



**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 [loapplications@tea.texas.gov](mailto:loapplications@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?

Current needs: Lytle Independent School District (ISD) has obtained its Provisional P-TECH Designation and is prepared to take its dual credit opportunities for its students to the next level. While there are nine (9) teachers in the high school with a master's degree, a majority of those are in administration and are not credentialed to teach dual credit coursework in the areas Lytle High School is seeking. The district needs teachers to earn their master's degrees to be able to teach dual credit coursework on campus, which currently is not happening to the level desired. Having teachers with those dual credit capabilities will assist in reducing the student travel cost incurred by the district to send students to the college campuses for courses. Also, having dual credit teachers at the high school campus will save student time that is currently spent traveling to the college, which limits the number of electives students are able to take. Dual credit teachers being accessible on campus also will provide students additional opportunities for assistance and support rather than having to seek help during a professor's office hours at the college. The goal is to provide dual credit offerings in high-paying and high need careers, while also leading to associate's degree opportunities for students in several areas.

This all plays a role in the district's continued efforts to improve its CCRSM successes. According to the 2019-2020 TAPR, 37.6% of Lytle ISD annual graduates are college ready. That compares to 53% statewide. Another factor that plays a role in the desire to provide these dual credit courses at the high school campus is it will provide opportunities to traditionally underserved students and allow them to obtain college credits and potentially a degree by the time they graduate at no cost to them. Nearly 70% of students in Lytle High School are considered Economically Disadvantaged.

Future needs: This effort is significant for Lytle ISD to provide the various courses as parts of the pathways being sought by the district. The district has a desire to utilize this grant to assist a handful of teachers to be accredited to teach dual credit courses such as English, College Algebra, Biology/Chemistry, Communications/Public Relations, Introductory Computers and Psychology/Sociology, among others. Future needs have been discussed as well to meet the goals and objectives of the district and this grant. In order to seek potential future needs, teachers in all the needed areas were asked to complete a survey of interest as the starting point. From there, the teachers who met the requirements as well as had at least 3 years of experience and have a proven track record of excelling as a teacher were identified to participate in this process and program.

Systems: Through the partnership with the IHE, there will be systems in place to ensure the courses and degree plans are available in a sequence starting in fall 2021. Along with the course degree planning, books and materials will be available either at the university or online for purchase.

**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?

Coordinating/Credentialing: Lytle ISD will team with the University of Texas San Antonio (UTSA) to ensure being able to provide the various programming necessary for district teachers/educators to obtain their master's degrees in the subjects that are most needed by Lytle ISD. UTSA has more than 120 graduate programs across six (6) different colleges, including business, computer science, psychology, mathematics, anatomy and physiology, health, communication, and other dual credit subjects Lytle ISD administrators are hoping district educators can teach, some of which will be attained through this grant project.

In an effort to design this credentialing program, Lytle ISD has been working on coordinating with both Universities during the development of this proposal, including meetings and discussions, which have led to an agreement/Letter of Instructional Assurance being created. These agreements detail how the educators will earn a master's degree with a concentration in the teaching discipline desired by the district by June 2023. Additionally, these assurances outline UTSA's roles and responsibilities for the programming being offered at the University.

Roles and responsibilities: The following are some of the IHE's commitments/responsibilities that will play a significant role in building this program that expands the number of educators credentialed to teach college courses within the district:

- \* Identify instructional gaps within Lytle ISD academic pathways;

- \* Provide a CCRSM Crosswalk for each pathway that will be impacted by this program;

Enable full-time educators to enroll in up to 9 graduate course hours per term to fulfill the credentialing requirements of completing a master's degree within two (2) years; and

- \* Provide a Letter of Instructional Assurances stating its commitment to provide coursework enabling Lytle ISD educators to become credentialed to teach dual credit by June 2023.

**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?

Dual credit provider: Lytle ISD has a history of working with Alamo College District campuses, including Palo Alto and St. Philip's and also will soon add Northwest Vista College to this group for this grant. These Alamo College District campuses have agreed to hire educators from the district once they have completed their coursework. These Alamo College District campuses are accredited by the Southern Association of Colleges and Schools Commission on Colleges. In order to make this partnership even more solid, Lytle ISD has developed, gathered, signed and attached a local partnership agreement which are submitted as Attachment #2.

How to coordinate: In addition to the collaboration that has occurred the past several weeks during the planning and development of this grant concept and proposal, the district will continue to meet with leadership of the Alamo College District campuses throughout the duration of the grant program. Those meetings will include creating a new Memorandum of Understanding (MOU) with Northwest Vista and adding on to the current MOUs with Palo Alto and St. Philip's. All of these MOUs will be publicly posted by the end of August 2021 and will reference elements including: eligible courses; student eligibility, location of classes, composition of students in the class, faculty selection, supervision and evaluation, course curriculum, instructional materials, academic policies, academic calendar, student support, data sharing policies and procedures, administration, statewide assessments, funding allocations, and transcription of credits. In addition to the MOU, the district will help maintain a quality partnership during the grant funding period by meeting each semester with Alamo College District campus representatives to determine progress, review whether objectives are being met and make any changes as deemed necessary in response to issues that occur or come up at any time.

Rules and responsibilities: These Alamo area colleges will hire the high school educators once their credentialing has been successfully completed. The partner campuses will each provide a signed MOU before fall of 2021 detailing their willingness to hire educators and through the high school educators offer students 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.

Sustainability plan: Lytle ISD will lean on a program director already within the district who has significant federal programs and human resources experiences as the district builds a long-term plan to support the ongoing efforts of providing college-level courses beyond this initial grant. This program director has a Masters of Arts in Counseling and Guidance and will play a pivotal role in the long-term planning and implementation of a dual credit training program as the district makes this effort a priority for the coming years as it develops and builds on its CCRSM programs and efforts. Throughout the next two years and beyond, the district will continue to evaluate the needs as industry changes and staff changes occur. Collaboration with the IHE's also will occur to continue credentialing and hiring dual credit teachers.

The district also will build continuous interest in the program and thus sustainability by marketing for more students to attend approved dual course offerings that will be provided at the high school campus rather than requiring travel to the area colleges for that same course. Additional marketing and promotion will occur through the district obtaining testimonials from students and parents who have been involved in the dual credit courses.

Building on success: When programs such as this become successful, expansion of course offerings is expected to follow. The path toward that expansion for Lytle ISD involves the project director and her continuous recruiting of credentialed teachers who can offer dual course instruction. When the district seeks to expand the program to its current educators, the district will have to assess and potentially seek local, state and federal funding sources. Lytle is a 74% Title I school. Also, Funds from Title II, Part Supporting Effective Instruction will be utilized not only to recruit but retain credentialed teachers. In addition, to meet the needs of technology dual credit offerings, funds from Career and Technology Education (CTE) will be reviewed for CTE teachers. The district will promote the Dual Program by acknowledging to parents and the school board the success of students. Lytle also will promote the program by recognizing credentialed teachers who are leading the work in these career and college ready courses and occupations.

**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?

Teachers identified and recruited: To implement a successful grant program that leads to meeting the objectives and goals set, Lytle ISD ensured an emphasis was placed on identifying and recruiting teachers/educators that best fit the purpose of this grant. Among the elements used to identify and recruit potential teachers included a staff survey, analysis of staff members' current educational attainment levels, district needs for dual credit courses, teacher/educator evaluations and comments to determine who would be most successful in the program. Lytle ISD administration used that information and selected three (3) teachers who also meet the following grant requirements:

- \* A bachelor's degree with no graduate coursework;
- \* Completed a master's degree and require a concentration in the teaching discipline; or
- \* Already started graduate coursework toward a master's degree and are seeking to complete the necessary coursework required by the hiring college/university to become credentialed as dual credit faculty.

Another requirement to be part of this grant was for all proposed teachers/educators to provide a signed letter of commitment, stating that they would be committed to pursuing credentials needed to teach dual credit. All of the applicants provided their signature, as seen on Attachment #5: Letters of Educators' Commitment. However, if any changes occur, the district will submit them to TEA as applicable.

Accelerated credentialing program: To ensure these teachers are supported with new practices assisting with their completion of the accelerated credential program, the program director/human resources personnel, as part of this program, will hold regular meetings to discuss how the educator is performing and acclimating to the master's levels coursework, and assist with any questions they may have. This new practice will be vital to ensure the teachers/educators have the necessary support in their completion of this credentialing program.

Commitment of ISD to teach college course: To ensure educators teach college courses upon satisfaction of meeting credentialing requirements, the district wanted to make sure there was a multi-faceted "buy-in" effort for this programming determined by the needs of the district to reduce costs and time related to transporting students to the college campuses rather than being able to educate them through dual courses at the high school campus and by district teachers. This effort has included program buy-in not only from students, community members, and parents, but partnering Colleges, IHEs and district administration as well. In fact, prior to submission of this proposal the district acquired a letter of assurance from the Alamo College District campuses, the dual credit providers, stating the district's teachers would be hired to teach their courses upon completion of their credentialing requirements. Additionally, on behalf of the district, a letter of assurance stating the district will make every effort to employ educators who complete the college courses they require to offer dual credit courses. With this kind of buy-in from multiple stakeholders, the district has done its best to ensure educators will be able to teach college courses upon satisfaction of meeting credentialing requirements. To ensure educators are committed to serve the CCRSM beyond the grant period, the district has had all three (3) participating educators sign Attachment #5 Letter of Educator's Commitment.

Commitment of educators beyond grant period: To ensure educators are committed to serve the CCRSM beyond the grant period, Lytle ISD also required the selected teachers to sign an additional agreement, which includes a commitment from the educator to remain in the district and teach dual credit courses for at least two (2) years after receiving funds to obtain the master's degree and credentialing for the dual credit. This also included commitments by the district to retain the teachers through the summer of 2025 and for the teachers to commit to remaining in the district teaching through at least the summer of 2025 and in dual enrollment classes as needed and determined by the district.

**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.

In an effort to develop a quality proposed budget for this program, the district considered several items, including the timelines set by TEA, pending and future needs of the district, the needs of the teachers who showed interest in this potential programming, and the goals of this Expansion of Dual Credit Faculty grant. This information was used to determine what costs would be associated with the grant, including staffing to manage the program, tuition for the teachers, supplies and materials, travel and any other items that may be required.

Personnel: Grant funds will be utilized to pay for a program manager/human resources personnel as extra duty pay. This is broken down based on \$4,250 per year for 2 years = \$8,500 in extra duty pay.

Professional services: Total \$63,000 - These funds will be used for direct payments to the institution of higher education providing the three (3) ISD teachers/educators their master's degree courses. The district assures there will be a maximum of \$25,000 requested for reimbursement per teacher/educator expenses related to tuition, fees, and travel during the life of the grant. Note: Travel expenses will be allocated under Other for Travel. A total of \$10,000 of this total will be utilized to provide professional assistance to support through training the expansion of the dual courses and programming throughout the district.

Supplies/materials: \$8,100 - Funds from the grant will be used to reimburse educators for books, supplies and materials.

Other operating expenses: \$3,900 - This is for reimbursement to teachers/educators for in-state travel costs. Funds also have been allocated for reimbursement to teachers/educators for expenses associated with enrollment into the university master's program (for example GRE examinations).

Anticipated matches: There are no anticipated matches to support the program. However, the district annually receives several federal and state funding, including Title I Part A, CTE Perkins and other local funds (P-TECH) ensure the overall program and its implementation will be followed to a successful completion.

Disbursement plan: Lytle SD has made the decision at the local level for educators to pay their own tuition upon their registration in the IHE and in their coursework. Lytle ISD will seek reimbursement from TEA upon the participating educator(s) successful completion of the course(s) and then reimburse the teachers with those funds.

Anticipated risks and adjustments: In any grant program, there are risks, whether anticipated or not. The district will respond and adjust their program to create a successful Dual Expansion Grant Program by performing the following adjustments (in parenthesis) to the risks:

- \* The educator failing their course (Offer tutorial/remedial services for educators);
- \* The educator wanting to leave prior to the course being completed (Ensure all teachers/educators sign Attachment 5: Letters of Educators' Commitment); and
- \* The educator not having enough time to take both their courses, as well as, instruct their own classes (Provide educators up to June 2023 to complete coursework as well as allow educators to take online asynchronous options).

By adjusting the district's expansion program to the educators' needs and making on-going adjustments, the district hopes to ensure all educators are afforded the opportunity to complete the program. The district will determine success of this program by the following success measures: Increase in number of educators credentialed and teaching one or more dual credit courses; Increase in number of dual credit course offerings; Increase in the diversity of dual credit course offerings; and Increase in the number of students enrolled in dual credit courses.

**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**