



**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 Digitally signed by Pedro Martinez
Date: 2021.04.12 14:37:51 -05'00' 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?

San Antonio ISD, located in the center of our city is the third largest district in San Antonio and serves an entirely urban population. Our student body is comprised of about 90% Latinx, 6% African American, 3% white, and 1% other. 90% of our students come from economically disadvantaged homes including some of the poorest zip codes in the city and the state. However, we do not allow poverty to define us as we move to meet bold goals for student success. SAISD has moved in four short years from an "F" rated district to a "B" rated district and has closed the gap in student outcomes across multiple measures including graduation rates, STAAR testing and enrollment in college. We know that students who have the opportunity to take advanced coursework and earn early credit for college while in high school are more likely to attend and persist in postsecondary pursuits. For this reason, San Antonio ISD (SAISD) has committed to providing a broad range of choice opportunities for its students by opening and maintaining three (3) Early College High School (ECHS) and five (5) Pathways in Technology Early College High School (P-TECH) programs at multiple locations and with multiple career pathways within the SAISD. Each program has a unique program focus allowing students to select the best match for their high school and postsecondary plans. These choices include three models for ECHS (self-contained, co-located on the partner college's campus, and blended with a comprehensive high school. P-TECH pathways include CyberSecurity, Health Occupations, Construction Management & Architecture, Business, and Aerospace & Manufacturing.

We have identified needs at five of the eight SAISD campuses that can be served by these funds (see attachment 1) by developing high school teachers as adjunct faculty and allowing us to offer dual credit at a lower cost to the district: Sam Houston Cyber P-TECH, now completing its second year, Fox Tech H-TECH now completing its first year, Lanier P-TECH opening Fall '21, Highlands P-TECH opening Fall '21, and Brackenridge ECHS now completing its seventh year. Our targeted goal is approximately 100 students per grade level at each campus for a total 1,000 students over the next two years. Priority needs across all these campuses are primarily focused in core course offerings that will help students complete their first credential by earning the Associate's Degree including English, Math 1 (Quantitative Reasoning), US History, Psychology, Biology, Chemistry, and Physics. Training high performing high school teachers will allow more students to take core courses at their home campuses allowing for additional support and savings in time and tuition dollars. These savings will be reinvested in those specialty courses that support students in earning their Level I certifications and completing dual credit courses in their programs of study.

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?

St. Mary's University (St. Mary's) in San Antonio, TX and University of Texas at San Antonio (UTSA) will provide graduate level instruction to participating educators. St. Mary's will offer Graduate Certificates for Dual Credit Teaching in three subject areas: English Literature and Language, American History and Psychology. These graduate certificates were developed to provide 18-graduate credit hours in the teaching disciplines for instructors who intend to teach dual credit classes. St. Mary's developed the Certificates in consultation with multiple department chairs from Alamo Colleges District, including chairs from San Antonio College. St. Mary's agrees to develop and offer, in accelerated format, 18-credit hour Graduate Certificates for Dual Credit Teaching that meet its requirements for graduate certificates and that meet the credentialing requirements of the Alamo Colleges District for instructors with Master's degrees but without the required graduate credit hours in the teaching discipline; deliver instruction to complete 18-hour Graduate Certificates in English Literature and Language, American History, and Psychology within a 12-month period and notating the completion of this credential on a student's transcript; work with faculty and administrators of San Antonio College to continue identifying appropriate graduate courses for Graduate Certificates for Dual Credit Teaching; and deliver additional graduate coursework leading towards Master's degrees for instructors requiring both the Master's and 18-graduate credit hours in the teaching discipline. UTSA has developed graduate coursework in the subject areas of Mathematics, English, Biology, and Chemistry. These fields of study will provide participating teachers with 18 graduate semester hours in these specific disciplines in order to attain credentials necessary to achieve eligibility for teaching dual credit courses. UTSA agrees to identify 18 hours of graduate coursework in the participants' teaching discipline; initiate and engage in continuous collaboration throughout the grant cycle, deliver accelerated and coherent sequences of 18 graduate hours or master's degree that will ensure the participants will be qualified to teach dual credit in their teaching discipline that can be completed by June 2023; support and monitor academic progress of each student to remain in good academic standing; ensure the 18 hours is documented in each participant's academic transcript; and provide access to all participating students to all UTSA services, including Graduate School and Library resources, as well as learning and teaching labs and provide a cohort mentoring program designed specifically for students engaged in these pathways.

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?

San Antonio College (SAC) and St. Philip's College (SPC) of the Alamo College District will be the dual credit providers who commit to hiring the high school educators completing the program. Both of these providers have a longstanding partnership with the SAISD. SPC currently serves as a primary partner for providing dual credit courses for Brackenridge, Highlands, Lanier, and Sam Houston high schools while SAC serves as the primary dual credit provider for Fox Tech H-TECH.

The providers will review each high school teacher's credentials and provide feedback on gaps and opportunities for further educational training through UTSA and/or St. Mary's University. The providers will hire as needed, high school teachers who have acquired the required Masters and 18 graduate hours in the discipline as specified by Southern Association of Colleges and Schools, Commission on College (SACSCOC) which is both SPC's and SAC's accreditation body. The providers will collaborate with the 4-year Universities to offer graduate certificates in specific disciplines to get high school teachers ready to teach college level courses. SAC and SPC will engage at every level of the journey with SAISD to identify teachers and with the 4-year Universities to provide educational graduate level training.

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 SAISD has made a commitment to the College and Career Readiness School Models (CCRSM) through the establishment of three Early College high schools and five P-TECH campuses. Expanding college course offerings for our high school students is evident as two P-TECH schools were opened up in the past two years and three new sites - Edison, Highlands, and Lanier high schools - will be opening in the 2021-22 school year. In opening these new CCRSM campuses, Dual Credit Faculty will need to be expanded to teach those courses in demand. Our long-standing partnerships with UTSA and the Alamo Colleges enables us to engage in deeper conversations regarding sustainability of the program beyond the grant cycle. One outcome of such conversations would be the consideration of a matching program whereby each stakeholder contributes to the overall cost of the dual credit credentialing, such a one-third split amongst the 2-year and 4-year universities, the District, and the high school teacher. The District will also explore the possibility of building the cost of the program into its locally adopted budget, and the SAISD Foundation, the District's non-profit arm, has agreed to explore philanthropic support for the program through a cohort sponsorship. The addition of St. Mary's will offer rich and diverse academic support for both SAISD educators and students.

The sustainability plan will include regular meetings with all stakeholders including UTSA, St. Mary's, Alamo Colleges, business and community partners throughout the initial pilot program to discuss community, financial and organizational expectations to ensure long-term success. The District anticipates needing 8-15 Dual Credit educators each year in the subject areas of English, Mathematics, Science, and History. Recruiting and training high quality teachers collaboratively with our IHE partners is a key strategy for success, and this program will play an important role in our next steps toward realizing the results we seek.

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?

To recruit candidates for participation in this first cohort, ECHS and PTECH campuses reviewed core area teacher credentials and then polled teachers to determine interest. Teachers currently holding Master's degrees who qualified to teach in one of the high need areas where the largest number of students take dual credit courses were considered our primary audience for participation in this program. Next, teachers who expressed interest in this opportunity but who do not currently hold Master's degrees were given information about a stackable degree plan that would let them complete the 18 hours in their core subject area and 12-18 additional hours to earn the Master's degree. Unofficial transcripts have been reviewed by our two year IHE partners - San Antonio College and St. Philip's College - to generate a final list of candidates. Finally, teachers were asked to sign a letter of commitment to complete the program.

To ensure the outcomes of this grant are achieved, and to support this cohort of learners, our partner IHEs, both four-year and two-year have agreed to collaboratively create a multi-faceted support system. SAISD will establish a professional learning network (PLN) model that will meet regularly to monitor progress, identify possible challenges early, and provide support, ranging from social/emotional support to academic and assessment coaching. To ensure that cohort teachers maintain the highest academic standing, both four-year IHE partners have agreed to provide wrap-around services including but not limited to tutoring, individual academic success coaching, and access to campus facilities and programs designed to support persistence and student success such as UTSA's Tomás Rivera Center and St. Mary's Graduate Success Center. Facilitation of the cohort will be shared by district staff and IHE partners. Campus principals have committed to supporting candidates as well by providing necessary release time to support program completion and whole-hearted and enthusiastic encouragement along the way as teachers move through the program. Partnering two year IHEs have committed to collaboration in the hiring process including co-posting vacancies, jointly reviewing applications and interviewing candidates with an eye toward hiring teachers who will qualify as adjunct faculty, and pre-offer reviews of unofficial transcripts. With the strong collaboration of all stakeholders we are ready to ensure that these candidates meet and exceed expectations and that 100% of the cohort persist to earn their credentials as dual credit instructors!

Finally, SAISD has committed to a set of bold 5 year goals including increasing the number of students earning dual credit to 50% of the graduating cohort by the year 2025. To meet this critical outcome for our students and our community, we must continue to nurture and develop a broad array of dual credit options that include courses taught by our own teachers within programs that have been carefully designed to set students on paths that will yield successful high school and postsecondary results. Recruiting and training high quality teachers collaboratively with our IHE partners is a key strategy for success, and this grant will play an important role in our next steps toward realizing the results we seek.

Teachers have responded enthusiastically to the vision that the PTECH and Early College models have as their foundations. They have joined us in the design process, and rolled up their sleeves to help us create curriculum, schedules, summer programs, student supports and a wealth of student learning experiences that will both engage and enrich student learning, but that will also continue to engage and empower teachers to lead and sustain these efforts.

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.

SAISD's program will provide dual credit certification for 28 high school educators during the grant program. Of the 28 educators who have signed a letter of educator's commitment, eleven (11) educators will need additional credits to qualify as dual credit faculty in a content area and seventeen (17) educators are pursuing dual credit certification with an option to earn 12 -18 additional hours to complete a Master's degree. Based on these commitments, and discussions with our partnering 4-year universities, the SAISD is requesting \$499,000 to cover the cost of tuition for the participating educators. The cost of tuition includes all fees, books and student support services. SAISD will be invoiced by the university for services and will pay the tuition for each student enrolled in the program.

Memorandums of Understanding (MOUs) will be executed with both St. Mary's University and UTSA that clearly delineates the roles and responsibilities of each party including clauses related to cost, enrollment, progression, terms, general protocols, and termination. Both St. Mary's University and UTSA have already provided tuition cost schedules used for preparing the budget for this grant program.

The district will commit the time and effort of the Executive Director of Advanced Academics to oversee implementation, evaluation, and reporting of the program as well as maintaining and growing the partnerships with our 2-year and 4-year universities. The Executive Director will collaborate regularly with campus principals and university partners to ensure participating educators are receiving the required support to be successful.

Anticipated risks for this project include students dropping a course or withdrawing from the program. Since the program will follow a cohort model, it is imperative that students remain together through the designated course sequence in order to reap the benefits of building relationships, fostering unity, minimizing stress, expanding perspectives and building positive supports. To help mitigate this risk, the District will provide release time for educators participating in the program to complete required coursework and prepare for exams.

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