



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.

Application stamp-in date and time

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**.

Grant period from

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?

Waxahachie Global High School started in 2007 as a T-STEM school and became an ECHS in 2009. We partner with both Navarro College-Waxahachie and the University of Texas in Tyler. Global offers students an associate degree in both Arts and Science. It has been challenging to offer classes to fulfill the degree requirements with the limited dual credit staff we have. Creativity has been used to find ways to offer the students the classes they need to complete their degree within their high school years. These methods include using college adjuncts who travel to our campus, sending students to the Navarro campus, and as a last result, using online courses. The variety of modalities presents its own unique challenges. Students are the most successful when taught by our staff on campus. They can build relationships and have more time to identify the unique learning needs of their students. Some adjuncts are great instructors, while others are not. In addition to the relational aspects, the availability of adjuncts is a problem. Navarro provides Dual Credit courses for twenty-six districts and thirty-six high schools. Scheduling becomes complicated when trying to orchestrate all of the different schedules. Some students do not have the transportation to take classes on the Navarro campus. The online classes have the lowest number of successful student completions. Having our own dual credit teachers in residency produces the best results. In areas where we have successfully hired teachers for these classes, we only have one instructor qualified. Having only one qualified teacher leads to large classes or an overload of courses extending past the regular school day. Having enough qualified instructors would allow our students to take the courses they need without battling time constraints or transportation demands. This grant would especially benefit our students who must ride the school bus to school.

The principal will collaborate with Navarro Junior College to have a clear understanding of the specific coursework needed for credentialing. This information will be shared with the University of Texas Arlington to inform their creation of accelerated programs in the specified areas. UTA will look at the transcripts of participants and work with Navarro to identify the courses needed to be able to teach dual credit courses in the specified areas. Counselors meet with students to assist with scheduling. This information will be reviewed to determine additional areas of need regarding dual credit faculty and guide future recruitment processes.

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 Texas Arlington will provide graduate level instruction to participating educators. Upon grant approval, UTA, Navarro, and Waxahachie ISD will collaborate on the development of accelerated credentialing programs in the areas of Math, English, and Government. UTA is responsible for providing courses that meet the credentialing requirements of Navarro in the allotted period of the grant. These courses will be offered either face-to-face, online, or in a hybrid format. Representatives of Navarro will communicate with UTA to confirm that the masters level courses fulfill the dual credit credentialing requirements. By the end of this grant program, Global High School is planning to utilize four additional credentialed dual credit instructors which will expand Global's ability to offer courses in house.

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?

Navarro College will hire educators completing the proper credentialing to teach dual credit courses. Currently, there is an existing partnership between the Navarro College, Waxahachie ISD and Global High School. Waxahachie ISD pays for the cost of the instructor as well as the college textbooks. The college then waives the tuition and fees allowing the students to earn an associate degree for free.

The principal works with a representative at Navarro College on a regular basis. Additionally, a Navarro representative serves on the school advisory team which meets a minimum of 4 times a year. Dual Credit teachers from the high school attend in-service at the college with the regular college staff, and adjuncts professors from the college attend training and professional development on the high school campus. Navarro college sends observers to the high school campus to make sure teachers are meeting the requirements and confirm that the course rigor is at the collegiate level. This oversight includes reviewing the syllabus and approving textbook choices (if different from then college ' s). Teachers are evaluated both by the campus administrator and the junior college representative.

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.

Annually, the campus will evaluate course enrollment and identify areas that may require additional dual credit instructors. Historical trends as well as schedule counseling will drive decisions. As additional courses are identified as high need, the principal will encourage teachers to complete credentialing requirements.

Waxahachie ISD offers competitive pay and an additional stipend to teachers earn a master's degree. Teachers who then agree to teach Dual Credit courses receive an additional stipend per class taught. An existing practice is that the principal seeks to hire dual credit staff as regular faculty whenever possible if there is teacher turnover. Global High School has an extremely low attrition rate making this program even more attractive for the district. The relationships between students and campus faculty are strong and of foremost importance to the mission of the school.

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?

The principal specifically identified teachers that would be strong candidates based on observations, teaching styles, relationship with students, longevity in the district and the courses most in demand. Special consideration will be given for extra time off, or when personal days are needed. Class scheduling will be built around the needs of the instructors to allow for driving time, testing, or college schedules. Educators will sign a letter of commitment to remain with the district for three years after completing their credentialing. The campus principal will work with counselors to schedule credentialed teachers for the high demand dual credit course assignments. The principal personally recruited candidates for this grant based on courses that frequently needed instructors. Government and mathematics teachers are difficult to find, and English is a widely needed course. These candidates have demonstrated commitment to the district and the work ethic needed to complete credentialing. The principal will partner with the University of Texas Arlington and Navarro College to develop a strong sequence of coursework resulting in postsecondary credentialing.

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 budget will provide tuition, books, and supplies for educators obtaining their coursework at UTA to become credentialed to teach dual credit courses.

Participants will register in coursework and submit their bill to the grant manager and business office. A disbursement will be made to the university. Participants will be required to submit their grades at the end of each semester. If they do not meet the 75 or above threshold, the grant committee will meet with the participant to develop an action plan for improvement. For books and materials, participants will submit a receipt of purchase to the grant manager and the business office and then be reimbursed directly.

We are committed to rearranging the class schedule to meet the teacher's needs. Suggestions proposed are first or last period conference periods, leaving early on certain days to accommodate travel times, approved occasional days off to schedule testing, and other things. We will work to see these teachers are supported and can finish this program. We look forward to their continued contributions and the impact they will have on students.

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