



**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 lolapplications@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):

- | | |
|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| <input checked="" type="checkbox"/> LOI application, guidelines, and instructions | <input type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General and application-specific Provisions and Assurances | <input type="checkbox"/> 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?

Chapel Hill ISD currently has a school-within-a-school model of Early College High School. Chapel Hill Collegiate (CHC) serves grades 9-12 and approximately 240 students. Currently, Chapel Hill High School and CHC share dual credit teachers. CHHS and CHC currently share 1 English teacher who has her master's, and she serves approximately 180 students and is credentialed by the University of Texas at Tyler. The science and math teacher-credential by Tyler Junior College-work under the same scenario. All of these teachers have multiple preparations for the different dual credit classes. TJC sends a history teacher to cover the deficit of a dual credit teacher on the CHISD faculty. In Career and Technology Education, we have several technical dual credit instructors who serve the students in the School of Public and Human Services, Business and Industry and Technology and Engineering. With 1,077 high school students and a 77% economically disadvantaged population, Chapel Hill Collegiate Early College High School students and the students on the regular campus need more support to serve their needs than just 1 teacher per core area.

IDENTIFICATION:

Given that, the central administration surveyed all 73 high school instructors and asked if they had an interest in getting their master's degree, and in what area. 34% of the instructors responded. From there, the grant committee interviewed applicants to discuss the rigor of the program, commitment to the district beyond receiving their master's degrees, and time management, so as not to negatively impact performance in the classroom. The candidates then answered questions with the "why" of wanting the graduate degree and "how" he or she will contribute to student success.

SYSTEMS:

CHISD is currently using the "Roadmap to ECHS Opening" and "The ECHS Blueprint" to create a system of pathways for ALL students at the high school since CHC students have experienced and will continue to experience success in all academic endeavors such as TSI, earning of certificates and/or Associate's degrees, or EOCs.

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?

CHISD will partner with the University of Texas at Tyler to provide graduate-level instruction to educators. CHISD will work with our general contact of Dr. Wes Hickey as well as the Dean of the College of Arts and Sciences, Dr. Neil Gray, to ensure educator success in obtaining the master's degree. The university will assist students in planning their course of study beginning with the end in mind. UT Tyler offers flexibility in learning platforms as well as course offerings to complete an M.A. or M.S. Furthermore, the university offers evening courses for working professionals and options for independent study.

The university and the College of Arts and Sciences will provide guidance on graduate admissions that may include but are not limited to: GRE testing, letters of recommendation, a resume, portfolios, and/or language requirements. The educators chosen for this grant have already visited the "Prospective Graduate Student Toolkit" to better understand the process and 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?

The University of Texas at Tyler will hire these educators upon completion. CHISD and its early college high school--CHC--currently work with UT Tyler to provide the best guidance for both instructors and students through Board approved Memorandums of Understanding. UT Tyler credentials CHISD instructors according to the standards and alignment from the Commission on Colleges of the Southern Association of Colleges and Schools requirements.

The applicants will work directly with the graduate school of Arts and Sciences that will begin with the end in mind when laying out the coursework for CHISD's respective applicants to ensure correct and timely completion of the desired degrees.

The College will select and/or approve instructors for all college-level curricula offered for college credit at Chapel Hill Collegiate. UT Tyler will ensure that employees of CHC complete the hiring process as required by the university. The educators will receive evaluations from both educational entities to ensure the instructor meets the expectations on the high school side as well as the university side. Professional development will be the responsibility of each school with opportunities to individualize according to the educators' needs.

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.

Chapel Hill ISD is committed to student success with the 20/20 Vision that directly addresses Texas Education Agency's Strategic Plan goal: Every child, prepared for success in college, a career, or the military. The 20/20 Vision took shape two years ago with the formation of committees that included administrators, teachers, paraprofessionals, parents, and students.

The goal of all of the committees (academic, operations, human resources, and finance) was to improve academic opportunities and outcomes for ALL students. After months of research, the academic committee formed the Schools of Business and Industry, Public and Human Service, Technology and Engineering, and Arts and Humanities. In 20-21, grades 1, 4, and 7 received special focus with more advanced academic options in STEAM. For 21-22, grades 2, 5, and 8 will benefit, and finally, in 22-23, the remaining grades will receive innovative teaching and learning. Every level of education addresses the needs of students and provides the curriculum so that students will be CCMR through the use of 6-year plans.

In order to build capacity and sustain this 20/20 vision, the committee discussed the need to recruit, hire, and retain qualified instructors who could teach dual credit. The district has excellent educators who need the coursework so that we can expand our offerings and limit our class sizes to address our young people's needs.

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?

Central Administration surveyed all 73 high school instructors and asked if they had an interest in getting their master's degree. Of the respondents, 34% of instructors demonstrated interest in earning a master's degree. The candidates then submitted an essay with the why of wanting the graduate degree, how they will contribute to student success, and how they planned to manage their time.

To support the completion of the accelerated credential program, Chapel Hill will allocate time for the educators during the predetermined district planning days. In addition to planning daytime allocation, the district will also provide a substitute teacher one day per six-week grading period at the educator's request.

The district is committed to ensuring applicants will teach college courses upon satisfaction of meeting credentialing requirements due to the number of students currently enrolled in dual credit courses being served by one certified teacher per content area. Furthermore, our district's 20/20 vision is to provide an increased number of advanced academic courses at the primary and secondary levels. We expect to increase our number of students in dual credit while having our own qualified college-credit course educators.

Chapel Hill ISD will contract with educators to serve the district for 2 academic years beyond the CCRSM grant period as a commitment to 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.

The proposed budget is fairly simple as it will allow 7 educators to either begin work on their master's degrees or to complete them. The simplicity is seen in the budget for tuition, books/materials, and substitute teachers at least once per six weeks to give the most valuable commodity of time to the educators. The educator will pay for their courses of study and any books or materials needed at the beginning of each semester. They will then receive reimbursement upon completion of course(s) according to the grant's Commitment Letter.

Risk factors could include failure to complete a course within the semester due to exigent circumstances or just difficulty with the course itself.

The educators were chosen carefully through interest as well as essay submissions and short answer submissions. CHISD will also support the master's candidates through the Curriculum, Instruction, and Assessment team with specialists leading the charge.

CHISD is excited about the opportunity to offer our teachers this opportunity, but more importantly, our students at Chapel Hill Collegiate and Chapel Hill High School will benefit.

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