



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):

- 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?

Galveston ISD is dedicated to meeting House Bill 1638: Statewide Dual Credit Goals of implementing purposeful and collaborative outreach to all students and parents, assisting high school students in the successful transition to and acceleration through postsecondary, all dual credit students will receive academic and college readiness advising with access to student support services, and the quality and rigor of dual credit courses will be sufficient to ensure student success in subsequent courses.

As such, Ball High has had an established partnership with Galveston College for over 30 years that currently offers 33 Dual credit courses which mainly include elective areas. The few core courses offered in the dual credit capacity are currently overloaded and the course request sheets demonstrate a growth increase for dual credit core area courses. There has been a continued growth in parent and student interest in dual credit courses. Based on our numbers, we have established, documented need for expansion of dual credit courses offered thus a need for dual credit faculty need.

Our campuses pathways are outlined to parents and students in meetings, the course guide handbook, and when meeting with counselors. Counselors have established each pathway that include dual credit offerings and certification opportunities to ensure student ' s success and alignment to their personalized sequence.

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?

Galveston ISD has established a partnership with the University of Houston Clear Lake to design an accelerated credentialing program. A team, composed of the Director for the STEM Program at Ball High School, the high school principal, and the District ' s CTE Director conducted a needs assessment to identify courses that high school students needed in order to be prepared to meet the state ' s standards for college and career readiness. After determining the need, the team then engaged the University of Houston Clear Lake Director for Professional Development to review the course options available for credentialing teachers at the University. The UHCL Director of Professional Development collaborated with several deans of departments to prepare credentialing programs. This process will be part of the program design. A team consisting of the program stakeholders (STEM Director, CTE Director, the high school principal and representatives from University of Houston and Galveston College) will meet twice a year to explore additional credentialing options for teachers, review the progress of the participants to determine what adjustments need to be made regarding teacher access to the program and the support teachers need for completing the program.

The district has communicated with the UHCL and Galveston College of its needs to expand the dual credit program so that students can graduate with an associate ' s degree or a certification that allows them to pursue promising careers. Both entities have committed their support to building a successful program for aspiring dual credit teachers and high school students. The launching of the program requires representatives from the district and the college to meet bi-monthly to clarify expectations and define progress measures for the individualized accelerated plans for upcoming academic semesters for participating teachers. For the 2021-2022 school year, four teachers are expected to complete the 18 hours making them eligible to become dual credit teachers by the fall of 2022 . These teachers will be supported by both the university and Ball High. In addition, eight teachers are expected to graduate with a master ' s degree in their respective subject areas in 2023.

The UHCL Director of Professional Development will ensure that teachers have access to all course materials needed for each degree plan. UHCL will work with Ball High in identifying additional campus staff interested in expanding their education and establish a recruiting pipeline for teachers to explore with a university advisor.

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?

Galveston College is the provider that will hire the newly credentialed teachers to join the college ' s educational staff, as a dual credit teacher at Ball High School. Once the selected teachers have been accepted into a university ' s master ' s degree program or non-degreed 18 hours in their selected subject area, Galveston College will provide the applicants with classes that they are eligible to teach based on their content area. Throughout the applicants ' enrollment period, they will maintain communication with the provider, Galveston College, and the Director of Educational Services to ensure all courses selected for enrollment meet the requirements set forth to teach the selected dual credit courses.

Upon completion of the applicant ' s degree plan, the selected teachers will be required to fulfill and follow all hiring guidelines with applying for the position, meeting with the Dean for the interview process, provide a verification of identity and employment with GISD as a teacher of record, and meet the minimum of 18 graduate semester hours in the teaching discipline and hold a master ' s degree, or hold a minimum of a master ' s degree in the discipline. Those interested in pursuing science disciplines will be required to undergo a full review of the graduate course taken to determine the area of science applicable to the course content areas.

Galveston College will provide the applicants with direction, timelines, and deadlines for required documents for the hiring process. Once the selected teachers have met the requirements and Galveston College has processed the paperwork to determine hiring eligibility, the provider will communicate with the applicant and Ball High School on the applicant ' s status as a member of the college staff. The applicant will complete all new professor training, requirements, and credentialing to officially become a staff member. Galveston College ' s role will be to post classes in the scheduling component, maintain classes during semester in LMS component, post grades to GC transcript, provide the instructor with stipends based on case load, and maintain relationships concerning FERPA.

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.

Galveston Independent School District has maintained a relationship with the local community college, Galveston College for 30 years. The Vice President of Instruction at Galveston College works closely with the High School Principal and the Director for CTE to expand course offerings based on student need and demand. For 2021-2022, Ball High will continue to work with GC to maintain current opportunities and implement new courses such as Chemistry 1 and 2.

The Expansion of Dual Credit Faculty For CCRSM Grant allows us to prepare more teachers who will serve the college and the high school. The newly credentialed staff will ensure sustainability of the expanded course opportunities for students to complete core and elective courses in preparation for higher education institutions. Over 20 plus years, Ball High School in collaboration with Galveston College has had a minimum of two dual teachers. The Leadership team at Ball High School as part of its strategic planning committed to every student graduating with 12 or more college hours and a career certification. In order to meet that goal, Ball High School leaders collaborated with Galveston College and provided them with eight additional to offer core complete components. In 2018, Ball High school served 916 students with dual credit, 40% of the school population. Ball Hlgh has had an established T STEM Academy since 2008 and designated with TEA since 2012. We have continued to build capacity with expanding our teachers and opportunities through community partnerships for students to excel in the areas of science, technology, engineering, and math. We continue to hold the T STEM designation. These accomplishments reinforce our commitment to sustainability as evidenced by years of success. For the past three years, Ball Hlgh School has maintained 40% of its population with dual credit course offerings and offered free TSIA2 testing for all students every Tuesday and Thursday as students register to begin earning credit sophomore and/or junior year. This assists with giving students opportunities to take the exam around their schedule. Also, English 2 and Algebra 2 teachers have had professional development over the Shmoop and Accuplacer resources to embed TSIA2 prep curriculum within the course. With this grant, we will be able to expand more opportunities for dual credit and increase our dual credit population by at least 10%, as well as, add two additional associate degree options for students.

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?

Ball High's leadership team, STEM director, CTE director and campus principal, evaluated the current courses offered, teachers instructing each course, and the current needs and embedded future needs for our students. With the growing demand of dual credit courses, Ball High realized that the focus of needs must cover the core complete components to allow students the opportunity to earn at least 42 transferable course credit hours to any Texas public university. Eligible teachers in the areas of need were given the information. Teachers expressed their interest and notified the team. The leadership team will continue to support our teachers through this program by making bi-weekly check-ins, ensuring each person receives two conference periods, and additional supports based on individual needs. The selected teachers have always represented the campus beyond the basic expectations and fulfilled all programs such as ESL preparation courses, GT training, AP training, team leads. As team leads, they have mastered the curriculum with their teams and through PLCs transformed the culture and expectations for teachers and students in a positive direction. They assist with implementing instructional strategies and pair with data to monitor student progress. The school district will develop a plan to incentivize the teachers to continue teaching for at least 2 years upon completion of master's degree or hours.

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.

With the allotted \$200,000, the Leadership team calculated that eleven Ball High School teachers will be able to expand their educational credentials to teach dual credit courses. Seven teachers will obtain a master ' s degree which is estimated at \$20,000 with tuition, books, and fees for each person; three teachers will complete 18 hours which is estimated at \$10,000 each with tuition, books, and fees; and one teacher currently enrolled in a program will benefit from an estimated \$18,000 to complete the remainder of the program. We will use the \$12,000 for a director, administrative assistant, and financial director stipend.

Galveston ISD will follow the purchasing process by local board policy for the disbursement of monies after the successful completion of each term. Teachers will submit their receipts and grades to the STEM Director who will in turn submit the necessary documents to the Business Office for reimbursement.

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

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