

Clinical Learning Experiences Affiliation Agreement For School District Partnerships

This agreement (“Agreement”) is made and entered into on 05/01/2026 by and between East Texas A&M University (“East Texas A&M”), a member of The Texas A&M University System and an agency of the State of Texas, through its College of Education and Human Services (COEHS), and Terrell ISD (“Terrell ISD”). East Texas A&M and Terrell ISD may be referred to individually as a “Party” and collectively as the “Parties”.

WHEREAS, The Parties desire to collaborate in supporting East Texas A&M preservice teachers during their clinical experiences, in accordance with the LeoTeach Educator Preparation Program (“EPP” or “Program”).

WHEREAS, The EPP, together with the definitions applicable to this Agreement, are set forth in Exhibit A, attached hereto and incorporated herein by reference. The Parties further intend to provide opportunities for teacher candidates to participate in field-based experiences and clinical placements designed to prepare them for certification. The Parties also desire to collaborate on the PREP Grow Your Own Program, as set forth in Exhibit B, and the PREP Residency Program, as set forth in Exhibit C, each attached hereto and incorporated herein by reference.

1. PURPOSE OF AGREEMENT

This Agreement sets forth the terms under which Terrell ISD will provide East Texas A&M faculty, staff and Student access to all its facilities consistent with the purpose of this Agreement. This Agreement also establishes the manner in which East Texas A&M will access Terrell ISD’s facilities so that the wellbeing of the clinical site and all individuals involved will not be jeopardized. Foremost, this affiliation encompasses one or more educational programs in which Terrell ISD or any of its affiliated entities is involved. The Agreement further encompasses: (a) the PREP Grow Your Own Program, the terms of which are set forth in Exhibit B, attached hereto and incorporated herein by reference; and (b) the PREP Residency Program, the terms of which are set forth in Exhibit C, attached hereto and incorporated herein by reference. In the event of a conflict between the terms of this Agreement and any Exhibit, the terms of this Agreement shall control unless the applicable Exhibit expressly provides otherwise.

2. EXHIBITS

The following exhibits are attached to and incorporated into this Agreement by reference: (i) Exhibit A – LeoTeach Educator Preparation Program Description and Definitions; (ii) Exhibit B – PREP Grow Your Own Program; and (iii) Exhibit C – PREP Residency Program. Each exhibit governs the specific program described therein, subject to the overarching terms of this Agreement. To the extent any provision of an exhibit conflicts with the body of this Agreement, the body of this Agreement shall control unless the Parties expressly agree otherwise in writing.

3. TERM OF AGREEMENT

- A. This Agreement shall commence Upon Execution (“Effective Date”) and continue through June 30, 2027 (the “Term”) unless earlier terminated as provided herein.
- B. This Agreement may be terminated without cause by either Party upon 60 days’ written notice to the other Party, provided that all students currently enrolled in the program at the time of notice of termination shall be given the opportunity to complete their clinical learning experiences at Terrell ISD, such completion not to exceed 6 months.”

4. SCOPE OF THE CLINICAL LEARNING EXPERIENCE

Terrell ISD hereby agrees to provide its facilities to East Texas A&M and East Texas A&M agrees to the usage of such facility according to the terms and conditions described herein. The faculty and Students in the Program may utilize Terrell ISD facilities for educational activities associated with the clinical learning experience through observation and supervised training. East Texas A&M or Terrell ISD will not incur financial obligation to each other as a result of this Agreement. The parties acknowledge ultimate responsibility for the care and supervision of its students remains with Terrell ISD and Students will not provide services apart from its educational value.

5. EAST TEXAS A&M RESPONSIBILITIES

- A. Provide preservice teachers with opportunities to be immersed in teaching at appropriate grade levels and content areas.
- B. Place candidates with qualified educators for full clinical experience.
- C. Ensure candidates observe diverse student populations and instructional practices.
- D. Support candidates' development of instructional planning, use of technology, professional relationships, communication, and research-based teaching practices.
- E. The decision to exclude or remove Students from the clinical learning experience will be the sole decision of East Texas A&M and will be adhered to by Terrell ISD;
- F. Provide Terrell ISD with copies of the course outline and course objectives, evaluation criteria as requested and a tentative list of course instructors and their qualifications before the beginning of each clinical learning experience rotation;
- G. Make representatives of East Texas A&M available to Terrell ISD for assistance and consultation as the need arises and when possible;
- H. Appoint in writing one or more representatives of East Texas A&M to communicate with the clinical learning experience representative during the course of planning for Student placement at Terrell ISD;
- I. Provide clinical learning experience instructors and/or preceptors in person or by mobile phone during times that Students are at Terrell ISD;
- J. Advise Students of their responsibilities regarding participation in the clinical learning experience, including the responsibility to exhibit professional conduct and to follow all rules and standards set by East Texas A&M and Terrell ISD;
- K. Ensure Students attend clinical learning experience orientation, if required by Terrell ISD;
- L. Provide coursework curriculum that aligns with the standards identified for the certification the candidate is seeking and leads to a bachelor's degree. The curriculum includes projects and assignments that align with the early field-based experience requirements.
- M. Collaborate with Terrell ISD to identify cooperating teachers who are qualified and willing to accommodate teacher candidates completing their field-based experience hours as outlined in the definition above.
- N. Ensure that teacher candidates being recommended for clinical teaching/teacher residency placements have met all East Texas A&M and EPP requirements.

- O. Provide Terrell ISD the right to refuse clinical teaching/teacher residency placement for any candidate based on information obtained during the application and interview process that does not meet Terrell ISD's standards.
- P. Clearly outline and communicate clinical teaching/teacher residency responsibilities and expectations to teacher candidates through the Teacher Candidate Handbook and orientations. Terrell ISD will be provided a copy of all documents, including the handbook, related to clinical experiences.
- Q. Assign a high-quality university field supervisor to each clinical teacher/teacher resident and provide training and support to field supervisors related to the T-TESS evaluation process, as well as coaching and giving feedback. The field supervisor will maintain an on-going relationship with the clinical teacher/teacher resident and cooperating teacher/host teacher through the ILT with regular communication and participation in ILT and governance meetings.
- R. Collaborate with Terrell ISD to provide training for cooperating teachers/host teachers related to co-teaching models. The ISD will be provided a copy of all documents, including the Cooperating Teacher/Host Teacher Handbook, related to clinical experiences.
- S. Recognize the sensitivity of video capture of lessons by:
 - a. Centering the clinical teacher/teacher resident as the focal point of the video;
 - i. The camera will be positioned in the classroom to minimize capture of EC-12 student faces;
 - ii. Clinical teachers/teacher residents will be directed to determine with campus supervisors the identity of any students that have circumstances forbidding recording, and in such cases, appropriate positioning will be implemented to ensure the student(s) will not be captured in recordings;
 - b. Handling and storing videos securely by restricting only authorized individuals to access the videos (clinical teachers/teacher residents, cooperating teachers/host teachers, EPP field supervisors, campus and district administration, EPP administration);
 - c. Training clinical teachers/teacher residents on the use of the secure GoReact FERPA compliant platform;
 - d. Ensuring the use of videos only for instructional purposes, self-reflection for the clinical teacher/teacher resident, observation and evaluation of the clinical teacher's/teacher resident's instructional skills, program evaluation, and data relevant to instructional competencies of clinical teachers/teacher residents.
- T. Maintain records and reports on clinical experiences in accordance with East Texas A&M policy and TEA requirements.
- U. Plan and facilitate governance meetings between the EPP and Terrell ISD.
- V. Use clinical teachers'/teacher residents' assessment data to inform decisions about EPP and curriculum changes and updates to better support teacher candidates' professional growth and development.
- W. Ensure that every Student placed with Terrell ISD has, prior to beginning any clinical learning experience and prior to any contact with Terrell ISD students: (a) completed a fingerprint-based criminal history record check in accordance with Texas Education Code § 22.0835 and Terrell ISD's background check policy; (b) enrolled in the Texas Department of Public Safety Fingerprint-based Applicant Clearinghouse of Texas (FAST) so that any subsequent criminal history is

reported to East Texas A&M; and (c) been confirmed in writing by East Texas A&M to Terrell ISD as cleared for placement. East Texas A&M will not place, and Terrell ISD will not accept, any Student whose criminal history would disqualify the individual from employment with Terrell ISD under Terrell ISD policy or applicable law. East Texas A&M will notify Terrell ISD in writing within two (2) business days of learning that any placed Student has been arrested for, charged with, or convicted of any offense or has had any registered sex offender status reported through FAST or otherwise.

6. TERRELL ISD RESPONSIBILITIES

- A. Collaborate with East Texas A&M to host preservice teachers.
- B. Provide access to classrooms, cooperating teachers, and professional development activities.
- C. Support the preparation of effective and independent educators.
- D. Assist in identifying cooperating/host teachers and school sites suitable for clinical placements.
- E. Collaborate with the EPP to identify cooperating teachers who are qualified and willing to host teacher candidates completing their field-based experience hours as outlined in the definition above and with the understanding that 25 of the 50 hours must be active engagement with instructional activities aligned to East Texas A&M coursework. Identification of teachers for field-based experience hours includes providing TEA ID numbers to East Texas A&M for the purpose of verifying the certificate(s) held by the classroom teachers. With respect to GYO participants, the additional obligations set forth in Exhibit B (PREP Grow Your Own Memorandum of Understanding) shall also apply.
- F. Provide clinical teaching/teacher residency placements that align with the certification area and grade span of the clinical teacher/teacher resident.
- G. Collaborate with EPP to select cooperating teachers/host teachers who meet the qualifications outlined in the Cooperating Teacher Qualifications or Host Teacher Qualifications definitions. Selection includes providing the TEA ID number of host teachers and cooperating teachers to East Texas A&M for the purpose of reporting the candidates' clinical experience records to the Texas Education Agency. Selection also includes the completion and submission of host teacher and cooperating teacher qualification verification forms prior to the start date of each candidate's placement. With respect to teacher residents participating in the PREP Residency Program, the additional obligations set forth in Exhibit C (PREP Residency Memorandum of Understanding) shall also apply.
- H. Allow clinical teachers/teacher residents to attend Terrell ISD campus and district professional development, orientations, and trainings.
- I. Allow EPP field supervisors to conduct informal and formal observations of clinical teachers/teacher residents in person, by synchronous virtual technology, or via video capture technology, as approved by the TEA.
- J. Provide clinical teachers/teacher residents with access to Terrell ISD resources including, but not limited to, curriculum, online teaching materials, learning management systems (LMS), attendance and grading platforms.
- K. Maintain an on-going relationship with the field supervisor through the ILT with regular communication and participation in ILT and governance meetings. This includes informing field supervisors of clinical teacher/teacher resident progress and notifying the EPP when a clinical teacher/teacher resident fails to meet the requirements of the clinical experience.

- L. Provide an on-site clinical learning experience which is pertinent and meaningful for Students;
- M. Designate and inform East Texas A&M of a liaison to schedule hours for Students participating in the clinical learning experience;
- N. Accept from East Texas A&M a number of Students appropriate to staff, space and operations of Terrell ISD;
- O. Allow authorized representatives of East Texas A&M to participate in the clinical learning experience planning;
- P. Make representatives of Terrell ISD available to East Texas A&M for assistance and consultation as the need arises and when possible;
- Q. Encourage and allow Students to gain properly supervised clinical learning experience appropriate to each Student's level of knowledge and training;
- R. Based on the availability of facilities, allow Student access to departments appropriate to each Student's level of knowledge and training;
- S. Comply with applicable workplace safety laws and regulations.
- T. Make necessary determinations to exclude Students from placements or campus activities. East Texas A&M and Students will adhere to this decision.
- U. Upon making necessary decision to deny a Student access to the Terrell ISD, send written notice to East Texas A&M. East Texas A&M and Students will adhere to this decision upon receipt of said notice.
- V. Provide adequate space for Student-faculty conferences.
- W. Provide training to Students regarding the confidentiality requirements of Terrell ISD.

7. EAST TEXAS A&M AND TERRELL ISD MUTUAL RESPONSIBILITIES

East Texas A&M and Terrell ISD agree to:

- A. Collaborate to identify schools, principals, and teachers to host clinical teachers/teacher residents and support the fidelity of the teacher preparation program.
- B. Select, train, and support cooperating teachers/host teachers.
- C. Representatives from the EPP and Terrell ISD will participate in governance meetings to review program-related data and to discuss Terrell ISD and EPP needs, as well as teacher candidate progress.
- D. Collaborate to provide appropriate clinical teacher/teacher resident placements to ensure all certification requirements are met.
- E. Dismiss, reassign, or take other appropriate action against a clinical teacher/teacher resident if it is deemed to be in Terrell ISD or EPP's best interest. This includes the establishment of reassignment procedures for teacher residents that result in a maximum of two placements during a yearlong residency experience, with the second placement assigned due only to a legitimate human resource concern or EC-12 certificate area as described in TAC 228.65(b)(1). Reassignment of teacher residents to a third placement will result in their reclassification as a clinical teacher due to residency pathway rules in Texas Administrative Code.
- F. Establish ongoing, open communication between the EPP and Terrell ISD to ensure understanding of the expectations and roles of both institutions.

- G. In compliance with federal law, including provisions of Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, the Parties will not discriminate, sexually harass, or retaliate against any faculty, student, or employee because of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, or any other basis protected by law. Should either Party be given actual or constructive notice of discrimination, harassment, or retaliation on the basis of any of these protected classes, the Parties will cooperate in an investigation to ascertain the facts; stop the discriminatory, harassing, or retaliatory conduct; remedy the effects of such conduct; and prevent the recurrence of such conduct. East Texas A&M takes responsibility for training its students on its nondiscrimination policies and grievance procedures, and Terrell ISD takes responsibility for training its employees on its nondiscrimination policies and grievance procedures.
- H. Determination of the number of students to be assigned to the clinical learning experience shall be a joint decision based on staff and space available at Terrell ISD and eligible students enrolled in the Program who desire to be educated at Terrell ISD.
- I. This agreement does not prevent Terrell ISD from participation in any other program. Nor does this agreement prevent East Texas A&M from placing Students at other practicum placements.
- J. There will be on-going, open communication between East Texas A&M and Terrell ISD to promote understanding of the expectations and roles of both institutions in providing the clinical learning experience for Students. East Texas A&M and Terrell ISD representatives will meet as needed at the convenience of both parties to coordinate and improve the clinical learning experience.
- K. Either East Texas A&M or Terrell ISD may remove a Student participating in the clinical learning experience if, in the opinion of either party, the Student is not making satisfactory progress. Any Student who does not satisfactorily complete the clinical learning experience or any portion of thereof may repeat the clinical learning experience with Terrell ISD only with the written approval of both East Texas A&M and Terrell ISD.
- L. At no time shall East Texas A&M Students be considered representatives, employees or agents of East Texas A&M or Terrell ISD. East Texas A&M students are not eligible to receive payment for services rendered, replace or substitute for a East Texas A&M or Terrell ISD employee, or possess authority to enter into any form of agreement, binding or otherwise, on behalf of East Texas A&M or Terrell ISD.
- M. East Texas A&M and Terrell ISD each acknowledge that neither party assumes liability for actions taken by Students during the time that they participate in the clinical learning experience with Terrell ISD.
- N. East Texas A&M and Terrell ISD agree to assist each other in obtaining and maintaining approvals of regulatory agencies needed to conduct the clinical learning experiences under this agreement.
- O. The Parties acknowledge and agree that this Agreement does not require, and shall not be construed to require (directly or indirectly, explicitly or implicitly), any Party to use Terrell ISD's facilities.

8. INSURANCE

Terrell ISD acknowledges that, because East Texas A&M is an agency of the state of Texas, liability for the tortious conduct of employees of East Texas A&M or for injuries caused by conditions or use of tangible state property is provided solely by the provisions of the Texas Tort Claims Act (Texas Civil Practice and Remedies Code Chapters 101 and 104); and that workers' compensation insurance coverage for employees of East Texas A&M is provided by The Texas A&M University System as mandated by the provisions of Chapter 502, Texas Labor Code. East Texas A&M shall have the right, at its option, to (a) obtain liability insurance protecting East Texas A&M and its employees and property insurance protecting East Texas A&M 's buildings and contents, to the extent authorized by Section 51.966, Texas Education Code, or other law, or (b) self-insure against any risk that may be incurred by East Texas A&M as a result of its operations under the Agreement.

9. INDEMINIFICATION AND HOLD HARMLESS

- A. To the extent permitted by the laws and Constitution of the State of Texas, East Texas A&M agrees to indemnify and hold harmless Terrell ISD, their trustees, officers, employees and agents from and against any and all claims, costs, actions, causes or action, losses or expenses resulting from or caused by the actions of East Texas A&M, or its employees (including Students and faculty members) pertaining to the activities and obligations under this Agreement.
- B. To the extent permitted by the laws and Constitution of the State of Texas, Terrell ISD agrees to indemnify and hold harmless East Texas A&M, the A&M System, and their regents, officers, employees and agents from and against any and all claims, costs, actions, causes of action, losses or expenses resulting from or caused by the actions of Terrell ISD or its employees pertaining to the activities and obligations under this Agreement. Nothing in this Agreement, including this Section, waives or shall be construed to waive any governmental immunity or defense available to Terrell ISD, or any sovereign immunity or defense available to East Texas A&M, under the Constitution and laws of the State of Texas, all of which are expressly retained.

10. COMPLIANCE WITH LAWS

- A. Compliance with Laws. Each Party shall comply with all federal, state, and local laws, executive orders, rules, and regulations applicable to the performance of its obligations under this Agreement.
- B. FERPA. For purposes of the Family Educational Rights and Privacy Act ("FERPA"), East Texas A&M hereby designates Terrell ISD as a school official with a legitimate educational interest in any education records (as defined in FERPA) that Terrell ISD is required to create, access, receive, or maintain in order to fulfill its obligations under this Agreement. Terrell ISD shall comply with FERPA as to any such education records and is prohibited from redisclosure of the education records except as provided for in this Agreement or otherwise authorized by FERPA or East Texas A&M in writing. Terrell ISD is only permitted to use the education records for the purpose of fulfilling its obligations under this Agreement and shall restrict disclosure of the education records solely to those employees, subcontractors or agents who have a need to access the education records for such purpose. Terrell ISD shall require any such subcontractors or agents to comply with the same restrictions and obligations imposed on Terrell ISD in this Section, including without limitation, the prohibition on redisclosure. Terrell ISD shall implement and maintain reasonable administrative, technical, and physical safeguards to secure the education records from unauthorized access, disclosure or use."

To the extent East Texas A&M faculty, field supervisors, or other personnel access education records of Terrell ISD students in performing under this Agreement, Terrell ISD designates such

personnel as school officials with a legitimate educational interest in those records under FERPA and 34 C.F.R. § 99.31(a)(1), to the extent access is required to carry out this Agreement. Such personnel shall remain under the direct control of Terrell ISD with respect to the use and maintenance of the education records, shall use the records solely for purposes of this Agreement, and shall not redisclose the records without Terrell ISD's prior written consent except as authorized by FERPA.

11. MISCELLANEOUS PROVISIONS

- 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 Agreement, and that the person signing this Agreement is duly authorized to enter into this Agreement on its behalf.
- B. Entire Agreement. This Agreement 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 Agreement. This Agreement may be amended only by a subsequent written agreement signed by authorized representatives of both Parties.
- 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 Agreement for failure or delay in fulfilling or performing any obligation under this Agreement 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 Agreement to the contrary, the Parties hereto are independent contractors. No employer-employee, partnership, agency, or joint venture relationship is created by this Agreement. Except as specifically required under the terms of this Agreement, Terrell ISD (and its representatives, agents, employees and subcontractors) will not represent themselves to be an agent or representative of East Texas A&M or A&M System. Terrell ISD and its employees shall observe and abide by East Texas A&M rules and procedures applicable to conduct while on East Texas A&M premises.
- E. Non-Assignment. This Agreement, with the rights and privileges it creates, is assignable only with the written consent of both parties.
- F. Non-Waiver of Defaults. The failure of either Party at any time to require performance by the other Party of any provision of this Agreement will in no way affect the right to require such performance at any time thereafter nor will the waiver by either Party of a breach of any provision be taken or held to be a waiver of any succeeding breach of such provision or as a waiver of the provision itself.
- G. Notices. Any notice required or permitted under this Agreement 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. East Texas A&M and Terrell ISD can change their respective notice address by sending to the other Party a notice of the new address. Notices should be addressed as follows:

East Texas A&M:

East Texas A&M University; Curriculum & Instruction; 2600 W. Neal St.; Commerce, TX 75428;
Attention: Kathryn Dixon; Telephone: +1(214) 226-6303; Email: kathryn.dixon@etamu.edu

With a copy to: Leilani White; 2600 S. Neal St.; Commerce Texas 75428; Telephone: +1 903-886-5620; Email: leilani.white@etamu.edu

Terrell ISD:

Terrell ISD; 700 N. Catherine Street; Terrell, TX 75160; Attention: Earl Gilmore; Phone: 972-563-7504; Email: earl.gilmore@terrellisd.org

- H. Organization. If Terrell ISD is a business entity, Terrell ISD warrants, represents, covenants, and agrees that it is duly organized, validly existing and in good standing under the laws of the state of its incorporation or organization and is duly authorized and in good standing to conduct business in the State of Texas, that it has all necessary power and has received all necessary approvals to execute and deliver this Agreement, and the individual executing this Agreement on behalf of Terrell ISD has been duly authorized to act for and bind Terrell ISD.
- I. Severability. In case any one or more of the provisions contained in this Agreement 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 Agreement 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 Agreement that are required by changes in federal or state law or regulations are automatically incorporated into the Agreement without written amendment hereto and shall become effective on the date designated by such law or by regulation.
- J. Survival. Any provision of this Agreement that may reasonably be interpreted as being intended by the Parties to survive the termination or expiration of this Agreement will survive the termination or expiration of this Agreement.
- K. 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 pertaining to 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 Agreement or the services to be provided pursuant to this Agreement.

12. STATE AGENCY CLAUSES

- A. Dispute Resolution. To the extent that Chapter 2260, Texas Government Code is applicable to this Agreement, the dispute resolution process provided in Chapter 2260, and the related rules adopted by the Texas Attorney General pursuant to Chapter 2260, shall be used by East Texas A&M and Terrell ISD to attempt to resolve any claim for breach of contract made by Terrell ISD

that cannot be resolved in the ordinary course of business. Terrell ISD shall submit written notice of a claim of breach of contract under this Chapter to the Executive Director for Procurement & Disbursement Services of East Texas A&M, who shall examine Terrell ISD's claim and any counterclaim and negotiate with Terrell ISD in an effort to resolve the claim. This provision and nothing in this Agreement waives East Texas A&M's sovereign immunity to suit or liability, and East Texas A&M has not waived its right to seek redress in the courts.

- B. **Governing Law.** The validity of this Agreement and all matters pertaining to this Agreement, 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.
- C. **Non-Waiver of Privileges and Immunities.** East Texas A&M 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. Terrell ISD expressly acknowledges that East Texas A&M is an agency of the state of Texas and nothing in this Agreement will be construed as a waiver or relinquishment by East Texas A&M of its right to claim such exemptions, remedies, privileges, and immunities as may be provided by law, including the sovereign immunity of East Texas A&M.
- D. **Not Eligible for Rehire.** Terrell ISD is responsible for ensuring that its employees involved in any work being performed for East Texas A&M under this Agreement have not been designated as "Not Eligible for Rehire" as defined in A&M System policy 32.02, Discipline and Dismissal of Employees, Section 4 ("NEFR Employee"). In the event East Texas A&M becomes aware that Terrell ISD has a NEFR Employee involved in any work being performed under this Agreement, East Texas A&M will have the sole right to demand removal of such NEFR Employee from work being performed under this Agreement. Non-conformance to this requirement may be grounds for termination of this Agreement by East Texas A&M.
- E. **Venue.** Pursuant to Section 85.18(b), Texas Education Code, mandatory venue for all legal proceedings against East Texas A&M is to be in the county in which the principal office of East Texas A&M's governing officer is located.
- F. **Non-Waiver of Terrell ISD's Governmental Immunity.** Nothing in this Agreement waives, or shall be construed to waive, any governmental immunity, defense, or limitation of liability available to Terrell ISD under the Constitution and laws of the State of Texas, including the Texas Tort Claims Act. Terrell ISD enters into this Agreement in its governmental capacity and retains all such immunities and defenses.

IN WITNESS WHEREOF, the parties have duly executed this Agreement as of the date first written above.

EAST TEXAS A&M UNIVERSITY

Signature: _____

Name: _____

Title: _____

Date: _____

TERRELL ISD

Signature: _____

Name: Dr. Georgeanne Warnock

Title: Superintendent

Date: _____

Exhibit A

This clinical experience is required by the Texas Education Agency (TEA) and State Board for Educator Certification (SBEC) for teacher certification. The document provides a brief overview of the East Texas A&M LeoTeach educator preparation program (EPP) and the terms of this agreement.

The LeoTeach Program

The goal of clinical experiences at East Texas A&M is the preparation of effective, skilled, and independent educators. In collaboration with ISDs, East Texas A&M also seeks to support current teachers in their roles as mentors and coaches to preservice teachers to meet the following LeoTeach program learning outcomes:

1. To be immersed in the profession of teaching at the target grade range and content area(s) that allow for a smooth transition from the role of a candidate in the program to that of a classroom teacher
2. To be placed in a classroom with a qualified educator, who has the same credentials as those sought by the candidate, for the full clinical experience
3. To observe the behavior and learning styles of students in a world of diverse cultures and expectations
4. To develop high levels of teaching competence through a guided clinical experience
5. To learn how to create and use effective lesson plans for instruction
6. To become competent in creating and using instructional materials and strategies
7. To effectively use technology for instruction and communication
8. To establish open communication to support and be an asset to the placement campus and teacher education program
9. To become familiar with the organization and programs of the public school
10. To establish professional relationships with fellow teachers, students, administrators, and parents
11. To have an opportunity to demonstrate skills, receive feedback, and incorporate feedback into teaching practice
12. To engage in self-evaluation and professional goal setting
13. To apply research-based practices and teaching strategies in a classroom setting with the support of a classroom teacher and field supervisor

General Definitions:

1. Candidate - An individual who has been formally admitted into an Educator Preparation Program.
2. Center Coordinator – East Texas A&M faculty member in a leadership role at each field-based center. The Center Coordinator is the primary contact and facilitates collaboration between the field-based center and partner ISDs. Other responsibilities include scheduling interviews for

clinical teaching/teacher residency placements, collaborating with ISDs to select cooperating/host teachers, facilitating governance meetings, coordinating seminars, and resolving concerns.

3. Clinical Experience – A supervised educator assignment through an Educator Preparation Program (EPP) at a public school accredited by the TEA where candidates demonstrate proficiency in the standards for the certificate sought. Two separate options for clinical experience are clinical teaching and residency. Different requirements apply to each kind of clinical experience. A candidate will begin the final year of their program on a track to complete 1 or 2 semesters of clinical teaching OR a track to complete a yearlong residency.
4. Field-Based Centers – East Texas A&M sites for coursework and seminars located throughout northeast Texas and DFW. Partner ISDs are connected to field-based center that is located geographically closest to the ISD.
5. Field-Based Experiences-Introductory experiences for a classroom teacher certification candidate involving, at the minimum, 50 hours (25 of which are active engagement in educational and instructional activities), and reflection over the experience of Early Childhood-Grade 12 students, teachers, and faculty/staff members engaging in educational activities in a school setting. The experiences must take place in a variety of instructional settings.
6. Field Supervisor- A currently certified educator, hired by the Educator Preparation Program, who preferably has advanced credentials, to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators. A field supervisor shall have at least three years of experience and current certification in the class in which supervision is provided. Field supervisors receive annual EPP training and TEA-approved field supervisor training at least once every three years. Field supervisors for residency experiences also receive additional annual training as outlined in Texas Administrative Code 228.101(a)(4).
7. Governance Meetings - Meetings between the ISD and EPP during which key stakeholders (EPP faculty and staff, campus and district administrators, and other university and district representatives) discuss progress of teacher candidates, share data, and address program updates, questions, and/or concerns. Texas Administrative Code for residency programs requires quarterly governance meetings with campus supervisors present. Impacted campus supervisors would be those with residency candidates currently placed on their campus.
8. Instructional Leadership Team (ILT) - The ILT consists of the cooperating or host teacher, teacher candidate, and university field supervisor. ILTs for residency candidates will also include the campus supervisor. The ILT is a major decision-making body for the teacher candidate that adjusts expectations based on the individual circumstances of the placement, and the teacher candidate's strengths and weaknesses.

Clinical Teaching Definitions:

1. Clinical Teacher - Pre-service teacher who is assigned to a certified cooperating teacher in an accredited public school.
2. Clinical Teaching - One form of the culminating clinical experience in a teacher certification preparation program. In the experience the teacher candidate gradually assumes the teacher role. The assignment must be at a public school accredited by the Texas Education Agency (TEA) that is in the particular category for which a certificate area is being sought. The candidate must log 490 hours in the clinical experience setting. At least 280 of these hours must be in the cooperating teacher's classroom. Up to 210 of these hours may be counted in instructional

settings during the school day under the supervision of a different certified educator, or through participation in campus professional development activities and/or meetings. Candidates who complete a successful clinical teaching experience have satisfied a requirement for a Standard teaching certificate. Clinical teaching may be paid or unpaid depending on the agreement with the partnership district.

3. Clinical Teaching Semester I – Clinical Teaching Semester I is the first of two final semesters in the program, consisting of a field placement and seminar coursework. During the first half of semester I, students report to their field placement with a single cooperating teacher for two full days each week and attend weekly seminars. During the second half of the semester, students report to their field placement for three full days each week and attend a weekly 90-minute seminar, per field-based center design.
4. Clinical Teaching Semester II – The final semester of student teaching. During clinical teaching, teacher candidates report to their field placement five full days each week with the exception of eight seminar days scheduled throughout the semester.
5. Cooperating Teacher (CT) – For a clinical teacher candidate, an educator who is collaboratively assigned by East Texas A&M and the campus administrator who supports the candidate during the clinical teaching experience.
6. Cooperating Teacher Qualifications - The EC-12 classroom teachers in the partner school district who have agreed to have a teacher candidate in their classroom; who has at least three years of teaching experience; who is an accomplished educator as shown by student learning; who has completed cooperating teacher training (including co-teaching strategies) by the EPP within three weeks of being assigned to a clinical teacher; who is currently certified in the certification area for which the clinical teacher candidate is seeking certification.
7. Cooperating Teacher Duties - The certified educator guides, assists, and supports the candidate during their clinical teaching in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, and district policies. The cooperating teacher reports the candidate's progress to that candidate's field supervisor.
8. POP Cycle (Clinical Teaching) - The evaluation process used at East Texas A&M. A POP “cycle” consists of (a) a pre-conference to review the teacher candidate’s lesson; (b) observation and scripting of the lesson by field supervisor to gather evidence; (c) post-conference meeting with the teacher candidate to review evidence, coach and assign ratings; and (d) uploading portions of lessons for Texas Education Agency documentation as directed by the center coordinator or field supervisor.

Definitions Specific to Texas Teacher Residency:

1. Campus Supervisor – A school administrator or designee responsible for the annual performance appraisal of a candidate pursuing a residency certificate. This individual meets with the field supervisor, candidate, and host teacher at least three times each semester of residency to support the candidate’s growth and development as a teacher.
2. Host Teacher – for a teacher residency candidate, an educator who is jointly assigned by East Texas A&M and the campus administrator who supports the candidate through co-teaching and coaching during their teacher residency field placement. Host teachers are jointly selected by the EPP and the school district. The identification and assignment of host teachers is a joint process that involves specific, co-constructed rubrics and timelines for selection which address the host teacher qualifications outlined below.

3. **Host Teacher Qualifications** – Host teachers are EC-12 classroom teachers in the partner school district who have been selected to host a residency candidate in their classroom. The host teacher has at least three years of teaching experience; ratings of proficient or above on at least 3 of their annual evaluations; demonstrated evidence of positive impact on student learning; and possesses other dispositional criteria determined by East Texas A&M and the partnership district. The host teacher must complete host teacher training (including co-teaching strategies) provided by the EPP within three weeks of being assigned to a resident and again during the second semester of residency. The host teacher must be currently certified in the certification area for which the residency candidate is seeking certification. An individual may not serve as both the host teacher and field supervisor.
4. **Host Teacher Duties** – The host teacher co-teaches with the residency candidate, gradually releasing instructional responsibility and lead instruction time to the candidate. The host teacher guides, assists, gives feedback to, and supports the candidate during the candidate's residency in areas such as lesson preparation, classroom management, instruction, assessment, working with parents, obtaining materials, and district policies. The host teacher reports the candidate's progress to that candidate's field supervisor at least monthly and participates in frequent collaborative meetings designed to support the resident's progression through the clinical experience.
5. **Performance Gates** – Performance gates are assessment measures that monitor candidates' performance during the residency, determine progression in the residency experience, and include plans for formal supports and interventions when performance criteria are not met at an established gate. For the residency clinical experience at East Texas A&M, the four POP Cycles (formal observations) serve as performance gates.
6. **POP Cycle (Residency)** - The evaluation process used at East Texas A&M. A POP "cycle" consists of (a) a pre-conference to review the teacher candidate's lesson; (b) observation and scripting of the lesson by field supervisor to gather evidence; (c) post-conference meeting with the teacher candidate to review evidence, coach and assign ratings; and (d) uploading portions of lessons as directed by the center coordinator or field supervisor. The POP Cycle functions as a performance assessment to determine candidate progression of instructional responsibility in the classroom of residency. This is done in collaboration with the ILT and proficiency in specific areas of each POP Cycle are required to satisfactorily complete the residency.
7. **Residency (selected districts and candidates)** – One form of the culminating clinical experience in a teacher preparation program. The yearlong residency is a separate classification of clinical experience from traditional clinical teaching. This is a supervised educator assignment for an entire school year through a partnership between East Texas A&M and a public school accredited by the TEA that may lead to completion of an enhanced standard certificate. Candidates in residency participate in a full range of professional responsibilities. The resident is placed in the classroom of a highly qualified host teacher and the campus supervisor is an additional member of the team supporting the development of the candidate. Teacher residency may be paid or unpaid depending on the agreement with the partnership district. Throughout the duration of the residency, candidates must accrue a minimum of 750 hours, at least 400 of which involve coteaching and leading classroom instruction. There are other additional requirements beyond traditional clinical teaching.
8. **Residency Semester I** – The initial semester of residency. Candidates must attend and begin logging hours in their assignment on the first instructional day of the K-12 district's academic calendar. During residency, teacher candidates report to their field placement for a minimum of

21 hours each week. Candidates must also attend a weekly seminar for university course content.

9. Residency Semester II – The final semester of residency. During residency, teacher candidates report to their field placement for a minimum of 21 hours each week. Eight seminar days occur during this semester and are spread out across the semester. The final residency semester ends when the K-12 instructional calendar is over, which in many cases is after the university calendar ends for the semester. Candidates must continue working in their placement until the final K-12 instructional day is over.
10. Teacher Resident -- Pre-service teacher who is assigned to a certified host teacher in an accredited public school as part of a Texas teacher residency program.

Exhibit B

PREP Grow Your Own Program - Exhibit B Supplement

This Exhibit describes the detailed scope, collaborative goals, and obligations of the Parties with respect to the Preparing & Retaining Educators through Partnership Grow Your Own Program (“PREP GYO Program”), implemented pursuant to the Clinical Learning Experiences Affiliation Agreement between East Texas A&M University and Terrell ISD (the “Affiliation Agreement”). All terms and conditions governing this Exhibit, including term, termination, governing law, and FERPA compliance, are set forth in the Affiliation Agreement.

1. Purpose

- The purpose of this Exhibit is to articulate the nature and expectations of the partnership between the School System and the IHE associated with implementing the Preparing & Retaining Educators through Partnership Grow Your Own Program (hereinafter “PREP GYO Program”) in compliance with Texas Education Code §21.906 and 48.157 and relevant Texas Administrative Code sections.
- The PREP GYO Program enables school systems, through partnering with qualified IHEs and educator preparation programs, to establish innovative staffing pipelines that prepare and retain educators and thereby, increase student access to high-quality classroom teachers. The PREP GYO Program provides funding through participating school systems to support eligible school system employees (hereinafter “GYO participants”) in completing a bachelor’s degree and enrolling in a preparation program to ultimately become a certified teacher while employed by the school system.

2. Authority & Citations

This Exhibit supplements the Affiliation Agreement and is intended to satisfy the PREP partnership components and applicable requirements in Texas Education Code (TEC) §§ 21.902, 21.906, and 48.157, and Texas Administrative Code (TAC) Chapter 228 (as applicable). All obligations set forth herein are undertaken pursuant to, and governed by, the Affiliation Agreement.

3. Collaborative Goals

- Establishing structures for quality of implementation, including:
 - o Establish and communicate compliance procedures associated with participation in the PREP GYO Program.
 - o Selection of GYO participants according to a set of mutually determined criteria.

- o Establish regular communications processes and expectations to ensure information and feedback is shared on an ongoing basis.
- o Develop processes and data sharing agreements to support continuous improvement efforts, including monitoring and evaluating the GYO participants' progress in earning a bachelor's degree and enrolling in an educator preparation program within three years of beginning participation in the PREP GYO Program.
- Ensuring GYO participants complete all necessary coursework, training, and requirements in compliance with PREP GYO Program, by providing GYO participants with:
 - o Completion of the bachelor's degree and acceptance into an Educator Preparation Program (hereinafter "EPP") within three (3) years.
 - o Monthly scheduled release time to support the completion of their bachelor's degree, including time to complete field-based experiences, course assignments, and targeted activities.
 - o Authentic opportunities to practice teaching under the supervision of one or more cooperating teachers, including small group instruction, leading instructional routines, and lesson planning.
 - o On-the-job training aligned with the standards for educator certification established by the board.
 - o Guidance and other transition supports as the GYO participant begins a program to satisfy the teacher preparation requirements under Section 21.04421, 21.04422, or 21.04423.

4. Progress Monitoring of Program Quality

- Cadence: The Parties will meet at an agreed upon cadence.
- Participation: Each Party will identify expected participants (e.g., district leadership, program manager, campus leaders; key IHE leadership and faculty) and roles within the governance structure.
- Scope: Parties agree to review successes, opportunities for growth, discuss changes for additional years, and partnership viability.
- Data-Sharing Framework: Establish processes to share non-identified School System performance data between the Parties for monitoring and evaluation of GYO candidate preparation and effectiveness.

5. Allocation of Costs & Resources

- Allocating costs and resources accordingly, including:
 - o Each party bearing its own expenses in connection with its obligations pursuant to this Agreement.
 - o Acting with fiduciary responsibility to ensure compliance with the requirements set forth in PREP GYO Program guidelines (TEC §21.906(e)).
 - o Developing a plan surrounding programmatic costs that enable support for GYO participants and overall PREP GYO Program implementation.

6. Data Sharing & FERPA

- The Parties will share and co-analyze non-identified PK–12 performance data for the purpose of preparing GYO candidates to positively impact PK–12 student learning and for the continuous improvement of the EPP.

- The parties will share information related to GYO participant progress to support monitoring and participant success.
- For purposes of the Family Educational Rights and Privacy Act (FERPA), the School System designates Earl Gilmore (“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. FERPA compliance for all educational records shared or accessed in connection with this Exhibit is governed by Section 10.B of the Affiliation Agreement, which is incorporated herein by reference. The School System’s obligations with respect to educational records, including any designee responsibilities, are as set forth therein.

7. Additional School System Specific Obligations

- Identify appropriate staff needed to support the implementation of the PREP GYO Program.
- Require GYO participants to, as a condition for participation, earn a bachelor’s degree and enroll in an educator preparation program within three years of beginning participation in the partnership.
- Employ GYO participants in a job assignment that spends at least 25% of their day focused on instructional support, including the requirement to practice teaching under the supervision of a cooperating teacher.
- Pair GYO participants with a trained cooperating teacher who agrees to participate in that role in a PREP GYO program at the school system.
- Provide GYO participants with monthly scheduled release time to support completion of a bachelor’s degree while remaining employed in the school system. The School System must work with the IHE to establish a release time schedule that addresses the participants’ needs.
- Ensure that GYO participants attain an Educational Aide III certificate within the first year of beginning participation in the PREP GYO Program.

8. Additional IHE Specific Obligations

- Provide key faculty member(s) to support the implementation of the PREP GYO Program.
- Ensure that GYO participants earn their bachelor’s degree within three years of beginning participation in the PREP GYO Program.
- Provide GYO participants with ongoing support necessary to complete coursework and program requirements.

Exhibit C

PREP Residency Program - Exhibit C Supplement

This Exhibit describes the detailed scope, collaborative goals, and obligations of the Parties with respect to the Preparing & Retaining Educators through Partnership (PREP) Residency Program, implemented pursuant to the Clinical Learning Experiences Affiliation Agreement between East Texas A&M University (“East Texas A&M”) and Terrell ISD (the “Affiliation Agreement”). All terms and conditions governing this Exhibit, including term, termination, governing law, and FERPA compliance, are set forth in the Affiliation Agreement.

1. Purpose

- To facilitate a learning-centered partnership between the School System and the EPP 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 Exhibit supplements the Affiliation Agreement and 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). All obligations set forth herein are undertaken pursuant to, and governed by, the Affiliation Agreement.

3. Collaborative Goals

- Provide Residents with professional instructional coaching and opportunities to engage in coteaching 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.

4. 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.

5. 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.

6. Support for Residents

6.1 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.

6.2 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.

6.3 Intervention & Support

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

6.4 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.

6.5 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.

7. 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.

8. 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).

9. 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 Earl Gilmore (“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. FERPA compliance for all educational records shared or accessed in connection with this Exhibit is governed by Section 10.B of the Affiliation Agreement, which is incorporated herein by reference. The School

System's obligations with respect to educational records, including any designee responsibilities, are as set forth therein.

10. 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.

11. 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.