



**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 [Redacted]

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.

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 **May 27, 2021 to June 15, 2023**

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): [Redacted]

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?

As an early college high school, the identified need is primarily outlined through the course crosswalk that was developed in collaboration between the school district and the institution of higher education partner, Northeast Texas Community College. The 60-hour crosswalk provides a coherent course sequence and serves as a guide for high school students as they complete the 42 credit hour core curriculum and the additional 18 hours of electives in pursuit of their associate's degree. The school district currently employs appropriately credentialed dual credit teachers in the disciplines of Kinesiology and Education. In each of these disciplines, students earn three credit hours towards the associate's degree. Additionally, each of these courses align with the established degree pathway and crosswalk. However, the content areas of the core curriculum, including Communication, Mathematics, Life and Physical Sciences, Language, Philosophy and Culture, Creative Arts, American History, Government, and Social and Behavioral Sciences are not currently available to students at the high school campus in an embedded, face-to-face model. Other pathways in the endorsement areas of Business and Industry, Health Sciences, and Public Services provide opportunities for students to earn college-level certificates; however, these are also currently inaccessible to students at the high school campus in the embedded model. This highlights a significant area of need within the district, which subsequently highlights an opportunity for this grant to help district teachers attend a partnering university and obtain a master's degree in one of these core curriculum or endorsement areas. Doing so will result in the district increasing the number of appropriately credentialed teachers who can teach one or more embedded dual credit courses. This will then result in an increased diversity in dual credit course offerings on the high school campus. From the students' perspective, an increase in the number of credentialed dual credit faculty and course offerings will result in an increase in dual credit courses taken and ultimately degrees and certificates conferred. Finally, while the writer understands there are additional rubric points for partnering with other CCRSM campuses, it should be noted that our district is the only early college high school within the Region 8 Education Service Center area of the state.

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 (TAMUC) will partner with Harts Bluff ISD to serve as the instructional partner for the College and Career Readiness School Models (CCRSM) Grant. If awarded, Harts Bluff ISD and TAMUC will work collaboratively to increase the number of Harts Bluff ISD teachers who are credentialed to teach dual credit courses within Harts Bluff ISD programs. TAMUC will provide accelerated graduate level instruction to participating educators, which will enable participants to earn a master's degree with a concentration in the teaching disciplines identified as critical by Harts Bluff ISD, resulting in the expansion of the number of teachers credentialed to teach college courses. Harts Bluff ISD, Northeast Texas Community College (NTCC), and TAMUC will review the graduate-level courses offered by TAMUC in each of the identified disciplines to ensure the coursework meets the requirements of NTCC, the hiring institution, and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requirement for community college faculty.

Pursuant to the above review, TAMUC will provide a two-year course of study plan for each discipline that will allow Harts Bluff ISD educators to complete their required coursework in two years or less. The course of study plans will specify which courses need to be taken each semester for both the full master's degree as well as for the 18 hours in the discipline as a stand-alone set of coursework in the event a participant already possesses a master's degree.

TAMUC will ensure that Harts Bluff ISD teachers participating in the CCRSM Grant are able to be identified within the university's student information system so that progress checks can be made by the academic programs on the participants at the end of each semester. This will allow TAMUC to catch potential problems early (e.g., having completed a course with lower than a 75% average), and determine appropriate options for moving participants forward according to the required timeline. TAMUC will also be available to Harts Bluff ISD teachers to answer questions about their course of study or program requirements.

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?

Hiring an embedded dual credit adjunct instructor at Northeast Texas Community College (NTCC) is a highly collaborative process between numerous high school and college stakeholders. The evaluation of a potential dual credit adjuncts coursework in terms of meeting accreditation standards depends on the course that is to be offered on the high school campus. The dual credit office works with the appropriate division chair/program director and the college human resources office to guide the high school instructor through the entire hiring process. An in-person interview is scheduled with the high school instructor to come to NTCC and meet with the dual credit director and the appropriate division chair/program director. Importantly, college courses that are taught on a high school campus must mirror the level of integrity of courses taught on the NTCC main campus. To that end, dual credit adjuncts meet with their respective division chair/program director to receive and discuss the course syllabus, the text/course materials to be used and the student learning outcomes that must be assessed. These outcomes are required to be reported at the end of each terms and all instructors must be fluent in that process.

NTCC remains in continuous contact with all embedded dual credit instructors throughout their adjunct appointment. The dual credit office and division chairs/program directors, specifically, serve as the college points of contact for embedded dual credit adjuncts and make every effort to work closely with each one to assess student progress each semester, address student/faculty issues and liaise between them and other appropriate college stakeholders. Finally, NTCC makes available a required instructor orientation and a teaching academy each Spring semester in which all new adjuncts are encouraged to participate. The academy is designed to be professional development for new faculty to learn certain nuances associated with college-level instruction so that rigor, pedagogy and other aspects of college-level instruction are given due attention.

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.

The district will make ongoing efforts to seek out highly performing teachers in the CCRSM campus that may be interested in serving as an embedded dual credit instructor on the high school campus. As a result of the partnership that has been established between the district and Texas A&M Commerce, a pathway is available to candidate high school teachers for admission and enrollment into the university to pursue their chosen masters degree. To that end, Texas A&M Commerce will provide a \$500 per semester scholarship to continuously enrolled students as part of the sustainability plan. As has been noted elsewhere in the grant narrative, the district currently only has appropriately credentialed dual credit instructors in the Kinesiology and Education disciplines. As a result, there are numerous other disciplines, as part of the 60-hour associate's degree, in which candidate teachers can earn their master's degree and fill those gaps in embedded, face-to-face instruction. Several of the graduate programs available to teachers in these needed disciplines are offered online, which makes it easier for participant teachers to serve in their current full-time role as a teacher while also pursuing their master's degree. Additionally, the district has committed to making the upfront financial payment for participant teachers' enrollment in a master's program and then drafting monthly payments from their paychecks in order to keep them from having to pay a large one time amount after the grant period has ended. Those teachers participating in the grant who may not have completed the master's within the designated, two-year timeframe will be afforded the opportunity to continue pursuit of their master's degree until graduation under the same guidelines as established in the grant.

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?

All CCRSM campus educators were surveyed in order to gauge interest in serving as a dual credit course provider. In addition, the survey also helped to identify those individuals who already had earned a master's degree and in which disciplines. Once these were determined, the grant writer contacted only those individuals who expressed an interest in serving as a dual credit course instructor and the discipline in which they planned to pursue a master's degree. At that time, the grant writer identified whether or not the individual already possessed a Texas teacher certification in that selected discipline. Practices will be put into place that support participant teachers' program completion, including time during the school day to work on assignments, the opportunity to collaborate with the other participants, and the time from work to drive to the university campus (when necessary). The district, as well as the partner institution of higher education (NTCC), will make the commitment to the participant teachers that they will have the opportunity to serve as an adjunct instructor for Northeast Texas Community College with the responsibility for teaching embedded dual credit courses to the students on the high school campus. This will not only provide more opportunities for our students, but it is also a way to provide an extra source of income into the hands of our top teachers. The district will also ask the participant teachers to commit to teaching dual credit courses for the district for at least two years after completion of the program in an effort to keep our top teachers available to our students for a longer period of time.

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 purpose of this grant is to benefit teachers who are interested in pursuing a master's degree so that they will be appropriately credentialed to teach embedded dual credit courses on the high school campus according to the Southern Association of Colleges & Schools Commission on Colleges (SACSCOC) accreditation guidelines. Subsequently, all of the funding received from the grant will be expended to that end. The total amount requested in this initiative is \$65,140, which has been identified as being sufficient to cover the educational costs for six district teachers to receive the appropriate credentials needed to teach embedded dual credit courses on the high school campus. Also included in the grant request is a flat rate for tuition, books, fees, and dues that will be paid to the partnering universities from the Professional and Contracted Services section of the budget. Importantly, the proposed budget supports the needs and goals of the program through an exclusion of any direct administrative costs, fringe benefit costs, or indirect costs. Additionally, the project administrator will not be accepting any funds for writing the narrative of this grant. Participating teachers who are new graduate students to Texas A&M Commerce will receive a \$500 per semester renewable grant provided that they enroll in at least 6 hours per term, maintain good academic standing, and enroll each semester of the grant period. Also, the district will support the program by providing a Macbook laptop to all participating teachers, which will allow them to work from home, on campus, or at school without adding any additional costs for technology. Once the district receives confirmation of a participating teacher's enrollment in graduate courses, the district will disburse funds to cover the tuition, fees, and dues to the participating universities. The district recognizes that this process generates an inherent risk should the enrolled educator fail to perform successfully at the 75% level for course completion. Should this progress to a recurring issue among the participating teachers, the district will no longer provide upfront payment of the described educational expenses; rather, the participating teachers will be required to make an upfront payment and the district will reimburse them after their successful course completion.

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