



**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?

DISTRICT SUMMARY: Floydada Independent School District is a small, rural (TEA priority points - 10), has a high percentage of economically-disadvantaged students (77% according to 2019-20 TAPR), and the community has an estimated median income 33% below the state average. More than 20% of the Hispanics in the community live in poverty. To improve these statistics, the district is focused on supporting improvements to its college and career readiness offerings. The district recently entered into the Collegiate Education Nation (CEN) Program network. Floydada, in its first year in the CEN, is partnering with a number of similar schools in Texas to focus on college and career for all students through school transformational processes in educational attainment, educator development and stewardship. Although Floydada meets TEA criteria in college and career readiness, the district has limited dual offerings and opportunities to work toward degree programs. The district was recently awarded a P-TECH Planning and Implementation grant and the first cohort of freshmen will be 2023-24 school year. Among the pathways the district is focused on include an Associates of Arts/ Sciences in general studies; an associates of arts in teaching; and an associates of applied science in business, computer information systems and welding. The goal is to provide dual credit offerings in high-paying, high need careers. According to Workforce Solutions of the South Plains, among the top targeted occupations in the region includes computer systems analysts, teachers and welders. Those occupations also are among the higher paid on average for annual wages and growth potential during the next four (4) years.

IDENTIFYING DUAL CREDIT FACULTY NEEDS: This is a robust effort as noted with the numerous pathways, but the district currently has only 2 personnel credentialed (masters degree and approval in the teaching subject) to teach dual credit courses. None of these personnel are in core subject matter, which will be the most need in the coming years as the high school moves toward being designated a P-TECH campus. In order to address this issue, district leadership has discussed these faculty needs now and for the future. During this process, teachers (those who have at least 2 years or more of teaching experience at any level and/or have excelled in recent teacher performance assessments) in the needed dual areas were asked to complete a survey of interest. From that list, the teachers were identified to participate in this program following individual interviews, principal/advisor recommendations and administrators reviewed each teachers' academic and professional record.

SYSTEMS TO ENSURE COHORT: Having a long-standing and quality partnership with South Plains College (SPC) will ensure there's an approved course crosswalk to establish an appropriate sequence from high school to the junior college in each of the pathways that will be included in this program. The district has current signed Memorandum of Understanding (MOU) with SPC that establishes the articulation of the 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?

PARTNER: In order to ensure the district is able to offer graduate-level instruction to participating educators, Floydada ISD will be participating with Texas Tech University (TTU), a 4-year institution accredited by regional accrediting association, Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Texas Tech offers more than 300 master's degree programs and has more than a dozen degrees specializing in education and business, among other pathways. Specific to the needs of Floydada ISD teachers/educators, TTU offers programs in English, math, science, history and public health, all of which support the district's goal to provide dual courses in general types of studies so students can obtain an associate degree. The University also offers accelerated programs and online programs making it more convenient for the teachers to attend the credentialing program.

In order to design an accelerated credentialing program, Floydada ISD has been researching and working on coordinating with this IHE and potentially others during the development of this proposal, including meetings and discussions, which have led to an agreement/Letter of Instructional Assurance being created for Texas Tech University. This agreement and assurance details how the educators will earn a master's degree with a concentration in the teaching discipline desired by the district by June 2023. Additionally, it outlines the IHE's roles and responsibilities for the programming.

ROLES AND RESPONSIBILITIES: The following are some of the IHE's commitments/responsibilities that will play a significant role in building a program that expands the number of educators credentialed to teach college courses within the district:

- * Enable full-time educators to enroll in up to 9 graduate course hours per term to fulfill the credentialing requirements of completing a master's degree within two (2) years;
- * Identify instructional gaps within Floydada ISD's school academic pathways;
- * Provide a CCRSM Crosswalk for each pathway that will be impacted by this program; and
- * Provide a Letter of Instructional Assurances stating its commitment to providing coursework enabling Floydada ISD educators to become credentialed to teach dual credit by June 2023.

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?

DUAL CREDIT PROVIDER: South Plains College (SPC), with a long history of working with Floydada ISD, will be the IHE that hires educators from the district once they have completed their coursework. SPC is accredited by the Southern Association of Colleges and Schools Commission on Colleges. It serves the greater South Plains area of Texas with innovative instructional programs that span the arts and sciences, technical education and workforce development. The main campus is located in Levelland, but the Plainview campus is just 27 miles away from Floydada.

Floydada ISD has developed, gathered, signed and attached a local partnership agreement with this IHE. This agreement is submitted as Attachment 2: Letter of Instructional Assurances and includes information stating that faculty meeting the criteria will be hired by SPC.

DUAL CREDIT COLLABORATION: In addition to the collaboration that took place during the planning and development of this proposal, the district will continue to meet with South Plains College throughout the duration of the grant program. Those meetings will include creating a Memorandum of Understanding (MOU), which will be publicly posted by mid-August 2021 and will reference elements including, but not limited to: eligible courses; student eligibility, location of classes, composition of students in the class, faculty selection, supervision and evaluation, course curriculum, instructional materials, academic policies, academic calendar, student support, data sharing policies and procedures, administration, statewide assessments, funding allocations, and transcription of credits. In addition to the MOU, the district will help maintain a quality partnership during the grant funding period by communicating with SPC representatives to review program outcomes, determine progress and make any changes as deemed necessary in response to issues.

ROLES AND RESPONSIBILITIES: SPC will hire the high school educators once their credentialing has been successfully completed. Also, SPC will provide a signed MOU before fall of 2021 detailing their willingness to hire educators and through the high school educators offer students dual credit courses that lead them to high demand career fields or the possibility of obtaining up to 60 credits and/or an associates degree in general studies.

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.

SUSTAINABILITY: Floydada ISD is in its planning stages for the district's P-TECH Planning and Implementation grant. While that is under way, the district will involve ideas learned from that process and implement them for long-term sustainability. In order to achieve the robust programming and dual coursework that is being considered, the ISD leaders also plan to build a college and career team, which will conduct ongoing and consistent needs assessments in order to determine current and future needs for college-level courses and respond to student interests. More importantly, as the region's high demand occupations are identified and announced, Floydada will continue to analyze through its P-TECH Planning and Implementation and beyond to determine whether any new programs of study should be offered to its students. Once it is determined which courses will be added, ongoing communication and collaboration will occur with the district's involved IHE's. Most importantly, the district will make every effort possible to hire immediately all newly-credentialed educators produced through this grant program. As part of the process, the district will ensure the teachers in the grant program have signed an intent to continue employment at the district for three (3) years beyond the grant cycle.

BUILDING SUCCESS: When a program like this becomes successful, expansion of course offerings is expected to follow. For Floydada ISD, the path toward that expansion involves continuous recruiting of credentialed teachers who can offer dual course instruction. If the district seeks to expand the program to its current educators, the district will have to assess and potentially seek local, state and federal funding sources. Floydada is a 98% Title I school. Also, Funds from Title II, Part A-Supporting Effective Instruction will be utilized not only to recruit but retain credentialed teachers. In addition, to meet the needs of technology dual credit offerings, funds from Career and Technology Education (CTE) will be reviewed for CTE teachers. The district will promote the Dual Program by acknowledging to parents and the school board the success of students. Floydada also will promote the program by recognizing credentialed teachers who are leading the work in these career and college ready courses and occupations.

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?

TEACHER SELECTION: In its efforts to implement a successful grant program, the district needed to ensure that an emphasis was placed on identifying and recruiting teachers that best fit the grant's purpose. Therefore, the district created and passed out a staff survey that detailed the grant program. Once responses were gathered following the survey, the district reviewed them fully. From this, the district identified seven (7) teachers that responded about the opportunity to receive a master's degree and be able to instruct dual credit courses. The district then recruited from these teachers those that met the following grant requirements:

1. A bachelor's degree with no graduate coursework;
2. Completed a master's degree and require a concentration in the teaching discipline; or
3. 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.

The final requirement to enter into the expansion grant was for all proposed teachers/educators to provide a signed letter of commitment, stating that they would be committed to pursuing credentials needed to teach dual credit (Floydada ISD teachers/educators will be required to pass their courses with a minimum of a C, but an overall B average is expected to be maintained throughout their coursework). All of the applicants provided their signature, as seen on Attachment #5: Letters of Educators' Commitment. However, if any changes occur, the district will submit them to TEA as applicable.

PRACTICES: To ensure these teachers are supported with new practices assisting with their completion of the accelerated credential program, the district will implement an in-house mentor program, which will be led by the project director. As part of this program, there will be regular meetings to discuss how the educator is performing and acclimating to the master's levels coursework, and assist with any questions they may have. This new practice will be vital to ensure the teachers/educators have the necessary support in their completion of this credentialing program.

COMMITMENTS MADE: To ensure educators teach college courses upon satisfaction of meeting credentialing requirements, the district ensured they received multi-faceted buy-in. This includes program buy-in not only from students, community members, and parents, but partnering College, IHE and district administration as well. In fact, prior to submission of this proposal the district acquired a letter of assurance from South Plains College, the dual credit provider, stating the district's teachers would be hired to teach their courses upon completion of their credentialing requirements.

Additionally, on behalf of the district and Floydada ISD administration Superintendent Dr. Gilbert Trevino has provided a letter of assurance stating the district will make every effort to employ educators who complete the college courses they require to offer dual credit courses. With this kind of buy-in from multiple stakeholders, the district has done its best to ensure educators will be able to teach college courses upon satisfaction of meeting credentialing requirements.

To ensure educators are committed to serve the CCRSM beyond the grant period, the district has had all seven (7) participating educators sign Attachment #5 Letter of Educator's Commitment that will delineate an agreement that they will stay at least three (3) years beyond their accelerated program completion date. To further demonstrate the commitment of the district, a hiring addendum was created by Floydada ISD that outlines the roles and responsibilities of both the district and its selected teachers. This included commitments by the district to retain the teachers through the summer of 2025 and for the teachers to commit to remaining in the district teaching through at least the summer of 2025 and in dual enrollment classes as needed and determined by the district.

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.

OVERALL: In an effort to develop a quality proposed budget for this program, the district considered several items, including the timelines set by TEA, pending and future needs of the district, the needs of the teachers who showed interest in this potential programming, and the goals of this Expansion of Dual Credit Faculty grant. This information, as well as general information from IHEs were used to determine costs that would be associated with the grant, including staffing to manage the program, tuition for the teachers, supplies and materials, travel and any other items that may be required.

PERSONNEL: \$17,380 - Grant funds will be utilized to pay for a program director as extra-duty pay. This is broken down based on 2 years of work.

PROFESSIONAL SERVICES: \$147,000 - These funds will be used for direct payments to the institution of higher education tuition providing all seven (7) ISD teachers/educators their master's degree courses. The district assures there will be a maximum of \$25,000 requested for reimbursement per teacher/educator expenses related to tuition, fees, and travel during the life of the grant. Six (6) teachers are pursuing all credits needed for a master's degree, while one already has a master's degree and needs the 18 graduate-level credits in the teaching discipline selected. The budget averaged each 3-credit course will cost about \$1,800. This total also includes \$10,000 in fees associated with the implementation and growth of dual credit.

SUPPLIES/MATERIALS: \$17,700 - Funds from the grant will be used to reimburse all seven (7) educators for books, supplies and materials as needed during their coursework over the two (2) years.

OTHER OPERATING COSTS: \$9,100 - This is for reimbursement to teachers/educators for in-state travel costs. Funds also have been allocated for reimbursement to teachers/educators for expenses associated with enrollment into the university master's program (for example GRE examinations).

ANTICIPATED MATCHES: There are no anticipated matches to support the program. However, the P-TECH Planning and Implementation grant, Title I Part A, CTE Perkins and other local funds ensure the overall program and its implementation will be followed to a successful completion.

DISBURSEMENT PLAN FOR EXPENSES BY EDUCATORS: Floydada ISD has made the decision at the local level to pay for the cost of course tuition for educators upon their registration. Floydada ISD will cover the tuition cost at the beginning of the term and then seek reimbursement from TEA upon the participating educator'(s)' successful completion of the course(s).

ANTICIPATED RISKS AND ADJUSTMENTS: In any grant program, there are risks, whether anticipated or not. The district will respond and adjust their program to create a successful Dual Expansion Grant Program by performing the following adjustments to the risks:

1. The educator failing their course (Adjustment: Offer tutorial/remedial services for educators);
2. The educator wanting to leave their occupation prior to the course being completed (Adjustment: Ensure all teachers/educators sign Attachment 5: Letters of Educators' Commitment); and
3. The educator not having enough time to take both their courses, as well as, instruct their own classes (Adjustment: Provide educators up to June 2023 to complete coursework).

By adjusting the district's expansion program to the educators' needs and making on-going adjustments, the district hopes to ensure all educators are afforded the opportunity to complete the program. The district will determine success of this program by the following success measures: Increase in number of educators credentialed and teaching one or more dual credit courses; Increase in number of dual credit course offerings; Increase in the diversity of dual credit course offerings; and Increase in the number of students enrolled in dual credit courses.

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