



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 [REDACTED]

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): [REDACTED]

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?

Socorro ISD currently has nine CCRSMs located within six comprehensive high schools and one standalone ECHS. Our most apparent need is in the lack of dual credit credentialed instructors in psychology, biology, and chemistry. We currently have four dual credit biology instructors, one dual credit chemistry instructor (who will be retiring this summer) and no dual credit psychology instructors. Yet we have 197 CCRSM students enrolled in the Associate of Science - Biology program requiring both dual credit chemistry and dual credit biology. We have 1172 CCRSM students enrolled in an Associate of Arts - Multidisciplinary program and 304 in an Associate of Science - Multidisciplinary program which both require dual credit psychology. Cohorts established with our IHE collaborators Grand Canyon University and the University of Texas El Paso will enable us to meet our goal of providing dual credit instructors in these disciplines in each of our CCRSMs by June 2023.

In order to identify and ensure availability of appropriate dual credit credentialed staff in subsequent years, we will identify trends among the following data points:

1. Dual credit student enrollment - A review of dual credit course enrollment will be completed annually prior to the start of the Fall semester to determine which courses have the highest enrollment and the number of courses and sections where an IHE instructor is still needed.
2. Endorsements, program of studies, declared majors annual review -The number of students indicating interest in each endorsement pathway where dual credit coursework is required.

Systems put in place to ensure all CCRSM cohorts are offered a sequence of coursework which will lead to a postsecondary credential include:

1. Master's Degree plans from our IHE collaborators are approved by the appropriate El Paso Community College Dean as meeting criteria for SACS credentialing;
2. Orientation with the University of Texas El Paso Master's in Education Dual Credit Program Director/Advisor;
3. Departmental advising for selection of approved courses for credentialing;
4. A Grand Canyon University El Paso-based advisor will enroll and support cohort students in a pre-defined/approved degree plan for Biology and Chemistry. This advisor will meet with students at the conclusion of each course; and
5. Socorro ISD will require teacher agreements, signed degree plans with completion dates, and submission of schedule and grades every semester. These systems will be sustained after this grant has concluded.

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?

The University of Texas at El Paso (UTEP) and Grand Canyon University (GCU) will provide graduate level instruction to Socorro ISD participating educators, based on Attachment 2: Letter of Instructional Assurances with each educator. UTEP will:

1. Establish a Masters in Curriculum and Instruction Dual Credit that consists of 18 core content hours and 12 hours of graduate level education pedagogy course work. UTEP will provide appropriate coursework in Liberal Arts and Math disciplines.
2. The program will be designed to be completed in 1.5 to 2.0 years. Students may enroll at the beginning of any semester with expedited UTEP application processing. For grant purposes, all educators will be enrolled in the graduate cohort by Fall 2021.
3. The semester prior to graduation, unofficial transcripts will be reviewed by our hiring higher education partner, El Paso Community College, to ensure criteria is met for SACS credentialing.
4. Education courses will be in a hybrid format and will meet at Socorro ISD district facilities convenient for the attending educators.
5. Core content courses will be online or face-to-face at UTEP.
6. Additional degree plans will be created and approved as needed through collaborative effort between UTEP/EPCC/SISD .

Grand Canyon University will provide appropriate coursework for a Masters in Science Education (Biology, Chemistry, Physics). They will provide:

1. Courses that are 4-8 weeks in duration and are taken in a defined order with a cohort of at least eight SISD teachers;
2. A program designed to be completed in 2 years;
4. Provide regular checks with a local GCU advisor assigned to SISD teachers; and
5. Start a new cohort of 8 or more teachers as needed with an expedited application process.

Both university partners have agreed to start an accelerated program when at least 8 (GCU) or 12 (UTEP) SISD teachers will commit to form a cohort of study. SISD will provide initial payment, seek grant funds reimbursement, and track progress aligned to our needs assessment.

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?

El Paso Community College (EPCC) will be the dual credit provider who will hire educators to teach dual credit courses at Socorro ISD's CCRSM campuses. Socorro ISD will collaborate with EPCC as outlined in Attachment 3: Letter of Hiring Assurances from Higher Education Partner.

Degree plans for Socorro ISD CCRSM campus dual credit instructors will be approved by EPCC's academic discipline coordinator and dean in conjunction with our partnering institutions of higher education (University of Texas El Paso and Grand Canyon University) and Socorro ISD's Advanced Academics Coordinator. Transcript checks will occur the semester prior to graduation to ensure correct coursework and all requirements for credentialing are on track.

EPCC, the hiring dual credit provider, will ensure the credentialing process detailed in the instructions found in <https://www.epcc.edu/Academics/DualCredit/Documents/CredentialingProcess.pdf> is followed. Required documents include the application, biographical data form, Dual Credit Faculty Non-Employee Statement of Release, official transcript, and a Letter of Support from the CCRSM campus principal. Socorro ISD will ensure all 2021-2023 Expansion of Dual Credit Faculty for CCRSM instructors complete the required documentation by the stated credentialing deadline.

EPCC shall select, supervise, and evaluate dual credit CCRSM instructors using the same procedures used for EPCC faculty teaching on the main campuses and will maintain the same standards for the evaluation of instructional effectiveness and learning outcomes. The dual credit CCRSM instructors teaching courses which result in the award of concurrent credit must meet the same standards, review, and approval procedures used by the College to select faculty responsible for teaching the same courses at the main campus of the College.

The detailed steps taken to ensure the courses taken by the educator meet the accrediting standards of the hiring dual credit provider are defined in respective MOUs with each partner.

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 Socorro ISD sustainability plan to address capacity challenges includes two primary objectives:

1. Expand dual credit course offerings through the credentialing of additional teachers needed for academic dual credit courses, and
2. Increase the number of students passing the TSI at CCRSM campuses to ensure growth in the percentage of students who are identified as college ready for the purposes of taking college level coursework.

The first objective will be sustained with Socorro ISD District funds used to provide tuition support for up to 20 teachers at any given time, based on needs assessments indicating additional dual credit course offerings/instructors on CCRSM campuses are necessary. In Science specific-discipline areas, we will recruit and hire already credentialed subject matter teachers and pay for Alternative Certification. This will work where a masters pathway does not exist due to limited numbers (for example, Astronomy) or where teachers with degrees in content disciplines are able to pass the core content exam but lack teaching certification.

The second objective to increase the percentage of students identified as college ready will be sustained through intersession and summer bridge camps where week-long TSI test preparation/remediation will occur. Additionally, all CCRSM 9th grade students will be enrolled in an AVID course which will include TSI test preparation. An initial administration of TSI-2 in January, 2021 among 645 CCRSM students resulted in only 7% passing Reading/Writing and 6% passing Math. The goals for TSI-2 Reading/Writing is 70% and 60% in Math (ten times the current pass rates). As we continue to grow the number of students eligible to complete an associate's degree in high school, we will also need to grow the course offerings and number of sections of dual credit offered. This will necessitate a continued increase of credentialed dual credit instructors at our CCRSMs.

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?

Recruitment: An open application process was used to identify teachers interested in obtaining financial support to pursue dual credit credentialing. Application criteria included: 1) Number of years teaching, 2) Teacher of the year nomination or award, 3) Degree(s) earned, and number of graduate hours earned, 4) GPA, 5) SBEC Certification area, 6) Professional Learning/Workshops Presented, 7) Resume/CV, 8) Essay – Please describe why you should be considered for an advanced degree scholarship as part of SISD's dual credit mission, and 9) Signature of current principal. Campus leadership, teacher, and district recommendations were also sought to recruit excellent candidates.

New practices put into place to ensure completion of the graduate coursework and appropriate dual credit credentialing include: 1) new cohorts of at least 8 or 12 students where needed courses will be offered by term, 2) convenient district location used for education courses, 3) monthly cohort "check-ins" with district personnel overseeing the grant, and 4) University academic advisor checkups. MOUs outline payment arrangements and graduate course guidelines. Codifying of degree plans and accelerated credentialing will ensure correct courses are offered in a timely manner that will meet the accelerated program timeline.

Per Grant Program Guidelines, Socorro ISD has committed to educators successfully completing the accelerated credentialing program that they will teach dual credit courses in the high needs area specified during the recruitment phase at the agreed-upon CCRSM campus. Socorro ISD has notified all educators that a B grade (80%) or higher in each course is expected as part of the scholarship program. Socorro ISD will pay all graduate course providers directly for educators in the accelerated program and receive reimbursement from grant funds upon proof of successful course completion each term. Socorro ISD has entered into MOUs with the graduate course providers and the hiring partner (EPCC) to commit to applicants that they will be able to teach college courses after meeting credentialing requirements by June 2023.

Educators agree to: 1) submit necessary documentation for credentialing by the specified deadline set by the hiring provider (EPCC), 2) If currently employed at a middle or elementary school, the educator will take the appropriate SBEC certification test and put in for transfer during the 2021-2022 school year. Each CCRSM campus will collaborate with the Advanced Academics Coordinator and Assistant Superintendent to bring in transfers based on the pre-defined needs assessment. 3) The year following graduation, teachers will be given at least one dual credit section. 4) A three-year commitment to teach dual credit at a SISD CCRSM campus after graduation will be required.

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.

\$20,000 per educator has been budgeted for 20 educators pursuing a master's degree that will allow certification of teaching academic dual credit courses in hard-to-fill areas identified through our needs assessment. The \$20,000 will be used for tuition and fees, books, application fees, GRE fees, and any other necessary materials. The District will pay the universities directly for all standard charges and request grant reimbursement each semester after verified successful course completion. The \$400,000 total will be budgeted under Contractual Services for tuition and fees payments to the universities throughout the 2-year grant duration.

An additional \$1,000 per educator (n=\$20,000) will be budgeted for books and other educator expenses requiring direct reimbursement to educators. \$2,000 under Object Code 6399 General Supplies has been allotted over the duration of the grant for miscellaneous supplies.

The Advanced Academics Coordinator, under the supervision of the High School Assistant Superintendent, will oversee the grant. An external project management provider will be contracted for the 2-year grant at 10% of the total grant award to support the Advanced Academics Coordinator in all phases of the grant roll-out, implementation, annual needs assessments, and performance reporting. The project management provider will ensure the program timeline outlined under the Program Elements of the Program Guidelines are all adhered to. They will ensure written and codified accelerated degree plans and credentialing is verifiable. Educator tracking and assurance of successful completion will also fall under the project management responsibilities. Any gaps will immediately be reported to the Advanced Academics Coordinator. The project management provider will oversee a needs assessment annually to validate progress toward goals and ensure program success. Coordination of summer bridge camps and intersession camps for TSI testing will be supported through the project management team in collaboration with the Advanced Academics Coordinator and all CCRSM campuses. Finally, the project management provider will complete all required performance reports, recommend any needed amendments or educator substitutions, and ensure financial accounts are set up and closed out by Socorro ISD's Financial Services department per the NOGA terms.

The District will receive invoices per the MOUs in place from the universities and pay for all tuition and fees up front so that educators are not disenrolled for non-payment. At the end of the term, each educator will provide appropriate course transcripts to validate course invoices and success in each course, at which point the District will request reimbursement from grant funds. If, for some reason, all educators are unable to complete their degrees and credentialing prior to the grant end date, the District will continue paying tuition and fees to enable the educator to be credentialed and hired as a dual credit instructor at a CCRSM campus when the situation is warranted. The District intends to sustain this effort after the grant ends by continuing to fund up to 20 students in a term as long as need indicates a lack of credentialed dual credit educators at our CCRSM campuses.

Anticipated risks are: 1) educators not all requiring the same number of courses to complete their dual credit masters degree, 2) educators leaving the District or deciding they are unable to complete the accelerated degree program, 3) educators not successfully (B or better) completing every course, 4) coronavirus or other pandemic impacting schedules, 5) educators accepting another opportunity while awaiting the grant announcement, and 6) identification of additional educators who wish to participate in the accelerated dual credit educator program. Adjustments include adding educators who already have masters degrees and could enroll in the 18 graduate level credit hours required for dual credit credentialing, replacing educators with others that can complete in time, adding a new cohort, and modifying course schedules to meet grant goals.

Socorro Independent School District intends to make the necessary adjustments and support the grant during and beyond the two years of 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