Approved PD providers is maintained on the TxVSN website as illustrated in Figure 14.

Professional Development Resources Provided for Stakeholders

- **Self-paced tutorials**

The TxVSN PD Center, linked with the Texas Education Agency’s Project Share, provides self-paced tutorials on online learning topics. Tutorials such as “Mentoring the Online Student”

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and “Accessibility Basics” afford an opportunity for online course providers, instructors, and other interested Texas citizens to get an overview on a topic and identify what further learning is need.

- **Annual speaks VOLumes Conference**

The annual speaks VOLumes conference audience is anyone with an interest in online teaching and learning and a vision of the future. Both course providers, course reviewers, and Texas school personnel are encouraged to attend and present. Topics include accessibility of online courses, online learning best practices, emerging technologies, as well as, the challenges of and success stories from those implementing online learning programs. The speaks VOLumes conference won the 2014 Blackboard Catalyst Staff Development award. Participant feedback:

- *“This experience has continued over the course of the last year. I was not able to attend the full days when they occurred live, but I have been able to extend my learning over the course of several months when I had time available.”*
- *“Wonderful to collaborate with others and to learn about new technologies to use in my classroom.”*
- *“Undoubtedly, the best thing about this experience is the aspect that it was accessible from anywhere without having to travel to a conference. In addition, all of these ideas will be available online for a year to refer back to as a resource. Whoever thought of this idea was making all of these new approaches and research readily available to the educator.”*
- *“I especially enjoyed the virtual labs where we get a chance to practice what is being taught.”*

- **Talk On Corner**

Added as a prequel to the speaks VOLumes conference, the Talk On Corner is an instructor-led course structured as Small Private Online Course (SPOC). The 2015 Talk On Corner course was titled “Mentoring the Online Student” and emphasized qualities that are necessary for persons supporting students online. Participant feedback:

- *“Thank you for giving us an opportunity to learn from each other! It was a great class.....just too short.”*
- *“The timeliness of this course was great for me! I really enjoyed being reintroduced to the idea of learner-centered learning in the virtual environment.”*
- *“The need and directing us to connect this Module to the content of Module 2 was, in my opinion, a good course design, as it encouraged review of the LCPs.”*
- *“I like the ability to share with others in a no pressure environment. I have learned how the student might feel and how they might be affected by the instructional decisions and planning I make.”*

- **CLUE IN Orientation to Online Learning**

The program “TxVSN CLUE IN – Orientation to Online Learning” was developed to allow students or parents to learn what online learning is through authentic online learning experiences. Designed as badging program, the orientation explores the character traits of an online learner, recommended tools and skills to help navigate online learning

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environments, and typical features of online courses. The learner works through a series of quests that once completed award badges. A sample Clue-In promotional flyer is included in the appendix. Participant feedback:

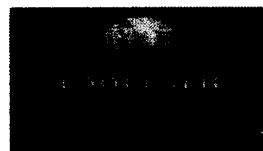
- *“The CLUE-in program to me is a great website that helps you prepare for the future online courses. CLUE-in has showed me how much responsibility it takes in doing online courses from the daily work check and discussions that will take place. It also has showed me ways to keep up with the work such as keeping a calendar and checking emails daily so that I know when assignments are due. In this online learning exploration, I have learned that this is a great opportunity for me to be able to get ahead. But of course what I have really learned is that there are so many things I need to know about computers and that I need to be organized etc. while I do this online school.”*
- *“Now, after completing all four levels I have realized that online courses are not that scary if you manage your time well and understand the way you learn. For me, writing down all I have to get done will help me complete my work on time because I am a visual/audio learner and need to see things and hear them to understand them.”*
- *“I really like the videos and how detailed they are, they get the point across and teach well. I also like how the parents are able to get involved, because I know i'm going to need the support.”*

• **Course Demos**

If a statewide catalog course provider elected to participate in the project, demonstration videos were developed to showcase the design and structure unique to a provider’s courses. The brief demonstrations provide those inexperienced with online course a glimpse into

Demonstration

This page contains information about the demonstration videos that are available on the TxVSN Portal. The videos are hosted on YouTube and are available for viewing on the TxVSN Portal. The videos are available for viewing on the TxVSN Portal. The videos are available for viewing on the TxVSN Portal. [media player download](#)



Aliet ISD – High School

In English, you will see how the course is designed to be an online course and how the course is designed to be an online course. The course is designed to be an online course and how the course is designed to be an online course. [transcript](#)



Amarillo ISD – High School Courses

Am... is designed to be an online course and how the course is designed to be an online course. The course is designed to be an online course and how the course is designed to be an online course. [transcript](#)



Education Service Center Region 12 – High School Courses

An interactive... is designed to be an online course and how the course is designed to be an online course. The course is designed to be an online course and how the course is designed to be an online course. [transcript](#)

Figure 15 Course Demonstrations on the TxVSN Portal

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how communication, assessment, and day-to-day instruction is handled.

- **Texas Education Agency iTunes U**
TxVSN published videos that interviewed statewide catalog students, superintendents, principals, counselors, mentors, and parents about their experiences with online learning. Course rigor, adjusting to online learning, the academic opportunity available through TxVSN programs, and the importance of mentoring and monitoring online learners are all highlighted.
- **Course Reviewer Training**
The course review team has developed and delivered several types of professional development for multiple audiences. Course review participates in at least four meetings with course providers per school year and critical course review issues are discussed. Topics include clarifications about implementing the *iNACOL National Standards for Quality Online Courses*, the Texas Essential Knowledge and Skills (TEKS), accessibility, and the TxVSN Electronic Course Submission System (ECSS). Course review provides training for new course reviewers on how to conduct reviews, understanding the national standards, and accessibility of courses. Course review also conducts a yearly renewal training for reviewers, supplies regular updates on changes in guidelines and standards, and provides any clarifications needed in order to complete course reviews with a high standard of quality. Documentation is also available to course providers and course reviewers on how to use the ECSS at any time.
- **Technical Assistance on Accessibility of Online Courses**
The course review staff also provides technical assistance on how to meet the TxVSN Accessibility Guidelines. Course providers and course reviewers can submit their accessibility questions at any time, with the expectation that they will get an answer within 48 hours. If the course review staff determines that the question needs to be escalated to experts at WebAIM (Web Accessibility in Mind) of Utah State, this option is available. This arrangement benefits course providers as this technical assistance comes at no cost to them.
- **Help Desk Resources**
The TxVSN Help Desk staff prepares and maintains the knowledge-based documents and videos for students, receiver districts, and course providers to ensure users can access and perform duties needed in the MyTxVSN application system. Each knowledge base document gives details and screenshots on how to accomplish a specific task (i.e., how to drop a student from a course, how to edit student information, etc.) The MyTxVSN application contains a search option and depending on the assigned role, the user can find and open any subject area related to that role. These documents are published with each new MyTxVSN software release.
- **Just in Time Training**
As new receiver district and course provider staff join the TxVSN, custom training sessions are scheduled immediately if needed, or at a mutually agreeable time, to ensure staff is trained in the TxVSN processes and procedures for their specific role.

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Professional Development for Central Operations staff

- TxVSN central operations staff has received training on internally used communications applications Blackboard Collaborate, Dropbox, DotNet Nuke, WordPress, HyperOffice, and other application training
- TxVSN staff have received yearly training provided by an attorney on FERPA.
- TxVSN staff have received training from Knowbility, WebAim, and AccessU concerning accessibility of online courses.
- TxVSN individual staff receive professional development opportunities in support of their specific role and responsibilities.
- As funding allows, TxVSN staff present and attend conferences targeted for online learning audiences. These virtual and face-to-face opportunities allow staff to network, share, and learn how other practitioners operate online learning programs. Such information is leveraged to avoid “recreating the wheel” in the TxVSN program.
- Each TxVSN Help Desk staff member has received the HDI Customer Service Representative certification, specialized training as needed in SQL Reporting Services, accessibility of online course, technical issues, website software, and FERPA.

Planning for the future

- The first offering of the Talk On Corner course was judged a success by the participants. Their primary request was to expand the course in both content and timeframe. Additional SPOC courses will be developed annually, however TxVSN course providers and receiver districts need to be surveyed formally or informally on which topics need to be developed.
- A series of tutorials on “Developing Courses to Meet Accessibility” is needed for all Texas citizens. A TxVSN course reviewer version is now in production. This course will discuss challenges students face, analyze assistive technologies, and explore ways to make courses more accessible. The course review staff is in the process of developing an online course that will benefit course providers, course reviewers, and ultimately the public in general on the accessibility of online courses.
- New and updated course demos need to be developed for statewide catalog providers.
- A video explaining the structure of the TxVSN Online Schools Program needs to be developed in order that all Texas stakeholders understand how the program operates. A video targeting the benefits of the statewide catalog from the perspective of school and district administrators is needed.

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1.5 G. Communication and Outreach

Experience with TxVSN Outreach

Since fall 2008, informational webinars, TETN sessions, or videoconferences have been provided for public school district and open-enrollment charter school staff, and all other interested parties. These just-in-time webinar topics were driven by the type of information to be disseminated. Topics have included receiving or providing courses through the TxVSN statewide catalog, the course review process, the role of the site coordinator, course options, mentoring students taking summer courses, an TxVSN overview, and legislative updates.

The TxVSN statewide catalog outreach campaign began in 2008 with participation in several high profile annual conferences across the state. In addition to conferences aimed at administrators or technology staff such as Texas Association of School Administrators (TASA) Midwinter, Texas Association of Secondary School Principals (TASSP) Summer workshop, and Texas Computer Education Association (TCEA). Conferences including school counselors were also included Texas Counseling Association (TCA) Director of Guidance conference, TCA Professional Growth conference, TCA School Counselor conference. Initially exhibiting and presenting at this list of conferences, during the past year TxVSN has participated solely through presentations, with the TCEA conference as the lone annual exhibit event.

The creation of the TxVSN listserv in 2009 has provided another avenue through which subscribers have remained updated on new TxVSN developments. To date, the TxVSN listserv has approximately 1,200 members.

Fall 2009 brought the opportunity to provide Executive Briefings on TxVSN catalog to several education service center areas including Region 10, Region 20, and Region 17. These events were well advertised and supported by these service centers. Additionally, funds were made available to education service centers designating staff to be the TxVSN point of contact/lead at their service center. Designated personnel participated in a day of training at ESC Region 10 in January 2010, linked to the statewide catalog from their homepage, and agreed to field "entry level" questions from stakeholders in their region.

Public school districts and open-enrollment charter schools have requested smaller, private face-to-face informational or training sessions. Multiple, neighboring districts have convened at these smaller meetings which have provided an opportunity for discussion on how best to utilize and implement the use of courses through the TxVSN. During each school year there have also been a significant number of individual phone calls requesting TxVSN information or how to get connected to TxVSN.

Regular Customer Support and Stakeholder Input

The TxVSN Help Desk provides technical assistance by phone, email, and chat for both TxVSN programs. Inquiries that cannot be handled by the help desk staff are escalated to the appropriate TxVSN team member, specific online schools or statewide catalog providers, or possibly the Texas Education Agency. The TxVSN Portal supplies regular communication including a contacts page, announcements, and calendar of events features.

As noted in the infrastructure section of this proposal, the student course wish list module allows students to request courses that they would like to see included in the statewide course catalog. Online schools program and statewide catalog student and their parents have the opportunity to express their

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level of satisfaction with courses, instruction, and providers through a survey. Surveys are emailed to students enrolled in courses for grades 9-12 each semester and to those in grades 3-8 at the end of the school year. As explained in detail in the Data section of this proposal, results are publicly displayed on the TxVSN portal.

In addition, the TxVSN staff provides webinars and face-to-face meeting in which the questions and concerns of attendees are captured and then discussed. Although some concerns may not be addressed because of legislative or rule requirements, many TxVSN system improvements, best practice documents, and procedures have been improved due to stakeholder input.

Quality Communication

The TxVSN Style Guide, a set of standards for the writing and design of TxVSN documents, establishes and enforces style to improve communication with stakeholders. It is used in the development documentation, webpage content, promotional, and guidance material for stakeholders. Each TxVSN team member must first review their own content against the style guide, then it is reviewed by another TxVSN staffer, then finally forward to the Texas Education Agency for final approval.

Outreach for the Future

Since 2013 outreach funding and efforts have decreased, but with the significant turnover in public school personnel it is critical to increase efforts for the next biennium. Parents are another stakeholder group that needs to be reached, but first the campus personnel they encounter must be well aware of TxVSN in order to better assist parents. Future outreach efforts will be centered on creating and maintaining a strong, visible presence with important TxVSN audiences: students, parents, administrators, and counselors. The equation of ‘if you build it, they will come’ is only partially true. A key factor is that the target audiences ‘know about you’. As part of the Expanding Course Options Partners (ECOP) needs assessment adult participants were asked to respond to open-ended questions about whether or not their school had participated in the TxVSN. The majority of responses as to why their school did not utilize the TxVSN statewide course catalog were related to lack of awareness of TxVSN by students and staff, and a lack of student requests for TxVSN courses. These responses from target audiences underscore the critical need to increase outreach efforts and as a result, increase school participation and student enrollment in TxVSN courses.

1. Restore ESC Partnerships

Host a one-day training at Region 10 ESC to increase awareness and garner TxVSN outreach support from one staff member at each of the other 19 ESCs as a promoter of TxVSN in their area. Services to include:

- a. Designate a TxVSN contact person or persons for the current school year.
- b. Have the designated contact person(s) participate in an initial face-to-face training session, supplemented with TxVSN update webinars if deemed necessary.
- c. Schedule meetings, visits, or phone all districts, especially those identified by TxVSN central operations as not utilizing the TxVSN to inform them of the academic opportunities.
- d. Link to the TxVSN website homepage at www.txvsn.org on the homepage of the ESC website.

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- e. Print and include hard copy TxVSN materials in meeting packets for counselors, curriculum and instruction directors, superintendents, as well as, campus administrators.
- f. Include TxVSN information in digital communications such as ESC newsletters, listserv messages, and social networking sites through the current school year.
- g. Provide a minimum of four face-to-face presentations or webinars about the TxVSN statewide catalog during the current school year.
- h. Submit status summary reports at the end of both the fall and spring semesters.

2. Targeted participation in Texas educator conferences

With the fluctuation in school administration, it is important to maintain a continued informational, and in some cases, a physical presence at major statewide conferences that have high attendance rates of TxVSN target audiences. Presentations, top tier conference sponsorships, selective exhibiting opportunities, advertisement in conference programs, opportunities to have a TxVSN website link on the homepage of these organizations – all of these items help promote TxVSN, keeping the name and academic opportunity for students at the forefront.

- a. Seeking a high level of visibility at all Texas Counseling Association (TCA) conferences by attending, presenting, and providing a high level of sponsorship for the conference of the TCA Professional Growth conference and the TCA School Counselor conference. Maintaining a presence at these two conferences is an excellent way to reach the target audience of school counselors and directors of guidance. Past experiences with exhibiting at the TCA School Counselor conference have provided significant traffic and an opportunity to interact with attendees who were unable to attend the TxVSN session or who had questions after the session. Even though the Texas Education Agency (TEA) attends these conferences, their presentations generally refer to TxVSN and do not provide the detailed information and explanation attendees are seeking. Session participants are able to attend to a presentation without the day-to-day interruptions that occur when they are on campus, as well as network with others already utilizing TxVSN on their campuses.
- b. Presentations at the Texas Association of School Administrators (TASA) Midwinter conference is an excellent way to connect with school administrators and curriculum directors. These sessions have been co-presented with the Texas Education Agency (TEA). Past TxVSN sessions at this conference have been well-attended and have provided an excellent opportunity for dialogue. Future presentation focus should be specifically from an administrator's perspective about the benefits of accessing TxVSN courses. Superintendents with experience maximizing TxVSN in their district should be part of the presentation team. A potential venue to pilot this presentation could be the Region 10 ESC breakfast for superintendents at Midwinter. Region 10 ESC was selected due to the significant number of public school districts and open-enrollment charter schools within this service center area (80 public school districts and over 40 open-enrollment charter schools). This presentation could be provided at other venues where the audience is comprised of district administrators.
- c. The Texas Career Education Conference-Summer (TCEC) proved to be an excellent audience for presentation in 2015. The session was well attended and participants were keenly interested in what TxVSN had to offer their students. The TCEC Summer conference had approximately 1100 attendees, including CTE teachers and directors.

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The TCEC winter conference has approximately 500-600 attendees generally consisting of CTE directors. For the coming year a recommendation is made to attend both of these conferences in lieu of attending the TCEA conference. Based on activity and traffic viewed in the exhibit hall, recommendation is made to exhibit at both of these conferences as a trial effort to gauge booth traffic and level of interactions and interest.

3. Student and Parent Mailing

Direct mailing of eye-catching post card advertisement to students and/or parents of students who have taken the PSAT exam and who live in an education service center area with low TxVSN participation in the statewide catalog. Student names and addresses can be secured for a fee from the College Board.

4. Increase use of social media

Increase online presence through Facebook, Twitter, and Instagram. Additionally, as part of the student end-of-course survey, ask students to provide a quote about their online experience. Highlight these quotes without student names in a rolling banner on the TxVSN statewide course catalog homepage, Facebook, Twitter. A tag could be attached to the quote, i.e., 'high school junior', '8th grade student', 'high school student', 'middle school student', etc.

5. Utilize a student-created marketing plan or logo redesign for the TxVSN

Supporting the state's increased emphasis on career and technical education, school students participating in courses such as Graphic Design and Illustration and Advanced Graphic Design and Illustration, Audio Video Production and Advanced Audio Video Production, Advertising and Sales Promotion, Marketing Dynamics, could all be involved in the creation of outreach ideas and a marketing plan. Not only would these materials be created from the student's perspective, but students would benefit from hands on experience in all facets of creating this campaign. Additionally, students would have a work product to include in their educational portfolio. This opportunity could be available for schools to tackle in its entirety, or in individual parts as their local resources or classes allowed.

6. As noted in the professional development section of this proposal, development of videos spotlighting the TxVSN Online Schools program, explaining the benefits of the TxVSN statewide catalog from an administrator's perspective, and steps for serving students with disabilities online are needed. Such tools could be useful doing outreach efforts.

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RECEIVER DISTRICT DECISION JOURNEY

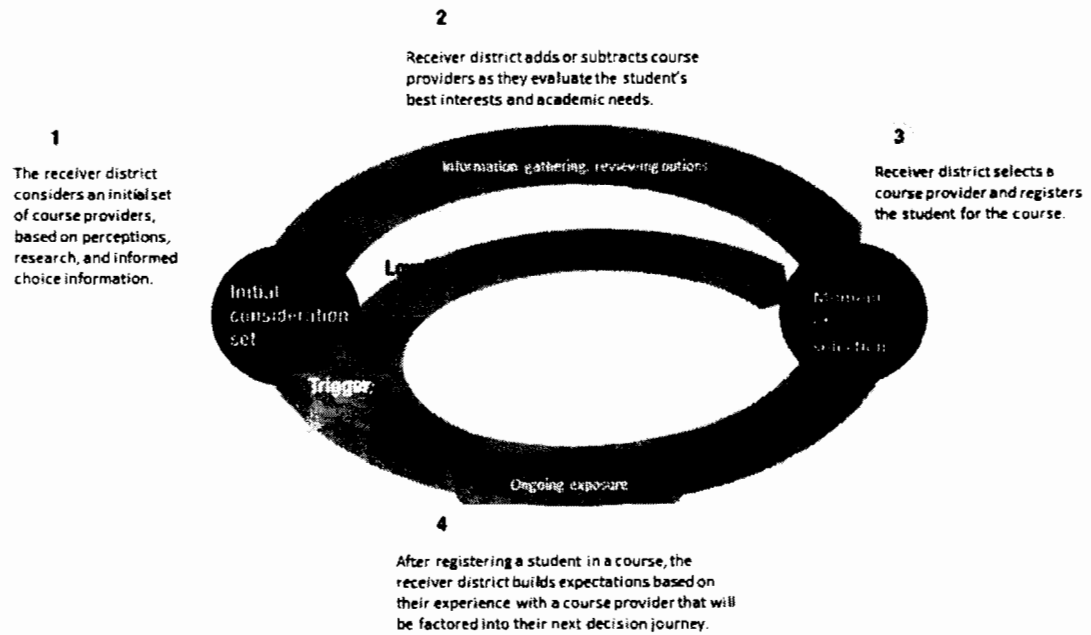


Figure 16: Receiver District's decision-making process

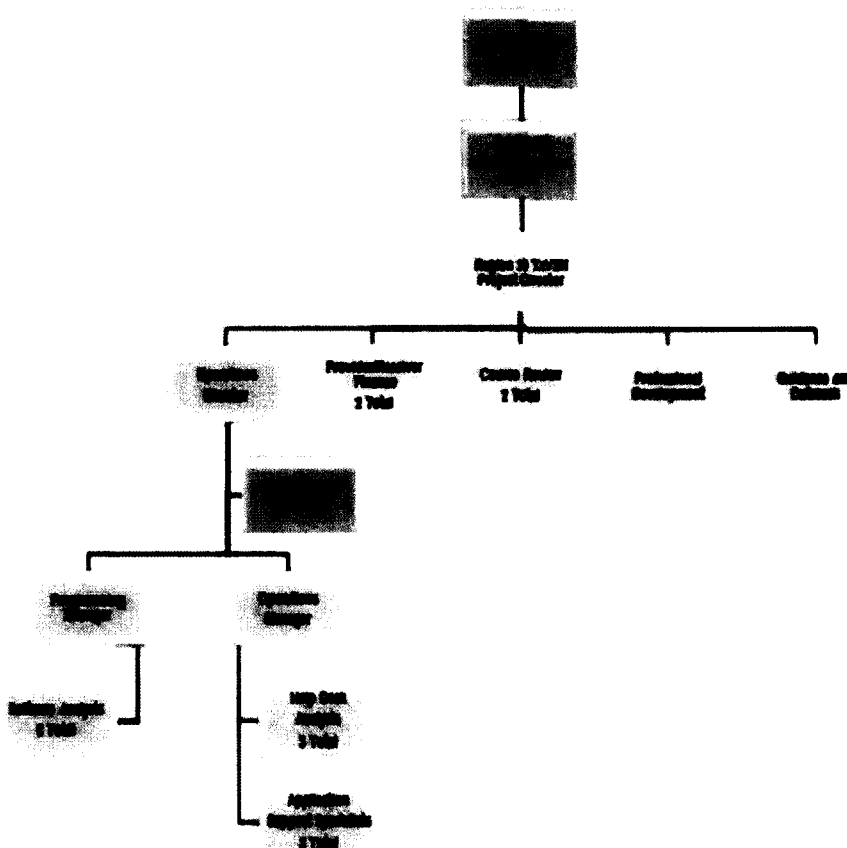
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1.5 H. Administration

Structure

Region 10, acting as TxVSN central operations, proposes an organizational structure that will provide excellent management and effective support to stakeholders. The organization chart below identifies the Texas Education Agency as the administrative authority over the network. It will provide leadership and final decision-making on proposed procedures and policies. Region 10 will employ quality staff that directly handle agreements with OLS and statewide catalog providers, communication and professional development, guidance and outreach, as well as, financial transactions. As noted in the management section of this proposal, Region 10 will have its highest leadership involved, although not funded, in the TxVSN Central Operations project. The executive director, chief financial officer and deputy executive director for instruction will be involved in activities such budget preparation, processing public information requests, and contracting and procurement oversight.

THE TEXAS VIRTUAL SCHOOL NETWORK ORGANIZATIONAL CHART



**Letter of Interest #700-16-008
Central Operations of the Texas Virtual School Network**

Region 10 proposes to subcontract with Harris County Department of Education to provide management of network resources, application development and updates, data and report management, and help desk operations. Region 10 has capacity to collaborate with a subcontractor in a major operation role due its experience doing so with the Texas Homeless Education Project, which also involves a major subcontractor not located in the same city. Ongoing communication, most likely daily, between the project and operations director is an expectation. Email, webinars, and instant messaging are tools that will be used to communicate, but quarterly “whole team” meetings that are face-to-face or by webinar will be the standard. Efforts to have a cohesive team that operates with economy and efficiency will be the objective of all staff. Region 10 proposes that monthly progress reports and conference calls with the Texas Education Agency program staff continue to be utilized to gain input and guidance on process and procedures.

Agreements

Region 10 created TEA-approved standard agreements for school districts and charter schools that receive services through the TxVSN statewide catalog, as well as, a standard agreement for course providers interested in joining the network. It created an online notice for those districts or open-enrollment charter schools intending to participate in the OLS program to complete annually. Once the provider is verified as eligible and approved through the statewide catalog or OLS program course review process, the central operations adds them to the list of authorized providers maintained on the TxVSN portal. Region 10 also verifies that course providers’ instructors have met teaching requirements, which include certification in subject area, and the completion of training for online learning as defined by TEA. Examples of agreements are available in the appendix of this proposal.

Financial Processes

Region 10, acting as central operations, pays catalog course providers and then invoices the appropriate district or open enrollment charter school. TxVSN course providers follow the process noted below regarding payment and invoicing for TxVSN orders.

- **Reconciliation of statewide catalog provider invoices**
Statewide catalog course providers send semester invoices to central operations after semester success data have been entered in MyTxVSN. Provider invoices are logged in and forwarded to the finance team processor assigned to that provider. Courses appropriate for invoicing are those remaining active after the course drop period has passed. The drop period is contingent on the course type and the instructional start date in the catalog.
 - For a non-continuous enrollment course, a 14-school day drop period after instructional start date without academic or financial penalty.
 - For a continuous enrollment course, a 14-school day drop period after enrollment date if student joins the course after the instructional start date.
 - For an accelerated course, a 4-school day drop period after the instructional start date without academic or financial penalty.
 - For dual credit only, students will adhere to the higher education institution’s enrollment and drop schedule.

The provider reconciliation report is used to confirm, verify and reconcile the invoices received from the providers; as well as, to create and process payments due (invoices) to receiver

**Letter of Interest #700-16-008
Central Operations of the Texas Virtual School Network**

districts. The report includes the following: customer number, customer district name, requested by, date requested, customer order number, description/course, budget amount, provider name, unit price, success data, drop date deadline, and final cost. Final cost is determined by:

- after the drop period, the course provider is paid 100 (one hundred) percent of the catalog course cost if the student successfully completes the course,
- but no more than 70 (seventy) percent of the catalog course cost if the student is unsuccessful.

Once the provider reconciliation report is reviewed by the finance team and compared to the provider's invoice, it is then paid if there is an exact match. In the event that there is not a match, the provider is contacted to resolve the discrepancy. Provider then confirms and verifies report and/or corrects the invoice submitted. Finally, the assigned finance team member enters data into the iTCSS payment system, and submits it for approval by the project director. A payment notice email is sent to the provider that includes, amount or remittance, check number and check date.

- **Receiver District (Student's District) Invoicing Information.**
Receiver districts are invoiced by Region 10 based on orders noted on the provider invoice. Invoices are created using the iTCSS bulk Invoice format adopted by the Region 10 Business Services. Invoices are returned to finance team for mail processing and for the payment summary report to be added. The payment summary report outlines all the campus and course details so that the receiver district's business office can collect from multiple campuses if necessary. Invoices are mailed via United Postal Service mail to the receiver district or open-enrollment charter school.

Invoice remittances are received, processed, and deposited by the business office and that information is entered on the receiver master report by the finance team. The finance team at Region 10 handles invoice inquiries from receiver and provider districts.

Other Resources Utilized

TxVSN Change Order Form is a supplemental form used that verifies when a statewide catalog provider changes success data during the invoicing process or when payment to the provider has already been made. TxVSN Student Course Order Information form can be used as back up information on change orders and as verification as needed. Notice of Overpayment Memorandum may be used to communicate to the provider when overpayment occurs because the provider requests a change in success data. The finance team's Invoice Communications Notebook contains emails and documents regarding invoicing inquiries and resolution.

Task Activity Plan

FY 2016

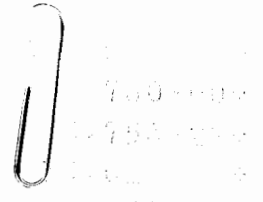
Task/Activity Number	
Task 1 Staff and Board Project Team (Region 10, HCDE)	
Activity 1.1 Help Desk (HCDE)	September 2015 / ongoing
Activity 1.2 Development Team (HCDE)	September 2015 / ongoing
Activity 1.3 Operations Management (HCDE)	September 2015 / ongoing
Activity 1.4 Project Administration Team (REGION 10)	September 2015 / ongoing
Task 2 Infrastructure and Systems Deployed (Region 10, HCDE)	
Activity 2.1 Testing, staging, and production of TxVSN system modules (HCDE)	September 2015
Activity 2.2 Development of e-application for private, non-profits (REGION 10, HCDE)	October 2015
Activity 2.3 Identify next phase of system updates/prototypes for approval (REGION 10, HCDE)	November 2015
Activity 2.4 Web portal update to production (HCDE)	October 2015
Activity 2.5 Testing, staging, and production of TxVSN system updates (HCDE)	December 2015
Activity 2.6 Respond to receiver district and course provider inquiries about systems (HCDE)	August 2016
Activity 2.7 Provide firewall, filter, and backup for all systems (HCDE)	August 2016
Activity 2.8 Provider telecom services (HCDE)	August 2016
Task 3 Course Review Services (Region 10)	
Activity 3.1 Identify and contract with qualified reviewers	September 2015
Activity 3.2 Train new reviewers and update experienced reviewers	October 2015
Activity 3.3 Conduct reviews	August 2016
Task 4 Outreach (Region 10)	
Activity 4.1 Develop ESC outreach materials and invite ESC's participation	September 2015
Activity 4.2 Train ESC teams	October 2015
Activity 4.3 Present at targeted conferences	June 2016
Activity 4.4 Develop and send parent mailer for TEA approval	April 2015
Activity 4.5 Respond to inquiries from school personnel and parents	August 2016
Task 5 Professional Development and Communication (Region 10, HCDE)	
Activity 5.1 Develop scripts for new videos and gain approval (REGION 10)	September 2015
Activity 5.2 Conduct teacher verification check each semester (REGION 10)	August 2016
Activity 5.2 Video Completion	May 2016
Activity 5.3 Web portal content update and new logo (REGION 10, HCDE)	May 2016
Activity 5.4 Provide provider updates and face-to-face meeting (REGION 10)	August 2016
Activity 5.5 Answer inquiries about professional development (REGION 10)	August 2016
Activity 5.6 Partnership, memberships, and networking with programs (REGION 10)	August 2016
Task 6 Operational Tasks	
Activity 6.1 Legal, liability, misc. expenses, postage, supplies	August 2016

Task Activity Plan

FY 2017

Task/Activity Number	
Task 1 Staff and Human Project Team (HCDE, Region 10)	
Activity 1.1 Help Desk (HCDE)	September 2016 / ongoing
Activity 1.2 Development Team (HCDE)	September 2016 / ongoing
Activity 1.3 Operations Management (HCDE)	September 2016 / ongoing
Activity 1.4 Project Administration Team (REGION 10)	September 2016 / ongoing
Task 2 Infrastructure and Systems Deployed (HCDE)	
Activity 2.1 Testing, staging, and production of TxVSN system modules	September 2016
Activity 2.2 Identify next phase of system updates and prototype for approval	November 2016
Activity 2.3 Web portal update to production	August 2017
Activity 2.4 Testing, staging, and production of TxVSN system updates	December 2016
Activity 2.5 Respond to receiver district and course provider inquiries about systems	August 2017
Activity 2.6 Provider firewall, filter, backup	August 2017
Activity 2.7 Provide telecom services	August 2017
Task 3 Course Review Services (Region 10)	
Activity 3.1 Identify and contract with qualified reviewers	September 2016
Activity 3.2 Train new reviewers and update experienced reviewers	October 2016
Activity 3.3 Conduct reviews	August 2017
Task 4 Outreach (Region 10)	
Activity 4.1 Train and update ESC's participation teams	September 2016
Activity 4.2 Present at targeted conferences	July 2017
Activity 4.4 Print and mail TxVSN parent postcard to targeted areas	September 2016
Activity 4.5 Respond to inquiries from school personnel and parents	August 2017
Task 5 Professional Development and Communication (Region 10)	
Activity 5.1 Develop scripts for a video and gain approval	September 2016
Activity 5.2 Conduct teacher verification check each semester	August 2017
Activity 5.3 Web portal content update with videos	May 2017
Activity 5.34 Provide provider updates and face-to-face meeting	August 2017
Activity 5.5 Answer inquiries about professional development	August 2017
Activity 5.6 Partnership, memberships, and networking with programs	August 2017
Task 6 Operating Costs (Region 10)	
Activity 6.1 Legal, liability, misc. expenses, supplies	August 2017

Budget



FY 2016 Detail Budget – ESC Region 10				
Description	Object	Sub	Amount	Detail
STAFF ALL	6100	00	\$ 483,253.66	See 'FY 2016 Salary Detail' table
PHONE STIPEND	6138	00	\$ 780.00	\$65 per month / project director only
FICA/MEDICARE TAX	6141	00	\$ 6,754.27	1.45% per FTE
GROUP HEALTH INSURANCE	6142	00	\$ 35,024.40	\$423 per month per FTE
WORKERS COMPENSATION	6143	00	\$ 1,164.53	\$0.25 per \$100.00 of salary per FTE
UNEMPLOYMENT INSURANCE	6145	00	\$ 1,207.50	\$175 per employee
TRS/PAYROLL TAX	6146	00	\$ 9,549.00	
			6100 \$ 537,733.36	Region 10
LEGAL SERVICES	6211	00	\$ 500.00	Annual audit and review documentat
OUTSIDE RENTAL	6269	00	\$ 2,000.00	Two face-to-face provider meetings ;
INTERNAL TECH INFRASTRUC	6294	00	\$ 11,558.00	\$1,778 per FTE
FACILITY USE FEE	6298	00	\$ 34,520.00	\$22/square foot
MISCELLANEOUS SERVICES	6299	00	\$ 3,000.00	secure wireless jetpacks (hotspot)
PROF SERVICES	6299	1	\$ 15,000.00	Web Design consultant \$5,000; Spei captioners/facilitation \$7,500; WebAi
HARRIS COUNTY SUBCONTRACT	6299	HC	\$ 1,390,860.13	Subcontract with Harris County Dept Infrastructure, Development, System
INTERNAL SERVICES	6299	II	\$ 17,300.00	\$4,800 for Moodle hosting and suppl \$500; produce 3 videos @ \$3,000 ea \$3,000
			6200 \$ 1,474,738.13	Region 10
POSTAGE/SHIPPING	6396	00	\$ 350.00	FED EX; US mail
PRINT/XEROX PRINTSHOP	6397	00	\$ 500.00	Conference outreach flyers
PROGRAM MATERIAL/SUPPLY	6398	00	\$ 2,500.00	replace 2 laptops at end-of-life
GENERAL SUPPLIES	6399	00	\$ 1,400.00	\$200 per FTE
			6300 \$ 4,750.00	Region 10
EMPLOYEE TRAVEL	6411	00	\$ 12,000.00	7 FTEs @ \$1715
NON EMPLOYEE STIPENDS- CR	6413	00	\$ 200,000.00	Estimated 30 one Semester Course courses @ \$900,000; 20 AP two se grade level programs @\$30,000; 30 \$24,000
NON EMPLOYEE TRAVEL	6419	00	\$ 8,400.00	21 OLS and catalog providers trav
GENERAL LIABILITY INS	6429	00	\$ 1,400.00	\$200 per FTE
MEMBERSHIP DUES	6495	00	\$ 10,600.00	iNACOL \$600; Keeping Pace \$10,
OTHER OPERATING EXPENSE	6499	00	\$ 250.00	Ads for RFPs
			6400 \$ 232,650.00	Region 10
			\$ 2,249,871.49	Direct Cost Subtotal
			\$ 1,608,780.13	Direct Cost Excluded from Indirect Cost (Exclusions)
			\$ 641,091.36	Modified Total Direct Costs
			\$ 33,016.21	Indirect Cost (5.15%)
			\$ 2,282,887.70	FY 2016 TOTAL

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Exclusions

Budget

FY 2016 Detail Budget - HCDE				
Description	Object	Sub	Amount	Detail
STAFF ALL	6100	00	\$ 1,098,431.83	See 'FY 2016 Salary Detail' table
FICA/MEDICARE TAX	6141	00	\$ 84,030.03	7.65% of salary total
GROUP HEALTH INSURANCE	6142	00	\$ 33,641.28	\$3,026.88 per participating FTE
WORKERS COMPENSATION	6143	00	\$ 11,562.09	1.0526% per FTE
UNEMPLOYMENT INSURANCE	6145	00	\$ 4,283.88	0.39% per FTE
TRS CARE FEE	6147	00	\$ 6,041.38	0.55%
EMPLOYEE ASST PROGRAM	6149	00	\$ 345.60	
	6100		\$ 1,238,336.09	Subcontractor - HCDE
LEGAL SERVICES	6211	00	\$ 500.00	Staff FERPA training.
PROFESSIONAL SERVICES	6219	00	\$ 20,000.00	Off-site disaster recovery (ARC - HUB Vendor)
CONTRACT MAINT/REPAIR	6249	00	\$ 40,000.00	\$18,000 RedSpin -application security audit; \$22,000 Blackboard Collaborate - web conferencing, presentation tool.
STAFF TELEPHONES; PAGERS	6256	00	\$ 8,500.00	secure MiFi wireless hotspot, secure wireless access for one iPad
	6200		\$ 69,000.00	Subcontractor - HCDE
READING MATERIALS	6329	00	\$ 200.00	Reference materials for SQL, Excel, HTML 5 used by all staff
NEW TECH <\$5,000	6393	00	\$ 500.00	Technology supplies and peripherals
COPIER CHARGES	6395	00	\$ 200.00	utilization of walk-up copiers
PRINTING AND FORMS	6396	00	\$ 400.00	scan to print and electronic forms
SOFTWARE PURCHASES	6397	00	\$ 7,400.00	Applications testing tools (for development and quality assurance testing teams) Telerik, Telerik Inc- \$3,380 Developer code testing tools, MS Test Manager bundle \$1,820 Red Gate- SQL ToolBelt \$2,200 (Developer tools)
GENERAL SUPPLIES	6399	00	\$ 2,000.00	Office supplies @ \$125 per FTE
	6300		\$ 10,700.00	Subcontractor - HCDE
LODGING	6411	00	\$ 1,000.00	Collaborative work sessions, conferences
TRAVEL MEALS	6412	00	\$ 1,000.00	Collaborative work sessions, conferences
TRAVEL TRANSPORT	6413	00	\$ 2,000.00	Collaborative work sessions, conferences
TRAVEL CONF REGIS/FEES	6414	00	\$ 500.00	TCEA
FACILITY FEE	6487	00	\$ 60,224.04	Facilities charge = \$5,018.67 per month
REC MANAGEMENT	6491	00	\$ 600.00	Electronic file storage and indexing of receiver district agreements and critical documents.
WORKSHOP REGISTRATION	6494	00	\$ 6,800.00	\$5,000 Staff Technical Training, CTREC - Individual classes: software security, SQL Database Mgmt, Developing and coding for multiple devices and platforms. Continuous training to stay current on new technology.
MEMBERSHIPS	6497	00	\$ 300.00	\$5,000 Staff Technical Training, CTREC - Individual classes: software security, SQL Database Mgmt, Developing and coding for multiple devices and platforms. Continuous training to stay current on new technology
POSTAGE	6498	00	\$ 200.00	US Mail
MISC OPERATING	6499	00	\$ 200.00	Ads for RFP
	6400		\$ 72,824.04	Subcontractor - HCDE
			\$ 1,390,860.13	FY 2016 TOTAL

Budget

FY 2016 Employee Travel Detail – ESC Region 10

1. Conferences:			\$ 5,835.00
	<u>Conference Breakdown</u>	<u>Registration</u>	<u>Per Diem/ Hotel/ Transport*</u>
	iNACOL Fall 2015	2 staff members \$ 500.00	\$ 2,000.00
	Midwinter Conference	1 staff member \$ 350.00	\$ 435.00
	Knowbility AccessU	2 staff members \$ 1,000.00	\$ 700.00
	Texas Counseling Assoc.	1 staff member \$ 500.00	\$ 350.00
		<u>\$ 2,350.00</u>	<u>\$ 3,485.00</u>
*Allowable per diem, hotel, and transport are subject to GSA rate at time of conference			
2.	Catalog Provider Meeting Austin (Aug 2016)	2 staff members	\$ 550.00
3.	OLS Provider Meeting Austin (Oct 2015)	2 staff members	\$ 550.00
4.	TxVSN Whole Team Meeting (Houston)		\$ 1,000.00
5.	Mileage Reimbursement @ .53 per mile for meetings requested by schools		\$ 4,065.00

Object Code 6411 Total: \$ 12,000.00

FY 2016 Salary Detail – ESC Region 10

Region 10	Salary	Percent of Time
Director Digital Learning *	\$ 11,864.90	10%
Counselor	\$ 85,507.30	100%
Course Review Consultant I	\$ 55,600.00	100%
Course Review Consultant I	\$ 70,657.88	95%
Project Director	\$ 103,373.00	95%
Communications/PD Consultant II	\$ 87,381.40	90%
Finance Secretary (Receiver Invoicing)	\$ 34,285.00	100%
Finance Secretary (Provider Payments)	\$ 34,584.18	100%
<i>*Oversight as required by LOI 701-16-008</i>		
Totals: (FTEs)	\$ 483,253.66	

Fund 450 / Org 818

FY 2016 Salary Detail – Subcontractor HCDE

HCDE Subcontractor	Salary	Percent of Time
Director Operations	\$ 113,336.68	100%
Manager – Applications	\$ 88,531.51	100%
Manager – TXVSN	\$ 75,701.67	100%
Analyst – Software	\$ 79,110.67	100%
Analyst – Software	\$ 74,694.74	100%
Analyst – Software	\$ 79,110.67	100%
Analyst – Software	\$ 79,110.67	100%
Analyst – Software	\$ 79,110.67	100%
Analyst – Software	\$ 79,110.67	100%
Analyst – Software	\$ 79,110.67	100%
Specialist – Appl Support	\$ 55,956.04	100%
Specialist – Appl Support	\$ 59,204.02	100%
Specialist – Appl Support	\$ 58,953.02	100%
Analyst I – Help Desk	\$ 49,227.92	100%
Analyst I – Help Desk	\$ 46,244.92	100%
Analyst I – Help Desk	\$ 45,527.96	100%
Administrative Assistant	\$ 35,500.00	100%
	\$ 1,098,431.83	100%

Budget

FY 2017 Detail Budget – ESC Region 10

Description	Object	Sub	Amount	
STAFF ALL	6100	00	\$ 497,786.02	includes projected 3% increase; S
PHONE STIPEND	6138	00	\$ 780.00	\$65 per month/project director on
FICA/MEDICARE TAX	6141	00	\$ 6,956.90	1.45% per FTE
GROUP HEALTH INSURANCE	6142	00	\$ 39,060.00	\$465 per month per FTE (10% in
WORKERS COMPENSATION	6143	00	\$ 1,199.47	
UNEMPLOYMENT INSURANCE	6145	00	\$ 1,244.24	\$175 per employee
TRS/PAYROLL TAX	6146	00	\$ 9,835.47	
	6100		\$ 556,862.10	Region 10
LEGAL SERVICES	6211	00	\$ 500.00	Annual audit and review docume
OUTSIDE RENTAL	6269	00	\$ 2,000.00	Two face-to-face provider meeti
INTERNAL TECH INFRASTRUC	6294	00	\$ 14,000.00	7 FTEs @ \$2,000 each
FACILITY USE FEE	6298	00	\$ 39,048.00	\$24/ 1627 square footage
MISCELLANEOUS SERVICES	6299	00	\$ 3,000.00	Secure wireless jetpacks (hot
CONSULTING SERVICES	6299	1	\$ 15,000.00	Web Design consultant \$5,00 captioners/facilitation \$7,500;
HARRIS COUNTY SUBCONTRACT	6299	HC	\$ 1,310,186.38	Subcontract with Harris Cour Infrastructure, Development, <i>MDC =</i>
INTERNAL SERVICE	6299	II	\$ 8,300.00	\$4,800 for Moodle hosting a \$500; produce 1 video @ \$
	6200		\$ 1,392,034.38	Region 10
POSTAGE/SHIPPING	6396	00	\$ 350.00	FED EX; United States ma
PRINT/XEROX PRINTSHOP	6397	00	\$ 500.00	General printing (flyers an
ROGRAM MATERIAL/SUPPLY	6398	00	\$ 2,500.00	replace 2 laptops at end-c
ENERAL SUPPLIES	6399	00	\$ 1,400.00	\$200 per FTE
	6300		\$ 4,750.00	Region 10
EMPLOYEE TRAVEL	6411	00	\$ 12,000.00	7 FTEs @ \$1,715; see 'F Estimated 30 one Seme semester courses @ \$9 30 grade level program:
EMPLOYEE STIPENDS-CR	6413	00	\$ 200,000.00	\$24,000
EMPLOYEE TRAVEL	6419	00	\$ 8,400.00	21 OLS and catalog pr
GENERAL LIABILITY INS	6429	00	\$ 1,400.00	\$200 per FTE
MEMBERSHIP DUES	6495	00	\$ 10,600.00	INACOL \$600; Keep Page #10,000
OPERATING EXPENSE	6499	00	\$ 250.00	ADS for RFPs
	6400		\$ 232,650.00	Region 10
			\$ 2,186,296.48	Direct Cost Subtotal
			\$ 1,532,634.38	Direct Cost Excluded from Indirect Cost (Exclusion)
			\$ 653,662.10	Modified Total Direct Costs
			\$ 33,663.60	Indirect Cost (5.15%)
			\$ 2,219,960.08	FY 17 TOTAL



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Exclusions

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Budget

FY 2017 Detail Budget - HCDE

Description	Object	Sub	Amount	Detail
STAFF ALL	6100	00	\$ 1,032,931.60	See 'FY 2017 Salary Detail' table
FICA/MEDICARE TAX	6141	00	\$ 79,019.27	7.65% of staff salary total
GROUP HEALTH INSURANCE	6142	00	\$ 42,703.92	3026.88 per participating FTE
WORKERS COMPENSATION	6143	00	\$ 10,872.64	1.0526% per FTE
UNEMPLOYMENT INSURANCE	6145	00	\$ 4,028.43	0.39% per FTE
RS CARE FEE	6147	00	\$ 5,681.12	0.55%
EMPLOYEE ASST PROGRAM	6149	00	\$ 302.40	
	6100		\$ 1,175,539.38	Subcontractor – HCDE
LEGAL SERVICES	6211	00	\$ -	Staff FERPA training.
				\$20,000/yr. Austin Ribbon and Computer Supplies, Inc. Provide offsite disaster recovery and systems backup services to the TxVSN. \$20,000 RedSpin -application security audit to ensure TxVSN applic. secure. \$5,000 Other Profess Srvcs - tech support & guidance on system operations
PROFESSIONAL SERVICES	6219	00	\$ 45,000.00	
CONTRACT MAINT/REPAIR	6249	00	\$ 1,500.00	Hardware maintenance on storage and servers
STAFF TELEPHONES; PAGERS	6256	00	\$ 4,500.00	secure MiFi wireless hotspot, secure wireless access for one iPad
	6200		\$ 51,000.00	Subcontractor – HCDE
READING MATERIALS	6329	00	\$ -	Reference materials for SQL, Excel, HTML 5 used by all staff
NEW TECH <\$5,000	6393	00	\$ 1,500.00	technology supplies and peripherals
COPIER CHARGES	6395	00	\$ 200.00	utilization of walk-up copiers
PRINTING AND FORMS	6396	00	\$ 100.00	scan to print and electronic forms
				Annual cost for Applic testing tools (development and quality assurance testing teams); \$3,380 Telerik, Telerik Inc: used to develop TxVSN Software so that information is displayed correctly, updates support latest code and browsers. \$1,820 MS Test Manager bundle: Developer code testing tools to ensure TxVSN software meets business requirements. \$2,200 Red Gate- SQL ToolBelt: used for database development and deploying database to live site. \$12,000 Blackboard Collaborate is a web conferencing system used by the TxVSN team, for provider professional development and updates, for receiver district webinars, and for audio bridge services.
SOFTWARE PURCHASES	6397	00	\$ 19,400.00	
GENERAL SUPPLIES	6399	00	\$ 1,750.00	Office supplies
	6300		\$ 22,950.00	Subcontractor – HCDE
ODDING	6411	00	\$ 800.00	Collaborative work sessions, conferences
TRAVEL MEALS	6412	00	\$ 500.00	Collaborative work sessions, conferences
TRAVEL TRANSPORT	6413	00	\$ 800.00	Collaborative work sessions, conferences
TRAVEL CONF REGIS/FEES	6414	00	\$ 1,300.00	TCEA 1 day admission; iNACOL 2016
FACILITY FEE	6487	00	\$ 50,667.00	Projected Facilities charge = \$4,223 per month; planned reduction of space utilization of 1440 sq. ft.
REC MANAGEMENT	6491	00	\$ 550.00	Electronic file storage and indexing of receiver district agreements and critical documents.
				\$5,000 Staff Technical Training, CTREC - Individual classes: software security, SQL Database Mgmt., Developing and coding for multiple devices and platforms. Continuous training to stay current on new technology.
WORKSHOP REGISTRATION	6494	00	\$ 5,000.00	
MEMBERSHIPS	6497	00	\$ 680.00	2 Fred Pryor annual memberships (\$300/each/yr.) TxDLA (\$35), TCEA (\$45)
POSTAGE	6498	00	\$ 200.00	US Mail
MSC OPERATING	6499	00	\$ 200.00	Ads for RFP
	6400		\$ 60,697.00	Subcontractor – HCDE
			\$ 1,310,186.38	Total Subcontractor

Budget

FY 2017 Employee Travel Detail – ESC Region 10

1. Conferences:			\$	5,285.00
	<u>Conference Breakdown</u>		<u>Registration</u>	<u>Per Diem/ Hotel/ Transport*</u>
	iNACOL Fall 2016 exhibit and present (Texas)	5 staff members	\$ 500.00	\$ 3,000.00
	Midwinter Conference	1 staff member	\$ 350.00	\$ 435.00
	Texas Counseling Assoc.	1 staff member	\$ 500.00	\$ 500.00
			\$ 1,350.00	\$ 3,935.00

*Allowable per diem, hotel, and transport are subject to GSA rate at time of conference

2. Catalog Provider Meeting Austin (Aug 2017)	2 staff members	\$	600.00
3. OLS Provider Meeting Austin (Oct 2016)	2 staff members	\$	600.00
4. TxVSN Whole Team Meeting #1 (Houston)	5 staff members	\$	1,500.00
5. Mileage Reimbursement @ .53 per mile	f2f meeting requested by schools	\$	4,015.00

Object Code 6411 Total \$ 12,000.00

FY 2017 Salary Detail – ESC Region 10

Region 10	Salary*1	Percent of Time
Director Digital Learning *2	\$ 12,220.85	10%
Counselor	\$ 88,072.51	100%
Course Review Consultant I	\$ 57,268.00	100%
Course Review Consultant I	\$ 72,777.62	95%
Project Director	\$ 106,474.19	95%
Communications/PD Consultant II	\$ 90,020.75	100%
Finance Secretary (Receiver invoicing)	\$ 35,330.39	100%
Finance Secretary (Provider Payments)	\$ 35,621.71	100%
Totals: (FTEs)	\$ 497,786.02	

Fund 450 / Org 818

*1- Projects a 3% raise
 *2 - Oversight as required by LOI 701-16-018

FY 2017 Salary Detail – Subcontractor HCDE

Job Title	Salary*3	Percent of Time
DIRECTOR - OPERATIONS	\$ 108,494.50	100%
MANAGER - APPLICATIONS	\$ 91,495.81	100%
MANAGER - TX VSN	\$ 77,670.54	100%
ANALYST - SOFTWARE	\$ 81,781.21	100%
ANALYST - SOFTWARE	\$ 77,365.28	100%
ANALYST - SOFTWARE	\$ 81,781.21	100%
ANALYST - SOFTWARE	\$ 81,781.21	100%
ANALYST - SOFTWARE	\$ 81,781.21	100%
ANALYST - SOFTWARE	\$ 81,781.21	100%
ANALYST - SOFTWARE	\$ 81,781.21	100%
SPECIALIST - APPL SUPPORT	\$ 61,114.54	100%
SPECIALIST - APPL SUPPORT	\$ 57,866.56	100%
SPECIALIST - APPL SUPPORT	\$ 55,087.52	100%
ANALYST I - HELP DESK	\$ 47,106.92	100%
ANALYST I - HELP DESK	\$ 47,823.88	100%
\$1,032,931.60		

*3 - Projects a 3% raise; HCDE Board adopts compensation package in July prior to the new business year

Contract Terms and Conditions

- A. Definitions as used in these Contract Terms and Conditions:
- *Contract, Interlocal Cooperation Contract, ICC* means the entire document, and all of TEA's attachments, appendices, schedules, exhibits (including but not limited to the Terms and Conditions and Attachments), amendments and extensions of or to the Interlocal Cooperation Contract
 - *Receiving Party* means the Texas Education Agency, TEA or Party other than Performing Party
 - *Performing Party* means the Party to this Contract or Contractor other than TEA
 - *Project Manager/Administrator* means the respective person(s) representing TEA or Performing Party, as indicated by the Contract, for the purposes of administering the Contract Project
 - *Contract Project* means the purpose intended to be achieved through the Contract
 - *Amendment* means a contract document used to formalize revisions to the Contract mutually agreed to by both Parties
- B. **Contingency:** The Contract, including any amendments, extensions or subsequent contracts are executed by TEA contingent upon the availability of appropriated funds by legislative act. Notwithstanding any other provision in this Contract or any other document, this Contract is void upon the insufficiency (in TEA's discretion) or unavailability of appropriated funds. In addition, this Contract may be terminated by TEA at any time for any reason upon notice to Performing Party. Expenditures and/or activities for which Performing Party may claim reimbursement shall not be accrued or claimed subsequent to receipt of such notice from TEA.
- C. **Indemnification:** For local educational agencies (LEAs), regional education service centers (ESCs), institutions of higher education (IHEs), and state agencies: Performing Party, to the extent permitted by law, shall hold TEA harmless from and shall indemnify TEA against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Performing Party in performance of the Contract Project.
- D. **Subcontracting and Substitutions:** Performing Party shall not assign, transfer or subcontract any of its rights or responsibilities under this Contract without prior formal written amendment to this Contract properly executed by both TEA and Performing Party. Substitutions are not permitted without written approval of the TEA Project Manager.
- E. **Encumbrances/Obligations:** All encumbrances, accounts payable, and expenditures shall occur on or between the beginning and ending dates of this Contract. All goods must have been received and all services rendered during the Contract period in order for Performing Party to recover funds due. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures.
- F. **Records Retention and the Right to Audit:** Performing Party shall maintain its records and accounts in a manner which shall assure a full accounting for all funds received and expended by Performing Party in connection with the Contract Project. These records and accounts shall be retained by Performing Party and made available for programmatic or financial audit by TEA and by others authorized by law or regulation to make such an audit for a period of not less than seven (7) years from the date of completion of the Contract Project or the date of the receipt by TEA of Performing Party's final claim for payment or final expenditure report in connection with this Contract, whichever is later. If an audit has been announced, the records shall be retained until such audit has been completed.
- The Parties acknowledge the state Auditor's authority to conduct audits of state agencies under Chapter 321, Texas Government Code. TEA reserves the right to monitor and audit the Performing Party's compliance with the requirements of this Contract.
- G. **Information Security Requirements: FERPA. Access to Confidential TEA Information.** Performing Party represents and warrants that it will take all necessary and appropriate action within its abilities to safeguard Confidential Information and to protect it from unauthorized disclosure. Whenever communications with Performing Party necessitate the release of Confidential TEA Information, additional TEA Confidential forms will need to be signed by each individual who will require access to or may be exposed to that information. If Contractor discloses any TEA confidential information to a subcontractor or agent, Contractor will require the subcontractor or agent to comply with the same restrictions and obligations as are imposed on Contractor. Whenever communications with Contractor necessitate the release of Confidential TEA Information, additional TEA Confidential forms will need to be signed by each individual who will require access to or may be exposed to that information. Contractor shall access TEA's systems or Confidential TEA Information only for the purposes for which it is authorized. TEA reserves the right to review the Contractor's security policy to ensure that any data that is on the Contractor's servers is secure. Contractor shall cooperate fully by making resources, personnel, and systems access available to TEA and TEA's authorized representative(s).
- Contractor shall ensure that any TEA Confidential Information in the custody of Contractor is properly sanitized or destroyed when the information is no longer required to be retained by TEA or Contractor in accordance with this Contract. Electronic media used for storing any Confidential TEA Information must be sanitized by clearing, purging or destroying in accordance with such standards established by the National Institute of Standards and Technology and the Center for Internet Security. These standards are also required if the Contractor is collecting, maintaining, or analyzing data gathered, collected, or provided under this Contract. Contractor must maintain a record documenting the removal and completion of all sanitization procedures with the following information:

Contract Terms and Conditions

- 1) Date and time of sanitization/destruction
- 2) Description of the item(s) and serial number(s) if applicable
- 3) Inventory number(s)
- 4) Procedures and tools used for sanitization/destruction

No later than sixty (60) days from contract expiration or termination or as otherwise specified in this Contract, Contractor must complete the sanitization and destruction of the data and provide to TEA all sanitization documentation.

FERPA

All information gathered, produced, derived, obtained, analyzed, controlled or Accessed by Performing Party in connection with this Contract ("Confidential Information") shall be and remain Confidential Information and shall not be released or disclosed by Performing Party without the prior written consent of the TEA, which consent must specifically identify the Confidential Information to be disclosed by Performing Party and the nature of the disclosure for which consent is sought.

Performing Party, its employees and subcontractor's, agree that in executing tasks on behalf of the TEA, they will not use any student-identifying information in any way that violates the provisions of FERPA, and will destroy or return all student-identifying information within sixty (60) days of project completion. Performing Party also agrees not to disclose any information to which it is privy under this Contract without the prior consent of the agency.

Access to Internal TEA Network and Systems

As a condition of gaining remote access to any internal TEA network and systems, Contractor must comply with TEA's policies and procedures. TEA's remote access request procedures will require Contractor to submit TEA Applicable Access Request forms for TEA's review and approval. Remote access technologies provided by Contractor must be approved by TEA's Information Security Officer. TEA, in its sole discretion, may deny network or system access to any individual that does not complete the required forms. Contractor must secure its own connected systems in a manner consistent with TEA's requirements. TEA reserves the right to audit the security measures in effect on Contractor's connected systems without prior warning. TEA also reserves the right to immediately terminate network and system connections not meeting such requirements.

Disclosure of Security Breach

Contractor shall provide notice to TEA's Project Manager and TEA's Information Security Officer as soon as possible following Contractor's discovery or reasonable belief that there has been unauthorized use, exposure, access, disclosure, compromise, modification, or loss of sensitive or confidential TEA information ("Security Incident"). Within twenty-four (24) hours of the discovery or reasonable belief of a Security Incident, Contractor shall provide a written report to TEA's Information Security Officer detailing the circumstances of the incident which includes at a minimum:

- 1) Description of the nature of the Security Incident
- 2) The type of TEA information involved
- 3) Who may have obtained the information
- 4) What steps Contractor has taken or will take to investigate the Security Incident
- 5) What steps Contractor has taken or will take to mitigate any negative effect of the Security Incident
- 6) A point of contact for additional information

Each day thereafter until the investigation is complete, Contractor shall provide TEA's Information Security Officer with a written report regarding the status of the investigation and the following additional information as it becomes available:

- 1) Who is known or suspected to have gained unauthorized access to TEA information
- 2) Whether there is any knowledge if TEA information has been abused or compromised
- 3) What additional steps Contractor has taken or will take to investigate the Security Incident
- 4) What steps Contractor has taken or will take to mitigate any negative effect of the Security Incident
- 5) What corrective action Contractor has taken or will take to prevent future similar unauthorized use or disclosure

Contractor shall confer with TEA's Chief Information Security Officer regarding the proper course of the investigation and risk mitigation. TEA reserves the right to conduct an independent investigation of any Security Incident, and should TEA choose to do so, Contractor shall cooperate fully by making resources, personnel, and systems access available to TEA and TEA's authorized representative(s). Subject to review and approval of TEA's Information Security Officer, Contractor, at its own cost, shall provide notice that satisfies the requirements of applicable law to individuals whose personal, confidential, or privileged data were compromised or likely compromised as a result of the Security Incident. If TEA, in its sole discretion, elects to send its own separate notice, then all costs associated with preparing and providing notice shall be reimbursed to TEA by Contractor. If Contractor does not reimburse such costs within thirty (30) days of TEA's written request, then TEA shall have the right to collect such costs.

Contract Terms and Conditions

- H. Point of Contact and Escalation:** All notices, reports and correspondence required by this Contract shall be in writing and delivered to the TEA Project Manager listed in 6.2 of this ICC. Within thirty (30) days of execution of a contract, the respective Parties will designate the next level of personnel within each organization to address conflicts or ambiguity that cannot be resolved at the Project Manager level.
- I. Dispute Resolution:** The parties agree to use good-faith efforts to resolve questions, issues, or disputes of any nature that may arise under or by this Contract; provided, however nothing in this paragraph shall preclude either party from pursuing any remedies as may be available under Texas law.
- J. Compliance with Laws:** Performing Party shall comply with all federal, state, and local laws, statutes, ordinances, rules and regulations, and the orders and decrees of any court or administrative bodies or tribunals in any matter affecting Performing Party's performance, including if applicable, prompt payment and licensing laws and regulations. For the entire duration of the Contract, Performing Party shall maintain all required licenses, certifications, and any other documentation necessary to perform this Contract. When required or requested by the Agency, Performing Party shall furnish TEA with satisfactory proof of its compliance with this provision.
- K. Governing Law:** This Contract is governed by and construed under and in accordance with the laws of the State of Texas. Any and all obligations under this Contract are due in Travis County and venue is proper only in such county.
- L. Federal Regulations Applicable to All Federally Funded Contracts:** The Code of Federal Regulations (CFR) annual edition is the codification of the general and permanent rules published in the Federal Register by the departments and agencies of the Federal Government produced by the Office of the Federal Register (OFR) and the Government Publishing Office. Website: http://www.ecfr.gov/cgi-bin/text-idx?SID=6214841a79953f26c5c230d72d6b70a1&tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl
- M. Public Information:** Parties acknowledge they are subject to the provisions of the Texas Public Information Act.
- N. Assignment:** No assignment of this Contract or of any right accruing hereunder shall be made, in whole or part, by Performing Party without prior consent of TEA.
- O. Excluded Parties List System:** The Texas Education Agency and the Performing Party must adhere to the directions provided in the President's Executive Order (EO) 13224, Blocking Property and Prohibiting Transactions with Persons Who Commit, Threaten to Commit, or Support Terrorism. That Executive Order prohibits any transaction or dealing by United States persons, including but not limited to the making or receiving of any contribution of funds, goods, or services to or for the benefit of those persons listed in the General Services Administration's Excluded Parties List System (EPLS) which may be viewed on the System for Award Management (SAM) site at <http://www.sam.gov>.
- P. Press Releases:** Performing Party will not make any press releases, public statements, or advertisement referring to the Project or the engagement of Performing Party in connection with the Project, or release any information relative to the Project for publication, advertisement or any other purpose without the prior written approval of TEA.
- Q. Independent Contractor:** Performing Party shall serve as an independent Contractor in providing services under this Contract. Performing Party's employees are not and shall not be construed as employees or agents of the Texas Education Agency.
- R. Termination:** This Contract shall terminate upon full performance of all requirements contained in this Contract, unless otherwise extended or renewed as provided in accordance with the Contract terms and conditions.
- 1. Termination for Convenience:** TEA may terminate this Contract at any time, in whole or in part, without penalty, by providing fifteen (15) calendar days advance written notice to the other Party. In the event of such a termination, the Performing Party shall, unless otherwise mutually agreed upon in writing, cease all work immediately upon the effective date of termination. TEA shall be liable for reimbursing only those expenses incurred by the Performing Party that are permitted, properly performed under this Contract and were incurred prior to the effective termination date.
 - 2. Termination for Cause/Default:** If the Performing Party fails to provide the goods or services contracted for according to the provisions of the Contract, or fails to comply with any of the terms or conditions of the Contract, TEA may, upon written notice of default to the Performing Party, immediately terminate all or any part of the Contract. Termination is not an exclusive remedy, but will be in addition to any other rights and remedies provided in equity, by law or under the Contract.

TEA may exercise any other right, remedy or privilege which may be available to it under applicable law of the state and any other applicable law or may proceed by appropriate court action to enforce the provisions of the Contract, or to recover damages for the breach of any agreement being derived from the Contract. The exercise of any of the foregoing remedies will not constitute a termination of the Contract unless TEA notifies the Performing Party in writing prior to the exercise of such remedy.

Contract Terms and Conditions

The Performing Party shall remain liable for all covenants and indemnities under the Contract. The Performing Party shall be liable for all costs and expenses, including court costs, incurred by TEA with respect to the enforcement of any of the remedies listed herein.

3. **Termination Due to Changes in Law:** If federal or state laws or regulations or other federal or state requirements are amended or judicially interpreted so that either Party cannot reasonably fulfill this Contract and if the Parties cannot agree to an amendment that would enable substantial continuation of the Contract, the Parties shall be discharged from any further obligations under this Contract.
 4. **Rights upon Termination or Expiration of Contract:** In the event that the Contract is terminated for any reason, or upon its expiration, TEA shall retain ownership of all associated work products and documentation obtained from the Performing Party under the Contract.
 5. **Survival of Terms:** Termination of the Contract for any reason shall not release the Performing Party from any liability or obligation set forth in the Contract that is expressly stated to survive any such termination or by its nature would be intended to be applicable following any such termination, including the provisions regarding confidentiality, indemnification, transition, records, audit, property rights, dispute resolution, and invoice and fees verification.
- S. **Amendments:** All Amendments to this Contract will be in a manner as prescribed by the Agency Contracting Process and are, subject to Paragraph B of the Terms and Conditions and will be made on AMENDMENT TO TEXAS EDUCATION AGENCY INTERLOCAL COOPERATION CONTRACT form. All Amendments will be initiated by the TEA Contracts staff. An Amendment to this Contract will become effective on the date of signature of TEA or the effective date shown on the Amendment document whichever is first.
1. The Contractor is permitted to reallocate up to a cumulative 10% of the total budget among direct cost categories to meet unanticipated requirements without the issuance of a written Amendment as long as the total budget amount does not change. However, a revised budget document must be preapproved by the TEA Project Manager before the making the changes. Once approved, the documents must be submitted to the Contracts office for incorporation into the Contract file. Failure to submit the budget documents will result in invoices being rejected or payment delayed.
 2. Written Amendments are required for the following Contract changes:
 - a. Any revision which would result in the need for additional funding;
 - b. Any revision to the scope of work, deliverables, or objectives of the Contract
 - c. A request to extend the period of the Contract;
 - d. Cumulative transfers among direct cost categories which exceed or are expected to exceed 25 percent of the current total approved budget category;
 - e. Any reduction of funds or reduction in the scope of work;
 - f. Whenever a line item within a class/object code is added;
 - g. An increase in the quantity of capital outlay item(s) requested; and
 - h. An increase or decrease in the number of positions charged to Contract.

- T. **Electronic and Information Resources Accessibility Standards and Reporting:** State agencies shall procure products which comply with the State of Texas Accessibility requirements for Electronic Information Resources specified in 1TAC Chapter 213 when such products are available in the commercial marketplace or when such products are developed in response to a procurement solicitation.

Section 508 of the US Rehabilitation Act of 1973 has been revised and adopted. Therefore, all current and potential Contractors are hereby notified of the requirement. The current technical requirements for accessibility contained within this regulation form the basis for our Texas TAC rules on EIR Accessibility.

This refresh of 508 uses the WCAG 2.0 AA Accessibility Guidelines (also ISO/IEC standard 40500) as the new technical standard that Federal agencies are now required to meet when procuring products and services. With the adoption of 508 requirements being adopted, DIR will be modifying the TAC rules to synchronize with it.

Given this coming change, all Texas agencies and institutions of higher education have begun using or specifying WCAG 2.0 AA guidelines for the design of new websites or web applications. The rationale is twofold:

1. It could be technically difficult and expensive to bring these websites/applications to WCAG 2.0 AA later. WCAG 2.0 AA is a superior, more flexible standard and is in use all over the world. If a website is compliant with WCAG 2.0 AA, it will, by default comply with our current TAC rules on EIR Accessibility.

Web development Contractors should already be familiar with designing to this standard, and their ability to meet these standards should be a strong consideration in the selection process. The free online resources listed below are available to assist developers and content producers in transitioning to these guidelines.

Contract Terms and Conditions

WCAG 2.0 at a glance

IBM Developer Guidelines Web Checklist

Webaim.org Accessibility Checklist

Contractor must employ real users with disabilities for manual testing. Contract is required to provide a report that will include the results of auto-testing, screen-by-screen assessments, pass/fail status for each of the identified compliance standards to be met and recommendations for how to repair the screens/pages that do not meet the standards. Remediation recommendations shall be provided to the code level. The report should include documentation of the experience of real users with disabilities and may recommend techniques for improving the usable accessibility of the application. Awarded Vendor shall validate, by title, if all accessibility requirements have been met.

All websites must follow Federal 508 accessibility requirements and Web Content Accessibility Guidelines (WCAG) 2.0 AA standards and be tested for accessibility before acceptance by TEA. For sites developed outside of TEA, the contractor must contract with a third party with expertise and a proven track record in accessibility testing. The third party must evaluate the site and produce a report that verifies the site is compliant to (WCAG) 2.0 AA.

- U. Intellectual Property Ownership:** Contractor agrees that all Works are, upon creation, works made for hire and the sole property of TEA. If the Works are, under applicable law, not considered works made for hire, Contractor hereby assigns to TEA all worldwide ownership of all rights, including the Intellectual Property Rights, in the Works, without the necessity of any further consideration, and TEA can obtain and hold in its own name all such rights to the Works. Contractor agrees to maintain written agreements with all officers, directors, employees, agents, representatives and subcontractors engaged by Contractor for the Contract Project, granting Contractor rights sufficient to support the performance and grant of rights to TEA by Contractor. Copies of such agreements shall be provided to TEA promptly upon request.

Contractor warrants that (i) it has the authority to grant the rights herein granted, (ii) it has not assigned or transferred any right, title, or interest to the Works or Intellectual Property Rights that would conflict with its obligations under the Contract, and Contractor will not enter into any such agreements, and (iii) the Works will be original and will not infringe any intellectual property rights of any other person or entity. These warranties will survive the termination of the Contract. If any preexisting rights are embodied in the Works, Contractor grants to TEA the irrevocable, perpetual, non-exclusive, worldwide, royalty-free right and license to (i) use, execute, reproduce, display, perform, distribute copies of, and prepare derivative works based upon such preexisting rights and any derivative works thereof and (ii) authorize others to do any or all of the foregoing. Contractor agrees to notify TEA on delivery of the Works if they include any such preexisting rights. On request, Contractor will provide TEA with documentation indicating a third party's written approval for Contractor to use any preexisting rights that may be embodied or reflected in the Works.

Contractor agrees, at Contractor's expense, to indemnify, hold harmless and defend TEA and the State from claims involving infringement of third parties' licenses, trademarks, copyrights or patents.

For Colleges and Universities: The foregoing Intellectual Property Ownership provisions apply to any colleges and universities and their employees, agents, representatives, consultants, and subcontractors; provided, that for all Works created or conceived by colleges or universities under the Contract, they are granted a non-exclusive, non-transferable, royalty-free license to use the Works for their own academic and educational purposes only. Colleges and universities are prohibited, however, from advertising, offering for sale, selling, distributing, publicly displaying, publicly performing, or reproducing the Works, or making derivative works from the Works that are created or conceived under this Contract, without the express written permission of TEA Legal Division.

- V. Criminal Background Checks:** If during the term of this Contract, Contractor, and/or Contractor staff, or subcontractor have access to Texas public school campuses, all Contractor and/or Contractor's staff must submit to a national criminal history record information review (includes fingerprinting) and meet all eligibility standards and criteria as set by Agency before serving in assignments on behalf of the Agency. This requirement applies to all individuals who currently serve or will serve in Agency assignments that have the possibility of direct contact with students. Assignments are contingent upon meeting Agency eligibility standards. Contractor and/or any staff member of Contractor who may perform services under this contract must complete this criminal history review before the beginning of an assignment. If said individuals have not completed this requirement or the review results in a determination that Contractor is not eligible for assignment, this Contract will be terminated effective immediately or the date of notice of non-eligibility, whichever is earliest.

Special Provisions – D
Historically Underutilized Business Subcontracting Plan (HSP)



HUB SUBCONTRACTING PLAN (HSP)

In accordance with Texas Gov't Code §2161.252, the contracting agency has determined that subcontracting opportunities are probable under this contract. Therefore, all respondents, including State of Texas certified Historically Underutilized Businesses (HUBs) must complete and submit this State of Texas HUB Subcontracting Plan (HSP) with their response to the bid requisition (solicitation).

NOTE: Responses that do not include a completed HSP shall be rejected pursuant to Texas Gov't Code §2161.252(b).

The HUB Program promotes equal business opportunities for economically disadvantaged persons to contract with the State of Texas in accordance with the goals specified in the 2009 State of Texas Disparity Study. The statewide HUB goals defined in 34 Texas Administrative Code (TAC) §20.13 are:

- 11.2 percent for heavy construction other than building contracts,
- 21.1 percent for all building construction, including general contractors and operative builders contracts,
- 32.7 percent for all special trade construction contracts,
- 23.6 percent for professional services contracts,
- 24.6 percent for all other services contracts, and
- 21 percent for commodities contracts.

- - Agency Special Instructions/Additional Requirements - -

In accordance with 34 TAC §20.14(d)(1)(D)(iii), a respondent (prime contractor) may demonstrate good faith effort to utilize Texas certified HUBs for its subcontracting opportunities if the total value of the respondent's subcontracts with Texas certified HUBs meets or exceeds the statewide HUB goal or the agency specific HUB goal, whichever is higher. When a respondent uses this method to demonstrate good faith effort, the respondent must identify the HUBs with which it will subcontract. If using existing contracts with Texas certified HUBs to satisfy this requirement, only contracts that have been in place for five years or less shall qualify for meeting the HUB goal. This limitation is designed to encourage vendor rotation as recommended by the 2009 Texas Disparity Study.

SECTION 1 RESPONDENT AND REQUISITION INFORMATION

- a. Respondent (Company) Name: Education Service Center Region 10 State of Texas VID #: 751249185
 Point of Contact: Barbara B. Smith Phone #: 972.348.1440
 E-mail Address: barbara.smith@region10.org Fax #: 972.348.1441
- b. Is your company a State of Texas certified HUB? - Yes - No
- c. Requisition #: _____ Bid Open Date: _____

(mm/dd/yyyy)

SECTION 2 SUBCONTRACTING INTENTIONS

After dividing the contract work into reasonable lots or portions to the extent consistent with prudent industry practices, and taking into consideration the scope of work to be performed under the proposed contract, including all potential subcontracting opportunities, the respondent must determine what portions of work, including goods and services, will be subcontracted. Note: In accordance with 34 TAC §20.11., an "Subcontractor" means a person who contracts with a prime contractor to work, to supply commodities, or to contribute toward completing work for a governmental entity.

a. Check the appropriate box (Yes or No) that identifies your subcontracting intentions:

- Yes, I will be subcontracting portions of the contract. (If Yes, complete Item b, of this SECTION and continue to Item c of this SECTION.)
- No, I will not be subcontracting any portion of the contract, and I will be fulfilling the entire contract with my own resources. (If No, continue to SECTION 3 and SECTION 4.)

b. List all the portions of work (subcontracting opportunities) you will subcontract. Also, based on the total value of the contract, identify the percentages of the contract you expect to award to Texas certified HUBs, and the percentage of the contract you expect to award to vendors that are not a Texas certified HUB (i.e., Non-HUB).

Item #	Subcontracting Opportunity Description	HUBs		Non-HUBs
		Percentage of the contract expected to be subcontracted to HUBs with which you have a <u>continuous contract*</u> in place for five (5) years or less.	Percentage of the contract expected to be subcontracted to HUBs with which you have a <u>continuous contract*</u> in place for more than five (5) years.	Percentage of the contract expected to be subcontracted to non-HUBs .
1	wireless access & cloud file storage	%	%	0.00 %
2		%	%	%
3		%	%	%
4		%	%	%
5		%	%	%
6		%	%	%
7		%	%	%
8		%	%	%
9		%	%	%
10		%	%	%
11		%	%	%
12		%	%	%
13		%	%	%
14		%	%	%
15		%	%	%
Aggregate percentages of the contract expected to be subcontracted:		%	%	0.00 %

(Note: If you have more than fifteen subcontracting opportunities, a continuation sheet is available online at <http://window.state.tx.us/procurement/prog/hub/hub-subcontracting-plan/>)

c. Check the appropriate box (Yes or No) that indicates whether you will be using only Texas certified HUBs to perform all of the subcontracting opportunities you listed in SECTION 2, Item b.

- Yes (If Yes, continue to SECTION 4 and complete an "HSP Good Faith Effort - Method A (Attachment A)" for each of the subcontracting opportunities you listed.)
- No (If No, continue to Item d, of this SECTION.)

d. Check the appropriate box (Yes or No) that indicates whether the aggregate expected percentage of the contract you will subcontract with Texas certified HUBs with which you have a continuous contract* in place with for five (5) years or less meets or exceeds the HUB goal the contracting agency identified on page 1 in the "Agency Special Instructions/Additional Requirements".

- Yes (If Yes, continue to SECTION 4 and complete an "HSP Good Faith Effort - Method A (Attachment A)" for each of the subcontracting opportunities you listed.)
- No (If No, continue to SECTION 4 and complete an "HSP Good Faith Effort - Method B (Attachment B)" for each of the subcontracting opportunities you listed.)

**Continuous Contract: Any existing written agreement (including any renewals that are exercised) between a prime contractor and a HUB vendor, where the HUB vendor provides the prime contractor with goods or service under the same contract for a specified period of time. The frequency the HUB vendor is utilized or paid during the term of the contract is not relevant to whether the contract is considered continuous. Two or more contracts that run concurrently or overlap one another for different periods of time are considered by CPA to be individual contracts rather than renewals or extensions to the original contract. In such situations the prime contractor and HUB vendor are entering (have entered) into "new" contracts.*

Enter your company's name here: Education Service Center Region 10 Requisition #: _____

SECTION 3 SELF PERFORMING JUSTIFICATION (If you responded "No" to SECTION 2, Item a, you must complete this SECTION and continue to SECTION 4.)


Check the appropriate box (Yes or No) that indicates whether your response/proposal contains an explanation demonstrating how your company will fulfill the entire contract with its own resources.

- Yes (If **Yes**, in the space provided below list the specific page(s)/section(s) of your proposal which explains how your company will perform the entire contract with its own equipment, supplies, materials and/or employees.)
- No (If **No**, in the space provided below explain how your company will perform the entire contract with its own equipment, supplies, materials and/or employees.)

SECTION 4 AFFIRMATION

As evidenced by my signature below, I affirm that I am an authorized representative of the respondent listed in SECTION 1, and that the information and supporting documentation submitted with the HSP is true and correct. Respondent understands and agrees that, if awarded any portion of the requisition:

- The respondent will provide notice as soon as practical to all the subcontractors (HUBs and Non-HUBs) of their selection as a subcontractor for the awarded contract. The notice must specify at a minimum the contracting agency's name and its point of contact for the contract, the contract award number, the subcontracting opportunity they (the subcontractor) will perform, the approximate dollar value of the subcontracting opportunity and the expected percentage of the total contract that the subcontracting opportunity represents. A copy of the notice required by this section must also be provided to the contracting agency's point of contact for the contract no later than ten (10) working days after the contract is awarded.
- The respondent must submit monthly compliance reports (Prime Contractor Progress Assessment Report – PAR) to the contracting agency, verifying its compliance with the HSP, including the use of and expenditures made to its subcontractors (HUBs and Non-HUBs). (The PAR is available at <http://www.window.state.tx.us/procurement/prog/hub/hub-forms/progressassessmentrpt.xls>).
- The respondent must seek approval from the contracting agency prior to making any modifications to its HSP, including the hiring of additional or different subcontractors and the termination of a subcontractor the respondent identified in its HSP. If the HSP is modified without the contracting agency's prior approval, respondent may be subject to any and all enforcement remedies available under the contract or otherwise available by law, up to and including debarment from all state contracting.
- The respondent must, upon request, allow the contracting agency to perform on-site reviews of the company's headquarters and/or work-site where services are being performed and must provide documentation regarding staffing and other resources.

 Signature	<u>Barbara B. Smith</u> Printed Name	<u>Project Director</u> Title	<u>08/14/2015</u> Date <small>(mm/dd/yyyy)</small>
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- REMINDER:**
- If you responded "Yes" to SECTION 2, Items c or d, you must complete an "HSP Good Faith Effort - Method A (Attachment A)" for each of the subcontracting opportunities you listed in SECTION 2, Item b.
 - If you responded "No" SECTION 2, Items c and d, you must complete an "HSP Good Faith Effort - Method B (Attachment B)" for each of the subcontracting opportunities you listed in SECTION 2, Item b.

HSP Good Faith Effort - Method B (Attachment B)

Enter your company's name here: <u>Education Service Center Region 10</u>	Requisition #: _____
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IMPORTANT: If you responded "No" to SECTION 2, Items c and d of the completed HSP form, you must submit a completed "HSP Good Faith Effort - Method B (Attachment B)" for each of the subcontracting opportunities you listed in SECTION 2, Item b of the completed HSP form. You may photo-copy this page or download the form at <http://www.window.state.tx.us/procurement/prog/hub/hub-forms/HUBSubcontractingPlanAttachment-B.doc>

SECTION B-1 SUBCONTRACTING OPPORTUNITY

Enter the item number and description of the subcontracting opportunity you listed in SECTION 2, Item b, of the completed HSP form for which you are completing this attachment.

Item #: 1 Description: Secure mobile telecom access and file storage

SECTION B-2 MENTOR PROTÉGÉ PROGRAM

If respondent is participating as a Mentor in a State of Texas Mentor Protégé Program, submitting its Protégé (Protégé must be a State of Texas certified HUB) as a subcontractor to perform the subcontracting opportunity listed in SECTION B-1, constitutes a good faith effort to subcontract with a Texas certified HUB towards that specific portion of work.

Check the appropriate box (Yes or No) that indicates whether you will be subcontracting the portion of work you listed in SECTION B-1 to your Protégé.

- Yes (If Yes, to continue to SECTION B-4.)
- No / Not Applicable (If No or Not Applicable, continue to SECTION B-3 and SECTION B-4.)

SECTION B-3 NOTIFICATION OF SUBCONTRACTING OPPORTUNITY

When completing this section you **MUST** comply with items a, b, c and d, thereby demonstrating your Good Faith Effort of having notified Texas certified HUBs and minority or women trade organizations or development centers about the subcontracting opportunity you listed in SECTION B-1. Your notice should include the scope of work, information regarding the location to review plans and specifications, bonding and insurance requirements, required qualifications, and identify a contact person. When sending notice of your subcontracting opportunity, you are encouraged to use the attached HUB Subcontracting Opportunity Notice form, which is also available online at <http://www.window.state.tx.us/procurement/prog/hub/hub-subcontracting-plan/>

Retain supporting documentation (i.e., certified letter, fax, e-mail) demonstrating evidence of your good faith effort to notify the Texas certified HUBs and minority or women trade organizations or development centers. Also, be mindful that a working day is considered a normal business day of a state agency, not including weekends, federal or state holidays, or days the agency is declared closed by its executive officer. The initial day the subcontracting opportunity notice is sent/provided to the HUBs and to the minority or women trade organizations or development centers is considered to be "day zero" and does not count as one of the seven (7) working days.

- a. Provide written notification of the subcontracting opportunity you listed in SECTION B-1, to three (3) or more Texas certified HUBs. Unless the contracting agency specified a different time period, you must allow the HUBs at least seven (7) working days to respond to the notice prior to your submitting your bid response to the contracting agency. When searching for Texas certified HUBs, ensure that you use the State of Texas' Centralized Master Bidders List (CMBL) and Historically Underutilized Business (HUB) Search directory located at <http://www.window.state.tx.us/procurement/cmb/cmbhub.html>. HUB Status code "A" signifies that the company is a Texas certified HUB.
- b. List the three (3) Texas certified HUBs you notified regarding the subcontracting opportunity you listed in SECTION B-1. Include the company's Vendor ID (VID) number, the date you sent notice to that company, and indicate whether it was responsive or non-responsive to your subcontracting opportunity notice.

Company Name	VID #	Date Notice Sent (mm/dd/yyyy)	Did the HUB Respond?
n/a			<input type="checkbox"/> - Yes <input type="checkbox"/> - No
			<input type="checkbox"/> - Yes <input type="checkbox"/> - No
			<input type="checkbox"/> - Yes <input type="checkbox"/> - No

- c. Provide written notification of the subcontracting opportunity you listed in SECTION B-1 to two (2) or more minority or women trade organizations or development centers in Texas to assist in identifying potential HUBs by disseminating the subcontracting opportunity to their members/participants. Unless the contracting agency specified a different time period, you must provide your subcontracting opportunity notice to minority or women trade organizations or development centers at least seven (7) working days prior to submitting your bid response to the contracting agency. A list of trade organizations and development centers that have expressed an interest in receiving notices of subcontracting opportunities is available on the Statewide HUB Program's webpage at <http://www.window.state.tx.us/procurement/prog/hub/mwb-links-1/>

- d. List two (2) minority or women trade organizations or development centers you notified regarding the subcontracting opportunity you listed in SECTION B-1. Include the date when you sent notice to it and indicate if it accepted or rejected your notice.

Minority/Women Trade Organizations or Development Centers	Date Notice Sent (mm/dd/yyyy)	Was the Notice Accepted?
n/a		<input type="checkbox"/> - Yes <input type="checkbox"/> - No
		<input type="checkbox"/> - Yes <input type="checkbox"/> - No

HSP Good Faith Effort - Method B (Attachment B) *Cont.*

Enter your company's name here: Education Service Center Region 10 Requisition #: _____

SECTION B-4 SUBCONTRACTOR SELECTION

a. Enter the item number and description of the subcontracting opportunity for which you are completing this Attachment B continuation page.

Item #: 1 Description: Secure mobile telecom access and file storage

b. List the subcontractor(s) you selected to perform the subcontracting opportunity you listed in SECTION B-1. Also identify whether they are a Texas certified HUB and their VID number, the approximate dollar value of the work to be subcontracted, the expected percentage of work to be subcontracted, and indicate whether the company is a Texas certified HUB.

Company Name	Texas certified HUB	VID # <small>(Required if Texas certified HUB)</small>	Approximate Dollar Amount	Expected Percentage of Contract
Verizon	<input type="checkbox"/> - Yes <input checked="" type="checkbox"/> - No		\$ 3000	.002 %
Dropbox.com	<input type="checkbox"/> - Yes <input checked="" type="checkbox"/> - No		\$ 995	.08 %
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%

c. If any of the subcontractors you have selected to perform the subcontracting opportunity you listed in SECTION B-1 is not a Texas certified HUB, provide written justification for your selection process (attach additional page if necessary):

ESC Region 10 Board policy allows for participation in cooperative purchasing programs and if the ESC 10 participates in a cooperative purchasing program, it satisfies any law requiring it to seek competitive bids.

The Department of Information Resources (DIR) facilitates competitive bids on information resources as well as HUBs, commodities and services to insure lowest prices and best value for state and local government, as well as, the K-12 public education. The DIR solicits from HUBs and MWBE participation. Verizon Wireless has a DIR contract. Region 10 staff secured quotes from 3 vendors offering secure file sharing and document storage based on the following general criteria:

- Per user document storage minimum of 250 MB,
- Storage and backup that is disaster-proof with offsite data center facilities and protected by biometric locks, redundant servers, and continuous, uninterruptible power.
- "Drag and Drop" web folders virtual storage for each document or files between the each user's PC and the cloud storage, and
- accessible through firewalls of the Texas Education Agency, Region 10, and other partners.

The original Dropbox.com quote met criteria and was the most cost effective.

REMINDER: As specified in SECTION 4 of the completed HSP form, if you (respondent) are awarded any portion of the requisition, you are required to provide notice as soon as practical to all the subcontractors (HUBs and Non-HUBs) of their selection as a subcontractor. The notice must specify at a minimum the contracting agency's name and its point of contact for the contract, the contract award number, the subcontracting opportunity it (the subcontractor) will perform, the approximate dollar value of the subcontracting opportunity and the expected percentage of the total contract that the subcontracting opportunity represents. A copy of the notice required by this section must also be provided to the contracting agency's point of contact for the contract no later than ten (10) working days after the contract is awarded.



HUB SUBCONTRACTING PLAN (HSP)

In accordance with Texas Gov't Code §2161.252, the contracting agency has determined that subcontracting opportunities are probable under this contract. Therefore, all respondents, including State of Texas certified Historically Underutilized Businesses (HUBs) must complete and submit this State of Texas HUB Subcontracting Plan (HSP) with their response to the bid requisition (solicitation).

NOTE: Responses that do not include a completed HSP shall be rejected pursuant to Texas Gov't Code §2161.252(b).

The HUB Program promotes equal business opportunities for economically disadvantaged persons to contract with the State of Texas in accordance with the goals specified in the 2009 State of Texas Disparity Study. The statewide HUB goals defined in 34 Texas Administrative Code (TAC) §20.13 are:

- 11.2 percent for heavy construction other than building contracts,
- 21.1 percent for all building construction, including general contractors and operative builders contracts,
- 32.7 percent for all special trade construction contracts,
- 23.6 percent for professional services contracts,
- 24.6 percent for all other services contracts, and
- 21 percent for commodities contracts.

- - Agency Special Instructions/Additional Requirements - -

In accordance with 34 TAC §20.14(d)(1)(D)(iii), a respondent (prime contractor) may demonstrate good faith effort to utilize Texas certified HUBs for its subcontracting opportunities if the total value of the respondent's subcontracts with Texas certified HUBs meets or exceeds the statewide HUB goal or the agency specific HUB goal, whichever is higher. When a respondent uses this method to demonstrate good faith effort, the respondent must identify the HUBs with which it will subcontract. If using existing contracts with Texas certified HUBs to satisfy this requirement, only contracts that have been in place for five years or less shall qualify for meeting the HUB goal. This limitation is designed to encourage vendor rotation as recommended by the 2009 Texas Disparity Study.

SECTION 1 RESPONDENT AND REQUISITION INFORMATION

- a. Respondent (Company) Name: Education Service Center Region 10 State of Texas VID #: 751249185
 Point of Contact: Barbara Smith Phone #: 972.348.1440
 E-mail Address: barbara.smith@region10.org Fax #: 972.348.1441
- b. Is your company a State of Texas certified HUB? - Yes - No
- c. Requisition #: _____ Bid Open Date: _____
(mm/dd/yyyy)

SECTION 2 SUBCONTRACTING INTENTIONS

After dividing the contract work into reasonable lots or portions to the extent consistent with prudent industry practices, and taking into consideration the scope of work to be performed under the proposed contract, including all potential subcontracting opportunities, the respondent must determine what portions of work, including goods and services, will be subcontracted. Note: In accordance with 34 TAC §20.11., an "Subcontractor" means a person who contracts with a prime contractor to work, to supply commodities, or to contribute toward completing work for a governmental entity.

- a. Check the appropriate box (Yes or No) that identifies your subcontracting intentions:
- Yes, I will be subcontracting portions of the contract. (If Yes, complete Item b, of this SECTION and continue to Item c of this SECTION.)
 - No, I will not be subcontracting any portion of the contract, and I will be fulfilling the entire contract with my own resources. (If No, continue to SECTION 3 and SECTION 4.)

b. List all the portions of work (subcontracting opportunities) you will subcontract. Also, based on the total value of the contract, identify the percentages of the contract you expect to award to Texas certified HUBs, and the percentage of the contract you expect to award to vendors that are not a Texas certified HUB (i.e., Non-HUB).

Item #	Subcontracting Opportunity Description	HUBs		Non-HUBs
		Percentage of the contract expected to be subcontracted to HUBs with which you have a <u>continuous contract</u> * in place for five (5) years or less.	Percentage of the contract expected to be subcontracted to HUBs with which you have a <u>continuous contract</u> * in place for more than five (5) years.	Percentage of the contract expected to be subcontracted to non-HUBs .
1	Web reporting design and development	%	%	0.01 %
2		%	%	%
3		%	%	%
4		%	%	%
5		%	%	%
6		%	%	%
7		%	%	%
8		%	%	%
9		%	%	%
10		%	%	%
11		%	%	%
12		%	%	%
13		%	%	%
14		%	%	%
15		%	%	%
Aggregate percentages of the contract expected to be subcontracted:		%	%	0.01 %

(Note: If you have more than fifteen subcontracting opportunities, a continuation sheet is available online at <http://window.state.tx.us/procurement/prog/hub/hub-subcontracting-plan/>)

- c. Check the appropriate box (Yes or No) that indicates whether you will be using only Texas certified HUBs to perform all of the subcontracting opportunities you listed in SECTION 2, Item b.
- Yes (If Yes, continue to SECTION 4 and complete an "HSP Good Faith Effort - Method A (Attachment A)" for each of the subcontracting opportunities you listed.)
 - No (If No, continue to Item d, of this SECTION.)

- d. Check the appropriate box (Yes or No) that indicates whether the aggregate expected percentage of the contract you will subcontract with Texas certified HUBs with which you have a continuous contract* in place with for five (5) years or less meets or exceeds the HUB goal the contracting agency identified on page 1 in the "Agency Special Instructions/Additional Requirements".
- Yes (If Yes, continue to SECTION 4 and complete an "HSP Good Faith Effort - Method A (Attachment A)" for each of the subcontracting opportunities you listed.)
 - No (If No, continue to SECTION 4 and complete an "HSP Good Faith Effort - Method B (Attachment B)" for each of the subcontracting opportunities you listed.)

*Continuous Contract: Any existing written agreement (including any renewals that are exercised) between a prime contractor and a HUB vendor, where the HUB vendor provides the prime contractor with goods or service under the same contract for a specified period of time. The frequency the HUB vendor is utilized or paid during the term of the contract is not relevant to whether the contract is considered continuous. Two or more contracts that run concurrently or overlap one another for different periods of time are considered by CPA to be individual contracts rather than renewals or extensions to the original contract. In such situations the prime contractor and HUB vendor are entering (have entered) into "new" contracts.

Enter your company's name here: Education Service Center Region 10 Requisition #: _____

SECTION 3 SELF PERFORMING JUSTIFICATION (If you responded "No" to SECTION 2, Item a, you must complete this SECTION and continue to SECTION 4.)

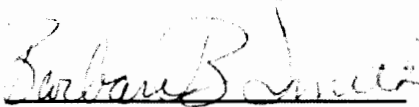
Check the appropriate box (Yes or No) that indicates whether your response/proposal contains an explanation demonstrating how your company will fulfill the entire contract with its own resources.

- Yes (If *Yes*, in the space provided below list the specific page(s)/section(s) of your proposal which explains how your company will perform the entire contract with its own equipment, supplies, materials and/or employees.)
- No (If *No*, in the space provided below explain how your company will perform the entire contract with its own equipment, supplies, materials and/or employees.)

SECTION 4 AFFIRMATION

As evidenced by my signature below, I affirm that I am an authorized representative of the respondent listed in SECTION 1, and that the information and supporting documentation submitted with the HSP is true and correct. Respondent understands and agrees that, if awarded any portion of the requisition:

- The respondent will provide notice as soon as practical to all the subcontractors (HUBs and Non-HUBs) of their selection as a subcontractor for the awarded contract. The notice must specify at a minimum the contracting agency's name and its point of contact for the contract, the contract award number, the subcontracting opportunity they (the subcontractor) will perform, the approximate dollar value of the subcontracting opportunity and the expected percentage of the total contract that the subcontracting opportunity represents. A copy of the notice required by this section must also be provided to the contracting agency's point of contact for the contract no later than ten (10) working days after the contract is awarded.
- The respondent must submit monthly compliance reports (Prime Contractor Progress Assessment Report – PAR) to the contracting agency, verifying its compliance with the HSP, including the use of and expenditures made to its subcontractors (HUBs and Non-HUBs). (The PAR is available at <http://www.window.state.tx.us/procurement/prog/hub/hub-forms/progressassessmentrpt.xls>).
- The respondent must seek approval from the contracting agency prior to making any modifications to its HSP, including the hiring of additional or different subcontractors and the termination of a subcontractor the respondent identified in its HSP. If the HSP is modified without the contracting agency's prior approval, respondent may be subject to any and all enforcement remedies available under the contract or otherwise available by law, up to and including debarment from all state contracting.
- The respondent must, upon request, allow the contracting agency to perform on-site reviews of the company's headquarters and/or work-site where services are being performed and must provide documentation regarding staffing and other resources.

	<u>Barbara B. Smith</u>	<u>Project Director</u>	<u>08/14/2015</u>
Signature	Printed Name	Title	Date <small>(mm/dd/yyyy)</small>

REMINDER: ➤ If you responded "Yes" to SECTION 2, Items c. or d, you must complete an "HSP Good Faith Effort - Method A (Attachment A)" for each of the subcontracting opportunities you listed in SECTION 2, Item b.

➤ If you responded "No" SECTION 2, Items c. and d, you must complete an "HSP Good Faith Effort - Method B (Attachment B)" for each of the subcontracting opportunities you listed in SECTION 2, Item b.

HSP Good Faith Effort - Method B (Attachment B)

Enter your company's name here: Education Service Center Region 10 Requisition #: _____

IMPORTANT: If you responded "No" to SECTION 2, Items c and d of the completed HSP form, you must submit a completed "HSP Good Faith Effort - Method B (Attachment B)" for each of the subcontracting opportunities you listed in SECTION 2, Item b of the completed HSP form. You may photo-copy this page or download the form at <http://www.window.state.tx.us/procurement/prog/hub/hub-forms/HUBSubcontractingPlanAttachment-B.doc>

SECTION B-1 SUBCONTRACTING OPPORTUNITY

Enter the item number and description of the subcontracting opportunity you listed in SECTION 2, Item b, of the completed HSP form for which you are completing this attachment.

Item #: 1 Description: Webpage design and development

SECTION B-2 MENTOR PROTÉGÉ PROGRAM

If respondent is participating as a Mentor in a State of Texas Mentor Protégé Program, submitting its Protégé (Protégé must be a State of Texas certified HUB) as a subcontractor to perform the subcontracting opportunity listed in SECTION B-1, constitutes a good faith effort to subcontract with a Texas certified HUB towards that specific portion of work.

Check the appropriate box (Yes or No) that indicates whether you will be subcontracting the portion of work you listed in SECTION B-1 to your Protégé.

- Yes (If Yes, to continue to SECTION B-4.)
- No / Not Applicable (If No or Not Applicable, continue to SECTION B-3 and SECTION B-4.)

SECTION B-3 NOTIFICATION OF SUBCONTRACTING OPPORTUNITY

When completing this section you MUST comply with items a, b, c and d, thereby demonstrating your Good Faith Effort of having notified Texas certified HUBs and minority or women trade organizations or development centers about the subcontracting opportunity you listed in SECTION B-1. Your notice should include the scope of work, information regarding the location to review plans and specifications, bonding and insurance requirements, required qualifications, and identify a contact person. When sending notice of your subcontracting opportunity, you are encouraged to use the attached HUB Subcontracting Opportunity Notice form, which is also available online at <http://www.window.state.tx.us/procurement/prog/hub/hub-subcontracting-plan/>

Retain supporting documentation (i.e., certified letter, fax, e-mail) demonstrating evidence of your good faith effort to notify the Texas certified HUBs and minority or women trade organizations or development centers. Also, be mindful that a working day is considered a normal business day of a state agency, not including weekends, federal or state holidays, or days the agency is declared closed by its executive officer. The initial day the subcontracting opportunity notice is sent/provided to the HUBs and to the minority or women trade organizations or development centers is considered to be "day zero" and does not count as one of the seven (7) working days.

- a. Provide written notification of the subcontracting opportunity you listed in SECTION B-1, to three (3) or more Texas certified HUBs. Unless the contracting agency specified a different time period, you must allow the HUBs at least seven (7) working days to respond to the notice prior to your submitting your bid response to the contracting agency. When searching for Texas certified HUBs, ensure that you use the State of Texas' Centralized Master Bidders List (CMBL) and Historically Underutilized Business (HUB) Search directory located at <http://www.window.state.tx.us/procurement/cmb/cmbhub.html>. HUB Status code "A" signifies that the company is a Texas certified HUB.
- b. List the three (3) Texas certified HUBs you notified regarding the subcontracting opportunity you listed in SECTION B-1. Include the company's Vendor ID (VID) number, the date you sent notice to that company, and indicate whether it was responsive or non-responsive to your subcontracting opportunity notice.

Company Name	VID #	Date Notice Sent (mm/dd/yyyy)	Did the HUB Respond?
36 BLOCKS LLC	1461139634300	4/11/2014	<input type="checkbox"/> - Yes <input checked="" type="checkbox"/> - No
ARTS + LABOR	1742990362200	4/11/2014	<input type="checkbox"/> - Yes <input checked="" type="checkbox"/> - No
M21 ADVANCED, LLC	1460601710200	4/11/2014	<input type="checkbox"/> - Yes <input checked="" type="checkbox"/> - No

- c. Provide written notification of the subcontracting opportunity you listed in SECTION B-1 to two (2) or more minority or women trade organizations or development centers in Texas to assist in identifying potential HUBs by disseminating the subcontracting opportunity to their members/participants. Unless the contracting agency specified a different time period, you must provide your subcontracting opportunity notice to minority or women trade organizations or development centers at least seven (7) working days prior to submitting your bid response to the contracting agency. A list of trade organizations and development centers that have expressed an interest in receiving notices of subcontracting opportunities is available on the Statewide HUB Program's webpage at <http://www.window.state.tx.us/procurement/prog/hub/mwb-links-1/>

- d. List two (2) minority or women trade organizations or development centers you notified regarding the subcontracting opportunity you listed in SECTION B-1. Include the date when you sent notice to it and indicate if it accepted or rejected your notice.

Minority/Women Trade Organizations or Development Centers	Date Notice Sent (mm/dd/yyyy)	Was the Notice Accepted?
Women's Business Enterprise Alliance	4/11/2014	<input type="checkbox"/> - Yes <input checked="" type="checkbox"/> - No
Tri-County Black Chamber of Commerce	4/11/2014	<input checked="" type="checkbox"/> - Yes <input type="checkbox"/> - No

HSP Good Faith Effort - Method B (Attachment B) *Cont.*

Enter your company's name here: Education Service Center Region 10 Requisition #: _____

SECTION B-4 SUBCONTRACTOR SELECTION

- a. Enter the item number and description of the subcontracting opportunity for which you are completing this Attachment B continuation page.
 Item #: 1 Description: Webpage design and development
- b. List the subcontractor(s) you selected to perform the subcontracting opportunity you listed in SECTION B-1. Also identify whether they are a Texas certified HUB and their VID number, the approximate dollar value of the work to be subcontracted, the expected percentage of work to be subcontracted, and indicate whether the company is a Texas certified HUB.

Company Name	Texas certified HUB	VID # <small>(Required if Texas certified HUB)</small>	Approximate Dollar Amount	Expected Percentage of Contract
EZSITE - A division of VitaSys	<input type="checkbox"/> - Yes <input checked="" type="checkbox"/> - No		\$7,500	.002 %
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%

- c. If any of the subcontractors you have selected to perform the subcontracting opportunity you listed in SECTION B-1 is not a Texas certified HUB, provide written justification for your selection process (attach additional page if necessary):

Notification of Region 10's Request for Proposal 2014-07 was provided to Texas HUB vendors with the class code of 915-96 and a business description including the phrase "web design"; as well as, MWOBE organizations that are registered with the Texas Comptroller's office as willing to notify MWOBE businesses of such opportunities.

No HUB or MWOBE vendor responded to the RFP 2014-07.

EZSITE has a working knowledge of the existing TxVSN portal and best prepared to continue services if needed.

REMINDER: As specified in SECTION 4 of the completed HSP form, if you (respondent) are awarded any portion of the requisition, you are required to provide notice as soon as practical to all the subcontractors (HUBs and Non-HUBs) of their selection as a subcontractor. The notice must specify at a minimum the contracting agency's name and its point of contact for the contract, the contract award number, the subcontracting opportunity it (the subcontractor) will perform, the approximate dollar value of the subcontracting opportunity and the expected percentage of the total contract that the subcontracting opportunity represents. A copy of the notice required by this section must also be provided to the contracting agency's point of contact for the contract no later than ten (10) working days after the contract is awarded.



HUB SUBCONTRACTING PLAN (HSP)

In accordance with Texas Gov't Code §2161.252, the contracting agency has determined that subcontracting opportunities are probable under this contract. Therefore, all respondents, including State of Texas certified Historically Underutilized Businesses (HUBs) must complete and submit this State of Texas HUB Subcontracting Plan (HSP) with their response to the bid requisition (solicitation).

NOTE: Responses that do not include a completed HSP shall be rejected pursuant to Texas Gov't Code §2161.252(b).

The HUB Program promotes equal business opportunities for economically disadvantaged persons to contract with the State of Texas in accordance with the goals specified in the 2009 State of Texas Disparity Study. The statewide HUB goals defined in 34 Texas Administrative Code (TAC) §20.13 are:

- 11.2 percent for heavy construction other than building contracts,
- 21.1 percent for all building construction, including general contractors and operative builders contracts,
- 32.7 percent for all special trade construction contracts,
- 23.6 percent for professional services contracts,
- 24.6 percent for all other services contracts, and
- 21 percent for commodities contracts.

- - Agency Special Instructions/Additional Requirements - -

In accordance with 34 TAC §20.14(d)(1)(D)(iii), a respondent (prime contractor) may demonstrate good faith effort to utilize Texas certified HUBs for its subcontracting opportunities if the total value of the respondent's subcontracts with Texas certified HUBs meets or exceeds the statewide HUB goal or the agency specific HUB goal, whichever is higher. When a respondent uses this method to demonstrate good faith effort, the respondent must identify the HUBs with which it will subcontract. If using existing contracts with Texas certified HUBs to satisfy this requirement, only contracts that have been in place for five years or less shall qualify for meeting the HUB goal. This limitation is designed to encourage vendor rotation as recommended by the 2009 Texas Disparity Study.

SECTION 1 RESPONDENT AND REQUISITION INFORMATION

a. Respondent (Company) Name: Education Service Center Region 10 State of Texas VID #: 751249185
 Point of Contact: Barbara B. Smith Phone #: 972.348.1440
 E-mail Address: _____ Fax #: 972.348.1441

b. Is your company a State of Texas certified HUB? - Yes - No

c. Requisition #: _____ Bid Open Date: _____

(mm/dd/yyyy)

SECTION 2 SUBCONTRACTING INTENTIONS

After dividing the contract work into reasonable lots or portions to the extent consistent with prudent industry practices, and taking into consideration the scope of work to be performed under the proposed contract, including all potential subcontracting opportunities, the respondent must determine what portions of work, including goods and services, will be subcontracted. Note: In accordance with 34 TAC §20.11., an "Subcontractor" means a person who contracts with a prime contractor to work, to supply commodities, or to contribute toward completing work for a governmental entity.

a. Check the appropriate box (Yes or No) that identifies your subcontracting intentions:

- Yes, I will be subcontracting portions of the contract. (If Yes, complete Item b, of this SECTION and continue to Item c of this SECTION.)
- No, I will not be subcontracting any portion of the contract, and I will be fulfilling the entire contract with my own resources. (If No, continue to SECTION 3 and SECTION 4.)

b. List all the portions of work (subcontracting opportunities) you will subcontract. Also, based on the total value of the contract, identify the percentages of the contract you expect to award to Texas certified HUBs, and the percentage of the contract you expect to award to vendors that are not a Texas certified HUB (i.e., Non-HUB).

Item #	Subcontracting Opportunity Description	HUBs		Non-HUBs
		Percentage of the contract expected to be subcontracted to HUBs with which you have a <u>continuous contract</u> * in place for five (5) years or less.	Percentage of the contract expected to be subcontracted to HUBs with which you have a <u>continuous contract</u> * in place for more than five (5) years.	Percentage of the contract expected to be subcontracted to non-HUBs .
1	online accessibility compliance	%	%	0.00 %
2		%	%	%
3		%	%	%
4		%	%	%
5		%	%	%
6		%	%	%
7		%	%	%
8		%	%	%
9		%	%	%
10		%	%	%
11		%	%	%
12		%	%	%
13		%	%	%
14		%	%	%
15		%	%	%
Aggregate percentages of the contract expected to be subcontracted:		%	%	0.00 %

(Note: If you have more than fifteen subcontracting opportunities, a continuation sheet is available online at <http://window.state.tx.us/procurement/prog/hub/hub-subcontracting-plan/>)

c. Check the appropriate box (Yes or No) that indicates whether you will be using only Texas certified HUBs to perform all of the subcontracting opportunities you listed in SECTION 2, Item b.

- Yes (If Yes, continue to SECTION 4 and complete an "HSP Good Faith Effort - Method A (Attachment A)" for each of the subcontracting opportunities you listed.)
- No (If No, continue to Item d, of this SECTION.)

d. Check the appropriate box (Yes or No) that indicates whether the aggregate expected percentage of the contract you will subcontract with Texas certified HUBs with which you have a continuous contract* in place with for five (5) years or less meets or exceeds the HUB goal the contracting agency identified on page 1 in the "Agency Special Instructions/Additional Requirements".

- Yes (If Yes, continue to SECTION 4 and complete an "HSP Good Faith Effort - Method A (Attachment A)" for each of the subcontracting opportunities you listed.)
- No (If No, continue to SECTION 4 and complete an "HSP Good Faith Effort - Method B (Attachment B)" for each of the subcontracting opportunities you listed.)

**Continuous Contract: Any existing written agreement (including any renewals that are exercised) between a prime contractor and a HUB vendor, where the HUB vendor provides the prime contractor with goods or service under the same contract for a specified period of time. The frequency the HUB vendor is utilized or paid during the term of the contract is not relevant to whether the contract is considered continuous. Two or more contracts that run concurrently or overlap one another for different periods of time are considered by CPA to be individual contracts rather than renewals or extensions to the original contract. In such situations the prime contractor and HUB vendor are entering (have entered) into "new" contracts.*

Enter your company's name here: Education Service Center Region 10 Requisition #: _____

SECTION 3 SELF PERFORMING JUSTIFICATION (If you responded "No" to SECTION 2, Item a, you must complete this SECTION and continue to SECTION 4.)


Check the appropriate box (Yes or No) that indicates whether your response/proposal contains an explanation demonstrating how your company will fulfill the entire contract with its own resources.

- Yes (If *Yes*, in the space provided below list the specific page(s)/section(s) of your proposal which explains how your company will perform the entire contract with its own equipment, supplies, materials and/or employees.)
- No (If *No*, in the space provided below explain how your company will perform the entire contract with its own equipment, supplies, materials and/or employees.)

SECTION 4 AFFIRMATION

As evidenced by my signature below, I affirm that I am an authorized representative of the respondent listed in SECTION 1, and that the information and supporting documentation submitted with the HSP is true and correct. Respondent understands and agrees that, if awarded any portion of the requisition:

- The respondent will provide notice as soon as practical to all the subcontractors (HUBs and Non-HUBs) of their selection as a subcontractor for the awarded contract. The notice must specify at a minimum the contracting agency's name and its point of contact for the contract, the contract award number, the subcontracting opportunity they (the subcontractor) will perform, the approximate dollar value of the subcontracting opportunity and the expected percentage of the total contract that the subcontracting opportunity represents. A copy of the notice required by this section must also be provided to the contracting agency's point of contact for the contract no later than ten (10) working days after the contract is awarded.
- The respondent must submit monthly compliance reports (Prime Contractor Progress Assessment Report – PAR) to the contracting agency, verifying its compliance with the HSP, including the use of and expenditures made to its subcontractors (HUBs and Non-HUBs). (The PAR is available at <http://www.window.state.tx.us/procurement/proghub/hub-forms/progressassessmentrpt.xls>).
- The respondent must seek approval from the contracting agency prior to making any modifications to its HSP, including the hiring of additional or different subcontractors and the termination of a subcontractor the respondent identified in its HSP. If the HSP is modified without the contracting agency's prior approval, respondent may be subject to any and all enforcement remedies available under the contract or otherwise available by law, up to and including debarment from all state contracting.
- The respondent must, upon request, allow the contracting agency to perform on-site reviews of the company's headquarters and/or work-site where services are being performed and must provide documentation regarding staffing and other resources.

	<u>Barbara B. Smith</u>	<u>Project Director</u>	<u>08/14/2015</u>
Signature	Printed Name	Title	Date <small>(mm/dd/yyyy)</small>

- REMINDER:**
- If you responded "Yes" to SECTION 2, Items c or d, you must complete an "HSP Good Faith Effort - Method A (Attachment A)" for each of the subcontracting opportunities you listed in SECTION 2, Item b.
 - If you responded "No" SECTION 2, Items c and d, you must complete an "HSP Good Faith Effort - Method B (Attachment B)" for each of the subcontracting opportunities you listed in SECTION 2, Item b.

HSP Good Faith Effort - Method B (Attachment B)

Enter your company's name here: Education Service Center Region 10 Requisition #: _____

IMPORTANT: If you responded "No" to SECTION 2, Items c and d of the completed HSP form, you must submit a completed "HSP Good Faith Effort - Method B (Attachment B)" for each of the subcontracting opportunities you listed in SECTION 2, Item b of the completed HSP form. You may photo-copy this page or download the form at <http://www.window.state.tx.us/procurement/prog/hub/hub-forms/HUBSubcontractingPlanAttachment-B.doc>

SECTION B-1 SUBCONTRACTING OPPORTUNITY

Enter the item number and description of the subcontracting opportunity you listed in SECTION 2, Item b, of the completed HSP form for which you are completing this attachment.

Item #: 1 Description: Online accessibility compliance

SECTION B-2 MENTOR PROTÉGÉ PROGRAM

If respondent is participating as a Mentor in a State of Texas Mentor Protégé Program, submitting its Protégé (Protégé must be a State of Texas certified HUB) as a subcontractor to perform the subcontracting opportunity listed in SECTION B-1, constitutes a good faith effort to subcontract with a Texas certified HUB towards that specific portion of work.

Check the appropriate box (Yes or No) that indicates whether you will be subcontracting the portion of work you listed in SECTION B-1 to your Protégé.

- Yes (If Yes, to continue to SECTION B-4.)
- No / Not Applicable (If No or Not Applicable, continue to SECTION B-3 and SECTION B-4.)

SECTION B-3 NOTIFICATION OF SUBCONTRACTING OPPORTUNITY

When completing this section you **MUST** comply with items a, b, c and d, thereby demonstrating your Good Faith Effort of having notified Texas certified HUBs and minority or women trade organizations or development centers about the subcontracting opportunity you listed in SECTION B-1. Your notice should include the scope of work, information regarding the location to review plans and specifications, bonding and insurance requirements, required qualifications, and identify a contact person. When sending notice of your subcontracting opportunity, you are encouraged to use the attached HUB Subcontracting Opportunity Notice form, which is also available online at <http://www.window.state.tx.us/procurement/prog/hub/hub-subcontracting-plan/>

Retain supporting documentation (i.e., certified letter, fax, e-mail) demonstrating evidence of your good faith effort to notify the Texas certified HUBs and minority or women trade organizations or development centers. Also, be mindful that a working day is considered a normal business day of a state agency, not including weekends, federal or state holidays, or days the agency is declared closed by its executive officer. The initial day the subcontracting opportunity notice is sent/provided to the HUBs and to the minority or women trade organizations or development centers is considered to be "day zero" and does not count as one of the seven (7) working days.

- a. Provide written notification of the subcontracting opportunity you listed in SECTION B-1, to three (3) or more Texas certified HUBs. Unless the contracting agency specified a different time period, you must allow the HUBs at least seven (7) working days to respond to the notice prior to your submitting your bid response to the contracting agency. When searching for Texas certified HUBs, ensure that you use the State of Texas' Centralized Master Bidders List (CMBL) and Historically Underutilized Business (HUB) Search directory located at <http://www.window.state.tx.us/procurement/cmb/cmbhub.html>. HUB Status code "A" signifies that the company is a Texas certified HUB.
- b. List the three (3) Texas certified HUBs you notified regarding the subcontracting opportunity you listed in SECTION B-1. Include the company's Vendor ID (VID) number, the date you sent notice to that company, and indicate whether it was responsive or non-responsive to your subcontracting opportunity notice.

Company Name	VID #	Date Notice Sent (mm/dd/yyyy)	Did the HUB Respond?
n/a			<input type="checkbox"/> - Yes <input type="checkbox"/> - No
			<input type="checkbox"/> - Yes <input type="checkbox"/> - No
			<input type="checkbox"/> - Yes <input type="checkbox"/> - No

- c. Provide written notification of the subcontracting opportunity you listed in SECTION B-1 to two (2) or more minority or women trade organizations or development centers in Texas to assist in identifying potential HUBs by disseminating the subcontracting opportunity to their members/participants. Unless the contracting agency specified a different time period, you must provide your subcontracting opportunity notice to minority or women trade organizations or development centers at least seven (7) working days prior to submitting your bid response to the contracting agency. A list of trade organizations and development centers that have expressed an interest in receiving notices of subcontracting opportunities is available on the Statewide HUB Program's webpage at <http://www.window.state.tx.us/procurement/prog/hub/mwb-links-1/>
- d. List two (2) minority or women trade organizations or development centers you notified regarding the subcontracting opportunity you listed in SECTION B-1. Include the date when you sent notice to it and indicate if it accepted or rejected your notice.

Minority/Women Trade Organizations or Development Centers	Date Notice Sent (mm/dd/yyyy)	Was the Notice Accepted?
n/a		<input type="checkbox"/> - Yes <input type="checkbox"/> - No
		<input type="checkbox"/> - Yes <input type="checkbox"/> - No

HSP Good Faith Effort - Method B (Attachment B) Cont.

Enter your company's name here: Education Service Center Region 10 Requisition #: _____

SECTION B-4 SUBCONTRACTOR SELECTION

- a. Enter the item number and description of the subcontracting opportunity for which you are completing this Attachment B continuation page.
 Item #: 1 Description: online accessibility compliance
- b. List the subcontractor(s) you selected to perform the subcontracting opportunity you listed in SECTION B-1. Also identify whether they are a Texas certified HUB and their VID number, the approximate dollar value of the work to be subcontracted, the expected percentage of work to be subcontracted, and indicate whether the company is a Texas certified HUB.

Company Name	Texas certified HUB	VID # <small>(Required if Texas certified HUB)</small>	Approximate Dollar Amount	Expected Percentage of Contract
Hired Hands - ASL translation	<input type="checkbox"/> - Yes <input checked="" type="checkbox"/> - No		\$ 400	.03 %
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
Web AIM at Utah State	<input type="checkbox"/> - Yes <input checked="" type="checkbox"/> - No		\$3100	.002 %
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%

- c. If any of the subcontractors you have selected to perform the subcontracting opportunity you listed in SECTION B-1 is not a Texas certified HUB, provide written justification for your selection process (attach additional page if necessary):

In the case of just in time webinar captioning and session facilitation, ESC Region 10 professional services contracts are made on the basis of demonstrated competence and qualifications to perform the services for a fair and reasonable price. The ESC Region 10 currently contracts with the Hired Hands agency to provide sign language interpretation on an as needed basis. ESC Region 10 Board policy allows for participation in cooperative purchasing programs and if the ESC 10 participates in a cooperative purchasing program, it satisfies any law requiring it to seek competitive bids. The Department of Information Resources (DIR) facilitates competitive bids on information resources commodities and services to insure lowest prices and best value for state and local government, as well as, the K-12 public education. As a state agency it also solicits participation from HUBS and MWBE vendors.

ESC Region 10 contracts for professional services are made on the basis of demonstrated competence and qualifications to perform the services for a fair and reasonable price. Web AIM is an organization within the Center for Persons with Disabilities (CPD) at Utah State University and is one of the 61 University Centers for Excellence in Developmental Disabilities, Education, Research, and Services in the United States. the credentials, availability, and pricing of Web AIM was found to be competitive.

REMINDER: As specified in SECTION 4 of the completed HSP form, if you (respondent) are awarded any portion of the requisition, you are required to provide notice as soon as practical to all the subcontractors (HUBs and Non-HUBs) of their selection as a subcontractor. The notice must specify at a minimum the contracting agency's name and its point of contact for the contract, the contract award number, the subcontracting opportunity it (the subcontractor) will perform, the approximate dollar value of the subcontracting opportunity and the expected percentage of the total contract that the subcontracting opportunity represents. A copy of the notice required by this section must also be provided to the contracting agency's point of contact for the contract no later than ten (10) working days after the contract is awarded.



HUB SUBCONTRACTING PLAN (HSP)

In accordance with Texas Gov't Code §2161.252, the contracting agency has determined that subcontracting opportunities are probable under this contract. Therefore, all respondents, including State of Texas certified Historically Underutilized Businesses (HUBs) must complete and submit this State of Texas HUB Subcontracting Plan (HSP) with their response to the bid requisition (solicitation).

NOTE: Responses that do not include a completed HSP shall be rejected pursuant to Texas Gov't Code §2161.252(b).

The HUB Program promotes equal business opportunities for economically disadvantaged persons to contract with the State of Texas in accordance with the goals specified in the 2009 State of Texas Disparity Study. The statewide HUB goals defined in 34 Texas Administrative Code (TAC) §20.13 are:

- 11.2 percent for heavy construction other than building contracts,
- 21.1 percent for all building construction, including general contractors and operative builders contracts,
- 32.7 percent for all special trade construction contracts,
- 23.6 percent for professional services contracts,
- 24.6 percent for all other services contracts, and
- 21 percent for commodities contracts.

- - Agency Special Instructions/Additional Requirements - -

In accordance with 34 TAC §20.14(d)(1)(D)(iii), a respondent (prime contractor) may demonstrate good faith effort to utilize Texas certified HUBs for its subcontracting opportunities if the total value of the respondent's subcontracts with Texas certified HUBs meets or exceeds the statewide HUB goal or the agency specific HUB goal, whichever is higher. When a respondent uses this method to demonstrate good faith effort, the respondent must identify the HUBs with which it will subcontract. If using existing contracts with Texas certified HUBs to satisfy this requirement, only contracts that have been in place for five years or less shall qualify for meeting the HUB goal. This limitation is designed to encourage vendor rotation as recommended by the 2009 Texas Disparity Study.

SECTION 1 RESPONDENT AND REQUISITION INFORMATION

a. Respondent (Company) Name: Education Service Center Region 10 State of Texas VID #: 751249185
 Point of Contact: Barbara B. Smith Phone #: 972.348.1440
 E-mail Address: _____ Fax #: 972.348.1441

b. Is your company a State of Texas certified HUB? - Yes - No

c. Requisition #: _____ Bid Open Date: _____

(mm/dd/yyyy)

SECTION 2 SUBCONTRACTING INTENTIONS

After dividing the contract work into reasonable lots or portions to the extent consistent with prudent industry practices, and taking into consideration the scope of work to be performed under the proposed contract, including all potential subcontracting opportunities, the respondent must determine what portions of work, including goods and services, will be subcontracted. Note: In accordance with 34 TAC §20.11., an "Subcontractor" means a person who contracts with a prime contractor to work, to supply commodities, or to contribute toward completing work for a governmental entity.

a. Check the appropriate box (Yes or No) that identifies your subcontracting intentions:

- Yes, I will be subcontracting portions of the contract. (If Yes, complete Item b, of this SECTION and continue to Item c of this SECTION.)
- No, I will not be subcontracting any portion of the contract, and I will be fulfilling the entire contract with my own resources. (If No, continue to SECTION 3 and SECTION 4.)

b. List all the portions of work (subcontracting opportunities) you will subcontract. Also, based on the total value of the contract, identify the percentages of the contract you expect to award to Texas certified HUBs, and the percentage of the contract you expect to award to vendors that are not a Texas certified HUB (i.e., Non-HUB).

Item #	Subcontracting Opportunity Description	HUBs		Non-HUBs
		Percentage of the contract expected to be subcontracted to HUBs with which you have a <u>continuous contract*</u> in place for five (5) years or less.	Percentage of the contract expected to be subcontracted to HUBs with which you have a <u>continuous contract*</u> in place for more than five (5) years.	Percentage of the contract expected to be subcontracted to non-HUBs .
1	infrastructure, Help Desk, telecom	%	%	0.65 %
2		%	%	%
3		%	%	%
4		%	%	%
5		%	%	%
6		%	%	%
7		%	%	%
8		%	%	%
9		%	%	%
10		%	%	%
11		%	%	%
12		%	%	%
13		%	%	%
14		%	%	%
15		%	%	%
Aggregate percentages of the contract expected to be subcontracted:		%	%	%

(Note: If you have more than fifteen subcontracting opportunities, a continuation sheet is available online at <http://window.state.tx.us/procurement/prog/hub/hub-subcontracting-plan/>)

c. Check the appropriate box (Yes or No) that indicates whether you will be using only Texas certified HUBs to perform all of the subcontracting opportunities you listed in SECTION 2, Item b.

- Yes (If Yes, continue to SECTION 4 and complete an "HSP Good Faith Effort - Method A (Attachment A)" for each of the subcontracting opportunities you listed.)
- No (If No, continue to Item d, of this SECTION.)

d. Check the appropriate box (Yes or No) that indicates whether the aggregate expected percentage of the contract you will subcontract with Texas certified HUBs with which you have a continuous contract* in place with for five (5) years or less meets or exceeds the HUB goal the contracting agency identified on page 1 in the "Agency Special Instructions/Additional Requirements".

- Yes (If Yes, continue to SECTION 4 and complete an "HSP Good Faith Effort - Method A (Attachment A)" for each of the subcontracting opportunities you listed.)
- No (If No, continue to SECTION 4 and complete an "HSP Good Faith Effort - Method B (Attachment B)" for each of the subcontracting opportunities you listed.)

**Continuous Contract: Any existing written agreement (including any renewals that are exercised) between a prime contractor and a HUB vendor, where the HUB vendor provides the prime contractor with goods or service under the same contract for a specified period of time. The frequency the HUB vendor is utilized or paid during the term of the contract is not relevant to whether the contract is considered continuous. Two or more contracts that run concurrently or overlap one another for different periods of time are considered by CPA to be individual contracts rather than renewals or extensions to the original contract. In such situations the prime contractor and HUB vendor are entering (have entered) into "new" contracts.*

Enter your company's name here: Education Service Center Region 10

Requisition #: _____

SECTION 3 SELF PERFORMING JUSTIFICATION (If you responded "No" to SECTION 2, Item a, you must complete this SECTION and continue to SECTION 4.)

Check the appropriate box (Yes or No) that indicates whether your response/proposal contains an explanation demonstrating how your company will fulfill the entire contract with its own resources.

- Yes (If *Yes*, in the space provided below list the specific page(s)/section(s) of your proposal which explains how your company will perform the entire contract with its own equipment, supplies, materials and/or employees.)
- No (If *No*, in the space provided below explain how your company will perform the entire contract with its own equipment, supplies, materials and/or employees.)

SECTION 4 AFFIRMATION

As evidenced by my signature below, I affirm that I am an authorized representative of the respondent listed in SECTION 1, and that the information and supporting documentation submitted with the HSP is true and correct. Respondent understands and agrees that, if awarded any portion of the requisition:

- The respondent will provide notice as soon as practical to all the subcontractors (HUBs and Non-HUBs) of their selection as a subcontractor for the awarded contract. The notice must specify at a minimum the contracting agency's name and its point of contact for the contract, the contract award number, the subcontracting opportunity they (the subcontractor) will perform, the approximate dollar value of the subcontracting opportunity and the expected percentage of the total contract that the subcontracting opportunity represents. A copy of the notice required by this section must also be provided to the contracting agency's point of contact for the contract no later than ten (10) working days after the contract is awarded.
- The respondent must submit monthly compliance reports (Prime Contractor Progress Assessment Report – PAR) to the contracting agency, verifying its compliance with the HSP, including the use of and expenditures made to its subcontractors (HUBs and Non-HUBs). (The PAR is available at <http://www.window.state.tx.us/procurement/prog/hub/hub-forms/progressassessmentrpt.xls>).
- The respondent must seek approval from the contracting agency prior to making any modifications to its HSP, including the hiring of additional or different subcontractors and the termination of a subcontractor the respondent identified in its HSP. If the HSP is modified without the contracting agency's prior approval, respondent may be subject to any and all enforcement remedies available under the contract or otherwise available by law, up to and including debarment from all state contracting.
- The respondent must, upon request, allow the contracting agency to perform on-site reviews of the company's headquarters and/or work-site where services are being performed and must provide documentation regarding staffing and other resources.


Signature

Barbara B. Smith
Printed Name

Project Director
Title

8/14/2015
Date

(mm/dd/yyyy)

- REMINDER:**
- If you responded "Yes" to SECTION 2, Items c or d, you must complete an "HSP Good Faith Effort - Method A (Attachment A)" for each of the subcontracting opportunities you listed in SECTION 2, Item b.
 - If you responded "No" SECTION 2, Items c and d, you must complete an "HSP Good Faith Effort - Method B (Attachment B)" for each of the subcontracting opportunities you listed in SECTION 2, Item b.

HSP Good Faith Effort - Method B (Attachment B)

Enter your company's name here: Education Service Center Region 10 Requisition #: _____

IMPORTANT: If you responded "No" to SECTION 2, Items c and d of the completed HSP form, you must submit a completed "HSP Good Faith Effort - Method B (Attachment B)" for each of the subcontracting opportunities you listed in SECTION 2, Item b of the completed HSP form. You may photo-copy this page or download the form at <http://www.window.state.tx.us/procurement/prog/hub/hub-forms/HUBSubcontractingPlanAttachment-B.doc>

SECTION B-1 SUBCONTRACTING OPPORTUNITY

Enter the item number and description of the subcontracting opportunity you listed in SECTION 2, Item b, of the completed HSP form for which you are completing this attachment.

Item #: 1 Description: Infrastructure, Help Desk, Telecom

SECTION B-2 MENTOR PROTÉGÉ PROGRAM

If respondent is participating as a Mentor in a State of Texas Mentor Protégé Program, submitting its Protégé (Protégé must be a State of Texas certified HUB) as a subcontractor to perform the subcontracting opportunity listed in SECTION B-1, constitutes a good faith effort to subcontract with a Texas certified HUB towards that specific portion of work.

Check the appropriate box (Yes or No) that indicates whether you will be subcontracting the portion of work you listed in SECTION B-1 to your Protégé.

- Yes (If Yes, to continue to SECTION B-4.)
- No / Not Applicable (If No or Not Applicable, continue to SECTION B-3 and SECTION B-4.)

SECTION B-3 NOTIFICATION OF SUBCONTRACTING OPPORTUNITY

When completing this section you **MUST** comply with items a, b, c and d, thereby demonstrating your Good Faith Effort of having notified Texas certified HUBs and minority or women trade organizations or development centers about the subcontracting opportunity you listed in SECTION B-1. Your notice should include the scope of work, information regarding the location to review plans and specifications, bonding and insurance requirements, required qualifications, and identify a contact person. When sending notice of your subcontracting opportunity, you are encouraged to use the attached HUB Subcontracting Opportunity Notice form, which is also available online at <http://www.window.state.tx.us/procurement/prog/hub/hub-subcontracting-plan/>

Retain supporting documentation (i.e., certified letter, fax, e-mail) demonstrating evidence of your good faith effort to notify the Texas certified HUBs and minority or women trade organizations or development centers. Also, be mindful that a working day is considered a normal business day of a state agency, not including weekends, federal or state holidays, or days the agency is declared closed by its executive officer. The initial day the subcontracting opportunity notice is sent/provided to the HUBs and to the minority or women trade organizations or development centers is considered to be "day zero" and does not count as one of the seven (7) working days.

- a. Provide written notification of the subcontracting opportunity you listed in SECTION B-1, to three (3) or more Texas certified HUBs. Unless the contracting agency specified a different time period, you must allow the HUBs at least seven (7) working days to respond to the notice prior to your submitting your bid response to the contracting agency. When searching for Texas certified HUBs, ensure that you use the State of Texas' Centralized Master Bidders List (CMBL) and Historically Underutilized Business (HUB) Search directory located at <http://www.window.state.tx.us/procurement/cmb/cmbhub.html>. HUB Status code "A" signifies that the company is a Texas certified HUB.
- b. List the three (3) Texas certified HUBs you notified regarding the subcontracting opportunity you listed in SECTION B-1. Include the company's Vendor ID (VID) number, the date you sent notice to that company, and indicate whether it was responsive or non-responsive to your subcontracting opportunity notice.

Company Name	VID #	Date Notice Sent (mm/dd/yyyy)	Did the HUB Respond?
Pedigo Staffing Service		1/2015	<input checked="" type="checkbox"/> - Yes <input type="checkbox"/> - No
Link America LLC		1/2015	<input checked="" type="checkbox"/> - Yes <input type="checkbox"/> - No
ANR Consulting		1/2015	<input checked="" type="checkbox"/> - Yes <input type="checkbox"/> - No

- c. Provide written notification of the subcontracting opportunity you listed in SECTION B-1 to two (2) or more minority or women trade organizations or development centers in Texas to assist in identifying potential HUBs by disseminating the subcontracting opportunity to their members/participants. Unless the contracting agency specified a different time period, you must provide your subcontracting opportunity notice to minority or women trade organizations or development centers at least seven (7) working days prior to submitting your bid response to the contracting agency. A list of trade organizations and development centers that have expressed an interest in receiving notices of subcontracting opportunities is available on the Statewide HUB Program's webpage at <http://www.window.state.tx.us/procurement/prog/hub/mwb-links-1/>

- d. List two (2) minority or women trade organizations or development centers you notified regarding the subcontracting opportunity you listed in SECTION B-1. Include the date when you sent notice to it and indicate if it accepted or rejected your notice.

Minority/Women Trade Organizations or Development Centers	Date Notice Sent (mm/dd/yyyy)	Was the Notice Accepted?
Asian Contractor Association	1/20/2015	<input checked="" type="checkbox"/> - Yes <input type="checkbox"/> - No
DFW Minority Supplier	1/20/2015	<input checked="" type="checkbox"/> - Yes <input type="checkbox"/> - No

HSP Good Faith Effort - Method B (Attachment B) *Cont.*

Enter your company's name here: Education Service Center Region 10 Requisition #: _____

SECTION B-4 SUBCONTRACTOR SELECTION

a. Enter the item number and description of the subcontracting opportunity for which you are completing this Attachment B continuation page.

Item #: 1 Description: infrastructure, Help Desk, telecom

b. List the subcontractor(s) you selected to perform the subcontracting opportunity you listed in SECTION B-1. Also identify whether they are a Texas certified HUB and their VID number, the approximate dollar value of the work to be subcontracted, the expected percentage of work to be subcontracted, and indicate whether the company is a Texas certified HUB.

Company Name	Texas certified HUB	VID # <small>(Required if Texas certified HUB)</small>	Approximate Dollar Amount	Expected Percentage of Contract
Harris County Department of Education	<input type="checkbox"/> - Yes <input checked="" type="checkbox"/> - No		\$ 1,391,000	<u>65</u> %
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input checked="" type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%

c. If any of the subcontractors you have selected to perform the subcontracting opportunity you listed in SECTION B-1 is not a Texas certified HUB, provide written justification for your selection process (attach additional page if necessary):

Region 10 Education Service Center sought qualified vendors to assist the service center in providing economical and efficient technology services in Request for Proposal #2015-02. The types of services that might be included in this work may include, but not be limited to:

- Technology integration - including helping districts manage the implementation of software or web tools to minimize the long-term system cost.**
- Desktop application support and /or application training**
- Server administration - Maintenance, support, and monitoring of network equipment including switches, firewalls, routers and other security**
- Email, security, and backup efforts**
- Web-based system design, development, and customization**
- Data integration and reporting - specifically combining data residing in different sources, available on varied schedules, and providing users with a unified view of these data**
- Help Desk functions including statistics for resolution of tickets**
- Website and web tool hosting**
- Mobile application development and support**
- Application and platform support for, but not limited to, Moodle, PHP, Cold Fusion, MURA, Slatwall, MySQL, MS SQL Server, Crystal Reports, and Java**

Harris County Department of Education responded and was deemed the best value.

REMINDER: As specified in SECTION 4 of the completed HSP form, if you (respondent) are awarded any portion of the requisition, you are required to provide notice as soon as practical to all the subcontractors (HUBs and Non-HUBs) of their selection as a subcontractor. The notice must specify at a minimum the contracting agency's name and its point of contact for the contract, the contract award number, the subcontracting opportunity it (the subcontractor) will perform, the approximate dollar value of the subcontracting opportunity and the expected percentage of the total contract that the subcontracting opportunity represents. A copy of the notice required by this section must also be provided to the contracting agency's point of contact for the contract no later than ten (10) working days after the contract is awarded.



HUB Subcontracting Plan (HSP) QUICK CHECKLIST

While this HSP Quick Checklist is being provided to merely assist you in readily identifying the sections of the HSP form that you will need to complete, it is very important that you adhere to the instructions in the HSP form and instructions provided by the contracting agency.

- If you will be awarding all of the subcontracting work you have to offer under the contract to only Texas certified HUB vendors, complete:
 - Section 1 - Respondent and Requisition Information
 - Section 2 a. - Yes, I will be subcontracting portions of the contract
 - Section 2 b. - List all the portions of work you will subcontract, and indicate the percentage of the contract you expect to award to Texas certified HUB vendors
 - Section 2 c. - Yes
 - Section 4 - Affirmation
 - GFE Method A (Attachment A) - Complete an Attachment A for each of the subcontracting opportunities you listed in Section 2 b.
- If you will be subcontracting any portion of the contract to Texas certified HUB vendors and Non-HUB vendors, and the aggregate percentage of all the subcontracting work you will be awarding to the Texas certified HUB vendors with which you have a continuous contract in place for five (5) years or less meets or exceeds the HUB Goal the contracting agency identified in the "Agency Special Instructions/Additional Requirements", complete:
 - Section 1 - Respondent and Requisition Information
 - Section 2 a. - Yes, I will be subcontracting portions of the contract
 - Section 2 b. - List all the portions of work you will subcontract, and indicate the percentage of the contract you expect to award to Texas certified HUB vendors and Non-HUB vendors
 - Section 2 c. - No
 - Section 2 d. - Yes
 - Section 4 - Affirmation
 - GFE Method A (Attachment A) - Complete an Attachment A for each of the subcontracting opportunities you listed in Section 2 b.
- If you will be subcontracting any portion of the contract to Texas certified HUB vendors and Non-HUB vendors or only to Non-HUB vendors, and the aggregate percentage of all the subcontracting work you will be awarding to the Texas certified HUB vendors with which you have a continuous contract in place for five (5) years or less does not meet or exceed the HUB Goal the contracting agency identified in the "Agency Special Instructions/Additional Requirements", complete:
 - Section 1 - Respondent and Requisition Information
 - Section 2 a. - Yes, I will be subcontracting portions of the contract
 - Section 2 b. - List all the portions of work you will subcontract, and indicate the percentage of the contract you expect to award to Texas certified HUB vendors and Non-HUB vendors
 - Section 2 c. - No
 - Section 2 d. - No
 - Section 4 - Affirmation
 - GFE Method B (Attachment B) - Complete an Attachment B for each of the subcontracting opportunities you listed in Section 2 b.
- If you will not be subcontracting any portion of the contract and will be fulfilling the entire contract with your own resources, complete:
 - Section 1 - Respondent and Requisition Information
 - Section 2 a. - No, I will not be subcontracting any portion of the contract, and I will be fulfilling the entire contract with my own resources
 - Section 3 - Self Performing Justification
 - Section 4 - Affirmation

**Continuous Contract: Any existing written agreement (including any renewals that are exercised) between a prime contractor and a HUB vendor, where the HUB vendor provides the prime contractor with goods or service under the same contract for a specified period of time. The frequency the HUB vendor is utilized or paid during the term of the contract is not relevant to whether the contract is considered continuous. Two or more contracts that run concurrently or overlap one another for different periods of time are considered by CPA to be individual contracts rather than renewals or extensions to the original contract. In such situations the prime contractor and HUB vendor are entering (have entered) into "new" contracts.*



HUB Subcontracting Plan (HSP)

In accordance with Texas Gov't Code §2161.252 the contracting agency has determined that subcontracting opportunities are probable under this contract. Therefore all respondents, including State of Texas certified Historically Underutilized Businesses (HUBs) must complete and submit this State of Texas HUB Subcontracting Plan (HSP) with their response to the bid requisition (solicitation).

NOTE: Responses that do not include a completed HSP shall be rejected pursuant to Texas Gov't Code §2161.252(b).

The HUB Program promotes equal business opportunities for economically disadvantaged persons to contract with the State of Texas in accordance with the goals specified in the 2009 State of Texas Disparity Study. The statewide HUB goals defined in 34 Texas Administrative Code (TAC) §20.13 are:

- 11.2 percent for heavy construction other than building contracts,
- 21.1 percent for all building construction, including general contractors and operative builders' contracts,
- 32.9 percent for all special trade construction contracts,
- 23.7 percent for professional services contracts,
- 26.0 percent for all other services contracts, and
- 21.1 percent for commodities contracts.

- - Agency Special Instructions/Additional Requirements - -

In accordance with 34 TAC §20.14(c)(1)(D)(iii), a respondent (prime contractor) may demonstrate good faith effort to utilize Texas certified HUBs for its subcontracting opportunities if the total value of the respondent's subcontracts with Texas certified HUBs meets or exceeds the statewide HUB goal or the agency specific HUB goal, whichever is higher. When a respondent uses this method to demonstrate good faith effort, the respondent must identify the HUBs with which it will subcontract. If using existing contracts with Texas certified HUBs to satisfy this requirement, only contracts that have been in place for five years or less shall qualify for meeting the HUB goal. This limitation is designed to encourage vendor rotation as recommended by the 2009 Texas Disparity Study.

SECTION-1: RESPONDENT AND REQUISITION INFORMATION

- a. Respondent (Company) Name: Harris County Department of Education as subcontractor for Region 10 for TxVSN State of Texas VID #: 1-74-6001215-0
 Point of Contact: Angela Smith Phone #: 713-696-3132
 E-mail Address: acsmith@hcde-texas.org Fax #: 713-696-3130
- b. Is your company a State of Texas certified HUB? - Yes - No
- c. Requisition #: _____ Bid Open Date _____

(mm/dd/yyyy)

Enter your company's name here: Harris County Department of Education as subcontractor for Region 10 for TVSN Requisition #: _____

SECTION-2 RESPONDENT'S SUBCONTRACTING INTENTIONS

After dividing the contract work into reasonable lots or portions to the extent consistent with prudent industry practices, and taking into consideration the scope of work to be performed under the proposed contract, including all potential subcontracting opportunities, the respondent must determine what portions of work, including goods and services, will be subcontracted. Note: In accordance with 34 TAC §20.11, a "Subcontractor" means a person who contracts with a prime contractor to work, to supply commodities, or to contribute toward completing work for a governmental entity.

a. Check the appropriate box (Yes or No) that identifies your subcontracting intentions

- Yes, I will be subcontracting portions of the contract. (If Yes, complete Item b of this SECTION and continue to Item c of this SECTION.)
- No, I will not be subcontracting any portion of the contract, and I will be fulfilling the entire contract with my own resources. (If No, continue to SECTION 3 and SECTION 4.)

b. List all the portions of work (subcontracting opportunities) you will subcontract. Also, based on the total value of the contract, identify the percentages of the contract you expect to award to Texas certified HUBs, and the percentage of the contract you expect to award to vendors that are not a Texas certified HUB (i.e., Non-HUB).

Item #	Subcontracting Opportunity Description	HUBs		Non-HUBs
		Percentage of the contract expected to be subcontracted to HUBs with which you have a <u>continuous contract</u> * in place for five (5) years or less.	Percentage of the contract expected to be subcontracted to HUBs with which you have a <u>continuous contract</u> * in place for more than five (5) years.	Percentage of the contract expected to be subcontracted to non-HUBs
1	Contracted Maintenance	%	%	2.87 %
2	Professional Services	1.43 %	%	%
3	Wireless Services	%	%	0.61 %
4	Software	0.13 %	%	0.40 %
5	Staff Training	%	%	0.36 %
6	General Supplies	0.14 %	%	%
7	Technology Purchases	0.04 %	%	%
8		%	%	%
9		%	%	%
10		%	%	%
11		%	%	%
12		%	%	%
13		%	%	%
14		%	%	%
15		%	%	%
Aggregate percentages of the contract expected to be subcontracted:		1.74 %	%	4.24 %

(Note: If you have more than fifteen subcontracting opportunities, a continuation sheet is available online at <http://window.state.tx.us/procurement/proc/hub/hub-subcontracting.stw>.)

c. Check the appropriate box (Yes or No) that indicates whether you will be using only Texas certified HUBs to perform all of the subcontracting opportunities you listed in SECTION 2, Item b.

- Yes (If Yes, continue to SECTION 4 and complete an "HSP Good Faith Effort - Method A (Attachment A)" for each of the subcontracting opportunities you listed)
- No (If No, continue to Item d, of this SECTION.)

d. Check the appropriate box (Yes or No) that indicates whether the aggregate expected percentage of the contract you will subcontract with Texas certified HUBs with which you have a continuous contract* in place with for five (5) years or less meets or exceeds the HUB goal the contracting agency identified on page 1 in the "Agency Special Instructions/Additional Requirements."

- Yes (If Yes, continue to SECTION 4 and complete an "HSP Good Faith Effort - Method A (Attachment A)" for each of the subcontracting opportunities you listed.)
- No (If No, continue to SECTION 4 and complete an "HSP Good Faith Effort - Method B (Attachment B)" for each of the subcontracting opportunities you listed.)

***Continuous Contract:** Any existing written agreement (including any renewals that are exercised) between a prime contractor and a HUB vendor, where the HUB vendor provides the prime contractor with goods or service under the same contract for a specified period of time. The frequency the HUB vendor is utilized or paid during the term of the contract is not relevant to whether the contract is considered continuous. Two or more contracts that run concurrently or overlap one another for different periods of time are considered by CPA to be individual contracts rather than renewals or extensions to the original contract. In such situations the prime contractor and HUB vendor are entering (have entered) into "new" contracts.

Enter your company's name here: Harris County Department of Education as subcontractor for Region 10 for TxVSN Requisition #: _____

SECTION-3: SELF PERFORMING JUSTIFICATION (If you responded "No" to SECTION 2, Item a, you must complete this SECTION and continue to SECTION 4.)


Check the appropriate box (Yes or No) that indicates whether your response/proposal contains an explanation demonstrating how your company will fulfill the entire contract with its own resources.

- Yes (If **Yes**, in the space provided below list the **specific page(s)/section(s)** of your proposal which explains how your company will perform the entire contract with its own equipment, supplies, materials and/or employees.)
- No (If **No**, in the space provided below **explain** how your company will perform the entire contract with its own equipment, supplies, materials and/or employees.)

SECTION-4: AFFIRMATION

As evidenced by my signature below, I affirm that I am an authorized representative of the respondent listed in SECTION 1, and that the information and supporting documentation submitted with the HSP is true and correct. Respondent understands and agrees that, if awarded any portion of the requisition:

- The respondent will provide notice as soon as practical to all the subcontractors (HUBs and Non-HUBs) of their selection as a subcontractor for the awarded contract. The notice must specify at a minimum the contracting agency's name and its point of contact for the contract, the contract award number, the subcontracting opportunity they (the subcontractor) will perform, the approximate dollar value of the subcontracting opportunity and the expected percentage of the total contract that the subcontracting opportunity represents. A copy of the notice required by this section must also be provided to the contracting agency's point of contact for the contract no later than ten (10) working days after the contract is awarded.
- The respondent must submit monthly compliance reports (Prime Contractor Progress Assessment Report – PAR) to the contracting agency, verifying its compliance with the HSP, including the use of and expenditures made to its subcontractors (HUBs and Non-HUBs) (The PAR is available at <http://www.window.state.tx.us/procurement/obj/hub/hub-forms/progressassessment.pls>).
- The respondent must seek approval from the contracting agency prior to making any modifications to its HSP, including the hiring of additional or different subcontractors and the termination of a subcontractor the respondent identified in its HSP. If the HSP is modified without the contracting agency's prior approval, respondent may be subject to any and all enforcement remedies available under the contract or otherwise available by law, up to and including debarment from all state contracting.
- The respondent must, upon request, allow the contracting agency to perform on-site reviews of the company's headquarters and/or work-site where services are being performed and must provide documentation regarding staffing and other resources.

	Angela Smith	Operations Director	08/26/2015
Signature	Printed Name	Title	Date <small>(mm/dd/yyyy)</small>

Reminder:

- If you responded "Yes" to SECTION 2, Items c or d, you must complete an "HSP Good Faith Effort - Method A (Attachment A)" for each of the subcontracting opportunities you listed in SECTION 2, Item b.
- If you responded "No" SECTION 2, Items c and d, you must complete an "HSP Good Faith Effort - Method B (Attachment B)" for each of the subcontracting opportunities you listed in SECTION 2, Item b.

HSP Good Faith Effort - Method B (Attachment B)

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Enter your company's name here: Harris County Department of Education as Subcontractor for Region 10 ESC for TxVSN Requisition #: _____

IMPORTANT: If you responded "No" to SECTION 2, Items c and d of the completed HSP form, you must submit a completed "HSP Good Faith Effort - Method B (Attachment B)" for **each** of the subcontracting opportunities you listed in SECTION 2, Item b of the completed HSP form. You may photo-copy this page or download the form at <http://window.state.tx.us/procurement/prog/hub/hub-forms/hub-sbcont-plan-gfe-achm-b.pdf>.

SECTION B-1: SUBCONTRACTING OPPORTUNITY

Enter the item number and description of the subcontracting opportunity you listed in SECTION 2, Item b, of the completed HSP form for which you are completing the attachment:

Item Number: 1 Description: Contracted Services

SECTION B 2: MENTOR PROTÉGÉ PROGRAM

If respondent is participating as a Mentor in a State of Texas Mentor Protégé Program, submitting its Protégé (Protégé must be a State of Texas certified HUB) as a subcontractor to perform the subcontracting opportunity listed in SECTION B-1, constitutes a good faith effort to subcontract with a Texas certified HUB towards that specific portion of work.

Check the appropriate box (Yes or No) that indicates whether you will be subcontracting the portion of work you listed in SECTION B-1 to your Protégé.

- Yes (If Yes to continue to SECTION B-4.)
- No / Not Applicable (If No or Not Applicable, continue to SECTION B-3 and SECTION B-4.)

SECTION B 3: NOTIFICATION OF SUBCONTRACTING OPPORTUNITY

When completing this section you **MUST** comply with items **a, b, c and d**, thereby demonstrating your Good Faith Effort of having notified Texas certified HUBs and trade organizations or development centers about the subcontracting opportunity you listed in SECTION B-1. Your notice should include the scope of work, information regarding the location to review plans and specifications, bonding and insurance requirements, required qualifications, and identify a contact person. When sending notice of your subcontracting opportunity, you are encouraged to use the attached HUB Subcontracting Opportunity Notice form, which is also available online at <http://www.window.state.tx.us/procurement/prog/hub/hub-subcontracting-plan>.

Retain supporting documentation (i.e., certified letter, fax, e-mail) demonstrating evidence of your good faith effort to notify the Texas certified HUBs and trade organizations or development centers. Also, be mindful that a working day is considered a normal business day of a state agency, not including weekends, federal or state holidays, or days the agency is declared closed by its executive officer. The initial day the subcontracting opportunity notice is sent/provided to the HUBs and to the trade organizations or development centers is considered to be "day zero" and does not count as one of the seven (7) working days.

- a. Provide written notification of the subcontracting opportunity you listed in SECTION B-1, to three (3) or more Texas certified HUBs. Unless the contracting agency specified a different time period, you must allow the HUBs **at least seven (7) working days** to respond to the notice prior to your submitting your bid response to the contracting agency. When searching for Texas certified HUBs, ensure that you use the State of Texas' Centralized Master Bidders List (CMBL) and Historically Underutilized Business (HUB) Search directory located at <http://my.sba.gov/state.tx.us/trassombsearch/index.jsp>. HUB Status code "A" signifies that the company is a Texas certified HUB.
- b. List the **three (3)** Texas certified HUBs you notified regarding the subcontracting opportunity you listed in SECTION B-1. Include the company's Vendor ID (VID) number, the date you sent notice to that company, and indicate whether it was responsive or non-responsive to your subcontracting opportunity notice.

Company Name	VID Number	Date Notice Sent: (mm/dd/yyyy)	Did the HUB Respond?	
Diversified Supply Hub	1461737991300	12/12/2014	<input type="checkbox"/>	<input checked="" type="checkbox"/>
QA Systems Inc	1742585949700	12/12/2014	<input type="checkbox"/>	<input checked="" type="checkbox"/>
AdComp Systems, Inc.	1133725607400	12/12/2014	<input type="checkbox"/>	<input checked="" type="checkbox"/>

- c. Provide written notification of the subcontracting opportunity you listed in SECTION B-1: to **two (2)** or more trade organizations or development centers **in Texas** to assist in identifying potential HUBs by disseminating the subcontracting opportunity to their members/participants. Unless the contracting agency specified a different time period, you must provide your subcontracting opportunity notice to trade organizations or development centers **at least seven (7) working days** prior to submitting your bid response to the contracting agency. A list of trade organizations and development centers that have expressed an interest in receiving notices of subcontracting opportunities is available on the Statewide HUB Program's webpage at <http://www.window.state.tx.us/procurement/prog/hub/nwb-links-1>.
- d. List **two (2)** trade organizations or development centers you notified regarding the subcontracting opportunity you listed in SECTION B-1 include the date when you sent notice to it and indicate if it accepted or rejected your notice.

Trade Organizations or Development Centers	Date Notice Sent: (mm/dd/yyyy)	Was the Notice Accepted?	
*Texas Association of African American Chambers of Commerce	12/12/2014	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>

HSP Good Faith Effort - Method B (Attachment B) Cont.

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Enter your company's name here: Harris County Department of Education as Subcontractor for Region 10 ESC for TAVSN Requisition #: _____

SECTION B-4: SUBCONTRACTOR SELECTION

Enter the item number and description of the subcontracting opportunity you listed in SECTION 2, Item b, of the completed HSP form for which you are completing the attachment.

- a. Enter the item number and description of the subcontracting opportunity for which you are completing this Attachment B continuation page.

Item Number: 1 Description: Contracted Services

- b. List the subcontractor(s) you selected to perform the subcontracting opportunity you listed in SECTION B-1. Also identify whether they are a Texas certified HUB and their VID number, the approximate dollar value of the work to be subcontracted, the expected percentage of work to be subcontracted and indicate whether the company is a Texas certified HUB.

Company Name	Texas certified HUB	VID Number (Required if Texas certified HUB)	Approximate Dollar Amount	Expected Percentage of Contract
Blackboard Collaborate	<input type="checkbox"/> - Yes <input checked="" type="checkbox"/> - No	N/A	\$ 22,000	1.58 %
Redspin	<input type="checkbox"/> - Yes <input checked="" type="checkbox"/> - No	N/A	\$ 18,000	1.29 %
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%

- c. If any of the subcontractors you have selected to perform the subcontracting opportunity you listed in SECTION B-1 is not a Texas certified HUB, provide written justification for your selection process (attach additional page if necessary):

HCDE Choice Partners national cooperative provides quality services, legal procurement and contract solutions for governmental entities, including school districts, private and charter schools, colleges and universities, municipalities, counties and nonprofits.

As a division of a government agency, Choice Partners contracts are awarded by the HCDE governing board of trustees. Inter-local government-to-government agreements are between HCDE and the government entity wishing to use the Choice Partners cooperative contracts. HUB, MBE, WBE and SEB entities along with other historically underutilized businesses are encouraged to participate in the Choice Partners cooperative and receive timely notifications of upcoming RFP's.

All HCDE divisions are required to use Choice Partners for the purchase of goods or services. Contracts below \$2,500 require one written quote. Contracts between \$2,501 and \$49,999 require three written quotes unless the good or service is available through the cooperative.

REMINDER: As specified in SECTION 4 of the completed HSP form, if you (respondent) are awarded any portion of the requisition, you are required to provide notice as soon as practical to all the subcontractors (HUBs and Non-HUBs) of their selection as a subcontractor. The notice must specify at a minimum the contracting agency's name and its point of contact for the contract, the contract award number, the subcontracting opportunity it (the subcontractor) will perform, the approximate dollar value of the subcontracting opportunity and the expected percentage of the total contract that the subcontracting opportunity represents. A copy of the notice required by this section must also be provided to the contracting agency's point of contact for the contract no later than ten (10) working days after the contract is awarded.

HSP Good Faith Effort - Method B (Attachment B)

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Enter your company's name here: Harris County Department of Education as subcontractor for Region 10 ESC Requisition #: _____

IMPORTANT: If you responded "No" to SECTION 2, Items c and d of the completed HSP form, you must submit a completed "HSP Good Faith Effort - Method B (Attachment B)" for **each** of the subcontracting opportunities you listed in SECTION 2, Item b of the completed HSP form. You may photo-copy this page or download the form at <http://window.state.tx.us/procurement/proc/hub/hub-forms/hub-sbcont-plan-gfe-achm-b.pdf>.

SECTION B-1: SUBCONTRACTING OPPORTUNITY

Enter the item number and description of the subcontracting opportunity you listed in SECTION 2, Item b of the completed HSP form for which you are completing the attachment.

Item Number: 2 Description: Professional Services (Technology Services)

SECTION B 2: MENTOR PROTÉGÉ PROGRAM

If respondent is participating as a Mentor in a State of Texas Mentor Protégé Program, submitting its Protégé (Protégé must be a State of Texas certified HUB) as a subcontractor to perform the subcontracting opportunity listed in SECTION B-1, constitutes a good faith effort to subcontract with a Texas certified HUB towards that specific portion of work.

Check the appropriate box (Yes or No) that indicates whether you will be subcontracting the portion of work you listed in SECTION B-1 to your Protégé.

- Yes (If **Yes**, to continue to SECTION B-4.)
- No / Not Applicable (If **No** or **Not Applicable**, continue to SECTION B-3 and SECTION B-4.)

SECTION B 3: NOTIFICATION OF SUBCONTRACTING OPPORTUNITY

When completing this section you **MUST** comply with items **a, b, c and d**, thereby demonstrating your Good Faith Effort of having notified Texas certified HUBs and trade organizations or development centers about the subcontracting opportunity you listed in SECTION B-1. Your notice should include the scope of work, information regarding the location to review plans and specifications, bonding and insurance requirements, required qualifications, and identify a contact person. When sending notice of your subcontracting opportunity, you are encouraged to use the attached HUB Subcontracting Opportunity Notice form, which is also available online at <http://www.window.state.tx.us/procurement/proc/hub/hub-subcontracting-plan>.

Retain supporting documentation (i.e., certified letter, fax, e-mail) demonstrating evidence of your good faith effort to notify the Texas certified HUBs and trade organizations or development centers. Also, be mindful that a working day is considered a normal business day of a state agency, not including weekends, federal or state holidays, or days the agency is declared closed by its executive officer. The initial day the subcontracting opportunity notice is sent/provided to the HUBs and to the trade organizations or development centers is considered to be "day zero" and does not count as one of the seven (7) working days.

- a. Provide written notification of the subcontracting opportunity you listed in SECTION B-1, to three (3) or more Texas certified HUBs. Unless the contracting agency specified a different time period, you must allow the HUBs at least seven (7) working days to respond to the notice prior to your submitting your bid response to the contracting agency. When searching for Texas certified HUBs, ensure that you use the State of Texas' Centralized Master Bidders List (CMBL) and Historically Underutilized Business (HUB) Search directory located at <http://mycpa.cpa.state.tx.us/assessmt/search/index.jsp>. HUB Status code "A" signifies that the company is a Texas certified HUB.
- b. List the three (3) Texas certified HUBs you notified regarding the subcontracting opportunity you listed in SECTION B-1. Include the company's Vendor ID (VID) number, the date you sent notice to that company, and indicate whether it was responsive or non-responsive to your subcontracting opportunity notice.

Company Name	VID Number	Date Notice Sent (mm/dd/yyyy)	Did the HUB Respond?	
Austin Ribbon and Computer (ARC)	1742339797900	08/16/2013	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Cybersoft Technologies, Inc.	1760560869800	08/16/2013	<input type="checkbox"/>	<input checked="" type="checkbox"/>
AdComp Systems, Inc.	1133725607400	08/16/2013	<input type="checkbox"/>	<input checked="" type="checkbox"/>

- c. Provide written notification of the subcontracting opportunity you listed in SECTION B-1 to two (2) or more trade organizations or development centers in Texas to assist in identifying potential HUBs by disseminating the subcontracting opportunity to their members/participants. Unless the contracting agency specified a different time period, you must provide your subcontracting opportunity notice to trade organizations or development centers at least seven (7) working days prior to submitting your bid response to the contracting agency. A list of trade organizations and development centers that have expressed an interest in receiving notices of subcontracting opportunities is available on the Statewide HUB Program's webpage at <http://www.window.state.tx.us/procurement/proc/hub/links.html>.

- d. List two (2) trade organizations or development centers you notified regarding the subcontracting opportunity you listed in SECTION B-1. Include the date when you sent notice to it and indicate if it accepted or rejected your notice.

Trade Organizations or Development Centers	Date Notice Sent (mm/dd/yyyy)	Was the Notice Accepted?	
Texas Association of African American Chambers of Commerce	08/16/2013	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>

HSP Good Faith Effort - Method B (Attachment B) Cont.

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Enter your company's name here: Harris County Department of Education as subcontractor for Region 10 ESC Requisition #: _____

SECTION B-4: SUBCONTRACTOR SELECTION

Enter the item number and description of the subcontracting opportunity you listed in SECTION 2, Item b, of the completed HSP form for which you are completing the attachment.

- a. Enter the item number and description of the subcontracting opportunity for which you are completing this Attachment B continuation page.

Item Number 2 Description: Professional Services (Technology Services)

- b. List the subcontractor(s) you selected to perform the subcontracting opportunity you listed in SECTION B-1. Also identify whether they are a Texas certified HUB and their VID number, the approximate dollar value of the work to be subcontracted, the expected percentage of work to be subcontracted, and indicate whether the company is a Texas certified HUB.

Company Name	Texas certified HUB	VID Number (Required if Texas certified HUB)	Approximate Dollar Amount	Expected Percentage of Contract
Austin Ribbon and Computer (ARC)	<input checked="" type="checkbox"/> - Yes <input type="checkbox"/> - No	1472339797900	\$ 20,000	1.43 %
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%

- c. If any of the subcontractors you have selected to perform the subcontracting opportunity you listed in SECTION B-1 is not a Texas certified HUB provide written justification for your selection process (attach additional page if necessary)

N/A

REMINDER: As specified in SECTION 4 of the completed HSP form, if you (respondent) are awarded any portion of the requisition, you are required to provide notice as soon as practical to all the subcontractors (HUBs and Non-HUBs) of their selection as a subcontractor. The notice must specify at a minimum the contracting agency's name and its point of contact for the contract, the contract award number, the subcontracting opportunity it (the subcontractor) will perform, the approximate dollar value of the subcontracting opportunity and the expected percentage of the total contract that the subcontracting opportunity represents. A copy of the notice required by this section must also be provided to the contracting agency's point of contact for the contract no later than ten (10) working days after the contract is awarded.

HSP Good Faith Effort - Method B (Attachment B)

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Enter your company's name here: Harris County Department of Education as subcontractor for Region 10 ESC for TxVSP Requisition #: _____

IMPORTANT: If you responded "No" to SECTION 2, Items c and d of the completed HSP form, you must submit a completed "HSP Good Faith Effort - Method B (Attachment B)" for **each** of the subcontracting opportunities you listed in SECTION 2, Item b of the completed HSP form. You may photo-copy this page or download the form at <http://window.state.tx.us/procurement/proc/hub/hub-forms/hub-sbcont-plan-gfe-actm-b.pdf>.

SECTION B-1: SUBCONTRACTING OPPORTUNITY

Enter the item number and description of the subcontracting opportunity you listed in SECTION 2, Item b of the completed HSP form for which you are completing the attachment.

Item Number 3 Description: Wireless Services

SECTION B 2: MENTOR PROTÉGÉ PROGRAM

If respondent is participating as a Mentor in a State of Texas Mentor Protégé Program, submitting its Protégé (Protégé must be a State of Texas certified HUB) as a subcontractor to perform the subcontracting opportunity listed in SECTION B-1, constitutes a good faith effort to subcontract with a Texas certified HUB towards that specific portion of work.

Check the appropriate box (Yes or No) that indicates whether you will be subcontracting the portion of work you listed in SECTION B-1 to your Protégé.

- Yes (If Yes, to continue to SECTION B-4)
- No / Not Applicable (If No or Not Applicable, continue to SECTION B-3 and SECTION B-4.)

SECTION B 3: NOTIFICATION OF SUBCONTRACTING OPPORTUNITY

When completing this section you **MUST** comply with items **a, b, c and d**, thereby demonstrating your Good Faith Effort of having notified Texas certified HUBs and trade organizations or development centers about the subcontracting opportunity you listed in SECTION B-1. Your notice should include the scope of work, information regarding the location to review plans and specifications, bonding and insurance requirements, required qualifications, and identify a contact person. When sending notice of your subcontracting opportunity, you are encouraged to use the attached HUB Subcontracting Opportunity Notice form, which is also available online at <http://www.window.state.tx.us/procurement/proc/hub/hub-subcontracting-plan>.

Retain supporting documentation (i.e., certified letter, fax, e-mail) demonstrating evidence of your good faith effort to notify the Texas certified HUBs and trade organizations or development centers. Also be mindful that a working day is considered a normal business day of a state agency, not including weekends, federal or state holidays, or days the agency is declared closed by its executive officer. The initial day the subcontracting opportunity notice is sent/provided to the HUBs and to the trade organizations or development centers is considered to be "day zero" and does not count as one of the seven (7) working days.

- a. Provide written notification of the subcontracting opportunity you listed in SECTION B-1, to three (3) or more Texas certified HUBs. Unless the contracting agency specified a different time period, you must allow the HUBs at least seven (7) working days to respond to the notice prior to your submitting your bid response to the contracting agency. When searching for Texas certified HUBs, ensure that you use the State of Texas' Centralized Master Bidders List (CMBL) and Historically Underutilized Business (HUB) Search directory located at <http://my.cpa.cpa.state.tx.us/tpassombsearch/index.jsp>. HUB Status code "A" signifies that the company is a Texas certified HUB.
- b. List the three (3) Texas certified HUBs you notified regarding the subcontracting opportunity you listed in SECTION B-1. Include the company's Vendor ID (V ID) number, the date you sent notice to that company, and indicate whether it was responsive or non-responsive to your subcontracting opportunity notice.

Company Name	VID Number	Date Notice Sent (mm/dd/yyyy)	Did the HUB Respond?	
W3IT	1272170707800	12/12/2014	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Netvious	1455134426100	12/12/2014	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Freit Data Solutions	1272209002900	12/12/2014	<input type="checkbox"/>	<input checked="" type="checkbox"/>

- c. Provide written notification of the subcontracting opportunity you listed in SECTION B-1 to two (2) or more trade organizations or development centers in Texas to assist in identifying potential HUBs by disseminating the subcontracting opportunity to their members/participants. Unless the contracting agency specified a different time period, you must provide your subcontracting opportunity notice to trade organizations or development centers at least seven (7) working days prior to submitting your bid response to the contracting agency. A list of trade organizations and development centers that have expressed an interest in receiving notices of subcontracting opportunities is available on the Statewide HUB Program's webpage at <http://www.window.state.tx.us/procurement/proc/hub/mab-links-1>.
- d. List two (2) trade organizations or development centers you notified regarding the subcontracting opportunity you listed in SECTION B-1. Include the date when you sent notice to it and indicate if it accepted or rejected your notice.

Trade Organizations or Development Centers	Date Notice Sent (mm/dd/yyyy)	Was the Notice Accepted?	
Texas Association of African American Chambers of Commerce	12/12/2014	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>

HSP Good Faith Effort - Method B (Attachment B) Cont.

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Enter your company's name here: Harris County Department of Education as subcontractor for Region 10 ESC for TAVSN Requisition #: _____

SECTION B-4: SUBCONTRACTOR SELECTION

Enter the item number and description of the subcontracting opportunity you listed in SECTION 2, Item b, of the completed HSP form for which you are completing the attachment.

- a. Enter the item number and description of the subcontracting opportunity for which you are completing this Attachment B continuation page.
 Item Number 3 Description: Wireless Services
- b. List the subcontractor(s) you selected to perform the subcontracting opportunity you listed in SECTION B-1. Also identify whether they are a Texas certified HUB and their VID number, the approximate dollar value of the work to be subcontracted, the expected percentage of work to be subcontracted, and indicate whether the company is a Texas certified HUB.

Company Name	Texas certified HUB	VID Number <small>(Required if Texas certified HUB)</small>	Approximate Dollar Amount	Expected Percentage of Contract
Verizon	<input type="checkbox"/> - Yes <input checked="" type="checkbox"/> - No		\$ 8,500	0.61 %
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%

- c. If any of the subcontractors you have selected to perform the subcontracting opportunity you listed in SECTION B-1 is not a Texas certified HUB, provide written justification for your selection process (attach additional page if necessary)

HCDE Choice Partners national cooperative provides quality services, legal procurement and contract solutions for governmental entities, including school districts, private and charter schools, colleges and universities, municipalities, counties and nonprofits.

As a division of a government agency, Choice Partners contracts are awarded by the HCDE governing board of trustees. Inter-local government-to-government agreements are between HCDE and the government entity wishing to use the Choice Partners cooperative contracts. HUB, MBE, WBE and SEB entities along with other historically underutilized businesses are encouraged to participate in the Choice Partners cooperative and receive timely notifications of upcoming RFP's.

All HCDE divisions are required to use Choice Partners for the purchase of goods or services. Contracts below \$2,500 require one written quote. Contracts between \$2,501 and \$49,999 require three written quotes unless the good or service is available through the cooperative. Verizon is part of the HCDE Choice Partners Co-Op and is also a DIR vendor.

REMINDER: As specified in SECTION 4 of the completed HSP form, if you (respondent) are awarded any portion of the requisition, you are required to provide notice as soon as practical to all the subcontractors (HUBs and Non-HUBs) of their selection as a subcontractor. The notice must specify at a minimum the contracting agency's name and its point of contact for the contract, the contract award number, the subcontracting opportunity it (the subcontractor) will perform, the approximate dollar value of the subcontracting opportunity and the expected percentage of the total contract that the subcontracting opportunity represents. A copy of the notice required by this section must also be provided to the contracting agency's point of contact for the contract no later than ten (10) working days after the contract is awarded

HSP Good Faith Effort - Method B (Attachment B)

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Enter your company's name here: Harris County Department of Education as Subcontractor for Region 10 ESC for TVSN Requisition #: _____

IMPORTANT: If you responded "No" to SECTION 2, Items c and d of the completed HSP form, you must submit a completed "HSP Good Faith Effort - Method B (Attachment B)" for **each** of the subcontracting opportunities you listed in SECTION 2, Item b of the completed HSP form. You may photocopy this page or download the form at <http://www.window.state.tx.us/procurement/prog/hub/hub-forms/hub-sbcont-plan-gfe-achm-p.pdf>.

SECTION B-1: SUBCONTRACTING OPPORTUNITY

Enter the item number and description of the subcontracting opportunity you listed in SECTION 2, Item b, of the completed HSP form for which you are completing the attachment.

Item Number: 4 Description: Software

SECTION B 2: MENTOR PROTÉGÉ PROGRAM

If respondent is participating as a Mentor in a State of Texas Mentor Protégé Program, submitting its Protégé (Protégé must be a State of Texas certified HUB) as a subcontractor to perform the subcontracting opportunity listed in SECTION B-1, constitutes a good faith effort to subcontract with a Texas certified HUB towards that specific portion of work.

Check the appropriate box (Yes or No) that indicates whether you will be subcontracting the portion of work you listed in SECTION B-1 to your Protégé.

- Yes (If **Yes**, to continue to SECTION B-4.)
- No / Not Applicable (If **No** or **Not Applicable**, continue to SECTION B-3 and SECTION B-4.)

SECTION B 3: NOTIFICATION OF SUBCONTRACTING OPPORTUNITY

When completing this section you **MUST** comply with items **a, b, c and d**, thereby demonstrating your Good Faith Effort of having notified Texas certified HUBs and trade organizations or development centers about the subcontracting opportunity you listed in SECTION B-1. Your notice should include the scope of work, information regarding the location to review plans and specifications, bonding and insurance requirements, required qualifications, and identify a contact person. When sending notice of your subcontracting opportunity, you are encouraged to use the attached HUB Subcontracting Opportunity Notice form, which is also available online at <http://www.window.state.tx.us/procurement/prog/hub/hub-subcontracting-plan>.

Retain supporting documentation (i.e., certified letter, fax, e-mail) demonstrating evidence of your good faith effort to notify the Texas certified HUBs and trade organizations or development centers. Also be mindful that a working day is considered a normal business day of a state agency, not including weekends, federal or state holidays or days the agency is declared closed by its executive officer. The initial day the subcontracting opportunity is sent/provided to the HUBs and to the trade organizations or development centers is considered to be "day zero" and does not count as one of the seven (7) working days.

- a. Provide written notification of the subcontracting opportunity you listed in SECTION B-1 to three (3) or more Texas certified HUBs. Unless the contracting agency specified a different time period, you must allow the HUBs **at least seven (7) working days** to respond to the notice prior to your submitting your bid response to the contracting agency. When searching for Texas certified HUBs, ensure that you use the State of Texas' Centralized Master Bidders List (CMBL) and Historically Underutilized Business (HUB) Search directory located at <http://mycpa.spa.state.tx.us/assemblysearch/index.asp>. HUB Status code "A" signifies that the company is a Texas certified HUB.
- b. List the **three (3)** Texas certified HUBs you notified regarding the subcontracting opportunity you listed in SECTION B-1. Include the company's Vendor ID (VID) number, the date you sent notice to that company, and indicate whether it was responsive or non-responsive to your subcontracting opportunity notice

Company Name	VID Number	Date Notice Sent: (mm/dd/yyyy)	Did the HUB Respond?	
Dependable Business Solutions, LLC	1272391714700	12/12/2014	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Advantage Supply	1421562051000	12/12/2014	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SHI Government, Inc.	1223695478500	12/12/2014	<input checked="" type="checkbox"/>	<input type="checkbox"/>

- c. Provide written notification of the subcontracting opportunity you listed in SECTION B-1 to **two (2)** or more trade organizations or development centers in **Texas** to assist in identifying potential HUBs by disseminating the subcontracting opportunity to their members/participants. Unless the contracting agency specified a different time period, you must provide your subcontracting opportunity notice to trade organizations or development centers **at least seven (7) working days** prior to submitting your bid response to the contracting agency. A list of trade organizations and development centers that have expressed an interest in receiving notices of subcontracting opportunities is available on the Statewide HUB Program's webpage at <http://www.window.state.tx.us/procurement/prog/hub/hub-links-1>.
- d. List **two (2)** trade organizations or development centers you notified regarding the subcontracting opportunity you listed in SECTION B-1. Include the date when you sent notice to it and indicate if it accepted or rejected your notice.

Trade Organizations or Development Centers	Date Notice Sent: (mm/dd/yyyy)	Was the Notice Accepted?	
Texas Association of African American Chambers of Commerce	12/12/2014	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>

HSP Good Faith Effort - Method B (Attachment B) Cont.

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Enter your company's name here: Harris County Department of Education as Subcontractor for Region 10 ESC for TXVSN Requisition #: _____

SECTION B-4: SUBCONTRACTOR SELECTION

Enter the item number and description of the subcontracting opportunity you listed in SECTION 2, Item b, of the completed HSP form for which you are completing the attachment

a. Enter the item number and description of the subcontracting opportunity for which you are completing this Attachment B continuation page.

Item Number 4 Description: Software

b. List the subcontractor(s) you selected to perform the subcontracting opportunity you listed in SECTION B-1. Also identify whether they are a Texas certified HUB and their VID number, the approximate dollar value of the work to be subcontracted, the expected percentage of work to be subcontracted, and indicate whether the company is a Texas certified HUB.

Company Name	Texas certified HUB	VID Number (Required if Texas certified HUB)	Approximate Dollar Amount	Expected Percentage of Contract
SHI Government, Inc.	<input checked="" type="checkbox"/> - Yes <input type="checkbox"/> - No	1223695478500	\$ 1,820	0.13 %
RedGate	<input type="checkbox"/> - Yes <input checked="" type="checkbox"/> - No		\$ 2,200	0.16 %
Telerik	<input type="checkbox"/> - Yes <input checked="" type="checkbox"/> - No		\$ 3,380	0.24 %
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%

c. If any of the subcontractors you have selected to perform the subcontracting opportunity you listed in SECTION B-1 is not a Texas certified HUB, provide written justification for your selection process (attach additional page if necessary).

HCDE Choice Partners national cooperative provides quality services, legal procurement and contract solutions for governmental entities, including school districts, private and charter schools, colleges and universities, municipalities, counties and nonprofits.

As a division of a government agency, Choice Partners contracts are awarded by the HCDE governing board of trustees. Inter-local government-to-government agreements are between HCDE and the government entity wishing to use the Choice Partners cooperative contracts. HUB, MBE, WBE and SEB entities along with other historically underutilized businesses are encouraged to participate in the Choice Partners cooperative and receive timely notifications of upcoming RFP's.

All HCDE divisions are required to use Choice Partners for the purchase of goods or services. Contracts below \$2,500 require one written quote. Contracts between \$2,501 and \$49,999 require three written quotes unless the good or service is available through the cooperative.

REMINDER: As specified in SECTION 4 of the completed HSP form, if you (respondent) are awarded any portion of the requisition, you are required to provide notice as soon as practical to all the subcontractors (HUBs and Non-HUBs) of their selection as a subcontractor. The notice must specify at a minimum the contracting agency's name and its point of contact for the contract, the contract award number, the subcontracting opportunity it (the subcontractor) will perform, the approximate dollar value of the subcontracting opportunity and the expected percentage of the total contract that the subcontracting opportunity represents. A copy of the notice required by this section must also be provided to the contracting agency's point of contact for the contract no later than ten (10) working days after the contract is awarded.

HSP Good Faith Effort - Method B (Attachment B)

Rev. 10/14

Enter your company's name here: Harris County Department of Education as subcontractor for Region 10 for TXVSN Requisition #: _____

IMPORTANT: If you responded "No" to SECTION 2, Items c and d of the completed HSP form, you must submit a completed "HSP Good Faith Effort - Method B (Attachment B)" for **each** of the subcontracting opportunities you listed in SECTION 2, Item b of the completed HSP form. You may photo-copy this page or download the form at <http://www.window.state.tx.us/procurement/proc/hub/hub-forms/hub-sbcont-plan-gfe-achm-b.pdf>.

SECTION B-1 SUBCONTRACTING OPPORTUNITY

Enter the item number and description of the subcontracting opportunity you listed in SECTION 2, Item b, of the completed HSP form for which you are completing the attachment.

Item Number 5 Description: Staff Training

SECTION B 2 MENTOR PROTÉGÉ PROGRAM

If respondent is participating as a Mentor in a State of Texas Mentor Protégé Program, submitting its Protégé (Protégé must be a State of Texas certified HUB) as a subcontractor to perform the subcontracting opportunity listed in SECTION B-1, constitutes a good faith effort to subcontract with a Texas certified HUB towards that specific portion of work.

Check the appropriate box (Yes or No) that indicates whether you will be subcontracting the portion of work you listed in SECTION B-1 to your Protégé.

- Yes (If Yes, to continue to SECTION B-4.)
- No / Not Applicable (If No or Not Applicable, continue to SECTION B-3 and SECTION B-4)

SECTION B 3 NOTIFICATION OF SUBCONTRACTING OPPORTUNITY

When completing this section you **MUST** comply with items **a, b, c and d**, thereby demonstrating your Good Faith Effort of having notified Texas certified HUBs and trade organizations or development centers about the subcontracting opportunity you listed in SECTION B-1. Your notice should include the scope of work, information regarding the location to review plans and specifications, bonding and insurance requirements, required qualifications, and identify a contact person. When sending notice of your subcontracting opportunity, you are encouraged to use the attached HUB Subcontracting Opportunity Notice form, which is also available online at <http://www.window.state.tx.us/procurement/proc/hub/hub-subcontracting-plan>.

Retain supporting documentation (i.e., certified letter, fax, e-mail) demonstrating evidence of your good faith effort to notify the Texas certified HUBs and trade organizations or development centers. Also, be mindful that a working day is considered a normal business day of a state agency, not including weekends, federal or state holidays, or days the agency is declared closed by its executive officer. The initial day the subcontracting opportunity notice is sent/provided to the HUBs and to the trade organizations or development centers is considered to be "day zero" and does not count as one of the seven (7) working days.

- a. Provide written notification of the subcontracting opportunity you listed in SECTION B-1, to three (3) or more Texas certified HUBs. Unless the contracting agency specified a different time period, you must allow the HUBs **at least seven (7) working days** to respond to the notice prior to your submitting your bid response to the contracting agency. When searching for Texas certified HUBs, ensure that you use the State of Texas' Centralized Master Bidders List (CMBL) and Historically Underutilized Business (HUB) Search directory located at <http://mycva.cpa.state.tx.us/krassmblsearch/index.jsp>. HUB Status code "A" signifies that the company is a Texas certified HUB.
- b. List the **three (3)** Texas certified HUBs you notified regarding the subcontracting opportunity you listed in SECTION B-1. Include the company's Vendor ID (VID) number, the date you sent notice to that company, and indicate whether it was responsive or non-responsive to your subcontracting opportunity notice.

Company Name	VID Number	Date Notice Sent (mm/dd/yyyy)	Did the HUB Respond?	
3T Federal Solutions	154202504800	12/12/2014	<input type="checkbox"/>	<input checked="" type="checkbox"/>
ELP Enterprises	1760619440900	12/12/2014	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Keystone Resources	165116536200	12/12/2014	<input type="checkbox"/>	<input checked="" type="checkbox"/>

- c. Provide written notification of the subcontracting opportunity you listed in SECTION B-1 to **two (2)** or more trade organizations or development centers in Texas to assist in identifying potential HUBs by disseminating the subcontracting opportunity to their members/participants. Unless the contracting agency specified a different time period, you must provide your subcontracting opportunity notice to trade organizations or development centers **at least seven (7) working days** prior to submitting your bid response to the contracting agency. A list of trade organizations and development centers that have expressed an interest in receiving notices of subcontracting opportunities is available on the Statewide HUB Program's webpage at <http://www.window.state.tx.us/procurement/proc/hub/myh-links-1>.

- d. List **two (2)** trade organizations or development centers you notified regarding the subcontracting opportunity you listed in SECTION B-1. Include the date when you sent notice to it and indicate if it accepted or rejected your notice.

Trade Organizations or Development Centers	Date Notice Sent (mm/dd/yyyy)	Was the Notice Accepted?	
Texas Association of African American Chambers of Commerce	12/12/2014	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>

HSP Good Faith Effort - Method B (Attachment B) Cont.

Rev. 10/14

Enter your company's name here: Harris County Department of Education as subcontractor for Region 10 for TxVSN Requisition #: _____

SECTION B-4: SUBCONTRACTOR SELECTION

Enter the item number and description of the subcontracting opportunity you listed in SECTION 2, Item b, of the completed HSP form for which you are completing the attachment.

a. Enter the item number and description of the subcontracting opportunity for which you are completing this Attachment B continuation page.

Item Number 5 Description: Staff Training

b. List the subcontractor(s) you selected to perform the subcontracting opportunity you listed in SECTION B-1. Also identify whether they are a Texas certified HUB and their VID number, the approximate dollar value of the work to be subcontracted, the expected percentage of work to be subcontracted, and indicate whether the company is a Texas certified HUB.

Company Name	Texas certified HUB	VID Number (Required if Texas certified HUB)	Approximate Dollar Amount	Expected Percentage of Contract
CTREC	<input type="checkbox"/> - Yes <input checked="" type="checkbox"/> - No		\$ 5,000	0.36 %
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%

c. If any of the subcontractors you have selected to perform the subcontracting opportunity you listed in SECTION B-1 is not a Texas certified HUB, provide written justification for your selection process (attach additional page if necessary)

HCDE Choice Partners national cooperative provides quality services, legal procurement and contract solutions for governmental entities, including school districts, private and charter schools, colleges and universities, municipalities, counties and nonprofits.

As a division of a government agency, Choice Partners contracts are awarded by the HCDE governing board of trustees. Inter-local government-to-government agreements are between HCDE and the government entity wishing to use the Choice Partners cooperative contracts. HUB, MBE, WBE and SEB entities along with other historically underutilized businesses are encouraged to participate in the Choice Partners cooperative and receive timely notifications of upcoming RFP's.

All HCDE divisions are required to use Choice Partners for the purchase of goods or services. Contracts below \$2,500 require one written quote. Contracts between \$2,501 and \$49,999 require three written quotes unless the good or service is available through the cooperative.

CTREC was utilized due to no response from HUB's that were contacted.

REMINDER: As specified in SECTION 4 of the completed HSP form, if you (respondent) are awarded any portion of the requisition, you are required to provide notice as soon as practical to all the subcontractors (HUBs and Non-HUBs) of their selection as a subcontractor. The notice must specify at a minimum the contracting agency's name and its point of contact for the contract, the contract award number, the subcontracting opportunity it (the subcontractor) will perform, the approximate dollar value of the subcontracting opportunity and the expected percentage of the total contract that the subcontracting opportunity represents. A copy of the notice required by this section must also be provided to the contracting agency's point of contact for the contract no later than ten (10) working days after the contract is awarded.

HSP Good Faith Effort - Method B (Attachment B)

Rev. 10/14

Enter your company's name here: Harris County Department of Education as Subcontractor for Region 10 ESC for TVSN Requisition #: _____

IMPORTANT: If you responded "No" to SECTION 2, Items c and d of the completed HSP form, you must submit a completed "HSP Good Faith Effort - Method B (Attachment B)" for **each** of the subcontracting opportunities you listed in SECTION 2, Item b of the completed HSP form. You may photo-copy this page or download the form at <http://window.state.tx.us/procurement/proc/hub/hub-forms/hub-sbcont-plan-gfe-achm-b.pdf>.

SECTION B-1: SUBCONTRACTING OPPORTUNITY

Enter the item number and description of the subcontracting opportunity you listed in SECTION 2, Item b, of the completed HSP form for which you are completing the attachment.

Item Number 6 Description: General Supplies

SECTION B 2: MENTOR PROTÉGÉ PROGRAM

If respondent is participating as a Mentor in a State of Texas Mentor Protégé Program, submitting its Protégé (Protégé must be a State of Texas certified HUB) as a subcontractor to perform the subcontracting opportunity listed in SECTION B-1, constitutes a good faith effort to subcontract with a Texas certified HUB towards that specific portion of work.

Check the appropriate box (Yes or No) that indicates whether you will be subcontracting the portion of work you listed in SECTION B-1 to your Protégé.

- Yes (If Yes, to continue to SECTION B-4.)
- No / Not Applicable (If No or Not Applicable, continue to SECTION B-3 and SECTION B-4.)

SECTION B 3: NOTIFICATION OF SUBCONTRACTING OPPORTUNITY

When completing this section you **MUST** comply with items **a, b, c and d**, thereby demonstrating your Good Faith Effort of having notified Texas certified HUBs and trade organizations or development centers about the subcontracting opportunity you listed in SECTION B-1. Your notice should include the scope of work, information regarding the location to review plans and specifications, bonding and insurance requirements, required qualifications, and identify a contact person. When sending notice of your subcontracting opportunity, you are encouraged to use the attached HUB Subcontracting Opportunity Notice form, which is also available online at <http://www.window.state.tx.us/procurement/proc/hub/hub-subcontracting-plan>.

Retain supporting documentation (i.e., certified letter, fax, e-mail) demonstrating evidence of your good faith effort to notify the Texas certified HUBs and trade organizations or development centers. Also be mindful that a working day is considered a normal business day of a state agency, not including weekends, federal or state holidays, or days the agency is declared closed by its executive officer. The initial day the subcontracting opportunity notice is sent/provided to the HUBs and to the trade organizations or development centers is considered to be "day zero" and does not count as one of the seven (7) working days.

- a. Provide written notification of the subcontracting opportunity you listed in SECTION B-1, to three (3) or more Texas certified HUBs. Unless the contracting agency specified a different time period, you must allow the HUBs **at least seven (7) working days** to respond to the notice prior to your submitting your bid response to the contracting agency. When searching for Texas certified HUBs, ensure that you use the State of Texas' Centralized Master Bidders List (CMBL) and Historically Underutilized Business (HUB) Search directory located at <http://mycpa.cpa.state.tx.us/pcasmbsearch/index.sp>. HUB Status code "A" signifies that the company is a Texas certified HUB.
- b. List the **three (3)** Texas certified HUBs you notified regarding the subcontracting opportunity you listed in SECTION B-1. Include the company's Vendor ID (VID) number, the date you sent notice to that company, and indicate whether it was responsive or non-responsive to your subcontracting opportunity notice.

Company Name	VID Number	Date Notice Sent (mm/dd/yyyy)	Did the HUB Respond?	
Butler Business Solutions	1421750188200	04/22/2014	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A. Bargas & Associates, LLC	1260306554600	04/22/2014	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Reliant Business Products, Inc.	1760102474200	04/22/2014	<input type="checkbox"/>	<input checked="" type="checkbox"/>

- c. Provide written notification of the subcontracting opportunity you listed in SECTION B-1 to **two (2)** or more trade organizations or development centers **in Texas** to assist in identifying potential HUBs by disseminating the subcontracting opportunity to their members/participants. Unless the contracting agency specified a different time period, you must provide your subcontracting opportunity notice to trade organizations or development centers **at least seven (7) working days** prior to submitting your bid response to the contracting agency. A list of trade organizations and development centers that have expressed an interest in receiving notices of subcontracting opportunities is available on the Statewide HUB Program's webpage at <http://www.window.state.tx.us/procurement/proc/hub/wb-links>.
- d. List **two (2)** trade organizations or development centers you notified regarding the subcontracting opportunity you listed in SECTION B-1. Include the date when you sent notice to it and indicate if it accepted or rejected your notice.

Trade Organizations or Development Centers	Date Notice Sent (mm/dd/yyyy)	Was the Notice Accepted?	
Texas Association of African American Chambers of Commerce	04/22/2014	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>

HSP Good Faith Effort - Method B (Attachment B) Cont.

Rev. 12-14

Enter your company's name here: <u>Harris County Department of Education as Subcontractor for Region 10 EOC for TVSN</u>	Requisition # _____
--	---------------------

SECTION B-4: SUBCONTRACTOR SELECTION

Enter the item number and description of the subcontracting opportunity you listed in **SECTION 2, Item b**, of the completed HSP form for which you are completing the attachment.

- a. Enter the item number and description of the subcontracting opportunity for which you are completing this Attachment B continuation page

Item Number 6 Description: General Supplies

- b. List the subcontractor(s) you selected to perform the subcontracting opportunity you listed in **SECTION B-1**. Also identify whether they are a Texas certified HUB and their VID number, the approximate dollar value of the work to be subcontracted, the expected percentage of work to be subcontracted, and indicate whether the company is a Texas certified HUB.

Company Name	Texas certified HUB	VID Number <small>(Required if Texas certified HUB)</small>	Approximate Dollar Amount	Expected Percentage of Contract
Butler Business Solutions	<input checked="" type="checkbox"/> - Yes <input type="checkbox"/> - No	1421750188200	\$ 2,000	0.14 %
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%

- c. If any of the subcontractors you have selected to perform the subcontracting opportunity you listed in SECTION B-1 is not a Texas certified HUB, provide written justification for your selection process (attach additional page if necessary)

N/A

REMINDER: As specified in SECTION 4 of the completed HSP form, if you (respondent) are awarded any portion of the requisition, you are required to provide notice as soon as practical to all the subcontractors (HUBs and Non-HUBs) of their selection as a subcontractor. The notice must specify at a minimum the contracting agency's name and its point of contact for the contract, the contract award number, the subcontracting opportunity it (the subcontractor) will perform, the approximate dollar value of the subcontracting opportunity and the expected percentage of the total contract that the subcontracting opportunity represents. A copy of the notice required by this section must also be provided to the contracting agency's point of contact for the contract no later than ten (10) working days after the contract is awarded.

HSP Good Faith Effort - Method B (Attachment B)

Rev. 10/14

Enter your company's name here: Harris County Department of Education as subcontractor for Region 10 for TVSN Requisition #: _____

IMPORTANT: If you responded "No" to SECTION 2, Items c and d of the completed HSP form, you must submit a completed "HSP Good Faith Effort - Method B (Attachment B)" for **each** of the subcontracting opportunities you listed in SECTION 2, Item b of the completed HSP form. You may photo-copy this page or download the form at <http://www.window.state.tx.us/procurement/proc/hub/hub-forms/hub-sbcont-plan-gfe-achm-b.pdf>.

SECTION B-1: SUBCONTRACTING OPPORTUNITY

Enter the item number and description of the subcontracting opportunity you listed in SECTION 2, Item b, of the completed HSP form for which you are completing the attachment:

Item Number: 7 Description: Technology Purchases

SECTION B 2: MENTOR PROTÉGÉ PROGRAM

If respondent is participating as a Mentor in a State of Texas Mentor Protégé Program, submitting its Protégé (Protégé must be a State of Texas certified HUB) as a subcontractor to perform the subcontracting opportunity listed in SECTION B-1, constitutes a good faith effort to subcontract with a Texas certified HUB towards that specific portion of work.

Check the appropriate box (Yes or No) that indicates whether you will be subcontracting the portion of work you listed in SECTION B-1 to your Protégé.

- Yes (If Yes, to continue to SECTION B-4.)
- No / Not Applicable (If No or Not Applicable, continue to SECTION B-3 and SECTION B-4.)

SECTION B 3: NOTIFICATION OF SUBCONTRACTING OPPORTUNITY

When completing this section you **MUST** comply with items **a, b, c, and d**, thereby demonstrating your Good Faith Effort of having notified Texas certified HUBs and trade organizations or development centers about the subcontracting opportunity you listed in SECTION B-1. Your notice should include the scope of work, information regarding the location to review plans and specifications, bonding and insurance requirements, required qualifications, and identify a contact person. When sending notice of your subcontracting opportunity, you are encouraged to use the attached HUB Subcontracting Opportunity Notice form, which is also available online at <http://www.window.state.tx.us/procurement/proc/hub/hub-subcontracting-plan>.

Retain supporting documentation (i.e., certified letter, fax, e-mail) demonstrating evidence of your good faith effort to notify the Texas certified HUBs and trade organizations or development centers. Also be mindful that a working day is considered a normal business day of a state agency, not including weekends, federal or state holidays, or days the agency is declared closed by its executive officer. The initial day the subcontracting opportunity notice is sent/provided to the HUBs and to the trade organizations or development centers is considered to be "day zero" and does not count as one of the seven (7) working days.

- a. Provide written notification of the subcontracting opportunity you listed in SECTION B-1, to three (3) or more Texas certified HUBs. Unless the contracting agency specified a different time period, you must allow the HUBs **at least seven (7) working days** to respond to the notice prior to your submitting your bid response to the contracting agency. When searching for Texas certified HUBs, ensure that you use the State of Texas' Centralized Master Bidders List (CMBL) and Historically Underutilized Business (HUB) Search directory located at <http://mycpa.opa.state.tx.us/trassembsearch/index.jsp>. HUB Status code "A" signifies that the company is a Texas certified HUB.
- b. List the **three (3)** Texas certified HUBs you notified regarding the subcontracting opportunity you listed in SECTION B-1. Include the company's Vendor ID (VID) number, the date you sent notice to that company, and indicate whether it was responsive or non-responsive to your subcontracting opportunity notice.

Company Name	VID Number	Date Notice Sent (mm/dd/yyyy)	Did the HUB Respond?	
OEM Supplies LLC	111373513800	12/12/2014	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Prime Systems	176032444100	12/12/2014	<input type="checkbox"/>	<input checked="" type="checkbox"/>
STL Supply Co	1461422953300	12/12/2014	<input type="checkbox"/>	<input checked="" type="checkbox"/>

- c. Provide written notification of the subcontracting opportunity you listed in SECTION B-1 to **two (2)** or more trade organizations or development centers in Texas to assist in identifying potential HUBs by disseminating the subcontracting opportunity to their members/participants. Unless the contracting agency specified a different time period, you must provide your subcontracting opportunity notice to trade organizations or development centers **at least seven (7) working days** prior to submitting your bid response to the contracting agency. A list of trade organizations and development centers that have expressed an interest in receiving notices of subcontracting opportunities is available on the Statewide HUB Program's webpage at <http://www.window.state.tx.us/procurement/proc/hub/twd-links/>.
- d. List **two (2)** trade organizations or development centers you notified regarding the subcontracting opportunity you listed in SECTION B-1. Include the date when you sent notice to it and indicate if it accepted or rejected your notice.

Trade Organizations or Development Centers	Date Notice Sent (mm/dd/yyyy)	Was the Notice Accepted?	
Texas Association of African American Chambers of Commerce	12/12/2014	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>

HSP Good Faith Effort - Method B (Attachment B) Cont.

REV 10/14

Enter your company's name here: Harris County Department of Education as subcontractor for Region 10 for TxVSN Requisition #: _____

SECTION B-4: SUBCONTRACTOR SELECTION

Enter the item number and description of the subcontracting opportunity you listed in SECTION 2, Item b, of the completed HSP form for which you are completing the attachment.

a. Enter the item number and description of the subcontracting opportunity for which you are completing this Attachment B continuation page.

Item Number: 7 Description: Technology Purchases

b. List the subcontractor(s) you selected to perform the subcontracting opportunity you listed in SECTION B-1. Also identify whether they are a Texas certified HUB and their VID number, the approximate dollar value of the work to be subcontracted, the expected percentage of work to be subcontracted, and indicate whether the company is a Texas certified HUB.

Company Name	Texas certified HUB	VID Number <small>(Required if Texas certified HUB)</small>	Approximate Dollar Amount	Expected Percentage of Contract
CDW-G	<input type="checkbox"/> - Yes <input checked="" type="checkbox"/> - No		\$ 500.00	0.04 %
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%

c. If any of the subcontractors you have selected to perform the subcontracting opportunity you listed in SECTION B-1 is not a Texas certified HUB, provide written justification for your selection process (attach additional page if necessary):

HCDE Choice Partners national cooperative provides quality services, legal procurement and contract solutions for governmental entities, including school districts, private and charter schools, colleges and universities, municipalities, counties and nonprofits.

As a division of a government agency, Choice Partners contracts are awarded by the HCDE governing board of trustees. Inter-local government-to-government agreements are between HCDE and the government entity wishing to use the Choice Partners cooperative contracts. HUB, MBE, WBE and SEB entities along with other historically underutilized businesses are encouraged to participate in the Choice Partners cooperative and receive timely notifications of upcoming RFP's.

All HCDE divisions are required to use Choice Partners for the purchase of goods or services. Contracts below \$2,500 require one written quote. Contracts between \$2,501 and \$49,999 require three written quotes unless the good or service is available through the cooperative.

CDW-G was utilized due to no response from HUB's that were contacted. CDW-G is a member of the HCDE Choice Partners Co-Op.

REMINDER: As specified in SECTION 4 of the completed HSP form, if you (respondent) are awarded any portion of the requisition, you are required to provide notice as soon as practical to all the subcontractors (HUBs and Non-HUBs) of their selection as a subcontractor. The notice must specify at a minimum the contracting agency's name and its point of contact for the contract, the contract award number, the subcontracting opportunity it (the subcontractor) will perform, the approximate dollar value of the subcontracting opportunity and the expected percentage of the total contract that the subcontracting opportunity represents. A copy of the notice required by this section must also be provided to the contracting agency's point of contact for the contract no later than ten (10) working days after the contract is awarded.

Exhibit 1

ATTACHMENT B

**PROPOSAL COVER PAGE
Submitted to the
Texas Education Agency
LOI #701-16-008**



TITLE OF PROPOSED PROJECT: TEXAS VIRTUAL SCHOOL NETWORK CENTRAL OPERATIONS

EDUCATION SERVICE CENTER

ESC REGION 10
400 E. Spring Valley
Richardson, TX 75081

ESC IDENTIFICATION NUMBER:

751249185

PROPOSAL DEVELOPED BY:

Barbara Smith, Assistant Director
972-348-1440; barbara.smith@region10.org

PROJECT ADMINISTRATOR:

Craig Gray, Director
972-348-1376; craig.gray@region10.org

PROPOSAL TRANSMITTED BY:

Gordon Taylor, Executive Director
972-348-1700; gordon.taylor@region10.org

CONTRACTING OFFICER:

Susan Hayes, Chief Financial Officer
972-348-1110; sue.hayes@region10.org

DURATION OF PROJECT:

September 1, 2015- August 31, 2017

TOTAL BUDGET FOR PROPOSED PROJECT:

\$ 2,315,511.36

CONTAINS PROPRIETARY INFORMATION:

Check box if proposal being submitted
contains proprietary information

DATE SUBMITTED:

8/17/2015

SIGNATURE OF AUTHORIZED AGENT:

Gordon O Taylor

**ESC REGION 10 Response to
Letter of Interest (LOI) # 701-16-008
Texas Virtual School Network (TxVSN) Central Operations**

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Letter of Interest #700-16-008
Central Operations of the Texas Virtual School Network

1.5 A. Central Operations Transition

The purpose of transition planning is to layout the tasks and activities that need to take place to efficiently deliver a project from one contractor to another while ensuring service continuity. With the aggressive timeline noted in the Letter of Interest #701-16-008, it is probable that a newly named contractor would need to come to an agreement with the exiting contractor to provide some or all services until such time as knowledge and resources could be transferred efficiently.

The following steps should be implemented:

1. Establish the transition team and schedule regular progress meetings.

Each organization must identify members of the transition team, provide their contact information, and responsibility for the transition. The Texas Education Agency, the new contractor, and the exiting contractor must provide staff to coordinate the transition and manage risk. This team will identify the risks and contingencies faced by the transition process with special attention given to minimizing operational risks. While each team lead may delegate certain aspects of the transition to others, this team should meet regularly to report on progress. Risks should be classified or grouped into related sets for optimal effectiveness of management and mitigation.

2. The transition team identifies and plans for the following key activities.

- Logical work breakdown, key milestones and dependencies during transition and deployment.
- Testing and verification activities, including testing of related/impacted projects, software, and hardware.
- Contingency plans and work-around(s) in the event problems arise.
- Specific activities related to new and/or existing equipment, including roles and responsibilities of external vendors and internal resources.
- Specific activities related to new, existing, and/or upgraded software, including roles and responsibilities of external vendors and internal resources.
- Systems and/or data back-up(s), conversion plans, etc.
- Hand-off(s) between developers, vendors, operational staff, and/or technical support.
- Communication(s) to client and end-users: timing related to unavailability, periodic status updates, and notification of completion/system availability. Consider timing and mode of communication(s) among technical team, between the technical team and the customer/client, and between NUIT, the client, and broader set of end-users.

3. The transition team identifies resources for transfer.

Resources include hardware, software, facilities, personnel, and other special resources (e.g., service and maintenance contracts).

- **Software** - Provide specific names, identification numbers, version numbers, release numbers and configurations as applicable. References to user/operator manuals or instructions for each item should be included. Include information about vendor support, licensing, and usage and ownership rights, whether the item is currently supported by the vendor, whether it is expected to be supported at the time of delivery, whether licenses can be assigned to the new contractor, and the terms of such licenses.

Letter of Interest #700-16-008
Central Operations of the Texas Virtual School Network

- **Hardware** - Describe the hardware and associated documentation needed to support the delivered project. This hardware may include computers, peripheral equipment, simulators, emulators, diagnostic equipment, and non-computer equipment. Include specific models, versions, and configurations with references to user/operator manuals or instructions for each item. Include information about manufacturer support, licensing, and usage and ownership rights, whether the items are currently supported by the manufacturer, or will be in the future, and whether licenses will be assigned to the maintenance organization and the terms of such licenses.
- **Personnel** - Assign staff and vendor responsibility for each transition task identified above. This allows managers and project team members to plan and coordinate the work of this project with other assignments. If specific individuals cannot be identified when the transition plan is developed, generic names may be used and replaced with individual names as soon as the resources are identified. Describe the personnel needed to maintain the deliverable product, include anticipated number of personnel, types of support personnel (job descriptions), skill levels and expertise requirements, and security clearance.
- **Facilities** - Describe any facilities during transition phase, as well as, facilities required to maintain the delivered project. Facilities may include special buildings, rooms, mock-ups, building features such as raised floors, cabling, cooling/HVAC systems, building features to support security, privacy, and/or safety, special power requirements, and so on. Include any diagrams that may be applicable.
- **Special Resources** - Identify any other special resources (consumables, special access/approvals, contracts, etc) required to support the transition phase and the delivered project. Provide the names, identification numbers, version numbers, and/or release numbers. Identify if the document or consumable is acquirer-furnished, an item that will be delivered to the new contractor, an item new contractor already owns, or needs to acquire.

4. Transition Schedule, Tasks and Activities

The following assumes that a newly named contractor comes to an agreement with the exiting contractor to provide some or all services until such time as knowledge and resources could be transferred efficiently. The actual timeline may need adjustment based on the each parties' readiness for transition.

Date	Task	Responsible
8/25/2015	Request establishment of transition team	Texas Education Agency (TEA)
8/27/2015	Transition team established	TEA, exiting contractor, new contractor
8/28/2015	Initial transition meeting by conference call. <i>Agenda to include scheduling future meetings. Establish exiting contractor's availability to assist with or without funding.</i>	TEA, exiting contractor, new contractor
9/4/2015	Finalize and agree upon transition plan that incorporates key activities, as well as, resource transfer as explained in the previous section	TEA, exiting contractor, new contractor
9/7/2015	Transition begins	Exiting contractor, new contractor
11/6/2015	Transition complete with sign-off from all organizations.	TEA, exiting contractor, new contractor

Letter of Interest (LOI) #701-16-008
Texas Virtual School Network Central Operations

1.5 B. Infrastructure and Systems

The HCDE Network Operations Center (NOC) will host, maintain, and secure the TxVSN portal that includes the statewide course catalog and enrollment systems, the course provider and receiver workspace (MyTxVSN), the Electronic Course Management System (ECSS), and the collection and display of informed choice data such as parent and student course satisfaction data.

HCDE Technology Services Division manages and uses the latest IBM Blade™ Server technology. The NOC is furnished with some of the most recent and powerful technologies available. It includes additional power and emergency power, a separate cooling system, enhanced physical structure, state of the art racks for storage of data and computer equipment, security and fire protection, and cable management systems. The combination of these advanced technology elements assures that TxVSN applications are available 24/7.

- **TxVSN/HCDE Network Infrastructure**

TxVSN hosted architecture is designed with best of breed technologies utilizing IBM blade server chassis computing, EMC storage area network (SAN), and Cisco network switching and security. Backup and recovery is performed in a dual layer. Internally virtual systems operate on a pure disk to disk solution with Commvault backup to Data Domain and replicated between local data centers. Externally data systems are backed up through HP Appassure and replicated to an off-site data center located in Austin Texas. The network backbone is Phonoscope, the largest private fiber network provider in North America with internet bandwidth up to 1GBE. A graphic of the TxVSN/HCDE Network Infrastructure is located in Figure 1.

- **Security Layer Overview**

HCDE protects its network at all levels of access. Outside access is protected with network and application firewalls. Secured VPN access is provided for outside entry. Outward facing systems are set within demilitarized zones for security segregation. Internal networks have multiple system monitoring and administration. Security protection is administered at both gateway and endpoints. A graphic of the Security Layer Overview is located in Figure 2.

- **Telecom, monitoring, and maintenance**

HCDE utilizes a pure IP telecom solution from voice over IP (VoIP) provider ShoreTel. The system was implemented in 2008 and has been maintained as a purpose-built solution to support the many HCDE programs and initiatives. Monitoring systems for service availability and key usage include Solar Winds network performance monitor and Extrahop application assurance monitor. Both systems provide valuable data analytics for business operations and provide a proactive monitoring and remediation service. HCDE maintains a monthly maintenance window for scheduled systems updates typically held on the third Thursday of each month.

The HCDE Technology Services network operations group will support infrastructure needs of the TxVSN network. The Help Desk will assist course providers and receiver districts with problem resolution,

Letter of Interest (LOI) #701-16-008 Texas Virtual School Network Central Operations

processing assistance, document management, and any other technical or administrative issue that may arise.

Region 10 staff and the HCDE Technology Services applications development team will support and refine existing TxVSN applications, as well as, develop new tools upon approval by the Texas Education Agency.

The TxVSN professional development center and teacher credentials verification database will be housed on the Moodle server at ESC Region 10. It should be noted that while professional development content resides on this the server, all resources are linked to the Texas Education Agency's Project Share. As with TxVSN servers at HCDE, Region 10 protects its network at all levels of access including, but not limited to, a robust network and application firewall.

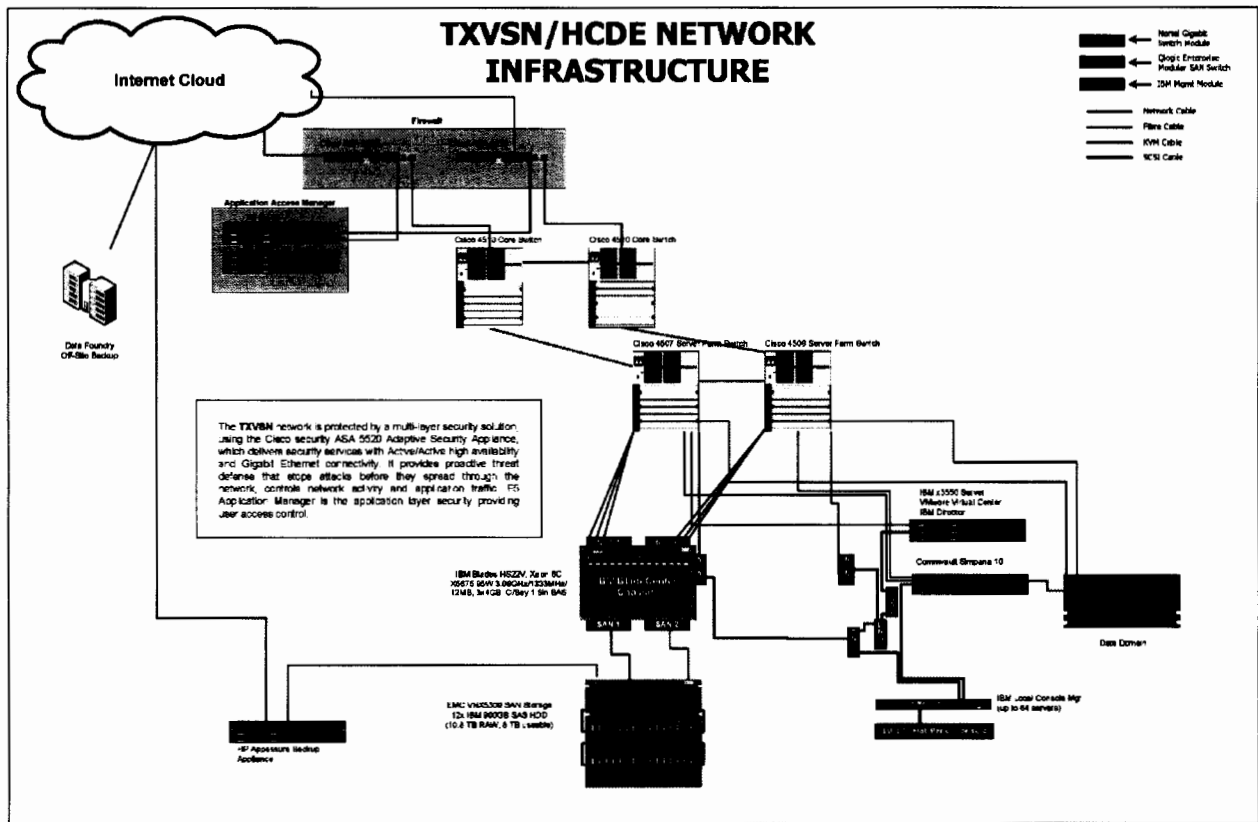


Figure 1: TxVSN Network Infrastructure (HDCE)

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Texas Virtual School Network Central Operations

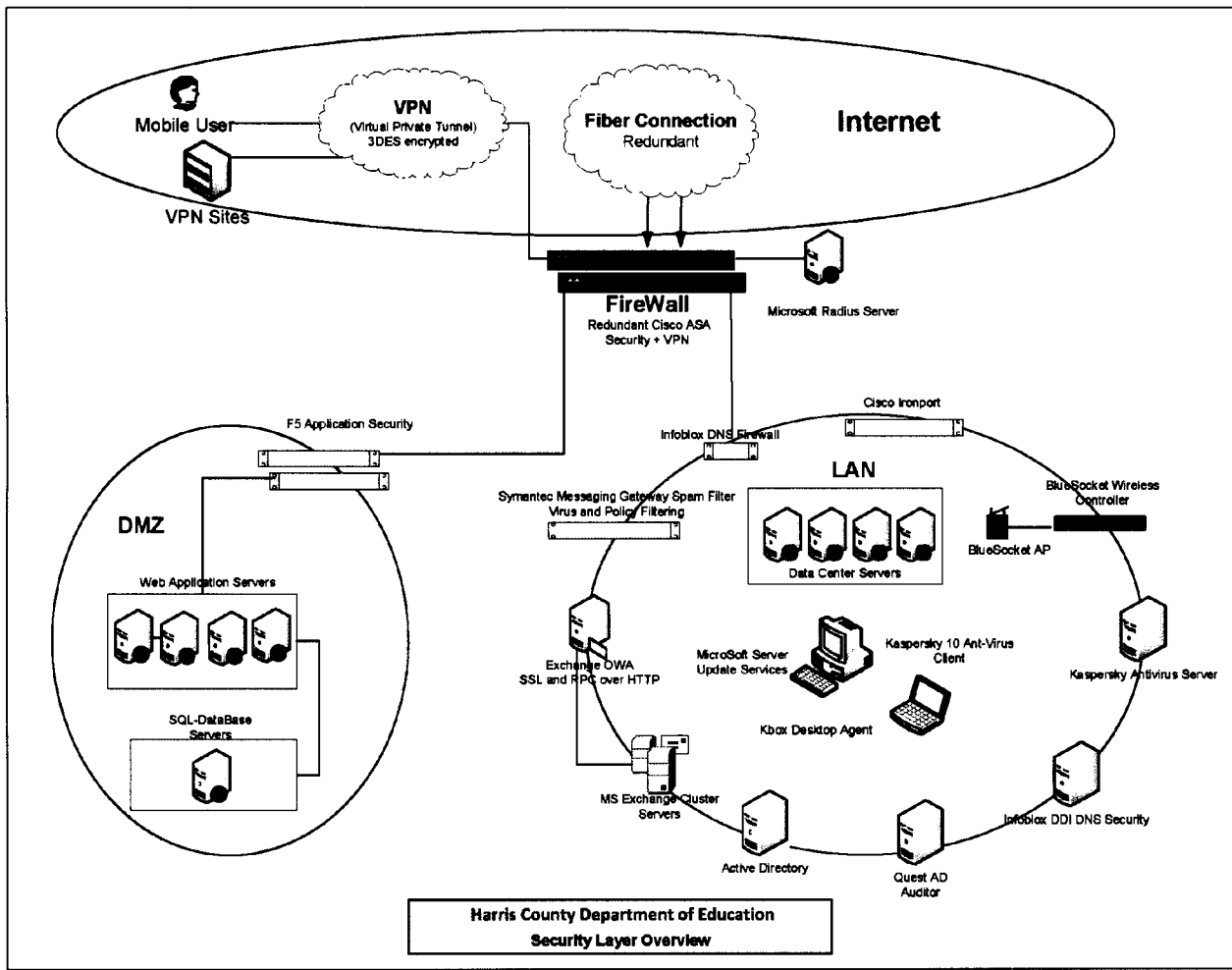


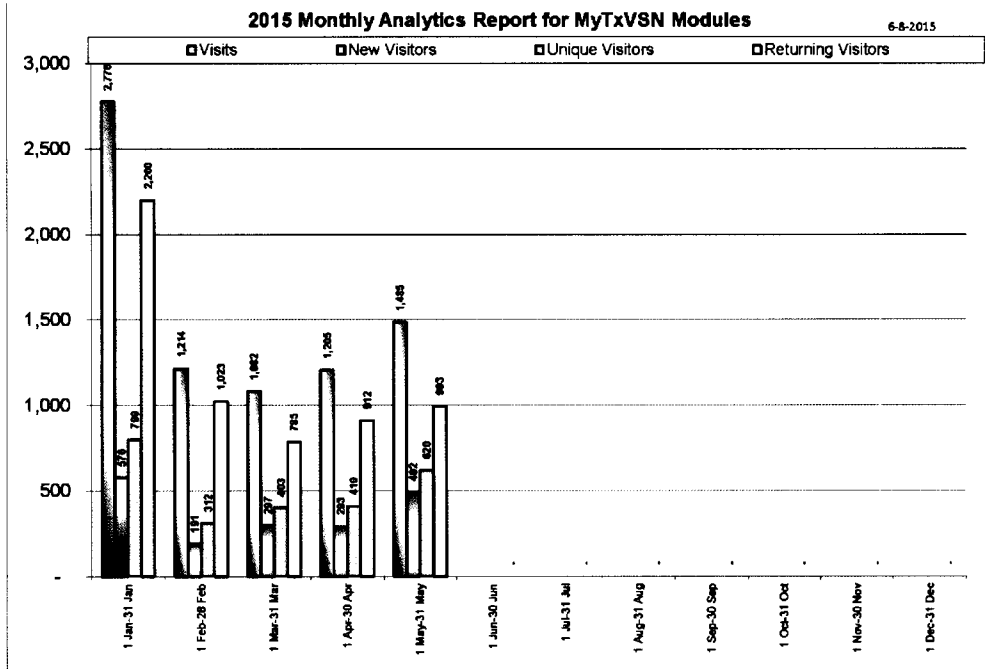
Figure 2: Security Layer Overview

TxVSN Portal Analytics

On-site web analytics measure a visitor's behavior once on a website. This includes its drivers and conversions, such as the degree to which different landing pages are accessed. On-site web analytics measures the performance of your website in a commercial context. This data is typically compared against industry standard performance indicators and can be used to improve a website performance or for a marketing campaign's audience response. Google Analytics is the most widely used on-site web analytics service and used for the TxVSN portal and associated webpages.

A sample of a monthly analytics report is shown in Figure 3.

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Texas Virtual School Network Central Operations**



Definitions:

Visits- The # of times visitors has been to our site. If inactive for 30 min. or more, any future activity will be attributed to a new session.

Users that leave site and return within 30 min. will be counted as part of the original session.

New Visits- The # of new visits by people who have never been to the site before.

Unique Visitors- The # of unique users that visit the site on a daily basis. Any future sessions initiated from the same user will be stored as a single visitor.

Returning Visitors- a user who has previously browsed website

Figure 3 Example of Monthly Analytics for TxVSN Modules

Systems

System integration is the process of bringing together component subsystems into one system and thus ensuring that the subsystems function together as a system. Similarly, application integration is the process of bringing data or a function from one application program together with that of another application program. One of the greatest challenges facing the systems architects is the integration of applications into systems. The TxVSN development team and supporting network engineers work with the following systems to ensure that key TxVSN processes work seamlessly.

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Texas Virtual School Network Central Operations

Systems	Use
TxVSN Portal at www.txvsn.org	The portal provides public access to information about both the online schools program and the statewide catalog. A public splash page offers them the option to branch to webpages specific to either TxVSN program. The webpages devoted to the online schools include a listing of approved courses for each school, a listing of the OLS schools, parent and student survey results, and access to state assessment results. The statewide catalog webpages provide access to the catalog itself, historic informed choice data, enrollment statistics, course demos, and a program overview video. Webpages for both programs provide access to FAQs, live chat with the Help Desk, program standards and eligibility, and steps for participation. In addition, the portal providers access to the MyTxVSN receiver and provider workspaces.
TxVSN Statewide Catalog module	The TxVSN statewide course catalog offers Texas students opportunities to enroll in high school, Advanced Placement, and dual credit courses provided by eligible Texas school districts, open-enrollment charter schools, education service centers, and public or private institutions of higher education. The catalog houses detailed information about each provider's courses. This includes enrollment and instructional windows, informed choice data such as satisfaction survey results, materials needs, and technical specification.
Statewide Catalog Enrollment System module	Integrated with the statewide catalog application, the enrollment system is used by a school's designated TxVSN site coordinator to register students in catalog courses. After registration is complete the site coordinator, student, and selected provider receive an email confirmation including information on next steps with the selected provider. Enrollment data is populated in the MyTxVSN Receiver and Provider workspace.
MyTxVSN Receiver Workspace module	This secure workspace is for district and open-enrollment charter schools participating in the statewide catalog program and integrates with the enrollment modules and catalog. The staff designated by the district as authorized to access student enrollments, referred to as the "district administrator", can login and view enrollment status for all district students. In addition, the district administrator can view which counselors can register students in catalog course at specific campus.
MyTxVSN Provider Workspace module	This secure workspace for statewide catalog providers is integrated with the enrollment and catalog systems. The module supplies on-going enrollment data to the provider. Catalog providers report student success data each semester within this module. This data is used by central operations to pay providers and invoice receiver districts.

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Systems	Use
MyTxVSN Survey Tool module	Statute and rule require that parents and students be surveyed about their satisfaction with their selected provider and the instruction received in coursework. Each semester the TxVSN sends enrollees in grades 9-12 a satisfaction survey, compiles, then displays results on the portal . At the end of the school year enrollees in grades 3-8 receive a satisfaction survey as well. Results for the online school program are posted its website under the Survey menu. The catalog satisfaction surveys are integrated into the statewide catalog entries.
MyTxVSN Student Course Wish List module	The Texas Education Agency (TEA) and TxVSN central operations is interested in discovering what courses the students would like to take online. The student course wish list module allows students to request courses without creating an account.
MyTxVSN Student Workspace module	This secure workspace allows students participating in the statewide catalog program to view course enrollment history, course mentor contact, and to access the course provider’s Learning Management System.
Moodle	The Moodle at Region 10 houses Clue-In, an orientation to online learning for students. It also holds mini-tutorials on mentoring students, making courses accessibility to students with disabilities, and archived presentations and trainings. In addition, the application and database are used to ensure that TxVSN instructors have required credentials resides on the Moodle server.
Electronic Course Submission System (ECSS)	The ECSS is tool used by the TxVSN central operations and its course review team to track the submission, review, and modification of course submitted for use in the either the statewide catalog or an OLS program school. Both staff and providers may access ECSS to pull reports on the status of course review.
iTCSS	The Internet-based Texas Computer Cooperative Software (iTCSS) is a comprehensive, hosted solution with applications for business, human resources, student services, and PEIMS. Region 10 adopted iTCSS for its financial processes. All payments to statewide course catalog providers are processed using the iTCSS system, as well as, the invoicing of student’s districts after courses are completed. iTCSS allows central operations to track finance and other business functions for the project.

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Texas Virtual School Network Central Operations

1.5 C. Course Review

Since the inception of the TxVSN, the goal has been to keep the process of reviewing courses as simple as possible, while maintaining a high standard of quality. Over the course of several years the review process has been evaluated and adjusted to ensure simplicity and quality. The TxVSN has reviewed 2458 semester courses, averaging 307 semester courses per year. As there are two distinct TxVSN programs, the Online Schools (OLS) Program and the statewide course catalog, there are two pathways for TxVSN course review.

Course Review Process for TxVSN Online Schools (OLS) Program Courses

Eligibility and Pre-submission

Eligibility to be a TxVSN course provider is outlined in Texas Education Code Chapter 30A and further defined in TAC 19 Subchapter 70. Due to the intricacies of serving students in a full-time online program, prospective TxVSN OLS program course providers must have an initial meeting with the Texas Education Agency (TEA) prior to course submission. In this meeting, the course provider will learn about requirements, eligibility, provider definitions, the Annual Notification of Intent to Participate in the TxVSN Online Schools Program, and instructor verification. They are encouraged to access the TxVSN website to find in-depth information about the standards and guidelines against which courses are reviewed. If the potential course provider is verified as eligible, the next step is to develop or acquire a full grade-level instructional program. It is then strongly advised that the potential provider conducts an internal evaluation of their courses to ensure adherence to the TxVSN standards and the definition of a TxVSN electronic course. Next, the potential course provider meets with the TxVSN course review staff for a more in-depth look at the course review standards and guidelines. This meeting is held after the potential course provider begins developing their programs as history has shown that potential course providers may not have full understanding the requirements until after the actual review is underway. TxVSN course review is a rigorous process that incorporates three different standards of measure:

- the Texas Essential Knowledge and Skills (TEKS),
- the International Association for K-12 Online Learning (iNACOL) *National Standards for Quality Online Courses*, and
- the TxVSN Accessibility Guidelines.

After the potential course provider has developed and internally reviewed their instructional program of courses, they request access to the Electronic Course Submission System (ECSS). In the ECSS, the potential course provider completes the Annual Notification of Intent to Participate. This form is printed, signed, and submitted to the TEA. Course review staff will secure approval from the TEA to ensure the course provider is submitting a full grade-level instructional program prior to assigning the courses for review, in accordance with the Annual Notification of Intent to Participate. The potential TxVSN OLS course provider is now ready to submit courses for review.

Course Submission and Review

By accessing the ECSS, the potential course provider can submit their courses for review by two course reviewers who hold Texas teaching certificates for the course subject area and grade level, as well as, have experience as an online course teacher or designer. The TxVSN course submittal module in the ECSS includes course provider demographics, specific course information, course creator, and the course submission assurance statements, and syllabus. If the course has any special program designations (i.e.,

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NCAA, SACS or College Board), it is noted in this module, too. The questionnaire module can be used to describe off-line documentation or any information not readily available the course. The TEKS alignment module provides a place for course providers to show evidence of TEKS and that activities meet the appropriate Bloom's Taxonomy level.

The course review staff then assigns the course to two qualified course reviewers. Each course reviewer performs an independent review of the course then collaborate on the results. Within approximately 14 calendar days, the course reviewers use the ECSS to submit their "collaboration report." The course review staff then inspects the report for clarity before releasing it to the course provider. This process takes approximately two business days. If modifications are required, the course provider takes up to 60 calendar days to complete them. The potential course provider then submits a response to the modification report through the ECSS so that the original course reviewers can verify that the changes have been made. This process is generally brief, requiring about four calendar days to complete. If any courses have outstanding modifications at this point, the course will remain in the modification cycle until all standards and guidelines have been met. When all courses in the grade level program meet all standards and guidelines required, the TEA and the TxVSN will approve the grade-level program to be offered to eligible Texas students. A 2014 study of the TxVSN course review process revealed that the average length of time between course submission and approval is 87 days.

Figure 4 below illustrates the course review process for potential OLS program course providers.

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COURSE REVIEW PRE-SUBMISSION PROCESS FOR ELIGIBLE TEXAS VIRTUAL SCHOOL NETWORK ONLINE SCHOOLS (TXVSN OLS) PROGRAM COURSE PROVIDERS

- 1** Initial meeting with the Texas Education Agency (TEA)

Discuss:
 TxVSN OLS requirements and guidelines
 Eligibility and provider definitions
 Annual Notification of Intent to Part 3 state form
 Instructor verification

Contact:
 Kate Loughey,
 Statewide Coordinator, TxVSN
 Phone: (512) 403-9587
 kate.loughey@tea.texas.gov
- 2** Develop or acquire full grade-level instructional program and conduct internal review to ensure courses meet the definition of a TxVSN electronic course and all TxVSN course standards
- 3** Initial meeting with the TxVSN course review staff

Provide course review staff with a copy of the course and a copy of the Annual Notification of Intent to Part 3 state form. The course review staff will review the course and provide feedback. The course provider will then revise the course and resubmit it to the course review staff.
- 4** Request electronic course submission system ECSS login
- 5** TxVSN OLS course provider completes Annual Notification of Intent to Part 3 state form via the ECSS, then prints and submits signed copy to the TEA

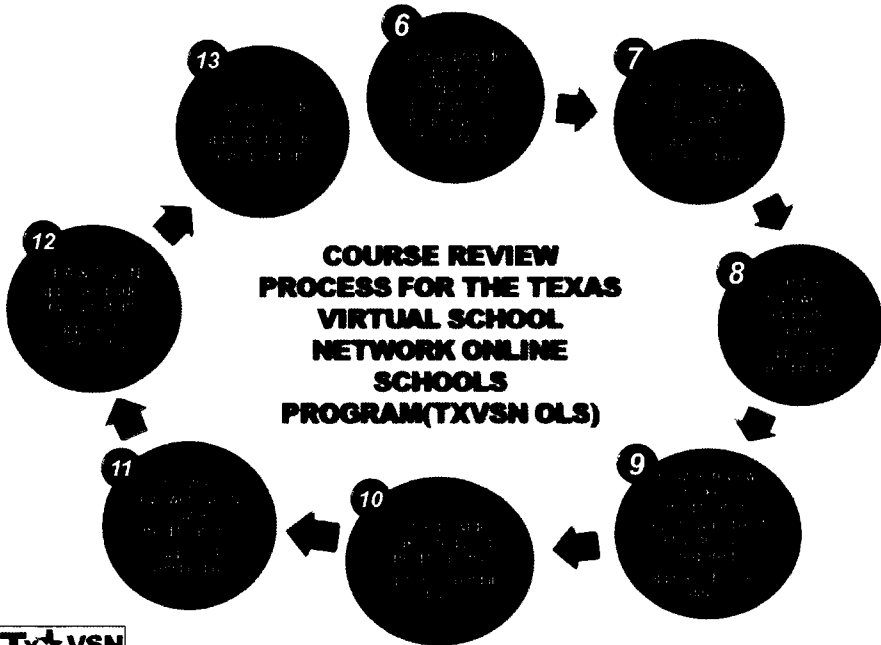


Figure 4: Course Review for the TxVSN Online Schools Program

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Course Review Process for the TxVSN Statewide Course Catalog Courses

Eligibility and Course Development

Eligibility for TxVSN course providers is outlined in Texas Education Code Chapter 30A and further defined in TAC 19 Subchapter 70. TxVSN statewide catalog providers serve students that are enrolled in districts and open-enrollment charter schools other than their own. The statewide catalog providers' teachers instruct students in other districts, however, credit for the successful completion of the course is awarded by the student's home district based on the final grade supplied by the catalog provider. While an initial meeting with TEA is not required for potential catalog course providers as it is with the OLS program, they must participate in a meeting by conference call or webinar with central operations staff. The purpose of this meeting is to confirm their eligibility and to review the annual provider agreement. In addition, potential statewide catalog providers are encouraged to access the course review requirements on the TxVSN website prior to acquiring or developing any courses. If eligibility is confirmed and the potential provider acknowledges its readiness to meet all requirements of the statewide catalog agreement, courses may be submitted for review through the Electronic Course Submission System (ECSS).

TxVSN Statewide Course Catalog Course Review

The potential catalog course provider submits a course through the ECSS in two phases. Phase 1 involves completing the submittal module, which includes course provider demographics, specific course information, course creator, and the course submission assurance statements. Any special program designations (i.e. NCAA, SACS or College Board), as well as the course syllabus are submitted in this module. If a course submission is designated as an Advanced Placement[®] course, for example, College Board approval documentation can be supplied in this module. Within approximately two business days, the TxVSN course review staff inspects and accepts the form and notifies the course provider that they may continue to phase two of the submission process.

At this point, the rest of the submission modules are activated on the ECSS so that the potential catalog course provider may submit the remainder of the required documentation. This documentation includes:

- The Science Field and Laboratory Investigations module for all science courses. It provides documentation on how the online course meets the State Board of Education (SBOE) requirement that 40 percent of science instructional time be conducted as active, hands-on laboratory and field investigations.
- The TxVSN course access module, which supplies login credentials necessary for the reviewers to access courses, as well as, any software, browser, or technical specifications.
- The course questionnaire module, which makes reviewers aware of instances in which TEKS and National Standards that are not readily apparent in the course web site will be addressed. In the event that a traditional syllabus document is not used, the course provider may use the questionnaire to describe where in the course or off-line documentation this data is found.
- The TEKS alignment module, which provides evidence for reviewers to verify the course's alignment to the TEKS for the course and grade level, and to the appropriate Bloom's Taxonomy level.

The TxVSN course review staff assigns the course to two course reviewers who hold Texas teaching certificates in the subject area and grade level of the course. Assignment of a course takes approximately two business days. Reviewers evaluate the course against the TEKS, iNACOL *National Standards for Quality Online Courses*, and the TxVSN accessibility guidelines. The course reviewers

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conduct their evaluation independently and then work together to write the collaboration report that is sent to the potential catalog course provider. This step takes approximately 14 calendar days. In the event that there are no modifications to be made, the course is approved by the TxVSN course review staff. If modifications are required, the potential course provider takes up to 60 days to complete them and submit proof of the changes in the ECSS. The modifications are verified by the original course reviewers; a report with outstanding modifications, if any, is sent back to the potential catalog course provider. This process continues until all standards and guidelines have been met within the course. At this point, the TxVSN course review staff will approve the course to be offered to eligible Texas students

Figure 5 illustrates the statewide course catalog review process.

After Course Review

The TxVSN web site houses the statewide course catalog and is used by students who wish to register for statewide catalog courses. The newly approved catalog course provider is referred to the TxVSN Help Desk for MyTxVSN login credentials and to begin the catalog entry process. By this time, the TxVSN course review staff has already completed the entry of basic information into the catalog. The catalog system then emails the course provider the information needed to complete the entry. TxVSN central operations proofs the catalog entry and then makes the course available in the catalog so that students may begin registering for it.

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COURSE REVIEW PRE-SUBMISSION PROCESS FOR ELIGIBLE TEXAS VIRTUAL SCHOOL NETWORK (TXVSN) CATALOG COURSE PROVIDERS

- 1** Develop or acquire course and conduct internal review to ensure the course meets the definition of a TXVSN electronic course and all TXVSN course standards.
- 2** **Potential Catalog Course Provider Orientation**

Discuss:	Contact:
<ul style="list-style-type: none"> • Course provider agreement • Instructor verification • TXVSN course standards <ul style="list-style-type: none"> • Texas Essential Knowledge and Skills • International Association for e-Learning National Standards for Quality Online Courses • TXVSN Accessibility Guidelines 	<ul style="list-style-type: none"> • TXVSN Central Operations • 888-938-6678 • txvsncentral@txvsn.org
- 3** Request electronic course submission system (ECSS) login.
- 4** Submit course for review via the ECSS.

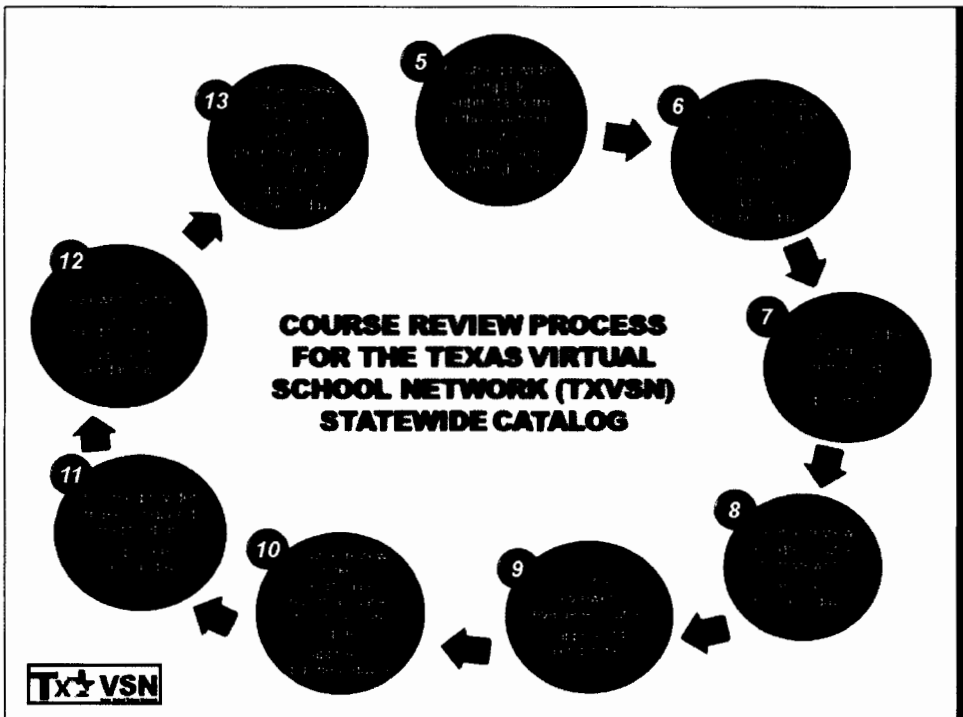


Figure 5: Course Review for Statewide Course Catalog Providers

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Continual Improvement for Efficiency and Effectiveness

When the TxVSN was initiated in 2008, the course review component was housed at the Education Service Center (ESC) Region 4. In 2010, it was relocated to the ESC Region 10, where it remains today. The TxVSN course review staff secured Texas certified teachers to conduct quality reviews for each course. Prior to reviewing courses, these reviewers were trained by the TxVSN course review staff to evaluate courses for alignment to 100 percent of the Texas Essential Knowledge and Skills (TEKS) and the iNACOL *National Standards for Quality Online Courses*. Each course was assigned to three reviewers who were certified to teach the corresponding subject area. Reviewers evaluated courses independently and submitted their findings to the course review staff, who then compiled the feedback into comprehensive reports to be sent to the course providers.

Initially, course review did not evaluate submitted courses for compliance with accessibility requirements. The addition of the accessibility review component necessitated the establishment of accessibility guidelines for the purpose of TxVSN course review. In 2010, under the direction of the TEA, the TxVSN developed a set of accessibility guidelines to be used as a rubric for the accessibility audits. A committee led by the TxVSN course review staff, in conjunction with the accessibility experts at Knowbility, Inc. was formed, resulting in a document entitled "TxVSN Accessibility Guidelines." Course review staff trained a small group of reviewers to conduct accessibility audits using the TxVSN accessibility guidelines document as the foundation. This specially trained group conducted accessibility-only audits on the courses already reviewed and/or approved against the TEKS and the iNACOL *National Standards for Quality Online Courses*. These courses were labeled "legacy courses."

After the establishment of the TxVSN accessibility guidelines, all new course submissions were evaluated for accessibility. In 2012, the TxVSN accessibility guidelines were restructured to remove redundant and obsolete expectations, thereby creating version two of the TxVSN accessibility guidelines. This version was implemented beginning with the 2013-2014 school year.

To facilitate and streamline the submission, review, and tracking of courses, the TxVSN designed the ECSS. Prior to the implementation of the ECSS, the submission, review, and tracking of courses heavily depended on the use of spreadsheets, emails, and phone calls. Originally, the development and management of the ECSS resided with ESC Region 4. In 2010, TxVSN course review transferred the responsibility for development to the TxVSN programmers, who worked to further develop the ECSS to meet the evolving course review requirements.

The TxVSN course review team continually pursues ways to increase efficiency and effectiveness and reduce course review costs. The process now uses streamlined forms of the TEKS, iNACOL *National Standards for Quality Online Courses*, and the TxVSN accessibility guidelines which results in more efficient and focused reviews. In 2015, with guidance from national accessibility experts, WebAIM, the TxVSN course review team revised the TxVSN accessibility guidelines to create version three. It was necessary to update the document to align with changes to federal law and evolving technology, while streamlining the document in general. This document is to be implemented for the 2015-2016 school year.

Course review costs were reduced as the original course review model was altered. Two Texas certified teachers are now assigned to each course for review, rather than three. Furthermore, all reviewers are currently trained to evaluate for all three areas (TEKS, iNACOL *National Standards for Quality Online Courses*, and accessibility) which lends itself to more continuity in reporting results to course providers. Today, course reviewers are partnered to collaborate and come to a consensus to produce a

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comprehensive yet concise collaboration report for course providers. This takes the responsibility of the collaboration report from the course review staff and places it on the reviewers, who had the most contact with the course.

When modifications are identified for a course, course providers are expected to make those changes based on the reviewers' explicit comments in the collaboration report. After those modifications are completed, both course reviewers are required to confirm that the modifications have been made. This ensures that by the time the course reaches the "Approved" status, it has met or exceeded all standards and guidelines associated with quality online courses.

Some other adjustments to the course review process have been made over time. As TEKS for different subject areas are revised and adopted by the State Board of Education (SBOE), courses that had been previously approved through the course review process must be re-evaluated. To expedite the process, those courses undergo a targeted TEKS update review, requiring course reviewers to focus their evaluations on the student expectations that changed. Furthermore, a process for duplicating courses was developed. The need for course duplication was indicated as course providers began using approved courses developed by other course providers. These previously-approved courses did not require additional review, as that would be redundant and cost-inefficient. However, a process was developed to ensure that the courses being duplicated were indeed the same as the ones that were previously approved. This cost-saving duplication process has proven to be an efficient path to course approval.

The ECSS has evolved as needs have arisen. The course review staff has analyzed and removed areas in the submission process in which course providers were required to enter data redundantly. Additionally, on-demand instructions for ECSS use have been developed to aid in course submission and are currently in beta testing. More functions and precise course statuses were integrated into the ECSS so that it may provide for more robust reporting and tracking of courses. For instance, course duplication, Advanced Placement® approval letter submission, the Annual Notification of Intent to Participate submission, and the course list generator for waiver process have been integrated into the ECSS. Invoicing for course reviewers is now housed within the system as well. Finally, the ECSS navigation and flexibility has been improved for usability in response to user feedback.

Planning for Change

Planned improvements of the course review process remain focused on increasing efficiency and effectiveness, reducing costs, and maintaining a high standard of course quality that students and parents have come to expect from the TxVSN. As the initial approved TxVSN courses age, it will become necessary to evaluate them again. The criteria for re-evaluation of courses will be developed in the near future. It is also anticipated that the iNACOL *National Standards for Quality Online Courses* and federal laws underpinning the TxVSN accessibility guidelines will sustain continual updates in the future in response to evolving technology. With the guidance of the TEA, the TxVSN standards and guidelines will continue to adjust accordingly. As in the past, the TxVSN course review team will attune to any mandates set forth by Texas legislation.

Two large projects are on the horizon for 2015-2016 school year. First, the ECSS will experience a major renovation for increased efficiency, more capabilities, robust data reporting, and compliance with the state and federal accessibility requirements. The TxVSN anticipates that this overhaul will make course submission, review, and tracking smoother and more transparent. Second, an online training component for course reviewers is currently under development. The purpose of this course is to train

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new reviewers and keep existing reviewers current on course review requirements. Additionally, the accessibility component of the course will be released to course providers and the general public in an effort to increase awareness of accessibility in online courses.

Recent legislation has necessitated some alterations to the course review process as new course provider types, including corporate, private, and non-profit entities, may now offer courses through the TxVSN. The course review team has prepared to accommodate those new course providers and will stay abreast of any future requirements associated with this change.

The TxVSN course review staff will improve its processes in response to legislative mandates, client needs, and evolving technology. It will continue to do so in order to remain efficient, effective, and supportive of a quality online learning experience for all students who take courses offered through the TxVSN.

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1.5 D. Registration and Enrollment Systems

Registration Management System

The MyTxVSN secure application is a proprietary solution developed, maintained, and updated by the central operations development team for the Texas Virtual School Network. The application was developed to accommodate legislation and rules related to TxVSN. Texas school districts and open-enrollment charter schools enroll students in TxVSN statewide catalog courses. Designated receiver district personnel receive secure logins to the site to manage student enrollment and selection of courses. Students and parents can request courses through their campus site coordinator.

The two major roles for which a receiver district designates staff are the district administrator, the TxVSN main point of contact for the district, and the site coordinator at campus level, who assists students in determining the correct TxVSN course or courses to enroll. Site coordinators discuss TxVSN options with students and parents to determine which TxVSN courses should be taken. It is the responsibility of the site coordinator to enroll students in the MyTxVSN secure registration system. Site coordinators may enroll single or multiple students in selected courses through the MyTxVSN system. Help documents and videos are provided for users of the application along with assistance from the TxVSN Help Desk Staff.

MyTxVSN has been redesigned three times since 2008, and new features are added from feedback from TEA and receiver districts, or changes in legislation. Enhancements to the application are ongoing.

Course Providers

The Texas Virtual School Network collaborates with potential course providers from initial interest in the program to the offering of approved courses, and with existing providers with ongoing assistance in all aspects of TxVSN. Face to face and webinar based update meetings are held throughout each year to keep providers abreast of updates, changes, and enhancements to the TxVSN system. Professional development, legislative updates, important schedules, and round table discussions of provider interests, concerns, and successes are shared. Enhancements and processes related to the Electronic Course Submission System (ECSS), which was developed with the assistance of Course Review staff and maintained by Operations staff, is also discussed at provider meetings.

Receiver District Process

The Receiver district registration process is completed by each district or open-enrollment charter schools that wants to participate in the TxVSN statewide catalog. If the receiver district has a current agreement on file and the Texas Education Agency determined that a new agreement is not necessary, a contact update form is submitted to ensure district staff

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information is correct in the TxVSN system. If the receiver district is participating for the first time in TxVSN, it will submit a new agreement. Upon receiving the forms, the TxVSN Helpdesk staff will review to confirm all information is completed. After the information has been entered or updated in the TxVSN system, the designated district administrator will be notified via email regarding account creation and login credentials.

Figure 7 displays the current receiver district process.

Receiver District Registration Process

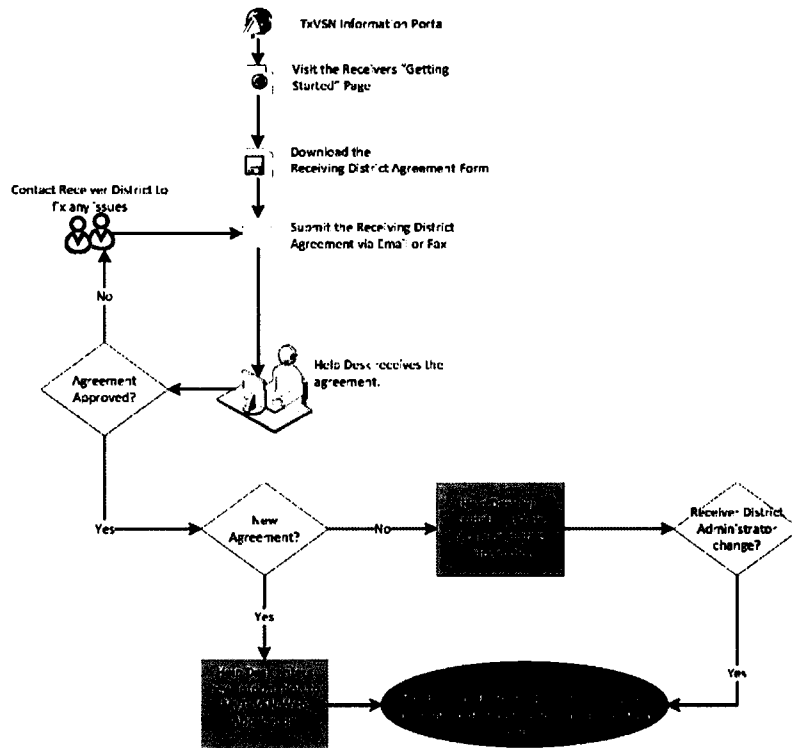


Figure 7: Receiver District Registration

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Student Registration Process

Access to student demographic data allows for detailed evaluation of participation in the statewide catalog. Participating schools export this data from their locally adopted student information system and enter it into MyTXVSN in one of two ways. The first option is known as the single student registration. After selecting student registration, the user will be directed to a blank demographics screen. Once all the required fields have been completed, the user will receive a summary of errors if errors are found. The second option for student registration is known as the multiple student registration. This option allows the user to insert up to 5000 students at one time. To complete this option, the user must upload a document with all required student information. The user will be notified via e-mail once the process is complete. Once the student registration process has been completed, the user is well on their way to managing students, enrolling students, and tracking their student's course information.

Figure 8 illustrates student registration flow chart

Student Registration Process

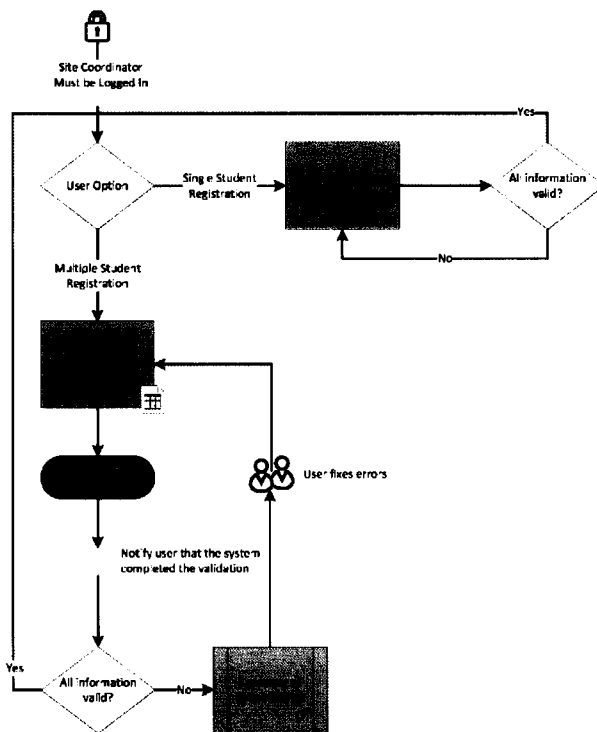


Figure 8: Registering Students (Entering Student Demographic Data)

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Student Course Enrollment Process

In the MyTxVSN Web Application, there are two options for enrolling students in courses. The first option will allow the user to select one or more courses, by enrollment dates, course dates, and available seating. The user may select as many students and courses as necessary. The user will be directed to select the course load, ADA and reason for taking the course. Once all information is completed, the user will be able to enroll students. The second option to enroll students is the Enroll via Upload option. The user may select one or more courses and export the courses to an excel spreadsheet. Once either student enrollment processes has been completed, the user will be directed to the enrollment summary page for review. Last, the selected provider(s) districts and the site coordinators of the enrolled students are notified via e-mail.

Figure 9 illustrates the course enrollment process.

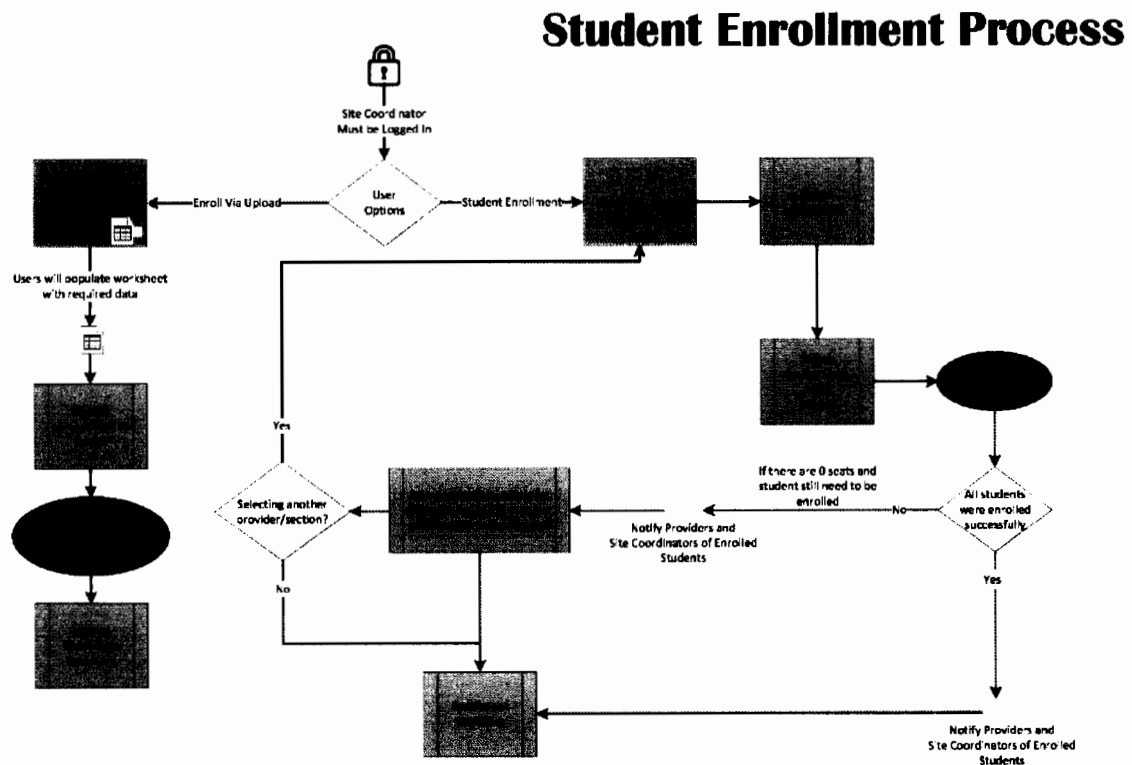


Figure 9: Course Enrollment

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Validation Testing Cycle

Validation is done by the development and quality assurance teams during all testing cycles. The test cycles are unit, development, staging and QA. During the test cycles, test cases are used to create possible scenarios that an end user may encounter while using the web application. The quality assurance team executes assigned scripts in the Test Manager Application. If the test cases pass during testing this test case is marked as completed. If the test cases fail, the developers are notified whether or not it's a programming, enhancement or design bug type. Once the developer has received the failed case, they attempt to reproduce the bug in the same environment, debug the application to determine what is causing the issue, then rewrite and/or modify code if necessary. After all identified bugs have been corrected; a developer follows the release process and updates code into the appropriate environment.

New Task Process

After new tasks have been released from Texas Education Agency, the business analyst is notified with the release requirements and a discussion begins with the program manager, quality assurance team and development team. During the discussion, provided documents and explanations will be presented to the team. After the discussion, the program manager creates tasks and assigns each task to a developer with the provided documentation. The developers are given a timeline in order to complete the tasks. Once the developer completes the assigned task, the developer is responsible for unit testing of the enhancement that was created for MyTxVSN web application. Once the developer has completed the unit testing, the task is reviewed by the program manager. After the program manager has reviewed the task, the task is presented to the business analyst for review. The business analyst will check to make sure that all tasks were completed from the provided documents. Afterwards, the business analyst notifies the quality assurance team that the task is ready for test case. The QA team will create new or update existing test cases. Once all tasks have been verified and test cases are updated, the tasks are published to build in the staging server.

Release Process – Staging

During the release process of staging, the manual release steps and associated scripts are sent by the developers during programming to the nominated release coordinator. The developers review the release documents and pass the documents and associated steps over to the lead of the release. Once the program manager has received all documents, the quality assurance team is notified that the staging environment is available for testing. As the testing in staging begins, the quality assurance team begins to identify bugs in staging. If bugs are found during testing, the developers are to fix the bugs and send updates to the release document and the script. During this component testing, code reviews are completed on all identified bugs. After bugs are fixed and code is updated, the quality assurance team will retest updated code. Once staging

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testing has been completed, the quality assurance team will notify the business analyst and lead developer that staging has been completed.

Release Process – Quality Assurance (QA)

During the release process of QA, the lead will process the release document and associated scripts and QA testing will begin. The quality assurance team will identify any bugs reproduced in the QA environment. If bugs are identified, the developer will fix bugs and send updates to the release document and the script as required to the release coordinator. The component testing and code review are completed on all bugs and the lead will promote updated code to the staging environment. The quality assurance team will retest the updated code in Staging. Once the bugs have been verified, the quality assurance team will notify the business analyst and program manager that testing in QA has been completed. The lead developer will promote the updated code to QA testing and the quality assurance team will retest the updated code in the QA environment. Afterwards, the quality assurance team will notify the business analyst and program manager that testing in QA has been completed and the release to production will begin.

Release Process – Production

During the release process of production, the lead developer will acquire the appropriate permissions from the technology department. The first step is to bring down the MyTxVSN web application, decrypt the web configuration and complete a full database backup. Next, the lead developer will process the release document, associated scripts and complete another full database backup. Once those procedures are complete, the lead developer will move the application code, reinstall services, update configuration, update settings and reboot the database server. The business analyst and the quality assurance team also play a major role in the release process. After the developers have completed their work, the business analyst and quality assurance team will verify the changes in the production database. After verification, the business analyst notifies the directors and managers that the web application is ready for public viewing.

Production Issues Process Flow

During the release process of production, the lead developer will acquire the appropriate permissions from the technology department. The first step is to bring down the MyTxVSN web application, decrypt the web configuration and complete a full database backup. Next, the lead developer will process the release document, associated scripts and complete another full database backup. Once those procedures are complete, the lead developer will move the application code, reinstall services, update configuration, update settings and reboot the database server. The business analyst and the quality assurance team also play a major role in the release process. After the developers have completed their work, the business analyst and quality assurance team will verify the changes in the production database. After verification, the business analyst notifies the directors and managers that the web application is ready for public viewing.

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1.5 E. Data and Reporting

TxVSN central operations gathers many data elements so that detailed online schools program (OLS) and statewide catalog reports can be easily produced on demand. The SQL database can be queried to generate turnkey and custom reports in a timely manner. All data elements collected have been reviewed and approved by the Data Governance Board (DGB) of the Texas Education Agency (TEA). Central operations staff generating reports and working with data receive annual training on the Family Educational Rights and Privacy Act (FERPA) to ensure that confidential data is protected.

Monthly Reports to the Texas Education Agency

Monthly progress and statistical reports are compiled by the TxVSN central operations and emailed to TEA staff on a schedule established by the TEA. Reports are reviewed with TEA staff during a monthly conference call. Report topics include operations, course review, outreach, communications, and professional development, but the report also notes upcoming events, monthly enrollment data by provider, course and overall student enrollment, and decision points for the Agency. Routine monthly reports are listed below and samples are included in the appendix of this document.

- **TxVSN Receiver Districts with Agreement Report** - This report shows the “Receiver Districts” with current agreements/contact updates and the date central operations received the information.
- **TxVSN Enrollments by Semester Graph** - This graph displays the number of high school and dual credit course enrollments by semester and year since spring 2009.
- **New Course Added to Statewide Catalog** - This report lists the course titles along with provider names and the date courses were added to the statewide catalog.
- **Courses Offered in TxVSN Course Catalog with Enrollments** - This report lists high school and dual credit courses by title and provider name with number of enrollments for current and previous two semesters. It also lists the number of unique students taking courses.
- **TxVSN Top 10 Enrollments per Semester** - This chart lists the courses with the top ten highest enrollments for the current and previous two semesters.
- **TxVSN Enrollments by District Size** - This pie chart shows the number of TxVSN enrollments along with the percentage by receiver district ADA size for the current and past two semesters (Large = 25,000 or greater; Medium = 5,001 – 24,999; Small = 5,000 or less).
- **TxVSN Statewide Catalog Enrollments by Category** - This graph shows the TxVSN enrollments by category for the current and previous two semesters.
- **TxVSN Seats Available & Filled** - This graph shows the number of seats offered compared to the number of seats taken in the TxVSN by category.

Receiver District Reports

The following reports allow central operations and students’ home districts (receiver districts) to track enrollments and student success results.

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- **Enrollment with Student Success Data** - This report displays for the Site Coordinator and District Administrators what students are enrolled, the course they are enrolled into, and their success data in the course. Future plans are to have this report available under the MyTxVSN Receiver module so that students' home districts can monitor their own students' course results over time.
- **Receiver District Contact Update** - This is a form that serves as a contact update document between the Texas Virtual School Network (TxVSN) and a Texas school district or open enrollment charter school that participated in the TxVSN in the previous school year. This is used when it is determined that a new receiver district agreement is not necessary. The form displays current information in the MyTxVSN system along with a place to enter updates so that only appropriate staff is able to view information.
- **Student Course Information** - This report shows student, course, parent and mentor information.

Course Provider Reports

The following reports assist central operations and statewide course catalog providers to track and reconcile student enrollments, success rates, and financial payments.

- **Enrollment with Contacts** - This report for the course provider lists the names and contact information for each student enrolled in their courses. It also has the student's district information.
- **Grade Report Components** - This report gives detailed information about the student's courses including the PEIMS course title, course start date, course end date and instructor's name.
- **Incomplete Success Data** - This report shows the course orders that were marked incomplete so that the course provider will enter updated success data.
- **Student Course Orders** - This report displays for the Course Provider all of their student enrollments for the selected semester and year as well as the Course Provider Course Information, Student information, and Receiver District information.
- **Success Data Report** - This report shows the provider their success data by school semester.
- **Interim and Annual Financial Report** - Summarizes all payments made to providers for a fiscal year and lists the associated courses orders and amount paid.

Legislative Reports

The following reports are generated when the Texas Legislature is in session in anticipation of hearings or inquiries from legislative staff.

- **TxVSN Catalog Orders by House District** - This report lists each House of Representative's name and district number along with the enrollment counts by semester and year requested.
- **TxVSN Catalog Orders by Senate District** - This report lists each Senator's name and district number along with the enrollment counts by semester and year requested.
- **TxVSN Enrollments by District Size/Grade Level** - This graph shows the number of enrollments by district average daily attendance (ADA) size and grade level (Large = 25,000 or greater; Medium = 5,001 – 24,999; Small = 5,000 or less).
- **TxVSN Enrollments by District Size with District Name** - This report lists school district names by ADA size with enrollment counts by semester for semester and year requested.

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TxVSN Central Operations Reports for Internal Use

The following reports assist central operations in monitoring and correcting any network server, data collection anomalies, or other issues that might occur before it impacts service to schools.

- **Monthly Analytics Report** - The Analytics report includes two types of reports, one on www.MyTxVSN.org and one on www.TxVSN.org. These reports show the number of visits on each site, including new visitors, unique visitors and returning visitors.
- **Education Service Region Report** - This report shows the number of districts that are participating in TxVSN along with the enrollment count in each ESC Region. This information is used when working with Education Service Center's TxVSN representatives.
- **Pending Drop Withdraw Report** - This report displays for the Administrators the students who have been dropped either by their Site Coordinator, or Course Provider and awaiting drop completion by the Administrator.
- **Course Enrollment with Description** - This report lists the various course providers along with their course description and instructor names. This information is used for the instructor verification process.
- **District Administrators** - This report lists the District Administrator's information (district, phone, email, and etc.) and their active status in MyTxVSN. We use this report to send out mass receiver district emails, and for the Success Data reporting.
- **Success Data** - This report shows the number of courses that have been completed successfully, unsuccessfully or dropped after grace period. This information is used to compile the End of Semester success data reports submitted to TEA.
- **Invoicing** - This report lists all the completed orders at the end of each semester. Region 10 uses this report to show how many orders have been completed and/or drop after the grace period with financial information that is provided by each provider.
- **Reconciliations Report** - This report pulls from the "Invoicing Report" that is completed at the end of each semester. Region 10 uses this report for reconciling any issues that may have occurred during the invoicing period.
- **Student Course Orders** - This report pulls current and past orders that are in the MyTxVSN system. This report shows the dates in which the orders were created and /or dropped. This report helps the TxVSN Help Desk with any issues regarding invoicing and/or course order creation dates. It is also one of many reports used for compiling Receiver District data requests. This report is used throughout the semester.
- **Current Enrollments** - This report shows information on current student enrollments for current semesters. This report can be used to view course enrollment trends and compare previous semester enrollments with current enrollments.
- **Incomplete Course** - This report shows the number of course orders that were marked incomplete for success data during the semester.
- **Provider Districts With Missing Success Data** - This report lists the Course Providers with missing success data at the end of the semester. This report is used for contacting Course

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Providers who still have missing success data prior to TxVSN completing the “End of Semester Success Data” reporting for TEA.

Statewide Course Catalog

The statewide course catalog is designed to display a myriad of information for each course provider and district. Data includes, but is not limited to, course availability, enrollment and instructional windows, technical specifications, and cost.

Informed choice data is displayed within each course and provider record. In the example shown in Figure 10, a catalog user will have selected languages other than English, Spanish I, and the first semester of the course. From this entry level record survey results are available. The user may drill down and look at details for a single course or compare up to three courses.


	Languages Other Than English Level I - Spanish - A by <u>Guthrie Common School District</u> * TEA-Approved			
	PEIMS ID:	03440100	FALL	\$350.00
	Provider Since:	2011	Successful Completion Rate:	91%
	Provider Type:	District	Survey Rating:	(11 overall responses)

Figure 10: Level 1 Catalog Course View

If the catalog user drills down to examine the specific course shown in Figure 10, three tabs with additional data about the course is available,. Course details, the number of available sections and seats, as well as, performance information including parent and student survey results and state assessment data may be viewed.

Languages Other Than English Level I - Spanish - A			
by <u>Guthrie Common School District</u> * TEA-Approved			
PEIMS ID:	03440100	FALL 2015-16	\$350.00
Provider Since:	2011		
Provider Type:	District		
Course Details Sections Performance			

Figure 11: Course Details, Sections, and Performance Tabs

In addition, catalog users may filter selections by 8 categories including school year, semester, high school or dual credit, accelerated or semester pace, continuous or non-continuous enrollment, subject area, and provider.

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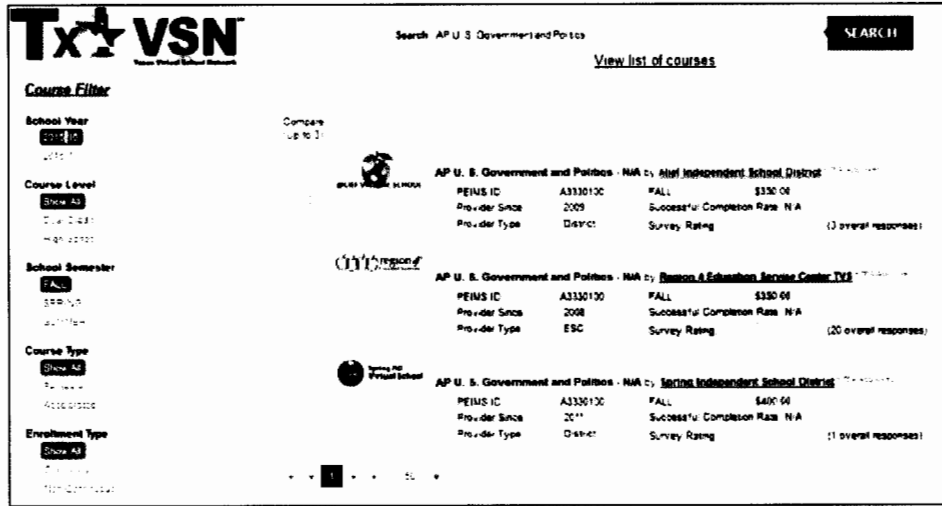


Figure 12 Course Filters

Informed Choice Statewide Course Catalog

As noted above, informed choice data about statewide catalog providers and their courses is integrated into catalog course entries. Informed choice data includes results of the optional student survey and course success data.

The TxVSN statewide catalog student survey results are compiled to determine satisfaction with a catalog provider and its courses. An email invitation to complete a survey about a provider and its coursework is emailed to students each semester. Responses from course surveys are compiled in the survey results tab in the catalog and used to determine satisfaction by provider and by course. Data is aggregate from fall 2014 forward. Most results are represented by the number of stars and compiled as noted below.

- “Overall, how satisfied were students and parents with this provider?” star rating includes both student and parent responses. The total responses are in parenthesis.
- “How satisfied were students with this course?” star rating includes an average of student responses to the end of course survey questions. The total responses are in parenthesis.
- “How satisfied were parents with this course?” star rating includes an average of parent responses to the end of course survey questions. The total responses are in parenthesis.

The course success rate displayed in the catalog is fall 2014 and forward. The success rate includes successful completions for those student completing courses with a grade of 70 or higher; and, unsuccessful completions for those students dropping a course after drop period or completing course with a grade below 70. Semester data may include students that began a course in the previous semester, but completed in another semester. “N/A” means no one has taken the course or the success data has not yet been reported.

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TxVSN Portal Data

- **TxVSN Statewide Catalog Dynamic Enrollment Data Chart**

TxVSN Enrollments by Semester graph reflects high school and dual credit enrollments by school year and semester. The order from left to right is the previous school year and semester to the current school year and semester. Enrollment numbers are real time and are refreshed hourly. This data is available on the Data and Reports page on this website.

Enrollment numbers are derived from the total number of course orders that are in the registration system with a status of approved, completed, or pending drop for that semester. This also includes orders that were dropped outside of the designated drop period, but excludes course orders that dropped within the drop period or were the result of a verified enrollment error by a district. Drop periods are contingent on the course enrollment type. Drop periods by course enrollment types are:

- 14-school days after instructional start date for non-continuous enrollment course;
 - 14-school days after enrollment date if student joins the course after the instructional start date for a continuous enrollment course;
 - four-school days after the instructional start date for an accelerated course; and,
 - dual credit courses follow the higher education institution's enrollment and drop schedule.
- **Legacy TxVSN Statewide Catalog Success Data** - Provider success data is now integrated into catalog entries, but results from fall 2010 through summer 2014 semesters are available under the Data and Reports button on the statewide catalog webpage.
 - **TxVSN Online Schools (OLS) Program Data**
The TxVSN OLS parent and student survey results are compiled to determine satisfaction with an OLS program and its courses. An email invitation to complete an optional survey about a TxVSN OLS program course provider and its coursework is sent to both the parent and student each semester for those enrolled in grades 9-12 and at the end of the school year for those in grades 3-8. TxVSN OLS parent and student survey results are displayed by selecting Survey button on this online schools program website. Data is aggregate from fall 2013 forward and progressively displays results for the selected OLS program provider. The overall TxVSN OLS provider program rating, as indicated by the number of stars, includes both student and parent responses to general program questions. The total number of responses received is also displayed in parenthesis. By expanding TxVSN OLS provider title, the overall program responses and ratings are disaggregated by the student and parent. By expanding either the student or parent link, course titles with the number of responses and average ratings by course are available. The OLS webpages also provide a listing of TEA-approved courses for each school, a listing of the OLS schools and contact persons, parent and student survey results, and access to state assessment results for those schools.

Figure 13 illustrates the button on the online schools program webpage that provide access to data.

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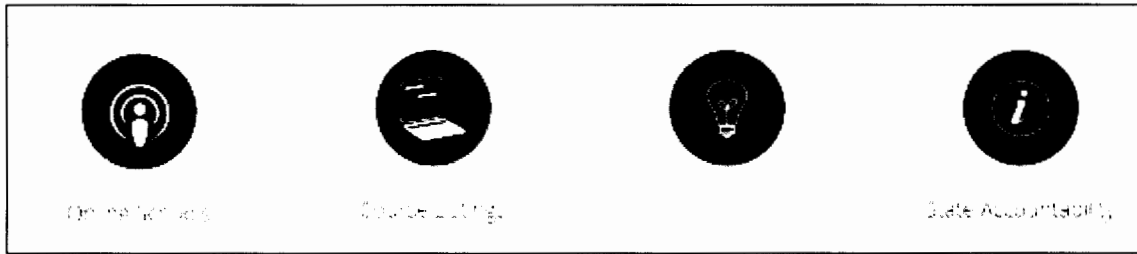


Figure 13 TxVSN Online Schools Webpage Data

- **State Accountability Results**

State accountability results for all online school program campuses can be searched by clicking the State Accountability button on the OLS webpages. Users receive step-by-step instructions on how to search the Texas Education Agency state assessment results.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a federal law that affords parents the right to have access to their children’s education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the education records. When a student turns 18 years old, or enters a postsecondary institution at any age, the rights under FERPA transfer from the parents to the student (“eligible student”). The FERPA statute is found at 20 U.S.C. § 1232g and the FERPA regulations are found at 34 CFR Part 99. ESC Region 10 and its subcontractors with access to data adhere to FERPA in all operations. Central operations receives annual training on FERPA so that all staff are aware and understand its applications to tasks.

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1.5 F. Professional Development

Region 10, acting as TxVSN central operations, has developed and will continue to develop professional development resources for a variety of audiences. In addition, it solicits, reviews, and approves providers with professional development courses that prepare instructors for teaching online. Finally, it prepares its own staff for the tasks necessary to provide central operations services.

Professional Development for Inexperienced or Experienced Online Instructors

Prior to teaching a course through the Texas Virtual School Network (TxVSN), online teachers must have successfully completed approved professional development. Two times a year, Region 10, acting as TxVSN central operations, requests qualifications from professional development (PD) providers to identify individuals and organizations with the experience, knowledge, and skill to deliver coursework that enables inexperienced educators to meet the *iNACOL National Standards of Quality for Online Teaching*. Approved providers are eligible to offer professional development for teachers intending to teach online courses over the network.

Providers of TxVSN Approved Professional Development	
Provider	PD Audience
Connectors Education	Beginning Online Teachers
Education Development Center, Inc.	Beginning & Experienced Online Teachers
ESC Region 4	Beginning & Experienced Online Teachers
ESC Region 10	Beginning Online Teachers
Florida Virtual Schools	Beginning Online Teachers
Harris County Department of Education	Beginning & Experienced Online Teachers
The Academy of Blended and Online Learning	Beginning Online Teachers
Texas A&M University	Beginning Online Teachers
Texas A&M University-Corpus Christ	Beginning Online Teachers
Texas Connectors Academy @ Houston	Beginning Online Teachers
University of Houston Clear Lake	Beginning & Experienced Online Teachers
University of Texas at Brownsville	Beginning Online Teachers

Prospective online teachers should be aware that a TxVSN approved provider may have additional policies and requirements for its online teachers. PD providers should be able to deliver professional development with the experience and capacity to serve teachers at a local, regional, or statewide level.

- "Statewide" denotes that the organization delivers professional development with the capacity to serve teachers at a local, regional, or statewide level.
- "Local" denotes that the organization delivers professional development with the capacity to serve teachers at the local level, for that online school.

Figure 14 – PD Provider listing on the TxVSN website

PD providers interested in participating must demonstrate the expertise, experience, and capacity to deliver professional development to instruct teachers to teach online. The actual course is reviewed to ensure that it models, quality course design, accessibility of digital content, and encourages active learning with participants experiencing the course from the perspective of the student, as well as, as an instructor. Although identification of providers has been a request for qualifications (RFQ), in future it will become an application process allowing for three windows of opportunity during a school year. A current list of TxVSN-Approved PD providers is maintained on the TxVSN website as illustrated in Figure 14.

Professional Development Resources Provided for Stakeholders

- **Self-paced tutorials**
 The TxVSN PD Center, linked with the Texas Education Agency’s Project Share, provides self-paced tutorials on online learning topics. Tutorials such as “Mentoring the Online Student”

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and “Accessibility Basics” afford an opportunity for online course providers, instructors, and other interested Texas citizens to get an overview on a topic and identify what further learning is need.

- **Annual speaks VOLumes Conference**

The annual speaks VOLumes conference audience is anyone with an interest in online teaching and learning and a vision of the future. Both course providers, course reviewers, and Texas school personnel are encouraged to attend and present. Topics include accessibility of online courses, online learning best practices, emerging technologies, as well as, the challenges of and success stories from those implementing online learning programs. The speaks VOLumes conference won the 2014 Blackboard Catalyst Staff Development award. Participant feedback:

- *“This experience has continued over the course of the last year. I was not able to attend the full days when they occurred live, but I have been able to extend my learning over the course of several months when I had time available.”*
- *“Wonderful to collaborate with others and to learn about new technologies to use in my classroom.”*
- *“Undoubtedly, the best thing about this experience is the aspect that it was accessible from anywhere without having to travel to a conference. In addition, all of these ideas will be available online for a year to refer back to as a resource. Whoever thought of this idea was making all of these new approaches and research readily available to the educator.”*
- *“I especially enjoyed the virtual labs where we get a chance to practice what is being taught.”*

- **Talk On Corner**

Added as a prequel to the speaks VOLumes conference, the Talk On Corner is an instructor-led course structured as Small Private Online Course (SPOC). The 2015 Talk On Corner course was titled “Mentoring the Online Student” and emphasized qualities that are necessary for persons supporting students online. Participant feedback:

- *“Thank you for giving us an opportunity to learn from each other! It was a great class.....just too short.”*
- *“The timeliness of this course was great for me! I really enjoyed being reintroduced to the idea of learner-centered learning in the virtual environment.”*
- *“The need and directing us to connect this Module to the content of Module 2 was, in my opinion, a good course design, as it encouraged review of the LCPs.”*
- *“I like the ability to share with others in a no pressure environment. I have learned how the student might feel and how they might be affected by the instructional decisions and planning I make.”*

- **CLUE IN Orientation to Online Learning**

The program “TxVSN CLUE IN – Orientation to Online Learning” was developed to allow students or parents to learn what online learning is through authentic online learning experiences. Designed as badging program, the orientation explores the character traits of an online learner, recommended tools and skills to help navigate online learning

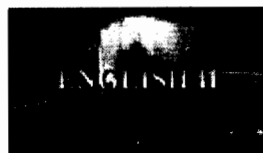
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environments, and typical features of online courses. The learner works through a series of quests that once completed award badges. A sample Clue-In promotional flyer is included in the appendix. Participant feedback:

- *“The CLUE-in program to me is a great website that helps you prepare for the future online courses. CLUE-in has showed me how much responsibility it takes in doing online courses from the daily work check and discussions that will take place. It also has showed me ways to keep up with the work such as keeping a calendar and checking emails daily so that I know when assignments are due. In this online learning exploration, I have learned that this is a great opportunity for me to be able to get ahead. But of course what I have really learned is that there are so many things I need to know about computers and that I need to be organized etc. while I do this online school.”*
 - *“Now, after completing all four levels I have realized that online courses are not that scary if you manage your time well and understand the way you learn. For me, writing down all I have to get done will help me complete my work on time because I am a visual/audio learner and need to see things and hear them to understand them.”*
 - *“I really like the videos and how detailed they are, they get the point across and teach well. I also like how the parents are able to get involved, because I know i'm going to need the support.”*
- **Course Demos**
 If a statewide catalog course provider elected to participate in the project, demonstration videos were developed to showcase the design and structure unique to a provider’s courses. The brief demonstrations provide those inexperienced with online course a glimpse into

Demo Courses

The following video demonstrations include recordings of courses from Texas public schools and are intended to provide a general overview of the design and structure of online courses. The video demonstrations are intended to provide a general overview of the design and structure of online courses. The video demonstrations are intended to provide a general overview of the design and structure of online courses.



Allief ISD – High School

The video demonstration for Allief ISD - High School shows the design and structure of an online English course. The video demonstrates the course layout, including the course title, the course description, and the course objectives. The video also shows the course content, including the course materials and the course activities.



Amarillo ISD – High School Courses

The video demonstration for Amarillo ISD - High School Courses shows the design and structure of an online Art course. The video demonstrates the course layout, including the course title, the course description, and the course objectives. The video also shows the course content, including the course materials and the course activities.



Education Service Center Region 12 – High School Courses

The video demonstration for Education Service Center Region 12 - High School Courses shows the design and structure of an online course. The video demonstrates the course layout, including the course title, the course description, and the course objectives. The video also shows the course content, including the course materials and the course activities.

Figure 15 Course Demonstrations on the TxVSN Portal

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how communication, assessment, and day-to-day instruction is handled.

- **Texas Education Agency iTunes U**
TxVSN published videos that interviewed statewide catalog students, superintendents, principals, counselors, mentors, and parents about their experiences with online learning. Course rigor, adjusting to online learning, the academic opportunity available through TxVSN programs, and the importance of mentoring and monitoring online learners are all highlighted.
- **Course Reviewer Training**
The course review team has developed and delivered several types of professional development for multiple audiences. Course review participates in at least four meetings with course providers per school year and critical course review issues are discussed. Topics include clarifications about implementing the *INACOL National Standards for Quality Online Courses*, the Texas Essential Knowledge and Skills (TEKS), accessibility, and the TxVSN Electronic Course Submission System (ECSS). Course review provides training for new course reviewers on how to conduct reviews, understanding the national standards, and accessibility of courses. Course review also conducts a yearly renewal training for reviewers, supplies regular updates on changes in guidelines and standards, and provides any clarifications needed in order to complete course reviews with a high standard of quality. Documentation is also available to course providers and course reviewers on how to use the ECSS at any time.
- **Technical Assistance on Accessibility of Online Courses**
The course review staff also provides technical assistance on how to meet the TxVSN Accessibility Guidelines. Course providers and course reviewers can submit their accessibility questions at any time, with the expectation that they will get an answer within 48 hours. If the course review staff determines that the question needs to be escalated to experts at WebAIM (Web Accessibility in Mind) of Utah State, this option is available. This arrangement benefits course providers as this technical assistance comes at no cost to them.
- **Help Desk Resources**
The TxVSN Help Desk staff prepares and maintains the knowledge-based documents and videos for students, receiver districts, and course providers to ensure users can access and perform duties needed in the MyTxVSN application system. Each knowledge base document gives details and screenshots on how to accomplish a specific task (i.e., how to drop a student from a course, how to edit student information, etc.) The MyTxVSN application contains a search option and depending on the assigned role, the user can find and open any subject area related to that role. These documents are published with each new MyTxVSN software release.
- **Just in Time Training**
As new receiver district and course provider staff join the TxVSN, custom training sessions are scheduled immediately if needed, or at a mutually agreeable time, to ensure staff is trained in the TxVSN processes and procedures for their specific role.

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Professional Development for Central Operations staff

- TxVSN central operations staff has received training on internally used communications applications Blackboard Collaborate, Dropbox, DotNet Nuke, WordPress, HyperOffice, and other application training
- TxVSN staff have received yearly training provided by an attorney on FERPA.
- TxVSN staff have received training from Knowbility, WebAim, and AccessU concerning accessibility of online courses.
- TxVSN individual staff receive professional development opportunities in support of their specific role and responsibilities.
- As funding allows, TxVSN staff present and attend conferences targeted for online learning audiences. These virtual and face-to-face opportunities allow staff to network, share, and learn how other practitioners operate online learning programs. Such information is leveraged to avoid “recreating the wheel” in the TxVSN program.
- Each TxVSN Help Desk staff member has received the HDI Customer Service Representative certification, specialized training as needed in SQL Reporting Services, accessibility of online course, technical issues, website software, and FERPA.

Planning for the future

- The first offering of the Talk On Corner course was judged a success by the participants. Their primary request was to expand the course in both content and timeframe. Additional SPOC courses will be developed annually, however TxVSN course providers and receiver districts need to be surveyed formally or informally on which topics need to be developed.
- A series of tutorials on “Developing Courses to Meet Accessibility” is needed for all Texas citizens. A TxVSN course reviewer version is now in production. This course will discuss challenges students face, analyze assistive technologies, and explore ways to make courses more accessible. The course review staff is in the process of developing an online course that will benefit course providers, course reviewers, and ultimately the public in general on the accessibility of online courses.
- New and updated course demos need to be developed for statewide catalog providers.
- A video explaining the structure of the TxVSN Online Schools Program needs to be developed in order that all Texas stakeholders understand how the program operates. A video targeting the benefits of the statewide catalog from the perspective of school and district administrators is needed.

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1.5 G. Communication and Outreach

Experience with TxVSN Outreach

Since fall 2008, informational webinars, TETN sessions, or videoconferences have been provided for public school district and open-enrollment charter school staff, and all other interested parties. These just-in-time webinar topics were driven by the type of information to be disseminated. Topics have included receiving or providing courses through the TxVSN statewide catalog, the course review process, the role of the site coordinator, course options, mentoring students taking summer courses, an TxVSN overview, and legislative updates.

The TxVSN statewide catalog outreach campaign began in 2008 with participation in several high profile annual conferences across the state. In addition to conferences aimed at administrators or technology staff such as Texas Association of School Administrators (TASA) Midwinter, Texas Association of Secondary School Principals (TASSP) Summer workshop, and Texas Computer Education Association (TCEA). Conferences including school counselors were also included Texas Counseling Association (TCA) Director of Guidance conference, TCA Professional Growth conference, TCA School Counselor conference. Initially exhibiting and presenting at this list of conferences, during the past year TxVSN has participated solely through presentations, with the TCEA conference as the lone annual exhibit event.

The creation of the TxVSN listserv in 2009 has provided another avenue through which subscribers have remained updated on new TxVSN developments. To date, the TxVSN listserv has approximately 1,200 members.

Fall 2009 brought the opportunity to provide Executive Briefings on TxVSN catalog to several education service center areas including Region 10, Region 20, and Region 17. These events were well advertised and supported by these service centers. Additionally, funds were made available to education service centers designating staff to be the TxVSN point of contact/lead at their service center. Designated personnel participated in a day of training at ESC Region 10 in January 2010, linked to the statewide catalog from their homepage, and agreed to field "entry level" questions from stakeholders in their region.

Public school districts and open-enrollment charter schools have requested smaller, private face-to-face informational or training sessions. Multiple, neighboring districts have convened at these smaller meetings which have provided an opportunity for discussion on how best to utilize and implement the use of courses through the TxVSN. During each school year there have also been a significant number of individual phone calls requesting TxVSN information or how to get connected to TxVSN.

Regular Customer Support and Stakeholder Input

The TxVSN Help Desk provides technical assistance by phone, email, and chat for both TxVSN programs. Inquiries that cannot be handled by the help desk staff are escalated to the appropriate TxVSN team member, specific online schools or statewide catalog providers, or possibly the Texas Education Agency. The TxVSN Portal supplies regular communication including a contacts page, announcements, and calendar of events features.

As noted in the infrastructure section of this proposal, the student course wish list module allows students to request courses that they would like to see included in the statewide course catalog. Online schools program and statewide catalog student and their parents have the opportunity to express their

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level of satisfaction with courses, instruction, and providers through a survey. Surveys are emailed to students enrolled in courses for grades 9-12 each semester and to those in grades 3-8 at the end of the school year. As explained in detail in the Data section of this proposal, results are publicly displayed on the TxVSN portal.

In addition, the TxVSN staff provides webinars and face-to-face meeting in which the questions and concerns of attendees are captured and then discussed. Although some concerns may not be addressed because of legislative or rule requirements, many TxVSN system improvements, best practice documents, and procedures have been improved due to stakeholder input.

Quality Communication

The TxVSN Style Guide, a set of standards for the writing and design of TxVSN documents, establishes and enforces style to improve communication with stakeholders. It is used in the development documentation, webpage content, promotional, and guidance material for stakeholders. Each TxVSN team member must first review their own content against the style guide, then it is reviewed by another TxVSN staffer, then finally forward to the Texas Education Agency for final approval.

Outreach for the Future

Since 2013 outreach funding and efforts have decreased, but with the significant turnover in public school personnel it is critical to increase efforts for the next biennium. Parents are another stakeholder group that needs to be reached, but first the campus personnel they encounter must be well aware of TxVSN in order to better assist parents. Future outreach efforts will be centered on creating and maintaining a strong, visible presence with important TxVSN audiences: students, parents, administrators, and counselors. The equation of ‘if you build it, they will come’ is only partially true. A key factor is that the target audiences ‘know about you’. As part of the Expanding Course Options Partners (ECOP) needs assessment adult participants were asked to respond to open-ended questions about whether or not their school had participated in the TxVSN. The majority of responses as to why their school did not utilize the TxVSN statewide course catalog were related to lack of awareness of TxVSN by students and staff, and a lack of student requests for TxVSN courses. These responses from target audiences underscore the critical need to increase outreach efforts and as a result, increase school participation and student enrollment in TxVSN courses.

1. Restore ESC Partnerships

Host a one-day training at Region 10 ESC to increase awareness and garner TxVSN outreach support from one staff member at each of the other 19 ESCs as a promoter of TxVSN in their area. Services to include:

- a. Designate a TxVSN contact person or persons for the current school year.
- b. Have the designated contact person(s) participate in an initial face-to-face training session, supplemented with TxVSN update webinars if deemed necessary.
- c. Schedule meetings, visits, or phone all districts, especially those identified by TxVSN central operations as not utilizing the TxVSN to inform them of the academic opportunities.
- d. Link to the TxVSN website homepage at www.txvsn.org on the homepage of the ESC website.

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- e. Print and include hard copy TxVSN materials in meeting packets for counselors, curriculum and instruction directors, superintendents, as well as, campus administrators.
- f. Include TxVSN information in digital communications such as ESC newsletters, listserv messages, and social networking sites through the current school year.
- g. Provide a minimum of four face-to-face presentations or webinars about the TxVSN statewide catalog during the current school year.
- h. Submit status summary reports at the end of both the fall and spring semesters.

2. Targeted participation in Texas educator conferences

With the fluctuation in school administration, it is important to maintain a continued informational, and in some cases, a physical presence at major statewide conferences that have high attendance rates of TxVSN target audiences. Presentations, top tier conference sponsorships, selective exhibiting opportunities, advertisement in conference programs, opportunities to have a TxVSN website link on the homepage of these organizations – all of these items help promote TxVSN, keeping the name and academic opportunity for students at the forefront.

- a. Seeking a high level of visibility at all Texas Counseling Association (TCA) conferences by attending, presenting, and providing a high level of sponsorship for the conference of the TCA Professional Growth conference and the TCA School Counselor conference. Maintaining a presence at these two conferences is an excellent way to reach the target audience of school counselors and directors of guidance. Past experiences with exhibiting at the TCA School Counselor conference have provided significant traffic and an opportunity to interact with attendees who were unable to attend the TxVSN session or who had questions after the session. Even though the Texas Education Agency (TEA) attends these conferences, their presentations generally refer to TxVSN and do not provide the detailed information and explanation attendees are seeking. Session participants are able to attend to a presentation without the day-to-day interruptions that occur when they are on campus, as well as network with others already utilizing TxVSN on their campuses.
- b. Presentations at the Texas Association of School Administrators (TASA) Midwinter conference is an excellent way to connect with school administrators and curriculum directors. These sessions have been co-presented with the Texas Education Agency (TEA). Past TxVSN sessions at this conference have been well-attended and have provided an excellent opportunity for dialogue. Future presentation focus should be specifically from an administrator's perspective about the benefits of accessing TxVSN courses. Superintendents with experience maximizing TxVSN in their district should be part of the presentation team. A potential venue to pilot this presentation could be the Region 10 ESC breakfast for superintendents at Midwinter. Region 10 ESC was selected due to the significant number of public school districts and open-enrollment charter schools within this service center area (80 public school districts and over 40 open-enrollment charter schools). This presentation could be provided at other venues where the audience is comprised of district administrators.
- c. The Texas Career Education Conference-Summer (TCEC) proved to be an excellent audience for presentation in 2015. The session was well attended and participants were keenly interested in what TxVSN had to offer their students. The TCEC Summer conference had approximately 1100 attendees, including CTE teachers and directors.

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The TCEC winter conference has approximately 500-600 attendees generally consisting of CTE directors. For the coming year a recommendation is made to attend both of these conferences in lieu of attending the TCEA conference. Based on activity and traffic viewed in the exhibit hall, recommendation is made to exhibit at both of these conferences as a trial effort to gauge booth traffic and level of interactions and interest.

3. Student and Parent Mailing

Direct mailing of eye-catching post card advertisement to students and/or parents of students who have taken the PSAT exam and who live in an education service center area with low TxVSN participation in the statewide catalog. Student names and addresses can be secured for a fee from the College Board.

4. Increase use of social media

Increase online presence through Facebook, Twitter, and Instagram. Additionally, as part of the student end-of-course survey, ask students to provide a quote about their online experience. Highlight these quotes without student names in a rolling banner on the TxVSN statewide course catalog homepage, Facebook, Twitter. A tag could be attached to the quote, i.e., 'high school junior', '8th grade student', 'high school student', 'middle school student', etc.

5. Utilize a student-created marketing plan or logo redesign for the TxVSN

Supporting the state's increased emphasis on career and technical education, school students participating in courses such as Graphic Design and Illustration and Advanced Graphic Design and Illustration, Audio Video Production and Advanced Audio Video Production, Advertising and Sales Promotion, Marketing Dynamics, could all be involved in the creation of outreach ideas and a marketing plan. Not only would these materials be created from the student's perspective, but students would benefit from hands on experience in all facets of creating this campaign. Additionally, students would have a work product to include in their educational portfolio. This opportunity could be available for schools to tackle in its entirety, or in individual parts as their local resources or classes allowed.

6. As noted in the professional development section of this proposal, development of videos spotlighting the TxVSN Online Schools program, explaining the benefits of the TxVSN statewide catalog from an administrator's perspective, and steps for serving students with disabilities online are needed. Such tools could be useful doing outreach efforts.

RECEIVER DISTRICT DECISION JOURNEY

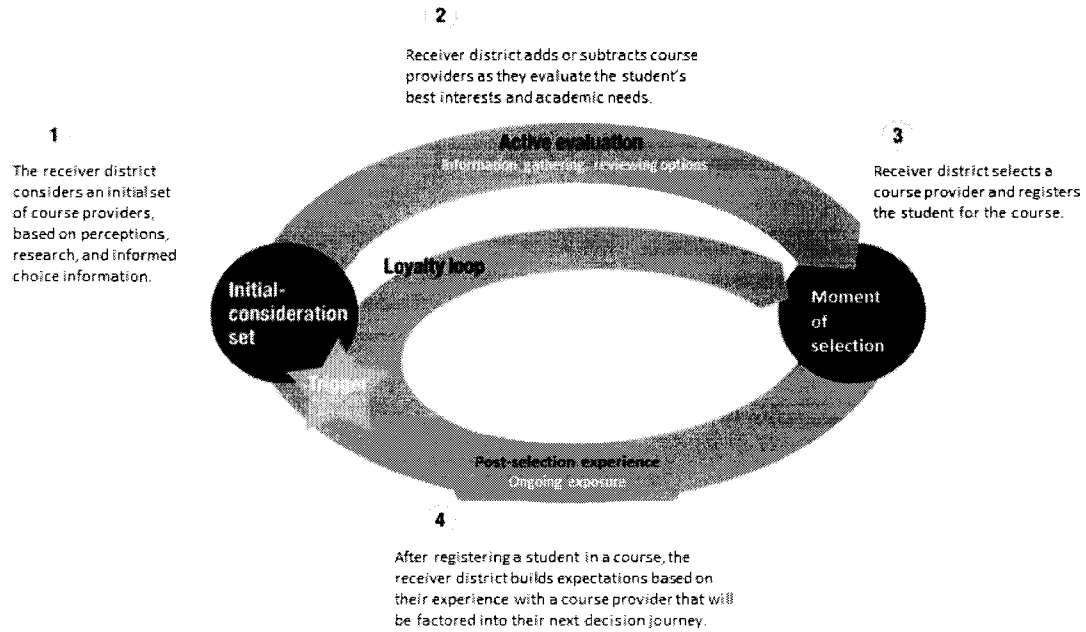


Figure 16: Receiver District's decision-making process

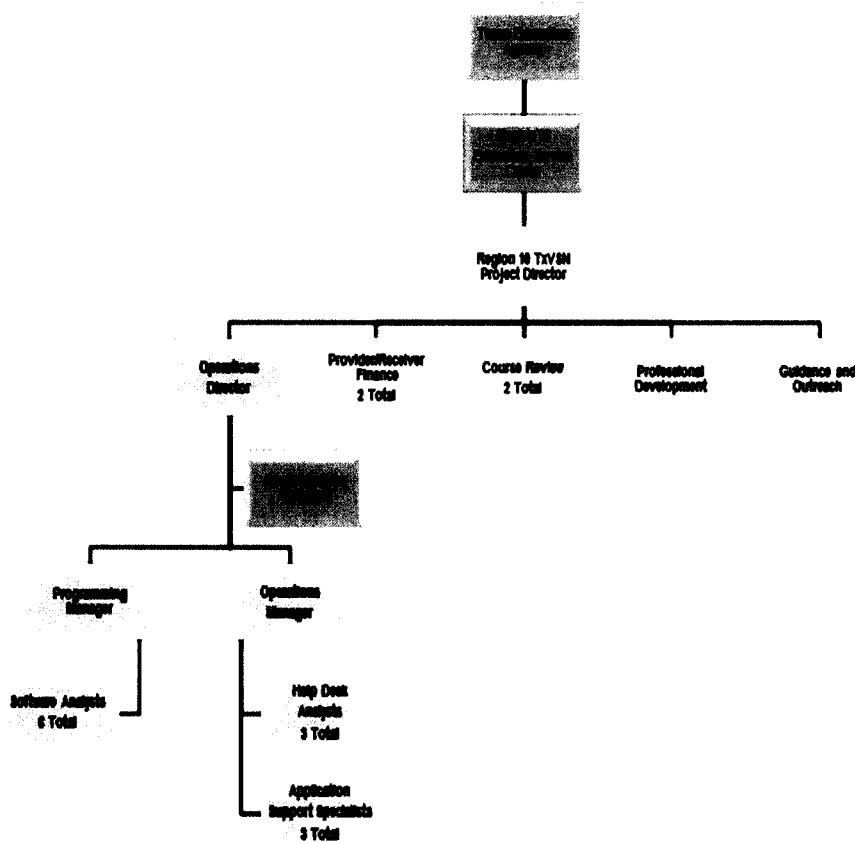
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1.5 H. Administration

Structure

Region 10, acting as TxVSN central operations, proposes an organizational structure that will provide excellent management and effective support to stakeholders. The organization chart below identifies the Texas Education Agency as the administrative authority over the network. It will provide leadership and final decision-making on proposed procedures and policies. Region 10 will employ quality staff that directly handle agreements with OLS and statewide catalog providers, communication and professional development, guidance and outreach, as well as, financial transactions. As noted in the management section of this proposal, Region 10 will have its highest leadership involved, although not funded, in the TxVSN Central Operations project. The executive director, chief financial officer and deputy executive director for instruction will be involved in activities such budget preparation, processing public information requests, and contracting and procurement oversight.

THE TEXAS VIRTUAL SCHOOL NETWORK ORGANIZATIONAL CHART



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Region 10 proposes to subcontract with Harris County Department of Education to provide management of network resources, application development and updates, data and report management, and help desk operations. Region 10 has capacity to collaborate with a subcontractor in a major operation role due its experience doing so with the Texas Homeless Education Project, which also involves a major subcontractor not located in the same city. Ongoing communication, most likely daily, between the project and operations director is an expectation. Email, webinars, and instant messaging are tools that will be used to communicate, but quarterly “whole team” meetings that are face-to-face or by webinar will be the standard. Efforts to have a cohesive team that operates with economy and efficiency will be the objective of all staff. Region 10 proposes that monthly progress reports and conference calls with the Texas Education Agency program staff continue to be utilized to gain input and guidance on process and procedures.

Agreements

Region 10 created TEA-approved standard agreements for school districts and charter schools that receive services through the TxVSN statewide catalog, as well as, a standard agreement for course providers interested in joining the network. It created an online notice for those districts or open-enrollment charter schools intending to participate in the OLS program to complete annually. Once the provider is verified as eligible and approved through the statewide catalog or OLS program course review process, the central operations adds them to the list of authorized providers maintained on the TxVSN portal. Region 10 also verifies that course providers’ instructors have met teaching requirements, which include certification in subject area, and the completion of training for online learning as defined by TEA. Examples of agreements are available in the appendix of this proposal.

Financial Processes

Region 10, acting as central operations, pays catalog course providers and then invoices the appropriate district or open enrollment charter school. TxVSN course providers follow the process noted below regarding payment and invoicing for TxVSN orders.

- **Reconciliation of statewide catalog provider invoices**
Statewide catalog course providers send semester invoices to central operations after semester success data have been entered in MyTxVSN. Provider invoices are logged in and forwarded to the finance team processor assigned to that provider. Courses appropriate for invoicing are those remaining active after the course drop period has passed. The drop period is contingent on the course type and the instructional start date in the catalog.
 - For a non-continuous enrollment course, a 14-school day drop period after instructional start date without academic or financial penalty.
 - For a continuous enrollment course, a 14-school day drop period after enrollment date if student joins the course after the instructional start date.
 - For an accelerated course, a 4-school day drop period after the instructional start date without academic or financial penalty.
 - For dual credit only, students will adhere to the higher education institution’s enrollment and drop schedule.

The provider reconciliation report is used to confirm, verify and reconcile the invoices received from the providers; as well as, to create and process payments due (invoices) to receiver

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districts. The report includes the following: customer number, customer district name, requested by, date requested, customer order number, description/course, budget amount, provider name, unit price, success data, drop date deadline, and final cost. Final cost is determined by:

- after the drop period, the course provider is paid 100 (one hundred) percent of the catalog course cost if the student successfully completes the course,
- but no more than 70 (seventy) percent of the catalog course cost if the student is unsuccessful.

Once the provider reconciliation report is reviewed by the finance team and compared to the provider's invoice, it is then paid if there is an exact match. In the event that there is not a match, the provider is contacted to resolve the discrepancy. Provider then confirms and verifies report and/or corrects the invoice submitted. Finally, the assigned finance team member enters data into the iTCSS payment system, and submits it for approval by the project director. A payment notice email is sent to the provider that includes, amount or remittance, check number and check date.

- **Receiver District (Student's District) Invoicing Information.**
Receiver districts are invoiced by Region 10 based on orders noted on the provider invoice. Invoices are created using the iTCSS bulk Invoice format adopted by the Region 10 Business Services. Invoices are returned to finance team for mail processing and for the payment summary report to be added. The payment summary report outlines all the campus and course details so that the receiver district's business office can collect from multiple campuses if necessary. Invoices are mailed via United Postal Service mail to the receiver district or open-enrollment charter school.

Invoice remittances are received, processed, and deposited by the business office and that information is entered on the receiver master report by the finance team. The finance team at Region 10 handles invoice inquiries from receiver and provider districts.

Other Resources Utilized

TxVSN Change Order Form is a supplemental form used that verifies when a statewide catalog provider changes success data during the invoicing process or when payment to the provider has already been made. TxVSN Student Course Order Information form can be used as back up information on change orders and as verification as needed. Notice of Overpayment Memorandum may be used to communicate to the provider when overpayment occurs because the provider requests a change in success data. The finance team's Invoice Communications Notebook contains emails and documents regarding invoicing inquiries and resolution.

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Texas Virtual School Network (TxVSN) Central Operations

Education Service Center Region 10 submits this proposal for Letter of Interest #701-16-008.

3.2 ESC Structure and Experience Managing Projects

ESC Region 10 is one of 20 regional service centers established by the Texas State Legislature in 1967 for the purpose of providing services to the school districts within a defined geographic area. Located in Richardson, it provides services that impact more than 750,000 students and 65,000 educators in 80 public school districts, over 40 open-enrollment charter schools, and numerous private schools in the 8 counties, and portions of a 9th. In addition, it has been involved in many statewide initiatives and partnership projects throughout the years. These include, but are not limited to:

- **TxVSN Central Operations** - Region 10 has served as central operations for the Texas Virtual School Network since April 2008. It developed participation agreements for both catalog course providers and participating school districts and charters. In 2011 it also assumed responsibility for the review and approval of electronic courses to be offered through the TXVSN catalog or full-time programs. See www.txvsn.org.
- **Title I Capacity Building** - The Title I Capacity Building Initiative is funded by the Texas Education Agency and produced by Region 10 Education Service Center. This website serves as a central location for showcasing best practices in high achievement and closing the achievement gap between student groups. The research, videos, and tools will assist schools striving for continuous improvement. See: www.region10.org/capacity-building-initiative
- **SPEDTex** – Through its contract with the Texas Education Agency, the Texas Special Education Information Center (SPEDTex) delivers accurate and timely answers to questions about special education to stakeholders across the state of Texas. Its purpose is to optimize information and respond with technical assistance in a succinct format that is user friendly, culturally responsive, and accessible to all individuals. SPEDTex provides supportive state-wide leadership that promotes collaboration, meaningful communication and participation in the development and delivery of services to children with disabilities. See www.spedtex.org.
- **McKinney Vento Homeless Program** – Local education agencies (LEAs) in Texas must follow federal rules concerning the education of homeless students. Through a contract with the Texas Education Agency, Region 10, and its partner the Texas Homeless Education Office (THEO) at the Dana Center, provide professional development, technical assistance on serving homeless students, as well as, the application and funding for districts implementing services for homeless students. See www.utdanacenter.org/theo.
- **State-sponsored Student Information Systems, PEIMS, and TSDS** - Region 10 provides technical assistance, help desk functions, and professional development to districts and charters within and outside the region on the two state-sponsored student information systems, Skyward® and TxEIS®. These tools collect data that is used to populate the state Public Education Information Management System (PEIMS), as well as, the new Texas Student Data System (TSDS). Extensive professional development and technical assistance is provided to schools on PEIMS and TSDS. See: technology.region10.org.
- **Adult Education and Literacy programs (AEL)** - AEL programs help adults get the basic skills they need to be productive workers, family members, and citizens. The AEL areas of major support are Adult Basic Education, Adult Secondary Education, and English Language Acquisition. These programs emphasize basic skills such as reading, writing, math, English language competency, and problem-solving. The Dallas County AEL Consortium selected Region 10 to manage all aspects of services such as Adult Basic Education (ABE), Adult Secondary Education (ASE), Career

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Pathways & College transitions, English as a Second Language (ESL), English Literacy and Civics (EL Civics), family literacy services, and GED® classes in both Spanish and English for the county. See www.region10.org/adult-education-and-literacy

- **Region 10 Online Learning Center** - Region 10 has extensive experience supporting school districts in online learning including, but not limited to, online instructional support tools for students, a repository of learning resources, as well as, online professional development courses for teachers, support staff, and school administrators. It should be noted that to avoid any appearance of a conflict of interest with its efforts with the TxVSN central operations, Region 10 does not offer for-credit online courses for students. See olc.region10.org.

In many of the center's projects, leadership has recognized that much is gained from partnerships and collaboration that bring the best products, services, and programs to Texas education. At all times the intent is to create and deliver more value and efficiency than could be obtained from a single entity. In this response to Letter of Interest # 701-16-008 Texas Virtual School Central Operations, Region 10 is proposing to subcontract with Harris County Department of Education (HCDE). There is substantive competency in both Region 10 and HCDE, and the center believes that the combination of exceptional experience and staff joined with a culture emphasizing robust customer service provides the strongest resource to ensure successful implementation of the TxVSN.

HCDE was established in 1889 as a political subdivision of the state of Texas to equalize educational opportunities for students in Harris County. Today, HCDE has about 1,000 employees supporting the educational needs of 25 school districts in Harris County. Services are extended to children, adult learners, educators, local governments, charter schools and taxpayers. In particular HCDE technology services' expertise in application and workflow development, help desk support, server maintenance and security, and web hosting will be leveraged for this proposal. HCDE's experience on similar projects includes, but is not limited to:

- Virtual Education Portal - As early as 2005, HCDE created a virtual education portal to provide access to learning tools and services, teaching resources, graduate coursework, an ESL interactive language environment, and professional development on the utilization technology software and tools.
- In 2013 HCDE created TxSpot, an online professional development resource for school-based therapy services. TxSpot illustrates the occupational therapy and physical therapy role in Texas public schools, identifies how state and federal legislation impacts practice, provides access to current research and best practices, and offers information on the meaningful contributions therapists can make in the interest of all learners. See: www.txspot.org
- In 2012 HCDE created a hosted Learning Management System (LMS) service for districts that positively impacted the learning of over 107,000 students and nearly 12,000 teachers. It built interactive classrooms for math, helped connect students to valuable resources in multiple social studies Classrooms, created linked blended classrooms for computer science courses.
- Since April of 2008, HCDE has served as a subcontractor to ESC Region 10 for the central operations of the Texas Virtual School Network. It supplies help desk services, management of all network functions, as well as, application development and hosting for the project.

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Texas Virtual School Network (TxVSN) Central Operations

Key Staff and Central Operation Management Team

Region 10 will have its highest leadership involved, although not funded, in the TxVSN Central Operations project. For example, the executive director, chief financial officer and deputy executive director for instruction will be involved for an estimated 5-10 days each fiscal year for activities such budget preparation, processing public information requests, and contracting and procurement oversight. As the primary subcontractor for the project, Harris County Department of Education designated its Chief Information Officer, Jim Schul, as its leadership contact. As with Region10 leadership, the CIO is not funded by the project.

Key Staff assigned directly to the project are outlined below. Resumes and a Region 10 organization chart is available in the appendix of this proposal.

- **Craig Gray, Director of Digital Learning /Budget Controller** (Region 10) will provide budget oversight and serve as the Texas Education Agency's contact if any issues need to be escalated to the next level of authority within the Region 10 organization.
- **Barbara Smith, TxVSN Project Director** (Region 10) has 30 years of experience in Texas public school education. She has worked extensively in educational technology at the district, regional, and statewide levels, supervised teams developing online applications including courses, as well as, been highly involved in implementing statewide initiatives. Since April 2008, she has been the project lead for the TxVSN by coordinating efforts between the Texas Education Agency, Region 10, and Harris County Department of Education.
- **Angela Smith, TxVSN Operations Director** (HCDE) has over 20 years of experience in Texas public school education. She has worked in educational technology supporting district and countywide needs. Most recently, she has served as the Operations Director for the TxVSN directing the Help Desk and development teams, interfacing with information technology staff, as well as, providing no less than weekly status updates with the project director at Region 10.
- **Rebecca Bell, TxVSN Operations Manager** (HCDE) has many years of experience working with school districts as a part of the HCDE organization. Since April of 2008, she has managed the TxVSN Help Desk and development teams, designed custom internal and publicly available reports.
- **Dwayne Brooms, Development Team Manager** (HCDE) has experience as a webmaster, web developer, and software application analyst. He currently manages a team of developers that create custom applications for the TxVSN.
- **Laura Hodges (Region 10)** has over 20 years of experience in Texas public school education. She is both a licensed professional counselor and counselor supervisor. Most recently, she has served as counselor and outreach consultant for the TxVSN.
- **Ashley Menefee** (Region 10) has worked with the TxVSN course review team at both Region 4 and Region 10. She organizes the review teams for courses submitted for potential inclusion in the statewide catalog and the online schools programs, as well as, maintaining all records in and reporting from the Electronic Course Submission System (ECSS).
- **Jo Ann Roe** (Region 10) has experience as classroom teacher, regional service center consultant, as well as, working on the TxVSN course review team since fall of 2013. She is responsible for delivering and updating course reviewer training, remaining current on standards for

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Texas Virtual School Network (TxVSN) Central Operations

accessibility of digital media including online courses, and facilitating the course review process for course providers.

- **Connie Swiderski** (Region 10) has over 25 years of experience in Texas public school education as a teacher, regional service center consultant, and online professional development developer and trainer. She currently handles the verification of TxVSN teacher credentials, coordinates professional development activities across teams, and manages the TxVSN webpage content.

Staff Time Allocations

Position	Number of Positions	TxVSN Time Allocation Year 1	TxVSN Time Allocation Year 2
Budget Controller	1	10%	10%
Project Director	1	95%	95%
Operations Director	1	100 %	100 %
Operation Manager	1	100 %	100 %
Counselor / Outreach Consultant	1	100 %	100 %
Professional Development & Communications Consultant	1	90%	100%
Course Review Consultant	2	95%* /100%	100%
System Developers	6	100%	100%
Help Desk (6) / Administrative Assistant (1)	7	100%	100%
Provider/Receiver Financial Reconciliation and Billing	2	100%	100%

*JoAnn Roe

Letter of Interest #700-16-008
Central Operations of the Texas Virtual School Network

2.6 Conflict of Interest

ESC Region 10 certifies compliance with Texas Government Code, Title 6, Subtitle B, Section 669.003 of the Government Code, relating to contracting with an executive head of a state agency. If the circumstances certified by ESC Region 10 change or additional information is obtained subsequent to submission of this proposal, ESC Region 10 agrees that it is under a continuing duty to supplement its response under this provision and that the duty to disclosure of any conflicts of interest is an ongoing obligation throughout the term of the contract. ESC shall submit updated information as soon as reasonably possible upon learning of any change to their affirmation.

Disclosure of contracting with a former Texas Education Agency Employee

Dr. Earin Martin, former Chief Grants Administrator at TEA, has worked for several years as an independent contractor. She was originally hired to write a financial compliance manual for the district sub-grantees of the McKinney Vento Homeless Education program which is managed by ESC10 on behalf of the State. Dr. Martin updates the manual annually and provides training to the sub-grantees on financial compliance. Most recently Dr. Martin assisted Region 10 in developing a federal grants management template which incorporated the new federal uniform guidance know as EDGAR. This template was provided to all Region 10 districts and McKinney Vento sub-grantees as well as many other districts across the state. Dr. Martin has been separated from employment with the TEA for over 2 years.

ESC Region 10 discloses the following Texas Education Agency contracts administered within the two (2) calendar years. No conflict of interest between the proposed project and the administration of these contracts is identified by the center.

1. **Texas Virtual School Network Central Operations (TxVSN)**- This contract requires Region 10 to administer TxVSN central operations, including managing the day-to-day operations of the TxVSN.
2. **TSDS Incident Management System (TIMS)** - This contract is to provide an automated incident management system which includes a help desk to record, track, and escalate incidents for all TSDS user facing applications. Contractor provides hardware, software, web based connectivity, and supporting environments for TIMS that TSDS end users will periodically require to report incidents. Continuing consultation and expertise is provided to TEA staff regarding configuration, setup as well as execution of ongoing maintenance, support and enhancements to TIMS.
3. **Title I A School Support** - The ESC is providing technical assistance to TEXAS focus schools identified as those Title I served school with the widest gaps in reading and math performance as compared to safeguard targets of 75% examined across seven federal student groups. Technical assistance activities include support to align campus activities to the Elementary and Secondary Education Act turnaround principles and Critical Success Factors and assist campuses in implementing instructional interventions specifically targeted to address the deficiencies of the campus and close existing achievement gaps.

Harris County Department of Education (HCDE), proposed subcontractor, discloses the following Texas Education Agency contracts administered within the two (2) calendar years. No conflict of interest between the proposed project and the administration of these grants is identified.

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- 1. HCDE did not administer any TEA contracts during Fiscal Year 2015 (FY 15).**
- 2. Adult Education and Family Literacy Act and Temporary Assistance to Needy Families Program-** Adult Education and Literacy programs funded by the Texas Workforce Commission (TWC) provide English language, math, reading, and writing instruction to help students acquire the skills needed to succeed in the workforce, earn a high school equivalency, or enter college or career training. The Texas Workforce Commission used TEA funds to subcontract with the HCDE for this project.
- 3. English Literacy and Civics Education Grant-** This grant helped practitioners combine language skills development and civics content to English language and literacy development in curriculum and practice in adult immigrant education. The Texas Workforce Commission used TEA funds to subcontract with the HCDE for this project.
- 4. ECI Keep Pace -** Keep Pace is part of a statewide system of services for families of children, birth to 3, with disabilities or delays. Services are regionalized, and HCDE is the affiliate sponsor of the program that now serves 12 school districts surrounding Harris County. Children are evaluated by specialists that may eventually help them with services like physical, occupational or speech therapy; and hearing and sight issues. Staff includes early intervention specialists; nurses; dietitians; and counselors. Families benefit from family support services and networking. ECI specialists spread the news about services through visits to doctors' offices, hospitals, schools and other community outlets.
- 5. 21st CCLC Cycle 7, Year 4 / 21st CCLC Cycle 8B -** HCDE was the fiscal agent for two 21st Century Community Learning Centers (21st CCLC) grants, supporting 20 centers (Cycle 6 and 7) in the greater Houston area. The 21st CCLC Program, funded by the US Department of Education provides a structured, safe, and supervised place for learning and social interaction. In Texas, these federal dollars are administered by the Texas Education Agency (TEA) through the ACE project – the Texas Afterschool Centers on Education™.

TASK ACTIVITY PLAN – FY 16

ATTACHMENT D

Title of Proposed Project: TxVSN Central Operations

Proposer Organization (Name): ESC Region 10

Begin Date: 9/1/2015

End Date: 8/31/2016

Projected Completion Date and Cost by Task

Task/ Activity Number	Projected Completion Date	Projected Cost
Task 1 Staff and House Project Team		
Activity 1.1 Help Desk	September 2015	
Activity 1.2 Development Team	September 2015	
Activity 1.3 Operations Management	September 2015	
Activity 1.4 Project Administration Team	September 2015	
Total Task 1		\$1,807,029.36
Task 2 Infrastructure and Systems Deployed		
Activity 2.1 Testing, staging, and production of TxVSN system modules	September 2015	
Activity 2.2 Development of e-application for private, non-profits	October 2015	
Activity 2.2 Identify next phase of system updates for approval	November 2015	
Activity 2.3 Web portal update	October 2015	
Activity 2.4 Testing, staging, and production of TxVSN system updates	December 2015	
Activity 2.5 Respond to receiver district and course provider inquiries	August 2016	
Activity 2.6 Provide firewall, filter, and backup for all systems	August 2016	
Activity 2.7 Provider telecom services	August 2016	
Total Task 2		\$188,982.00
Task 3 Course Review Services		
Activity 3.1 Identify and contract with qualified reviewers	September 2015	

TASK ACTIVITY PLAN – FY 16

Activity 3.2 Train new reviewers and update experienced reviewers	October 2015		
Activity 3.3 Conduct reviews	August 2016		
Total Task 3			\$200,000.00
Task 4 Outreach			
Activity 4.1 Develop ESC outreach materials and invite ESC's participation	September 2015		
Activity 4.2 Train ESC teams	October 2015		
Activity 4.3 Present at targeted conferences	June 2016		
Activity 4.4 Develop and send parent mailer for TEA approval	April 2015		
Activity 4.5 Respond to inquiries from school personnel and parents	August 2016		
Total Task 4			\$40,500.00
Task 5 Professional Development and Communication			
Activity 5.1 Develop scripts for new videos and gain approval	September 2015		
Activity 5.2 Conduct teacher verification check each semester	August 2016		
Activity 5.2 Web portal content update and new logo	May 2016		
Activity 5.3 Provide provider updates and face-to-face meeting	August 2016		
Activity 5.4 Answer inquiries about professional development	August 2016		
Activity 5.5 Partnership, memberships, and networking with programs	August 2016		
Total Task 5			\$44,000.00
Task 6 Operational Tasks			
Activity 6.1 Legal, liability, misc expenses, postage, supplies	August 2016		
Total Task 6			\$35,000.00
Total Year 1			\$2,315,511.36

TASK ACTIVITY PLAN – FY 17

ATTACHMENT D

Title of Proposed Project: TxVSN Central Operations

Proposer Organization (Name): ESC Region 10

Begin Date: 9/1/2016

End Date: 8/31/2017

Projected Completion Date and Cost by Task

Task/ Activity Number	Projected Completion Date	Projected Cost
Task 1 Staff and House Project Team		
Activity 1.1 Help Desk	September 2016	
Activity 1.2 Development Team	September 2016	
Activity 1.3 Operations Management	September 2016	
Activity 1.4 Project Administration Team	September 2016	
Total Task 1		\$1,861,722.82
Task 2 Infrastructure and Systems Deployed		
Activity 2.1 Testing, staging, and production of TxVSN system modules	September 2016	
Activity 2.2 Identify next phase of system updates for approval	November 2016	
Activity 2.3 Web portal update	August 2017	
Activity 2.4 Testing, staging, and production of TxVSN system updates	December 2016	
Activity 2.5 Respond to receiver district and course provider inquiries	August 2017	
Activity 2.6 Provider firewall, filter, backup	August 2017	
Activity 2.7 Provide telecom services	August 2017	
Total Task 2		\$168,682.00
Task 3 Course Review Services		
Activity 3.1 Identify and contract with qualified reviewers	September 2016	
Activity 3.2 Train new reviewers and update experienced reviewers	October 2017	

TASK ACTIVITY PLAN – FY 17

Activity 3.3 Conduct reviews	August 2017		
Total Task 3			\$200,000.00
Task 4 Outreach			
Activity 4.1 Train and update ESC's participation teams	September 2016		
Activity 4.2 Present at targeted conferences	July 2017		
Activity 4.4 Print and mail TxVSN parent postcard to targeted areas	September 2016		
Activity 4.5 Respond to inquiries from school personnel and parents	August 2017		
Total Task 4			\$75,720.00
Task 5 Professional Development and Communication			
Activity 5.1 Develop scripts for a video and gain approval	September 2016		
Activity 5.2 Conduct teacher verification check each semester	August 2017		
Activity 5.2 Web portal content update	May 2017		
Activity 5.3 Provide provider updates and face-to-face meeting	August 2017		
Activity 5.4 Answer inquiries about professional development	August 2017		
Activity 5.5 Partnership, memberships, and networking with programs	August 2017		
Total Task 5			\$44,000.00
Task 6 Operational Tasks			
Activity 6.1 Legal, liability, misc. expenses, supplies	August 2016		
Total Task 6			\$35,900.00
Total Year 2			\$2,386,024.82

TXVSN CENTRAL OPERATIONS BIENNUM BUDGET PROPOSAL

Fund	Func	Obj	ocl 1	Org	scl	ym	lcl	ocl 4	FY 16	FY 17	ACCT DESCRIPTION
450	12	6119	00	818	6	00	0	00	\$ 414,384.44	\$ 426,850.72	PROFESSIONAL SALARIES
450	12	6129	00	818	6	00	0	00	\$ 68,869.22	\$ 70,935.30	SUPPORT SALARIES
450	12	6138	00	818	6	00	0	00	\$ 780.00	\$ 780.00	PHONE STIPEND
450	12	6141	00	818	6	00	0	00	\$ 6,754.27	\$ 6,956.90	FICA/MEDICARE TAX
450	12	6142	00	818	6	00	0	00	\$ 35,024.40	\$ 36,074.72	GROUP HEALTH INSURANCE
450	12	6143	00	818	6	00	0	00	\$ 1,164.53	\$ 1,199.47	WORKERS COMPENSATION
450	12	6145	00	818	6	00	0	00	\$ 1,207.50	\$ 1,244.24	UNEMPLOYMENT INSURANCE
450	12	6146	00	818	6	00	0	00	\$ 9,549.00	\$ 9,835.47	TRS/PAYROLL TAX
									\$ 537,733.36	\$ 553,876.81	
450	12	6211	00	818	6	00	0	00	\$ 500.00	\$ 500.00	LEGAL SERVICES
450	12	6269	00	818	6	00	0	00	\$ 2,000.00	\$ 2,000.00	OUTSIDE RENTAL
450	12	6291	00	818	6	00	0	00	\$ 15,000.00	\$ 15,000.00	CONSULTING SERVICES
450	12	6291	HC	818	6	00	0	00	\$ 1,391,000.00	\$ 1,450,000.00	HARRIS COUNTY SUBCONTRAC
450	53	6294	00	818	6	00	0	00	\$ 11,558.00	\$ 11,558.00	INTERNAL TECH INFRASTRUCTURE
450	51	6298	00	818	6	00	0	00	\$ 34,520.00	\$ 34,520.00	FACILITY USE FEE
450	12	6299	00	818	6	00	0	00	\$ 3,000.00	\$ 3,000.00	MISCELLANEOUS SERVICES
450	12	6299	ES	818	6	00	0	00	\$ 28,500.00	\$ 19,000.00	ESC TXVSN SERVICES
450	12	6299	II	818	6	00	0	00	\$ 17,300.00	\$ 8,300.00	INTERNAL VIDEO, MOODLE, DESIGN
									\$ 1,503,378.00	\$ 1,543,878.00	
450	12	6396	00	818	6	00	0	00	\$ 350.00	\$ 1,720.00	POSTAGE/SHIPPING
450	12	6397	00	818	6	00	0	00	\$ 500.00	\$ 12,000.00	PRINT/XEROX PRINTSHOP
450	12	6398	00	818	6	00	0	00	\$ 2,500.00	\$ 2,500.00	PROGRAM MATERIAL/SUPPLY
450	12	6399	00	818	6	00	0	00	\$ 1,400.00	\$ 1,400.00	GENERAL SUPPLIES
									\$ 4,750.00	\$ 17,620.00	
450	12	6411	00	818	6	00	0	00	\$ 12,000.00	\$ 12,000.00	EMPLOYEE TRAVEL
450	12	6413	00	818	6	00	0	00	\$ 200,000.00	\$ 200,000.00	NON EMPLOYEE STIPENDS-CR
450	12	6419	00	818	6	00	0	00	\$ 8,400.00	\$ 8,400.00	NON EMPLOYEE TRAVEL
450	12	6429	00	818	6	00	0	00	\$ 1,400.00	\$ 1,400.00	GENERAL LIABILITY INS
450	12	6495	00	818	6	00	0	00	\$ 18,600.00	\$ 18,600.00	MEMBERSHIP DUES
450	12	6499	00	818	6	00	0	00	\$ 250.00	\$ 250.00	OTHER OPERATING EXPENSE
									\$ 240,650.00	\$ 240,650.00	
450	41	6295	00	818	6	00	0	00	\$ 29,000.00	\$ 30,000.00	ESTIMATED ADM/INDIRECT COST FEE
Total Expenditures									2,315,511.36	2,386,024.81	

FY 16 DETAIL BUDGET PROPOSAL

Year	Source	Description	Object	Sub	Amount	Detail
FY 16	Region 10	STAFF ALL	6100	00	\$ 483,253.66	
FY 16	Region 10	PHONE STIPEND	6138	00	\$ 780.00	\$65 per month / project director only
FY 16	Region 10	FICA/MEDICARE TAX	6141	00	\$ 6,754.27	
FY 16	Region 10	GROUP HEALTH INSURANCE	6142	00	\$ 35,024.40	
FY 16	Region 10	WORKERS COMPENSATION	6143	00	\$ 1,164.53	
FY 16	Region 10	UNEMPLOYMENT INSURANCE	6145	00	\$ 1,207.50	\$175 per employee
FY 16	Region 10	TRS/PAYROLL TAX	6146	00	\$ 9,549.00	
					\$ 537,733.36	6100 Region 10
FY 16	HCDE	STAFF ALL	6100	00	\$ 1,098,431.83	
FY 16	HCDE	FICA/MEDICARE TAX	6141	00	\$ 84,030.03	
FY 16	HCDE	GROUP HEALTH INSURANCE	6142	00	\$ 33,641.28	
FY 16	HCDE	WORKERS COMPENSATION	6143	00	\$ 11,562.09	
FY 16	HCDE	UNEMPLOYMENT INSURANCE	6145	00	\$ 4,283.88	
FY 16	HCDE	TRS CARE FEE	6147	00	\$ 6,041.38	
FY 16	HCDE	EMPLOYEE ASST PROGRAM	6149	00	\$ 345.60	
					\$ 1,238,336.09	6100 SUBCONTRACTOR HCDE
FY 16	Region 10	LEGAL SERVICES	6211	00	\$ 500.00	Annual audit and review documentation
FY 16	Region 10	OUTSIDE RENTAL	6269	00	\$ 2,000.00	Two face-to-face provider meetings and conference services
FY 16	Region 10	CONSULTING SERVICES	6291	00	\$ 15,000.00	Web Design consultant \$7500; Speak Volume conference captioners/facilitation \$7500
FY 16	Region 10	HARRIS COUNTY SUBCONTRACT	6291	HC	\$ 1,391,000.00	Subcontract with Harris County Dept of Education (Help Desk, Infrastructure, Development, Management)
FY 16	Region 10	INTERNAL TECH INFRASTRUCTURE	6294	00	\$ 11,558.00	\$1778 per fte
FY 16	Region 10	FACILITY USE FEE	6298	00	\$ 34,520.00	\$22/square foot
FY 16	Region 10	MISCELLANEOUS SERVICES	6299	00	\$ 3,000.00	Wireless jetpacks
FY 16	Region 10	ESC TXVSN SERVICES	6299	ES	\$ 28,500.00	\$1500 per ESC to assist with outreach to nonparticipating districts
FY 16	Region 10	INTERNAL VIDEO, MOODLE, DESIGN	6299	II	\$ 17,300.00	\$4800 for Moodle hosting and support; desktop publishing services \$500; produce 3 videos @ \$3000 each and 2 new course demo \$3000
					\$ 1,503,378.00	6200 REGION 10
FY 16	HCDE	LEGAL SERVICES	6211	00	\$ 500.00	Staff FERPA training.
FY 16	HCDE	PROFESSIONAL SERVICES	6219	00	\$ 20,000.00	Off-site disaster recovery (ARC - HUB Vendor)
FY 16	HCDE	CONTRACT MAINT/REPAIR	6249	00	\$ 40,000.00	\$18,000 RedSpin -application security audit ; \$22,000 Blackboard Collaborate - web conferencing, presentation tool.
FY 16	HCDE	STAFF TELEPHONES; PAGERS	6256	00	\$ 8,500.00	MiFi wireless hubs, iPad 9
					\$ 69,000.00	6200 SUBCONTRACTOR HCDE
FY 16	Region 10	POSTAGE/SHIPPING	6396	00	\$ 350.00	FED EX; United States mail
FY 16	Region 10	PRINT/XEROX PRINTSHOP	6397	00	\$ 500.00	Conference outreach flyers
FY 16	Region 10	PROGRAM MATERIAL/SUPPLY	6398	00	\$ 2,500.00	replace 2 laptops at end-of-life
FY 16	Region 10	GENERAL SUPPLIES	6399	00	\$ 1,400.00	estimated \$200 per fte

FY 16 DETAIL BUDGET PROPOSAL

Year	Source	Description	Object	Sub	Amount	Detail
					\$ 4,750.00	6300 REGION 10
FY 16	HCDE	READING MATERIALS	6329	00	\$ 200.00	Reference materials for SQL, Excel, HTML 5 used by all staff
FY 16	HCDE	NEW TECH <\$5,000	6393	00	\$ 500.00	Technology supplies and peripherals
FY 16	HCDE	COPIER CHARGES	6395	00	\$ 200.00	utilization of walk-up copiers
FY 16	HCDE	PRINTING AND FORMS	6396	00	\$ 400.00	scan to print and electronic forms
FY 16	HCDE	SOFTWARE PURCHASES	6397	00	\$ 7,400.00	Applications testing tools (for development and quality assurance testing teams) Telerik, Telerik Inc- \$3,380 Developer code testing tools, MS Test Manager bundle \$1,820 Red Gate- SQL ToolBelt \$2,200 (Developer tools)
FY 16	HCDE	GENERAL SUPPLIES	6399	00	\$ 2,000.00	Office supplies see 6399 detail
					\$ 10,700.00	6300 SUBCONTRACTOR HCDE
FY 16	Region 10	EMPLOYEE TRAVEL	6411	00	\$ 12,000.00	7 ftes @ \$1715
FY 16	Region 10	NON EMPLOYEE STIPENDS-CR	6413	00	\$ 200,000.00	Estimated 30 one Semester Course (HS) @ \$36,000; 50 two semester courses @ \$900,000; 20 AP two sem courses @ \$20,000; 30 grade level programs @ \$30,000; 30 accessibility only audits @ \$24,000
FY 16	Region 10	NON EMPLOYEE TRAVEL	6419	00	\$ 8,400.00	21 OLS and catalog providers travel to face-to-face annual meeting
FY 16	Region 10	GENERAL LIABILITY INS	6429	00	\$ 1,400.00	\$200 per fte
FY 16	Region 10	MEMBERSHIP DUES	6495	00	\$ 18,600.00	iNACOL \$600; SREB ETC \$8000; Keep Pace \$10,000
FY 16	Region 10	OTHER OPERATING EXPENSE	6499	00	\$ 250.00	ADS for RFPs
					\$ 240,650.00	6400 REGION 10
FY 16	HCDE	LODGING	6411	00	\$ 1,000.00	Collaborative work sessions,conferences
FY 16	HCDE	TRAVEL MEALS	6412	00	\$ 1,000.00	Collaborative work sessions,conferences
FY 16	HCDE	TRAVEL TRANSPORT	6413	00	\$ 2,000.00	Collaborative work sessions,conferences
FY 16	HCDE	TRAVEL CONF REGIS/FEES	6414	00	\$ 500.00	TCEA
FY 16	HCDE	FACILITY FEE	6487	00	\$ 60,224.04	Facilities charge = \$5,018.67 per month
FY 16	HCDE	REC MANAGEMENT	6491	00	\$ 600.00	Electronic file storage and indexing of receiver district agreements and critical documents.
FY 16	HCDE	WORKSHOP REGISTRATION	6494	00	\$ 6,800.00	Technical Training = \$5,000, Fred Pryor Helpdesk training (year subscrip) 6 staff = 1,800
FY 16	HCDE	MEMBERSHIPS	6497	00	\$ 300.00	Fred Pryor on demand training - HelpDesk
FY 16	HCDE	POSTAGE	6498	00	\$ 200.00	US Mail
FY 16	HCDE	MISC OPERATING	6499	00	\$ 200.00	Ads for RFP
					\$ 72,824.04	6400 SUBCONTRACTOR HCDE
					\$ 1,390,860.13	SUBCONTRACTOR
					\$ 2,286,511.36	REGION 10
					\$ 29,000.00	INDIRECT / ADM COST RATE EST
					\$ 2,315,511.36	FY 17 TOTAL

FY 17 DETAIL BUDGET PROPOSAL

Year	Source	Description	Object	Sub	Amount	Detail
FY 17	Region 10	STAFF ALL	6100	00	\$ 497,786.02	
FY 17	Region 10	PHONE STIPEND	6138	00	\$ 780.00	\$65 per month/project director only
FY 17	Region 10	FICA/MEDICARE TAX	6141	00	\$ 6,956.90	
FY 17	Region 10	GROUP HEALTH INSURANCE	6142	00	\$ 36,074.72	
FY 17	Region 10	WORKERS COMPENSATION	6143	00	\$ 1,199.47	
FY 17	Region 10	UNEMPLOYMENT INSURANCE	6145	00	\$ 1,244.24	\$175 per employee
FY 17	Region 10	TRS/PAYROLL TAX	6146	00	\$ 9,835.47	
					\$ 553,876.82	6100 Region 10
FY 17	HCDE	STAFF ALL	6100	00	\$ 1,135,336.06	
FY 17	HCDE	FICA/MEDICARE TAX	6141	00	\$ 100,836.04	
FY 17	HCDE	GROUP HEALTH INSURANCE	6142	00	\$ 40,369.54	
FY 17	HCDE	WORKERS COMPENSATION	6143	00	\$ 13,874.51	
FY 17	HCDE	UNEMPLOYMENT INSURANCE	6145	00	\$ 5,140.66	
FY 17	HCDE	TRS CARE FEE	6147	00	\$ 7,249.65	
FY 17	HCDE	EMPLOYEE ASST PROGRAM	6149	00	\$ 414.68	
					\$ 1,303,221.14	6100 SUBCONTRACTOR HCDE
FY 17	Region 10	LEGAL SERVICES	6211	00	\$ 500.00	Annual audit and review documentation
FY 17	Region 10	OUTSIDE RENTAL	6269	00	\$ 2,000.00	Two face-to-face provider meetings and conference services
FY 17	Region 10	CONSULTING SERVICES	6291	00	\$ 15,000.00	Web Design consultant \$7500; Speak Volume conference captioners/facilitation \$7500
FY 17	Region 10	HARRIS COUNTY SUBCONTRACT	6291	HC	\$ 1,450,000.00	Subcontract with Harris County Dept of Education (Help Desk, Infrastructure, Development, Management
FY 17	Region 10	INTERNAL TECH INFRASTRUCTURE	6294	00	\$ 11,558.00	\$1778 per fte
FY 17	Region 10	FACILITY USE FEE	6298	00	\$ 34,520.00	\$22/square foot
FY 17	Region 10	MISCELLANEOUS SERVICES	6299	00	\$ 3,000.00	Wireless jetpacks
FY 17	Region 10	ESC TXVSN SERVICES	6299	ES	\$ 19,000.00	\$1000 per ESC to assist with outreach to nonparticipating districts
FY 17	Region 10	INTERNAL VIDEO, MOODLE, DESIGN	6299	II	\$ 8,300.00	\$4800 for Moodle hosting and support; desktop publishing services \$500; produce 1 videos @ \$3000
					\$ 1,543,878.00	6200 REGION 10
FY 17	HCDE	LEGAL SERVICES	6211	00	\$ -	Staff FERPA training.
FY 17	HCDE	PROFESSIONAL SERVICES	6219	00	\$ 20,000.00	Off-site disaster recovery (ARC - HUB Vendor)
FY 17	HCDE	CONTRACT MAINT/REPAIR	6249	00	\$ 40,000.00	RedSpin -application security audit ; Blackboard Collaborate - web conferencing, presentation tool.
FY 17	HCDE	STAFF TELEPHONES; PAGERS	6256	00	\$ 6,000.00	MiFi wireless hubs, iPad
					\$ 66,000.00	6200 SUBCONTRACTOR HCDE
FY 17	Region 10	POSTAGE/SHIPPING	6396	00	\$ 1,720.00	FED EX; United States mail 3583 postcards @ .48
FY 17	Region 10	PRINT/XEROX PRINTSHOP	6397	00	\$ 12,000.00	Post cards @ \$3.35 each
FY 17	Region 10	PROGRAM MATERIAL/SUPPLY	6398	00	\$ 2,500.00	replace 2 laptops at end-of-life
FY 17	Region 10	GENERAL SUPPLIES	6399	00	\$ 1,400.00	estimated \$200 per fte
					\$ 17,620.00	6300 REGION 10
FY 17	HCDE	READING MATERIALS	6329	00	\$ -	Reference materials for SQL, Excel, HTML 5 used by all staff
FY 17	HCDE	NEW TECH <\$5,000	6393	00	\$ 500.00	Technology supplies and peripherals
FY 17	HCDE	COPIER CHARGES	6395	00	\$ 200.00	utilization of walk-up copiers
FY 17	HCDE	PRINTING AND FORMS	6396	00	\$ 100.00	scan to print and electronic forms

FY 17 DETAIL BUDGET PROPOSAL

Year	Source	Description	Object	Sub	Amount	Detail
FY 17	HCDE	SOFTWARE PURCHASES	6397	00	\$ 7,400.00	Applications testing tools (for development and quality assurance testing teams) Telerik, Telerik Inc- \$3,380 Developer code testing tools, MS Test Manager bundle \$1,820 Red Gate- SQL ToolBelt \$2,200 (Developer tools)
FY 17	HCDE	GENERAL SUPPLIES	6399	00	\$ 2,800.00	Office supplies
					\$ 11,000.00	6300 SUBCONTRACTOR HCDE
FY 17	Region 10	EMPLOYEE TRAVEL	6411	00	\$ 12,000.00	7 ftes @ \$1715
FY 17	Region 10	NON EMPLOYEE STIPENDS-CR	6413	00	\$ 200,000.00	Estimated 30 one Semester Course (HS) @ \$36,000; 50 two semester courses @ \$900,000; 20 AP two sem courses @ \$20,000; 30 grade level programs @ \$30,000; 30 accessibility only audits @ \$24,000
FY 17	Region 10	NON EMPLOYEE TRAVEL	6419	00	\$ 8,400.00	21 OLS and catalog providers travel to face-to-face annual meeting
FY 17	Region 10	GENERAL LIABILITY INS	6429	00	\$ 1,400.00	\$200 per fte
V	Region 10	MEMBERSHIP DUES	6495	00	\$ 18,600.00	iNACOL \$600; SREB ETC \$8000; Keep Pace \$10,000
FY 17	Region 10	OTHER OPERATING EXPENSE	6499	00	\$ 250.00	ADS for RFPs
					\$ 240,650.00	6400 REGION 10
FY 17	HCDE	LODGING	6411	00	\$ 800.00	Collaborative work sessions, conferences
FY 17	HCDE	TRAVEL MEALS	6412	00	\$ 500.00	Collaborative work sessions, conferences
FY 17	HCDE	TRAVEL TRANSPORT	6413	00	\$ 800.00	Collaborative work sessions, conferences
FY 17	HCDE	TRAVEL CONF REGIS/FEES	6414	00	\$ 300.00	TCEA
FY 17	HCDE	FACILITY FEE	6487	00	\$ 60,224.04	Facilities charge = \$5,018.67 per month
FY 17	HCDE	REC MANAGEMENT	6491	00	\$ 600.00	Electronic file storage and indexing of receiver district agreements and critical documents.
FY 17	HCDE	WORKSHOP REGISTRATION	6494	00	\$ 5,000.00	Technical Training = \$5,000, Fred Pryor Helpdesk training (year subscrip) 6 staff = \$1,800
FY 17	HCDE	MEMBERSHIPS	6497	00	\$ 200.00	Fred Pryor on demand training - HelpDesk
FY 17	HCDE	POSTAGE	6498	00	\$ 200.00	US Mail
FY 17	HCDE	MISC OPERATING	6499	00	\$ 200.00	Ads for RFP
					\$ 68,824.04	6400 SUBCONTRACTOR HCDE
					\$ 1,449,045.18	SUBCONTRACTOR
					\$ 2,356,024.82	REGION 10
					\$ 30,000.00	INDIRECT / ADM COST RATE EST
					\$ 2,386,024.82	FY 17 TOTAL



HUB SUBCONTRACTING PLAN (HSP) QUICK CHECKLIST

While this HSP Quick Checklist is being provided to merely assist you in readily identifying the sections of the HSP form that you will need to complete, it is very important that you adhere to the instructions in the HSP form and instructions provided by the contracting agency.

- ❖ **If you will be awarding all of the subcontracting work you have to offer under the contract to only Texas certified HUB vendors, complete:**
 - Section 1 – Respondent and Requisition Information
 - Section 2 a. – Yes, I will be subcontracting portions of the contract
 - Section 2 b. – List all the portions of work you will subcontract, and indicate the percentage of the contract you expect to award to Texas certified HUB vendors
 - Section 2 c. – Yes
 - Section 4 – Affirmation
 - GFE Method A (Attachment A) – Complete an Attachment A for each of the subcontracting opportunities you listed in Section 2 b.

- ❖ **If you will be subcontracting any portion of the contract to Texas certified HUB vendors and Non-HUB vendors, and the aggregate percentage of all the subcontracting work you will be awarding to the Texas certified HUB vendors with which you have a continuous contract* in place for five (5) years or less meets or exceeds the HUB Goal the contracting agency identified in the “Agency Special Instructions/Additional Requirements”, complete:**
 - Section 1 – Respondent and Requisition Information
 - Section 2 a. – Yes, I will be subcontracting portions of the contract
 - Section 2 b. – List all the portions of work you will subcontract, and indicate the percentage of the contract you expect to award to Texas certified HUB vendors and Non-HUB vendors
 - Section 2 c. – No
 - Section 2 d. – Yes
 - Section 4 – Affirmation
 - GFE Method A (Attachment A) – Complete an Attachment A for each of the subcontracting opportunities you listed in Section 2 b.

- ❖ **If you will be subcontracting any portion of the contract to Texas certified HUB vendors and Non-HUB vendors or only to Non-HUB vendors, and the aggregate percentage of all the subcontracting work you will be awarding to the Texas certified HUB vendors with which you have a continuous contract* in place for five (5) years or less does not meet or exceed the HUB Goal the contracting agency identified in the “Agency Special Instructions/Additional Requirements”, complete:**
 - Section 1 – Respondent and Requisition Information
 - Section 2 a. – Yes, I will be subcontracting portions of the contract
 - Section 2 b. – List all the portions of work you will subcontract, and indicated the percentage of the contract you expect to award to Texas certified HUB vendors and Non-HUB vendors
 - Section 2 c. – No
 - Section 2 d. – No
 - Section 4 – Affirmation
 - GFE Method B (Attachment B) – Complete an Attachment B for each of the subcontracting opportunities you listed in Section 2 b.

- ❖ **If you will not be subcontracting any portion of the contract and will be fulfilling the entire contract with your own resources, complete:**
 - Section 1 – Respondent and Requisition Information
 - Section 2 a. – No, I will not be subcontracting any portion of the contract, and I will be fulfilling the entire contract with my own resources
 - Section 3 – Self Performing Justification
 - Section 4 – Affirmation

*Continuous Contract: Any existing written agreement (including any renewals that are exercised) between a prime contractor and a HUB vendor, where the HUB vendor provides the prime contractor with goods or service under the same contract for a specified period of time. The frequency the HUB vendor is utilized or paid during the term of the contract is not relevant to whether the contract is considered continuous. Two or more contracts that run concurrently or overlap one another for different periods of time are considered by CPA to be individual contracts rather than renewals or extensions to the original contract. In such situations the prime contractor and HUB vendor are entering (have entered) into "new" contracts.



HUB SUBCONTRACTING PLAN (HSP)

In accordance with Texas Gov't Code §2161.252, the contracting agency has determined that subcontracting opportunities are probable under this contract. Therefore, all respondents, including State of Texas certified Historically Underutilized Businesses (HUBs) must complete and submit this State of Texas HUB Subcontracting Plan (HSP) with their response to the bid requisition (solicitation).

NOTE: Responses that do not include a completed HSP shall be rejected pursuant to Texas Gov't Code §2161.252(b).

The HUB Program promotes equal business opportunities for economically disadvantaged persons to contract with the State of Texas in accordance with the goals specified in the 2009 State of Texas Disparity Study. The statewide HUB goals defined in 34 Texas Administrative Code (TAC) §20.13 are:

- 11.2 percent for heavy construction other than building contracts,
- 21.1 percent for all building construction, including general contractors and operative builders contracts,
- 32.7 percent for all special trade construction contracts,
- 23.6 percent for professional services contracts,
- 24.6 percent for all other services contracts, and
- 21 percent for commodities contracts.

- - Agency Special Instructions/Additional Requirements - -

In accordance with 34 TAC §20.14(d)(1)(D)(iii), a respondent (prime contractor) may demonstrate good faith effort to utilize Texas certified HUBs for its subcontracting opportunities if the total value of the respondent's subcontracts with Texas certified HUBs meets or exceeds the statewide HUB goal or the agency specific HUB goal, whichever is higher. When a respondent uses this method to demonstrate good faith effort, the respondent must identify the HUBs with which it will subcontract. If using existing contracts with Texas certified HUBs to satisfy this requirement, only contracts that have been in place for five years or less shall qualify for meeting the HUB goal. This limitation is designed to encourage vendor rotation as recommended by the 2009 Texas Disparity Study.

SECTION 1 RESPONDENT AND REQUISITION INFORMATION

1-74-6001215-0

- a. Respondent (Company) Name: Harris County Department of Education State of Texas VID #: _____
 Point of Contact: Angela Smith, TxVSN Operations Director Phone #: 1-713-696-0764
 E-mail Address: acsmith@hcde-texas.org Fax #: 1-713-696-3130
- b. Is your company a State of Texas certified HUB? - Yes - No
- c. Requisition #: RFP No: 701-08-042A Bid Open Date: _____
(mm/dd/yyyy)

Enter your company's name here: Harris County Department of Education

As subcontractor for Region 10 ESC for TXSVN
Requisition #: RFP No: 701-08-042A

SECTION 2 SUBCONTRACTING INTENTIONS

After dividing the contract work into reasonable lots or portions to the extent consistent with prudent industry practices, and taking into consideration the scope of work to be performed under the proposed contract, including all potential subcontracting opportunities, the respondent must determine what portions of work, including goods and services, will be subcontracted. Note: In accordance with 34 TAC §20.11., an "Subcontractor" means a person who contracts with a prime contractor to work, to supply commodities, or to contribute toward completing work for a governmental entity.

a. Check the appropriate box (Yes or No) that identifies your subcontracting intentions:

- **Yes**, I will be subcontracting portions of the contract. (If **Yes**, complete Item b, of this SECTION and continue to Item c of this SECTION.)
- **No**, I will not be subcontracting any portion of the contract, and I will be fulfilling the entire contract with my own resources. (If **No**, continue to SECTION 3 and SECTION 4.)

b. List all the portions of work (subcontracting opportunities) you will subcontract. Also, based on the total value of the contract, identify the percentages of the contract you expect to award to Texas certified HUBs, and the percentage of the contract you expect to award to vendors that are not a Texas certified HUB (i.e., Non-HUB).

Item #	Subcontracting Opportunity Description	HUBs		Non-HUBs
		Percentage of the contract expected to be subcontracted to HUBs with which you have a <u>continuous contract*</u> in place for five (5) years or less.	Percentage of the contract expected to be subcontracted to HUBs with which you have a <u>continuous contract*</u> in place for more than five (5) years.	Percentage of the contract expected to be subcontracted to non-HUBs .
1	Professional Services	23.61 %	%	0.00 %
2	Contracted Maintenance and Repair	0.00 %	%	47.25 %
3	Software	2.15 %	%	6.60 %
4	General Supplies and Materials	0.00 %	%	2.36 %
5	Staff Training and Workshops	0.00 %	%	5.90 %
6	Wireless Communications	0.00 %	%	10.04 %
7		%	%	%
8		%	%	%
9		%	%	%
10		%	%	%
11		%	%	%
12		%	%	%
13		%	%	%
14		%	%	%
15		%	%	%
Aggregate percentages of the contract expected to be subcontracted:		28.59 %	%	71.40 %

(Note: If you have more than fifteen subcontracting opportunities, a continuation sheet is available online at <http://window.state.tx.us/procurement/prog/hub/hub-subcontracting-plan/>)

c. Check the appropriate box (Yes or No) that indicates whether you will be using only Texas certified HUBs to perform all of the subcontracting opportunities you listed in SECTION 2, Item b.

- **Yes** (If **Yes**, continue to SECTION 4 **and** complete an "HSP Good Faith Effort - Method A (Attachment A)" for each of the subcontracting opportunities you listed.)
- **No** (If **No**, continue to Item d, of this SECTION.)

d. Check the appropriate box (Yes or No) that indicates whether the **aggregate expected percentage** of the contract you will subcontract with Texas certified HUBs with which you have a continuous contract* in place with for five (5) years or less **meets or exceeds** the HUB goal the contracting agency identified on page 1 in the "Agency Special Instructions/Additional Requirements".

- **Yes** (If **Yes**, continue to SECTION 4 **and** complete an "HSP Good Faith Effort - Method A (Attachment A)" for each of the subcontracting opportunities you listed.)
- **No** (If **No**, continue to SECTION 4 **and** complete an "HSP Good Faith Effort - Method B (Attachment B)" for each of the subcontracting opportunities you listed.)

**Continuous Contract: Any existing written agreement (including any renewals that are exercised) between a prime contractor and a HUB vendor, where the HUB vendor provides the prime contractor with goods or service under the same contract for a specified period of time. The frequency the HUB vendor is utilized or paid during the term of the contract is not relevant to whether the contract is considered continuous. Two or more contracts that run concurrently or overlap one another for different periods of time are considered by CPA to be individual contracts rather than renewals or extensions to the original contract. In such situations the prime contractor and HUB vendor are entering (have entered) into "new" contracts.*

HSP Good Faith Effort - Method A (Attachment A)

Enter your company's name here: Harris County Department of Education As subcontractor for Region 10 for TXVSN
Requisition #: RFP No: 701-08-042A

IMPORTANT: If you responded "Yes" to SECTION 2, Items c or d of the completed HSP form, you must submit a completed "HSP Good Faith Effort - Method A (Attachment A)" for each of the subcontracting opportunities you listed in SECTION 2, Item b of the completed HSP form. You may photo-copy this page or download the form at <http://www.window.state.tx.us/procurement/prog/hub/hub-forms/HUBSubcontractingPlanAttachment-A.doc>

SECTION A-1 SUBCONTRACTING OPPORTUNITY

Enter the item number and description of the subcontracting opportunity you listed in SECTION 2, Item b, of the completed HSP form for which you are completing this attachment.

Item #: 1 Description: Professional Services

SECTION A-2 SUBCONTRACTOR SELECTION

List the subcontractor(s) you selected to perform the subcontracting opportunity you listed above in SECTION A-1. Also identify whether they are a Texas certified HUB and their VID number, the approximate dollar value of the work to be subcontracted, the expected percentage of work to be subcontracted, and indicate whether the company is a Texas certified HUB.

Company Name	Texas certified HUB	VID # (Required if Texas certified HUB)	Approximate Dollar Amount	Expected Percentage of Contract
Austin Ribbon and Computer (ARC)	<input checked="" type="checkbox"/> - Yes <input type="checkbox"/> - No		\$ 20,000.00	100.00 %
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%

REMINDER: As specified in SECTION 4 of the completed HSP form, if you (respondent) are awarded any portion of the requisition, you are required to provide notice as soon as practical to all the subcontractors (HUBs and Non-HUBs) of their selection as a subcontractor. The notice must specify at a minimum the contracting agency's name and its point of contact for the contract, the contract award number, the subcontracting opportunity they (the subcontractor) will perform, the approximate dollar value of the subcontracting opportunity and the expected percentage of the total contract that the subcontracting opportunity represents. A copy of the notice required by this section must also be provided to the contracting agency's point of contact for the contract no later than ten (10) working days after the contract is awarded.

HSP Good Faith Effort - Method A (Attachment A)

FY16

As subcontractor for Region 10 for TXVSN
 Enter your company's name here: Harris County Department of Education Requisition #: RFP No. 701-08-042A

IMPORTANT: If you responded "Yes" to SECTION 2, Items c or d of the completed HSP form, you must submit a completed "HSP Good Faith Effort - Method A (Attachment A)" for each of the subcontracting opportunities you listed in SECTION 2, Item b of the completed HSP form. You may photo-copy this page or download the form at <http://www.window.state.tx.us/procurement/prog/hub/hub-forms/HUBSubcontractingPlanAttachment-A.doc>

SECTION A-1 SUBCONTRACTING OPPORTUNITY

Enter the item number and description of the subcontracting opportunity you listed in SECTION 2, Item b, of the completed HSP form for which you are completing this attachment.

Item #: 2 Description: Contracted Maintenance and Repair

SECTION A-2 SUBCONTRACTOR SELECTION

List the subcontractor(s) you selected to perform the subcontracting opportunity you listed above in SECTION A-1. Also identify whether they are a Texas certified HUB and their VID number, the approximate dollar value of the work to be subcontracted, the expected percentage of work to be subcontracted, and indicate whether the company is a Texas certified HUB.

Company Name	Texas certified HUB	VID # (Required if Texas certified HUB)	Approximate Dollar Amount	Expected Percentage of Contract
Blackboard Collaborate	<input type="checkbox"/> - Yes <input checked="" type="checkbox"/> - No		\$ 22,000.00	55.00 %
Redspin	<input type="checkbox"/> - Yes <input checked="" type="checkbox"/> - No		\$ 18,000.00	45.00 %
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%

REMINDER: As specified in SECTION 4 of the completed HSP form, if you (respondent) are awarded any portion of the requisition, you are required to provide notice as soon as practical to all the subcontractors (HUBs and Non-HUBs) of their selection as a subcontractor. The notice must specify at a minimum the contracting agency's name and its point of contact for the contract, the contract award number, the subcontracting opportunity they (the subcontractor) will perform, the approximate dollar value of the subcontracting opportunity and the expected percentage of the total contract that the subcontracting opportunity represents. A copy of the notice required by this section must also be provided to the contracting agency's point of contact for the contract no later than ten (10) working days after the contract is awarded.

HSP Good Faith Effort - Method A (Attachment A)

Enter your company's name here: Harris County Department of Education As subcontractor for Region 10 ESC for TxVSN
Requisition #: RFP No: 701-08-042A

IMPORTANT: If you responded "Yes" to SECTION 2, Items c or d of the completed HSP form, you must submit a completed "HSP Good Faith Effort - Method A (Attachment A)" for each of the subcontracting opportunities you listed in SECTION 2, Item b of the completed HSP form. You may photo-copy this page or download the form at <http://www.window.state.tx.us/procurement/prog/hub/hub-forms/HUBSubcontractingPlanAttachment-A.doc>

SECTION A-1 SUBCONTRACTING OPPORTUNITY

Enter the item number and description of the subcontracting opportunity you listed in SECTION 2, Item b, of the completed HSP form for which you are completing this attachment.

Item #: 6 Description: Wireless Communications (Telephones, Cells, Pagers, Cloud Services)

SECTION A-2 SUBCONTRACTOR SELECTION

List the subcontractor(s) you selected to perform the subcontracting opportunity you listed above in SECTION A-1. Also identify whether they are a Texas certified HUB and their VID number, the approximate dollar value of the work to be subcontracted, the expected percentage of work to be subcontracted, and indicate whether the company is a Texas certified HUB.

Company Name	Texas certified HUB	VID # (Required if Texas certified HUB)	Approximate Dollar Amount	Expected Percentage of Contract
Verizon Wireless	<input type="checkbox"/> - Yes <input checked="" type="checkbox"/> - No		\$ 8,500.00	100.00 %
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
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	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%

REMINDER: As specified in SECTION 4 of the completed HSP form, if you (respondent) are awarded any portion of the requisition, you are required to provide notice as soon as practical to all the subcontractors (HUBs and Non-HUBs) of their selection as a subcontractor. The notice must specify at a minimum the contracting agency's name and its point of contact for the contract, the contract award number, the subcontracting opportunity they (the subcontractor) will perform, the approximate dollar value of the subcontracting opportunity and the expected percentage of the total contract that the subcontracting opportunity represents. A copy of the notice required by this section must also be provided to the contracting agency's point of contact for the contract no later than ten (10) working days after the contract is awarded.

SECTION 3 SELF PERFORMING JUSTIFICATION (If you responded "No" to SECTION 2, Item a, you must complete this SECTION and continue to SECTION 4.)

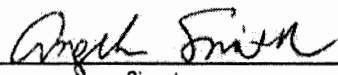
Check the appropriate box (Yes or No) that indicates whether your response/proposal contains an explanation demonstrating how your company will fulfill the entire contract with its own resources.

- **Yes** (If **Yes**, in the space provided below **list the specific page(s)/section(s)** of your proposal which explains how your company will perform the entire contract with its own equipment, supplies, materials and/or employees.)
- **No** (If **No**, in the space provided below **explain how** your company will perform the entire contract with its own equipment, supplies, materials and/or employees.)

SECTION 4 AFFIRMATION

As evidenced by my signature below, I affirm that I am an authorized representative of the respondent listed in SECTION 1, and that the information and supporting documentation submitted with the HSP is true and correct. Respondent understands and agrees that, if awarded any portion of the requisition:

- The respondent will provide notice as soon as practical to **all** the subcontractors (HUBs and Non-HUBs) of their selection as a subcontractor for the awarded contract. The notice must specify at a minimum the contracting agency's name and its point of contact for the contract, the contract award number, the subcontracting opportunity they (the subcontractor) will perform, the approximate dollar value of the subcontracting opportunity and the expected percentage of the total contract that the subcontracting opportunity represents. A copy of the notice required by this section must also be provided to the contracting agency's point of contact for the contract no later than ten (10) working days after the contract is awarded.
- The respondent must submit monthly compliance reports (Prime Contractor Progress Assessment Report – PAR) to the contracting agency, verifying its compliance with the HSP, including the use of and expenditures made to its subcontractors (HUBs and Non-HUBs). (The PAR is available at <http://www.window.state.tx.us/procurement/prog/hub/hub-forms/progressassessmentrpt.xls>).
- The respondent must seek approval from the contracting agency prior to making any modifications to its HSP, including the hiring of additional or different subcontractors and the termination of a subcontractor the respondent identified in its HSP. If the HSP is modified without the contracting agency's prior approval, respondent may be subject to any and all enforcement remedies available under the contract or otherwise available by law, up to and including debarment from all state contracting.
- The respondent must, upon request, allow the contracting agency to perform on-site reviews of the company's headquarters and/or work-site where services are being performed and must provide documentation regarding staffing and other resources.

 _____ Signature	Angela Smith _____ Printed Name	Director, TxVSN Ops _____ Title	08/14/2015 _____ Date <small>(mm/dd/yyyy)</small>
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REMINDER:

- If you responded "**Yes**" to **SECTION 2, Items c or d**, you must complete an "HSP Good Faith Effort - Method A (Attachment A)" for **each** of the subcontracting opportunities you listed in SECTION 2, Item b.
- If you responded "**No**" **SECTION 2, Items c and d**, you must complete an "HSP Good Faith Effort - Method B (Attachment B)" for **each** of the subcontracting opportunities you listed in SECTION 2, Item b.

S U S A N C O M B S	TEXAS COMPTROLLER of PUBLIC ACCOUNTS P.O. Box 13186 • AUSTIN, TX 78711-3186	
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The Texas Comptroller of Public Accounts (CPA) administers the Statewide Historically Underutilized Business (HUB) Program for the State of Texas, which includes certifying minority and woman-owned businesses as HUBs and is designed to facilitate the participation of minority and woman-owned businesses in state agency procurement opportunities.

We are pleased to inform you that your application for certification/re-certification as a HUB has been approved. Your company's profile is listed in the State of Texas HUB Directory and may be viewed online at <http://www.window.state.tx.us/procurement/cmbi/hubonly.html>. Provided that your company continues to meet HUB eligibility requirements, the enclosed HUB certificate is valid for four years.

You must notify the HUB Program in writing of any changes affecting your company's compliance with the HUB eligibility requirements, including changes in ownership, day-to-day management, control and/or principal place of business. *Note: Any changes made to your company's information may require the HUB Program to re-evaluate your company's eligibility.*

Please reference the enclosed pamphlet for additional resources, such as the state's Centralized Master Bidders List (CMBL), that can increase your chance of doing business with the state.

Thank you for your participation in the HUB Program! If you have any questions, you may contact a HUB Program representative at (512) 463-5872 or toll-free in Texas at (888) 863-5881.

Texas Historically Underutilized Business (HUB) Certificate



Certificate/VID Number:	1223695478500
File/Vendor Number:	082075
Approval Date:	19-JUL-2013
Scheduled Expiration Date:	19-JUL-2017

The Texas Comptroller of Public Accounts (CPA), hereby certifies that
SHI GOVERNMENT SOLUTIONS, INC

has successfully met the established requirements of the State of Texas Historically Underutilized Business (HUB) Program to be recognized as a HUB. This certificate printed 19-JUL-2013, supersedes any registration and certificate previously issued by the HUB Program. If there are any changes regarding the information (i.e., business structure, ownership, day-to-day management, operational control, business location) provided in the submission of the business' application for registration/certification as a HUB, you must immediately (within 30 days of such changes) notify the HUB Program in writing. The CPA reserves the right to conduct a compliance review at any time to confirm HUB eligibility. HUB certification may be suspended or revoked upon findings of ineligibility.

Paul A. Gibson

*Paul Gibson, Statewide HUB Program Manager
 Texas Procurement and Support Services*

Note: In order for State agencies and institutions of higher education (universities) to be credited for utilizing this business as a HUB, they must award payment under the Certificate/VID Number identified above. Agencies and universities are encouraged to validate HUB certification prior to issuing a notice of award by accessing the Internet (<http://www.window.state.tx.us/procurement/cmbi/cmbihub.html>) or by contacting the HUB Program at 1-888-863-5881 or 512- 463-5872.

S U S A N C O M B S	TEXAS COMPTROLLER of PUBLIC ACCOUNTS P.O. Box 13186 • AUSTIN, TX 78711-3186	
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The Texas Comptroller of Public Accounts (CPA) administers the Statewide Historically Underutilized Business (HUB) Program for the State of Texas, which includes certifying minority and woman-owned businesses as HUBs and is designed to facilitate the participation of minority and woman-owned businesses in state agency procurement opportunities.

We are pleased to inform you that your application for certification/re-certification as a HUB has been approved. Your company's profile is listed in the State of Texas HUB Directory and may be viewed online at <http://www.window.state.tx.us/procurement/cmb1/hubonly.html>. Provided that your company continues to meet HUB eligibility requirements, the enclosed HUB certificate is valid for four years.

You must notify the HUB Program in writing of any changes affecting your company's compliance with the HUB eligibility requirements, including changes in ownership, day-to-day management, control and/or principal place of business. *Note: Any changes made to your company's information may require the HUB Program to re-evaluate your company's eligibility.* As part of the HUB Program's monitoring efforts, you will be sent a HUB Certification Eligibility Affidavit in approximately 24 months. Failure to complete and submit the HUB Certification Eligibility Affidavit, and/or failure to notify us of changes affecting your company's compliance with HUB eligibility requirements, may result in the revocation of your company's certification.

Please reference the enclosed pamphlet for additional resources, such as the state's Centralized Master Bidders List (CMBL), that can increase your chance of doing business with the state.

Thank you for your participation in the HUB Program! If you have any questions, you may contact a HUB Program representative at (512) 463-5872 or toll-free in Texas at (888) 863-5881.

Texas Historically Underutilized Business (HUB) Certificate



Certificate/VID Number:	1742339797900
File/Vendor Number:	07581
Approval Date:	25-SEP-2012
Scheduled Expiration Date:	25-SEP-2016

The Texas Comptroller of Public Accounts (CPA), hereby certifies that

AUSTIN RIBBON & COMPUTER SUPPLIES

has successfully met the established requirements of the State of Texas Historically Underutilized Business (HUB) Program to be recognized as a HUB. This certificate printed 19-OCT-2012, supersedes any registration and certificate previously issued by the HUB Program. If there are any changes regarding the information (i.e., business structure, ownership, day-to-day management, operational control, business location) provided in the submission of the business' application for registration/certification as a HUB, you must immediately (within 30 days of such changes) notify the HUB Program in writing. The CPA reserves the right to conduct a compliance review at any time to confirm HUB eligibility. HUB certification may be suspended or revoked upon findings of ineligibility.

Paul A. Gibson

*Paul Gibson, Statewide HUB Program Manager
Texas Procurement and Support Services*

Note: In order for State agencies and institutions of higher education (universities) to be credited for utilizing this business as a HUB, they must award payment under the Certificate/VID Number identified above. Agencies and universities are encouraged to validate HUB certification prior to issuing a notice of award by accessing the Internet (<http://www.window.state.tx.us/procurement/cmb1/cmb1hub.html>) or by contacting the HUB Program at 1-888-863-5881 or 512-463-5872.



HUB SUBCONTRACTING PLAN (HSP)

In accordance with Texas Gov't Code §2161.252, the contracting agency has determined that subcontracting opportunities are probable under this contract. Therefore, all respondents, including State of Texas certified Historically Underutilized Businesses (HUBs) must complete and submit this State of Texas HUB Subcontracting Plan (HSP) with their response to the bid requisition (solicitation).

NOTE: Responses that do not include a completed HSP shall be rejected pursuant to Texas Gov't Code §2161.252(b).

The HUB Program promotes equal business opportunities for economically disadvantaged persons to contract with the State of Texas in accordance with the goals specified in the 2009 State of Texas Disparity Study. The statewide HUB goals defined in 34 Texas Administrative Code (TAC) §20.13 are:

- 11.2 percent for heavy construction other than building contracts,
- 21.1 percent for all building construction, including general contractors and operative builders contracts,
- 32.7 percent for all special trade construction contracts,
- 23.6 percent for professional services contracts,
- 24.6 percent for all other services contracts, and
- 21 percent for commodities contracts.

- - Agency Special Instructions/Additional Requirements - -

In accordance with 34 TAC §20.14(d)(1)(D)(iii), a respondent (prime contractor) may demonstrate good faith effort to utilize Texas certified HUBs for its subcontracting opportunities if the total value of the respondent's subcontracts with Texas certified HUBs meets or exceeds the statewide HUB goal or the agency specific HUB goal, whichever is higher. When a respondent uses this method to demonstrate good faith effort, the respondent must identify the HUBs with which it will subcontract. If using existing contracts with Texas certified HUBs to satisfy this requirement, only contracts that have been in place for five years or less shall qualify for meeting the HUB goal. This limitation is designed to encourage vendor rotation as recommended by the 2009 Texas Disparity Study.

SECTION 1 RESPONDENT AND REQUISITION INFORMATION

a. Respondent (Company) Name: Education Service Center Region 10 State of Texas VID #: 751249185
 Point of Contact: Barbara B. Smith Phone #: 972.348.1440
 E-mail Address: barbara.smith@region10.org Fax #: 972.348.1441

b. Is your company a State of Texas certified HUB? - Yes - No

c. Requisition #: _____ Bid Open Date: _____
(mm/dd/yyyy)

SECTION 2 SUBCONTRACTING INTENTIONS

After dividing the contract work into reasonable lots or portions to the extent consistent with prudent industry practices, and taking into consideration the scope of work to be performed under the proposed contract, including all potential subcontracting opportunities, the respondent must determine what portions of work, including goods and services, will be subcontracted. Note: In accordance with 34 TAC §20.11., an "Subcontractor" means a person who contracts with a prime contractor to work, to supply commodities, or to contribute toward completing work for a governmental entity.

- a. Check the appropriate box (Yes or No) that identifies your subcontracting intentions:
- **Yes**, I will be subcontracting portions of the contract. (If **Yes**, complete Item b, of this SECTION and continue to Item c of this SECTION.)
 - **No**, I will not be subcontracting any portion of the contract, and I will be fulfilling the entire contract with my own resources. (If **No**, continue to SECTION 3 and SECTION 4.)
- b. List all the portions of work (subcontracting opportunities) you will subcontract. Also, based on the total value of the contract, identify the percentages of the contract you expect to award to Texas certified HUBs, and the percentage of the contract you expect to award to vendors that are not a Texas certified HUB (i.e., Non-HUB).

Item #	Subcontracting Opportunity Description	HUBs		Non-HUBs
		Percentage of the contract expected to be subcontracted to HUBs with which you have a <u>continuous contract*</u> in place for five (5) years or less.	Percentage of the contract expected to be subcontracted to HUBs with which you have a <u>continuous contract*</u> in place for more than five (5) years.	Percentage of the contract expected to be subcontracted to non-HUBs .
1	wireless access & cloud file storage	%	%	0.00 %
2		%	%	%
3		%	%	%
4		%	%	%
5		%	%	%
6		%	%	%
7		%	%	%
8		%	%	%
9		%	%	%
10		%	%	%
11		%	%	%
12		%	%	%
13		%	%	%
14		%	%	%
15		%	%	%
Aggregate percentages of the contract expected to be subcontracted:		%	%	0.00 %

(Note: If you have more than fifteen subcontracting opportunities, a continuation sheet is available online at <http://window.state.tx.us/procurement/prog/hub/hub-subcontracting-plan/>)

- c. Check the appropriate box (Yes or No) that indicates whether you will be using only Texas certified HUBs to perform all of the subcontracting opportunities you listed in SECTION 2, Item b.
- **Yes** (If **Yes**, continue to SECTION 4 **and** complete an "HSP Good Faith Effort - Method A (Attachment A)" for each of the subcontracting opportunities you listed.)
 - **No** (If **No**, continue to Item d, of this SECTION.)
- d. Check the appropriate box (Yes or No) that indicates whether the **aggregate expected percentage** of the contract you will subcontract with Texas certified HUBs with which you have a continuous contract* in place with for five (5) years or less **meets or exceeds** the HUB goal the contracting agency identified on page 1 in the "Agency Special Instructions/Additional Requirements".
- **Yes** (If **Yes**, continue to SECTION 4 **and** complete an "HSP Good Faith Effort - Method A (Attachment A)" for each of the subcontracting opportunities you listed.)
 - **No** (If **No**, continue to SECTION 4 **and** complete an "HSP Good Faith Effort - Method B (Attachment B)" for each of the subcontracting opportunities you listed.)

**Continuous Contract: Any existing written agreement (including any renewals that are exercised) between a prime contractor and a HUB vendor, where the HUB vendor provides the prime contractor with goods or service under the same contract for a specified period of time. The frequency the HUB vendor is utilized or paid during the term of the contract is not relevant to whether the contract is considered continuous. Two or more contracts that run concurrently or overlap one another for different periods of time are considered by CPA to be individual contracts rather than renewals or extensions to the original contract. In such situations the prime contractor and HUB vendor are entering (have entered) into "new" contracts.*

Enter your company's name here: Education Service Center Region 10

Requisition #: _____

SECTION 3 SELF PERFORMING JUSTIFICATION (If you responded "No" to SECTION 2, Item a, you must complete this SECTION and continue to SECTION 4.)

Check the appropriate box (Yes or No) that indicates whether your response/proposal contains an explanation demonstrating how your company will fulfill the entire contract with its own resources.

- Yes (If *Yes*, in the space provided below list the specific page(s)/section(s) of your proposal which explains how your company will perform the entire contract with its own equipment, supplies, materials and/or employees.)
- No (If *No*, in the space provided below explain how your company will perform the entire contract with its own equipment, supplies, materials and/or employees.)

SECTION 4 AFFIRMATION

As evidenced by my signature below, I affirm that I am an authorized representative of the respondent listed in SECTION 1, and that the information and supporting documentation submitted with the HSP is true and correct. Respondent understands and agrees that, if awarded any portion of the requisition:

- The respondent will provide notice as soon as practical to all the subcontractors (HUBs and Non-HUBs) of their selection as a subcontractor for the awarded contract. The notice must specify at a minimum the contracting agency's name and its point of contact for the contract, the contract award number, the subcontracting opportunity they (the subcontractor) will perform, the approximate dollar value of the subcontracting opportunity and the expected percentage of the total contract that the subcontracting opportunity represents. A copy of the notice required by this section must also be provided to the contracting agency's point of contact for the contract no later than ten (10) working days after the contract is awarded.
- The respondent must submit monthly compliance reports (Prime Contractor Progress Assessment Report – PAR) to the contracting agency, verifying its compliance with the HSP, including the use of and expenditures made to its subcontractors (HUBs and Non-HUBs). (The PAR is available at <http://www.window.state.tx.us/procurement/prog/hub/hub-forms/progressassessmentrpt.xls>).
- The respondent must seek approval from the contracting agency prior to making any modifications to its HSP, including the hiring of additional or different subcontractors and the termination of a subcontractor the respondent identified in its HSP. If the HSP is modified without the contracting agency's prior approval, respondent may be subject to any and all enforcement remedies available under the contract or otherwise available by law, up to and including debarment from all state contracting.
- The respondent must, upon request, allow the contracting agency to perform on-site reviews of the company's headquarters and/or work-site where services are being performed and must provide documentation regarding staffing and other resources.



Barbara B. Smith

Project Director

08/14/2015

Signature

Printed Name

Title

Date
(mm/dd/yyyy)

- REMINDER:**
- If you responded "Yes" to SECTION 2, Items c or d, you must complete an "HSP Good Faith Effort - Method A (Attachment A)" for each of the subcontracting opportunities you listed in SECTION 2, Item b.
 - If you responded "No" SECTION 2, Items c and d, you must complete an "HSP Good Faith Effort - Method B (Attachment B)" for each of the subcontracting opportunities you listed in SECTION 2, Item b.

HSP Good Faith Effort - Method B (Attachment B)

Enter your company's name here: <u>Education Service Center Region 10</u>	Requisition #: _____
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IMPORTANT: If you responded "No" to SECTION 2, Items c and d of the completed HSP form, you must submit a completed "HSP Good Faith Effort - Method B (Attachment B)" for each of the subcontracting opportunities you listed in SECTION 2, Item b of the completed HSP form. You may photo-copy this page or download the form at <http://www.window.state.tx.us/procurement/prog/hub/hub-forms/HUBSubcontractingPlanAttachment-B.doc>

SECTION B-1 SUBCONTRACTING OPPORTUNITY

Enter the item number and description of the subcontracting opportunity you listed in SECTION 2, Item b, of the completed HSP form for which you are completing this attachment.

Item #: 1 Description: Secure mobile telecom access and file storage

SECTION B-2 MENTOR PROTÉGÉ PROGRAM

If respondent is participating as a Mentor in a State of Texas Mentor Protégé Program, submitting its Protégé (Protégé must be a State of Texas certified HUB) as a subcontractor to perform the subcontracting opportunity listed in SECTION B-1, constitutes a good faith effort to subcontract with a Texas certified HUB towards that specific portion of work.

Check the appropriate box (Yes or No) that indicates whether you will be subcontracting the portion of work you listed in SECTION B-1 to your Protégé.

- Yes (If Yes, to continue to SECTION B-4.)
- No / Not Applicable (If No or Not Applicable, continue to SECTION B-3 and SECTION B-4.)

SECTION B-3 NOTIFICATION OF SUBCONTRACTING OPPORTUNITY

When completing this section you **MUST** comply with items **a, b, c and d**, thereby demonstrating your Good Faith Effort of having notified Texas certified HUBs and minority or women trade organizations or development centers about the subcontracting opportunity you listed in SECTION B-1. Your notice should include the scope of work, information regarding the location to review plans and specifications, bonding and insurance requirements, required qualifications, and identify a contact person. When sending notice of your subcontracting opportunity, you are encouraged to use the attached HUB Subcontracting Opportunity Notice form, which is also available online at <http://www.window.state.tx.us/procurement/prog/hub/hub-subcontracting-plan/>

Retain supporting documentation (i.e., certified letter, fax, e-mail) demonstrating evidence of your good faith effort to notify the Texas certified HUBs and minority or women trade organizations or development centers. Also, be mindful that a working day is considered a normal business day of a state agency, not including weekends, federal or state holidays, or days the agency is declared closed by its executive officer. The initial day the subcontracting opportunity notice is sent/provided to the HUBs and to the minority or women trade organizations or development centers is considered to be "day zero" and does not count as one of the seven (7) working days.

- a. Provide written notification of the subcontracting opportunity you listed in SECTION B-1, to three (3) or more Texas certified HUBs. Unless the contracting agency specified a different time period, you must allow the HUBs at least seven (7) working days to respond to the notice prior to your submitting your bid response to the contracting agency. When searching for Texas certified HUBs, ensure that you use the State of Texas' Centralized Master Bidders List (CMBL) and Historically Underutilized Business (HUB) Search directory located at <http://www.window.state.tx.us/procurement/cmb/cmbhub.html>. HUB Status code "A" signifies that the company is a Texas certified HUB.
- b. List the three (3) Texas certified HUBs you notified regarding the subcontracting opportunity you listed in SECTION B-1. Include the company's Vendor ID (VID) number, the date you sent notice to that company, and indicate whether it was responsive or non-responsive to your subcontracting opportunity notice.

Company Name	VID #	Date Notice Sent (mm/dd/yyyy)	Did the HUB Respond?
n/a			<input type="checkbox"/> - Yes <input type="checkbox"/> - No
			<input type="checkbox"/> - Yes <input type="checkbox"/> - No
			<input type="checkbox"/> - Yes <input type="checkbox"/> - No

- c. Provide written notification of the subcontracting opportunity you listed in SECTION B-1 to two (2) or more minority or women trade organizations or development centers in Texas to assist in identifying potential HUBs by disseminating the subcontracting opportunity to their members/participants. Unless the contracting agency specified a different time period, you must provide your subcontracting opportunity notice to minority or women trade organizations or development centers at least seven (7) working days prior to submitting your bid response to the contracting agency. A list of trade organizations and development centers that have expressed an interest in receiving notices of subcontracting opportunities is available on the Statewide HUB Program's webpage at <http://www.window.state.tx.us/procurement/prog/hub/mwb-links-1/>
- d. List two (2) minority or women trade organizations or development centers you notified regarding the subcontracting opportunity you listed in SECTION B-1. Include the date when you sent notice to it and indicate if it accepted or rejected your notice.

Minority/Women Trade Organizations or Development Centers	Date Notice Sent (mm/dd/yyyy)	Was the Notice Accepted?
n/a		<input type="checkbox"/> - Yes <input type="checkbox"/> - No
		<input type="checkbox"/> - Yes <input type="checkbox"/> - No

HSP Good Faith Effort - Method B (Attachment B) *Cont.*

Enter your company's name here: <u>Education Service Center Region 10</u>	Requisition #: _____
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SECTION B-4 SUBCONTRACTOR SELECTION

a. Enter the item number and description of the subcontracting opportunity for which you are completing this Attachment B continuation page.

Item #: 1 Description: Secure mobile telecom access and file storage

b. List the subcontractor(s) you selected to perform the subcontracting opportunity you listed in SECTION B-1. Also identify whether they are a Texas certified HUB and their VID number, the approximate dollar value of the work to be subcontracted, the expected percentage of work to be subcontracted, and indicate whether the company is a Texas certified HUB.

Company Name	Texas certified HUB	VID # <small>(Required if Texas certified HUB)</small>	Approximate Dollar Amount	Expected Percentage of Contract
Verizon	<input type="checkbox"/> - Yes <input checked="" type="checkbox"/> - No		\$ 3000	.002 %
Dropbox.com	<input type="checkbox"/> - Yes <input checked="" type="checkbox"/> - No		\$ 995	.08 %
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%

c. If any of the subcontractors you have selected to perform the subcontracting opportunity you listed in SECTION B-1 is **not** a Texas certified HUB, provide written justification for your selection process (attach additional page if necessary):

ESC Region 10 Board policy allows for participation in cooperative purchasing programs and if the ESC 10 participates in a cooperative purchasing program, it satisfies any law requiring it to seek competitive bids.

The Department of Information Resources (DIR) facilitates competitive bids on information resources as well as HUBs, commodities and services to insure lowest prices and best value for state and local government, as well as, the K-12 public education. The DIR solicits from HUBs and MWBE participation. Verizon Wireless has a DIR contract. Region 10 staff secured quotes from 3 vendors offering secure file sharing and document storage based on the following general criteria:

- Per user document storage minimum of 250 MB,
- Storage and backup that is disaster-proof with offsite data center facilities and protected by biometric locks, redundant servers, and continuous, uninterruptible power.
- "Drag and Drop" web folders virtual storage for each document or files between the each user's PC and the cloud storage, and
- accessible through firewalls of the Texas Education Agency, Region 10, and other partners.

The original Dropbox.com quote met criteria and was the most cost effective.

REMINDER: As specified in SECTION 4 of the completed HSP form, if you (respondent) are awarded any portion of the requisition, you are required to provide notice as soon as practical to **all** the subcontractors (HUBs and Non-HUBs) of their selection as a subcontractor. The notice must specify at a minimum the contracting agency's name and its point of contact for the contract, the contract award number, the subcontracting opportunity it (the subcontractor) will perform, the approximate dollar value of the subcontracting opportunity and the expected percentage of the total contract that the subcontracting opportunity represents. A copy of the notice required by this section must also be provided to the contracting agency's point of contact for the contract no later than ten (10) working days after the contract is awarded.



HUB SUBCONTRACTING PLAN (HSP)

In accordance with Texas Gov't Code §2161.252, the contracting agency has determined that subcontracting opportunities are probable under this contract. Therefore, all respondents, including State of Texas certified Historically Underutilized Businesses (HUBs) must complete and submit this State of Texas HUB Subcontracting Plan (HSP) with their response to the bid requisition (solicitation).

NOTE: Responses that do not include a completed HSP shall be rejected pursuant to Texas Gov't Code §2161.252(b).

The HUB Program promotes equal business opportunities for economically disadvantaged persons to contract with the State of Texas in accordance with the goals specified in the 2009 State of Texas Disparity Study. The statewide HUB goals defined in 34 Texas Administrative Code (TAC) §20.13 are:

- 11.2 percent for heavy construction other than building contracts,
- 21.1 percent for all building construction, including general contractors and operative builders contracts,
- 32.7 percent for all special trade construction contracts,
- 23.6 percent for professional services contracts,
- 24.6 percent for all other services contracts, and
- 21 percent for commodities contracts.

- - Agency Special Instructions/Additional Requirements - -

In accordance with 34 TAC §20.14(d)(1)(D)(iii), a respondent (prime contractor) may demonstrate good faith effort to utilize Texas certified HUBs for its subcontracting opportunities if the total value of the respondent's subcontracts with Texas certified HUBs meets or exceeds the statewide HUB goal or the agency specific HUB goal, whichever is higher. When a respondent uses this method to demonstrate good faith effort, the respondent must identify the HUBs with which it will subcontract. If using existing contracts with Texas certified HUBs to satisfy this requirement, only contracts that have been in place for five years or less shall qualify for meeting the HUB goal. This limitation is designed to encourage vendor rotation as recommended by the 2009 Texas Disparity Study.

SECTION 1 RESPONDENT AND REQUISITION INFORMATION

a. Respondent (Company) Name: Education Service Center Region 10 State of Texas VID #: 751249185
 Point of Contact: Barbara Smith Phone #: 972.348.1440
 E-mail Address: barbara.smith@region10.org Fax #: 972.348.1441

b. Is your company a State of Texas certified HUB? - Yes - No

c. Requisition #: _____ Bid Open Date: _____

(mm/dd/yyyy)

SECTION 2 SUBCONTRACTING INTENTIONS

After dividing the contract work into reasonable lots or portions to the extent consistent with prudent industry practices, and taking into consideration the scope of work to be performed under the proposed contract, including all potential subcontracting opportunities, the respondent must determine what portions of work, including goods and services, will be subcontracted. Note: In accordance with 34 TAC §20.11., an "Subcontractor" means a person who contracts with a prime contractor to work, to supply commodities, or to contribute toward completing work for a governmental entity.

a. Check the appropriate box (Yes or No) that identifies your subcontracting intentions:

- Yes, I will be subcontracting portions of the contract. (If Yes, complete Item b, of this SECTION and continue to Item c of this SECTION.)
- No, I will not be subcontracting any portion of the contract, and I will be fulfilling the entire contract with my own resources. (If No, continue to SECTION 3 and SECTION 4.)

b. List all the portions of work (subcontracting opportunities) you will subcontract. Also, based on the total value of the contract, identify the percentages of the contract you expect to award to Texas certified HUBs, and the percentage of the contract you expect to award to vendors that are not a Texas certified HUB (i.e., Non-HUB).

Item #	Subcontracting Opportunity Description	HUBs		Non-HUBs
		Percentage of the contract expected to be subcontracted to HUBs with which you have a <u>continuous contract</u> * in place for five (5) years or less.	Percentage of the contract expected to be subcontracted to HUBs with which you have a <u>continuous contract</u> * in place for more than five (5) years.	Percentage of the contract expected to be subcontracted to non-HUBs .
1	Web reporting design and development	%	%	0.01 %
2		%	%	%
3		%	%	%
4		%	%	%
5		%	%	%
6		%	%	%
7		%	%	%
8		%	%	%
9		%	%	%
10		%	%	%
11		%	%	%
12		%	%	%
13		%	%	%
14		%	%	%
15		%	%	%
Aggregate percentages of the contract expected to be subcontracted:		%	%	0.01 %

(Note: If you have more than fifteen subcontracting opportunities, a continuation sheet is available online at <http://window.state.tx.us/procurement/prog/hub/hub-subcontracting-plan/>)

c. Check the appropriate box (Yes or No) that indicates whether you will be using only Texas certified HUBs to perform all of the subcontracting opportunities you listed in SECTION 2, Item b.

- Yes (If Yes, continue to SECTION 4 and complete an "HSP Good Faith Effort - Method A (Attachment A)" for each of the subcontracting opportunities you listed.)
- No (If No, continue to Item d, of this SECTION.)

d. Check the appropriate box (Yes or No) that indicates whether the aggregate expected percentage of the contract you will subcontract with Texas certified HUBs with which you have a continuous contract* in place with for five (5) years or less meets or exceeds the HUB goal the contracting agency identified on page 1 in the "Agency Special Instructions/Additional Requirements".

- Yes (If Yes, continue to SECTION 4 and complete an "HSP Good Faith Effort - Method A (Attachment A)" for each of the subcontracting opportunities you listed.)
- No (If No, continue to SECTION 4 and complete an "HSP Good Faith Effort - Method B (Attachment B)" for each of the subcontracting opportunities you listed.)

*Continuous Contract: Any existing written agreement (including any renewals that are exercised) between a prime contractor and a HUB vendor, where the HUB vendor provides the prime contractor with goods or service under the same contract for a specified period of time. The frequency the HUB vendor is utilized or paid during the term of the contract is not relevant to whether the contract is considered continuous. Two or more contracts that run concurrently or overlap one another for different periods of time are considered by CPA to be individual contracts rather than renewals or extensions to the original contract. In such situations the prime contractor and HUB vendor are entering (have entered) into "new" contracts.

Enter your company's name here: Education Service Center Region 10

Requisition #: _____

SECTION 3 SELF PERFORMING JUSTIFICATION (If you responded "No" to SECTION 2, Item a, you must complete this SECTION and continue to SECTION 4.)

Check the appropriate box (Yes or No) that indicates whether your response/proposal contains an explanation demonstrating how your company will fulfill the entire contract with its own resources.

- Yes (If **Yes**, in the space provided below list the specific page(s)/section(s) of your proposal which explains how your company will perform the entire contract with its own equipment, supplies, materials and/or employees.)
- No (If **No**, in the space provided below explain how your company will perform the entire contract with its own equipment, supplies, materials and/or employees.)

SECTION 4 AFFIRMATION

As evidenced by my signature below, I affirm that I am an authorized representative of the respondent listed in SECTION 1, and that the information and supporting documentation submitted with the HSP is true and correct. Respondent understands and agrees that, if awarded any portion of the requisition:

- The respondent will provide notice as soon as practical to all the subcontractors (HUBs and Non-HUBs) of their selection as a subcontractor for the awarded contract. The notice must specify at a minimum the contracting agency's name and its point of contact for the contract, the contract award number, the subcontracting opportunity they (the subcontractor) will perform, the approximate dollar value of the subcontracting opportunity and the expected percentage of the total contract that the subcontracting opportunity represents. A copy of the notice required by this section must also be provided to the contracting agency's point of contact for the contract no later than ten (10) working days after the contract is awarded.
- The respondent must submit monthly compliance reports (Prime Contractor Progress Assessment Report – PAR) to the contracting agency, verifying its compliance with the HSP, including the use of and expenditures made to its subcontractors (HUBs and Non-HUBs). (The PAR is available at <http://www.window.state.tx.us/procurement/prog/hub/hub-forms/progressassessmentrpt.xls>).
- The respondent must seek approval from the contracting agency prior to making any modifications to its HSP, including the hiring of additional or different subcontractors and the termination of a subcontractor the respondent identified in its HSP. If the HSP is modified without the contracting agency's prior approval, respondent may be subject to any and all enforcement remedies available under the contract or otherwise available by law, up to and including debarment from all state contracting.
- The respondent must, upon request, allow the contracting agency to perform on-site reviews of the company's headquarters and/or work-site where services are being performed and must provide documentation regarding staffing and other resources.



Signature

Barbara B. Smith

Printed Name

Project Director

Title

08/14/2015

Date
(mm/dd/yyyy)

- REMINDER:**
- If you responded "Yes" to SECTION 2, Items c. or d, you must complete an "HSP Good Faith Effort - Method A (Attachment A)" for each of the subcontracting opportunities you listed in SECTION 2, Item b.
 - If you responded "No" SECTION 2, Items c. and d, you must complete an "HSP Good Faith Effort - Method B (Attachment B)" for each of the subcontracting opportunities you listed in SECTION 2, Item b.

HSP Good Faith Effort - Method B (Attachment B)

Enter your company's name here: Education Service Center Region 10 Requisition #: _____

IMPORTANT: If you responded "No" to SECTION 2, Items c and d of the completed HSP form, you must submit a completed "HSP Good Faith Effort - Method B (Attachment B)" for each of the subcontracting opportunities you listed in SECTION 2, Item b of the completed HSP form. You may photo-copy this page or download the form at <http://www.window.state.tx.us/procurement/prog/hub/hub-forms/HUBSubcontractingPlanAttachment-B.doc>

SECTION B-1 SUBCONTRACTING OPPORTUNITY

Enter the item number and description of the subcontracting opportunity you listed in SECTION 2, Item b, of the completed HSP form for which you are completing this attachment.

Item #: 1 Description: Webpage design and development

SECTION B-2 MENTOR PROTÉGÉ PROGRAM

If respondent is participating as a Mentor in a State of Texas Mentor Protégé Program, submitting its Protégé (Protégé must be a State of Texas certified HUB) as a subcontractor to perform the subcontracting opportunity listed in SECTION B-1, constitutes a good faith effort to subcontract with a Texas certified HUB towards that specific portion of work.

Check the appropriate box (Yes or No) that indicates whether you will be subcontracting the portion of work you listed in SECTION B-1 to your Protégé.

- Yes (If Yes, to continue to SECTION B-4.)
 - No / Not Applicable (If No or Not Applicable, continue to SECTION B-3 and SECTION B-4.)

SECTION B-3 NOTIFICATION OF SUBCONTRACTING OPPORTUNITY

When completing this section you **MUST** comply with items **a, b, c and d**, thereby demonstrating your Good Faith Effort of having notified Texas certified HUBs and minority or women trade organizations or development centers about the subcontracting opportunity you listed in SECTION B-1. Your notice should include the scope of work, information regarding the location to review plans and specifications, bonding and insurance requirements, required qualifications, and identify a contact person. When sending notice of your subcontracting opportunity, you are encouraged to use the attached HUB Subcontracting Opportunity Notice form, which is also available online at <http://www.window.state.tx.us/procurement/prog/hub/hub-subcontracting-plan/>

Retain supporting documentation (i.e., certified letter, fax, e-mail) demonstrating evidence of your good faith effort to notify the Texas certified HUBs and minority or women trade organizations or development centers. Also, be mindful that a working day is considered a normal business day of a state agency, not including weekends, federal or state holidays, or days the agency is declared closed by its executive officer. The initial day the subcontracting opportunity notice is sent/provided to the HUBs and to the minority or women trade organizations or development centers is considered to be "day zero" and does not count as one of the seven (7) working days.

- a. Provide written notification of the subcontracting opportunity you listed in SECTION B-1, to three (3) or more Texas certified HUBs. Unless the contracting agency specified a different time period, you must allow the HUBs at least seven (7) working days to respond to the notice prior to your submitting your bid response to the contracting agency. When searching for Texas certified HUBs, ensure that you use the State of Texas' Centralized Master Bidders List (CMBL) and Historically Underutilized Business (HUB) Search directory located at <http://www.window.state.tx.us/procurement/cmb/cmbhub.html>. HUB Status code "A" signifies that the company is a Texas certified HUB.
- b. List the three (3) Texas certified HUBs you notified regarding the subcontracting opportunity you listed in SECTION B-1. Include the company's Vendor ID (VID) number, the date you sent notice to that company, and indicate whether it was responsive or non-responsive to your subcontracting opportunity notice.

Company Name	VID #	Date Notice Sent (mm/dd/yyyy)	Did the HUB Respond?
36 BLOCKS LLC	1461139634300	4/11/2014	<input type="checkbox"/> - Yes <input checked="" type="checkbox"/> - No
ARTS + LABOR	1742990362200	4/11/2014	<input type="checkbox"/> - Yes <input checked="" type="checkbox"/> - No
M21 ADVANCED, LLC	1460601710200	4/11/2014	<input type="checkbox"/> - Yes <input checked="" type="checkbox"/> - No

- c. Provide written notification of the subcontracting opportunity you listed in SECTION B-1 to two (2) or more minority or women trade organizations or development centers in Texas to assist in identifying potential HUBs by disseminating the subcontracting opportunity to their members/participants. Unless the contracting agency specified a different time period, you must provide your subcontracting opportunity notice to minority or women trade organizations or development centers at least seven (7) working days prior to submitting your bid response to the contracting agency. A list of trade organizations and development centers that have expressed an interest in receiving notices of subcontracting opportunities is available on the Statewide HUB Program's webpage at <http://www.window.state.tx.us/procurement/prog/hub/mwb-links-1/>
- d. List two (2) minority or women trade organizations or development centers you notified regarding the subcontracting opportunity you listed in SECTION B-1. Include the date when you sent notice to it and indicate if it accepted or rejected your notice.

Minority/Women Trade Organizations or Development Centers	Date Notice Sent (mm/dd/yyyy)	Was the Notice Accepted?
Women's Business Enterprise Alliance	4/11/2014	<input type="checkbox"/> - Yes <input checked="" type="checkbox"/> - No
Tri-County Black Chamber of Commerce	4/11/2014	<input checked="" type="checkbox"/> - Yes <input type="checkbox"/> - No

HSP Good Faith Effort - Method B (Attachment B) *Cont.*

Enter your company's name here: Education Service Center Region 10 Requisition #: _____

SECTION B-4 SUBCONTRACTOR SELECTION

- a. Enter the item number and description of the subcontracting opportunity for which you are completing this Attachment B continuation page.
 Item #: 1 Description: Webpage design and development
- b. List the subcontractor(s) you selected to perform the subcontracting opportunity you listed in SECTION B-1. Also identify whether they are a Texas certified HUB and their VID number, the approximate dollar value of the work to be subcontracted, the expected percentage of work to be subcontracted, and indicate whether the company is a Texas certified HUB.

Company Name	Texas certified HUB	VID # <small>(Required if Texas certified HUB)</small>	Approximate Dollar Amount	Expected Percentage of Contract
EZSITE - A division of VitaSys	<input type="checkbox"/> - Yes <input checked="" type="checkbox"/> - No		\$7,500	.002 %
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%

- c. If any of the subcontractors you have selected to perform the subcontracting opportunity you listed in SECTION B-1 is not a Texas certified HUB, provide written justification for your selection process (attach additional page if necessary):

Notification of Region 10's Request for Proposal 2014-07 was provided to Texas HUB vendors with the class code of 915-96 and a business description including the phrase "web design"; as well as, MWOBE organizations that are registered with the Texas Comptroller's office as willing to notify MWOBE businesses of such opportunities.

No HUB or MWOBE vendor responded to the RFP 2014-07.

EZSITE has a working knowledge of the existing TxVSN portal and best prepared to continue services if needed.

REMINDER: As specified in SECTION 4 of the completed HSP form, if you (respondent) are awarded any portion of the requisition, you are required to provide notice as soon as practical to all the subcontractors (HUBs and Non-HUBs) of their selection as a subcontractor. The notice must specify at a minimum the contracting agency's name and its point of contact for the contract, the contract award number, the subcontracting opportunity it (the subcontractor) will perform, the approximate dollar value of the subcontracting opportunity and the expected percentage of the total contract that the subcontracting opportunity represents. A copy of the notice required by this section must also be provided to the contracting agency's point of contact for the contract no later than ten (10) working days after the contract is awarded.



HUB SUBCONTRACTING PLAN (HSP)

In accordance with Texas Gov't Code §2161.252, the contracting agency has determined that subcontracting opportunities are probable under this contract. Therefore, all respondents, including State of Texas certified Historically Underutilized Businesses (HUBs) must complete and submit this State of Texas HUB Subcontracting Plan (HSP) with their response to the bid requisition (solicitation).

NOTE: Responses that do not include a completed HSP shall be rejected pursuant to Texas Gov't Code §2161.252(b).

The HUB Program promotes equal business opportunities for economically disadvantaged persons to contract with the State of Texas in accordance with the goals specified in the 2009 State of Texas Disparity Study. The statewide HUB goals defined in 34 Texas Administrative Code (TAC) §20.13 are:

- 11.2 percent for heavy construction other than building contracts,
- 21.1 percent for all building construction, including general contractors and operative builders contracts,
- 32.7 percent for all special trade construction contracts,
- 23.6 percent for professional services contracts,
- 24.6 percent for all other services contracts, and
- 21 percent for commodities contracts.

- - Agency Special Instructions/Additional Requirements - -

In accordance with 34 TAC §20.14(d)(1)(D)(iii), a respondent (prime contractor) may demonstrate good faith effort to utilize Texas certified HUBs for its subcontracting opportunities if the total value of the respondent's subcontracts with Texas certified HUBs meets or exceeds the statewide HUB goal or the agency specific HUB goal, whichever is higher. When a respondent uses this method to demonstrate good faith effort, the respondent must identify the HUBs with which it will subcontract. If using existing contracts with Texas certified HUBs to satisfy this requirement, only contracts that have been in place for five years or less shall qualify for meeting the HUB goal. This limitation is designed to encourage vendor rotation as recommended by the 2009 Texas Disparity Study.

SECTION 1 RESPONDENT AND REQUISITION INFORMATION

a. Respondent (Company) Name: Education Service Center Region 10 State of Texas VID #: 751249185
 Point of Contact: Barbara B. Smith Phone #: 972.348.1440
 E-mail Address: _____ Fax #: 972.348.1441

b. Is your company a State of Texas certified HUB? - Yes - No

c. Requisition #: _____ Bid Open Date: _____

(mm/dd/yyyy)

SECTION 2 SUBCONTRACTING INTENTIONS

After dividing the contract work into reasonable lots or portions to the extent consistent with prudent industry practices, and taking into consideration the scope of work to be performed under the proposed contract, including all potential subcontracting opportunities, the respondent must determine what portions of work, including goods and services, will be subcontracted. Note: In accordance with 34 TAC §20.11., an "Subcontractor" means a person who contracts with a prime contractor to work, to supply commodities, or to contribute toward completing work for a governmental entity.

a. Check the appropriate box (Yes or No) that identifies your subcontracting intentions:

- Yes, I will be subcontracting portions of the contract. (If Yes, complete Item b, of this SECTION and continue to Item c of this SECTION.)
- No, I will not be subcontracting any portion of the contract, and I will be fulfilling the entire contract with my own resources. (If No, continue to SECTION 3 and SECTION 4.)

b. List all the portions of work (subcontracting opportunities) you will subcontract. Also, based on the total value of the contract, identify the percentages of the contract you expect to award to Texas certified HUBs, and the percentage of the contract you expect to award to vendors that are not a Texas certified HUB (i.e., Non-HUB).

Item #	Subcontracting Opportunity Description	HUBs		Non-HUBs
		Percentage of the contract expected to be subcontracted to HUBs with which you have a <u>continuous contract</u> * in place for five (5) years or less.	Percentage of the contract expected to be subcontracted to HUBs with which you have a <u>continuous contract</u> * in place for more than five (5) years.	Percentage of the contract expected to be subcontracted to non-HUBs .
1	online accessibility compliance	%	%	0.00 %
2		%	%	%
3		%	%	%
4		%	%	%
5		%	%	%
6		%	%	%
7		%	%	%
8		%	%	%
9		%	%	%
10		%	%	%
11		%	%	%
12		%	%	%
13		%	%	%
14		%	%	%
15		%	%	%
Aggregate percentages of the contract expected to be subcontracted:		%	%	0.00 %

(Note: If you have more than fifteen subcontracting opportunities, a continuation sheet is available online at <http://window.state.tx.us/procurement/prog/hub/hub-subcontracting-plan/>)

c. Check the appropriate box (Yes or No) that indicates whether you will be using only Texas certified HUBs to perform all of the subcontracting opportunities you listed in SECTION 2, Item b.

- Yes (If Yes, continue to SECTION 4 and complete an "HSP Good Faith Effort - Method A (Attachment A)" for each of the subcontracting opportunities you listed.)
- No (If No, continue to Item d, of this SECTION.)

d. Check the appropriate box (Yes or No) that indicates whether the aggregate expected percentage of the contract you will subcontract with Texas certified HUBs with which you have a continuous contract* in place with for five (5) years or less meets or exceeds the HUB goal the contracting agency identified on page 1 in the "Agency Special Instructions/Additional Requirements".

- Yes (If Yes, continue to SECTION 4 and complete an "HSP Good Faith Effort - Method A (Attachment A)" for each of the subcontracting opportunities you listed.)
- No (If No, continue to SECTION 4 and complete an "HSP Good Faith Effort - Method B (Attachment B)" for each of the subcontracting opportunities you listed.)

**Continuous Contract: Any existing written agreement (including any renewals that are exercised) between a prime contractor and a HUB vendor, where the HUB vendor provides the prime contractor with goods or service under the same contract for a specified period of time. The frequency the HUB vendor is utilized or paid during the term of the contract is not relevant to whether the contract is considered continuous. Two or more contracts that run concurrently or overlap one another for different periods of time are considered by CPA to be individual contracts rather than renewals or extensions to the original contract. In such situations the prime contractor and HUB vendor are entering (have entered) into "new" contracts.*

Enter your company's name here: Education Service Center Region 10 Requisition #: _____

SECTION 3 SELF PERFORMING JUSTIFICATION (If you responded "No" to SECTION 2, Item a, you must complete this SECTION and continue to SECTION 4.)


Check the appropriate box (Yes or No) that indicates whether your response/proposal contains an explanation demonstrating how your company will fulfill the entire contract with its own resources.

- Yes (If *Yes*, in the space provided below list the specific page(s)/section(s) of your proposal which explains how your company will perform the entire contract with its own equipment, supplies, materials and/or employees.)
- No (If *No*, in the space provided below explain how your company will perform the entire contract with its own equipment, supplies, materials and/or employees.)

SECTION 4 AFFIRMATION

As evidenced by my signature below, I affirm that I am an authorized representative of the respondent listed in SECTION 1, and that the information and supporting documentation submitted with the HSP is true and correct. Respondent understands and agrees that, if awarded any portion of the requisition:

- The respondent will provide notice as soon as practical to all the subcontractors (HUBs and Non-HUBs) of their selection as a subcontractor for the awarded contract. The notice must specify at a minimum the contracting agency's name and its point of contact for the contract, the contract award number, the subcontracting opportunity they (the subcontractor) will perform, the approximate dollar value of the subcontracting opportunity and the expected percentage of the total contract that the subcontracting opportunity represents. A copy of the notice required by this section must also be provided to the contracting agency's point of contact for the contract no later than ten (10) working days after the contract is awarded.
- The respondent must submit monthly compliance reports (Prime Contractor Progress Assessment Report – PAR) to the contracting agency, verifying its compliance with the HSP, including the use of and expenditures made to its subcontractors (HUBs and Non-HUBs). (The PAR is available at <http://www.window.state.tx.us/procurement/prog/hub/hub-forms/progressassessmentrpt.xls>).
- The respondent must seek approval from the contracting agency prior to making any modifications to its HSP, including the hiring of additional or different subcontractors and the termination of a subcontractor the respondent identified in its HSP. If the HSP is modified without the contracting agency's prior approval, respondent may be subject to any and all enforcement remedies available under the contract or otherwise available by law, up to and including debarment from all state contracting.
- The respondent must, upon request, allow the contracting agency to perform on-site reviews of the company's headquarters and/or work-site where services are being performed and must provide documentation regarding staffing and other resources.


Signature

Barbara B. Smith
Printed Name

Project Director
Title

08/14/2015
Date
(mm/dd/yyyy)

- REMINDER:**
- If you responded "Yes" to SECTION 2, Items c or d, you must complete an "HSP Good Faith Effort - Method A (Attachment A)" for each of the subcontracting opportunities you listed in SECTION 2, Item b.
 - If you responded "No" SECTION 2, Items c and d, you must complete an "HSP Good Faith Effort - Method B (Attachment B)" for each of the subcontracting opportunities you listed in SECTION 2, Item b.

HSP Good Faith Effort - Method B (Attachment B)

Enter your company's name here: Education Service Center Region 10 Requisition #: _____

IMPORTANT: If you responded "No" to SECTION 2, Items c and d of the completed HSP form, you must submit a completed "HSP Good Faith Effort - Method B (Attachment B)" for each of the subcontracting opportunities you listed in SECTION 2, Item b of the completed HSP form. You may photo-copy this page or download the form at <http://www.window.state.tx.us/procurement/prog/hub/hub-forms/HUBSubcontractingPlanAttachment-B.doc>

SECTION B-1 SUBCONTRACTING OPPORTUNITY

Enter the item number and description of the subcontracting opportunity you listed in SECTION 2, Item b, of the completed HSP form for which you are completing this attachment.

Item #: 1 Description: Online accessibility compliance

SECTION B-2 MENTOR PROTÉGÉ PROGRAM

If respondent is participating as a Mentor in a State of Texas Mentor Protégé Program, submitting its Protégé (Protégé must be a State of Texas certified HUB) as a subcontractor to perform the subcontracting opportunity listed in SECTION B-1, constitutes a good faith effort to subcontract with a Texas certified HUB towards that specific portion of work.

Check the appropriate box (Yes or No) that indicates whether you will be subcontracting the portion of work you listed in SECTION B-1 to your Protégé.

- Yes (If Yes, to continue to SECTION B-4.)
- No / Not Applicable (If No or Not Applicable, continue to SECTION B-3 and SECTION B-4.)

SECTION B-3 NOTIFICATION OF SUBCONTRACTING OPPORTUNITY

When completing this section you MUST comply with items a, b, c and d, thereby demonstrating your Good Faith Effort of having notified Texas certified HUBs and minority or women trade organizations or development centers about the subcontracting opportunity you listed in SECTION B-1. Your notice should include the scope of work, information regarding the location to review plans and specifications, bonding and insurance requirements, required qualifications, and identify a contact person. When sending notice of your subcontracting opportunity, you are encouraged to use the attached HUB Subcontracting Opportunity Notice form, which is also available online at <http://www.window.state.tx.us/procurement/prog/hub/hub-subcontracting-plan/>

Retain supporting documentation (i.e., certified letter, fax, e-mail) demonstrating evidence of your good faith effort to notify the Texas certified HUBs and minority or women trade organizations or development centers. Also, be mindful that a working day is considered a normal business day of a state agency, not including weekends, federal or state holidays, or days the agency is declared closed by its executive officer. The initial day the subcontracting opportunity notice is sent/provided to the HUBs and to the minority or women trade organizations or development centers is considered to be "day zero" and does not count as one of the seven (7) working days.

- a. Provide written notification of the subcontracting opportunity you listed in SECTION B-1, to three (3) or more Texas certified HUBs. Unless the contracting agency specified a different time period, you must allow the HUBs at least seven (7) working days to respond to the notice prior to your submitting your bid response to the contracting agency. When searching for Texas certified HUBs, ensure that you use the State of Texas' Centralized Master Bidders List (CMBL) and Historically Underutilized Business (HUB) Search directory located at <http://www.window.state.tx.us/procurement/cmb/cmbhub.html>. HUB Status code "A" signifies that the company is a Texas certified HUB.
- b. List the three (3) Texas certified HUBs you notified regarding the subcontracting opportunity you listed in SECTION B-1. Include the company's Vendor ID (VID) number, the date you sent notice to that company, and indicate whether it was responsive or non-responsive to your subcontracting opportunity notice.

Company Name	VID #	Date Notice Sent (mm/dd/yyyy)	Did the HUB Respond?
n/a			<input type="checkbox"/> - Yes <input type="checkbox"/> - No
			<input type="checkbox"/> - Yes <input type="checkbox"/> - No
			<input type="checkbox"/> - Yes <input type="checkbox"/> - No

- c. Provide written notification of the subcontracting opportunity you listed in SECTION B-1 to two (2) or more minority or women trade organizations or development centers in Texas to assist in identifying potential HUBs by disseminating the subcontracting opportunity to their members/participants. Unless the contracting agency specified a different time period, you must provide your subcontracting opportunity notice to minority or women trade organizations or development centers at least seven (7) working days prior to submitting your bid response to the contracting agency. A list of trade organizations and development centers that have expressed an interest in receiving notices of subcontracting opportunities is available on the Statewide HUB Program's webpage at <http://www.window.state.tx.us/procurement/prog/hub/mwb-links-1/>
- d. List two (2) minority or women trade organizations or development centers you notified regarding the subcontracting opportunity you listed in SECTION B-1. Include the date when you sent notice to it and indicate if it accepted or rejected your notice.

Minority/Women Trade Organizations or Development Centers	Date Notice Sent (mm/dd/yyyy)	Was the Notice Accepted?
n/a		<input type="checkbox"/> - Yes <input type="checkbox"/> - No
		<input type="checkbox"/> - Yes <input type="checkbox"/> - No

HSP Good Faith Effort - Method B (Attachment B) *Cont.*

Enter your company's name here: Education Service Center Region 10 Requisition #: _____

SECTION B-4 SUBCONTRACTOR SELECTION

a. Enter the item number and description of the subcontracting opportunity for which you are completing this Attachment B continuation page.

Item #: 1 Description: online accessibility compliance

b. List the subcontractor(s) you selected to perform the subcontracting opportunity you listed in SECTION B-1. Also identify whether they are a Texas certified HUB and their VID number, the approximate dollar value of the work to be subcontracted, the expected percentage of work to be subcontracted, and indicate whether the company is a Texas certified HUB.

Company Name	Texas certified HUB	VID # <small>(Required if Texas certified HUB)</small>	Approximate Dollar Amount	Expected Percentage of Contract
Hired Hands - ASL translation	<input type="checkbox"/> - Yes <input checked="" type="checkbox"/> - No		\$ 400	.03 %
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
Web AIM at Utah State	<input type="checkbox"/> - Yes <input checked="" type="checkbox"/> - No		\$3100	.002%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%

c. If any of the subcontractors you have selected to perform the subcontracting opportunity you listed in SECTION B-1 is not a Texas certified HUB, provide written justification for your selection process (attach additional page if necessary):

In the case of just in time webinar captioning and session facilitation, ESC Region 10 professional services contracts are made on the basis of demonstrated competence and qualifications to perform the services for a fair and reasonable price. The ESC Region 10 currently contracts with the Hired Hands agency to provide sign language interpretation on an as needed basis. ESC Region 10 Board policy allows for participation in cooperative purchasing programs and if the ESC 10 participates in a cooperative purchasing program, it satisfies any law requiring it to seek competitive bids. The Department of Information Resources (DIR) facilitates competitive bids on information resources commodities and services to insure lowest prices and best value for state and local government, as well as, the K-12 public education. As a state agency it also solicits participation from HUBS and MWBE vendors.

ESC Region 10 contracts for professional services are made on the basis of demonstrated competence and qualifications to perform the services for a fair and reasonable price. Web AIM is an organization within the Center for Persons with Disabilities (CPD) at Utah State University and is one of the 61 University Centers for Excellence in Developmental Disabilities, Education, Research, and Services in the United States. the credentials, availability, and pricing of Web AIM was found to be competitive.

REMINDER: As specified in SECTION 4 of the completed HSP form, if you (respondent) are awarded any portion of the requisition, you are required to provide notice as soon as practical to all the subcontractors (HUBS and Non-HUBS) of their selection as a subcontractor. The notice must specify at a minimum the contracting agency's name and its point of contact for the contract, the contract award number, the subcontracting opportunity it (the subcontractor) will perform, the approximate dollar value of the subcontracting opportunity and the expected percentage of the total contract that the subcontracting opportunity represents. A copy of the notice required by this section must also be provided to the contracting agency's point of contact for the contract no later than ten (10) working days after the contract is awarded.



HUB SUBCONTRACTING PLAN (HSP)

In accordance with Texas Gov't Code §2161.252, the contracting agency has determined that subcontracting opportunities are probable under this contract. Therefore, all respondents, including State of Texas certified Historically Underutilized Businesses (HUBs) must complete and submit this State of Texas HUB Subcontracting Plan (HSP) with their response to the bid requisition (solicitation).

NOTE: Responses that do not include a completed HSP shall be rejected pursuant to Texas Gov't Code §2161.252(b).

The HUB Program promotes equal business opportunities for economically disadvantaged persons to contract with the State of Texas in accordance with the goals specified in the 2009 State of Texas Disparity Study. The statewide HUB goals defined in 34 Texas Administrative Code (TAC) §20.13 are:

- 11.2 percent for heavy construction other than building contracts,
- 21.1 percent for all building construction, including general contractors and operative builders contracts,
- 32.7 percent for all special trade construction contracts,
- 23.6 percent for professional services contracts,
- 24.6 percent for all other services contracts, and
- 21 percent for commodities contracts.

- - Agency Special Instructions/Additional Requirements - -

In accordance with 34 TAC §20.14(d)(1)(D)(iii), a respondent (prime contractor) may demonstrate good faith effort to utilize Texas certified HUBs for its subcontracting opportunities if the total value of the respondent's subcontracts with Texas certified HUBs meets or exceeds the statewide HUB goal or the agency specific HUB goal, whichever is higher. When a respondent uses this method to demonstrate good faith effort, the respondent must identify the HUBs with which it will subcontract. If using existing contracts with Texas certified HUBs to satisfy this requirement, only contracts that have been in place for five years or less shall qualify for meeting the HUB goal. This limitation is designed to encourage vendor rotation as recommended by the 2009 Texas Disparity Study.

SECTION 1 RESPONDENT AND REQUISITION INFORMATION

- a. Respondent (Company) Name: Education Service Center Region 10 State of Texas VID #: 751249185
 Point of Contact: Barbara B. Smith Phone #: 972.348.1440
 E-mail Address: _____ Fax #: 972.348.1441
- b. Is your company a State of Texas certified HUB? - Yes - No
- c. Requisition #: _____ Bid Open Date: _____
(mm/dd/yyyy)

SECTION 2 SUBCONTRACTING INTENTIONS

After dividing the contract work into reasonable lots or portions to the extent consistent with prudent industry practices, and taking into consideration the scope of work to be performed under the proposed contract, including all potential subcontracting opportunities, the respondent must determine what portions of work, including goods and services, will be subcontracted. Note: In accordance with 34 TAC §20.11., an "Subcontractor" means a person who contracts with a prime contractor to work, to supply commodities, or to contribute toward completing work for a governmental entity.

a. Check the appropriate box (Yes or No) that identifies your subcontracting intentions:

- Yes, I will be subcontracting portions of the contract. (If Yes, complete Item b, of this SECTION and continue to Item c of this SECTION.)
- No, I will not be subcontracting any portion of the contract, and I will be fulfilling the entire contract with my own resources. (If No, continue to SECTION 3 and SECTION 4.)

b. List all the portions of work (subcontracting opportunities) you will subcontract. Also, based on the total value of the contract, identify the percentages of the contract you expect to award to Texas certified HUBs, and the percentage of the contract you expect to award to vendors that are not a Texas certified HUB (i.e., Non-HUB).

Item #	Subcontracting Opportunity Description	HUBs		Non-HUBs
		Percentage of the contract expected to be subcontracted to HUBs with which you have a <u>continuous contract*</u> in place for five (5) years or less.	Percentage of the contract expected to be subcontracted to HUBs with which you have a <u>continuous contract*</u> in place for more than five (5) years.	Percentage of the contract expected to be subcontracted to non-HUBs .
1	infrastructure, Help Desk, telecom	%	%	0.65 %
2		%	%	%
3		%	%	%
4		%	%	%
5		%	%	%
6		%	%	%
7		%	%	%
8		%	%	%
9		%	%	%
10		%	%	%
11		%	%	%
12		%	%	%
13		%	%	%
14		%	%	%
15		%	%	%
Aggregate percentages of the contract expected to be subcontracted:		%	%	%

(Note: If you have more than fifteen subcontracting opportunities, a continuation sheet is available online at <http://window.state.tx.us/procurement/prog/hub/hub-subcontracting-plan/>)

c. Check the appropriate box (Yes or No) that indicates whether you will be using only Texas certified HUBs to perform all of the subcontracting opportunities you listed in SECTION 2, Item b.

- Yes (If Yes, continue to SECTION 4 and complete an "HSP Good Faith Effort - Method A (Attachment A)" for each of the subcontracting opportunities you listed.)
- No (If No, continue to Item d, of this SECTION.)

d. Check the appropriate box (Yes or No) that indicates whether the aggregate expected percentage of the contract you will subcontract with Texas certified HUBs with which you have a continuous contract* in place with for five (5) years or less meets or exceeds the HUB goal the contracting agency identified on page 1 in the "Agency Special Instructions/Additional Requirements".

- Yes (If Yes, continue to SECTION 4 and complete an "HSP Good Faith Effort - Method A (Attachment A)" for each of the subcontracting opportunities you listed.)
- No (If No, continue to SECTION 4 and complete an "HSP Good Faith Effort - Method B (Attachment B)" for each of the subcontracting opportunities you listed.)

**Continuous Contract: Any existing written agreement (including any renewals that are exercised) between a prime contractor and a HUB vendor, where the HUB vendor provides the prime contractor with goods or service under the same contract for a specified period of time. The frequency the HUB vendor is utilized or paid during the term of the contract is not relevant to whether the contract is considered continuous. Two or more contracts that run concurrently or overlap one another for different periods of time are considered by CPA to be individual contracts rather than renewals or extensions to the original contract. In such situations the prime contractor and HUB vendor are entering (have entered) into "new" contracts.*

Enter your company's name here: Education Service Center Region 10 Requisition #: _____

SECTION 3 SELF PERFORMING JUSTIFICATION (If you responded "**No**" to SECTION 2, Item a, you must complete this SECTION and continue to SECTION 4.)


Check the appropriate box (Yes or No) that indicates whether your response/proposal contains an explanation demonstrating how your company will fulfill the entire contract with its own resources.

- Yes (If **Yes**, in the space provided below list the specific page(s)/section(s) of your proposal which explains how your company will perform the entire contract with its own equipment, supplies, materials and/or employees.)
- No (If **No**, in the space provided below explain how your company will perform the entire contract with its own equipment, supplies, materials and/or employees.)

SECTION 4 AFFIRMATION

As evidenced by my signature below, I affirm that I am an authorized representative of the respondent listed in SECTION 1, and that the information and supporting documentation submitted with the HSP is true and correct. Respondent understands and agrees that, if awarded any portion of the requisition:

- The respondent will provide notice as soon as practical to all the subcontractors (HUBs and Non-HUBs) of their selection as a subcontractor for the awarded contract. The notice must specify at a minimum the contracting agency's name and its point of contact for the contract, the contract award number, the subcontracting opportunity they (the subcontractor) will perform, the approximate dollar value of the subcontracting opportunity and the expected percentage of the total contract that the subcontracting opportunity represents. A copy of the notice required by this section must also be provided to the contracting agency's point of contact for the contract no later than ten (10) working days after the contract is awarded.
- The respondent must submit monthly compliance reports (Prime Contractor Progress Assessment Report – PAR) to the contracting agency, verifying its compliance with the HSP, including the use of and expenditures made to its subcontractors (HUBs and Non-HUBs). (The PAR is available at <http://www.window.state.tx.us/procurement/prog/hub/hub-forms/progressassessmentrpt.xls>).
- The respondent must seek approval from the contracting agency prior to making any modifications to its HSP, including the hiring of additional or different subcontractors and the termination of a subcontractor the respondent identified in its HSP. If the HSP is modified without the contracting agency's prior approval, respondent may be subject to any and all enforcement remedies available under the contract or otherwise available by law, up to and including debarment from all state contracting.
- The respondent must, upon request, allow the contracting agency to perform on-site reviews of the company's headquarters and/or work-site where services are being performed and must provide documentation regarding staffing and other resources.

	Barbara B. Smith	Project Director	8/14/2015
Signature	Printed Name	Title	Date <small>(mm/dd/yyyy)</small>

REMINDER: ➤ If you responded "**Yes**" to SECTION 2, Items c or d, you must complete an "HSP Good Faith Effort - Method A (Attachment A)" for each of the subcontracting opportunities you listed in SECTION 2, Item b.

➤ If you responded "**No**" SECTION 2, Items c and d, you must complete an "HSP Good Faith Effort - Method B (Attachment B)" for each of the subcontracting opportunities you listed in SECTION 2, Item b.

HSP Good Faith Effort - Method B (Attachment B)

Enter your company's name here: Education Service Center Region 10 Requisition #: _____

IMPORTANT: If you responded "No" to SECTION 2, Items c and d of the completed HSP form, you must submit a completed "HSP Good Faith Effort - Method B (Attachment B)" for each of the subcontracting opportunities you listed in SECTION 2, Item b of the completed HSP form. You may photo-copy this page or download the form at <http://www.window.state.tx.us/procurement/prog/hub/hub-forms/HUBSubcontractingPlanAttachment-B.doc>

SECTION B-1 SUBCONTRACTING OPPORTUNITY

Enter the item number and description of the subcontracting opportunity you listed in SECTION 2, Item b, of the completed HSP form for which you are completing this attachment.

Item #: 1 Description: Infrastructure, Help Desk, Telecom

SECTION B-2 MENTOR PROTÉGÉ PROGRAM

If respondent is participating as a Mentor in a State of Texas Mentor Protégé Program, submitting its Protégé (Protégé must be a State of Texas certified HUB) as a subcontractor to perform the subcontracting opportunity listed in SECTION B-1, constitutes a good faith effort to subcontract with a Texas certified HUB towards that specific portion of work.

Check the appropriate box (Yes or No) that indicates whether you will be subcontracting the portion of work you listed in SECTION B-1 to your Protégé.

- Yes (If Yes, to continue to SECTION B-4.)
- No / Not Applicable (If No or Not Applicable, continue to SECTION B-3 and SECTION B-4.)

SECTION B-3 NOTIFICATION OF SUBCONTRACTING OPPORTUNITY

When completing this section you **MUST** comply with items **a, b, c and d**, thereby demonstrating your Good Faith Effort of having notified Texas certified HUBs and minority or women trade organizations or development centers about the subcontracting opportunity you listed in SECTION B-1. Your notice should include the scope of work, information regarding the location to review plans and specifications, bonding and insurance requirements, required qualifications, and identify a contact person. When sending notice of your subcontracting opportunity, you are encouraged to use the attached HUB Subcontracting Opportunity Notice form, which is also available online at <http://www.window.state.tx.us/procurement/prog/hub/hub-subcontracting-plan/>

Retain supporting documentation (i.e., certified letter, fax, e-mail) demonstrating evidence of your good faith effort to notify the Texas certified HUBs and minority or women trade organizations or development centers. Also, be mindful that a working day is considered a normal business day of a state agency, not including weekends, federal or state holidays, or days the agency is declared closed by its executive officer. The initial day the subcontracting opportunity notice is sent/provided to the HUBs and to the minority or women trade organizations or development centers is considered to be "day zero" and does not count as one of the seven (7) working days.

- a. Provide written notification of the subcontracting opportunity you listed in SECTION B-1, to three (3) or more Texas certified HUBs. Unless the contracting agency specified a different time period, you must allow the HUBs at least seven (7) working days to respond to the notice prior to your submitting your bid response to the contracting agency. When searching for Texas certified HUBs, ensure that you use the State of Texas' Centralized Master Bidders List (CMBL) and Historically Underutilized Business (HUB) Search directory located at <http://www.window.state.tx.us/procurement/cmb/cmbhub.html>. HUB Status code "A" signifies that the company is a Texas certified HUB.
- b. List the three (3) Texas certified HUBs you notified regarding the subcontracting opportunity you listed in SECTION B-1. Include the company's Vendor ID (VID) number, the date you sent notice to that company, and indicate whether it was responsive or non-responsive to your subcontracting opportunity notice.

Company Name	VID #	Date Notice Sent (mm/dd/yyyy)	Did the HUB Respond?
Pedigo Staffing Service		1/2015	<input checked="" type="checkbox"/> - Yes <input type="checkbox"/> - No
Link America LLC		1/2015	<input checked="" type="checkbox"/> - Yes <input type="checkbox"/> - No
ANR Consulting		1/2015	<input checked="" type="checkbox"/> - Yes <input type="checkbox"/> - No

- c. Provide written notification of the subcontracting opportunity you listed in SECTION B-1 to two (2) or more minority or women trade organizations or development centers in Texas to assist in identifying potential HUBs by disseminating the subcontracting opportunity to their members/participants. Unless the contracting agency specified a different time period, you must provide your subcontracting opportunity notice to minority or women trade organizations or development centers at least seven (7) working days prior to submitting your bid response to the contracting agency. A list of trade organizations and development centers that have expressed an interest in receiving notices of subcontracting opportunities is available on the Statewide HUB Program's webpage at <http://www.window.state.tx.us/procurement/prog/hub/mwb-links-1/>
- d. List two (2) minority or women trade organizations or development centers you notified regarding the subcontracting opportunity you listed in SECTION B-1. Include the date when you sent notice to it and indicate if it accepted or rejected your notice.

Minority/Women Trade Organizations or Development Centers	Date Notice Sent (mm/dd/yyyy)	Was the Notice Accepted?
Asian Contractor Association	1/20/2015	<input checked="" type="checkbox"/> - Yes <input type="checkbox"/> - No
DFW Minority Supplier	1/20/2015	<input checked="" type="checkbox"/> - Yes <input type="checkbox"/> - No

HSP Good Faith Effort - Method B (Attachment B) Cont.

Enter your company's name here: Education Service Center Region 10 Requisition #: _____

SECTION B-4 SUBCONTRACTOR SELECTION

a. Enter the item number and description of the subcontracting opportunity for which you are completing this Attachment B continuation page.

Item #: 1 Description: infrastructure, Help Desk, telecom

b. List the subcontractor(s) you selected to perform the subcontracting opportunity you listed in SECTION B-1. Also identify whether they are a Texas certified HUB and their VID number, the approximate dollar value of the work to be subcontracted, the expected percentage of work to be subcontracted, and indicate whether the company is a Texas certified HUB.

Company Name	Texas certified HUB	VID # (Required if Texas certified HUB)	Approximate Dollar Amount	Expected Percentage of Contract
Harris County Department of Education	<input type="checkbox"/> - Yes <input checked="" type="checkbox"/> - No		\$ 1,391,000	65 %
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%
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	<input type="checkbox"/> - Yes <input type="checkbox"/> - No		\$	%

c. If any of the subcontractors you have selected to perform the subcontracting opportunity you listed in SECTION B-1 is not a Texas certified HUB, provide written justification for your selection process (attach additional page if necessary):

Region 10 Education Service Center sought qualified vendors to assist the service center in providing economical and efficient technology services in Request for Proposal #2015-02. The types of services that might be included in this work may include, but not be limited to:

- Technology integration - including helping districts manage the implementation of software or web tools to minimize the long-term system cost.
- Desktop application support and /or application training
- Server administration - Maintenance, support, and monitoring of network equipment including switches, firewalls, routers and other security
- Email, security, and backup efforts
- Web-based system design, development, and customization
- Data integration and reporting - specifically combining data residing in different sources, available on varied schedules, and providing users with a unified view of these data
- Help Desk functions including statistics for resolution of tickets
- Website and web tool hosting
- Mobile application development and support
- Application and platform support for, but not limited to, Moodle, PHP, Cold Fusion, MURA, Slatwall, MySQL, MS SQL Server, Crystal Reports, and Java

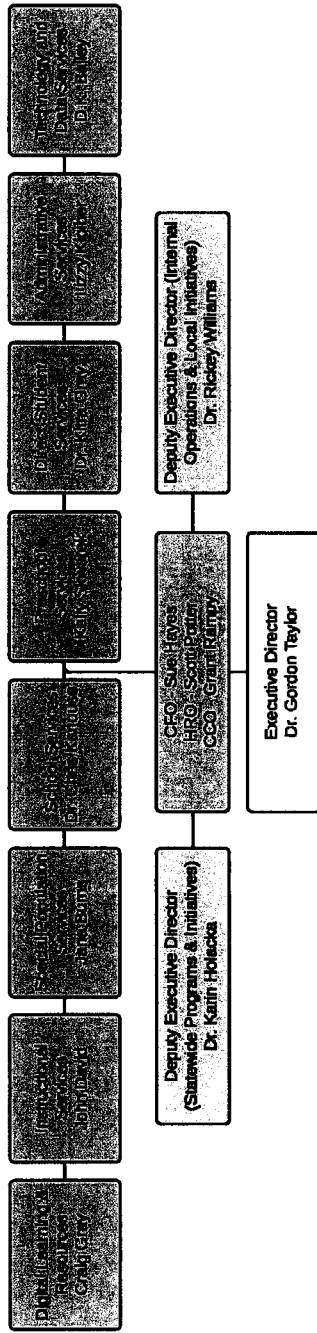
Harris County Department of Education responded and was deemed the best value.

REMINDER: As specified in SECTION 4 of the completed HSP form, if you (respondent) are awarded any portion of the requisition, you are required to provide notice as soon as practical to all the subcontractors (HUBs and Non-HUBs) of their selection as a subcontractor. The notice must specify at a minimum the contracting agency's name and its point of contact for the contract, the contract award number, the subcontracting opportunity it (the subcontractor) will perform, the approximate dollar value of the subcontracting opportunity and the expected percentage of the total contract that the subcontracting opportunity represents. A copy of the notice required by this section must also be provided to the contracting agency's point of contact for the contract no later than ten (10) working days after the contract is awarded.

APPENDIX

Organization Chart

**Education Service Center Region 10
Executive Team**



Resumes

Rebecca B. Bell

1351 Somercotes
Channelview, TX 77530
Phone (281) 452-0958
Rbbell12@gmail.com

EDUCATION

- Bachelor of Business Administration, Letourneau University, 2009
- Associate of Applied Science in Criminal Justice (Social Services), San Jacinto College, 1995
- Call Center Manager Certification, RCCSP Professional Education Alliance, 2013
- Customer Service Representative Certification, HDI, 2012
- Texas Paraprofessional Certification, 1997

SKILLS

- Microsoft Office 2010 Professional
- Web site management
- Adobe Acrobat Professional
- PDF/Word Accessibility
- Camtasia
- Snagit
- Financial Reconciliation
- Staff Training and Supervision
- Public Speaking
- Customer Service

EXPERIENCE

2008 – present	Harris County Dept. of Education (HCDE)	Houston, TX
Manager of Texas Virtual School Network (TxVSN) Operations		

- Oversee the evaluation of information system proposals in order to identify potential problem areas, and make the appropriate recommendations.
- Collaborate with stakeholders as appropriate related to all TxVSN management functions.
- Collaborate with analysts, designers, and stake holders in the testing of software programs and applications for TxVSN.
- Direct the activities of TxVSN Help Desk staff, foster their professional development and growth, provide advice and counsel on technical matters, and promote teamwork and cooperation.
- Develop and manage the preparation of various reports for TEA, Region 10, HCDE and others as necessary.
- Manage and track confidential data gathered from school districts, providers, ESC, students, parents, and others.
- Evaluate and monitor the efficiency and performance of reporting processes and tools.
- Assist in budget related activities.
- Assist with disaster recovery planning that ensures TxVSN information systems are protected from disaster and that processing requirements are met in the event of a disaster.
- Maintain a high level of customer and client satisfaction.

2003 – 2008	Harris County Dept. of Education (HCDE)	Houston, TX
Administrative Assistant to Chief Information Officer		

- Member of CIO Management Team and Executive Support Team.
- Maintained budgets and ran financial status reports for multiple divisions totaling \$3.2 million annually.
- Prepared and maintained records documenting eligibility of credits and reimbursements from Federal Schools and Libraries Division resulting in an annual \$250,000 benefit to the Department.

- Monitored monthly telecommunication bills, reviewing for accuracy and cost effectiveness (expenditure amounting to over \$350,000 annually.)
- Interfaced with all levels of management, handle details of a confidential nature, and performed administrative functions and decisions based on understanding of department policy.
- Prepared and submitted financial paperwork including travel reimbursements, requisitions, payment authorizations and procurement card reports, maintaining accurate records for Technology Division's compliance in accountability.
- Assisted with preparing presentations, distributing specialized reports and agenda items for division, executive team and board meetings.
- Arranged for CIO to represent department at conferences and meetings; coordinating logistics for travel, company meetings and conference calls.
- Managed data including filing and scanning, copying, faxing, data entry and handling incoming/outgoing mail.
- Served as a resource supporting the day-to-day activities of the Chief Information Officer and management team.
- Assisted with county wide Superintendent/Board Secretaries' meetings.

2002 – 2003 Harris County Dept. of Education (HCDE) Houston, TX
Special Education Secretary

- Developed and maintained Access database for equipment used by Psychological Services staff.
- Prepared, processed, and maintained specialized confidential records and reports including databases, spreadsheets and presentations.
- Developed, organized and implemented secretarial procedures related to areas of assignment for multiple supervisors.
- Communicated effectively with management, field staff and district contact personnel.

1997 – 2002 Channelview ISD Channelview, TX
Media-Aide – PreK-2

- Supervised and managed the school media center providing services and resources for staff and students.
- Maintained and backed up library's automated circulation system data.
- Ordered and maintained inventory of books, instructional materials and equipment housed in the Library Media Center.

1995 – 1997 Channelview ISD Channelview, TX
Substitute Teacher

- Used appropriate materials and lesson plans to instruct classroom or school computer lab.

QUALIFICATIONS:

- Excellent time management and organization skills
- Excellent project management skills
- Fluent written and verbal communication in English and Spanish
- Ability to work independently and as a team member
- Self motivated, dependable, honest and goal oriented
- Ability to build application specifications and models

EDUCATION:

10/2001 - 03/2004 **The Art Institute of Houston, Houston, TX**
Associate of Applied Science in Multimedia & Web Design

PROFICIENCIES:

Specialties: Microsoft (Project, Visio, SharePoint, Visual Studio, Team Foundation Server, Visual Source Safe, SQL 2005/2008, Word, PowerPoint, Excel, Publisher, Access, Outlook), DotNetNuke, Programming (HTML, CSS, JavaScript, JQuery, VB.Net, C#, ASP.Net, MVC, LINQ, Entity Framework), Telerik, Red-Gate, Application Administration, Windows XP, Windows Server Configuration, PC Troubleshooting & Repair, Networking, Adobe (Photoshop, Dreamweaver).

EMPLOYMENT:

05/2007 – Present **Harris County Department of Education, Houston, TX**
Position: Applications Manager
Applications Manager: Manage the development and deployment of new applications, enhancements to existing applications such as converting web forms applications to MVC, make use of the Entity Framework, JavaScript, and JQuery; review tasks to ensure business requirements are met. Work with network administrators and software engineers to assist with quality assurance. Provide technical leadership to managers and programmers working on development projects.

Web Developer/Software Analyst: Responsibilities include but not limited to application development and design using C#, ASP.Net, LINQ, HTML, and CSS; application server and SQL server administration, requirement gathering, programming and application management of various, problem and application error solving, application testing and deployment.

Web Master: Maintain web content on company web site up to date, design web site for new applications, graphic designing.

Accomplishments: Designed the logo for The Texas Virtual School Network, Team Lead for TxVSN Application, Team Lead for Course Review Applications, received various Awards for team collaborations, implement new process and procedures to ensure quality of product.

03/2005 – 05/2007 **Neighborhood Centers Inc., Houston, TX**
Position: Health Information System Analyst
Compile didactic and statistical information from program component. Develop a process for the collection, processing and maintenance of project database. Submit regular reports; represent the agency at appropriate conferences, collaborations, organizations and coalitions. Make public and private entity presentations, provide staff with technical support and training.

06/2004 – 11/2004

Harvest Time Evangelistic Center, Houston, TX

Position: Graphic/Web/Multimedia Designer I

Maintain and update the web site on a weekly basis and as needed, set up and break down cameras used for services, camera operator, and production board operator, organize the flow of service, create graphics for upcoming events as requested, compose commercials.

Craig Gray

Craig.gray@region10.org • 400 E Spring Valley, Richardson, TX 75081 • 972-348-1376

Education

BA – Music Education	Harding University, Searcy, AR	1980
M.Ed. – School Administration	Harding University, Searcy, AR	1981
Administrator Certification	Lamar University, Beaumont, TX	1989
Additional Graduate Work	University of North Texas, Denton, TX	1981-1984 1989-1992

Certification

- Superintendent – TX, Grades PK-12 1989
- Mid- Management Administrator - TX, Grades PK-12 1986
- All Level Music - TX, Grades PK-12 1985

Experience

Region 10 Education Service Center | Richardson, TX

Director, Instructional Finance and Digital Learning 2007 – Present

Regional Level

- Oversee and manage budget preparation, implementation, monitoring, and reporting for a combination of approximately 100 local, state, and federal budgets totaling approximately \$60,000,000.
- Lead program development and supervise 37 staff members in the areas of financial processes, federal programs, instructional technology, distance learning, media development, web development, and compliance reporting.
- Provide leadership in the development and implementation of innovative approaches to the integration of current technologies into the teaching and learning processes, including the Future Is Now, the Leadership Technology Symposium, the Digital Fluency Academies, and Reggie's Robots.

State Level

- Developed and administered Technology Lending Program Grant on behalf of the Texas Education Agency.
- Collaborated in the development of winning proposal and oversaw implementation of the Texas Virtual Schools Network.
- Oversee state-wide help desk for MSTAR/ESTAR Universal Screener and Diagnostic tools.

Assistant Director, Instructional Finance 2002 – 2007

- Oversaw and managed budget preparation, implementation, monitoring, and reporting for a combination of approximately 100 local, state, and federal budgets for all programs within the Division of Instruction.

Craig Gray

• • •

- Managed the transition from non-sustainable traditional media services, including Instructional Television and van delivery of media materials to Online Learning Center, streaming video, and digital media production services.
- Managed the statewide implementation of Title IID technology programs on behalf of the Texas Education Agency, including Vision 2020 Grants, the Intel Teach Affiliate program, and the Technology Applications Teachers Network (TATN).

Program Coordinator, Instructional Finance 1998 – 2002

- Managed budget preparation, implementation, monitoring, and reporting for approximately 50 local, state, and federal budgets, including Head Start, Special Education, Instructional Technology, and Curriculum and Instruction.
- Designed and managed development of Region 10 web-based applications – Calendar of Events (Online workshop registration and facility reservation/management system), Teacher Job Network, and Online Materials Catalog.

Program Coordinator, Technology 1992 – 1998

- Designed, developed and implemented Technology Preview Center, training labs, and associated programs – Computer Applications Training, Network Training, Technology Planning Conference, Internet Institute, Technology Coordinators Roundtable, Video Production Center, Library Services
- Wrote winning proposal, developed, and implemented statewide T-STAR Information and Training Center
- Designed, developed, and implemented initial Region 10 web site

Consultant, Administrative Services 1989 – 1992

- Provided training and technical assistance to school administrators and school board members – ILT, TTAS, DuPont LDP, Effective Schools Correlates
- Provided assistance to school districts in preparation for and response to accreditation monitoring visits from the Texas Education Agency
- Facilitated planning and evaluation meetings involving school board members, superintendents, district and campus administrators, teachers, parents, and community members

Beaumont Christian High School | Beaumont, TX

Secondary Principal 1984 – 1989

- Opened 6-12 campus
- Hired and supervised faculty and staff
- Developed curriculum for grades 9-12

Ft. Worth Christian Academy | Ft. Worth, TX

Teacher/Coach 1981 – 1984

- Taught 6th Grade self-contained
- Coached Varsity/Jr. Varsity Football, Basketball, Track
- Directed High School Chorus

References

Available upon request.

Susan Hayes

Experience

2001 - Present

Chief Financial Officer

Education Service Center Region 10, Richardson, Tx

Executive for all financial operations. Departments managed include payroll, purchasing, accounts receivable/payable, general ledger, accounting, budgeting, strategic planning, financial reporting and compliance, cash management/investments, risk management and federal grant administration, as well as print shop oversight. Manages a staff of 14 bookkeepers and supervisors. Participates on Center management team and assists in providing technical assistance to school districts on financial issues.

1989 to 2001

Executive Director for Fiscal Management

Director of Budgetary Services

Killeen Independent School District, Killeen, Texas

Managed all financial operations for a large school district consisting of 35,000 students, 45 campuses, and 5000 employees with an annual budget of over \$200 million, and a financial services staff of 20. Played a key role on the district leadership team and in government relations with regard to state and federal legislation affecting funding for public education and school districts.

1977-1988

Vice President, Planning and Asset/Liability Management

First Wisconsin National Bank of Milwaukee (currently US Bancorp), Milwaukee, WI

Developed and implemented a complete Asset/Liability management program at a multi billion dollar bank. This function included establishment of interest rate risk goals and strategies, development of an internal transfer pricing system, and implementation of a simulation model for testing and forecasting. Handled all planning responsibilities outlined below and managed a staff of 11 professionals.

Assistant Vice President, Planning and Forecasting

Responsible for the coordination, development, ongoing analysis and updating of the annual budget for over 200 diverse responsibility areas. Worked with senior management to develop performance goals, management information reports, and performance analyses. Managed a staff of 5 Professional and 2 part time employees.

Community Activities

Prior: Board Member: Military Child Education Coalition, Families in Crisis

2003 - Present, Treasurer, Board Member DFW Metro Golden Retriever Rescue

Professional Affiliations

Member, Texas Association of School Business Officials

Member, Government Finance Officers Association

Education

Duke University - Durham, North Carolina

Master of Business Administration, Fuqua School of Business

Bachelor of Arts, Economics

Areas of Expertise

- Government Accounting,/Auditing/Cash Management
- School Finance
- Fiscal Agent Services
- Purchasing/Contract Management

Curriculum Vita

Laura I. Hodges
1811 N. Greenville, Apt. 2211
Richardson, TX 75081

Phone: (713) 454-9831
Email: lih001@shsu.edu

EDUCATION

PhD	Counselor Education	Sam Houston State University Huntsville, TX (CACREP accredited program)	ABD
MA	Counseling	Stephen F. Austin State University Nacogdoches, TX (CACREP accredited program)	1998
BA	French	Stephen F. Austin State University Nacogdoches, TX	1979

LICENSES AND CERTIFICATIONS

Licensed Professional Counselor, Texas State Board of Examiners of Professional Counselors

Board-Approved Supervisor, Texas State Board of Examiners of Professional Counselors

National Certified Counselor, National Board for Certified Counselors, Inc.

Approved Clinical Supervisor, Center for Credentialing and Education, Inc.

Certified Olweus Bullying Prevention Trainer, Olweus Bullying Prevention Program

Texas Teacher Certificate, Secondary Secretarial Business (Grades 06-12), State Board for Educator Certification

Texas Teacher Certificate, Secondary French (Grades 06-12), State Board for Educator Certification

Texas Teacher Certificate, Counselor (Grades PK-12), State Board for Educator Certification

PROFESSIONAL EXPERIENCE

2008 -	Counselor & Outreach, Texas Virtual School Network	Region 10 Education Service Center, Richardson, TX
2006 – 2008	Peer Mediation Training Specialist Center for Safe & Secure Schools	Harris Co. Department of Education, Houston, TX
1999 – 2006	Counselor Clear Creek High School	Clear Creek Ind. School District, League City, TX
1998 – 1999	Counselor (K-5) Inter-City Elementary School Highlands Elementary School	LaMarque Ind. School District, LaMarque, TX
1996 – 1998	Counselor (PK-12)	Apple Springs Ind. School District, Apple Springs, TX

GRADUATE TEACHING/DOCTORAL INTERNSHIPS

Sam Houston State University

CNE 585 Pre-Practicum Techniques of Counseling

Assisted the course Professor in teaching this class, including creating and teaching lessons, critiquing and providing feedback to students, and modeling techniques for students.

CNE 674 Practicum in Group Counseling

Under the supervision of the course Professor, lessons were created with hands-on or group activities to help students engage with the various theories and stages of group work. Additional Professor-required activities were included in this course.

CNE 512 Ethics for Counselors

Assisted the course Professor in teaching this class by creating and teaching assigned lessons, i.e., providing role play opportunities with guided discussions leading back to the Texas LPC and ACA Codes of Ethics, presentation and discussion on impaired professionals.

University of Houston-Clear Lake

COUN 5739 Practicum in Counseling

Assisted the course Professor in monitoring counseling sessions in counseling clinic, and critiqued and provided feedback to students.

Alternative Certification Program-Region 10 Education Service Center (ESC)

Theories & Responsive Services

Wrote curriculum and taught these two courses, Theories and Responsive Services, during the initial year of the Alternative Certification Program at Region 10 ESC in Richardson, Texas.

RESEARCH AND SCHOLARSHIP

Publications

Journal Articles

Published Articles

Hodges, L., & Kuhn, J. (2010). A rural district utilizes a ‘Texas-sized’ connection to online learning: The Texas Virtual School Network (TxVSN). *Texas Study of Secondary Education*, 19(2), 5-7.

Professional Presentations

Conferences

National and International-Level Refereed Presentations

Hodges, L. (October, 2012). Increasing Statewide Awareness of Your Online Program. Presented at the International Association for K-12 Online Learning (*iNACOL*) Virtual School Symposium 2012, New Orleans, LA (refereed).

Hicks, M., Sproull, N., Hodges, L. (November, 2010). NCAA Eligibility Center 101. Presented at the International Association for K-12 Online Learning (*iNACOL*) Virtual School Symposium 2010, Glendale, AZ (refereed).

Hodges, L. (November, 2010). Supporting Student Success: Best Practices from the Lone Star State. Presented at the International Association for K-12 Online Learning (*iNACOL*) Virtual School Symposium 2010, Glendale, AZ (refereed).

Hodges, L., Howard, C. (November, 2009). Getting the Word Out: Marketing Your Virtual School Program. Presented at the International Association for K-12 Online Learning (*iNACOL*) Virtual School Symposium 2009, Austin, TX (refereed).

Smith, B., Hodges, L., Clark, A., Bakken, B. (October, 2008). Implementation of the Texas Virtual School Network (TxVSN). Presented at the North American Council for Online Learning (NACOL) Virtual School Symposium 2008, Glendale, AZ (refereed).

State-Level Refereed Presentations

Hodges, L. (February, 2014). Texas Virtual School Network (TxVSN): What's New after the Legislative Session! Presented at the TSCA Texas School Counselor Association School Counselor Conference, Houston, TX (refereed).

Hodges, L. (November, 2013). Texas Virtual School Network (TxVSN): What's New after the Legislative Session! Presented at the Texas Counseling Association Professional Growth Conference, San Antonio, TX (refereed).

Hodges, L. (September, 2013). Texas Virtual School Network (TxVSN): What's New after the Legislative Session! Presented at the TACES Texas Association for Counselor Education and Supervision Directors of Guidance Conference, Corpus Christi, TX (refereed).

Hodges, L. (June, 2013). Texas Virtual School Network (TxVSN): Your Connection to 21st Century Learning. Presented at the Texas Association of Secondary School Principals Summer Workshop, Austin, TX (refereed).

Hodges, L. (February, 2013). Texas Virtual School Network: What's New? Presented at the TSCA Texas School Counselor Association School Counselor Conference, Austin, TX (refereed).

Hodges, L. (February, 2013). Texas Virtual School Network (TxVSN): What is it? Presented at the Texas Association Concerned with School-Age Parenthood (TACSAP) 36th Annual Conference, San Antonio, TX (refereed).

Hodges, L. (December, 2012). What is the Texas Virtual School Network (TxVSN)? Presented at the 2012 Texas Charter Schools Conference, Austin, TX (refereed).

Hodges, L., McDonald, K. (November, 2012). Accountability and Advocacy: The Bottom Line on Evaluating Your Guidance Program. Presented at the Texas Counseling Association Professional Growth Conference, Galveston, TX (refereed).

Hodges, L. (November, 2012). Making the Call to CPS: An Organized Approach. Presented at the Texas Counseling Association Professional Growth Conference, Galveston, TX (refereed).

- Hodges, L. (November, 2012). New School Year – So what’s New with the Texas Virtual School Network (TxVSN)? Presented at the Texas Counseling Association Professional Growth Conference, Galveston, TX (refereed).
- Hodges, L. (September, 2012). Funding Available: TxVSN Virtual Learning Scholarships. Presented at the TACES Texas Association for Counselor Education and Supervision Directors of Guidance Conference, Fort Worth, TX (refereed).
- Hodges, L. (June, 2012). What’s New with the Texas Virtual School Network (TxVSN)? Presented at the Texas Association of Secondary School Principals Summer Workshop, Austin, TX (refereed).
- Hodges, L. (February, 2012). What’s New with the Texas Virtual School Network (TxVSN)? Presented at the TSCA Texas School Counselor Association School Counselor Conference, Galveston, TX (refereed).
- Hodges, L. (November, 2011). Texas Virtual School Network (TxVSN): ‘Get Connected’ to Online Learning! Presented at the Texas Counseling Association Professional Growth Conference, Fort Worth, TX (refereed).
- Hodges, L. (September, 2011). Texas Virtual School Network (TxVSN) and the Next Biennium. Presented at the Texas Counseling Association Directors of Guidance Conference, Austin, TX (refereed).
- Hodges, L. (June, 2011). State Virtual School Allotment: What Do You Know About These Funds? Presented at the Texas Association of Secondary School Principals Summer Workshop, Austin, TX (refereed).
- Hodges, L. (June, 2011). Supporting Student Success in Online Learning: Best Practices. Presented at the Texas Association of Secondary School Principals Summer Workshop, Austin, TX (refereed).
- Hodges, L. (April, 2011). Supporting Student Success: Best Practices. Presented at the Texas Distance Learning Association Conference, San Antonio, TX (refereed).
- Hodges, L. (March, 2011). Texas Virtual School Network: Your Connection to Online Learning. Presented at the Texas Association of Gifted & Talented Leadership Conference, San Marcos, TX (refereed).
- Hodges, L. (February, 2011). Funding Available: ‘Get Connected’ to the Texas Virtual School Network! Presented at the Texas Counseling Association School Counselor Conference, Arlington, TX (refereed).

- Hodges, L. (February, 2011). Mentoring: The Key to Successful Online Learning. Presented at the Texas Association of School Administrators Midwinter Conference, Austin, TX (refereed).
- Hodges, L. (November, 2010). Texas Virtual School Network (TxVSN): Your Connection to Online Learning. Presented at the Texas Counseling Association Professional Growth Conference, Austin, TX (refereed).
- Hodges, L. (September, 2010). 'Get Connected' to the Texas Virtual School Network (TxVSN)! Presented at the Texas Counseling Association Directors of Guidance Conference, San Antonio, TX (refereed).
- Hodges, L. (June, 2010). Funding Available: The State Virtual School Allotment and TxVSN. Presented at the Texas Association of Secondary School Principals Summer Workshop, Austin, TX (refereed).
- Smith, B., Hodges, L., Clark, A., Bakken, B. (March, 2010). Quality and Rigorous Online Courses: It's All in the Details! Presented at the Texas Distance Learning Association Conference, Houston, TX (refereed).
- Hodges, L. (February, 2010). Texas Virtual School Network (TxVSN): 'Get Connected!' Presented at the Texas Counseling Association School Counselor Conference, Galveston, TX (refereed).
- Hodges, L. (January, 2010). Mentoring: The Key to Successful Online Learning. Presented at the Texas Association of School Administrators Midwinter Conference, Austin, TX (refereed).
- Hodges, L. (November, 2009). A 'Texas-Sized' Connection: The Texas Virtual School Network (TxVSN). Presented at the Texas Counseling Association Professional Growth Conference, Dallas, TX (refereed).
- Hodges, L. (September, 2009). Get Connected with the Texas Virtual School Network (TxVSN)! Presented at the Texas Counseling Association Directors of Guidance Conference, Austin, TX (refereed).
- Hodges, L., Smith, B. (April, 2009). 'Get Connected': The Texas Virtual School Network (TxVSN). Presented at the Texas Distance Learning Association Conference, Corpus Christi, TX (refereed).
- Hodges, L. (February, 2009). A 'Texas-Sized' Connection: The Texas Virtual School Network (TxVSN). Presented at the Texas Counseling Association Secondary School Counselor Conference, Austin, TX (refereed).
- Hodges, L., Smith, B., Clark, A. (January, 2009). Getting Connected: Texas Virtual School Network (TxVSN) and Your District. Presented at the Texas Association of School Administrators Midwinter Conference, Austin, TX (refereed).

Hodges, L. (November, 2008). Making the Call to CPS: An Organized Approach. Presented at the Texas Counseling Association Professional Growth Conference, Houston, TX (refereed).

Hodges, L., Smith, B. (September, 2008). Getting Connected: Texas Virtual School Network (TxVSN) and Your District. Presented at the Texas Counseling Association Directors of Guidance Conference, Austin, TX (refereed).

Hodges, L. (February, 2008). Making the Call to CPS: An Organized Approach. Presented at the 22nd Annual Conference on the Prevention of Child Abuse, San Antonio, TX (refereed).

Hodges, L., Nichter, M. (November, 2007). Making the Call to CPS: An Organized Approach. Presented at the Texas Counseling Association Professional Growth Conference, Corpus Christi, TX (refereed).

Hodges, L. (November, 2006). Making the Call to CPS: An Organized Approach. Presented at the Texas Counseling Association Professional Growth Conference, San Antonio, TX (refereed).

Hodges, L. (May, 2006). Partners in Peer Mediation. Presented at the Texas Counseling Association Elementary School Counselors Conference, Austin, TX (refereed).

Invited Presentations

Hodges, L. (April, 2013). Overview and Explanation of the Texas High School Graduation Programs and Academic Achievement Records. Webinar presentation provided for CNE 533 Introduction to Guidance & Counseling course, Sam Houston State University (invited).

Hodges, L. (April, 2013). Overview of the Texas Virtual School Network. Webinar presentation provided for CNE 533 Introduction to Guidance & Counseling course, Sam Houston State University (invited).

Hodges, L. (July, 2012). Overview and Explanation of the Texas High School Graduation Programs and Academic Achievement Records. Webinar presentation provided for CNE 533 Introduction to Guidance & Counseling course, Sam Houston State University (invited).

Hodges, L. (June, 2012). Overview of the Texas Virtual School Network. Webinar presentation provided for CNE 533 Introduction to Guidance & Counseling course, Sam Houston State University (invited).

- Hodges, L. (November, 2011). Overview and Explanation of the Texas High School Graduation Programs and Academic Achievement Records. Webinar presentation provided for CNE 533 Introduction to Guidance & Counseling course, Sam Houston State University (invited).
- Hodges, L. (October, 2011). Overview of the Texas Virtual School Network. Webinar presentation provided for CNE 533 Introduction to Guidance & Counseling course, Sam Houston State University (invited).
- Hodges, L. (April, 2011). Overview and Explanation of the Texas High School Graduation Programs and Academic Achievement Records. Webinar presentation provided for CNE 533 Introduction to Guidance & Counseling course, Sam Houston State University (invited).
- Hodges, L. (February, 2011). Overview of the Texas Virtual School Network. Webinar presentation provided for CNE 533 Introduction to Guidance & Counseling course, Sam Houston State University (invited).
- Hodges, L. (November, 2010). Overview of the Texas Virtual School Network. Webinar presentation provided for CNE 533 Introduction to Guidance & Counseling course, Sam Houston State University (invited).
- Hodges, L. (October, 2010). Making the Call to CPS: An Organized Approach. Presented at the Montgomery County Youth Services Workshop, Conroe, TX (invited).
- Hodges, L. (October, 2010). Overview and Explanation of the Texas High School Graduation Programs and Academic Achievement Records. Webinar presentation provided for CNE 533 Introduction to Guidance & Counseling course, Sam Houston State University (invited).
- Hodges, L. (July, 2007). Making the Call to CPS: An Organized Approach. Presentation provided for CNE 512 Ethical & Professional Issues in Counseling course, Sam Houston State University (invited).
- Hodges, L. (July, 2007). Impaired Professionals. Presentation provided for CNE 512 Ethical & Professional Issues in Counseling course, Sam Houston State University (invited).
- Hodges, L. (February, 2007). School Counseling 101. Presentation provided for CNE 533 Introduction to Guidance & Counseling course, Sam Houston State University (invited).
- Hodges, L. (October, 2006). School Counseling 101. Presentation provided for CNE 533 Introduction to Guidance & Counseling course, Sam Houston State University (invited).

Awards, Honors, and Recognitions

Outstanding Counselor Educator – Doctoral Cohort 3 Award, Sam Houston State University, April 2007.

Counselor Education International Doctoral Scholarship Award, Sam Houston State University, April, 2006.

SERVICE

Professional

Affiliations

American Counseling Association (ACA)

Texas Counseling Association (TCA)

Texas School Counselors Association (TSCA)

Texas Association for Counselor Education and Supervision (TACES)

Other Professional Activities

Regularly consult for Griffin & Associates as an Evaluator of school district developmental guidance programs. Duties include studying counselor two week time logs, interviewing counselors, and compiling final report submitted to school district.

Member of the planning committee for the Region 10 Education Service Center annual Counselor Symposium.

Member of the College and Career Readiness Committee for Region 10 Education Service Center.

Member of the planning committee for the **10|Care** Foster Care Symposium sponsored by Region 10 Education Service Center.

Invited to record a workshop, “Making the Call to CPS: An Organized Approach”. This workshop will be included in the Texas Counseling Association (TCA) Online Learning Series, which provides on demand professional development for TCA members. The TCA Online Learning Series workshops are eligible for LPC, NBCC, SBEC, LCDC, LMFT, SW, and Psychologist continuing education credits. Expected publication date: December 2013.

Ashley C. Menefee

2300 Kathryn Lane #2324
Plano, Texas 75025

Phone: (936) 366-3317
Email: menefeeashley@gmail.com

SUMMARY

A knowledgeable and enthusiastic business professional with expertise's in project budget creation and management, report creation, project planning and facilitation, recommendations, and record keeping.

SKILLS

- Willingness to learn new technologies, products, and processes
- Enthusiastic in contributing to overall work atmosphere.
- Positive self-starter with accelerated skills in organization and planning
- Resourceful team player with the outstanding ability to gather, comprehends, and conveys information
- Outstanding customer service expertise; public relations and people skills
- Problem solving and attentive to detail
- Ability to gather and analyze input from multiple source then make recommendations
- Accurate and efficient budget management
- Microsoft Office 2010 (Word, Excel, and PowerPoint), Outlook 2010
- Microsoft Test Manager
- Adobe Acrobat; Adobe Design (LifeCycle Design)
- TechSmith Snag It 11.2, Jing, and Camtasia Studio
- Moodle and Blackboard (Learning Management System)
- Online Systems: TxVSN PD Center, ITCSS, Electronics Course Submission System (ECSS), Finance Plus, and Dropbox.

EDUCATION

University of Phoenix, Plano, Texas **Graduation:** June 2013
Master of Science in Accountancy

University of Phoenix, Houston, Texas **Graduated:** April 2011
Bachelor of Science in Business Administration

Angelina College, Lufkin, Texas **Graduated:** December 2007
Associate of Science in Business (Leading to BBA Degree)

Lufkin High School, Lufkin, Texas **Graduated:** May 2003
Awards: Texas Scholar,
Student Achievement: Counselors Aide Award,
Delta Sigma Theta Sorority Inc – Outstanding Achievement in Academics

EXPERIENCE

Education Service Center Region 10 09/2010–Present
TxVSN Course Review Specialist II Richardson, TX 75081
Texas Virtual School Network (TxVSN)

- Organize quality review teams and monitor course assignments
- Assist course reviewers and potential providers to fully utilize systems and applications
- Train and Facilitate training for course reviewers
- Prepare materials and presentations in support of course review
- Awareness of accessibility, technology, and instructional design
- Apply requirements of Section 508 of the US Rehabilitation Act to all online applications
- Support potential or current course providers using the ECSS
- Make ECSS improvements and upgrades based on end-user feedback and project needs
- Plan and estimating of projects including requirements documentation, high-level design, work estimates and testing
- Develop and provide system documentation and just-in-time training
- Developing and implementing training
- Creation of summative reports
- Active and ongoing communication with 100+ reviewers and contractors
- Collection and management of invoices and documents

Ashley C. Menefee

2300 Kathryn Lane #2324
Plano, Texas 75025

Phone: (936) 366-3317
Email: menefeeashley@gmail.com

- Mentor potential providers through the course review processes
- Maintain existing online applications and internal systems, including the development of enhancements and change requests to existing applications

Education Service Center Region 4

05/2008–08/2010

Administrative Assistant

Houston, TX 77055

Texas Virtual School Network (TxVSN)

- Organize quality review teams and monitor course assignments
- Project Planning: organize project details and create a work structure
- Facilitate the course review process
- Mentor potential providers through the course review processes
- Create and manage contracts
- Data collection and aggregation
- Modification of reporting spreadsheets and databases
- Finance Plus – creation of requisitions, purchase orders and releasing the funds.
- Active and ongoing communication with 100+ reviewers and contractors
- Collection and management of invoices and documents
- Manage \$1.7 million project budget
- Create and manage travel arrangements
- Manage conference and presentation registrations
- Utilize Blackboard to enroll course reviewers

Academy Sports and Outdoors

09/2008–4/2010

Customer Service Cashier

Houston, TX 77065

- Provide prompt, friendly customer service and answer telephone
- Operate cash register and maintain knowledge of cashier procedures
- Balance all transactions run through assigned register, including register receipts, currency, checks, and credit cards
- Set and maintain weekly ad signage and maintain plan-o-grams
- Zone merchandise and perform price/SKU look-ups

Four Season Self Storage

03/2008 – 05/2008

Associate Manager

Houston, TX 77429

- Sales- Identify customer storage needs both in person and on the phone and close sales
- Handle customer inquiries, billings, process payments, etc
- Perform routine maintenance and manage maintenance activities of outside vendors
- Manage collections of accounts; pursue past due amounts, process past-due correspondence, and coordinate lien sales
- Identify candidate for relief manager position, train and supervise relief
- Computer Skills – Sitelink, Microsoft Word, Excel and Outlook

Angelina Savings Bank

12/2004 – 03/2008

Bank Teller

Lufkin, TX 75901

- Provided customer service by taking deposits and withdrawals
- Telephone Operator – answer phone and direct them to requested department
- File Clerk – filing CD's and signature cards minimum three times a week
- Acquainted with Electronic Audit Machine – used to take deposits, withdrawals and balance money drawers
- Balancing a teller drawer
- Metered outgoing mail and delivered mail to post office

Commercial Bank of East Texas

08/2004 – 12/04

Bank Teller

Lufkin, TX 75901

- Provided customer service by taking deposits and withdrawals
- Online Computer Technology – used to take deposits, withdrawals and balance money drawer

JoAnn Blackwell Roe, M. Ed.

Tel: 972.348.1064 · E-mail: joann.roe@region10.org

Education

- 2008 Principal Preparation Program: University of Texas in Arlington
- 2006 Master of Education in Curriculum and Instruction: University of North Texas in Denton, Minor in Instructional Technology
- 1999 Bachelor of Arts in Education: Arizona State University, Tempe

Certifications

- Elementary Self-Contained, Grades 1-8, Expires 2017
- Technology Applications, Grades EC-12, Expires 2017
- Principal, EC-12, Expires 2017

Education Experience

- 2013-Current Course Review Consultant
Texas Virtual School Network
- 2008-2013 Educational Consultant, Educational Technology Department
Education Service Center Region XI
- 2007-2008 Sixth Grade Math Teacher
Cross Timbers Intermediate, Mansfield ISD
- 2005-2007 Sixth Grade Math and Science Teacher
Rice Middle School, Plano ISD

Third Grade Multimedia Teacher, Gifted and Talented Summer School
Program, Plano ISD
- 2000-2005 Fifth Grade Teacher, All subjects
Barksdale Elementary (2 years), Miller Elementary (3 years), Plano ISD

Grants & Acknowledgements

- 2012 Regional Innovator Award from Texas Education Telecommunications Network
- 2012 Received performance support grant for \$300 from the Texas Commission on the Arts to bring storytellers to classrooms via videoconferencing
- 2011 Received the Don Foshee Memorial Grant for Innovation in Distance Learning to fund satellite trailer program; Won first place in TxDLA video contest

2010 Co-wrote RUS Grant for \$466,264.58 to equip schools and content providers to videoconference

Related Experience

Current	Facilitate the TxVSN course review process with economy and efficiency; assist current and potential TxVSN providers, as well as reviewers with the practical application of the iNACOL National Standards for Quality Online Courses, TxVSN Accessibility Guidelines, and the Texas Essential Knowledge and Skills to the review of online courses; create or update training documentation and resources for provider, receiver, and reviewer audiences as needed.
2008-2013	Managed regional videoconferencing network; provided professional development to site managers, teachers, college instructors, and content providers; co-planned regional distance learning conference; developed multiday, multilevel workshop entitled IVC4U&ME; presented at several various conferences; see list below
2007-2008	Mansfield ISD: Filled in for both assistant principals while on leave
Jan. - May 2007	Teacher, Plano Day School: taught English to Chinese-speaking third graders
2001-2006	Plano ISD: Science Fair Chairperson: generated enthusiasm, organized paperwork, staged fair, acquired judges; also worked at the district-level fairs.
2005-2007	Plano ISD: Destination Imagination Chairperson: generated enthusiasm, organized paperwork, acquired team captains; also worked at the regional-level meets.
2001-2005	Plano ISD: Camp Classen Director: took fifth grade classes to science camp in Oklahoma; organized trails, activities, volunteers, schedule, and staff.
2003-2004	Plano ISD: Curriculum Editor: wrote and edited online curriculum for social studies, science, and health for fifth grade.
2001-2002	Plano ISD: Co-Team Leader, Barksdale Elementary Fifth Grade

Experienced In:

- Interactive videoconferencing
- Professional Development
- Web site management
- Technology Training
- Microsoft Word
- Microsoft PowerPoint
- Microsoft Excel
- Technology integration with curriculum
- Video Production
- Program marketing
- Project management
- Conference Planning
- Technology Product Evaluation

Conference Attendance

- Texas Distance Learning Association Conference (TxDLA)
- Texas Computer Education Association Conference (TCEA)
- Southwest BLC Conference (Building Learning Communities with Alan November)
- International Society for Technology in Education Conference (ISTE)
- Denton Lonestar TIA (Technology Integration) Conference
- AccessU by Knowbility

Presentations

2008	<ul style="list-style-type: none">• Region XI Distance Learning Educator Conference, "Connect2Texas"• Site manager training
2009	<ul style="list-style-type: none">• TxDLA, "Connect2Texas"• Texas Computer Education Association Conference, "Connect2Texas"• Site manager training• Library Harvest, "Connect2Texas Live"• Summer Media Resource Adventure, "Connect2Texas Live"
2010	<ul style="list-style-type: none">• Newspapers in Education, "Connect2Texas"• Summer Media Resource Adventure, "Connect2Texas Live"• IVC4U&ME Videoconference Workshop• Library Harvest, "Connect2Texas Live"• Technology Vendor Fair, "Connect2Texas Live"
2011	<ul style="list-style-type: none">• Summer Media Resource Adventure, "Connect2Texas Live"• IVC4U&ME Videoconference Workshop for Beginners• IVC4U&ME Videoconference Workshop for Advanced Users• Library Harvest, "Connect2Texas Live"• Technology Vendor Fair, "Connect2Texas Live"• Denton Lonestar TIA, "Playing the Field: Taking Videoconferencing on the Road"
2012	<ul style="list-style-type: none">• TCEA, "Playing the Field: Taking Videoconferencing on the Road"• TxDLA, "Videoconferencing: Off site and on the Go!"

	<ul style="list-style-type: none"> • Technology Vendor Fair, "Connect2Texas Live!" • Region 7 Social Studies Summit, "Connect2Texas" • ISTE San Diego, "Playing the Field: Taking Videoconferencing on the Road" (via videoconferencing) • Denton Lonestar TIA, "Videoconferencing: A Piece of the Flipped Classroom Puzzle"
2013	<ul style="list-style-type: none"> • TxDLA, "Videoconferencing: A Piece of the Flipped Classroom Puzzle" • Flipping Your Classroom with Jonathan Bergmann, "Screen Capture with Screencast-O-matic" breakout
2014	<ul style="list-style-type: none"> • TCEA, Be Accessible Now

References Available Upon Request

James G. Schul

jschul@hcde-texas.org

6300 Irvington Blvd
Houston, Texas 77022 (713) 696-8205

EDUCATION

Associate in Applied Science in Data Processing (1977)
Texas Association of School Business Officials (TASBO) certified
Leadership and Management Certificate
Numerous professional development activities

State University of New York at Alfred.

University of Houston

PROFESSIONAL EXPERIENCE

Harris County Department of Education - Chief Information Officer

February, 2003 - Present

- The Chief Information Officer (CIO) is a member of the Harris County Department of Education (HCDE) Executive Team.
- Responsibilities include HCDE Technology Services, cloud services including Learning Management Systems (LMS), and the Texas Virtual School Network.
- Responsibilities include budget, technology operations management, application system development, network infrastructure, strategic planning and support of client services.
- Our clients include the 26 school districts that touch Harris County and state wide initiatives through the Texas Education Agency.
- We manage the Central Operations of the Texas Virtual School Network in partnership with Region 10 Education Service Center (Richardson) under contract with the Texas Education Agency.
- Serves as a trainer for our alternative certification programs for both teachers and principals.
- Provide leadership training for our Noetic Leadership Institute.
- Involved in many business development and transformation activities.

La Porte Independent School District – Executive Director of Technology/CIO

February, 1997 – January, 2003

- Responsible for all district administrative and instructional technology.
- Developed the instructional technology program at La Porte ISD.
- Responsible for budget, operations, application systems, networking, and Help Desk.
- Implemented \$15 million in voter approved bond programs that created a network of over 1,100 phones lines, 550 televisions, 3,000 computers and installation of a fiber optic network.
- Implemented and administered numerous state grants.
- Completed construction of 14 building's network infrastructure projects.
- Served as District's PEIMS Coordinator for six years.
- Obtained and implemented a Telecommunication Infrastructure Fund (TIF) Grant for \$500,000 to build a community network (Bayshore Equitable Access Community On-line Network (BEACON)).

Fort Worth Independent School District – Assistant Director of IS

July, 1986 - January, 1997

- Managed technical staff, strategic planning, and development of the department budget and overall operations of Information Services.
- Managed computer operations, networking, programming and our Help Desk operations.
- Implemented local, state and federal requirements to our application systems.
- Served as district's Public Education Information Management System (PEIMS) Coordinator for ten years.

Electronic Data Systems (EDS) Corporation – Systems Engineer Supervisor

May, 1983 – July, 1986

- Scheduled and managed technical staff, performance evaluations and salary recommendations.
- Supported and installed nation-wide financial application software for the Health Services Division.
- Installed and supported patient care systems throughout the United States.

AWARDS AND RECOGNITIONS

- Chief Information Officer of the Texas Distance Learning Association (TxDLA) (2011-2014)
- Board member for the La Porte ISD Education Foundation. (Present)
- Served as an elected official for 6 years on the La Porte ISD School Board.
- Graduated Leadership La Porte program (2003)
- Member of the Greater Houston P-16+ Council
- Board member of the Texas Center for Educational Technology Board (University of North Texas).

- Chairperson of the Board of Directors that operated a community network (BEACON).
- Past President of the Sasi Texas User organization.
- Chairman of the 1992-93 Texas Education Agencies' Attendance Committee tasked with development of the Student Attendance Accounting Handbook.
- Served on the Tarrant County Junior College Advisory Committee from 1993 to 1997
- Co-chairman of the United Way Campaign at Mount St. Mary's Hospital and Chairman in 1981.
- Elected to the Board of Directors of the Mount St. Mary's Federal Credit Union in 1980.

Resume of:
Angela Clark Smith

- Experience** 2008 to Present
Director of Central Operations, The Texas Virtual School Network
Harris County Department of Education in Houston, Texas
- 2005 to 2008
Director of Digital Learning and Instructional Technology
Harris County Department of Education in Houston, Texas
- 2003 to 2005
Instructional Technology Specialist
Harris County Department of Education in Houston, Texas
- 1997-2002
Campus Network Administrator and Special Programs Campus Coordinator
Central High School, Beaumont, Texas
- 1995-2002
Special Programs Campus Coordinator
Central High School, Beaumont, Texas
- Instructional Technology Support and Training
 - Credit Recovery Program
 - After School Tutorials
 - In School GED Program
- 1993-1995
Classroom Teacher – Secondary Home Economics (9-12)
Central High School, Beaumont, Texas
- 1988-1993
Job Developer/Counselor – Beaumont Independent School District JTPA Program (Grades 8-12) Beaumont, Texas
- Professional Affiliations** 1995 to Present: Member, Texas Computer Education Association
2003 to Present: Member, International Society for Technology in Education
2006 to Present: Member, International North American Council for Online Learning
- Other Affiliations:**
1991 to Present: Member of Alpha Kappa Alpha Sorority, Inc.

Education 1980-1988 **Lamar University - Beaumont, Texas**
Bachelor of Science, Home Economics – Retail Merchandising

1993-1995 **Lamar University - Beaumont, Texas**
Teacher Certification Program – Vocational Home Economics

1998-2000 **Prairie View A&M University - Prairie View, Texas**
Master of Education – Education Administration

Certifications

Texas -Vocational Home Economics Education (6-12) Life
Texas - Principal Certification (EC– 12) Valid to 2015

Areas of Expertise

- 26 years in Education field
- Administration and management
- Infrastructure management
- Managing state virtual school operations and staff
- Instructional technology training, development of training, online course implementation
- Online teaching /instructor
- Public speaking
- Online learning pedagogy
- Virtual school models (U.S.)
- Blended learning
- Teacher and administrator training (Texas Principal's Certification, technology component)

Barbara B. Smith

- Experience**
- Region 10 Education Service Center** **Richardson, TX**
- Project Director, Texas Virtual School Network (TxVSN), 2008-present**
- Implement Texas Education Code Chapter 30A statutory requirements for the TxVSN
 - Administer the Texas Education Agency contract for operations of the TxVSN
 - Direct TxVSN operations, course review, and technical staff
 - Manage agreements with Texas public school districts, open-enrollment charter schools, education service centers, and higher education institutions participating as providers to the TxVSN
 - Facilitate potential course provider applications, as well as, review of their courses
 - Coordinate research and evaluation of and for the TxVSN
- Coordinator Instructional Technology, 2000-2008**
- policies, procedures, and initiatives at the state and federal levels Coordinate implementation of regional agreements and/or partnerships
 - Develop and manage budget for assigned programs
 - Establish timelines and improvement objectives for Education Service Center Curriculum Cooperative products based on data
 - Supervise the implementation of the Intel® Teach Grant
 - Provide technical assistance on the implementation of the Teacher and Campus STaR Charts, ePlan, and the Texas Long Range Plan for Technology
 - Implement the Title II, Part D Technical Assistance contract as specified
 - Implement the Texas Math and Science Diagnostic Systems contract as specified
 - Maintain a working knowledge of effective distance learning programs and tools in support of teaching and learning as well as educator preparation
 - Maintain of working knowledge of curriculum, assessment, and technology
- Dallas Independent School District** **Dallas, TX**
- Director - Professional Development – Special Education, 1998-2000**
- Create cross-training opportunities with special and general educators
 - Coordinate publications such as the Special Education Teacher Handbook, Special Tech News, Special Education webpage, Special Education Operations Handbook, Parent Connection
 - Coordinate professional development initiatives for general and special educators
 - Align secondary curriculum and courses with general education programs
 - Serve on the district-wide Curriculum and Course Alignment Committee
 - Provide program overview and data to Division Leadership, Board of Trustees, the

- Texas Education Agency, and other stakeholders as requested
- Coordinate activities of professional and support staff in the Technology and Training Team, Mentor Teacher Team, and Materials Team.
- Develop and manage federal budget
- Coordinate the identification and deployment of an IEP Management Program

Technology and Media Specialist – Special Education, 1993-1998

- Technology support and training for special educators
- Liaison with general education technology to align programs
- Evaluate and purchase technology for utilization in special education classrooms
- Manage assistive technology services
- Manage materials identification, distribution, and inventory
- Create database application to insure efficient, accurate record keeping for all resources

Vocational Adjustment / Transition Specialist, 1992-1993

- Provide school to work transition services for assigned campuses
- Provide vocational training for secondary students
- Assist counselors in developing appropriate programs for students with disabilities

Special Education Teacher 1984-1992

- Pre Vocational Skills Teacher , Boude Storey Middle School
- Self-Contained Teacher, Spruce High School
- Content Mastery Teacher, Spruce High School

Metropolitan Nashville Public Schools

Nashville, TN

- Special Education Teacher, 1981-1984
- Resource Teacher, Chadwell Elementary
- Resource Teacher, Joelton Junior High

Education

- B.A., Education , Memphis State University, 1980
- Computer Literacy Information Processing Program, Dartmouth College, 1991
- Master of Science - Educational Technology and Information Processing , 1993
- 30 Hours Administrative Courses - Texas A&M Commerce, 2000
- Assistive Technology Applications Certificate Program, University of California Northridge, 2000
- Florida Virtual School Leadership Training, 2011
- Crucial Conversations Training, 2014

CONNIE SWIDERSKI

- Experience**
- Education Service Center Region X (Texas Virtual School Network) *2010-Present*, Richardson, Texas
Professional Development and Communications
Online learning specialist with a primary focus on professional development support for K-16 administration and instruction in online teaching and learning.
- Education Service Center Region XI *1999-2010*, Fort Worth, Texas
Educational Technology Specialist
Professional development specialist with a primary focus on the integration of technology and 21st century skills.
- Denton, Carroll, Commerce, Rains, Quinlan, and Calhoun ISD *1978-1999* Texas
Technology Coordinator/Instructional Technologist, Classroom Instructor
- Leadership**
- 1991-1997* Participated in Peer Mediation, and Cognitive Coaching training.
- 1991-1993* Served as an interface between the district and the community by working on the District Advisory Committee, elected as "chairperson" in second year on committee.
- 1996-1999* Maintained and managed MAC and PC labs, stand alones, network, Intranet, web site and gradebook system; facilitate the integration of technology into programs and projects, achieving excellent employee relationships and morale along with increased technology usage.
- 1997-1999* Collaborated on a program to address the scope and sequence for instructional technology objectives K-12 in subject area TEKS.
- 1998-1999* Participated in the initial setup of and maintenance of the Novell Network for district, resulting in the only campus in the district with individual student logons and self-supported, thus providing troubleshooting and "just in time" support along with student and educator Code of Conduct policies and procedures training.
- 1996 -Present* Presented topic-specific lectures at regional, state and national conventions broadening public confidence and promoting the integration of technology throughout the curriculum both as an intrigue part of the core curriculum and learner assessment, thus providing additional technology professional development opportunities for teachers.
- 1999-2000* Coordinated the development and implementation of a comprehensive technology professional learning yearlong web-based integration program for Birdville ISD named "Top of the Class" by way of curriculum development, secure online access for district personnel, trained and implemented campus technology specialist at 30 campuses, managed personnel data records and campus technology specialist for program.
- 1999-2010* Installed, designed, implemented and supported a variety of systems including over 18 instances of Moodle for ESC Region 11.
- 2000-2009* Served on the SBEC framework committees for the development of the SBEC Technology Applications, and the Master Technology Teacher Certification.
- 2000-2010* Developed the LMS FirstClass system and content curriculum, facilitated courses, managed seven part-time adjunct online facilitators, administered the program, and promoted the statewide yearlong online ESC Region XI Technology Applications Teacher Certification, "establishing an "image of excellence" and facilitating the portfolio alternative assessment tool as a major form of curriculum assessment.
- 2001-2001* Served on the Proclamation 2001 TEA textbook review committee for Technology Application (8-12).
- 2002-2004* Appointed Super CISCO Web Development Instructor to facilitate training of CISCO Academy Sponsored Web Development instructors, second only in the CISCO organization.

- 2002-2010 Designed, facilitated, administered, and promoted the statewide online ESC Region XI Master Technology Teacher Certification (MTTC) program with a 99% completion rate, a 98% TeXMaT passing rate, and named “Best Staff Development in Texas” as recognized by TCEA 03.
- 2004-2006 Designed, managed, and facilitated a yearlong online FirstClass based program for Birdville ISD TARGET grant named “Making the Connections” to train educators at 48 districts statewide in the integration of technology and the technology TEKS knowledge and skills standards 1-5 with many participants moving into an instructional technology role upon completion.
- 2005-2006 Served on the Accessibility Internet Rally (AIR-High) advisory board.
- 2005-2010 Developed and instructed a variety of online and face to face trainings with an emphasis on Web 2.0 technologies and their impact and value in education such as podcasting, interactive video online learning systems, Moodle along with other LMS and blogs.
- 2007-2010 Designed, administered, instructed, and promoted the statewide online Moodle based ESC Region XI Best Practices in Online Teaching and Learning program (Online Teaching, Course Development, Developing Online Courses to Meet Accessibility Standards, Blend Learning, and Best Practices to Support Educators in Online Learning) as one of only five programs approved by the state to provide professional development for the Texas Virtual School Network.
- 2008-2010 Designed, facilitated, administered, and promoted the Moodle and Elluminate Live based ESC Region XI Virtual Technology Conference (VTC) along with organizing and communicating with vendors for the operation of their virtual booths, presenters for their training to present virtually, and participants for their attendance in a virtual conference.
- 2008-2010 Designed, managed, and trained administration to support online learning, potential online instructors and course developers as well as facilitated the development of TxVSN approved online courses as the Online Learning coordinator and grant administrator for the professional development component for the ESC Region XI 11 district collaborative Vision 2020 grants “CC11” and “Triple C”.
- 2008-2013 Employed by the State Board of Educators as a Master Teacher Technology grader.
- 2009-2010 Developed and supported the ELive ESC Region XI initiative to provide the interactive video online learning system Elluminate Live to all Educational Technology member districts.
- 2010-2011 Employed by the State Board of Educators to serve as a reviewer for the newly refreshed Technology Applications K-12 Standards.
- 2010-Present Developed and administer the Texas Virtual School Network (TxVSN) professional development program including a variety of online just in time tutorials, webinar book studies, virtual and face-to-face conferences with an emphasis on online course design, development, instruction, and assessment to support completely online and blended course administration and instruction issues.
- 2010-Present Designed, facilitate, administer, and promote the Moodle and Blackboard Collaborate based international TxVSN speaks VOLumes, Virtual Online Learning Conference (VOL) to foster the building of expertise in online/blended course design, implementation, instruction, and assessment.
- 2010-Present Administer the RFQ approval process and review of the TxVSN-Approved Professional Development provider applications.
- 2010-Present Webmaster for the DotNetNuke configured TxVSN.org website.
- 2010-Present Administrator of the TxVSN internal communications system.
- 2011-2012 Co-Chaired the INACOL refresh online teaching standards committee.
- 2012-2013 Presented at the Virtual Learning Symposium INACOL conference on the refresh process and standards meaning.
- 2012-2013 Developed 8 videos in partnership with INACOL illustrating the INACOL online teaching and online courses standards with input from the SBEB online teachers of the year.

- 2012-2013* Facilitated roundtable discussion concerning professional development for online learning at national conference Online Learning Institute (OLI) and International Society for Technology Education (ISTE) conference.
- 2012-Present* Developed and administer the TxVSN CLUE IN Online Orientation badging program providing a mechanism for students to deduce what online learning is about and provide districts a form of authentic assessment in the readiness of their students for online learning.
- 2012-Present* Initialed the formation of the Texas Computer Education Association Virtual Learning Special Interest Group (SIG) and current president.
- 2012-Present* Serve on the Online Learning Institute (ISTE sub conference) committee.
- 2013-Present* Designed, facilitate, administer, and promote the TxVSN face-to-face e-Accessibility conference to address the design of the digital materials, methods of communication, and delivery of the instruction for access to all students.
- 2014-Present* Administer the TxVSN Online Instructor Credentialing Verification process in collaboration with 17 TxVSN course providers to verify credentialing data.
- 2014-Present* Co-grant administrator for the Expanding Course Options Project (ECOP) TEA grant to facilitation the collaboration between Education Service Center Region 11, 12, and 16 in the development of online courses for the TxVSN.
- 2014–Present* Recipient of the Blackboard Collaborate Catalyst Award Staff Development category for the speaks VOLumes conference on online learning.

Education

1974-1978

East Texas State University, Commerce, TX
 Bachelor of Science
 All Level Art certification

2000-2002


Education Service Center, Region XI, Fort Worth, TX
 Technology Applications (8-12) & (EC-12) and
 Master Technology Teacher certifications

1999-2000

California State University Hayward, Hayward, California
 Master of Science, Online Teaching and Learning

Agreements

1. TxVSN Statewide Catalog Receiver Districts Agreement
2. TxVSN Statewide Catalog Course Provider Agreement
3. Statement of Work for TxVSN Course Reviewers
4. Professional Development Provider Procedures




Statewide Course Catalog
Course Provider Agreement
2015-2016

The Texas Virtual School Network (TxVSN), created by the 80th Texas Legislature in 2007, provides electronic (online) courses for students across the state that have been approved through the course submission and review process administered by the Texas Education Agency (TEA). All electronic courses to be made available through the TxVSN shall be reviewed and approved prior to being offered. All TxVSN courses must meet the definition of an electronic course in Texas Education Code (TEC) §30A.001 and the requirements for courses in Texas Administrative Code (TAC) §70.1005(a) and align with 100 percent of the current state curriculum standards, the Texas Essential Knowledge and Skills (TEKS); International Association for K-12 Online Learning (iNACOL) *National Standards for Quality Online Courses*; and accessibility requirements established by the U.S. Rehabilitation Act, §508, and TxVSN accessibility guidelines. This TxVSN Course Provider Agreement is reviewed at the time of application and completed after the applicant has an approved course(s) and then annually after initial approval as a TxVSN Course Provider. The parties to this agreement are the TxVSN Central Operations and the eligible Course Provider whose official representative's name and authorized signature appear below.

Definitions

1. State virtual school network, Texas Virtual School Network, network, and TxVSN mean the state-led online learning initiative established under Texas Education Code (TEC) Chapter 30A. The TxVSN is comprised of two components, the supplemental statewide course catalog and the full-time virtual online schools program. Authorized by the TEC Chapter 30A, the TxVSN is a partnership network administered by the Texas Education Agency (TEA) in coordination with regional education service centers (ESCs), Texas public school districts and charter schools, non-profit entities, private entities, corporations, and institutions of higher education as defined by 20 U.S.C. Section 1001.
2. TxVSN Course Provider (or Course Provider) is an entity that meets eligibility requirements and provides an electronic course through the TxVSN.
3. An electronic course is an educational course in which instruction and content are delivered 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 charter school. An electronic course is the equivalent of what would typically be taught in one semester. For example: English IA is treated as a single electronic course and English IB is treated as a single electronic course.
4. TxVSN Central Operations is the regional education service center that carries out the day-to-day operations of the TxVSN, including the centralized student registration system, statewide course catalog listings, and other administrative and reporting functions. Region 10 ESC and the Harris County Department of Education serve as TxVSN Central Operations, acting under the administering authority of the TEA.
5. TxVSN Course Review is the entity that implements the submission and review process administered by the TEA which ensures courses provided through the TxVSN meet the TxVSN standards. Region 10 ESC serves as TxVSN Course Review, acting under the administering authority of the TEA.
6. The TxVSN statewide course catalog is a supplemental online high school instructional program available through approved TxVSN Course Providers.
7. TxVSN Receiver District (or Receiver District) is a Texas public school district or charter school that has students enrolled in the district or charter school who take one or more online courses provided through the TxVSN statewide course catalog.
8. Course types:
 - a. Accelerated courses are scheduled to be nine but not less than six weeks in duration.
 - b. Semester-paced courses follow a traditional semester schedule of 10 or more weeks in duration.
 - c. Continuous enrollment courses have a flexible instructional start and end date.
 - d. Non-continuous enrollment courses have a fixed instructional start and end date.
9. Successful course completion is the term that applies when a student taking a high school course has demonstrated academic proficiency of the content for a high school course and has earned a minimum passing grade of 70 percent or above on a 100-point scale, as assigned by the properly credentialed online teacher(s), sufficient to earn credit for the course.
10. A responsible adult is the person designated by the school district or open-enrollment charter school that is 21 or older



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and is not a relative of a student. An examination proctor must be a responsible adult.

11. An examination is an assessment that measures students' mastery of 50 percent or more of the entire course knowledge, skills, and student expectations.
12. School days, for the purposes of calculating the TxVSN course drop period, follow the schedule determined by TxVSN Central Operations.

TxVSN COURSE PROVIDER RESPONSIBILITIES

General


The eligible TxVSN Course Provider shall:

1. enter all approved course descriptions, supporting information, and seat and section data specified by TxVSN Central Operations into the TxVSN catalog no later than 15 working days after the agreement conference or, for a current TxVSN Course Provider, 15 days after a new course is approved.
2. provide the approved courses and associated number of sections and seats available to the TxVSN for the next four consecutive semesters based on the schedule provided by TxVSN Central Operations. If, after the fourth semester, a Course Provider intends to remove the course from the catalog, all students enrolled in the course, regardless of instructional start date, must be given sufficient time to complete the course and receive a final grade.
3. update course descriptions and supporting information in the TxVSN catalog regularly based on the schedule provided by TxVSN Central Operations.
4. ensure a maximum class size limit of 40 students in a single section of a course and ensure that the class size does not exceed the maximum allowed by law and a charter school's charter, as applicable, whichever is less (TAC §70.1007).
5. offer a minimum of 80 seats per approved course each semester unless prior approval is given by TxVSN Central Operations.
6. serve all enrolled students, not to exceed 40 per section, regardless of the minimum number of students enrolled in a section so that TxVSN Receiver Districts have reliable course options for students.
7. require that examinations are proctored by a responsible adult designated by the student's district or open-enrollment charter school (OEC). It is the responsibility of the Course Provider to verify that examinations are proctored by a responsible adult.
8. ensure that the determination of whether or not a TxVSN course meets the needs of a student with a disability is made by the student's Admission, Review, and Dismissal (ARD) committee as specified by TEC §30A.007(b); and as a result, respond promptly to ARD committee inquiries about courses offered in the TxVSN catalog.
9. cooperate with Receiver Districts to ensure that course instruction satisfies any specific accommodations or services required to fulfill a student's individualized education program (IEP) or other required modification plan in a timely manner.

Instruction

The eligible TxVSN Course Provider shall:

10. provide online instructors who are Texas-certified to teach that course and grade level per TEC, Chapter 21, Subchapter B or meet the credentialing requirements of the institution of higher education with which they are affiliated and that is serving as a TxVSN Course Provider and retain certification and applicable credentialing documentation. Additionally, the Course Provider shall supply certification or applicable credentialing documentation to TxVSN Central Operations immediately upon request. The Course Provider shall be responsible for such obligation regardless of whether instructors are employees of the Course Provider, independent contractors, or employees of a third-party course vendor. Course Providers shall take all steps necessary to verify the qualifications of non-employee instructors.
11. affirm the preparedness of teachers of TxVSN courses to teach public school-age students in a highly interactive online classroom and maintain records documenting that online instructors have successfully completed TxVSN-approved professional development (TEC §30A.112) or have otherwise met the TxVSN professional development policy requirements and documenting online teachers' demonstrated mastery of the iNACOL *National Standards for*



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Quality Online Teaching prior to teaching through the TxVSN. The Course Provider shall supply documentation of completion of TxVSN-approved professional development or demonstrated mastery of the iNACOL *National Standards of Quality Online Instruction* to TxVSN Central Operations immediately upon request. Course Providers shall be responsible for such obligation regardless of whether instructors are employees of the Course Provider or are employees, independent contractors, or employees of a third-party vendor. Course Providers shall take all steps necessary to verify the professional development status of non-employee teachers.

12. ensure that online instructors have successfully completed a minimum of one continuing professional development course specific to online learning every three years in accordance with the TxVSN Professional Development Policy (Attachment C) and maintain records of successful completion of the continuing professional development. The Course Provider shall supply documentation of completion of this professional development to TxVSN Central Operations immediately upon request. Course Providers shall be responsible for such obligation regardless of whether instructors are employees of the Course Provider or are employees, independent contractors, or employees of a third-party vendor. Course Providers shall take all steps necessary to verify the professional development status of non-employee teachers.
13. retain records of background checks for contract, substitute, or online instructors as articulated in TEC §22.0834(a) and § 22.0836(h) and make such records available to TxVSN Central Operations upon request. The aforementioned statutes require completion of the fingerprinting of certified educators by Sept. 1, 2011.
14. notify TxVSN Central Operations in writing within five working days if for any reason an online instructor no longer meets the requirements to teach a course offered through the TxVSN.
15. utilize and supply data consistent with standards for the state's Public Education Information Managements System (PEIMS), TREx, and the Texas Student Data systems.

Courses

The eligible TxVSN Course Provider shall:

16. own, secure, and/or maintain licensure and copyright for all courses offered in the TxVSN course catalog. The TxVSN Course Provider shall also obtain from all third-party owners or licensors of copyright or other intellectual property rights of a course an agreement to indemnify and defend TxVSN and its component entities (the Texas Education Agency, Region 10 Education Service Center, and Harris County Department of Education) from all claims of infringement of intellectual property rights owned or licensed by such third-party owners or licensors. The Course Provider shall supply an executed copy of such indemnity agreements to TxVSN Central Operations upon request.
17. submit each electronic course to be offered through the TxVSN for review and approval prior to being offered.
18. comply with all responsibilities and requirements detailed in the TxVSN Course Provider Application and Course Submission agreements.
19. submit courses for review according to the schedule communicated by TxVSN Course Review upon notification from Course Review that the TEKS for a course or the iNACOL *National Standards for Quality Online Courses*, or *TxVSN Accessibility Guidelines* have been revised.
20. apply for renewed approval of a previously approved course in accordance with a schedule designed to coincide with revisions to the required curriculum under TEC §28.002(a) but not later than the tenth anniversary of the previous approval.
21. verify that all hands-on laboratory and field investigations are completed under the supervision of a responsible adult designated by the student's district.
22. maintain a current course syllabus or course description including key information such as examinations requiring proctoring and other supporting information as required by TxVSN Central Operations, URLs or links that must be accessible to students, frequency and schedule of all required synchronous lessons, and the frequency and process for reporting of student progress.
23. provide courses that comply with the TxVSN accessibility guidelines. Effective January 30, 2012 new courses that do not meet TxVSN accessibility guidelines will not be approved and courses currently offered that do not meet these guidelines may be removed from the statewide course catalog.
24. refrain from significantly modifying or changing courses without prior notice and approval from TxVSN Course Review. Course Providers shall provide written notice of any planned modification in sufficient detail for TxVSN



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Course Review to determine whether the course continues to satisfy all requirements of the program. Failure to obtain written approval shall result in removal of the course from the approved catalog.

25. ensure that each approved course is maintained throughout the duration that the course is offered through the TxVSN and continues to meet the current TEKS, INACOL national standards, and TxVSN accessibility guidelines.

TxVSN Processes

The eligible TxVSN Course Provider shall:


26. agree to follow TxVSN registration and enrollment processes including regularly monitoring and reconciling student data in the My TxVSN workspace based on the timeline established by TxVSN Central Operations. Students that are served by the TxVSN Course Provider but not enrolled in courses provided through the TxVSN are not eligible for TxVSN services or any available funding.
27. at least one time per month, supply the designated TxVSN Receiver District with official student progress reports that include quantitative and qualitative feedback for each student enrolled in a TxVSN course. The Course Provider shall also assign a final numeric average grade to each student's work and supply the information to the student and the designated Receiver District. See **Attachment E** for the required components for the final grade report or transcript.
28. notify TxVSN Central Operations if the district or open-enrollment charter accountability rating changes or in the case of entities that are not public school districts or open-enrollment charters, provide notice of any change in conditions required for eligibility or continued participation as a Course Provider.
29. notify TxVSN Central Operations through the My TxVSN workspace in a timely manner per the schedule established by TxVSN Central Operation if a student drops a course or is granted additional time to complete the course.
30. participate in webinars and annual face-to-face TxVSN Course Provider meetings.
31. not promise or provide equipment or any other thing of value to a student or a student's parent as an inducement for the student to enroll in an electronic course offered through the state virtual school network.

Payment

The eligible TxVSN Course Provider shall:

32. establish the semester course cost based on the following criteria (TEC §30A.105):
 - a. The amount of the cost charged for a semester course provided through the state virtual school network may not exceed the lesser of:
 - the cost of providing the course;
 - or \$400.
 - b. Each course offered through the TxVSN statewide course catalog must be offered at a price that does not exceed the lowest price at which the course is offered for use or sale to any state, public school, school district, or chartered school in the United States. The price of any course or item or service for the course must automatically be reduced to the extent that, and at the same time as, the price is reduced or offered elsewhere in the United States. A course or item or service for the course must be provided free of charge or at a price discount to the same extent that it is provided to any state, public school, school district, or chartered school anywhere in the United States.
33. invoice TxVSN Central Operations each semester after its student data is posted to MyTxVSN for the course(s) provided that semester through the TxVSN statewide course catalog. Invoices should be sent to:
 - TxVSN at Region 10 / Attention: Lisa Davis
 - 400 East Spring Valley
 - Richardson, TX 75081

Attachment D provides a recommended invoice format.
34. report individual student success data to TxVSN Central Operations each semester in the requested format and by the timeline set by TxVSN Central Operations.
35. by mutual agreement, extend for at least 10 school days the deadline by which a student must complete a course, if additional time is required to complete the course, for a fee not to exceed \$100. The TxVSN Course Provider may elect to extend courses for a longer period of time, charge less than \$100, or not charge for extending the course window. The Course Provider shall note the incomplete when reporting success data in its My TxVSN workspace.



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36. agree to the following drop periods without academic or financial penalty to the student or TxVSN Receiver District:
 - a. For a non-continuous enrollment course, a 14-school-day drop period after instructional start date.
 - b. For a continuous enrollment course, a 14-school-day drop period after enrollment date if student joins the course after the instructional start date.
 - c. For an accelerated course, a four-school-day drop period after the instructional start date.
37. agree to the following requirements for dual credit courses only:
 - a. Students must be enrolled through the standardized requirements and application/enrollment process approved by TxVSN Central Operations.
 - b. Students will adhere to the higher education institution's enrollment and drop schedule.
 - c. Students must be served regardless of higher education service area.
 - d. Course Provider will use the articulation agreement available through TxVSN Central Operations.
 - e. Catalog course cost must include all fees associated with course, meet TEC §30A.105 cost criteria, and other terms of this TxVSN Course Provider Agreement.
38. agree that, after the drop period, the Course Provider is paid 100 (one hundred) percent of the catalog course cost if the student successfully completes the course, but no more than 70 (seventy) percent of the catalog course cost if the student is unsuccessful.

Private or Non-profit Entities and/or Public School District and Open-Enrollment Charter School Partners

The eligible TxVSN Course Provider shall:

39. be eligible to act as a TxVSN Course Provider only if a nonprofit entity, private entity, or corporation:
 - a. complies with all applicable federal and state laws prohibiting discrimination;
 - b. demonstrates financial solvency; and,
 - c. provides evidence of prior successful experience offering online courses to middle or high school students, with demonstrated student success in course completion and performance, as determined by the commissioner.
40. not award course credit or a diploma for courses taken through the state virtual school network if the Course Provider is an entity other than a school district or OEC.
41. assume responsibility for its third-party partners or subcontractors, if any, and maintain a written agreement or contract with such partners or subcontractors.
42. conduct all communications, requests, and inquiries to the TEA, TxVSN Central Operations, and TxVSN Course Review by or through the official Course Provider primary or secondary contact specified in this agreement. The eligible Course Provider is responsible for the implementation and management of this agreement. If a Course Provider is partnering with a third-party partner or subcontractor, the TEA, TxVSN Central Operations, and TxVSN Course Review will communicate with or through the eligible Course Provider.
43. communicate the eligible Course Provider as the supplier of the course(s) and associated services in all communications and processes, regardless of whether the Course Provider partners with a commercial or private entity or other third party partner or subcontractor. This includes, but is not limited to, the following:
 - a. all communications to the Receiver Districts or the public (emails, websites, flyers, brochures, phone messages voice mails, ads, presentations, etc.);
 - b. documentation and instructions;
 - c. withdrawal and enrollment forms; and
 - d. catalog entries.
44. refer only to courses currently provided through the TxVSN catalog as "TxVSN-approved" or "Texas Virtual School Network (TxVSN)-approved" and refrain from using this designation to market courses offered outside the TxVSN. All materials used to market or publicize an approved course offered through the TxVSN statewide course catalog, including materials generated or used by a third-party partner or subcontractor, must be approved by TxVSN Central Operations and must be submitted to TxVSN Central Operations at least 30 days prior to the date of their intended use. All rights are reserved on the utilization of the TxVSN logo mark and name. Use of the TxVSN trademark and name without prior authorization is prohibited. (Attachment B)


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45. agree that third-party entities that supply online courses offered by the TxVSN Provider do not by that relationship become public schools. Only a school district or an open-enrollment charter school may claim to be a Texas public school or to be accredited by the TEA or the State of Texas. The vendor of the course may not claim those designations in its advertising or informational materials.
46. agree that the Course Provider and its third-party partner(s) or subcontractor(s), if any, will comply fully with all state and federal laws, rules, and implementing regulations in the provision of services under this agreement, including (without limitation) the following:
 - a. The Family Educational Rights and Privacy Act (FERPA);
 - b. The Americans with Disabilities Act, as amended (ADAAA);
 - c. The Individuals with Disabilities Education Act, as amended (IDEA); and
 - d. The Texas Public Information Act.

TxVSN CENTRAL OPERATIONS RESPONSIBILITIES


TxVSN Central Operations shall:

1. ensure that all courses provided through the TxVSN are reviewed according to the requirements established in TEC Chapter 30A.
2. notify the TxVSN Course Providers of changes in the TEKS or iNACOL *National Standards for Quality Online Courses* standards that prompt the need for course revisions.
3. maintain accurate information in the TxVSN course catalog, including courses, sections, and seats.
4. provide security for all TxVSN online data, information and transactions.
5. provide the My TxVSN Provider workspace for reconciliation of student registration/enrollment data.
6. act as liaison between the TxVSN Receiver District and Course Provider as appropriate.
7. make informed choice data on courses and Course Providers available on www.txvsn.org.
8. collect and display student and parent satisfaction data, as well as Course Provider success data on a routine basis. (TEC §30A.1021)
9. provide a student orientation to online learning for the use of Receiver Districts.
10. provide TxVSN online training for Receiver District-designated TxVSN site coordinators, administrators, and other interested stakeholders.
11. staff the TxVSN Help Desk at 1-866-93TxVSN or TxVSNCentral@txvsn.org.
12. provide TxVSN materials to districts, schools, and open-enrollment charter schools as requested.
13. provide equal access to and support for each Course Provider's courses.
14. periodically release applications for services at www.region10.org/rfqprocess.

ALL PARTY AGREEMENT

All parties agree to the following terms.

1. No party assumes liability for systems under the control of the other party or for actions of the employees, third party partners, or subcontractors of the other party.
2. No party has agreed to waive defense, right, immunity, or other protection under law.
3. Except as otherwise provided in the Preamble above and in the Terms of Agreement below, this agreement may not be amended or modified except by agreement made in writing and signed by both parties. The agreement supersedes all prior written or verbal representations or agreements concerning the subject matter of this agreement. TxVSN Central Operations, acting under the administering authority of the TEA, may add additional requirements in order to provide economical, efficient, and quality services to Texas students. Any such requirements shall be an amendment to this agreement, and notice thereof shall be given by TxVSN Central Operations to each TxVSN Course Provider on a timely basis.
4. No person(s) shall, on the basis of gender, race, color, or national origin, be excluded from participating in, be denied the benefits of, or be otherwise subjected to discrimination.
5. No otherwise eligible student shall, solely by reason of handicap, be excluded from participation in courses offered through the TxVSN.
6. All notices required in this agreement shall be in writing unless otherwise specified.


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7. TxVSN Central Operations may exercise all or any remedies available to it under law to enforce the provisions of this agreement.
8. This agreement shall be interpreted according to the laws of the State of Texas. Exclusive venue for any disputes concerning the agreement shall be Dallas County, Texas.
9. The persons signing this agreement are authorized by their respective entities to bind the entities to this agreement.

Provider Contacts

Designated contact persons noted below will have access to the My TxVSN workspace, catalog entry, and student enrollment data.

TxVSN Central Operations' records indicate that the TxVSN Course Provider primary contact person is:

Name:	Title:
Phone:	Email:

TxVSN Central Operations' records indicate that the TxVSN Course Provider secondary contact person is:

Name:	Title:
Phone:	Email:

Terms of Agreement:

1. The term of this agreement is one year, beginning on the date both parties have signed same below. The agreement will be automatically renewed from year to year for additional one year terms unless either party gives written notice to the other party at least 30 days before the end of the term that such party intends to terminate the agreement at the end of the term. The obligations of the TxVSN Course Provider shall continue and termination shall not be effective until all students enrolled in any of the Course Provider's courses at the time notice of termination is given have completed the course and received final course grades. No students may be enrolled in any new courses offered by the Course Provider through the TxVSN once notice of intent to terminate has been given.
2. TxVSN Central Operations may end this agreement without penalty if legislative authorization for the district, school, or institution to offer an online course through the TxVSN is revoked.
3. Either party may terminate this agreement for convenience with 60-day written notice. The obligations of the Course Provider shall continue and termination shall not be effective until all students enrolled in any of the Course Provider's courses at the time notice of termination is given have completed the course and received final grades. No students may be enrolled in any new courses offered by the Course Provider through the TxVSN once notice of intent to terminate has been given.
4. TxVSN Central Operations may terminate this agreement on 15-day written notice for good cause, defined as a material breach by the Course Provider of any obligation in this agreement. The obligations of the Course Provider shall continue and termination shall not be effective until all students enrolled in any of the Course Provider's courses at the time notice of termination is given have completed the course and received final grades. No students may be enrolled in any new courses offered by the Course Provider through the TxVSN once notice of termination has been given.



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Return an agreement with original signature to:

TxVSN Central Operations at Region 10
Attention: Barbara Smith
400 East Spring Valley
Richardson, TX 75081

Persons authorized to enter into this agreement:

- **District:** superintendent
- **Open-enrollment Charter School:** chief executive officer
- **ESC:** executive director
- **Institution of Higher Education:** authorized official
- **Nonprofit or private entity:** authorized official
- **Corporation:** authorized official

**Texas Virtual School Network
Central Operations**

**District /Open-Enrollment Charter School /ESC /Institution
of Higher Education/Nonprofit or private entity/corporation**

Signature _____

Signature _____

Name: _____

Barbara Smith, TxVSN Project Director

Title: _____

Texas Virtual School Network
Region 10 ESC

Address: _____

Date: _____

City/State/Zip: _____

Phone: _____

Email: _____

Date: _____



**Statewide Course Catalog
Course Provider Agreement
W-9 Form - Attachment A**

Submit a W -9 Request for Taxpayer Identification Number and Certification
Department of the Treasury Internal Revenue Service
with this agreement

This will allow the Texas Virtual School Network (TxVSN) Central Operations at Region 10 ESC
to set-up payment.

Form is available at
<http://www.irs.gov/formspubs/>



**Statewide Course Catalog
Course Provider Agreement
TxVSN Use of Name and Logo Mark
Attachment B**

Texas Virtual School Network (TxVSN) Use of Name and Logo Mark

State virtual school network, Texas Virtual School Network, and TxVSN mean the state-led online learning initiative established under Texas Education Code (TEC), Chapter 30A.

Purpose

The purpose of this document is to ensure appropriate use of names and logo mark.

Applicability

These procedures apply to all instances of use of the Texas Virtual School Network (TxVSN) name and logo mark. The name and logo mark may be used only in connection with sponsored or sanctioned (approved) activities, materials, or communications.

Summary

The TxVSN trademark and logo mark may be used solely with permission of TxVSN Central Operations under the direction of the Texas Education Agency (TEA).

Items offered for sale to the public, Texas public school districts, or open-enrollment charter schools bearing the names and logo mark must be approved by TxVSN Central Operations prior to release.

Name and logo mark uses may include:

- Approved websites with supporting information for TxVSN Receiver Districts and enrolled students.
- Communications to Receiver Districts and enrolled students concerning student progress and course procedures.
- Uniform Resource Locator (URL) linking to the TxVSN website.

The TEA, through TxVSN Central Operations as its designee, reserves the right to approve usage of the name and logo mark on all communications, materials, or websites prior to release to the public. TxVSN Course Providers are responsible for requesting approval from TxVSN Central Operations in writing.

The name and logo mark may not be used to inform, advertise, or to market services, projects, or materials outside those offered as a part of this agreement with the TxVSN.

NAMES AND LOGO MARK POLICY

TxVSN will protect its names and logo mark actively from improper or misleading use by individuals or organizations not associated with the institution and will assure that use of the name and logo mark by staff, programs, and others is appropriate. Use of the names and logo mark in a manner that implies endorsement of programs, products, or services of any entity not directly associated with, or licensed in writing by, TxVSN is prohibited.



Texas Virtual School Network (TxVSN) PROFESSIONAL DEVELOPMENT POLICY Attachment C

TxVSN PROFESSIONAL DEVELOPMENT POLICY

The Texas Education Agency (TEA) recommends that all teachers who are interested in teaching online for the TxVSN complete the required TxVSN-approved professional development course for quality online teaching offered by one of the professional development providers listed on the TxVSN website at www.txvsn.org. TxVSN Course Providers are responsible for requesting and maintaining documentation of potential online teachers' successful completion of TxVSN-approved professional development. It is the responsibility of each online teacher to obtain documentation of successful completion from the provider of TxVSN-approved professional development. TxVSN Central Operations highly recommends that teachers also maintain a copy of the completed professional development for their own records.

After meeting the initial professional development requirement, all teachers must have continuing professional development specific to online learning every three years to continue to meet the requirements to teach courses through the TxVSN. For details, see the section labeled "TxVSN Professional Development Renewal Requirement".

NOTE: Teachers should be aware that individual TxVSN Course Providers may have additional policies and requirements when hiring online teachers.

ADDITIONAL TxVSN PROFESSIONAL DEVELOPMENT OPTIONS

The following additional options are available. TxVSN Course Providers that employ online teachers who meet one of the following options must ensure that the teachers' professional development, teaching experience, and/or courses taken toward the completion of a graduate degree in online or distance learning are sufficient to demonstrate mastery of the current International Association for K-12 Online Learning (iNACOL) *National Standards for Quality Online Teaching*. When contracting with the TxVSN to deliver courses, TxVSN Course Providers will be required to affirm online teachers' preparedness to teach public school age students in a highly interactive online classroom.

Teachers who meet one or more of the following options are also eligible to teach for the network:

- 1. Teachers who completed professional development through a TxVSN-approved professional development provider prior to the 2008 TxVSN Request for Qualifications (RFQ) approval process**

The TxVSN professional development provider must verify that the professional development course was the same as the required professional development course approved through the RFQ process, which means that it met the iNACOL national standards in place at the time it was delivered. The professional development must not have been taken prior to September 1, 2006, which is when the Southern Regional Education Board (SREB) first published the standards for online teaching, later endorsed by iNACOL.

- 2. Teachers who have two or more years of experience teaching online academic courses for public school age students and/or graduate degrees in online or distance learning.**

Teachers who have two or more years of experience teaching online academic courses for public school age students and/or a graduate degree in online or distance learning do not have to take the TxVSN-approved professional development prior to teaching for the TxVSN but must demonstrate mastery of the current iNACOL *National Standards for Quality Online Teaching*.



Texas Virtual School Network (TxVSN) PROFESSIONAL DEVELOPMENT POLICY Attachment C

3. Teachers who have had prior professional development for teaching online from providers other than those approved by TxVSN

An RFQ is released periodically asking for additional providers of the basic professional development course which enables teachers to meet the iNACOL *National Standards for Quality Online Teaching*. This is the basic course required of teachers before teaching courses offered through the TxVSN. A variety of professional development providers, including existing Texas online schools and programs that have professional development for their own online teachers, will be encouraged to submit their professional development course(s) or programs for review during the RFQ process. If the submitted professional development is approved, teachers who previously took this same professional development may be eligible, per the requirements in #1 shown above, for verification as having successfully completed the TxVSN-approved professional development.

TxVSN PROFESSIONAL DEVELOPMENT RENEWAL REQUIREMENT

All TxVSN teachers are required to renew their TxVSN professional development every three years. Renewal requirements can be met through successful completion of the following TxVSN-approved professional development:

The TxVSN Course Provider should work with the online teacher to devise a plan for completing professional development for the renewal of the TxVSN professional development requirement. Each teacher must successfully complete one continuing professional development course specific to online learning every three years. The Course Provider employing or contracting with the online teacher is responsible for ensuring that the professional development selected meets the iNACOL *National Standards for Quality Online Teaching*.

It is recommended that Course Providers and teachers consider the professional development courses for experienced online teachers approved by the TxVSN when devising the three year renewal for its teachers. For a list of these approved courses see www.txvsn.org and select "Providers" on the navigation bar.



**Statewide Course Catalog
Course Provider Agreement
Sample Invoice
Attachment D**

STATEWIDE CATALOG PROVIDER NAME

Bill to:	TxVSN Central Operation Attention: Barbara Smith 400 East Spring Valley Richardson, TX 75081	From:	Provider Name Provider Address 1 Provider Address 2 City, ST, Zip	Invoice # Invoice Date: Terms: Semester Results filed in My TxVSN: <input type="checkbox"/> Yes <input type="checkbox"/> No <i>Invoices will not be processed until results are posted</i>
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QTY	COURSE	RECEIVER	TxVSN Order #	START	MEMO	UNIT PRICE	Actual Based on Success	TOTAL
1	Geometry A	Tejas ISD	4414	1/12/2009		300.00	210.00	210.00
1	Algebra 1 B	Tejas ISD	4562	1/12/2009		300.00	210.00	210.00
1	Economics	Tejas ISD	44441	1/12/2009	Dropped 2/14	300.00	0	0
1	English IV A	Rock Road ISD	754237	2/15/2009		300.00	300.00	300.00
1	English IV A	Rock Road ISD	57721	2/15/2009		300.00	300.00	300.00
1	English IV A	Rock Road ISD	17452	2/15/2009		300.00	300.00	300.00
1	English IV A	Rock Road ISD	17230	2/15/2009		300.00	300.00	300.00
1	English IV A	Rock Road ISD	564564	2/15/2009		300.00	300.00	300.00
1	English IV A	Rock Road ISD	4587277	2/15/2009	Dropped 3/1	300.00	210.00	300.00
1	BCIS B	Windy Plains Charter School	424524	2/15/2009		300.00	300.00	00.00
1	BCIS B	Windy Plains Charter School	75242	2/15/2009		300.00	300.00	300.00
1	BCIS B	Windy Plains Charter School	252872	2/15/2009		300.00	300.00	300.00
1	BCIS B	Windy Plains Charter School	427278	2/15/2009		300.00	300.00	300.00
1	BCIS B	Windy Plains Charter School	22387	2/15/2009		300.00	300.00	300.00
1	BCIS B	Windy Plains Charter School	452722	2/15/2009		300.00	300.00	300.00
1	BCIS B	Windy Plains Charter School	425424	2/15/2009		300.00	300.00	300.00
1	Biology A	Windy Plains Charter School	87575	2/15/2009		300.00	210.00	210.00
1	English I B	Windy Plains Charter School	72424	3/30/2009		300.00	210.00	210.00
For questions concerning this invoice contact : Name, Phone, and Email						Subtotal	4650.00	\$4400.00
						TOTAL		\$4400.00

Student dropping within drop window – no charge
 Students remaining in the course after the drop period, but not successfully completing – 70% of the course cost
 Students remaining in the course after the drop period and successfully completing – 100% of the course cost
 Incompletes – No payment until completion status is reported.



**Statewide Course Catalog
Course Provider Agreement
Final Grade Report Components
Attachment E**

Credit for Texas Virtual School Network (TxVSN) statewide catalog courses are awarded by the Texas public school district or open enrollment charter school in which a student is enrolled. Credit is determined by the final grade report supplied by the TxVSN Course Provider. It is the responsibility of each TxVSN statewide catalog Course Provider to provide the data needed for the student's district to award credit and meet documentation standards established for such reporting.

In a format to be determined by the TxVSN Course Provider, and in accordance with the *Minimum Standards for the Academic Achievement Record*, the *2015-2016 Data Standards (TReX version 4.0, July 2013 and forward)*, *PEIMS Data Standards 2015-2016*, and the *Texas Student Data System* the final student grade report or transcript must:

1. Be printed or digitized on the school district's, OEC's, ESC's, higher education institution's, or other eligible Course Provider's letterhead, or watermarked with its logo.
2. Include the following:
 - a. Student's full name, date of birth, gender, and identification number.
 - b. Student's home district or OEC, campus name, and the county-district-campus number (CDCN).
 - c. Information specific to the course(s) attempted or completed, including:
 - i. Semester and year in which course(s) are taken
 - ii. PEIMS course title(s) and number(s)
 - iii. Designation of "A" if the course was the first half of a two-semester course
 - iv. Designation of "B" if the course was the second half of a two-semester course
 - v. Beginning and completion dates of student participation in the course
 - vi. Instructor's name
 - vii. Final average numeric grade
 - viii. Recommendation for credit hours, including the following statement:
"This is only a recommendation for the amount of credit to be awarded. The student's home district or open-enrollment charter school bears the responsibility of ultimately awarding credit for this coursework."
3. The final grade report must be transmitted to the designated Receiver District contact and to the student in a secure, confidential manner.
4. Additional information may be required for student athletes to meet National Collegiate Athletic Association (NCAA) grade report and transcript requirements. Refer to the NCAA Eligibility Center at <https://web1.ncaa.org/hsportal/exec/homeAction>, clicking on the 'Resources' tab, for more information.
5. TxVSN does not collect grades.



Statewide Course Catalog

Public School District and Open-Enrollment Charter School Agreement 2015-2016

The Texas Virtual School Network (TxVSN), created by the 80th Texas Legislature in 2007, provides electronic (online) courses for students across the state that have been approved through the course submission and review process administered by the Texas Education Agency (TEA). The following terms of agreement provide guidelines necessary for participation in the TxVSN statewide course catalog. This agreement requires annual signatures from the public school district or charter school superintendent and the designated TxVSN District Administrator. The parties to this agreement are the TxVSN central operations and the TxVSN receiver district whose official representative's name and authorized signature appear below. Please read the agreement in its entirety before signing.

Definitions

1. State virtual school network, Texas Virtual School Network, network, and TxVSN mean the state-led online learning initiative established under Texas Education Code (TEC) Chapter 30A. The TxVSN is comprised of two components, the supplemental statewide course catalog and the full-time virtual online schools program. Authorized by the TEC Chapter 30A, the TxVSN is a partnership network administered by the Texas Education Agency (TEA) in coordination with regional education service centers (ESCs), Texas public school districts and charter schools, non-profit entities, private entities, corporations, and institutions of higher education as defined by 20 U.S.C. §1001.
2. TxVSN course provider (or course provider) is an entity that meets eligibility requirements and provides an electronic course through the TxVSN.
3. An electronic course is an educational course in which instruction and content are delivered 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 charter school. An electronic course is the equivalent of what would typically be taught in one semester. For example: English IA is treated as a single electronic course and English IB is treated as a single electronic course.
4. TxVSN central operations is the regional education service center that carries out the day-to-day operations of the TxVSN, including the centralized student registration system, statewide course catalog listings, and other administrative and reporting functions. Region 10 ESC and the Harris County Department of Education serve as TxVSN central operations, acting under the administering authority of the TEA.
5. TxVSN Course Review is the entity that implements the submission and review process administered by the TEA which ensures courses provided through the TxVSN meet the TxVSN standards. Region 10 ESC serves as TxVSN course review, acting under the administering authority of the TEA.
6. The TxVSN statewide course catalog is a supplemental online high school instructional program available through approved TxVSN course providers.
7. TxVSN receiver district (or receiver district) is a Texas public school district or charter school that has students enrolled in the district or charter school who take one or more online courses provided through the TxVSN statewide course catalog.
8. Course types:
 - a. Accelerated courses are scheduled to be nine but not less than six weeks in duration.
 - b. Semester-paced courses follow a traditional semester schedule of 10 or more weeks in duration.
 - c. Continuous enrollment courses have a flexible instructional start and end date.
 - d. Non-continuous enrollment courses have a fixed instructional start and end date.
9. Successful course completion is the term that applies when a student taking a high school course has demonstrated academic proficiency of the content for a high school course and has earned a minimum passing grade of 70% or above on a 100-point scale, as assigned by the properly credentialed online teacher(s), sufficient to earn credit for the course.
10. A responsible adult is the person designated by the school district or open-enrollment charter school that is 21 or older and is not a relative of a student. An examination proctor must be a responsible adult.
11. An examination is an assessment that measures students' mastery of 50% or more of the entire course knowledge, skills, and student expectations.
12. School days, for the purposes of calculating the TxVSN course drop period, follow the schedule determined by TxVSN central operations.
13. Course cost is the per student fee that TxVSN course providers charge to deliver an instructor-led online course provided through the TxVSN statewide course catalog to students. Each TxVSN course provider has posted its course cost in the TxVSN catalog. Per TEC, §30A.155, course cost may not exceed \$400 dollars per semester course. Many TxVSN course providers charge a lesser fee.
14. Normal course load for a student is defined by the Texas Attorney General as seven credit hours per school year.



Statewide Course Catalog

Public School District and Open-Enrollment Charter School Agreement 2015-2016

TxVSN Receiver District shall implement legal requirements by:

1. notifying students and parent of the option to enroll in an electronic course offered through the TxVSN at the time and in the manner that the school district or open-enrollment charter school informs students and parents about courses offered in the district's or school's traditional classroom setting.
2. adopting and sending, at least once per school year, to a parent of each district or school student enrolled at the middle and high school level a copy of the written policy adopted under TEC, §30A.007 that provides students with the opportunity to enroll in electronic courses provided through the TxVSN, consistent with TEC §26.0031. This policy must:
 - a. specify how parents and students are to be notified of the option to enroll in courses offered through the TxVSN.
 - b. not deny the request of a parent to enroll a student in a course offered through the TxVSN, other than as allowed by exceptions specified in TEC §26.0031.
 - c. ensure that the Admission, Review, and Dismissal committee of a student with a disability determines if enrollment in a TxVSN course(s) meets the student's needs.
3. following attendance accounting procedures for TxVSN courses based on criteria established by TEC, Chapter30A and described in the most current version of the TEA's annual Student Attendance Accounting Handbook.
4. confirming student eligibility to enroll in a course provided through the TxVSN based on the following criteria:
 - a. the student, on September 1 of the school year;
 - i. is younger than 21 years of age; or
 - ii. is younger than 26 years of age and entitled to the benefits of the FSP under the TEC, §42.003;
 - b. the student has not graduated from high school; **and**
 - c. the student
 - i. is otherwise eligible to enroll in a public school in this state; or
 - ii. meets the following requirements:
 1. is a dependent of a member of the United States military;
 2. was previously enrolled in high school in this state, and
 3. no longer resides in this state as a result of a military deployment or transfer.
5. understanding that if an eligible student participates in a course offered through the TxVSN, meets the requirements for enrollment, and is enrolled in the Texas school district or charter school, the student is eligible to generate Foundation School Program (FSP) funding in the same manner as a student who receives instruction in a traditional classroom. A student is eligible to generate FSP funding for participation in a TxVSN course or program regardless of whether the student is physically present at school while participating in the course or program.
6. recognizing that for a TxVSN course for grades 9-12 to count toward Average Daily Attendance (ADA) eligibility status, the student must successfully complete the course.
7. understanding that a total of no more than three yearlong courses taken through the TxVSN statewide course catalog during any school year may be used in determining a student's ADA eligibility.
8. recognizing that it may decline to pay the cost for a student of more than three yearlong courses, or the equivalent, during any school year; this does not limit the ability of the student to enroll in additional electronic courses at the student's cost.
9. recognizing that full-time enrollment in the TxVSN means enrollment in five or more TxVSN courses for grades 9-12 and confirming the eligibility of the student to enroll full-time in courses offered through the TxVSN. A student enrolled in a TxVSN receiver district is eligible to enroll full time in courses offered through the TxVSN statewide course catalog only if the student meets the eligibility requirements in 4(a) – (c)(i) and meets one of the following three criteria:
 - a. the student was enrolled in a public school in this state in the preceding school year;
 - b. the student has been placed in substitute care in this state, regardless of whether the student was enrolled in a public school in this state in the preceding school year; **or**
 - c. the student:
 - i. is a dependent of a member of the United States military;
 - ii. was previously enrolled in high school in this state; and
 - iii. no longer resides in this state as a result of a military deployment or transfer.
10. establishing local procedures for eligible private and home-schooled students who reside within the district or open-enrollment charter school's attendance zone but are not enrolled in a school district or charter school ("un-enrolled students") to register for up to two electronic courses per semester offered through the TxVSN statewide course catalog. The student is not eligible to generate FSP. The district or charter school shall charge the course cost for enrollment in an electronic course provided through the TxVSN statewide course catalog to the student. Un-enrolled students will be assigned to the receiver district's campus in the TxVSN system for purposes of TxVSN reporting only. Procedures must:



Statewide Course Catalog

Public School District and Open-Enrollment Charter School Agreement 2015-2016

- a. address collection of the course cost from the student by the district or charter school and timely payment to TxVSN central operations,
- b. address award of the appropriate unit of credit to the student for completing the course,
- c. note that the private and home-schooled student is not considered to be a public school student and is not entitled to any right, privilege, activities, or services available to a student enrolled in a public school, other than the right to receive the appropriate unit of credit for completing an electronic course,
- d. communicate whether a nominal administrative fee, not to exceed \$50, will be assessed to the private and home-schooled student by the district or charter school (TEC §30A.155), and
- e. ensure that the semester course cost does not exceed \$400.

The TxVSN Receiver District shall plan and implement participation in the TxVSN statewide course catalog by:

11. designating staff to fulfill the following TxVSN roles:
 - a. The District Administrator is the primary contact with TxVSN central operations for all compliance and financial communications as well as for access to TxVSN systems for district-wide student records and reporting.
 - b. The TxVSN Site Coordinator(s) enrolls students in TxVSN courses; receives grade reports from course instructors; proctors or arranges examination proctors; mentors, monitors, and supports students taking courses or supervises persons assigned to mentor, monitor, and support students; and, serves as a primary contact for the online course instructor.
 - c. A mentor is a responsible adult who is assigned to mentor, monitor, and support all students to ensure satisfactory progress is made in the course.
12. abiding by the enrollment schedule and any published priorities, enrollment and drop dates, and processes established by TxVSN central operations.
13. supplying TxVSN central operations with a current listing of campus principals and notifying the principals that they are required to confirm the registration of TxVSN Site Coordinator(s) on their campus.

The TxVSN Receiver District shall utilize TxVSN systems to:

14. select the course that best meets students' needs by reviewing the course catalog descriptions and TxVSN course provider Snapshot data.
15. notify TxVSN central operations of all course drops by the deadlines established by TxVSN central operations, using the My TxVSN secure workspace.
16. monitor key dates for students to drop high school courses according to the following drop periods:
 - a. For a non-continuous enrollment course, a 14-school-day drop period after instructional start date.
 - b. For a continuous enrollment course, a 14-school-day drop period after enrollment date if student joins the course after the instructional start date.
 - c. For an accelerated course, a four-school-day drop period after the instructional start date.
17. follow appropriate dual credit enrollment procedures, including:
 - a. applying to and enrolling the student in the selected institution of higher education,
 - b. adhering to the selected higher education institution's enrollment and drop schedule, and
 - c. implementing dual credit rules as established by the TEA and the Texas Higher Education Coordinating Board. The Texas Administrative Code (TAC), §4.84 and §9.144, requires that any dual credit partnership between a secondary school and a public college include a written agreement approved by the governing boards or designated authorities of both institutions. This TxVSN agreement does not replace the agreement between the institution of higher education and the secondary school.

The Receiver District shall support students enrolled in TxVSN statewide catalog courses by:

18. ensuring that the TxVSN Site Coordinator(s) and mentor(s) communicate regularly with course instructors and with students to monitor students' progress throughout the course and support their successful course completion.
19. accepting the final grade awarded by the TxVSN course provider for students still enrolled in a TxVSN course after the drop period has passed and applying local grading policy and weights as appropriate.
20. retaining responsibility for providing student services, including bilingual/ESL education, special education, hospital/homebound services, migrant education, §504, or other support services. It is the responsibility of the receiver district to communicate a student's need for modifications or accommodations well in advance of the course start date.
21. providing technical support to students when the school's software and hardware are used to access courses.



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Public School District and Open-Enrollment Charter School Agreement 2015-2016

22. providing students with required materials such as textbooks, calculators, or lab materials for the selected course if not included by the course provider. Required materials are noted in the course detail description of each course.
23. ensuring that an adult monitors the student during laboratory and field investigations and physical activity in physical education courses.

The Receiver District shall apply the most current attendance accounting rules established by the TEA.

The following examples of attendance accounting rules for students who are enrolled in the receiver district are taken from the 2015-2016 Student Attendance Accounting Handbook:

24. Enrollment in courses for grades 9-12 taken through the TxVSN may apply toward ADA eligibility status. For a TxVSN course for grades 9-12 to count toward ADA eligibility status, the student must successfully complete the course regardless of whether or not the student is physically present at the school when taking the online course.
25. For purposes of determining and reporting the ADA eligibility code of a student enrolled in one or more TxVSN courses for grades 9-12 (i.e., for purposes of determining whether the student is eligible for half-day or full-day attendance), the student is considered to be scheduled for and receiving instruction for 55 minutes each day for each virtual course taken through the TxVSN. In other words, each TxVSN course is considered to be 55 minutes of daily instructional time for purposes of the 2- through 4-hour rule. (See 3.2.2 Funding Eligibility for more information on ADA eligibility.)
26. A total of no more than three yearlong course taken through the TxVSN statewide course catalog may be used in determining a student's ADA eligibility.
27. For purposes of recording a student's daily attendance, a student enrolled full time in TxVSN courses for grades 9-12 (enrolled in five TxVSN courses) is considered to have been present (in attendance) for each day of instruction in the reporting period.
28. The daily attendance of a student who is not enrolled full time in TxVSN courses for grades 9-12 is determined by whether that student was present or absent at the official attendance-taking time, or, if the student is not scheduled to be on campus at the official attendance-taking time, whether the student was present or absent at the alternate attendance-taking time set for that student.
29. The TEA determines a student's ultimate ADA eligibility status for a semester based on whether the student successfully completed each TxVSN online semester course in which the student was enrolled, using course completion data reported by the district. If the student did not successfully complete a TxVSN course, the TEA adjusts the student's ADA eligibility status accordingly. Resulting adjustments to the district's FSP funding are made in the following school year.

The Receiver District shall agree and adhere to the following financial procedures:

30. A school district or open-enrollment charter school may charge a fee for enrollment in an electronic course provided through the TxVSN statewide course catalog to a student who resides in this state and: (1) is enrolled in a school district or open-enrollment charter school as a full-time student with a course load greater than that normally taken by students in the equivalent grade level in other school districts or open-enrollment charter schools; or elects to enroll in an electronic course provided through the network for which the school district or open-enrollment charter school in which the student is enrolled as a full-time student declines to pay the cost, as authorized by TEC §26.0031(c-1).
31. A school district or open-enrollment charter school that is not the course provider may charge a student enrolled in the district or school a nominal fee, not to exceed \$50, if the student enrolls in an electronic course provided through the TxVSN that exceeds the course load normally taken by students in the equivalent grade level as authorized by TEC §30A.155 (c-1).
32. The receiver district is responsible for 100% percent of the course cost for each student remaining in the course after the designated drop period and successfully completing coursework. It is responsible for 70% of course cost for each student remaining in the course after the designated drop period but not successfully completing the coursework.
33. TxVSN central operations will issue an invoice to the receiver district at the end of each semester based on the conditions noted above.



Statewide Course Catalog

Public School District and Open-Enrollment Charter School Agreement 2015-2016

A TxVSN Course Provider shall:

1. implement the TxVSN Course Provider Agreement.
2. provide access to courses as articulated in the TxVSN course catalog.
3. provide high school instructors who are Texas-certified in the course subject area and grade level (TEC Chapter 21, Subchapter B). Higher education institution instructors are subject to credentialing requirements of the higher education institution and may or may not have K-12 certifications.
4. provide online instructors who have successfully completed TxVSN-approved professional development (TEC §30A.112) or otherwise meet the requirements of the TxVSN Professional Development Policy.
5. retain records of background checks and fingerprinting for contract, substitute, or online instructors as articulated in TEC, §22.0834(a) and §22.0836(h).
6. provide student progress reports and award a final grade in numeric format in accordance with the guidelines established by TxVSN central operations.
7. supply the district, school, and students with access to its acceptable use policy, course schedule, and other policies and procedures.
8. not promise or provide equipment or any other thing of value to a student or a student's parent as an inducement for the student to enroll in an electronic course offered through the state virtual school network (TEC §30A.1052).

The TxVSN Central Operations shall:

1. ensure that all courses included in the TxVSN statewide course catalog are reviewed to ensure alignment with the Texas Essential Knowledge and Skills (TEKS) and other quality standards, per the requirements established in TEC, Chapter 30A.
2. notify TxVSN course providers of changes in the TEKS or iNACOL *National Standards for Quality Online Courses* standards that prompt the need for course revisions.
3. maintain accurate information in the TxVSN course catalog, including courses, sections, and seats.
4. provide security for all TxVSN online data, information, and transactions.
5. provide the My TxVSN secure workspace for reconciliation of student registration/enrollment data and use as the TxVSN communication center.
6. act as liaison between the receiver district and TxVSN course provider as appropriate.
7. make informed choice data on courses and TxVSN course providers available on www.txvsn.org.
8. collect and publish student and parent satisfaction data, as well as TxVSN course provider success data (TEC §30A.1021) on a routine basis.
9. provide an online student orientation program for students.
10. provide TxVSN online training for receiver district-designated TxVSN Site Coordinators, mentors, administrators, and other interested stakeholders.
11. staff the TxVSN Help Desk at 1-866-93TxVSN or TxVSNCentral@txvsn.org.
12. provide TxVSN materials to districts, schools, and charter schools as requested.
13. provide equal access to and support for each TxVSN course provider's courses.
14. periodically release applications for services at www.region10.org/rfqprocess.

All Parties agree to the following:

1. No party assumes liability for systems under the control of the other party or for actions of the employees of the other party.
2. No party has agreed to waive defense, right, immunity, or other protection under the law.
3. Except as otherwise provided in the Preamble above and in the Term of Agreement below, this agreement may not be amended or modified except by written agreement signed by both parties. This agreement supersedes all prior written or verbal representations or agreements concerning the subject matter herein. TxVSN central operations, acting under the administrating authority of the TEA, may add additional requirements in order to provide economical, efficient, and quality services to Texas students. Any such requirements shall be an amendment to this agreement, and notice thereof shall be given by TxVSN central operations to each receiver district on a timely basis.
4. No person(s) shall, on the basis of race, color, national origin, sex, religion, age or disability, be excluded from participating in, be denied the benefits of, or be otherwise subjected to discrimination.
5. No otherwise eligible student shall, solely by reason of handicap, be excluded from participation in courses offered through the TxVSN.



Statewide Course Catalog

Public School District and Open-Enrollment Charter School Agreement 2015-2016

6. All notices required in this agreement shall be in writing unless otherwise specified.
7. TxVSN central operations may exercise all or any remedies available to it under law to enforce the provisions of this agreement.
8. This agreement shall be interpreted according to the laws of the State of Texas. Exclusive venue for any disputes concerning the agreement shall be Dallas County, Texas.
9. The persons signing this agreement are authorized by their respective entities to bind the entities to this agreement.



Statewide Course Catalog

Public School District and Open-Enrollment Charter School Agreement 2015-2016

Term of Agreement

1. The term of this agreement is one year, beginning on the date both parties have signed same below. The agreement will be automatically renewed from year to year for additional one-year terms unless either party gives notice to the other party at least 30 days before the end of the term that such party intends to terminate the agreement at the end of the term. The obligations of the receiver district hereunder shall continue and termination shall not be effective until all students enrolled in any courses at the time notice of termination is given have completed the course and receive all final course grades. No students may be enrolled in any new courses through TxVSN once notice of intent to terminate has been given.
2. TxVSN central operations may end this agreement without penalty if legislative authorization to offer an online course through the TxVSN is revoked.

Please return an original, signed copy of the completed annual agreement to:

Texas Virtual School Network
 6005 Westview Drive
 Houston, Texas 77055

A working copy may be emailed to txvsncentral@txvsn.org or faxed to 1-713-696-3130 in anticipation of the receipt of an original copy.

Persons authorized to enter into this agreement:

District/Open-Enrollment Charter School
(All Fields Are Required)

Superintendent or Designee:	
District:	
County-District Number (CDN):	
Phone:	
Email:	
Signature:	

I agree, by my signature above, to information contained in this agreement.

Each district must establish a District TxVSN Administrator. The District TxVSN Administrator will have access to district-wide TxVSN reports and will serve as a primary contact.

Name:	
Title:	
Email:	
Phone:	
Fax:	



Statewide Course Catalog
Public School District and Open-Enrollment Charter School Agreement 2015-2016

Invoice should be mailed to:

Name:

Address:

City, State:

Zip Code:

Statement of Work

Texas Virtual School Network

Introduction

- 1) Texas Education Code (TEC) §30A.052 directs the Commissioner of Education to contract with a regional education service center to operate the Texas Virtual School Network (TxVSN). Using the criteria established by §30A.103, the TxVSN evaluates electronic courses submitted by a course provider prior to inclusion in the TxVSN statewide course catalog. The Texas Education Agency (TEA) has contracted with Region 10 Education Service Center to operate the network including the review of courses.
 - a) **Project:** Texas Virtual School Network
 - b) **Project Date:** September 1, 2014 through August 31, 2015
 - c) **Project Director:** Barbara Smith
Email: barbara.smith@region10.org
Phone: 972-348-1440

Independent Consultant's Scope of Services

- 2) Independent Consultant agrees to provide the following services (Services may include Texas Essential Knowledge and Skills (TEKS), *International Association for K-12 Online Learning* National Standards for Quality Online Courses (National Standards), and accessibility review contingent upon the course type.):
 - a) **Traditional Online Course Reviews**
 - a. Conduct a traditional course review of potential TxVSN online course(s) using materials provided by Region 10 Education Service Center.
 - b. Independent Consultant understands and agrees that a traditional course review consists of:
 1. Accessing and reviewing an online course; completing the provided TEKS alignment instrument, National Standards instrument, and the accessibility instrument; and conducting a modifications check of the course after the course provider has addressed the required modifications as outlined in the review report.
 2. Accepting or declining a course review assignment within two (2) calendar days of the notification date.
 3. Conducting the review of an accepted course assignment, collaboration, and submitting the completed review documentation within fourteen (14) calendar days of the notification date.
 4. Conducting the modifications check as assigned within three (3) calendar days.
 5. Completing and submitting, in the Electronic Course Submission System (ECSS), the TxVSN online course review instruments no later than the due date assigned. All FY 2014-2015 course reviews must be completed no later than August 31, 2015.
 6. Failure to comply with review and modifications check deadlines outlined above may result in non-payment and jeopardize future review assignments and contracting opportunities.
 - b) **Accessibility Audit Reviews**
 - a. Independent Consultant conducts an accessibility audit on legacy courses offered through the TxVSN using materials provided by Region 10 Education Service Center. Legacy courses are defined as those approved prior to the adoption of the TxVSN accessibility guidelines. Review of legacy courses requires advanced accessibility training and with previous experience with the TxVSN accessibility guidelines.
 - b. Independent Consultant understands and agrees that an accessibility audit consists of:
 1. Accessing and reviewing an online course, completing the instrument provided, and conducting an accessibility modifications check of the course after the course provider has addressed the required modifications as outlined in the accessibility report.
 2. Accepting or declining an accessibility assignment within two (2) calendar days of the notification date.
 3. Conducting the accessibility audit of an accepted course assignment, collaboration, and submitting the completed accessibility review documentation within fourteen (14) calendar days.
 4. Conducting the accessibility modifications check as assigned within three (3) calendar days.
 5. Completing and submitting, in the ECSS, the TxVSN online course accessibility

Statement of Work

Texas Virtual School Network

instruments no later than the due date assigned. All FY 2014-2015 accessibility reviews must be completed no later than August 31, 2015.

6. Failure to comply with accessibility review and modifications check deadlines outlined above may result in non-payment and jeopardize future accessibility review assignments and contracting opportunities.
- c) **Other Review Opportunities**
 - a. Independent Consultant may choose to participate in course review opportunities or project work other than traditional or accessibility online course reviews. Other review opportunities may include, but are not limited to, catalog style reviews, research, and course review projects.
 - b. Timelines and payment for catalog or specialized reviews are provided when the qualified reviewer is invited to participate.
- d) **Other Independent Consultant Requirements**
 - a. Attend all online course reviewer training updates as scheduled.
 - b. Attend all TxVSN accessibility training updates as scheduled.
 - c. Hold any information, documents or other materials received in accordance with this project confidential and agree that all information, materials, and products developed are the property of the Texas Education Agency's Texas Virtual School Network.

Region 10's Scope of Services

- 3) In exchange for the services outlined in Section 2 above, Region 10 Education Service Center agrees to:
 - a) Provide all materials, course access and support required for course reviewers to complete all types of course reviews and project work.
 - b) Pay Independent Consultant upon acceptance of completed course review(s) based on the following fee payment outline.
 - c) Provide training to potential reviewers and update training for current reviewers.

Payment

- 4) **Traditional Reviews**
 - a) Independent Consultant agrees to conduct a traditional course review at a rate on the following payment outline sheet.
 - b) Independent Consultant agrees to submit invoices through the ECSS for completed work based upon the provided course review payment schedule.
 - c) Independent Consultant must provide a current Form W-9 to Region 10 Education Service Center in order to begin work.
- 5) **Accessibility Reviews**
 - a) Selected Independent Consultant agrees to conduct an accessibility course review at a rate on the following fee payment outline sheet.
 - b) Independent Consultant agrees to submit invoices through the ECSS for completed work based upon the provided course review payment schedule.
 - c) Independent Consultant must provide a current Form W-9 to Region 10 Education Service Center in order to begin work.
- 6) **Other Review Opportunities**
 - a) Compensation rate for a grade level catalog or specialized reviews is provided when the qualified reviewer is invited to participate.

Disclaimers

- 7) The Statement of Work is not a guarantee of review assignments. Region 10 Education Service Center reserves the right to assign reviews at its discretion.
- 8) Region 10 Education Service Center is not responsible for technical issues on a reviewer's own equipment or network.

Statement of Work Texas Virtual School Network

Course Reviewer Payment Outline (Fiscal Year 2014-2015)

Task	Code	Cost HS	Cost ELEM/MS
Reviewing one semester of content	SEM	\$100.00	\$50.00
Completing the TEKS Alignment Instrument for one semester of content	TEKS	\$200.00	\$50.00
Completing the National Standards Instrument for entire course	NS	\$200.00	\$200.00
Completing the Accessibility Instrument for entire course	ACC	\$100.00	\$100.00

Type of Course	Task Code	Cost Per Reviewer
One Semester Course (HS)	SEM + TEKS + NS + ACC	\$600.00
Full Year Course (HS)	SEM + SEM + TEKS + TEKS + NS + ACC	\$900.00
AP One Semester Course (HS)	SEM + NS + ACC	\$400.00
AP Full Year Course (HS)	SEM + SEM + NS + ACC	\$500.00
One Semester National Standards (HS)	SEM + NS + ACC	\$400.00
Full Year National Standards (HS)	SEM + SEM + NS + ACC	\$500.00
Non Foundation Course (ELEM/MS)	SEM + SEM + NS + ACC	\$400.00*
Foundation Course (ELEM/MS)	SEM + SEM + TEKS + TEKS + NS + ACC	\$500.00*

*Elementary and middle school cost per reviewer differs from the high school courses due to the complexity of the reviews.

Accessibility Reviews (Legacy Courses) Type of Course	High School	Middle School	Elementary
One Semester (Non Foundation)	\$300.00	\$300.00	\$300.00
Full Year (Foundation)	\$400.00	\$400.00	\$400.00

Course Reviewer Payment Schedule

Pay Period	Begin Invoicing...	Invoice due by...	Payment Date
September 1 – September 30, 2014	October 1, 2014	October 7, 2014	October 24, 2014
October 1 – October 31, 2014	November 1, 2014	November 7, 2014	November 21, 2014
November 1 – November 30, 2014	December 1, 2014	December 7, 2014	December 19, 2014
December 1 – December 31, 2014	January 1, 2015	January 7, 2015	January 23, 2015
January 1 – January 31, 2015	February 1, 2015	February 7, 2015	February 20, 2015
February 1 – February 28, 2015	March 1, 2015	March 7, 2015	March 27, 2015
March 1 – March 31, 2015	April 1, 2015	April 7, 2015	April 24, 2015
April 1 – April 30, 2015	May 1, 2015	May 7, 2015	May 22, 2015
May 1 – May 31, 2015	June 1, 2015	June 7, 2015	June 19, 2015
June 1 – June 30, 2015	July 1, 2015	July 7, 2015	July 24, 2015
July 1 – July 31, 2015	August 1, 2015	August 7, 2015	August 14, 2015
August 1 – August 15, 2015	August 16, 2015	August 20, 2015	August 28, 2015

subject to change

Payment for specialized reviews or review tasks are based on reviewer expertise, credentials, and time allotted to complete assignments.

Statement of Work Texas Virtual School Network

My signature indicates that I have read and agree to the Statement of Work for the Texas Virtual School Network.

Signature:

Date:

Printed Name:

Printed Title:

- Mail Statement of Work and Form W-9 to:
Texas Virtual School Network / Region 10 Education Service Center
Attn: Ashley Menefee
904 Abrams Road
Richardson, Texas 75081



Professional Development Requirement

Texas Education Code (TEC), Chapter 30A requires that a teacher or instructor of an online course offered through the Texas Virtual School Network (TxVSN), be certified to teach that course and grade level; and successfully complete an approved professional development course.

Options for Meeting the Requirement

1. The TxVSN central operations has a listing of approved online professional development courses from professional development providers and course providers on its website at www.txvsn.org. Each course has been reviewed for alignment to the iNACOL *National Standards for Quality Online Teaching*. After successful completion of an approved course, the professional development and/or course provider should give the teacher a document indicating successful completion. Teachers should keep the document of successful completion, and give the TxVSN course provider employing or contracting with them a copy.
2. Teachers who have two or more years of experience teaching online academic courses for students in grades 3-12 and/or a graduate degree in online or distance learning do not have to take the TxVSN-approved professional development before teaching an online course through the network. However, the TxVSN course provider must ensure the teacher can demonstrate mastery of the current iNACOL *National Standards for Quality Online Teaching* and that the graduate degree was completed and/or the experience occurred before teaching an online course through the network. Teachers should give the TxVSN course provider employing or contracting with them documentation of their experience teaching online academic courses and/or the graduate degree in online or distance learning. It should be noted that the graduate degrees with only limited coursework related to online or distance learning does not meet the requirement, the major focus of the graduate degree coursework must be online or distance learning.

Continuing Professional Development Required

After complying with the initial professional development requirement, every three years all teachers must have continuing professional development specific to online learning, to continue to meet the requirements to teach TxVSN courses. The TxVSN course provider and teacher should work together to select continuing professional development for the renewal of the TxVSN professional development requirement. The TxVSN course provider employing or contracting with the online teacher is responsible for ensuring that the professional development selected meets the iNACOL *National Standards for Quality Online Teaching*.

Requesting and Maintaining Documentation

The TxVSN central operations will periodically request documentation of the successful completion of the initial professional development requirement and documentation of continuing professional development from the TxVSN course provider. It is the responsibility of the teacher to obtain and then give to the course provider the appropriate professional development documentation. The course provider is responsible for maintaining the documentation in case it is requested by the TxVSN central operations. It should be noted that even if a teacher has left the employ or ended a contract with a TxVSN course provider, professional development documentation should be maintained in case it is requested for a compliance check.



To: Professional Develop Provider Addressed
From: Connie Swiderski, Professional Development and Communications Consultant
Date:
RE: Texas Virtual School Network (TxVSN) Professional Development Provider Renewal

Texas Education Code (TEC) §30.112 authorizes the TxVSN to approve providers of online professional development courses for instructors teaching online courses through the network. Authorized professional development courses or programs are listed on the Texas Virtual School Network (TxVSN) website at www.txvsn.org.

Communications

Each professional development provider supplies the TxVSN with a current uniform resource locator (URL) to a webpage describing each approved professional development course title, the enrollment schedule, cost, contact person, and any other participation information. The TxVSN logo may be used on this webpage only to note each approved professional development course. Prior to returning the attached renewal form, review your course listing on the professional development webpage at www.txvsn.org. Please email Connie Swiderski at connie.swiderski@region10.org if the URL has changed or if there are questions about the allowable use of the Texas Virtual School Network name, acronym, and/or trademark.

Document of Completion

Participants successfully completing each approved professional development course may plan to teach online courses through the TxVSN. The TxVSN central operations routinely performs audits of the professional development completion, and as a result, teachers will need a document of successful completion. A document of completion must:

- indicate the successful completion of the approved course title, the organization's name, and the completion date,
- include the statement: "This document verifies the instructor's successful completion of the Texas Virtual School Network approved professional development course as required before teaching online through the network," and,
- incorporate the TxVSN logo in proximity of the statement noted above.

Course Content

The approved professional development course was reviewed for an alignment to iNACOL *National Standards for Quality Online Teaching*. The TxVSN recognizes that quality online professional development is updated regularly; however, substantial changes to the course, especially deletions of content, may require re-approval. If substantial changes are made to an approved course, please notify the TxVSN of the changes and initiate a discussion concerning re-approval. It should be noted that a course may need to re-approved based on adopted revisions to the iNACOL *National Standards of Quality Online Teaching*.



Renewal Form

The TxVSN central operations

- Reserves the right to remove the course(s) from the approved list upon any resubmission, until alignment to the iNACOL *National Standards for Quality Online Teaching* is verified.
- Reserves the right to incorporate additional requirements in order to provide economical, efficient, and quality services to course providers and educators.
- Will make a high resolution TxVSN logo file available upon request. This logo may be used only for TxVSN-approved professional development.
- Will make available, on the TxVSN website, the link to the information about approved professional development provider, PD audience, and the area of service.
- Provide email notification of any relevant changes in requirements authorized by the Texas Legislature or the Texas Commissioner of Education.

The following professional development course(s) is approved for (insert provider name)

- (insert course title)
- (insert course title)

If you have questions concerning this agreement, please contact Connie Swiderski at 972.348.1094 or email connie.swiderski@region10.org .

Please verify the statements above and complete the information below. Mail or fax this document to the TxVSN central operations at txvsncentral@txvsn.org or fax to 972.348.1095.

- My organization agrees to the terms of the “Texas Virtual School Network (TxVSN) Professional Development Provider Procedures” noted in this memo.
- My organization does not agree to the terms of the “Texas Virtual School Network (TxVSN) Professional Development Provider Procedures”. It is understood that all references to Texas Virtual School Network (TxVSN) approval are void and must be removed from all communications concerning the course(s). *After this date, no participant completing the professional development course is considered to have completed TxVSN-approved professional development.*

Signature

Date

Print Name

Phone

Standards

1. Texas Scoring Rubric for the iNACOL *National Standards for Quality Online Courses*
2. TxVSN Accessibility Guidelines, Version 3



VERSION 2

National Standards for Quality Online Courses

October 2011

iNACOL
International Association for K-12 Online Learning

TOLL-FREE 888.95.NACOL (888.956.2265)

DIRECT 703.752.6216 FAX 703.752.6201

EMAIL info@inacol.org WEB www.inacol.org

MAIL 1934 Old Gallows Road, Suite 350 Vienna, VA 22182-4040

Appendix A: Sample Rubric

Course Review Scoring Rubric developed by the Texas Education Agency's Texas Virtual School Network (TxVSN)

	Standard	Absent 0	Unsatisfactory 1	Somewhat Satisfactory 2	Satisfactory 3	Very Satisfactory 4	Score
A1	The goals and objectives clearly state what the participants will know or be able to do at the end of the course. The goals and objectives are measurable in multiple ways.	Within the learning management system, course goals and objectives are not present.	Within the learning management system, course goals and objectives are stated, but are not complete, easily found, or understood by students. The course measures goals and objectives in only ONE way.	Within the learning management system, course goals and objectives are present, clearly stated, and can be found by students. The student's level of mastery is measured in only ONE way.	Within the learning management system, course goals and objectives are present, clearly stated, and can be found by students. The student's level of mastery is measured in at least TWO different ways against the goals and objectives.	Within the learning management system, course goals and objectives are present, explicitly stated, and can be easily found by students. The student's level of mastery is measured in THREE or more ways against the goals and objectives.	
A2	The course content and assignments are aligned with the state's content standards, common core curriculum, or other accepted content standards set for Advanced Placement® courses, technology, computer science, or other courses whose content is not included in the state standards.		ONE or more of the state content standards are not observed or partially observed.		The course content and assignments are aligned to the state's academic standards, assessments, or nationally/internationally accepted content standards set for Advanced Placement® or other elective courses whose content is not included in state standards.	The course content and assignments are ALL explicitly and thoroughly aligned to the state's academic standards, assessments, or nationally/internationally accepted content standards set for Advanced Placement® or other elective courses whose content is not included in state standards.	

	Standard	Absent 0	Unsatis- factory 1	Somewhat Satisfactory 2	Satisfactory 3	Very Satisfactory 4	Score
A3	The course content and assignments are of sufficient rigor, depth and breadth to teach the standards being addressed.	Course components (objectives, assessments, instructional strategies, content, assignments, and technology) have no rigor or depth and breadth.		Course components (objectives, assessments, instructional strategies, content, assignments, and technology) lack sufficient rigor or depth and breadth.	Course components (objectives, assessments, instructional strategies, content, assignments, and technology) are sufficiently broad, deep and rigorous such that successful students will have the knowledge and skills required by the standards upon completion of the course.	Course components (objectives, assessments, instructional strategies, content, assignments, and technology) are exceptionally broad, deep and rigorous such that successful students will have the knowledge and skills required by the standards upon completion of the course.	
A4	Information literacy and communication skills are incorporated and taught as an integral part of the curriculum.	Information literacy and communication skills are not integrated into the course content.	Minimal and insufficient information literacy and communication skills are integrated in the course content.	Insufficient information literacy and communication skills are integrated into the course content.	Information literacy including digital fluency and communication skills are incorporated as an integral part of the curriculum.	Information literacy including digital fluency and communication skills are incorporated extensively as an integral part of the curriculum.	



Standard	Absent 0	Unsatisfactory 1	Somewhat Satisfactory 2	Satisfactory 3	Very Satisfactory 4	Score
<p>A5</p> <p>Multiple learning resources and materials to increase student success are available to students before the course begins.</p>	<p>Before the course begins, there are no learning resources available for students.</p>		<p>Before the course begins, there are insufficient learning resources available for the students.</p>	<p>Before the course begins, students are provided multiple learning resources (textbooks, instructional materials, links to browser plug-ins, and other software, which students must install) that prepare them for the online course.</p>	<p>Before the course begins, students are provided multiple learning resources (textbooks, instructional materials, links to browser plug-ins, and other software, which students must install) that prepare them for the online course. Additional materials related to successful strategies for completing an online course, tutorials, orientations, and prerequisite knowledge and skills are also provided at this time.</p>	

	Standard	Absent 0	Unsatisfactory 1	Somewhat Satisfactory 2	Satisfactory 3	Very Satisfactory 4	Score
A6	A clear, complete course overview and syllabus are included in the course.	There is no course overview and syllabus.	There is a location within the course for the course overview or syllabus but the actual overview or syllabus is missing.	The course overview and/or syllabus need to be significantly improved. Minimal information is provided.	The course overview and syllabus include items such as: course objectives and student learning outcomes, assignments, student expectations, time requirements, required materials, grading policy, teacher contact information, and content scope and sequence.	The course overview and syllabus include course objectives and student learning outcomes, assignments, student expectations, time requirements, required materials, grading policy, teacher contact information, intended audience, content scope and sequence, and other helpful information.	
A7	Course requirements are consistent with course goals, are representative of the scope of the course and are clearly stated.	Course requirements are missing.	Course requirements are vague and are not consistent with the course goals.	The course requirements (timeframe for participation, approximate time required for individual activities and expectations for communications) are inconsistent with course goals, or not representative of the scope of the course, or not clearly stated.	Course requirements (timeframe for participation, approximate time required for individual activities and expectations for communications) are consistent with course goals, representative of the scope of the course and clearly stated.	The course requirements include: a detailed timeframe for participation, an approximate time required for individual activities, and specific expectations for communications, and are consistent with course goals, representative of the scope of the course and clearly stated.	



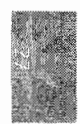
	Standard	Absent 0	Unsatisfactory 1	Somewhat Satisfactory 2	Satisfactory 3	Very Satisfactory 4	Score
A8	Information is provided to students, parents and mentors on how to communicate with the online instructor and course provider.	There is no instructor/provider contact information available.		There is little instructor/provider contact information provided.	Appropriate instructor/provider communication information such as office hours, phone number, email, and biographical information is provided.	Appropriate instructor/provider communication information such as office hours, phone number, email, and biographical information is provided. The process for communicating with the instructor is clearly outlined.	
A9	The course reflects multi-cultural education, and the content is accurate, current and free of bias or advertising.	Content does not reflect multi-cultural education, is not up-to-date, accurate, or free of any bias or advertising.	Content is missing TWO of four conditions (multi-cultural, up-to-date, accurate or free of any bias or advertising).	Content is missing ONE of four conditions (multi-cultural, up-to-date, accurate or free of any bias or advertising).	The course reflects multi-cultural education, and the content is accurate, current and free of bias or advertising.	The course creates equal educational opportunities for students from diverse racial, ethnic, social class, and cultural groups. The content is up to date, accurate and free of any bias or advertising.	
A10	Expectations for academic integrity, use of copyrighted materials, plagiarism and netiquette (Internet etiquette) regarding lesson activities, discussions, e-mail communications are clearly stated.	Copyright, plagiarism, netiquette, and integrity information are not included in the course or are not linked to if located outside of the course.		Some, but not all expectations are clearly stated in the course or are not linked to if located outside of the course.	Issues addressing copyrighted materials, plagiarism, netiquette, and integrity are included in the course or are linked to if located outside of the course.		

	Standard	Absent 0	Unsatisfactory 1	Somewhat Satisfactory 2	Satisfactory 3	Very Satisfactory 4	Score
A11	Privacy policies are clearly stated.	Privacy policies are not included in the course or are not linked to if located outside of the course.			A policy statement is included in the course or is linked to if located outside of the course. The policy discloses the organization's information gathering and dissemination practices.	A policy statement is posted on the course provider's website and in the course and is easily found by the student. The policy discloses the organization's information gathering and dissemination practices.	
A12	Online instructor resources and notes are included.	Instructor resources and notes are not included in the course.			Instructor resources and notes are available in the course.	Instructor resources and notes are available for every learning unit in the course.	
A13	Assessment and assignment answers and explanations are included.	No answers, explanations, rubrics or examples are included.		Answers and explanations are available, but no rubrics or examples are included.	Answers, explanations, and rubrics are provided; however, no examples are included.	Answers, explanations, rubrics, and examples of completed assessments and assignments are included in the instructor resources.	



	Standard	Absent 0	Unsatisfactory 1	Somewhat Satisfactory 2	Satisfactory 3	Very Satisfactory 4	Score
B1	Course design reflects a clear understanding of all students' needs and incorporates varied ways to learn and master the curriculum.	There is no variety of instructional and assessment methods.		There is limited variety of instructional and assessment methods. Materials and assessments used throughout the course prevent students from demonstrating achievement of the goals and objectives of the course.	There is a variety of instructional and assessment methods. Materials and assessments used throughout the course allow students to demonstrate achievement of the goals and objectives of the course.	There is a rich variety of instructional and assessment methods. Engaging materials and authentic assessments are used throughout the course to allow students to demonstrate achievement of the goals and objectives of the course.	
B2	The course is organized by units and lessons that fall into a logical sequence. Each unit and lesson includes an overview describing objectives, activities, assignments, assessments, and resources to provide multiple learning opportunities for students to master the content.	The course is not organized into units/modules and lessons that fall into a logical sequence.		The course is organized into units/modules that fall into a logical sequence, but some lessons do not include an overview, or few or limited resources are noted.	The course is organized by units and lessons. At the start of each unit or lesson, an overview is posted describing the objectives, activities, assignments, assessments, and resources to be used and completed.	The course is organized by units and lessons. At the start of each unit or lesson, an overview is posted describing the objectives, activities, assignments, assessments, and resources to be used and completed. A variety of activities, assignments, assessments, and resources are used to provide students with different paths to master the content.	

	Standard	Absent 0	Unsatisfactory 1	Somewhat Satisfactory 2	Satisfactory 3	Very Satisfactory 4	Score
B3	The course instruction includes activities that engage students in active learning.	The course instruction does not include activities that engage students in active learning.		The course provides limited opportunities for students to be actively engaged in the content.	The course provides several opportunities for students to be actively engaged in the content that includes meaningful and authentic learning experiences such as collaborative learning groups, student-led review sessions, games, analysis or reactions to videos, discussions, concept mapping, analyzing case studies, etc.	The course consistently provides multiple opportunities for students to be actively engaged in the content that includes meaningful and authentic learning experiences including collaborative learning groups, student-led review sessions, games, analysis or reactions to videos, discussions, concept mapping, analyzing case studies, etc.	
B4	The course and course instructor provide students with multiple learning paths, based on student needs that engage students in a variety of ways.	The course and course instructor do not address a variety of learning styles.		The course and course instructor provide a limited variety of activities, assignments, assessments, and resources.	The course and course instructor provide a variety of learning activities that address different learning styles and preferences (auditory, visual, tactile/kinesthetic).	The course and course instructor consistently provide a wide variety of learning activities that address different learning styles and preferences (auditory, visual, tactile/kinesthetic).	



	Standard	Absent 0	Unsatis- factory 1	Somewhat Satisfactory 2	Satisfactory 3	Very Satisfactory 4	Score
B5	The course provides opportunities for students to engage in higher-order thinking, critical reasoning activities and thinking in increasingly complex ways.	The course does not provide opportunities for students to elevate their thinking beyond remembering and understanding.		The course provides an inadequate amount of assignments, activities, and assessments for students to elevate their thinking beyond remembering and understanding.	The course provides a sufficient amount of assignments, activities, and assessments for students to elevate their thinking beyond remembering and understanding.	The course consistently provides assignments, activities, and assessments for students to elevate their thinking beyond remembering and understanding.	
B6	The course provides options for the instructor to adapt learning activities to accommodate students' needs.	The course does not provide options for the instructor to adapt the course to meet the students' needs.			The course provides options for the instructor to adapt the course to meet the students' needs by providing additional assignments, resources, and activities for remediation or enrichments for the course.		
B7	Readability levels, written language assignments and mathematical requirements are appropriate for the course content and grade-level expectations.	Readability levels, written language assignments and mathematical requirements are not appropriate for the course content and grade-level expectations.		Readability levels, written language assignments and mathematical requirements are sometimes inappropriate for the course content and grade-level expectations.	Readability levels, written language assignments and mathematical requirements are appropriate for the course content and grade-level expectations.		

	Standard	Absent 0	Unsatisfactory 1	Somewhat Satisfactory 2	Satisfactory 3	Very Satisfactory 4	Score
B8	The course design provides opportunities for appropriate instructor-student interaction, including opportunities for timely and frequent feedback about student progress.	The course design does not provide opportunities for appropriate instructor-student interaction, including opportunities for timely and frequent feedback about student progress.	The course design provides few opportunities for appropriate instructor-student interaction, and few opportunities for timely and frequent feedback about student progress.	The course design provides few opportunities for appropriate instructor-student interaction, or few opportunities for timely and frequent feedback about student progress.	Learning activities and other opportunities are created to foster instructor-student interaction. Students receive timely and frequent feedback on their progress that emphasizes the intended learner outcomes. The feedback is individualized and detailed.	Learning activities and other opportunities are created to foster instructor-student interaction. Students receive timely and frequent feedback on their progress that emphasizes the intended learner outcomes. The feedback is highly individualized, detailed, and recommends specific, individualized improvement, and strategies to encourage continued progress toward mastery.	
B9	The course design includes explicit communication/activities (both before and during the first week of the course) that confirm whether students are engaged and are progressing through the course. The instructor will follow program guidelines to address non-responsive students.	There is no evidence of instructor-student interactions before and during the first week of the course to confirm active participation by all students.		There is evidence of instructor-student interactions before or during the first week of the course to confirm active participation by all students.	There is evidence of instructor-student interactions before and during the first week of the course to confirm active participation by all students.	Introductory student communication and activities are present and required before and during the first week of the course to confirm active participation by all students.	

	Standard	Absent 0	Unsatisfactory 1	Somewhat Satisfactory 2	Satisfactory 3	Very Satisfactory 4	Score
B10	The course provides opportunities for appropriate instructor-student and student-student interaction to foster mastery and application of the material.	There is no opportunity for instructor-student or student-student interaction with the purpose of mastering content.	There is only instructor-student or student-student interaction, but not both.	Only ONE type of active, ongoing learning activity is created to foster instructor-student and student-student interaction. This activity is integral to content but may lack monitoring and clarity.	A minimum of TWO differentiated active, ongoing and required (graded) learning activities are created to foster instructor-student and student-student interaction. These activities are integral to content and are defined and monitored to ensure mastery of content.	Three or more differentiated active, ongoing learning and required (graded) activities are created to foster instructor-student and student-student interaction. These activities are integral to content and are defined and monitored to ensure mastery of content. There is appropriate depth, complexity and rigor to these activities.	
B11	Students have access to resources that enrich the course content.	No additional tools and resources are identified or available within the course to enrich the content.		Supplemental tools and resources are identified but do not enrich and are inappropriate and/or not relevant to the content.	Supplemental tools and resources are identified and readily available within the learning management system. The resources enrich and are relevant to the content.	A wide variety of supplemental tools and resources are clearly identified and readily available within the learning management system. The resources enrich and are relevant to the content.	

	Standard	Absent 0	Unsatisfactory 1	Somewhat Satisfactory 2	Satisfactory 3	Very Satisfactory 4	Score
C1	Student evaluation strategies are consistent with course goals and objectives, are representative of the scope of the course and are clearly stated.	Strategies to assess students are not aligned with the course goals and objectives.	FOUR or more assessments are not consistent or aligned with the course goals and objectives.	ONE to THREE assessments are not consistent or aligned with the course goals and objectives.	The strategies used to assess students throughout the course are consistent with and aligned to what is presented in the course goals and objectives posted within the course.		
C2	The course structure includes adequate and appropriate methods and procedures to assess students' mastery of content.	Course has no form of assessment to determine student mastery.		The course structure includes inadequate/inappropriate methods and procedures to assess students' mastery of content.	Multiple types of assessments allow students to demonstrate their understanding. Formative and summative assessments are a part of the structure of the course. Examples may include pre-tests, post-tests, objective and subjective questioning, self-assessments, group projects, evaluating levels and quality of participation and portfolios.		



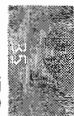
	Standard	Absent 0	Unsatisfactory 1	Somewhat Satisfactory 2	Satisfactory 3	Very Satisfactory 4	Score
C3	Ongoing, varied, and frequent assessments are conducted throughout the course to inform instruction.	Student assessment is not ongoing, varied and/or frequent.		The course contains inadequate assessments to check for student understanding and to ensure they are prepared for the next lesson.	The course provides ongoing, varied, and frequent formative assessments to check for student understanding and to ensure they are prepared for the next lesson.	The course provides ongoing, varied, and frequent formative assessments to check for student understanding and to ensure they are prepared for the next lesson. Pre-assessments are provided to determine student readiness.	
C4	Assessment strategies and tools make the student continuously aware of his/her progress in class and mastery of the content.	No feedback tools or procedures are found in the course.			Feedback tools and procedures are built into the course for continuous student self-monitoring.		

	Standard	Absent 0	Unsatisfactory 1	Somewhat Satisfactory 2	Satisfactory 3	Very Satisfactory 4	Score
C5	Assessment materials provide the instructor with the flexibility to assess students in a variety of ways.	The course does not offer any type of assessment.		The course only offers ONE type of assessment with no variation.	The course offers multiple types of assessments with alternate types of evaluation methods available in the learning management system.	The course offers a wide variety of assessment techniques to measure ongoing student progress on clearly identified learner outcomes. Alternative evaluation methods are used to gauge student progress, and authentic assessments are provided to demonstrate mastery.	
C6	Grading rubrics are provided to the instructor and may be shared with students.	There are no rubrics of assignments available.			Rubrics are provided to the instructor and may be shared with the student.	Explicit rubrics and work samples are provided for each type of graded assignment and are shared with the student.	
C7	The grading policy and practices are easy to understand.	The course does not contain a grading policy.		The course includes a grading policy that is either difficult to locate or hard to understand.	Grading policy and practices are easy to locate and are well-defined.		



	Standard	Absent 0	Unsatisfactory 1	Somewhat Satisfactory 2	Satisfactory 3	Very Satisfactory 4	Score
D1	The course architecture permits the online instructor to add content, activities and assessments to extend learning opportunities.	The course architecture does not allow the teacher to add content, activities and assessments to extend learning opportunities.			The course architecture permits the teacher to add content, activities and assessments to extend learning opportunities.		
D2	The course accommodates multiple school calendars; e.g., block, 4X4 and traditional schedules.	The course does not accommodate multiple school calendars.			The course accommodates multiple school calendars.		
D3	Clear and consistent navigation is present throughout the course.	The course navigation is inconsistent and unpredictable. At times the navigation is missing.		The course navigation is inconsistent and unpredictable.	The course utilizes consistent and predictable navigation methods. Minimal training is required to navigate the course.	The course utilizes consistent and predictable navigation methods. Students can move logically and easily between areas of the course; color, graphics and icons are used to guide the student through the course; and a consistent look and feel exist throughout the course (consistent text, colors, bullets, and heading styles).	

	Standard	Absent 0	Unsatisfactory 1	Somewhat Satisfactory 2	Satisfactory 3	Very Satisfactory 4	Score
D4	Rich media are provided in multiple formats for ease of use and access in order to address diverse student needs.	The course does not provide rich media in any format.	The course uses video or audio sparingly.	The course uses media but not in multiple formats. The media may be insufficient in quality.	The course uses quality video, audio and Internet resources throughout the course.	The course makes maximum use of the robust capabilities of the online medium and makes these resources available by alternative means (video, CDs, podcasts).	
D5	All technology requirements (including hardware, browser, software, etc...) are specified.	All technology requirements are not specified.			All technology requirements (including hardware, browser, software, etc...) are identified in the course description or during the student registration process and specified to students before they begin the course.	All hardware, Web browser and software requirements are identified. Links for available downloads are provided to students at the beginning of the course.	
D6	Prerequisite skills in the use of technology are identified.	No prerequisite skills in the use of technology are identified.			Prerequisite technology skills necessary for the specific class are identified in the course description or during the registration process and are shared with students before they begin the course.		



	Standard	Absent 0	Unsatisfactory 1	Somewhat Satisfactory 2	Satisfactory 3	Very Satisfactory 4	Score
D7	The course uses content-specific tools and software, appropriately.	The course does not utilize appropriate content-specific tools and software.			Software and online tools are used appropriately and as needed within the online course. The tools should be linked from within the course or sent as software with other course materials at the beginning of the course.		
D8	The course is designed to meet internationally recognized interoperability standards.	The course provider has no plans to meet the interoperability standards.		The course provider has a target date to meet the interoperability standards.	Interoperability technical standards allow sharing content among different learning management systems and ensure sharing of questions, assessments, and results with others.		
D9	Copyright and licensing status, including permission to share where applicable, is clearly stated and easily found.	Copyright and licensing status, including permission to share where applicable, is not stated or found.			Course developers or publishers clearly state the copyright and licensing status of all content, including permission to share where applicable. Copyright and licensing information is readily available, understandable and standardized in terms of use.		

	Standard	Absent 0	Unsatisfactory 1	Somewhat Satisfactory 2	Satisfactory 3	Very Satisfactory 4	Score
D10	Course materials and activities are designed to provide appropriate access to all students. The course, developed with universal design principles in mind, conforms to the U.S. Sections 504 & 508 provisions for electronic and information technology as well as the W3C's Web Content Accessibility Guidelines (WCAG 2.0).	The course does not provide appropriate access.	The course includes: The National Instructional Materials Accessibility Standard (NIMAS) to ensure textbooks and other instructional materials are accessible, alt tags for images, transcripts (audio and video), and links are consistent and include the URL.	The course includes all of Rating 1 plus: keyboard accessible (does not rely on mouse for navigation), recommended fonts and sizes, and appropriate contrast colors.	The course includes all of Ratings 1 and 2 plus: Closed Captioning, timed assignments can be adjusted, and instructor created documents use Styles.	The course includes all of Ratings 1-3 plus: descriptions for audio and video and tables contain proper headings and labels.	
D11	Student information remains confidential, as required by the Family Educational Rights and Privacy Act (FERPA).	Course procedures for reporting grade and student information are not included.			Defined course procedures for reporting grade and student information comply with the Family Educational Rights and Privacy Act (FERPA).		



Standard	Absent 0	Unsatisfactory 1	Somewhat Satisfactory 2	Satisfactory 3	Very Satisfactory 4	Score
<p>E1</p> <p>The course provider uses multiple ways of assessing course effectiveness.</p>	<p>The course provider does not provide multiple ways of assessing course effectiveness.</p>		<p>The course provider uses only ONE way of assessing course effectiveness.</p>	<p>A combination of student, instructor, content experts, instructional designer and outside reviewers may be used to evaluate the course for effectiveness. Methods may include course evaluations, student completion rates, satisfaction surveys, peer review, teacher and student feedback, and student performance on in-course as well as state or national assessments.</p>	<p>A combination of student, instructor, content experts, instructional designer and outside reviewers are used to evaluate the course for effectiveness. Methods include course evaluations, student completion rates, satisfaction surveys, peer review, teacher and student feedback, and student performance on in-course as well as state or national assessments.</p>	
<p>E2</p> <p>The course is evaluated using a continuous improvement cycle for effectiveness and the findings used as a basis for improvement.</p>	<p>The course is not evaluated regularly for effectiveness.</p>		<p>The course is evaluated regularly for effectiveness, but the findings are not used as a basis for improvement.</p>	<p>The provider indicates the frequency of course evaluations, whether reviews are conducted internally or externally, and how the provider uses evaluation results to improve courses.</p>		

	Standard	Absent 0	Unsatisfactory 1	Somewhat Satisfactory 2	Satisfactory 3	Very Satisfactory 4	Score
E3	The course is updated periodically to ensure that the content is current.	The course is not updated periodically.			The course is updated a minimum of every three years to keep the content current, engaging, and relevant.	The course is updated annually to ensure the content is current, engaging, and relevant. The date the course was last updated is posted.	
E4	Course instructors, whether face-to-face or virtual, are certificated and "highly qualified." The online course teacher possesses a teaching credential from a state-licensing agency and is "highly qualified" as defined under ESEA.	The online course instructor is neither credentialed nor "highly qualified."		The online course instructor possesses a teaching credential from a state-licensing agency or is "highly qualified" as defined under Elementary and Secondary Education Act (ESEA).	The online course instructor possesses a teaching credential from a state-licensing agency and is "highly qualified" as defined under Elementary and Secondary Education Act (ESEA).		
E5	Professional development about the online course delivery system is offered by the provider to assure effective use of the courseware and various instructional media available.	No professional development is offered.			Professional development is available for instructors of on-line courses, which includes using the technology tools specific to the course. Appropriate evidence could include training schedules, materials, tutorials, or external links, as well as expectations for training frequency and annual hours of training.		

	Standard	Absent 0	Unsatisfactory 1	Somewhat Satisfactory 2	Satisfactory 3	Very Satisfactory 4	Score
E6	The course provider offers technical support and course management assistance to students, the course instructor, and the school coordinator.	No technical support or course management assistance is offered.			Technical support and course management assistance is available and hours are clearly posted within the course or on the online provider's website. Assistance may take the form of Frequently Asked Questions, training resources, mentors or peer support.	Technical support and course management assistance is available 24/7 and a maximum response time is noted on the provider's website.	
E7	Course instructors, whether face-to-face or virtual, have been provided professional development in the behavioral, social, and when necessary, emotional, aspects of the learning environment.	No professional development has been provided in the behavioral, social, and emotional aspects of the learning environment.			Online instructors have been provided professional development to identify and address the ways in which the online environment can enhance and hinder the learning experience and have sensitivity to the perception of written online language.		

	Standard	Absent 0	Unsatisfactory 1	Somewhat Satisfactory 2	Satisfactory 3	Very Satisfactory 4	Score
E8	Course instructors, whether face-to-face or virtual, receive instructor professional development, which includes the support and use of a variety of communication modes to stimulate student engagement online.	No professional development has been provided in support and use of a variety of communication modes to stimulate student engagement online.		Professional development is offered but is limited to only synchronous or asynchronous forms of communication.	Professional development prepares the instructor to use multiple, varied means of communication with and stimulating engagement of online students via synchronous and asynchronous communication. Modes include but should not be limited to messaging, threaded discussions, live chat/whiteboard sessions, document sharing, etc.		
E9	The provider assures that course instructors, whether face-to-face or virtual, are provided support, as needed, to ensure their effectiveness and success in meeting the needs of online students.	No support is provided to ensure the instructor's effectiveness and success in meeting the needs of online students.			Instructor curricular support, contact numbers, guidelines, mentor assistance, best instructional practices, accessibility and participation in professional networks are available.		

	Standard	Absent 0	Unsatisfactory 1	Somewhat Satisfactory 2	Satisfactory 3	Very Satisfactory 4	Score
E10	Students are offered an orientation for taking an online course before starting the coursework.	No student orientation is offered before starting the course.			Students are offered an orientation for taking an online course before starting the coursework. The training may be provided either in written form, face-to-face, through a video or entirely online.	Students are offered an orientation for taking an online course before starting the coursework. The orientation should describe the experience of learning online and what is needed to manage challenges successfully. Time commitments, software and hardware requirements and how to set up the student's computer and work environment may be part of this orientation. The training may be provided either in written form, face-to-face, through a video or entirely online.	





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Accessibility Guidelines

Table 1: General Accessibility Guidelines The guidelines in this section should be followed throughout the course, including in word processing documents, spreadsheets, presentations, PDF (portable document format) documents, PDF forms, multimedia, and the course itself.	
Guideline Number	General Accessibility Guideline
General 1.1	Links: Link text describes the link's purpose or target. For example, " <u>Scientific Encyclopedia</u> " is descriptive link text. "Click here" is not descriptive link text.
General 1.2	Links: Links are indicated with something other than just color, such as context, underlining or location within a navigation menu.
General 1.3	Links: Links that refer to an external web address use the full URL (http://www:) and all links work. Note: This guideline refers to the URL associated with the link text, not the link text itself.
General 2.1	Content: Instructions do not rely on sensory characteristics of components, such as size, shape, visual location, orientation, or sound.
General 2.2	Content: If content requires user input, labels or instructions are provided.
General 2.3	Content: The native language of all pages/documents/files is identified appropriately for screen reader access.
General 2.4	Content: There is no content that flickers or flashes.
General 3.1	Non-Text Content: Non-text content (such as graphics, illustrations, charts, and graphs) has a text alternative ("alt text") for the content and/or function of the image.
General 4.1	Text Elements: If text boxes are used, they are able to be read by assistive technology (such as NVDA or JAWS) in a logical reading order.
General 4.2	Non-Text Elements: Images and other non-text features are set as "In line with text" in text wrapping.
General 4.3	Non-Text Elements: Background images and watermarks are avoided. If background images or watermarks are used, they have alternative text and meet color contrast guidelines.



Accessibility Guidelines

Table 1: General Accessibility Guidelines

The guidelines in this section should be followed throughout the course, including in word processing documents, spreadsheets, presentations, PDF (portable document format) documents, PDF forms, multimedia, and the course itself.

Guideline Number	General Accessibility Guideline
General 5.1	Color Contrast: Color is not used as the only way of providing information; if color is used to indicate an error, required field, or other information, the information has a secondary code, such as addition of the word "required."
General 5.2	Color Contrast: Large text (18-point or 14-point bold, or larger) has a color contrast ratio of at least 3:1. All other text has a color contrast ratio of at least 4.5:1. (Logos are exempt from color contrast requirements.)
General 6.1	File and Document Name: File names do not include spaces.
General 7.1	Bullets and Numbering: The Bullet style is used to create bulleted lists.
General 7.2	Bullets and Numbering: The Number style is used to create numbered lists.
General 8.1	Tables: Table information reads in the correct order. (left to right, top to bottom)
General 8.2	Tables: If a table contains merged cells, the table reads in the correct order. (left to right, top to bottom)
General 8.3	Tables: Tables use row and/or column headings.
General 8.4	Tables: If a table spans multiple pages, the header row repeats at the top of each page.
General 8.5	Tables: All tables are captioned, named, numbered, and/or described.
General 9.1	Interactive: When multimedia content changes, assistive technology (such as NVDA or JAWS) is alerted to those changes. For example, when students are required to manipulate elements and feedback is provided, assistive technology can perceive that feedback.



Accessibility Guidelines

Table 2: Course Website Accessibility Guidelines	
Guideline Number	Course Website Accessibility Guideline
Course Website 1.1	Course Navigation: All pages or frames have a title (<title>) that describes the topic or purpose of the page. If users have several pages or frames open, they should be able to navigate between pages or frames without reading the content of each page.
Course Website 1.2	Course Navigation: All functions are available using only a keyboard and can be perceived by assistive technology (such as NVDA or JAWS screen readers).
Course Website 1.3	Course Navigation: When the keyboard is used to move to a location on the page, the keyboard can also be used to move away from that location.
Course Website 1.4	Course Navigation: If content is repeated on multiple pages, there is a way for users to skip that content.
Course Website 1.5	Course Navigation: When navigating through a page with the keyboard, the focus order preserves the meaning of the page.
Course Website 1.6	Course Navigation: When navigating through a page with the keyboard, there is a visible focus indicator.



Accessibility Guidelines

Table 3: Word Processing Accessibility Guidelines	
Guideline Number	Word Processing Accessibility Guideline
Word Processing 1.1	Document Structure: Document design has been created using appropriate “Styles”.
Word Processing 1.2	Document Structure: Ensure that document has a reading order that is left-right and top-bottom and that the embedded objects, tables and images are in line with text.
Word Processing 1.3	Document Structure: Avoid use of manually created white space (use of spacebar or enter key). Use paragraph formatting to create space between sections of text.
Word Processing 1.4	Document Structure: The Column tool is used to create multiple columns.
Word Processing 2.1	Tables: If a table spans multiple pages, row data does not break across pages.



Accessibility Guidelines

Table 4: Presentation Accessibility Guidelines	
Guideline Number	Presentation Accessibility Guideline
Presentation 1.1	Document Structure: Presentation was created using existing slide layouts.
Presentation 2.1	Text, List, Bullets, and Numbering: Slide Master style is used to control presentation formatting.
Presentation 3.1	Non-Text Elements: Notes pane is utilized to describe complex images, charts, tables and audio.
Presentation 3.2	Non-Text Elements: Special effects within and between slides are not used.
Presentation 3.3	Non-Text Elements: Sound effects within and between slides are not used.



Accessibility Guidelines

Table 5: Spreadsheet Accessibility Guidelines	
Guideline Number	Spreadsheet Accessibility Guideline
Spreadsheet 1.1	Document Structure: Each worksheet begins in cell A-1 with navigation instructions for the sheet.
Spreadsheet 1.2	Document Structure: White space is controlled with row and column sizing, or with not more than one blank row or column.
Spreadsheet 1.3	Document Structure: If there are multiple tables, graphs, or charts on a worksheet, they are able to be read by assistive technology (such as NVDA or JAWS) in a logical reading order.



Accessibility Guidelines

Table 6: PDF Accessibility Guidelines	
Guideline Number	PDF Accessibility Guideline
PDF 1.1	Document Structure: Document design, including tables, has been created using appropriate tags as evidenced through the tag tree.
PDF 1.2	Document Structure: Reading order or tab order is logical. (left to right, top to bottom)
PDF 1.3	Document Structure: Ensure the language is set in the document properties.
PDF 1.4	Document Structure: Ensure the tab order under "page properties" is set to use the document structure.
PDF 2.1	Tables: If a table spans multiple pages, row data does not break across pages.
PDF 2.2	Tables: Table cells are identified by their corresponding column and/or row headers.
PDF 3.1	PDF Created by Converting Text Documents: Security features are set to NOT interfere with Assistive Technology Tools.



Accessibility Guidelines

Table 7: PDF Form Accessibility Guidelines PDF Forms should also be reviewed against the accessibility guidelines for PDFs.	
Guideline Number	PDF Form Accessibility Guideline
PDF Form 1.1	General Accessibility: All form elements require a Tooltip.
PDF Form 1.2	General Accessibility: All "required" fields should be indicated.
PDF Form 1.3	General Accessibility: Instructions have been added for particular "input" formatting.
PDF Form 2.1	PDF Created by Scanning a Text Document: The OCR (optical character recognition) recognized text matches the scanned content on the screen.
PDF Form 3.1	PDF Forms: Forms properties are set, including font size, required fields, character limits, and button value.
PDF Form 3.2	PDF Forms: Radio buttons are grouped using identical naming conventions and check boxes have unique name values.



Accessibility Guidelines

Table 8: Multimedia Accessibility Guidelines	
Guideline Number	Multimedia Accessibility Guideline
Multimedia 1.1	Audio (live and pre-recorded): Transcript of audio file is available following the audio file.
Multimedia 1.2	Audio (live and pre-recorded): If there is a single speaker, the transcript identifies who is speaking either by role or proper name as appropriate for content. For example, if playing the “I Have a Dream” speech, the transcript should identify Dr. Martin Luther King as the speaker. If the identity of the speaker has no bearing on the content, they may be identified by role as “narrator”, “teacher”, etc. If there are multiple speakers, the transcript identifies who is speaking.
Multimedia 1.3	Audio and Video (live and pre-recorded): Audio and video files can be paused or disabled.
Multimedia 2.1	Video (live action or animation): Descriptive transcript or audio description is available to those who cannot see the video. Audio description provides information about actions, characters, scene changes, and screen text that are important and are not described or spoken in the video.
Multimedia 2.2	Video (live action or animation): Synchronized captions are provided.
Multimedia 2.3	Video (live action or animation): Transcript of video (including transcription of audio description as necessary) is available following the video file.
Multimedia 3.1	Digital Publications (e-books, digital talking books, and online textbooks): Table of contents that include links that go directly to specific content.

Reports

1. TxVSN Receiver Districts List
2. Monthly Texas Education Agency- Collaboration Call Reports
 - a. Statewide Catalog Enrollments by Semester and School Year Graph
 - b. Recent Additions to the Statewide Catalog List
 - c. Top 10 Course Enrollments by Semester List
 - d. Statewide Catalog Enrollments by District Size by Semester Pie Chart
 - e. Enrollments by Subject Area by Semester Pie Chart
 - f. Statewide Catalog Enrollments by Category Graph
 - g. Statewide Catalog Seats Available & Filled by Semester Bar Chart
 - h. Course Review Progress Report
3. Legislative Reports
 - a. Statewide Catalog Enrollment by House Member List
 - b. Statewide Catalog Enrollments by Senate Member List
 - c. Statewide Catalog Enrollments by Grade Level Bar Chart
 - d. Historic Statewide Catalog Enrollments by District Size
 - e. Enrollments by District Size and Grade Level Bar Chart 2013-2015
 - f. Historic Statewide Catalog Enrollments List
4. Instructor Teacher Verification Report

287 TxVSN Receiver Districts with 2014-2015 Agreements Renewals

Regional ESC Number	District Name	City	Activation Date	District ID
12	ACADEMY ISD	LITTLE RIVER ACADEMY	10/6/2014	014901
16	ADRIAN ISD	ADRIAN	8/5/2014	180903
20	ALAMO HEIGHTS ISD	San Antonio	8/30/2014	015901
4	ALDINE ISD	HOUSTON	8/21/2014	101902
11	ALEDO ISD	ALEDO	8/21/2014	184907
4	ALIEF ISD	HOUSTON	8/12/2014	101903
10	ALLEN ISD	ALLEN	8/13/2014	043901
16	AMARILLO ISD	AMARILLO	8/21/2014	188901
6	ANDERSON-SHIRO CISD	Anderson	10/17/2013	093901
17	ANTON ISD	Anton	8/14/2014	110901
2	ARANSAS PASS ISD	ARANSAS PASS	8/26/2014	205901
11	ARLINGTON CLASSICS ACADEMY	Arlington	8/14/2014	220802
11	ARLINGTON ISD	Arlington	8/6/2014	220901
14	ASPERMONT ISD	ASPERMONT	8/20/2014	217901
7	ATHENS ISD	Athens	9/4/2014	107901
13	AUSTIN ISD	Austin	8/28/2014	227901
8	AVINGER ISD	AVINGER	11/25/2014	034902
11	AZLE ISD	Azle	6/30/2015	220915
14	BAIRD ISD	Baird	1/16/2015	030903
2	BANQUETE ISD	Banquete	10/24/2014	178913
13	BASTROP ISD	Bastrop	8/18/2014	011901
3	BAY CITY ISD	Bay City	8/8/2015	158901
12	BELTON ISD	BELTON	8/26/2014	014903
11	BIRDVILLE ISD	Haltom City	6/12/2015	220902
13	BLANCO ISD	Blanco	9/11/2014	016902
8	BLOOMBURG ISD	BLOOMBURG	10/28/2014	034909
20	BOERNE ISD	BOERNE	8/6/2014	130901
10	BOLES ISD	Quinlan	12/9/2014	116916
3	BOLING ISD	Boling	8/11/2014	241901
16	BOOKER ISD	Booker	8/22/2014	148901
16	BORGER ISD	Borger	8/29/2014	117901
16	BOVINA ISD	BOVINA	8/20/2014	185901
9	BRIGHT IDEAS CHARTER	Wichita Falls	9/12/2014	243801
11	BROCK ISD	Weatherford	8/22/2014	184909
15	BRONTE ISD	BRONTE	3/11/2015	041901
6	BRYAN ISD	Bryan	8/8/2014	021902
6	BUCKHOLTS ISD	BUCKHOLTS	8/29/2014	166907
18	BUENA VISTA ISD	Imperial	8/5/2014	186901
9	BURKBURNETT ISD	BURKBURNETT	11/12/2014	243901
11	BURLESON ISD	Burleson	8/22/2014	126902
13	BURNET CISD	BURNET	10/23/2014	027903
6	BURTON ISD	Burton	11/25/2014	239903
16	BUSHLAND ISD	Bushland	9/8/2014	188904
2	CALLEN ISD	CORPUS CHRISTI	8/13/2014	178903
3	CALHOUN COUNTY ISD	PORT LAVACA	8/28/2014	029901
6	CAMERON ISD	CAMERON	8/5/2014	166901
10	CAMPBELL ISD	Campbell	9/3/2014	116910
16	CANADIAN ISD	CANADIAN	10/30/2014	106901
11	CARROLL ISD	SOUTHLAKE	9/5/2014	220919
10	CEDAR HILL ISD	Cedar Hill	9/4/2014	057904
10	CELESTE ISD	CELESTE	8/6/2014	116902
7	CENTER ISD	Center	8/19/2014	210901
20	CENTER POINT ISD	Center Point	10/24/2014	133901
4	CHANNELVIEW ISD	Channelview	8/21/2014	101905

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Regional ESC Number	District Name	City	Activation Date	District ID
13	CHAPARRAL STAR ACADEMY	AUSTIN	9/24/2014	227814
12	CHINA SPRING ISD	CHINA SPRING	8/15/2014	161920
8	CHISUM ISD	Paris	10/24/2014	139905
15	CHRISTOVAL ISD	Christoval	9/2/2014	226901
16	CLARENDON ISD	Clarendon	12/15/2014	065901
4	CLEAR CREEK ISD	League City	9/15/2014	084910
14	CLYDE CISD	Clyde	8/5/2014	030902
6	COLDSRING-OAKHURST CISD	COLDSRING	8/19/2014	204901
3	COLUMBUS ISD	COLUMBUS	6/3/2015	045902
13	COMAL ISD	New Braunfels	8/15/2014	046902
15	COMSTOCK ISD	COMSTOCK	10/24/2014	233903
6	CONROE ISD	Conroe	10/14/2014	170902
12	COPPERAS COVE ISD	Copperas Cove	11/11/2014	050910
2	CORPUS CHRISTI ISD	CORPUS CHRISTI	8/11/2014	178904
12	CORSICANA ISD	CORSICANA	9/2/2014	175903
17	COTTON CENTER ISD	Cotton Center	8/13/2014	095902
12	COVINGTON ISD	COVINGTON	10/23/2014	109903
10	CRANDALL ISD	CRANDALL	9/19/2014	129901
4	CROSBY ISD	Crosby	8/28/2014	101906
3	CUERO ISD	Cuero	9/17/2014	062901
8	CUMBY ISD	Cumby	11/20/2014	112905
4	CYPRESS-FAIRBANKS ISD	HOUSTON	8/12/2014	101907
16	DALHART ISD	Dalhart	9/4/2014	056901
10	DALLAS ISD	Dallas	10/22/2014	057905
4	DANBURY ISD	DANBURY	8/5/2014	020904
17	DAWSON ISD - WELCH	Welch	8/8/2016	058902
19	DELL CITY ISD	DELL CITY	8/25/2014	115903
10	DENISON ISD	Denison	8/22/2014	091903
11	DENTON ISD	Denton	9/3/2014	061901
10	DESOTO ISD	De Soto	6/9/2015	057906
13	DRIPPING SPRINGS ISD	Dripping Springs	10/30/2014	105904
11	EAGLE MT-SAGINAW ISD	Fort Worth	10/29/2014	220918
13	EANES ISD	Austin	8/25/2014	227909
15	EARLY ISD	Early	8/19/2014	025909
20	EAST CENTRAL ISD	San Antonio	8/7/2014	015911
4	EAST CHAMBERS ISD	Winnie	5/28/2010	036903
18	ECTOR COUNTY ISD	Odessa	9/19/2014	068901
15	EDEN CISD	EDEN	8/19/2014	048901
20	EDGEWOOD ISD - SAN ANTONIO	San Antonio	9/23/2014	015905
3	EL CAMPO ISD	EL CAMPO	8/25/2014	241903
19	EL PASO ISD	EL PASO	1/12/2015	071902
11	EVERMAN ISD	Everman	1/30/2014	220904
10	EVOLUTION ACADEMY CHARTER SCHOOL	Richardson	8/19/2014	057834
19	FABENS ISD	Fabens	8/12/2014	071903
13	FAYETTEVILLE ISD	Fayetteville	5/7/2015	075906
20	FLORESVILLE ISD	FLORESVILLE	8/8/2014	247901
2	FLOUR BLUFF ISD	Corpus Christi	9/3/2014	178914
10	FORNEY ISD	Forney	8/5/2014	129902
4	FORT BEND ISD	Sugar Land	9/25/2014	079907
17	FRENSHIP ISD	WOLFFORTH	8/7/2014	152907
4	FRIENDSWOOD ISD	Friendswood	9/2/2014	084911
10	FRISCO ISD	FRISCO	8/8/2014	043905
20	FT SAM HOUSTON ISD	San Antonio	8/26/2014	015914

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Regional ESC Number	District Name	City	Activation Date	District ID
4	GALENA PARK ISD	Houston	9/3/2014	101910
3	GANADO ISD	Ganado	5/11/2015	120902
12	GATESVILLE ISD	GATESVILLE	8/18/2014	050902
6	GAUSE ISD	Gause	8/26/2014	166902
13	GEORGETOWN ISD	GEORGETOWN	9/3/2014	246904
12	GHOLSON ISD	WACO	8/5/2014	161925
7	GLADEWATER ISD	Gladewater	11/12/2014	092901
11	GLEN ROSE ISD	GLEN ROSE	8/26/2014	213901
11	GODLEY ISD	Godley	8/27/2014	126911
3	GOLIAD ISD	GOLIAD	8/14/2014	088902
18	GRADY ISD	Lenorah	8/20/2014	156905
11	GRAPEVINE-COLLEYVILLE ISD	GRAPEVINE	8/6/2014	220906
16	GRUVER ISD	Gruver	8/5/2014	098901
10	GUNTER ISD	GUNTER	8/5/2014	091917
17	GUTHRIE CSD	Guthrie	8/8/2014	135001
7	HALLSVILLE ISD	Hallsville	8/28/2014	102904
14	HAMLIN ISD	HAMLIN	12/8/2014	127903
1	HARLINGEN CISD	Harlingen	5/18/2015	031903
12	HARMONY SCIENCE ACAD - WACO	WACO	8/8/2014	161807
1	HARMONY SCIENCE ACADEMY - BROWNSVILLE	BROWNSVILLE	8/15/2014	031803
7	HAWKINS ISD	HAWKINS	8/7/2014	250902
16	HIGGINS ISD	HIGGINS	8/26/2014	148903
4	HOUSTON GATEWAY ACADEMY INC	Houston	8/25/2014	101828
4	HOUSTON ISD	Houston	9/4/2014	101912
7	HUDSON ISD	Lufkin	9/12/2014	003902
4	HUFFMAN ISD	Huffman	8/27/2014	101925
4	HUMBLE ISD	HUMBLE	8/18/2014	101913
6	HUNTSVILLE ISD	HUNTSVILLE	10/30/2014	236902
11	HURST-EULESS-BEDFORD ISD	BEDFORD	8/6/2014	220916
1	IDEA PUBLIC SCHOOLS	WESLACO	8/15/2014	108807
14	IRA ISD	IRA	8/21/2014	208903
18	IRAAN-SHEFFIELD ISD	IRAAN	9/5/2014	186903
9	JACKSBORO ISD	JACKSBORO	9/3/2014	119902
17	JAYTON-GIRARD ISD	Jayton	8/12/2014	132902
4	KATY ISD	Katy	10/2/2014	101914
11	KELLER ISD	Keller	10/28/2014	220907
3	KENEDY ISD	KENEDY	9/26/2014	128902
7	KILGORE ISD	KILGORE	8/19/2014	092902
4	KLEIN ISD	Spring	8/8/2014	101915
17	KLONDIKE ISD	LAMESA	8/6/2014	058905
20	KNIPPA ISD	KNIPPA	8/22/2014	232901
5	KOUNTZE ISD	Kountze	8/12/2014	100903
13	LA GRANGE ISD	LA GRANGE	8/27/2014	075902
1	LA JOYA ISD	La Joya	9/2/2014	108912
4	LA PORTE ISD	La Porte	1/13/2015	101916
20	LACKLAND ISD	San Antonio	8/6/2014	015913
13	LAKE TRAVIS ISD	Austin	12/1/2014	227913
6	LATEXO ISD	LATEXO	8/8/2014	113905
13	LEANDER ISD	Leander	8/25/2014	246913
6	LEGGETT ISD	LEGGETT	8/25/2014	187906
10	LEONARD ISD	LEONARD	8/18/2014	074909
11	LEWISVILLE ISD	LEWISVILLE	8/14/2014	061902

287 TxVSN Receiver Districts with 2014-2015 Agreements Renewals

Regional ESC Number	District Name	City	Activation Date	District ID
13	LEXINGTON ISD	Lexington	12/2/2014	144902
13	LIBERTY HILL ISD	LIBERTY HILL	8/25/2014	246908
8	LINDEN-KILDARE CISD	Kildare	8/19/2014	034905
11	LINGLEVILLE ISD	LINGLEVILLE	8/22/2014	072909
5	LITTLE CYPRESS-MAURICEVILLE CISD	ORANGE	9/4/2014	181908
6	LIVINGSTON ISD	LIVINGSTON	8/13/2014	187907
17	LOCKNEY ISD	LOCKNEY	8/28/2014	077902
12	LOMETA ISD	Lometa	11/25/2014	141902
10	LOVEJOY ISD	ALLEN	8/14/2014	043919
17	LUBBOCK-COOPER ISD	Lubbock	8/22/2014	152906
5	LUMBERTON ISD	Lumberton	8/5/2014	100907
10	MABANK ISD	MABANK	8/13/2014	129905
6	MADISONVILLE CISD	Madisonville	8/19/2014	154901
6	MAGNOLIA ISD	Magnolia	8/5/2014	170906
11	MANSFIELD ISD	MANSFIELD	8/5/2014	220908
18	MARFA ISD	MARFA	1/6/2015	189901
15	MASON ISD	MASON	8/18/2014	157901
8	MAUD ISD	Maud	8/6/2014	019903
10	MCKINNEY ISD	McKinney	6/10/2015	043907
10	MESQUITE ISD	MESQUITE	8/21/2014	057914
18	MIDLAND ISD	MIDLAND	8/28/2014	165901
10	MIDLOTHIAN ISD	MIDLOTHIAN	8/18/2014	070908
12	MIDWAY ISD - WACO	Woodway	8/8/2014	161903
11	MINERAL WELLS ISD	Mineral Wells	8/5/2014	182903
18	MONAHANS-WICKETT-PYOTE ISD	MONAHANS	8/11/2014	238902
6	MONTGOMERY ISD	Montgomery	9/17/2014	170903
14	MORAN ISD	Moran	10/6/2014	209902
17	MOTLEY COUNTY ISD	MATADOR	8/25/2014	173901
3	MOULTON ISD	MOULTON	10/23/2014	143902
12	MOUNT CALM ISD	MOUNT CALM	8/19/2014	109910
7	MURCHISON ISD	MURCHISON	8/25/2014	107908
7	NACOGDOCHES ISD	NACOGDOCHES	8/20/2014	174904
20	NATALIA ISD	Natalia	9/2/2014	163903
16	NAZARETH ISD	NAZARETH	10/2/2014	035903
13	NEW BRAUNFELS ISD	New Braunfels	8/5/2014	046901
6	NEW CANEY ISD	NEW CANEY	12/19/2014	170908
6	NORMANGEE ISD	Normangee	2/12/2015	145906
8	NORTH LAMAR ISD	Paris	10/28/2014	139911
6	NORTH ZULCH ISD	NORTH ZULCH	10/31/2014	154903
9	NORTHSIDE ISD - VERNON	VERNON	9/2/2014	244905
11	NORTHWEST ISD	FORT WORTH	4/9/2015	061911
15	NUECES CANYON CISD	Barksdale	10/23/2014	069902
17	O'DONNELL ISD	O'DONNELL	8/18/2014	153903
4	ODYSSEY ACADEMY INC	Galveston	1/14/2015	084802
6	ONALASKA ISD	Onalaska	12/10/2014	187910
10	PALMER ISD	Palmer	9/9/2014	070910
17	PATTON SPRINGS ISD	AFTON	8/28/2014	063906
4	PEARLAND ISD	PEARLAND	8/25/2014	020908
12	PENELOPE ISD	PENELOPE	8/6/2014	109914
9	PERRIN-WHITT CISD	Perrin	8/5/2014	119903
10	PLANO ISD	Plano	8/8/2014	043910
11	PREMIER HIGH SCHOOLS	LEWISVILLE	12/3/2013	072801
18	PRESIDIO ISD	PRESIDIO	1/14/2015	189902

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Regional ESC Number	District Name	City	Activation Date	District ID
11	PRIME PREP ACADEMY	DALLAS	10/10/2014	220818
10	PRINCETON ISD	Princeton	5/11/2014	043911
8	QUEEN CITY ISD	Queen City	8/29/2014	034907
20	RADIANCE ACADEMY OF LEARNING	Schertz	9/30/2014	015815
7	RAINS ISD	EMORY	8/26/2014	190903
20	RANDOLPH FIELD ISD	UNIVERSAL CITY	8/25/2014	015906
12	RAPOPORT ACADEMY PUBLIC SCHOOL	WACO	8/13/2014	161802
3	REFUGIO ISD	Refugio	8/29/2014	196903
12	RICHARD MILBURN ALTER HIGH SCHOOL - KILLEEN	McQueeney	3/26/2015	014801
10	RICHARDSON ISD	Richardson	8/6/2014	057916
10	RICHLAND COLLEGIATE HIGH SCHOOL	DALLAS	8/28/2014	057840
12	RIESEL ISD	Riesel	8/25/2014	161912
11	RIO VISTA ISD	Rio Vista	1/9/2014	126907
6	ROCKDALE ISD	Rockdale	8/7/2014	166904
15	ROCKSPRINGS ISD	Rocksprings	10/21/2014	069901
14	ROTAN ISD	ROTAN	8/12/2014	076904
13	ROUND ROCK ISD	ROUND ROCK	8/11/2014	246909
10	ROYSE CITY ISD	Royse City	4/6/2015	199902
14	RULE ISD	RULE	1/20/2015	104903
3	RUNGE ISD	Runge	9/4/2014	128903
7	RUSK ISD	Rusk	8/26/2014	037907
10	S AND S CISD	Sadker	6/10/2015	091914
20	SABINAL ISD	Sabinal	8/18/2014	232902
5	SABINE PASS ISD	SABINE PASS	8/8/2014	123913
9	SAINT JO ISD	SAINT JO	9/10/2014	169911
15	SAN ANGELO ISD	SAN ANGELO	8/7/2014	226903
15	SAN FELIPE-DEL RIO CISD	DEL RIO	10/3/2014	233901
17	SANDS CISD	ACKERLY	8/27/2014	058909
10	SAVOY ISD	Savoy	8/15/2014	074911
13	SCHULENBURG ISD	Schulenburg	8/25/2014	075903
10	SCURRY-ROSSER ISD	Scurry	6/8/2015	129910
17	SEAGRAVES ISD	SEAGRAVES	9/4/2014	083901
17	SEMINOLE ISD	SEMINOLE	8/11/2014	083903
10	SHERMAN ISD	Sherman	11/17/2014	091906
16	SILVERTON ISD	SILVERTON	8/19/2014	023902
2	SINTON ISD	Sinton	11/19/2014	205906
15	SONORA ISD	SONORA	9/5/2014	218901
20	SOUTHSIDE ISD	San Antonio	8/26/2014	015917
20	SOUTHWEST PREPARATORY SCHOOL	San Antonio	8/28/2014	015807
16	SPEARMAN ISD	SPEARMAN	2/27/2015	098904
4	SPRING BRANCH ISD	HOUSTON	10/27/2014	101920
4	SPRING ISD	HOUSTON	11/10/2014	101919
11	SPRINGTOWN ISD	SPRINGTOWN	8/8/2014	184902
17	SPUR ISD	SPUR	9/4/2014	063903
11	STEPHENVILLE	STEPHENVILLE	8/18/2014	072903
17	SUDAN ISD	SUDAN	8/11/2014	140908
17	SUNDOWN ISD	SUNDOWN	8/26/2014	110907
10	SUNNYVALE ISD	SUNNYVALE	9/25/2014	057919
14	SWEETWATER ISD	SWEETWATER	10/7/2014	177902

287 TxVSN Receiver Districts with 2014-2015 Agreements Renewals

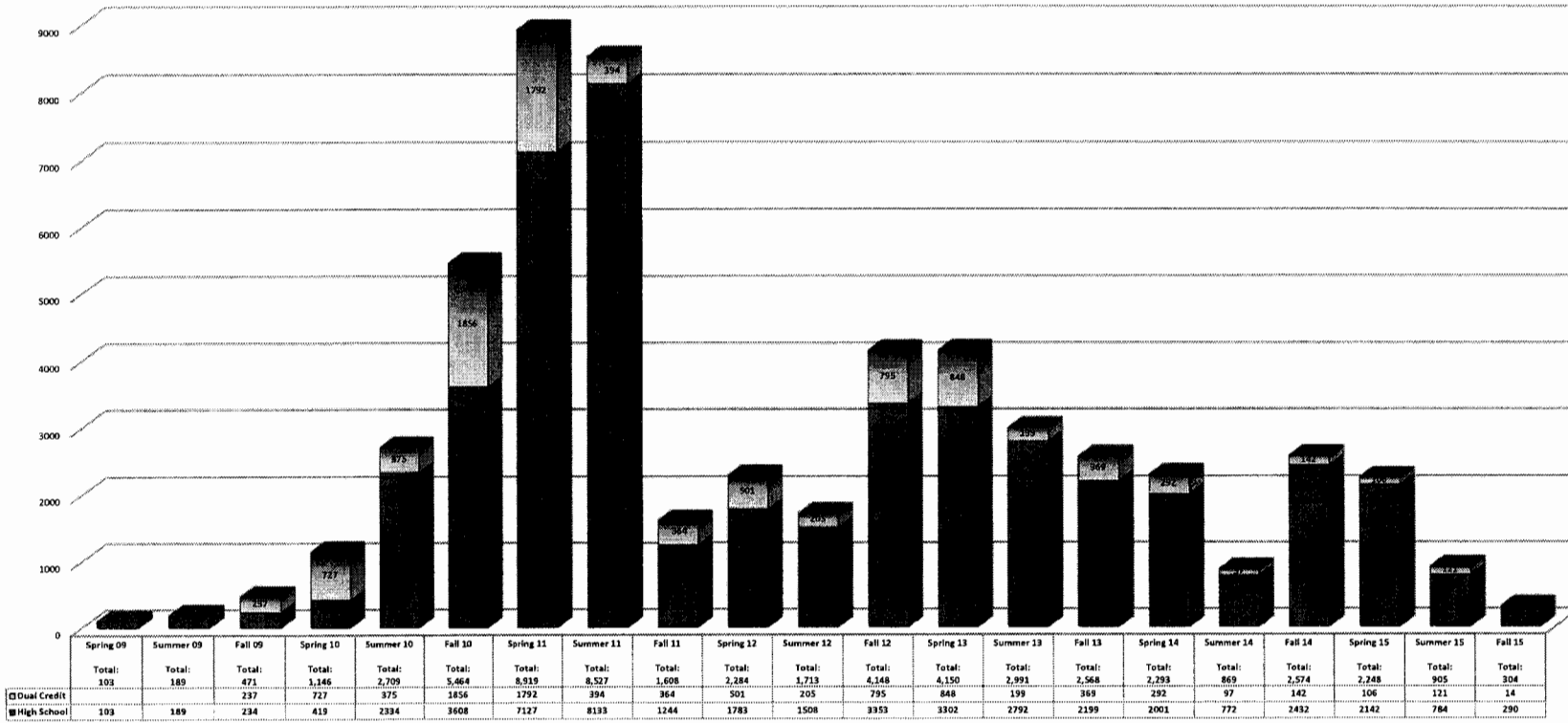
Regional ESC Number	District Name	City	Activation Date	District ID
12	TEMPLE ISD	Temple	6/25/2015	014909
18	TERLINGUA CSD	Terlingua	8/13/2014	022004
4	TEXAS CITY ISD	Texas City	9/17/2014	084906
14	TEXAS COLLEGE PREPARATORY ACADEMIES	Lewisville	8/8/2014	221801
7	TIMPSON ISD	Timpson	6/2/2015	210905
11	TOLAR ISD	Tolar	6/4/2015	111903
7	TYLER ISD	TYLER	6/8/2015	212905
7	UNION GROVE ISD	Gladewater	8/28/2014	230908
1	UNITED ISD	LAREDO	8/29/2014	240903
3	VAN VLECK ISD	Van Vleck	9/30/2014	158906
11	VENUS ISD	Venus	6/2/2015	126908
3	VICTORIA ISD	Victoria	8/27/2014	235902
5	VIDOR ISD	VIDOR	9/4/2014	181907
4	WALLER ISD	Waller	9/4/2014	237904
11	WALNUT BEND ISD	GAINESVILLE	8/25/2014	049908
10	WAXAHACHIE ISD	Waxahachie	11/10/2014	070912
7	WHITE OAK ISD	White Oak	11/25/2014	092908
10	WHITESBORO ISD	WHITESBORO	9/8/2014	091909
9	WICHITA FALLS ISD	Wichita Falls	8/27/2014	243905
17	WILSON ISD	WILSON	12/4/2013	153907
13	WIMBERLEY ISD	Wimberley	8/5/2014	105905
10	WINFREE ACADEMY CHARTER SCHOOLS	IRVING	8/8/2014	057828
3	WOODSBORO ISD	WOODSBORO	3/3/2015	196902
9	WOODSON ISD	Woodson	7/7/2015	224902
14	WYLIE ISD - ABILENE	Abilene	9/3/2014	221912
19	YSLETA ISD	EL PASO	8/7/2014	071905

8/3/2015 as of 7:00 AM

**Monthly Reports for
the Texas Education
Agency**

TxVSN Enrollments by Semester

8-3-2015



DEFINITIONS:

- **Enrollments:** Count of course orders that are currently in Approved, Completed, and Pending Drop Status. This also includes orders that were dropped outside of the designated drop period.
- **Drop Period** has changed from 10 to 14 days for Non-Accelerated courses

New Course Added to Statewide Catalog Since 9/1/2014

Original Date In Catalog	Course Title	Course Semester	Provider Name	Year	Semester	Total Seats
6/29/2015	Computer Science II	B	Education Service Center, Region 06	2015-16	SPRING	100
6/29/2015	Computer Science II	A	Education Service Center, Region 06	2015-16	FALL	100
6/29/2015	Computer Science I	B	Education Service Center, Region 06	2015-16	SPRING	100
6/29/2015	Computer Science I	A	Education Service Center, Region 06	2015-16	FALL	100
6/29/2015	Computer Science I	B	Amarillo Independent School District	2015-16	SPRING	140
6/29/2015	Computer Science I	A	Amarillo Independent School District	2015-16	FALL	140
6/22/2015	Business Management	B	Education Service Center, Region 06	2015-16	SPRING	90
6/17/2015	Business Management	A	Education Service Center, Region 06	2015-16	FALL	90
					SPRING	90
6/10/2015	Principles of Health Science	B	Grapevine-Colleyville ISD	2015-16	SPRING	30
6/10/2015	Accounting I	B	Lewisville Independent School District	2015-16	SPRING	25
6/9/2015	Principles of Health Science	A	Grapevine-Colleyville ISD	2015-16	FALL	30
6/8/2015	Accounting I	A	Lewisville Independent School District	2015-16	FALL	25
6/4/2015	Computer Science II	B	Amarillo Independent School District	2015-16	SPRING	140
6/4/2015	Computer Science II	A	Amarillo Independent School District	2015-16	FALL	140
5/20/2015	World Geography Studies	B	Lewisville Independent School District	2014-15	SUMMER	20
5/20/2015	World Geography Studies	A	Lewisville Independent School District	2014-15	SUMMER	20
5/5/2015	Business Information Management II	B	SUPERNet Consortium (District Collaborative)	2014-15	FALL	25
				2015-16	FALL	25
					SPRING	25
					SUMMER	15
5/5/2015	Business Information Management II	A	SUPERNet Consortium (District Collaborative)	2014-15	SUMMER	25
				2015-16	FALL	25
					SPRING	25
					SUMMER	15
5/5/2015	Pathophysiology	N/A	Guthrie Common School District	2014-15	SUMMER	10
				2015-16	FALL	30
5/5/2015	Business English	B	Guthrie Common School District	2014-15	SUMMER	10
				2015-16	FALL	20
5/5/2015	Business English	A	Guthrie Common School District	2014-15	SUMMER	10
				2015-16	FALL	20
5/1/2015	Money Matters	N/A	Plano Independent School District	2014-15	SUMMER	30
				2015-16	FALL	30
5/1/2015	Algebra II	B	Lewisville Independent School District	2014-15	SUMMER	20
5/1/2015	Algebra II	A	Lewisville Independent School District	2014-15	SUMMER	20
5/1/2015	Algebra I	B	Lewisville Independent School District	2014-15	SUMMER	20
				2015-16	FALL	25
5/1/2015	Algebra I	A	Lewisville Independent School District	2014-15	SUMMER	20
5/1/2015	Anatomy and Physiology	B	Guthrie Common School District	2014-15	SUMMER	10
5/1/2015	Anatomy and Physiology	A	Guthrie Common School District	2014-15	SUMMER	10
				2015-16	FALL	30
5/1/2015	Medical Terminology	N/A	Guthrie Common School District	2014-15	SUMMER	10
				2015-16	FALL	30
5/1/2015	World Health Research	B	Guthrie Common School District	2014-15	SUMMER	10
5/1/2015	World Health Research	A	Guthrie Common School District	2014-15	SUMMER	10
				2015-16	FALL	30
4/28/2015	Principles of Business, Marketing, and Finance	B	RICHARD MILBURN ALTER HIGH SCHOOL	2014-15	SPRING	40
4/17/2015	Human Resources Management	N/A	Plano Independent School District	2014-15	SUMMER	20
				2015-16	FALL	20
4/15/2015	Foundations of Personal Fitness	B	Lewisville Independent School District	2014-15	SUMMER	40
4/15/2015	Foundations of Personal Fitness	A	Lewisville Independent School District	2014-15	SUMMER	40
3/16/2015	Professional Communications	N/A	Plano Independent School District	2014-15	SUMMER	10
				2015-16	FALL	10
2/3/2015	English IV	B	Lewisville Independent School District	2014-15	SPRING	10
					SUMMER	20
2/3/2015	Creative Writing	B	Lewisville Independent School District	2014-15	SPRING	10
					SUMMER	20
2/3/2015	English IV	A	Lewisville Independent School District	2014-15	SPRING	10
					SUMMER	20
2/3/2015	Creative Writing	A	Lewisville Independent School District	2014-15	SPRING	10
					SUMMER	20
11/10/2014	Languages Other Than English Level II - American Sign Language	B	Region 4 Education Service Center TVS	2014-15	SPRING	35
10/22/2014	World History Studies	B	Plano Independent School District	2014-15	SPRING	20
					SUMMER	10
				2015-16	FALL	20
10/22/2014	World History Studies	A	Plano Independent School District	2014-15	SPRING	20
					SUMMER	10
				2015-16	FALL	20
Grand Total						2400

Courses Offered in TxVSN Course Catalog with Enrollments	Course Sem.	Provider	# SPRING	# SUMMER	# FALL
			HIGH SCHOOL		
			2014-2015	2015-2016	
Advanced Quantitative Reasoning (1 Unit) (ADQUANR)	A	Alief Independent School District	1		
		Guthrie Common School District	3		
	B	Alief Independent School District	1		
		Guthrie Common School District	1		
Algebra I	A	Education Service Center, Region 12			4
		Lewisville Independent School District			1
		Mansfield Independent School District	1		4
	B	Alief Independent School District	2		
		Education Service Center, Region 12			6
		Lewisville Independent School District			1
		Mansfield Independent School District	2		3
		SUPERNet Consortium (District Collaborative)	1		
Algebra II	A	Alief Independent School District	3		1
		Education Service Center, Region 12			2
		Lewisville Independent School District			5
		Mansfield Independent School District	1		6
	B	Alief Independent School District	1		2
		Education Service Center, Region 12	2		7
		Lewisville Independent School District			4
		Mansfield Independent School District	2		3
		Spring Independent School District	9		
Anatomy and Physiology	A	Guthrie Common School District			3
	B	Guthrie Common School District			3
AP Biology	A	Spring Branch Independent School District	1		
	B	Spring Branch Independent School District	1		
AP Calculus AB	A	Alief Independent School District	1		
	B	Alief Independent School District	3		
AP English Language And Composition	A	Alief Independent School District	1		
	B	Alief Independent School District	17		
		Education Service Center, Region 12	1		
AP English Literature And Composition	A	Lewisville Independent School District	3		19
	B	Alief Independent School District	7		
		Lewisville Independent School District	4		18
		Spring Branch Independent School District	22		
AP Environmental Science	A	Spring Branch Independent School District			1
	B	Spring Branch Independent School District	5		
AP Human Geography	A	Alief Independent School District	2		
	B	Alief Independent School District	5		
AP Languages Other Than English Level IV (Vergil) - Latin	B	Region 4 Education Service Center TVS	2		
AP Languages Other Than English Level IV Language - Spanish	B	Education Service Center, Region 12	22		
AP Macroeconomics	N/A	Alief Independent School District	24		
		Region 4 Education Service Center TVS			17
		Spring Independent School District	2		
AP Psychology	N/A	Region 4 Education Service Center TVS	4		13
AP Statistics	B	Region 4 Education Service Center TVS	2		
AP U. S. Government and Politics	N/A	Alief Independent School District	3		
		Region 4 Education Service Center TVS			27
		Spring Independent School District	1		
AP United States History	A	Mansfield Independent School District	2		
	B	Alief Independent School District	1		
		Education Service Center, Region 12	2		
Art I	A	Alief Independent School District	1		
		Amarillo Independent School District	9		1
		Lewisville Independent School District	4		26
	B	Alief Independent School District	1		
		Amarillo Independent School District	80		1
		Lewisville Independent School District	4		27
Art II Drawing	B	Alief Independent School District	2		
Astronomy	A	Pasadena ISD Virtual School	20		4
	B	Pasadena ISD Virtual School	26		4
Biology	A	Education Service Center, Region 12			3
		Pasadena ISD Virtual School	3		
	B	Alief Independent School District	1		
		Education Service Center, Region 12			5
		Mansfield Independent School District	1		
		Pasadena ISD Virtual School	2		
Business Information Management I	A	Piano Independent School District	12		4
	B	Piano Independent School District	3		1
Chemistry	A	Education Service Center, Region 12			1
		Mansfield Independent School District	1		1
		Pasadena ISD Virtual School			1
	B	Education Service Center, Region 12	25		2
		Mansfield Independent School District			2
		Pasadena ISD Virtual School			1
Communication Applications	N/A	Alief Independent School District	12		
		Amarillo Independent School District	18		14
		Pasadena ISD Virtual School	10		16

Courses Offered in TxVSN Course Catalog with Enrollments	Course Sem.	Provider	# SPRING	# SUMMER	# FALL
			2014-2015		2015-2016
HIGH SCHOOL					
Digital and Interactive Media	A	Guthrie Common School District	7	1	
	B	Guthrie Common School District	6	1	
Digital Design and Media Production	A	SUPERNet Consortium (District Collaborative)		1	
	B	SUPERNet Consortium (District Collaborative)	7		
Digital Forensics	N/A	SUPERNet Consortium (District Collaborative)	2		
Driver And Safety Education	N/A	Education Service Center, Region 06	27	2	
Driver Education	N/A	Amarillo Independent School District	14	1	
Earth and Space Science	A	Alief Independent School District	8		
	B	Alief Independent School District	14		
Economics with Emphasis on the Free Enterprise System and its Benefits	N/A	Alief Independent School District	6	3	
		Education Service Center, Region 12	6	2	
		Lewisville Independent School District	1	13	
		Mansfield Independent School District		11	
		Pasadena ISD Virtual School	11	18	
		Plano Independent School District	1		
English I	A	Education Service Center, Region 12		1	
		Mansfield Independent School District		1	
	B	Alief Independent School District	1		
		Education Service Center, Region 12		4	
		Mansfield Independent School District	2		
English II	A	Education Service Center, Region 12		5	
		Mansfield Independent School District	1		
		Plano Independent School District		1	
	B	Education Service Center, Region 12		5	
		Mansfield Independent School District	1	1	
English III	A	Alief Independent School District	3		
		Education Service Center, Region 12	1	9	
		Mansfield Independent School District		5	
		Plano Independent School District	3	2	
	B	Alief Independent School District	8		
English IV		Education Service Center, Region 12		13	3
		Guthrie Common School District	2		
		Lewisville Independent School District	6	14	
		Mansfield Independent School District		3	
		Plano Independent School District	11	1	
		SUPERNet Consortium (District Collaborative)	10	1	
	A	Alief Independent School District	7		
	B	Alief Independent School District	6	1	
		Lewisville Independent School District	2	6	
		Lewisville Independent School District	6	15	
Environmental Systems	A	Alief Independent School District	7		
	B	Alief Independent School District	6	1	
Foundations of Personal Fitness	A	Lewisville Independent School District		9	
		Plano Independent School District		1	
	B	Lewisville Independent School District		10	
Geometry	N/A	Pasadena ISD Virtual School	4	3	
	A	Alief Independent School District		2	1
		Education Service Center, Region 12		6	
		Mansfield Independent School District	2	5	
		Spring Branch Independent School District		2	
	B	Alief Independent School District	2	2	
Health Education		Education Service Center, Region 12	5	3	
		Mansfield Independent School District	7	6	
		Spring Branch Independent School District		1	
	N/A	Alief Independent School District	5	10	
		Pasadena ISD Virtual School	32	24	
Integrated Physics And Chemistry	A	Plano Independent School District	1	1	
	B	SUPERNet Consortium (District Collaborative)	7	1	
Languages Other Than English Level I - American Sign Language	A	Education Service Center, Region 12			7
	B	Education Service Center, Region 12	19		
		Region 4 Education Service Center TVS	102		
Languages Other Than English Level I - Chinese	A	Alief Independent School District	5		
	B	Alief Independent School District	3		
		Education Service Center, Region 12	1		
Languages Other Than English Level I - French		Region 4 Education Service Center TVS	2		
	A	Alief Independent School District	7	2	2
	B	Alief Independent School District	9	4	
		Region 4 Education Service Center TVS	8		
	Spring Independent School District	1			

Courses Offered in TxVSN Course Catalog with Enrollments	Course Sem.	Provider	# SPRING	# SUMMER	# FALL
			HIGH SCHOOL		
			2014-2015	2015-2016	
Languages Other Than English Level I - German	A	Alief Independent School District	1		1
	B	Alief Independent School District	8		
		Region 4 Education Service Center TVS	5		
Languages Other Than English Level I - Latin	A	Region 4 Education Service Center TVS		5	7
	B	Region 4 Education Service Center TVS	13	6	
Languages Other Than English Level I - Spanish	A	Guthrie Common School District	9	17	88
		Pasadena ISD Virtual School	1	1	
	B	Guthrie Common School District	379	14	1
		Pasadena ISD Virtual School	2	3	
Languages Other Than English Level II - American Sign Language		Region 4 Education Service Center TVS	49		
	B	Education Service Center, Region 12	6		
		Region 4 Education Service Center TVS	15		
Languages Other Than English Level II - Chinese	A	Alief Independent School District	1		
	B	Alief Independent School District	1		
		Education Service Center, Region 12	1		
Languages Other Than English Level II - French		Region 4 Education Service Center TVS	2		
	A	Alief Independent School District	2		
	B	Alief Independent School District	17		
		Region 4 Education Service Center TVS	5		
Languages Other Than English Level II - German		Spring Independent School District	1		
	A	Alief Independent School District	2		1
	B	Alief Independent School District	23		
Languages Other Than English Level II - Latin		Region 4 Education Service Center TVS	26		
	A	Region 4 Education Service Center TVS		5	2
	B	Region 4 Education Service Center TVS	25	5	
Languages Other Than English Level II - Russian	B	Region 4 Education Service Center TVS	2		
Languages Other Than English Level II - Spanish	A	Guthrie Common School District	13	12	131
		Pasadena ISD Virtual School		2	
	B	Guthrie Common School District	273	19	2
		Pasadena ISD Virtual School	6	1	
		Region 4 Education Service Center TVS	20		
Languages Other Than English Level III - French		Spring Independent School District	1		
	B	Region 4 Education Service Center TVS	9		
	B	Region 4 Education Service Center TVS	7		
Languages Other Than English Level III - German	B	Region 4 Education Service Center TVS		3	2
Languages Other Than English Level III - Latin	A	Region 4 Education Service Center TVS		3	
	B	Region 4 Education Service Center TVS	24	3	
Languages Other Than English Level III - Spanish	A	Alief Independent School District	1		
		Guthrie Common School District	2	11	13
	B	Alief Independent School District	5		
		Guthrie Common School District	85	8	1
		Region 4 Education Service Center TVS	7		
Mathematical Models With Applications	A	Education Service Center, Region 12	1	7	
		Mansfield Independent School District	2		
	B	Education Service Center, Region 12	1	4	
Medical Terminology		Mansfield Independent School District	1		
	N/A	Guthrie Common School District		2	
	A	Pasadena ISD Virtual School	1		
Music I History	B	Pasadena ISD Virtual School	1	1	
	A	Spring Branch Independent School District		6	
Physics		SUPERNet Consortium (District Collaborative)		1	
	B	Alief Independent School District	1		
		Spring Branch Independent School District	1	6	
		SUPERNet Consortium (District Collaborative)	25		
Precalculus	A	Education Service Center, Region 12		2	
		Mansfield Independent School District	1	1	
	B	Alief Independent School District	4		
		Education Service Center, Region 12	23	4	
		Mansfield Independent School District		2	
Principles of Information Technology		Region 4 Education Service Center TVS	5		
	A	Pasadena ISD Virtual School	14	2	
		SUPERNet Consortium (District Collaborative)	10		
	B	Pasadena ISD Virtual School	2	2	
Professional Communications		SUPERNet Consortium (District Collaborative)	2		
	N/A	Plano Independent School District		2	
	N/A	Guthrie Common School District	11	2	
Psychology		Pasadena ISD Virtual School	7	1	
		Plano Independent School District	6		
	N/A	Guthrie Common School District	5	1	
Sociology		Pasadena ISD Virtual School	18		
		SUPERNet Consortium (District Collaborative)	1		
	N/A	SUPERNet Consortium (District Collaborative)	2		
Special Topics in Social Studies: Hebrew Scripture (Old Testament)	N/A	SUPERNet Consortium (District Collaborative)			
Special Topics in Social Studies: New Testament	N/A	SUPERNet Consortium (District Collaborative)			1
Touch System Data Entry	A	Alief Independent School District	2		
	B	Alief Independent School District	1		
	N/A	Amarillo Independent School District			1

Courses Offered in TxVSN Course Catalog with Enrollments	Course Sem.	Provider	2014-2015		# FALL 2015-2016
			# SPRING	# SUMMER	
HIGH SCHOOL					
United States Government	N/A	Alief Independent School District	2		6
		Education Service Center, Region 12	4		
		Mansfield Independent School District			11
		Pasadena ISD Virtual School	13		6
		Plano Independent School District	2		
United States History Since 1877	A	Alief Independent School District	1		
		Pasadena ISD Virtual School	1		
		Plano Independent School District	1		
	B	Alief Independent School District	10		1
		Education Service Center, Region 12	4		1
		Mansfield Independent School District	1		
		Pasadena ISD Virtual School	2		1
		Plano Independent School District	2		
Web Design	A	SUPERNet Consortium (District Collaborative)	11		1
	B	SUPERNet Consortium (District Collaborative)	3		1
World Geography Studies	A	Alief Independent School District	2		
		Education Service Center, Region 12			3
		Lewisville Independent School District			1
		Pasadena ISD Virtual School	4		7
	B	Alief Independent School District	13		1
		Education Service Center, Region 12	3		
		Lewisville Independent School District			1
		Mansfield Independent School District	1		
		Pasadena ISD Virtual School	4		7
		Spring Independent School District	1		
World History Studies	A	Alief Independent School District	1		
		Education Service Center, Region 12			2
		Mansfield Independent School District			2
		Pasadena ISD Virtual School	3		4
		Plano Independent School District	1		1
	B	Alief Independent School District	3		
		Education Service Center, Region 12	3		1
		Mansfield Independent School District	1		2
		Pasadena ISD Virtual School	2		4
		SUPERNet Consortium (District Collaborative)	1		
		TOTAL # HIGH SCHOOL Course Enrollments	2144	737	260

DEFINITIONS:

- **Enrollments:** Count of course orders that are currently in Approved, Completed, and Pending Drop Status. This also includes orders that were dropped outside of the designated drop period.
- **Unique Students:** Count of individual students currently enrolled in courses per semester

Courses Offered in TxVSN Course Catalog with Enrollments	DUAL CREDIT	Course Sem.	Provider	2014-15		
				# SPRING	# SUMMER	# FALL 2015-16
English III		A	University of Texas at Arlington	3		2
			University of Texas Permian Basin	1	24	5
		B	University of Texas at Arlington	6		
			University of Texas Permian Basin	8		
English IV		A	University of Texas at Arlington	6		1
			University of Texas Permian Basin	5	22	1
		B	University of Texas Permian Basin	1		
Independent Study In Mathematics (First Time Taken)		N/A	University of Texas at Arlington	4		1
Music I History		N/A	University of Texas Permian Basin	18	33	
Psychology		N/A	University of Texas at Arlington	6		
			University of Texas Permian Basin	20		1
Sociology		N/A	University of Texas at Arlington	1		2
			University of Texas Permian Basin	9	27	
Special Topics in Social Studies (First Time Taken)		N/A	University of Texas at Arlington	2		
			University of Texas Permian Basin		14	1
United States Government		N/A	University of Texas at Arlington	7		
United States History Since 1877		A/B	University of Texas at Arlington	4		
			University of Texas Permian Basin	5		
TOTAL # DUAL CREDIT Course Enrollments				106	120	14

Enrollment Summary					
		TOTAL # HIGH SCHOOL Course Enrollments	2144	737	260
		TOTAL # DUAL CREDIT Course Enrollments	106	120	14
		TOTAL # Course Enrollments	2250	857	274
		Unique # High School Students	1908	480	258
		Unique # Dual Credit Students	92	80	11
		TOTAL # Unique Students (SP15 - FA15: 2618)	1997	560	269

Increase/Decrease Enrollments since 6/8/2015	Spring 2015	Summer 2015	Fall 2015
HS	(10)	151	154
DC	(5)	0	7
Total	(15)	151	161

DEFINITIONS:

- **Enrollments:** Count of course orders that are currently in Approved, Completed, and Pending Drop Status. This also includes orders that were dropped outside of the designated drop period.
- **Unique Students:** Count of individual students currently enrolled in courses per semester



TxVSN Top 10 Enrollments per Semester

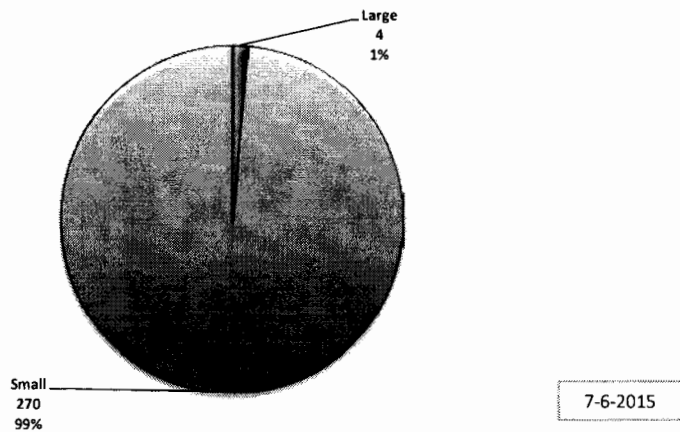
Top 10 Courses - FALL 2015-16	
Course Title	# Enrollments
Languages Other Than English Level II - Spanish	133
Languages Other Than English Level I - Spanish	89
Languages Other Than English Level III - Spanish	14
Languages Other Than English Level I - American Sign Language	7
Languages Other Than English Level I - Latin	7
English III	7
Sociology	2
Languages Other Than English Level III - Latin	2
Languages Other Than English Level I - French	2
English IV	2
Languages Other Than English Level II - Latin	2
Total	267

Top 10 Courses - SUMMER 2014-15	
Course Title	# Enrollments
English IV	68
English III	59
Art I	55
Economics with Emphasis on the Free Enterprise System and its Benefits	47
AP English Literature And Composition	37
Languages Other Than English Level I - Spanish	35
Health Education	35
Music I History	34
Languages Other Than English Level II - Spanish	34
Algebra II	30
Communication Applications	30
Total	464

Top 10 Courses - SPRING 2014-15	
Course Title	# Enrollments
Languages Other Than English Level I - Spanish	440
Languages Other Than English Level II - Spanish	313
Languages Other Than English Level I - American Sign Language	121
Languages Other Than English Level III - Spanish	100
Art I	99
English IV	74
Languages Other Than English Level II - German	51
Psychology	50
English III	49
Astronomy	46
Total	1343

TxVSN Enrollments by District Size - FALL 2015

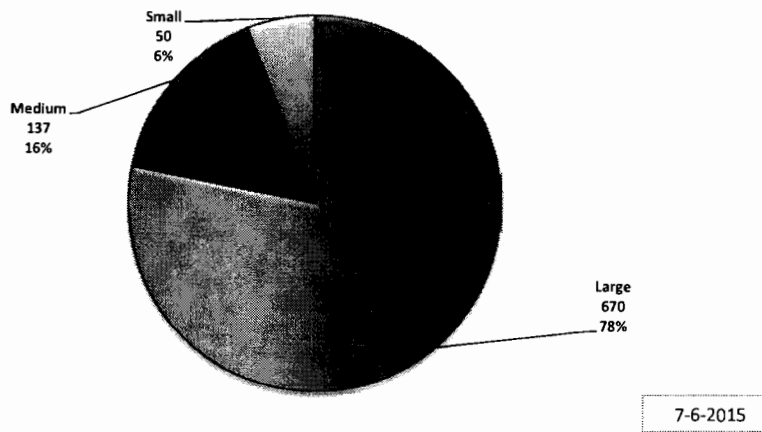
Large (ADA 25,000 or greater)
 Medium (ADA 5,001 - 24,999)
 Small (ADA 5,000 or less)



7-6-2015

TxVSN Enrollments by District Size - SUMMER 2015

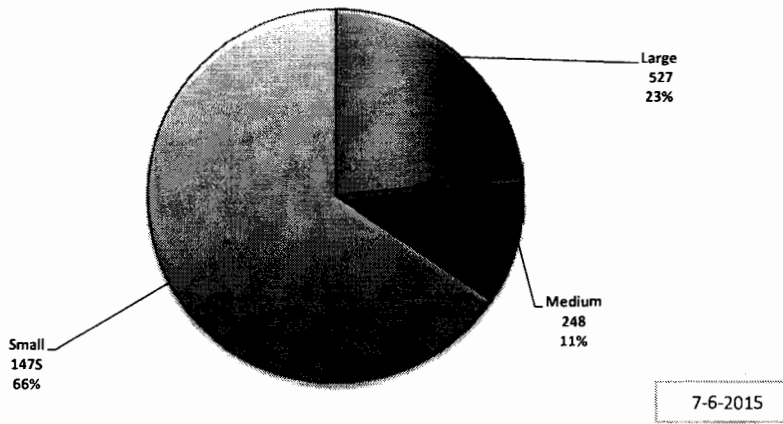
Large (ADA 25,000 or greater)
 Medium (ADA 5,001 - 24,999)
 Small (ADA 5,000 or less)



7-6-2015

TxVSN Enrollments by District Size - SPRING 2015

Large (ADA 25,000 or greater)
 Medium (ADA 5,001 - 24,999)
 Small (ADA 5,000 or less)

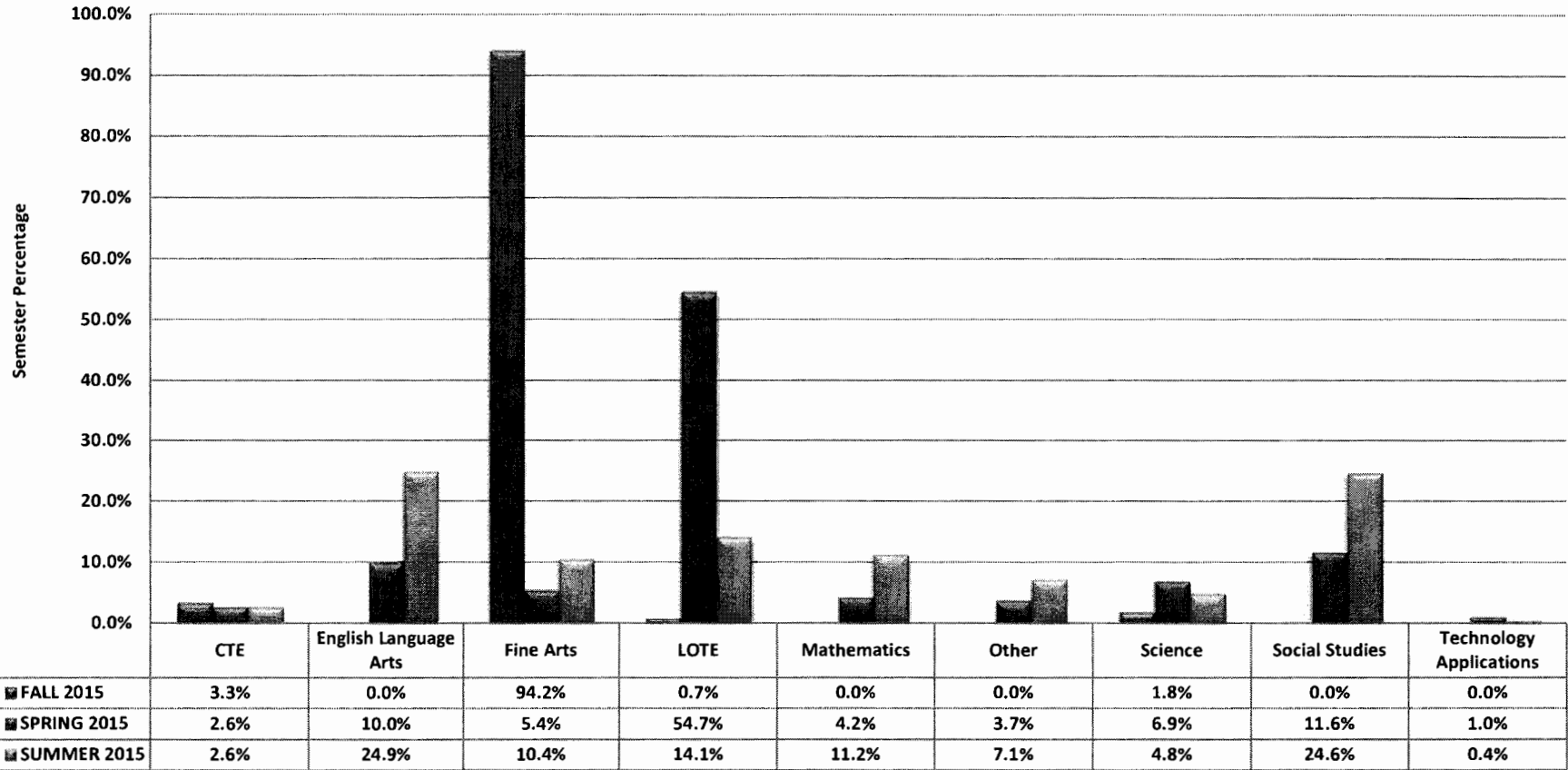


7-6-2015

DEFINITIONS:

• **Enrollments:** Count of course orders that are currently in Approved, Completed, and Pending Drop Status. This also includes orders that were dropped outside of the designated drop period.

TxVSN Statewide Catalog Enrollments by Category

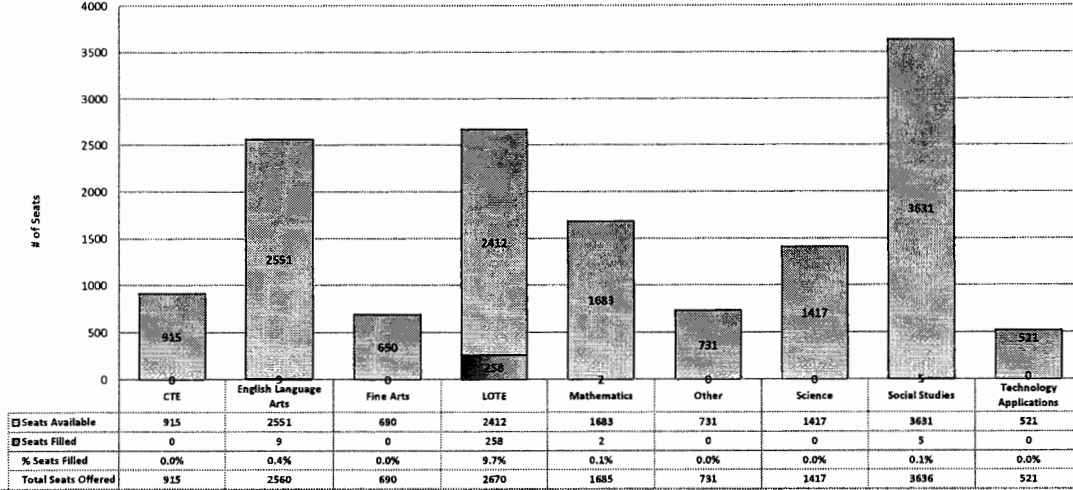


Data as of 7/6/2015

DEFINITIONS • Enrollments: Count of course orders that are currently in Approved, Completed, and Pending Drop Status. This also includes orders that were dropped outside of the designated drop period.

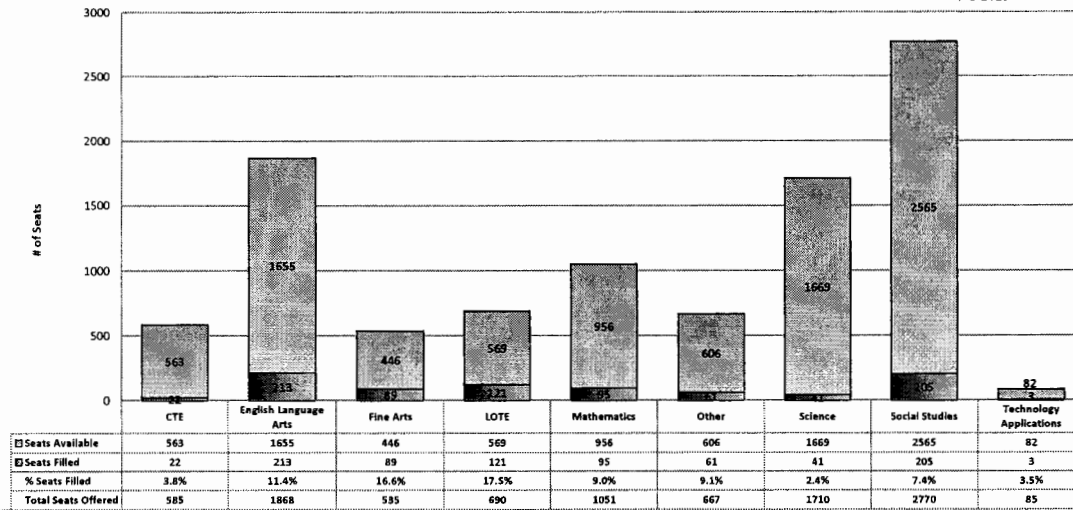
TxVSN Seats Available & Filled - FALL 2015

7-6-2015



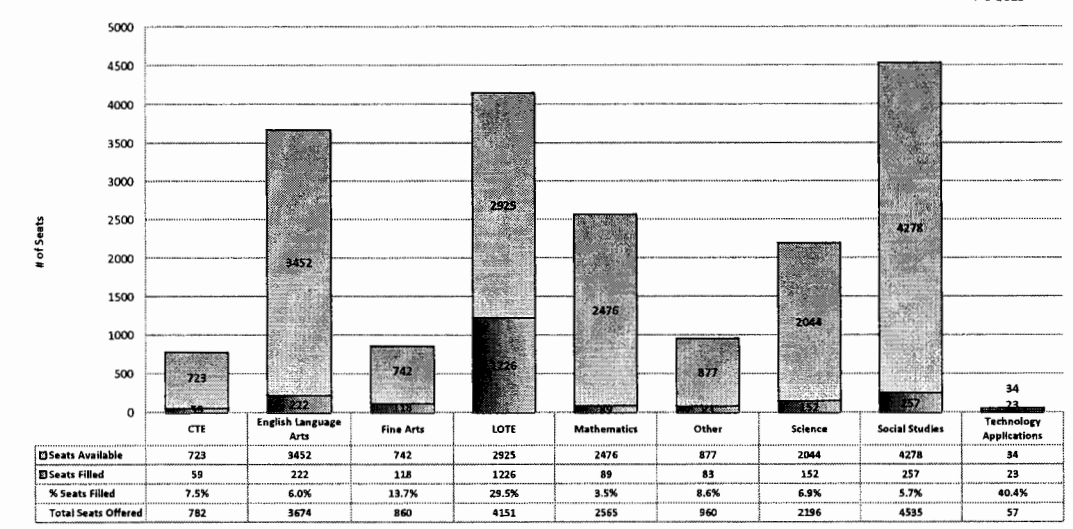
TxVSN Seats Available & Filled - SUMMER 2015

7-6-2015



TxVSN Seats Available & Filled - SPRING 2015

7-6-2015



DEFINITIONS:

- **Seats Offered:** Count of all seats Providers are providing
- **Seats Filled:** Count of seats currently taken. Courses dropped and semester course seats already completed by students are excluded from this count.

Course Review Detail

TxVSN Course Review

Updated July 6, 2015

First Review
(Courses currently in the review process)
(National Standards, TEKS, and Accessibility)

ECS S ID	TxVSN Program	Course Provider Name	PEIMS Course Name	Course Length	Comments
14031	CAT	Mansfield ISD	Journalism	Semester	
13885	OLS-HS	Hallsville ISD	Algebra I	Full Year	TEKS Update
13909	OLS-HS	Hallsville ISD	Art I	Full Year	
14028	OLS-HS	Hallsville ISD	Digital and Interactive Media	Full Year	
14002	OLS-HS	Hallsville ISD	English II	Full Year	
13963	OLS-HS	Hallsville ISD	Geometry	Full Year	TEKS Update
14026	OLS-HS	Hallsville ISD	Languages Other Than English Level I - Spanish	Full Year	
14025	OLS-HS	Hallsville ISD	Mathematical Models With Applications	Full Year	
14027	OLS-HS	Hallsville ISD	World History Studies	Full Year	
13939	OLS-HS	Houston ISD	Art I	Full Year	TEKS Update
13940	OLS-HS	Houston ISD	Art II, Drawing I	Full Year	TEKS Update
13930	OLS-HS	Houston ISD	Music I, Applied Music I	Full Year	TEKS Update
13996	OLS-HS	Responsive Education Solutions	Art I	Full Year	TEKS Update
14038	OLS-HS	Responsive Education Solutions	Languages Other Than English Level I - French	Full Year	TEKS Update
14043	OLS-HS	Responsive Education Solutions	Languages Other Than English Level I - German	Full Year	TEKS Update
14041	OLS-HS	Responsive Education Solutions	Languages Other Than English Level I - Latin	Full Year	TEKS Update
14048	OLS-HS	Responsive Education Solutions	Languages Other Than English Level I - Spanish	Full Year	TEKS Update
14039	OLS-HS	Responsive Education Solutions	Languages Other Than English Level II - French	Full Year	TEKS Update
14047	OLS-HS	Responsive Education Solutions	Languages Other Than English Level II - German	Full Year	TEKS Update
14042	OLS-HS	Responsive Education Solutions	Languages Other Than English Level II - Latin	Full Year	TEKS Update
14049	OLS-HS	Responsive Education Solutions	Languages Other Than English Level II - Spanish	Full Year	TEKS Update
14040	OLS-HS	Responsive Education Solutions	Languages Other Than English Level III - French	Full Year	TEKS Update
14050	OLS-HS	Responsive Education Solutions	Languages Other Than English Level III - Spanish	Full Year	TEKS Update
13997	OLS-HS	Responsive Education Solutions	Music I, Applied Music I	Full Year	TEKS Update

Course Review Detail

Modification Process (Courses being modified by the course provider or in conference with TxVSN course review and/or course reviewers)					
ECS S ID	TxVSN Program	Course Provider Name	PEIMS Course Name	Course Length	Comments
13844	CAT	Education Service Center 12	Creative Writing	Full Year	
13871	CAT	Education Service Center 12	Culinary Arts	Full Year	
13731	CAT	Education Service Center 12	Humanities	Full Year	
13840	CAT	Education Service Center 12	Literary Genres	Semester	
13872	CAT	Education Service Center 12	Public Speaking I	Semester	
13843	CAT	Education Service Center 12	Special Topics in Social Studies (Contemporary World Issues)	Semester	
13985	CAT	Guthrie Common School District	Advanced Quantitative Reasoning	Full Year	No Longer Offering
13972	CAT	Lewisville ISD	Algebra I	Full Year	TEKS Update
14024	CAT	Lewisville ISD	Biology	Full Year	Updated course
13749	CAT	Lewisville ISD	English IV	Full Year	Submitted during the 2013-2014 school year
14023	CAT	Lewisville ISD	Geometry	Full Year	TEKS Update
14036	CAT	Panhandle ISD	Languages Other Than English Level I - Spanish	Full Year	TEKS Update
13983	CAT	Panhandle ISD	Languages Other Than English Level II - Spanish	Full Year	TEKS Update
13335	CAT	Pasadena ISD	English IV	Full Year	Submitted during the 2012-2013 school year
13960	CAT	Spring ISD	Aquatic Science	Full Year	
13961	CAT	Spring ISD	Biology	Full Year	
13957	CAT	Spring ISD	Languages Other Than English Level II - Spanish	Full Year	TEKS Update
13967	CAT	Spring ISD	United States Government	Semester	
13969	CAT	Spring ISD	United States History Since Reconstruction	Full Year	
13403	CAT-DC	Texas A & M International University	English IV (ENGL 1302)	Full Year	Submitted during the 2012-2013 school year
13399	CAT-DC	Texas A & M International University	United States History Since Reconstruction (HIST 1302)	Full Year	Submitted during the 2012-2013 school year
13934	OLS-E	Houston ISD	Art, Grade 4	Full Year	TEKS Update
13944	OLS-E	Houston ISD	Theatre, Grade 3	Full Year	TEKS Update
13945	OLS-E	Houston ISD	Theatre, Grade 4	Full Year	TEKS Update
13946	OLS-E	Houston ISD	Theatre, Grade 5	Full Year	TEKS Update
13989	OLS-E	Responsive Education Solutions	Art, Grade 3	Full Year	TEKS Update
13990	OLS-E	Responsive Education Solutions	Art, Grade 4	Full Year	TEKS Update

Course Review Detail

Modification Process, continued (Courses being modified by the course provider or in conference with TxVSN course review and/or course reviewers)					
ECS S ID	TxVSN Program	Course Provider Name	PEIMS Course Name	Course Length	Comments
13991	OLS-E	Responsive Education Solutions	Art, Grade 5	Full Year	TEKS Update
13971	OLS-E	Responsive Education Solutions	English Language Arts, Grade 3	Full Year	Updated course
13999	OLS-E	Responsive Education Solutions	Music, Grade 3	Full Year	TEKS Update
14000	OLS-E	Responsive Education Solutions	Music, Grade 4	Full Year	TEKS Update
14001	OLS-E	Responsive Education Solutions	Music, Grade 5	Full Year	TEKS Update
14013	OLS-E	Responsive Education Solutions	Theatre, Grade 3	Full Year	TEKS Update
14014	OLS-E	Responsive Education Solutions	Theatre, Grade 4	Full Year	TEKS Update
14015	OLS-E	Responsive Education Solutions	Theatre, Grade 5	Full Year	TEKS Update
13887	OLS-HS	Hallsville ISD	Chemistry	Full Year	
13881	OLS-HS	Hallsville ISD	Professional Communications	Semester	
13964	OLS-HS	Houston ISD	Advanced Quantitative Reasoning	Full Year	Updated course/New TEKS
13927	OLS-HS	Houston ISD	Algebra I	Full Year	Updated course/New TEKS
13928	OLS-HS	Houston ISD	Algebra II	Full Year	Updated course/New TEKS
13913	OLS-HS	Houston ISD	Languages Other Than English Level I – American Sign Language	Full Year	TEKS Update
13911	OLS-HS	Houston ISD	Languages Other Than English Level I – Latin	Full Year	
13914	OLS-HS	Houston ISD	Languages Other Than English Level II – American Sign Language	Full Year	
13912	OLS-HS	Houston ISD	Languages Other Than English Level II – Latin	Full Year	
13926	OLS-HS	Houston ISD	Languages Other Than English Level III – Chinese	Full Year	TEKS Update
13947	OLS-HS	Houston ISD	Languages Other Than English Level III – French	Full Year	TEKS Update
13948	OLS-HS	Houston ISD	Languages Other Than English Level III – German	Full Year	TEKS Update
13929	OLS-HS	Houston ISD	Precalculus	Full Year	Updated course/New TEKS
13500	OLS-HS	Red Oak ISD	Aquatic Science	Full Year	Submitted during the 2013-2014 school year
13460	OLS-HS	Red Oak ISD	Art I	Full Year	Submitted during the 2013-2014 school year
13486	OLS-HS	Red Oak ISD	Biology	Full Year	Submitted during the 2013-2014 school year
13483	OLS-HS	Red Oak ISD	Calculus BC (Advanced Placement)	Full Year	Submitted during the 2013-2014 school year
13508	OLS-HS	Red Oak ISD	Earth and Space Science	Full Year	Submitted during the 2013-2014 school year

Course Review Detail

Modification Process, continued (Courses being modified by the course provider or in conference with TxVSN course review and/or course reviewers)					
ECS S ID	TxVSN Program	Course Provider Name	PEIMS Course Name	Course Length	Comments
13593	OLS-HS	Red Oak ISD	Foundations of Personal Fitness	Semester	Submitted during the 2013-2014 school year
13512	OLS-HS	Red Oak ISD	Integrated Physics and Chemistry	Full Year	Submitted during the 2013-2014 school year
13489	OLS-HS	Red Oak ISD	Precalculus	Full Year	Submitted during the 2013-2014 school year
13501	OLS-HS	Red Oak ISD	World History Studies	Full Year	Submitted during the 2013-2014 school year
14006	OLS-HS	Responsive Education Solutions	Algebra I	Full Year	TEKS Update
14010	OLS-HS	Responsive Education Solutions	Algebra II	Full Year	TEKS Update
14022	OLS-HS	Responsive Education Solutions	Business Information Management I	Full Year	
13986	OLS-HS	Responsive Education Solutions	Economics With Emphasis On The Free Enterprise System And Its Benefits	Semester	Updated course
14011	OLS-HS	Responsive Education Solutions	Health Education	Semester	Updated course
13742	OLS-HS	Responsive Education Solutions	Languages Other Than English Level I – German	Full Year	Submitted during the 2013-2014 school year Updated course
13743	OLS-HS	Responsive Education Solutions	Languages Other Than English Level II – German	Full Year	Submitted during the 2013-2014 school year Updated course
13747	OLS-HS	Responsive Education Solutions	Languages Other Than English Level II – Spanish	Full Year	Submitted during the 2013-2014 school year Updated course
13988	OLS-HS	Responsive Education Solutions	Literary Genres	Semester	
14007	OLS-HS	Responsive Education Solutions	Mathematical Models With Applications	Full Year	TEKS Update
14008	OLS-HS	Responsive Education Solutions	Precalculus	Full Year	TEKS Update
13991	OLS-HS	Responsive Education Solutions	Principles of Business, Marketing, and Finance	Semester	
14021	OLS-HS	Responsive Education Solutions	Special Topics In Social Studies (Contemporary World Issues)	Semester	
13984	OLS-HS	Responsive Education Solutions	United States Government	Semester	
13987	OLS-HS	Responsive Education Solutions	Web Design	Full Year	
13917	OLS-MS	Houston ISD	English Language Arts and Reading, Grade 8	Full Year	Updated course
13943	OLS-MS	Houston ISD	Health Education, Grade 7-8 (grade 8)	Full Year	Updated course
13497	OLS-MS	Red Oak ISD	Mathematics, Grade 7	Full Year	Submitted during the 2013-2014 school year

Course Review Detail

Modification Process, continued
 (Courses being modified by the course provider or in conference with TxVSN course review and/or course reviewers)

ECS S ID	TxVSN Program	Course Provider Name	PEIMS Course Name	Course Length	Comments
13498	OLS-MS	Red Oak ISD	Mathematics, Grade 8	Full Year	Submitted during the 2013-2014 school year
13993	OLS-MS	Responsive Education Solutions	Art, Middle School 1	Full Year	TEKS Update
13995	OLS-MS	Responsive Education Solutions	Art, Middle School 3	Full Year	TEKS Update
13973	OLS-MS	Responsive Education Solutions	Languages Other Than English Level I, Grades 6-8 - Chinese	Full Year	TEKS Update
13978	OLS-MS	Responsive Education Solutions	Languages Other Than English Level I, Grades 6-8 - German	Full Year	TEKS Update
13982	OLS-MS	Responsive Education Solutions	Languages Other Than English Level I, Grades 6-8 - Spanish	Full Year	TEKS Update
13974	OLS-MS	Responsive Education Solutions	Languages Other Than English Level II, Grades 6-8 - Chinese	Full Year	TEKS Update
13979	OLS-MS	Responsive Education Solutions	Languages Other Than English Level II, Grades 6-8 - German	Full Year	TEKS Update
13983	OLS-MS	Responsive Education Solutions	Languages Other Than English Level II, Grades 6-8 - Spanish	Full Year	TEKS Update
14003	OLS-MS	Responsive Education Solutions	Music, General Grade 6	Full Year	TEKS Update
14004	OLS-MS	Responsive Education Solutions	Music, Middle School 2, Vocal Ensemble	Full Year	TEKS Update
14005	OLS-MS	Responsive Education Solutions	Music, Middle School 3, Vocal Ensemble	Full Year	TEKS Update
14012	OLS-MS	Responsive Education Solutions	Social Studies, Grade 6	Full Year	Updated course
14020	OLS-MS	Responsive Education Solutions	Technology Applications, Grade 8	Full Year	Updated Course
14017	OLS-MS	Responsive Education Solutions	Theatre, Middle School 1	Full Year	TEKS Update
14018	OLS-MS	Responsive Education Solutions	Theatre, Middle School 2	Full Year	TEKS Update
14019	OLS-MS	Responsive Education Solutions	Theatre, Middle School 3	Full Year	TEKS Update

Approved Courses
 (NS/TEKS Approved are courses that meet the National Standards and TEKS alignment standards)
 (TEA Approved are courses that meet all TxVSN course standards.)

ECS S ID	TxVSN Program	Course Provider Name	PEIMS Course Name	Course Length	Approval Date	Comments
13931	CAT	Amarillo ISD	Computer Science I	Full Year	6/24/2015	TEA Approved ECOP
13932	CAT	Amarillo ISD	Computer Science II	Full Year	6/3/2015	TEA-Approved ECOP
13922	CAT	Education Service Center Region 6	Business Management	Full Year	6/5/2015	TEA-Approved ECOP
13923	CAT	Education Service Center Region 6	Computer Science I	Full Year	6/29/2015	TEA Approved ECOP

Course Review Detail

Approved Courses, continued (NS/TEKS Approved are courses that meet the National Standards and TEKS alignment standards) (TEA-Approved are courses that meet all TxVSN course standards.)						
ECS S ID	TxVSN Program	Course Provider Name	PEIMS Course Name	Course Length	Approval Date	Comments
13924	CAT	Education Service Center Region 6	Computer Science II	Full Year	6/29/2015	TEA-Approved ECOP
13952	CAT	Grapevine-Colleyville ISD	Principles of Health Science	Full Year	5/20/2015	TEA-Approved ECOP
13921	CAT	Guthrie CSD	Anatomy and Physiology	Full Year	4/27/2015	TEA-Approved ECOP
13899	CAT	Guthrie CSD	Business English	Full Year	4/27/2015	TEA-Approved ECOP
13891	CAT	Guthrie CSD	Medical Terminology	Semester	3/24/2015	TEA-Approved ECOP
13910	CAT	Guthrie CSD	Pathophysiology	Full Year	4/28/2015	TEA-Approved ECOP
13908	CAT	Guthrie CSD	World Health Research	Full Year	3/24/2015	TEA-Approved ECOP
13955	CAT	Lewisville ISD	Accounting I	Full Year	5/7/2015	TEA-Approved ECOP
13882	CAT	Lewisville ISD	Creative Writing	Full Year	12/8/2014	TEA-Approved
13653	CAT	Lewisville ISD	Economics With Emphasis On The Free	Semester	6/18/2014	TEA-Approved
13525	CAT	Lewisville ISD	English Literature And Composition (Advanced Placement)	Full Year	5/14/2014	TEA-Approved
13907	CAT	Lewisville ISD	Foundations of Personal Fitness	Semester	3/24/2015	TEA-Approved
13900	CAT	Pasadena ISD	Applied Music I	Full Year	3/24/2015	TEA-Approved
13526	CAT	Plano ISD	English I	Full Year	5/20/2014	TEA-Approved Updated course
13527	CAT	Plano ISD	English III	Full Year	8/7/2014	TEA-Approved Updated course
13951	CAT	Plano ISD	Human Resources Management	Semester	3/31/2015	TEA-Approved ECOP
13950	CAT	Plano ISD	Money Matters	Semester	4/20/2015	TEA-Approved ECOP
13894	CAT	Plano ISD	Professional Communications	Full Year	2/26/2015	TEA-Approved
13893	CAT	Plano ISD	United States Government	Semester	3/26/2015	TEA-Approved

Course Review Detail

Approved Courses, continued (NS/TEKS Approved are courses that meet the National Standards and TEKS alignment standards) (TEA-Approved are courses that meet all TxVSN course standards.)						
ECS S ID	TxVSN Program	Course Provider Name	PEIMS Course Name	Course Length	Approval Date	Comments
13874	CAT	Richard Milburn Alter High School	Principles of Business, Marketing, and Finance	Full Year	1/23/2015	TEA-Approved
13966	CAT	Spring ISD	Foundations of Personal Fitness	Semester	6/19/2015	TEKS/NS Approved
13958	CAT	Spring ISD	Languages Other Than English Level III – Spanish	Full Year	6/19/2015	TEKS/NS Approved
13959	CAT	Spring ISD	World History Studies	Full Year	6/19/2015	TEKS/NS Approved
13954	CAT	White Oak ISD (SUPERNet Consortium)	Business Information Management II	Full Year	4/15/2015	TEA-Approved ECOP
14044	OLS-E	Houston ISD	Music, Grade 3	Full Year	6/18/2015	TEKS/NS Approved TEKS Update
14045	OLS-E	Houston ISD	Music, Grade 4	Full Year	6/18/2015	TEKS/NS Approved TEKS Update
14046	OLS-E	Houston ISD	Music, Grade 5	Full Year	6/18/2015	TEKS/NS Approved TEKS Update
13849	OLS-HS	Hallsville ISD	Business Information Management I	Full Year	11/10/2014	TEA-Approved
13949	OLS-HS	Houston ISD	Geometry	Full Year	6/19/2015	TEKS/NS Approved Updated/New TEKS
13920	OLS-HS	Houston ISD	Languages Other Than English Level II – Spanish	Full Year	6/19/2015	TEKS/NS Approved
13343	OLS-HS	Spring ISD	Economics With Emphasis On The Free	Semester	4/1/2015	TEA-Approved
13936	OLS-MS	Houston ISD	Art, Grade 6	Full Year	6/3/2015	TEA-Approved TEKS Update
13937	OLS-MS	Houston ISD	Art, Grade 7	Full Year	6/3/2015	TEA-Approved TEKS Update
13938	OLS-MS	Houston ISD	Art, Middle School 3	Full Year	6/19/2015	TEA Approved TEKS Update
13916	OLS-MS	Houston ISD	English Language Arts and Reading, Grade 7	Full Year	5/15/2015	TEA-Approved Updated course

TxVSN Accessibility Reviews

Updated July 6, 2015

Accessibility Reports Being Written by Course Review

ECSS ID	TxVSN Program	Course Provider Name	PEIMS Course Name	Course Length	Comments
-	CAT	Alief ISD	English III	Full Year	New Course
-	CAT	Alief ISD	English Language and Composition (Advanced Placement)	Full Year	New Course

Course Review Detail

Accessibility Reports Being Written by Course Review, continued					
ECSS ID	TxVSN Program	Course Provider Name	PEIMS Course Name	Course Length	Comments
-	CAT	Alief ISD	English Literature and Composition (Advanced Placement)	Full Year	New Course
-	CAT	Alief ISD	Environmental Systems	Full Year	New Course
-	CAT	Alief ISD	Foundations of Personal Fitness	Semester	New Course
-	CAT	Alief ISD	Health Education	Semester	New Course
-	CAT	Alief ISD	Touch System Data Entry	Semester	New Course
13400	CAT	ESC 4: TVS	Languages Other Than English Level I – American Sign Language I	Full Year	New Course
13395	CAT	Guthrie CSD	Psychology	Semester	New Course
13394	CAT	Guthrie CSD	Sociology	Semester	New Course
-	CAT	Mansfield ISD	Geometry	Full Year	Legacy Course
-	CAT	Mansfield ISD	United States History Since Reconstruction	Full Year	Legacy Course
-	CAT	Mansfield ISD	World Geography Studies	Full Year	Legacy Course
-	CAT	Mansfield ISD	World History Studies	Full Year	Legacy Course
13335	CAT	Pasadena ISD	English IV	Full Year	New Course
13416	CAT	Plano ISD	Business Information Management I	Full Year	New Course
13393	CAT	Plano ISD	Economics With Emphasis On The Free (Updated Project Based)	Semester	New Course
13236	CAT	Spring ISD	English II	Full Year	New Course
13235	CAT	Spring ISD	English III	Full Year	New Course
13237	CAT	Spring ISD	English IV	Full Year	New Course
13320	CAT	Spring ISD	Environmental Science (Advanced Placement)	Full Year	New Course
-	CAT	Spring ISD	World Geography Studies	Full Year	New Course
13385	CAT	SUPERNet – Whitehouse ISD	Digital Design and Media Production	Full Year	New Course
13386	CAT	SUPERNet – Whitehouse ISD	Digital Forensics	Semester	New Course
13356	CAT	SUPERNet – Whitehouse ISD	Web Design	Full Year	New Course
13399	CAT-DC	Texas A & M International University	United States History Since Reconstruction (HIST 1302)	Full Year	New Course
-	OLS-E	Houston ISD	English Language Arts and Reading, Grade 3	Full Year	New Course
-	OLS-E	Houston ISD	English Language Arts and Reading, Grade 4	Full Year	New Course
-	OLS-E	Houston ISD	Languages Other Than English, Grade 5 – Chinese	Full Year	New Course
-	OLS-E	Houston ISD	Physical Education, Grade 3	Full Year	New Course
-	OLS-E	Houston ISD	Physical Education, Grade 4	Full Year	New Course
-	OLS-E	Houston ISD	Physical Education, Grade 5	Full Year	New Course

Course Review Detail

Accessibility Reports Being Written by Course Review, continued					
ECSS ID	TxVSN Program	Course Provider Name	PEIMS Course Name	Course Length	Comments
-	OLS-E	Houston ISD	Science, Grade 3	Full Year	New Course
-	OLS-E	Houston ISD	Science, Grade 5	Full Year	New Course
--	OLS-E	Houston ISD	Social Studies, Grade 4	Full Year	New Course
-	OLS-E	Houston ISD	Social Studies, Grade 5	Full Year	New Course
-	OLS-E	Houston ISD	Technology Applications, Grade 3	Full Year	New Course
-	OLS-E	Houston ISD	Technology Applications, Grade 4	Full Year	New Course
-	OLS-E	Houston ISD	Technology Applications, Grade 5	Full Year	New Course
13587	OLS-HS	Houston ISD	Chemistry	Full Year	New Course
13306	OLS-HS	Houston ISD	English II	Full Year	New Course
13307	OLS-HS	Houston ISD	English III	Full Year	New Course
13358	OLS-HS	Houston ISD	English IV	Full Year	New Course
13310	OLS-HS	Houston ISD	Environmental Systems	Full Year	New Course
13589	OLS-HS	Houston ISD	Foundations of Personal Fitness	Semester	New Course
13365	OLS-HS	Houston ISD	Individual or Team Sports	Semester	New Course
13359	OLS-HS	Houston ISD	United States Government	Semester	New Course
1374	OLS-HS	Houston ISD	United States Government (Advanced Placement)	Semester	New Course
13373	OLS-HS	Houston ISD	United States History (Advanced Placement)	Full Year	New Course
13566	OLS-HS	Houston ISD	World Geography Studies	Full Year	New Course
13408	OLS-HS	Responsive Education Solutions	Biology (Advanced Placement)	Full Year	New Course
13423	OLS-HS	Responsive Education Solutions	Calculus (Advanced Placement)	Full Year	New Course
13276	OLS-HS	Responsive Education Solutions	Communications Applications	Semester	New Course
13410	OLS-HS	Responsive Education Solutions	Creative/Imaginative Writing	Full Year	New Course
13415	OLS-HS	Responsive Education Solutions	Forensic Science	Full Year	New Course
13282	OLS-HS	Responsive Education Solutions	Foundations of Personal Fitness	Semester	New Course
13420	OLS-HS	Responsive Education Solutions	Languages Other Than English Level IV – Spanish (Advanced Placement)	Full Year	New Course
13407	OLS-HS	Responsive Education Solutions	Lifetime Nutrition and Wellness	Semester	New Course
13414	OLS-HS	Responsive Education Solutions	Principles of Human Services	Semester	New Course
13413	OLS-HS	Responsive Education Solutions	Special Topics in Social Studies -- Anthropology	Semester	New Course
13281	OLS-HS	Responsive Education Solutions	World Geography Studies	Full Year	New Course
13409	OLS-HS	Responsive Education Solutions	World History (Advanced Placement)	Full Year	New Course
13412	OLS-HS	Responsive Education Solutions	World History Studies	Full Year	New Course

Course Review Detail

Accessibility Reports Being Written by Course Review, continued					
ECSS ID	TxVSN Program	Course Provider Name	PEIMS Course Name	Course Length	Comments
-	OLS-MS	Houston ISD	Science, Grade 6	Full Year	Legacy Course
-	OLS-MS	Houston ISD	Science, Grade 7	Full Year	Legacy Course
-	OLS-MS	Houston ISD	Science, Grade 8	Full Year	Legacy Course
-	OLS-MS	Houston ISD	Social Studies, Grade 6	Full Year	Legacy Course
-	OLS-MS	Houston ISD	Social Studies, Grade 7	Full Year	Legacy Course
-	OLS-MS	Houston ISD	Social Studies, Grade 8	Full Year	Legacy Course
13625	OLS-MS	Responsive Education Solutions	English Language Arts and Reading, Grade 6	Full Year	Legacy Course
13626	OLS-MS	Responsive Education Solutions	English Language Arts and Reading, Grade 7	Full Year	Legacy Course
13627	OLS-MS	Responsive Education Solutions	English Language Arts and Reading, Grade 8	Full Year	Legacy Course
13447	OLS-MS	Responsive Education Solutions	Health, Grade 6	Full Year	Legacy Course
13448	OLS-MS	Responsive Education Solutions	Health, Grade 7-8	Full Year	Legacy Course
13628	OLS-MS	Responsive Education Solutions	Physical Education, Grade 6	Full Year	Legacy Course
13629	OLS-MS	Responsive Education Solutions	Physical Education, Grade 7	Full Year	Legacy Course
13630	OLS-MS	Responsive Education Solutions	Physical Education, Grade 8	Full Year	Legacy Course

Course Review Detail

Accessibility Being Modified (Courses being modified by the course provider or in conference with TxVSN course review)								
Legend:								
No Longer Offered:	The course provider has not returned its response to the initial accessibility modification report.							
No Response:	The course provider no longer offers the course through the TxVSN.							
First Pass:	The course provider returned its response to the initial accessibility modification report, reviewers checked modifications, and a second accessibility modification report indicating a need for continued work on modifications was sent to course provider.							
Second Pass:	The course provider returned its response to the second accessibility modification report, modifications were checked by reviewers, and a third accessibility modification report indicating a need for continued work on modifications was sent to course provider.							
Third Pass:	The course provider returned its response to the third accessibility modification report, modifications were checked by reviewers, and a fourth accessibility modification report indicating a need for continued work on was sent to course provider.							
Fourth Pass:	The course provider returned its response to the fourth accessibility modification report, modifications were checked by reviewers, and a fifth accessibility modification report indicating a need for continued work on was sent to course provider.							
Legacy Course:	Legacy courses are courses submitted between May 2008 and December 2011.							
New Course:	New courses are courses submitted between January 2012 and May 29, 2016.							
ECSS ID:	The ECSS ID is a unique five digit identification number assigned to each course submitted in the ECSS.							
Current: within the allowed 60 day period for modification								
ECSS ID	TxVSN Program	Course Provider Name	PEIMS Course Name	Course Length	Comments	Initial Modification Report Sent to Provider	Initial Modification Report Due Date	Modification Report Status
13921	CAT	Guthrie CSD	Anatomy and Physiology	Full Year	New Course	4/27/2015	6/27/2015	No response
13899	CAT	Guthrie CSD	Business English	Full Year	New Course	4/27/2015	6/27/2015	No response
13594	CAT	Mansfield ISD	Algebra I	Full Year	Legacy Course			No response
13597	CAT	Mansfield ISD	Algebra II	Full Year	Legacy Course			No response
13613	CAT	Mansfield ISD	Calculus AB (Advanced Placement)	Full Year	Legacy Course			No response
13610	CAT	Mansfield ISD	Chemistry	Full Year	Legacy Course			No response
13614	CAT	Mansfield ISD	English II	Full Year	Legacy Course			No response
13615	CAT	Mansfield ISD	English IV	Full Year	Legacy Course			No response
13620	CAT	Mansfield ISD	English Language and Composition (Advanced Placement)	Full Year	Legacy Course			No response
13632	CAT	Mansfield ISD	English Literature And Composition (Advanced Placement)	Full Year	Legacy Course			No response
13640	CAT	Mansfield ISD	Environmental Science (Advanced Placement)	Full Year	Legacy Course			No response

Course Review Detail

Current: within the allowed 60 day period for modification, continued								
ECSS ID	TxVSN Program	Course Provider Name	PEIMS Course Name	Course Length	Comments	Initial Modification Report Sent to Provider	Initial Modification Report Due Date	Modification Report Status
13617	CAT	Mansfield ISD	Health Education	Semester	Legacy Course			No response
13616	CAT	Mansfield ISD	Mathematical Models with Applications	Full Year	Legacy Course			No response
13641	CAT	Mansfield ISD	United States Government	Semester	Legacy Course			No response
13642	CAT	Mansfield ISD	United States History (Advanced Placement)	Full Year	Legacy Course			No response
13526	CAT	Plano ISD	English I	Full Year	New Course	5/20/2014	7/20/2015	No response
13950	CAT	Plano ISD	Money Matters	Semester	New Course	4/20/2015	6/20/2015	No response
13968	CAT	Spring ISD	Health Education	Semester	New Course	5/13/2015	7/13/2015	No response
13956	CAT	Spring ISD	Languages Other Than English Level I – Spanish	Full Year	New Course	5/19/2015	7/19/2015	No response
13954	CAT	White Oak ISD (SUPERNet Consortium)	Business Information Management II	Full Year	New Course	4/15/2015	6/15/2015	No response
13933	OLS-E	Houston ISD	Art, Grade 3	Full Year	New Course	5/21/2015	7/21/2015	No response
13935	OLS-E	Houston ISD	Art, Grade 5	Full Year	New Course	6/3/2015	8/3/2015	No response
13919	OLS-HS	Houston ISD	Languages Other Than English Level I – Spanish	Full Year	New Course	4/28/2015	6/28/2015	No response
13965	OLS-HS	Houston ISD	Psychology (Advanced Placement)	Semester	New Course	5/6/2015	7/6/2015	No response
14009	OLS-HS	Responsive Education Solutions	Geometry	Full Year	New Course	6/5/2015	8/5/2015	No response
13962	OLS-HS	Responsive Education Solutions	World Geography Studies	Full Year	New Course	4/20/2015	6/20/2015	No response
13915	OLS-MS	Houston ISD	English Language Arts and Reading, Grade 6	Full Year	New Course	5/6/2015	7/6/2015	No response
13941	OLS-MS	Houston ISD	Health Departmentalized, Grade 6	Full Year	New Course	4/29/2015	6/29/2015	No response
13942	OLS-MS	Houston ISD	Health Education, Grade 7-8 (grade 7)	Full Year	New Course	5/19/2015	7/19/2015	No response
13994	OLS-MS	Responsive Education Solutions	Art, Grade 7	Full Year	New Course	6/2/2015	8/2/2015	No response
13975	OLS-MS	Responsive Education Solutions	Languages Other Than English Level I, Grades 6-8 - French	Full Year	New Course	5/21/2015	7/21/2015	No response
13980	OLS-MS	Responsive Education Solutions	Languages Other Than English Level I, Grades 6-8 - Latin	Full Year	New Course	6/2/2015	8/2/2015	No response

Course Review Detail

Current: within the allowed 60 day period for modification, continued								
ECSS ID	TxVSN Program	Course Provider Name	PEIMS Course Name	Course Length	Comments	Initial Modification Report Sent to Provider	Initial Modification Report Due Date	Modification Report Status
13976	OLS-MS	Responsive Education Solutions	Languages Other Than English Level II, Grades 6-8 - French	Full Year	New Course	5/21/2015	7/21/2015	No response
13981	OLS-MS	Responsive Education Solutions	Languages Other Than English Level II, Grades 6-8 - Latin	Full Year	New Course	6/2/2015	8/2/2015	No response
Modifications between 1-60 days past due								
ECSS ID	TxVSN Program	Course Provider Name	PEIMS Course Name	Course Length	Comments	Initial Modification Report Sent to Provider	Initial Modification Report Due Date	Modification Report Status
13888	CAT	Lewisville ISD	Algebra I	Full Year	New Course	3/4/2015	5/4/2015	No response
13903	CAT	Lewisville ISD	Algebra II	Full Year	New Course	3/24/2015	5/24/2015	No response
13889	CAT	Lewisville ISD	Biology	Full Year	New Course	3/4/2015	5/4/2015	No response
13890	CAT	Lewisville ISD	Chemistry	Full Year	New Course	3/16/2015	5/16/2015	No response
13886	CAT	Lewisville ISD	English II	Full Year	New Course	3/24/2015	5/24/2015	No response
13898	CAT	Lewisville ISD	English III	Full Year	New Course	3/2/2015	5/2/2015	No response
13904	CAT	Lewisville ISD	Geometry	Full Year	New Course	3/4/2015	5/4/2015	No response
13897	CAT	Lewisville ISD	Physics	Full Year	New Course	3/4/2015	5/4/2015	No response
13895	CAT	Lewisville ISD	United States History Since Reconstruction	Full Year	New Course	3/31/2015	5/31/2015	No response
13896	CAT	Lewisville ISD	World Geography Studies	Full Year	New Course	3/24/2015	5/24/2015	No response
13343	OLS-HS	Spring ISD	Economics With Emphasis On The Free	Semester	New Course	4/1/2015	6/1/2015	No response
Modifications 61-180 days past due								
ECSS ID	TxVSN Program	Course Provider Name	PEIMS Course Name	Course Length	Comments	Initial Modification Report Sent to Provider	Initial Modification Report Due Date	Modification Report Status
13517	CAT	Lewisville ISD	English I	Full Year	New Course	11/11/2014	1/11/2015	No response
Modifications 181-365 days past due								
ECSS ID	TxVSN Program	Course Provider Name	PEIMS Course Name	Course Length	Comments	Initial Modification Report Sent to Provider	Initial Modification Report Due Date	Modification Report Status
13649	CAT	Education Service Center Region 12	Languages Other Than English Level I – American Sign Language	Full Year	New Course	8/4/2014	10/4/2014	No response
13643	CAT	Education Service Center Region 12	Languages Other Than English Level II – American Sign Language	Full Year	New Course	8/4/2014	10/4/2014	No response

Course Review Detail

Modifications 181-365 days past due, continued

ECSS ID	TxVSN Program	Course Provider Name	PEIMS Course Name	Course Length	Comments	Initial Modification Report Sent to Provider	Initial Modification Report Due Date	Modification Report Status
13575	CAT	Education Service Center Region 4 - TVS	Languages Other Than English Level II – American Sign Language	Full Year	New Course	8/12/2014	10/12/2014	Second pass
13603	OLS-HS	Hallsville ISD	Biology	Full Year	New Course	8/18/2014	10/18/2014	No response
13604	OLS-HS	Hallsville ISD	English I	Full Year	New Course	8/20/2014	10/20/2014	No response
13637	OLS-HS	Hallsville ISD	Foundations of Personal Fitness	Semester	New Course	8/8/2014	10/8/2014	Second pass
13606	OLS-HS	Hallsville ISD	Integrated physics and Chemistry	Full Year	New Course	8/18/2014	10/18/2014	No response
13635	OLS-HS	Hallsville ISD	Languages Other Than English Level I –Spanish	Full Year	New Course	8/18/2014	10/18/2014	No response
13607	OLS-HS	Hallsville ISD	Music I Theory	Full Year	New Course	8/15/2014	10/15/2014	No response
13638	OLS-HS	Hallsville ISD	Principles of Information Technology	Semester	New Course	8/21/2014	10/29/2014	No response
13605	OLS-HS	Hallsville ISD	World Geography Studies	Full Year	New Course	8/29/2014	10/29/2014	No response
13856	OLS-HS	Houston ISD	Medical Terminology	Full Year	New Course	8/21/2014	10/21/2014	No response
13828	OLS-HS	Houston ISD	Principles of Business, Marketing, and Finance	Full Year	New Course	8/11/2014	10/11/2014	No response
13824	OLS-HS	Houston ISD	Principles of Law, Public Safety, Corrections, and Safety	Semester	New Course	8/7/2014	10/7/2014	No response
13728	OLS-HS	Responsive Education Solutions	Languages Other Than English Level II – French	Full Year	New Course	8/5/2014	10/5/2014	No response
13737	OLS-HS	Responsive Education Solutions	Languages Other Than English Level III – French	Full Year	New Course	8/5/2014	10/5/2014	No response
13505	OLS-HS	Red Oak ISD	Algebra I	Full Year	New Course	6/11/14	8/11/14	No response
13491	OLS-HS	Red Oak ISD	Languages Other Than English, Level III – Chinese III	Full Year	New Course	5/20/2014	7/19/2014	No response
13499	OLS-HS	Red Oak ISD	Chemistry	Full Year	New Course	03/18/14	5/17/2014	No response
13592	OLS-HS	Red Oak ISD	Individual or Team Sports	Semester	New Course	04/28/14	6/27/2014	No response
13487	OLS-HS	Red Oak ISD	Languages Other Than English Level II - Chinese	Full Year	New Course	05/7/14	7/6/2014	No response
13502	OLS-HS	Red Oak ISD	Physics	Full Year	New Course	04/16/14	6/15/2014	No response
13639	OLS-HS	Responsive Education Solutions	Languages Other Than English Level I – French	Full Year	New Course	6/27/2014	8/27/2014	No response
13639	OLS-HS	Responsive Education Solutions	Languages Other Than English Level I – French I	Full Year	New Course	6/6/14	8/6/14	First pass

Course Review Detail

Modifications over 365 days past due, continued

ECSS ID	TxVSN Program	Course Provider Name	PEIMS Course Name	Course Length	Comments	Initial Modification Report Sent to Provider	Initial Modification Report Due Date	Modification Report Status
13326	CAT	Arlington ISD	Digital Design and Media Production	Full Year	New Course	8/6/12	10/29/12	No response
13198	CAT	ESC 4: TVS	Foundations of Personal Fitness	Semester	Legacy Course	5/30/12	8/22/12	No longer offered
13327	CAT	ESC 4: TVS	Languages Other Than English Level I - Russian I	Full Year	New Course	11/5/12	1/4/13	First pass
13330	CAT	ESC 4: TVS	Languages Other Than English Level II - Russian II	Full Year	New Course	11/5/12	1/4/13	First pass
13341	CAT	ESC 4: TVS	Macroeconomics (Advanced Placement)	Semester	New Course	11/8/12	11/8/12	No response
13340	CAT	ESC 4: TVS	Psychology (Advanced Placement)	Full Year	New Course	8/6/12	8/6/12	Second pass
13342	CAT	ESC 4: TVS	Statistics (Advanced Placement)	Full Year	New Course	8/6/12	8/6/12	First pass
-	CAT	ESC 4: TVS	United States Government	Semester	New Course	7/9/2013	9/17/13	No response
-	CAT	Lewisville ISD	Art I	Full Year	Legacy Course	8/9/12	11/1/12	No response
13354	CAT	Mansfield ISD	Biology	Full Year	New Course	7/30/2013	9/30/13	No response
13353	CAT	Mansfield ISD	Economics With Emphasis On The Free	Semester	New Course	12/10/12	2/8/13	No response
13375	CAT	Mansfield ISD	English I	Full Year	New Course	6/7/12	8/30/12	No response
13345	CAT	Mansfield ISD	Foundation of Personal Fitness	Semester	New Course	7/30/2013	9/30/13	No response
13351	CAT	Mansfield ISD	Precalculus	Full Year	New Course	7/30/2013	9/30/13	No response
13275	CAT	Pasadena ISD	Biology	Full Year	New Course	11/16/12	1/16/13	No response
13298	CAT	Pasadena ISD	Chemistry	Full Year	New Course	11/16/12	1/16/13	No response
13332	CAT	Pasadena ISD	Foundations of Personal Fitness	Semester	New Course	8/6/12	10/29/12	Second pass
13339	CAT	Pasadena ISD	Languages Other Than English Level II - Spanish II	Full Year	New Course	11/16/12	1/16/13	No response
-	CAT	Pasadena ISD	Music I History	Full Year	Legacy Course	8/6/12	10/29/12	No response
13331	CAT	Pasadena ISD	World History	Full Year	New Course	11/16/12	1/16/13	No response
-	CAT	Plano ISD	Algebra I	Full Year	Legacy Course	8/10/12	11/2/12	No response
13393	CAT	Plano ISD	Economics	Semester	Legacy Course	8/10/12	11/2/12	No response
-	CAT	Plano ISD	English I	Full Year	Legacy Course	8/10/12	11/2/12	No response
13348	CAT	Plano ISD	English II	Full Year	New Course	12/17/12	2/15/13	First pass
13350	CAT	Plano ISD	Foundations of Personal Fitness	Semester	New Course	2/1/13	4/2/13	Second pass
13346	CAT	Plano ISD	Psychology	Semester	New Course	12/17/12	2/15/13	First pass
-	CAT	Plano ISD	United States History	Full Year	Legacy Course	12/17/12	2/15/13	Second pass

Course Review Detail

Modifications over 365 days past due, continued

ECSS ID	TxVSN Program	Course Provider Name	PEIMS Course Name	Course Length	Comments	Initial Modification Report Sent to Provider	Initial Modification Report Due Date	Modification Report Status
-	CAT	Plano ISD	World Geography	Full Year	Legacy Course	12/17/12	2/15/13	No response
-	CAT	Region 6 ESC	Driver and Safety Education	Full Year	Legacy Course	7/27/12	10/19/12	First pass
-	CAT	Spring Branch ISD	English IV	Full Year	Legacy Course	7/20/12	10/12/12	No response
-	CAT	Spring Branch ISD	Physics	Full Year	Legacy Course	7/5/12	9/28/12	No response
-	CAT	Spring ISD	Algebra II	Full Year	Legacy Course	6/22/12	9/14/12	No response
13333	CAT	Spring ISD	Biology (Advanced Placement)	Full Year	New Course	1/7/13	3/8/13	No response
13321	CAT	Spring ISD	Calculus AB (Advanced Placement)	Full Year	New Course	1/7/13	3/8/13	No response
13313	CAT	Spring ISD	Computer Science (Advanced Placement)	Full Year	New Course	1/7/13	3/8/13	No response
13317	CAT	Spring ISD	English Literature & Comp (Advanced Placement)	Full Year	New Course	1/7/13	3/8/13	No response
13338	CAT	Spring ISD	History of Art (Advanced Placement)	Full Year	New Course	1/7/13	3/8/13	No response
13334	CAT	Spring ISD	Human Geography (Advanced Placement)	Full Year	New Course	1/7/13	3/8/13	No response
13323	CAT	Spring ISD	Microeconomics (Advanced Placement)	Semester	New Course	1/7/13	3/8/13	No response
13344	CAT	Spring ISD	Psychology (Advanced Placement)	Semester	New Course	5/18/13	7/8/13	No response
-	CAT	Spring ISD	Spanish Language (Advanced Placement)	Full Year	New Course	1/7/13	3/8/13	No response
13322	CAT	Spring ISD	Statistics (Advanced Placement)	Full Year	New Course	1/7/13	3/8/13	No response
13324	CAT	Spring ISD	United States Government (Advanced Placement)	Semester	New Course	1/7/13	3/8/13	No response
13325	CAT	Spring ISD	United States History (Advanced Placement)	Full Year	New Course	1/7/13	3/8/13	No response
-	CAT	SUPERNet – Whitehouse ISD	Algebra I	Full Year	Legacy Course	11/2/12	1/1/13	No response
-	CAT	SUPERNet – Whitehouse ISD	English IV	Full Year	Legacy Course	11/2/12	1/1/13	No response
-	CAT	SUPERNet – Whitehouse ISD	Principles of Information Technology	Full Year	Legacy Course	11/2/12	1/1/13	No response
-	CAT	SUPERNet – Whitehouse ISD	Sociology	Full Year	Legacy Course	11/2/12	1/1/13	No response
-	CAT	SUPERNet – Whitehouse ISD	World History	Full Year	Legacy Course	11/2/12	1/1/13	No response
-	CAT-DC	Lamar University	Algebra II	Full Year	Legacy Course	2/7/13	4/8/13	No response

Course Review Detail

Modifications over 365 days past due, continued

ECSS ID	TxVSN Program	Course Provider Name	PEIMS Course Name	Course Length	Comments	Initial Modification Report Sent to Provider	Initial Modification Report Due Date	Modification Report Status
-	CAT-DC	Lamar University	English III	Full Year	Legacy Course	2/7/13	4/8/13	No response
-	CAT-DC	Lamar University	English IV	Full Year	Legacy Course	2/7/13	4/8/13	No response
-	CAT-DC	Lamar University	Independent Study Technology Applications	Full Year	Provider Selected	2/7/13	4/8/13	No response
13399	CAT-DC	Texas A & M International University	English IV (ENGL 1302)	Full Year	New Course	7/17/2013	9/16/13	No response
-	CAT-DC	University of Texas at Arlington	Psychology	Semester	Legacy Course	11/6/12	1/6/13	Second pass
-	CAT-DC	University of Texas of the Permian Basin	Literacy Genres (ENGL 2323)	Semester	New Course	5/8/13	7/8/13	No response
-	OLS-E	Houston ISD	English Language Arts and Reading, Grade 5	Full Year	New Course	6/18/12	9/10/12	No response
13468	OLS-E	Houston ISD	Mathematics, Grade 3	Full Year	New Course	6/18/12	9/10/12	No response
-	OLS-E	Houston ISD	Science, Grade 4	Full Year	New Course	6/18/12	9/10/12	No response
-	OLS-E	Houston ISD	Social Studies, Grade 3	Full Year	New Course	6/18/12	9/10/12	No response
-	OLS-E	Responsive Education Solutions	English Language Arts and Reading, Grade 4	Full Year	New Course	12/14/12	2/12/13	First pass
13464	OLS-E	Responsive Education Solutions	Mathematics, Grade 5	Full Year	New Course	12/14/12	2/12/13	First pass
-	OLS-E	Responsive Education Solutions	Science, Grade 4	Full Year	New Course	12/14/12	2/12/13	First pass
-	OLS-E	Responsive Education Solutions	Social Studies, Grade 3	Full Year	New Course	12/14/12	2/12/13	First pass
13364	OLS-HS	Houston ISD	Advanced Health Education	Semester	New Course	7/24/2013	9/23/13	Second pass
13303	OLS-HS	Houston ISD	Algebra I	Full Year	New Course	2/8/12	4/9/13	Fourth Pass
13361	OLS-HS	Houston ISD	Algebra II	Full Year	New Course	7/24/2013	9/23/13	Third pass
13357	OLS-HS	Houston ISD	Biology	Full Year	New Course	7/24/2013	9/23/13	Third pass
13367	OLS-HS	Houston ISD	Calculus AB (Advanced Placement)	Full Year	New Course	7/24/2013	9/23/13	Third pass
13308	OLS-HS	Houston ISD	Communications Applications	Semester	New Course	2/8/12	4/9/13	Fourth Pass
13311	OLS-HS	Houston ISD	Earth and Space Science	Full Year	New Course	7/24/2013	9/23/13	Third pass
13360	OLS-HS	Houston ISD	Economics With Emphasis On The Free	Semester	New Course	7/24/2013	9/23/13	Third pass

Course Review Detail

Modifications over 365 days past due, continued								
ECSS ID	TxVSN Program	Course Provider Name	PEIMS Course Name	Course Length	Comments	Initial Modification Report Sent to Provider	Initial Modification Report Due Date	Modification Report Status
13368	OLS-HS	Houston ISD	Human Geography (Advanced Placement)	Full Year	New Course	2/8/12	4/9/13	Fourth Pass
13372	OLS-HS	Houston ISD	Languages Other Than English Level I – American Sign Language	Full Year	New Course	2/8/12	4/9/13	Fourth Pass
13301	OLS-HS	Houston ISD	Languages Other Than English Level I - German I	Full Year	New Course	2/11/13	4/12/13	Fourth Pass
13299	OLS-HS	Houston ISD	Languages Other Than English Level I: Chinese I	Full Year	New Course	2/8/12	4/9/13	Fourth Pass
13369	OLS-HS	Houston ISD	Languages Other Than English Level II – Chinese II	Full Year	New Course	7/24/2013	9/23/13	Fourth Pass
13302	OLS-HS	Houston ISD	Languages Other Than English Level III - Spanish III	Full Year	New Course	2/11/13	4/12/13	Fourth Pass
13366	OLS-HS	Houston ISD	Macroeconomics (Advanced Placement)	Semester	New Course	7/24/2013	9/23/13	Third pass
13312	OLS-HS	Houston ISD	Physics	Full Year	New Course	2/11/13	4/12/13	Fourth Pass
13305	OLS-HS	Houston ISD	Precalculus	Full Year	New Course	2/11/13	4/12/13	Fourth Pass
13309	OLS-HS	Houston ISD	United States History	Full Year	New Course	2/11/13	4/12/13	Fourth Pass
13484	OLS-HS	Red Oak ISD	Aerobic Activities	Semester	New Course	03/07/14	5/6/2014	No response
13493	OLS-HS	Red Oak ISD	English I	Full Year	New Course	02/21/14	4/20/2014	No response
13488	OLS-HS	Red Oak ISD	Languages Other Than English Level I - Chinese	Full Year	New Course	02/21/14	4/20/2014	No response
13424	OLS-HS	Responsive Education Solutions	Chemistry (Advanced Placement)	Full Year	New Course	12/10/2013	2/8/2014	No response
-	OLS-HS	Responsive Education Solutions	History of Art (Advanced Placement)	Full Year	New Course	12/14/12	2/12/13	No response
-	OLS-HS	Responsive Education Solutions	Journalism	Semester	Legacy Course	8/3/12	10/26/12	Second pass
-	OLS-MS	Houston ISD	Physical Education, Grade 6	Full Year	New Course	6/18/12	9/10/12	Third pass
13492	OLS-MS	Red Oak ISD	Languages Other Than English Level II, Grades 6-8 – Spanish	Full Year	New Course	03/03/14	5/2/2014	No response
13496	OLS-MS	Red Oak ISD	Mathematics, Grade 6	Full Year	New Course	03/06/14	5/5/2014	No response
13425	OLS-MS	Responsive Education Solutions	Social Studies, Grade 8	Full Year	New Course (significantly updated)	1/20/2014	3/20/2014	First pass

Course Review Detail

Accessibility Approved Courses, continued							
ECSS ID	TxVSN Program	Course Provider Name	PEIMS Course Name	Course Length	Comments	Approval Date	Course Status
13931	CAT	Amarillo ISD	Computer Science I	Full Year	New Course	6/24/2015	TEA Approved ECOP
13932	CAT	Amarillo ISD	Computer Science II	Full Year	New Course	6/3/2015	TEA-Approved ECOP
13922	CAT	Education Service Center Region 6	Business Management	Full Year	New Course	6/5/2015	TEA-Approved ECOP
13923	CAT	Education Service Center Region 6	Computer Science I	Full Year	New Course	6/29/2015	TEA Approved ECOP
13924	CAT	Education Service Center Region 6	Computer Science II	Full Year	New Course	6/29/2015	TEA Approved ECOP
13952	CAT	Grapevine-Colleyville ISD	Principles of Health Science	Full Year	New Course	5/20/2015	TEA-Approved ECOP
13921	CAT	Guthrie CSD	Anatomy and Physiology	Full Year	New Course	4/27/2015	TEA-Approved ECOP
13899	CAT	Guthrie CSD	Business English	Full Year	New Course	4/27/2015	TEA-Approved ECOP
13891	CAT	Guthrie CSD	Medical Terminology	Semester	New Course	3/24/2015	TEA-Approved ECOP
13910	CAT	Guthrie CSD	Pathophysiology	Full Year	New Course	4/28/2015	TEA-Approved ECOP
13908	CAT	Guthrie CSD	World Health Research	Full Year	New Course	3/24/2015	TEA-Approved ECOP
13955	CAT	Lewisville ISD	Accounting I	Full Year	New Course	5/7/2015	TEA-Approved ECOP
13882	CAT	Lewisville ISD	Creative Writing	Full Year	New Course	12/8/2014	TEA-Approved
13653	CAT	Lewisville ISD	Economics With Emphasis On The Free	Semester	New Course	6/18/2014	TEA-Approved
13525	CAT	Lewisville ISD	English Literature And Composition (Advanced Placement)	Full Year	New Course	5/14/2014	TEA-Approved
13907	CAT	Lewisville ISD	Foundations of Personal Fitness	Semester	New Course	3/24/2015	TEA-Approved
13900	CAT	Pasadena ISD	Applied Music I	Full Year	New Course	3/24/2015	TEA-Approved
13526	CAT	Plano ISD	English I	Full Year	New Course	5/20/2014	TEA-Approved Updated course

Course Review Detail

Accessibility Approved Courses, continued

ECSS ID	TxVSN Program	Course Provider Name	PEIMS Course Name	Course Length	Comments	Approval Date	Course Status
13527	CAT	Plano ISD	English III	Full Year	New Course	8/7/2014	TEA-Approved Updated course
13951	CAT	Plano ISD	Human Resources Management	Semester	New Course	3/31/2015	TEA-Approved ECOP
13950	CAT	Plano ISD	Money Matters	Semester	New Course	4/20/2015	TEA-Approved ECOP
13894	CAT	Plano ISD	Professional Communications	Full Year	New Course	2/26/2015	TEA-Approved
13893	CAT	Plano ISD	United States Government	Semester	New Course	3/26/2015	TEA-Approved
13752	CAT	Plano ISD	World History Studies	Full Year	New Course	10/6/2014	TEA-Approved Updated course
13874	CAT	Richard Milburn Alter High School	Principles of Business, Marketing, and Finance	Full Year	New Course	1/23/2015	TEA-Approved
13954	CAT	White Oak ISD (SUPERNet Consortium)	Business Information Management II	Full Year	New Course	4/15/2015	TEA-Approved ECOP
13849	OLS-HS	Hallsville ISD	Business Information Management I	Full Year	New Course	11/10/2014	TEA-Approved
13343	OLS-HS	Spring ISD	Economics With Emphasis On The Free ...	Semester	New Course	4/1/2015	TEA-Approved
13936	OLS-MS	Houston ISD	Art, Grade 6	Full Year	New Course	6/3/2015	TEA-Approved TEKS Update
13937	OLS-MS	Houston ISD	Art, Grade 7	Full Year	New Course	6/3/2015	TEA-Approved TEKS Update
13938	OLS-MS	Houston ISD	Art, Middle School 3	Full Year	New Course	6/19/2015	TEA Approved TEKS Update
13916	OLS-MS	Houston ISD	English Language Arts and Reading, Grade 7	Full Year	New Course	5/15/2015	TEA-Approved Updated course

Legislative Reports

**TxVSN Statewide Catalog Enrollments by House Member
Fall 2013-Spring 2015**

House Dist	House Member	FALL 2013	SPRING 2014	SUMMER 2014	2013-14 Total	FALL 2014	SPRING 2015	2014-15 Total	Grand Total
131	Allen, Alma	72	129	125	326	124	158	282	608
104	Alonzo, Roberto	1	1	0	2	3	3	6	8
145	Alvarado, Carol	3	32	14	49	27	20	47	96
103	Anchia, Rafael	9	8	0	17	3	3	6	23
56	Anderson, Charles 'Doc'	16	4	2	22	14	16	30	52
105	Anderson, Rodney	11	2	1	14	0	0	0	14
57	Ashby, Trent	40	37	1	78	12	11	23	101
54	Aycock, Jimmie Don	0	0	0	0	7	4	11	11
3	Bell Jr., Cecil	16	13	30	59	2	2	4	63
76	Blanco, Cesar	2	1	0	3	1	1	2	5
138	Bohac, Dwayne	18	20	314	352	15	10	25	377
25	Bonnen, Dennis	56	50	43	149	8	11	19	168
24	Bonnen, Dr. Greg	1	0	0	1	1	2	3	4
113	Burkett, Cindy	12	9	0	21	4	3	7	28
58	Burns, DeWayne	67	46	21	134	68	72	140	274
83	Burrows, Dustin	90	68	0	158	264	218	482	640
112	Button, Angie Chen	1	4	2	7	4	3	7	14
40	Canales, Terry	64	34	2	100	180	70	250	350
98	Capriglione, Giovanni	12	8	4	24	7	9	16	40
11	Clardy, Travis	12	14	0	26	28	37	65	91
147	Coleman, Garnet	3	28	8	39	23	17	40	79
95	Collier, Nicole	24	20	0	44	24	22	46	90
8	Cook, Byron	57	49	7	113	43	24	67	180
82	Craddick, Tom	33	32	0	65	50	50	100	165
64	Crownover, Myra	2	0	0	2	0	0	0	2
136	Dale, Tony	0	0	0	0	14	13	27	27
72	Darby, Drew	16	13	0	29	10	10	20	49
134	Davis, Sarah	3	25	4	32	23	17	40	72
111	Davis, Yvonne	12	3	1	16	3	3	6	22
22	Deshotel, Joe D.	0	0	0	0	0	0	0	0
46	Dukes, Dawnna	21	40	25	86	15	12	27	113
142	Dutton Jr., Harold V.	17	31	34	82	29	19	48	130
135	Elkins, Gary	5	8	7	20	6	7	13	33
23	Faircloth, Wayne	8	11	2	21	1	1	2	23
106	Fallon, Pat	10	19	56	85	37	63	100	185
118	Farias, Joe	50	42	0	92	45	27	72	164
20	Farney, Marsha	72	61	2	135	152	147	299	434
148	Farrar, Jessica	12	29	39	80	25	54	79	159
116	Fischer, Trey Martinez	0	0	1	1	0	0	0	1
130	Fletcher, Allen	46	115	20	181	118	161	279	460
2	Flynn, Dan	7	3	0	10	3	2	5	15
69	Frank, James	0	0	0	0	4	4	8	8
84	Fruzzo, John M.	0	0	0	0	1	2	3	3
117	Galindo, Rick	2	1	0	3	4	5	9	12
99	Geren, Charlie	14	12	4	30	4	7	11	41
109	Giddings, Helen	1	1	0	2	3	3	6	8
97	Goldman, Craig	11	2	1	14	0	0	0	14
52	Gonzales, Larry	2	2	0	4	107	102	209	213
75	González, Mary E.	2	1	0	3	2	0	2	5
41	Guerra, R.D. 'Bobby'	64	34	57	155	180	70	250	405
31	Guillen, Ryan	0	0	0	0	0	0	0	0
119	Gutierrez, Roland	7	11	1	19	18	16	34	53
126	Harless, Patricia	49	124	26	199	122	164	286	485

**TxVSN Statewide Catalog Enrollments by House Member
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House Dist	House Member	FALL 2013	SPRING 2014	SUMMER 2014	2013-14 Total	FALL 2014	SPRING 2015	2014-15 Total	Grand Total
34	Herrero, Abel	8	0	0	8	2	3	5	13
48	Howard, Donna	21	40	25	86	29	24	53	139
127	Huberty, Dan	11	8	35	54	5	40	45	99
5	Hughes, Bryan	1	1	0	2	1	1	2	4
32	Hunter, Todd A.	2	1	0	3	0	0	0	3
45	Isaac, Jason	0	0	0	0	1	1	2	2
50	Israel, Celia	3	2	1	6	56	48	104	110
100	Johnson, Eric	9	8	0	17	3	3	6	23
12	Kacal, Kyle	49	39	2	90	77	81	158	248
60	Keffer, Jim	1	0	0	1	3	13	16	17
15	Keough, Mark	2	2	1	5	1	1	2	7
88	King, Ken	57	53	8	118	128	121	249	367
61	King, Phil	15	6	24	45	4	1	5	50
71	King, Susan	5	2	0	7	2	1	3	10
80	King, Tracy O.	2	3	0	5	5	4	9	14
17	Kleinschmidt, Tim	94	75	5	174	40	33	73	247
91	Klick, Stephanie	1	0	4	5	6	5	11	16
13	Kolkhorst, Lois W.	15	10	0	25	46	42	88	113
102	Koop, Linda	2	6	2	10	8	6	14	24
93	Krause, Matt	36	29	4	69	35	32	67	136
44	Kuempel, John	7	6	0	13	3	3	6	19
81	Landgraf, Brooks	0	0	0	0	0	0	0	0
122	Larson, Lyle	6	10	4	20	2	1	3	23
89	Laubenberg, Jodie	30	18	0	48	9	19	28	76
67	Leach, Jeff	20	11	0	31	2	0	2	33
35	Longoria, Oscar	66	34	60	160	181	71	252	412
43	Lozano, J.M.	2	2	3	7	1	1	2	9
38	Lucio III, Eddie	66	34	5	105	181	71	252	357
143	Luna, Ana Hernandez	7	28	5	40	28	20	48	88
77	Márquez, Marisa	2	1	0	3	1	1	2	5
39	Martinez, Armando	64	34	2	100	180	70	250	350
120	McClendon, Ruth Jones	67	36	3	106	183	72	255	361
124	Menéndez, José	1	0	0	1	1	1	2	3
16	Metcalf, Will	3	9	0	12	2	3	5	17
108	Meyer, Morgan	1	1	0	2	3	3	6	8
146	Miles, Borris	77	132	125	334	128	161	289	623
73	Miller, Doug	10	12	4	26	3	3	6	32
26	Miller, Rick	10	9	39	58	1	4	5	63
78	Moody, Joseph E.	2	3	0	5	1	1	2	7
30	Morrison, Geanie	120	60	8	188	107	101	208	396
36	Muñoz Jr., Sergio	64	34	57	155	180	70	250	405
133	Murphy, Jim	21	42	311	374	32	57	89	463
53	Murr, Andrew S.	92	89	0	181	13	12	25	206
49	Naishtat, Elliott	35	46	26	107	15	12	27	134
74	Nevárez, Poncho	15	15	0	30	42	69	111	141
37	Oliveira, René O.	89	49	2	140	180	70	250	390
18	Otto, John	18	28	0	46	9	13	22	68
9	Paddie, Chris	104	129	0	233	176	142	318	551
63	Parker, Tan	18	24	56	98	35	62	97	195
129	Paul, Dennis	1	3	4	8	1	2	3	11
144	Pena, Gilbert	7	31	9	47	27	19	46	93
21	Phelan, Dade	13	16	0	29	0	0	0	29
62	Phillips, Larry	17	3	0	20	3	2	5	25

**TxVSN Statewide Catalog Enrollments by House Member
Fall 2013-Spring 2015**

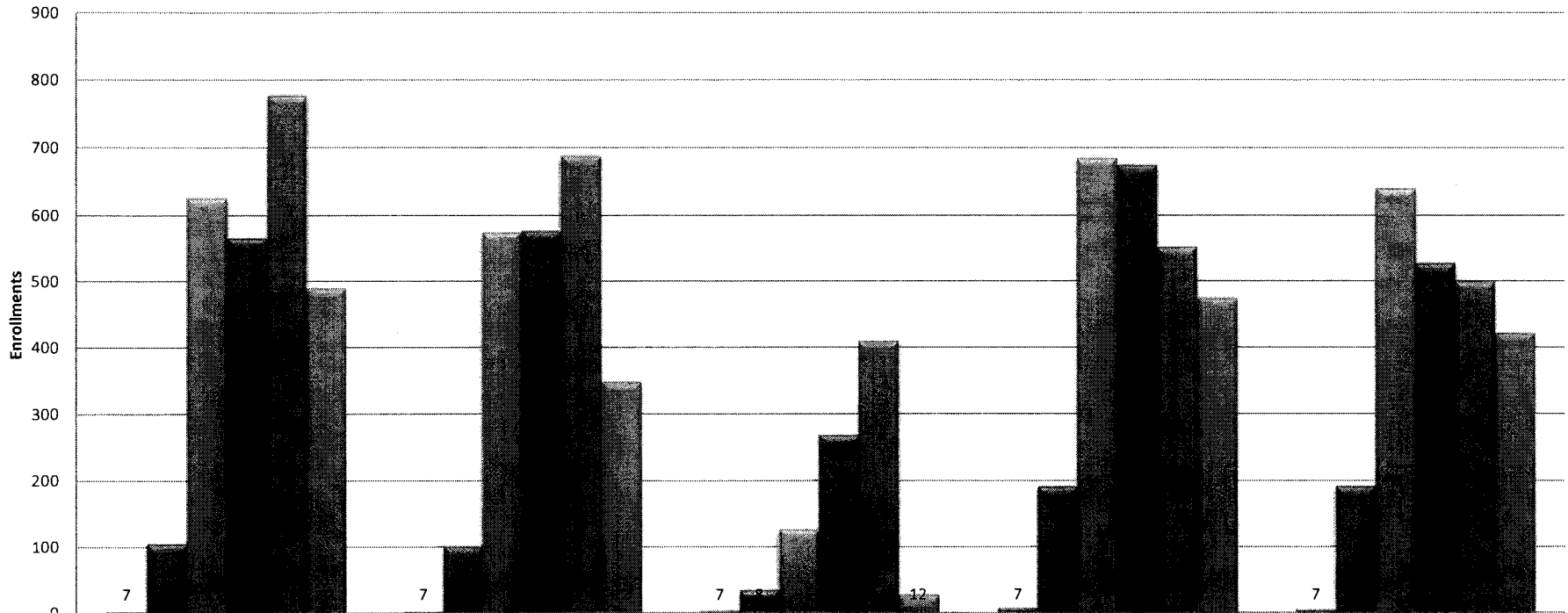
House Dist	House Member	FALL 2013	SPRING 2014	SUMMER 2014	2013-14 Total	FALL 2014	SPRING 2015	2014-15 Total	Grand Total
79	Pickett, Joe C.	2	1	0	3	1	1	2	5
87	Price, Walter 'Four'	20	15	4	39	10	7	17	56
14	Raney, John	7	7	0	14	3	4	7	21
42	Raymond, Richard Peña	0	0	0	0	1	1	2	2
27	Reynolds, Ron	5	7	39	51	1	4	5	56
150	Riddle, Debbie	44	116	19	179	116	157	273	452
115	Rinaldi, Matt	1	1	0	2	3	3	6	8
51	Rodriguez, Eddie	21	40	25	86	15	12	27	113
125	Rodriguez, Justin	0	0	1	1	1	1	2	3
90	Romero Jr., Ramon	6	3	0	9	14	6	20	29
110	Rose, Toni	9	8	0	17	3	3	6	23
70	Sanford, Scott	7	9	0	16	9	20	29	45
6	Schaefer, Matt	0	0	0	0	0	0	0	0
132	Schofield, Mike	9	16	279	304	13	10	23	327
66	Shaheen, Matt	20	12	0	32	3	1	4	36
107	Sheets, Kenneth	9	8	0	17	3	3	6	23
59	Sheffield, Dr. J.D.	22	6	7	35	11	9	20	55
65	Simmons, Ron	680	549	133	1362	292	133	425	1787
7	Simpson, David	2	1	1	4	5	2	7	11
128	Smith, Wayne	0	3	4	7	1	0	1	8
86	Smithee, John	29	22	4	55	31	28	59	114
4	Spitzer, Dr. Stuart	47	19	1	67	13	7	20	87
68	Springer Jr., Drew	110	161	0	271	159	159	318	589
85	Stephenson, Phil	12	11	41	64	5	4	9	73
92	Stickland, Jonathan	14	3	1	18	2	1	3	21
121	Straus, Joe	0	0	0	0	0	0	0	0
29	Thompson, Ed	45	42	2	89	5	5	10	99
141	Thompson, Senfronia	22	36	75	133	30	57	87	220
94	Tinderholt, Tony	27	21	18	66	41	51	92	158
101	Turner, Chris	27	21	18	66	40	50	90	156
33	Turner, Scott	0	1	0	1	2	1	3	4
139	Turner, Sylvester	52	149	30	231	145	218	363	594
1	VanDeaver, Gary	11	4	10	25	10	7	17	42
114	Villalba, Jason	2	5	2	9	7	6	13	22
123	Villarreal, Mike	0	0	1	1	2	0	2	3
149	Vo, Hubert	81	138	392	611	130	161	291	902
140	Walle, Armando	3	25	4	32	23	54	77	109
19	White, James	118	102	1	221	67	66	133	354
55	White, Molly S.	0	0	0	0	5	2	7	7
47	Workman, Paul	21	40	25	86	31	27	58	144
10	Wray, John	0	0	0	0	1	1	2	2
137	Wu, Gene	72	125	120	317	123	158	281	598
96	Zedler, William 'Bill'	30	24	21	75	39	52	91	166
28	Zerwas, Dr. John	19	22	311	352	8	7	15	367

**TxVSN Statewide Catalog Enrollments by Senate Member
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Senate #	Senate Member	FALL 2013	SPRING 2014	SUMMER 2014	2013-14 Total	FALL 2014	SPRING 2015	2014-15 Total	Grand Total
7	Bettencourt, Paul	67	141	333	541	131	204	335	876
22	Birdwell, Brian	172	136	30	338	197	181	378	716
10	Burton, Konni	75	50	26	151	86	87	173	324
25	Campbell, Dr. Donna	31	52	29	112	18	15	33	145
4	Creighton, Brandon	20	24	30	74	5	4	9	83
13	Ellis, Rodney	91	148	206	445	136	168	304	749
1	Eltife, Kevin	65	69	11	145	104	95	199	344
30	Estes, Craig	44	27	24	95	16	14	30	125
24	Fraser, Troy	49	28	7	84	16	19	35	119
6	Garcia, Sylvia	18	38	44	100	34	62	96	196
2	Hall, Bob	35	13	0	48	9	6	15	63
9	Hancock, Kelly	48	31	5	84	35	32	67	151
18	Hegar, Glenn	224	153	329	706	200	181	381	1087
20	Hinojosa, Juan 'Chuy'	72	34	57	163	182	73	255	418
16	Huffines, Don	2	6	2	10	8	6	14	24
17	Huffman, Joan	100	151	466	717	133	202	335	1052
27	Lucio, Eddie	93	51	60	204	181	71	252	456
12	Nelson, Jane	699	564	137	1400	299	145	444	1844
3	Nichols, Robert	292	270	2	564	210	183	393	957
28	Perry, Charles	232	265	0	497	410	391	801	1298
29	Rodríguez, José	12	17	0	29	41	65	106	135
5	Schwertner, Dr. Charles	94	83	3	180	174	171	345	525
31	Seliger, Kel	96	79	12	187	235	200	435	622
11	Taylor, Larry	53	52	47	152	8	12	20	172
8	Taylor, Van	28	25	2	55	16	23	39	94
19	Uresti, Carlos	198	156	3	357	265	137	402	759
26	Van de Putte, Leticia	3	1	1	5	5	2	7	12
14	Watson, Kirk	37	48	26	111	85	72	157	268
23	West, Royce	20	10	1	31	3	3	6	37
15	Whitmire, John	75	159	95	329	154	221	375	704
21	Zaffirini, Judith	93	92	32	217	75	52	127	344

TxVSN Statewide Catalog Enrollments by Grade Level 7-12 Fall 2013 - Spring 2015

Data as of 2-9-2015

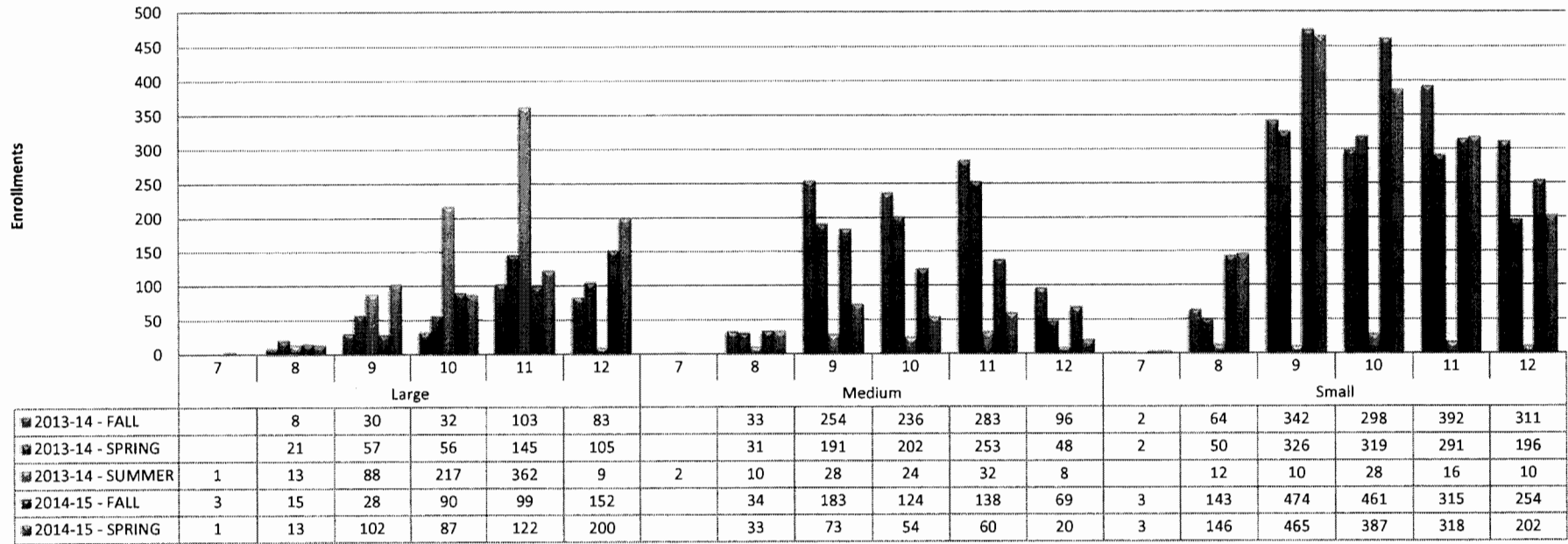


	FALL	SPRING 2013-14	SUMMER	FALL	SPRING 2014-15
7	7	7	7	7	7
8	105	102	35	192	192
9	626	574	126	685	640
10	566	577	269	675	528
11	778	689	410	552	500
12	490	349	27	475	422

TxVSN Enrollments by District Size / Grade Level

Fall 2013 - Spring 2015

Data as of 2-9-2015



TxVSN Statewide Catalog Enrollments by District Size
Fall 2013-Spring 2015

District Size	District Name	FALL 2013	SPRING 2014	SUMMER 2014	2013-14 Total	FALL 2014	SPRING 2015	2014-15 Total	Grand Total
Large	ALDINE ISD						37	37	37
	ALIEF ISD	69	100	116	285	100	141	241	526
	AMARILLO ISD	8	2	4	14	8	6	14	28
	ARLINGTON ISD	2	1		3	2	1	3	6
	AUSTIN ISD	21	40	25	86	15	12	27	113
	CLEAR CREEK ISD	1			1	1	2	3	4
	CONROE ISD	2	2		4				4
	CYPRESS-FAIRBANKS ISD		3	7	10	6	7	13	23
	DALLAS ISD	1	1		2	3	3	6	8
	DENTON ISD	1			1				1
	EL PASO ISD						1	1	1
	FORT BEND ISD	5	7	39	51	1	4	5	56
	FRISCO ISD		1		1	2	1	3	4
	HOUSTON ISD	3	25	4	32	23	17	40	72
	HUMBLE ISD	10	3	29	42	1		1	43
	KATY ISD	9	13	272	294	7	3	10	304
	KELLER ISD	1		4	5	6	5	11	16
	KLEIN ISD	44	112	13	169	112	154	266	435
	LA JOYA ISD			55	55				55
	LAMAR CISD	5	2		7				7
	LEANDER ISD					13	12	25	25
	LEWISVILLE ISD	9	18	56	83	35	62	97	180
	MANSFIELD ISD	25	20	18	63	38	49	87	150
	MESQUITE ISD	8	7		15				15
	PASADENA ISD		3	4	7				7
	PLANO ISD	20	11		31	1		1	32
	RICHARDSON ISD	1	4	2	7	4	3	7	14
	ROUND ROCK ISD					1	1	2	2
	SAN ANTONIO ISD			1	1				1
	SPRING BRANCH ISD	9	4	35	48	2		2	50
	SPRING ISD		4	6	10	4	3	7	17
UNITED ISD					1	1	2	2	
YSLETA ISD	2	1		3	1		1	4	
Large Total		256	384	690	1330	387	523	912	2242
Medium	ABILENE ISD	1			1				1
	ALLEN ISD					1		1	1
	AZLE ISD			1	1				1
	BASTROP ISD	2	2		4				4
	BELTON ISD					5	2	7	7
	BOERNE ISD	5	8	4	17				17
	BRYAN ISD	2	2		4	3	4	7	11
	BURLESON ISD	5	4	3	12	1	3	4	16
	CARROLL ISD	2	2		4	1	4	5	9
	CHANNELVIEW ISD					1	1	2	2
	COMAL ISD	1	2		3	2	1	3	6
	COPPERAS COVE ISD			7	7	1	1	2	9
	CROSBY ISD					1		1	1
	EAGLE MT-SAGINAW ISD	1	2		3	3	4	7	10
	EANES ISD					1		1	1
	EAST CENTRAL ISD		1		1				1
	EDGEWOOD ISD - SAN ANTONIO					1	1	2	2
	EVERMAN ISD	24	20		44	24	22	46	90
	GALENA PARK ISD	4	3	1	8	4	2	6	14
	GEORGETOWN ISD	2	2		4	2	2	4	8
	GRAPEVINE-COLLEYVILLE ISD	1			1				1
	HARLINGEN CISD	2		3	5	1	1	2	7
	HUNTSVILLE ISD	10	12		22	6	9	15	37
	IDEA PUBLIC SCHOOLS	64	34	2	100	180	70	250	350
	KIPP INC CHARTER			1	1				1
	LAKE TRAVIS ISD					2	2	4	4
	MAGNOLIA ISD			1	1	1	1	2	3
MIDWAY ISD - WACO	1	1		2				2	
MONTGOMERY ISD					2	2	4	4	
NACOGDOCHES ISD					1	2	3	3	
NEW BRAUNFELS ISD	2	2		4		1	1	5	
NEW CANEY ISD	1	7		8		1	1	9	
NORTHWEST ISD	8	6		14				14	

TxVSN Statewide Catalog Enrollments by District Size
Fall 2013-Spring 2015

District Size	District Name	FALL 2013	SPRING 2014	SUMMER 2014	2013-14 Total	FALL 2014	SPRING 2015	2014-15 Total	Grand Total
	PEARLAND ISD	45	42	2	89	5	5	10	99
	SAN ANGELO ISD					1	2	3	3
	SHERMAN ISD	1	1		2	1	1	2	4
	SOUTHSIDE ISD	50	41		91	45	27	72	163
	TEXAS CITY ISD	2		2	4	1		1	5
	TEXAS COLLEGE PREPARATORY ACADEMIES	662	526	77	1265	251	68	319	1584
	VICTORIA ISD	2	5		7				7
	WALLER ISD	2			2				2
	WAXAHACHIE ISD						1	1	1
Medium Total		902	725	104	1731	548	240	788	2519
Small	ADRIAN ISD	17	18		35	23	22	45	80
	ALEDO ISD			21	21	1		1	22
	ANAHUAC ISD	6	11		17				17
	ANDERSON-SHIRO CISD	4	2		6				6
	ANTON ISD					29	28	57	57
	ARANSAS COUNTY ISD	57			57				57
	ARANSAS PASS ISD					1	1	2	2
	ARLINGTON CLASSICS ACADEMY					1	1	2	2
	ASPERMONT ISD		40		40	33	31	64	104
	ATHENS ISD	37	9	1	47	5		5	52
	AUSTWELL-TIVOLI ISD	4	2		6				6
	AVINGER ISD	3	2		5	1		1	6
	BAIRD ISD						2	2	2
	BANQUETE ISD	1			1	2	3	5	6
	BECKVILLE ISD		2		2				2
	BLANCO ISD					1	1	2	2
	BLOOMBURG ISD	48	58		106	85	84	169	275
	BORGER ISD	12	12		24	2	1	3	27
	BRIGHT IDEAS CHARTER					2	2	4	4
	BROCK ISD					1	1	2	2
	BUCKHOLTS ISD	2	1		3	4	6	10	13
	BURKBURNETT ISD					2	2	4	4
	BURKEVILLE ISD	50	47		97				97
	BURNET CISD	1	1		2	1	1	2	4
	BURNHAM WOOD CHARTER SCHOOL DISTRICT		2		2				2
	BURTON ISD					43	37	80	80
	BUSHLAND ISD		1		1				1
	CALHOUN COUNTY ISD			5	5	3	2	5	10
	CAMERON ISD	47	44	2	93	30	30	60	153
	CAMPBELL ISD	6			6	3	2	5	11
	CANADIAN ISD	1	1		2	7	7	14	16
	CENTER ISD	53	67		120	87	56	143	263
	CENTER POINT ISD	22	24		46	1		1	47
	CENTERVILLE ISD - GROVETON	17	17		34				34
	CHAPARRAL STAR ACADEMY					55	47	102	102
	CHISUM ISD					1	1	2	2
	CHRISTOVAL ISD	5	3		8				8
	CLARENDON ISD	1			1				1
	CLIFTON ISD	6	3		9				9
	CLYDE CISD	1			1	2	8	10	11
	COLDSRING-OAKHURST CISD	2	5		7	3	4	7	14
	COMFORT ISD	2			2				2
	COMMUNITY ISD	3			3				3
	COMSTOCK ISD	2			2	1		1	3
	COTTON CENTER ISD	15	15		30	55	50	105	135
	COVINGTON ISD	1	1		2	1		1	3
	CRANDALL ISD					1		1	1
	CROSBYTON CISD		12		12				12
	DELL CITY ISD	3	3		6	39	63	102	108
	EDEN CISD	7	7		14	9	8	17	31
	EDNA ISD		1		1				1
	EL CAMPO ISD					4		4	4
	FABENS ISD					1		1	1
	FRANKLIN ISD	1	1		2				2
	FRIONA ISD	4	2		6				6

**TxVSN Statewide Catalog Enrollments by District Size
Fall 2013-Spring 2015**

District Size	District Name	FALL 2013	SPRING 2014	SUMMER 2014	2013-14 Total	FALL 2014	SPRING 2015	2014-15 Total	Grand Total
	FRUITVALE ISD		2		2				2
	FT SAM HOUSTON ISD	2	1		3	2	1	3	6
	GAUSE ISD	15	12		27	18	20	38	65
	GHOLSON ISD	32	34		66	63	65	128	194
	GLADEWATER ISD					2	1	3	3
	GLEN ROSE ISD	3	4		7	6	2	8	15
	GODLEY ISD	26	19		45	29	19	48	93
	GOLIAD ISD	7	5		12	17	9	26	38
	GRADY ISD					4	4	8	8
	GREAT HEARTS ACADEMY - SAN ANTONIO					2		2	2
	GRUVER ISD	16	8		24	14	14	28	52
	GUTHRIE CSD	2	1		3	7	5	12	15
	HALE CENTER ISD	1	1		2				2
	HALLETTSVILLE ISD	11	8		19				19
	HAMILTON ISD	2	2		4				4
	HAMLIN ISD	3	2		5	1	1	2	7
	HARMONY SCHOOL OF EXCELLENCE	5	5		10				10
	HARMONY SCIENCE ACAD - FORT WORTH	11	2	1	14				14
	HARMONY SCIENCE ACAD - WACO		1		1	1		1	2
	HARMONY SCIENCE ACADEMY - BROWNSVILLE	17			17				17
	HARMONY SCIENCE ACADEMY - SAN ANTONIO	1			1				1
	HAWKINS ISD	1	1		2				2
	HIGGINS ISD	11	7	4	22	2		2	24
	HONEY GROVE ISD	14			14				14
	HUDSON ISD	19	18		37	11	11	22	59
	HUFFMAN ISD	1	1		2				2
	IMAGINE INTERNATIONAL ACADEMY OF NORTH TEXAS		1		1				1
	INDUSTRIAL ISD	2	1	2	5				5
	INGRAM ISD	1			1				1
	JACKSBORO ISD					1		1	1
	JAYTON-GIRARD ISD		1		1	11	16	27	28
	KENEDY ISD					1	1	2	2
	KILGORE ISD					1	1	2	2
	KLONDIKE ISD	33	32		65	45	45	90	155
	KNIPPA ISD	2	3		5	2	3	5	10
	LA GRANGE ISD					1	1	2	2
	LACKLAND ISD	2	1		3	4	5	9	12
	LAKE DALLAS ISD	1			1				1
	LEGGETT ISD	20	20		40	38	37	75	115
	LEONARD ISD	1	1		2				2
	LEXINGTON ISD	74	64	1	139	27	22	49	188
	LIBERTY HILL ISD					91	87	178	178
	LINDEN-KILDARE CISD					2	2	4	4
	LINGLEVILLE ISD					3	5	8	8
	LIVINGSTON ISD	5	4	1	10	3	4	7	17
	LOMETA ISD					2	2	4	4
	LONE OAK ISD	1	1		2				2
	LOVEJOY ISD	7	7		14	7	19	26	40
	LUBBOCK-COOPER ISD					1	2	3	3
	LULING ISD	1	1		2				2
	LUMBERTON ISD					1	1	2	2
	MADISONVILLE CISD			1	1				1
	MARBLE FALLS ISD	3	1		4				4
	MARFA ISD	3	1		4				4
	MAUD ISD					2	1	3	3
	MEDINA ISD	1			1				1
	MIAMI ISD	1	2		3				3
	MILANO ISD	1			1				1
	MORAN ISD					1	3	4	4
	MOTLEY COUNTY ISD					1	1	2	2

**TxVSN Statewide Catalog Enrollments by District Size
Fall 2013-Spring 2015**

District Size	District Name	FALL 2013	SPRING 2014	SUMMER 2014	2013-14 Total	FALL 2014	SPRING 2015	2014-15 Total	Grand Total
	MOULTON ISD						2	2	4
	MOUNT CALM ISD	51	46	7	104	24	24	48	152
	MOUNT ENTERPRISE ISD		1		1				1
	MURCHISON ISD	10	10		20	7	7	14	34
	NAVARRO ISD	1			1				1
	NAZARETH ISD	4	4	4	12	4	6	10	22
	NOCONA ISD	24	20		44				44
	NORTH LAMAR ISD	11	4	10	25	7	5	12	37
	NORTH ZULCH ISD	4	2		6	1		1	7
	NORTHSIDE ISD - VERNON	28	29		57	25	25	50	107
	NUECES CANYON CISD	58	57		115	5	5	10	125
	NYOS CHARTER SCHOOL	3	2	1	6				6
	O'DONNELL ISD	56	40		96	91	74	165	261
	ODYSSEY ACADEMY INC						1	1	1
	ONALASKA ISD	43	31		74	25	24	49	123
	PALMER ISD					1		1	1
	PATTON SPRINGS ISD	8	6		14	9	9	18	32
	PEASTER ISD			2	2				2
	PENELOPE ISD					18		18	18
	POINT ISABEL ISD	8	15		23				23
	PORT ARANSAS ISD	2	1		3				3
	PREMIER HIGH SCHOOLS	9	4		13	5	3	8	21
	PRESIDIO ISD	2	8		10		1	1	11
	PRIME PREP ACADEMY	6	3		9	14	6	20	29
	QUANAH ISD		5		5				5
	QUEEN CITY ISD					1		1	1
	RAINS ISD					1	1	2	2
	RANDOLPH FIELD ISD	7	10		17	18	16	34	51
	RAPOPORT ACADEMY PUBLIC SCHOOL					13	15	28	28
	REFUGIO ISD	37	39	1	77	87	90	177	254
	RIESEL ISD	3		2	5	1	1	2	7
	RIO VISTA ISD						1	1	1
	RIVIERA ISD	2	2		4				4
	ROBINSON ISD	12	3		15				15
	ROCKDALE ISD	1			1	5		5	6
	ROCKSPRINGS ISD	10	8		18	6	6	12	30
	ROTAN ISD					19	17	36	36
	ROYAL ISD	1	1		2				2
	RUNGE ISD	17	8	4	29	12	10	22	51
	RUSK ISD	12	13		25	27	35	62	87
	SABINAL ISD					2		2	2
	SAN SABA ISD	17			17				17
	SANDS CISD					1	1	2	2
	SAVOY ISD	1	1		2	1		1	3
	SCHULENBURG ISD						2	2	2
	SEAGRAVES ISD	16	9		25	155	125	280	305
	SIERRA BLANCA ISD	2	2		4				4
	SILVERTON ISD	4	13		17	16	15	31	48
	SINTON ISD			3	3				3
	SLOCUM ISD	5	2		7				7
	SONORA ISD					1	1	2	2
	SPEARMAN ISD	1			1				1
	SPRINGTOWN ISD	7			7	2		2	9
	SPUR ISD	48	47		95	52	54	106	201
	STEPHENVILLE					1	1	2	2
	STOCKDALE ISD	3	2		5				5
	SUNDOWN ISD	2	2		4	1	1	2	6
	SUNNYVALE ISD	3			3				3
	TERLINGUA CSD	3	1		4	2	5	7	11
	TIDEHAVEN ISD	5			5				5
	TRENT ISD	1			1				1
	UNION GROVE ISD					1		1	1
	VAN VLECK ISD	1	1	2	4	2	2	4	8
	VENUS ISD	5			5				5
	VIDOR ISD	13	16		29				29
	WALNUT BEND ISD					1	1	2	2

**TxVSN Statewide Catalog Enrollments by District Size
Fall 2013-Spring 2015**

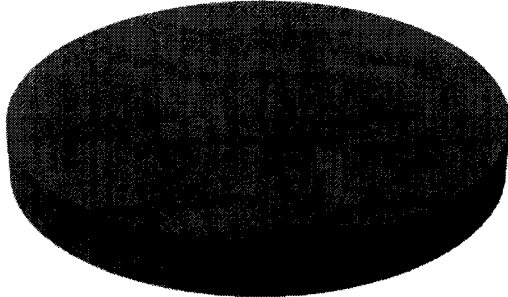
District Size	District Name	FALL 2013	SPRING 2014	SUMMER 2014	2013-14 Total	FALL 2014	SPRING 2015	2014-15 Total	Grand Total
	WATER VALLEY ISD	4	3		7				7
	WAYSIDE SCHOOLS	11	4		15				15
	WEST OSO ISD	7			7				7
	WESTBROOK ISD	3	4		7				7
	WHITE OAK ISD	2	1	1	4	1		1	5
	WHITESBORO ISD					1	1	2	2
	WILSON ISD	15	15		30	17	17	34	64
	WYLIE ISD - ABILENE					1		1	1
Small Total		1409	1184	76	2669	1650	1521	3171	5840
Grand Total		2567	2293	870	5730	2585	2286	4871	10601

Instructor Credentials Verification

TxVSN Instructor Credentialing Verification Spring 2015 Report

Overall Status

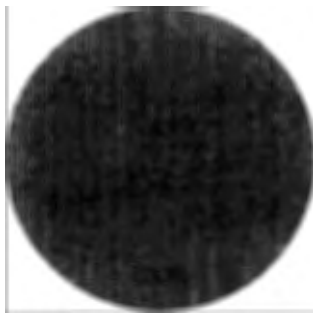
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 ■ Verified ■ Insufficient Evidence



Semester (based on Fall 2014 data)	Instructor Credentialing Verification Overall Status	
Spring 2015	Verified	157
	Insufficient Evidence	0
	Total	157

State Board for Educator Certification (SBEC) Teaching Credentials

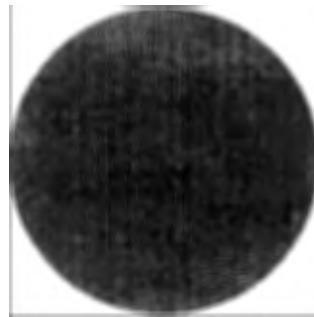
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■ Verified
 ■ Insufficient Evidence

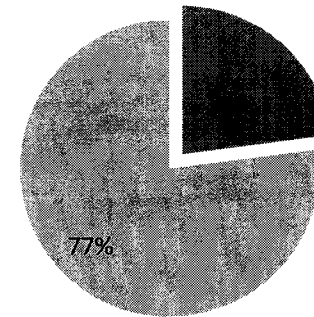
TxVSN Online Instructor Credentials

0%



■ Verified
 ■ Insufficient Evidence

Continuing Professional Development - 3 Year Renewal



■ Verified
 ■ Insufficient Evidence
 ■ NA

State Board for Educator Certification (SBEC) Teaching Credentials		TxVSN Online Instructor Credentials		Continuing Professional Development - 3 Year Renewal	
Verified	157	Verified	157	Verified	36
Insufficient Evidence	0	Insufficient Evidence	0	Insufficient Evidence	0
				NA	121

TxVSN Instructor Credentialing Verification Course Provider Summary

Semester Spring 2015 (based on Fall 2014 data)	Course Provider	Instructor Credentialing Verification Overall Status		State Board for Educator Certification (SBEC) Teaching Credentials		TxVSN Online Instructor Credentials Status		Continuing Professional Development - 3 Year Renewal Status		
		Verified		Verified		Verified		Verified		
Total 157	Alief Independent School District	Verified	4	Verified	4	Verified	4	Verified	0	
		Insufficient Evidence	0	Insufficient Evidence	0	Insufficient Evidence	0	Insufficient Evidence	0	
		Total 4							NA	4
	Amarillo Independent School District	Verified	1	Verified	1	Verified	1	Verified	1	
		Insufficient Evidence	0	Insufficient Evidence	0	Insufficient Evidence	0	Insufficient Evidence	0	
		Total 1							NA	0
	Guthrie Common School District	Verified	1	Verified	1	Verified	1	Verified	1	
		Insufficient Evidence	0	Insufficient Evidence	0	Insufficient Evidence	0	Insufficient Evidence	0	
		Total 1							NA	0
	Lewisville Independent School District	Verified	1	Verified	1	Verified	1	Verified	0	
		Insufficient Evidence	0	Insufficient Evidence	0	Insufficient Evidence	0	Insufficient Evidence	0	
		Total 1							NA	1
	Mansfield Independent School District	Verified	1	Verified	1	Verified	1	Verified	1	
		Insufficient Evidence	0	Insufficient Evidence	0	Insufficient Evidence	0	Insufficient Evidence	0	
		Total 1							NA	0
	Pasadena ISD Virtual School	Verified	1	Verified	1	Verified	1	Verified	1	
		Insufficient Evidence	0	Insufficient Evidence	0	Insufficient Evidence	0	Insufficient Evidence	0	
		Total 1							NA	0
	Plano Independent School District	Verified	1	Verified	1	Verified	1	Verified	1	
		Insufficient Evidence	0	Insufficient Evidence	0	Insufficient Evidence	0	Insufficient Evidence	0	
		Total 1							NA	0
	Region 12 Education Service Center	Verified	3	Verified	3	Verified	3	Verified	1	
		Insufficient Evidence	0	Insufficient Evidence	0	Insufficient Evidence	0	Insufficient Evidence	0	
		Total 3							NA	2
	Region 6 Education Service Center	Verified	0	Verified	0	Verified	0	Verified	0	
		Insufficient Evidence	0	Insufficient Evidence	0	Insufficient Evidence	0	Insufficient Evidence	0	
		Total 0							NA	0
	Spring Branch Independent School District	Verified	1	Verified	1	Verified	1	Verified	0	
		Insufficient Evidence	0	Insufficient Evidence	0	Insufficient Evidence	0	Insufficient Evidence	0	
		Total 1							NA	1

TxVSN Instructor Credentialing Verification Course Provider Summary

Spring Independent School District	Verified	1	Verified	1	Verified	1	Verified	1
	Insufficient Evidence	0	Insufficient Evidence	0	Insufficient Evidence	0	Insufficient Evidence	0
	Total 1							NA
SUPERNet Consortium (District Collaborative)	Verified	1	Verified	1	Verified	1	Verified	1
	Insufficient Evidence	0	Insufficient Evidence	0	Insufficient Evidence	0	Insufficient Evidence	0
	Total 1							NA
Texas Virtual School ESC Collaborative	Verified	1	Verified	1	Verified	1	Verified	1
	Insufficient Evidence	0	Insufficient Evidence	0	Insufficient Evidence	0	Insufficient Evidence	0
	Total 1							NA
Grapevine Colleyville - iUP	Verified	11	Verified	11	Verified	11	Verified	1
	Insufficient Evidence	0	Insufficient Evidence	0	Insufficient Evidence	0	Insufficient Evidence	0
	Total 11							NA
Hallsville VS	Verified	2	Verified	2	Verified	2	Verified	0
	Insufficient Evidence	0	Insufficient Evidence	0	Insufficient Evidence	0	Insufficient Evidence	0
	Total 2							NA
Huntsville - TOPS	Verified	25	Verified	25	Verified	25	Verified	8
	Insufficient Evidence	0	Insufficient Evidence	0	Insufficient Evidence	0	Insufficient Evidence	0
	Total 25							NA
Red Oak ISD - iScholars	Verified	3	Verified	3	Verified	3	Verified	0
	Insufficient Evidence	0	Insufficient Evidence	0	Insufficient Evidence	0	Insufficient Evidence	0
	Total 3							NA
Texas Connections Academy	Verified	38	Verified	38	Verified	38	Verified	8
	Insufficient Evidence	0	Insufficient Evidence	0	Insufficient Evidence	0	Insufficient Evidence	0
	Total 38							NA
Texas Virtual Academy of Responsive Ed	Verified	61	Verified	61	Verified	61	Verified	10
	Insufficient Evidence	0	Insufficient Evidence	0	Insufficient Evidence	0	Insufficient Evidence	0
	Total 61							NA

TxVSN Instructor Credentialing Verification Course Provider Summary

Cell: D42

Comment: Grapevine Colleyville ISD iUniversity Prep - Instructor teaching certificate does not align to the current subject assignment being taught. This is a 9-12 course and SBEC teaching certificate shows certified for generalist 4-8. Teaching assignment requires Music EC-12 or 9-12 certificate.

Provider Response: Filed a TCAP

Cell: D48

Comment: Huntsville - TOPS - "TxVSN-Approved Professional Development Course Verification" documentation is missing.

Provider Response:

The primary teacher for this course, Lindsay Watts, was out on maternity leave and Heather Beaty was actually a substitute teacher assigned to her course while she was out. She should not have been indicated as the primary teacher. Credentials are met for Lindsay Watts.

Cell: D57

Comment: Texas Virtual Academy of Responsive Ed - Instructor teaching certificate does not align to the current subject assignment being taught. peimed #3580200 is a TA course and that assignment requires a CS certification. peimed #13027600 is the Information technology cluster computer programming would apply to a business certification.

Provider Response Cary was placed as the teacher of this course in error by the Dept. Lead, but was removed when the error was realized. . She was moved/replaced as soon as the lead realized that computer literacy was not the same as computer programming and that Cary's certification didn't actually cover Computer Lit. Linda Newell replaced instructor and all credentials are met.

and

Instructor teaching certificate does not align to the current subject assignment being taught. no certified to teach AP Computer Science A, or Money Matters

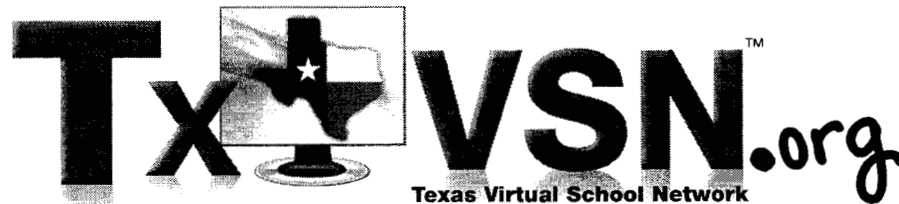
Provider Response:

Tammy Newbaker did not teach this course. She was the department lead at that time, and all dept leads are listed on the courses so they can access all courses, and she must have inadvertently been listed as the primary teacher instead of as the secondary in PEIMS. Instructors were Linda Newell and Penney Thorne which meet all credentialing requirements.

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TxVSN



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Level 2: Crack the important skills needed to be successful in an online course.



SCENE

Level 3: Investigate how to become familiar with your new online course and construct an organizational system that will help you be successful.

Level 4: Report the successful conclusion of the TxVSN CLUE IN Orientation to Online Learning.

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TEXAS EDUCATION AGENCY

William B. Travis Building
1701 North Congress Avenue
Austin, Texas 78701-1494

LETTER OF INTEREST

#701-16-008

TEXAS VIRTUAL SCHOOL NETWORK CENTRAL OPERATIONS

Authorized by TEC Title 2, Subtitle F, Chapter 30A, Subchapter A

<p>PROPOSAL DELIVERY LOCATION: Purchasing, Contracts and Agency Services Division Texas Education Agency 1701 North Congress Avenue, Room 2-125 Austin, Texas 78701-1494</p>	<p>REFER INQUIRIES TO: Debra Rosas TEAContracts@tea.texas.gov</p>
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PROPOSAL MUST BE TIME AND DATE STAMPED BY THE TEA PURCHASING, CONTRACTS AND AGENCY SERVICES DIVISION BEFORE:

Tuesday, August 18, 2015 - 2:00 P.M., Central Time

All written requests for information will be communicated to all Regional Education Service Centers (ESCs) known to the Texas Education Agency (TEA). All proposals shall become the property of the State of Texas upon receipt.

All proposals must be delivered to TEA Purchasing, Contracts and Agency Services (PCAS) Division as required by the instructions within this Solicitation. All addenda to and interpretation of this Solicitation shall be in writing. The state shall not be legally bound by an addenda or interpretation that is not in writing.

ESCs understand and agree that no public disclosures or news releases pertaining to this Solicitation, negotiations, subsequent award, or any results or findings based on information provided or obtained to fulfill requirements of this Solicitation shall be made without prior written approval of TEA.

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LETTER OF INTEREST
Texas Virtual School Network Central Operations

SECTION ONE INTRODUCTION AND PURPOSE**1.1 PURPOSE**

It is the intent of the Texas Education Agency (TEA) to solicit Education Service Centers (ESCs) to provide the management and operation of central operations for the Texas Virtual School Network (TxVSN) in accordance with all requirements stated herein. The awarded ESC will be required to administer TxVSN central operations, including managing the day-to-day operations of the TxVSN; verifying the eligibility of TxVSN course providers and reviewing the electronic courses they submit to be offered through the TxVSN; creating and maintaining an electronic catalog listing of approved courses, including detailed course descriptions; creating, maintaining and managing electronic course registration and enrollment systems; entering into agreements with eligible school districts, open-enrollment charter schools, regional ESCs, public or private institutions of higher education, and private or nonprofit providers for the purpose of offering the courses through the TxVSN; supporting public school districts and open-enrollment charter schools with students receiving courses through the TxVSN; facilitating and overseeing TxVSN-related financial transactions between course providers and districts with students receiving TxVSN courses; providing and maintaining the TxVSN telecom and infrastructure, including maintaining enrollment, registration, and course review web portals and the TxVSN website; coordinating communications, outreach, and activities with course providers, receiver districts, full-time online schools, and other stakeholders; and coordinating reporting requirements and associated data collection.

Eligible Proposers are regional ESCs. The ESC selected may not serve as a TxVSN professional development provider or a TxVSN course provider and may not provide for-credit online (electronic) courses such as those described in Texas Education Code, Chapter 30A to students eligible to participate in the TxVSN.

1.2 BACKGROUND INFORMATION

The Texas Virtual School Network (TxVSN) was established by the Texas Legislature to provide students across the state with equitable access to quality online courses. The TxVSN is comprised of two components, a supplemental statewide course catalog of online courses for high school graduation and a full-time online school program for eligible public school students in grades 3-12. Since its inception in January 2009, the TxVSN has provided Texas students and schools a valuable avenue for interactive, collaborative, instructor-led online courses taught by state-certified and appropriately credentialed teachers trained in effective online instruction. Students are not required to be physically present on campus during instruction of a TxVSN course.

The TxVSN course catalog offers students across the state opportunities to enroll in high school, Advanced Placement, and dual credit courses provided by eligible school districts, open-enrollment charter schools, ESCs, institutions of higher education, and private and nonprofit providers. TxVSN course providers submit courses for inclusion in the statewide catalog and are responsible for instruction. Each course is reviewed for alignment to the Texas Essential Knowledge and Skills (TEKS), International Association for K-12 Online Learning's (iNACOL) National Standards for Quality Online Courses, and TxVSN accessibility guidelines. The TxVSN statewide course catalog is a network of providers that operates a supplemental rather than diploma-granting program. Providers work in partnership with a student's home district, known as a receiver district, to meet students' needs. Each receiver district awards credits and diplomas and remains accountable for the student's academic progress. School personnel, students, and parents can review options to select online courses that best meet students' needs.

The TxVSN Online Schools (OLS) program is a component of the TxVSN that provides full-time online instruction to eligible public school students in grades 3-12 through approved Texas public school districts and open-enrollment charter schools. Instruction provided through the TxVSN OLS is 100 percent virtual, and students participating in the program are not required to be physically present on campus during instruction. The TxVSN OLS provides students throughout the state with access to

online courses that meet the TEKS, national standards for quality online courses, and TxVSN accessibility guidelines. TxVSN OLS participants are required to meet all applicable laws and rules for public schools. School districts that operate a TxVSN online school may offer the instructional program to eligible students who reside anywhere in Texas. Open-enrollment charter schools that operate a TxVSN online school may offer the instructional program to eligible students who reside within the charter's approved geographic service area.

State law requires that the state must pay the cost of operating the state virtual school network, and that operating costs of the state virtual school network not be charged to a school district or open-enrollment charter school.

1.3 CONTRACT TERM / OPTION TO EXTEND

The term of any contract resulting from this Letter of Interest (LOI) shall be from contract award until August 31, 2017. TEA, at its own discretion, may extend any contract awarded pursuant to this LOI for up to two additional renewal periods under the same or different terms subject to appropriation of funds by the Texas Legislature for this project. If renewed, the first renewal period shall be from September 1, 2017 through August 31, 2019; and the second renewal period shall be from September 1, 2019 through August 31, 2021.

1.4 BUDGET

A total of up to \$3.5 million is available to be awarded for functions related to central operations for TxVSN, including maintenance of telecom and other infrastructure, oversight and management of the TxVSN course review process, and support and guidance for the TxVSN OLS program, seamless transition from the current Contractor without disruption to any services and all other activities described in this LOI. TEA anticipates awarding one contract as a result of this LOI, but reserves the right to award more than one contract. Proposals must include a detailed budget in accordance with the requirements of this LOI. The contract will be cost reimbursement. A payment plan will be developed based on deliverables and other indicators of performance. The budget should include an explanation of the methodology used to develop the cost proposal.

1.5 PROJECT DESCRIPTION AND REQUIREMENTS

The awarded ESC is required to manage and carry out the day-to-day administration of central operations for the TxVSN. The requirements of the key deliverables are specified below. The selected ESC will work with the TEA to ensure timely and effective development, implementation, and operation of these key deliverables on a statewide basis.

A. Central Operations Transition

Proposers must describe the capacity of the organization to provide central operation services for the TxVSN by August 31, 2015, to ensure a seamless transition from the current Contractor without disruption to any services. The selected ESC will be expected to implement a plan for the transition of current TxVSN systems and operations prior to September 1, 2015. The plan must be included in the LOI and must include timelines for implementation, products, and services that will be completed and related costs. The ESC must provide additional information regarding services to be provided from September 1, 2015 - August 31, 2017.

B. Infrastructure

Proposers must demonstrate the expertise and capability to provide and maintain TxVSN telecom, infrastructure, systems, applications, and all other activities necessary to support operations of the TxVSN. The selected ESC must ensure sufficient server capacity and internet access to adequately support TxVSN systems. Proposer must describe plans to monitor and report quarterly data regarding service availability, downtime, usage of key systems, and to ensure that system downtime for maintenance is kept to a minimum and takes place at times that are least likely to cause disruption to services. Additionally, proposals must describe plans for the development and maintenance of a high quality TxVSN website to serve as the gateway to the TxVSN and its systems and resources.

C. Course Review

Proposers must demonstrate the capacity to implement and manage a process for the evaluation of TxVSN statewide catalog and TxVSN OLS electronic courses to ensure that courses are aligned with state and national standards established by the TEA. Proposals must include a clear, detailed description of the course review process, including plans for conducting an efficient and timely online course review process, the number of courses that can be reviewed each year, and the expected timeline of the review of a course from submission to final approval. Proposers must include information on how they will ensure that individuals reviewing courses possess the content knowledge and online learning and course accessibility expertise necessary to ensure that electronic courses meet the established requirements and to ensure reviewer consistency and reliability. The plan must also explain strategies for communicating course review timelines, policies and procedures, and requirements to the public and to prospective course providers.

D. Registration and Enrollment Systems

Proposers must describe the capacity of the organization to implement and support central electronic systems to assist TxVSN course providers and receiver districts with the registration and enrollment of students in TxVSN statewide catalog courses, to facilitate the payment of course costs, and to verify the eligibility of course providers. Proposals must describe plans for the development and implementation of an electronic registration/enrollment process and system and how students, course providers, and receiver districts will interface with the system. The plans must include strategies for ensuring that student performance in TxVSN courses is reported to receiver districts in a timely manner. Additionally, proposals must address plans for creating and managing systems to verify the eligibility of course providers and to facilitate payment of the cost of a student's enrollment in an electronic course offered through the TxVSN.

E. Data and Reporting

Proposers must demonstrate the expertise and capacity to collect and maintain accurate data related to TxVSN systems and operations and to provide accurate and timely project reporting and recordkeeping related to the TxVSN statewide course catalog and OLS program, including course availability and enrollment, student demographics and performance, course providers and receiver districts, course fees, teacher qualification information, and other data as determined by TEA. The selected ESC will maintain and publish to the TxVSN website a detailed catalog listing of all currently offered statewide catalog courses. The catalog must be available online and searchable in a variety of ways including, but not limited to, course title, subject, grade, cost, and rating. Proposers are required to describe strategies to implement and maintain an informed choice reporting system that makes available timely information regarding each approved TxVSN course in accordance with Texas Education Code (TEC) §30A.108 and Texas Administrative Code §70.1031. Proposals must include a description of plans for regularly updating TEA, promptly responding to data requests from the TEA and other relevant stakeholders, maintaining historical data related to TxVSN systems and operations, and adhering to all applicable laws and rules related to confidential data.

F. Professional Development

Proposers must demonstrate the expertise, experience, and capacity to evaluate and make available online professional development courses or programs required for teaching courses in an online setting and other topics. Proposals must include an explanation of the process to be used to solicit, evaluate, and provide professional development related to the TxVSN statewide course catalog and the OLS program, the development of a database of approved professional development providers related to the TxVSN, and the process for reviewing and maintaining information related to teacher credentials and professional development requirements in accordance with TEC, §§30A.111-30A.113.

G. Communication and Outreach

Proposers must demonstrate the expertise and capacity to deliver and coordinate support, communication, and outreach activities for TxVSN course providers, receiver districts, the TEA, the public, and other relevant stakeholders. Proposers must describe how they will provide regular and reliable customer support, regularly communicate and collaborate as appropriate with the public and with key stakeholders, and ensure the quality of all communication prepared and disseminated. Proposers must describe how they will develop and implement a system for collecting comments, in accordance with TEC §30A.1021, from students and parents regarding TxVSN courses and providers. Proposals must also describe how the ESC will provide outreach services to current and potential receiver districts and course providers and other stakeholders with the goal of increasing student enrollment in TxVSN courses and ensuring sufficient course offerings and describe strategies for assisting parents, students, and others in understanding policies and procedures related to the TxVSN.

H. Administration

Proposers must provide detailed information regarding the planned administration of TxVSN central operations, including information regarding potential subcontractors, management, and staffing. Proposals must provide a detailed explanation of plans to recruit, hire, and retain a reasonable number of qualified individuals to perform the administrative, support, and technological responsibilities of TxVSN central operations and the qualifications of staff. The selected ESC will be responsible for coordinating contractual agreements with receiver districts and course providers for the purpose of offering courses through the TxVSN. Central operations will develop a standard contract for agreements that govern the payment of funds and other matters relating to a student's enrollment in electronic courses offered through the network. Proposers must provide evidence of experience in executing agreements with school districts, open-enrollment charter schools, institutions of higher education, and/or private and nonprofit course providers and provide a sample of an existing agreement. Central operations will facilitate and oversee all financial transactions regarding the network, including accounting for funds sent between provider districts and receiver districts and serving as a clearinghouse for the flow of funds among course providers and receiver districts. Proposals must demonstrate prior successful experience facilitating financial transactions.

SECTION TWO GENERAL INSTRUCTIONS

2.1 PROPOSAL SUBMISSION, DATE, AND TIME

Proposals must be time and date stamped by the TEA Purchasing, Contracts and Agency Services Division before:

Tuesday, August 18, 2015 - 2:00 P.M., Central Time (CT)

Proposals must be submitted in a sealed envelope/box as appropriate, with the Proposer's name, LOI #701-16-008, and closing date prominently visible on the envelope/box. If multiple envelopes/boxes are used, the Proposer should indicate on the package "*specific item # of total # of items.*" Facsimile transmissions (FAX) of proposals will not be accepted under any circumstances.

2.1.1 Receipt and Submittal Method of Proposals

Proposers must submit the following number of copies:

- A. One signed original (clearly marked "Original") of the complete response
- B. Five signed copies (clearly marked "Copy") of the complete response

In establishing the time and date of receipt, the Commissioner of Education will rely solely on the time/date stamp of the PCAS Division Office. Regardless of the method of submitting the proposal—United States Postal Service (USPS), United Parcel Service, Federal Express or any other delivery service—the proposal must be received in TEA's PCAS Division Office before 2:00 P.M. (Central Time) on or before the closing date in order to be considered.

Note: TEA WILL NOT accept a USPS postmark and/or round validation stamp, mail receipt with the date of mailing stamped by the USPS, a dated shipping label, invoice or receipt from a commercial carrier, or any other documentation as proof of receipt of any proposal. Proposers are advised that TEA assumes no responsibility, due to any circumstances, for the receipt of a proposal after the deadline time and date established in this LOI.

2.1.2 Proposal Delivery

TEA is open Monday through Friday, 8:00 A.M. to 5:00 P.M., excluding holidays. The PCAS Office is located on the 2nd floor of the William B. Travis Building in Austin, Texas. All TEA visitors must register with the TEA Receptionist Desk and receive a visitors badge to visit any area of the agency. In addition, all visitors must be escorted by a TEA employee to the respective area. Be sure to incorporate time for parking and the reception desk when delivering proposals in person. The mailing address is:

Purchasing, Contracts and Agency Services Division, Room 2-125
 Texas Education Agency
 William B. Travis Building
 1701 North Congress Avenue
 Austin, Texas 78701-1494

2.2 EXPECTED SEQUENCE OF EVENTS/CRITICAL DATES

DATE	EVENT
Friday, July 31, 2015	Letter of Interest (LOI) sent to all Education Service Centers (ESC)
Friday, August 7, 2015	Notice of Intent is due to TEA Purchasing, Contracts and Agency Services Division by 2:00 P.M., CT
Monday, August 10, 2015	Last day to submit written questions regarding the Letter of Interest to TEA, no later than 2:00 P.M., CT
Tuesday, August 18, 2015	Proposal is due in the PCAS office before 2:00 P.M., CT
August 18 – 24, 2015	Evaluation process and Selection of ESC
Tuesday, August 25, 2015	Beginning date of contract and commencement of work
Wednesday, August 31, 2017	Ending date of contract and final billing

It should be noted that all of these dates except the final completion date may vary slightly as conditions require.

2.3 QUESTIONS RECEIVED

Additional information that is different from or in addition to information provided in the Letter of Interest will be provided only in response to written inquiries. TEA will not be bound by any communication with ESCs other than the written addenda issued by the Agency. Any person wishing to obtain clarifying information about this LOI may contact Debra Rosas at TEAContracts@tea.texas.gov.

2.4 STANDARD PROPOSAL REQUIREMENTS

- A. Texas Education Agency reserves the right to reject any and all proposals and to negotiate portions thereof including the submitted cost proposal/budget.
- B. Texas Education Agency reserves the right to select the proposal based on the best value to the state of Texas and the Agency. The ESC shall furnish additional information that the Evaluation team may require in order to complete the evaluation of the proposals submitted. Failure to provide the requested material or information may disqualify the proposal.
- C. The ESC must work with the Agency staff to clarify the project activities, and/or other products, and modify these items if necessary.

2.5 HISTORICALLY UNDERUTILIZED BUSINESS (HUB) SUBCONTRACTING PLAN (HSP)

It is the policy of the TEA to promote and encourage contracting and subcontracting opportunities for HUBs in all contracts. Accordingly, TEA has adopted the Policy on Utilization of HUBs.

Statement of Probability – TEA has determined that subcontracting opportunities are probable in connection with this procurement. Therefore, ALL ESCs must submit the HSP as a part of the response. The ESC shall develop and administer the HSP as a part of the ESC's proposal in accordance with the TEA Policy on Utilization of HUB and state law. The ESC must make a good faith effort and solicit a minimum of three Texas certified Historically Underutilized Businesses from the state's Centralized Master Bidders List (CMBL)/HUB Directory for work that the ESC cannot complete with their own staff and resources. ESCs must also notify minority or women trade organizations or development centers of subcontracting opportunities. Additional requirements are listed in the HSP (Attachment C).

All ESCs are required to submit a HUB Subcontracting Plan (HSP) with this Letter of Interest.

If the ESC is not subcontracting any portion of the work, the Self Performance portion of the HSP must be completed and returned with the proposal response.

The HUB Subcontracting goal for this procurement is **26.0%** minority, woman-owned and/or veteran service disabled owned business participation. In the event proposals have equal scores, the proposal with the highest percentage of HUB subcontracting will be awarded the contract.

The HSP will be incorporated into the contract between the TEA and the selected ESC. ESCs are encouraged to collaborate with TEA to develop Mentor-Protégé opportunities. Under TAC Title 34, §20.14, a Proposer's participation in a Mentor Protégé Program under TGC §2161.065, and the submission of a Protégé as a subcontractor in the HUB Subcontracting Plan constitutes a good faith effort for the particular area to be subcontracted with the Protégé.

The ESC awarded the contract will be responsible for maintaining business records documenting compliance with HUB Program requirements. The selected ESC shall submit a Progress Assessment Report (PAR) monthly documenting all subcontractor payments made in the preceding month. **Submission of the PAR is a condition for payment.** The selected ESC shall also report all 2nd and 3rd Tier subcontracting in the monthly PAR. PAR's are due no later than the 10th day of the following month. The PAR is required to be submitted monthly, even if no activity occurred for the month. Reports shall be submitted electronically to the HUBOffice@tea.texas.gov.

How to Find Texas Certified HUBs for Subcontracting Opportunities

Use the State of Texas Comptroller's Centralized Master Bidders List (CMBL) / HUB Directory (make sure to check both "HUBs on the CMBL" and "HUBs only" or use "All Contractors").

1. Open <https://mycpa.cpa.state.tx.us/tpasscmbsearch/index.jsp>
2. Search: ☐ HUBs on CMBL & HUBs only
3. Multiple Vendor Search by National Institute of Governmental Purchasing (NIGP) Class Code
Selection 1: #204 "Computer Hardware and Peripherals for Microcomputers"
Selection 2: #205 "Computer Hardware and Peripherals for Microcomputers, Environmentally Certified by an Agency Accepted Certification Entity"
Selection 3: #207 "Computer Accessories and Supplies"
4. Click "Search", the Vendors information will appear.

Additional NIGP Class Codes identified for this Letter of Interest:

- #600 "Office Machines, Equipment, and Accessories"
- #605 "Office Mechanical Aids, Small Machines, and Apparatuses"
- #610 "Office Supplies: Carbon Paper and Ribbons, All Types"

- #615 "Office Supplies, General"
- #616 "Office Supplies, General, Environmentally Certified by an Agency Accepted Certification Entity"
- #620 "Office Supplies: Erasers, Inks, Leads, Pens, Pencils, Etc."
- #920 "Data Processing, Computer, Programming, and Software Services"
- #924 "Educational/Training Services"
- #961 "Miscellaneous Services, No. 1 (Not Otherwise Classified)"
- #962 "Miscellaneous Services, No. 2 (Not Otherwise Classified)"
- #966 "Printing and Typesetting Services"

2.6 CONFLICT OF INTEREST

An ESC will not be selected if it has a conflict of interest that will or may arise during the performance of its obligations under the contract. For this reason, ESC's response to this LOI must disclose any existing or potential conflicts of interest or possible issues that might create appearances of impropriety relative to the submission of a proposal from an ESC and its proposed subcontractors', possible selection as Successful ESC, or its performance of the Contract.

As part of this disclosure requirement, each ESC must include in its proposal all past and present contractual, business, financial or personal relationships between the ESC and TEA and between ESC's proposed subcontractors, if any, and TEA. For purposes of this disclosure requirement, (i) "past" is defined as within the two (2) calendar years prior to the deadline for submission of proposals in response to this LOI; (ii) TEA is defined as the statewide elected official who heads the agency as well as the agency's employees or recent former employees; and (iii) "recent former employees" are defined as those TEA employees who have terminated agency employment within the two (2) calendar years prior to the deadline for submission of proposals in response to this LOI. For each item, ESCs must provide a detailed explanation of why the ESC does or does not believe such item poses a conflict of interest, potential conflict of interest, or appearance of impropriety issue relative to ESC's submission of a proposal, possible selection as Successful ESC or its performance of the Contract.

For purposes of this LOI, "personal relationship" is defined as a current or past connection other than a clearly contractual, business, financial, or similar relationship and includes family relationships or other connections outside simply providing a response to this LOI. For this purpose, "family relationship" means a relationship within the third degree of consanguinity or second degree of affinity (see Chapter 573 of the Texas Government Code) which defines these degrees of consanguinity and affinity.

Connections other than such family relationships fall within this definition and must be disclosed if a reasonable person could expect the connection to diminish ESC's independence of judgment or effectiveness in the performance of ESC's responsibilities to TEA or the State under the Contract. Connections also fall within this definition if a reasonable person could expect the connection, within the overall context of ESC's submission of a proposal, possible selection as Successful ESC, or its performance of the Contract, to create an issue for the Agency's consideration relative to a potential appearance of impropriety or conflict of interest.

ESC certifies that they are in compliance with Texas Government Code, Title 6, Subtitle B, Section 669.003 of the Government Code, relating to contracting with executive head of a state agency. If Section 669.003 applies, ESC will complete the following information in order for the proposal response to be evaluated: Name of Former Executive; Name of State Agency; Date of Separation from State Agency; Position with Bidder; and Date of Employment with Bidder.

If the circumstances certified by ESC change or additional information are obtained subsequent to submission of proposals, by submitting a response the ESC agrees that it is under a continuing duty to supplement its response under this provision and that the duty to disclosure of any conflicts of interest is an ongoing obligation throughout the term of the contract. ESC shall submit updated information as soon as reasonably possible upon learning of any change to their affirmation.

SECTION THREE PROPOSAL FORMAT AND CONTENT

3.1 PROPOSAL FORMAT AND CONTENT

Proposals must include a cover page, which includes the name, position, and telephone number of the ESC's Project Administrator who may be contacted regarding the proposal (Attachment B). Below is a checklist to assist ensuring that all information is included in the proposal response.

- | | |
|--|--------------|
| <input type="checkbox"/> Cover Page | Attachment B |
| <input type="checkbox"/> HUB Subcontracting Plan | Attachment C |
| <input type="checkbox"/> Task Activity Plan | Attachment D |
| <input type="checkbox"/> Budget Summary and Expenditure Report | Attachment E |

3.2 UNDERSTANDING OF THE PROJECT

The proposal must describe the tasks to be performed, and identify potential problems in the conduct of the project and methods to identify and solve such problems. The ESC must describe clearly the methodology for carrying out the objectives and requirements of the project as described in this LOI.

The proposal must describe the project activities, materials, and other products, services, and reports to be generated during the contract period and relate them to the stated purposes and specifications described in the Letter of Interest. Technical evidence relating to the ESC's ability to perform the proposed services must be appended to the proposal.

The ESC must provide satisfactory evidence of capability to manage and coordinate the types of activities described in the LOI and to produce the specified product or service on time. To provide information on qualifications to accomplish the described tasks, ESCs must include in this section the following information:

- Structure of the organization;
- Indications of the ability to perform the tasks described in Section 1.5;
- Name of the ESC's Project Manager who will direct the overall project throughout the duration of the Contract as well as those of staff members who will coordinate major activities during each phase of the Contract, and the time allocations that the personnel described will devote to fulfillment of the Contract. ESCs must also identify the next level of authority within the organization to escalate issues throughout the term of the Contract. The information will be required during the Contract Kick-off meeting. Résumé of all project staff members shall be submitted as an appendix. If the résumé include references, the references will not be considered in the review.

3.3 TASK ACTIVITY PLAN

The ESC must submit a Task Activity Plan, Attachment D, specifying to the degree possible the Tasks and Activities which are to be undertaken. Timelines showing beginning and ending dates for each major Task are to be included, as well as the name(s) of person(s) responsible for each Task. Activities must be sufficiently designed and outlined in the Task Activity Plan that will provide evidence of satisfactory delivery of services and products. Time frames must be logical and appropriate to complete all activities within the beginning and ending dates of the Contract. Failure to meet this condition shall result in disqualification of proposal and the proposal shall receive no further consideration.

3.4 COST PROPOSAL

The ESC must submit a budget detailing costs necessary to accomplish the project objectives and activities outlined in the Task/Activity Plan, see Suggested Format for Budget Summary, Attachment E. TEA recommends that budget detail be submitted in Excel compatible or Excel format.

Objects of expenditure used in the Budget Summary may vary depending on the project. Costs must be justified in terms of activities and objects of expenditure and must be reasonable (i.e., consistent with current market price) and necessary to accomplish the objectives of the project. The budget must evidence that financial resources are adequately and appropriately allocated among cost categories in a cost-effective and prudent business manner to accomplish project objectives and activities. Services to be purchased from other agencies, subcontractors, including any amounts subcontracted to HUBs, consultants, and others must be specified.

Payment will be made upon satisfactory performance of services, receipt by the TEA of specified deliverables, and receipt of properly prepared and certified Invoices, Expenditure Reports and Progress Assessment Reporting (PAR) form.

SECTION FOUR PROPOSAL REVIEW

4.1 REVIEW OF PROPOSALS

The ESCs receiving the most favorable ratings during the first round of selection will be asked to send a representative to Austin, Texas, at a date to be arranged for oral presentation of proposals. Proposals will be rated again following oral presentations. The Evaluation Team will consist of TEA staff knowledgeable in the content area and may include reviewers from outside TEA. The recommendations of the Evaluation team will be assembled and presented to senior executive Agency staff who will:

1. Approve the proposal in whole or in part or disapprove the proposal; or
2. Defer action on the proposal for such reasons as a requirement for further evaluation.

By law, the Agency may not disclose any information until a Contract is executed by both parties. Additional copies of proposals **not selected for funding** will be destroyed in accordance with the Agency approved records retention policy.

4.2 SELECTION CRITERIA

Proposals will be selected based on the ability of the ESC to carry out all of the requirements contained in the LOI. TEA will base its selection on, among other things, demonstrated competence, qualifications of the ESC, and the proposed budget/cost. Following are the criteria and the total number of points of each portion of the LOI that will be applied in selecting an ESC:

CATEGORIES	POSSIBLE POINTS
A. Quality of Technical Component: <ol style="list-style-type: none"> 1. Adequacy and appropriateness of project design (10) 2. Understanding of the Texas Virtual School Network (TxVSN) and the responsibilities of TxVSN central operations (10) 3. Clear description of details for carrying out project (15) 	35
B. Quality of Task/Activity Plan: <ol style="list-style-type: none"> 1. Activities are of sufficient scope and detail to provide evidence of satisfactory delivery of services and products (15) 2. Demonstration of ability to successfully implement and maintain telecom and technological infrastructure, systems, and/or applications, including enrollment /registration systems, of a similar scope to that described in the LOI (10) 3. Demonstration of ability to deliver and coordinate data collection and reporting, course review, professional development, and communication and outreach activities (20) 4. Demonstration of experience and ability to successfully implement a seamless transition plan from the current ESC without disruption to any services (15) 5. Logical and appropriate time frames for completing project objectives (5) 	65

CATEGORIES	POSSIBLE POINTS
<p>C. Quality of Management Component:</p> <ol style="list-style-type: none"> 1. Experience of ESC in managing and implementing education-related projects of similar scope to that described in the LOI (15) 2. Personnel qualifications, including appropriate combination of programmatic, administrative, and technical skill sets and experience with online learning (10) 	25
<p>D. Cost-Effectiveness and Appropriateness of Financial Resources Dedicated to Project:</p> <ol style="list-style-type: none"> 1. Costs are appropriately aligned with major program objectives (10) 2. Costs associated with activities/tasks are reasonable for the work proposed (15) 3. Staffing costs are reasonable and appropriate (10) 	35
TOTAL	160

SECTION FIVE CONTRACTUAL REQUIREMENTS

5.1 ESC PROPOSALS

The selected proposal will be incorporated into the Contract prepared by the TEA for signature by the contracting parties.

5.2 PROJECT REVIEW REQUIREMENTS

TEA reserves the right to review any materials, and/or products developed by the ESC. Upon completion of the Contract period, all documents will be returned to TEA or destroyed accordingly. All documents created at any time during the Contract period belong to TEA. The TEA Project Manager will establish procedures for communicating phase out and transition of the deliverable(s).

5.3 PAYMENT

All payments are made in accordance with Texas Government Code §2251.001 et seq. Payments for Goods and Services. Unless otherwise indicated by the TEA, payment is only by reimbursement upon satisfactory performance of services.

Payment is contingent upon submission of properly prepared and certified invoices in an Excel spreadsheet provided by TEA. The TEA Project Manager will approve invoices based upon task completion and satisfactory performance of services. The invoice shall note the period of time payment is for, the agreed upon monthly amount, Contract number, Purchase Order number, and the Texas Comptroller of Public Accounts Payee Identification Number (TIN). According to guidelines set forth by the Texas Comptroller of Public Accounts, the payment scheduling policy requires agencies to pay as close to the due date as possible in order to maximize fiscal benefits to the state. Payments are due from TEA 30-days from receipt of a correct and complete invoice.

NOTICE OF INTENT TO SUBMIT A PROPOSAL
LOI # 701-16-008
TEXAS VIRTUAL SCHOOL NETWORK CENTRAL OPERATIONS

The undersigned ESC hereby files a Notice of Intent to submit a proposal:

ESC:	
Mailing Address:	
Contact Person:	
E-Mail:	
Phone Number:	

- Filing of this notice is not mandatory; however, it will assist the Texas Education Agency in anticipating the volume of proposals in order to better expedite the review process and finalize contract awards.
- The information from the Notice of intent may also be provided to HUB Contractors (if requested) to help establish subcontracting relationships for this solicitation as well as future solicitations with the Agency.
- Filing this notice in no way binds the Education Service Center to submit a proposal for this LOI.
- ESCs who do not file this notice are still eligible to submit a proposal.

PLEASE SUBMIT THIS NOTICE BY E-MAIL OR FAX BY, FRIDAY, AUGUST 7, 2015 TO:

TEAContracts@tea.texas.gov
Texas Education Agency
Attention: Debra Rosas
Purchasing, Contracts and Agency Services (PCAS) Division
FAX (512) 475-1706

PROPOSAL COVER PAGE
Submitted to the
Texas Education Agency
LOI #701-16-008

TITLE OF PROPOSED PROJECT: **Texas Virtual School Network Central Operations**

EDUCATION SERVICE CENTER: Name and address of ESC submitting proposal

ESC IDENTIFICATION NUMBER: ESC Federal Employer's Identification Number or Texas Identification Number (TINS)

PROPOSAL DEVELOPED BY: Name, position, email, and telephone number of person responsible for development of proposal

PROJECT ADMINISTRATOR: Name, position, email, and telephone number of person to be in charge of proposed project

PROPOSAL TRANSMITTED BY: Name, position, email, and telephone number of official committing the ESC to the proposed project

CONTRACTING OFFICER: Name, position, email, and telephone number of official with authority to negotiate contracts for Respondent organization

DURATION OF PROJECT: Beginning and ending dates of proposed project

TOTAL BUDGET FOR PROPOSED PROJECT: Total of projected expenditures listed in budget section

CONTAINS PROPRIETARY INFORMATION: Check box if proposal being submitted contains proprietary information

DATE SUBMITTED: Date proposal is submitted to TEA

SIGNATURE OF AUTHORIZED AGENT: _____

Exhibit 2

ATTACHMENT C

Historically Underutilized Business Subcontracting Plan (HSP)

Exhibit 2
ATTACHMENT D

TASK ACTIVITY PLAN

Title of Proposed Project: _____

Proposer Organization (Name): _____

Begin Date: _____

End Date: _____

Projected Completion Date and Cost by Task

Task/ Activity Number		Projected Completion Date		Projected Cost
Task 1 (Title or description)				
Activity 1.1				
Activity 1.2				
Total Task 1				
Task 2 (Title or description)				
Activity 2.1				
Activity 2.2				
Total Task 2				
Task 3 (Title or description)				
Activity 3.1				
Activity 3.2				
Total Task 3				
Total Budget				

Cost may also be by activity if feasible but must be shown, at a minimum, for task total. Selected ESC will be reimbursed for actual expenditures upon satisfactory performance of services/completion of tasks and upon submittal of properly prepared and certified invoices/expenditure reports.

PYADDR.17512491857.

08/28/15

PAYEE NUMBER: 17512491857

TAXPAYER NUMBER: 17512491857

OWNERSHIP TYPE: GOVERNMENTAL ENTITY

IAT IND:

ACTIVE

MC CNT: 5

1099 MC LOOKUP: PF12 NEXT AVAILABLE MC: 004

MAIL CODE: T00 SIC CODE: 9905 SECURITY TYPE: 1 SECURING SOURCE: 902

STATUS: A

TELEPHONE:

NAME: EDUCATION SERVICE CENTER REGION 10

ADDRESS IND:

ADDRESS: P O BOX 1300

CITY: RICHARDSON

STATE: TX ZIPCODE: 75080-0000 ZONE CODE: 057

MAIL CODE: 000 SIC CODE: 9903 SECURITY TYPE: 1 SECURING SOURCE: 701

STATUS: A

TELEPHONE: 972-348-1700

NAME: ESC REGION 10

ADDRESS IND: S

ADDRESS: PO BOX 831300

CITY: RICHARDSON

STATE: TX ZIPCODE: 75083-1300 ZONE CODE: 057

MAIL CODE: 001 SIC CODE: 9903 SECURITY TYPE: 1 SECURING SOURCE: 537

STATUS: A

TELEPHONE: 972-348-1630

NAME: EDUCATION SERVICE CENTER REGION 10

ADDRESS IND: S

ADDRESS: 400 E SPRING VALLEY RD

CITY: RICHARDSON

STATE: TX ZIPCODE: 75081-5101 ZONE CODE: 057

CONTINUE - PF1=HELP, PF3=QUIT, PF4=MENU, PF8=FRWD, PF11=BOT



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- BioPreferred Report
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- Inactive Exclusions
- Excluded Family Members

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EDUCATION SERVICE CENTER REGION 10

DUNS: 074875592 CAGE Code: 36KR7

Status: Active

400 E SPRING VALLEY RD

RICHARDSON, TX, 75081-5101 ,

UNITED STATES

Expiration Date: 01/07/2017

Purpose of Registration: All Awards

Entity Overview

Entity Information

Name: EDUCATION SERVICE CENTER REGION 10
Business Type: US State Government
POC Name: Susan Hayes
Registration Status: Active
Activation Date: 01/08/2016
Expiration Date: 01/07/2017

Exclusions

Active Exclusion Records? No



Note to all Users: This is a Federal Government computer system. Use of this system constitutes consent to monitoring at all times.