



# BLINN COLLEGE HB5 MOU

**2019-2020**  
**COLLEGE PREPARATORY MATHEMATICS AND ENGLISH LANGUAGE ARTS**  
**COURSES MEMORANDUM OF UNDERSTANDING**  
**BETWEEN**  
**DISTRICT: College Station**  
**AND**  
**COMMUNITY COLLEGE: Blinn College**

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The BLINN COMMUNITY COLLEGE DISTRICT herein referred to as “Blinn and College Station ISD (herein referred to as the “School District”) enter the following Memorandum of Understanding (“MOU”) for the creation of College Preparatory Courses in Mathematics and English Language Arts (herein referred to as “College Preparatory Courses”) as of 2019 – 2020. The “College” and “IHE” is the institution of higher education. Collectively the parties are referred to as “Parties.”

The purpose of this MOU is to outline the collaboration of the Parties, as listed above, in creating College Preparatory Courses in Mathematics and English Language Arts (“ELAR”) for high school students who have not demonstrated college readiness (“Program”).

1. **SCOPE OF SERVICES.** In accordance with the 83<sup>rd</sup> Legislature of the State of Texas House Bill No. 5, Section 10 and as written into the Texas Education Code (“TEC”) 28.014, School District shall collaborate with IHE to develop and provide courses in college preparatory mathematics and English language arts. The College Preparatory Courses must be designed:
  - A. for students at the 12<sup>th</sup> grade level whose performance on:
    - i. an end-of-course assessment instrument does not meet college readiness standards; or
    - ii. coursework, a college entrance examination or an assessment instrument indicates that the student is not ready to perform entry-level college coursework; and
  - B. to prepare students for success in entry-level college courses

Additionally, IHE and School District agree to collaborate to develop and maintain the College Preparatory Courses that meet the terms of this MOU as outlined below. IHE and School District will meet regularly, at least one time per year, to maintain the integrity and evaluate the effectiveness of the Program.

2. **TERMS.** Subject to any annual approvals that may be required by law, by the Texas Education Agency (“TEA”), or by the Texas Higher Education Coordinating Board (“THECB”), the term of this MOU shall commence upon the date that the last of the Parties has signed this MOU (“Commencement Date”) and shall end on August 31, 2020. Notwithstanding the foregoing, the Parties acknowledge and agree that a condition precedent to a party’s signing the MOU is approval of the MOU by that party’s governing board. Upon mutual written agreement by the Parties and approval as may be required by the Parties’ governing boards, TEA, and THECB, this MOU may be extended for a one-year renewal term (2019-2020). As used in this MOU, “Term” shall mean the initial term. The initial term as may be extended by the Renewal

Term, or such shorter period of time in the event of termination of this MOU.

3. **COURSE DEVELOPMENT/CURRICULUM.**

- A. The College Preparatory Courses will be developed by the IHE. The IHE will provide curriculum framework and the final exam. The School Districts will be responsible for implementation.
- B. Students enrolled in College Preparatory Courses will not earn college credit for those courses. School Districts will designate personnel to monitor the quality of instruction in order to ensure compliance with this MOU.
- C. School District will provide all required materials, including textbooks, syllabi, course packets, and other materials needed for enrollment in the College Preparatory Courses.

4. **FACULTY SELECTION, SUPERVISION, AND EVALUATION.** School District will assign highly qualified faculty for each high school offering the College Preparatory Courses. Appropriate School District high school faculty will meet regularly, at least one time per year, with appropriate IHE faculty to ensure that each course is aligned with the Program's expectations.

5. **LOCATION OF CLASSES.** College Preparatory Courses developed will be held on the campus of the School District high schools offering the course(s).

6. **PARENTAL INVOLVEMENT AND OUTREACH.** School District shall provide a notice to each district student who has not demonstrated college readiness and to the parent or guardian regarding the benefits of enrolling in the College Preparatory Courses. School District personnel, counselors, and administrators will be responsible for all communication with parents. IHE personnel will not be expected to communicate with parents.

7. **IDENTIFYING AND ADMITTING COLLEGE PREPARATORY STUDENTS.** Each School District will assume responsibility for providing information to potential college preparatory students. IHE may collaborate with the School District to hold an information session at the School District for potential students and their parents.

8. **COURSE SUCCESS AND COLLEGE READINESS.**

- A. An end-of-course assessment instrument for each of the College Preparatory Courses will be developed and adopted by IHE and School District to ensure the rigor of the College Preparatory Courses.
- B. For ELAR the ISD instructor will contact the IHE representative, Sandra Chumchal, ([schumchal@blinn.edu](mailto:schumchal@blinn.edu), 979-209-7359), two weeks prior to the end of course assessment. The assessment and scoring instructions will be provided by the IHE. This assessment will account for 20% of the final average. (See HB5 College Preparatory English Content Framework, Appendix A.)
- C. For the ELAR and Mathematics College Preparatory Courses, a student earning a grade of 70 or above in a particular course will demonstrate proficiency in the course and will be eligible to enroll in an entry-level college level English composition or Mathematics course.
- D. Specific to the Mathematics College Preparatory Courses, assessments will comprise 80% of the final course grade with no single assessment weighted over 20 %. If a School District allows students to re-

test, the score on this assessment must be limited to a 70. The ISD instructor will contact the IHE Mathematics representative, Victoria Fowler, ([victoria.fowler@blinn.edu](mailto:victoria.fowler@blinn.edu), 979-830-4453), two weeks prior to the end of course assessment. The end-of-course assessment (final exam) and scoring instructions will be provided by the IHE. This end-of-course assessment will account for 20% of the final average and may not be retaken or revised. (See HB5 College Preparatory Mathematics Content Framework, Appendix B.)

- E. Specific to the ELAR Preparatory Courses, major papers and reading assessments will comprise 50% of the final course grade with no single assessment weighted over 10%, except the end-of-course assessment, weighted at 20% of the final course grade. Daily grades will comprise 30% of the final course grade. If a School District allows students to retest or revise a graded paper, the score on this assessment must be limited to a 70. The end-of-course assessment may not be retaken or revised.
  - F. Successful completion of the college level course will demonstrate Texas Success Initiative (“TSI”) compliance.
9. **PROFESSIONAL DEVELOPMENT**. Appropriate School District high school faculty will meet regularly, at least one time per year with appropriate IHE faculty to ensure that College Preparatory Courses are aligned with the Program expectations. The School District will develop and provide professional development opportunities for the teachers responsible for the College Preparatory Courses. Evidence of completion of completion of professional development activities will be granted by an approved service provider.
10. **PROGRAM EVALUATION**. School District and IHE will develop a plan for the evaluation of the College Preparatory Courses to be completed each year of the MOU. The evaluation will include, but is not limited to, disaggregated attendance and retention rates, satisfactory progress in the College Preparatory Courses, state assessment results, SAT/ACT, TSI readiness, qualification of College Preparatory Courses’ instructors, and adequate progress toward the college-readiness of the students in the College Preparatory Courses. Periodic independent evaluation of College Preparatory Courses’ content and delivery will be coordinated by Education Service Center-Region 20 (“ESC-20”). Program evaluation will consist of a holistic review of each School District’s College Preparatory Course on a semester basis prior to Spring 2019. Beginning Spring 2019, the Program evaluation will consist of a more rigorous review to include data of student success in corresponding IHE gateway courses. The Program evaluation results will be shared with School District and IHE administration and will be used in the creation of ongoing professional development.
11. **TRANSCRIPTION OF CREDIT**. A transcription of high school credit and assessment results is the responsibility of School District. School District determines how the grades will be recorded in the high school transcript for GPA and ranking purposes. IHE and School District will use an agreed upon nomenclature for determining TSI-compliance. School District will submit final exams to the IHE math/ELAR representatives. School District will submit the list of students to be certified as TSI complete to the IHE representative. ELAR representative is Sandra Chumchal 979-209-7359, [SChumchal@blinn.edu](mailto:SChumchal@blinn.edu) and Math representative is Victoria Fowler 979-830-4453, [Victoria.Fowler@Blinn.edu](mailto:Victoria.Fowler@Blinn.edu).
12. **COMPLIANCE**. School District agrees:
- A. To certify that their sites are Americans with Disabilities Act (“ADA”) compliant.
  - B. To comply with all applicable provisions of the Family Education Rights and Privacy Act, 20

U.S.C. §1232g.

- C. In all cases, to comply with all federal, state, and local laws applicable to this MOU.
- D. To have in place and abide by a policy prohibiting sexual harassment.

13. **AMENDMENTS/REVISIONS.** This MOU may only be amended by mutual written agreement of the parties.
14. **NOTICE.** All notices, demands, or requests from one party to the other may be personally delivered or sent by email and mail, certified or registered, postage prepaid, to the addresses stated in this section, and are considered to have been given at the time of personal delivery or mailing.
15. **TERMINATION.** IHE reserves the right to terminate this MOU upon service of notice to School District sixty (60) days prior to the expiration of any academic term during the Term or Renewal Term of this MOU.

All notices, demands, or requests to IHE shall be given or mailed to:

Mary Hensley, Ed.D.  
Blinn College Chancellor of Blinn College District  
902 College Ave.  
Brenham, TX 77833

All notices, demands, or requests to College Station ISD shall be given or mailed to:

Dr. Clark Ealy  
Superintendent  
1812 Welsh Ave.  
College Station, TX 77840  
Phone- (979) 764-5455  
Email- cealy@csisd.org

16. **CHOICE OF LAW.** This MOU is to be performed in Brazos County, Texas, and is governed by the Constitution and the internal laws of the State of Texas. The exclusive venue of any suit arising from this MOU shall be in Brazos County, Texas.
17. **NONASSIGNABILITY.** Parties herein shall not assign any interest in this MOU and shall not transfer any interest in same without prior written consent of the Parties.
18. **INDEPENDENT CONTRACTOR.** Parties shall provide services pursuant hereto, as independent contractors. The Parties understand that the tasks, the details of which the Parties do not have legal right to control and no such control are assumed by this MOU. This MOU does not create an employment relationship, partnership, or joint venture between the Parties (or its employees). None of the Parties nor its employees shall be deemed employees of one another for any purpose whatsoever, and none shall be eligible to participate in any benefit program provided by a party.
19. **NO THIRD PARTY BENEFICIARIES.** Nothing in this MOU, express or implied, is intended or shall be construed to confer upon any person, firm or corporation other than the Parties hereto and their respective

successors or assigns, any remedy or claim under or by reason of this MOU or any term, covenant or condition hereof, as third party beneficiaries or otherwise, and all of the terms, covenants and conditions hereof shall be for the sole and exclusive benefit of the Parties hereto and their successors and permitted assigns.

- 20. **COUNTERPARTS.** This MOU may be executed in counterparts, each one of which shall be an original, and different Parties may sign different counterparts, all of which shall constitute but one document.
- 21. **ENTIRE AGREEMENT.** This MOU and any and all exhibits attached thereto shall constitute the complete agreement between the Parties relating to the subject matter herein and supersedes all prior and contemporaneous proposals, agreements, understandings, representations, purchase orders, invoices and communications, whether oral or written relating to the subject matter herein.

IN WITNESS WHEREOF, the Parties have caused this MOU to be signed by its duly authorized officer, to become effective as of the date stated above.

**BLINN COLLEGE DISTRICT:**

By: \_\_\_\_\_

Mary Hensley Ed.D.  
Blinn College  
Chancellor of the Blinn College District

Date

**COLLEGE STATION ISD:**

By: \_\_\_\_\_

Dr. Clark Ealy  
Superintendent  
College Station ISD

Date

## Appendix A

### HB 5 College Preparatory English Content Framework

#### DRIW0326 Developmental Integrated Reading and Writing

**Target Students:** This course is appropriate for any 12th grade student whose performance on measures outlined in TEC §28.014 indicates that the student is not on track to perform entry-level college coursework in English Language Arts. This course is designed to advance college and career readiness.

**Recommended Prerequisites:** Satisfactory performance on the English I & II STAAR/EOC examinations and successful course completion of English III.

#### **Course Description:**

Students will learn to investigate academic texts, construct supported interpretations and arguments for an authentic audience, and acquire academic habits of thought. Reading instruction will focus on developing critical reading skills for comprehension, interpretation, and analysis. In writing, students will develop skills through composing with specific purpose, situation, genre, and audience in mind. Students will write a variety of effective formal and informal texts. To learn to integrate reading and writing, students will use an inquiry approach to analyze, synthesize, and make value judgments regarding text and writing. This course is designed to prepare students for college-level reading and writing intensive courses. Successful completion of this course, as defined by the memorandum of understanding (MOU) with the partnering institution(s), grants the student an exemption to TSI requirements for reading and writing at the partnering institution(s).

#### **Course Goal:**

The goal of this course is to develop students as critical readers, thinkers, and purposeful writers prepared for college success in introductory courses across disciplines.

#### **Student Learning Outcomes & Learning Objectives:**

Upon successful completion of this course, students will be able to:

1. Set individual learning goals, and self-monitor during the learning process by articulating difficulties, identifying solutions, and asking for assistance when appropriate.
2. Determine the meaning of unfamiliar vocabulary within text by analyzing context and using appropriate resources; incorporate expanded vocabulary into oral and written communication.
3. Describe, communicate, and apply insights gained from reading and writing a variety of texts through reflection.
4. Interact with text to discover evidence of author's purpose, intended audience, tone/voice, and message across a variety of texts.
5. Analyze text to determine effective support and construct well-reasoned inferences across multiple texts of varying lengths and complexities.
6. Discuss ideas in a variety of formal and informal contexts, contribute to group dialogue, and incorporate others' ideas into individual work and learning approach when appropriate.
7. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim; effectively modify the claim based on results of inquiry.
8. Compose a variety of texts that demonstrate depth of understanding, clarity of focus, logical

- progression of ideas, and employment of rhetorical strategies.
9. Develop a research plan by generating questions, considering multiple arguments and ideas, gathering valid information from credible sources, and ethically incorporating outside ideas and perspectives into writing.
  10. Plan investigations, collect and interpret data, and effectively communicate findings in a variety of formats.
  11. Collaborate with peers throughout the reading and writing process to build upon ideas, investigate a problem, explore complexities of issues, and improve writing.
  12. Revise writing to increase continuity of ideas, academic tone, accuracy of communication, and clarity of purpose.

### **Outline of Instruction:**

#### **I. Writing**

(A) Determining effective approaches, forms, and rhetorical techniques to communicate purpose to an audience.

1. Generating ideas and gathering information.

(C) Evaluating relevance, quality, sufficiency, and depth of preliminary ideas and information.

(D) Formulating a thesis.

2. Recognizing the importance of revision as the key to effective writing.

(F) Edit writing for proper voice, tense, and syntax.

#### **II. Reading**

(A) Making complex inferences, and supporting inferences with text evidence.

1. Understanding and incorporating new vocabulary and academic concepts.

(C) Analyzing and evaluating information within and across texts and genres.

(D) Connecting literary and other texts to personal experience and historical circumstances.

#### **III. Communication Skills**

1. Understanding formal and informal communication.

(B) Developing effective speaking styles for group and one-on-one situations.

(C) Applying listening skills in a variety of settings

#### **IV. Research**

(A) Formulating research questions.

1. Exploring research topics.
  - (C) Developing a research plan.
2. Gathering relevant sources.
  - (E) Evaluating validity and reliability.
  - (F) Synthesizing and organizing information.
3. Designing and presenting.
  - (H) Using source material ethically.

### Resources:

[TASA on iTunes U](#): The Texas Association of School Administrators (TASA) announces the expansion of digital resources in TASA on iTunes U® to now include content that school districts may use to satisfy the college preparatory course requirements in House Bill 5. Building upon the existing resources available in TASA on iTunes U®, TASA engaged experienced teachers, content specialists, and higher education faculty to create a collection of digital resources that are aligned with the Texas College and Career Readiness Standards and the TEKS. Districts can rely on this vetted compilation of interactive, online content to develop—in consultation with their higher education partner—their own college preparatory courses in responding to this HB 5 requirement.

[Southern Regional Educational Board: Literacy Ready](#): The SREB's college readiness courses were developed by a team of state representatives from K-12 through higher education from the first five partner states — Arkansas, Georgia, Kentucky, North Carolina, and Tennessee. This diverse team worked together for two years to develop the courses and build consensus around how to prepare students for postsecondary work. Representatives from the additional partner states assisted in reviewing and revising of the courses before publication. The initial classroom version of the SREB Readiness Courses are available for any state, district, school or teacher to [download online](#), free of charge, as of November 2013. SREB plans to update future versions of the courses based on feedback from classroom teachers.

With the help of Apple Inc., SREB is also building online versions of the courses for increased flexibility for states and schools. These courses will be available in spring 2014 on a new SREB iTunes U page. SREB plans to work with states to ensure a process for measuring the extent to which students emerge from these courses college-ready; and evaluate course effectiveness. This course teaches students strategies for reading and truly understanding specific kinds of complex texts in all subjects — reading a biology textbook, for example, is different than reading short stories or history research articles. Students learn to develop and defend ideas from the text and write about them in different college-level formats.

[College Readiness Assignments for Texas](#): College Readiness Assignments for Texas (CRAfT) is a project based at [The University of Texas at Austin](#) and is supported by a generous grant from the [Texas Higher Education Coordinating Board \(THECB\)](#). As part of the CRAfT project, high school and college educators collaborated to develop College Readiness Assignments (CRAs) aligned to the Texas College and Career Readiness Standards (CCRS).

[SA Ready: College—Career—Life](#): SA Ready is a free platform that gives teachers access to high quality lesson plans and teaching resources. Developed in partnership between Generation TX San Antonio and Educational Policy Improvement Center (EPIC), SA Ready is aligned with Texas College and Career Readiness Standards (CCRS) and helps prepare teachers to implement college-and career-ready lessons.

*This framework for the HB 5 College Preparatory Course in English language arts is the result of a collaborative process organized by the Texas Success Center (TSC) at the Texas Association of Community Colleges (TACC). A committee consisting of content experts from both Higher Education and K-12 educators worked collaboratively to develop and revise this framework, seeking input from educators across the state. This feedback, along with the Learning Outcomes in the Lower-Division Academic Course Guide Manual (ACGM), the Texas College and Career Readiness Standards (CCRS), and other relevant materials informed the committee's work. The HB 5 College Preparatory Course framework development is an ongoing, rigorous process designed to be inclusive of voices from multiple stakeholders with the wish to contribute feedback that would benefit the continued development of this framework, please email [HB5ELAR@tacc.org](mailto:HB5ELAR@tacc.org)*



**Appendix B**  
**HB 5 College Preparatory Mathematics**  
**Content Framework**  
**MATH 0312 Intermediate Algebra**

**Target Students:** Target students are those students failing to meet the college readiness standard as defined by House Bill 5, particularly students who did not take Algebra II or did not maintain a C average in Algebra II.

**Course Description:** Intermediate Algebra is the study of factoring rules, rational expressions, rational exponents, radicals, complex numbers, inequalities, inequalities containing absolute values, quadratic equations, linear equations, and equations with radicals, rational expressions, exponents, and functions. Calculator use is *not* recommended for this course (including the department final examination) as calculators are *not* allowed in classes when taught on campus. An average of C or better indicates the student has met the Blinn College criteria for Math 0312, and the student is prepared for Blinn College Math 1314, College Algebra, without further assessment remediation.

**Course Goals:** The student should maintain at least a C average on all course work factoring rules, rational expressions, rational exponents, radicals, complex numbers, inequalities, inequalities containing absolute values, quadratic equations, linear systems, and equations with radicals, rational expressions, and exponents.

**Course Resources:** Technology is required per House Bill 5. Please see the attached list of suggested course resources.

**Final Exam and Grading Policy:** Students will take the Blinn College Departmental Final Examination.

- The final examination (post-test) will be distributed to the School by Blinn College no later than May 1 of each year.
- The course evaluation instruments shall consist of at least five major grades including the final examination.
- Other evaluation methods may include quizzes, homework, and projects when appropriate.
- The scores from daily grades and major exams will comprise not more than 80% of the overall grade.
- The Blinn College Final Exam will determine at least 20% of the overall grade.
- Competency will be measured by a minimum overall average of C for the course. This indicates that the student has met the Blinn College criteria for Math 0312; and, the student is prepared for Blinn College Math 1314, College Algebra, without further assessment or remediation.

**Outline of Instruction:**

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Student Learning Outcomes and Learning Objectives as defined by Blinn College:

Student Learning Outcomes The student will be able to:	Learning Objectives
1. Factor polynomials and solve equations by factoring	1.1 Greatest Common Factor
	1.2 Factor by Grouping
	1.3 Factoring Trinomials with a Leading Coefficient of 1
	1.4 Perfect Square Trinomials
	1.5 Factoring Trinomials with a Leading Coefficient Other than 1
	1.6 Factoring Binomials
2. Reduce, multiply, divide, add and subtract rational expressions	2.1 Rational Functions
	2.2 Simplifying Rational Expressions
	2.3 Multiplying and Dividing Rational Expressions
	2.4 Adding and Subtracting Rational Expressions with Common Denominators and Least Common Denominator
	2.5 Adding and Subtracting Rational Expressions with Unlike Denominators
	2.6 Simplifying Complex Fractions
3. Solve rational equations	3.1 Solving Equations Containing Rational Expressions
4. Manipulate rational exponents and simplify radicals	4.1 Radicals
	4.2 Radical Functions
5. Add, subtract, multiply, and divide radical expressions	5.1 Adding, Subtracting, and Multiplying Radical Expressions
6. Solve radical equations	6.1 Radical Equations and Problem Solving
7. Add, subtract, multiply, and rationalize complex numbers	7.1 Rationalizing Denominators and Numerators of Radical Expressions
	7.2 Complex Numbers
8. Solve quadratic equations and equations that are reducible to quadratic form by factoring, completing the square, and by quadratic formula	8.1 Solving Quadratic Equations by Factoring
	8.2 Solving Quadratic Equations by Completing the Square
	8.3 Solving Quadratic Equations by the Quadratic Formula
	8.4 Solving Equations by Using Quadratic Methods
	8.5 Quadratic Functions and Their Graphs
9. Solve application problems involving quadratic equations	9.1 Quadratic Equations and Problem Solving
10. Solve absolute value equations and absolute value, quadratic and rational inequalities	10.1 Nonlinear Inequalities in One Variable
	10.2 Absolute Value Equations
	10.3 Absolute Value Inequalities