



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?

Bob Hope Schools has recently been granted an Early College High School award by the Texas Education Agency. As an ECHS school, Bob Hope High School will build on the existing dual-credit program and provide at-risk and economically disadvantaged students with an expanded academic program beyond the current technical offerings, thereby giving underrepresented students a greater chance for postsecondary academic and economic success. Bob Hope will supplement its existing dual-credit components and partnerships; systematically create and implement all required ECHS activities, products, and design elements; and expand academic and social-emotional support services to help students earn 60 hours of rigorous college credits and an AA in 4-5 years.

Expanding the dual-credit faculty is necessary in order to accomplish this. As the ECHS program grows and more students enroll in a wider variety of courses, Bob Hope needs increase the number of high school educators credentialed to teach dual-credit courses in a variety of content areas at its high school campus and at Lamar State College-Port Arthur (LSC-PA). This Expansion of Dual Credit Faculty for CCRSM will create a pipeline of well-prepared faculty members, thus allowing the program to grow as enrollment grows.

To determine the dual-credit faculty needs for this grant, the ECHS Leadership Team--composed of CEO Dr. Bobby Lopez (consulting with representatives from LSC-PA and Lamar University), the Bob Hope High School Campus Director (Principal), the Chief Financial Officer, and the Chief of Schools--reviewed the credentials of the current faculty, presented the opportunity of this grant to the staff of Bob Hope secondary schools, and solicited interest from staff who are committed to earning the hours needed for a Master's degree and/or additional college credits needed to qualify as dual-credit faculty in their content area. Six secondary school faculty members have committed to participating in this opportunity. Please see Attachments 4 and 5 for more information.

Each year, the ECHS Leadership Team will review staffing needs with the intention of identifying 1) which content areas or courses are in high demand and need new or additional faculty; 2) which ECHS and/or general education faculty members are candidates for new or additional dual-credit roles; and 3) what additional hours or credentials are needed to certify their position in those roles. This annual review of the teacher qualification processes, instructor availability, and course offerings is prescribed in Benchmark #2: Partnership Agreement (articulating joint practices; sharing data sharing regarding teacher qualifications) and even more specifically mandated in Benchmark #6: School Design (ECHS teachers must meet faculty requirements set by the regional accrediting association; the ECHS must implement an annual professional development plan; and ECHS faculty must have opportunities for extensive training and support). As long as Bob Hope is progressing according to the ECHS Blueprint and Roadmap, this annual review system will ensure each ECHS cohort is offered a sequence of coursework that will lead to a postsecondary credential and will have the faculty in place to do so.

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?

Bob Hope Schools will partner with Lamar State College-Port Arthur (LSC-PA) and Lamar University for the ECHS dual-credit program and for this Expansion of Dual Credit Faculty for CCRSM grant opportunity. Having already expanded its dual-credit partnerships beyond LSC-PA to include the 4-year IHE, Lamar University, Bob Hope Schools will work with university leaders to facilitate an accelerated credentialing program for faculty who are committing to this initiative and will pursue graduate-level instruction to complete the requirements for the position they desire. The CEO will own the relationships with the IHE partners, will ensure that any new or expanded MOUs align with the Roadmap and Blueprint for ECHS campuses, and will (through oversight of the ECHS Project Manager) assume ultimate responsibility for the achievement of all Benchmarks and Outcomes-based Measures for ECHS designation and this faculty expansion project.

Further, Bob Hope Schools will manage the budget for this grant, ensure all enrolled faculty have the information they need to achieve success with their degree/credentialing plans, and consult with LSC-PA to identify a pipeline of faculty for the ECHS/dual-credit program.

Lamar University will facilitate enrollment of identified faculty into courses according to their degree/credentialing plans, report expenses and credit hours earned to Bob Hope Schools (in accordance with applicable privacy policies), and participate on the ECHS Leadership Team, advising Bob Hope Schools and shaping the program so as to achieve all measurable goals and benchmarks on time and within budget.

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?

The dual-credit provider that will hire educators who have successfully completed their programs is Lamar State College-Port Arthur (LSC-PA).

Bob Hope Schools will collaborate with LSC-PA as outlined in the applicable MOU and in the original ECHS grant application approved by TEA. This includes the provision that a representative from both LSC-PA and Lamar University will participate on the ECHS Leadership Team and will advise the Leadership Team on strategic vision-setting as the high school moves through the ECHS designation process. Additionally, each IHE will expand any existing MOU to satisfy ECHS requirements and the requirements of this 2021-2023 Expansion of Dual Credit Faculty for CCRSM grant initiative.

The ECHS Leadership Team will meet monthly throughout the project period to further clarify and develop members' roles and responsibilities; review the partnering IHEs' MOUs and revise annually as necessary; review formative qualitative and qualitative project data; monitor progress toward outcome-based measures; establish and implement related accountability reporting to stakeholders; monitor progress on meeting the timeline and producing the products required for a strong Blueprint; discuss/create structures, policies, and/or procedures regarding curriculum development, staffing, professional development, teacher recruitment and enrollment, outreach, and program sustainability; and guide mid-course corrections and improvement as needed. Meetings will alternate between Bob Hope School and the IHE campuses.

Clear, regular, and ongoing communication between Bob Hope Schools and the IHEs will ensure that the courses taken by the enrolled educator(s) will meet the accrediting standards (ex: Southern Association of Colleges and Schools) of the hiring dual credit provider.

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.

To sustain these efforts and results beyond the life of this grant opportunity, Bob Hope Schools will provide financial support for future employees who want to complete their Master's degree and/or related credentials through the following:

- Reapply to TEA for Grow Your Own funding, should that opportunity be available in subsequent years;
- Allocate a portion of Bob Hope Schools' (district) budget funds to build on the success of the granted program; and
- Deploy and refine a revised pay scale that provides higher salaries for certified, credentialed teachers, thereby providing an incentive for additional educators to participate in future grant programs and/or self-fund their own studies to achieve dual-credit degrees and credentials.

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?

IDENTIFICATION AND RECRUITMENT

The Bob Hope High School Campus Director presented the degree/credentialing opportunity to all existing middle and high school staff in order to determine who was interested in becoming credentialed to teach dual-credit courses and able to make the necessary commitments to complete required coursework. Interested teachers who qualified for the program self-nominated and completed the Letter of Commitment (Attachment 5).

NEW PRACTICES

New practices that will be put into place to support teachers' completion of the accelerated credentialing program include:

- Bob Hope Schools CEO will oversee coordination and communication with IHE partners for this project;
- Project Manager will validate the Participation Roster and submit changes to TEA as applicable; facilitate communication with partnering IHEs; complete grant disbursements to participating educators as indicated on page 6; submit reports on costs incurred and goals/objectives achieved to TEA each term; validate successful completion for each course term by the participating educator; and
- Bob Hope Schools has proposed a new pay scale designed to incentivize teachers to attain higher levels of education and additional credentials and to remain employed at the charter. This is a key feature of the sustainability plan for this initiative as well.

COMMITMENT TO PARTICIPATING EDUCATORS

To ensure that participating educators will be able to teach college courses upon satisfaction of meeting credentialing requirements, Bob Hope Schools will:

- Support their tuition and fees, books and materials, and program-related travel (reimbursement with grant funds);
- Provide a Project Manager to hold fiscal and management responsibility for the grant's success and serve as the point of contact for all partners (including TEA) during the life of the grant; facilitate course registration as appropriate/needed; and complete grant disbursements;
- Support their successful program completion at all levels of the organization, including flexibility to attend classes and fulfill their requirements in the grant;
- Coordinate dual-credit programming with Lamar State College-Port Arthur to facilitate hiring of qualified teachers once their program is complete; and
- Assign participating teachers to teach the dual-credit course(s) for which they are most qualified.

* All participating teachers will be afforded the opportunity to complete the program if educators are unable to complete the necessary coursework within the grant window. A signed and dated memorandum of understanding (MOU) with the dual-credit provider will be publicly posted by August 15, 2021 as per grant requirements.

COMMITMENT FROM PARTICIPATING EDUCATORS

To ensure that participating educators will continue to serve the CCRSM beyond the grant period to teach college-level courses, participating educators will:

- Complete the program as designed within the grant funding period;
- Continue the program at their own expense if degree/credentialing requirements have not been met;
- Teach at Bob Hope Schools for two years after meeting their degree/credentialing requirements;
- Apply to the hiring IHE for employment as a dual-credit faculty member.

* Educators who leave Bob Hope Schools before their commitment is complete will be required to pay back all fees/tuition previously disbursed.

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 for this program allots a maximum of \$25,000 for reimbursement per educator for expenses related to tuition, fees, and travel during the life of the grant (\$150,000 maximum total request). All expenses will support the purpose of the 2021-2023 Expansion of Dual Credit Faculty for CCRSM grant program, which is to increase the number of high school educators credentialed to teach academic dual credit courses at Bob Hope High School, an ECHS/CCRSM campus.

Bob Hope Schools has identified six faculty members who are interested in and will commit to completing their Master's degree and/or dual-credit credential as indicated in Attachments 4 and 5.

The \$150,000 TOTAL AMOUNT REQUESTED will cover the following items:

- Reimbursement to six educators for instructional expenses, including college course tuition & fees: \$94,000
- Reimbursement to educators for books, supplies, materials: \$12,000
- Reimbursement to educators for expenses associated with enrollment into the university program (e.g., GRE exams): \$12,000
- Reimbursement to educators for in-state travel costs (including hotel, airfare, car rental, following state per diem) associated with the instruction received: \$10,500
- Direct payment to IHE partner(s) on behalf of advancing Bob Hope Schools' employees' education: \$15,000
- Direct costs associated with implementation and growth of dual credit course offerings (stipend/direct administrative cost) for Project Manager: \$6,500 (4.3% of the total amount requested)

MATCHING FUNDS totaling \$15,000 include the following items:

- Bob Hope Schools-owned laptop computers and Internet hotspots, issued to faculty for work-related activities, including degree-attainment and credentialing: \$9,000
- Printing/copying expenses for CCRSM-related coursework (allowed and absorbed by Bob Hope Schools); \$6,000

DISBURSEMENT PLANS for expenses incurred by the educators participating in this program will be handled by the grant-funded Project Manager and entail the following:

- Participating teachers sign individual employment agreements that detail 1) The roles and responsibilities of both parties; 2) Expectations for each educator's reimbursement of the cost of instruction, or LEA's direct payment of expenses associated with tuition and fees; 3) Expectation that the educator must show proof that they received a 75% or higher in each course
- Project Manager verifies the costs of items/activities allowable for reimbursement PRIOR TO faculty incurring those costs;
- Project Manager verifies teacher enrollment in related activities (coursework, exam preparation, exam fees, etc.);
- Project Manager verifies employment agreement has been satisfied for each semester for which the teacher is requesting reimbursement;
- Project Manager facilitates timely reimbursement to the teacher.

Teachers not fulfilling their 2-year commitment to teach dual-credit or other coursework at Bob Hope Schools will be required to pay back the full amount disbursed.

ANTICIPATED RISKS for this project include increases in costs for budgeted items; failure of enrolled teachers to complete their coursework or related commitments on schedule; failure of enrolled teachers to achieve the target result (ex: a score of 75% or higher in each course); teacher attrition (dropping out of the program); changes in the dual-credit course catalog; changes in the need for dual-credit instructors at Bob Hope Schools; and a lack of sufficient openings at the hiring college to absorb the number of teachers earning their Master's degree and/or credentials.

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