



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):

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?

The CCRSM Principals from Avalos P-Tech, Victory Early College High School, and Carver P-Tech identified the dual credit faculty needs for their campuses by:

- 1) Analyzing student enrollment
- 2) The number of dual credit courses currently offered
- 3) The courses we would like to offer, but lack the certified staffing
- 4) Examined the degree plans and correlated current course offerings and teacher credentials.

The CCRSM principals met with the Advanced Academics Executive Director, Chief of Human Resource, Chief of Transformation, and District leadership to ensure that employees would have the willingness and ability to engage in a program of study with an institution of higher learning, financial means for initial fees and materials prior to reimbursement, modified workday schedule, and support to complete their degree and/or certification by June 2023. Aldine ISD leadership met with Lone Star College to identify the dual credit courses. The University Partners (Sam Houston State University, Texas Southern University and University of Houston Downtown) were provided a list and met with the Advanced Academics Executive Director to review the type of courses that would align with the Lone Star College Dual Credit courses offered in Aldine ISD CCRSM schools. The University Partners assured Aldine ISD that they currently offer the courses for a master's and certificate program and they deliver courses online and face to face to accommodate the schedule of working graduate students.

The Expansion of Dual Credit Faculty will provide students in Aldine ISD with increased opportunities with dual credit instructors at their home campus. Home-based dual credit instructors will provide the benefit of increased interactions, tailor instructional needs for students, and bridge higher education opportunity gaps for students.

The triad of Aldine ISD, Lone Star College, and our University Partners have met to align the Associate's degree plan to the graduate studies that will prepare the AISD faculty for certification by Lone Star College to provide dual credit instruction.

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?

Sam Houston State University (SHSU), Texas Southern University (TSU), and the University of Houston Downtown (UHD) have met with the Leadership of Aldine ISD and have signed a Letter of Assurance that they can meet the program requirements to fulfill a Master's Degree or 18 hours in graduate studies that would meet or exceed the requirements of Lone Star College Dual Credit courses. Each University Partner has existing graduate programs and 18 hour certificate programs designed to be completed within a two-year time frame and meeting the current needs as outlined by Aldine ISD and the credentialing requirements of Lone Star College.

The Aldine ISD Project Manager will oversee participant progress each semester to ensure teacher are on track to finish by June 2023 and are taking the appropriate courses to obtain credentials as dictated by Lone Star College. Aldine ISD and Lone Star College currently have a weekly collaborative regarding dual credit, which will continue year to year. The University Partners will notify Aldine ISD and Lone Star College of any degree plan or certificate changes that occur.

Our University Partners will provide degree and certificate plans to Aldine ISD teachers to ensure proper sequencing of courses, teachers enroll in and complete appropriate course work and Aldine ISD and university partners will create an on-going collaborative to ensure fidelity of implementation of the grant. University Partners will provide degree plans and certificate requirements to Lone Star College for vetting and approval. This will ensure Aldine ISD participants enroll in courses approved by Lone Star College. This will take place in the Summer of 2021 to ensure the programs are aligned for the Fall of 2021. At the end of each semester the triad of participants will meet to ensure degree plans and certificate requirements are still valid. Aldine ISD will review credits earned each semester to ensure participant teachers are on track to finish 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?

The Expansion Dual Credit teachers are currently employed with Aldine ISD. The teachers will remain employees of Aldine ISD, but the dual credit courses they teach will be certified through Lone Star College. The students who complete the Dual Credit courses will receive college credit through Lone Star College (LSC). LSC has served as the Dual Credit provider for Aldine ISD for 12 years. The Dual Credit provider (LSC) meets weekly with Aldine ISD Advanced Academic Executive Director, Dr. Susan Pelezo, to monitor the current Dual Credit program. Aldine ISD has met with Sam Houston State University (SHSU) and Texas Southern University (TSU) and the University of Houston Downtown for current course offerings, requirements, and their ability to deliver a graduate program for the core subjects required by the Lone Star College degrees currently offered at Avalos P-Tech, Victory Early College HS, and Carver HS. The Universities were provided with the course identification codes. The degree plan coordinators from LSC, TSU, SHSU, UHD, and campus/district leadership from Aldine ISD will meet in June 2021 to align the course offerings to ensure that courses taken will fulfill the dual credit requirements of Lone Star College. The Aldine ISD Project Manager will oversee participant progress each semester to ensure teachers are on track to finish by June 2023 and are taking the appropriate courses to obtain credentials as dictated by Lone Star College. At the end of each semester, the triad of participants will meet to ensure degree plans and certificate requirements are still valid. Aldine ISD will review credits earned each semester to ensure participant teachers are on track to finish by June 2023. The graduate school transcript and the credentialing packet will be submitted to LSC for review. Upon review and approval, the division will notify Aldine ISD Human Resource Department of the eligibility of the teacher to serve as a Dual Credit instructor at the CCRSM campus.

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 sustainability plan to support ongoing efforts to build capacity for college-level courses beyond the life of the grant will be to develop funding partnerships (such as the Houston Endowment) that support dual credit opportunities for underrepresented students. Aldine ISD has successfully partnered with local non-profits who support the tuition for students enrolled in certification courses at Lone Star College such as welding and HVAC programs. Currently the Aldine Noon Optimist Club is a partner helping with dual credit tuition. This partnership will continue and expand to academic dual credit courses. With the initiative of the Expansion of Dual Credit courses, the Universities will be able to expand the accelerated programs to increase the diversity of dual credit courses offered to Aldine ISD students through Lone Star College. The additional dual credit faculty at our campuses will increase the enrollment in the dual credit courses at the schools meeting the needs of our students. Aldine ISD initiated our College For All initiative in 2020 to provide choices and opportunities to every Aldine ISD high school student to earn a minimum of six college hours prior to graduating. The Expansion of Dual Credit Faculty grant will expand the course choices and increase opportunities for Aldine ISD students to take dual credit courses. Aldine ISD will be strategic to add either certified staff or course offerings to grow the Dual Credit program.

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?

The Dual Credit programs at Avalos P-Tech, Victory Early College High School, and Carver P-Tech were surveyed to determine the interest and qualifications for obtaining Dual Credit or Master's degree to provide additional courses not currently offered in the Dual Credit program, expand currently offered courses, and increase student participation in Dual Credit courses. Teachers communicated their interest in participating in the Expansion Program to obtain their master's degree or Dual Credit certificate to teach dual credit courses.

The Aldine ISD Project Manager will oversee participant progress each semester to ensure teachers are on track to finish by June 2023 and are taking the appropriate courses to obtain credentials as dictated by Lone Star College. Aldine ISD and Lone Star College currently have a weekly collaborative regarding dual credit, which will continue year to year. The University Partners will notify Aldine ISD and Lone Star College of any degree plan or certificate changes that occur. At the end of each semester, the triad of participants will meet to ensure degree plans and certificate requirements are still valid. Aldine ISD will review credits earned each semester to ensure participant teachers are on track to finish by June 2023. Participating high schools will offer teachers additional time to complete course work, reduced duty requirements, substitutes once a month to assist with course completion, and other creative scheduling options.

Aldine ISD Advanced Academics Executive Director, Dr. Susan Pelezo, and Director of Special Programs, Stacey Smith, met with each university to discuss the graduate studies program, dual credit certification requirements, and grant requirements. Providing the AISD teachers with several options for their graduate studies provide teachers with the best option to suit their needs. Dual Credit Faculty candidates were provided the grant guidelines, District expectations, and University expectations for program completion. Teachers had the opportunity to ask questions and seek guidance regarding their participation in the grant. Aldine ISD commits to offering the dual credit courses the teacher is credentialed to teach. Additionally, Aldine ISD will be in communication with Lone Star College regarding course requests.

Each teacher submitted a Letter of Commitment stating their intention to continue teaching at their CCRSM campuses, upon meeting the certification credentialing requirements. The cohort of teachers selected for the program will be supported by Dr. Susan Pelezo. Dr. Pelezo will serve as the Program Manager for the Expansion of Dual Credit Faculty grant. She currently works with our Dual Credit provider, Lone Star College, for our existing dual credit program and advanced academics for our students. She has the existing relationship and knowledge of the Southern Association Colleges and Schools (SACS) guidelines. To support the cohort of teachers throughout the process, Dr. Pelezo will meet to monitor their progress and provide support to overcome any obstacles. Teachers will submit their credits earned each semester to monitor their grade point and degree plan completion.

Upon their graduate school completion, Lone Star College will certify the teachers to provide dual credit courses. To support the retention of Dual Credit Certified Faculty, Aldine ISD proposes a stipend for teachers of a dual credit course. The stipend would serve as an incentive, acknowledgment of their credentials, and retention to stay and serve Aldine ISD as Dual Credit Faculty.

Budget Narrative

Include a narrative describing how the proposed budget will support the needs and goals of the program, including for staffing, instructional expenses, supplies, materials, contracts, travel, etc. Describe any matches that are anticipated to support this program, either by the LEA, college partner, or educator. Describe the disbursement plan for the expenses incurred by educators participating in the program. Describe anticipated risks for this project and the adjustments which may be made over the course of the grant period.

The proposed budget will support the needs and goals of the program by providing resources to enable Aldine ISD faculty to attend graduate school for the purpose of becoming certified to teach dual credit courses. Cohort members identified the cost for tuition and fees for their specific program of study. The teaches identified paying out of pocket as being an obstacle for them to attend graduate school. AISD removed the obstacle by agreeing to pay the tuition and fees for the teaches in advance with the understanding they must remain in good academic standing with the University to continue to received tuition support. The teachers will submit their registration documents to AISD for payment directly to the University. Future semester payment of tuition will be contingent upon their 80% passing rate. The grant only requires a 75% passing rate, but the University partners have an 80% passing rate to remain in good academic standing with the University. Our cohort students are aware of the requirement and the 80% passing rate was part of their Letter of Commitment.

Expenses for supplies and materials for graduate school will be reimbursed to the teacher, based on receipts submitted by the teachers. Most of the Universities have graduate coursework available online. We have set aside a standard amount for supplies and materials for each cohort student. We understand the cost of textbooks or materials will vary.

For those who attend in person, the teachers will submit a mileage log with the date, time and distance traveled for their courses. The reimbursement will be based on the AISD mileage reimbursement guidance of \$0.56 per mile. Each cohort student submitted a projected mileage estimate. Funds for mileage will be reserved in the grant, with the understanding there will be fluctuation.

At the campus level, principals have agreed to give teachers additional planning time during the school day to accommodate for their additional responsibilities related to the cohort. We will monitor the variable resources of supplies, materials, and mileage. Our cohort students understand that the grant only funds up to \$25,000 per student and they are willing to make up the difference. We also have local community partners who would support the incidentals, if a cohort student had any hardships.

Our Program Manager, Dr. Susan Pelezo

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

Amended Section	Reason for Amendment