



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.

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?

Victoria Independent School District (VISD) has a long and robust relationship with Victoria College (VC) and the University of Houston-Victoria (UHV) to provide opportunities for our students and families in Victoria. VISD have partnered with VC for many years to offer dual credit courses for our students and are currently developing dual credit courses with UHV. As we analyze our needs in VISD, we have identified an under-representation of economically disadvantaged students enrolled in dual credit courses. Economically disadvantaged students represent 54% of the total high school enrollment in VISD but make up only 26% of the total dual credit enrollment. Additionally, we have identified the need to increase the percentage of students taking dual credit courses. We currently offer 66 dual credit courses. These courses are offered solely either on-line or on the IHE campus. Of the 66 courses we currently offer none are offered on the campus: they are offered on-line or on the IHE campus. Currently, only 7% of the high school population are enrolled in a dual credit course. Having the ability to offer the dual credit courses face to face on the high school campus reduces the barriers to dual credit enrollment for or CCRSM program students as well as all high school students and will increase the number of students who have historically been under-represented in dual credit courses by increasing the access to the dual credit course by reducing transportation barriers, scheduling barriers to fit the off campus dual credit course in the schedule, and providing for a sense of security and safety for students to try a dual credit course. VISD currently does not have the credentialed staff to offer dual credit courses on campus. For the 2021-2022 school year, we have a P-TECH (Pathways to Early College High School) school-within-a-school at each of our high schools, offering an Industry-based Certification and the attainment of dual credit courses in our CCRSM pathways of Education and Training, Computer Science and Healthcare. Additionally, we will be in a planning year for T-STEM (Texas Science Technology Engineering and Math) at one of our high schools in the 21-22 school year. In identifying the faculty needs for this grant, we would prioritize those courses needed to satisfy our CCRSM programs courses of study crosswalk requirements to ensure CCRSM cohort students can complete up to an associate degree in their program. Current P-TECH cohort teachers will be given priority to participate in the grant. We will also offer the opportunity to all current high school teachers with a State Board of Education certificate aligned to the identified dual credit courses needed for the CCRSM course of study crosswalks, including courses identified as core courses. Through the advisory committee and leadership design teams for each CCRSM program, we review the courses of studies developed to ensure alignment with the IHE and the course of student leads to targeted post-secondary credential identified in our labor market information. Increasing the number of educators credentialed and teaching one or more dual credit courses on campuses will result in an increase in the diversity of the dual credit courses offered and increase the number of students enrolled in dual credit courses.

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 University of Houston Victoria will provide graduate level instruction to participating educators to complete an accelerated credentialing program in one of the identified areas of our CCRSM pathway course crosswalks. VISD and UHV will partner to develop an accelerated credentialing program that will enable at least one educator to complete a master's degree with a concentration in the teaching discipline. VISD and UHV will develop an inter-organizational partnership agreement to codify the program. VISD, UHV and VC will work collaboratively to ensure the accelerated credentialing program offered by UHV will meet the needs of VC who will be the dual credit provider. This process will begin with an inter-agency review of the degree programs already offered at UHV, the courses needed to satisfy the CCRSM pathway requirements and the historical number of students who enroll as a dual credit student in these courses in order to identify the targeted areas in which to create an accelerated credentialing program. The role of UHV in building the accelerated credentialing program will be to develop an innovative accelerated credentialing program that allows for the participants to earn a master's degree with a concentration in the teaching discipline coursework by June 2023, including a schedule of course offering that will enable full-time educators to enroll in up to 9 graduate course hours per term to fulfill the credentialing requirements of VC and/or complete the master's degree in two years. UHV will also be responsible for securing the faculty and facilities for instruction. UHV will also provide support services for students to assist them in completing the program. These services could include the provision of a dedicated advisor for students enrolled in the accelerated credentialing program as well as the Graduate Resource for Online Workshops and Learning (GROWL), a professional development initiative tailored specifically for graduate students to provide opportunities for the UHV student community to attend online professional workshops and webinars presented by UHV faculty that will cover topics such as test and licensure preparation, academic writing (APA and other forms), referencing and citation, and academic resources. UHV will also work collaboratively with VC and VISD to ensure the designed program will meet the hiring requirements of VC and VISD.

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?

Victoria College will be the dual credit provider for VISD. VISD and VC will develop a Memorandum of Understanding that will codify the parameters in which VC agrees to hire the accelerating credential program completers to teach dual credit courses in the targeted CCRSM pathway courses. VC, UHV, and VISD will collaborate in designing the accelerated credentialing program to ensure the program meets the course needs of the CCRSM school and the hiring requirements of VC. VC, VISD and UHV will meet to design and develop the program, including aligning the degrees offered with the courses needed at the CCRSM campus and the hiring requirements of the dual credit provider. VISD and VC will work together to develop orientation training and material using best practices for dual credit staff. The roles and responsibilities of VC will be to collaborate with VISD and the accelerated credentialing program participants to inform them of the hiring requirements for specific discipline areas so that educators know exactly what the requirements are for meeting institutional certification requirements to become dual credit faculty. VC will collaborate with VISD to consider employment for the accelerated credentialing program graduates who meet the eligibility requirements for employment at VC so VISD can offer expanded dual credit opportunities. VC will develop processes to orient dual credit staff on course requirements to meet the HECB learning outcomes for each course. VC will explore providing faculty mentors for dual credit staff for continued growth in both content knowledge and pedagogical practices. VC will provide on-going monitoring of dual credit staff through its established evaluation process which includes evaluations by students and the supervisor as well as analysis of grade distribution reports.

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 collaborative work between VC, UHV and VISD sustains the outcome of increasing the number of educators who possess the credentials to teach dual credit courses at the campus, increasing the diversity of dual credit offerings, and increasing the number of students enrolled in dual credit courses, which addresses the capacity challenges for offering college-level course beyond the life of the grant. First, the accelerated credentialing program will be based on a long-existing degree program at UHV to ensure the availability of the courses beyond the life of the grant increasing accessibility for high school educators to pursue a master's degree. Second, the collaboration between UHV, VC, and VISD provides for system changes between the parties which will live on beyond the life of the grant. Staff at all three institutions will have the skills, confidence, and interest in continuing new ways of working and improved outcomes. The program development of the accredited credentialing programs strengthens our educational partnerships and will foster further alignment of program of offerings in the community allowing for an increase in the demand in the number of dual credit offerings and provide an avenue of accessibility for interested educators to fulfill that demand. Additionally, we will pursue additional funding sources to continue to support and augment educator costs to pursue dual credit credentials, exploring funding sources through each entity's educational foundations as well as other philanthropic and/or additional state and federal funding and grant opportunities.

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 teachers at the CCRSM programs schools were identified and recruited based on their certification. Current high school teachers with a State Board of Education certificate aligned to the identified dual credit courses needed for the CCRSM courses of study crosswalks, including courses needed to complete the post-secondary credential, associate degree, or core requirements. Potential educators for the program submitted a Letter of Commitment detailing their commitment to pursuing the credentials needed to teach dual credit as determined by SACS and any requirements established by the hiring IHE. It also detailed their intent to complete their master's degree and/or earn 18 credit hours in a specific field. Educators enrolled in the accelerated credential program will benefit from supports to complete the program from UHV and VISD. UHV offers a plethora of supports including a Student Success Center, a Counseling Center, and Advising Services. The Student Success Center, a comprehensive resource center for students, promotes student success by working closely with faculty to provide the following academic support programs: writing center, peer education program for students at all levels, and supplemental instruction. The Counseling Center provides a range of services related to mental health counseling for students, as well as educational events regarding health and wellness topics. UHV will provide a dedicated advisor for students enrolled in the accelerated credentialing program to ensure timely completion of the program. The district will work to identify flexibilities for the educator to attend classes and fulfill the requirements of the grant. Some of these flexibilities could include balancing extra responsibilities to provide a more flexible schedule such as providing release time from daily duty or chaperoning school events as well as dispensation from campus commitments such as serving on committees or sponsoring clubs. To the extent possible, VISD will pair participants of the same teaching concentration as peer mentors and supports to each other, providing some structured activities and supports in a cohort model. VISD and VC will work together to ensure the educators are able to teach the college course upon satisfactory meeting of the credentialing requirements. VISD and VC will develop supports for the completers in preparing to be successful in the interview for dual credit positions, which will include a teaching demonstration. Additionally, a further component to ensure program completers will be able to teach the dual credit course stems from the program design process of the accelerated credentialing program in which VISD, UHV and VC commit to design the program together in order to meet the needs of all parties. VISD has asked the educators to commit to remain employed by VISD at a CCRSM campus and teach dual credit courses as identified by a CCRSM course pathway starting the first complete school year in which they meet the hiring requirements of the dual credit provider for an additional two years. Further, educators will pay for tuition up-front and will be reimbursed for those tuition, fees, supplies, materials and books in which they have received 75% mastery.

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 majority of the proposed budget is for reimbursement to the educator of direct costs of the accelerated credentialing program by the educator including tuition and fees, books, supplies and materials up to \$25,000 to be completed by the Summer of 2023. The budget will also cover reimbursement to educators for expenses associate with enrollment into the university program suce as the GRE exam. These costs support the educators in completing the accelerated credentialing program to earn a master's degree or 18 hourse of post-graduate work in order to teach an identified dual credit course from the CCRSM programs courses of study. The budget also supports direct costs associated with the implementation and growth of dual credit course offerings to ensure sustainability of the dual credit expansion goals of increasing the number of educators qualifed to teach dual credit courses, increasing the diversity of dual credit course offerings face to face at the CCRSM program campus, and increasing the number of students taking dual credit courses. These direct costs to implement the program will also include costs for the program manager to validate successful completion for each course term by the participating educators, regularly submit to TEA the programmatic costs incurred at the end of each course term, complete interim and summative reports to TEA regarding the success of the program, the number of educators participating in the program, and the number pf educators completing the program. Expenses incurred by educators will be dispersed at the conclusion of each semester. Upon completion of each semester, educators will submit reimbursement forms along with accompanying documentation of the expenses as well as documentation of successful completion of the courses to the program manager for reimbursement. Some of the risks to the program include educator attrition so that educators do not complete the accelerated credentialing program or they leave the district. To counteract this risk, VISD and UHV will provide supports for educators to complete the program including student success services, advising services, counseling services, and flexibilities or time for program completion. VISD will pair participants of the same teaching concentration as peer mentors and supports to each other, providing some structured activities and supports in a cohort model. Another risk to the program is that the accelerated credentialing program graduates are not hired by VC for dual credit. To counteract this risk, VC, UHV and VISD are designing the program with the hiring requirement of the dual credit provider in mind. Additionally, VC and VISD will work with the cohort to strengthen pedagogy and interviewing skills to meet the hiring requirements. Adjusments that may be made during the grant period could be the types of supports available to the eductors bsased on educator need and progress. UHV, VISD and VC will meet at the minimum of once each semester to assess progress of the educators, identify needs and root causes, and to make adjustments as needed.

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