



**2021-2023 Expansion of Dual Credit Faculty for CCRSM LOI**  
**Letter of Interest (LOI) Application Due 11:59 p.m. CT, April 12, 2021**

NOGA ID

Authorizing legislation **General Appropriations Act, Article III, Rider 49, 86 TX Legislature; TEC §29.908(b) & 102.1091**

This LOI application must be submitted via email to [loiapplications@tea.texas.gov](mailto:loiapplications@tea.texas.gov).

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, April 12, 2021**.

Application stamp-in date and time

Grant period from

Pre-award costs are not permitted for this LOI.

**Required Attachments**

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
2. Attachment 1: CCRSM Crosswalk
3. Attachment 2: Letter of Instructional Assurances
4. Attachment 3: Letter of Hiring Assurances from Higher Education Partner(s)
5. Attachment 4: Participant Roster
6. Attachment 5: Letter of Educators' Commitment

**Amendment Number**

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

**Applicant Information**

Organization  CDN  Campus  ESC  DUNS

Address  City  ZIP  Vendor ID

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

**Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

- 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?

Fort Worth ISD (FWISD) is the fifth largest district in the state of Texas with 82,704 students, 84.1% of which are Economically Disadvantaged, 34.2% are English Language Learners, 65.0% are At-Risk, and almost 10% in Special Education. Of those 82,704 students, 63.4% are Hispanic, 21.7% are African American, 11.3% are White, 1.7% are Asian, .1% are American Indian, .1% are Pacific Islander, and 1.7% are Two or More Races. FWISD falls well below state and regional rates for College, Career, and Military Ready Graduates, with only 63.4% of students achieving that level of readiness compared to 72.9% in the state and 69.1% in the region. Only 15.5% of students graduate with dual course credits compared to 23.1% statewide. FWISD graduates enroll in college at a rate seven percentage points below that of the state average of 53.4%. FWISD's annual dropout rate is 50% higher than that of the state in grades 9-12 with 3% of students dropping out. FWISD employs 5,569 teachers. Only 30.2% of those students hold a Masters or Doctorate and almost one third of FWISD's teaching staff has five years or less of teaching experience. (2019-2020 Texas Academic Performance Report)

FWISD currently has 12 CCRSM schools in the implementation stage. The District has three PTECH planning campuses set to begin in 2021-2022. FWISD currently has five PTECH models and four ECHS models already in implementation. Each of the District's ECHS/PTECH campuses are partnered with Tarrant County College District (TCCD) which works directly with FWISD to hire embedded instructors for its CCRSM campuses. Each of FWISD's CCRSM campuses has an approved crosswalk with TCCD that includes Industry Certifications, Level 1 Certifications as well as up to 60 college credit hours towards an associate degree in a High Way High Demand Pathway determined by the Texas Workforce Commission. FWISD and TCCD have worked together to evaluate and determine the high needs teaching areas at each of our campuses based on FWISD's school model and pathways as well as the needed positions for TCCD.

FWISD ensures that each CCRSM cohort is offered a sequence of coursework through the attached approved crosswalks with TCCD that includes Industry Certifications, Level 1 Certifications as well as up to 60 college credit hours towards an associate degree in a High Wage High Demand Career Pathway as determined by the Texas Workforce Commission. FWISD and TCCD have worked together to evaluate and determine the high-needs teaching areas at each of our campuses based on FWISD's school model and pathways as well as the needed positions for TCCD. FWISD assigns counselors and Post-Secondary Specialists to serve alongside the TCCD dual credit office and TCCD college advisors to ensure student success that leads to a postsecondary credential.

**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?

FWISD's selection of project partners constitute a comprehensive list of local IHEs dedicated to educating the area's future teachers. This list includes The University of Texas at Arlington (UTA), the University of North Texas (UNT), Tarleton State University (Tarleton), Texas A&M University - Commerce (TAMUC), Texas Christian University (TCU), and Texas Woman's University (TWU).

Representatives from each partnering university will assist with program management through participation in the project's monthly Grant Management Committee meetings, which include those stakeholders directly associated with the day to day activities of the project, as well as the project's quarterly Program Advisory Committee meetings, which allow for consultation with and input from a wide range of stakeholders from the community.

These committees will work to create a plan for participating teachers to have the ability to complete the coursework for credentialing by the Spring of 2023 by discussing plans for scheduling, registration priority, and advisement specific to FWISD's teachers' needs. Additionally, university partners have created programs that will serve full-time employed teachers the ability to complete degree programs that lead to dual credit credentialing for school districts. With online opportunities and year-round acceptance opportunities, our teachers will have the ability to complete the required coursework prior to the Fall 2022-2023 school year.

All participating university partners have pledged to assist the District in ensuring the success of the project in meeting its goals and performance metrics. Each University has committed to ensuring that students currently attending or applying through the partnership will be able to begin coursework in the Fall of 2021.

**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 dual credit provider who will hire educators for our CCRSM models is Tarrant County College District (TCCD). We have worked with TCCD to obtain the hiring credentialing process for each of our CCRSM school model pathways and the high need positions for TCCD. FWISD will ensure the grant participants are meeting the accrediting standards of the hiring dual credit provider by evaluating the participants progression plans as well as evaluating the chosen degree field or 18 hours the participant will choose to take to serve the CCRSM model. The role and responsibility of TCCD our hiring partner is to provide the high needs areas for dual credit instructors needed at each of our twelve CCRSM schools as well as the needed credentials to be approved for hiring. Prior to coursework taken we will work with each participant and TCCD our hiring partner to approve the courses the participants choose to take that will fulfill the requirements for hiring.

FWISD will take the following steps to recruit, train, and ensure that these teachers are hired:

1. Identify high needs areas for each of FWISD's CCRSM campuses.
2. Gather requirements needed for TCCD to fill the high needs areas.
3. Recruit teachers on existing CCRSM campuses.
4. Teachers will complete required coursework with district oversight and participant planning.
5. Complete TCCD hiring requirements.
6. Begin teaching dual credit courses in Fall 2022.

**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.

Teachers employed with FWISD at each of the Early College High School and Pathways in Technology campuses were notified about the grant opportunity to become credentialed to teach Dual Credit Courses via email through their principals and post-secondary specialist. The email included an invite to attend a webinar to gain additional information about the opportunity as well as the details for the grant opportunity.

The Executive Director as well as the Early College Program Coordinator conducted an hour-long webinar to address the details of the grant as well as the required documentation. During the webinar the opportunity was explained to all of the teachers that logged on. At the conclusion of the webinar, all teachers that were interested were asked to complete required documents outlining their current certifications and what area they would like to be credentialed in. A folder was created in Google Drive for each webinar participant that showed interest in the opportunity. Teachers received access to the required documents in google drive to complete them. Once each interested teacher completed the documents, they were reviewed by the Executive Director in the Office of Innovation to determine if they were a high needs area as referenced by the hiring partner TCCD. The Grant Management Committee determined which teachers would meet the needs of our CCRSM campuses. The needs were defined as: identified high-needs areas, eligibility for credentials, and currently serving a CCRSM. Teachers will be supported throughout the course of their program with an audit, by TCCD, of their transcript each semester to make sure that they are staying on track to complete their credential courses in the required amount of time. The Grant management Committee will also request a list of the supports provided on each university campus for students enrolled that are also working full time.

The credentialing program will be overseen by the Early College Program Coordinator who serves as the liaison between Dual Credit and the hiring partner Tarrant County College District. The participants have signed an agreement to continue to serve at a CCRSM campus within FWISD until 2025. FWISD will ensure retention by offering preferred hiring to credentialed participants that can serve as embedded instructors in FWISD at the identified CCRSM campuses.

**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?

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**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 goal to expand the dual credit opportunities in the CCRSM schools will be greatly increased by these grant funds. Currently, FWISD has 10 Embedded Dual Credit Instructor serving our CCRSM campuses, and this will add 23 by the Fall of 2023. FWISD has 12 CCRSM campuses thus increasing the need to increase the number of instructors to serve the current and upcoming student population. Therefore, the entirety of the proposed budget will be used to serve the integrity of the desired outcome of the grant. FWISD will use all funds other than required amounts for the proposed goal of dual credit reimbursement to our participants.

Specifically, we will use the funds for tuition and fees, required textbooks and materials, GRE fees or other testing as needed and defined as allowable in the grant program guidelines. We will reimburse the participants at the end of each term provided they supply receipts for course required materials and proof of completion of coursework with the required GPA >75% as per the TEA grant instructions. Regarding match, each educator will fund the remaining needs to complete the program if the amount supersedes the maximum amount provided by the grant.

FWISD will reimburse 23 participants directly up to the amount requested per participant and program with the institutions that we have partnered with for the grant. FWISD will reimburse per semester for each participant after they turn in the required paperwork requested by the district for the allowable amounts per the grant instructions. FWISD has set up a google drive for participants to upload the receipts and grade reports after they have completed the coursework each semester. FWISD will adjust the amount of reimbursement if needed and split the amount per participant based on the requests for the 23 participants until TEA's limit of \$25,000 per participant is reached over the course of the project.

Anticipated risks might include participants taking incorrect courses or extra courses unnecessary for hiring at TCCD. FWISD will work closely with the hiring partner (TCCD) and participating teachers throughout the life of the grant to ensure we eliminate these possible risks. Also, while there is a commitment to stay in the teaching role through 2025, it is understood that life happens and attrition may occur. It is the intent of FWISD and the participants that all necessary steps will be taken to mitigate these and any unforeseen risks.

**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**