



**2021-2023 Expansion of Dual Credit Faculty for CCRSM LOI**  
**Letter of Interest (LOI) Application Due 11:59 p.m. CT, April 12, 2021**

NOGA ID

Authorizing legislation **General Appropriations Act, Article III, Rider 49, 86 TX Legislature; TEC §29.908(b) & 102.1091**

This LOI application must be submitted via email to [loiapplications@tea.texas.gov](mailto:loiapplications@tea.texas.gov).

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, April 12, 2021**.

Application stamp-in date and time

Grant period from

Pre-award costs are not permitted for this LOI.

**Required Attachments**

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
2. Attachment 1: CCRSM Crosswalk
3. Attachment 2: Letter of Instructional Assurances
4. Attachment 3: Letter of Hiring Assurances from Higher Education Partner(s)
5. Attachment 4: Participant Roster
6. Attachment 5: Letter of Educators' Commitment

**Amendment Number**

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

**Applicant Information**

Organization  CDN  Campus  ESC  DUNS

Address  City  ZIP  Vendor ID

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

**Certification and Incorporation**

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

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

- LOI application, guidelines, and instructions
- Debarment and Suspension Certification
- General and application-specific Provisions and Assurances
- Lobbying Certification

Authorized Official Name  Title

Email  Phone

Signature  Date

**Shared Services Arrangements**

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

The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members and submitted to TEA before the NOGA is issued.

**Statutory/Program Assurances**

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurances that a maximum of \$25,000 will be requested for reimbursement per educator for expenses related to tuition, fees, and travel during the life of the grant. Additional costs will be the responsibility of the LEA or participant upon a local agreement.
- 2. The applicant provides assurances that all participants serve within the eligible CCRSM in the 2021-2022 school year. Participating educators must each sign a Letter of Educator’s Commitment which will be collectively submitted as Attachment #5.
- 3. The applicant provides assurances that successful completion is defined as an average of 75% or higher in each course completed. All expenses related to participation in the accelerated credentialing program (e.g., tuition and fees, textbooks, travel expenses) are eligible for reimbursement by TEA upon successful completion of courses per term.
- 4. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 5. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 6. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2021-2023 CCRSM Expansion of Educators Eligible to Teach College Courses LOI Program Guidelines.
- 7. The CCRSM program leader(s) will submit a CCRSM designation (renewal) application for designation in 2022-2023 and for designation in 2023-2024.
- 8. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2021-2023 CCRSM Expansion of Educators Eligible to Teach College Courses Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 9. The applicant provides assurances that an academic year signed and dated memorandum of understanding (MOU) with the dual credit provider will be publicly posted by August 15, 2021. The MOU must address the following elements: Eligible courses; Student eligibility; Location of the class; Composition of students in the class; Faculty selection, supervision, and evaluation; Course Curriculum, Instructional Materials and calendar; Academic policies and student support services; Data-sharing policies and procedures; Courses of study that lead to an associate degree or up to 60 hours of college credit toward a 4-year degree; Administration of statewide assessments; Transcription of credit and Funding.

**TEA Program Requirements**

1. **Identification of Needs:** Describe your plan for identifying dual credit faculty needs for this grant, as well as in the future. What systems will you put in place to ensure each CCRSM cohort is offered a sequence of coursework which will lead to a postsecondary credential?

Cumby ISD will identify the need for dual credit faculty based the programs of study that are in place now and that will be expanded in the future. The goal of Cumby ISD is that within five years 90% of students will graduate with a high school diploma and certification as well as an Associate Degree. To meet this goal Cumby will need to offer as many dual credit classes on campus as possible. Beginning in the 2021-2022 school year Cumby will be considered a PTech Campus and it will be the first year that a freshman class will have the option to take dual credit classes. Cumby HS currently has an enrollment of 130 students. CISD will look at current schedules, student enrollment, numbers in each individual cohort, students who qualify for dual credit each year and the number of teachers credentialed to teach dual credit to determine our need and critical areas for dual credit credentialed teachers. If in five years enrollment does not change, and we do foresee growth, with a goal of 90% graduating with an associate degree, that would mean 113 students would be enrolled in dual credit classes during the 25-26 school year. Currently Cumby is offering a courses of studies that leads to a degree in Welding, Health Science and Education. We would like to have the ability to enlarge and have ability for students to have multiple choices in dual credit classes including all core classes as well as electives that will lead to a post high school diploma.

Cumby currently has three teachers who are qualified to teach dual credit for Paris Junior College. U.S. History, English 1301 and 1302 and two Education courses are what we can currently offer on campus through our own faculty. The district feels it would be much more efficient if students who take most of their dual credit course work online could take face to face classes on the high school campus. CISD feels that since this is dual credit/high school it will also give CISD a better picture of student learning. It also allows the district to ensure that students meet all graduation requirements for both their associates' degrees and their high school diploma.

Cumby will create multiple crosswalks, one for each program of study to ensure that each cohort is offered the correct sequence of coursework to ensure a postsecondary credential. Master schedules will be created based on the need and number of students in each class to enable students to access the classes needed to complete their program. CISD has also complete multiple surveys this year during the recent COVID outbreak on the ability of the families in our district to access internet and to have the technology that would be required for students to complete a post high school degree completely online. We have found that many of our families either have no internet or the quality of the system do not support the ability for virtual interaction with instructors. CISD also knows as most districts do that there is also a lack of ability to simply afford the costs associated with receiving any type of college degree.

2. **Program Design:** Name the university partner(s) which will provide graduate level instruction to participating educators. Describe in detail how the LEA will coordinate with the university partner(s) to design an accelerated credentialing program. What are the university's roles and responsibilities in building a program to expand the number of educators credentialed to teacher college courses?

Texas A&M University Commerce will serve as the instructional partner for providing the graduate level instruction to our participating educators. TAMUC will provide accelerated graduate level instruction to participating educators which will enable participants to earn a masters' degree with a concentration in the teaching disciplines identified as critical needs for Cumby ISD, resulting in the expansion of the number of teachers credentialed to teach dual credit courses. Cumby educators will complete course work by May of 2023.

Through TAMUC all educators participating in the program and assigned to teach dual credit courses will meet the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requirement for community college faculty. Graduates will provide the hiring institution with their transcripts to ensure that all requirements have been met.

CISD and TAMUC will work together to create a sustainable model so that this accelerated program will continue to be available for CISD teachers so that in the future we can sustain dual credit programming for future teachers and students. CISD and TAMUC will work together to set medium and long term goals for the future of these master's programs. Our short term goal for the moment is to get the teacher enrolled and started in their program for 2021 Summer and no later than the Fall semester of 2021.



**TEA Program Requirements (Cont'd)**

3. **Hiring:** Name the dual credit provider(s) who will hire educators. How will the applicant collaborate with the dual credit provider? What steps will take place to ensure that the courses taken by the educator will meet the accrediting standards of the hiring dual credit provider? What are the roles and responsibilities of the hiring dual credit provider?

Cumby ISD has had a long and standing relationship with Paris Junior College in offering dual credit opportunities to the students of CISD. PJC has agreed to expand that relationship to help CISD to grow its Early College Program by a grade level each year. They agree to increase course offerings based on the qualification of CISD educator to teach multiple classes.

Paris Junior College has agreed to hire educators of Cumby ISD who graduate from a master's program with 18 hours in a content area to become dual credit teachers for the college. Educators will be responsible for presenting a transcript with requires documentation as proof of qualification to teach dual credit.

Paris Junior College will provide the professional development that is required by their campuses for CISD instructors.

4. **Sustainability Plan:** Describe the sustainability plan to be implemented which can support the ongoing efforts of the CCRSM campus(es) to address capacity challenges for offering college-level courses beyond the life of the grant. How will the applicant build upon the success of this program to expand college course offerings for high school students in the future.

Cumby ISD will continue to collect data by semester on the success of our dual credit program. CISD will also look at data yearly as cohort group, beginning with the 9th grade cohort for 2021-2022 school year, advance in high school/college to determine the need for dual credit credentialed teachers as well as class size and space. CISD is currently in the process of developing a master's degree incentive to retain dual credit credentialed employees, encourage current employees to earn a master's degree and to encourage applicants that have completed master's programs to apply for job openings with the district. CISD plans on expanding the programs but that will be determined by student participation as well as the number of credentialed teachers and their field of instruction.

Currently, CISD is offering U.S History, English 1301 and 1302, World History and Education 1301. With the completion of this grant and the educators that are participating CISD would be able to offer additional sections of all the above classes and add Government, Art Appreciation, Sociology and Humanities and Literature and Mathematics classes. These core classes are essential to every degree program offered.

Cumby ISD has become partnered with Collegiate Education. Through this partnership CISD has become eligible to seek philanthropic, private funding and private grants. Through this partnership and along with maximizing our HB 3 CCMR outcome bonuses and through prioritizing futures district budgets, CISD foresees know issue in the sustainability of our dual credit program.

**TEA Program Requirements (Cont'd)**

5. **Recruitment and Retention:** How were teachers identified and recruited? What new practices will be put into place to support their completion of the accelerated credentialing program? What commitment has the applicant made to educators to ensure that they will be able to teach college courses upon satisfaction of meeting credentialing requirements? What commitment has the applicant asked of educators to ensure that they will continue to serve the CCRSM beyond the grant period to teach college-level courses?

CISD sent an email inquiring the interest level of educators in receiving a master's degree, or if a master's degree was in place, acquiring the 18 additional hours to be qualified to teach dual credit courses if cost could be covered. Each educator then met with campus administration to discuss the goal of this grant and the needs of district. Each educator then signed the commitment letter for the grant. The district, Cumby Independent School District, will require each teacher to sign a Memorandum of Understanding agreeing to a determined number of years at the completion of the grant period or the completion of that individual educators master's program.

**Budget Narrative**

Include a narrative describing how the proposed budget will support the needs and goals of the program, including for staffing, instructional expenses, supplies, materials, contracts, travel, etc. Describe any matches that are anticipated to support this program, either by the LEA, college partner, or educator. Describe the disbursement plan for the expenses incurred by educators participating in the program. Describe anticipated risks for this project and the adjustments which may be made over the course of the grant period.

The proposed budget for Cumby ISD is \$140,000 over the course of the grant period. Six Educators have signed commitment letters, five will earn a master's degree while one educator who already possesses a master's degree, and teacher dual credit will earn 18 hours to add additional field. CISD will pay the tuition and fees up front for each educator. Travel, supplies, books and other expenses will be reimbursed to the educators at the end of each semester with the completion of each course with 75 or higher. Each educator will be required to submit transcripts, travel record in accord with district policies, supply receipts and other expenses that are allowable per grant policy. CISD is in the planning period of developing a compensation program for educators who receive or possess a master's degree. This will come from the CISD budget and not be paid with grant monies.

As with all plans there are risks. CISD does not foresee that any of the educators who have applied will not succeed in successfully completing their programs. The Memorandum of Understanding that each educator will sign will place the responsibility of repaying the money spent if that educator drops out of the program or leaves the district before their program is complete.

**Appendix I: Amendment Description and Purpose** (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

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**Amended Section**

**Reason for Amendment**

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