



**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**.

Application stamp-in date and time

Grant period from

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

Plan:

Ingram ISD has a single high school, Ingram Tom Moore High School (ITM), that will be converting to a whole-school P-TECH model in August. ITM offers a variety of career pathways aligned to three of the top six high-demand industries identified by Workforce Solutions Alamo: health science, nursing, IT/cybersecurity, education, animal science, and applied agricultural engineering (welding). Each pathway is aligned to a coursework sequence that leads to an associate degree, postsecondary certificate, and industry-based certification. Each career pathway has credentialed faculty who can teach the dual credit courses in the specialized career. However, ITM does not have enough credentialed dual-credit high school faculty in academic areas needed to provide the 42-core curriculum through dual credit. This causes many of our students to enroll in these courses through the college's online platform. To determine dual credit faculty needs for this grant and future needs, Ingram ISD (IISD) reviewed the course requirements for the associate degrees it is offering through St. Philip's College, specifically looking at the 42-core components of the degree plan. Using the list of courses needed to fulfill the degree plan, IISD identified the courses where credentialed faculty were needed. In addition to satisfying the 42-Core, this will allow us to expand our dual credit course offerings to include the additional courses needed to support our education pathway's Associate of Arts in Teaching for students to pursue specific core content fields.

Systems:

Ensuring each CCRSM cohort is offered a sequence of coursework which leads to a postsecondary credential, Ingram is allocating local funds to support the grant project work through continuing opportunities for other teachers once the grant is complete. IISD's system includes establishing two dual-credit credentialed teachers in each core area and career path to ensure sustainability. Once a teacher completes the dual credit credentialing requirements, IISD will identify another teacher to begin working on their credentials. This ensures long-term sustainability for each cohort to take the sequence of coursework needed to earn postsecondary credentials. Moreover, ensuring students' success within the coursework needed to earn the postsecondary credentials, IISD begins laying the foundation of success through providing AVID classes (designed to teach college/career readiness skills) to all middle school students. AVID classes are required at each grade level and build on additional college and career skills each year. AVID classes continue to be offered at high school to support students as they take the rigorous college coursework. IISD offers a two-part summer bridge program, one at the beginning of summer and one at the end of summer. Students work towards prepping, taking, and passing the TSI as a component of the two-part program.

**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?

As a rural school district that lacks access to universities with the needed graduate programs, Ingram ISD researched and identified institutions that already have accredited, accelerated programs in place, particularly programs offered online. Ingram ISD is partnering with Texas A&M University at Commerce (TAMUC), Sam Houston State University (SHSU), and St. Mary's University to provide graduate level instruction to our participating educators. IISD has already begun working with our SPC and partnering universities to design the accelerated credentialing programs. For the teachers pursuing the M.S. in curriculum and instruction, IISD will work with 2-year partner St. Philip's College (SPC) and TAMUC to design the most beneficial 18 graduate hours needed to meet dual credit credentialing for the specific dual credit courses needed. For teachers pursuing an M.A. or M.S. in their specific content, the TAMUC and SHSU already have accelerated programs in place that meet the needed design for credentialing in those content areas, and SPC has already approved those programs to meet the programmatic needs. As evidenced by our letters of instructional assurance, we are partnering with institutions that are committed to providing coursework to our participating educators ensuring they meet the needed credentials and complete before June 2023. SHSU will provide the online Master of Arts in Political Science to our government teacher and 18 graduate hours in communication and sociology to our teachers who previously earned a master's degree. TAMUC will provide the following online to participating educators: the M.A. in history; the M.S. in mathematics, biology, and physics; and the M.S. in curriculum and instruction with an emphasis in chemistry, history, and English. St. Mary's University already has an accelerated dual credit credentialing program in English and Psychology. St. Mary's will provide our teacher with a masters in reading the additional 18 hours needed for English. St. Mary's will provide our teacher with a masters in education the additional 18 hours needed in psychology. All programs involved provide an opportunity for teachers to complete before June 2023 and prior to June 2022 in some cases. The universities roles and responsibilities, which they have all agreed to, is to collaborate with SPC and IISD on accelerated credentials design to ensure teachers can teach dual with SPC, to provide the coursework to the qualified participating educators to be credentialed to teach dual credit before June 2023, and that all participating educators will have the opportunity to complete the program.

**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?

Partner:  
 St. Philip's College (SPC) with Alamo Colleges District is our dual credit partner and is committed to hiring our educators participating in this grant program. St. Philip's College provided a letter of hiring assurance to Ingram ISD.

Collaboration:  
 Ingram ISD and SPC have been in regular communication through email, phone calls, and Zoom meetings to work towards applying for this grant. SPC was an instrumental part in helping IISD identify programs that met credentialing needs. Furthermore, as a valued partner, SPC helped IISD reach out to potential 4-year partnering institutions regarding the SPC/ IISD partnership to help IISD work with the university to secure letters of instructional assurance with appropriate signatures in time for this grant project. IISD has been overwhelmed by the level of support from SPC and multiple 4-year universities willing to be flexible and partner with us to support our P-TECH and this grant.

Ensuring Accrediting Standards are Met:  
 Each program IISD identified for use in this grant has been approved by SPC and each department within SPC for teaching the dual credit courses identified. Ingram ISD has ensured that the courses taken by the educators will meet the accrediting standards of St. Philip's College by working with SPC faculty to identify the right programs, courses, and hours needed to meet hiring guidelines for the programmatic needs.

Roles & Responsibilities:  
 The roles and responsibilities of SPC is to accept the credentials from the institutions that were collaboratively identified, and then hire our teachers that complete the programs by June 2023. Moreover, SPC will hire our teachers to teach dual credit beginning fall 2023. Should teachers complete the programs early, SPC will allow our teachers to begin teaching dual credit upon program completion.

**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.

Sustainability Plan:  
 Proactive Planning: IISD will work towards credentialing additional teachers to prepare for contingencies. IISD will support teachers in their pursuit of the credentials, including tuition reimbursement/scholarship programs.

Retention: IISD assures employing teachers to teach dual credit at minimum through 2025, as required by the grant. However, IISD intends to retain teachers well beyond that time frame as much as possible. IISD's sustainability plan includes an educator scholarship opportunity for teachers to pursue masters degrees in the future. IISD's current budget plan will allocate monies to provide opportunities for four teachers at a time. When one teacher completes the program, IISD will reopen the scholarship to accept another teacher. IISD provides stipends to teachers for their master's degree and additional stipends for each dual credit course they teach. Additionally, IISD receives funds from the dual credit partner when a section is over 15 students. IISD passes those additional monies onto the dual credit teacher. For the last seven years, IISD has provided a raise to teacher salaries each year. IISD realizes the importance of retaining high-quality teachers and is now the highest paying district in our local hill country.

Recruitment: When Ingram Tom Moore P-TECH High School hires new teachers, it will hire teachers who already have their masters degree or are willing to pursue their degree. Additionally, IISD provides stipends for hard to recruit content areas. IISD advertises its educator scholarship opportunities which draws additional outside interest into our district.

Build on Success:  
 As our P-TECH program grows and is successful, IISD will partner with SPC to pursue additional dual credit opportunities aligning to other high-demand industries. This grant is expanding our current on-campus course offerings to include these additional 42-core subject areas: English, math, speech, government, history, biology, chemistry, physics, and psychology. These courses impact all of our pathways and degrees offered: Associate of Arts, Associate of Arts in Teaching, Associate of Science, and Associate of Applied Science degree plans.

**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?

**Identification:**  
 Teachers were identified through: 1) possessing content-knowledge and experience in the needed content areas, 2) their commitment to Ingram ISD and our students, and 3) their ability to connect to students in meaningful ways that would support students' future success in dual credit.

**Recruitment:**  
 IISD administrators had one-on-one conversations with each teacher involved in the grant application. IISD focused on teachers who met the identification criteria, are rooted in the community, and have long-term intentions of continuing with IISD. In some cases, IISD recruited valued middle school teachers who are expanding their certification credentials to teach at the high school level.

**New Practices:**  
 As IISD plans its master schedule, as much as possible, IISD will make efforts to provide teachers one period per day to work on the graduate course curriculum. Additionally, IISD will protect teachers' time by limiting any additional duties as much as possible. IISD will also utilize the teacher's summer school coursework to satisfy summer professional development requirements. Should a teacher struggle in a course while pursuing the program, IISD will ensure the teacher is provided academic supports needed to be successful. Should a teacher need support of additional time, IISD will provide a substitute teacher to each participating teacher for a minimum of one professional development day per six weeks to focus on staying on top of their course studies.

IISD realizes that teaching college-level coursework will be a new endeavor for its teachers. This may require the need for additional professional development to support teachers reaching the appropriate level of rigor in their coursework. IISD will work with its IHE partners to identify appropriate professional development. Furthermore, IISD realizes that teachers will need to not only teach the appropriate rigor, but ensure they use strategies that help students access the level of rigor. IISD uses AVID professional development to train all secondary teachers in strategies that support students in accessing and being successful in college coursework. Using these strategies will enable consistency for students across all contents.

**Commitment to Educators:**  
 IISD is committed to ensuring that participating educators can teach dual credit coursework the following school year upon successful completion of their program and through a minimum of 2025. Additionally, IISD is committed to provide the necessary supports to enhance teachers' success in the program and their success in teaching college-level coursework upon program completion.

**Commitment from Educators:**  
 All participating educators have committed to teaching dual credit courses beginning the following school year after program completion. In addition, each teacher has committed to a minimum of an additional three years of service with Ingram ISD upon completion of their credentialing requirements. This allows IISD to ensure retention so that the purpose of the grant is realized and Ingram Tom Moore P-TECH students reap the benefits. The majority of our participating educators have been with IISD for years and have no desire to be anywhere else. IISD feels confident that it will retain teachers beyond the three year commitment.

**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 supports the needs and goals of the program by maximizing the use of funds. IISD will use all requested funds to cover tuition costs so that IISD can support the greatest number of teachers in this pursuit as possible. IISD realizes that additional costs will be incurred such as books, supplies, administrative support, grant oversight, substitute costs, travel, etc. and IISD is prepared to cover these costs. Through maximizing the grant budget, IISD will be able to add thirteen teachers across ten subjects who will be credentialed to teach courses that impact the most programs and the most students. In particular, IISD will be able to provide teachers who can teach nearly all of the 42-core curriculum. IISD currently has credentialed dual credit high school teachers teaching each of its CTE pathways. Increasing the number of credentialed dual credit high school teachers is really about a broader goal of increasing student success. Students taking courses with the support of their high school teachers who they have strong teacher-student relationships with helps them to be more successful. This grant will be vital in supporting the goals of our P-TECH and the impact it will have on generational poverty for our students. Additionally, two years from now, when these teachers are able to teach dual credit, the result will be a substantial savings to the district where the district currently pays for all online dual credit courses that students take. Dual credit courses offered through our instructors do not cost the district for tuition. IISD will be able to use this substantial savings to create a robust sustainability plan that continues the efforts of supporting additional teachers in gaining credentials to teach dual credit. IISD's large goal is to have all high school teachers credentialed to teach dual credit. Additional savings will also be used to support program expansion, additional industry certifications, and new career pathways for students.

Grant Matches:  
None at this time.

Disbursement Plan:  
IISD does not want our teachers to be burdened with paying tuition costs. Therefore, IISD will work directly with each university to pay the tuition bill directly. If a teacher does not meet the 75 minimum grade required, the teacher would retake the course at their own expense. All other tuition fees, books, etc. will be directly paid by the IISD to the vendor or university involved. Teachers should not incur any expenses that would need disbursement other than those described.

Anticipated Risks and Adjustments:  
1) IISD does not expect to lose staff members that have agreed to participate in this grant opportunity. However, IISD understands that staff loss is a risk. In such case, IISD would hire a new teacher that is willing to pursue their master degree and replace the former participating educator with the new participant.  
2) IISD does not expect that teachers will fail to meet the minimum grade required. However, IISD understands that teacher success is a risk. The first adjustments made in this case will be to provide the teacher appropriate support to help the struggling teacher such as days off to catch up on coursework, tutoring services, etc. In spite of all supports provided, if a teacher is unsuccessful, they will be removed from the program and the opportunity will be provided to another teacher.  
3) IISD does not expect that teachers changing their mind on grant participation. However, IISD understands that teacher retention in the program is a risk. IISD will monitor teacher success closely and provide additional supports. Should teacher retention be a concern, IISD will consider adding a stipend for participating teachers that helps to compensate them for their time and effort while in the program. Additionally, if a teacher changes their mind, IISD will amend to replace the teacher with a new participating educator.  
4) IISD does not expect to have an issue with teachers completing the program within the grant timeline. However, IISD understands that teachers work hard to balance personal and professional obligations and a teacher may have difficulty completing the masters program before the June 2023 deadline. IISD will financially support these teachers through their program completion by continuing the tuition payments for an additional year if necessary.

**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**