



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

NOGA ID [REDACTED]

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

This LOI application must be submitted via email to loiapplications@tea.texas.gov.

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

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

Application stamp-in date and time

Grant period from **May 27, 2021 to June 15, 2023**

Pre-award costs are not permitted for this LOI.

Required Attachments

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

Amendment Number

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

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

The United Independent School District (United ISD or UISD) is prepared to fully meet the purpose of the 2021-2023 Expansion of Dual Credit Faculty for College Career Readiness School Model (CCRSM) grant: to increase the number of high school educators credentialed to teach academic dual credit courses at CCRSM campuses. The Texas CCRSM enables students least likely to attend college an opportunity to receive both a high school diploma and a postsecondary degree (i.e., a Level 1 or Level 2 certificate, an associate degree, or at least 60 credit hours toward a baccalaureate degree). The Lyndon B. Johnson early college programs, the Early College High School (ECHS) and Biotechnology and Life Sciences Innovative Academy (BLSIA), incorporate instructional support services to raise the graduation and post-secondary success to under served youth by removing the financial, academic, and psychological hurdles that prevent students from entering and succeeding in college.

United ISD's plan for identifying dual credit faculty under this proposed program are as follows:

- * The ECHS/BLSIA Dean and the Director of Career/Technical Education (CTE) would review the CCRSM cohort course crosswalks to determine in which subjects Dual Credit Faculty would be needed for current and upcoming courses;
- * These courses that would require additional or new Dual Credit faculty would then compared to existing staff credentials, and gaps identified in the academic areas for appropriately credentialed staff; and
- * Teachers would be identified and recruited to become credentialed and to serve in the CCRSM courses.

The systems put in place to ensure each cohort is offered a sequence of coursework leading to a post secondary credential include:

- * Use of approved CCRSM course crosswalks leading directly to an Associate of Arts or Associate of Science for each student;
- * Monitoring students attendance and grades to ensure timely progress in the crosswalk courses, as well as prompt reaction and redirection in the event of poor student performance or attendance; and
- * Continuing strong partnerships with our institutes of higher education to ensure that barriers to college access are overcome by increasing the number of high school educators who teach academic dual credit courses at CCRSM campuses.

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?

United ISD's university partner which will provide graduate level instruction to participating educators is Texas A&M International University (TAMIU). United has coordinated with TAMIU to design an accelerated credentialing program. Texas A & M International University is able to assure and is fully committed to the implementation of the Expansion of Dual Credit Faculty for CCRSM initiative associated with their commitment to provide coursework necessary for educators to become credentialed to teach dual credit at United ISD's early college academic programs at United Early College High school and United Biotechnology and Life Science Innovative Academy by June 2023. TAMIU is focused on the development and expansion of dual credit pathways that assure all participating educators will have the opportunity to complete a master degree with a concentration in their teaching discipline or obtain 18 hours in concentration of study for credentialing to teaching dual credit coursework in areas of greatest academic need. This will strengthen the community's education levels by enhancing educator's abilities and increases the number of high school educators credentialed to teach academic dual credit courses at CCRSM campuses ,thereby increasing the number of educators teaching dual credit courses while reducing barriers to college access and expanding dual credit course offerings at our CCRSM campuses.

TAMIU's roles and responsibilities in building the program are seen in its commitment to:

- a) supporting this initiative and participate in development of accelerated credentialing program initiatives and outcomes, and
- b) disseminating information about the program's opportunities to educators and community upon successful completion of courses by June 2023. Texas A & M International University has committed to the continued partnership, support, and cooperation with the United Independent School District. This partnership helps solidify an innovative approach in educational quality and individualized student learning environments that successfully closes achievement gaps, increases student academic performance, attendance, and post-secondary readiness.

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 is Laredo College. Laredo College is able to assure and is fully committed to the implementation of the Expansion of Dual Credit Faculty for CCRSM initiative associated with its commitment to provide employment opportunities for faculty who have the coursework necessary for credentialed educators to teach dual credit at United ISD’s early college academic programs (ECHS, BLSIA) by June 2023.

The steps to ensure that courses taken by the the educator will meet the accrediting standards of the dual credit provider are that: The educator will submit the degree plan to Laredo College for credential verification of the proposed coursework included in that plan prior to enrolling in coursework; and United ISD will continue its practice of intensive collaboration with Laredo College to assure that all dual credit courses taught by all college faculty adhere to the same instructional standards, rigor, practices, procedures, and policies outlined by the College, the Texas higher Education Coordinating Board, Southern Association of Colleges and Schools Commission on Colleges, and other appropriate accrediting or regulatory agencies as any other equivalent college level course.

The roles and responsibilities of the dual credit provider, Laredo College, will commit to: a) support this initiative and participate in development of accelerated credentialing program initiatives and outcomes; b) disseminate information about the program's opportunities to educators and community; and, c) certifying high school educators to teach dual credit upon successful completion of their program courses by June 2023 through an existing memorandum of understanding (MOU). Laredo College will work closely with the United Independent School District to certify dual credit educators have the appropriate credentials as well as identify and address the roles, responsibilities, and accrediting standards of each educator as identified in the MOU with the United Independent School District. Laredo College is committed to the continued partnership, support, and cooperation with the United ISD for undertaking an innovative approach in educational quality and individualized student learning environments that successfully close achievement gaps, and increases student academic performance, attendance, and post-secondary readiness.

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

The sustainability plan supports the ongoing efforts of the ECHS and BLSIA campus to address capacity challenges for offering college-level courses beyond the life of the grant, 2021-2023, to ensure that educators who have not completed their degrees have the opportunity to finish and serve as dual credit faculty. There is already a commitment from UISD and Texas A&M International University ensuring that all participating teachers will be afforded the opportunity to complete the accelerated credentialing program if educators are unable to complete the necessary coursework within the grant timeline. Any educator who is lacking coursework at the end of the grant may apply for tuition assistance through the district at that time. The existing inter-organizational partnership will be maintained to ensure current and anticipated faculty needs are met for the CCRSM campus. Future CCRSM programmatic needs for expanding academic pathways and the need for recruitment of educators to expand the capacity to offer dual credit courses will be forecast through ongoing crosswalk reviews, students enrollment, students earning credit hours, and ongoing innovative course development. Additional funding will be sought through grants and innovative programs to continue this project beyond the grant period.

The applicant will build upon the success of this program to expand college course offerings for high school students through an exciting and transformative approach to high school, that leverages strong partnerships with colleges and universities to enhance alignment of educational systems to immerses students in rigorous educational opportunities that are proven effective. This will be accomplished through the continued growth and success of the existing ECHS and BLSIA programs, as well as the possible future expansion of the CCRSM to new and upcoming early college high schools at our other three UISD high school campuses. Growth metrics for this success will be:

- * Increase in number of educators credentialed and teaching one or more dual credit courses;
- * Increase in number of dual credit course offerings;
- * Increase in the diversity of dual credit course offerings; and
- * Increase in the number of students enrolled in dual credit courses.

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?

Teachers were identified and recruited for this project by first identifying which current/upcoming courses had need of credentialed instructors. The ECHS/BLSIA Dean and the Director of CTE reviewed the CCRSM cohort course crosswalks to determine in which subjects Dual Credit Faculty would be needed for current and upcoming courses. These courses that would require additional or new Dual Credit faculty were then compared to existing campus, ECHS, or BLSIA staff's credentials, and gaps identified in the academic areas for appropriately credentialed staff. Potential teachers were then deliberately targeted and recruited to join this program for the opportunity to gain their credentials and to teach in the CCRSM courses. The ECHS/BLSIA Dean reached out to these teachers directly via personal contact and email, at the same time stressing the need for the teacher to make a multi-year commitment to serve in the ECHS or BLSIA.

New practices to be put into place to support their completion of the accelerated credentialing program include: Dean of ECHS/BLSIA will collaborate with TAMIU and the teacher to ensure that coursework to be taken will align with the standards of the hiring/credential granting college; teachers will commit to serving the program during the life of the project and two years thereafter (through the Summer of 2025); Director of CTE in conjunction with the ECHS/BLSIA Dean will monitor and support the teacher's progress toward earning required credits and gaining necessary credentials.

UISD has committed to participating teachers that they will be able to teach college courses upon satisfaction of meeting credentialing requirements through the deliberate design and recruitment of teachers in the current and projected areas of need specific to the ECHS/BLSIA. The teachers have been recruited from existing faculty on the home campus (LBJ High School) of the ECHS/BLSIA so that they have a proven track record of success at this campus. UISD has also shown this commitment by outlining the roles, responsibilities, and expectations of the teachers to serve in this project.

UISD has asked participating teachers for their commitment to serve the ECHS/BLSIA by teaching college-level courses in the educators letter of commitment which states that teachers will commit to serving the program during the life of the project and two years thereafter (through the Summer of 2025). All participating teachers have made this commitment as seen in the Educator's Letters of Assurances.

Budget Narrative

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

The proposed budget will support the needs and goals of the program, including for staffing, instructional expenses, supplies, materials, contracts, travel, etc. There was a deliberate decision made to focus funds on the needs of the educators that informed the program planning process from the beginning. All activities are planned to meet the needs of the educators in reaching their credentialed status so that they may become dual credit teachers in service of our CCRSM program students in the areas of most need. All activities stem from the allowable uses of funding:

- * Direct payment to an institution of higher education on behalf of advancing an employee’s education;
- * Reimbursement to educators for instructional expenses, including college course fees;
- * Reimbursement to educators for books, supplies, materials;
- * Reimbursement to educators for expenses associated with enrollment into the university program (e.g., GRE exams): and
- * Reimbursement to educators for in-state travel costs (including hotel, airfare, car rental, following state per diem) associated with the instruction received.

United ISD has budgeted \$164,218 for tuition/fees for 8 teachers to gain dual credit course credentials throughout the period of the program. This calculates to \$20,527.25 per each educator for payment of tuition and reimbursement for course fees. Also, expenses associated with enrollment to the university program, and reimbursement for potential in-state travel costs have been budgeted at \$8,000, estimated at \$1,000 per educator. Additionally, United has budgeted \$20,980 for books, supplies, materials that calculates out to \$2,622.50 per educator. These expenses total \$24,149.75 per educator. UISD has also budgeted 3.401% to meet the district's negotiated indirect cost fee, which is far below the allowable 10% outlined in the grant; this amount is equal to \$6,802. All budgeted expenses are reasonable and necessary to meet the needs and goals of this program.

Matches that are anticipated to support this program, either by the LEA, college partner, or educator are, at this time not required of the program. However, it must not be overlooked that 8 educators will be devoting a significant portion of their time and effort outside of the workday to participate in this program in order to become credentialed dual credit faculty. The University of Michigan - Flint states that, "for every one credit hour in which you enroll, you will spend approximately two to three hours outside of class studying" (umflint.edu/advising/surviving_college). At an estimated 3 credit hours per course and estimated 234 hours total needed for credentialing x (12 hours/week class & study time x avg 18 weeks per course) = 16,848 hours. At the teachers extra duty pay rate of \$30/hour, this could potentially be considered a match from the educators of \$505,440 across the life of this program.

The disbursement plan for the expenses incurred by educators participating in the program is for tuition and fees to be paid to TAMIU directly from the UISD so that educators do not have such a large out of pocket cost. Other expenses including books will be paid by the educator with a reimbursement provided by the district using the district's business office guidelines and procedures.

The anticipated risks for this project and the adjustments which may be made over the course of the grant period include:

- * A participating educator leaving or withdrawing from the program. This would require the educator to provide to the ECHS Dean and Director of CTE written notice of withdrawal, and the CCRSM would seek an alternate educator (prior to the submission of a finalized participant roster due December 1, 2021 to TEA) or an appropriate substitution approved by TEA after that date);
- * Unforeseen institution withdrawal of a partner IHE would require UISD to immediately seek another partner; or
- * Approved degree plan university class no longer offered, would require UISD to work with IHE partners to identify a substitution.

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