



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.

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 type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General and application-specific Provisions and Assurances | <input type="checkbox"/> Lobbying Certification |

Authorized Official Name Title

Email Phone

Signature Date

Shared Services Arrangements

Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members and submitted to TEA before the NOGA is issued.

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

1. The applicant provides assurances that a maximum of \$25,000 will be requested for reimbursement per educator for expenses related to tuition, fees, and travel during the life of the grant. Additional costs will be the responsibility of the LEA or participant upon a local agreement.
2. The applicant provides assurances that all participants serve within the eligible CCRSM in the 2021-2022 school year. Participating educators must each sign a Letter of Educator's Commitment which will be collectively submitted as Attachment #5.
3. The applicant provides assurances that successful completion is defined as an average of 75% or higher in each course completed. All expenses related to participation in the accelerated credentialing program (e.g., tuition and fees, textbooks, travel expenses) are eligible for reimbursement by TEA upon successful completion of courses per term.
4. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
5. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
6. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2021-2023 CCRSM Expansion of Educators Eligible to Teach College Courses LOI Program Guidelines.
7. The CCRSM program leader(s) will submit a CCRSM designation (renewal) application for designation in 2022-2023 and for designation in 2023-2024.
8. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2021-2023 CCRSM Expansion of Educators Eligible to Teach College Courses Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
9. The applicant provides assurances that an academic year signed and dated memorandum of understanding (MOU) with the dual credit provider will be publicly posted by August 15, 2021. The MOU must address the following elements: Eligible courses; Student eligibility; Location of the class; Composition of students in the class; Faculty selection, supervision, and evaluation; Course Curriculum, Instructional Materials and calendar; Academic policies and student support services; Data-sharing policies and procedures; Courses of study that lead to an associate degree or up to 60 hours of college credit toward a 4-year degree; Administration of statewide assessments; Transcription of credit and Funding.

TEA Program Requirements

1. **Identification of Needs:** Describe your plan for identifying dual credit faculty needs for this grant, as well as in the future. What systems will you put in place to ensure each CCRSM cohort is offered a sequence of coursework which will lead to a postsecondary credential?

There are currently eight traditional Early College High Schools (ECHS) and 18 Pathways in Technology Early College High Schools (P-TECH) within Dallas ISD. Each of the early college programs offer a coherent sequence of coursework that leads to an Associate of Applied Science, Associate of Arts or Associate of Science degree. Additionally, each of the P-TECH degree pathway plans embed coursework which lead to Level I and/ or II certificates that aim to ensure students enter the job market with work-ready skills and workplace skills which have been developed through mentorships and internships with industry partners.

The expansion of the Dallas ISD's P-TECH/ECHS programs created the need to develop and sustain systems supporting efforts to increase the number of teachers that are credentialed to teach dual credit courses. Enrollment has increased significantly over the last five years from 1,453 students in 2015-16 to 8,431 students in 2019-20, due mainly to the ECHS / P-TECH buildout.

Based upon an analysis of the P-TECH/ ECHS program curriculum maps, Dallas ISD and Dallas College (hiring partner) determined there is a need to build a pipeline of teachers who are dual credentialed in the core content areas of mathematics, English, and history. The school district worked collaboratively with Texas A&M - Commerce (TAMU-C) and Dallas College to identify the coherent sequence of courses required for teachers to become credentialed and eligible for hire by Dallas College in the identified content areas. Additionally, the district and Dallas College (hiring partner) will determine faculty needs based upon projected course enrollment annually.

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?

TAMU-C is accredited by the Southern Association of Schools and Colleges Commission on Colleges (SACSCOC), and its instructors are in compliance with criteria as described in Principle 6.2.a of the SACSCOC Principles of Accreditation. TAMU-C will partner with Dallas Independent School District (Dallas ISD) and serve as the instructional partner for the College and Career Readiness School Models (CCRSM) Grant. Dallas ISD and TAMU-C will work collaboratively to increase the number of Dallas ISD teachers who are credentialed to teach dual credit courses within Dallas ISD ECHS programs.

TAMU-C will provide graduate level instruction to participating educators, which will enable participants to earn a master's degree with a concentration in the disciplines of mathematics, history, and English, resulting in the expansion of the number of teachers credentialed to teach college courses. TAMU-C will provide instruction through modes that can include, but are not limited to: online, face-to-face, and blended (a mixture of online and face-to-face). TAMU-C and Dallas ISD will collaborate to provide course offerings at convenient locations and times.

TAMU-C will provide specific graduate course recommendations best suited to prepare Dallas ISD educators to teach dual credit courses as identified by Dallas College (hiring partner). In order to be eligible to participate, a Dallas ISD educator must meet all TAMU-C graduate admission requirements. Dallas ISD educators will complete coursework by May of 2023. Upon completion, the educators participating in this program will teach dual credit courses assigned by the hiring institution, Dallas College, servicing Dallas ISD students in early college programs.

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?

Dallas College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award certificates and associate's degrees. Dallas College will partner with Dallas Independent School District (Dallas ISD) to implement the proposed 2021-2023 Expansion of Dual Credit Faculty Grant. Dallas College will work with partners to expand opportunities for Dallas County high school students to participate in dual credit and College and Career Readiness School Models (CCRSM) that help individuals of varying skill levels earn credentials valued by employers in the local workforce. Dallas College and Dallas ISD have a long standing partnership to offer students sequences of high school and dual credit courses leading to certificates, industry credentials, and associate's degrees.

As the number of degree programs offered through College and Career Readiness School Model campuses expands each year, hiring faculty with a master's level degree and 18 hours in the teaching discipline for Core Curriculum general education courses is increasingly difficult. This partnership will focus on credentialing outstanding high school teacher candidates for assignment to teach Dallas College dual credit courses for ECHS and P-TECH students.

The Dean of Instruction will select Dallas ISD dual credit instructors to teach dual credit course(s) in mathematics, English and history at Dallas ISD ECHS servicing dual credit students as well as on the Dallas College campuses. These educators will continue to be employed by Dallas ISD, will participate in Dallas College professional development and will be evaluated annually as adjunct faculty. Through the current Dual Credit Agreement (MOU), Dallas College pays the school district on a per eligible course basis for the instructional services of their employees who are assigned to teach dual credit courses. Dallas College instructional leadership will provide guidance to candidates based on the Dallas College Faculty Credentialing Guidelines.

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.

Dallas ISD partnered with Dallas College and TAMU-C to create a sustainable model at an affordable price point in order to continue to support educators throughout the process of becoming credentialed to teach dual credit courses within district P-TECH/ECHS programs. Dallas ISD, Dallas College, and TAMU-C have already partnered on several other projects with remarkable success. With this foundation of trust, along with a mutual knowledge of each other's policies and processes, we are confident of our abilities to sustain the program beyond the life of the grant.

Additionally, Dallas ISD is working to develop a process to allocate credentialed teachers to serve students enrolled in P-TECH/ECHS programs at college campuses by cluster. This process maximizes potential scheduling and increases the number of students served by each teacher. The allocation of teacher units to the college will aid in addressing the high demand for credentialed faculty as teachers will serve students from multiple high school campuses within their Dallas ISD Learning Network attending classes at the same college. We are confident that providing low cost opportunities to complete coursework required for credentialing and maximizing the opportunities within the master schedule will allow the district to increase the number of students served and help to sustain the program beyond the life of the grant.

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?

An interest survey was distributed to high school teachers currently serving students enrolled in P-TECH/ECHS programs to identify their interest in becoming a dual credit credentialed instructor. Potential candidates identified their content area of interest (mathematics, history and English) and were invited to attend overview sessions by content area. During the overview sessions, Dallas ISD and TAMU-C presented grant and college admissions requirements. The meetings were held March 29-30, and April 1, 2021. Following the meetings, potential candidates were invited to apply for the program. All applicants were also provided a follow up email outlining next steps for the registration and admissions process presented by the IHE, TAMU-C.

Once enrolled in the program, high school teachers will attend classes as a cohort with other ECHS teachers in the Dallas area working to obtain credentials. The cohort model was adopted to assist teachers and create a professional learning community of support throughout the process. The district will also host quarterly check-in meetings with teachers to assist with any questions, concerns or needs. Meetings scheduled at the beginning and end of each semester will include information and assistance pertaining to reimbursements and registration for the upcoming semester.

Upon completion of the program, educators will meet the requirements to obtain credentials and become eligible for hire by Dallas College to teach dual credit courses. The required course sequence was developed in advance by Dallas College and TAMU-C based upon the SACSCOC requirement for community college faculty. Program participants will complete the required coursework by May of 2023. After submitting final transcripts, educators participating in this program will teach dual credit courses assigned by the hiring institution, Dallas College, servicing Dallas ISD students in early college programs. Additionally, all applicants were required to sign letters of commitment to ensure fulfillment of a (2) year dual credit contract supporting the identified needs of Dallas ISD P-TECH/ECHS campuses.

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 order to support the District's P-TECH and ECHS initiatives and to recruit and retain teachers certified to teach both high school and college credit courses (dual credentialed teachers) at district high schools, there is a need to support teachers in earning dual credentialing certification in the core content areas of mathematics, English, and history. By doing so, at-risk students will be able to take college credit courses with teachers that they are familiar with on their local campus and build educator capacity within our District. By supporting teachers and helping offset the cost of the graduate hours needed to become dual credentialed, we would be providing an incentive for teachers to stay in the District, and specifically, with their cohort of students on their respective campus. Dallas ISD employees who are accepted into the program and seek reimbursement will be asked to sign a contract, committing to serving P-TECH / ECHS students at Dallas ISD for a minimum of two years beyond May 2023 and teaching dual credit courses for Dallas College as requested. In return we anticipate this will boost the continual gains in student achievement we have experienced as we strive to help ensure the success of our students in Early College programs.

With the proposed grant funding we hope to increase the number of high-quality credentialed campus teachers to teach dual credit courses at our expanded number of Dallas ISD early college programs. There are currently eight traditional ECHS's and 18 P-TECH's within Dallas ISD. TAMU-C will partner with the District as our 4-year higher education institution who will offer graduate course work for our teachers. Tuition and fees will likely increase at TAMU-C for the 21-22 school year, but can be locked in at 21-22 rates for the two years that Dallas ISD educators are enrolling. TAMU-C has agreed to lock-in tuition for teachers so that it does not increase provided the degree is completed within the two-year timeframe.

Dallas ISD is seeking a total of \$133,348 from the Texas Education Agency which will fund: 1) Ten Dallas ISD employed teachers to become credentialed to teach Dallas College dual credit courses in the areas of mathematics, history and English, 2) \$119,098 in funds to reimburse the cost of tuition / graduate coursework fees, 3) \$11,700 in funds to reimburse the cost of textbooks, instructional materials and supplies, and 4) \$2,550 in funds to reimburse for expenses associated with enrollment into the TAMU-C program, e.g. GRE exam and application fee for teachers.

Anticipated risks for this project and adjustments which may be made over the course of the grant period will include a requested allocation to serve as a "buffer" of \$5408 for participants that require additional coursework over the original estimate up to 12 additional hours. This would only occur if our higher education partner (TAMU-C) reviews participant transcripts and determines that students who completed a master's degree and required a concentration in the teaching discipline or already started graduate coursework toward a master's degree and were seeking to complete the necessary coursework did not have as many transferable hours as they anticipated.

Disbursement plan: At the conclusion of each semester participants will submit a transcript and receipts that confirm completed coursework and itemized college fees. Dallas ISD will reimburse educators for courses that have successfully been completed with a grade B or higher. The Districts' aim will be to reimburse participants on a semesterly basis contingent on grant disbursement from TEA, but will move to an annual reimbursement cycle if needed.

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.

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Amended Section

Reason for Amendment