



**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):

- 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?

Our ECHS Leadership Team has committed to the goal of having dual credit courses taught by our own faculty and building over the next 3-5 years. This is priority for improvement and an important step toward students leaving high school with an associate ' s degree and/or core complete. Completion of one of these prior to graduation is a strong indicator of post-secondary success for all students. As such, our ECHS Leadership Team has prioritized the recruitment of current faculty in areas of identified need. Beginning with current staff and through attrition, we will recruit new appropriately credentialed faculty based on identified areas. Recruitment has begun for courses taken in the 9th and 10th grades to ensure an early and high success rate amongst all students in their first two years in the program. We believe setting a strong foundation of success in college courses allows students to build the skills to be successful in upper-level courses in 11th and 12th grades.

Working with our HR Department, we were able to determine which current faculty had a master ' s degree in identified content areas. Our team approached each teacher to gauge interest in applying as adjunct faculty with our IHE ECHS partner. Many content areas were satisfied through this process, but some key areas remained. Because of this, we determined recruitment of teachers by specific content was necessary to fill the immediate need and " build the bench " of qualified staff. This would increase flexibility in our master scheduling as more than one teacher could teach at least one section of each course in the fall and spring of each school year. Our hope is that this recruitment strategy will build a collegial atmosphere amongst staff and create adult role models for students. The team will employ targeted recruitment of teachers interested in pursuing a master ' s degree to fill our specific course needs. We invited teachers to learn about a newly developed tuition-reimbursement program designed to fill the gaps in dual credit faculty and " build our bench " so multiple sections of each course could be staffed with our own teachers. The cost of books are also reimbursable.

The selected ECHS courses in the 9th and 10th grades allow all students to enroll through our IHE dual credit partner even prior to passing the TSIA2. Students ' first opportunity to take the TSIA2 is at the end of the 8th grade year in Math. All students in our district take Algebra 1 in 8th grade. Our district purchased a TSI Toolkit to prep all students for passing the TSIA2 in Math prior to high school. A Princeton Review TOT was offered to interested teachers to train others and share the program with students. Half-day boot camps for students currently enrolled in ECHS have boasted great results. Our TSI plan models students to take Math at the end of 8th grade and ELA / Writing at the end of 9th grade. This timeline provides opportunities through flex periods for students to receive assistance in areas of struggle. It also allows for multiple meaningful attempts if needed by students.

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?

San Marcos CISD has selected Texas State University as a partner to assist in our efforts to expand our dual credit faculty. SMCISD will work specifically with the Education Department to develop an accelerated credentialing program. A timeline will be created to provide checkpoints and ensure completion of the development of the program by the end of the fall 2021 semester. Members of our leadership team will meet with the Associate Dean for Educator Preparation and Academic Affairs and The Dean of the College of Education to share ideas for developing a program that either compacts courses currently required in the course of study or offers online options. This could potentially allow teachers already teaching the content in a secondary setting to receive credit for content area courses and/or courses in curriculum & instruction.

SMCISD will:

1. Create a timeline to include check-ins to discuss compacting plans and progress made;
2. Recruit teachers to participate in the program;
3. Commit to growing the ECHS dual credit program.

Texas State University will:

1. Identify those courses at the graduate level that have content overlap with undergraduate courses;
2. Determine which courses can be compacted;
3. Develop with SMCISD a plan to shorten the length of time to receive a master ' s degree from 2 years, to 18 months.

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?

Coastal Bend College (CBC) will continue to serve as our dual credit provider. They agree to hire qualified faculty members as adjunct CBC faculty to provide dual credit instruction for our ECHS students. SMCISD and CBC have collaborated on many projects for our ECHS, i.e. parent nights, student orientations, bridge programs, etc.

CBC will develop and share with SMCISD and Texas State University an approved list of credentialing guidelines needed by SMCISD applicants to qualify as CBC adjunct faculty. The Director of Dual Credit Partnerships will continue to work with the ECHS Leadership Team to develop hiring timelines for staff and assist applicants in navigating the hiring process at CBC.

The College of Education at Texas State University will monitor progress of enrolled district teachers. The 36-hour master's degree requires a minimum of two courses per semester in summer 2021 to spring 2023 in order to complete by June of 2023. Texas State University College of Education staff will work with the SMCISD's senior leadership to meet these assurances.

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.

San Marcos CISD developed a tuition reimbursement program prior to the release of this new grant. Dual credit opportunities are offered to all students as a part of the SMCISD core beliefs. Those who choose not to participate in the ECHS, may still take dual credit courses outside of it.

Reimbursement of tuition for need-identified content areas will continue through our local version of the Expansion of Dual Credit Faculty grant as explained in question #5. Our district has set aside funds to continue to build capacity in our faculty to teach dual credit courses. Reimbursement will be made for grades of 80% or higher in any courses that lead to the credentialing necessary to be hired to teach dual credit courses and books will be provided to participants at no cost. The initial phase is to focus on core content areas, and then plans to expand to CTE courses and possible development of a P-TECH will follow with the right IHE partner.

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?

Master ' s degree lists from our Human Resources Department initiated the search for educators already qualified to teach dual credit. The entire faculty was invited to learn more about an opportunity to pursue a master ' s degree through a selective process with district support. This is a new district opportunity that will be further developed to sustain the program offered through the award of this grant. Educators would be considered for participation based on identified areas of need in our dual credit system. Those educators willing to pursue a course of study to fill that need receive first consideration for program participation. Books would be provided at district cost and tuition is reimbursed up to \$1,000 per course for grades of an A or B in each course. A total of 6-hours is reimbursable per semester.

In addition, a Dual Credit Mentor Program is being developed to pair teachers who currently teach dual credit with teachers pursuing credentials as a first-level tier of support. Our district commitment is that upon completion of the program, educators will teach a minimum of at least one course in the fall and one in the spring. As the program grows and more teachers complete the requirements, additional sections and grade levels will be added to the ECHS.

To support participants and ensure success, funding has been included to pay for a minimum of two days each fall and spring semester for teachers enrolled in at least two courses. Teachers may use these days as needed to complete requirements for courses. Development of the master schedule will plan for more than one qualified teacher to teach the same content in a dual credit course when multiple appropriately credentialed teachers are available. This will ensure that multiple staff members have the chance to experience dual credit teaching. In addition, a Letter of Commitment signed by participants will require educators to remain with our district for a period of not less than two years upon completion of the program.

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 needs and goals of the program by providing funding to grow our current dual credit faculty. This is so critical in the success of students entering high school in 9th grade and taking college-level courses. By providing money to pay for all aspects of teachers' education to pursue master's degrees in content areas of need, we can ensure that support for students in all aspects of the courses offered for dual credit. High school teachers with a clear understanding of student needs can focus on teaching soft skills which can be further cultivated as students move through the ECHS program. Additional money has been budgeted to provide substitute teachers when participants feel overwhelmed or would benefit from observing other teachers or spending time with their assigned mentor. Matches will not be made during the grant period, but will become a part of the sustainability plan for our program.

Upon completion of a course(s), teachers will present a copy of their grade report and receipts for books, tuition and fees, and any other expenses. Teachers will be reimbursed for all allowable expenses based on these documents.

Travel money for attending ECHS conferences has been set aside. Attending the conference as a team will allow us to learn how other schools are meeting the needs of their students, providing training for teachers, and learning about the day-to-day practice of a successful ECHS will help guide our expansion decisions.

Although I do not anticipate risks for this project given the strong support and commitment to the program from the highest level of our district, caution in moving too quickly is advised in expansion of the program. Early successes are essential to students and staff to build a sustainable program that will endure through all trials. Adjustments will be made to the grant as the team evaluates each semester how the current systems are working through participant, student, and parent feedback.

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
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