



**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 **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):

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

Based on the course requirements in the crosswalks, current DC adjunct faculty were identified so we could then see areas of need across the district. The areas of need identified were in math and social and behavioral sciences. These courses are required in order to satisfy all requirements for each crosswalk but the ISD does not currently have the staff to teach the courses. The goal for the district is to increase the number of dual credit adjunct faculty that can teach courses within the district to help grow our dual credit program as well as to help with scheduling courses and reduce travel time to and from the IHE's.

CCRSM crosswalks have been created in collaboration with our IHE partners and all crosswalks align with a postsecondary credential. Counselors will schedule students in each CCRSM cohort into the appropriate courses each semester based on the courses identified in the CCRSM crosswalks. Due to the number of college courses required across the four years in high school, there is little room for variation among student schedules. Parents and students are made aware of this prior to beginning all coursework in high school and make a commitment to successfully completing all coursework in order to earn a postsecondary credential.

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?

Texas A&M University in San Antonio has been a longstanding partner with Southwest ISD in collaborating and designing accelerated credentialing programs and will be able to support the needs of the SWISD in order to provide graduate level instruction to our educators. SWISD will coordinate with TAMUSA to review the criteria of the grant to ensure all benchmarks are met and build a program that meets the needs of each program and form a committee of both SWISD and TAMUSA leaders consisting of Business and Finance, Human Resources, and Curriculum and Instruction to design the accelerated credentialing program. Action steps that will be taken include meeting dates, recruitment plan, and progress monitoring to ensure successful completion of the program. The university's roles and responsibilities will include, publish information regarding credentialing programs offered, offering informational meetings for prospective teacher applicants, and establish registration timeline and outline of programs. SWISD plans to continue the partnership in future years to build and expand the number of credentialed educators in our system.

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?

SWISD currently collaborates with St. Philip's College, Palo Alto College, and San Antonio College for the ECHS programs at Southwest Legacy High School and Southwest High School. SWISD will collaborate with these same IHE Partners to create an articulation agreement to outline the roles and responsibilities of both parties. Items to be included in the articulation agreement are eligibility, eligible courses, training and supporting instructors, transfer agreements, student eligibility, location of class, student composition of class, faculty selection, supervision, and evaluation. Course curriculum, instruction, grading, academic policies, student support services, transcribing of credit, and funding.

The dual credit providers will evaluate instructors of dual credit courses using the same or comparable procedures used for faculty at the main campus of the college, ensuring that a dual credit course and the corresponding course offered at the main campus of the college are equivalent with respect to the curriculum/materials/instruction. The candidate will meet with the chair who oversees the candidate's discipline. The chair will review the list of graduate courses to be taken in order to confirm that those courses meet the academic requirements for teaching freshman and sophomore level courses offered by the college in that discipline. The list of proposed graduate courses will also be reviewed by the relevant dean and the VPAS. The chair will also conduct an interview of the candidate, which may include a teaching demonstration.

With approval of the chair, dean, and VPAS, provided the candidate meets all requirements for hire by the Alamo Colleges (including minimal requirements of the Southern Association of Colleges and Schools), the candidate will be assured approval as an adjunct for the college upon successful completion of the approved graduate courses. Assignment to a dual credit course is dependent upon institutional need and clear and ongoing demonstration of competence in the classroom and capable discharge of all adjunct responsibilities.

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.

The district sustainability plan will be created and monitored by a leadership team which will include district and campus leaders and dual credit/instructional leaders from the three dual credit providers. The team will be responsible for the following action items during the grant period to create sustainability of the program beyond the life of the grant: Review and analyze constant feedback from participating educators through surveys and face to face meetings/interviews; recruit potential educators who may be interested in earning their master's degree or encourage those who already have a master's degree to complete the eighteen hours of graduate coursework required to teach dual credit courses; Maintain a strong relationship with TAMUSA in regards to continuing to provide graduate level instruction to participating educators; Develop and maintain a strong relationship with the three dual credit providers Palo Alto Community College, St. Phillips Community College, and San Antonio College; Research for other grant opportunities at the federal, state and local levels; Create opportunities for buy-in from all stakeholders.

The district's ability to leverage resources with our Early College High School programs and current post secondary partnerships will ensure the sustainability of the program. District senior leadership and the school boards buy-in testify to the commitment to sustain the program.

In addition to leadership support, teacher mentors will be utilized to coach and support participants in the program. When possible, teachers in the program and their mentors will be given the opportunity to engage in a professional learning community together.

SWISD will continue to build upon the success of this program and expand college level course offerings with our Early College High School programs. The district's ECHS programs begin during the 2021-2022 school year and will require specific college level courses during the students junior and senior year. Having an ECHS program will ensure the expansion of our dual credit course offerings.

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?

Areas of need have been identified based on the CCRSM crosswalks. These are specific courses that are required for students to earn their degree/certification but the ISD does not currently have a dual credit teacher approved to teach the course or the current dual credit teacher has plans to retire within the next two years. Each high school campus then recruited teachers in the high need areas.

The high school campuses will each have a point of contact to assist teachers with any questions and support them as they enroll and complete the program. This person will check in with teachers on a regular basis to ensure they are enrolled in the appropriate courses each semester through completion of the program.

SWISD will assist the teachers by covering tuition, fees and books up front and then seek reimbursement from TEA upon successful completion of each course. This process will relieve any financial burden from the teachers completing the program.

As an incentive to teach dual credit, all dual credit teachers in Southwest ISD receive a stipend for each section of dual credit they teach every semester.

A letter of commitment will be added to the teacher contract each year. The commitment letter will include a post-completion commitment from each teacher to serve a minimum of 4 years as a dual credit teacher in their respective content area.

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 increase of SWISD high school educators credentialed to teach academic dual credit courses at Southwest High School Early College High School, Southwest Legacy Early College High School and CAST STEM High School TSTEM. In order to support the need and goals of the grant, direct payments will be made to Texas A & M University at San Antonio so the out of pocket cost of tuition and instructional materials such as fees associated with books, supplies, or materials will not be a barrier for the participating educators in earning their credentials to teach at St. Philip's College, Palo Alto College and San Antonio College. The disbursement plan for expenses incurred by the educators is for SWISD to pay for the educator's tuition directly to the IHE so there is not a financial burden on the educator to pay up front and wait for reimbursement. The anticipated risks for the project are the possibility of an educator not passing all courses or an educator leaving the district before the end of the commitment. If an educator fails a course, they will be responsible for paying the tuition to retake the course. To help with success in the graduate level courses, SWISD will work with TAMUSA to cohort the educators into courses to help build a support system. Each high school has a point of contact that will also continue to check on educators going through the program so will be aware of any potential risks based on continual communication. If any additional risks arise, adjustments will be made.

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