



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

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

Background: La Villa Early College High School is designated as a College and Career Readiness School Models (CCRSM) campus. La Villa ISD is a small, rural district (10 TEA priority points) with 602 students total. The district would like to expand its Dual Credit (earn both high school and college credit) opportunities to address a need for Master Level teachers to teach core classes and help students earn an associate's degree in Interdisciplinary Studies on campus and/or in collaboration with the South Texas College Dual Enrollment Program Academies. Some of the options through those academies are associate's degrees in Biology, Criminal Justice, Engineering, Business, Teaching and Computer Science.

Current Faculty Needs: On March 22, 2021, the administration reviewed personnel files of individuals who had master's degrees and surveyed high school teachers interested in teaching dual credit courses. Based on these findings, La Villa ISD determined that they only have 3.2 individuals with master's degrees (only 7.1%, compared to the state's 24.5%) eligible to be considered for Dual Credit instruction. Due to the limited staff, La Villa ISD decided to pursue the Expansion of Dual Credit grant, with three (3) of its educators interested in continuing their education in order to teach dual credit.

Future Faculty Needs: In order to identify future dual credit faculty needs, La Villa Early College High School Administration will meet with their Human Resources Director (their Superintendent) and assess high school teacher qualifications to determine if the high school has the credentialed staff to offer Programs of Study that can transition to a college and/or university.

Ensuring postsecondary credential coursework is offered: The district has a long-standing relationship with South Texas College (STC) in establishing articulation and matriculation services. La Villa ISD has a current signed Memorandum of Understanding (MOU) with STC. Courses in this agreement for this MOU follow an approved course crosswalk to establish a fluent sequence from high school to the local junior college. Students interested in pursuing a 4-year degree will transition from STC into the University of Texas-Rio Grande Valley based on STC's MOU agreement with UTRGV. La Villa ISD will offer all proposed services at no cost to historically underserved, at-risk students.

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?

La Villa ISD is partnering with the University of Texas-Rio Grande Valley (UTRGV), a 4-year Institution of Higher Education, to provide graduate-level instruction to participating educators and develop an accelerated credentialing program. UTRGV was created by the Texas Legislature in 2013 as the first major public university of the 21st century in the state. The university has on-site and off-site research and teaching sites throughout the Rio Grande Valley, including in Boca Chica Beach, Brownsville (formerly The University of Texas at Brownsville campus), Edinburg (formerly The University of Texas-Pan American campus), Harlingen, McAllen, Port Isabel, Rio Grande City, and South Padre Island. The UTRGV-Edinburg campus is approximately 30 minutes driving distance from La Villa Early College High School, making it the campus site location for the teachers. UTRGV also offers new accelerated programs for educators that are 100% online and can be completed in as little as 12 months, making it even more convenient for the teachers to attend the credentialing program. UTRGV's roles and responsibilities in building a program to expand the number of La Villa educators credentialed to teach Dual courses, will involve UTRGV's Graduate College meeting with La Villa's Project Coordinator during the design phase of the grant. UTRGV will coordinate with La Villa ISD to design a credentialing program with the intent of helping district students earn an associate's degree in Interdisciplinary Studies. The university will offer La Villa ISD's three (3) teachers their required courses. UTRGV offers a wide variety of graduate degrees sought by La Villa's teachers, including 15 different degrees specializing in Education. One of La Villa's selected teachers is in the English field: he has a Master's in Educational Leadership and is pursuing his 18 hour accreditation to teach dual credit English. The other two candidates hold secondary degrees in mathematics. One of the current math teachers is pursuing her Master of Science in Physics with the intent of teaching Dual Credit Physics while the other is pursuing a Master of Science in Mathematics.

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?

South Texas College (STC) will hire La Villa educators as dual credit faculty members once they become accredited in their areas of study upon completing their program by June 2023.

Once awarded, STC’s Dual Credit Department staff will meet with La Villa’s three teachers and the district’s Project Coordinator when discussing the grant program’s implementation and the use of grant funds. Their meeting will discuss the teachers’ areas of study, the district’s established specific programmatic needs for specific college-level courses, the district’s need for their identified dual credit courses and teachers, the credentials the teachers must meet, and the district’s targeted number of students for dual courses. STC has met both the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requirements necessary to be considered a dual credit provider.

La Villa ISD assures that they will publicly post a Memorandum of Understanding (MOU) with STC by no later than August 15, 2021. The MOU will address the following: 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 baccalaureate degree; administration of statewide assessments; transcription of credit; and funding.

STC’s roles and responsibilities include determining high school educators' requirements to be credentialed as Dual Credit faculty, hiring the educators as faculty. Together, the institutions will complete the Course Crosswalk (Attachment #1) that will detail the core dual courses offered to La Villa students.

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 Plan: La Villa ISD will conduct consistent and on-going needs assessments to determine current and future college-level course needs. As the local area high-demand occupations become identified, the district will conduct a feasibility study to determine if they want to offer a new Program of Study reflecting the area’s high-demand occupations. If so, this will mean relying on partnerships with UTRGV and STC to provide said courses through the district’s dual credit program. The district will investigate expanding its dual credit course offerings through STC, or the school board will develop a new partnership with UTRGV to provide dual credit courses at no cost to students.

Build Upon Success: In order to expand the number of course offerings to the students, the district will encourage and recruit credentialed individuals who can offer course instruction. Should the district want to expand the program to its current educators, they will review an assessment of local, state, and federal funds. Funds from Title II, Part A-Supporting Effective Instruction, will be utilized to recruit and retain credentialed teachers. The district will also review funds from Career and Technology Education (CTE) for CTE teachers.

The district will promote its Dual Credit Program by acknowledging students' success to parents and the school board at Open House, PTA, and other meetings while also recognizing the three selected teachers who became credentialed through the grant program.

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?

Teachers Identified: La Villa identified its program teachers through a general staff survey detailing the grant program. It received positive responses from three (3) educators enthusiastic about pursuing their graduate degrees through the program to teach dual courses at the secondary level.

When preparing this application, the principal recommended the selected teachers because they met or exceeded their Texas Teacher Evaluation and Support System (T-TESS) and have at least three or more years of experience teaching. One of La Villa's selected instructors is pursuing a Master of Science in Mathematics with the intent of teaching College Algebra. He is on his fourth year teaching.

The English teacher currently holds a Master's in Educational Leadership and has 28 years of teaching experience plus five (5) in administration. He is also pursuing his 18 hour accreditation in English to teach Composition of English Literature.

The third selected educator is a math teacher pursuing her Master of Science in Physics with the intent of teaching dual credit Physics. She is on her fourth year teaching.

New Practices: While teachers are completing their accelerated accrediting program, they will still be working full-time jobs as secondary educators, which could lead to burnout and exhaustion. In order to prevent this from happening, La Villa ISD, in partnership with UTRGV, will implement a Mentorship program. Mentors from the university's Student Services and Career Center will hold monthly meetings with teachers to discuss time and stress management while guiding them towards university resources, such as counseling, if necessary. Mentorship will help La Villa's teachers maintain their motivation and momentum to see their completion of the grant program through to the end.

District Commitment: To ensure that educators will teach college courses upon their satisfaction of meeting credentialing requirements, La Villa ISD will enter contractual partnerships with its two institutions of higher education (UTRGV and STC) and with the educators themselves, assuring the three teachers of their commitment to teaching post-graduation.

District Commitment from Educator: Teachers selected for the program will sign the application's Letter of Educator's Commitment (attachment #5) as required for this grant, which will also serve as the local obligation. Individuals who complete the program will be required to sign an agreement to stay at least two years beyond their accelerated program's completion date.

To further demonstrate the district's commitment, a hiring addendum was created that outlines the roles and responsibilities of both the district and its selected teachers with a commitment to retain them through summer 2025. Once awarded, the district will conduct a Grant Orientation and collect sign-in sheets of Dual Faculty Expansion of College and Career Readiness School Models (CCRSM) expectations for this grant.

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 district will utilize grant funds to pay for the following:

Personnel - \$7,580

Grant funds will be utilized for direct payment to the grant program's Project Coordinator equaling 10% of the total direct amount (\$75,800) in grant funds requested. The total allocated for the Project Coordinator is thus \$7,580.

Professional Contract Services - \$61,500

Funds will be used for direct payments to institutions of higher education paid on behalf of the district to advance their employees' education. 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. Since La Villa ISD is paying for the educators' tuition up front, it will be the district who receives the disbursement from grant funds once teachers successfully complete the program and the grant period ends.

Supplies and Materials - \$10,400

Expenses eligible for reimbursement include books, supplies, and materials related to the teacher's courses. Books and materials will be available either at the university or online for purchase.

Other Operating costs - \$3,900

UTRGV is located only 30 minutes away from La Villa's high school campus; therefore, limited travel funds have been allocated for the three teachers. In addition, the district allocated funds for reimbursement to teachers for expenses associated with enrollment into the university program (e.g., GRE exams).

Anticipated risks: The district may anticipate risks for this project and plan to make adjustments over the course of the grant period. The most significant foreseeable risk is of a teacher deciding to drop the program during the grant period, and for that reason, La Villa ISD entered its contractual partnerships with its selected teachers, who were required to sign the application's Letter of Educator's Commitment (attachment #5). The form also serves as the local obligation. Individuals who complete the program will be required to sign an agreement to stay at least two years beyond their accelerated program's completion date. La Villa ISD also created a hiring addendum outlining the roles and responsibilities of both the district and its selected teachers with a commitment to retain them through summer 2025.

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