



2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation **General Appropriations Act, Rider 41, 85th Texas Legislature**

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

Document Control Center, Grants Administration Division
 Texas Education Agency
 1701 N. Congress Avenue, Austin, TX 78701-1494



Grant period from **Pathway 1 and 2: January 1, 2019 - May 31, 2021**
Pathway 3 : January 1, 2019 - June 30, 2020

Pre-award costs are not permitted.

Required Attachments

Pathway specific attachment

Amendment Number

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

Applicant Information

Organization CDN Vendor ID ESC DUNS
 Address City ZIP Phone
 Primary Contact Email Phone
 Secondary Contact Email Phone

Certification and Incorporation

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

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

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

Authorized Official Name Title

Email Phone

Signature Date

Grant Writer Name Signature Date

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

Shared Services Arrangements

Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

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

Quantifiable Need	Plan for Addressing Need
Transition current Education and Training courses from Early Childhood to EC-6, while extending program and FCCLA participation to 3 non-traditional high schools.	Revise Dual Credit Matrix to increase upper level course work aligned to EC-6 degree plan. Work collaboratively with UTPB Education Department to accommodate revised matrix. CTE Leadership team will work in collaboration with ECISD Communications Officer to promote the Education and Training program and FCCLA at all five high schools.
Select four instructional aides, paraprofessionals and/or substitute teachers to complete teaching credentials and become ECISD teachers in hard-to-fill areas.	Increase the # of cert. teachers in Bil/ESL, Sped, or Math. Audit college credit hrs earned by instr. aides, parapros., and sub. teachers. Enroll in UTPB Educ program with tuition stipend provided. Provide candidates with mentor teachers. Provide MOU in which the candidates commit to remain in ECISD in full time teaching role.
Select four instructional aides, paraprofessionals and/or substitute teachers who hold a bachelor's degree to complete EPP program to obtain teacher certification and become ECISD teachers in hard-to-fill areas.	Increase the # of cert. teachers in Bil/ESL, Sped, or Math. Complete MOU with Region 18 ESC EPP, with EPP stipend provided. Develop MOU with Region 18 for participation in EPP. Provide candidates with mentor teachers. Provide MOU in which the candidates commit to remain in ECISD in full time teaching role.

SMART Goal

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

20% increase in student enrollment in the Education and Training program and FCCLA membership/participation by May 31, 2021.
 100% of ECISD cohort candidates will graduate with a bachelor's degree and obtain SBOE certification in identified critical shortage areas by the May 31, 2021.
 100% of ECISD EPP program cohort will successfully complete EPP program requirements to obtain SBOE certification in identified critical shortage areas by the May 31, 2021.

Measurable Progress

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

First-Quarter Benchmark

1. Spring semester 2019, provide multiple opportunities via ed. planning, social media, news and parent communication to market and recruit high school students interested in Ed and Training program.
2. Spring 2019, identify teacher GYO cohort via survey of current instr. aides, parapros., and substitute teachers to determine interest in participation. HR department will review transcripts of interested candidates in order to select top 4. Selection will be based on 60 credit hours earned, positive appraisals, recommendations, and degree to which candidates represent student demographics.
3. Spring 2019, identify teacher GYO cohort via survey of current instr. aides, parapros., and substitute teachers to determine interest in participation. HR department will review transcripts of interested candidates to select top 4 holding a BA/BS degree, positive appraisals, recommendations, and degree to which candidates represent student demographics.

Measurable Progress (Cont.)

Second-Quarter Benchmark

- 1. By April 2019, obtain student course requests to ensure adequate staffing is provided to implement instructional delivery of the Education and Training courses. June 2019, Memorandum of Understanding and Dual Credit Matrix will be approved by the ECISD Board of Trustees. Dual Credit Parent night event held to educate students and parents on program requirements.
- 2. Summer 2019, IHE EDUC program advisors will be invited to a Degree Planning event hosted by the district. The event will provide cohort members the opportunity to meet with IHE program advisors in order to determine individual course/degree progression. Draft degree plans will be submitted to HR.
- 3. Summer 2019, the candidate will enroll in the Region 18 EPP. Board approved MOU with Region 18. Candidates complete requirements of the EPP program and submit proof of participation in and completion of summer program requirements.

Third-Quarter Benchmark

- 1. September 2019, compare 2018-19 enrollment to 2019-20 enrollment to determine if 15% enrollment increase was met. ECISD teachers will facilitate the online dual credit courses provided in collaboration with UTPB instructors. Only master degreed teacher/ facilitators will receive a stipend through grant monies.
- 2. By September 2019, GYO cohort selected will provide proof of enrollment in an IHE and a degree plan detailing required coursework for degree and certification completion for submission to HR. Cohort will be paired with a district mentor. Cohort will sign MOU with the district, indicating their intent to return as teachers for a min. of 3 years.
- 3. By August 2019, GYO cohort placed in ECISD classrooms as teacher of record. GYO team will monitor progress in EPP. Cohort will sign MOU with the district, indicating their intent to return as teachers for a min. of 3 years.

Project Evaluation and Modification

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

CTE counselors will monitor student progress in dual credit courses weekly. CTE Leadership team will meet monthly with UTPB instructors to discuss student progress in dual credit courses. Adjustments and modifications to course offerings will be made as needed.

Non-degreed cohort, review degree plans and transcripts after each semester to ensure compliance with the terms of the Memorandum of Understanding. District GYO team will do a mid-point evaluation with all participants to ensure that cohort members are meeting program objectives and are on track to complete all requirements by the grant deadline. Cohort members will be expected to attend staff development sessions related to their coursework. Support will be provided bi-weekly with an assigned district mentor. Cohort members will be provided with assistance in preparing for applicable TEXES certification exams and/or PPR exam.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

ALL PATHWAYS - The applicant assures the following:

- Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
- Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
- Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
- All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
- A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

PATHWAY 1- The applicant assures the following:

- Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- All high schools will submit a plan for marketing and student recruitment to TEA each year.

PATHWAY 2- The applicant assures the following:

- The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

PATHWAY 3- The applicant assures the following:

- The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- Partner LEAs and EPP will share program performance measures on a quarterly basis.
- EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

Statutory/Program Requirements

PATHWAY ONE: Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application

According to the 2017 Demographic Report provided by Population and Survey Analysts (PASA), Ector County is expected to add 9,881 new housing occupancies by 2026. This will increase our student population by 22% to an estimated student population of 40,303. Currently ECISD is 220 teachers short. With the increase in expected student enrollment the teacher shortage will follow this trend exponentially. With this knowledge, it is critical that the district strongly promote the Education field. Currently ECISD has 229 students enrolled in the Education and Training career pathway at 2 of the 5 ECISD high schools. By the 2021 school term, all ECISD high schools will have a coherent sequence of Education and Training courses, and thriving FCCLA chapters. Currently Education and Training courses are taught by an ECISD teacher serving students from Odessa High School and Permian High School. With this grant, she will serve additional students at George H. W. Bush New Tech Odessa. An additional staff member will be needed to serve students at both Odessa Career and Technical Early College High School and Falcon Early College High School, which are both housed in facilities at Odessa College.

Teacher recruitment will begin with a review of student enrollment in Education and Training courses. Requirements for teachers in the Education and Training courses will include: record of high student achievement, strong performance appraisals, positive administrative feedback, experience with a CTSO or similar competitive organization, foster strong student-teacher relationships. Teachers will be supported by the current FCCLA sponsor, who has a proven record of excellence.

In order to receive the stipend, each eligible teacher of the Education and Training pathway will sign an MOU indicating a commitment to remain in the district and continue in the Education and Training program for a minimum of 3 years.

Statutory/Program Requirements

PATHWAY TWO: Applicants electing to implement Pathway 2 in addition to Pathway 1 must also describe the plan for recruitment, selection, and support of paraprofessionals, instructional aides, and long-term substitute teachers who will earn a bachelor's degree and/or teacher certification. The plan must address the process for identifying candidates, with potential indicators including evaluation ratings, involvement in school activities, pursuit of certification in hard-to-staff areas, commitment to degree and certification persistence, recommendations from colleagues, and degree to which the diversity of the teacher population mirrors that of the student population, including plan for recruiting candidates representative of the student demographics within the LEA. The plan should describe supports and potential career pathways for candidates, as well as a description of the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 2 funding must submit the optional Pathway 2 section in the Pathway 1 Attachment with the application

ECISD Human Resources department will compile a survey to be sent to district instructional aides, paraprofessionals and substitute teachers in order to determine interest in the GYO program. The survey will include questions related to current college course hours and interest in teaching profession with a focus on hard-to-staff areas. Survey results coupled with evaluation ratings, school activity involvement, personal demographics and recommendations from colleagues will be utilized to select 4 for the non-degreed GYO cohort. A similar survey will be utilized to select 4 for the degreed GYO cohort. The degreed GYO cohort will include indicating an interest in enrolling in an EPP and obtaining a certification in hard-to-staff areas.

GYO cohorts will have teacher mentors assigned. Mentors and cohort members will be required to meet weekly. Mentor feedback will be utilized by the GYO team in order to make program adjustments while ensuring cohort success. GYO cohort members will have opportunities to observe in master teacher classrooms in the identified areas in order to educate them about the various hard-to-staff areas.

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE

Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit	<input type="text" value="2"/>	X \$11,000 =	<input type="text" value="22,000"/>
Number of teachers who are teaching Education and Training courses, but not for dual credit	<input type="text" value="0"/>	X \$5,500 =	<input type="text" value="0"/>
Number of high schools with existing Education and Training courses in 2018-2019	<input type="text" value="2"/>	X \$6,000 =	<input type="text" value="12,000"/>
Number of high schools without existing Education and Training courses in 2018-2019	<input type="text" value="3"/>	X \$9,000 =	<input type="text" value="27,000"/>
Total Request for Pathway 1			<input type="text" value="61,000"/>

PATHWAY TWO

Check this box if you are applying for Pathway 2 WITH Pathway 1

Number of candidates pursuing a teacher certification only	<input type="text" value="4"/>	X \$5,500 =	<input type="text" value="22,000"/>
Number of candidates pursuing both a bachelor's degree and a teacher certification	<input type="text" value="4"/>	X \$11,000 =	<input type="text" value="44,000"/>
			Request for Pathway 2 <input type="text" value="66,000"/>
			Request for Pathway 1 <input type="text" value="61,000"/>
Total Combined Request for Pathways 1 & 2			<input type="text" value="127,000"/>

PATHWAY THREE

Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment	<input type="text"/>	X \$22,000 =	<input type="text"/>
Number of candidates participating in an intensive pre-training service program	<input type="text"/>	X \$5,500 =	<input type="text"/>
Total Request for Pathway 3			<input type="text"/>

Request for Grant Funds

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

PAYROLL COSTS (6100)	BUDGET
Master's Stipend Education and Training Dual Credit Courses (2 teachers)	20,000
EPP Stipend (4 candidates acquiring teacher certification)	20,000
Tuition Stipend (4 candidates acquiring bachelor's degree and teacher certification)	40,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)	

SUPPLIES AND MATERIALS (6300)	
Implementation costs for Education and Training courses at each high school w/o existing program	17,460

OTHER OPERATING COSTS (6400)	
Travel to attend TEA-led Teacher Institute	18,000

Total Direct Costs

Should match amount of Total Request from page 8 of this application

Indirect Costs

TOTAL AMOUNT REQUESTED

Total Direct Costs plus Indirect Costs

**Grow Your Own Grant
Pathways 1 and 2 Grow Your Own Program Attachment**

Pathway 1: Teacher Stipend to Support Education and Training Course Implementation

Program Participants: Applicant must specify the number of teachers who will participate in the program and receive the stipend.

2

Question 1: Implementation and Growth of the Education and Training Courses. Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

- This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.
- The plan must include strategies to increase enrollment in each course each year.
- The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

Educational planning occurs annually for 8th – 11th grade students. CTE counselors will educate students regarding the Education and Training program, including dual credit opportunities. Students and parents will receive mail outs inviting them to Parent Night events, in which course work requirements are delineated for both dual and non-dual courses. Parents will be informed of fees for tuition and textbooks will be covered by the CTE department. Additionally, parents and students will be given information about the TSI college entrance exam.

Career Fairs are held at all six middle schools prior to educational planning. In order to increase enrollment each year, high school students participating in Education and Training programs will share their experiences with middle school students.

Current FCCLA sponsor and student members will assist additional high schools with implementation of new FCCLA chapters. Each FCCLA chapter will participate in local, state and potentially national competitions annually.

CTE Leadership Team will collaborate with high school leadership and human resources, in order to recruit and select highly qualified teachers for the Education and Training program. Existing staff with a proven record of student achievement and an interest in the Education and Training program will be given priority in the selection process.

Question 2: Student Marketing, Recruitment, and Persistence. Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

- The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- The plan must include marketing and recruitment strategies to increase student interest and persistence.
- The plan must also include a description of how the LEA leadership (district- and school-based) and staff will motivate students to enter and persist in the Education and Training courses.

The ECISD CTE program is an open-enrollment program. During the educational planning process, counselors, both CTE and academic, review student course request data to determine level of interest in the program. During this process, CTE counselors review pathways selected and identify over/under representation in any CTE pathway. Extended educational planning meetings with individual student groups who are under-represented in Education and Training will be scheduled. Middle school teachers will be provided information about the Education and Training program so they can educate students about the opportunity and consider making student recommendations to the appropriate counselor.

In addition to the educational planning process, the district will utilize the following recruitment methods, during district-wide advisory periods, to ensure continued enrollment in the Education and Training program:

- Expose middle school students to careers in education,
- Invite teachers from diverse backgrounds to discuss benefits of the teaching profession,
- As schedules allow, students will be enrolled in AVID for support.

CTE counselors will provide support and intervention for students who may be struggling in the program. The GYO team will monitor program performance and enrollment quarterly.

Question 3 (required only if awarding stipends for dual credit Education and Training teachers): IHE and LEA Partnership. Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit.

- The plan must include an explanation of the partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits.
- The plan must include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year.
- All applicants applying for Pathway 1 funding for dual credit stipends must submit with their application a signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings.

A partnership is in place with Odessa College and the UTPB for the Education and Training pathway. Students have the opportunity to earn up to 21 semester credit hours toward a bachelor’s degree in education. An MOU with both colleges is in place and was approved by the ECISD Board of Trustees in June 2018. All courses are transferrable. The dual credit matrix was also approved during the June 2018 board meeting. The MOU and matrix will continue to be reviewed annually. See dual credit matrix below:

ECISD Course and Credit	OC Course and Credit Hours	UTPB Course and Credit
Instructional Practices D 1 cr Semester 1 8005 PEIMS # 13014200 Prerequisites: ECISD English I and English II ECISD courses Personal, Family & Career and Child Development Corequisite: ECISD English III	EDUC 1301 Intro to Teaching 3 hrs EDUC 2301 Special Populations 3 hrs	
Counseling and Mental Health D 1 cr Semester 2 8666 PEIMS # 13024600 Prerequisite: Successful completion of Teaching & Instruction Semester 1		PSYC 1301 Intro to Psychology 3 hrs
Practicum in Education & Training I D 1 cr Semester 1 8704 PEIMS # 13014505 Prerequisite: Successful completion of Teaching & Instruction Semester 2		EDUC 3322 Literature in the Classroom 3 hrs EDUC 4311 ECE Social/Emotional Development 3 hrs
Practicum in Education & Training I D 1 cr Semester 2 8704 PEIMS # 13014505 Prerequisite: Successful completion of Practicum in Education and Training I, Semester 1		EDUC 4313 Emergent Literacy 3 hrs EDUC 4362 Foundations of Bilingual/ESL 3 hrs

Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles *(required only if applying for Pathway 2 funds in addition to Pathway 1)*

Program Participants: Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitute teachers who will participate in the program and receive the stipend.

8

Question 4: EPP and LEA Partnership. Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA.

- The plan must include an explanation of the partnership for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers.
- The plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.

Pending GYO grant award, preliminary conversations have occurred between the district and Region 18 ESC regarding the Teacher Certification Program. A Memorandum of Understanding will be developed and approved by ECISD Board of Trustees. The MOU will include responsibilities to be fulfilled by each party and contractual information regarding candidate participation/certification and fee structures.

The Teach18 EPP utilizes hands-on training, ongoing coaching, online learning, and face-to-face sessions, which provide teacher candidates with flexible scheduling and support. The district will provide support by designating experienced teacher mentors, job-embedded professional development and New Teacher Academy, which runs throughout the school year.

**REPAYMENT AND WAGE
DEDUCTION AUTHORIZATION AGREEMENT**

WHEREAS, the Ector County Independent School District (the "District") has agreed to assist existing paraprofessionals and substitutes in paying tuition towards the completion of a Bachelor's Degree or paying for an Educator Prep Program at Region 18 ("Expenses"); and

WHEREAS, the undersigned has agreed that as partial consideration for the payment of said Expenses, upon the completion of a Bachelor's Degree or completion of the Region 18 Educator Prep Program ("Completion"), the undersigned will work as a teacher for the District for a minimum of three (3) years from the date of said Completion.

IT IS THEREFORE AGREED that if the undersigned fails, after Completion, to teach for the District for three consecutive years, then the undersigned will reimburse the District in its entirety for any Expenses.

The undersigned **specifically authorizes** the District to deduct any monies for Expenses from any wages or other monies of any type that may be owed by the District to the undersigned. The undersigned further agrees that the undersigned will remain liable for the balance, if any, of any Expenses still owed to the District after said deduction.

Date: _____

Printed Name: _____

**The University of Texas of the Permian Basin
Memorandum of Understanding
Academic Dual Credit
Fall 2018 – Summer 2019**

This Memorandum of Understanding (“MOU”) is into by and between The University of Texas of the Permian Basin (“UTPB”) and Ector County Independent School District, (“District”), pursuant to section 29.908 of the Texas Education Code.

1. Recitals

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

2. Method of Delivery/Location of Class

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

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

3. Fees

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

- a. applying to and enrolling students in UTPB;
- b. adhering to UTPB's enrollment and drop schedule; and
- c. entering into a written agreement approved by the governing boards or designated authorities of District and UTPB.

District is responsible for 100% of the course cost for each student that completes coursework. District is responsible for 70% of the course cost for each student who withdraws from a course after expiration of the designated drop period.

TXVSN Central Operations will issue an invoice to District at the end of each semester based on the conditions noted above; TXVSN will remit payment to UTPB at the end of each semester.

4. Instructional Calendar

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

5. Quality Control

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

6. Student Eligibility Requirements

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

1. Students must comply with the Texas Success Initiative as follows:
 - For non-math courses, students must meet one of the following two sets of criteria:
 - a. with a TSIA placement score of 340 or higher, a Texas Success Initiative Assessment (TSIA) reading score of 351 or higher, and a TSIA essay score of 4 or higher; or
 - b. with a TSIA placement score of less than 340, an Adult Basic Education Diagnostic level of at least 4, and a TSIA essay score of 5 or higher.
 - For math courses, students must have a TSIA math score of 350 or higher.
2. Alternatively, students may qualify under one of the following standardized exemptions from TSI requirements:
 - Exemption from TSIA reading and writing:

- ACT of 23 with a minimum ACT English score of 19; or
- Minimum score 480 on the SAT Evidenced-Based Reading and Writing test or
- Minimum score of Level 2 with a 4000 on the STAAR English II End-of-Course test
- Exemption from TSIA math:
 - ACT of 23 with a minimum ACT math score of 19; or
 - SAT math score of 530

7. Instructional Material

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

8. Academic Policies and Student Support Services

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

- C. Students in dual credit courses must be eligible to utilize the same or comparable support services that are afforded college students on the main campus. The college is responsible for ensuring timely and efficient access to such services (e.g., academic advising and counseling), to learning materials (e.g., library resources), and to other benefits for which the student may be eligible. Currently, support services available to the online students from UTPB include:
- Electronic resources, online reference services, and other services of the J. Conrad Dunagan Library;
 - Smarthinking Online Tutoring;
 - Math & Science Center study assistance and tutorials;
 - Writing Center assistance and tutorials with writing assignments;
 - Testing Services & Academic Accommodations for ADA issues, testing services, and study skill development;
 - Supplemental Instruction in selected courses;
 - Academic Advising and My Edu;
 - Career Services; and
 - Technical Support for Canvas users
- D. Regular academic policies applicable to courses taught at the college's main campus must also apply to dual credit courses, in accordance with TAC Chapter 4. These policies shall include the appeal process for disputed grades, drop policy, the communication of grading policy to students, and when the syllabus must be distributed, etc.
- E. Courses offered for dual credit by public universities must be in the approved undergraduate course inventory of the university and/or the Academic Course Guide Manual (ACGM).
- F. Dual credit students must abide by the UTPB Student Code of Conduct outlined in the current Handbook of Operating Procedures.

9. Student Identification

Dual credit enrolled students will be issued a UTPB identification card for access to the library/LRC and other resources on the UTPB campus. UTPB online students are eligible to receive a UTPB Student Identification Card and students who wish to obtain a UTPB Identification Card shall send an email to the UT System Police at StudentID@utpb.edu, included information should be:

***Full name, address, and student ID number**

***A scanned image attachment of another photo-bearing official government ID (driver's license, passport, etc.) for verification in digital (JPEG) format.**

***A scanned image attachment of a passport-quality photo (headshot with a plain background) in digital (JPEG) format.**

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

10. UTPB Student Authentication Process

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

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

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

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

11. Schedule Changes

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

12. Award of Credit and Transcripts

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

13. Transcribing of Credit and Student Withdrawal

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

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

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

14. Grading Periods and Policies

The university has adopted a policy using UTPB resources division user account registration. The account holder will have credentials and understand that all users of UTPB Information Resources are subject to having all such uses monitored and/or recorded by system personnel, and that anyone using UTPB Information Resources expressly consent to such monitoring and that the results of such monitoring may be provided to law enforcement personnel. Individuals will be able to follow the academic calendar for the grading periods and polices adopted by UTPB and Ector County ISD. Use of UTPB email as primary email in distance education courses further protects student personal emails independent of their coursework and ensures the student enrolled in the online courses is using the email account assigned to that student by UTPB. University email will serve as second authentication method in spring 2018.

15. Instructional Calendar

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

16. Privacy

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

17. Transportation

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

18. Term

The term of this agreement is August 1, 2018 through and including July 31, 2019.

19. Amendment

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

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

By:

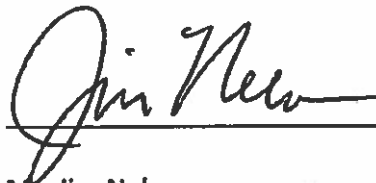
Date

Dr. Sandra Woodley
President, UTPB

Ector County ISD
PO Box 3912
Odessa, Texas 79760

By:

Date:



Mr. Jim Nelson
Interim Superintendent, Ector County ISD

09/19/18



Doyle Woodall
432.553.4115
dww831@yahoo.com

November 8, 2018

To whom it may concern:

I am pleased to write this letter of support and recommendation for the Grow Your Own Teacher program for Ector County Independent School District. As the President of the ECISD School Board of Trustees, I have had the pleasure of watching the district grow existing programs, particularly CTE. With a 144% increase in CTE enrollment over the past six years, I have no doubt that the Education and Training program will bloom under its expansion to all five of our high schools. Ms. Byrne, Executive Director of CTE, holds her programs near to her heart and has shown the Board of Trustees that she is committed to the district and its students.

I have also witnessed the Human Resources Department work tirelessly to recruit and retain teachers; however, being 220 teachers short and having over 32,000 students, this district is in great need of this grant. This will help them to expand their efforts to employees who need a boost to finish their degrees and earn their teaching certification.

I am happy to provide my support and recommendation to Ector County ISD and know that they will do everything in their power to ensure the program thrives. Thank you for your consideration and please do not hesitate to call me with any questions.

Sincerely,

Doyle Woodall
Board President, ECISD School Board of Trustees