



ALIEF INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES
4250 Cook Road, Houston, Texas 77072
P.O. Box 68, Alief, TX 77411

BOARD MEETING WORKSHOP
Tuesday, August 4, 2026
6:30 PM

Notice is hereby given that the Board of Trustees of the Alief Independent School District will hold a Board Meeting Workshop on Tuesday, August 4, 2026 at 6:30 PM in the Board Room of the Administration Building, 4250 Cook Rd, Houston, TX 77072.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

One or more board members and/or presenters may participate in this meeting by videoconference. It is the intent of the district to have, and the meeting will have, a quorum of board members physically present at the meeting location. The meeting location will be equipped with video conference equipment.

The public may view the board meeting by watching the live stream of the meeting at the following link: <https://video.aliefisd.net/show?video=436b1ee64ce7>

Online posting found here: <https://meetings.boardbook.org/Public/Organization/770>

1. Call to Order
2. Invocation or Inspirational Remarks
3. Public Comments on Posted Agenda Items
4. Board and Committee Reports

Reports and comments from board members regarding meetings and conferences attended, including board committee meetings; schools visited; community and district activities; new initiatives; education programs; and continuing education. The items may be discussed, but no final action will be taken on these items at this meeting.

5. Consent Agenda

- | | |
|--|----|
| 5.1. Consider Approval of Minutes of Board Meeting Held on July 7, 2026 | 5 |
| 5.2. Consider Approval of Memorandum of Understanding Between Alief
ISD and University of Houston – Downtown. This MOU establishes a
collaborative approach to participate in a High Quality clinical teaching
experience and/or Teacher Residency Program and PREP Program
Allotment. (Dr. Elizabeth Veloz-Powell, Deputy Superintendent of Human
Resources & Professional Learning. | 15 |

Board Goal #3 World Class Employment: Alief ISD will recruit,

develop, and retain highly qualified and effective personnel.

5.3. Consider Approval of Memorandum of Understanding Between Alief ISD and Prairie View A&M University. This MOU establishes a collaborative approach to participate in a High Quality clinical teaching experience and/or Teacher Residency Program in compliance with the PREP Program Allotment. (Dr. Elizabeth Veloz-Powell, Deputy Superintendent of Human Resources & Professional Learning) 30

Board Goal #3 World Class Employment: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.

5.4. Consider Approval of Memorandum of Understanding Between Alief ISD and University of Houston. This MOU establishes a collaborative approach to participate in a High Quality clinical teaching experience and/or Teacher Residency Program and PREP Program Allotment (Dr. Elizabeth Veloz-Powell, Deputy Superintendent of Human Resources & Professional Learning) 43

Board Goal #3 World Class Employment: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.

5.5. Consider Approval of Memorandum of Understanding Between Alief ISD and Reach University for the Teacher Apprenticeship Program (TAP) and GYO PREP (Dr. Elizabeth Veloz-Powell, Deputy Superintendent of Human Resources & Professional Learning) 51

Board Goal #3 World Class Employment: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.

5.6. Consider approval of the Memorandum of Understanding (MOU) with Greater Houston Partnership (Dr. Charles Garcia, Deputy Superintendent of Curriculum, Instruction, and School Leadership) 62

Board Goal #1 Student Achievement: Alief ISD will close the achievement gap to ensure all students reach their academic potential and improve student preparation for college and career.

5.7. Consider Approval of Memorandum of Understanding (MOU) between the Center for Educational Literacy Foundation and Alief ISD (Dr. Charles Garcia, Deputy Superintendent of Curriculum, Instruction, and School Leadership) 63

Board Goal #1 Student Achievement: Alief ISD will close the achievement gap to ensure all students reach their academic potential and improve student preparation for college and career.

5.8. Consider Approval of Grant between the Houston Endowment and Alief Independent School District (Dr. Charles Garcia, Deputy Superintendent of Curriculum, Instruction, and School Leadership) 64

Board Goal #1 Student Achievement: Alief ISD will close the achievement gap to ensure all students reach their academic potential and improve student preparation for college and career.

5.9. Consider and Approve Second Reading and Additions, Deletions, and Revisions to Board Policy BJCF (LOCAL), CAA (LOCAL), DC (LOCAL), DH (LOCAL), DHA (LOCAL), DP (LOCAL), DPA (LOCAL), DPB (LOCAL), EHBB (LOCAL) AND FFF (LOCAL) for the Alief Independent School District (Dr. Jeannine Porter, Chief of Staff) 65

Board Goal #1 Student Achievement: Alief ISD will close the achievement gap to ensure all students reach their academic potential and improve student preparation for college and career.

Board Goal #3 World Class Employment: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.

Board Goal #5 Organizational Strength: Alief ISD will continue to improve the financial stability of the district.

6. Non Consent Agenda

6.1. Consider Approval and Endorsement of Candidate for TASB Board of Directors Representing Region 4 (Charles Woods, Deputy Superintendent of Business) 88

Board Goal #5: Alief ISD will continue to build positive relationships with all stakeholders.

6.2. Receive a Report on Summer Programming Highlights (Dr. Charles Garcia, Deputy Superintendent of Curriculum, Instruction, and School Leadership) 90

Board Goal #1 Student Achievement: Alief ISD will close the achievement gap to ensure all students reach their academic potential and improve student preparation for college and career.

6.3. Receive a Report and Update on School Year 2025-2026 Discipline (Dr. Charles Garcia, Deputy Superintendent of Curriculum, Instruction, and School Leadership) 99

Board Goal #1 Student Achievement: Alief ISD will close the achievement gap to ensure all students reach their academic potential and improve student preparation for college and career.

6.4. Consider Approval of the 2026-2027 Alief ISD Student Code of Conduct (Dr. Jeannine Porter, Chief of Staff) 114

Board Goal #2 Safe & Secure Alief: Alief ISD will maintain a safe and orderly environment.

6.5. Discuss and Consider Approval of Plan and Framework to Address Recommendations from the Disparity Study. (Charles Woods, Deputy Superintendent of Business) 115

Board Goal #4 Alief Family: Alief will continue to build positive relationships with all stakeholders.

Board Goal #5 Organizational Strength: Alief ISD will continue to improve the financial stability of the District.

7. Closed Executive Session

7.1. Consult with the District's attorneys on any subjects or matters authorized by law, including any matter listed on this meeting notice/agenda, pending or contemplated litigation, and proposed settlements.

(Tex. Gov't Code § 551.071)

7.2. Deliberate the duties, responsibilities, evaluation, employment, and dismissal of personnel and officers, including the Board and Superintendent and as it pertains to any item listed on this notice/agenda. (Tex. Gov't Code § 551.074)

8. Adjournment

If, during the course of the meeting covered by this Notice, the Board should determine that a closed or executive meeting or session of the Board should be held or is required in relation to any item included in this notice, then such closed or executive meeting or session as authorized by Section 551.001 et seq. of the Texas Government Code (the Open Meetings Act) will be held by the Board at that date, hour and place given in this notice or as soon after the commencement of the meeting covered by this notice as the Board may conveniently meet in such closed or executive meeting or session concerning any and all subjects and for any and all purposes permitted by Sections 551.071-551.089, inclusive, of the Open Meetings Act, including, but not limited to:

Section 551.071 – For the purpose of a private consultation with the Board's attorney on any or all subjects or matters authorized by law.

Section 551.072 – For the purpose of discussing the purchase, exchange, lease, or value of real property.

Section 551.073 – For the purpose of considering a negotiated contract for a prospective gift donation.

Section 551.074 – for the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee or to hear complaints or charges against a public officer or employee.

Section 551.076 – To consider the deployment, or specific occasions for implementation, of security personnel or devices.

Section 551.082 – for the purpose of considering discipline of a public school child or children, or to hear a complaint by an employee against another employee, if the complaint or charge directly results in a need for a hearing.

Section 551.0821: For the purpose of deliberating a matter regarding a public school student if personally identifiable information about the student will necessarily be revealed by the deliberation;

Section 551.083 – for the purpose of considering the standards, guidelines, terms or conditions the Board will follow, or instruct its representatives to follow, in consultation with representatives of employee groups in connection with consultation agreements provided for by Section 13.901 of the Texas Education Code.

Section 551.084 – for the purpose of excluding witness or witnesses from a hearing during examination of another witness.

Section 551.089: For the purpose of deliberating security assessments or deployments relating to information resources technology, network security information as described by Section 2059.055(b), or the deployment, or specific occasions for implementation, of security personnel, critical infrastructure, or security devices.

Should any final action, final decision, or final vote be required in the opinion of the Board with regard to any matter considered in such closed or executive meeting or session, then such final decision, or final vote shall be at either:

- a. the open meeting covered by the notice upon the reconvening of this public meeting, or
- b. at a subsequent public meeting of the Board upon notice thereof, as the Board shall determine.

ALIEF INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

Regular Board Meeting

Date: Tuesday, July 7, 2026

Agenda Item #1

Call to

Order:

Trustee Madam President Dr. Darlene Breaux called to order the meeting at 6:34 p.m. on Tuesday, July 7, 2026, for the purposes stated in the notice for tonight's meeting.

Roll called by: Dr. Anthony Mays, Alief ISD Superintendent of Schools, to establish a quorum.

Present:

1. Trustee President Dr. Darlene Breaux
2. Trustee Vice President Janet Spurlock
3. Trustee Secretary Rick Moreno
4. Trustee Assistant Secretary Dr. Lily Truong
5. Trustee Ann Williams
6. Trustee Isaac Perez

Absent:

1. Trustee Dr. Gregg Patrick

By Livestream:

1. N/A

Agenda Item #2 Pledge

1. Boy Scouts of America Troop # 1204

Agenda Item #3

Invocation or Inspirational Remarks

1. Trustee Janet Spurlock

Thank you from Dr. Mays for the Opening Ceremonies Presentations

- ✓ Boy Scouts of America Troop # 1204

Agenda Item #4

Public Comment on Posted Agenda Items

1. Mark Furry, Harris County Justice of the Peace
 - ✓ Agenda Item #: N/A
 - ✓ General Topic: Truancy

Agenda Item #5

Board Recognitions

1. Delores “Dee” Jones, Business & Community Partnership Coordinator

Presents:

- Channel CW 39
- TOMAGA – Health Care Ministries

Agenda Item #6

Board and Committee Reports

Reports and comments from board members regarding meetings and conferences attended, including board committee meetings; schools visited; community and district activities; new initiatives; education programs; and continuing education. The items may be discussed, but no final action will be taken on these items at this meeting.

1. Trustee Ann Williams
 - ✓ Attended Summer Leadership Institute (SLI)
 - ✓ Attended Alief ISD Business Partner Appreciation Breakfast and congratulated Mrs. Delores “Ms. Dee” Jones
2. Trustee Dr. Lily Truong
 - ✓ Attended Summer Leadership Institute (SLI)
 - ✓ Attended Alief ISD Business Partner Appreciation Breakfast and congratulated Mrs. Delores “Ms. Dee” Jones
3. Trustee Rick Moreno
 - ✓ Nothing to share

4. Trustee Isaac Perez
 - ✓ Was invited to participate in a city-wide organization called “The City-Wide Coalition on Education
 - ✓ Attended Summer Leadership Institute (SLI)
5. Trustee Janet Spurlock
 - ✓ Attended Summer Leadership Institute (SLI)
6. Trustee Dr. Darlene Breaux
 - ✓ Attended Legislative Meeting

Agenda Item #7 **Donation Report**

Delores (Dee) Jones, Business and Community Partner Coordinator, Presented by Mrs. Kristyn Cathey, Chief of Communication & Public Relations

- ❖ **Motion by Trustee Williams and a second by Trustee Dr. Truong 6, For, Trustee Dr. Breaux, Trustee Spurlock, Trustee Moreno, Trustee Dr. Truong, Trustee Williams, & Trustee Perez**
- ❖ **0, Against**
- ❖ **0, Abstention**
- ❖ **1, Absent, Dr. Gregg Patrick**
- ❖ **The item passes.**

Agenda Item #8

Other Reports (Information Only. No discussion at the meeting unless requested by a Board Member).

- 8.1. Construction Summary Report (Charles Woods, Deputy Superintendent of Business Services)
Board Goal #2 Safe and Secure Alief: Alief ISD will maintain a safe and orderly environment.
- 8.2. Disbursement Report (Charles Woods, Deputy Superintendent of Business Services)
Board Goal #5 Organizational Strength: Alief ISD will continue to improve the financial stability of the district.
- 8.3. Financial Activity Report (Charles Woods, Deputy Superintendent of Business Services)
Board Goal #5 Organizational Strength: Alief ISD will continue to improve the financial stability of the district.

- 8.4. Active Requests for Proposals for Procurement of Goods and Services (Charles Woods, Deputy Superintendent of Business Services)
Board Goal #2 Safe & Secure Alief: Alief ISD will maintain a safe and orderly environment.
- 8.5. Tax Collection Report and Disbursements (Charles Woods, Deputy Superintendent of Business Services)
Board Goal #4 Alief Family: Alief ISD will continue to build strong relationships with all stakeholders.
- 8.6. Quarterly Investment Report (Charles Woods, Deputy Superintendent of Business Services)
Board Goal #5 Organizational Strength: Alief ISD will continue to improve the financial stability of the district.
- 8.7. Report of Budget Transfers (Charles Woods, Deputy Superintendent of Business Services)
Board Goal #5 Organizational Strength: Alief ISD will continue to improve the financial stability of the district.

- ❖ **Report Only**
- ❖ **No items held for discussion.**

Agenda Item #9
Consent Agenda

Roll called by: Dr. Darlene Breaux, Alief ISD Board President, for any consent agenda items he or she would like to hold for discussion.

Present:

1. Trustee President Dr. Darlene Breaux None
2. Trustee Vice President Janet Spurlock.....None
3. Trustee Secretary Rick Moreno None
4. Trustee Assistant Secretary Dr. Lily Truong ...None
5. Trustee Ann Williams None
7. Trustee Isaac Perez None
8. Superintendent Dr. Anthony Mays None

Absent:

1. Trustee Dr. Gregg Patrick

By Livestream: N/A

- 9.1. Consider Approval of Minutes from the Special Called Board Meeting Held on June 16, 2026.
- 9.2. Consider Approval of New Hires (Dr. Elizabeth Veloz-Powell, Deputy Superintendent of Human Resources)
Board Goal #3 World Class Employment: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.
- 9.3. Consider Approval of Resignation Report (Dr. Elizabeth Veloz-Powell, Deputy Superintendent of Human Resources)
Board Goal #3 World Class Employment: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.
- 9.4. Consider Approval of School District Teaching Permit (SDTP) (Dr. Elizabeth Veloz-Powell, Deputy Superintendent of Human Resources & Professional Learning)
Board Goal #3 World Class Employment: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.
- 9.5. Consider Approval of New Administrators (Dr. Elizabeth Veloz-Powell, Deputy Superintendent of Human Resources)
Board Goal #3 World Class Employment: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.
- 9.6. Consider the Approval of the Memorandum of Understanding Between Alief ISD and Teachers of Tomorrow. (Dr. Elizabeth Veloz-Powell, Deputy Superintendent of Human Resources and Professional Learning)
Board Goal #3 World Class Employment: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.
- 9.7. Consider and Approve First Reading and Additions, Deletions, and Revisions to Board Policy BJCF (LOCAL), CAA (LOCAL), DC (LOCAL), DH (LOCAL), DHA (LOCAL), DP (LOCAL), DPA (LOCAL), DPB (LOCAL), EHBB (LOCAL) AND FFF (LOCAL) for the Alief Independent School District (Dr. Jeannine Porter, Chief of Staff)
Board Goal #1 Student Achievement: Alief ISD will close the achievement gap to ensure all students reach their academic potential and improve student preparation for college and career.
Board Goal #3 World Class Employment: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.
Board Goal #5 Organizational Strength: Alief ISD will continue to improve the financial stability of the district.
- 9.8. Consider Approval of Budget Amendments (Charles Woods, Deputy Superintendent of Business Services)
Board Goal #5 Organizational Strength: Alief ISD will continue to improve the financial stability of the district.

- 9.9. Consider Approval of Certification of Estimated Collection Rate and Excess Collections (Charles Woods, Deputy Superintendent of Business Services)
Board Goal #5 Organizational Strength: Alief ISD will continue to improve the financial stability of the district.
- 9.10. Consider Approval of Designation of Employee to Calculate No-New-Revenue and Voter-Approval Tax Rates (Charles Woods, Deputy Superintendent of Business Services)
Board Goal #5 Organizational Strength: Alief ISD will continue to improve the financial stability of the district.
- 9.11. Consider Approval of Amended TEKS Certification for the 2026-2027 School Year (Dr. Charles Garcia, Deputy Superintendent of Curriculum, Instruction, and School Leadership)
Board Goal #1 Student Achievement: Alief ISD will close the achievement gap to ensure all students reach their academic potential and improve student preparation for college and career.
- 9.12. Consider Approval of Warehouse Surplus Auctions (Charles Woods, Deputy Superintendent of Business)
Board Goal #2 Safe and Secure Alief: Alief ISD will maintain a safe and orderly environment.
- 9.13. Consider Approval of the Communities in School (CIS) Memorandum of Understanding (MOU) (Dr. Charles Garcia, Deputy Superintendent of Curriculum, Instruction, and School Leadership)
Board Goal #1 Student Achievement: Alief ISD will close the achievement gap to ensure all students reach their academic potential and improve student preparation for college and career.
- 9.14. Consider Approval of the Provider and Receiver Agreements with the Texas Virtual School Network (TxVSN) (Dr. Charles Garcia, Deputy Superintendent of Curriculum, Instruction, and School Leadership)
Board Goal #1 Student Achievement: Alief ISD will close the achievement gap to ensure all students reach their academic potential and improve student preparation for college and career.
- ❖ **Motion by Trustee Spurlock and a second by Trustee Williams
6, For, Trustee Dr. Breaux, Trustee Spurlock, Trustee Moreno, Trustee Dr. Truong, Trustee Williams, & Trustee Perez**
- ❖ **0, Against**
- ❖ **0, Abstention**
- ❖ **1, Absent, Dr. Gregg Patrick**
- ❖ **The item passes.**

New Administrator Recognition(s) by Dr. Anthony Mays, Superintendent of Schools

1. Donica Arnold, Principal of Budewig Intermediate
2. Shonta L. Carter, Principal of Kletzman Intermediate
3. Lauren S. Ford, Principal of Youngblood Intermediate

Agenda Item #10

Non-Consent Agenda

10.1. Budget Update (Charles Woods, Deputy Superintendent of Business)

Board Goal #5 Organizational Strength: Alief ISD will continue to improve the financial stability of the district.

Taxpayer Impact Statement

2025-26 Budget

- ❖ **Report Only**
- ❖ **No items held for discussion.**

10.2. Consider Approval of Date of Public Meeting for Budget Adoption and Tax Rate Adoption (Charles Woods, Deputy Superintendent of Business Services)

Board Goal #5 Organizational Strength: Alief ISD will continue to improve the financial stability of the district.

- ❖ **Motion by Trustee Dr. Truong and a second by Trustee Williams
6, For, Trustee Dr. Breaux, Trustee Spurlock, Trustee Moreno, Trustee Dr. Truong,
Trustee Williams, & Trustee Perez**
- ❖ **0, Against**
- ❖ **0, Abstention**
- ❖ **1, Absent, Dr. Gregg Patrick**
- ❖ **The item passes.**

10.3. Consider Approval of Proposed Tax Rate for Publication (Charles Woods, Deputy Superintendent of Business Services)

Board Goal #5 Organizational Strength: Alief ISD will continue to improve the financial stability of the district.

- ❖ **Motion by Trustee Spurlock and a second by Trustee Dr. Truong 6, For, Trustee Dr. Breaux, Trustee Spurlock, Trustee Moreno, Trustee Dr. Truong, Trustee Williams, & Trustee Perez**
- ❖ **0, Against**
- ❖ **0, Abstention**
- ❖ **1, Absent, Dr. Gregg Patrick**
- ❖ **The item passes.**

Agenda Item # 11

Closed Executive Session

11.1. Consult with the District's attorneys on any subjects or matters authorized by law, including any matter listed on this meeting notice/agenda, pending or contemplated litigation, and proposed settlements (Tex. Gov't Code § 551.071)

11.2. Deliberate the duties, responsibilities, evaluation, employment, compensation, contract and dismissal of personnel and officers, including the Board and Superintendent (Tex. Gov't Code § 551.074)

- ❖ **The Alief ISD Board has adjourned to closed session at 8:12 p.m., on July 7, 2026.**
- ❖ **The Alief ISD Board has reconvened in open session at 10:07 p.m., on July 7, 2026.**

Roll called by: Dr. Anthony Mays, Alief ISD Superintendent of Schools, to establish a quorum.

Present:

1. Trustee President Dr. Darlene Breaux
2. Trustee Vice President Janet Spurlock
3. Trustee Secretary Rick Moreno
4. Trustee Assistant Secretary Dr. Lily Truong
5. Trustee Ann Williams
6. Trustee Isaac Perez

Absent:

1. Trustee Dr. Gregg Patrick

By Zoom:

N/A

Agenda Item #12

Reconvene in Open Session

Consider Action on Matters Discussed in Closed Executive Session.

Motion to approve additional amendments to the Superintendent's employment contract, authorize the Board's attorney to prepare appropriate contract documents for execution by the Superintendent and appropriate Board officers, and authorize the appropriate Board officers to execute same, on the terms discussed in closed session.

- ❖ Motion by Trustee Spurlock and a second by Trustee Dr. Truong
6, For, Trustee Dr. Breaux, Trustee Spurlock, Trustee Moreno, Trustee Dr. Truong,
Trustee Williams, & Trustee Perez
- ❖ 0, Against
- ❖ 0, Abstention
- ❖ 1, Absent, Dr. Gregg Patrick
- ❖ The item passes.

Item #13

Adjournment

- ❖ **Madam President Dr. Darlene Breaux adjourned the meeting by unanimous consent at 10:09 p.m. on Tuesday, July 7, 2026.**

Dr. Darlene Breaux, President

Rick Moreno, Secretary

DATE APPROVED: **Tuesday, July 7, 2026**

DATE SIGNED: _____

ALIEF INDEPENDENT SCHOOL DISTRICT
BOARD DOCUMENT

MEETING DATE: August 4, 2026

AGENDA ITEM: Consider Approval of Memorandum of Understanding Between Alief ISD and University of Houston – Downtown. This MOU establishes a collaborative approach to participate in a High Quality clinical teaching experience and/or Teacher Residency Program and PREP Program Allotment. (Dr. Elizabeth Veloz-Powell, Deputy Superintendent of Human Resources & Professional Learning.

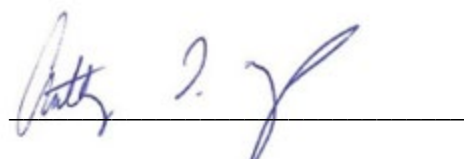
Board Goal #3 World Class Employment: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.

Collaborative Goals of the MOU:

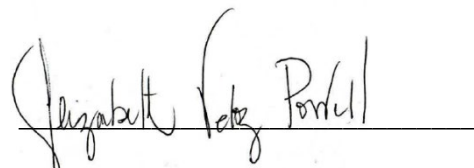
- To improve the preparation opportunities for aspiring teachers through clinical teaching experiences and/or teacher residencies.
- Collaborate to achieve shared goals for a high quality Grow Your Own Pathway, Clinical Teaching Experience, and/or Teacher Residency Program continuously improving the educator pipeline partnership.

The MOU addresses roles and responsibilities of Parties and mutual obligations to support the collaborative goals set forth.

RECOMMENDATION: Consider Approval of the MOU to formalize collaboration between Alief ISD and University of Houston – Downtown. This partnership will allow collaboration between both entities to achieve shared goals for high quality clinical teaching experiences and/or through the teacher residency program and PREP Program Allotment.



Dr. Anthony T. Mays
Superintendent



Dr. Elizabeth Veloz-Powell
Deputy Superintendent of Human
Resources & Professional
Learning

MEMORANDUM OF UNDERSTANDING

Alief ISD and University of Houston - Downtown

High Quality Grow Your Own, Clinical Teaching, Teacher Residency, and/or Alternative Certification Partnership Program

This Memorandum of Understanding ("Agreement" or "MOU") is made by and between **Alief ISD** a Texas public school district ("District") and the University of Houston-Downtown, a Texas Public Institution of Higher Education and Educator Preparation Program ("University" or "IHE/EPP") (hereinafter collectively referred to individually as a "Party" or jointly as the "Parties").

WHEREAS, "District" has been awarded, or may seek, funding for preparing and retaining educators through the Preparing & Retaining Educators through Partnerships (PREP) Program Allotment, including PREP Grow Your Own, PREP Preservice Residence, PREP Preservice Traditional, and PREP Preservice Alternative Certification, as applicable;

WHEREAS, the University of Houston–Downtown operates a Texas Education Agency-vetted and approved Educator Preparation Program ("EPP") and Teacher Residency Program ("Residency Program");

WHEREAS, "District" and the University desire to enter into an agreement to improve preparation opportunities for aspiring educators through an aligned educator pipeline that may include a Grow Your Own pathway ("GYO Pathway"), clinical teaching experiences ("Clinical Teaching"), teacher residencies ("Teacher Residency"), or internship experiences for ACP candidates ("Internship") with the shared goal of improving teaching and learning in "District" schools through mutual collaboration in the preparation of GYO Participants, Student Teachers, Teacher Residents, or Interns as applicable, and supporting the potential hiring and retention of successful graduates;

WHEREAS, "District" and the University wish to collaborate to achieve shared goals for a high-quality GYO Pathway, Clinical Teaching Experience, and/or Teacher Residency Program, and to specify shared and individual responsibilities to plan, implement, and continuously improve a collaborative educator pipeline partnership ("Program");

WHEREAS, the Parties intend for this Agreement to meet applicable requirements under Texas Education Code §§ 21.902, 21.906, 21.04421–21.04423, and 48.157, as applicable, and Texas Administrative Code Title 19 Chapter 228, including requirements for Clinical Teaching, Teacher Residency, Internship, and Cooperating Teachers ("Cooperating Teachers"), as applicable;

NOW, THEREFORE, in consideration of the mutual covenants herein contained and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

ARTICLE I

Term and Termination. This Agreement shall be effective beginning August 1, 2026, and shall remain in effect through August 31, 2031, unless earlier terminated in accordance with this Article. The Agreement may be renewed, revised, or extended by mutual written consent of both Parties.

Either Party may terminate this Agreement by providing written notice to the other Party at least thirty (30) days before the desired termination date.

In the event this Agreement is terminated prior to the termination date, the Parties agree to allow candidates who have already begun work under this Program, and who are performing to District's satisfaction, to complete the academic year in which they have begun work for District.

ARTICLE II

This Agreement is intentionally designed as a single, unified MOU that differentiates programmatic requirements while ensuring coherence across the educator pipeline.

The Program may include the following Pathways: Grow Your Own (GYO), Teacher Residency, Clinical Teaching, and/or Internship. The specific pathway will be determined by the shared goals for the partnership, the candidate's eligibility, EPP design, and District staffing needs.

- A. Grow Your Own (GYO) Pathway.** The GYO pathway supports eligible "District" employees prior to admission into the University's EPP. Such employees shall be referred to in this Article as "GYO Participants." GYO Participants are employed by "District", are working toward completion of a bachelor's degree, and are not yet EPP candidates, Student Teachers, or Teacher Residents.

Components of the GYO Pathway include:

I. Pre-EPP Phase:

- i. Scheduled release time to support coursework, field-based experiences, and degree completion;
- ii. Employment in an instructional support role for a minimum of twenty-five percent (25%) of the workday, including guided instructional practice;
- iii. Supervised opportunities to work with students, including small-group instruction and instructional routines;
- iv. Progress monitoring toward bachelor's degree completion and EPP admission within three (3) years of program entry;
- v. Attainment of Educational Aide III certification during the first year of participation.
- vi. GYO participants will transition into the Teacher Residency Pathway upon admission to the EPP and the beginning of their senior year at IHE/EPP, and at that point will be subject to all residency requirements outlined herein.

II. Transition from GYO to EPP Teacher Residency Pathway:

Upon formal admission into the EPP and completion of coursework and field experience requirements prior to senior year, GYO Participants will transition into the Teacher Residency Pathway. Upon transition, candidates will be designated as Teacher Residents, follow all EPP coursework, evaluation, and clinical requirements, and function under the same residency expectations as non-GYO Teacher Residents.

Clinical Experiences (EPP Phase)

Once admitted to the EPP, candidates may participate in ONE of the following pathways, based on eligibility, EPP program design, and District staffing needs.

- B. Teacher Residency Pathway.** The Teacher Residency is a full-year, school-embedded clinical experience aligned with TAC §228.65. Teacher Residents complete a minimum of twenty-eight (28) weeks and seven hundred fifty (750) hours across a full academic year in one distinct field site.

Teacher Residents spend at least three (3) full days per week, or twenty-one (21) hours, during the first semester, and at least four (4) full days per week, or twenty-eight (28) hours, during the second semester, on the assigned District campus under the supervision of a Cooperating Teacher until the 750-hour requirement is met.

Teacher Residents engage in gradual release of responsibility through co-teaching and leading instruction for at least four hundred (400) hours. Teacher Residents also participate in planning, instruction, assessment, parent communication, professional development, and other core responsibilities of classroom teachers.

- C. Traditional Clinical Teaching Pathway (Non-Residency).** Clinical Teaching is a single-semester capstone experience aligned with TAC §228.67. Student Teachers complete a minimum of fourteen (14) weeks and four hundred ninety (490) hours in a clinical teaching assignment.

Student Teachers spend at least four (4) full days per week on the assigned Spring Branch ISD campus under the supervision of a Cooperating Teacher. Student Teachers participate in instructional planning, classroom instruction, assessment, and professional duties under supervision of a qualified cooperating teacher.

- D. Internship Pathway (Non - Residency).** The Internship experience is only available for candidates in the Alternative Certification Program. An eligible candidate must successfully complete the required certification exams prior to the start of the internship. Additionally, internship candidates must hold an intern or probationary certificate that is effective on or before the assignment start date of the internship and is valid for the entire duration of the internship per TAC §228.73.

Interns must complete one full school year as teacher of record for the classroom teacher assignment or assignments that match the certification category or categories for which the candidate is prepared by the EPP.

Interns participate in instructional planning, classroom instruction, assessment, and professional duties under supervision of a qualified cooperating teacher.

ARTICLE III

“District” agrees to the following:

- A. Cooperate with the University in selecting qualified Student Teachers, Teacher Residents, or Interns for the Program as applicable. Potential Participants will be carefully screened by the University prior to recommendation for placement in accordance with policies and procedures of the University’s Program.
- B. Participate in ongoing collaborative assessment of the University’s EPP and the District teacher residency program through review of available Participant, Cooperating Teacher, field supervisor, and program data, as permitted by law, including FERPA.
- C. Encourage communication between the Parties by designating appropriate personnel to jointly oversee implementation of this Agreement and foster an ongoing collaboration capable of supporting a sustainable teacher residency and clinical practice program within District.
- D. Encourage District staff to engage in constructive and solutions-oriented discussions about the University when engaging with Participants and University staff to foster a supportive environment for collaboration and growth.
- E. Report to the Texas Education Agency the following:
 - 1. Number of Participants in each Program;
 - 2. Demographics of Participants in each Program;
 - 3. Number and type of teacher certifications awarded to Participants; and
 - 4. Number of Participants hired as full-time teachers within the District the following year.
- F. Collaboratively develop with the University a student teacher/teacher resident profile, aligned with the District’s educator pipeline needs, that will be used to recruit, select, and place student teachers and teacher residents.
- G. Collaboratively develop with the University a Cooperating Teacher profile that includes consideration of the Cooperating Teacher’s impact on student achievement, to recruit and select high-quality Cooperating Teachers.
- H. Comply with educator preparation program requirements in Texas Administrative Code Title 19, Chapter 228 for Clinical Teaching (§228.67), Residency (§228.65), or Internship (§228.73) as applicable.

- I. Participate in a collaborative placement process with the University for Participants. The placement process shall include considerations for both campus and Cooperating Teacher qualifications, as determined by District. Teacher residents shall complete an application and submit a video interview. Video interviews shall be reviewed by District's Human Resource Department Staff, in consultation with the University. Notwithstanding anything contained herein to the contrary, the final selection, placement, reassignment, and removal decisions shall be made in the sole discretion of District. Individuals selected for the residency pathway shall be placed for both semesters, subject to continued eligibility and District approval. Teacher residents shall apply for the student teacher resident position posted on the District's website and shall be subject to a criminal background check prior to placement as described in Article IV, Section Y.
- J. Support the Teacher Residency Route described in Article II by providing an assigned District campus placement and a qualified Cooperating Teacher, subject to District staffing needs, placement availability, continued eligibility, and District approval.
- K. Support opportunities for Teacher Residents to engage in increased instructional responsibility, including co-teaching and leading classroom instruction, consistent with the Teacher Residency requirements described in Article II.
- L. Support the Clinical Teaching Route described in Article II by providing an assigned District campus placement and a qualified Cooperating Teacher, subject to District staffing needs, placement availability, continued eligibility, and District approval.
- M. Allow Participants the opportunity to experience a full range of professional responsibilities including but not limited to carrying out major professional functions under appropriate supervision in a sequence of experiences designed to enhance competencies in comprehensive assessment, intervention, evaluation of services provided and professional practice.
- N. Participate in candidate evaluation and provide documentation, feedback, and recommendations to the University regarding Participant performance, as applicable. If the field supervisor, cooperating teacher or campus supervisor do not recommend that the candidate should be recommended for certification, the person who does not recommend the candidate must provide documentation (e.g., evidence of failure to demonstrate proficiency in educator standards, evidence of failure to meet program requirements, evidence of failure to adhere to campus policies) supporting the lack of recommendation to the candidate and the field supervisor, the cooperating teacher or the campus supervisor.
- O. Maintain sole responsibility for the instruction, education, and welfare of its students. District shall be responsible for providing adequate staffing necessary to carry out the goals and objectives of the District, as determined in the sole discretion of District.
- P. Acknowledge that Participants assigned to District for the purposes set forth in this Agreement will be under the supervision, control, and responsibility of District while placed at District campuses

and shall work in the presence of, and in partnership with, a certified teacher of record, to the maximum extent practicable.

- Q. Employ a clearly designated, actively licensed, and appropriately qualified professional who shall be responsible for oversight of the integrity and quality of the training program, as determined by District.
- R. Provide qualified Cooperating Teachers for Participants. Cooperating Teachers selected by District shall be District employees assigned to supervise Participants and serve as resource persons for Participants and University faculty. Cooperating Teachers selected by District will:
 - 1. meet the selection criteria of the Cooperating Teacher profile established by the District;
 - 2. meet the criteria set forth in Section §228.93 of the Texas Administrative Code for Cooperating Teachers or Section §228.95 for residency including at minimum three years of teaching experience, appropriate teacher certification, and demonstration of having positive impact on student learning as evidenced by either state accountability exam student scores or annual teacher performance appraisals.
 - 3. assist in orienting Participants to District and the campus within which they will be assigned;
 - 4. explain school and District policies, rules, and regulations to Participants;
 - 5. co-teach with the Participants, gradually releasing instructional responsibility and lead instruction time;
 - 6. provide prompt and substantive feedback to Participants regarding all performance activities and interactions with school personnel, students, and parents;
 - 7. complete written evaluations (form provided by the University) of Participant's progress and submit them to the University faculty/site supervisor, after reviewing them with the applicable Participant;
 - 8. immediately inform campus and/or District administrators as well as the University faculty/site supervisor of any concerns regarding Participant;
 - 9. establish a time to meet weekly and discuss with Participants regarding their activities, impressions, reflections, and suggestions for goals and areas of improvement;
 - 10. supervise Participants daily. If the assigned cooperating teacher is absent for any reason, a qualified, licensed professional, as designated by District, will be assigned to supervise the Participant; and
 - 11. participate in training and supports for mentoring and co-teaching best practices.

- S. Shall provide University and Participant with copies and/or electronic access to the policies and procedures, and other relevant materials of District to allow Participants to be fully informed of the District's rules, policies, and procedures. Failure to follow District policies and procedures can result in removal of the Participant from the program, as determined in the sole and absolute discretion of District.
- T. Shall retain the right, in its sole discretion, to remove any individual from any District property, including, but not limited, to the assigned campus. Participants shall be instructed by the University to promptly and without protest leave any District property whenever they are requested to do so by an authorized District representative.
- U. Shall make every effort to obtain necessary emergency medical services to Participants. District will call emergency medical services should it become necessary. Participants shall follow District protocols for health and safety.
- V. Shall permit Participants access to the library facilities, curriculum laboratories, and provide materials which are made available to District employees. Participants are prohibited from removing any materials from a campus or District site without appropriate written approval.

ARTICLE IV

The University agrees to the following:

- A. Cooperate with District in selecting qualified Participants for each Program. Potential Participants shall be carefully screened by the University prior to recommendation for placement in accordance with policies and procedures of the University's program.
- B. Establish and participate in a framework with District for sharing de-identified performance data and, where a data-sharing agreement has been executed by the Parties, identified performance data for the purposes of monitoring and evaluating the preparation and effectiveness of Participants to the extent permitted by law.
- C. Participate in ongoing collaborative assessment of the University's EPP and the Spring Branch ISD teacher residency program through review of available Participant, Cooperating Teacher, field supervisor, and program data, as permitted by law, including FERPA.
- D. Designate appropriate personnel to jointly oversee implementation of this Agreement and maintain regular communication with District to support a sustainable Program within District.
- E. Direct university staff to engage in constructive and solutions-oriented discussions with District personnel and Participants to foster a supportive environment for collaboration and growth.
- F. Certify, prior to placement of any Participant, completion of:
 - a. Required coursework for teacher preparation applicable to the placement; and

- b. A formal introduction to ethical and professional standards.
- G. Maintain accreditation of its educational programs by appropriate accrediting organizations; and determine standards of education, hours of instruction, learning experiences, administration, matriculation, promotion, and graduation.
- H. Maintain all records and reports on Participants' experiences in accordance with University policy and regulatory requirements.
- I. Collaboratively develop with the District a Participant profile, aligned with the District's educator pipeline needs, that will be used to recruit, select, and place student teachers and teacher residents.
- J. Collaboratively develop with the District a Cooperating Teacher profile, which includes consideration of the Cooperating Teacher's impact on student achievement.
- K. Provide training and support in coaching and co-teaching best practices for Cooperating Teachers.
- L. Participate in structured governance meetings with the District quarterly, or as needed, to discuss Participant progress, analyze data, and develop plans for the Program's continuous improvement, and inform professional development provided to Cooperating Teachers. All data sharing shall comply with FERPA confidentiality obligations of District or University, or other applicable law.
- M. Comply with all educator preparation program requirements in Texas Administrative Code Title 19, Chapter 228 for Clinical Teaching (§228.67), Residency (§228.65), or Internship (§228.73) as applicable.
- N. Coordinate with District to provide Teacher Residents with a full academic year residency experience consistent with the Teacher Residency Route described in Article II and applicable TAC requirements.
- O. Ensure that Teacher Residents are prepared to engage in increased instructional responsibility, including co-teaching and leading classroom instruction, consistent with the Teacher Residency requirements described in Article II.
- P. Coordinate with District to provide Student Teachers with a single-semester clinical teaching experience consistent with the Clinical Teaching Route described in Article II and applicable TAC requirements.
- Q. Maintain proper documentation of successful completion of program requirements and provide recommendations for teaching certification. If the field supervisor, cooperating teacher, or campus supervisor do not recommend that the candidate should be recommended for certification, the person who does not recommend the candidate must provide documentation (e.g., evidence of failure to demonstrate proficiency in educator standards, evidence of failure to meet program requirements, evidence of failure to adhere to campus policies) supporting the lack of

recommendation to the candidate and the field supervisor, the cooperating teacher, or the campus supervisor.

- R. Coordinate with District regarding the Participants' anticipated schedules and campus assignment. Provided, however, that final placement, reassignment, and removal decisions shall be made in the sole discretion of District.
- S. Inform Participants that they shall be responsible for adhering to all rules and regulations of District including recognition of the confidential nature of information regarding District students and their records in accordance with applicable law and regulations, specifically the Family Educational Rights and Privacy Act ("FERPA").
- T. Assign a faculty/field supervisor who will collaborate with District's assigned Cooperating Teachers and District's Human Resource Department.
- U. To the extent not in conflict with University policies and procedures, comply with District policies and procedures that are made known to the University and ensure that all course instructors and faculty/field supervisors are aware of these policies.
- V. Assist any Participant falling below the University's academic and/or professional standards with a Growth Plan - a detailed improvement and accountability plan of action developed to ensure improved performance by the student teacher or teacher resident.
- W. The University acknowledges that District has a legal obligation to maintain the confidentiality and privacy of student records in accordance with applicable law and regulations, specifically FERPA. The University is receiving information in compliance with the requirements and expectations outlined in FERPA. The University acknowledges that it must comply with said law and regulations and safeguard student information. The University is prohibited from re-disclosing the information to a third party without prior written consent from the parent or the eligible student. University must destroy any student information received from the District when no longer needed for the purposes listed in this Agreement.
- X. Immediately remove, upon written request of District, any Participant whose performance is unsatisfactory, whose personal characteristics prevent a desirable relationship with District, or who fails to follow District's policies and procedures, as determined in the sole and absolute discretion of District.
- Y. Ensure that a full background check of all Participants is conducted prior to the first day of the Program. University shall be solely responsible for ensuring that all Participants cooperate fully with District's procedure to complete background check. Participation in the Program by any Participant is expressly contingent upon District's approval of the results of the background check. Participants will not be permitted to begin the Program (or any related activities) at District until all criminal history requirements have been satisfied. Participants must not have been convicted of any offense identified in Texas Education Code Section 22.085 or any higher standard established by District or its Board of Trustees.

ARTICLE V

It is mutually agreed by the Parties:

- A. The Participants shall function within the policies of District.
- B. If a Participant is expelled from the University, withdrawn from the Educator Preparation Program, or removed from the District Program under this Agreement, such action will terminate all contractual obligations between District and the Participant, if any.
- C. Notices. All notices under this Agreement shall be in writing and shall be delivered personally or sent, postage prepaid, by certified mail, return receipt requested, or by overnight delivery service to the authorized representative of the Party to be notified. Either Party may change the person or address to which notice should be given by giving written notice (in accordance with this section) to the other party of such change. Notice shall be deemed to be duly given when delivered personally or when deposited in the United States mail, postage prepaid, addressed as follows:

If to District:

Name: Sara Caldwell

Title: Director of Human Resources

School District: Alief ISD

Address: 4250 Cook Road, Houston, Tx 77072

If to University:

Name: Dr. Patricia Siller

Title: Clinical Asst. Professor/Director of Field Experience

University: University of Houston-Downtown

Address: One Main Street Houston, TX 77002

D. Public Information:

- 1. Both Parties are obligated to strictly comply with the Public Information Act, Chapter 552. Texas Government Code, in responding to any request for public information pertaining to this Agreement, as well as any other disclosure of information required by applicable Texas law.
- 2. Both Parties will fully cooperate in responding to public information requests. This includes, but is not limited to, providing requested documentation. In the event that the request involves documentation that either Party has clearly marked as confidential and/or proprietary, the other Party will provide the required notices under the TPIA.

- E. District shall timely notify the University when any University employee or Participant has been involved in a reported incident involving District.
- F. Neither Party shall be entitled to compensation from the other Party for services or actions of benefit to either Party, which are part of or related to the educational program.
- G. Entire Agreement. This Agreement constitutes the entire Agreement as to the rights and obligations of the Parties hereto and supersedes all prior and contemporaneous agreements and undertaking of the Parties pertaining to the referenced subject matter.
- H. Modifications. This Agreement and each of its provisions shall be binding upon the Parties and may not be waived, modified, amended or altered except by a written amendment signed by District and University.
- I. Captions. The captions of paragraphs in this Agreement are for convenience only and shall not be considered or referred to in resolving questions of interpretation or construction.
- J. Governing Law and Venue. The substantive laws and the Constitution of the State of Texas (and not its conflicts of law statutes or principles), USA, govern all matters arising out of or relating to this Agreement and all of the transactions it contemplates. Venue for any proceeding initiated under this Agreement shall lie in Harris County, Texas.
- K. Severability. In case any provision hereof shall, for any reason, be held invalid or unenforceable in any respect, such invalidity or unenforceability shall not affect any other provision hereof, and this Agreement shall be construed as if such invalid or unenforceable provision had not been included herein.
- L. Counterparts. This Agreement may be executed in counterparts, each of which shall be deemed to be an original, but all of which, taken together, shall constitute one and the same agreement.
- M. Assignment. No Party may this Agreement without the written permission of the other Party.
- N. Limitations of Authority.
1. Neither Party has authority for and on behalf of the other except as provided in this Agreement. No other authority, power, partnership, use of rights are granted or implied.
 2. Neither Party may incur any debt, obligation, expense, or liability of any kind against the other without the other's express written approval.
- O. Waiver. The failure of any Party hereto to exercise the rights granted them herein upon the occurrence of any of the contingencies set forth in this Agreement shall not in any event constitute a waiver of any such rights upon the occurrence of any such contingencies.
- P. Force Majeure. Neither Party is required to perform any term, condition, or covenant of this Agreement, if performance is prevented or delayed by a natural occurrence, epidemic or pandemic, a fire, an act of God, an act of terrorism, or other similar occurrence, the cause of

which is not reasonably within the control of such Party and which by due diligence it is unable to prevent or overcome.

- Q. Intellectual Property. The Parties shall maintain all rights and privileges relating to their respective intellectual property, including, without limitation, patents, trademarks, service marks, trade names, copyrighted materials, domain names, and other property protected by state and/or federal intellectual property laws. No use of a Party's intellectual property may be made without that party's prior written approval.
- R. Use of Name. Except as otherwise required by law or regulation, neither Party will use, release, or distribute any materials or information containing the name or logo of the other party or any of its employees without the prior written approval of an authorized representative of the non-releasing party, such approval not to be unreasonably withheld.
- S. No Third-Party Beneficiaries. Nothing in this Agreement shall be deemed or construed to create any third-party beneficiaries or otherwise give any third party any claim or right of action against any party to this Agreement.
- T. Interpretation. The parties agree that the normal rules of construction that require that any ambiguities in this Agreement are to be construed against the drafter shall not be employed in the interpretation of this Agreement.
- U. FERPA. For purposes of this Agreement, pursuant to the Family Educational Rights and Privacy Act of 1974 ("FERPA"), the University hereby designates District as a school official with a legitimate educational interest in the educational records of the Participants who participate in the Program to the extent that access to the records are required by District to carry out the Program. District agrees to maintain the confidentiality of the educational records in accordance with the provisions of FERPA.
- V. Non-Monetary Agreement. Each Party shall bear its respective costs, risks, and liabilities incurred by it as a result of its activities under this Agreement. This is a non-monetary Agreement; neither Party has any right to reimbursement, payment, or compensation from the other Party under this Agreement.
- W. Miscellaneous Provisions.
1. Neither Party shall have control over the other Party with respect to its hours, times, employment. etc. It is understood and agreed that the University is an independent employer and none of its employees or agents shall be deemed for any purposes to be employees or agents of District.
 2. Relationship between District and the Participants exists only for the duration of the Program.

3. For all purposes of this Agreement and notwithstanding any provision of this Agreement to the contrary, the Parties shall be considered independent contractors and are not employees, partners, joint venturers, or agents of the other Party. Neither Party will bind nor attempt to bind the other Party to any agreement or contract. As independent contractors, the Parties are solely responsible for all taxes, withholdings, and other statutory or contractual obligations of any sort, including but not limited to workers' compensation insurance. To the extent authorized under Texas law, the Parties warrant that their mutual obligations shall be performed with due diligence in a safe and professional manner and in compliance with any and all applicable statutes, rules, and regulations. Parties to this Agreement shall comply with all federal, state and local laws.
 4. Neither District nor the University waives or relinquishes any immunities or defenses on behalf of themselves, their regents, trustees, officers, employees, and agents as a result of the execution of this Agreement and performance of the functions or obligations described herein.
- X. Signatory Clause. The individuals executing this Agreement on behalf of the University and District acknowledge that they are duly authorized to execute this Agreement on behalf of their respective principals. All Parties hereby acknowledge that they have read and understood this Agreement.

[Signatures on following page]

IN WITNESS WHEREOF, the Parties have executed this Agreement through their duly authorized representatives.

District/School System

Name: _____

Title: _____

Signature: _____

Date: _____

University of Houston - Downtown

Name: _____

Title: _____

Signature: _____

Date: _____

ALIEF INDEPENDENT SCHOOL DISTRICT
BOARD DOCUMENT

MEETING DATE: August 4, 2026

AGENDA ITEM: Consider Approval of Memorandum of Understanding Between Alief ISD and Prairie View A&M University. This MOU establishes a collaborative approach to participate in a High Quality clinical teaching experience and/or Teacher Residency Program in compliance with the PREP Program Allotment. (Dr. Elizabeth Veloz-Powell, Deputy Superintendent of Human Resources & Professional Learning).

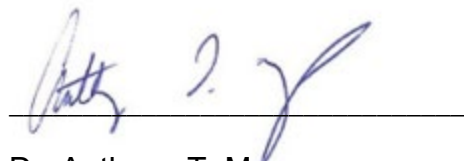
Board Goal #3 World Class Employment: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.

Collaborative Goals of the MOU:

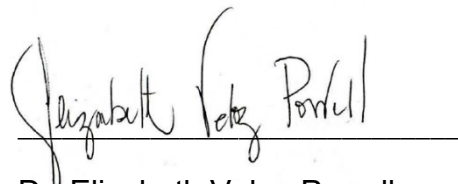
- Provide student teachers/ student residents with professional instructional coaching and opportunities to engage in co-teaching throughout a clinical teaching placement.
- To improve the preparation opportunities for aspiring teachers through clinical teaching experiences and/or teacher residencies.
- Collaborate to achieve shared goals for a high quality Clinical Teaching Experience, and/or Teacher Residency Program in compliance with PREP Program Allotment requirements.

The MOU addresses roles and responsibilities of Parties and mutual obligations to support the collaborative goals set forth.

RECOMMENDATION: Consider Approval of the MOU to formalize collaboration between Alief ISD and Prairie View A&M University. This partnership will allow collaboration between both entities to achieve shared goals for high quality clinical teaching experiences and/or through the teacher residency program and PREP Program Allotment.



Dr. Anthony T. Mays
Superintendent



Dr. Elizabeth Veloz-Powell
Deputy Superintendent of Human
Resources & Professional
Learning

MEMORANDUM OF UNDERSTANDING

Between
PRAIRIE VIEW A&M UNIVERSITY
And
ALIEF ISD

This Memorandum of Understanding (“MOU”) is entered into and effective **June 1st, 2026 thru June 1st 2027**, by and between Prairie View A&M University, a member of The Texas A&M University System (“A&M System”) and an agency of the State of Texas and (hereafter referred to as “PVAMU”), and Alief ISD, a State Agency, and state of Texas (hereafter referred to as “PROVIDER”). PVAMU and PROVIDER are sometimes hereafter referred to as “Party” individually or “Parties” collectively.

This MOU consists of two articles. Article 1 is a non-binding portion of this MOU containing the general understandings and intentions of the Parties. Article 2 contains terms to which the Parties agree to be bound. The Parties agree as follows:

ARTICLE I

1.1 This Article 1 is not intended to be legally binding on either Party.

- The Parties desire to facilitate a learning-centered partnership between the **Alief ISD** School System and **Prairie View A&M University** in compliance with the Preparing & Retaining Educators through Partnership (PREP) Program Allotment.
- To support a high-quality teacher residency that results in effective classroom practice and positive PK–12 student outcomes.

1.2

- Provide Residents with professional instructional coaching and opportunities to engage in co-teaching throughout the clinical placement.
- Ensure compliance with SBEC requirements for Residents seeking initial certification and with PREP Program Allotment requirements.
- Establish and communicate compliance procedures associated with participation in PREP.

ARTICLE II

2.1 This Article 2 is intended to be legally binding on the Parties.

2.2 Each Party acknowledges that neither Party will have any legal rights or obligations as to the understandings and intentions in Article 1, and neither Party should or may take any action or fail to take any action in detrimental reliance on Article 1.

2.3 Each Party shall be responsible for its own costs, risks, and liabilities as a result of its activities under this MOU without expectation of reimbursement from the other Party. There will be no exchange of funds or other resources among the Parties.

- 2.4 Prior to performing any specific projects or work contemplated by this MOU, the Parties will enter into a separate agreement containing definitive statements of work and associated budgets. Notwithstanding the foregoing, this MOU does not bind the Parties to negotiate or consummate any such later agreement(s).

2.5 **TERM AND TERMINATION**

This MOU will commence on the Effective Date and continue through June 1st through August 31st, 2027 (the “Term”), unless sooner terminated as provided herein.

2.6 **CONFIDENTIALITY**

- A. The Parties anticipate that under this MOU it may be necessary for a Party (the “Disclosing Party”) to disclose information of a confidential nature (“Confidential Information”) to the other Party (the “Receiving Party”). The Disclosing Party shall clearly identify Confidential Information at the time of disclosure by (i) appropriate stamp or markings on the document exchanged, or (ii) written notice, with attached listings of all material, copies of all documents, and complete summaries of all oral disclosures (under prior assertion of the confidential nature of the same) to which each notice relates, delivered within thirty (30) days of the disclosure to the Receiving Party. Confidential Information shall include all information, data or other content that PVAMU, its affiliates, and their employees, contractors, students, or end-users enter, submit, upload, or otherwise provide to PROVIDER to fulfill the Purpose under this MOU (collectively, the “Member Data”).
- B. “Confidential Information” does not include information that: (i) is or becomes publicly known or available other than as a result of a breach of this MOU by the Receiving Party; (ii) was already in the possession of the Receiving Party as the result of disclosure by an individual or entity that was not then obligated to keep that information confidential; (iii) the Disclosing Party had disclosed or discloses to an individual or entity without confidentiality restrictions; or (iv) the Receiving Party had developed or develops independently before or after the Disclosing Party discloses equivalent information to the Receiving Party; provided, however, that the above exclusions do not apply to Member Data that is personally identifiable information or other personal or private data that is protected under applicable laws or regulations.
- C. The Receiving Party shall handle Confidential Information with the same care that the Receiving Party uses to protect its own information of comparable sensitivity, but not less than reasonable care. The Receiving Party may use Confidential Information only for the Purpose under this MOU and may disclose Confidential Information only to the Receiving Party’s employees, contractors, agents, and other representatives (“Representatives”) having a need to know the Confidential Information to fulfill the Purpose under this MOU; provided that they are subject to confidentiality obligations not less restrictive than those set forth herein, and the

Receiving Party remains responsible for its Representatives' compliance with the obligations under this Section.

- D. The Receiving Party shall promptly notify the Disclosing Party of any known unauthorized disclosure, misappropriation, or misuse of Confidential Information and shall take prompt and effective steps to prevent a recurrence of such misappropriation or misuse.
- E. If the Receiving Party is legally required to disclose Confidential Information, the Receiving Party shall, to the extent allowed by law, promptly give the Disclosing Party written notice of the requirement so as to provide the Disclosing Party a reasonable opportunity to pursue appropriate process to prevent or limit the disclosure. If the Receiving Party complies with the terms of this Section, disclosure of that portion of the Confidential Information, which the Receiving Party is legally required to disclose, will not constitute a breach of this MOU.
- F. The Receiving Party shall, upon request of the Disclosing Party, promptly return or destroy all materials embodying Confidential Information other than materials in electronic backup systems or otherwise not reasonably capable of being readily located and segregated without undue burden or expense, except that the Receiving Party may securely retain one (1) copy in its files solely for record purposes; provided that any such Confidential Information shall remain subject to the confidentiality obligations set forth herein. The Receiving Party's obligations as to Confidential Information will survive the termination or expiration of this MOU for a period of one (1) year.

2.7 COMPLIANCE WITH LAWS

Each Party shall conduct all activities in connection with this MOU in compliance with all applicable federal, state, and local laws, executive orders, rules, and regulations.

2.8 USE OF NAME

Each Party acknowledges that all rights in any trademarks, service marks, slogans, logos, designs, and other similar means of distinction associated with that Party (its "Marks"), including all goodwill about the Marks, are the sole property of that Party. Neither Party may use the Marks of the other without the advance written consent of that Party, except that each Party may use the name of the other Party in factual statements that, in context, are not misleading. The Parties will mutually agree in advance upon any public announcements, or communications to the media regarding this MOU to be provided pursuant to this MOU.

2.9 MISCELLANEOUS

- A. **Authority to Contract.** Each Party represents and warrants that it has full right, power and authority to enter into and perform its obligations under this MOU, and

that the person signing this MOU is duly authorized to enter into this MOU on its behalf.

- B. **Entire Agreement.** This MOU constitutes the entire and only agreement between the Parties relating to the subject matter hereof and supersedes any prior understanding, written or oral agreements between the Parties, or “side deals” which are not described in this MOU. This MOU may be amended only by a subsequent written agreement signed by authorized representatives of both Parties. The express terms hereof control in the event of a conflict with any other documents constituting part of this MOU.
- C. **Force Majeure.** Neither Party shall be held liable or responsible to the other Party nor be deemed to have defaulted under or breached this MOU for failure or delay in fulfilling or performing any obligation under this MOU if and to the extent such failure or delay is caused by or results from causes beyond the affected Party’s reasonable control, including, but not limited to, acts of God, strikes, riots, flood, fire, epidemics, natural disaster, embargoes, war, insurrection, terrorist acts or any other circumstances of like character; provided, however, that the affected Party has not caused such force majeure event(s), shall use reasonable commercial efforts to avoid or remove such causes of nonperformance, and shall continue performance hereunder with reasonable dispatch whenever such causes are removed. Either Party shall provide the other Party with prompt written notice of any delay or failure to perform that occurs by reason of force majeure, including describing the force majeure event(s) and the actions taken to minimize the impact of such event(s).
- D. **Independent Contractor.** Notwithstanding any provision of this MOU to the contrary, the Parties hereto are independent contractors. No employer-employee, partnership, agency, or joint venture relationship is created by this MOU. Except as specifically required under the terms of this MOU, COLLABORATOR (and its representatives, agents, employees and subcontractors) will not represent themselves to be an agent or representative of MEMBER or the A&M System. . COLLABORATOR and its employees shall observe and abide by all applicable policies, regulations, rules and procedures of MEMBER and A&M System, including those applicable to conduct on its premises.
- E. **Governing Law and Venue.** The validity of this MOU and all matters pertaining to this MOU, including but not limited to, matters of performance, non-performance, breach, remedies, procedures, rights, duties, and interpretation or construction, shall be governed and determined by the Constitution and the laws of the State of Texas. Pursuant to Section 85.18(b), Texas Education Code, mandatory venue for all legal proceedings against MEMBER is to be in the county in which the principal office of MEMBER’s governing officer is located.
- F. **Non-Assignment.** Neither Party shall assign its rights nor delegate its duties under this MOU without the prior written consent of the other Party. Any purported assignment in violation of this Section will be void.

- G. **Non-Waiver of Privileges and Immunities.** MEMBER is an agency of the state of Texas and under the Constitution and the laws of the state of Texas possesses certain rights and privileges, is subject to certain limitations and restrictions, and only has authority as is granted to it under the Constitution and the laws of the state of Texas. COLLABORATOR expressly acknowledges that MEMBER is an agency of the state of Texas and nothing in this MOU will be construed as a waiver or relinquishment by MEMBER of its right to claim such exemptions, remedies, privileges, and immunities as may be provided by law, including the sovereign immunity of MEMBER. Alief ISD does not waive or relinquish any immunity or defenses on behalf of itself, its trustees, officers, employees, and agents as a result of its execution of this Agreement and performance of the functions or obligations described herein. Nothing herein shall be construed as creating any personal liability on the part of any trustee, director, employee, or representative of Alief ISD.
- H. **Notices.** Any notice required or permitted under this MOU must be in writing, and shall be deemed given: (i) three (3) business days after it is deposited and post-marked with the United States Postal Service, postage prepaid, certified mail, return receipt requested, (ii) the next business day after it is sent by overnight carrier, (iii) on the date sent by email transmission with electronic confirmation of receipt by the party being notified, or (iv) on the date of delivery if delivered personally. MEMBER and COLLABORATOR can change their respective notice address by sending to the other Party a notice of the new address. Notices should be addressed as follows:

PVAMU:

Prairie View A&M University
Curriculum & Instruction
100 University Dr,
Prairie View, TX 77446
Attention: Rhonda L. Glasco, M.Ed.
Telephone: 9362613407
Email: rlglasco@pvamu.edu

With a copy to:

Prairie View A&M University
P.O Box 519, MS 1311
Prairie View, Texas 77446-0519
Telephone: 936-261-1902
Email: contracts@pvamu.edu

PROVIDER:

Alief ISD
4250 Cook Rd.
Houston, TX 77072
Attention: Dr. Anthony Mays
Telephone: 281-498-811

- I. **Severability.** In case any one or more of the provisions contained in this MOU shall, for any reason, be held to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect any other provisions hereof, and this MOU shall be construed as if such invalid, illegal, and unenforceable provision had never been contained herein. The Parties agree that any alterations, additions, or deletions to the provisions of the MOU that are required by changes in federal or state law or regulations are automatically incorporated into the MOU without written amendment hereto and shall become effective on the date designated by such law or by regulation.

(SIGNATURES TO FOLLOW ON NEXT PAGE)

IN WITNESS WHEREOF, the Parties have entered into this MOU as of the Effective Date.

PRAIRIE VIEW A&M UNIVERSITY

ALIEF ISD

Signature

Signature

Name

Name

Title

Title

Date

Date

PREP Residency Memorandum of Understanding: 2026–2027

This Memorandum of Understanding ("Agreement") is entered into on **6/01/2026 through 6/01/2027** between **Alief ISD** School System (hereinafter, "School System") and **Prairie View A&M University** Educator Preparation Program (hereinafter, "EPP").

1. Purpose

- To facilitate a learning-centered partnership between the **Alief ISD** School System and **Prairie View A&M University** in compliance with the Preparing & Retaining Educators through Partnership (PREP) Program Allotment.
- To support a high-quality teacher residency that results in effective classroom practice and positive PK–12 student outcomes.

2. Authority & Citations

This Agreement is intended to satisfy the PREP partnership components and applicable requirements in Texas Education Code (TEC) §§ 21.902, 21.904, and 48.157, and Texas Administrative Code (TAC) Chapter 228 (as applicable).

3. Term & Renewal

This Agreement begins on **06/01/2026** and ends on **06/01/2027** (2026–2027 school year). It may be renewed or amended by mutual written agreement of the Parties.

4. Collaborative Goals

- Provide Residents with professional instructional coaching and opportunities to engage in co-teaching throughout the clinical placement.
- Ensure compliance with SBEC requirements for Residents seeking initial certification and with PREP Program Allotment requirements.
- Establish and communicate compliance procedures associated with participation in PREP.

5. Shared Governance & Progress Monitoring of Program Quality

- Cadence: The Parties will meet at least quarterly (minimum four meetings per academic year).
- Participation: Each Party will identify expected participants (e.g., district leadership, program manager, campus leaders; EPP legal authority, residency program leadership, field supervision lead) and roles within the governance structure.
- Scope: Parties agree to review current programmatic resident data, host teacher supports, and implementation needs to make just-in-time improvements.

- **Data-Sharing Framework:** Establish processes to share non-identified School System performance data between the Parties for monitoring and evaluation of Resident preparation and effectiveness.

6. Recruitment

The Parties will collaborate to recruit candidates that meet the School System’s greatest staffing needs and align with EPP admissions and program capacity.

7. Support for Residents

7.1 Communication & Cohort Management

- Each Party will designate named personnel responsible for direct communication with and management of Residents; these responsibilities will be explicitly included in the personnel job descriptions.

7.2 Clinical Experience

- Program design and site scheduling will ensure a minimum of 750 hours of co-teaching under the supervision of a qualified Host Teacher during the residency year.
- Partners will identify processes and timelines to ensure Residents complete all required coursework and training for the Enhanced Standard Certificate, including—if needed—scheduled release time or designated professional learning periods.

7.3 Intervention & Support

- The Parties will develop individualized support plans for Residents, as needed, with clear roles and responsibilities for both Parties.

7.4 Evaluation & Coaching

- **Formal Evaluation:** Identify the evaluative tools, rubrics, and measures used to evaluate Resident progress and performance, and how data will be collected and communicated to all Parties.
- **Informal Coaching:** Adopt a shared informal observation/walkthrough tool for coaching and progress monitoring, and calibrate on its use at least annually.

7.5 Observation Logistics

- **Data Collection & Dissemination:** Ensure compliance with FERPA and School System policies in any collection, storage, or sharing of data.
- **Communication of Schedules & Results:** Field Supervisors and/or EPP faculty will communicate observation schedules and results to designated School System personnel via **email**.
- **Campus Visit Procedures:** EPP personnel will adhere to School System campus-visit procedures (e.g., check-in, scheduling, and observation protocols), which the School System will provide in writing and update as needed.

8. Support for Host Teachers

- Collaborate to identify and select high-quality Host Teachers using agreed-upon criteria.
- Training (2026–2027): The Parties will identify which entity is responsible for Host Teacher training in the 2026–2027 academic year and develop a plan to ensure quality training that meets SBEC requirements.
- Ongoing Development: Define roles and responsibilities for ongoing Host Teacher development during the academic year, including observation and feedback of coaching practices.
- Support/Reassignment Protocol: Implement a Host Teacher support and/or reassignment protocol.

9. Allocation of Costs & Resources

- Each Party will act with fiduciary responsibility to ensure compliance with the PREP Program Allotment requirements.
- Programmatic Costs: The Parties will develop a plan to address remaining programmatic costs necessary for effective implementation (e.g., quality field supervision, coaching calibration, materials).

10. Data Sharing & FERPA

- The Parties will share and co-analyze non-identified PK–12 performance data for the purpose of preparing Residents to positively impact PK–12 student learning and for the continuous improvement of the EPP.
- For purposes of the Family Educational Rights and Privacy Act (FERPA), the School System designates **Angie Campbell Pulido** ("FERPA Designee") as a school official with a legitimate educational interest to the extent required to fulfill obligations under this Agreement. The FERPA Designee shall comply with FERPA as to any such educational records.

11. Additional School System Specific Obligations

- Provide opportunities for Residents to attend School System- and school-level professional development.
- Provide teacher residents access to District systems, curriculum, and instructional resources.
- Supply facility resources (e.g., meeting space with furnishings and technology) to support partnership activities as available and appropriate.
- Permit Resident video recording for licensure and professional development purposes in accordance with School System policy; obtain signed parental consent forms as required.

12. Additional EPP Specific Obligations

- Comply with School System policies and procedures and ensure EPP instructors, Site Coordinators/Field Supervisors, and Residents are aware of these policies and procedures.

- Assign qualified Field Supervisor(s) for teacher resident supervision and evaluation and ensure timely communications between the Parties.
- Ensure compliance with all other requirements for teacher resident preparation pursuant to TAC chapter 228, Educator Preparation Program Requirements.
- Maintain candidate records in accordance with applicable policies and laws.
- Support candidates who fall below academic or professional standards through a documented improvement or growth plan.
- Remove candidates from placement upon request of the District or when required by EPP policy or law.
- Design differentiated preparation models responsive to District workforce needs, including accelerated and employment-embedded Grow Your Own pathways.

13. Miscellaneous

13.1 Governing Law & Venue

This Agreement is made in Texas and shall be governed by and construed in accordance with the laws of the State of Texas. The Parties consent to the exclusive jurisdiction and venue of the federal and state courts located in Harris County, Texas, in any action arising out of or relating to this Agreement.

13.2 Termination

Except as otherwise provided, this Agreement may be terminated by either Party upon six (6) months' written notice. The Parties will use best efforts to allow sufficient opportunity for Residents to complete the year prior to the effective date of termination. Upon termination, the School System will notify appropriate Texas Education Agency staff of the termination of this Agreement.

13.3 Dispute Resolution

The dispute resolution process provided in Chapter 2260, Texas Government Code, and related rules adopted by the Texas Attorney General shall be used by the Parties to resolve any claim for breach of contract that cannot be resolved in the ordinary course of business.

13.4 Immunity

Alief ISD does not waive or relinquish any immunity or defenses on behalf of itself, its trustees, officers, employees, and agents as a result of its execution of this Agreement and performance of the functions or obligations described herein. Nothing herein shall be construed as creating any personal liability on the part of any trustee, director, employee, or representative of Alief ISD.

Signatures

IN WITNESS WHEREOF, the Parties to this Agreement, through their duly authorized representatives, have executed this Agreement and certify that they have read, understood, and agreed to its terms. This Agreement may be executed in counterparts, each of which is deemed an original, and delivered electronically with the same legal effect as an original.

School System (Superintendent's Designee)

- Signature: _____
- Name: _____
- Title: _____
- Date: _____

School System (Program Manager)

- Signature: _____
- Name: _____
- Title: _____
- Date: _____

EPP (Legal Authority)

- Signature: _____
- Name: _____
- Title: _____
- Date: _____

EPP (Residency Program Leadership)

- Signature: _____
- Name: _____
- Title: _____
- Date: _____

ALIEF INDEPENDENT SCHOOL DISTRICT
BOARD DOCUMENT

MEETING DATE: August 4, 2026

AGENDA ITEM: Consider Approval of Memorandum of Understanding Between Alief ISD and University of Houston. This MOU establishes a collaborative approach to participate in a High Quality clinical teaching experience and/or Teacher Residency Program and PREP Program Allotment (Dr. Elizabeth Veloz-Powell, Deputy Superintendent of Human Resources & Professional Learning)

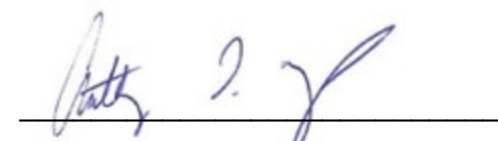
Board Goal #3 World Class Employment: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.

Collaborative Goals of the MOU:

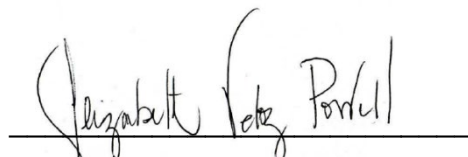
- Establish a comprehensive, high-quality educator preparation partnership aligned to Texas House Bill 2 (HB 2) Preparing and Retaining Educators through Partnerships (“PREP”) Allotment pathways
- Supports the design, implementation, and continuous improvement of multiple educator preparation pathways, including: Traditional Preservice Pathway, Teacher Residency Preservice Pathway, Alternative Pathway and Alternative Preservice Pathway, Grow Your Own Pathway.
- Shared goal of the Parties is to strengthen the educator pipeline, improve educator effectiveness and retention, and positively impact PK–12 student outcomes through coherent, school-embedded preparation models.

The MOU addresses roles and responsibilities of Parties and mutual obligations to support the collaborative goals set forth.

RECOMMENDATION: Consider Approval of the MOU to formalize collaboration between Alief ISD and University of Houston. This partnership will allow collaboration between both entities to achieve shared goals for high quality clinical teaching experiences and/or through the teacher residency program and PREP Program Allotment.



Dr. Anthony T. Mays
Superintendent



Dr. Elizabeth Veloz-Powell
Deputy Superintendent of Human
Resources and Professional
Learning

MEMORANDUM OF UNDERSTANDING

Alief ISD and the University of Houston for the benefit of its College of Education

High-Quality Educator Preparation Partnership (Residency, Traditional, and Alternative Certification Pathways)

This Memorandum of Understanding ("Agreement") is entered into effective as of May 1st, 2026 by and between:

- **Alief ISD** ("District"), and
- **University of Houston for the benefit of its College of Education** ("University").

The District and the University may be referred to individually as a "Party" and collectively as the "Parties."

I. PURPOSE

The purpose of this Agreement is to establish a comprehensive, high-quality educator preparation partnership aligned to Texas House Bill 2 (HB 2) Preparing and Retaining Educators through Partnerships ("PREP") Allotment pathways. This Agreement supports the design, implementation, and continuous improvement of multiple educator preparation pathways, including:

- Traditional Preservice Pathway
- Teacher Residency Preservice Pathway
- Alternative Pathway and Alternative Preservice Pathway
- Grow Your Own Pathway

The shared goal of the Parties is to strengthen the educator pipeline, improve educator effectiveness and retention, and positively impact PK–12 student outcomes through coherent, school-embedded preparation models.

II. PATHWAY-SPECIFIC ROLES AND RESPONSIBILITIES

A. Traditional Preservice Pathway

District agrees to:

1. Provide early field-based observation and supervised clinical teaching or student teaching placements aligned to District staffing and instructional needs.
2. Assign qualified cooperating teachers to mentor and supervise candidates.
3. Ensure cooperating teachers receive training consistent with HB 2 PREP Allotment requirements.
4. Provide candidates access to District curriculum, instructional resources, and applicable policies.
5. Provide timely feedback on candidate performance and complete required evaluations.
6. Provide candidate stipends aligned with HB 2 PREP Allotment requirements, as applicable.

The University agrees to:

1. Ensure candidates have completed required coursework and preparation prior to placement.
2. Assign qualified faculty or field supervisors to support and evaluate candidates.
3. Maintain compliance with Texas Administrative Code Title 19 Chapter 228, HB 2 PREP Allotment, and all Educator Preparation Program (“EPP”) requirements.
4. Support candidates who fall below academic or professional standards through documented improvement plans.

B. Teacher Residency Preservice Pathway

District agrees to:

1. Provide early field-based observation and year-long, clinically intensive residency placements (minimum of 28 weeks) aligned to District workforce needs.
2. Ensure host teachers receive training consistent with HB 2 PREP Allotment requirements.
3. Provide residents access to District systems, curriculum, and instructional resources.
4. Provide candidate stipends aligned with HB 2 PREP Allotment requirements, as applicable.

The University agrees to:

1. Ensure candidates have completed required coursework and preparation prior to placement.
2. Assign qualified faculty or field supervisors to support and evaluate candidates.
3. Maintain compliance with Texas Administrative Code Title 19 Chapter 228, HB 2 PREP Allotment, and all EPP requirements.
4. Support candidates who fall below academic or professional standards through documented improvement plans.

C. Alternative and Alternative Preservice Pathway

The Alternative Preservice Pathway prepares candidates through a preservice alternative certification model aligned to state statute, TEA requirements, and District workforce needs.

District agrees to:

1. Provide early field-based observation and supervised clinical placements for alternative certification candidates, including interns or teachers of record, as permitted by TEA rules and District policy.
2. Assign campus-based mentors or supervisors to support candidate development.
3. Ensure host teachers receive training consistent with HB 2 PREP Allotment requirements.

The University agrees to:

1. Operate a preservice alternative certification program in compliance with Texas Education Code §21.04423, Texas Administrative Code Title 19 Chapter 228, and applicable HB 2 PREP Allotment requirements.
2. Implement a preparation model that:
 - a. requires candidates to complete substantial preservice practice, which may include time spent serving as a paraprofessional; and
 - b. provides training synchronously, unless the University has received approval from the Texas Education Agency to deliver training asynchronously.
3. Provide required coursework, training, and supervision for alternative certification candidates.
4. Monitor candidate progress and address performance concerns through documented support or improvement plans.

D. Grow Your Own (GYO) Pathway

The GYO pathway provides a variety of opportunities for University and District partnership. These may include:

- Creating structured pathways for high school students and District employees serving in instructional capacities (e.g., paraprofessionals) to enter the teaching profession.
- Providing access to approved educator preparation programs (Pre-Service ACP, Traditional, and/or Residency).
- Supporting participants in completing an associate degree (if applicable), enrolling in a teacher preparation pathway leading to a bachelor's degree, and obtaining Texas teacher certification.

If the University and the District agree to establish a partnership around a GYO pathway, the following roles and responsibilities most appropriate for the partnership may be utilized.

As applicable, the District agrees to:

- Identify and recruit eligible high school students and District employees.
- Provide release time, where feasible, for coursework and clinical experiences.
- Assign qualified mentor teachers for participants.
- Support strategic staffing planning aligned with District needs.
- Maintain required documentation for HB 2 compliance and reporting.
- Ensure participants meet employment eligibility and district standards.

As applicable to the partnership, the University agrees to:

- Maintain SBEC approval for applicable certification pathways.
- Provide high-quality preparation aligned with Texas certification standards.
- Coordinate clinical teaching, internship, or residency placements with the District.
- Provide instructional coaching and supervision.
- Monitor candidate progress and certification milestones.

II. TERM AND TERMINATION

This Agreement shall be effective as of the date listed above and shall remain in effect for a term of five (5) years unless terminated earlier.

Either Party may terminate this Agreement with thirty (30) days written notice. In the event of termination, the Parties agree to allow candidates currently placed in District schools and performing satisfactorily to complete the academic year or pathway in which they are enrolled, subject to applicable law and policy.

III. DISTRICT RESPONSIBILITIES

The District agrees to:

1. Provide appropriate campus placements aligned to District staffing needs across all approved pathways.
2. Designate qualified, trained cooperating teachers or mentors to support candidates.
3. Provide candidates access to relevant District policies, procedures, curriculum materials, and instructional resources.
4. Notify the University promptly of any concerns regarding candidate performance, conduct, or compliance with District policies.
5. Retain the right to request removal of any candidate whose performance or conduct is unsatisfactory.
6. Ensure candidates comply with District health, safety, confidentiality, and professional conduct requirements.
7. Provide criminal background check and fingerprint clearance in accordance with District policy and state law.
8. Designate District representatives to participate in joint governance, strategic staffing, and sustainability planning aligned to HB 2 PREP allotment requirements.

IV. UNIVERSITY RESPONSIBILITIES

The University agrees to:

1. Maintain all required approvals, accreditation, and compliance with TEA, HB 2 PREP allotments, and Texas Administrative Code Title 19 Chapter 228.
2. Ensure candidates have completed required coursework and professional preparation prior to placement, as applicable by pathway.
3. Collaborate with the District to recruit, select, and place candidates aligned to District workforce needs.
4. Assign qualified faculty, field supervisors, or program staff to support and evaluate candidates.
5. Provide training and ongoing support for cooperating teachers and mentors, including co-teaching and mentorship best practices.
6. Maintain candidate records in accordance with applicable policies and laws.
7. Support candidates who fall below academic or professional standards through a documented improvement or growth plan.
8. Remove candidates from placement upon request of the District or when required by EPP policy or law.

9. Designate EPP representatives to participate in joint governance, data review, and continuous improvement efforts.

V. JOINT GOVERNANCE AND CONTINUOUS IMPROVEMENT

The Parties agree to:

1. Establish a joint governance structure with designated District and University leaders.
2. Meet regularly to review data related to candidate performance, retention, certification, and hiring outcomes.
3. Collaboratively refine pathway design, staffing models, and sustainability strategies.
4. Align program implementation to HB 2 PREP allotment requirements and TEA guidance.

VI. CONFIDENTIALITY AND DATA SHARING

The Parties shall comply with all applicable federal and state laws regarding confidentiality and data privacy, including the Family Educational Rights and Privacy Act (FERPA). Student and personnel data shall be used solely for purposes related to this Agreement and shall not be re-disclosed without proper authorization.

VII. COMPENSATION AND FUNDING

Nothing in this Agreement obligates either Party to provide direct compensation to the other unless explicitly stated in a written amendment. Funding and compensation structures for residents, mentors, or candidates may be supported through District funds, HB 2 PREP allotments, grants, or other allowable sources, as mutually agreed.

VIII. LIABILITY AND INDEPENDENT STATUS

Candidates participating under this Agreement are not employees of the University unless otherwise specified. Nothing herein creates a partnership, joint venture, or agency relationship between the Parties.

IX. INDEMNIFICATION

To the extent permitted by law, the Parties agree to indemnify each other and hold each other harmless from and against any claims by either party, its clients, employees, or agents, or causes of action for death or injury to persons, or loss or damage to property arising out of or caused by the maintenance, use or operation of either Party's premises. Such duty to indemnify shall apply without regard to whether the claim shall arise from the negligence of either Party.

X. PUBLIC INFORMATION

The Parties shall comply with the Texas Public Information Act and other applicable disclosure laws. Each Party shall cooperate in responding to public information requests related to this Agreement.

XI. GOVERNING LAW AND VENUE

This Agreement shall be governed by and construed in accordance with the laws of the State of Texas. Venue for any dispute arising under this Agreement shall lie in the appropriate Texas court of competent jurisdiction.

XII. MISCELLANEOUS

- a. Entire Agreement: This Agreement constitutes the entire agreement between the Parties.
- b. Amendments: Any amendments must be in writing and signed by both Parties.
 - c. Severability: If any provision is held invalid, the remaining provisions shall remain in effect.
 - d. Assignment: Neither Party may assign this Agreement without written consent of the other.
- e. Counterparts: This Agreement may be executed in counterparts.

Executed effective as of the date listed above.

Alief Independent School District

Name: _____

Title: _____

Date: _____

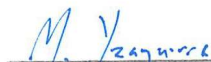
University of Houston for the benefit of its College of Education

Name: _____

Title: _____

Date: _____

APPROVED AS TO FORM BY:


OFFICE OF THE GENERAL COUNSEL
UNIVERSITY OF HOUSTON SYSTEM

ALIEF INDEPENDENT SCHOOL DISTRICT
BOARD DOCUMENT

MEETING DATE: August 4, 2026

AGENDA ITEM: Consider Approval of Memorandum of Understanding Between Alief ISD and Reach University for the Teacher Apprenticeship Program (TAP) and GYO PREP (Dr. Elizabeth Veloz-Powell, Deputy Superintendent of Human Resources & Professional Learning).

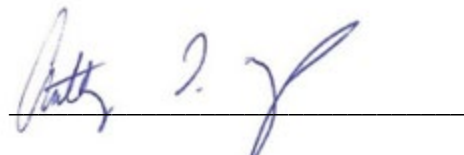
Board Goal #3 World Class Employment: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.

Collaborative Goals of the MOU

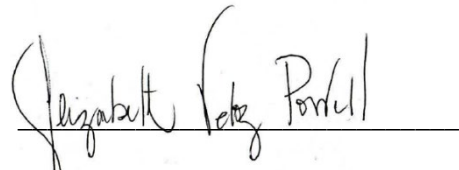
- Creates a clear pathway for paraprofessionals to become certified teachers
- Reduces vacancies by developing homegrown educators
- Provides affordable, accessible college coursework
- Supports high-quality preparation through aligned curriculum and mentoring
- Enhances workforce development and staff retention
- The partnership is designed to align with PREP funding requirements, allowing the district to access available state allotment funds and potential success-based funding incentives.

The MOU addresses a collaborative partnership aligning Reach University educator preparation coursework with Alief ISD's apprenticeship structure. This agreement formalizes shared responsibilities, instructional supports, and coordinated activities designed to ensure high-quality training for aspiring teachers.

RECOMMENDATION: Consider Approval of the MOU to partner with Reach University to support the Teacher Apprenticeship Program and PREP Allotment initiatives.



Dr. Anthony T. Mays
Superintendent



Dr. Elizabeth Veloz-Powell
Deputy Superintendent of Human
Resources & Professional
Learning



Reach University

Employer Partnership

Apprenticeship Related Instruction

Memorandum Of Understanding

Local Education Agency:

Alief ISD

Registered Apprenticeship Program Sponsor:

edwell

Date:

Reach University is accredited by the WASC Senior College and University Commission. Alternatives in Action is accredited by the California Commission on Teacher Credentialing. Alternatives in Action provides the Teacher Credentialing programs for Reach candidates in California.

Learn more at reach.edu

1. Parties, Recitals & Purpose

This Memorandum of Understanding (“Agreement”) is entered into on the date listed above between the entity named above (“Local Education Agency” or “Employer”); Reach University (“Reach University”); and edwell, a non-profit corporation doing business in Texas with a Federal Department of Labor Registered Apprenticeship Program (“edwell” or “Sponsor”) (together, the “Parties”) for the purpose of jointly exercising their respective powers.

The purpose of this Agreement is to address the Local Education Agency’s workforce needs and provide opportunities for Reach University candidates to complete the job–embedded undergraduate degree program, Bachelor of Arts in Liberal Studies. This Agreement includes any attached addenda, which shall be incorporated by reference and considered part of this Agreement.

The Parties acknowledge that Apprentices participating in the PREP Grow Your Own (“GYO”) pathway must satisfy applicable PREP statutory and program requirements for the Employer Partner to access PREP funding opportunities.

In consideration of the mutual promises contained in this Agreement, the Parties agree as follows:

2. Definitions

- Primary Employer Partnership Contact: The primary person responsible for communicating between the Local Education Agency and Reach University.
- Candidate: an apprentice enrolled in an undergraduate degree program and/or teacher preparation program offered by Reach University.
- Partnership Advisory Committee: a system–level leadership and advisory group committee composed of a representative set of Superintendents or designees from partner Local Education Agencies
- Program: The undergraduate program offered by Reach University for paraprofessionals and other school employees, whose goal is to complete a bachelor’s degree.
- Apprentice: An individual enrolled as a Candidate who is employed by the Local Education agency and participates in the Registered apprenticeship Program sponsored by edwell. “Apprentice” and “Candidate” are used interchangeably in this Agreement.
- PREP: The Preparing and Retaining Educators through Partnerships allotment under the Texas Education Code, established by House Bill 2 during the 89th Texas Legislature in 2025.
- Grow Your Own (GYO): The grow-your-own educator pathway funded under PREP.

3. Program

At Reach University, we believe that your job should lead to a degree—not the other way around. We serve both working adults striving to reach their full potential and employers aiming to cultivate diverse local talent pipelines through apprenticeship degrees. Reach University is dedicated to best practices in higher education and is designed to both acknowledge and leverage the learning that working adults already engage in daily to inform and improve upon their craft.

Additional programs are outlined in the addendum attached to this Agreement.

3.1 Bachelor Of Arts In Liberal Studies (BLS) Degree Program

The program description herein reflects Reach University's program as of the effective date of this Agreement. For the most up-to-date version, please see reach.edu and info.reach.edu.

The B.A. in Liberal Studies is a rigorous, job-embedded undergraduate degree program for front-line employees. The program includes interactive class sessions held after work hours, one-on-one advisor, on-site mentors, and comprehensive college services, including financial aid, libraries, and technology support, all to ensure candidate success.

Candidates in our programs are required to engage in job-embedded learning for at least 15 hours per week in an academic environment. This job-embedded learning can arise from holding roles including but not limited to: paraeducators, teacher or classroom instructional aides, on-site tutors, teacher leaders, administrators (principals, vice principals, etc.), and school support functions.

Degree Earned: B.A. in Liberal Studies

Credential Earned: None

Program Duration: 2–4 years (depending on transfer credits)

Accepts Transfer Credit: Yes. 100% credit transfer from select programs. For full program details, please visit reach.edu/programs.

3.2 PREP Grow Your Own (GYO) Requirements

This section outlines the shared expectations and commitments between Reach University and the Local Education Agency to ensure the successful implementation of the PREP Program Requirements in compliance with Texas Education Code Section 21.906 and 48.157 and relevant Texas Administrative Code sections.

- Degree + EPP Enrollment
 - Apprentices must:
 - Complete a bachelor's degree, and
 - Enroll in a Texas approved EPP within three (3) years of beginning participation in the GYO program.
- Employment + Instructional Role
 - Employer Partners will ensure:
 - Apprentices remain employed throughout participation
 - Apprentices spend at least 25% of their workday in instructional support activities, including:
 - Small group instruction
 - Lesson preparation
 - Instructional support under supervision
- Release Time
 - Apprentices will receive monthly scheduled release time to support:
 - Degree completion
 - EPP coursework

- Field-based experience
- Supervised Teaching Practices
 - Apprentices will be:
 - Paired with a cooperating teacher
 - Provided structure opportunities to:
 - Practice teaching
 - Lead instructional routines
 - Engage in lesson planning
- Certification Milestone
 - Apprentices will obtain an Educational Aide III certification within the first year, where applicable.
- Transition Supports
 - Guidance and other transition supports as the Apprentice begins the program to satisfy the teacher preparation requirements under Texas Education Sections 21.04421, 21.04422 or 21.04423.

4. Partnership Responsibilities

This section outlines the shared expectations and commitments between Reach University and the Local Education Agency to ensure the successful implementation of the Bachelor of Arts in Liberal Studies (BLS) program.

4.1 Initial Engagement & Onboarding

Local Education Agency Responsibilities

- Designate and notify key contacts, including but not limited to billing, site–level leads, and a program liaison (“Primary Employer Partnership Contact”).
- Attend initial onboarding sessions to understand program operations, expectations, and shared responsibilities.

Reach University Responsibilities

- Assign and provide a dedicated point of contact to support onboarding and act as liaison for partnership management.
- Introduce Local Education Agency staff to Reach University systems, workflows, and operational tools.
- Develop and finalize tuition agreements and billing processes with the Local Education Agency.

4.2 Candidate Eligibility, Recruitment, & Admissions

Local Education Agency Responsibilities

- Verify that all candidates referred to Reach University:
 - Are employed by the Local Education Agency in roles supporting job–embedded learning.

- Hold a high school diploma or equivalent
- Are U.S. citizens, legal permanent residents, or have valid work authorization.
- Have successfully passed required background checks.
- Coordinate and participate in recruitment efforts with Reach University in order to refer prospective candidates to Reach University Programs. This includes, but is not limited to, the following collaborative recruitment strategies:
 - Providing a list of eligible prospective candidates and their contact information to Reach University at least once per recruitment cycle, including contact information.
 - Promoting Reach University Programs by posting/distributing flyers, sharing Program information via email, and informing employees about virtual Information Sessions presented by Reach University.
 - Hosting informational sessions for prospective candidates.
- Verify candidate employment during the admissions process and prior to the start of each academic term.
- Assign mentors for candidates, if applicable.

Reach University Responsibilities

- Provide the Local Education Agency with recruitment materials, program information, and info session invitations.
- Align outreach activities with the Local Education Agency's workforce needs.
- Assist and guide candidates through the application process and coordinate employment verification at the time of admission.
- Provide tools and support for employment verification and job alignment.

Shared Responsibilities

- Both Parties will collaborate in planning and executing recruitment activities to ensure alignment with workforce needs and mutual accountability for candidate outcomes.

4.3 Job–Embedded Learning & Candidate Support

Local Education Agency Responsibilities

- Ensure that each candidate engages in job–embedded learning for a minimum of 15 hours per week in an academic environment. This may include roles such as paraeducator, instructional aide, tutor, teacher leader, or other school–based support staff.
- Notify Reach University if a candidate's role materially changes and may no longer meet the job–embedded learning requirements.
- Provide site–level support to candidates.
- Participate in periodic Reach University–hosted webinars and virtual updates to share feedback, receive program information, and support continuous improvement efforts.

Reach University Responsibilities

- Guide Local Education Agency staff on program expectations.

Shared Responsibilities

- Establish and maintain ongoing communication to address issues, resolve challenges, and support candidate success.
- Reach University and the Local Education Agency will collaborate in good faith to determine next steps, which may include transitioning the candidate to a qualifying role or pausing enrollment until eligibility is re-established.

4.4 Data Sharing & Program Feedback

Local Education Agency Responsibilities

- Participate in annual workforce outcome reporting, including sharing aggregate data on candidate roles, transitions, and retention.
- Complete an annual Employer Partner Survey and similar instruments to support program evaluation.
- If the Local Education Agency requires detailed information about candidate progress, academic standing, or related metrics, Reach University strongly encourages the Local Education Agency to establish clear agreements directly with its employees regarding such requirements. These agreements should ensure transparency for employees and align with applicable privacy and employment laws.

Reach University Responsibilities

- Share candidate information, as necessary for program administration and in compliance with our FERPA policy, state privacy laws, and institutional policies, to support collaborative recruitment efforts and promote candidate retention and success. Data may be shared proactively or upon request. See our FERPA policy here:

info.reach.edu/support/family-educational-rights-and-privacy-act-ferpa-acknowledgment.

- Analyze and apply data gathered through surveys and reporting to inform program enhancements and continuous improvement.
- Issue invoices for agreed-upon tuition support once per term, typically in September and February.
- Provide assistance to the Local Education Agency regarding billing questions and adjustments as required.

5. Terms

5.1 Tuition & Billing

- **Payment Terms:** The employer contribution toward the program cost will be a minimum of \$1,000 per apprentice, per year and will not exceed \$2,500 per apprentice, per year, which includes the apprentice contribution, which may be payroll deducted by the

Employer. edwell will collect payment directly from the participating employer and pass through to Reach as the fiscal intermediary for program-related related instruction to Reach.

- **Grandfathered Candidates:** Candidates currently enrolled in Reach University programs as of the effective date of this Agreement will be grandfathered into the existing candidate contribution structure, capped at \$900 annually. The district is responsible for this payment.
 - **PREP Success-Based Funding Alignment:**
 - Grandfathered candidates will also participate in a performance-based funding structure aligned to PREP success-based funding. Eligible candidates may accrue up to \$500 per year of participation, not to exceed \$1,500 total over three years. These amounts are billed to and paid by the district. Accrued amounts will only be payable upon:
 - successful completion of the bachelor's degree program,
 - enrollment in a Texas Educator Preparation Program (EPP), and
 - receipt of applicable PREP success-based funding by the Local Education Agency (LEA).
- **Funding Coordination:** The Employer will verify the list of invoiced candidates. edwell will remit payment toward eligible program-related costs using available philanthropic funding, WIOA funding, and other approved funding sources that may be applied to apprenticeship training, tuition, or related program expenses. Following the application of such funding, edwell will invoice the Employer for the remaining balance due, not to exceed the employer contribution outlined above.
- The Local Education Agency agrees to provide accurate billing contact information and promptly communicate any updates and further agrees to process invoices in a timely manner according to the agreed-upon tuition support arrangement.
- **Nonpayment Clause:** Reach University reserves the right to suspend candidate participation in Reach University programs for Local Education Agencies' failure to meet their financial obligations.

5.2 Insurance

During the term of this Agreement, Reach University agrees to maintain insurance policies, including a standard comprehensive general liability insurance policy with the following coverage: \$1 million general liability, \$1 million personal injury, and \$2 million general aggregate; and educator's legal liability of \$1 million per occurrence and \$2 million aggregate.

5.3 Term

This Agreement shall have an initial term of five (5) years from the effective date. Upon expiration of the initial term, the Agreement shall automatically renew for successive five (5) year terms unless and until terminated by either party in accordance with the termination provisions set forth in Section 5.4.

The Parties agree to review the terms of this Agreement at least once every five (5) years to

assess continued alignment and effectiveness.

5.4 Termination

Except as otherwise provided, each party agrees to give six (6) months' written notice prior to terminating this Agreement and the program partnership. The Parties agree to make their best efforts to ensure enough time for candidates enrolled to graduate before the effective termination date.

5.5 Confidentiality

Candidate information will only be shared to provide the services outlined in this Agreement. Confidential candidate information, as defined by state and federal regulations, will only be disclosed to the Local Education Agency when necessary to carry out the tasks described here, in compliance with the law, and subject to a Non-Disclosure Agreement. The Parties also each agree to safeguard each other's confidential information learned in performing this Agreement.

5.6 Indemnification

To the extent permitted by law, the parties agree to indemnify each other and hold each other harmless from and against any claims by either party, its clients, employees, or agents, or causes of action for death or injury to persons, or loss or damage to property arising out of or caused by the maintenance, use, or operation of either party's premises.

5.7 Non-Discrimination

Both Parties agree that participation in this program will not be limited on the basis of race, color, national origin, sex, disability, age, or any other protected category under federal or state law.

5.8 Force Majeure

Neither party shall be liable for any failure or delay in performing its obligations under this Agreement to the extent such failure or delay is caused by an event beyond its reasonable control, including acts of God, natural disasters, pandemics, governmental orders or laws, labor disputes, power or internet failures, or any other force majeure event. The affected party shall promptly notify the other party in writing of such force majeure event and make reasonable efforts to mitigate its effects and resume performance as soon as practicable.

5.9 Dispute Resolution

In the event of any dispute, controversy, or claim arising out of or relating to this Agreement, the Parties agree to first attempt to resolve the matter through good faith negotiations. If the dispute cannot be resolved through negotiation within thirty (30) days, the Parties agree to submit the matter to non-binding mediation conducted by a mutually agreed-upon mediator. If mediation does not resolve the dispute, the Parties may then pursue any remedies available at law or in equity.

This Agreement shall be governed by and construed in accordance with the laws of the State of Texas without regard to its conflicts of laws provisions. The mandatory and exclusive venue for the adjudication or resolution of any dispute arising out of or relating to this Agreement

shall be a court of competent jurisdiction in Harris County, Texas.

5.10 Name & Likeness

No child's image or likeness will be used without explicit prior consent in accordance with the Local Education Agency's policies. Reach University will coordinate with the Local Education Agency to ensure full compliance with all applicable privacy regulations and parental consent requirements.

Reach University may take photographs and make audio or video recordings of Reach University candidates at Local Education Agency school sites for educational, licensure assessment, and training purposes. These recordings may include images of Reach University candidates, faculty, and staff, as well as general school site identification.

5.11 Severability

If any provision of this Agreement is determined to be invalid, illegal, or unenforceable, the remaining provisions shall remain in full force and effect.

5.12 Entire Agreement

This Agreement, including all incorporated addenda, constitutes the entire understanding between the Parties and supersedes all prior negotiations, representations, or agreements, whether written or oral, relating to the subject matter herein.

5.13 Amendments

This Agreement may only be amended, modified, or supplemented by a written document signed by authorized representatives of both Parties.

5.14 Assignment

Neither party may assign or transfer its rights or obligations under this Agreement without prior written consent of the other party.

6. Signatures

The undersigned confirms having read and understood the policies stated above and affirms possessing the authority to execute this document and engage in the activities outlined herein.

Reach University

Authorized Representative	
Title	
Phone	
Email	
Signature	
Date	

edwell

Authorized Representative	
Title	
Phone	
Email	
Signature	
Date	

Local Education Agency

The signature below must be completed by the representative who is authorized to sign on behalf of the Local Education Agency.

Authorized Representative	
Title	
Phone	
Email	
Signature	
Date	

ALIEF INDEPENDENT SCHOOL DISTRICT

BOARD DOCUMENT

MEETING DATE: August 4, 2026

AGENDA ITEM: Consider approval of Memorandum of Understanding (MOU)
with Greater Houston Partnership

Board Goal #1 Student Achievement: Alief ISD will close the achievement gap to ensure all students reach their academic potential and improve student preparation for college and career.

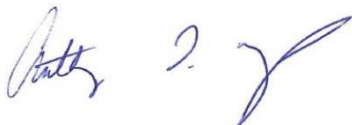
Summary: Alief ISD is proud to partner with the Greater Houston Partnership and regional education and workforce leaders in the implementation of Pathful, an innovative career exploration and workforce readiness platform designed to better prepare students for success beyond high school.

Through the Greater Houston Partnership's Ready Set Next initiative, Pathful leverages artificial intelligence to provide students with personalized career exploration, labor market insights, and postsecondary planning tools. Beginning in middle school, students will be able to explore career interests, identify high-demand and high-wage occupations, and make informed, intentional decisions when selecting CTE Programs of Study for high school. The platform aligns students' interests, aptitudes, and career goals with educational pathways that lead to meaningful employment and postsecondary opportunities.

As students progress through high school, Pathful will continue to support their career development by connecting their coursework, industry-based certifications, work-based learning experiences, and credentials to real employment opportunities. During their senior year, students will have the opportunity to connect directly with local employers, apprenticeship programs, higher education institutions, workforce training providers, and community organizations, creating a seamless transition from high school into college, military service, technical training, or the workforce.

This partnership represents an important step in ensuring that every Alief ISD student graduates with a clear postsecondary plan, meaningful career connections, and the knowledge and skills necessary to thrive in an increasingly competitive workforce.

RECOMMENDATION: It is recommended that the Alief ISD Board of Trustees consider and approve the Memorandum of Understanding (MOU) as presented.



Dr. Anthony T. Mays
Superintendent



⁶²Dr. Charles Garcia
Deputy Superintendent of Curriculum,
Instruction, and School Leadership

ALIEF INDEPENDENT SCHOOL DISTRICT

BOARD DOCUMENT

MEETING DATE: August 4, 2026

AGENDA ITEM: Consider Approval of Memorandum of Understanding between the
Center for Educational Literacy Foundation and Alief ISD

Board Goal 1: Student Achievement: Alief ISD will close the achievement gap to ensure all students reach their academic potential and improve student preparation for college and career.

Summary: This partnership will serve as a resourceful support with science STEM and inquiry-based learning for hands-on science instruction. The projects include tree-planting at campuses, professional development for coaching teachers, and other community engagement projects.

RECOMMENDATION: It is our recommendation that the Alief ISD Board of Trustees consider and approve the MOU with the Center for Educational Literacy Foundation with Alief ISD.



Dr. Anthony T. Mays
Superintendent



Dr. Charles Garcia
Deputy Superintendent of Curriculum,
Instruction, and School Leadership

ALIEF INDEPENDENT SCHOOL DISTRICT

BOARD DOCUMENT

MEETING DATE: August 4th, 2026

AGENDA ITEM: Consider Approval of Grant Between the Houston Endowment and Alief Independent School District

Board Goal 1: Student Achievement: Alief ISD will close the achievement gap to ensure all students reach their academic potential and improve student preparation for college and career.

Summary: This partnership will serve as a funding support for writing development and literacy enhancements with assistive technology at three middle school campuses (Alief MS, Holub MS, and Olle MS).

RECOMMENDATION: It is our recommendation that the Alief ISD Board of Trustees consider and approve the Houston Endowment Grant with Alief ISD.



Dr. Anthony T. Mays
Superintendent



Dr. Charles Garcia
Deputy Superintendent of Curriculum,
Instruction, and School Leadership

ALIEF INDEPENDENT SCHOOL DISTRICT

BOARD DOCUMENT

MEETING DATE: August 4, 2026, Policies

AGENDA ITEM: Consider and Approve Second Reading and Additions, Deletions, and Revisions to Board Policy BJCF (LOCAL), CAA (LOCAL), DC (LOCAL), DH (LOCAL), DHA (LOCAL), DP (LOCAL), DPA (LOCAL), DPB (LOCAL), EHBB (LOCAL) AND FFF (LOCAL) for the Alief Independent School District (Dr. Jeannine Porter, Chief of Staff)

Board Goal #1 Student Achievement: Alief ISD will close the achievement gap to ensure all students reach their academic potential and improve student preparation for college and career.

Board Goal #3 World Class Employment: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.

Board Goal #5 Organizational Strength: Alief ISD will continue to improve the financial stability of the district.

RECOMMENDATION: It is our recommendation that the Alief ISD Board of Trustees Consider and Approve First Reading and Additions, Deletions, and Revisions to Board Policy BJCF (LOCAL), CAA (LOCAL), DC (LOCAL), DH (LOCAL), DHA (LOCAL), DP (LOCAL), DPA (LOCAL), DPB (LOCAL), EHBB (LOCAL) AND FFF (LOCAL) for the Alief Independent School District.



Dr. Anthony T. Mays

Superintendent



Dr. Jeannine Porter

Chief of Staff

Reasons

The Board's decision not to renew the Superintendent's contract shall not be based on the Superintendent's exercise of Constitutional rights or based unlawfully on race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. Reasons for the nonrenewal of the Superintendent's contract shall be:

1. Deficiencies pointed out in evaluations, supplemental memoranda, or other communications.
2. Failure to fulfill duties or responsibilities.
3. Incompetency or inefficiency in the performance of duties.
4. Insubordination or failure to comply with Board directives.
5. Failure to comply with Board policies or administrative regulations.
6. Failure of the District to make measurable progress toward the goals stated in the District improvement plan. [See BQ]
7. Conducting personal business during school hours when it results in neglect of duties.
8. Drunkenness or excessive use of alcoholic beverages; or possession, use, or being under the influence of alcohol or alcoholic beverages while on District property, while working in the scope of the employee's duties, or while attending any school- or District-sponsored activity.
9. The illegal possession, use, manufacture, or distribution of a controlled substance, a drug, a dangerous drug, hallucinogens, or other substances regulated by state statutes.
10. Failure to meet the District's standards of professional conduct.
11. Failure to report to the Board any arrest, indictment, conviction, no contest or guilty plea, or other adjudication for any felony, any crime involving moral turpitude, or other offense listed at DH(LOCAL). [See DH]
12. Conviction of or deferred adjudication for any felony, any crime involving moral turpitude, or other offense listed at DH(LOCAL); or conviction of a lesser included offense pursuant to a plea when the original charged offense is a felony. [See DH]
13. Failure to comply with reasonable District requirements regarding advanced coursework or professional improvement and growth.

SUPERINTENDENT
NONRENEWAL

BJCF
(LOCAL)

14. Disability, not otherwise protected by law, that prevents the Superintendent from performing the essential functions of the job, with or without reasonable accommodation.
15. Any activity, school-connected or otherwise, that, because of publicity given it or knowledge of it among students, faculty, or the community, impairs or diminishes the Superintendent's effectiveness in the District.
16. Any breach by the Superintendent of an employment contract or any reason specified in the Superintendent's employment contract.
17. Failure to maintain an effective working relationship, or maintain good rapport, with parents, the community, staff, or the Board.
18. Behavior that presents a danger of physical harm to a student or other individuals.
19. Assault on a person on District property or at a school-related function, or on an employee, student, or student's parent regardless of time or place.
20. Use of profanity in the course of performing any duties of employment, whether on or off District premises, in the presence of students, staff, or members of the public, if reasonably characterized as unprofessional.
21. Falsification of records or other documents related to the District's activities.
22. Falsification or omission of required information on an employment application.
23. Misrepresentation of facts to the Board or other District officials in the conduct of District business.
24. Failure to fulfill or maintain requirements for Superintendent certification, unless granted a waiver by the commissioner of education.
25. Any attempt to encourage or coerce a child to withhold information from the child's parent or from other District personnel.
26. Any reason that makes the employment relationship void or voidable, such as a violation of federal, state, or local law.
27. Engaging in or assigning to another individual, whether intentionally or knowingly, an instruction, guidance, activities, or programming prohibited by law. [See EMB]

SUPERINTENDENT
NONRENEWAL

BJCF
(LOCAL)

28. Engaging in or assigning to another individual, whether intentionally or knowingly, diversity, equity, and inclusion duties prohibited by law.

27-29. Any reason constituting good cause for terminating the contract during its term.

**Notice of Proposed
Nonrenewal**

If the Board determines that the Superintendent's contract should be considered for nonrenewal, the Board shall deliver to the Superintendent written notice of the proposed nonrenewal in accordance with law.

Request for Hearing

If the Superintendent desires a hearing after receiving notice of the proposed nonrenewal, the Superintendent shall file a written request with the commissioner for an independent hearing examiner, and provide the Board a copy of the request, not later than the 15th day after the date the Superintendent received the notice of proposed nonrenewal.

Hearing Examiner

The hearing shall be conducted by an independent hearing examiner in accordance with the process described at DFD(LEGAL).

Board Decision

Following the hearing, the Board shall take appropriate action in accordance with DFD(LEGAL).

No Hearing

If the Superintendent fails to request a hearing, the Board shall take the appropriate action and notify the Superintendent in writing of that action not later than the 30th day after the date the notice of proposed nonrenewal was sent.

FISCAL MANAGEMENT GOALS AND OBJECTIVES
FINANCIAL ETHICS

CAA
(LOCAL)

All Trustees, employees, vendors, contractors, agents, consultants, volunteers, and any other parties who are involved in the District's financial transactions shall act with integrity and diligence in duties involving the District's fiscal resources.

Note: See the following policies and/or administrative regulations regarding conflicts of interest, ethics, and financial oversight:

- Code of ethics:
 - for Board members — BBF
 - for employees — ~~DHDHA~~
- Financial conflicts of interest:
 - for public officials — BBFA
 - for all employees — DBD
 - for vendors — CHE
- Compliance with state and federal grant and award requirements: CB, CBB
- Financial conflicts and gifts and gratuities regarding federal funds: CB, CBB
- Systems for monitoring the District's investment program: CDA
- Budget planning and evaluation: CE
- Compliance with accounting regulations: CFC
- Activity fund management: CFD
- Criminal history record information for employees: DBAA, DC
- Disciplinary action for fraud by employees: DCD, DCE, and DF series

**Fraud and Financial
Impropriety**

The District prohibits fraud and financial impropriety, as defined below, in the actions of its Trustees, employees, vendors, contractors, agents, consultants, volunteers, and others seeking or maintaining a business relationship with the District.

Definition

Fraud and financial impropriety shall include but not be limited to:

1. Forgery or unauthorized alteration of any document or account belonging to the District.
2. Forgery or unauthorized alteration of a check, bank draft, or any other financial document.

FISCAL MANAGEMENT GOALS AND OBJECTIVES
FINANCIAL ETHICS

CAA
(LOCAL)

3. Misappropriation of funds, securities, supplies, or other District assets, including employee time.
4. Impropriety in the handling of money or reporting of District financial transactions.
5. Profiteering as a result of insider knowledge of District information or activities.
6. Unauthorized disclosure of confidential or proprietary information to outside parties.
7. Unauthorized disclosure of investment activities engaged in or contemplated by the District.
8. Accepting or seeking anything of material value from contractors, vendors, or other persons providing services or materials to the District, except as otherwise permitted by law or District policy. [See CB, DBD]
9. Inappropriately destroying, removing, or using records, furniture, fixtures, or equipment.
10. Failure to provide financial records required by federal, state, or local entities.
11. Failure to disclose conflicts of interest as required by law or District policy.
12. Knowingly submitting a false or fraudulent claim to obtain payment from the United States government.
13. Any other dishonest act regarding the finances of the District.
14. Failure to comply with requirements imposed by law, the awarding agency, or a pass-through entity for state and federal awards.

**Financial Controls
and Oversight**

Each employee who supervises or prepares District financial reports or transactions shall set an example of honest and ethical behavior and shall actively monitor his or her area of responsibility for fraud and financial impropriety.

Fraud Prevention

The Superintendent shall maintain a system of internal controls to deter and monitor for fraud or financial impropriety in the District.

Reports

Any person who suspects fraud or financial impropriety in the District shall report the suspicions immediately to a person with authority to investigate the suspicions, including any supervisor, the Superintendent, the Board President, or local law enforcement.

FISCAL MANAGEMENT GOALS AND OBJECTIVES
FINANCIAL ETHICS

CAA
(LOCAL)

Reports of suspected fraud or financial impropriety shall be treated as confidential to the extent permitted by law. Limited disclosure may be necessary to complete a full investigation or to comply with law. All employees involved in an investigation shall be advised to keep information about the investigation confidential.

*Protection from
Retaliation*

Neither the Board nor any District employee shall unlawfully retaliate against a person who in good faith reports perceived fraud or financial impropriety. [See DG]

Fraud Investigations

In coordination with legal counsel and other internal or external departments or agencies, as appropriate, the Superintendent, Board President, or a designee shall promptly investigate reports of potential fraud or financial impropriety.

Response

If an investigation substantiates a report of fraud or financial impropriety, the Superintendent shall promptly inform the Board of the report, the investigation, and any responsive action taken or recommended by the administration.

If an employee is found to have committed fraud or financial impropriety, the Superintendent shall take or recommend appropriate disciplinary action, which may include termination of employment. If a contractor or vendor is found to have committed fraud or financial impropriety, the District shall take appropriate action, which may include cancellation of the District's relationship with the contractor or vendor.

When circumstances warrant, the Board, Superintendent, or a designee may refer matters to appropriate law enforcement or regulatory authorities. In cases involving monetary loss to the District, the District may seek to recover lost or misappropriated funds.

The final disposition of the matter and any decision to file a criminal complaint or to refer the matter to the appropriate law enforcement or regulatory agency for independent investigation shall be made in consultation with legal counsel.

Federal Awards
Disclosure

In connection with federal awards, the District shall promptly disclose in writing whenever the District has credible evidence of the commission of a violation of federal criminal law involving fraud, conflict of interest, bribery, or gratuity violations found in federal law, including the Civil False Claims Act. This provision applies to any activities or subawards of a federal award. [See CBB]

False Claims Act

The Superintendent shall ensure that employees, vendors, and contractors with any responsibilities for services to be reimbursed through Medicaid are informed of the False Claims Act and the District's prohibition on knowingly submitting a false or fraudulent

FISCAL MANAGEMENT GOALS AND OBJECTIVES
FINANCIAL ETHICS

CAA
(LOCAL)

claim for payment, federal administrative remedies for false claims and statements, and state laws on false claims and statements.

The District's procedures shall include information regarding reporting suspected violations as provided at Reports, above, as well as reporting to the U.S. Department of State's Office of Inspector General hotline at 202-647-3320.

Analysis of Fraud

After any investigation substantiates a report of fraud or financial impropriety, the Superintendent shall analyze conditions or factors that may have contributed to the fraudulent or improper activity. The Superintendent shall ensure that appropriate administrative procedures are developed and implemented to prevent future misconduct. These measures shall be presented to the Board for review.

EMPLOYMENT PRACTICES

DC
(LOCAL)

Personnel Duties	The Superintendent shall define the qualifications, duties, and responsibilities of all positions and shall ensure that job descriptions are current and accessible to employees and supervisors.
Posting Vacancies	The Superintendent ~~or designee~~ shall establish guidelines for advertising employment opportunities and posting notices of vacancies. These guidelines shall advance the Board's commitment to equal opportunity employment and to recruiting well-qualified candidates. Current District employees may apply for any vacancy for which they have appropriate qualifications.
Guidelines for Posting Vacancies	Any opening that constitutes a promotion by moving to a higher pay grade shall be posted, with the exception of cabinet-level vacancies, executive directors, and above. All postings shall be displayed in a designated, visible location. [See DC(LEGAL)]
Applications	All applicants shall complete the application form supplied by the District. Information on applications shall be confirmed before a contract is offered for a contractual position and before hiring or as soon as possible thereafter for a noncontractual position. [For information related to the evaluation of criminal history records, see DBAA.]
Employment of Contractual Personnel	The Superintendent has sole authority to make recommendations to the Board regarding the selection of contractual personnel. The Board retains final authority for employment of contractual personnel. [See DCA, DCB, DCC, and DCE as appropriate]
Employment of Noncontractual Personnel	Note: For employment of a bus driver related to a Board member or the Superintendent, see DBE(LEGAL).
	The Board delegates to the Superintendent final authority to employ and dismiss noncontractual employees on an at-will basis. [See DCD]
Employment Assistance Prohibited	No District employee shall assist another employee of the District or of any school district in obtaining a new job if the employee knows, or has probable cause to believe, that the other employee engaged in sexual misconduct regarding a minor or student in violation of the law. Routine transmission of an administrative or personnel file does not violate this prohibition. [See CJ for prohibitions relating to contractors and agents and ~~DH(EXHIBIT)~~ DHA(LEGAL) for the Educators' Code of Ethics.]

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

Each District employee shall perform his or her duties in accordance with state and federal law, District policy, and ethical standards. The District holds all employees accountable to the Educators' Code of Ethics. [See ~~DH(EXHIBITDHA(LEGAL))~~]

Each District employee shall recognize and respect the rights of students, parents, other employees, and members of the community and shall work cooperatively with others to serve the best interests of the District.

An employee wishing to express concern, complaints, or criticism shall do so through appropriate channels. [See DGBA]

**Violations of
Standards of
Conduct**

Each employee shall comply with the standards of conduct set out in this policy and with any other policies, regulations, and guidelines that impose duties, requirements, or standards attendant to his or her status as a District employee. Violation of any policies, regulations, or guidelines, including intentionally making a false claim, offering a false statement, or refusing to cooperate with a District investigation, may result in disciplinary action, including termination of employment. [See DCD, DCE, and DF series]

Weapons Prohibited

The District prohibits the use, possession, or display of any firearm, location-restricted knife, club, or prohibited weapon, as defined at FNCG, on District property at all times.

Exceptions

No violation of this policy occurs when:

1. Use or possession of a firearm by a specific employee is authorized by Board action [see the CKE series];
2. A District employee who holds a handgun license in accordance with state law stores a handgun or other firearm in a locked vehicle in a parking lot, parking garage, or other parking area provided by the District, provided the handgun or other firearm is not in plain view; or
3. The use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. [See FOD]

**Electronic
Communication**

Use with Students

A certified employee, licensed employee, or any other employee designated in writing by the Superintendent or a campus principal may use electronic communication, as this term is defined by law, with currently enrolled students only about matters within the scope of the employee's professional responsibilities.

Unless an exception has been made in accordance with the employee handbook or other administrative regulations, an employee

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

shall not use a personal electronic communication platform, application, or account to communicate with currently enrolled students.

Unless authorized above, all other employees are prohibited from using electronic communication directly with students who are currently enrolled in the District. The employee handbook or other administrative regulations shall further detail:

1. Exceptions for family and social relationships;
2. The circumstances under which an employee may use text messaging to communicate with individual students or student groups;
3. Hours of the day during which electronic communication is discouraged or prohibited; and
4. Other matters deemed appropriate by the Superintendent.

In accordance with ethical standards applicable to all District employees [see ~~DH(EXHIBITDHA(LEGAL))~~], an employee shall be prohibited from using electronic communications in a manner that constitutes prohibited harassment or abuse of a District student; adversely affects the student's learning, mental health, or safety; includes threats of violence against the student; reveals confidential information about the student; or constitutes an inappropriate communication with a student, as described in the Educators' Code of Ethics.

An employee shall have no expectation of privacy in electronic communications with students. Each employee shall comply with the District's requirements for records retention and destruction to the extent those requirements apply to electronic communication. [See CPC]

Personal Use	All employees shall be held to the same professional standards in their public use of electronic communication as for any other public conduct. If an employee's use of electronic communication violates state or federal law or District policy, or interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment.
Reporting Improper Communication	In accordance with administrative regulations, an employee shall notify his or her supervisor when a student engages in improper electronic communication with the employee.
Disclosing Personal Information	An employee shall not be required to disclose his or her personal email address or personal phone number to a student.

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

Prohibited Classroom Instruction or Activities	An employee is prohibited from intentionally or knowingly engaging in or assigning to another individual instruction, guidance, activities, or programming prohibited by law [see EMB].
Prohibited Diversity, Equity, and Inclusion Duties	An employee shall be subject to disciplinary action, including termination of employment, if the employee, intentionally or knowingly: • Engages in diversity, equity, and inclusion (DEI) duties. • Assigns to another individual DEI duties. [See BT(LEGAL)]
Social Transitioning	An employee shall be prohibited from assisting a District student with social transitioning, as the term is defined in law. This prohibition includes providing any information to a District student about social transitioning or guidelines intended to assist a District student with social transitioning.
Safety Requirements	Each employee shall adhere to District safety rules and regulations and shall report unsafe conditions or practices to the appropriate supervisor.
Harassment or Abuse	An employee shall not engage in prohibited harassment, including sexual harassment, of: 1. Other employees. [See DIA] 2. Students. [See FFH; see FFG regarding child abuse and neglect.] While acting in the course of employment, an employee shall not engage in prohibited harassment, including sexual harassment, of other persons, including Board members, vendors, contractors, volunteers, or parents. An employee shall report child abuse or neglect as required by law. [See FFG]
Relationships with Students	An employee shall not form romantic or other inappropriate social relationships with students. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. As required by law, the District shall notify the parent of a student with whom a District employee or person acting as a service provider for the District is alleged to have engaged in certain misconduct. [See FFF for parent notification requirements and DHB and DHC for reporting requirements.]

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

**Tobacco and
Nicotine Products
and E-Cigarettes**

An employee is prohibited from possessing or using any type of tobacco product, e-cigarette, or any other electronic vaporizing device while on school property, in a District vehicle, or while attending an off-campus school-related activity. An employee is also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on District property, in a District vehicle, or while attending an off-campus school-related activity.

An employee's supervisor is authorized to approve an exception to this policy for a smoking cessation product.

**Alcohol and Drugs /
Notice of Drug-Free
Workplace**

As a condition of employment, an employee shall abide by the terms of the following drug-free workplace provisions. An employee shall notify the Superintendent in writing if the employee is convicted for a violation of a criminal drug statute occurring in the workplace in accordance with Arrests, Indictments, Convictions, and Other Adjudications, below.

An employee shall not manufacture, distribute, dispense, possess, use, or be under the influence of any of the following substances during working hours while on District property or at school-related activities during or outside of usual working hours:

1. Any controlled substance or dangerous drug as defined by law, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate.
2. Alcohol or any alcoholic beverage.
3. Any abusable glue, aerosol paint, or any other chemical substance for inhalation.
4. Any other intoxicant or mood-changing, mind-altering, or behavior-altering drug.

An employee need not be legally intoxicated to be considered "under the influence" of a controlled substance.

Exceptions

It shall not be considered a violation of this policy if the employee:

1. Manufactures, possesses, or dispenses a substance listed above as part of the employee's job responsibilities;
2. Uses or possesses a controlled substance or drug authorized by a licensed physician prescribed for the employee's personal use; or

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

3. Possesses a controlled substance or drug that a licensed physician has prescribed for the employee's child or other individual for whom the employee is a legal guardian.

Sanctions

An employee who violates these drug-free workplace provisions shall be subject to disciplinary sanctions. Sanctions may include:

1. Referral to drug and alcohol counseling or rehabilitation programs;
2. Referral to employee assistance programs;
3. Termination from employment with the District; and
4. Referral to appropriate law enforcement officials for prosecution.

Notice

Employees shall receive a copy of this policy.

**Arrests, Indictments,
Convictions, and
Other Adjudications**

An employee shall notify his or her principal or immediate supervisor within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for any felony, any offense involving moral turpitude, and any of the other offenses as indicated below:

1. Crimes involving school property or funds;
2. Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator;
3. Crimes that occur wholly or in part on school property or at a school-sponsored activity; or
4. Crimes involving moral turpitude, which include:
 - Dishonesty; fraud; deceit; theft; misrepresentation;
 - Deliberate violence;
 - Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor;
 - Felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance defined in Chapter 481 of the Health and Safety Code;
 - Felony driving while intoxicated (DWI); or
 - Acts constituting abuse or neglect under the Texas Family Code.

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

Dress and Grooming

An employee's dress and grooming shall be clean, neat, in a manner appropriate for his or her assignment, and in accordance with any additional standards established by his or her supervisor and approved by the Superintendent.

~~EMPLOYEE STANDARDS OF CONDUCT
GIFTS AND SOLICITATIONS~~

DHA
(LOCAL)

Soliciting Funds

~~The following rules and qualifications shall govern all collections and contributions in District schools during school hours from school personnel:~~

- ~~1. No contributions of money for local, state, or national causes or philanthropies shall be solicited from employees; nor shall any collections be made in the schools except those which have the approval of the Superintendent.~~
- ~~2. Collections thus approved shall be so conducted as to minimize the amount of school time required.~~
- ~~3. Contributions shall be made on a purely voluntary basis.~~

PERSONNEL POSITIONS

DP
(LOCAL)

**Principal
Qualifications**

~~In addition to the minimal certification requirement, a principal shall have at least:~~

- ~~1. Working knowledge of curriculum and instruction;~~
- ~~2. The ability to evaluate instructional program and teaching effectiveness;~~
- ~~3. The ability to manage budgets and personnel and to coordinate campus functions;~~
- ~~4. The ability to explain policy, procedures, and data;~~
- ~~5. Strong communications, public relations, and interpersonal skills;~~
- ~~6. Prior experience in instructional leadership roles; and~~
- ~~7. Other qualifications deemed necessary by the Board and included in the job description.~~

School Counselors

~~In accordance with law, a school counselor shall spend 80 percent of the counselor's work time on duties that are components of a comprehensive school counseling program (CSCP). [See FFEA]~~

~~If the Board approves a determination by the administration that due to District or campus staffing needs or other reasons a school counselor is prevented from spending 80 percent of the counselor's work time on duties that are components of a CSCP, the Board shall direct the Superintendent to develop a revised job description for the school counselor that addresses the percentage of the school counselor's time that shall be spent on duties related to the components of a CSCP and the duties the school counselor is expected to perform in the remaining work time. The Superintendent shall report to the Board regarding adjustments to a school counselor's duties under this provision.~~

PERSONNEL POSITIONS
PRINCIPALS

DPA
(LOCAL)

Qualifications

In addition to the minimal education and certification requirements established in the job description, a principal shall have at least:

1. Working knowledge of curriculum and instruction;
2. The ability to evaluate instructional program and teaching effectiveness;
3. The ability to manage budgets and personnel and to coordinate campus functions;
4. The ability to implement policy and procedures;
5. The ability to interpret data;
6. Strong communications, public relations, and interpersonal skills;
7. Prior experience in instructional leadership roles; and
8. Other qualifications deemed necessary by the Board and included in the job description.

PERSONNEL POSITIONS
OTHER PERSONNEL POSITIONS

DPB
(LOCAL)

School Counselors

In accordance with law, a school counselor shall spend 80 percent of the counselor's work time on duties that are components of a comprehensive school counseling program (CSCP). [See FFEA]

If the Board approves a determination by the administration that due to District or campus staffing needs or other reasons a school counselor is prevented from spending 80 percent of the counselor's work time on duties that are components of a CSCP, the Board shall direct the Superintendent to develop a revised job description for the school counselor that addresses the percentage of the school counselor's time that shall be spent on duties related to the components of a CSCP and the duties the school counselor is expected to perform in the remaining work time. The Superintendent shall report to the Board regarding adjustments to a school counselor's duties under this provision.

SPECIAL PROGRAMS
GIFTED AND TALENTED STUDENTS

EHBB
(LOCAL)

Referral

Students may be referred for the gifted and talented program at any time by teachers, school counselors, parents, or other interested persons.

Screening and
Identification
Process

The District shall provide assessment opportunities to complete the screening and identification process for referred students at least once per school year.

The District shall schedule a gifted and talented program awareness session for parents that provides an overview of the identification procedures and services for the program prior to beginning the screening and identification process.

Parental Consent

The District shall obtain written parental consent before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an educational record, subject to the protections set out in policies at FL.

Selection

Identification
Criteria

The Board-approved program for the gifted and talented shall establish criteria to identify gifted and talented students. The criteria shall be specific to the state definition of gifted and talented and shall ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities.

Assessments

Data collected through both objective and subjective assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include, but are not limited to, the following: achievement tests, intelligence tests, creativity tests, behavioral checklists completed by teachers and parents, student/parent conferences, and available student work products.

Selection Matrix
or Threshold
System

If the selection process relies on a matrix or threshold system, the use of a scoring value based on race, ethnicity, sex, socioeconomic status, or disability shall be prohibited.

Placement
Committee

A placement committee shall evaluate each referred student according to the established criteria and shall identify those students for whom placement in the gifted and talented program is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs and identification of gifted students, as required by law.

Notification

The District shall provide written notification to parents of students who qualify for services through the District's gifted and talented program. Participation in any program or services provided for

SPECIAL PROGRAMS
GIFTED AND TALENTED STUDENTS

EHBB
(LOCAL)

gifted students shall be voluntary, and the District shall obtain written permission from the parents before placing a student in a gifted and talented program.

Reassessment

If the District reassesses students in the gifted and talented program, the reassessment shall be based on a student's performance in response to services and shall occur no more than once in elementary grades, once in middle school grades, and once in high school grades.

Transfer Students

Interdistrict

When a student identified as gifted by a previous school district enrolls in the District, the placement committee shall review the student's records and conduct assessment procedures when necessary to determine if placement in the District's program for gifted and talented students is appropriate.

[See FDD(LEGAL) for information regarding transfer students and the Interstate Compact on Educational Opportunities for Military Children]

Intradistrict

A student who transfers from one campus in the District to the same grade level at another District campus shall continue to receive services in the District's gifted and talented program.

Furloughs

The District may place on a furlough any student who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the gifted and talented program. A furlough may be initiated by the District, the parent, or the student.

In accordance with the Board-approved program, a furlough shall be granted for specified reasons and for a specified period of time. At the end of a furlough, the student may reenter the gifted and talented program, be placed on another furlough, or be exited from the program.

Exit Provisions

The District shall monitor student performance in response to gifted and talented program services. If at any time the placement committee or a parent determines the program is not meeting the student's educational needs, the committee shall meet with the parent and student before finalizing an exit decision.

Appeals

A parent, student, or educator may appeal any final decision of the placement committee regarding services in the gifted and talented program. Appeals shall be made first to the placement committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two.

Program Evaluation

The District shall annually evaluate the effectiveness of the District's gifted and talented program, and the results of the evaluation

SPECIAL PROGRAMS
GIFTED AND TALENTED STUDENTS

EHBB
(LOCAL)

shall be used to modify and update the District and campus improvement plans. The District shall include parents in the evaluation process and shall share the information with Board members, administrators, teachers, school counselors, students in the gifted and talented program, and the community.

Funding

The Superintendent shall develop administrative procedures to ensure that 100 percent of the state funds allocated for the gifted and talented program are spent providing for and enhancing the District's program and that a method accounting for expenditures related to the gifted and talented program is established and aligns with the Texas Education Agency's financial compliance guidance.

**Community
Awareness**

The District shall ensure that information about the District's gifted and talented program is available to parents and community members and that they have an opportunity to develop an understanding of and support for the program.

Note: See policies DHB and DHC for information on other required reports regarding alleged misconduct against a student.

The District shall notify a parent of a student with whom a District employee or a person acting as a service provider for the District is alleged to have engaged in misconduct, informing the parent:

1. As soon as feasible that the alleged misconduct may have occurred;
2. Whether the individual was terminated following an investigation of the alleged misconduct or resigned before completion of the investigation; and
3. Whether a report was submitted to the Texas Education Agency or State Board for Educator Certification concerning the alleged misconduct.

For purposes of this policy, misconduct is defined as an individual's ~~alleged:~~

1. Alleged abuse or commission of an otherwise unlawful act with a student ~~or involvement in;~~
2. Involvement in or soliciting a romantic relationship, or soliciting or engaging in sexual contact, with a student;
3. Engaging in inappropriate communications with a student; or
4. Failing to maintain appropriate boundaries with a student.

**Notice of Suspected
Criminal Offense**

Except as provided by state law regarding child abuse investigations, the District shall notify a parent not later than one business day after the date an employee first suspects that a criminal offense has been committed against the parent's child.

[See also FFG for reporting requirements related to child abuse and FFH for parental notification requirements regarding prohibited conduct as defined by that policy.]

TASB Director Candidates

*Indicates Large District Director Positions

(I) Incumbents

<u>REGION/POSITION</u>	<u>DIRECTOR</u>	<u>DISTRICT</u>	<u>TERM</u>
Region 2	Kristi Littleton (I)	Port Aransas ISD	2026–2028
Region 4, Position A	Marques Holmes (I)	Humble ISD	2026–2027
Region 4, Position B	Winford Adams, Jr.	Spring ISD	2026–2029
	Ann Williams	Alief ISD	
Region 4, Position G*	Shirley Rose-Gilliam	Fort Bend ISD	2026–2029
Region 6, Position B*	Vacant	Conroe ISD	2026–2028
Region 8	Thomas Darden (I)	Cooper ISD	2026–2029
Region 10, Position D	Nichole Bentley	Coppell ISD	2026–2029
	Marvin Bobo	Lovejoy ISD	
	Cyndi Darland	Princeton ISD	
	DeAndrea Fleming	DeSoto ISD	
	Lee Guidry	Italy ISD	
	Harvey Oaxaca	McKinney ISD	
	Jessica Ward	Midlothian ISD	
	Denishea Williams	Cedar Hill ISD	
Region 10, Position E*	Dynette Davis (I)	Frisco ISD	2026–2029
Region 11, Position C	Justin Chapa (I)	Arlington ISD	2026–2029
Region 13, Position B	Ana Cortez	Manor ISD	2026–2029
	Stephen Mackey (I)	Blanco ISD	
	Ed Navarette	Florence ISD	
Region 14	Cameron Wiley	Wylie ISD-Taylor County	2026–2029
Region 15	Ami Mizell-Flint	San Angelo ISD	2026–2029
	Tim Wilson	Brownwood ISD	
Region 20, Position A	Florinda Bernal	Southwest ISD	2026–2029
	Ginger Friesenhahn (I)	East Central ISD	
	Jaclyn Gonzales	Uvalde CISD	
	Louie Luna	Harlandale ISD	
	Mary Belle Unger-Robles	Southside ISD	
Region 20, Position B*	Karla Duran	Northside ISD-Bexar County	2026–2029



TASB ENDORSEMENT FORM

DATE: _____

Our school board endorses the candidacy of the following individual nominated to fill a position on the TASB Board of Directors.

CANDIDATE INFORMATION

NAME: _____

SCHOOL DISTRICT: _____

*****Board action must be taken no earlier than June 26, 2026, and no later than August 21, 2026*****

This endorsement was approved by our school district's board of trustees at a duly called meeting on

_____.
(Date)

Best regards,

(Signature of board president or officer)

PRINTED NAME: _____

SCHOOL DISTRICT: _____

MAILING ADDRESS: _____

CITY: _____ ZIP: _____

This form is to be used to endorse a nominated individual from a board of trustees within your TASB Region who is a timely candidate for a position on the TASB Board of Directors.

Must be received by TASB on or before AUGUST 21, 2026.

RETURN TO: E-mail: boardcommunications@tasb.org

ALIEF INDEPENDENT SCHOOL DISTRICT
BOARD DOCUMENT

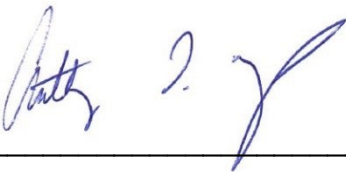
MEETING DATE: August 4, 2026

AGENDA ITEM: Receive Report on Summer Programming Highlights

Board Goal 1: Student Achievement: Alief ISD will close the achievement gap to ensure all students reach their academic potential and improve student preparation for college and career.

Summary: The Office of School Leadership team will present an update on Summer Programming Highlights. It will include data, information, and highlights.

RECOMMENDATION: Information item – no recommendation required.



Dr. Anthony T. Mays
Superintendent

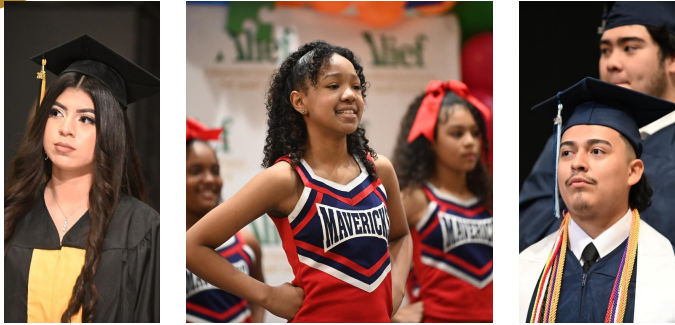


Dr. Charles Garcia
Deputy Superintendent of Curriculum,
Instruction, and School Leadership

Young Innovators' Summer Academy Year 3 Recap

August 4, 2026

YISA OVERVIEW



Established in the Fall of 2023, the Young Innovators' Summer Academy (YISA) prepares rising 4th, 5th, and 6th grade students in the Olle STEM feeder pattern for success in Advanced Curriculum. Through engaging STEM projects, Algebra Bridge lessons, and instruction aligned to the RLA, Math, and Science TEKS, students build the critical thinking, problem-solving, and academic skills needed for the advanced coursework they will encounter in the fall.

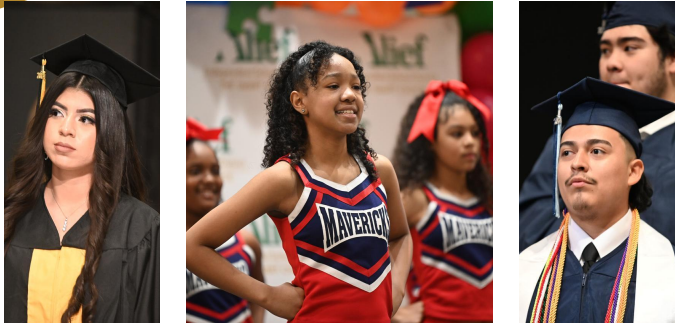
92

Since its inaugural academy in Summer 2024, YISA has continued to grow, culminating each summer with a student showcase where families, teachers, district leaders, and community members celebrate students' innovation, creativity, and learning.



Independent School District
THE SMART CHOICE

YISA Data Goals



RLA Goal

100% (17/17) of Advanced Curriculum 4th and 5th Grade classrooms will maintain a 60 (A) AMM or better from SIA 1 to STAAR 25-26

93

Math Goal

100% (13/13) of Advanced Curriculum 4th and 5th grade classrooms will maintain a 60 (A) AMM or better from SIA 1 to STAAR 25-26

Rising 4th & Rising 5th



Independent School District
THE SMART CHOICE

RLA District Comparison

RLA YISA/AC 25-26 Comparison Data									
Teacher	SIA 1	District SIA 1	Difference	AIA 1	District AIA 1	Difference	STAAR 25-26	District STAAR 25-26	Difference
4th Mono-Horn	89	49	▲ 40	70	44	▲ 26	89	43	▲ 46
4th Dual- Horn	99	49	▲ 50	90	44	▲ 46	93	43	▲ 50
4th Mono-Best	94	49	▲ 45	83	44	▲ 39	93	43	▲ 50
4th Dual-Best	96	49	▲ 47	84	44	▲ 40	83	43	▲ 40
4th Mono-Boone	67	49	▲ 18	59	44	▲ 15	67	43	▲ 24
4th Dual-Boone	95	49	▲ 46	90	44	▲ 46	90	43	▲ 47
4th Mono-Smith	79	49	▲ 30	70	44	▲ 26	77	43	▲ 34
4th Dual-Smith	91	49	▲ 42	78	44	▲ 34	75	43	▲ 32 ₉₄
5th Mono-1-KLZ	95	52	▲ 43	83	32	▲ 51	94	44	▲ 50
5th Mono-2-KLZ	84	52	▲ 32	71	32	▲ 39	76	44	▲ 32
5th Dual-1-KLZ	77	52	▲ 25	79	32	▲ 47	74	44	▲ 30
5th Dual -2-KLZ	98	52	▲ 46	87	32	▲ 55	100	44	▲ 56
5th Dual -3-KLZ	73	52	▲ 21	59	32	▲ 27	62	44	▲ 18
6th Mono -1-KLZ	89	52	▲ 37	78	32	▲ 46	80	44	▲ 36
6th Mono -2-KLZ	74	52	▲ 22	73	32	▲ 41	65	44	▲ 21
6th Dual-1-KLZ	88	52	▲ 36	68	32	▲ 36	81	44	▲ 37
6th Dual-2-KLZ	67	52	▲ 15	58	32	▲ 26	67	44	▲ 23
		Average Difference	▲ 35		Average Difference	▲ 38		Average Difference	▲ 37

RLA Results: 100% (17/17) of Advanced Curriculum 4th, 5th and 6th Grade classrooms maintained a 60 (A) AMM or better from SIA 1 to STAAR 25-26

Math District Comparison



Math YISA/AC 25-26 Comparison Data

Teacher	SIA 1	District SIA 1	Difference	SIA 2	District SIA 2	Difference	STAAR 25-26	District STAAR 25-26	Difference
4th Mono-Horn	56	34	▲ 22	41	25	▲ 16	63	38	▲ 25
4th Dual-Horn	74	34	▲ 40	68	25	▲ 43	89	38	▲ 51
4th Mono-Best	50	34	▲ 16	50	25	▲ 25	67	38	▲ 29
4th Dual-Best	56	34	▲ 22	53	25	▲ 28	73	38	▲ 35
4th Mono-Boone	67	34	▲ 33	29	25	▲ 4	56	38	▲ 18
4th Dual-Boone	71	34	▲ 37	62	25	▲ 37	67	38	▲ 29
4th Mono-Smith	48	34	▲ 14	42	25	▲ 17	51	38	▲ 13
4th Dual-Smith	56	34	▲ 22	49	25	▲ 24	59	38	▲ 21
5th Mono-1 KLZ	87	37	▲ 50	91	27	▲ 64	80	33	▲ 47
5th Mono-2 KLZ	58	37	▲ 21	40	27	▲ 13	51	33	▲ 18
5th Dual-1 KLZ	82	37	▲ 45	53	27	▲ 26	63	33	▲ 30
5th Dual-2 KLZ	91	37	▲ 54	83	27	▲ 56	90	33	▲ 57
5th Dual-3 KLZ	56	37	▲ 19	41	27	▲ 14	46	33	▲ 13
		Average Difference	▲ 30		Average Difference	▲ 28		Average Difference	▲ 30

95

Math Results: 62% (8/13) of Advanced Curriculum 4th and 5th Grade classrooms maintained a 60 (A) AMM or better from SIA 1 to STAAR 25-26

Initial Cohort Retainment Metrics



State of AC



9 Students left the Olle Feeder but remain in Alief

19 left Alief

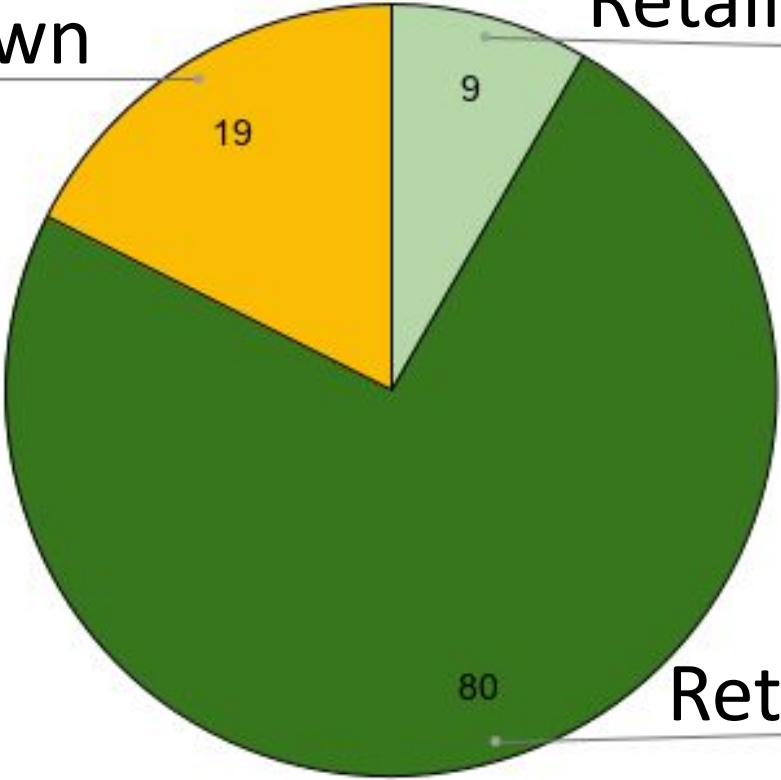
YISA Initial Cohort Retainment Status

Withdrawn

17.6%

Retained Non YISA

8.3%



96

80 students of the initial cohort remain in YISA

Initial Cohort:
108

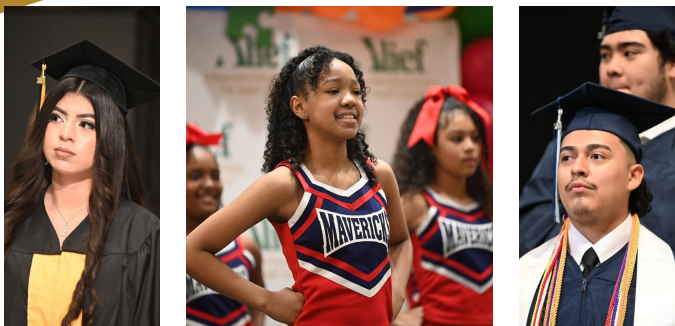
Retained YISA

74.1%

Campus	Retained Non YISA	Retained YISA	Withdrawn	Grand Total
Horn	4	30	5	39
Klentzman	1	25	11	37
Smith	4	25	3	32
Grand Total	9	80	19	108

Data

YISA Showcase Highlights



Paula Pineda
YISA Site 1 Coordinator



Independent School District
THE SMART CHOICE



Forward

ALIEF INDEPENDENT SCHOOL DISTRICT
BOARD DOCUMENT

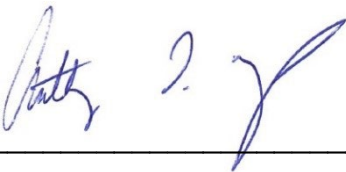
MEETING DATE: August 4, 2026

AGENDA ITEM: Receive a Report and Update on School Year 2025-2026 Discipline

Board Goal 1: Student Achievement: Alief ISD will close the achievement gap to ensure all students reach their academic potential and improve student preparation for college and career.

Summary: The Office of School Leadership team will present an update from the 25-26 school year. It will include data on discipline removals, high-incidence behavioral incidents, and identified patterns of behavior issues.

RECOMMENDATION: Information item – no recommendation required.



Dr. Anthony T. Mays
Superintendent



Dr. Charles Garcia
Deputy Superintendent of Curriculum,
Instruction, and School Leadership



2025-2026 Discipline ¹⁰⁰ Presentation

Dr. Cecilia Crear
Chief of Schools



Purpose

To share an overview of 2025-2026 student discipline removals, highlight the impact of new House Bill 6 requirements, and outline continued actions to strengthen disciplinary practices and support continuous improvement.

101



House Bill 6 Implications

HB 6: In-School Suspensions

House Bill 6 limits in-school suspension (ISS) to no more than **10 days per incident**. Previous district practice limited ISS to 2–3 days.



102

District Response

New Protocol: Tiered Approach

- Discipline continuum was created based on infraction severity (Level 3-5)
- Extended ISS (6–10 days) requires parent conference/principal approval/associate superintendent consultation

*If continued placement is needed past 10 days a review meeting is required that involves parental involvement to create a behavioral agreement with responsibilities for parent and/or student and this may reduce the time of the placement if the agreement is met. If placement goes beyond 15 days, a consultation with Student Services and Associate Superintendent must occur to consider DAEP placement.



House Bill 6 Implications

HB 6: Repeal of McKinney Vento

House Bill 6 allows Out of School Suspensions for students deemed homeless. Previously this was not allowable.



District Response

Updated Protocol:

Requires Associate Superintendent approval for any McKinney-Vento suspension.



105

House Bill 6 Implications

HB6: Expanded OSS Authority for Grades PK–2

Background – OSS for Students Below Grade 3

- Previously, out-of-school suspension (OSS) was not permitted for students below 3rd grade.
- New exceptions allow OSS when conduct includes:
 - Weapon-related offenses
 - Conduct that threatens immediate health/safety
 - Repeated or significant classroom disruption
 - Possession of alcohol or controlled substances
- Permits districts to expel students below 3rd grade for high-level serious offenses



106

District Response

Updated Protocol:

Requires Associate Superintendent approval for any PK-2 suspension or DAEP placement.



107

House Bill 6 Implications

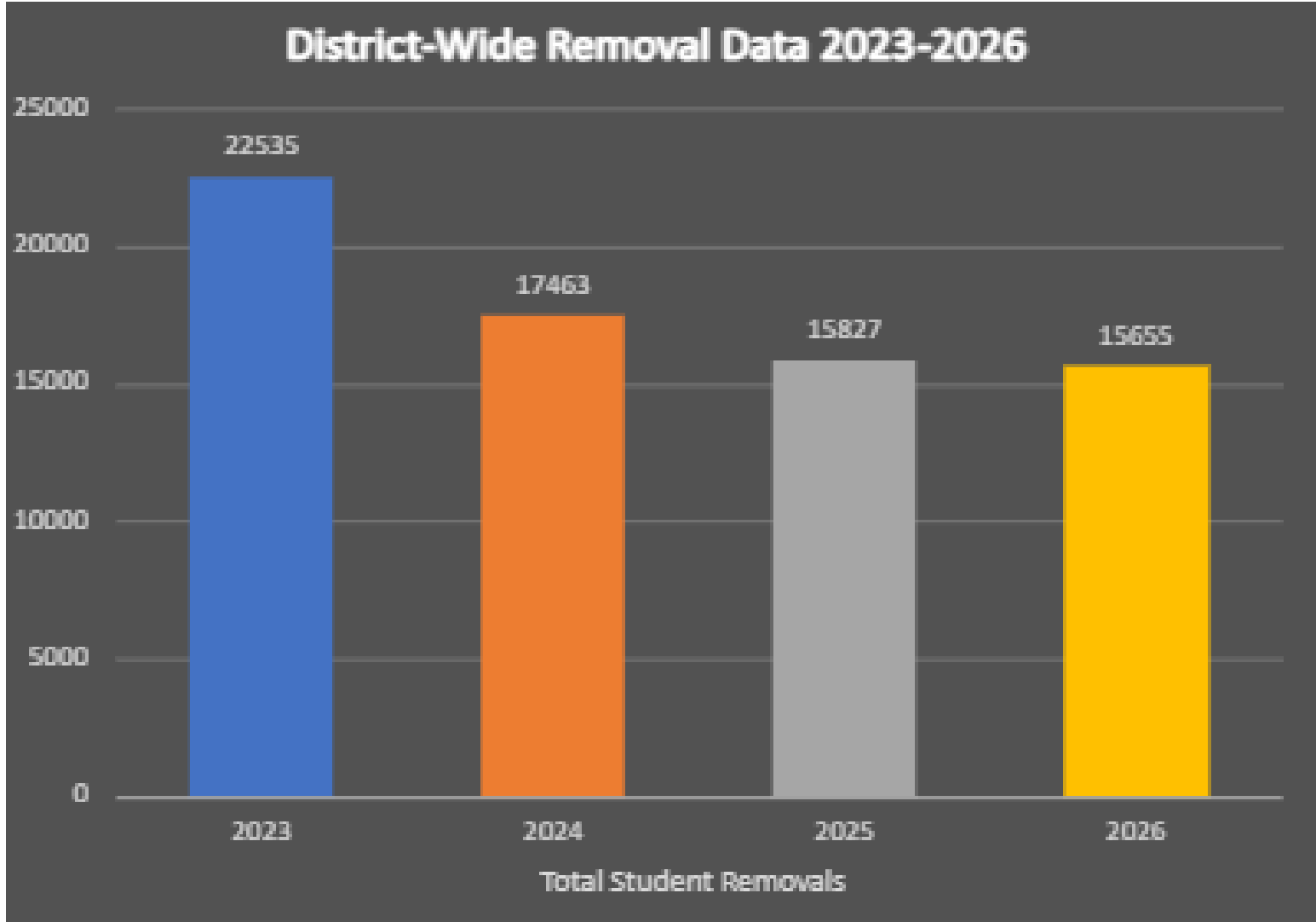
Off Campus Felonies/Assault against employees

****Off campus felonies are now mandatory DAEP placements (45 days). Previously they were discretionary.**

****Assault against employees are now mandatory DAEP placements (level 4). Previously this was a level 4 & level 5 offense that differentiated aggravated assault). (60 days)**



Discipline Removal Data



Percent Decrease in Removals Over Time



22.51% ⇒ 2023 to 2024

9.37% ⇒ 2024 to 2025

1.09% ⇒ 2025 to 2026

110

Contributing Factors



Administrative Oversight

Being visible and present in classrooms and hallways during transitions



Alternative to Suspension

Implementation of Restorative Practices
Relationship building
Associate Superintendent oversight on specified removals



Data Monitoring

Weekly and monthly review of discipline data ¹¹¹
Quarterly recognition to campuses with reduction in removals

Continued Actions



Administrative Oversight

- Maintain high visibility expectations for all leaders
- Leader presence in classrooms

Engaging Instructional Practices

- HCDE Summer TOT Mandatory Restorative Training
- Encourage, coach, and support teachers with engagement strategies and relationship building

Data Monitoring

- Conduct weekly data reviews of discipline data to ensure effectiveness of systems
- Proactively address student incidents



Questions?

ALIEF INDEPENDENT SCHOOL DISTRICT

BOARD DOCUMENT

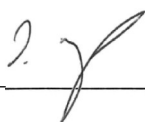
MEETING DATE: August 4, 2026

AGENDA ITEM:

Consider Approval of the 2026-2027 Alief ISD Student Code of Conduct (Dr. Jeannine Porter, Chief of Staff)

Board Goal #2 Safe & Secure Alief: Alief ISD will maintain a safe and orderly environment.

RECOMMENDATION: It is our recommendation that the Alief ISD Board of Trustees Consider and Approve the 2026-2027 Student Code of Conduct.



Dr. Anthony T. Mays
Superintendent



Dr. Jeannine Porter
Chief of Staff

ALIEF INDEPENDENT SCHOOL DISTRICT
BOARD DOCUMENT

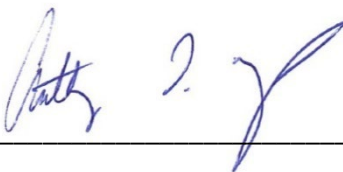
MEETING DATE: August 4, 2026

AGENDA ITEM: **Discuss and Consider Approval of Plan and Framework to Address Recommendations from the Disparity Study. (Charles Woods, Deputy Superintendent of Business)**

The disparity study was completed by MGT and delivered to the Board in a presentation format with a summary of conclusions and recommendations at the March 24, 2026 Board Meeting. Since that report delivery, several members of administration (Charles Woods, Adam Tabor, Glenn Jarrett, Vinson Lewis, Dr. Jeanine Porter) have been working on a plan/framework to implement strategies that address the findings and the recommendations that complies with the current legal landscape of present day. Attached are two documents:

- 1) A presentation summarizing the plan/framework.
- 2) The actual documented plan/framework that lays out a three-tiered implementation that can potentially address all recommendations at the first level and if not, then be escalated to the next level with additional costs/resource needs etc.

RECOMMENDATION: Discuss and consider approval. Actions could be delayed until August 18, 2026 meeting if necessary.



Dr. Anthony T. Mays
Superintendent



Charles Woods
Deputy Superintendent for Business



VENDOR ACCESS & ENGAGEMENT FRAMEWORK

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A Sustainable Race-Neutral Strategy for Improving Vendor Access

Business Services

Basis for the Framework

- Harris County grant fund provided for independent disparity study
- Alief ISD engaged MGT Consulting to conduct the study
- Evaluated procurement activity from 2019-2023
- Examined vendor availability, utilization, marketplace conditions, and participation barriers
- MGT recommended initial race- and gender-neutral initiatives that educate, inform, and encourage business opportunities.

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Key Findings from Study

- M/WBE availability was approximately **26.99%**, compared with approximately **8.06% utilization** during the study period
- MGT study **did not** indicate intentional discrimination by Alief
- MGT identified the following marketplace barriers:
 - Barriers to contracting opportunities
 - Informal industry networks hinder businesses from securing contracts
 - Double standards in procurement practices
 - Financial barriers, including capital access, bonding, and insurance
 - Market entry barriers
 - Exclusions from opportunities and professional events

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Administrative Assessment

Administration identified several implementation considerations while evaluating the recommendations:

- Expand vendor education and guidance
- Improve communication of contracting opportunities
- Increase transparency of purchasing pathways
- Vendor classifications and spend data reside across multiple business systems
- Improve reporting and spend analytics
- Build a scalable framework aligned with available resources

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Bridging Findings to the Framework

Marketplace Barrier	District Response Approach	Framework Initiative
Barriers to Contracting Opportunities	Improve vendor awareness and access to contracting opportunities.	• Vendor Education and Accessibility Resources • Opportunity Forecasting and Pipeline Transparency • Vendor Communication Enhancements
Informal Industry Networks Hinder Businesses from Securing Contracts	Expand vendor outreach and engagement opportunities.	• Virtual Engagement Opportunities • Low-Burden Professional Partnership Coordination • Vendor Communication Enhancements 120
Double Standards in Procurement Practices	Increase transparency and consistency in procurement processes.	• Simplified Companion Procurement Resources • Vendor Education and Accessibility Resources • Foundational Governance Reporting
Financial Barriers (Capital, Bonding, Insurance)	Increase vendor education and connect vendors with available resources.	• Vendor Education and Accessibility Resources • Low-Burden Professional Partnership Coordination
Market Entry Barriers	Improve vendor understanding of how to do business with the District.	• Vendor Education and Accessibility Resources • Opportunity Forecasting and Pipeline Transparency • Simplified Companion Procurement Resources • Cooperative Purchasing Transparency
Exclusions from Contracting Opportunities and Professional Events	Increase communication and outreach to broaden participation.	• Virtual Engagement Opportunities • Low-Burden Professional Partnership Coordination • Vendor Communication Enhancements



Guiding Principles

Accessible

- Increased vendor support in finding, understanding, and preparing for opportunities.

Race-Neutral

- Improve access for all vendors without quotas, preferences, set-asides, or race-conscious award mechanisms.

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Measurable

- Use practical data and multi-year trends to determine whether initiatives are working.

Sustainable

- Implement only what the District can operate consistently and responsibly.

Measured Escalation



LEVEL 1 **Foundational Access Initiatives**

RESOURCES:
Low cost & scalable

FOCUS:
Access, communication,
education, transparency,
vendor preparedness

LEVEL 2 **Enhanced Engagement & Data Initiatives**

RESOURCES:
May require budget, system
support, or new processes

FOCUS:
Reporting, tracking, targeted
outreach, payment analysis,
subcontractor visibility

LEVEL 3 **Resource-Intensive Strategic Expansion**

RESOURCES:
Significant staffing,
technology, or long-term
support

FOCUS:
Dedicated outreach capacity,
advanced analytics, major
integrations, and formal
programming

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Independent School District
THE SMART CHOICE

Implementation Roadmap

Build access tools

- Vendor education webpage and resources
- Bid opportunity forecast and pipeline transparency
- Commodity-based communication improvements

Support vendor preparedness

- Simplified companion procurement resources
- Virtual vendor engagement opportunities
- Cooperative purchasing transparency

Strengthen support and accountability

- Vendor data optimization
- Low-burden professional partnership coordination
- Foundational governance reporting



Independent School District
THE SMART CHOICE

Governance

BOARD COMMITTEE

- ✓ **Provides** strategic oversight
- ✓ **Reviews** annual progress
- ✓ **Considers** future direction
- ✓ **Does not** direct procurements

ADMINISTRATION

- ✓ **Implements** approved initiatives
- ✓ **Coordinates** implementation
- ✓ **Measures** and reports results
- ✓ **Does not** alter procurement integrity

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Key Performance Indicators

Awareness

Registered vendors

New Registrations

Vendors receiving relevant notices

Vendor-resource engagement

Participation

Average responses per solicitation

New vendors submitting responses

Pre-bid or informational-session participation

Readiness and Process Quality

Responsive submission rate

Vendor profile and commodity updates

Reduction in avoidable submission errors

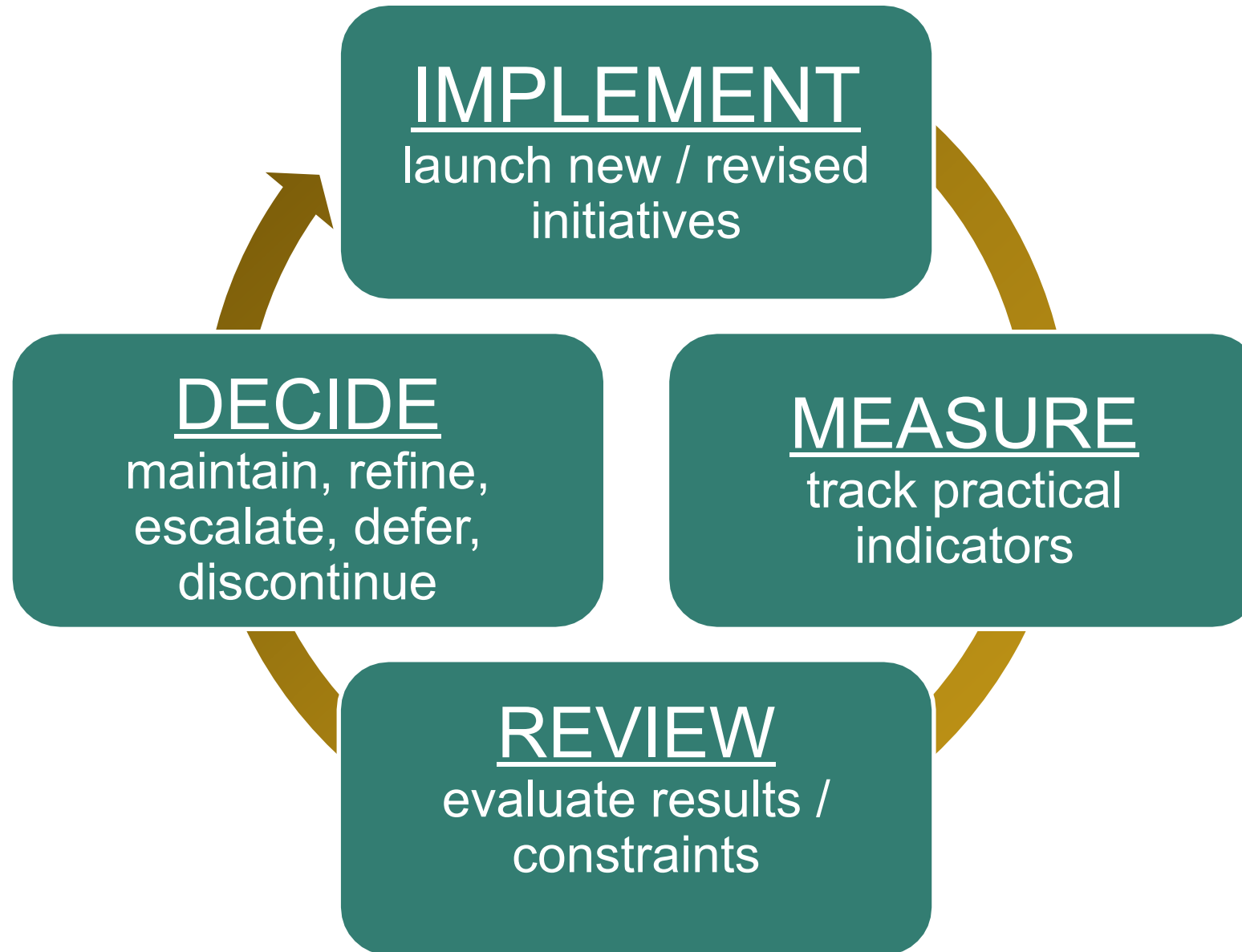
Outcomes and Data Quality

Award and utilization trends

M/WBE utilization compared with study availability

Reliability of reporting data

Continuous Improvement



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Adopting the Framework

MEANS

- ✓ **Expanding** vendor access tools
- ✓ **Enhancing** procurement communications
- ✓ **Measuring** progress with objective data
- ✓ **Periodical** review and evaluation
- ✓ **Preserving** integrity and competition

DOES NOT MEAN

- ✗ **Use** of quotas, preference, or set-asides
- ✗ **Guaranteeing** any vendor an award
- ✗ **Implementing** all recommendations immediately
- ✗ **Creating** a new administrative program
- ✗ **Diminishing** procurement standards

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Recommended Action

- Recommend approval of the Vendor Access & Engagement Framework and authorization for Administration to begin implementation of the proposed framework.

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Alief ISD

Vendor Access and Engagement Framework

A Sustainable Race-Neutral Strategy for Improving Vendor Access

Alief ISD Business Services
6-11-2026

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1 Foreword

In 2025, Alief Independent School District commissioned a disparity study conducted by MGT to evaluate vendor participation and utilization within the District's procurement activities. The study examined contracting data, marketplace conditions, vendor availability, and stakeholder feedback to better understand barriers affecting participation by small businesses, minority-owned businesses, and women-owned businesses.

The study identified disparities between vendor availability and utilization in several procurement categories and recommended that the District initially pursue race-neutral measures designed to improve access, transparency, communication, and participation opportunities for small and local businesses. Consistent with those recommendations, Alief ISD developed this Vendor Access and Engagement Framework to provide a practical and sustainable roadmap for implementation.

This framework is intended to serve as a strategic guide rather than a prescriptive program. It establishes a structured approach for evaluating opportunities to improve vendor access, strengthen outreach efforts, enhance data collection and reporting practices, and support continuous improvement in procurement processes. The framework emphasizes operational sustainability, responsible stewardship of public resources, and data-informed decision-making.

Recognizing that organizational capacity, technology, and funding resources evolve over time, the framework organizes potential initiatives into scalable implementation levels. This approach allows the District to begin with foundational actions that can be implemented using existing resources while providing a pathway for future expansion when supported by demonstrated need, available resources, and measurable outcomes.

The recommendations contained within this framework are intended to support open competition, strengthen vendor engagement, improve transparency, and promote equitable access to contracting opportunities while preserving procurement integrity and compliance with applicable laws and regulations.

The Board Disparity Committee, District administration, and staff may use this framework as a tool for prioritizing initiatives, evaluating progress, and making informed decisions regarding future enhancements to vendor access and participation efforts.

This document represents the beginning of a continuous improvement process. Through thoughtful implementation, ongoing evaluation, and collaboration with the business community, Alief ISD can strengthen its procurement environment and expand opportunities for all qualified vendors to compete and contribute to the District's mission.

2 Executive Summary

Alief ISD commissioned MGT to conduct a disparity study evaluating vendor availability, utilization, marketplace conditions, and potential barriers affecting minority- and women-owned business enterprises participating in District procurement opportunities. The study reviewed procurement activity from fiscal years 2019 through 2023 and identified disparities between M/WBE availability and utilization across multiple procurement categories.

This document establishes a proposed Vendor Access and Engagement Framework intended to guide Alief ISD's response to the disparity study through a practical, race-neutral, and sustainable implementation approach.

The framework recognizes two important realities:

- meaningful improvement in vendor access and participation opportunity requires intentional action; and
- every new initiative creates operational, staffing, reporting, technology, and administrative impacts that must be managed responsibly.

For that reason, the framework does not recommend implementing every possible initiative simultaneously. Instead, it proposes a measured escalation model that begins with foundational, race-neutral actions and expands only when measurable outcomes demonstrate that additional support is necessary.

2.1 Framework Philosophy

The framework is built on the principle that Alief ISD should pursue:

a focused and sustainable set of high-impact race-neutral initiatives designed to produce measurable improvement in vendor access, participation opportunity, transparency, and utilization trends.

The recommended approach prioritizes:

- operational sustainability;
- race-neutral implementation;
- transparency and accessibility;
- data-informed decision-making;
- preservation of procurement integrity;
- continuous improvement;

- and responsible stewardship of public resources.

The framework is intended to improve vendor awareness, readiness, participation opportunity, and communication without creating quotas, set-asides, preferences, or race-conscious award mechanisms.

2.2 Measured Race-Neutral Escalation Framework

The framework organizes potential actions into three implementation levels.

Level	Purpose
Level 1 – Foundational Access Initiatives	Low-cost, scalable actions focused on access, communication, education, and transparency
Level 2 – Enhanced Engagement And Data Initiatives	Expanded reporting, tracking, and outreach support requiring additional process or technology investment
Level 3 – Resource-Intensive Strategic Expansion	Dedicated staffing, major technology tools, or advanced infrastructure requiring significant long-term support

Implementation should begin with Level 1 foundational initiatives. Additional escalation should occur only when measurable evidence demonstrates that foundational actions are insufficient to produce meaningful improvement.

This structure is intended to avoid unnecessary program expansion while preserving the District's ability to maintain successful practices over time.

2.3 Recommended Foundational Initiatives

The framework recommends prioritizing foundational initiatives that are broad, race-neutral, practical, and likely to improve participation opportunity with limited resource impact.

Recommended initial priorities include:

- vendor education and accessibility resources;
- opportunity forecasting and procurement pipeline transparency;
- commodity-based vendor communication improvements;
- simplified companion procurement resources;
- virtual engagement opportunities;
- cooperative purchasing transparency;
- basic vendor data optimization;
- and foundational governance reporting.

These initiatives were identified as the highest-leverage starting points because they improve access and participation opportunity while minimizing operational burden.

2.4 Governance and Evaluation

The framework establishes a governance structure centered on strategic oversight by the Board Disparity Committee.

The Committee's role is intended to focus on:

- implementation oversight;
- progress review;
- evaluation of measurable outcomes;
- consideration of future escalation;
- and alignment with race-neutral implementation principles.

The framework also establishes:

- annual reporting expectations;
- preliminary metrics;
- escalation criteria;
- sustainability checkpoints;
- and periodic evaluation cycles.

Progress should be measured using a manageable set of indicators tied to:

- vendor awareness;
- engagement;
- solicitation participation;
- responsiveness;
- award trends;
- utilization trends;
- and data reliability.

The MGT study's reported availability and utilization findings may serve as long-term reference points for comparing participation and utilization trends over time. However, those figures should be used for monitoring and evaluation only and should not be treated as quotas, preferences, set-asides, or mandatory award targets.

2.5 Operational Sustainability

A central theme throughout the framework is operational sustainability.

The working implementation matrix identified several practical constraints associated with future expansion efforts, including:

- staff capacity;
- subcontractor reporting complexity;
- data reliability limitations;
- technology gaps between systems;
- outreach workload;
- and the administrative burden associated with advanced tracking or reporting structures.

For that reason, the framework recommends:

- starting with scalable and reusable tools;
- measuring results before expanding initiatives;
- and evaluating future actions based on measurable need, resource impact, and sustainability.

The preferred long-term outcome is not the largest possible program structure. The preferred outcome is a sustainable framework that meaningfully improves vendor access and participation opportunity while preserving procurement integrity and operational effectiveness.

2.6 Recommended Direction

The proposed framework provides a balanced path forward for Alief ISD.

It acknowledges the findings of the disparity study, establishes a governance structure for implementation, prioritizes race-neutral foundational initiatives, and creates a measured escalation process for evaluating future expansion.

The recommended approach is to:

1. implement practical foundational initiatives;
2. measure outcomes over time;
3. continue and refine successful practices;
4. and escalate only when measurable evidence demonstrates that additional support is necessary.

This strategy allows Alief ISD to respond thoughtfully to the disparity study while maintaining procurement integrity, operational sustainability, transparency, and responsible stewardship of District resources.

3 Purpose and Background

The purpose of this document is to establish a practical, race-neutral framework for improving vendor access, participation opportunity, transparency, and procurement engagement in response to the Alief ISD Disparity Study prepared by MGT.

The framework is intended to help the Board Disparity Committee evaluate potential actions in a structured and sustainable way. It does not attempt to implement every recommendation or possible initiative at once. Instead, it proposes a measured approach that begins with foundational access improvements, evaluates outcomes over time, and considers additional initiatives only when evidence demonstrates that further action is necessary.

This approach is designed to balance three important responsibilities:

1. responding thoughtfully to the findings of the disparity study;
2. improving access and participation opportunities for vendors through race-neutral strategies;
3. and preserving procurement integrity, operational capacity, and responsible stewardship of public resources.

3.1 Disparity Study Context

Alief ISD commissioned MGT to conduct a disparity study to evaluate potential barriers to equitable contracting opportunities for minority- and women-owned business enterprises. The study reviewed procurement activity covering fiscal years 2019 through 2023 and examined five major procurement categories: Construction Services, Engineering/Architectural Services, Professional Services, Non-Professional Services, and Goods.

The study included quantitative analysis of utilization, availability, disparity, and private-sector marketplace conditions, along with qualitative input from vendors and stakeholders. It also reviewed legal standards, procurement practices, market area definitions, data limitations, and selected practices that may be considered by the District.

According to the study, minority- and women-owned businesses represented approximately 26.99 percent of available firms across all procurement categories, while overall M/WBE utilization represented approximately 8.06 percent of total

Alief ISD spending during the study period. The study also identified disparities across multiple procurement categories and ownership classifications.

These findings provide an important basis for evaluating how procurement access, vendor communication, data collection, outreach, and reporting practices may be improved over time.

3.2 Purpose of the Framework

This framework is intended to translate the study findings and selected practices into a practical implementation model for Alief ISD.

The primary purpose is not to create a separate or resource-intensive program immediately. The primary purpose is to establish a disciplined decision-making structure that allows the District to:

- identify high-impact, race-neutral initiatives;
- prioritize actions that are practical and sustainable;
- improve vendor access to procurement opportunities;
- reduce informational and procedural barriers;
- strengthen transparency and communication;
- improve data quality and reporting over time;
- monitor whether utilization trends improve;
- and determine whether additional efforts are justified by measurable results.

The framework should serve as a governance tool for the Board Disparity Committee and an implementation guide for administration.

3.3 Race-Neutral Implementation Philosophy

The proposed approach is intentionally race-neutral.

Race-neutral initiatives are designed to improve access, transparency, communication, education, and participation opportunity for all vendors, while also addressing barriers that may disproportionately affect small businesses or firms unfamiliar with public procurement.

Examples of race-neutral strategies may include:

- vendor education resources;
- opportunity forecasting;

- clearer online procurement information;
- simplified companion guides;
- virtual pre-bid or informational sessions;
- commodity-based communication improvements;
- cooperative purchasing transparency;
- vendor data optimization;
- and improved reporting practices.

These actions do not create quotas, set-asides, preferences, or race-conscious award mechanisms. Instead, they focus on improving the conditions under which all vendors can learn about, prepare for, and compete for Alief ISD procurement opportunities.

3.4 Relationship to the MGT Recommendations

The MGT report identifies selected practices in several broad areas, including race- and gender-neutral initiatives, expanded data collection, business outreach and engagement, professional partnerships, and ongoing evaluation.

This framework sequences the selected practices in a manner that reflects operational capacity, resource requirements, data readiness, and sustainability. Some practices may be low-cost and practical to begin quickly. Others may require software, budget, staff capacity, policy review, legal review, or additional process development.

The working implementation matrix prepared by staff further identifies current conditions, gaps, challenges, and potential actions across multiple levels of resource intensity. It highlights practical constraints such as staff time, data integration, system limitations, subcontractor reporting challenges, outreach burden, and the potential cost of technology tools.

For that reason, this framework organizes potential actions into a layered structure:

Level	Description
Level 1	Foundational actions that are generally low-cost, scalable, and practical
Level 2	Enhanced actions that may require budget, technology, or additional process support
Level 3	Resource-intensive actions that may require significant staff time, funding, or dedicated infrastructure

This structure allows Alief ISD to begin with the most practical actions first and avoid unnecessary program expansion before measuring whether foundational initiatives are effective.

3.5 Use of Parity as a Benchmark

The disparity study's availability and utilization findings provide useful benchmarks for monitoring progress over time.

For example, the study's reported overall M/WBE availability of approximately 26.99 percent and utilization of approximately 8.06 percent can help the District evaluate whether race-neutral vendor access initiatives are improving participation and utilization trends.

However, these figures should be understood as measurement benchmarks, not quotas, preferences, set-asides, or required award targets.

Procurement awards must continue to follow applicable law, Board policy, competitive procurement requirements, best-value standards, and sound public purchasing practices. The purpose of comparing utilization trends to study-identified availability is to evaluate whether access and participation conditions are improving over time, not to mandate award outcomes.

3.6 Need for a Measured Approach

A measured approach is necessary because every new initiative creates operational impact.

Vendor outreach, reporting, subcontractor tracking, data optimization, dashboards, training, cooperative purchasing analysis, and debrief processes all require some combination of staff time, system support, documentation, maintenance, and oversight.

Sequencing initiatives allows the District to implement selected practices effectively, maintain quality, and build capacity over time. A layered framework helps prevent that outcome by prioritizing the most scalable and practical initiatives first.

The preferred approach is to:

1. begin with foundational race-neutral access improvements;
2. measure whether those actions improve participation and utilization trends;
3. maintain and refine successful practices;
4. and escalate only when measurable evidence shows that additional support is necessary.

This allows the District to pursue meaningful improvement while preserving core procurement capacity.

3.7 Role of the Board Disparity Committee

The Board Disparity Committee provides strategic oversight for the framework.

Its role is to review findings, evaluate implementation progress, consider whether additional actions are warranted, and ensure that the District's response remains aligned with race-neutral implementation principles, operational sustainability, procurement integrity, and responsible stewardship of resources.

The Committee's role should remain governance focused. It should not involve individual vendor selection, solicitation scoring, award recommendations, or direction of specific procurement outcomes. From the ongoing review by the Board Disparity Committee, any recommendations for policy or practice changes can be recommended to the full Board of Trustees for consideration and potential formal policy change.

This distinction protects the integrity of the procurement process while still allowing the Committee to guide long-term strategy and accountability.

3.8 Purpose and Background Summary

The MGT disparity study provides a basis for examining how Alief ISD can improve vendor access, participation opportunity, communication, data collection, and reporting. The proposed framework responds to that need through a race-neutral, measured, and sustainable implementation model.

The central premise is straightforward:

Start with practical, race-neutral initiatives that improve access and transparency; measure results over time; maintain what works; refine what

needs improvement; and escalate only when evidence demonstrates that additional resources or actions are necessary.

This approach allows Alief ISD to respond meaningfully to the disparity study while preserving procurement integrity, legal compliance, staff capacity, and responsible use of public resources.

4 Guiding Principles

The following principles establish the foundation for a sustainable, race-neutral approach to improving vendor access, participation opportunity, transparency, and procurement engagement. They are intended to balance the findings of the disparity study with practical implementation, legal defensibility, procurement integrity, and responsible stewardship of public resources.

These principles should guide how initiatives are selected, implemented, evaluated, continued, expanded, or discontinued over time.

4.1 Operational Sustainability

Initiatives should be practical to implement and sustainable within existing procurement operations unless future results justify additional investment in staffing, technology, or administrative support.

Sustainability is essential. A well-designed framework should improve access and participation without creating processes that cannot be consistently maintained. New requirements, reporting expectations, outreach commitments, or tracking responsibilities should be evaluated against available staff capacity and existing procurement responsibilities.

The goal is to establish a durable set of practices that can be implemented consistently, measured over time, and refined as the District's data, capacity, and vendor engagement mature.

4.2 Measured Escalation

Implementation should begin with scalable, race-neutral foundational actions before moving to more resource-intensive measures.

Additional efforts should be considered only after the initial initiatives have been implemented, measured, and evaluated over a reasonable period. If foundational actions improve vendor access, participation, and award distribution trends, those practices should be continued and refined rather than automatically adding new layers of work.

The guiding approach should be to implement a focused and sustainable set of race-neutral initiatives, evaluate their effectiveness, and expand only when measurable outcomes and resource considerations support additional action.

4.3 Transparency and Accessibility

Improving access begins with making procurement opportunities easier to understand, easier to find, and easier to prepare for.

Transparency and accessibility efforts should focus on reducing informational and procedural barriers for vendors, particularly those unfamiliar with public procurement. This may include clearer online resources, opportunity forecasting, vendor education materials, virtual engagement options, simplified companion guides, and better communication about available purchasing pathways.

These efforts should support broader participation while preserving required legal protections, procurement controls, and competitive standards.

4.4 Data-Informed Decision Making

Future decisions should be guided by measurable outcomes whenever practical.

Reliable data will help determine whether initiatives are improving vendor awareness, participation, responsiveness, and award distribution trends. Reporting should begin with a manageable number of reliable indicators and expand as data quality, system capacity, and reporting needs mature.

Data should support decision-making, not become an administrative burden that takes resources away from implementation.

4.5 Preservation of Procurement Integrity

All initiatives must preserve the fairness, competitiveness, transparency, and legal compliance of Alief ISD's procurement process.

Vendor access efforts should strengthen confidence in the procurement system without compromising best-value standards, statutory requirements, Board policy, ethical obligations, or sound public purchasing practices.

The framework should improve opportunity and understanding while maintaining consistent procurement rules for all vendors.

4.6 Continuous Improvement

Vendor access and participation efforts should be treated as an ongoing improvement process rather than a fixed one-time program.

Successful practices should be maintained, refined, and incorporated into normal operations. Future enhancements should be considered based on measurable need, available resources, operational capacity, and evidence that additional action would produce meaningful value.

This approach allows the framework to mature over time without creating unnecessary program expansion.

4.7 Responsible Stewardship of Resources

Implementation should reflect responsible use of public resources, staff time, technology, and administrative capacity.

The highest priority should be given to initiatives that are scalable, practical, race-neutral, and likely to improve participation opportunity with limited resource impact. More resource-intensive measures should be evaluated after foundational practices have been implemented and reviewed, so that future investments are connected to demonstrated need and likely impact.

This ensures that vendor access work supports, rather than competes with, the District's core procurement responsibilities.

4.8 Race-Neutral Implementation

The framework should focus on race-neutral strategies that improve access, communication, education, transparency, and opportunity for all vendors.

Actions should be designed to reduce barriers and expand participation without establishing preferences, quotas, set-asides, or race-conscious award mechanisms. This approach aligns with the intent to pursue legally defensible, broadly accessible initiatives that support fair competition and inclusive vendor engagement.

5 Assessment of Current State

The Current State Assessment summarizes existing procurement practices, vendor access points, outreach activities, data capabilities, and operational constraints relevant to implementation of the Vendor Access and Engagement Framework.

This assessment is intended to establish a practical baseline for decision-making. It recognizes that Alief ISD already has structured procurement procedures, public posting practices, vendor registration tools, and informal vendor support efforts in place. At the same time, several limitations affect the ability to track participation, measure spend, expand outreach, and evaluate outcomes without additional process changes, technology support, or staff capacity.

The purpose of this section is not to identify deficiencies for their own sake. The purpose is to determine where race-neutral improvements can be made in a sustainable way.

5.1 Existing Procurement Practices

Alief ISD operates within a structured procurement environment governed by state law, federal requirements where applicable, Board policy, and internal purchasing procedures. The Purchasing Department provides centralized oversight for formal procurement activity, while smaller-dollar purchasing activity may involve departments and campuses operating within established thresholds and procedures.

The MGT report describes Alief ISD's procurement environment as a hybrid structure in which small-dollar purchases and informal quotes are delegated to departments, while larger formal procurements are managed centrally by Purchasing. The report also notes that Alief ISD uses several procurement methods, including competitive sealed proposals, requests for proposals, requests for qualifications, cooperative contracts, informal quotes, professional services procurement, construction delivery methods, emergency purchases, and sole source purchases.

This structure provides an important foundation for the framework because vendor access initiatives must work within existing procurement laws, thresholds, approval processes, and best-value requirements.

5.1.1 Current Strengths

Existing procurement strengths include:

- established purchasing thresholds and procedures;
- centralized oversight of formal solicitations;
- use of competitive procurement methods;
- public posting of solicitations;
- online vendor registration;
- use of approved vendor and cooperative contract pathways;
- existing ability to communicate bid opportunities through the bid system;
- and established controls to support legal compliance, transparency, and stewardship of public funds.

5.1.2 Current Considerations

Any vendor access initiative must preserve these procurement controls. Improvements should help vendors better understand and participate in the existing process rather than creating exceptions, preferences, or alternate award pathways.

5.2 Vendor Registration and Opportunity Access

Vendors seeking to do business with Alief ISD currently register through the District's electronic bidding system. Registration allows vendors to receive notices of bid opportunities based on selected commodity categories and to participate in competitive solicitations.

The MGT report notes that vendors must register through the eBid system, provide required company and compliance information, and actively respond to open solicitations in order to be considered for award. Registration creates access to opportunity notices, but it does not guarantee business with Alief ISD.

5.2.1 Current Strengths

The current registration and opportunity access process includes several useful features:

- vendors can register online;
- solicitations are publicly available;
- vendors can select commodity categories for notices;
- bid notifications can be sent through the system;

- vendor classification information can be captured in the bid system;
- and bid system reports can support some participation tracking.

5.2.2 Current Gaps and Challenges

Several practical challenges remain:

- vendors may not understand how to select the correct commodity categories;
- outdated or incomplete vendor profiles may limit notice effectiveness;
- new vendors may not understand how to navigate the bid system;
- registration does not necessarily translate into bid participation;
- and vendor-facing instructions may need to be easier to locate and understand.

5.2.3 Implication for the Framework

The first implementation layer should prioritize vendor education, clearer online guidance, registration walkthroughs, and communication reminders encouraging vendors to keep profile and commodity information current.

These actions are race-neutral, scalable, and likely to improve access without requiring major new systems.

5.3 Existing Outreach and Engagement Efforts

Alief ISD currently provides vendor assistance through public postings, bid notifications, limited public engagements, pre-bid meetings for certain solicitations, and informal help when vendors contact Purchasing staff.

The working implementation matrix identifies several current outreach-related practices, including limited vendor orientation activity, “on-the-fly” vendor help, past participation with organizations such as the Greater Houston Business Procurement Forum and HMSDC, and pre-bid meetings primarily for construction-related opportunities.

5.3.1 Current Strengths

Existing outreach and engagement strengths include:

- public posting of solicitations;
- bid system notifications;

- staff assistance when vendors request help;
- pre-bid meetings for certain construction solicitations;
- some prior engagement with business organizations;
- and the ability to use email or commodity-based notices for relevant vendors.

5.3.2 Current Gaps and Challenges

The matrix identifies several important constraints:

- vendor orientation is limited;
- outreach is often reactive rather than structured;
- in-person events can require significant staff time;
- recurring vendor education materials are not yet fully developed;
- broad event participation may be difficult to sustain;
- and there is no dedicated staff member focused solely on vendor outreach.

5.3.3 Implication for the Framework

The most sustainable next step is to build reusable outreach tools and virtual engagement options that can reach vendors consistently before expanding into larger recurring event-based programming. A better first layer would emphasize reusable and scalable tools, such as:

- vendor guides;
- walkthrough videos;
- virtual sessions;
- FAQs;
- opportunity pipeline postings;
- and standard communication templates.

This approach allows broader reach while reducing the need for repeated one-on-one explanations.

5.4 Bid Document Accessibility

The current working product recognizes that bid documents are already written in plain language to a significant degree, but are necessarily detailed due to legal, procedural, and contractual requirements.

This is an important distinction. Procurement documents cannot be simplified to the point that legal protections, required forms, evaluation criteria, contract terms,

or statutory language are weakened. However, accessibility can be improved through companion resources.

5.4.1 Current Strengths

Existing strengths include:

- use of established solicitation templates;
- inclusion of required legal and procedural protections;
- consistency across procurement documents;
- and staff awareness of the need for clarity.

5.4.2 Current Gaps and Challenges

Challenges include:

- bid documents can be intimidating for new or smaller vendors;
- required language may be difficult to reduce without legal review;
- vendors may miss forms, addenda, insurance requirements, submission steps, or deadlines;
- and staff must balance clarity with legal sufficiency.

5.4.3 Implication for the Framework

- Rather than substantially rewriting all bid documents, a more sustainable approach is to develop companion tools, such as:
- one-page solicitation summaries;
- submission checklists;
- “before you submit” reminders;
- plain-language process guides;
- and short videos explaining common requirements.

These tools can improve accessibility while preserving the official solicitation documents.

5.5 Cooperative Purchasing Environment

Cooperative purchasing is an important part of Alief ISD’s procurement environment. The MGT report identifies numerous cooperative purchasing programs used by Alief ISD and notes that cooperative agreements are frequently utilized.

The working matrix also identifies cooperative purchasing as an area where additional transparency may help vendors better understand how Alief ISD buys goods and services. Current review of small business participation in cooperative contracts is limited, and smaller vendors may face capacity or access challenges when trying to participate in cooperative purchasing pathways.

5.5.1 Current Strengths

Existing strengths include:

- access to a wide range of cooperative contracts;
- ability to use cooperative purchasing for efficiency and best value;
- established cooperative purchasing memberships;
- and existing webpage or bid language opportunities for explaining cooperative use.

5.5.2 Current Gaps and Challenges

Challenges include:

- vendors may not understand how cooperative purchasing affects opportunities;
- small vendors may not know how to pursue cooperative contract participation;
- Alief ISD does not currently review small business participation across cooperatives in a systematic way;
- and cooperative vendors may need greater capacity than some small firms currently possess.

5.5.3 Implication for the Framework

The foundational approach should focus on transparency, education, and a basic inventory of commonly used cooperative contracts to identify whether vendor-level participation information or vendor onboarding resources are available from cooperative partners.

Potential actions include:

- posting commonly used cooperatives;
- explaining how cooperative purchasing works;
- adding cooperative purchasing information to vendor education resources;

- and clarifying that vendors may need to pursue cooperative opportunities directly through cooperative entities.

More advanced analysis of cooperative vendor participation should remain a future Level 2 or Level 3 consideration, while basic cooperative inventory and data availability review may begin during the foundational phase.

5.6 Existing Data and Reporting Capabilities

Data is one of the most important current-state limitations.

The MGT report notes that Alief ISD did not maintain subcontractor records during the study period and that MGT relied on financial records, prime contractor outreach, and subcontractor data collection efforts to build its analysis. The report also notes that only 58.31 percent of the prime contract spend targeted for subcontract data collection was successfully collected for analysis.

The working implementation matrix identifies additional internal limitations, including the lack of integration between the bid system and BusinessPlus, classification data that may expire or change, limited payment tracking by vendor classification, and no centralized method for tracking subcontractor reporting.

5.6.1 Current Strengths

Existing strengths include:

- bid system reporting capabilities for vendors contacted and awarded;
- ability to identify some vendor classifications in the bid system;
- availability of financial payment data in BusinessPlus;
- ability to request subcontractor information on certain construction documents;
- and potential to improve reporting through system enhancements or future tools.

5.6.2 Current Gaps and Challenges

Key challenges include:

- bidding and financial systems do not currently align for full spend analysis;
- vendor classifications may not be preserved historically when certifications expire or change;

- BusinessPlus does not automatically maintain certification expiration tracking;
- subcontractor data is not centrally tracked;
- payment-level data may not reliably reflect vendor classification at the time of purchase;
- and dashboard reporting would likely require additional technology, configuration, or staff time.

5.6.3 Implication for the Framework

Data improvements should be staged.

At Level 1, the priority should be basic vendor data optimization and practical reporting using available tools.

More complex efforts, such as B2GNow modules, spend analysis tools, subcontractor tracking systems, or system integrations, should remain conditional Level 2 or Level 3 initiatives.

This staged approach avoids creating a reporting burden before data reliability and system capacity are sufficient.

5.7 Subcontractor Reporting Current State

Subcontractor participation is important, especially for construction and major contracts. However, current tracking is limited.

The working matrix notes that subcontractor reporting does not currently exist as a centralized process, although subcontractor information may be requested through construction document deliverables with the first pay application. The matrix also identifies that data submission is currently voluntary in practice and not centrally tracked in BusinessPlus.

5.7.1 Current Strengths

Existing strengths include:

- some construction-related subcontractor information may already be requested;
- pay application processes may provide a future pathway for data collection;

- and construction projects offer a practical starting point for improving visibility.

5.7.2 Current Gaps and Challenges

Challenges include:

- no centralized tracking process;
- no reliable payment-level subcontractor reporting system;
- limited ability to connect subcontractor data to financial systems;
- potential need for contract language or process changes;
- and staff burden associated with collecting, reviewing, and maintaining the data.
-

5.7.3 Implication for the Framework

Subcontractor reporting should be approached carefully.

A foundational step may be to standardize basic subcontractor identification requests on applicable larger contracts or construction projects where feasible, while reserving payment-level tracking or software-supported reporting for later evaluation. More formal requirements, payment tracking, or software-supported subcontractor reporting should be evaluated as Level 2 or Level 3 initiatives because they require process design, system support, and ongoing administration.

5.8 Operational Constraints and Resource Considerations

The working matrix consistently identifies operational capacity as a major implementation consideration. Many recommendations are valuable in concept but require staff time, training, system support, budget, or ongoing maintenance.

This is especially important because procurement staff must continue to manage core responsibilities, including solicitations, contracts, compliance, vendor support, renewals, cooperative purchasing, construction procurement, department support, and Board agenda items.

5.8.1 Common Resource Constraints

Key constraints include:

- limited staff time for new recurring outreach activities;
- limited capacity for manual vendor debriefs;
- technology gaps between procurement and financial systems;
- difficulty maintaining accurate vendor classification data;
- cost of software tools or modules;
- need for legal review of document changes;
- staff burden associated with event participation;
- and the risk of creating reporting requirements that cannot be sustained.

These constraints do not prevent implementation; rather, they support sequencing the work so that the District can launch the highest-value practices first and build capacity over time.

5.8.2 Implication for the Framework

The framework should prioritize:

- scalable tools;
- reusable resources;
- targeted communication;
- practical data optimization;
- simple reporting;
- and careful escalation before adding labor-intensive initiatives.

This supports the central principle of implementing the minimum sustainable intervention necessary to produce measurable improvement.

5.9 Current State Summary Table

Area	Current strengths	Current gaps / constraints	Framework implication
Procurement structure	Established policies, thresholds, formal processes, centralized oversight	Must preserve legal compliance and procurement integrity	Initiatives should support the existing process, not create exceptions
Vendor registration	Online registration and bid notifications available	Vendors may not understand profile setup or commodity selections	Develop vendor guides, videos, and registration walkthroughs
Outreach	Public postings, bid notifications, limited engagements, staff help	Outreach is staff-intensive and often reactive	Prioritize scalable resources and virtual engagement
Bid accessibility	Existing templates and legal protections	Documents can be complex by necessity	Use companion guides and checklists rather than weakening official documents
Cooperative purchasing	Frequent use of cooperatives and many cooperative options	Vendors may not understand this pathway	Improve transparency and education around cooperative purchasing and begin a basic review of available cooperative vendor participation information or vendor onboarding resources
Data and reporting	Bid system and financial system each contain useful data	Systems do not fully integrate; classification data may be unreliable	Begin with data optimization; defer advanced dashboards until data matures
Subcontractor reporting	Some information may be requested on construction projects	No centralized tracking or payment integration	Start carefully; consider formal tracking only after process design
Staff capacity	Experienced procurement staff and existing vendor support	Limited time for new manual programs	Prioritize high-impact, low-burden initiatives first

5.10 Current State Assessment Summary

Alief ISD has a structured and legally grounded procurement environment with several existing access points for vendors. Solicitations are publicly posted, vendors can register through an electronic bid system, cooperative purchasing pathways are available, and staff provide assistance when vendors need help.

The primary implementation challenges are not a lack of procurement structure. They are related to scalability, communication, vendor education, data reliability, system integration, subcontractor visibility, and staff capacity.

Those conditions support a measured, race-neutral implementation approach. The most practical first step is to improve access, transparency, communication, and vendor readiness through foundational initiatives that can be sustained within existing operations. More resource-intensive efforts should be considered only if measurable outcomes show that additional support is necessary.

This current state assessment supports the recommended framework: start with practical race-neutral actions, measure results, continue what works, refine where needed, and escalate only when evidence and resources justify expansion.

6 Measured Race-Neutral Escalation Framework

The Measured Race-Neutral Escalation Framework provides a structured approach for improving vendor access, participation opportunity, transparency, and procurement engagement through race-neutral initiatives. The framework is designed to begin with the lowest-resource, highest-impact actions first, evaluate measurable outcomes over time, and consider additional initiatives only when evidence demonstrates that foundational efforts are insufficient.

This approach recognizes that every added initiative requires staff time, process management, training, communication, reporting, and administrative oversight. As a result, implementation should be intentionally layered rather than simultaneous. Priority should be given to actions that are scalable, sustainable, and likely to improve participation opportunity without placing unnecessary strain on procurement operations.

The purpose of the framework is not to create the largest possible program structure. The purpose is to identify and maintain a focused and sustainable set of race-neutral practices designed to produce meaningful improvement.

6.1 Framework Overview

The framework uses a three-level model:

Level	Focus	Resource Profile	Purpose
1	Foundational Access Initiatives	Low cost / low time	Improve access, transparency, communication, and vendor readiness
2	Enhanced Engagement and Data Initiatives	Budget or system support may be needed	Improve tracking, reporting, outreach precision, and participation analysis
3	Resource-Intensive Strategic Expansion	Significant time, funding, or dedicated staff	Expand infrastructure only if prior levels do not produce sufficient results

Implementation should begin at Level 1. Additional efforts should be considered only after foundational initiatives have been implemented and evaluated over a reasonable period.

If Level 1 initiatives produce measurable improvement in vendor participation, access, and utilization trends, the preferred action should be to maintain, refine, and institutionalize those practices rather than automatically adding more program

layers. Some selected practices may begin in a basic Level 1 form and mature into Level 2 or Level 3 activities as data, resources, and operational capacity develop.

6.2 Use of Parity as a Measurement Benchmark

For purposes of this framework, parity should be understood as a measurement benchmark, not as a quota, preference, set-aside, or procurement award target.

The MGT disparity study identified differences between the availability of minority- and women-owned businesses and their utilization in Alief ISD procurement activity. For example, the study reported overall M/WBE availability of approximately 26.99 percent and overall M/WBE utilization of approximately 8.06 percent during the study period.

Those findings provide a useful benchmark for monitoring whether race-neutral access initiatives are improving participation outcomes over time. However, procurement decisions must continue to be made in accordance with applicable law, Board policy, competitive procurement requirements, best-value standards, and sound public purchasing practices.

The goal of the framework is to improve access, communication, readiness, and transparency so that participation and utilization patterns can be evaluated against study-identified availability over time. If race-neutral small business and vendor access initiatives result in sustained improvement in participation and utilization trends when compared with study-identified availability reference points, additional programmatic expansion should not be automatic. Instead, successful initiatives should be continued, refined, and supported.

6.3 Level 1 - Foundational Access Initiatives

Level 1 includes the lowest-resource, highest-leverage initiatives. These actions are intended to reduce informational and procedural barriers that may limit vendor participation, especially for small businesses or firms unfamiliar with public procurement.

The foundational initiatives should focus on broad access, transparency, communication, and vendor readiness.

6.3.1 Primary Objectives

Level 1 should aim to:

- make procurement opportunities easier to find;
- give vendors more time to prepare;
- make procurement processes easier to understand;
- improve communication with interested vendors;
- increase awareness of available purchasing pathways;
- reduce repetitive one-on-one assistance needs through scalable resources;
- and create a baseline structure for future measurement.

6.3.2 Potential Level 1 Initiatives

Foundational initiatives may include:

Initiative	Purpose
Vendor education resources	Provide videos, walkthroughs, guides, and webpage content explaining how to do business with Alief ISD
Opportunity forecasting	Share upcoming bid opportunities, bond project schedules, and tentative procurement timelines when available
Simplified companion documents	Provide plain-language summaries or process guides without weakening required legal terms
Virtual pre-bid or informational meetings	Expand access without requiring vendors to travel or staff to host in-person events
Commodity-based vendor communication	Use existing vendor registration data to notify firms of relevant opportunities
Cooperative purchasing transparency	Explain how cooperatives are used and how vendors can pursue cooperative participation
Governance and reporting structure	Establish a simple reporting cadence to monitor progress and maintain accountability

6.3.3 Level 1 Implementation Philosophy

Level 1 should be treated as the first and most important implementation layer. These initiatives are generally scalable, race-neutral, and capable of helping many vendors at once.

Because staff time is limited, these actions should be designed to create reusable tools rather than one-time efforts. For example, a recorded vendor walkthrough may reduce the need for repeated individual explanations, while a clear vendor webpage may improve access without requiring continuous staff intervention.

The goal is to build a practical foundation that can be maintained over time.

6.4 Level 2 - Enhanced Engagement and Data Initiatives

Basic data optimization and reporting should begin as part of Level 1. More advanced data initiatives, such as payment integration, dashboards, and structured subcontractor reporting, should be considered Level 2 activities when data readiness, staff capacity, and system support allow. This level may require budget support, technology enhancements, additional system configuration, or more structured internal processes.

6.4.1 Primary Objectives

Enhanced engagement and data initiatives should aim to:

- improve data reliability;
- enhance vendor and award tracking;
- strengthen reporting capabilities;
- support more targeted outreach;
- improve subcontractor participation visibility;
- and help determine whether additional intervention is justified.

6.4.2 Potential Level 2 Initiatives

Enhanced initiatives may include:

Initiative	Purpose
Vendor registration data enhancement	Improve classification, certification, and vendor profile data
Award tracking improvements	Better preserve vendor status and award information at the time of award
Payment tracking integration	Improve ability to connect procurement activity with financial spend data
Subcontractor reporting processes	Increase visibility into subcontractor participation where practical
Dashboard or reporting tools	Support regular review of participation and utilization trends
Expanded outreach tools	Use software or structured communication systems to improve outreach precision

6.4.3 Level 2 Implementation Philosophy

Level 2 initiatives should not be considered a required progression or step. These initiatives add complexity and may require system support, additional staff attention, or new administrative processes.

Before moving to Level 2, the Board Disparity Committee should consider whether:

- Level 1 initiatives were fully implemented;
- sufficient time has passed to evaluate outcomes;
- participation indicators show limited improvement;
- reliable data is available to assess results;
- and the expected benefit justifies the added operational burden.

Initiatives at this level should be used to improve precision of data related to measurement of performance against benchmarks.

6.5 Level 3 - Resource-Intensive Strategic Expansion

Level 3 includes initiatives that require significant funding, dedicated staff time, major technology investments, or expanded administrative infrastructure.

This level should be reserved for situations where measurable evidence shows that Level 1 and Level 2 initiatives are insufficient to produce meaningful improvement, and where the Board determines that additional investment is warranted.

6.5.1 Primary Objectives

Resource intensive strategic expansion should aim to:

- provide dedicated capacity for outreach, compliance, analytics, or program management;
- support advanced spend and participation analysis;
- expand structured partnerships and training programs;
- and address persistent barriers that cannot reasonably be managed through existing resources.

6.5.2 Potential Level 3 Initiatives

Resource-intensive initiatives may include:

Initiative	Purpose
Dedicated outreach staffing	Provide sustained staff capacity for vendor engagement and event participation
Advanced analytics tools	Improve spend analysis, participation tracking, and trend evaluation
Expanded subcontractor monitoring systems	Support more formal tracking and reporting of subcontractor participation
Major technology integrations	Connect bid, vendor, contract, and financial systems more effectively
Formal partnership programming	Formal recurring partnership programming requiring significant staff coordination

6.5.3 Level 3 Implementation Philosophy

Level 3 should be viewed as a conditional expansion layer, not a required destination.

The existence of a potential initiative does not mean implementation is necessary. Additional resource-intensive efforts should be considered only when there is a demonstrated need, a clear expected benefit, available resources, and a reasonable plan for long-term sustainability.

If earlier levels produce sufficient improvement, Level 3 may not be necessary.

6.6 Escalation Criteria and Decision Points

Escalation should be based on a pattern of evidence rather than a single data point. The framework should avoid reacting too quickly to isolated results, individual complaints, or short-term fluctuations.

A reasonable evaluation period is necessary because procurement cycles, vendor awareness, construction schedules, bid calendars, and award patterns do take time to affect change in the resulting spending.

6.6.1 Suggested Evaluation Cadence

Review Type	Suggested Frequency	Purpose
Internal progress review	Quarterly or semiannually	Monitor implementation progress and identify operational issues
Board disparity committee update	Annually	Report on activities, early metrics, and implementation status
Major escalation review	Every 18–24 months	Determine whether to maintain, refine, or escalate initiatives

6.6.2 Potential Level 1 to Level 2 Triggers

Movement from Level 1 to Level 2 may be appropriate if multiple indicators show limited progress after a reasonable implementation period.

Potential triggers may include:

- vendor participation remains stagnant;
- average responses per solicitation do not improve;
- few new vendors submit bids or proposals;
- outreach resources show limited engagement;
- participation remains concentrated among the same vendors;
- data limitations prevent meaningful evaluation;
- vendor feedback continues to identify recurring access barriers;
- or utilization trends remain substantially inconsistent with study-identified availability after sustained neutral efforts, when considered alongside other participation, access, and data indicators.

No single factor should automatically trigger escalation. The Committee should evaluate the full pattern of results.

6.6.3 Potential Level 2 to Level 3 Triggers

Movement from Level 2 to Level 3 should require a higher threshold.

Potential triggers may include:

- persistent participation or utilization gaps despite Level 1 and Level 2 efforts;
- continued inability to generate reliable participation and spend reporting;
- sustained vendor feedback identifying barriers that require dedicated support;

- clear evidence that existing staff capacity is insufficient to maintain effective implementation;
- or a Board determination that additional investment is necessary to achieve the framework's objectives.

Level 3 should require a deliberate resource decision, not simply a continuation of the implementation sequence.

6.7 Stabilization Criteria

The framework should include a clear stopping point for expansion.

If Level 1 or Level 2 initiatives produce measurable and sustained improvement, the preferred strategy should be to stabilize those efforts rather than add more initiatives. Stabilization means maintaining the practices that are working, improving them incrementally, and avoiding unnecessary expansion that could reduce staff capacity to execute the most effective actions.

Stabilization May Be Appropriate When:

- vendor participation increases meaningfully;
- new vendors are engaging with procurement opportunities;
- bid response rates improve;
- vendor education resources are being used;
- outreach and communication processes are functioning consistently;
- utilization trends show broader participation and become more consistent with study-identified availability over time;
- and the initiatives can be maintained without excessive administrative burden.

In this model, success does not require adding more layers. Success means identifying what works, sustaining it, and protecting the operational capacity needed to keep it working.

6.8 Sustainability Checkpoints

Before adding any new initiative, the following sustainability questions should be considered:

Sustainability Question	Purpose
Can this be maintained with current staff?	Prevents overextension
Does this duplicate an existing process?	Avoids unnecessary complexity
Will this improve access or measurement in a meaningful way?	Ensures value
Is the benefit proportional to the resource burden?	Supports responsible stewardship
Can results be measured?	Supports accountability
Does this preserve procurement integrity?	Maintains legal and operational compliance
Does this advance one or more selected practices from the disparity study?	Maintains study alignment
Is this necessary now, or should current efforts mature first?	Prevents premature escalation

These checkpoints are intended to protect the framework from becoming overly complex or resource-intensive before measurable need has been demonstrated.

6.9 Summary of Framework Logic

The Measured Race-Neutral Escalation Framework follows a simple decision model:

1. Start with foundational, race-neutral access initiatives.
2. Measure results over a reasonable period.
3. Maintain and refine initiatives that produce meaningful improvement.
4. Escalate only when evidence shows additional support is necessary.
5. Avoid adding new layers when existing efforts are working.

This model supports a disciplined, sustainable, and data-informed response to the disparity study while preserving procurement integrity and responsible stewardship of District resources.

7 Recommended Foundational Initiatives

The recommended foundational initiatives represent the first implementation layer of the Measured Race-Neutral Escalation Framework. These initiatives are intended to improve vendor access, communication, transparency, and participation opportunity through race-neutral actions that are practical, scalable, and sustainable.

This section focuses on a limited set of high-leverage actions rather than attempting to implement every possible recommendation at once. The final disparity report presented in 2026 identified selected practices related to race- and gender-neutral initiatives, expanded data collection, business outreach and engagement, professional partnerships, and ongoing evaluation. The working implementation matrix further identified practical opportunities and constraints associated with those areas, including staff capacity, system limitations, data challenges, outreach workload, and technology needs.

Foundational implementation may include basic versions of several Selected Practices, with more resource-intensive versions reserved for future evaluation as data, staffing, and system capacity mature. The initial focus should be on actions that can be implemented with limited additional resources while creating broad benefit across the vendor community. More resource-intensive efforts should remain available for future consideration if foundational efforts do not produce measurable improvement.

7.1 Foundational Initiative Portfolio

The following initiatives are recommended as the initial implementation portfolio.

Foundational Initiative	Primary Purpose	Resource Profile	Expected Value
Vendor education and accessibility resources	Help vendors understand how to do business with Alief ISD	Low cost / scalable	Reduces confusion and repetitive one-on-one assistance
Opportunity forecasting and pipeline transparency	Give vendors more time to prepare for future opportunities	Low to moderate effort	Improves planning, readiness, and competition
Vendor communication enhancements	Improve targeted notice of relevant opportunities	Low cost using existing systems	Expands awareness among interested vendors
Virtual engagement opportunities	Increase access to pre-bid and informational meetings	Low cost / moderate staff time	Reduces participation barriers
Simplified companion procurement resources	Make bid processes easier to understand	Low to moderate effort	Improves accessibility without weakening legal documents
Cooperative purchasing transparency	Help vendors understand cooperative purchasing pathways	Low cost	Clarifies how Alief ISD purchases and how vendors may access those pathways
Low-burden professional partnership coordination	Share vendor education resources, opportunity pipeline information, and procurement guidance with regional business organizations	Low to moderate staff time	Expand vendor awareness without creating a recurring event-heavy program
Basic vendor data optimization	Improve reliability of vendor classification and communication data	Low to moderate effort	Supports better outreach and future reporting
Foundational governance reporting	Establish accountability without creating excessive reporting burden	Low to moderate effort	Supports Board oversight and measured escalation

These initiatives should be treated as the first implementation layer. They are not intended to represent the full universe of possible actions. Instead, they represent a practical starting point that aligns with project principles that prioritize initially taking the limited number of actions that are most likely to generate meaningful improvement with the least operational burden.

7.2 Vendor Education and Accessibility Resources

Vendor education should be one of the highest-priority foundational initiatives because it is scalable, race-neutral, and directly addresses barriers related to unfamiliarity with public procurement.

Many vendors, particularly small businesses or firms new to school district procurement, may not understand how to register, locate solicitations, interpret bid requirements, respond to opportunities, or pursue cooperative purchasing pathways. Educational resources can reduce those barriers without changing procurement rules or creating preferences.

7.2.1 Recommended Level 1 Actions

Foundational vendor education resources may include:

- a dedicated vendor webpage or webpage section;
- a “How to Do Business with Alief ISD” guide;
- short walkthrough videos explaining vendor registration and bid response steps;
- frequently asked questions for new vendors;
- explanations of common procurement terms;
- guidance on how bid notifications work;
- instructions for updating vendor commodity selections;
- and links to outside technical assistance resources.

7.2.2 Implementation Considerations

The strongest approach is to create reusable resources that reduce repetitive staff assistance over time. A recorded walkthrough, plain-language guide, or frequently asked questions page can serve many vendors at once and provide consistent information.

These resources should not replace solicitation documents, legal requirements, or vendor responsibility for reviewing bid materials. Instead, they should serve as companion tools that help vendors better understand the process.

7.2.3 Potential Success Indicators

Indicator	Measures
Number of vendor webpage visits	Resource visibility
Number of guide or document downloads	Vendor use of materials
Number of vendors attending or viewing training content	Engagement
Reduction in repetitive basic process questions	Operational benefit
Increase in new vendor registrations	Access improvement

7.3 Opportunity Forecasting and Pipeline Transparency

Opportunity forecasting is one of the highest-impact race-neutral actions because it gives vendors more time to prepare.

Small businesses often face challenges related to staffing, bonding, pricing, subcontracting, scheduling, insurance, and administrative preparation. When vendors only learn about opportunities after a solicitation is posted, some may not have enough time to compete effectively. A basic opportunity pipeline can improve readiness without altering award criteria or procurement requirements.

7.3.1 Recommended Level 1 Actions

Foundational opportunity forecasting may include:

- posting a tentative upcoming bid list;
- sharing known renewal or rebid windows when appropriate;
- linking bond project schedules where available;
- identifying anticipated major procurement categories;
- providing estimated timing ranges rather than firm dates when exact dates are not known;
- and updating the information on a predictable schedule.

7.3.2 Implementation Considerations

The pipeline should be clearly labeled as tentative and informational. Procurement timelines may change due to operational needs, budget decisions, project readiness, legal requirements, or Board direction.

The goal is not to create a binding procurement schedule. The goal is to give vendors earlier visibility into likely opportunities so they can better prepare.

7.3.3 Potential Success Indicators

Indicator	Measures
Number of opportunities listed in the pipeline	Transparency
Frequency of pipeline updates	Consistency
Vendor engagement with pipeline page	Usefulness
Increase in responses to forecasted opportunities	Participation impact
Increase in new vendors responding to bids	Access improvement

7.4 Vendor Communication Enhancements

Improved communication is a practical way to increase awareness of opportunities using existing tools. Communications should be broadly available to all vendors and race-neutral, while ensuring that small, local, minority-owned, and woman-owned firms in the District's vendor database and partner networks receive clear information about how to identify and respond to relevant opportunities.

Alief ISD already uses vendor-selected commodity categories for bid notifications. The foundational opportunity is to improve the quality, consistency, and usefulness of those communications while encouraging vendors to keep their profiles current.

7.4.1 Recommended Level 1 Actions

Vendor communication enhancements may include:

- encouraging vendors to review and update commodity selections;
- using commodity-based email notices for relevant opportunities;
- adding standard reminders in vendor-facing materials about profile accuracy;
- developing simple communication templates for major solicitation types;
- sharing periodic reminders about how to register and receive bid notices;
- and directing vendors to the opportunity pipeline and education resources.

7.4.2 Implementation Considerations

The goal is to improve awareness without creating a separate manual outreach burden for every solicitation. Existing systems should be used wherever possible.

Communications should remain broad and opportunity-focused. Messaging should not imply preference, guaranteed work, or special access. All vendors should continue to be directed to the formal procurement process.

7.4.3 Suggested Success Indicators

Indicator	Measures
Number of vendors receiving commodity-based notices	Communication reach
Number of vendors updating commodity profiles	Engagement
Number of new vendors responding to solicitations	Participation impact
Average responses per solicitation	Competition
Vendor feedback on notice clarity	Usefulness

7.5 Virtual Engagement Opportunities

Virtual engagement can expand access without requiring large events, travel time, or major new infrastructure.

Pre-bid meetings and informational sessions are already used in some areas, particularly construction. Expanding virtual options where practical can help vendors better understand requirements, ask process questions, and prepare more responsive submissions.

7.5.1 Recommended Level 1 Actions

Virtual engagement opportunities may include:

- virtual pre-bid meetings for selected solicitations;
- recorded general vendor orientation sessions;
- periodic online “how to do business” sessions;
- virtual office-hour style information sessions for general procurement questions;
- and posted recordings or slide decks for vendors who cannot attend live.

7.5.2 Implementation Considerations

Virtual meetings should be used selectively and strategically. Requiring live meetings for every solicitation may create unnecessary staff burden.

A practical approach would be to prioritize virtual engagement for:

- construction opportunities;
- complex solicitations;
- high-dollar opportunities;

- solicitations where vendor questions are expected;
- or categories where participation has historically been limited.

Meeting protocols should be standardized to ensure consistency, transparency, and fairness. Any solicitation-specific answers should be provided through the formal addendum process when required.

7.5.3 Suggested Success Indicators

Indicator	Measures
Number of virtual sessions held	Implementation
Vendor attendance	Engagement
Number of vendors viewing recordings	Extended reach
Increase in responsive submissions	Usefulness
Reduction in nonresponsive bids due to process errors	Accessibility improvement

7.6 Simplified Companion Procurement Resources

Procurement documents must preserve legal protections, required terms, statutory language, evaluation criteria, and contract conditions. However, companion resources can make the process easier to understand without altering the official solicitation documents.

This approach recognizes that bid documents may remain complex by necessity, but vendors can still be supported through clearer explanations of process, timelines, submission steps, and common requirements.

7.6.1 Recommended Level 1 Actions

Simplified companion resources may include:

- one-page solicitation overview sheets;
- submission checklists;
- plain-language process summaries;
- walkthrough videos for common bid types;
- explanation guides for required forms;
- frequently missed requirement lists;
- and standard “before you submit” reminders.

7.6.2 Implementation Considerations

Companion documents should clearly state that they are informational aids, do not replace the official solicitation documents, and do not constitute legal advice. In the event of conflict, the formal solicitation should control. This protects legal integrity while improving usability.

7.6.3 Suggested Success Indicators

Indicator	Measures
Number of solicitations using companion resources	Implementation
Vendor use of checklists or guides	Engagement
Reduction in incomplete submissions	Process improvement
Increase in responsive bids	Accessibility
Vendor feedback on clarity	Usefulness

7.7 Cooperative Purchasing Transparency

Cooperative purchasing is an important part of Alief ISD's procurement environment. Vendors may not understand how cooperative contracts are used, how those contracts affect purchasing opportunities, or how to pursue participation with cooperative organizations.

Improving transparency around cooperative purchasing can help vendors better understand one of the major pathways through which the District may purchase goods and services.

7.7.1 Recommended Level 1 Actions

Cooperative purchasing transparency may include:

- posting a list of cooperatives commonly used by Alief ISD;
- explaining that vendors may need to pursue cooperative contract opportunities directly through cooperative entities;
- conduct a basic inventory of commonly used cooperative contracts and identify whether cooperative partners can provide vendor-level participation information, small/local vendor availability information, or vendor onboarding resources;
- adding cooperative purchasing information to vendor education materials;
- adding standard informational language in applicable bid documents;
- providing links to cooperative purchasing organizations where appropriate;

- and explaining that cooperative participation does not guarantee Alief ISD business.

7.7.2 Implementation Considerations

This initiative should be informational rather than promotional. Alief ISD should avoid appearing to endorse a specific cooperative pathway as the only way to do business with the District. The primary purpose is to help vendors understand the purchasing landscape and identify potential avenues for future participation.

7.7.3 Suggested Success Indicators

Indicator	Measures
Cooperative purchasing information posted online	Implementation
Vendor engagement with cooperative resources	Usefulness
Vendor questions about cooperative purchasing	Awareness
Increase in vendors understanding available purchasing pathways	Education impact

7.8 Basic Vendor Data Optimization

Reliable vendor data is necessary for communication, participation tracking, and future reporting. The current matrix identifies limitations related to vendor classifications, certification changes, system integration, and the disconnect between bidding and financial systems.

The District will acquire a vendor spend tracking software for the purpose of tracking certified small business spend in order to measure the effects of initiatives on expenditure outcomes. A full technology solution may require future investment, but basic optimization can begin as a foundational initiative. At the foundational level, the District may also identify where subcontractor information is already requested on applicable projects and consider standardizing basic subcontractor identification fields for future reporting, while reserving payment-level tracking or software-supported reporting for later evaluation.

7.8.1 Recommended Level 1 Actions

Basic vendor data optimization may include:

- reviewing existing vendor classification fields;
- clearing outdated or unreliable classifications;

- identifying accepted certification sources;
- encouraging vendors to update certification and profile information;
- standardizing vendor data fields where practical;
- and improving internal consistency in how vendor information is maintained.

7.8.2 Implementation Considerations

This initiative should remain limited in scope at Level 1. The goal is not to solve every data integration issue immediately. The goal is to improve the reliability of the data already available and prepare for future reporting improvements.

More advanced data tracking, system integration, spend analysis, or software tools should remain Level 2 or Level 3 considerations.

7.8.3 Suggested Success Indicators

Indicator	Measures
Number of vendor records reviewed	Optimization progress
Number of outdated classifications removed	Data quality
Number of vendors updating profiles	Vendor engagement
Improved confidence in outreach lists	Operational value

7.9 Governance and Oversight Measures

A simple reporting structure should be established early so that implementation can be monitored without creating a burdensome reporting program.

The purpose of foundational reporting is to provide the Board Disparity Committee with visibility into what actions were taken, what early indicators show, and whether additional escalation should be considered. Foundational governance reporting may also identify staff training needs related to procurement communication, data collection, vendor support, and consistent implementation of race-neutral practices.

7.9.1 Recommended Level 1 Actions

Foundational reporting may include:

- annual summary of Level 1 implementation activities;
- basic vendor engagement metrics;
- basic solicitation participation metrics;
- high-level award and utilization trends where reliable data exists;

- summary of vendor education and outreach activities;
- identification of operational constraints;
- and recommendations to maintain, refine, or escalate initiatives.

7.9.2 Implementation Considerations

Reporting should be useful and sustainable. A limited number of meaningful indicators is preferable to a large dashboard that cannot be reliably maintained.

At the foundational level, reporting should focus on trend direction rather than perfect precision. As data systems mature, reporting can become more detailed.

7.9.3 Suggested Success Indicators

Indicator	Purpose
Annual report completed	Measures accountability
Core metrics established	Measures governance readiness
Implementation status tracked	Measures progress
Escalation recommendations documented	Supports decision-making

7.10 Resource-Intensive Versions Reserved for Future Evaluation

The items below represent resource-intensive versions of Selected Practices that may require additional budget, staffing, technology, legal review, or sustained administrative support. Basic or low-burden versions of these practices may begin during the foundational phase, while more formal or comprehensive versions should be evaluated later.

These should remain available for future consideration under Level 2 or Level 3 if measurable outcomes show that foundational initiatives are insufficient.

Future Initiative	Reason to Defer Initially
Full B2GNow implementation or expanded modules	Requires budget, configuration, training, and ongoing administration
Dedicated outreach staff	Significant recurring resource commitment
Advanced spend analytics	Data quality and system alignment should mature first
Extensive subcontractor tracking infrastructure	Requires process design, enforcement, system support, and staff time
Large-scale recurring event participation	High staff burden with uncertain measurable return
Formal partnership programming with multiple organizations	Requires coordination, scheduling, ownership, and sustained management
Comprehensive manual debriefing process	Time-intensive and may create consistency or legal concerns

7.11 Recommended Initial Priority Sequence

The following sequence is recommended for the first implementation cycle:

Sequence	Initiative	Rationale
1	Vendor education webpage and resources	High scalability and immediate access benefit
2	Opportunity forecasting / pipeline transparency	High vendor readiness impact
3	Commodity-based communication improvements	Uses existing systems and expands awareness
4	Simplified companion procurement resources	Improves accessibility without weakening legal documents
5	Virtual vendor engagement opportunities	Increases access with manageable cost
6	Cooperative purchasing transparency	Clarifies an important purchasing pathway
7	Basic vendor data optimization	Supports better outreach and future reporting
8	Low-burden professional partnership coordination	Distribute vendor resources, opportunity pipeline information, and training notices
9	Foundational governance reporting	Creates accountability and supports measured escalation

7.12 Summary

The recommended foundational initiatives are intended to create a practical first layer of implementation focused on access, transparency, education, communication, and basic measurement.

The most important strategic choice is to start with initiatives that can help many vendors at once while preserving procurement capacity. If these actions produce measurable improvement, successful practices should be continued and refined. Additional layers should be considered only when evidence shows that foundational efforts are insufficient.

This approach supports responsible implementation by focusing first on the actions most likely to improve vendor participation opportunity with the least resource impact.

8 Governance and Oversight

Effective governance is necessary to ensure that the proposed framework remains focused, sustainable, race-neutral, and aligned with Alief ISD's procurement responsibilities. Governance should provide accountability and visibility without creating unnecessary administrative burden or interfering with competitive procurement processes.

The purpose of oversight is to monitor implementation, evaluate progress, identify operational barriers, and determine whether successful initiatives should be maintained, refined, or expanded. Governance should also ensure that future escalation is based on measurable need rather than automatic program growth.

The MGT report identifies selected practices related to data collection, business outreach and engagement, professional partnerships, and ongoing evaluation. The working implementation matrix also identifies practical resource constraints, system limitations, and staffing concerns that should be considered when determining how governance and reporting are structured.

8.1 Governance Purpose

The governance structure should support five primary purposes:

Governance Purpose	Description
Accountability	Confirms actions and progress
Sustainability	Ensures practices can be maintained
Transparency	Provides clear implementation information
Measured escalation	Supports maintain/refine/defer/expand decisions
Procurement integrity	Preserves compliance and separation from award decisions

Governance should be structured to answer four recurring questions:

1. What actions were implemented?
2. What outcomes or early indicators are visible?
3. What barriers or resource constraints remain?
4. Should the current approach be maintained, refined, escalated, or deferred?

8.2 Board Disparity Committee Role

The Board Disparity Committee should serve as the primary governance body for reviewing the framework at a strategic level. Its role should be focused on oversight, policy direction, accountability, and resource consideration.

The Committee should not manage individual solicitations, influence vendor selection, evaluate specific vendor submissions, or direct award decisions. Those responsibilities must remain within the District's established procurement and administrative processes.

8.2.1 Recommended Committee Responsibilities

The Board Disparity Committee may:

- receive annual updates on implementation progress;
- review high-level vendor engagement, participation, and utilization trends;
- evaluate whether foundational initiatives are producing measurable improvement;
- provide feedback on priorities and public-facing communication;
- consider whether Level 2 or Level 3 escalation is warranted;
- review resource implications before additional initiatives are added;
- support continued alignment with race-neutral implementation principles;
- and recommend to the Board as a whole any changes to policies or practices stemming from implementation that require modifications.

8.2.2 Role Boundary

The Committee's role should remain governance-focused.

It should not:

- approve or reject individual vendors;
- influence scoring or evaluation of solicitations;
- create informal exceptions to procurement requirements;
- establish quotas, set-asides, or preferences;
- or direct staff to pursue initiatives that cannot be sustained without appropriate resources.

This boundary protects the fairness and integrity of the procurement process while still allowing the Committee to monitor progress and guide long-term strategy.

8.3 Internal Implementation Responsibilities

An internal implementation structure should be lightweight and practical. The goal is not to create a new administrative layer, but to coordinate the work necessary to maintain the framework. Procurement should serve as the primary operational lead because most initiatives relate directly to vendor communication, solicitation access, bid participation, reporting, and purchasing processes. However, several initiatives may require support from other departments.

8.3.1 Recommended Internal Roles

Function	Primary Role
Procurement and Distribution	Lead implementation, vendor communication, procurement resources, bid process improvements, and reporting coordination
Business Services / Finance	Support payment data review, spend reporting, and financial system considerations
Construction / Facilities	Support construction-related opportunity forecasting, pre-bid engagement, and subcontractor reporting discussions
Technology / MIS	Assist with system fields, data exports, reporting tools, webpage support, and future integration needs
Communications	Support public-facing webpage language, vendor announcements, and outreach materials when needed
Legal / Policy Review	Review initiatives that affect procurement language, vendor obligations, reporting requirements, or Board policy considerations
Departments and Campuses	Support consistent use of approved procurement processes and vendor-facing guidance

8.3.2 Internal Coordination

Internal coordination may occur through an informal working group or scheduled check-ins rather than a standing committee with heavy administrative requirements.

The internal group should focus on:

- tracking Level 1 implementation progress;
- identifying staff training needs related to procurement communication, vendor support, data entry, reporting consistency, cooperative purchasing, and race-neutral implementation principles;
- identifying resource needs;
- coordinating webpage and communication updates;

- reviewing early metrics;
- preparing annual Board Committee updates;
- and documenting recommendations to maintain, refine, defer, or escalate initiatives.

8.4 Annual Reporting Structure

Annual reporting should provide enough information for meaningful oversight without creating a reporting burden that diverts resources from implementation.

The report should focus on trend direction, completed actions, barriers, and recommended next steps. At the foundational level, the report does not need to function as a fully automated dashboard. It should be practical, repeatable, and capable of improving over time.

Award and utilization trend data should be reported for monitoring and evaluation purposes only and should not be used as quotas, preferences, set-asides, or mandatory award targets.

8.4.1 Recommended Annual Report Components

Report Component	Purpose
Implementation summary	Identifies which initiatives were completed, started, deferred, or modified
Vendor engagement metrics	Shows whether vendors are using resources, attending sessions, or updating profiles
Solicitation participation metrics	Tracks bid/proposal activity, responses, and new vendor participation
Award and utilization trends	Monitors available spend and award data where reliable
Outreach and education summary	Documents vendor guides, videos, meetings, communications, and resource usage
Operational constraints	Identifies staffing, system, legal, or process limitations
Resource needs	Explains whether additional support is needed for future escalation
Recommendation for next cycle	States whether to maintain, refine, escalate, or defer additional initiatives

8.4.2 Recommended Annual Report Decision Categories

Decision Category	Meaning
Maintain	Continue current initiatives because they are producing value and remain sustainable
Refine	Adjust current initiatives to improve effectiveness without adding major new resources
Escalate	Consider Level 2 or Level 3 initiatives because evidence shows foundational actions are insufficient
Defer	Delay additional initiatives because current efforts need more time, data, or resources
Discontinue	Stop an initiative that is not producing value or is too burdensome to maintain

This structure reinforces the measured escalation model and prevents automatic expansion.

8.5 Evaluation and Review Cycles

Evaluation should occur on a predictable schedule. This allows the framework to mature while avoiding premature conclusions based on short-term procurement fluctuations.

Procurement cycles, construction timelines, vendor awareness, and participation patterns may take time to change. A reasonable evaluation period is therefore necessary before determining whether foundational initiatives are successful or whether additional escalation is warranted.

Review Type	Suggested Frequency	Audience	Purpose
Implementation check-in	Quarterly or semiannually	Internal staff	Track progress, troubleshoot barriers, coordinate next steps
Annual framework update	Annually	Board Disparity Committee	Report activities, early metrics, challenges, and recommended next steps
Major escalation review	Every 18–24 months	Board Disparity Committee / Administration	Determine whether Level 2 or Level 3 initiatives are justified
Long-term framework review	Every 3–5 years	Board Disparity Committee / Administration	Assess whether the framework remains aligned with outcomes, resources, and legal requirements

8.6 Escalation Review Process

Before moving from one level of the framework to the next, the Board Disparity Committee should review whether escalation is justified by measurable evidence and whether the proposed next step is sustainable.

Recommended Escalation Review Questions:

Question	Purpose
Were the current level initiatives fully implemented?	Prevents escalation before foundational work has matured
Has enough time passed to evaluate outcomes?	Avoids reacting to short-term fluctuations
What metrics show improvement or lack of improvement?	Grounds decisions in evidence
Are barriers caused by access issues, data issues, market conditions, or internal capacity?	Helps select the right response
Can the proposed new initiative be maintained with existing resources?	Protects operational sustainability
What additional staff time, budget, or technology would be required?	Makes resource impact visible
Would the proposed initiative preserve procurement integrity?	Ensures legal and procedural compliance
Is there a less burdensome alternative that should be tried first?	Supports the minimum sustainable intervention principle

8.7 Resource Impact Review

Any proposed Level 2 or Level 3 initiative should include a resource impact review before implementation. The review is intended to support successful implementation by ensuring that each new initiative has clear ownership, adequate support, and a realistic maintenance plan.

This is especially important because many potential actions may appear simple in concept but require significant ongoing work. Examples include subcontractor reporting, manual vendor outreach, event participation, dashboard development, data reconciliation, vendor classification maintenance, and software administration.

Before adding new initiatives, the following factors should be documented:

Resource Factor	Consideration
Staff time	Who will perform the work, and how often?
Budget	Is new funding required?
Technology	Are new systems, modules, integrations, or reports needed?
Training	Who must be trained internally or externally?
Maintenance	What work will be required after initial launch?
Data reliability	Can the information be collected and reported consistently?
Legal or policy review	Does the initiative affect procurement requirements or vendor obligations?
Opportunity cost	What existing work may be displaced by the new effort?

8.8 Procurement Integrity Safeguards

The framework should improve vendor access while maintaining the integrity of Alief ISD's procurement process.

All initiatives should remain consistent with:

- applicable federal and state procurement requirements;
- Board policy;
- ethical standards;
- competitive procurement rules;
- best-value evaluation requirements;
- public transparency obligations;
- and consistent treatment of vendors.

Vendor access initiatives should not create informal advantages, unequal access to solicitation information, or expectations of award. When solicitation-specific information is provided, it should be provided through appropriate formal channels so all potential respondents have access to the same information.

Key safeguards should remain in place to avoid integrity degradation:

Safeguard	Purpose
Use formal addenda for solicitation-specific answers	Ensures all vendors receive the same information
Apply resources broadly	Preserves race-neutral access
Avoid vendor-specific preference language	Maintains competitive neutrality
Document outreach and education activities	Supports transparency
Separate governance from award decisions	Protects procurement independence
Review new requirements before implementation	Avoids legal or operational conflict

8.9 Governance Summary

Governance should keep the framework focused, measurable, and sustainable.

The Board Disparity Committee should provide strategic oversight, review progress, and consider whether escalation is justified. Internal staff should coordinate implementation, monitor practical barriers, and prepare annual updates. Additional initiatives should be added only when measurable evidence and resource review support expansion.

The governance model should reinforce the central philosophy of the framework:

Start with practical, race-neutral foundational initiatives; measure results; continue what works; refine what needs improvement; and escalate only when evidence demonstrates that additional support is necessary.

This approach supports accountability while preserving procurement integrity, operational capacity, and responsible stewardship of public resources.

9 Preliminary Metrics Framework

The Preliminary Metrics Framework is intended to support the Measured Race-Neutral Escalation Framework by identifying a limited number of practical indicators that can be used to monitor vendor access, participation, communication, and utilization trends over time.

The purpose of these metrics is not to create quotas, preferences, set-asides, or guaranteed outcomes. Metrics should be used to evaluate whether race-neutral initiatives are improving awareness, access, participation opportunity, competition, and movement toward more equitable utilization patterns.

The MGT disparity study identified overall M/WBE availability of approximately 26.99 percent and overall M/WBE utilization of approximately 8.06 percent during the study period. Those figures provide a useful benchmark for monitoring whether race-neutral initiatives are improving utilization trends over time. They should not be treated as procurement award targets or mandatory participation requirements.

The working implementation matrix also identifies current limitations in data reliability, including the disconnect between the bid system and financial system, the lack of centralized subcontractor tracking, and the need for improved reporting capability. As a result, metrics should be developed in stages, beginning with indicators that can be collected with existing tools and expanding only when data systems and resources support additional reporting.

9.1 Purpose of the Metrics Framework

The metrics framework should help answer five core questions:

Question	Purpose
Are more vendors becoming aware of opportunities?	Measures communication and outreach effectiveness
Are more vendors engaging with procurement resources?	Measures accessibility and education efforts
Are more vendors submitting bids or proposals?	Measures participation opportunity
Are submissions becoming more responsive?	Measures clarity and vendor readiness
How do utilization trends compare with study-identified availability over time?	Measures whether race-neutral initiatives are improving outcomes over time

The metrics should support decision-making in four ways:

1. determine whether foundational initiatives are working;
2. identify areas needing refinement;
3. support annual reporting to the Board Disparity Committee;
4. and determine whether escalation to Level 2 or Level 3 should be considered.

9.2 Metrics Principles

The following principles should guide how metrics are selected, interpreted, and reported.

- Keep the dashboard manageable - A small number of reliable indicators is more valuable than many metrics that cannot be consistently maintained. The initial framework should focus on approximately 8 to 12 core indicators.
- Use metrics for trend monitoring, not quotas - Metrics should help evaluate whether access, participation, and utilization trends are improving. They should not be used as award targets, vendor preferences, or mandatory participation requirements.
- Compare trends over time - Single-year results may be affected by procurement cycles, bond projects, large contracts, renewals, cooperative purchases, market conditions, or one-time purchases. Multi-year trend analysis will provide a more accurate picture.
- Review by procurement category where practical - Aggregate results are helpful, but they can obscure important differences among Construction Services, Engineering/Architectural Services, Professional Services, Non-Professional Services, and Goods. When possible, reporting should identify trends by procurement category.
- Match metrics to available data - Initial reporting should rely on data that can be collected without major new administrative burden. More advanced metrics may be added later if systems, staffing, or software tools improve.

- Recognize data limitations - Where data is incomplete or unreliable, the report should clearly state the limitation rather than overstating precision.

9.3 Recommended Core Metrics

The following core metrics are recommended for the initial implementation cycle.

#	Metric	Primary Purpose	Likely source
1	Total registered vendors	Measures size of vendor pool	Bid system
2	New vendor registrations	Measures growth in vendor access	Bid system
3	Vendors with updated commodity profiles	Measures readiness to receive relevant notices	Bid system
4	Vendor education resource engagement	Measures use of webpage, guides, videos, or training materials	Website analytics / attendance logs
5	Vendors receiving solicitation notices by commodity	Measures communication reach	Bid system
6	Pre-bid / vendor session attendance	Measures engagement with learning opportunities	Meeting logs
7	Average responses per solicitation	Measures competition and participation	Bid records
8	New vendor responses to solicitations	Measures whether new firms are entering the process	Bid records
9	Responsive submission rate	Measures whether vendors understand requirements	Bid records
10	Award trends by small business or certification status where data is reliable.	Measures outcome trends	Bid system / financial system
11	M/WBE utilization trend compared to study-identified availability reference point	Compares utilization trends to study-identified availability for monitoring purposes only	Financial system / reporting analysis
12	Subcontractor participation data where available	Improves visibility into construction and major contract participation	Construction documents / pay applications

These metrics should be treated as a starting point. If a metric cannot be collected reliably, it should be identified as a future reporting need rather than forcing manual tracking that cannot be sustained.

9.4 Vendor Awareness and Engagement Metrics

Vendor awareness and engagement metrics help determine whether foundational access initiatives are reaching vendors and improving their ability to participate.

9.4.1 Recommended Metrics

Metric	What it shows	Reporting Frequency
Total registered vendors	Overall vendor pool size	Annual
New vendor registrations	Growth in interested vendor base	Annual
Vendors updating commodity profiles	Vendor readiness to receive relevant notices	Annual
Vendor webpage visits	Use of online resources	Quarterly or annual
Guide/video/resource views	Engagement with educational tools	Quarterly or annual
Vendor session attendance	Participation in training or informational opportunities	Annual

9.4.2 Interpretation

Positive movement in these metrics may indicate that outreach, education, and communication efforts are improving vendor awareness. Limited movement may suggest that resources need to be easier to find, better promoted, or more directly connected to solicitation opportunities.

These metrics are especially important in the early implementation period because they show whether the foundational initiatives are reaching the vendor community before award outcomes are expected to change.

9.5 Solicitation Participation Metrics

Solicitation participation metrics help determine whether more vendors are moving from awareness to actual participation.

9.5.1 Recommended Metrics

Metric	What it shows	Reporting Frequency
Number of solicitations issued	Procurement activity context	Annual
Average responses per solicitation	Competition level	Annual
Number of unique vendors responding	Breadth of participation	Annual
Number of new vendors responding	New market entry	Annual
Response trends by procurement category	Category-specific participation	Annual
Responsive vs. nonresponsive submissions	Vendor understanding and bid quality	Annual

9.5.2 Interpretation

Increased vendor responses, unique respondents, and new vendor participation may suggest that access and communication efforts are working.

If registrations increase but bid responses do not, additional vendor education or opportunity forecasting may be needed.

If responses increase but responsiveness remains low, simplified companion resources, checklists, videos, or clearer process explanations may need to be refined.

9.6 Award and Utilization Metrics

Award and utilization metrics help evaluate whether improved access and participation are beginning to affect procurement outcomes.

These metrics should be interpreted carefully. Award outcomes are influenced by price, qualifications, responsiveness, best value, procurement method, contract size, market conditions, cooperative purchasing, renewals, and vendor capacity.

9.6.1 Recommended Metrics

Metric	What it shows	Reporting Frequency
Total award dollars by procurement category	Spending context	Annual
Awards to small or certified vendor classifications	Outcome trends	Annual
M/WBE utilization percentage where data is reliable	Comparison to study-identified availability over time	Annual
Number of awards to new vendors	Whether participation is broadening	Annual
Distribution of awards by procurement category	Category-specific trends	Annual
Prime vs. subcontractor participation where available	Depth of participation	Annual or as available

9.6.2 Interpretation

The MGT study's availability figures may serve as a long-term benchmark for monitoring whether race-neutral initiatives are helping utilization trends move toward parity. However, utilization should not be evaluated as a quota or mandatory target.

A positive trend may support maintaining and refining foundational initiatives.

Little or no movement over a sustained period may support consideration of Level 2 actions, especially if participation metrics also show limited improvement.

9.7 Process Quality Metrics

Process quality metrics help determine whether vendors understand solicitation requirements and where clearer guidance, companion resources, or training may be needed.

9.7.1 Recommended Metrics

Metric	What it shows	Reporting Frequency
Number of incomplete submissions	Whether vendors understand requirements	Annual
Number of nonresponsive submissions	Whether process barriers remain	Annual
Common reasons for nonresponsiveness	Where education may be needed	Annual
Vendor survey feedback	Vendor experience and pain points	Annual or after selected solicitations
Questions received during solicitations	Areas needing clearer guidance	Annual

9.7.2 Interpretation

If vendors continue to miss forms, deadlines, pricing requirements, addenda acknowledgments, insurance requirements, or submission steps, that may indicate a need for better companion resources.

This metric category is especially useful because it focuses on barriers the District may be able to reduce without changing procurement rules.

9.8 Subcontractor Participation Metrics

Subcontractor participation data is important but may require a staged approach due to current tracking limitations.

The MGT report noted limitations in subcontractor data collection, and the working matrix identifies the lack of centralized tracking as a current challenge.

9.8.1 Recommended Level 1 approach

Because the study identified limited subcontract data as a key constraint, the foundational phase should identify where subcontractor information is already collected and establish a practical path for standardizing basic subcontractor reporting on applicable larger contracts before considering payment-level tracking or software-supported reporting.

Potential metrics may include:

Metric	What it shows
Number of projects requesting subcontractor information	Implementation consistency
Number of prime contractors submitting subcontractor information	Reporting participation
Number of subcontractors identified	Participation visibility
Subcontractor payment information where available	Spend visibility
Subcontractor classification data where voluntarily provided and reliable	Trend monitoring

9.8.2 Implementation Caution

Subcontractor reporting can become resource-intensive quickly. Requirements should be designed carefully before expanding into a formal tracking system.

If Level 1 efforts show that subcontractor data cannot be collected reliably through existing processes, this may become a Level 2 data initiative rather than a foundational reporting requirement.

9.9 Suggested Baseline Method

A baseline should be established before evaluating improvement.

Recommended baseline options may include:

Baseline Option	Use Case
Most recent completed fiscal year	Most recent year for pre-launch comparison
Rolling three-year average	Rolling three-year average to smooth fluctuations
Disparity study period benchmark	Disparity study period figures as historical reference
Category-specific baseline	Category-specific baseline for procurement-category trends

A rolling three-year average may be preferable for many procurement metrics because annual spending can be affected by large contracts, bond activity, cooperative purchases, and renewal cycles.

9.10 Suggested Evaluation Thresholds

Evaluation thresholds should be used as guideposts, not automatic triggers.

The goal is to identify patterns that suggest whether current efforts should be maintained, refined, or escalated.

Possible positive indications for evaluation may include:

Indicator	Positive movement may appear as
New vendor registrations	Increase over baseline
Vendor resource engagement	Increasing use of webpage, guides, or videos
Commodity profile updates	More vendors maintaining accurate notification settings
Average responses per solicitation	Increase over baseline
New vendor responses	More first-time or returning vendors submitting responses
Responsive submission rate	Fewer avoidable nonresponsive submissions
Award distribution trends	Movement toward broader participation
M/WBE utilization trend	Utilization is reviewed against study-identified availability for monitoring purposes and evaluated alongside other participation and access indicators
Data reliability	Improved ability to report without excessive manual work

Escalation should be considered only when multiple indicators show limited progress over a reasonable evaluation period.

No single metric should automatically require escalation.

9.11 Status Categories for Annual Reporting

Annual reporting should summarize each metric using a simple status model. Status categories are intended to summarize trend direction, implementation progress, and data reliability; they should not be interpreted as compliance ratings or required award outcomes.

Status	Meaning	Likely action
Green	Positive trend or initiative functioning well	Maintain or refine
Yellow	Mixed results, early data, or implementation barriers	Refine and continue monitoring
Red	Limited progress over time or significant data barriers	Consider Level 2 escalation
Gray	Data unavailable or unreliable	Identify future data improvement need, defer judgement

This structure allows the Board Disparity Committee to quickly understand progress without requiring an overly complex dashboard.

9.12 Metrics and Escalation Logic

Metrics should directly support the escalation framework.

9.12.1 Maintain

Maintaining the current level may be appropriate when:

- vendor participation is increasing;
- education resources are being used;
- bid responses are improving;
- responsive submissions are increasing;
- utilization trends show broader participation and are becoming more consistent with study-identified availability over time;
- and implementation remains sustainable.

9.12.2 Refine

Refinement may be appropriate when:

- some metrics are improving but others remain flat;
- vendors are registering but not submitting responses;
- resources exist but are not being used;
- recurring submission errors continue;
- or certain procurement categories show limited progress.

9.12.3 Escalate

- Escalation may be appropriate when:
- multiple metrics show limited progress over 18–24 months;
- data limitations prevent meaningful evaluation;
- utilization trends remain substantially inconsistent with study-identified availability after sustained neutral efforts, when considered alongside other access, participation, and data indicators;
- vendor feedback identifies recurring barriers that cannot be addressed through Level 1 actions;
- or foundational efforts cannot be maintained without additional tools or resources.

9.12.4 Defer

Deferral may be appropriate when:

- current initiatives need more time to mature;
- data is not yet sufficient;
- resource constraints prevent sustainable expansion;
- or the expected benefit of a new initiative does not justify the added burden.

9.13 Reporting Format Sample

A simple annual scorecard should be used for Board Disparity Committee updates. The scorecard should provide enough information to identify trends, barriers, and possible next steps without creating an overly complex reporting structure.

The following examples include both an unabridged reporting format and an abridged executive-level format. The unabridged version is intended for detailed staff review, committee preparation, and internal evaluation. The abridged version is intended for executive or Board-level consumption where a concise summary of key indicators, trends, and interpretations is more appropriate.

The example data shown in both formats is provided for discussion and formatting purposes only. The figures are illustrative sample data and do not represent finalized Alief ISD results. Actual baseline and current-year values should be determined through District records, bid system reports, financial system data, website analytics, meeting logs, and other available reporting tools. Final metrics should be validated before being used for formal evaluation or Board reporting.

Sample Administrative Annual Vendor Access and Participation Scorecard:

Metric area	Metric	Baseline	Current year	Trend	Status	Notes / action
Vendor awareness	Total registered vendors	3,250	3,575	+10.0%	Green	Vendor pool increased following webpage updates and registration reminders.
Vendor awareness	New vendor registrations	185	260	+40.5%	Green	Increase may indicate improved outreach and easier access to registration information.
Vendor engagement	Vendors updating commodity profiles	410	625	+52.4%	Green	Continued reminders should be included in vendor communications.
Vendor engagement	Vendor resource page visits	0	1,850	New metric	Yellow	First year of tracking; establish baseline for future comparison.
Vendor engagement	Vendor guide/video views	0	430	New metric	Yellow	Usage should be monitored to determine which resources are most helpful.
Virtual engagement	Vendor orientation or pre-bid session attendance	45	92	+104.4%	Green	Virtual access appears to improve participation in informational sessions.
Solicitation participation	Average responses per solicitation	3.1	3.6	+16.1%	Green	Positive movement in competition and vendor participation.
Solicitation participation	Unique vendors submitting responses	275	315	+14.5%	Green	Indicates broader participation across solicitations.
Solicitation participation	New vendors submitting responses	38	55	+44.7%	Green	Suggests new vendors are moving beyond registration into actual participation.
Solicitation quality	Responsive submission rate	82%	86%	+4 pts.	Yellow	Improvement noted; continue simplified companion guides and submission checklists.
Solicitation quality	Common nonresponse issue	Missing forms	Missing addenda	Mixed	Yellow	Addenda acknowledgment should be emphasized in vendor education materials.
Award outcomes	Awards to new vendors	22	29	+31.8%	Green	Indicates some broadening of award participation.
Award outcomes	M/WBE utilization trend, where reliable	8.06%	10.25%	+2.19 pts.	Yellow	Positive movement; continue foundational initiatives and monitor over multiple years.
Award outcomes	Study availability reference point	26.99%	26.99%	Reference point	Gray	Used as a long-term comparison point only, not a quota or award target.
Data quality	Vendor classification records reviewed	0	750	New activity	Yellow	Continue optimization; data reliability should improve before advanced reporting.
Data quality	Subcontractor reports received on applicable projects	4	9	+125.0%	Yellow	Early improvement; process may need refinement before formal expansion.

The MGT study reported overall M/WBE utilization of approximately 8.06 percent and overall M/WBE availability of approximately 26.99 percent during the study period. Those figures may be used as long-term monitoring benchmarks, but they should not be treated as quotas, preferences, set-asides, or mandatory award targets.

Optional Abridged Version for Executive Review

Metric area	Baseline	Current year	Status	Interpretation
Registered vendors	3,250	3,575	Green	Vendor pool increased.
New vendor registrations	185	260	Green	Outreach and access efforts may be increasing awareness.
Vendor resource engagement	0	1,850 page visits	Yellow	New metric; establish baseline.
Average responses per solicitation	3.1	3.6	Green	Competition improved modestly.
New vendors submitting responses	38	55	Green	More new vendors are entering the process.
Responsive submission rate	82%	86%	Yellow	Improvement noted; continue education resources.
M/wbe utilization trend	8.06%	10.25%	Yellow	Positive movement; continue monitoring over multiple years.
Study availability benchmark	26.99%	26.99%	Gray	Benchmark only; not a quota or target.

This provides both a detailed working version and a cleaner executive-facing version.

9.14 Summary

The Preliminary Metrics Framework should provide enough structure to support accountability, evaluation, and measured escalation without creating an unsustainable reporting burden.

The first reporting cycle should focus on a manageable number of indicators tied to vendor awareness, engagement, participation, responsiveness, award trends, and data quality. As systems improve, the framework can be refined to support more detailed analysis.

Metrics should help answer the most important governance question:

Are the foundational race-neutral initiatives improving vendor access, participation opportunity, and utilization trends in a way that supports maintaining and refining the current approach, or does the evidence justify additional support?

This approach keeps measurement aligned with the broader framework: start with practical initiatives, measure results, maintain what works, refine what needs improvement, and escalate only when evidence shows that additional action is necessary.

10 Long-Term Considerations

The Vendor Access and Engagement Framework is designed to begin with practical, race-neutral foundational initiatives before considering more resource-intensive actions. Long-term considerations should remain available for future evaluation, but they should not be treated as automatic next steps.

The MGT report identifies selected practices related to race- and gender-neutral initiatives, expanded data collection, business outreach and engagement, professional partnerships, and ongoing evaluation. Staff's working implementation matrix further identifies that several possible actions may require budget, technology tools, system integration, dedicated staff time, or ongoing administrative support.

For that reason, some Selected Practices may begin in basic or low-burden form during the foundational phase, while more formal, technology-dependent, or staff-intensive versions should be evaluated as long-term considerations through the Measured Race-Neutral Escalation Framework. Additional expansion should occur only when foundational initiatives have been implemented, measured, and found insufficient to produce meaningful improvement.

The purpose of this section is to identify future possibilities while preserving flexibility, operational sustainability, and responsible stewardship of District resources.

10.1 Future Programmatic Evaluation

Future programmatic evaluation should focus on whether the framework is producing measurable improvement in vendor access, participation opportunity, and utilization trends.

Evaluation should not be limited to whether additional activities have been added. A successful framework may be one in which a limited number of high-impact initiatives are working well and do not require major expansion. Long-term evaluation should consider:

Evaluation question	Purpose
Are more vendors registering and maintaining accurate profiles?	Measures access and awareness
Are more vendors responding to solicitations?	Measures participation
Are submissions becoming more responsive?	Measures vendor readiness
Are award and utilization trends showing broader participation over time?	Measures outcome direction
Are small, certified, or self-identified firms participating more consistently?	Measures breadth of opportunity
Are foundational initiatives sustainable with existing staff?	Measures operational feasibility
Are data limitations preventing meaningful analysis?	Identifies need for level 2 support
Would additional initiatives create value proportional to their resource burden?	Supports responsible escalation

Future evaluation should distinguish between:

- initiatives that are producing value and should be maintained;
- initiatives that need refinement;
- initiatives that are not producing enough value to justify continued effort;
- and potential expansions that require additional resources.

The framework should not reward program growth for its own sake. The preferred long-term outcome is a sustainable set of practices that improves access and participation without unnecessary complexity.

10.2 Resource and Staffing Considerations

Many potential long-term initiatives require staff time beyond initial implementation. Outreach, reporting, data optimization, subcontractor tracking, event participation, dashboard maintenance, and vendor support can all create recurring workload.

Before any future expansion, resource impact should be evaluated carefully.

Resource question	Why it matters
Who will own the work?	Prevents unclear responsibility
How often must the work be performed?	Identifies recurring burden
Can the work be absorbed by existing staff?	Tests sustainability
What existing work may be displaced?	Identifies opportunity cost
Is new funding required?	Supports budget planning
Is staff training required?	Identifies implementation needs
Does the initiative require legal or policy review?	Protects procurement integrity
Can the initiative be maintained during peak procurement periods?	Tests operational realism

Staffing Consideration

Dedicated outreach or program staff may be appropriate if the District's data, outreach, and reporting needs mature beyond what can be consistently supported through existing roles. However, dedicated staffing should be treated as a Level 3 consideration because it creates a recurring cost and requires a clear role, measurable purpose, and long-term support plan.

A future staffing recommendation should be based on documented need, such as:

- recurring inability to maintain foundational initiatives;
- significant growth in vendor support workload;
- persistent data or reporting needs that cannot be absorbed;
- expanded Board reporting expectations;
- or evidence that additional outreach capacity would likely improve participation outcomes.

Until such need is demonstrated, the framework should prioritize scalable tools and reusable resources over staff-intensive programming.

10.3 Future Technology Considerations

Technology may eventually improve vendor tracking, spend analysis, subcontractor reporting, outreach management, and dashboard reporting. However, technology should not be treated as a substitute for clear process design.

The working implementation matrix identifies several possible technology-related needs, including B2GNow modules, vendor list matching, spend analysis,

outreach tools, contractor spend tracking, and improved alignment between the bid system and BusinessPlus.

Potential Future Technology Areas

Technology area	Potential value	Consideration
Vendor outreach tools	Improve targeted communication	Requires data quality and staff ownership
Spend analysis tools	Improve utilization reporting	Depends on reliable classification and payment data
Contractor spend tracking	Improve subcontractor visibility	Requires process design and vendor compliance
Dashboard reporting	Supports board updates	Requires reliable data sources
Bid system / financial system alignment	Improves award-to-payment analysis	May require mis support, configuration, or cost
Certification tracking	Improves data reliability over time	Requires maintenance and update process

Technology Evaluation Standard

Before purchasing or expanding technology, the following should be clear:

- what problem the tool solves;
- what data will feed the tool;
- who will maintain the data;
- who will review and act on the reports;
- what ongoing cost is required;
- what staff training is necessary;
- and whether the tool supports the measured escalation model.

Technology should be pursued when it improves sustainability and decision-making, not when it creates an additional reporting burden without adequate staffing or data support.

10.4 Future Data Integration and Reporting

Improved data integration may be one of the most important long-term considerations.

The MGT report noted limitations in subcontractor data collection and reported that Alief ISD did not maintain subcontractor records during the study period. Staff's implementation matrix also identifies current gaps between the bid system

and BusinessPlus, including challenges with preserving vendor classification data over time and connecting procurement activity to financial spend.

Long-Term Data Goals

Future data improvements may include:

- preserving vendor classification at the time of solicitation, award, and payment;
- improving consistency between bid system and financial system data;
- standardizing accepted certification sources;
- improving vendor profile maintenance;
- capturing subcontractor information on applicable contracts;
- developing repeatable annual reporting;
- and reducing manual reconciliation.

Staged Data Approach

Data development should occur in stages:

Stage	Focus
Stage 1	Clean up available vendor data and establish basic reporting
Stage 2	Improve consistency between bid, award, and payment records
Stage 3	Evaluate software or system enhancements for spend and subcontractor tracking
Stage 4	Develop more advanced dashboards only after data sources are reliable

This staged approach prevents the District from building dashboards before the underlying data can support meaningful analysis.

10.5 Future Subcontractor Reporting Considerations

Subcontractor reporting may provide important visibility into participation on construction and other major contracts. However, it can also become administratively intensive.

Future consideration of subcontractor reporting should account for:

- which contract types should be included;
- whether reporting should apply only above certain dollar thresholds;
- when subcontractor data should be submitted;
- whether reporting should be tied to pay applications;
- who will review submissions;
- how data will be stored;
- whether payment amounts will be tracked;

- and how compliance will be handled.

Possible Future Approach

A staged approach may include:

Stage	Action
Initial stage	Identify applicable larger contracts or construction projects where subcontractor information is already requested or can be collected through existing processes.
Process stage	Standardize basic subcontractor identification fields and timing of submission before expanding to payment-level tracking.
Tracking stage	Store information centrally and review for completeness
Technology stage	Consider software-supported subcontractor payment tracking
Reporting stage	Include subcontractor participation trends in annual reporting

Formal subcontractor reporting should be expanded only when the process can be administered consistently and without creating an unsustainable manual workload.

10.6 Future Professional Partnerships

Professional partnerships may help expand vendor awareness and connect businesses to technical assistance. Potential partners may include chambers of commerce, small business organizations, minority and women business organizations, local government partners, technical assistance providers, cooperative purchasing organizations, and neighboring school districts.

The MGT report identifies professional partnerships as a selected practice, and the staff matrix identifies several possible partnership areas, including chambers, SBA or technical assistance organizations, business incubators, and joint training with other districts.

Basic partnership coordination should begin as a foundational access strategy, while formal recurring partnership programming should be evaluated as a longer-term expansion based on measurable need and available capacity.

Partnership Considerations

Partnerships should be evaluated based on sustainability and measurable value.

Before establishing formal recurring partnerships, the following questions should be considered:

Question	Purpose
What specific vendor access problem would the partnership address?	Ensures purpose
How much staff time would participation require?	Tests sustainability
Can information be shared electronically instead of through repeated events?	Reduces burden
Would the partner help distribute bid opportunities or training resources?	Measures practical value
Is the partnership broad and race-neutral in access?	Supports framework principles
Can outcomes be tracked?	Supports evaluation

Preferred Initial Approach

The preferred initial approach should be low-burden and information-focused, such as:

- sharing vendor education materials with organizations;
- providing links to Alief ISD’s vendor webpage;
- inviting organizations to distribute opportunity pipeline information;
- coordinating selectively on vendor fairs;
- and participating in events only when the expected value justifies staff time.

Large-scale recurring partnership programming should remain a future consideration unless resources are identified.

10.7 Future Vendor Debrief and Feedback Processes

Vendor feedback is useful, but formal debriefing can become time-intensive and may create legal or consistency concerns if not carefully structured.

The working committee identifies current debrief support as limited and generally provided “on the fly.” It also notes concerns about the staff time required for individual vendor discussions and the risk of staff discussing evaluation issues outside their area of knowledge.

Suggested Future Direction

Because the Selected Practices identify bidder debriefs as a useful access tool, the foundational phase may begin with scalable feedback resources, such as common reasons for nonresponsiveness, submission checklists, and general guidance on how vendors can improve future responses. More formal

individualized debrief processes should be evaluated later for consistency, legal review, and staff capacity.

Potential options include:

- post-solicitation vendor experience surveys;
- general guidance on common reasons for nonresponsiveness;
- standardized response checklists;
- “common mistakes” vendor education materials;
- and written process explanations.

If individual debriefs are expanded in the future, they should be structured, documented, and limited to appropriate information. Legal or procurement review may be needed before formalizing the process.

10.8 Future Policy or Procedure Updates

Some long-term initiatives may require policy, procedure, or contract language review.

Examples may include:

- subcontractor reporting requirements;
- vendor data collection requirements;
- certification documentation standards;
- use of small business language in solicitations;
- cooperative purchasing communication language;
- vendor feedback procedures;
- or reporting obligations for larger contracts.

Policy and procedure updates should be reviewed carefully to ensure consistency with:

- Texas procurement requirements;
- federal procurement requirements where applicable;
- Board policy;
- public purchasing best practices;
- legal requirements;
- and the race-neutral implementation philosophy.

Updates should be made only when they improve access, transparency, data quality, or process consistency without creating unnecessary administrative burden.

10.9 Future Disparity Study or External Review Considerations

A future disparity study or external review should be considered as part of the District's long-term evaluation strategy, with timing based on legal developments, data readiness, procurement activity, market conditions, and Board priorities.

The need for future study should be evaluated based on:

- age of the current study;
- changes in procurement activity;
- changes in market conditions;
- legal developments;
- Board priorities;
- availability of improved internal data;
- and whether existing framework metrics are sufficient to evaluate progress.

Suggested Approach

Rather than committing immediately to a new formal disparity study within a specific timeframe, the District may consider a staged review process:

Review type	Potential timing	Purpose
Annual internal framework review	Every year	Monitor implementation and trends
Major escalation review	Every 18–24 months	Determine whether additional initiatives are justified
Long-term framework review	Every 3–5 years	Assess whether the framework remains effective
External study or update	As warranted	Consider if legal, market, or data conditions justify the cost

This approach preserves flexibility while recognizing that a future study may become appropriate if circumstances change.

10.10 Conditions for Expanded Initiatives

Future expansion should be based on measurable need and resource availability.

Expansion may be appropriate when:

- Level 1 initiatives have been implemented and evaluated;
- metrics show limited progress over a sustained period;
- data limitations prevent meaningful evaluation;
- vendor feedback identifies recurring barriers that cannot be addressed through existing tools;

- current staff cannot maintain effective implementation without support;
- additional technology would clearly reduce manual burden or improve reporting reliability;
- and the expected benefit is proportional to the cost and administrative effort.

Expansion should be based on documented need, study alignment, stakeholder input, measurable outcomes, resource capacity, and expected impact, rather than on any single factor alone.

The central test should be:

Is the additional initiative necessary, sustainable, measurable, and likely to improve vendor access or participation outcomes beyond what current efforts are achieving?

10.11 Long-Term Considerations Summary

Long-term considerations should remain part of the framework, but resource-intensive versions should be treated as conditional options rather than automatic commitments. Basic versions of selected practices may begin during the foundational phase and mature over time as evidence, resources, and operational capacity support expansion.

The preferred implementation strategy is to begin with foundational race-neutral initiatives, evaluate outcomes, maintain what works, and escalate only when evidence demonstrates that additional effort is necessary.

This approach allows Alief ISD to remain responsive to the disparity study while avoiding unnecessary program expansion, protecting staff capacity, and preserving procurement integrity.

Long-term success should be measured not by the number of initiatives added, but by whether the framework improves access, participation opportunity, transparency, data quality, and utilization trends in a way that can be sustained over time.

11 Conclusion

The MGT disparity study provides Alief ISD with important information regarding vendor availability, utilization, participation barriers, marketplace conditions, and selected practices for future consideration. The study identified disparities between M/WBE availability and utilization across multiple procurement categories and recommended several areas for improvement, including race- and gender-neutral initiatives, expanded data collection, business outreach and engagement, professional partnerships, and ongoing evaluation.

The purpose of this framework is to translate those findings into a practical, race-neutral, and sustainable implementation approach. Rather than attempting to implement every possible initiative at once, the framework recommends beginning with the actions most likely to improve access, transparency, communication, vendor readiness, and participation opportunity with the least operational burden.

The recommended approach reflects a simple principle:

Alief ISD should implement a focused and sustainable set of high-impact race-neutral initiatives designed to produce measurable improvement, maintain the practices that are successful, and consider additional efforts only when evidence demonstrates that further action is needed.

11.1 Summary of Recommended Approach

The proposed framework is built around a measured escalation model.

Implementation begins with Level 1 foundational initiatives that are generally low-cost, scalable, and practical. These include vendor education resources, opportunity forecasting, simplified companion procurement materials, virtual engagement opportunities, commodity-based communication improvements, cooperative purchasing transparency, basic vendor data optimization, and foundational governance reporting.

If these initiatives produce measurable improvement, the preferred strategy is to continue and refine them rather than automatically adding new layers of work.

If foundational initiatives do not produce measurable improvement in access, engagement, participation, responsiveness, data reliability, or utilization trends, or if data limitations prevent effective evaluation, Level 2 enhanced engagement

and data initiatives may be considered. These may include improved vendor tracking, dashboard development, spend analysis tools, subcontractor reporting improvements, or expanded outreach systems.

Only if Level 1 and Level 2 efforts are insufficient should Level 3 resource-intensive strategic expansion be considered. Level 3 may include dedicated staffing, major technology investments, advanced analytics, or formal recurring partnership programming.

This structure allows the Board Disparity Committee to evaluate progress over time and make resource decisions based on measurable need.

11.2 Recommended Initial Direction

The recommended initial direction is to focus on foundational initiatives that improve access and transparency without requiring major new infrastructure.

Priority should be given to actions that:

- help vendors understand how to do business with Alief ISD;
- provide earlier visibility into upcoming opportunities;
- improve communication with vendors based on commodity interests;
- make procurement processes easier to understand;
- increase access to virtual informational opportunities;
- explain cooperative purchasing pathways;
- improve basic vendor data reliability;
- coordinate low-burden information sharing with regional business organizations and technical assistance partners;
- and establish a simple annual reporting structure.

This initial direction aligns with the working implementation matrix, which identifies several low-cost or lower-burden actions while also recognizing that more complex initiatives may require budget, software, system support, or dedicated staff time.

11.3 What Framework Adoption Would Mean

Adopting this framework would establish a governance structure for responding to the disparity study in a practical and sustainable way.

It would mean that Alief ISD intends to:

- pursue race-neutral strategies focused on vendor access and participation opportunity;
- begin with foundational initiatives before moving to more resource-intensive efforts;
- use data and trend analysis to evaluate progress;
- report periodically to the Board Disparity Committee;
- maintain procurement integrity and competitive standards;
- consider resource impact before adding new initiatives;
- and avoid unnecessary program expansion when existing efforts are producing results, while continuing to advance the Selected Practices in a sustainable and measurable way.

Framework adoption would also provide a common decision-making structure for administration and the Board Disparity Committee.

11.4 What Framework Adoption Would Not Mean

Adopting this framework would not mean that Alief ISD is creating quotas, set-asides, preferences, or race-conscious award mechanisms.

It would not mean that the District is committing to implement every recommendation, purchase every possible software tool, add dedicated staff, or create a large administrative program immediately.

It would not change the requirement that procurement decisions be made in accordance with applicable law, Board policy, competitive procurement standards, best-value requirements, and sound public purchasing practices.

It would also not guarantee any specific award outcome. The framework is designed to improve access, communication, transparency, readiness, and participation opportunity while preserving fair competition.

11.5 Recommended Near-Term Implementation Focus

The near-term implementation focus should be practical and targeted.

The first implementation cycle should emphasize:

Near-term focus area	Purpose
Vendor education resources	Help vendors understand registration, bid notices, solicitation response, and procurement requirements
Opportunity forecasting	Give vendors more time to prepare for upcoming opportunities
Communication improvements	Increase awareness of relevant solicitations through existing systems
Simplified companion resources	Improve understanding without weakening official solicitation documents
Virtual engagement	Expand access to informational opportunities
Cooperative purchasing transparency	Clarify how cooperative purchasing affects vendor opportunity
Basic data optimization	Improve reliability of vendor classification and communication data
Low-burden professional partnership coordination	Share vendor education resources, opportunity pipeline information, and procurement guidance with regional business organizations
Basic subcontractor information review	Identify where subcontractor information is already collected and determine whether basic reporting fields can be standardized on applicable larger contracts
Annual reporting	Provide accountability and support measured escalation decisions

These actions represent the strongest starting point because they are broad, race-neutral, scalable, and generally lower in resource impact.

11.6 Future Expansion

Future expansion should remain conditional.

Future expansion should be considered when evidence, study alignment, resource capacity, vendor feedback, data reliability, and expected impact support additional action:

- foundational actions have been implemented;
- enough time has passed to evaluate outcomes;
- multiple metrics show limited progress;
- data limitations prevent meaningful evaluation;
- vendor feedback identifies recurring barriers;
- and the expected benefit is proportional to the staff time, budget, technology, and administrative effort required.

This approach helps prevent initiative overload and ensures that future efforts are connected to measurable need.

11.7 Closing Statement

The recommended framework provides a balanced path forward.

It acknowledges the findings of the disparity study, prioritizes race-neutral strategies, focuses on practical improvements, protects procurement integrity, and recognizes the importance of staff capacity and responsible resource management.

The central recommendation is to build an effective, sustainable framework that advances the study's Selected Practices while preserving procurement integrity, operational capacity, and responsible stewardship.

By starting with high-impact foundational initiatives, measuring results, continuing what works, and escalating only when justified, Alief ISD can respond to the disparity study in a way that is thoughtful, defensible, practical, and aligned with long-term procurement success.