



**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?

Grand Prairie ISD partners with Dallas College to offer College and Career Readiness School Models at two campuses: South Grand Prairie Early College High School, South Grand Prairie High School T-STEM Academy. Each CCRSM has a four year crosswalk which outlines the high school and dual credits leading to a high school diploma and postsecondary credential. Each year, a committee of district and college leaders, review the crosswalk to ensure CCRSM cohorts are offered a sequence of courses leading to an industry credential and/or associate degree. The successful project resulted in 87 students earning a postsecondary degree upon graduation in the 2019-20 academic year.

To recruit candidates for participation in the Expansion of Dual Credit Faculty initiative, GPISD educators worked with Dallas College faculty members to identify local areas of need. First CCRSM crosswalks to high demand industries were reviewed. Courses were listed in rank order based on the number of sections taught per semester and the number of students enrolled to earn a postsecondary credential. Next, instructors were matched to each course. In this way, courses in need of dual credit teachers were identified. Finally, outstanding GPISD teachers were recruited to bridge instructional gaps in targeted academic fields and courses.

To serve as adjunct faculty in CCRSM dual credit courses, instructors must meet SACSCOC Principles of Accreditation. Interested teacher candidates worked with a designated college faculty member to review the SACSCOC guidelines. Transcripts were audited to match each teacher's graduate coursework to faculty qualifications for each academic discipline. Teacher candidates without a graduate degree reviewed master's program course requirements and accelerated semester schedules. Teacher candidates with a graduate degree reviewed 18 hour concentration qualifications including course options and semester schedules. As a result of this process, four teacher candidates completed a commitment form for the Dual Credit Faculty Expansion program.

The dual credit expansion process will benefit all CCRSM stakeholders. Teachers will gain improved content knowledge and instructional skills. In addition, serving as an adjunct faculty member will increase their income and bolster their careers. High schools will increase the number of highly qualified and certified secondary educators teaching in early college programs. This will improve student retention and success. GPISD and Dallas College will increase the number of qualified adjunct instructors eligible to teach dual credit enabling them to increase the number of courses and pathways offered. Students will benefit from improved teaching and learning and increased career options to achieve the CCRSM goal of preparing students for entrance into high demand occupations of the region and state. Because the initiative benefits all stakeholders, each year GPISD and Dallas College will use the process developed to identify and meet dual credit faculty needs during spring planning meetings.

**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?

Grand Prairie ISD will partner with the University of Texas at Arlington to provide graduate level instruction to empower four educators to earn qualifications to teach dual credit courses. Three GPISD teachers will complete a UTA master's degree in their assigned teaching field. The degree will satisfy the 18 hour concentration of graduate courses in the appropriate academic discipline to meet SACSCOC Principles of Accreditation. One GPISD teacher with a master's degree will complete 18 graduate hours in Economics at UTA to meet SACSCOC qualifications to teach dual credit Economics courses.

UTA graduate courses will be taught in an accelerated schedule to allow master's degree candidates to complete 33 to 36 hours of coursework by the spring semester of 2023. The three teachers seeking a master's degree in their teaching discipline will take 9 hours in the fall semester of 2021, 9 hours in the spring semester of 2022, 9 hours during the fall semester of 2022, and 6-9 hours in the spring semester of 2023. The CCRSM teacher holding a postgraduate degree will enroll in 18 hours of master's level Economic courses during the 2021-22 and 2022-23 academic terms. All graduate courses will be taken on-line to provide educators the flexibility to complete adjunct faculty qualifications while working in the teaching profession. All CCRSM teachers will be credentialed to teach dual credit by June 2023. The educators will sign a commitment to teach in Grand Prairie ISD CCRSM campuses for 3 years after completion of their graduate program.

UTA College of Education staff will work with teacher candidates in the spring of 2021 to complete enrollment requirements for the university and the graduate program. UTA faculty and staff will also assist degree seeking teachers to enroll in coursework as a cohort of learners once they have been accepted into the graduate program. The district will provide meeting spaces in GPISD Professional Development Centers for the graduate cohort. This will allow the educators to explore course content, complete collaborative assignments, and study for midterm and final exams. UTA faculty will meet with the GPISD cohort each semester to support students in accessing the university's remote learning resources, effectively participating in virtual classes, and successfully completing course requirements. At the end of each semester, a UTA staff member will work with the cohort to review the degree plan and enroll in graduate courses. GPISD teachers will be reimbursed costs upon completion of courses with a grade of at least 75% each semester.

**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?

GPISD and Dallas College have a long-standing partnership to offer dual credit courses at each CCRSM campus leading to an industry credential and/or associate degree. CCRSM students attend dual credit courses at the high school campus during 9th and 10th grade and at the community college during 11th and 12th grade. Dallas College has entered into a commitment with GPISD to hire educators as adjunct faculty in CCRSM dual credit courses once they have earned the appropriate credentials.

Educators from three GPISD departments, College Readiness, Teaching and Learning and Counseling, meet with Dallas County leaders each month to ensure dual credit program enrollment, orientation, supports, events, assessments and resources are aligned to the needs of the students and educational institutions. The committee also coordinates assignment of instructors and course offerings to ensure students have the ability to enroll in dual credit course sequences aligned to workforce needs, leading to a postsecondary credential, and transferable to Texas colleges and universities.

Dallas College has designated faculty at each campus to audit transcripts of Adjunct Professor applicants, to determine if they meet accreditation SACSCOC standards. Transcripts of educators interested in attending graduate level courses through the grant initiative were audited to determine the number of credits completed at all higher education institutions, number of credits required to complete faculty qualifications, grade point average, and Graduate Record Exam scores. The University of Texas at Arlington academic advisors used the information to develop a degree plan for educator candidates indicating degrees completed, major credits completed toward a graduate degree, major credits needed to complete a graduate degree (if applicable), and minor credits needed to fulfill the 18 hour concentration in an academic discipline. UTA advisors will review student progress at the end of each semester of class to ensure students stay on track to earn the appropriate credentials before June 2023.

Dallas College has a process in place to hire adjunct instructors. Applicants will be required to complete a job application. The Hiring Committee Chair will work with the dual credit committee to assign educators to CCRSM courses.

**4. Sustainability Plan:** Describe the sustainability plan to be implemented which can support the ongoing efforts of the CCRSM campus(es) to address capacity challenges for offering college-level courses beyond the life of the grant. How will the applicant build upon the success of this program to expand college course offerings for high school students in the future.

The Advisory Council will utilize research based strategies to support the ongoing efforts of CCRSM campuses to address capacity challenges for offering college-level courses after the grant project ends. Sustainability components will include:  
(a) High Quality Project Management: An Advisory Council including representative from the district, Dallas College, and the University of Texas at Arlington will meet monthly to monitor project implementation and make changes based on educator, district, and higher education needs.

(b) High Quality Course Offerings: Grant funds will be used to hold annual Planning Conferences. During the meetings, Advisory Council members will meet with Texas Workforce Commission representatives to identify occupations and credentials required for regional employment in the DFW region. During the conference, career pathways course sequences, associated curriculum, and common assessments will be developed to meet workforce needs. The result of the conference will be advanced CCRSM crosswalks with stackable credentials sequenced from industry certifications to progressively higher-level associates and baccalaureate degrees.

(c) Highly Qualified & Certified Educators - Crosswalks developed during the conference will be used to identify adjunct faculty needs to provide college instruction in evolving academic disciplines. The Advisory Council will coordinate a variety of funding sources to provide educator scholarships for future needs of CCRSM pathways GPISD Educational Foundation and IHE scholarship funds.

(d) Ongoing Educator Support: GPISD will build on strategies used to implement successful Grow Your Own and Principal Preparation programs to support educators as they gain dual credit credentials. The district will provide funding to the University of Texas at Arlington to integrate three cohort meetings into educator preparation coursework each term. During meetings, teachers will work with university faculty to master content, access resources, and celebrate credits accrued in the accelerated remote learning environment. The use of proven strategies to build will ensure the district and higher education partners continue the project beyond June 2023.

**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?

Two Grand Prairie CCRSM campuses will participate in the Dual Credit Faculty Expansion initiative - South Grand Prairie Early College High School and South Grand Prairie High School T-STEM Academy. GPISD leaders established a fair and rigorous identification process to ensure the "best fit" educators become adjunct faculty members in rigorous College and Career Readiness School Model (CCRSM) campuses: (1) Recruitment Practices: In the spring of 2021, Grand Prairie ISD College Readiness, Teaching and Learning, and Counselors met with Texas Workforce Solutions representatives to review and rank CCRSM crosswalks based on projected employment opportunities for the next five years in the Greater Dallas Workforce region. Once career pathways were prioritized, the GPISD team met with Dallas County faculty to determine instructors needed in each crosswalk. Dual credit courses were listed including the number of sections offered per semester at each CCRSM campus. Adjunct faculty members currently teaching in GPISD were matched to course sections. This process led the team to determine the number of dual credit instructors needed in each academic discipline to fill instructional gaps at CCRSM campuses. (2) Applicant Identification: Principals identified outstanding teachers in each academic discipline who have documented success working with at-risk youth in CCRSM courses and reflect the diversity of the student population. Interested teachers worked with Dallas County staff to audit transcripts based on faculty qualifications outlined in the Southern Association of Colleges and Schools Commission on Colleges principles of accreditation. Teachers then met with University of Texas at Arlington (UTA) faculty to learn about graduate programs and courses available in each academic discipline to meet adjunct faculty qualifications. (2) Educator Support: Grand Prairie ISD and the University of Texas at Arlington have put into place practices to support educators in completing the accelerated credentialing program. The UTA master degree program courses will be taught in an accelerated schedule to allow teacher candidates to complete 33-36 hours of coursework and be credentialed to teach dual credit by June 2023. All graduate courses will be taken on-line to provide educators the flexibility to complete a degree or 18 hour concentration while working in the teaching profession. The UTA College of Education staff will work with teacher candidates in the spring of 2021 to complete enrollment requirements for the university and the graduate program. The staff members will also assist teachers to enroll in coursework as a cohort of learners based on their teaching discipline once they have been accepted into the graduate programs. The district will provide meeting spaces in professional development centers for graduate cohorts. This will allow teams to explore course content, complete collaborative assignments, and study for midterm and final exams. UTA faculty will work with GPISD cohorts in a personalized educational plan which affords support in accessing the university's remote learning resources to participate in virtual classes and complete course requirements. (3) Applicant Commitments: Teachers who will participate in the Dual Credit initiative have signed a commitment to pursue a master's degree in the appropriate discipline area from the University of Texas at Arlington over the course of the 2021-2022 and 2022-2023 academic years. By signing the commitment, dual credit teacher candidates agree to work with Dallas College to ensure academic coursework is completed with an average grade of 75% or higher per course and reimbursement of expenditures is based on remaining in good standing in a graduate program coursework and the TEA grant project. The agreement outlines the teacher's responsibility to cover the costs of instruction incurred with the course if grade standards are not upheld. In addition, the signed document commits the teacher to becoming fully certified as a dual credit instructor by May 30, 2023 and to apply to Dallas College for employment as a dual credit faculty member by the 2023-2024 academic year. Commitment to the dual credit initiative includes remaining employed in a Grand Prairie ISD CCRSM for three years after becoming certified as a dual credit instructor. (4) Educational Institution Commitments: The University of Texas at Arlington has signed a letter of commitment to provide an accelerated credentialing program enabling educators participating in the Expansion of Dual Credit Faculty initiative to become credentialed to teach dual credit by June 2023. Dallas College has signed a letter committing to employ qualified educators as adjunct faculty members upon completion of dual credit qualifications. Grand Prairie ISD commits to employing the teachers who remain in good standing with the district and TEA on a CCRSM campus for three years after completion of dual credit credentials.

**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.

**Direct administrative costs:** Administrative costs totaling 10% of the grant award are requested to enable the GPISD Executive Director of College Readiness to manage the Expansion of Dual Credit Faculty grant program. The director will oversee the Advisory Council and work with partners to plan, implement, and evaluate the educator preparation program. The GPISD administrator will also be responsible for submitting reports to the Texas Education Agency on-time and as requested. In addition, administrative costs will be utilized to enable GPISD Business Operations department to manage the grant finances including budget, compliance, and accounting tasks. Administrative cost requests for the grant initiative total \$10,000.

**Educator Preparation Expenses:** \$25,000 for three educators earning a graduate degree and \$15,000 for one educator seeking 18 hour concentration is requested to cover the cost of university courses for CCRSM teachers seeking adjunct professor qualifications. Reimbursement will be made to cover instructional expenses including University of Texas at Arlington tuition and fees; textbook, materials, and supplies; and admissions exam costs. Reimbursement to educators will also include in-state travel costs associated with traveling to Dallas College for transcript audits and advising, and to UTA for class meetings associated with graduate level meetings. Texas per diem cost limits will be followed for all travel costs. Educator expenses will be reimbursed in the form of a scholarship upon the successful completion of courses per academic term. Successful completion will be defined as an average of 75% or higher in each course completed. Educator expenses will be the responsibility of participants if courses are not completed on time with an average grade of 75% or higher or the educator is not in good standing with Grand Prairie ISD or the Texas Education Agency. The scholarship reimbursement will include a \$6000 stipend per educator. \$3000 will be paid at the end of each academic year (May 2022 and May 2023) based on good standing with GPISD, UTA, and TEA. Educator preparation expenses requested for four educators total \$90,000.

**Direct Payment to Institution of Higher Education:** GPISD will pay \$10,000 to the University of Texas at Arlington to conduct meetings with three GPISD educators seeking a master's degree with adjunct faculty qualifications. A meeting will be held at the beginning of the graduate program to introduce educators to UTA graduate courses and degree plans and to university and grant program expectations. Three meetings will be held each semester of the master's degree program. Two meetings will be held during each term to support and advance academic achievement of cohort members in graduate coursework. One meeting will be held at the end of each academic term to celebrate success and address questions concerning course schedules and expectations for upcoming semesters. Direct costs to be paid to the University of Texas at Arlington total \$10,000 to hold ten meetings during the grant period.

**Direct costs associated with course offerings:** GPISD requests \$3,000 per year to host planning conferences with Texas Workforce Commission, Dallas College, and University of Texas at Arlington representatives for the purposes of planning T-STEM, P-TECH, and ECHS course offerings and associated educator preparation programs in the summer of 2021 and the spring of 2022 and 2023. Direct costs requested to expand course offerings total \$9,000 for the grant period.

**Indirect costs:** Indirect costs are requested based on the 2021 GPISD restricted indirect cost rate of 3.972. Indirect costs requested total \$4727.

**Total grant requests:** Grant funds requested for the GPISD Expansion of Dual Credit Faculty grant program total \$123,726. Grand Prairie ISD will build on the successful strategies from the Grow Your Own and Principal Preparation teacher preparation projects to empower educators to earn graduate credentials, teach as adjunct faculty, and ultimately maximize learning and opportunities for the students of Grand Prairie ISD.

**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**

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