

Agenda of Board Workshop Meeting

The Board of Trustees Ector County Independent School District

A Board Workshop Meeting of the Board of Trustees of Ector County Independent School District will be held December 7, 2021, beginning at 6:00 PM.

The subjects to be discussed or considered are listed below. Items do not have to be taken in the same order as shown on this meeting notice.

1. Call to Order - Roll Call
2. Verification of Compliance with Open Meeting Law - this is to certify that the provisions of Section 551.001 of the Texas Government code have been met in connection with public notice of this meeting.
3. Opening Remarks by Superintendent
4. Public Comment
5. Board Policy
 - A. Discussion of Revisions to Policy CFB(LOCAL): Accounting Inventories 2
6. Report/Discussion Items
 - A. Discussion of Innovation Partnership Applicant 4
 - B. Presentation of Early Childhood 21
 - C. Presentation of Special Services 41
7. Possible Request for Approval to Move to Closed Meeting - Personnel Matters - Section 551.074 of the Texas Government Code [Board will deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of public employees of the District or hear a complaint or charge against an officer or employee.]
Consultations with Attorney - Section 551.071 of the Texas Open Meetings Act [The Board will meet in Closed Session in Consultation with the Board's Attorney Regarding all Matters as Authorized by Law.]
8. Closing Remarks by Superintendent
9. Adjournment



Discussion of Revisions to Policy CFB(LOCAL): Accounting Inventories

Discussion of Revisions to Board Policy CFB(LOCAL): Accounting Inventories.

Changes to policy are recommended:

- CFB (Reg) has been deleted, therefore this line is to be removed.
- A capitalization threshold amount is to be added.

Administration requests Board review of revisions to CFB(LOCAL) and approval at the next meeting.

In order to ensure that the District's assets are accurately accounted for, the Board shall establish and maintain an asset system.

Assets include land, buildings, machinery, furniture, and other equipment that the District intends to hold or continue in use over a long period of time. [Financial Accountability System Resource Guide (FASRG)]

~~For further information relating to the asset criteria, please refer to CFB(REGULATION).~~

The capitalization threshold for purposes of classifying capital assets shall be \$5,000.



DISCUSSION OF INNOVATION PARTNERSHIP APPLICANT

Through ECISD's Call for Quality Schools, UTPB STEM successfully completed a rigorous process conducted by a diverse committee that included: application screening, partner capacity interview, and overall evaluation using a TEA model rubric. ECISD and The University of Texas of the Permian Basin have a strong partnership represented by student Dual Credit offerings, Opportunity Culture collaboration, talent pipeline support, and CTE offerings. This innovative partnership with UTPB STEM will allow ECISD to expand high quality choice offerings to students in the District with an opportunity to learn on the campus of our local University.

UTPB STEM will make a brief presentation to the Board.



UTPB STEM Academy

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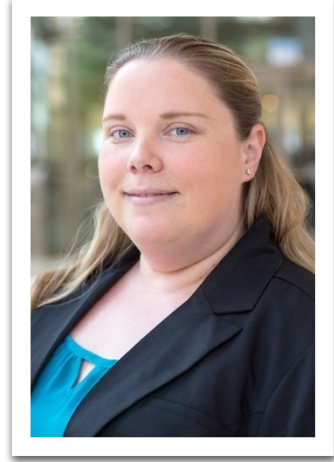
1882 Partnership Proposal

December 7, 2021

Meet Our Team



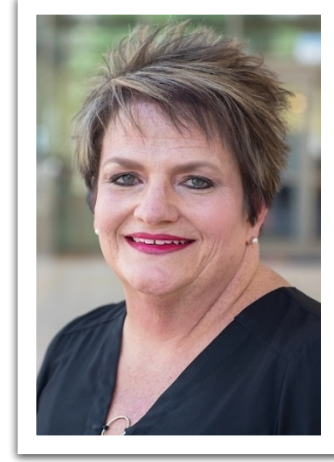
Shannon Davidson
*Superintendent,
UTPB STEM Academy*



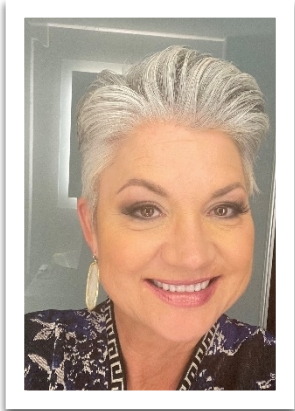
Kathleen Halford
*Business Manager,
UTPB STEM Academy*



Candice Sikes
*Instructional Coach,
UTPB STEM Academy*



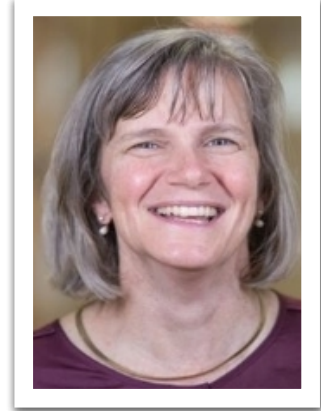
Lucinda Hurlbut
*Special Populations Coordinator,
UTPB STEM Academy*



Dr. Sandra Woodley
*President,
University of Texas Permian Basin*



Dr. Nichole Prescott
*Assistant Vice Chancellor of Academic Affairs,
The University of Texas System*



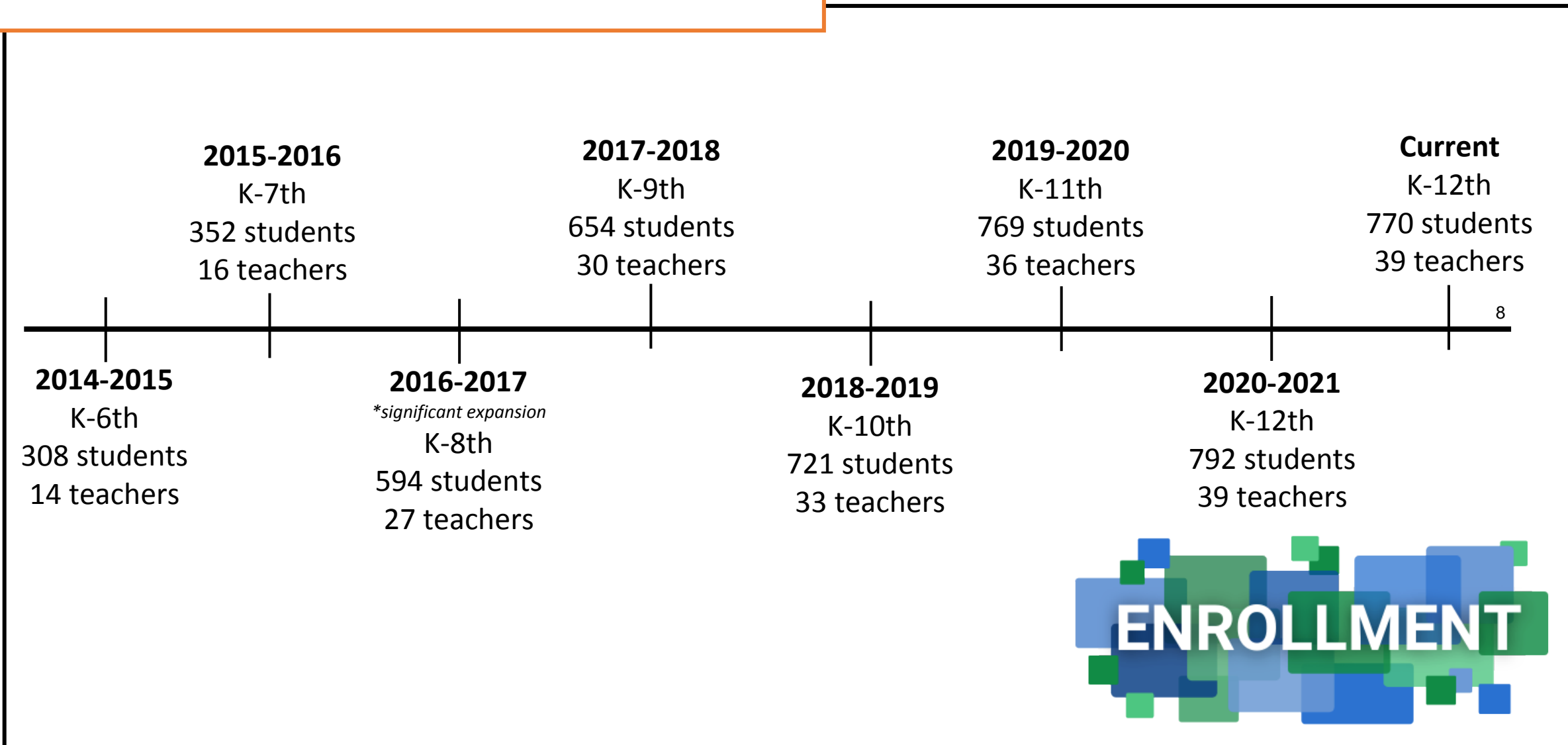
Irene Perry
*UTPB STEM Academy Board President,
University of Texas Permian Basin*

Mission Statement

The UTPB STEM Academy prepares students to be STEM college and career ready, with a shared focus on collaboration, creativity, communication, and critical thinking.

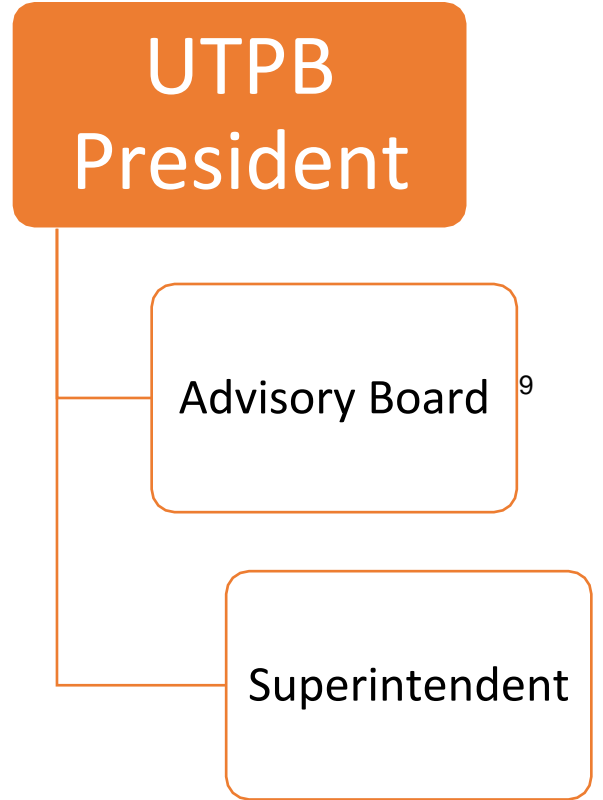


Student Enrollment History



Organizational Structure

- Approved TEA Sub Chapter D University Charter
- Charter is delegated to the President of UTPB
- President of UTPB delegates signing authority to the Advisory Board. Advisory Board who are appointed by President of UTPB, with the exception of 2 elected parent positions.
 - 7 member board
 - 2 UTPB Faculty members of College of Arts and Science
 - 2 UTPB Faculty members from the College of Education
 - 1 UTBP General Education Faculty
 - 2 Parent Board Members
- Superintendent is appointed by the President of UTPB



Admission and Enrollment

- Application Period
 - March 1 to April 15
- Lottery
 - Takes place end of April
- Geographical Boundaries
 - Students from Ector and Midland Counties
- Charter is approved for up to 3,900 students

Admission Process

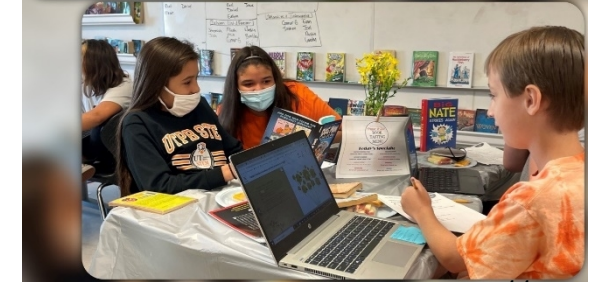
Schedule

- Calendar = 180 days
- Monday-Thursday 7:50am – 2:15pm
- Friday 7:50am-12:00pm

- Shortened School Days Allow For:
 - Continued student learning at home
 - After school tutoring and interventions
 - Professional development
 - Student enrichment

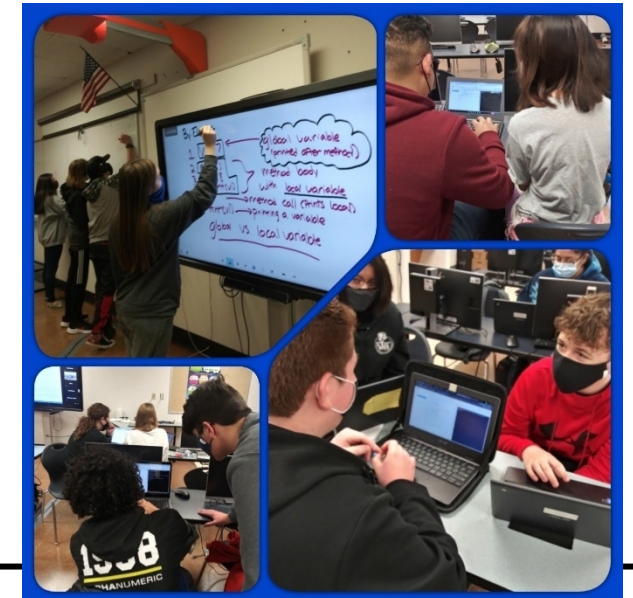
UTPB STEM Academy
2021 - 2022 School Calendar

August 2021	September 2021	October 2021
Sa M Tu W Th F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 14 school days Aug 11: Professional Development Aug 10: Fall Day of School	Sa M Tu W Th F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 21 school days Sep 6: School Closes/Monday	Sa M Tu W Th F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 30 school days Oct 11: School Closes/Monday
November 2021	December 2021	January 2022
Sa M Tu W Th F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 17 school days Nov 22: School Closes/Monday	Sa M Tu W Th F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 12 school days Dec 1-31: School Closes/Monday	Sa M Tu W Th F S 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 18 school days Jan 5: School Closes/Professional Development Day Jan 17: School Closes/Monday
February 2022	March 2022	April 2022
Sa M Tu W Th F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 18 school days Feb 21: Bad Weather Day	Sa M Tu W Th F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 18 school days Mar 14-18: School Closes/Monday	Sa M Tu W Th F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 18 school days Apr 18: School Closes/Monday Apr 18: Bad Weather Day
May 2022	Schedule: Mon-Thru 7:50a-2:15p Fri 7:50a-12:00p Total school days = 180 Total teacher days = 187	
Sa M Tu W Th F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 19 school days May 26: Last Day of School May 27: Teacher Reciprocity Day		



Academic Model

- Texas Essential Knowledge and Skills
- Project Based Learning
- STEM Based Learning
 - Pathways
 - Biomedical
 - Engineering
 - Computer Programming



What is Project Based Learning

The STEM Academy's Project Based Learning model includes the following progression:

1. Entry Event
2. Driving Question
3. Need to Knows
4. Student Voice and Choice
5. Research and Sustained Inquiry
6. Student Critique and Revision
7. Culminating Event



PBL Examples

Boat Races



Post Secondary Focus

- Post Secondary Ready
 - Distinguished Level of Achievement
 - College Career Military Ready (CCMR)
- Partner with UTPB Admissions Office
- Dual Credit with UTPB
 - Course fees paid by UTPB STEM
 - Focus on Texas Core 42



Financial Plan

- 2021-2022 Approved Budget - \$6.3 million
- Revenue Sources:
 - ADA Funding
 - Grants: Title I, II, IV, IDEA B, ESSER
- Current Fund Balance - \$5 million

**THE UNIVERSITY OF TEXAS OF THE PERMIAN BASIN
STEM ACADEMY**
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For the Year Ended August 31, 2020

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A. SUMMARY OF AUDIT RESULTS

1. The auditors' report expresses an unmodified opinion on the financial statements of The University of Texas of the Permian Basin STEM Academy.
2. Significant deficiencies in internal control were not disclosed by the audit of the basic financial statements.
3. No instances of noncompliance material to the financial statements were disclosed during the audit.

B. FINDINGS – BASIC FINANCIAL STATEMENT AUDIT

None Noted

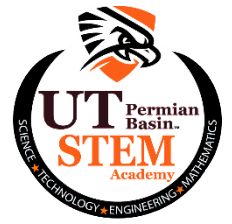
C. FINDINGS – FEDERAL AWARDS

None Noted

Partnership Benefits

Benefits to UTPB STEM Academy:

- Students:
 - athletics
 - fine arts
- Facilities
- Counseling Services
- Transportation
- Food Services



Partnership Benefits

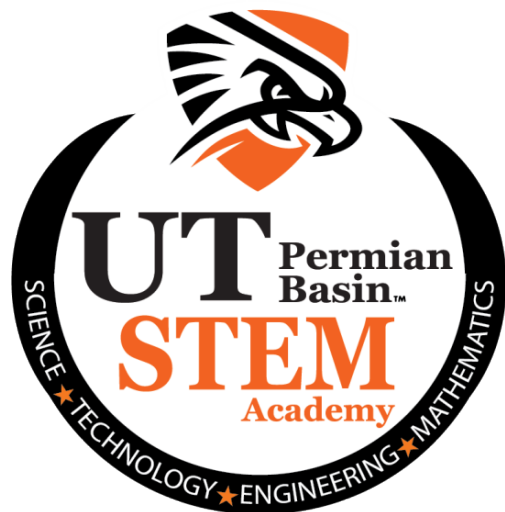
Benefits to Ector County ISD:

- Additional Choice Option for ECISD Families
- Future Middle School Option
- Collaborative Partnership with Shared Resources
- Creates Sense of Post-Secondary Belief/Hope

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Thank you!





PRESENTATION OF EARLY CHILDHOOD

Jaime Miller, the Executive Director of Curriculum & Instruction, Beatris Mata, the Director of Early Childhood, Isabel Cardona and Natalie Rubalcado, Early Childhood Specialists will present a program overview. They will introduce the Early Childhood team, provide insight to current and future initiatives that align with our district strategic plan, and share data.

Early Childhood in



Early Childhood Department

Dr. Lilia Náñez

ASSOCIATE SUPERINTENDENT OF CURRICULUM & INSTRUCTION

Jaime Miller

EXECUTIVE DIRECTOR OF CURRICULUM & INSTRUCTION

Beatris Mata

DIRECTOR OF EARLY CHILDHOOD EDUCATION

Isabel Cardona

Natalie Rubalcado

EARLY CHILDHOOD SPECIALISTS

Early Childhood Mission Statement

To teach, grow and nurture each student in a positive and developmentally appropriate manner through a play-based curriculum to prepare all students to be emotionally, socially, and *Kindergarten Ready*.

Kindergarten Readiness

- Physical – Gross and Fine Motor
 - Literacy – Reading and Writing
- Mathematical – Concepts and Thinking
 - Language and Communication
 - Health and Wellness

33.2% of our students are
kindergarten ready

40% = SY 2021 GOAL

STUDENTS



PreK 3 2021-2022 STUDENT COUNT	
AUSTIN	61
CARVER	15
LAMAR	185
YMCA	135
4 CAMPUSES TOTAL	396

STUDENTS



PreK 4 2021-2022 STUDENT COUNT

AUSTIN	68	LAMAR	234
ALAMO	26	MILAM	85
BLANTON	46	MURRY FLY	97
CAMERON	44	PEASE	100
CARVER	261	REAGAN	42
GOLIAD	56	ROSS	22
GONZALES	37	SAM HOUSTON	19
HAYS	76	SAN JACINTO	26
IRELAND	29	ZAVALA	63
		18 CAMPUSES TOTAL	1,331



Circle Assessment

2021-2022 PreK 3 Beginning of the Year (BOY) District Data

ENGLISH				SPANISH			
	ELAR (overall)	MATH (overall)	SEL (overall)		SLAR (overall)	MATH (overall)	SEL (overall)
BOY On Track	40%	66%	89%	BOY On Track	52%	45%	85%
BOY Needs Support/ Monitor	49%	28%	7%	BOY Needs Support/ Monitor	48%	55%	15%
Out of Range	11%	6%	4%	Out of Range			



Circle Assessment

2020-2021 PreK 4 Beginning of the Year (BOY) District Data

ENGLISH			
	ELAR (overall)	MATH (overall)	SEL (overall)
BOY On Track	62%	74%	N/A
BOY Needs Support/Monitor	38%	25%	N/A

SPANISH			
	SLAR (overall)	MATH (overall)	SEL (overall)
BOY On Track	56%	79%	N/A
BOY Needs Support/Monitor	44%	21%	N/A

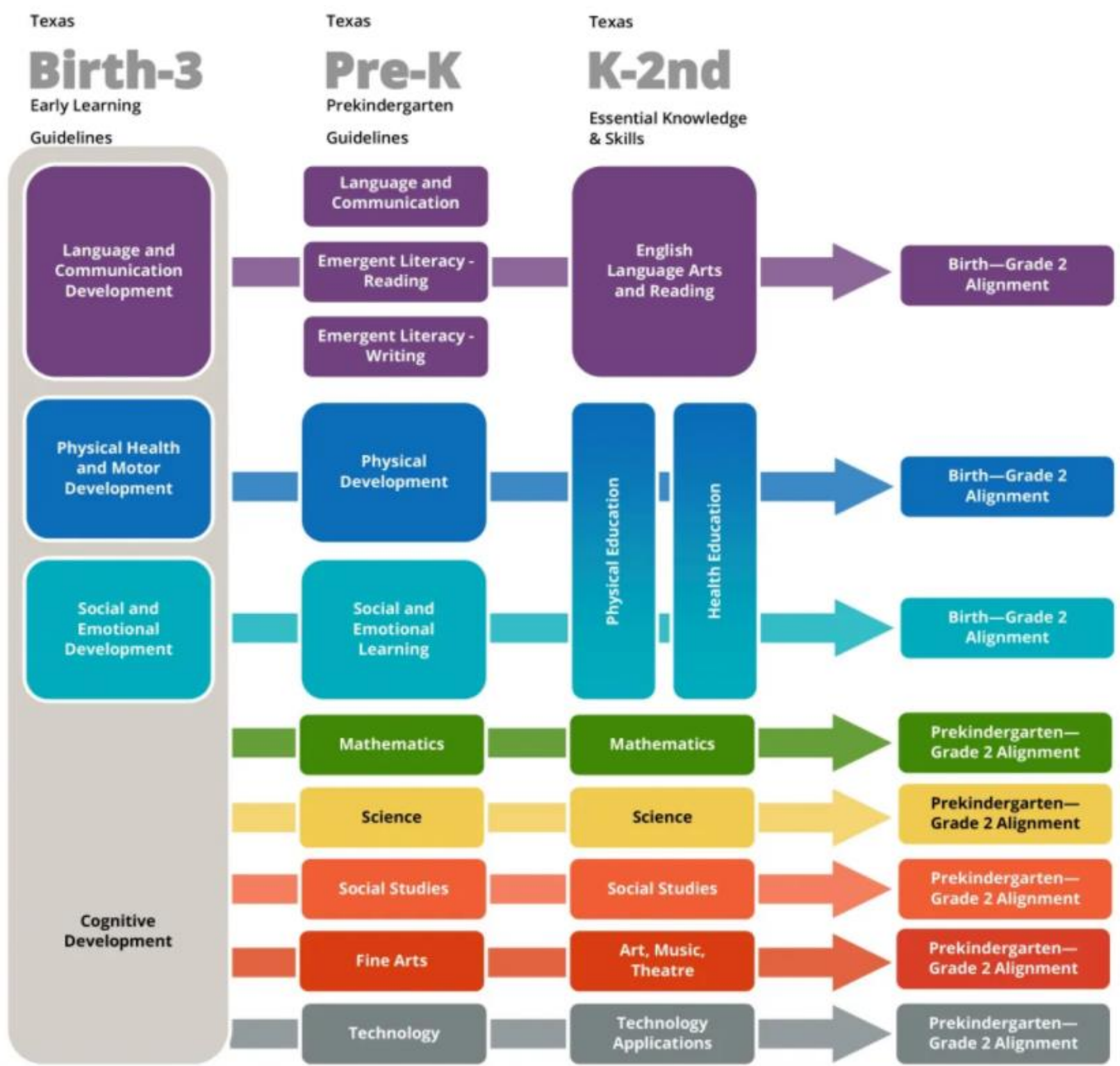
2021-2022 PreK 4 Beginning of the Year (BOY) District Data

ENGLISH			
	ELAR (overall)	MATH (overall)	SEL (overall)
BOY On Track	57%	71%	92%
BOY Needs Support/Monitor	43%	29%	8%

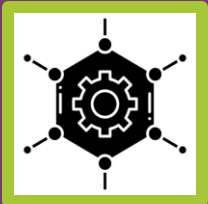
SPANISH			
	SLAR (overall)	MATH (overall)	SEL (overall)
BOY On Track	61%	75%	98%
BOY Needs Support/Monitor	39%	25%	2%

ALIGNMENT

TEA Alignment



INSTRUCTIONAL FRAMEWORK



Instructional Framework



The Pre-K 3 Schedule Breakdown is based on Frog Street Tier 1 Instruction, and Approved Resources for Instruction. These components must be used in every classroom. ****All whole group (Tier 1) instruction is required in every classroom. The Pre-K 4 Schedule Breakdown, Approved Resources for Instruction, and Approved Resources for Instruction are required components in every classroom. Use the Pre-K 3 Instruction Plan Template. Approved Resources for Instruction are for Pre-K 3 or above grade level****

PRE-K MINUTES	PRE-K SCHEDULE BREAKDOWN	TOOLS
180 Minutes	<p>Greeting Circle/Morning Message: 25 minutes</p> <p>Moving and Learning: 10 minutes</p> <p>1st Read-Aloud Choice (whole group): 15 minutes</p> <p>Small-group rotation: 60 minutes Math Lesson: 15-20 minutes Practice Centers (Literacy, Math, teacher-planned centers)</p> <p>Outdoor Play: 30 minutes</p> <p>STEAM Activity or 2nd Read Aloud: 20 minutes</p> <p>Closing Circle: 20 minutes</p> <p>Dual Language: **Language of the day for Math, Science, Social Studies and Language Development alternates daily. Switch from Spanish to English every other instructional day. Language of the Day Calendar</p>	<p>Texas Pre-K 3</p> <p>Little Texas</p> <p>ECISD Learning</p> <p>Pre-K 3</p> <p>Example Instructional Schedule</p> <p>21-22 Pre-K 3 a Glance</p> <p>Pre-K 3 Plan</p>

APPROVED INSTRUCTIONAL RESOURCES FOR WHOLE GROUP	APPROVED INSTRUCTIONAL RESOURCES FOR SMALL GROUP	APPROVED INSTRUCTIONAL RESOURCES FOR WHOLE GROUP	APPROVED INSTRUCTIONAL RESOURCES FOR SMALL GROUP
<p>Frog Street Press Curriculum</p> <ul style="list-style-type: none"> Frog Street Threes Anecdotal Observation Record Frog Street Threes Learning Outcomes Frog Street Threes Developmental Checklist 	<p>Frog Street Press Curriculum</p> <p>CLI Engage</p> <p>Toddler Activities</p> <p>PreK-2 Activities</p>	<p>Frog Street Press Curriculum</p> <p>Handwriting Without Tears</p> <ul style="list-style-type: none"> Reading Writing Phonics Mat Man <p>STEAM</p> <ul style="list-style-type: none"> Early Explorers (Stemsscopes) 	<p>Frog Street Press Curriculum</p> <p>Handwriting Without Tears Activities</p> <ul style="list-style-type: none"> Small Group Writing Small Group Reading/Phonics <p>CLI Engage Activities</p> <p>Istation Reading</p> <p>Imagine Math</p> <ul style="list-style-type: none"> Weekly Goal: 45-60 minutes or 1-2 lessons/week <p>*Imagine should not be a whole group activity, it is in station rotation.</p>

Approved Resources for Instruction are required components in every classroom. Use the Pre-K 3 Instruction Plan Template. Approved Resources for Instruction are for Pre-K 3 or above grade level**

APPROVED INSTRUCTIONAL RESOURCES FOR WHOLE GROUP	APPROVED INSTRUCTIONAL RESOURCES FOR SMALL GROUP
<p>Frog Street Press Curriculum</p> <p>Handwriting Without Tears</p> <p>CLI Engage Activities</p> <p>Early Explorers (Stemsscopes)</p>	<p>Frog Street Press Curriculum</p> <p>Handwriting Without Tears Activities</p> <ul style="list-style-type: none"> Small Group Writing Small Group Reading/Phonics <p>CLI Engage Activities</p> <p>Istation Reading</p> <p>Imagine Math</p> <ul style="list-style-type: none"> Weekly Goal: 45-60 minutes or 1-2 lessons/week <p>*Imagine should not be a whole group activity, it is in station rotation.</p>

DISTRICT SUPPORT/
PERSONALIZED
PROFESSIONAL
LEARNING

District Support/ Personalized Professional Learning



District Support/ Personalized Professional Learning



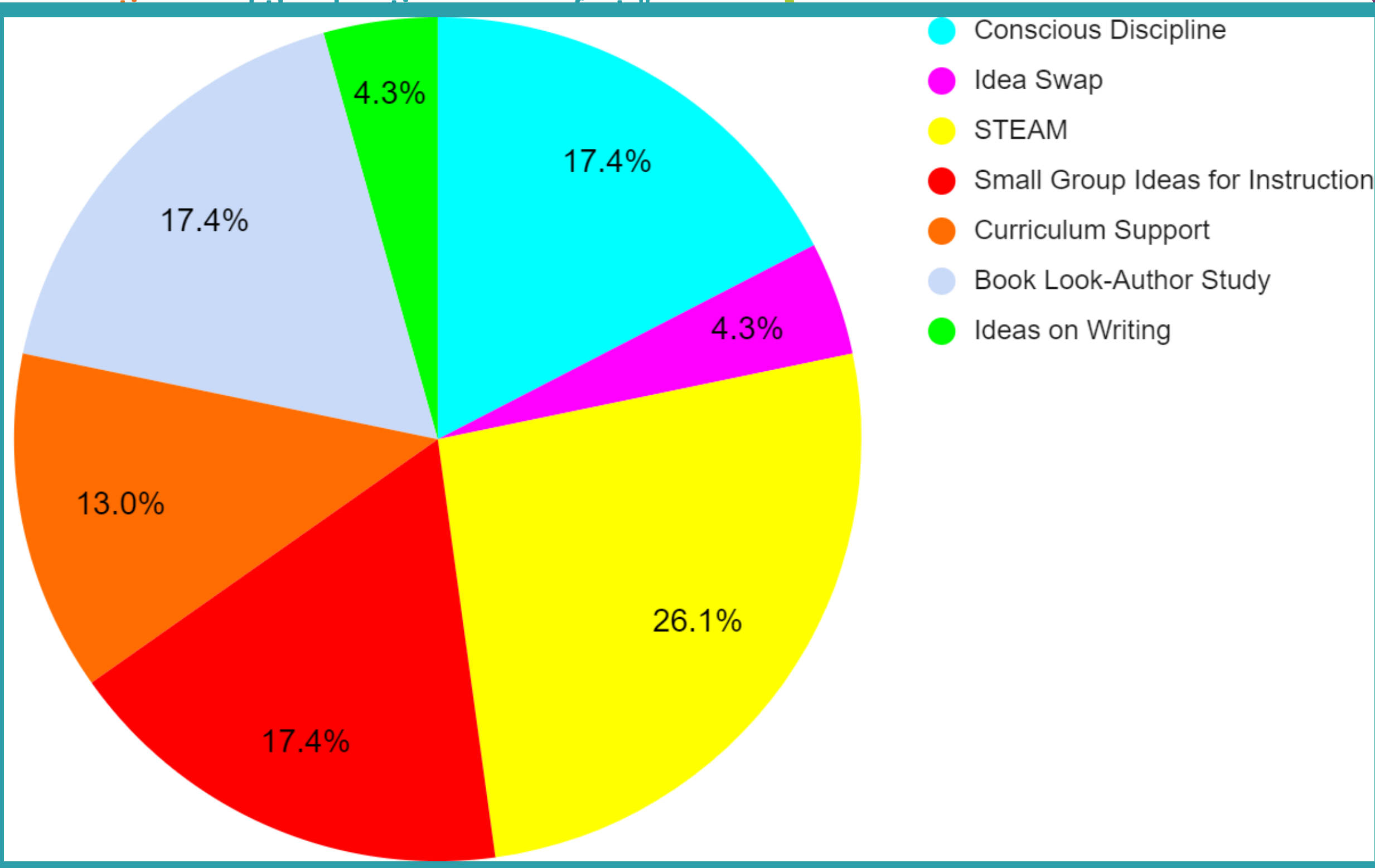
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DISTRICT SUPPORT/
PERSONALIZED
PROFESSIONAL
LEARNING

Support/ Professional Learning

"I just want to thank you for the PD that we had the opportunity to have yesterday. I loved that we had so many



- Conscious Discipline
- Idea Swap
- STEAM
- Small Group Ideas for Instruction
- Curriculum Support
- Book Look-Author Study
- Ideas on Writing

"I just

"I enjoy
to choo
attend
to focu

-Mari
PreK

"I enjoyed having the
which sessions I atten
was able to focus on mul

s!
n a
pful to

done on a
from others."

STEAM



STEAM

SCIENCE • TECHNOLOGY
ENGINEERING • ART • MATHEMATICS



STEM

Levi @ConradoLevi20 · Oct 20
I'm so excited to use this for STEAM lessons #ecisd #ECISDprek

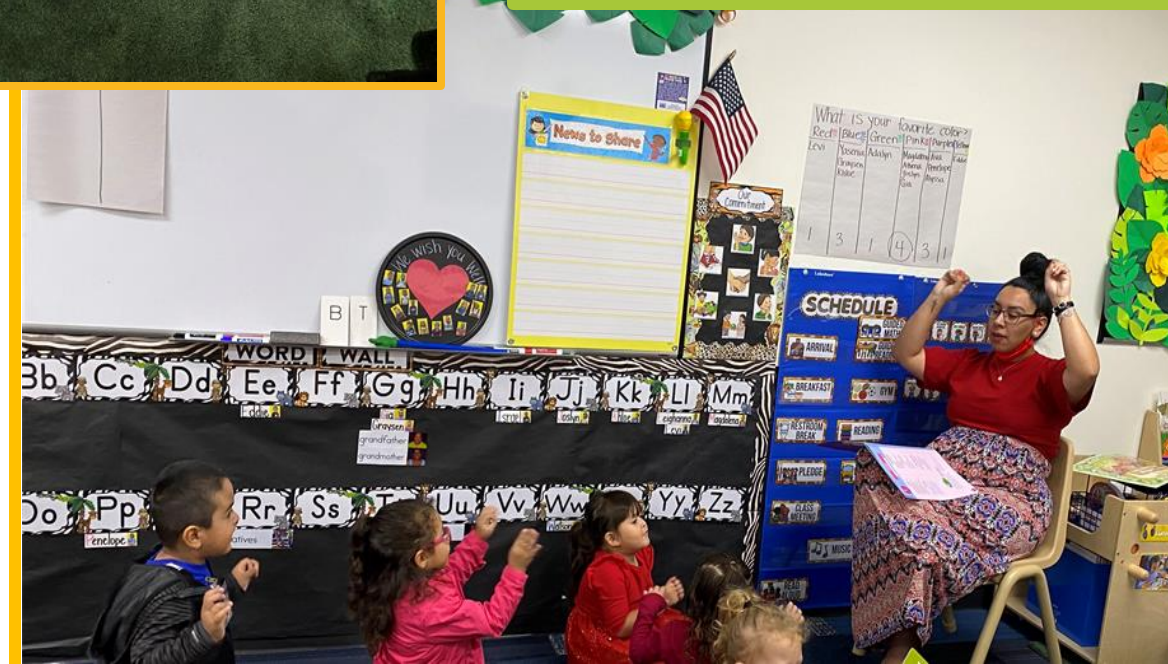
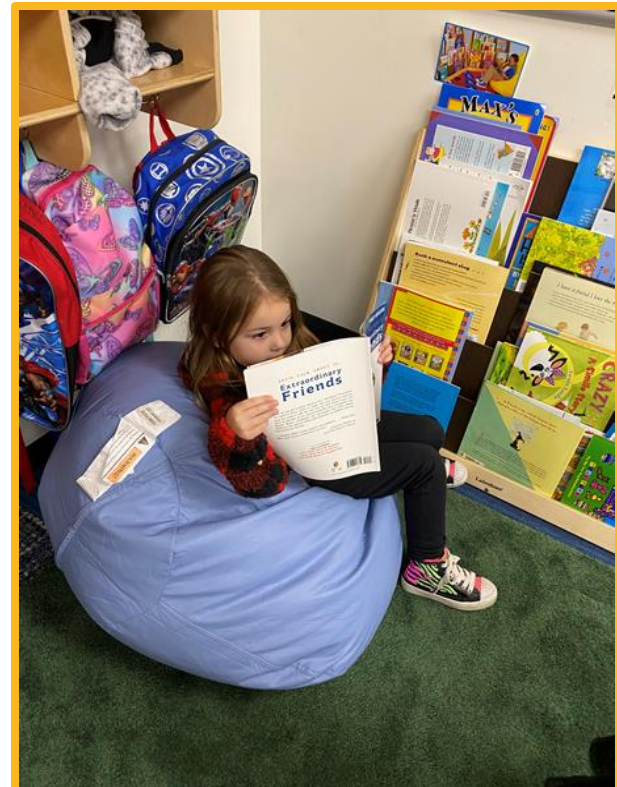


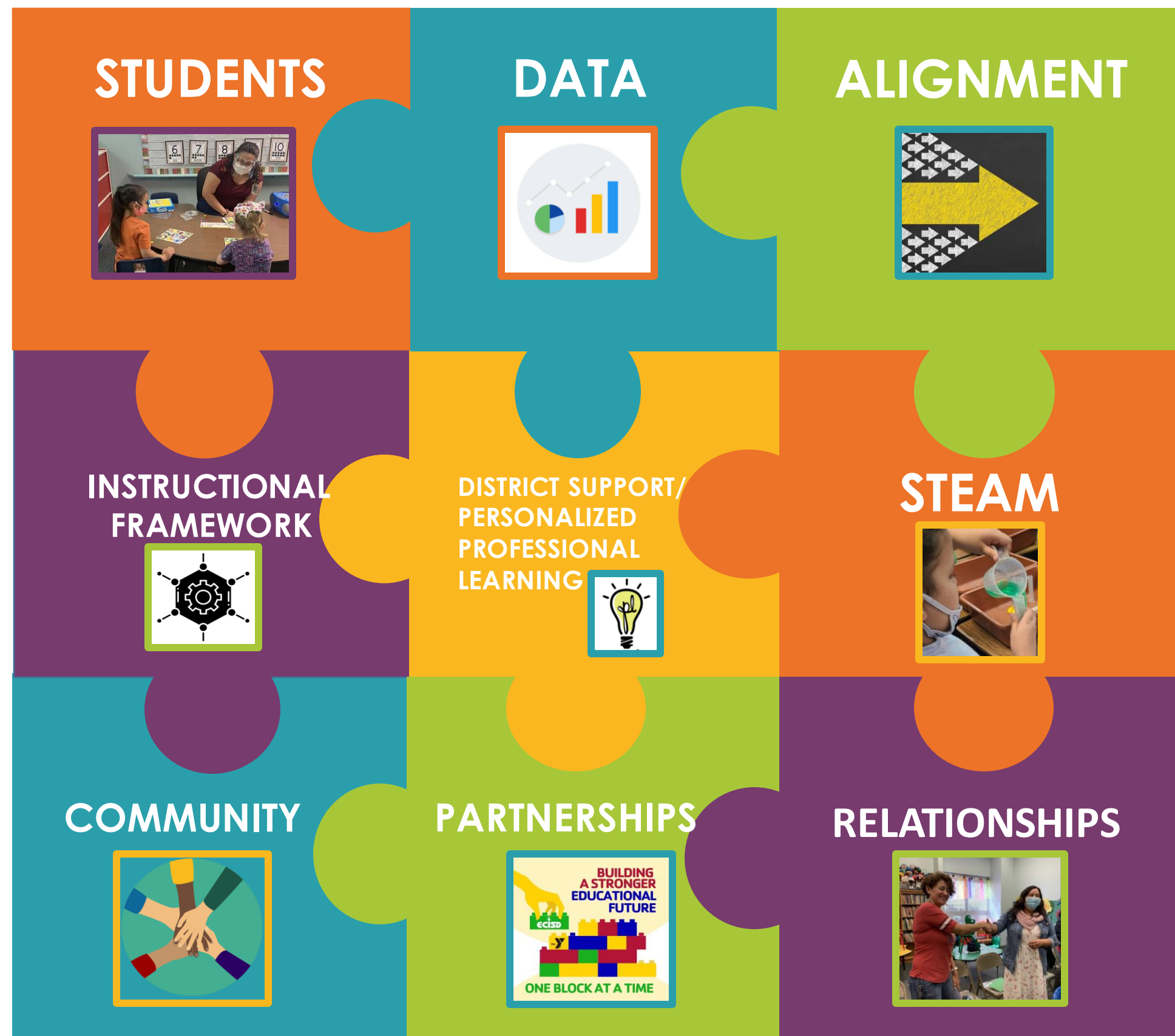
Community





1882 Innovation Partnership: Odessa Y Learning Center





Thank YOU!





PRESENTATION OF SPECIAL SERVICES

Leslie Wilson, Executive Director of Special Services, will present an update of the Special Education Program. She will introduce herself and the special services students in ECISD, show where they were a year ago, where they are today and what is next for teachers, parents, and students.



Special Services

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- Presented by: Leslie Wilson, Executive Director of Special Services

Agenda

1. ECISD Special Education Students
2. Where we were a year ago
3. Where we are today
4. What is next

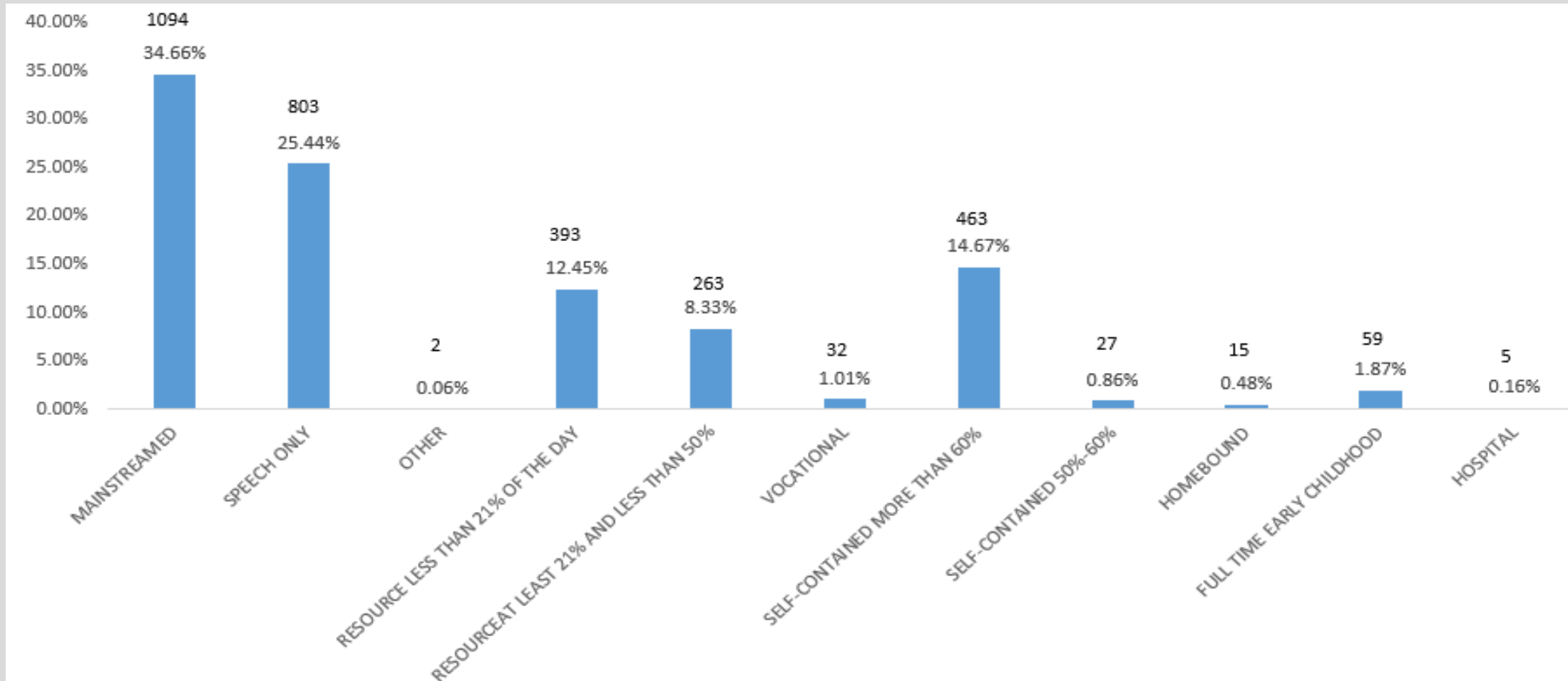
Special Education Primary Disability Categories

1. Autism*
2. Deaf-Blind
3. Deaf or Hard of Hearing
4. Emotional Disturbance
5. Intellectual Disability*
6. Multiple Disabilities
7. Non-categorical Early Childhood
8. Orthopedic Impairment
9. Other Health Impairment
10. Specific Learning Disability*
11. Speech or Language Impairment*
12. Traumatic Brain Injury
13. Visual Impairment

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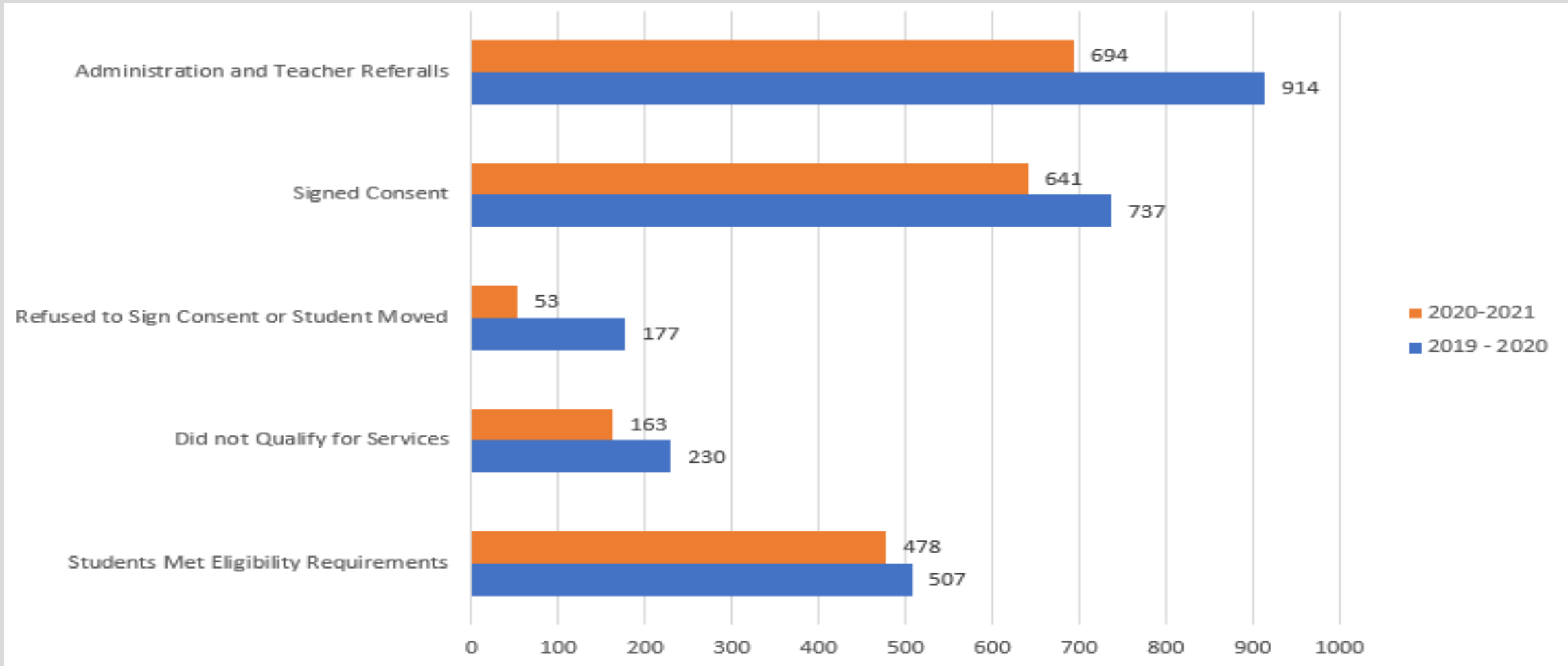


ECISD Special Education Placements – 3,156 compared to 3,040



45

Referrals to the Special Education Program



Where we were a year ago
and where are we
today.....

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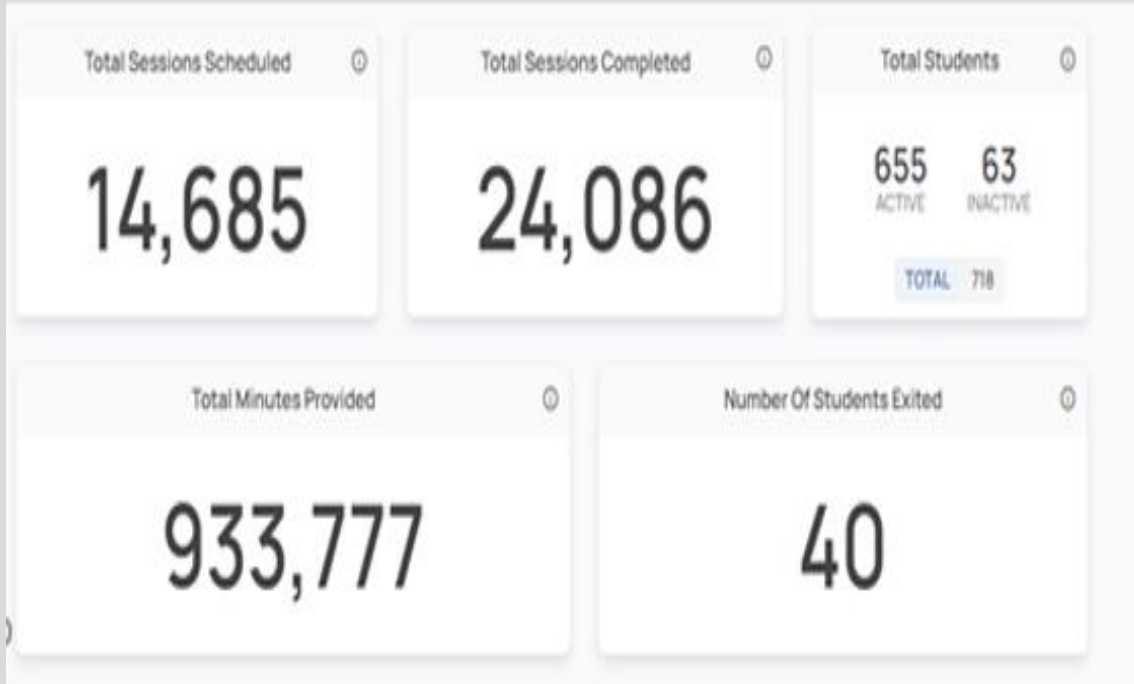
Speech Teletherapy

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- 10 Elementary and 1 Middle School
- 8 Teletherapy aides hired

Speech

TELETHERAPY SESSIONS



- We continue to have **1,400** students receive speech therapy either remote and face to face.
- We serve 485 students this year with teletherapy.

49

Transition Learning Center/18 Plus



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21 Districts Served

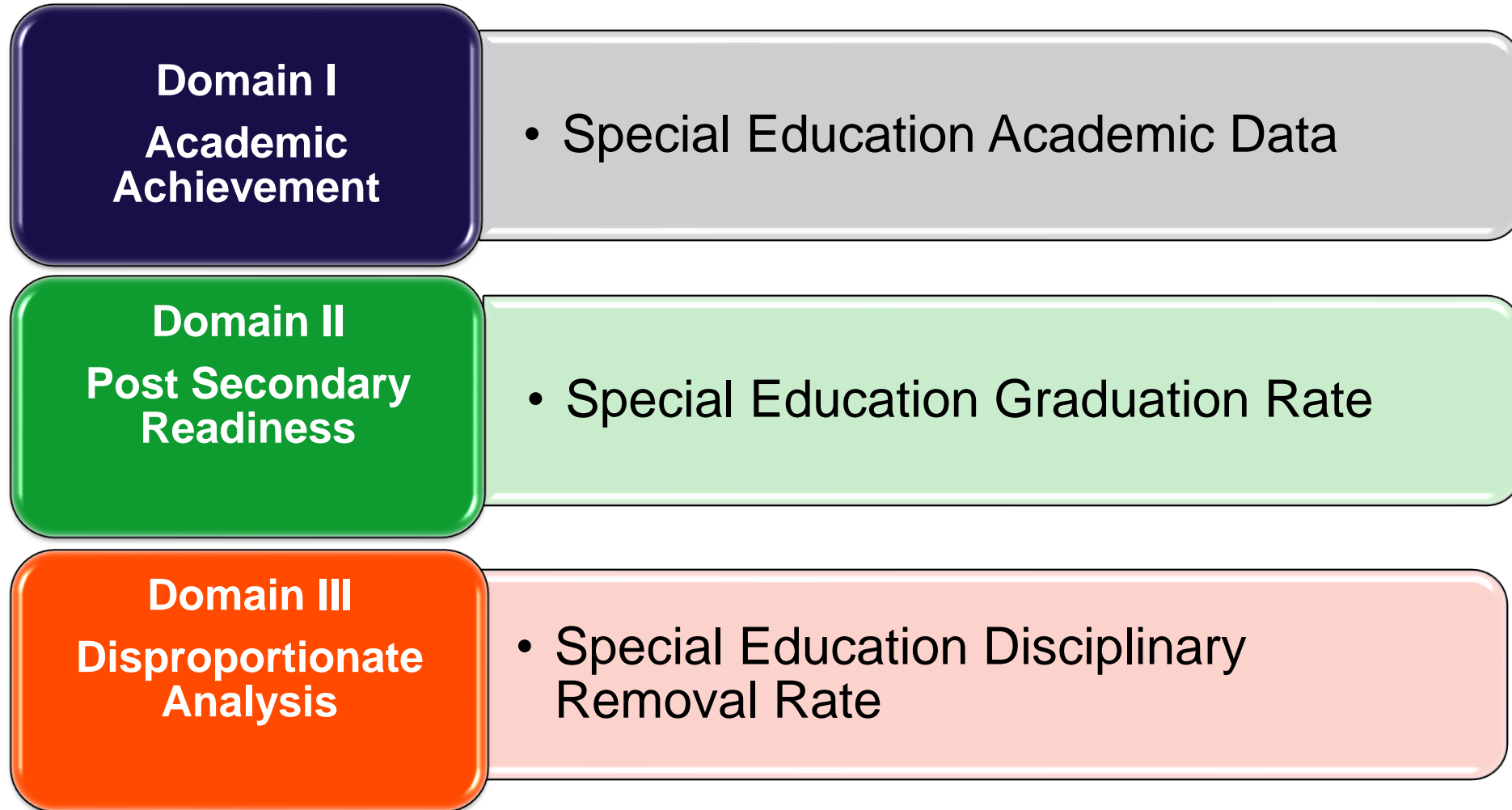
Andrews ISD
Big Spring ISD
Buena Vista ISD
Coahoma ISD
Crane ISD
Ector County (Fiscal Agent)
Forsan ISD
Fort Stockton ISD
Glasscock ISD
Grandfalls-Royalty ISD
Grady ISD
Greenwood ISD
Iraan-Sheffield ISD
Kermit ISD
McCamey ISD
Midland ISD
Monahans-Wickett-Pyote ISD
Pecos-Barstow-Toyah ISD
Rankin ISD
Reagan County ISD
Stanton ISD



Regional Day School For the Deaf

- Certified Teachers of the Deaf/Hard of Hearing ⁵¹
- Certified Sign Language Interpreters
- A Speech Therapist, Diagnostician and Director experienced in serving hearing impaired students
- Communication Facilitators

Results Driven Accountability Special Education



Results Driven Accountability (RDA) – Passing Rate

Determination Level
Meets Requirements (DL1)
Needs Assistance (DL2)
Needs Intervention (DL3)
Needs Substantial Intervention (DL4)

SPECIAL EDUCATION ACADEMIC DATA (AGES 3-8) - Domain I					
YEAR	CUT POINT RANGE (PERFORMANCE LEVEL =0)	DISTRICT RATE	PASSED	TESTED	PERFORMANCE LEVEL (ECISD)
2020-2021	70-100% Reading Math	27.3% 28.9%	381 402	1,394 1,391	3
2019-2020					No Data
2018-2019	70-100% Reading Math	29.6% 35.8%	406 492	1,374 1,375	3
2017-2018	70-100% Reading Math	31.2% 35.5%	381 446	1,223 1,257	3
2016-2017	70-100% Reading Math	26.2% 31.2%	303 360	1,115 1,115	3

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Results Driven Accountability (RDA) – Increase of 2.7%

Determination Level
Meets Requirements (DL1)
Needs Assistance (DL2)
Needs Intervention (DL3)
Needs Substantial Intervention (DL4)

SPECIAL EDUCATION GRADUATION RATE - Domain II

YEAR	CUT POINT RANGE (PERFORMANCE LEVEL =0)	DISTRICT RATE	GRADUATES	TOTAL SPECIAL EDUCATION STUDENTS	PERFORMANCE LEVEL (ECISD)
2020-2021	80% to 100%	67.50%	110 Students	163 Total Students	2
2019-2020	80% to 100%	64.80%	92 Students	143 Total Students	2
2018-2019	80% to 100%	70.80%	109 Students	154 Total Students	1
2017-2018	80% to 100%	67.20%	90 Students	134 Total Students	2

54

Results Driven Accountability (RDA) – Increase of .3%

Determination Level
Meets Requirements (DL1)
Needs Assistance (DL2)
Needs Intervention (DL3)
Needs Substantial Intervention (DL4)

SPECIAL EDUCATION ANNUAL DROPOUT RATE - Domain II

YEAR	CUT POINT RANGE (PERFORMANCE LEVEL =0)	DISTRICT RATE	GRADUATES	TOTAL SPECIAL EDUCATION STUDENTS	PERFORMANCE LEVEL (ECISD)
2020-2021	0-1.8%	3.7%	44 Students	1,179 enrolled in Special Education	2
2019-2020	0 - 1.8%	3.4%	39 Students	1,139 enrolled in Special Education	2
2018-2019	0 - 1.8%	4.5%	51 Students	1,146 enrolled in Special Education	2
2017-2018	0 - 1.8%	3.8%	42 Students	1,098 enrolled in Special Education	2

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Results Driven Accountability (RDA) – Decrease of 12.3%

Determination Level
Meets Requirements (DL1)
Needs Assistance (DL2)
Needs Intervention (DL3)
Needs Substantial Intervention (DL4)

SPECIAL EDUCATION ANNUAL DISCIPLINARY REMOVALS RATE (AGES 3-21) - Domain III

YEAR	CUT POINT RANGE (PERFORMANCE LEVEL =0)	DISTRICT RATE	STATE RATE	PERFORMANCE LEVEL (ECISD)
2020-2021	0-19%	33.40%	*	2
2019-2020	0 - 19%	45.7%	*	2
2018-2019	0 - 19%	52.4%	44.2%	3
2017-2018	0 - 19%	57.1%	47.9%	Report Only

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TEA Desk Review Results: Compliant in all 15 out of 15 reviews

INDICATOR	Folders Pulled	DESK REVIEW PROTOCOLS
Special education graduation rate	5	Individuation education implementation Individual education development plan Transition
Special education regular early childhood program rate	5	Individuation education implementation Individual education development plan Transition – Early Childhood Special Education
Special education total disciplinary removal rate	5	Individuation education implementation Individual education development plan Behavior

What's Next?

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Student, Staff and Parent Support

Student Support

- Create Accelerated Plans
- Identify Student Gaps
- Create an Action Plan
- Monitor Progress (Brain Child, Unique Learning Systems)
- Working with Scott Randolph to monitor Drop-Outs.

Staff Support

- Behavior Support General ed Teams and Special education Behavior team working together to help Disciplinary Removal rates
- Quad Supervisor is available for any questions or assistance
- SharePoint-Resources
- Trainings Offered
- Community

Parent Support

- ECISD Website
- Parent Trainings Offered
- Vocational Rehabilitation Fair for 18 Plus and Families
- Collaboration with the Texas Workforce Solutions and Permian Basin foundation for Transition.

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A Success Story

18 Plus (Transition Learning Center)



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