



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 [Redacted]

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): **N/A**

Applicant Information

Organization **Woodson ISD** CDN **224-902** Campus **High School** ESC **9** DUNS **078426260**

Address **207 E. Hill Street.** City **Woodson** ZIP **76491** Vendor ID **75-6002808**

Primary Contact **Margaret Mathiews** Email **Margaret.mathiews@woodsonisd.net** Phone **940-345-6521**

Secondary Contact **Casey Adams** Email **Casey.Adams@woodsonisd.net** Phone **940-345-6521**

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 **Casey Adams** Title **Superintendent**

Email **Casey.Adams@woodsonisd.net** Phone **940-345-6521**

Signature  Date **4/8/21**

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?

For Woodson ISD to effectively target grant goals and objectives, the district’s PLAN of action involved IDENTIFYING its CURRENT dual credit faculty needs as well as what some FUTURE demands might be. From this process, the district learned that it needed staff with additional credentialing. This need was determined due to 0 students graduating with an associate degree, limited high school eligible teachers to teach dual credit courses, and the unfilled jobs in the area requiring a skilled workforce. (2019-2020 TAPR and the 2021 TWC Demand Occupations’ List)

Only 6.2% of Teachers at Woodson ISD have their master’s degree, compared to the state’s 24.5% for the state. This lack of ability to offer pathways to post-secondary further contributes to the 16.8% poverty rate (compared to Texas’ 13.6%) seen in the county. Therefore, the plan is to fund all fees associated with credentialing 5 (five) educators to offer dual credit instruction.

To ensure all credentialing is applicable, the district needed to guarantee that a CORRECT SEQUENCE OF COURSEWORK leading to a post-secondary credential was offered. To attain this, the district worked collaboratively with West Texas A&M, who they share a good-standing relationship with, to gather an approved course crosswalk. This crosswalk will be crucial for credentials to be attained, and for dual credit instruction to be offered at Woodson ISD.

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?

Based on prior experience in working with West Texas A&M, along with their current staffing capacity, the district chose them as the IHE to PROVIDE GRADUATE LEVEL INSTRUCTION to participating educators. West Texas A&M is a 4-year institution accredited by the following institution: Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) (put appropriate one for their region).

To design an ACCELERATED CREDENTIALING PROGRAM, the district coordinated with this IHE during the development of this proposal. From this meeting, an agreement/Letter of Instructional Assurance was created (10 points). This agreement was completed and details how the educators will earn a master’s degree with a concentration in the teaching discipline coursework by June 2023. Additionally, it also outlines the IHE’s roles and responsibilities for the program.

The ROLE AND RESPONSIBILITY of West Texas A&M is to design and offer a credentialing program for five Woodson ISD teachers. West Texas A&M offers a wide variety of graduate degrees (the IHE offers a total of 44 graduate degrees) sought by the district’s teachers. Therefore, by working with this IHE, the district can build a credentialing program that expands the number of credentialed educators.

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?

Cisco College, the district's DUAL CREDIT PROVIDER, will HIRE EDUCATORS once they have completed their coursework at West Texas A&M. Woodson ISD has developed, gathered, signed, and attached a signed local partnership agreement with Cisco College. This agreement, which is being submitted as Attachment 3: Letter of Hiring Assurances (10 points), states that Cisco College will hire the recently credentialed educators to teach dual credit by June 2023.

For a successful grant program, Woodson ISD understands that collaboration is essential. Therefore, once teachers are credentialed, the district will hold discussions with Cisco College approximately every two weeks to ensure the program is going as planned. During these discussions, items that may be discussed include targeted number of students for Dual courses, pass/fail rate, classroom accessibility, classroom material needed, etc.

Cisco College's ROLES AND RESPONSIBILITIES include: Hiring high school educators once their credentialing has been completed successfully; Providing a signed MOU detailing their willingness to hire educators before the fall 2021 semester; and through the high school educator, offering students dual credit courses that lead them to a high demand career field.

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.

Every effort will be made to maintain partnerships with Cisco College and West Texas A&M to assist in SUSTAINING the Dual Credit Expansion program beyond the life of the grant. During the funding period as well as after funding has concluded, district personnel will assess which dual courses can and should be implemented to reflect the area's workforce needs. These courses will be offered through the previously mentioned partnering colleges.

To BUILD upon the SUCCESS seen in the grant program, the district plans on EXPANDING the number of course offerings to students. Upon expansion, an assessment of local, state, and federal funds will be reviewed. Funds from Title II, Part A- Supporting Effective Instruction will be utilized not only to recruit but retain credentialed teachers. In addition, funds from Career and Technology Education (CTE) will be reviewed and if possible, allocated to CTE dual teachers. Beyond just these funding streams, the district plans on identifying additional grant funding sources that can offset these costs.

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?

To assist the district in implementing a successful grant program, the district placed an emphasis on the IDENTIFICATION and RECRUITMENT of teachers who best fit the program’s purpose. Therefore, to recruit teachers for the program, district administrators created and passed out a staff survey that detailed the grant program and asked key pertinent information. Once responses were gathered following the survey, the district reviewed them adequately. From this, the district identified five teachers that responded with interest to pursue a master’s degree and instruct dual credit courses.

All five of the interested teachers 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 the expansion grant was for all proposed educators to provide a signed letter of commitment, stating that they would be committed to pursuing credentials needed to teach dual credit (Educators will be required to pass their courses with a minimum grade of 75). All five educators provided their signature as seen on Attachment #5: Letters of Educators’ Commitment (5 points). However, if any changes occur, the district will submit them to TEA as applicable.

While these educators are completing their accelerated accrediting program, they will still be working full-time jobs as secondary educators, which could lead them to becoming fatigued. To prevent this from happening, Woodson ISD will provide teachers with time and stress management professional development. This training, along with constant oversight, will ensure teachers maintain their motivation and momentum to see their completion of the grant program through to the end.

As seen in the attached Attachment 3: Letter of Hiring Assurances from Cisco College, these educators are guaranteed to be able to teach college courses upon satisfaction of meeting credentialing requirements. (Commitment Made to Educators). Further, Woodson ISD had its school administrators gather a signed letter from its educators. This letter stated the outlines the roles and responsibilities of both the district and its selected teachers, who commit to working with the district through summer 2025 (5-points-Commitment from Educators).

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.

To implement the comprehensive program stated above, Woodson ISD gathered school administrators such as the district Superintendent and Business Manager to develop the following proposed budget. The budget took into account exactly what was needed to ensure the goals of the program were achieved. This budget included, staffing, instructional expenses, supplies, materials, contracts, travel, etc. The proposed budget can be seen below:

Admin Costs: Program Coordinator (Margaret Mathiews/Casey Adams) The total allocated for this position is \$10,000.

Professional Contract Services: Tuition fees from West Texas A&M for advancing employee's education= \$76,000; and Fees associated with the implementation and growth of dual credit = \$10,000.

Supplies and Materials: Expenses eligible for reimbursement include books, supplies, and materials related to the teachers' courses. Books and materials will be available either at the university or online for purchase = \$18,800.

Other Operating costs: With online classes incurring no travel costs, the district included limited travel funds for the five teachers to attend required on-site courses. In addition to travel funds, the district allocated funds for reimbursement to teachers for expenses associated with enrollment into the university program (e.g., GRE exams) = \$5,200.

Note: The district will be eligible for a grant reimbursement maximum amount of \$25,000 per teacher over the course of the grant period. Expenses eligible for reimbursement include tuition, fees, and travel during the life of the grant. Teachers must maintain a grade of 75 or better to continue their course accreditation program.

To ensure that the district is financially able to implement a successful grant program, the district plans on reallocating other funding/resources to help offset this cost. These include: P-TECH Planning and Implementation Grant Funds, Title I Part A, CTE Perkins, and local funds.

Woodson ISD has made the decision at the local level to pay for the cost of course tuition for educators upon their registration. Woodson 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).

The anticipated risks and how the district will adjust their program to create a successful Dual Expansion Grant Program include:

- The educator failing their course (Adjustment: Offer tutorial/remedial services for educators);
- The educator wanting to leave their occupation prior to the course being completed (Adjustment: Signing of Attachment 5: Letters of Educators' Commitment); and
- 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 meet 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 the success of this program through the following 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.

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