



**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

**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):

**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?

Goose Creek CISD reviewed the campus eligibility lists and confirmed that the following schools are eligible to apply: IMPACT ECHS (Early College High School), Lee High School (T-STEM), and Stuart Career Tech High School (P-TECH). The district team comprised of district program leaders, the principal from each campus, and the dual credit provider representatives from Lee College (LC) established the advisory committee members and developed the needs assessment to be completed. The Advisory Committee members from GCCISD will include the three campus principals, the Secondary Area Executive Director, the Director of Advanced Academics, the Director of Counseling and College and Career Readiness, the Director of Federal Programs, the Associate Director of Science, the Coordinator for Advanced Academics, and the Coordinator of Human Resources, from Lee College- the Executive Director, School & College Partnerships, and from the University of Houston Clear Lake-Director-College of Education. This committee will collaborate the facilitation of this grant application project.

The needs assessment discussion indicated that each school needed to first expand their "Core Complete" offerings in order to increase student participation. An interest inventory was developed to send to all the teachers at the three schools. This inventory included information to communicate the information from this competitive grant application as well as provide interest/participation questions. The surveys were then sent to all teachers at each campus. The district level team also discussed potential universities to reach out to determine interest in providing the graduate level instruction for the dual credit credentialing teacher candidates. The necessary letters of assurance, MOUs, crosswalks, commitment letters, etc. were all reviewed. Once each campus principal worked with their respective campus teams to develop a proposed dual credit course framework and the campus specific crosswalk, the advisory team met for additional planning meetings to review the campus teacher interest inventories, the campus needs information, science lab requirements, and the proposed campus dual credit courses and crosswalks. With the information discussed, the advisory team aligned the teacher interest inventories with the dual credit classes that will be expanded at each campus. The advisory team met with the University of Houston Clear Lake College Deans to review the grant application, collaborate on the course framework, review the potential candidates' credentials, discuss the information for the letter of assurance, and additional details to effectively implement this program for credentialing within the required timelines. UHCL reviewed the proposed coursework to be included on the crosswalks so that each campus will be able to work directly with the district dual credit director and the dual credit provider to ensure each CCRSM cohort is offered a sequence of coursework which will lead to a postsecondary credential.

**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?

The district team reached out to multiple university partners to provide graduate level instruction to our identified candidates. From the responses, GCCISD was able to determine that the best option would be to partner with the University of Houston at Clear Lake. GCCISD has many successful partnerships with UHCL. GCCISD has partnered with UHCL through our highly successful student teacher program since 1992 and the Grow Your Own program for the past two years as well as a few other successful partnerships. Through the Dual Credit Expansion grant partnership, GCCISD and UHCL will collaborate, select, and prepare the identified educators through an accelerated credentialing program to expand the number of educators credentialed to teach college courses. Through multiple meetings, the GCCISD and UHCL staff mapped out the needs for the accelerated credentialing program which included a review of the proposed dual credit courses for each campus participating, the credentialing candidates educational history, and the coursework needed to be approved by the dual credit provided, Lee College. The advisory committee through guidance from UHCL staff will ensure that each educator selected will meet the accrediting standards. This will be completed by reviewing each educators educational history/transcripts (Bachelors Degree, Masters Degree, Prerequisites), determining the degree plan or content hours needed for credentialing, and approving courses prior to enrollment. The university will ensure that all course work is aligned to the courses that will be taught for dual credit and meets the credentialing requirements for Lee College. To meet the expected outcome, GCCISD and UHCL will conduct conferences with credentialing candidates to closely monitor progress with course work and testing requirements. The reviews will be completed at mid semester as well as at the end of each semester. GCCISD and UHCL will collaborate to develop a support plan for credentialing candidates with deficient progress. GCCISD will conduct reviews to measure satisfaction rates throughout the credentialing process. At the end of the dual credit expansion project, a survey will be completed by the credentialing candidates, LC, and UHCL to determine the success of the dual credit expansion program. With the planned monitoring and program reviews, GCCISD expects that at the conclusion of the dual credit expansion program, GCCISD will have 100% of the candidates credentialed and will have 100% of the candidates teaching dual credit courses at the identified campus the following year. GCCISD was the first district to contact the University of Houston Clear Lake about this grant and their enthusiasm about this new opportunity is high.

**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?

Lee College, a long-standing partner with the district, will continue to be our dual credit provider. GCCISD and Lee College have worked on many different partnerships over the last 20 years with the most current partnerships for dual credit. GCCISD has provided the funds for dual credit costs in order to provide it at no cost to students that are at-risk and/or economically disadvantaged. From the planning meetings, the district advisory committee will ensure that each educator selected to teach dual credit courses has met the required standards. LC will conduct a screening/interview with each educator in the credentialing program to ensure that the degree/courses for credentialing align to dual credit courses that will be taught. LC will on-board each educator and complete an induction program to ensure success of the educator. With the completed needs assessment and interest inventories, staff preferences were reviewed. The preferences were divided into two groups, one for the Core Complete courses and a second group was for the non Core Complete. The staff that indicated course such as EDUC were sent emails indicating that they may meet the qualifications already to teach dual credit courses at LC so they were encouraged to begin the approval process through a link provided by LC. LC will continue to work closely with the district director to communicate with the schools regarding all approvals. During the planning process with LC, the following points were considered as reasons to increase the credentialing of high school teachers: having additional credentialed high school campus staff supports the ability to schedule to the campus bell schedule, it supports the increase in sections, it supports the availability of a professor, it reduces the cancelling of classes due to a college deficit in professor availability, it decreases the chance of classes being cancelled by LC the day before the school start date, it decreases the chances of when a LC professors is unavailable to teach at a prearranged time, it decreases the issues with the Friday work arrangements, and it decreases the issues with working remotely or virtually when the professor leaves a college class without supervision. GCCISD and LC have developed a partnership that will ensure that all dual credit courses are equivalent to and aligned with instruction offered at the college level. The GCCISD and LC team will collaborate to align coursework across their systems in order to use data to impact the practices and improvement.

**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.

GCCISD has routinely offered dual credit courses at all five high schools in the district. The dual credit expansion grant opportunity would provide GCCISD the opportunity to increase the number of staff that can teach dual credit courses for "core complete" that are part of all programs of study. The grant will also provide GCCISD with an additional system to support the district improvement plan strategy to "Recruit Masters-degreed teachers to support dual credit courses on high school campuses". This grant opportunity helped GCCISD recognize our strengths and the areas we need to address. The GCCISD strengths include that students and staff are aware of dual credit opportunities and that all students can participate as well as that career and college readiness activities are present in our elementary, middle, and high school grades. The dual credit expansion grant will be an opportunity to significantly increase the number of students participating at the three identified schools. To sustain the initiative, the district will partner with Lee College to hire three Dual Credit Campus Coordinators and one College Coordinator beginning with the 2021-2022 school year. The job descriptions have been developed and approved by both GCCISD and Lee College. These positions will provide both GCCISD and Lee College with the ability to continually collect and analyze aggregated and disaggregated data across the system to track implementation of dual credit initiatives, refine strategies, track progress toward goals, and develop new goals. Data will be able to be coordinated across the secondary and postsecondary systems and shared with others to improve the program. The student data can also be used by dual credit leads, counselors, and teachers to target supports and resources to struggling students and to monitor their progress for any needs with outreach and recruitment efforts, district policies, counseling approaches, and financial assistance. The successful implementation of dual credit is a high priority for both GCCISD and Lee College. The roles, responsibilities, and staffing allocations are being revised to promote and advance career and college readiness. The district already uses a portion of the CCMR state program funds to facilitate dual credit costs for students and is committed to increasing the available funds to facilitate the increase in costs that will come from increasing student enrollment with dual credit courses.

**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?

Current staff on the three identified campuses were sent an interest inventory seeking interested teachers who want to teach dual credit courses. Principals and instructional staff conducted campus interest meetings to discuss program goals and commitment requirements. Employment records, evaluation data and student success measures were used to screen interested applicants.

The University advisors will meet with applicants to review credentials, develop a degree plan, and discuss program requirements.

Our University partner is committed to the acceleration of the credentialing program and course offerings will be expanded to meet individual needs in the time period allotted. Courses will be offered in various ways to provide flexible scheduling.

The educator will be asked to sign a three-year commitment agreement to remain teaching dual credit courses for Goose Creek CISD beyond the grant period.

Since two campuses are within walking distance for students, flexibility with scheduling students will be an additional benefit for meeting the expansion goals.

In addition, GCCISD will continue to implement a collaborative recruitment effort for hiring Master's-degreed teachers that can teach dual credit courses. Recruitment data will be tracked to reduce the equity gaps in dual credit enrollment and make the necessary modifications to the recruitment plan.

**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 dual credit expansion grant will request funding for sixteen identified candidates for credentialing. The candidates have met one of the three criteria: 1) the candidate has a bachelor's degree with no graduate coursework, 2) the candidate completed a master's degree and requires a concentration in the teaching discipline, or 3) the candidate already started graduate coursework toward a master's degree and are seeking to complete the necessary coursework required by the hiring college/university to become credentialed as dual credit faculty. There are seven candidates for Lee High School, four candidates for IMPACT ECHS, and five candidates for Stuart Career Tech High School.

The University of Houston Clear Lake will confirm all degrees and prerequisites to confirm each participating candidates' degree status.

All funds requested will be allocated to costs for the tuition, textbooks, and fees. In order to minimize the financial burden on the candidates, GCCISD has elected to cover the tuition costs at the beginning of the term for each candidate that is just beginning the plan and will seek reimbursement from the TEA upon the participating educators successful completion of the course(s). GCCISD will reimburse the candidates that have already started their degree plan and then seek reimbursement from the TEA.

While GCCISD will not directly match the grant funding, the district will provide funding for any costs needed to assist candidates with additional training, substitute costs if deemed necessary for an activity related to the grant such as a meeting with the university regarding coursework, and other educational related situations that might impede the candidates completion of the program. GCCISD is reimbursing the candidates for their UHCL application fee.

GCCISD will pay the agreed upon contract portion to Lee College for the approved four Dual Credit positions that will support student participation and success through the dual credit partnership with Lee College.

In addition, GCCISD will continue to pay the dual credit costs including the tuition, textbooks, and fees for the students as well as the student costs for TSIA2 testing.

With the grant funding, GCCISD has mapped out a funding plan with other revenues to wrap around this project so that the highest success rate is attainable in order to support the over 70% economically disadvantaged students at the three identified schools for this dual credit expansion project.

**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.

*You may duplicate this page*

**Amended Section**

**Reason for Amendment**

<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	