



**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](mailto: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?

BCHS Administration collaborates with Wharton County Junior College each semester to review the current student cohort success rate and monitor student progress. Each Fall, the WCJC Dual Credit Coordinator, BCHS Early College High School Facilitator, BCHS Early College High School Counselor, Campus Principal and Assistant Superintendent for Curriculum and Instruction collaborate on any needed changes to the Memorandum of Understanding and any changes/additions needed to the Course Crosswalk and/or needed additions to course programming options based on student updated 4 year high school plans and post secondary plans.

Course planning for each academic year start in the Fall of preceding year so that WCJC can allocate needed faculty and/or plan for BCHS faculty to teach needed courses, and/or plan for online courses with possible synchronous components. Currently, BCHS and WCJC offer the following programs and/or certifications: Core Complete, Associates Degree (General Studies), Process Technology, Manufacturing Technology, and Certificate in Health Information Systems.

In the past, BCHS has struggled to provide necessary Math and Science courses. Although BCHS has had our own Dual Credit Certified personnel in Math and Science, those individuals have recently retired and WCJC has not had in person instructors available for BCHS Dual Credit Students. Therefore, BCHS and WCJC did offer online courses in the areas of Math and Science with BCHS providing a Math/Science staff member who served as a facilitator for these online courses, but this staff member was not certified to teach the dual course. Our trend data reflects that students perform better in core content courses when taught in an in person format. Because WCJC cannot provide an in person instructor for these 2 core content areas, this is our highest area of need at BCHS. Four year plans and post secondary plans for our students reflect high need for Math and Science courses, for careers in Engineering and various Health Sciences fields of study.

Currently, BCHS will have 2 ECHS cohorts for Fall 2021 (9th and 10th grade) with a total of 35 ECHS students. Long range planning, BCHS hopes to add 20-25 students each year to the ECHS cohorts eventually serving 100-150 ECHS students by Fall 2023. However, BCHS also currently serves an additional 150 students in Dual Credit classes (Grade 9-12) who are not part of the ECHS program.

**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?

University of Houston-Victoria will be the partner institution that provides the graduate level instruction to participating BCHS educators. An initial coordination meeting has already been held to outline possible degree pathways for Cohorts in M.Ed. Curriculum and Instruction and/or M. Ed. Post Secondary Education. There has also been coordination to provide degree pathways for those staff who already possess an M. Ed. in Administration and Supervision who may only need to add the 18 hours of Core Content graduate Coursework. Two cohorts would be developed: Cohort #1: needing the full M.Ed program with 18 graduate hours and Cohort #2 who already possess the M.Ed. who only need the 18 graduate hours of content courses.

In order to meet the scheduling needs of BCHS staff, UH-V can provide all coursework 100% online. Upon grant approval, BCHS would collaborate with UH-V to map out course sequences that would maximize enrollment in classes and participants would benefit from the "Cohort" experience, taking classes together in the same sequence, as much as possible. Both Cohorts would begin in Summer of 2021 with content courses first. This would allow Cohort #2 to complete needed content coursework with possible certification completed by Fall 2022. Cohort #1 would continue their coursework with possible certification completed by May 2023. Two cohorts would allow for continued certification of educators and eventually allow for expanded course offerings and maximum master schedule flexibility.

**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?

Wharton County Junior College is the Dual Credit Provider that BCHS currently has an Memorandum of Understanding with. WCJC collaborates with BCHS throughout the year on a regular basis in ECHS Leadership Meetings and CCRSM Meetings with our ECHS Coach from CCRSM. Additionally, WCJC meets with the BCHS ECHS Facilitators, ECHS Coordinator, and ECHS Counselor on a regular basis to monitor student progress, meet with students to develop and ammend 4 year plans, and develop post secondary plans that transfer into the 4 year degree for students.

Currently, BCHS has 2 staff members that meet credentialing requirements for English, History, and therefore, WCJC has worked with BCHS so that they can serve as adjunct instructors on the BCHS campus and provide in person dual credit coursework for our BCHS students. The coordination between BCHS staff and WCJC has been seamless and they continue to receive professional development and coordination support from WCJC.

BCHS staff, WCJC Dual Credit Coordinator, and UHV will coordinate to develop degree plans for individuals in Cohort 1 and Cohort 2 pursuing the necessary credentials for Math and Science. Any allowable course justifications for prior coursework completed at the graduate level, will be assessed by WCJC and UHV. WCJC, the dual credit provider will review the course list provided by UHV to outline accepted courses for Dual Credit Certification in the highest need areas for BCHS: Advanced Math courses, Biology, Chemistry, and Anatomy/Physiology.

**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.

By implementing 2 Cohorts of participants, BCHS will be able to meet immediate needs of students with the first cohort being credentialed by Fall 2022. We will also be able to sustain these efforts and meet an increasing demand for Dual Credit courses as we expand our student enrollment in ECHS over the next two years, with Cohort #2, as they will be credentialed in May 2023.

BCHS collaborated with WCJC over the past two years to equip BCHS Science lab with necessary equipment, models, and supplies for Dual Credit Biology. Over the next two years, we will collaborate with WCJC to equip the labs with necessary equipment, models, and supplies for Dual Credit Anatomy and Physiology and Dual Credit Chemistry.

Additional programming options will also be available as BCHS student enrollment increases, for BCHS Dual Credit certified staff to teach the dual credit courses on the WCJC/STP Bay City campus. At this campus, there is currently a Chemistry lab that meets dual credit standards. Additional classroom space is available also for math courses. As BCHS expands upper level math class offerings, courses will be offered by BCHS staff at the WCJC/STP Bay City campus so that BCISD does not exceed the 30 hour offering limit on BCISD campus. (If BCISD offers more than 30 hours in person on campus, WCJC must designate our campus as a satellite campus. However, by offering some of these courses at the WCJC/STP Bay City campus, we can increase math and science offerings and not exceed the 30 hour limit) In this instance, BCISD will provide bus transportation to ECHS and dual credit students needing to take courses offered at WCJC/STP Bay City Campus, taught by BCISD staff.

Estimated cost for 60 hour M.Ed is \$28,000 at UHV with added costs of supplies, GRE, books, substitutes for academic tutoring - total cost is estimated at \$36,000. This CCRSM grant would provide \$25,000 per applicant - the remaining costs would be provided by the district for each applicant in Cohort #2, requiring full M. Ed (60 hours). For Cohort #1, those applicants needing 30 hours, BCISD seeks grant funding of \$18,000 for 30 hours tuition/books/substitutes/GRE expenses.

**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?

1. A staff wide announcement regarding dual credit certification grant opportunity was made to all BCHS staff.
2. Informational meetings were held during core department meetings in which all core staff were present. A question and answer session was also facilitated during these meetings by the campus principal and academic dean.
3. Human Resource department provided a list of current employees with M.Ed. degree to campus principal and individual meetings were held with individuals who currently possess a M. Ed degree who may only need additional 18 hours of graduate content courses.
4. Interested applicants scheduled individual meeting with academic dean and campus principal to review program outline, course transcripts, commitment level, and general program requirements.
5. BCISD has committed to pay for tuition, fees, travel costs for accepted applicants. Grant funds will then be drawn down to reimburse the local funds expended each semester. This process will reduce any financial barriers the applicant may have in paying for tuition and fees at beginning of each semester. Additionally, the district will create a process in which applicants may request a sub 1-2 times per semester, depending on number of courses taken, as approved by campus principal, in order to receive tutorial assistant, attend academic counseling and/or other needed academic supports on campus during the work day at UHV.
6. At the end of each semester, the campus principal, UHV representative, and WCJC representative will meet with each Cohort member to review semester grades, plan coursework for upcoming semester, assess any additional academic supports needed, and submit necessary documentation to BCISD Admin office to justify grant reimbursement.
5. Accepted applicants will sign a promissory agreement with BCISD to continue teaching dual credit courses for BCISD, upon completion of meeting credentialing requirements.

**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 will support the following expenses for Cohort#1 and Cohort #2:

1. Tuition and fees
2. Instructional materials/books etc..
3. Travel (as needed depending on course schedule and/or tutoring, academic support sessions)
4. Substitute costs ( as approved by campus principal for course attendance, lab attendance, academic counseling and/or tutoring sessions)
5. All payments to UHV and other costs will be paid at the beginning of each semester by BCISD. At the end of each semester BCISD will seek reimbursement through draw down of grant funds.

Estimated cost for 60 hour M.Ed is \$28,000 at UHV with added costs of supplies, GRE, books, substitutes for academic tutoring - total cost is estimated at \$36,000. This CCRSM grant would provide \$25,000 per applicant - the remaining costs would be provided by the district for each applicant in Cohort #2, requiring full M. Ed (60 hours). For Cohort #1, those applicants needing 30 hours, BCISD seeks grant funding of \$18,000 for 30 hours tuition/books/substitutes/GRE expenses.

Anticipated risk for this project:

1. Possible failure of coursework: BCISD will closely monitor coursework progress with meetings with Cohort members at end of each semester. Academic counseling and tutoring sessions will be provided by UHV staff as needed and BCISD will provide substitute and time off for Cohort members requiring this service to ensure successful completion of coursework.
2. Academic support provided by UHV, as well as paid substitute and personal leave time (as approved by campus principal) for academic tutoring, support will promote successful completion of coursework and deter educators from dropping out of Cohort.
3. BCISD provides M.Ed. salary stipend for any staff member possessing a Masters degree. This stipend will be applied to any Cohort Member upon completion of their Masters degree, even through the grant program.

**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**