



**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](mailto: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**.

Grant period from

Pre-award costs are not permitted for this LOI.

Application stamp-in date and time

**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 checked="" type="checkbox"/> LOI application, guidelines, and instructions              | <input type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" 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?

Poteet High School is located within Poteet ISD, a rural school district with 61% of its student population considered at-risk for dropping out and 63% reported as being economically disadvantaged. They are in their planning year, implementing a “school within a school” ECHS model, overseeing two cohorts of students, freshman and sophomore cohorts.

Students participating in ECHS are transported to Palo Alto College, on a bus, 23 miles from their high school campus, to participate in face-to-face instruction. Students participating in the Early College High School are economically disadvantaged (80%), at risk for dropping out (70%), first generation college student (85%) and underrepresented in the college demographics (90%).

Transporting students to Palo Alto College creates a barrier, an educational deficit of 90 minutes daily, per student, due to transportation time. The loss of instructional time can be recovered if high school core content teachers were credentialed to teach dual credit college courses.

Currently, Poteet High School does not have any staff with Master Degrees in core content areas. Providing opportunities for staff to earn Master Degrees, and becoming credentialed to teach dual credit courses, would recover lost instructional time the students incur by traveling to Palo Alto Collage. High school staff can teach the courses. This recovered instructional time would be utilized to schedule a college preparation course, academic course or a CTE course into the student’s high school schedule.

We have secured assurances with the University of Texas San Antonio (UTSA) as a partner, to provide a sequence of college coursework leading to postsecondary credentials. These credentials would allow staff to teach dual credit courses at the High School campus. Palo Alto college has reviewed the degree plans developed by UTSA and determined them to be sufficient and acceptable for employment to teach dual credit courses on the High School campus.

**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 San Antonio (UTSA) will provide graduate level instruction to participating educators. UTSA has designed graduate level degree plans for Math, English and History. Poteet ISD has provided the degree plans to the Department chairs at Palo Alto College. Palo Alto College has approved the degree plans and provided assurances for employment.

The University of Texas San Antonio has agreed to provide quality instruction to the participating staff member via in-person, online or via Zoom. Poteet ISD will collaborate with the UTSA staff regarding progress of program and make adjustments if necessary.

Palo Alto will supervise and evaluate participants hired to teach dual credit courses after successful completion of the Masters degree. Participants hired as instructors by Palo Alto College will be be evaluated and supervised using the same evaluation system as faculty at the main campus of the college. Palo Alto College must ensure 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, and method/rigor of student evaluation. These standards must be upheld regardless of the student composition of the class.

**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 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, 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. Palo Alto College has an established partnership with Poteet High School's dual credit and dual enrollment programs. Palo Alto hires individuals with a Masters Degree and successful completion of 18 hours of advance coursework in a core subject. It is Palo Alto College's discretion on hiring qualified individuals to teach dual credit courses.

**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.

Poteet ISD plans to set aside local dollars to sustain efforts of the CCRSM campuses beyond the life of the grant. Ways of sustainability include:

- Experienced teachers will be chosen first.
- At conclusion of grant, teachers who have completed the masters' program will become mentors to the next group of teachers.
- Will continue to support teachers who want to grow through an opportunity to enroll in the master's program or internal teacher leadership program.

Teachers will be asked to sign a 3 year contract to stay and teach in Poteet ISD after obtaining a masters' certificate.

**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:** Poteet High School recruited staff identified through TTESS as being Accomplished or Distinguished educators, as well as, staff identified as having longevity with the district. Identified teachers were provided the grant requirements to read and consider. If interested they submitted a letter of interest to participate.

**New Practices:** Participating staff will be required to commit three consecutive years of service to the district after successful completion of the grant. They will be provided time off to participate in any trainings, meetings, testing necessary for their success in the program. During the grant period, staff participating in the grant would receive an additional duty free period built into their daily schedule in addition to their conference period, to study or complete assignments and requirements for their college courses. Participating staff will meet with their UTSA advisor to collaborate each semester or as needed for guidance. Participants will be provided a budget each semester to use for supplies for university coursework.

**Commitment to Educator to Teach College Courses:** Poteet High School will commit to building a master schedule incorporating the dual credit courses and assigning only Early College High School and Dual Credit students to those sections. Participating teachers will be allowed time off to participate in professional development to improve their craft or attend courses for additional credentials.

**Applicant Commitment:** Applicants will sign a three year commitment to serve the district, teaching dual credit and Early College High School courses after successful completion of their Master's degree.

**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.

All funds in the budget are directed toward meeting program requirements, goals, and objectives. The total budget request is \$85,000 over the course of three years. The budget is divided into the following categories:

Tuition: \$63,900 is budgeted for tuition cost at The University of Texas at San Antonio (UTSA).

Supplies: \$3,100 is budgeted for books, and materials needed for master college course.

Other Operating Costs: \$13,337 will be used for mileage to/from the University. UTSA is 96 miles from Poteet ISD roundtrip.

Poteet ISD will pay tuition and books costs upfront using local funds. Teachers will be asked to maintain a 75% or higher in all courses and if unable to meet criteria, will be required to retake the course at their expense. Teachers will also commit to teach in Poteet until the commencement of the 2025-2026 school year.

**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
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	