



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):

- 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?

Located in Arlington, Texas --midway between Dallas and Fort Worth, the Arlington Independent School District (AISD) is the thirteenth largest district in the state with almost 60,000 student (TEA TAPR, 2019-20). AISD is applying for the 2021-2023 Expansion of Dual Credit Faculty for CCRSM, to benefit four eligible CCRSM high schools (HS) in the district: Arlington Collegiate HS (2020-21 ECHS Designated), Arlington College & Career HS (2020-21 ECHS Provisional Designation), Bowie HS (2020-21 P-TECH Planning Campus), and Lamar HS (2021-22 P-TECH Planning Campus). The AISD requests priority points for expanding dual credit programming and building capacity at the four CCRSM campuses, evidenced through the proposal and attachments.

AISD leadership, principals and IHE partners identified dual credit faculty needs at each CCRSM campus and identified instructional gaps within the school's academic pathway(s) --indicated on the Crosswalks (Attachment 1) reflecting the need for additional dual credit faculty to fill key courses necessary for students to complete a postsecondary degree. Campus and district leaders engaged in a comprehensive review/revision process to ensure staffing is appropriate to meet campus goals, which include enrolling historically underserved students, providing dual credit at no cost to students, and increasing college readiness.

ECH campuses (Arlington College and Arlington College & Career) use the ECH Blueprint to plan campus course and faculty needs including evaluating: direct-to-college enrollment rates, core completion rates, and data review of access and attainment. P-TECH campuses (Bowie and Lamar) are engaged in planning courses and faculty needs using the P-TECH Blueprint. P-TECH high schools allow students least likely to attend college an opportunity to receive their high school diploma and a credential and/or an associate degree. To identify dual credit faculty needs, Bowie and Lamar consider: current course(s) of study that combine high school and post-secondary courses, enrollment rates, and data review of access and attainments.

Each CCRSM cohort is offered a sequence of coursework leading to a post-secondary credential. Systems are in place to continuously evaluate and refine offerings. At least once per school year, AISD formally engages members of the workforce, educators, higher education, and campus/district leaders to review the development of programs of study, coherent sequence of courses, industry-based certifications, and work-based learning to ensure students are prepared. Informal collaboration occurs multiple times during the year. AISD will ensure all programs of study are in alignment with high-wage, high-skill and in-demand careers/ occupations in Texas.

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?

The University of Texas at Arlington (UTA), a 4-year university, will provide graduate level instruction aligned with district needs in science and math, to participating educators at four identified CCRSM campuses (Arlington Collegiate HS, Arlington College & Career HS, Bowie HS, and Lamar HS) in the Arlington ISD. AISD and UTA have a long history of working together to meet the educational needs of our community. We are committed to supporting high-quality teaching and learning that improves the outcomes for historically underserved students and in creating and implementing successful projects.

AISD will coordinate with UTA to design an innovative, accelerated credentialing program that enables educators to complete a Master's degree with a concentration in Math and/or Science, as evidenced in the AISD-UTA Partnership Agreement (Attachment 2). The program allows participating educators to earn a master's degree with a concentration in the teaching discipline coursework by June 2023. AISD and UTA will determine a schedule of course offerings to enable full-time educators to enroll in up to 9 graduate course hours per term to fulfill the credentialing requirements of the third partner of this project --Tarrant County College (TCC) and allow educators to complete a master's degree within two years.

The Partnership Agreement outlines the major roles and responsibilities in building the program. Upon grant award, AISD will continue the work with UTA to build a robust, sustainable program that expands the number of well-prepared educators credentialed to teach college courses at CCRSM high school campuses. Campuses have identified instructional gaps within their existing academic pathway(s), which suffer from a lack of dual credit faculty in key courses necessary for students to complete a postsecondary degree. AISD will expand the number of educators credentialed to teach select Math and Science courses by June 2023. The following Performance Metrics are targets for growth: 1) Increase the number of educators credentialed and teaching one or more dual credit courses, 2) Increase the number of dual credit course offerings, 3) Increase the diversity of dual credit course offerings, and 4) Increase the number of students enrolled in dual credit courses.

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?

To complete the triad collaboration for the Expansion of Dual Credit CCRSM grant project, AISD is partnering with Tarrant County College, a community college/dual-credit provider. AISD and TCC also have a long history of working on projects to benefit historically underserved students. An example of the organizations' collaborative spirit and high level of partnership can be seen in the physical location of Arlington Collegiate High School – adjacent to the Tarrant County College Southeast campus. Students at CCRSM campuses have access to TCC facilities, resources, and other services including: faculty, libraries, labs, and artistic/cultural activities. Upon grant award, AISD will coordinate with TCC to determine the requirements for high school educators to be credentialed as dual credit faculty, meeting both the Southern Association of Colleges and Schools Commission on College requirements and any additional local requirements. The partnership agreement (Attachment 3) outlines the roles and responsibilities in which TCC will collaborate with AISD, to:

- inform AISD and educators of hiring requirements for specific discipline areas in Math and Science, communicating the requirements for meeting institutional certification to become dual credit faculty;
- consider the high school educator for hire when the teacher meets the credentials needed to become employed as a dual credit faculty member;
- hire the educator when they have met the credentials needed to become employed as a dual credit faculty member through August 2025; and
- provide AISD CCRSM students who successfully complete the dual credit courses taught by AISD credentialed educators with college credit.

TCC will collaborate with AISD, UTA, and the educator to ensure that courses taken by the educator will meet accrediting standards of TCC as the hiring dual credit provider. Details will be disseminated so educators are aware of requirements for meeting institutional certification including: course selection, registration/enrollment deadlines and procedures, payment and reimbursement requirements, course completion standards of 75% or higher, certification testing requirements, hiring deadlines and procedures. The AISD grant project manager (Executive Director of Transformational Learning) and CCRSM Principals will ensure that educators are informed of expectations in a timely manner.

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 Arlington ISD sustainability plan to address capacity challenges for offering college-level courses beyond the life of the grant is evident in the work currently in progress – with the district applying for and receiving designations for two Early College High Schools (ECHS) and two Pathways in Technology Early College High Schools (P-TECH). Achieving these designations reflects a strong commitment to the success for CCRSM schools, and increasing the college and career readiness of students across the district. The principals at the four CCRSM campuses collaborate monthly (or more often as needed), with the University of Texas at Arlington (4-year university partner), and Tarrant County College (2-year college dual credit provider). These partnerships are vital to the ongoing success of our programs, both during this grant and beyond the grant period. Additionally, The AISD Human Resource Department and principals will intentionally seek exceptionally qualified CCRSM staff.

Through this grant, Arlington ISD will increase capacity to expand academic pathways at four CCRSM campuses – both Arlington Collegiate and Arlington College & Career are ECHS campuses. Bowie and Lamar are designated P-TECH campuses operating on traditional campuses. The success of these models will also allow the district to continue the growth of dual credit/college course offerings to the four other AISD high schools, beyond the grant period and well into the future. Serving almost 18,000 high school students, 73% of which are eligible for free/reduced meals (TEA, 2019), the district has developed the goal that “100% of AISD students will graduate exceptionally prepared for college, career and citizenship” (AISD, 2016-2021 Strategic Plan). The district Performance Objective Categories (Academic Achievement; College Readiness; Workforce Readiness; and Leadership, Citizenship and Responsibility) are in direct alignment with this belief and that of supporting the expansion of dual credit offerings leading to increased academic pathways and a college credential.

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?

Teaching staff at the four CCRSM campuses (Arlington Collegiate, Arlington College & Career, Bowie, and Lamar) are invested in the success of their students. Through the CCRSM program high school students are able to complete an associate degree, a Level 1 Certificate, complete the Texas Core Curriculum with endorsements, and/or earn up to 85 hours of college credits toward a baccalaureate degree. The innovative model blends high school and college coursework to help historically underserved and at-risk students develop technical skills, earn college credentials and degrees, and pursue in-demand career paths. Students from across the district may attend any AISD High School including the CCRSM campuses. Of the nearly 18,000 (17,647) High School students, demographics include: 44% Hispanic, 21% White, 25% Black, 7% Asian, and 3% Other Races (AISD Student Ethnicity Report, June 1, 2020). Seventy-three percent of students are eligible for free/reduced meals compared to the state average of 61 % (TEA, 2019), and 64% of students are considered at risk of failure or dropping out compared to the state of 50% (TAPR, 2019).

Principals at CCRSM campuses identified dual credit Math and Science offerings as areas of high need. Math and Science faculty at the CCRSM campuses were invited to apply. Principals considered certified teachers who have: • a bachelor’s degree with no master’s level coursework, • completed a master’s degree and require a concentration in the teaching discipline, • already started graduate coursework toward a master’s degree and are seeking to complete the necessary coursework required by TCC to become credentialed as dual credit faculty. Educators were provided information regarding the grant objectives and guidelines, asked to respond and answer a series of questions including: participation interest level, Texas teaching certificate held, if they have obtained/need to earn a Master’s degree, if they need additional college credits to qualify as dual credit faculty in the content areas, how many additional hours they need, and if they anticipate program completion by required deadline of May 30, 2023. Twenty-three educators responded with a high level of interest, and 20 (ACHS: 1, ACCHS: 4, BHS: 8, LHS: 7) have chosen to move forward and participate in the program. The educators are listed on the Participant Roster (Attachment 4).

Participant educators will receive support for their completion of the accelerated credentialing program through the AISD grant project manager, campus principals, Human Resources Department, and through UTA. The cohort of participants will receive regular progress input/updates so they understand the expectations and timeline of activity completion. Participants will be guided to complete a portfolio of activities—completed and remaining, so they remain on-target to achieve expected results.

AISD commits to support educators in the dual credit hiring process, by:

- Collaborating with UTA for an accelerated credentialing program that allows participants to earn a master’s degree with a concentration in the teaching discipline coursework by June 2023.
- Collaborating with TCC to communicate the accrediting standards to educators.
- Developing processes to validate completion of coursework with an average of 75% or better.
- Allowing flexibility for participants to attend classes and fulfill their requirements in the grant.
- Reimbursing educators (maximum of \$25,000) for eligible expenses such as tuition, books, and fees) upon successful completion of courses each term.

To ensure educators fully understand grant expectations, they have all signed a Letter of Educator’s Commitment stating their intent to fulfill the program, complete a master’s degree in the teaching discipline within the period of this contract or complete credentials needed to teach dual credit (Attachment 5). In addition, upon grant award, participants will be required to complete the local LEA Participant Agreement (Attachment 6), indicating their agreement to teach college-level courses at the CCRSM through June 2025.

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.

Arlington ISD respectfully requests \$367,312 through this grant funding to expand dual credit faculty at four CCRSM campuses. Partnering with UTA to develop an innovative accelerated credentialing program, current AISD high school Math/Science teachers are able to earn a master’s degree with concentration in the teaching discipline by June 2023. Teachers will be able to enroll in up to 9 graduate hours per term to fulfill the credentialing requirements of TCC (the hiring IHE) and/or enable them to complete a master’s degree within two years. Twenty educators have been recruited, selected, and agreed to participate in the program. Anticipated expenses include participant costs for instructional expenses: college course tuition (\$258,120), books (\$19,000), estimated fees (\$30,000), and supplies/materials (\$13,500), totaling \$320,620 for participant instructional expenses. Direct costs also include associated expenses to implement and expand dual credit offerings at the four CC RSM campuses, for \$10,000.

To effectively manage the grant program, AISD will provide extra duty pay for staff members (1 professional, 1 support staff), for a total of \$18,142 (extra duty pay: \$16,300, plus fringe benefits --Medicare, TRS, TRS Care, and TRS Supplemental Contribution \$1,842). The grant project manager will follow AISD district policies and procedures in all staffing decisions. Direct administrative costs include supplies and materials to manage/implement the grant program including recruitment, selection and support of participant educators from May 2021 to June 2023 (\$6,160). Indirect administrative costs are based on the district’s current approved restricted indirect cost rate of 3.492% (\$12,390). The total direct and indirect administrative costs (\$18,142 + \$6,160 + \$12,390 = \$367,312) are below 10% threshold requirements. All funds for this program will supplement and not supplant other funds received from federal, state, and local funds for similar activities. The grant project manager will work closely with the Grants and Accounting Departments to ensure all costs encumbered are allowable, reasonable, and necessary for accomplishing the objectives of the program and for implementing activities as described in the application.

Program continuation in the grant-funded form is dependent upon available funds and resources after June 2023. The funding proposed through this grant will ensure AISD can increase the capacity and impact of the expansion of dual credit faculty, with an eye toward long-term sustainability. The district, as well as IHE partners, actively seeks additional funding streams for successful programming, and will maximize local funds, grants, and partnership investments. AISD expects to increase its internal funding of the program over time as more educators are credentialed and able to facilitate dual credit offerings for the benefit of our students.

The Letter of Educator’s Commitment (Attachment 5) and local LEA Participant Agreement (Attachment 6) delineate the responsibilities of both AISD and the educator, including the amount requested for anticipated expenses associated with instruction to complete the necessary program by May 2023. Each participant and principal has signed the Letter of Educator’s Commitment. Upon grant award, the local LEA agreement will be executed by the participant, Human Resources, and the superintendent.

The participating teacher/educators will register with the University of Texas at Arlington, enroll, pay fees, registration, textbooks and supplies on the timeline required by UTA. Participants will maintain all documentation of instructional costs. Upon successful completion of courses each term, participant will provide the required documentation of completion of at least 75% passing grade, and expenses for reimbursement. Participants will be reimbursed for eligible expenses upon receipt of approved documentation and approval by the grant project manager.

There are several anticipated risks for this project. Any project requiring the commitment to participate over several years’ time, and complete activities outside the school day, are subject to risk of incompleteness. Participants may decide they are unable to complete the requirements within the timeframe and choose not to complete the program. People may move, or have other life events that prevent participation. AISD, UTA, and TCC are committed to the success of the project, expanding dual credit offerings, ensuring teaching staff has the appropriate credentials needed, and the environment to be successful. Adjustments will be made on a case-by-case basis for individual educators to ensure they are supported in their efforts.

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