TEA ® — Texas Education Agency

NOGA ID [ ]

Authorizing legislation	**GAA, Article IX, Rider 41, 86th Texas Legislature; TEC 29.924; TEC 28.020**

This LOI application may 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 mus receive the application by **11:59 p.m. CT, September 18, 2020**.

Application stamp-in date and time

Grant period from	**October 23, 2020 to May 31, 2023**
Pre-award costs permitted from	**the date of award announcement**

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)

2. All attachments as listed on page 4-5 of the Program Guidelines

Amendment Number

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

Applicant Information

Organization	Raul Yzaguirre Schools for Success	CDN	101806	Campus	102	ESC	4	DUNS	968141507

Address	2950 Broadway		City	Houston	ZIP	77017	Vendor ID	1682

Primary Contact	Angie Miranda	Email	angie.miranda@tejanocenter.org	Phone	713-640-3700

Secondary Contact	George Flores	Email	george.flores@tejanocenter.org	Phone	713-640-3700

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	Dr. Adriana Tamez	Title	President and Superintendent

Email	adriana.tamez@tejanocenter.org	Phone	713-640-3700

Signature		Date	9/16/2020

Shared Services Arrangements

X Shared services arrangements (SSAs) are not permitted for this grant.

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.

☒ 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.

☒ 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.

☒ The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2020-2023 Blended Learning Grant Program-Planning Grants Program Guidelines.

☒ The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2020-2023 Blended Learning Grant Program-Planning Grants Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.

☒ The applicant will attend the mandatory BLGP Kickoff Summit. The 2020 BLGP Kickoff Summit will take place virtually on November 12-13, 2020. Attendance at the BLGP Summit is mandatory for all participating districts. The district BLGP Project Manager must be in attendance.

☒ The applicant will designate and provide a district-level project manager who will be available to dedicate at least 50% of his or her time to designing and implementing the BLGP plan.

☒ The applicant will list the proposed feeder pattern to be included in the district with a rationale as to why each school is included as part of this grant.

☒ The applicant will contract with a BLGP Design and Implementation vendor in the fall/winter of the Planning year.

☒ The applicant will implement a TEA approved software program in all grade levels selected to participate in the BLGP. Non-math blended learning pilot participants must gain TEA approval for their chosen software program. Different grades participating in the program within a given school (or district) may choose to implement different software programs.

☒ The applicant will submit the BLGP Strategic Plan in the spring prior to implementation. The Strategic Design component of the BLGP Strategic Plan is tentatively due to TEA in Jan/Feb of 2021. The remainder of the plan is tentatively due in May of 2021. Exact dates will be sent to grantees by email.

Statutory/Program Assurances (Cont.)

☒ The applicant will complete all BLGP Fidelity of Execution Requirements in program implementation, which include:

    a. Weekly Student Software Progress: Achieve the vendor-specific weekly student software progress metrics of the selected software program

    b. Weekly Teacher Software Usage: One teacher log-in per week is required

    c. Weekly Data Driven Instruction (DDI) time: Execute DDI time, provide evidence of DDI time (TEA will provide a template), that will be delivered to TEA

    d. Monthly Meaningful Learning Experiences (MLE): Execute MLE(s), provide evidence of MLE (TEA will provide a template), that will be delivered to TEA

    e. Beginning, Middle, and End of Year Interim Assessment: Administer approved interim assessment and send campus growth report to TEA

Statutory/Program Requirements

1. **District Commitment:** Explain why your school district wants to join the Blended Learning Grant Program (BLGP) as a Math Innovation Zone (MIZ) or a non-math blended learning pilot. *(Recommended Length: 1.5-2 pages)*

    a. Describe why the district hopes to become a MIZ site or a non-math pilot and how the BLGP planning and execution process will benefit the district and schools. Include how blended learning is connected to the district's long-term vision and near-term priorities, and demonstrate that the district has the capacity to dedicate time and energy to this work at the present time. If applicable, response may include why COVID has changed the district prioritization of blended learning.

    b. Describe what problem or set of problems the district and schools are attempting to solve through the use of a blended learning instructional model.

    c. At its core, blended learning represents innovation in how instruction is delivered. However, we know that through the BLGP's robust planning and execution processes, blended learning can also foster **broader operational benefits** at the district and school levels - these may include changes in staffing, scheduling, finance, etc. Please describe your district's willingness to explore and embrace these kinds of broader operational innovation.

Our school district is interested in expanding the implementation of Blended Learning to a non-math pilot program. After developing the Blended Learning Strategic Plan for MIZ zones, our teaching community became interested in implementing this personalized learning model across subjects. Teachers that served in the BL council became advocates and trailblazers; therefore, influencing their counterparts and engaging in additional learning experiences. In addition to the Education Elements training sessions, they attended the UTEACH courses on their own time and attended professional development through Region IV Service Center.

The strategic planning process prompted the school district to revisit the long-term vision and adjust the near-term priorities to ensure it aligned with our newly adopted vision for BL. Blended Learning will be a staple for how instructional experiences will be provided regardless of the content area. It will ultimately become the pillar for how leaders and teachers will broaden opportunities for developing student agency. A common language will be consistent among all levels as decisions are made including budget among others.

The district is committed to remaining aligned to the BL model. We believe in providing students personalized learning experiences and tools that will allow them to persist and continuously grow and eventually impact their community. Our BL learning process allowed the district leadership team to assess and adjust the stated "generic vision" into a strategic vision that leads to maximizes opportunities for all students.

Statutory/Program Requirements

1. Continued: Please use the additional space provided to respond to Program Requirement Question #1.

Raul Yzaguirre Schools for Success is committed to Blended Learning for all our students. We are a small district which gives us an opportunity to work as a team to support our learning community. During the process for MIZ BL, our superintendent, chief academic officer, special populations and chief academic officer actively participated in the strategic planning series of experiences. Many hours were dedicated to engaging in decisions regarding how BL will impact learning and what needed to happen at the district level to ensure a smooth and effective transition. We understand that if we are to implement this model with excellence, all instructional resources and training needed to be available before teachers and students arrive. We also must modify instruction and classroom routines to meet the needs of possible hybrid or distant learning.

The current situation surrounding COVID-19 has caused a modification in lesson planning and delivery of instruction. Whether classes occur in person or distant learning, adjustments need to be in place to practice BL strategies in any scenario. Our passion to serve all students drives the learning process and we understand that this requires exceptional leadership and teacher commitment. We will make sure that support is provided to all levels so that our time and energy leads to high levels of learning through Blended Learning experiences.

The problems our district and schools are attempting to solve are increasing academic achievement while shifting the way we deliver instruction from teacher led to student direct learning, where students have agency over their instructional process. Our data shows the multiple areas that need to be addressed if we are deeply committed to providing excellence in learning. Below are some 2019 data points that support and justifies the need to address academic achievement:

Campus: Elite STEM Primary Academy
Subject STAAR Scores at Meets STAAR Scores at Masters
All Reading 3-5 grades 38% passing at meets; 14% passing at masters
All Math 3-5 grades 48% passing at meets; 25 passing at masters
Writing 4the grade 17% passing at meets; 0% passing at masters
Science 5th 41% passing at meets; 16% passing at masters

Campus: Houston STEM and Early College Middle School
Subject Percent Scores at Meets Level Percent Scores at Masters Level
All Reading 6-8 grades; 33% passing at meets; 14% passing at masters
All Math 6-8 grades 40% passing at meets; 15% passing at masters
Writing 8 grade; 37% passing at meets; 9% passing at masters
Social Studies 8th grade 34% passing at meets; 18% passing at masters

Campus: Houston T-STEM and Early College High School
Subject Percent Scores at Meets Level Percent Scores at Masters Level
ALL ELA/Reading 39% at meets; 3% at masters
All Math 49% at meets; 14% at masters
Science 49% at meets; 7% at masters
Social Studies 59% at meets; 36% at masters

The STAAR data in the tables above show that we need to improve the current conditions of teaching and learning since it is impacting readiness for career and college readiness. Although we understand that other factors may influence learning, we also recognize that there is an extensive body of research that shows that meaningful learning strategies are essential in supporting student academic growth.

Furthermore, the ACT scores are below the average of 17 which is another data point that leads us to believe that we need to change our instructional practice and provide opportunities for student voice and advocacy. Specifically, the percent of students passing at above average in ACT scores are as follows: Reading 32%, Math21% and Writing 47%.

Statutory/Program Requirements

1. Continued: Please use the additional space provided to respond to Program Requirement Question #1.

Our data analysis process with leaders and teaching staff resulted in an increased sense of urgency and support for the transition to a Blended Learning model of instruction. It is clear that first instruction is not meeting the needs of students and hence, we consistently have high number of students needing some sort of intervention. The conversations regarding our current data also reflect a need to improve Special Education (SPED) and English Learners (EL) and Gifted and Talented (GT) services and delivery f instruction. The table below shows a breakdown of our Houston campuses feeder pattern special population data:

Campus	Percent SPED	Percent EL	Percent GT	Percent Ec. Dis.	Ethnicity Hispanic
Elite STEM Primary	6.46	71.63	1.69	99.72	99.88
Houston STEM EC MS	5.32	48.17	2.66	99.66	99.67
Houston T-STEM and EC HS	6.46	71.63	1.69	99.72	99.88

AT RYSS there there is a strong committment to serve students and the district will support and enable the PM to make necessary adjustments and decisions across functions. The MIZ Blended Learning Strategic Planning (BLSP) process prompted changes to the operational functions, staffing and budget allocations. Change is at the core of this process and the council and district leadership team embraced the changes that will result in effective alignment to Blended Learning. For instance, the IT process is being streamlined and consistent check ins will be in place to ensure technology issues are being addressed promptly. Another staffing change was the need to ensure one staff member will address the grant compliance components while the Teacher Development Specialist will support the instructional and planning process for effective BL. Effectively communicating and engaging the Chief Academic Officer in the planning process was necessary to develop and closely monitor the strategic budget plan that will secure funding for immediate and future expenses.

2. **Project Manager:** Who will lead this work at your district by serving as the **BLGP Project Manager** and why is this person the right person for this role? *(Recommended Length: 0.5 page)*

   a. Include information about the **experience, background, and ability to drive student results** of the BLGP PM.

   b. Please describe the prospective PM's commitment to and vision for the BLGP in the district. Why is this individual committed to implementing a high-quality blended learning model?

   c. Describe how the district will enable the PM to make decisions across functions (C&I, IT, etc.) and influence district leadership to drive instructional and operational change.

Dr. Angie Miranda will serve as the BLSP Project Manager for the district. Her extensive experience as an educator and leader makes her an asset to lead this work. She has served several districts as a teacher, principal, and district administrator. During her tenure as a Chief Academic Officer at RYSS she led the MIZ BLSP during the 2019-2020 school year in addition to other innovative projects such as Project Lead the Way and C-STEM. Our teachers and leaders trust her expertise since she has a proven record of success and has a passion for serving the community. Before serving RYSS, Dr. Miranda was a principal in Houston ISD and led one of the highest academic performing campuses in the Houston Independent School District (HISD). She was promoted to support principals as a School Support Officer and her campuses performed well.

She transitioned to RYSS as the Chief Academic Officer in 2018, and the campuses have improved significantly. Based on the Accountability system Elite STEM Primary and Houston STEM Early College Middle School moved from a C to B and the district moved from a B to A. In addition, Houston STEM MS and HS are now designated by the Children at Risk School Ranking as the Top 10 Charter schools in Houston. Also, Houston STEM Early College earned the designation as a top 10

Statutory/Program Requirements

2. Continued: Please use the additional space provided to respond to Program Requirement Question #2.

Magnet High School serving low income students in Houston. In addition to these recognitions, the Houston T-STEM Early College High School was recognized by the US News and Report as a 2020 Best High School.

The learning community is excited with the direction of the district but Dr. Miranda insists that until 100% of all students are reaching high levels of learning we have to find innovative ways to meet students where they are and engage them in meaningful work that will prepare them for the future.

Angie is a hands-on leader who is actively present in the classrooms and provides feedback to teachers and principals when needed. There are several systems that are essential in the way she " moves the needle " or drives student results. Deep data dives support decision making and are carefully aligned to effective practice and targeted instruction. She understands how change could be a challenge or roadblock to the effective implementation of any initiative, therefore; collaboration and positive interpersonal communication skills are needed to engage all stakeholders.

As part of the strategic planning process, she aligned district and school practices to Blended Learning. Professional development, budget, resource allocations and staffing have been adjusted to ensure success in the MIZ initiative and to support any additional process that improves personalized learning such as the addition of non-math BL practices.

3. How does the district **use data to drive decision making** about student achievement? *(Recommended Length: 0.5 page)*

   a. Describe the **quantitative goals, metrics, and measures** that the district or charter school network tracks. Describe the progress towards these goals and the evidence the district collects to assess this progress. These indicators can include multi-annual, annual, and during-the-school-year goals. If available, include examples of data from the past few years to demonstrate how the district or open-enrollment charter school is tracking results.

The district quantitative goals, metrics and measures follow the HB3 Board Goals and Monitoring trackers established by the district leadership team along with the superintendent and board members (see attachment). These goals are based on Math, Reading and CCMR data such as STAAR, TX-KEA, graduation rates and other. In addition, the district goals are included in the District Improvement Plan and these align to individual campuses to ensure coherency and common goals.

Campus data is being monitored frequently and this data determines professional development, resources, coaching, staffing and other decisions. The district assesses the effectiveness of programs, staff, and fidelity of implementation for initiatives such as Balanced Literacy, Blended Learning, SPED, GT, Bilingual Education and other. Due to the small size of our district, the Chief Academic Officer and Compliance Officer monitor the effectiveness of data analysis in the day to day operations of the campus. The following are processes and systems meant to use data to make instructional decisions:

1. Teachers plan lessons using backward planning protocol to ensure the end in mind has clarity on assessments and align instruction to these assessments. Daily exit tickets data determine the effectiveness of the lesson, students learning and next steps to ensure students are mastering the TEKS.
2. Frequent quizzes and other authentic assessments such as projects are assigned to ensure students master learning.
3. Formative assessments are administered after every unit and a Data Driven Instruction protocol determines what students master and what needs to be revisited. This analysis occurs along with campuses coaches and principals and the data is available on DMAC where the data is disaggregated by TEKS and next steps are carefully planned. At this time small group instruction, one on one sessions and technology applications are used among other strategies.

Statutory/Program Requirements (Cont.)

3. Continued: Please use the additional space provided to respond to Program Requirement Question #3.

4. After assessment data is available student confer with teacher and use their Lead4Ward trackers to reflect on the learning. This conference determines the plan of action and re-teaching or acceleration are determined. It is common to see district administrators visit classroom and engage in conversations with students regarding data analysis and learning pathways.
5. Classrooms and PLC rooms have data walls that show student progress and achievement towards specific metrics and smart goals.
6. The district expectation is that teachers and campus leaders are engaging in parent communications that share their child's data trends so that they are always informed and support teaching and learning.
7. Monthly board and leadership meetings consistently include data analysis that show evidence of smart goals progress towards measures and quantitative goals.

4. **NON-MATH BLENDED LEARNING PILOT APPLICANTS ONLY**: What on-line curriculum program is intended to be used in the district and schools?   *(Recommended Length: 0.5 page)*

    a. Describe why this program best meets the needs of students and teachers in the proposed BLGP site(s) and how a high-fidelity use of this program will lead to gains in student achievement.

Imagine Learning (IL) is the intended online curriculum to be used as part of the non-math learning pilot. IL is a research proven supplemental that is aligned to the Texas Essential Knowledge and Skills (TEKS). As stated previously, we have a large English Learning (EL) student population and IL also provides Spanish support, therefore; supporting both languages of instruction. . Initially students will be diagnosed at the beginning of the year (BOY) to determine mastery of TEKS and identify essential gaps that need to be learned before moving to the next skill. Identifying and addressing these gaps will be a mayor focus especially understanding that face to face instruction was not available since March 2020 due to challenges associated with COVID-19. Only 47% of our students had consistent access to internet or technology and therefore relied on packages such as the TEA Instructional Continuity resources.

The Imagine Learning system will provide reports that teachers and administrators at the campus and district level may review to make instructional decisions. Teachers will use IL data to personalize student learning and assign tasks that focus on strengths and weaknesses. While IL provides intervention that address gaps in learning it also supports acceleration for those students on track. Whether students are on campus or distance learning, they could access IL and engage in meaningful learning experiences.

Another advantage of the online tool is that teachers can monitor students in real-time and this data can be used for additional student support. The IL representative facilitates the monitoring process by sending weekly usage reports to the district and campus leaders. These reports serve as an opportunity to monitor fidelity of implementation. Celebrations and recognitions will be conducted so students and parents are motivated to engage in the tool and show evidence of learning through journals and quality of usage. Imagine Learning will impact students learning but students must complete a minimum of 2 lessons per week to show improvement. Students cannot advance through the program until they master the necessary skills to continue to the next level. IL will also provide real time feedback to the teacher so that adjustments are made based on results.

A middle and end of year assessment will provide valuable data that will be used for planning instruction, assigning small group instruction or one-on-one intervention. The end of year report includes data that will assit teachers in placing students in appropriate summer school acceleration programs and also beginning of the year planning that address gaps in learning. Among the reports provided, IL now generates a report that is aligned to the STAAR passing standards at approaches, meets, or masters which has increased interest among teachers and parents.

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**

IMPORTANT NOTICE: Application Part 2 is not compatible with Google Docs.

Complete the supporting budget worksheets first, i.e., 6100, 6200, 6300.... The Program Budget Summary worksheet is linked to and will auto-populate with the amounts you entered on the respective supporting budget worksheets. All budgeted amounts must be entered in whole dollar amounts. *Do not enter any cents.*

On each supporting budget worksheet, complete the Total Program Costs and Total Direct Admin Costs lines. Together these lines must equal the Grand Total otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.

If pre-award costs are allowable, budget all pre-award costs in the Pre-Award Cost column on the appropriate supporting budget worksheet(s).

Payroll 6100

Complete this worksheet to request payroll costs. Do not request funds for consultants or contractors on this worksheet; those funds should be requested on the Professional and Contracted Services 6200 worksheet.

Professional and Contracted Services 6200

Complete this worksheet to request professional services, consulting services, and contracted services.

Supplies and Materials 6300

Complete this worksheet to request supplies and materials.

Other Operating Costs 6400

Complete this worksheet to request other operating costs. Be sure to comply with documentation requirements, where applicable.

Capital Outlay 6600

Complete this worksheet to request capital outlay costs.

Capital outlay means funds budgeted or expended to purchase capital assets, such as equipment, or expenditures for the acquisition cost of capital assets. Capital assets are tangible or intangible assets having a useful life of more than one year, which are valued at $5,000 or greater per unit, or the applicant's capitalization level, whichever is less. Capital outlay may include expenditures to make improvements to capital assets that materially increase their value or useful life.

Program Budget Summary

This worksheet auto-populates from the supporting budget worksheets for Program Costs, Direct Admin Costs, and Pre-award Costs, if applicable. There are only a few fields that may require input from the grantee, if applicable, such as indicating *Consolidate Administrative Funds, Indirect Costs, Shared Services Arrangement,* or the *Administrative Cost Calculation.*

Consolidate Administrative Funds - If applicable, click on the cell, then click on the arrow that appears. Select "Yes, No or N/A" from the drop down selection.

Indirect Costs - Refer to the Maximum Indirect Cost Handbook to calculate the maximum indirect costs that may be claimed for the grant and enter the amount of indirect costs budgeted for this grant on line 7 under the Total Budgeted Cost column.
Maximum Indirect Cost Workbook link.

Shared Services Arrangement - If applicable, enter amount of payments to member districts on line 9.

Direct Administrative Cost Calculation - Enter the Total of All Budgeted Costs from line 8 on line 10 to determine the maximum amount allowable for direct administrative costs.

For further guidance, refer to the Budgeting Costs Guidance Handbook.

Application Part 2:   **2020-2023 Blended Learning Grant Program-Planning Grants**
Authorized by: GAA, Article IX, Rider 41, 86th Texas Legislature; TEC 29.924; TEC 28.020

County District Number or Vendor ID:		101806		Amendment # (for amendments only):	

Payroll Costs (6100)					
Employee Position Title	**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions Less than 100% Grant Funded**	**Grant Amount Budgeted**		**Pre-Award**
Academic/Instructional					
1 Teacher		21	$	21,000	$ -
2 Educational Aide			$	-	$ -
3 Tutor			$	-	$ -
Program Management and Administration					
4 Project Director		1	$	17,550	$ -
5 Project Coordinator			$	-	$ -
6 Teacher Facilitator			$	-	$ -
7 Teacher Supervisor			$	-	$ -
8 Secretary/Admin Assistant			$	-	$ -
9 Data Entry Clerk			$	-	$ -
10 Grant Accountant/Bookkeeper			$	-	$ -
11 Evaluator/Evaluation Specialist			$	-	$ -
Auxiliary					
12 Counselor			$	-	$ -
13 Social Worker			$	-	$ -
14 Community Liaison/Parent Coordinator			$	-	$ -
Education Service Center (to be completed by ESC only when ESC is the applicant)					
15 ESC Specialist/Consultant			$	-	$ -
16 ESC Coordinator/Manager/Supervisor			$	-	$ -
17 ESC Support Staff			$	-	$ -
18 ESC Other: (Enter position title here)			$	-	$ -
19 ESC Other: (Enter position title here)			$	-	$ -
20 ESC Other: (Enter position title here)			$	-	$ -
Other Employee Positions					
21 (Enter position title here)			$	-	$ -
22 (Enter position title here)			$	-	$ -
23		**Subtotal Employee Costs:**	$	38,550	$ -
Substitute, Extra-Duty Pay, Benefits Costs					
24 6112 - Substitute Pay			$	-	$ -
25 6119 - Professional Staff Extra-Duty Pay			$	-	$ -
26 6121 - Support Staff Extra-Duty Pay			$	-	$ -
27 6140 - Employee Benefits			$	-	$ -
28 61XX - Tuition Remission (IHEs only)			$	-	$ -
29		**Subtotal Substitute, Extra-Duty Pay, Benefits Costs:**	$	-	$ -
30		**Grand Total:**	$	38,550	$ -
31		**Total Program Costs*:**	$	38,550	
32		**Total Direct Admin Costs*:**	$	-	

*Complete the Total Program Costs (line 31) and Total Direct Admin Costs (line 32) lines. The sum of these lines must equal the Grand Total (line 30) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

FOR TEA USE ONLY	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate):	By TEA staff person:

County District Number or Vendor ID:	101806	Amendment #:	0

Professional and Contracted Services (6200)

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. Please provide a brief description for the service and purpose.

	Description of Service and Purpose	Grant Amount Budgeted	Pre-Award
1	6269 - Rental or lease of buildings, space in buildings, or land Specify purpose:	$ -	$ -
2	Service: Specify purpose:	$ -	$ -
3	Service: Specify purpose:	$ -	$ -
4	Service: Specify purpose:	$ -	$ -
5	Service: Specify purpose:	$ -	$ -
6	Service: Specify purpose:	$ -	$ -
7	Service: Specify purpose:	$ -	$ -
8	Service: Specify purpose:	$ -	$ -
9	**Subtotal of professional and contracted services requiring specific approval:**	**$ -**	**$ -**
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	$ 20,000	$ -
11	**Grand Total:**	**$ 20,000**	**$ -**
12	**Total Program Costs*:**	$ 20,000	
13	**Total Direct Admin Costs*:**	$ -	

*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.

FOR TEA USE ONLY	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Application Part 2:   **2020-2023 Blended Learning Grant Program-Planning Grants**
Authorized by: GAA, Article IX, Rider 41, 86th Texas Legislature; TEC 29.924; TEC 28.020

County District Number or Vendor ID:	101806	Amendment #:	0

	Supplies and Materials (6300)		
	Expense Item Description	**Grant Amount Budgeted**	**Pre-Award**
1	Remaining 6300 - Supplies and materials that do not require specific approval:	$ 59,000	$ -
2	**Grand Total:**	**$ 59,000**	**$ -**
3	Total Program Costs*:	$ 59,000	
4	Total Direct Admin Costs*:	$ -	

***Complete the Total Program Costs (line 3) and Total Direct Admin Costs (line 4) lines. The sum of these lines must equal the Grand Total (line 2) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.**

FOR TEA USE ONLY

RFA# 701-20-105; SAS #454-21

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate):	By TEA staff person:

County District Number or Vendor ID:	101806	Amendment #:	0

	Other Operating Costs (6400)		
	Expense Item Description	**Grant Amount Budgeted**	**Pre-Award**
1	6411 - Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	$ -	$ -
2	6412 - Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify name and purpose of conference:	$ -	$ -
3	~~6412/6494 - Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.~~	$ -	$ -
4	6413 - Stipends for non-employees other than those included in 6419.	$ -	$ -
5	6419 - Non-employee costs for conferences. Requires pre-authorization in writing.	$ -	$ -
6	6411/6419 - Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	$ -	$ -
7	~~6495 - Cost of membership in civic or community organizations. Specify name and purpose of organization:~~	$ -	$ -
8	64XX - Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	$ -	$ -
9	**Subtotal of other operating costs (6400) requiring specific approval:**	**$ -**	**$ -**
10	Remaining 6400 - Other operating costs that do not require specific approval.	$ 7,450	$ -
11	**Grand Total:**	**$ 7,450**	**$ -**
12	**Total Program Costs*:**	$ 7,450	
13	**Total Direct Admin Costs*:**	$ -	

*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.

In-state travel for employees does not require specific approval.

FOR TEA USE ONLY	
Changes on this page have been confirmed with:	On this date:

Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Application Part 2:   **2020-2023 Blended Learning Grant Program-Planning Grants**
Authorized by: GAA, Article IX, Rider 41, 86th Texas Legislature; TEC 29.924; TEC 28.020

County District Number or vendor ID:	101806	Amendment #	0

Grant Period:	October 23, 2020 to May 31, 2023 Pre-award costs are permitted, if requested, from date of annoucement to October 23	Fund Code:	429

Budget Summary					
Description and Purpose	**Class/ Object Code**	**Program Cost**	**Direct Administrative Cost**	**Total Budgeted Cost**	**Pre-Award Cost**
1 Payroll Costs	6100	$ 38,550	$ -	$ 38,550	$ -
2 Professional and Contracted Services	6200	$ 20,000	$ -	$ 20,000	$ -
3 Supplies and Materials	6300	$ 59,000	$ -	$ 59,000	$ -
4 Other Operating Costs	6400	$ 7,450	$ -	$ 7,450	$ -
6 **Total Direct Costs:**		$ 125,000	$ -	$ 125,000	$ -
7 * Indirect Costs:				$ -	$ -
8 **Total of All Budgeted Costs :**		$ 125,000	$ -	$ 125,000	$ -
Direct Administrative Cost Calculation					
10 Total of All Budgeted Costs from line 8:		$ 125,000			
11 **Direct Administration** Cap per Program Guidelines (X%)		0.05			
12 Maximum amount allowable for **direct administrative** costs:		$ 6,250			

*For current year indirect cost rates, please visit the Federal Fiscal Compliance and Reporting **_Indirect Cost Rates_** page.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. Indirect costs claimed are part of the total grant award amount, not in addition to the grant award amount. Do not submit an amendment solely for the purpose of budgeting indirect costs.

To calculate the maximum indirect cost, please use the **_Maximum Indirect Costs Worksheet_** on the Grants Administration
Division's Administering a Grant page.

FOR TEA USE ONLY	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

County District Number or vendor ID:			Amendment #	

SUBMITTING AN AMENDMENT

This worksheet is used to amend the budget of a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). Refer to the amendment instructions (orange tab) located on this Excel workbook for information about when to submit an amendment and the documents required.

AMENDED BUDGET REQUEST					
Description	**Class/ Object Code**	**A. Grand Total from Previously Approved Budget**	**B. Amount Deleted**	**C. Amount Added**	**D. New Grand Total**
1 Payroll Costs	6100				$ -
2 Professional and Contracted Services	6200				$ -
3 Supplies and Materials	6300				$ -
4 Other Operating Costs	6400				$ -
6 **Total Direct Costs:**		$ -	$ -	$ -	$ -
7 **Indirect Costs:**					$ -
8 **Total Costs:**		$ -	$ -	$ -	$ -

FOR TEA USE ONLY	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

After the original application is approved and the grantee has received the Notice of Grant Award (NOGA), the grantee may need to make changes to the budget or the planned program. Most grantees are permitted to make some changes to the budget or program without notifying or getting approval from TEA. (Some grantees are required to notify and get approval from TEA for all changes to their budget or programs.) In other cases, however, the grantee is required to submit formal notice to TEA of the desire or intent to change the budget or program.

Refer to the Amendment Submission Guidance section of the Administering a Grant page of the TEA website. The guidance titled "When to Amend the Application" provides details on which grantees are and are not required to submit amendments and when amendments are required. Also refer to the General and Fiscal Guidelines, Amending the Application, for more detailed information about amendments.

Regardless of how a grantee amends the application to distribute funds among the class/object codes, the grantee is still responsible for carrying out the scope and objectives of the grant as described in the approved application.

TEA reserves the right to reject unnecessary amendments without reviewing and approving them.

Submitting an Amendment

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Administering a Grant page of the TEA website.

How to Submit an Amendment

An amendment may only be submitted by email to loiapplications@tea.texas.gov.

Pages to Include with an Amendment

1. Page one of the application with an updated signature and date

2. Appendix I of the applciation: Negotiation and Amendments

Required for budget amendment requests

3. Request for Amendment excel page

4. Program Budget Summary

5. Supporting budget pages

Assembling the Amendment

Follow these steps to complete all schedules required to be submitted:

1. Complete page 1

      a. Complete the box in the upper right corner of the schedule by indicating the number of the amendment. The first amendment you submit for the grant is #1; if that amendment is approved, the next amendment becomes

      b. Ensure all applicant information is current and correct.

      c. Ensure the authorized official information is current and correct. The authorized official must sign and date with the date that the amendment is being submitted.

2. Complete Appendix 1: Negotiation and Amendments

      a. Choose the section you wish to amend from the drop down menu

      b. Describe the changes you are making and the reason for the changes. Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments

3. If you are requesting a budget change, complete the Request for Amendment budget page

      a. In column A, enter the grand total for each class/object code in the most recently approved application or amendment.

      b. In column B, enter the amount being deleted from each class/object code.

      c. In column C, enter the amount being added to each class/object code.

      d. Column D and the total direct cost line will automatically calculate your changes

4. If you are requesting a budget change, complete the Program Budget Summary page and the corresponsding supporting budget page. For each class/object code on the budget summary, strike through the previously approved amount and enter

5. Do not resubmit any attachments required in the original application.

5. Do not resubmit any attachments required in the original application.

NON-MATH BLENDED PILOT APPLICANTS ONLY

District or Charter School Network Information Form

Feeder Pattern 1 Form

Attachment 1B

Letter of Interest for 2021-2022 BLGP Planning and Execution Grants

Instructions
- Please submit the requested district or charter school information including information regarding the proposed campuses for the non-math blended learning pilot.
- Input information relevant to the topic in column B (light blue cell) and follow the instructions in the cell; Only one feeder pattern should be included per tab. Duplicate tabs for additional feeder patterns as needed.
- Incomplete subsections or incorrect information are cause for rejection from this request for Letter of Interest
- In the case of more than 4 intended feeder elementary schools, please submit the below information as an appendix to the Letter of Interest
- Please reach out to MIZ@tea.texas.gov with any questions about this document

	Applicant Response
Application	
Please confirm that this application is for a non-math blended learning pilot (not Math Innovation Zones)	Non-Math Blended Learning Pilot
District or Open Enrollment Charter School Information	**Applicant Response**
District or Charter School Name	Raul Yzaguirre Schools for Success
District or Charter School Network ID Number	101806
Personnel	
Superintendent Name	Dr. Adriana Tamez
LOI Author Name	Angie Miranda
LOI Author Title	Grants Project Manager
LOI Author Phone	713-640-3700
LOI Author E-mail Address	angie.miranda@tejanocenter.org
District BLGP Project Manager Name	Angie Miranda
District BLGP Project Manager Title	Grants Project Manager
District BLGP Project Manager Email Address	713-64-3700
District BLGP Project Manager Phone Number	angie.miranda@tejanocenter.org
District Details	
District Overall Performance - Numeric Grade Only	A
Total Students in District	1300
Total Students Anticipated to Participate in Proposed BLGP Grade Levels in 2021-2022 School Year	657
District Classification (Rural, Urban, Suburban)	Urban
Education Service Center Region	4
Name of school in district with most previous experience in blended learning	Elite Primary Academy and Houston STEM Middle School
Number of years the school (in previous answer) has used blended learning	1
Interim assessment district is planning to be used for BLGP grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	Rennaisance, STAAR, TX-KEA
Current Student Information System (SIS) in use throughout district (TxEIS, PowerSchool, Skyward, iTCCS, District-made system, etc...)	TxEIS
List all other TEA programs in which the district is currently involved (i.e. Lone Star Governance, System of Great Schools, Additional Days School Year, School Action Fund, etc...)	BL MIZ Innovation Zones
Are your proposed BLGP campuses implementing calendars in line with TEA's Additional Days School Year (ADSY) program? If so, what is your anticipated ADSY model (e.g. Summer Learning, Intersessional Calendar, or Full Year Redesign)? If not, answer "No".	No
Is your district using or planning to use any curricular content provided through Texas Home Learning 3.0?	Yes
If your district is using or planning to use any curricular content provided through Texas Home Learning 3.0, for which grade levels and curricular content areas? Please list all. If not, leave blank.	K-5
If awarded this grant in Fall 2020, when does the district expect to be able to contract with technical assistance providers, given district procurement policies?	12/1/2020
Does the applicant and relevant district and school stakeholders commit to attending the BLGP Kickoff Summit virtually on November 12-13, 2020?	Yes
Blended Learning Grant Program Specific Questions	**Applicant Response**
Proposed Software Program and Fidelity Metrics	
What is the subject/content area for which the district is applying to be a part of this non-math blended learning pilot?	Reading/Language Arts
Which online curriculum program is the district and schools applying to use?	Imagine Learning (IL)
Given your knowledge of the online curriculum program, what metric do you expect the district and TEA to track on a weekly basis to evaluate student progress and program success? *Note: All non-math online curriculum programs must receive TEA approval of weekly student progress metrics	2 IL lessons completed per week
Is the proposed online curriculum a supplemental or core curriculum?	
Core curriculum: a full course design for a given content area that covers all of the grade level standards and skills and is the primary curriculum used for teaching and learning.	
Supplemental curriculum: designed to enhance and align with the core curriculum used for instruction by targeting a specific set of content, skills, and/or goals, but does not replace the core curriculum.	Supplemental
Please link a research study confirming a positive impact from this online curriculum program on student achievement results.	https://www.imaginelearning.com/research

Feeder Pattern 1	No Response needed in this Cell
School 1A Details	Applicant Response
School 1A Campus Name	Elite STEM Primary Academy
School 1A Campus Total Students	356
Lowest Grade at School 1A Campus (i.e. "6" for 6th grade)	6
Highest Grade at School 1A Campus (i.e. "8" for 8th grade)	8
Personnel	
School 1A Campus Principal Name	Ellie Garza
School 1A Campus Principal Email Address	ellie.garza@tejanocenter.or
School 1A Campus Principal Phone Number	713-640-3763
School 1A Campus BLGP Project Manager	Denise Martinez
School 1A Campus BLGP Project Manager Title	Teacher Development Specialist
School 1A Campus BLGP Project Manager Email Address	denise.martinez@tejanocenter.org
School 1A Campus BLGP Project Manager Phone Number	713-640-3700
School Details	
Performance Results and Economic Indicators	
School 1A Campus Overall Performance - Numeric Grade Only	B
Percent of Students at School 1A Campus Eligible for Free or Reduced Price Lunch	100%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	70%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	60%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	73%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	64%
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	38%
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	24%
Feeder Pattern	
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School A	86%
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School B	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School C	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School D	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School E	Enter Percent

School 1B Details (if applicable)	Topic and Response
School 1B Campus Name	Houston STEM Preparatory Middle School
School 1B Total Students	301
Lowest Grade at School 1B (i.e. "PK" for Pre-K)	6
Highest Grade at School 1B (i.e. "5" for 5th grade)	8
Personnel	
School 1B Principal Name	April Coleman
School 1B Principal Email Address	april.coleman@tejanocenter.org
School 1B Principal Phone Number	713-640-3700
School 1B BLGP Project Manager	Denise Martinez
School 1B BLGP Project Manager Title	Dean of Instruction
School 1B BLGP Project Manager Email Address	denise.martinez@tejanocenter.org
School 1B BLGP Project Manager Phone Number	713-640-3700
School Details	
Performance Results and Economic Indicators	
School 1B Overall Performance - Numeric Grade Only	B
Percent of Students at School 1B Eligible for Free or Reduced Price Lunch	100%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	70%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	72%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	75%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	70%
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	33%
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	26%

School 1C Details (if applicable)	Applicant Response
School 1C Campus Name	Houston T-STEM and Early College High School
School 1C Total Students	289
Lowest Grade at School 1C (i.e. "PK" for Pre-K)	9
Highest Grade at School 1C (i.e. "5" for 5th grade)	12
Personnel	
School 1C Principal Name	April Coleman
School 1C Principal Email Address	april.coleman@tejanocenter.org
School 1C Principal Phone Number	713-640-3700
School 1C BLGP Project Manager	Rosio.Arroyo
School 1C BLGP Project Manager Title	Dean of Instruction
School 1C BLGP Project Manager Email Address	rosio.arroyo@tejanocenter.org
School 1C BLGP Project Manager Phone Number	713-640-3700
School Details	
Performance Results and Economic Indicators	
School 1C Overall Performance - Numeric Grade Only	B
Percent of Students at School 1C Eligible for Free or Reduced Price Lunch	100%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	62%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	76%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	75%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	80%
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	39%
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	44%

School 1D Details (if applicable)	Applicant Response
School 1D Campus Name	Enter Text Response
School 1D Total Students	Enter Numeric Response
Lowest Grade at School 1D (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at School 1D (i.e. "5" for 5th grade)	Choose Numeric Response
Personnel	
School 1D Principal Name	Enter Text Response
School 1D Principal Email Address	Enter Email Address
School 1D Principal Phone Number	Enter Phone Number
School 1D BLGP Project Manager	Enter Text Response
School 1D BLGP Project Manager Title	Enter Text Response
School 1D BLGP Project Manager Email Address	Enter Email Address
School 1D BLGP Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
School 1D Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at School 1D Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent

School 1E Details (if applicable)	Applicant Response
School 1E Campus Name	Enter Text Response
School 1E Total Students	Enter Numeric Response
Lowest Grade at School 1E (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at School 1E (i.e. "5" for 5th grade)	Choose Numeric Response
Personnel	
School 1E Principal Name	Enter Text Response
School 1E Principal Email Address	Enter Email Address
School 1E Principal Phone Number	Enter Phone Number
School 1E BLGP Project Manager	Enter Text Response
School 1E BLGP Project Manager Title	Enter Text Response
School 1E BLGP Project Manager Email Address	Enter Email Address
School 1E BLGP Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
School 1E Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at School 1E Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent

School 1F Details (if applicable)	Applicant Response
School 1F Campus Name	Enter Text Response
School 1F Total Students	Enter Numeric Response
Lowest Grade at School 1F (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at School 1F (i.e. "5" for 5th grade)	Choose Numeric Response
Personnel	
School 1F Principal Name	Enter Text Response
School 1F Principal Email Address	Enter Email Address
School 1F Principal Phone Number	Enter Phone Number
School 1F BLGP Project Manager	Enter Text Response
School 1F BLGP Project Manager Title	Enter Text Response
School 1F BLGP Project Manager Email Address	Enter Email Address
School 1F BLGP Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
School 1F Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at School 1F Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent

If necessary, provide additional school context including former campus names, for accountability purposes or alternative feeder pattern approaches

RAUL YZAGUIRRE SCHOOLS FOR SUCCESS

September 15, 2020

To whom it may concern,

We are committed to providing a personalized learning experience that engages learners in high levels of thinking and prepares them to address the challenges associated with an evolving workforce. As the leader of this organization, I am committed to supporting the successful implementation of a Non-Math Blended Learning as the blueprint for what it means to serve students at RYSS.

It is our hope to see students excited about their learning and fully participating in their day to day education. As a district, we are committed to support our teachers and understand that there will be opportunities for growth as we learn and make adjustments to the framework.

We look forward to this urgent work and commit to ensuring teachers and leaders feel supported during this process. If further information is needed, please feel free to contact me anytime.

Sincerely,

Dr. Adriana Tamez
Superintendent

2950 Broadway
Houston, Texas 77017
713-640-3700

2255 N. Coria
Brownsville, Texas 78520
956-574-7100

RAUL YZAGUIRRE SCHOOLS FOR SUCCESS

Letter of Support for Blended Learning

September 15, 2020

To whom it may concern,

At Raul Yzaguirre Schools for Success (RYSS), we are committed to providing a personalized learning experience. As a key member of the organization, I have worked closely with the Chief Academic Officer to support the planning and implementation of Blended Learning as a new framework to serve students at RYSS. Blended Learning will engage learners in high levels of thinking and prepare them to address the challenges associated with a post-secondary education and an evolving workforce.

As a district we have begun to upgrade our technological infrastructure to accommodate the Blended Learning framework. We look forward to the collaboration with the Blended Learning partners.

Regards,

George Daniel Flores
Chief Financial Officer

2950 Broadway
Houston, Texas 77017
713-640-3700

2255 N. Coria
Brownsville, Texas 78520
956-574-7100

STEM Academy & ECHS
Principal: April Coleman
2950 Broadway St.
Houston, TX 77017
Phone: 713.640-3700

September 15, 2020

To Whom It May Concern:

As a Blended Learning Math campus, we understand and see the value of this best instructional practice with all learners. The Blended Learning instructional model is paving the way campus-wide to providing cohesive curriculum alignment, tightening the focus on personalized learning, and creating a culture of student voice and student choice. It is setting up our students for success, learning growth and achievement. Our students are engaging in 21st Century learning in meaningful ways through Blended Learning; thus, we fully support the non-Math Blended Learning grant.

If you should have additional questions, please feel free to contact me at april.coleman@tejanocenter.org or (713) 640-3710.

Sincerely,

April Coleman
Principal

ANGIE MIRANDA, Ed. D.

5 Timber Lane West Columbia, Texas 77486 · (832) 385 - 8112 · Angiemira@aol.com

Executive Summary

Accomplished educator with a passion for improving urban communities through excellence in educational opportunities for ALL students.

Qualifications

- Planning and Developing
- Instructional leadership
- Budget Management
- Coaching
- Staff Development
- Data Driven

- Mentoring
- Compliance
- Interpersonal Skills

EXPERIENCE

Chief Academic Officer/BL Project Manager

Raul Yzaguirre Schools for Success-September 2018-Current

- Develop, and implement a compelling vision for the district's instructional and curriculum services and set the vision and goals to ensure rigorous and standards-aligned instruction and instructional supports in every classroom.
- Assume leadership role on the Superintendent's Cabinet responsible for assisting with long-range strategic planning, developing system-wide budgets, plans, policies and activities.
- Apply research and best practices to inform theories of pedagogy and ensure consistent delivery of high-quality instruction aligned with key standards (i.e. classroom-to-classroom, grade-by-grade, school-by-school).
- Establish direction for school improvement efforts by monitoring the progress of school performance, student achievement objectives and academic excellence indicators to align strategies for school improvement.
- Create the conditions that enable all educators to provide rigorous, authentic, and personalized experiences for all students, particularly historically underserved populations.
- Collaborate with schools to develop instructional programs and to implement reform models designed to improve achievement of all students; develop a two-way feedback loop from school sites to the Chief Academic Office.
- Create opportunities for teachers to reflect on their practice while engaging in the systemic improvement of practice over time in every classroom.
- Strategically manage and allocate resources (including money, people, time, etc.) aligned to students' needs.

School Support Officer

Houston Independent School District-June 2014 to September 2018

- Support 13 campuses School Improvement Plan Implementation with a focus on effective research based practices.
- Introduced, monitored and provided feedback on the implementation of Guided Reading structure for all campuses.
- Analyzed curriculum alignment with content, rigor, resources and strategies.
- Collaborated with principals by conducting calibrated walks and timely feedback.
- Developed, implemented and led Professional Development for principals aligned to the district goals.
- Spearheaded Professional Development for teachers and principals based on needs reflected by data.
- Resolved parent and community concerns.

- Oversaw the implementation of the Race to the Top grant which resulted in an increase in number of students being exposed to College and Career Readiness.
- Provided leadership for curriculum and assessment revisions and development process.
- Evaluate principal effectiveness through multiple evidence based data.
- Oversee budget of approximately 72,000,000 in addition to Reach to the Top grant funding.
- Collaborated with department directors, community partners, and other stakeholders.
- Collect, interpret and provide expertise in decision making according to data reports.
- Expedite services from departments such as facilities and maintenance.
- Collaborate with Human Resources in the recruitment of out of state teachers for critical areas such as Bilingual, Special Education and Science.

Elementary School Principal
Houston Independent School District, August 2004-2014

- Improved and sustained academic achievement of low SES campus of approximate 650 students.
- Influenced a campus culture that focused on Excellence for all students.
- Developed instructional systems that led campus to Meet Standard with Distinctions under the current TEA Accountability System.
- Maintained Exemplary Accountability status for six consecutive years.
- Served diverse populations and ensured high academic achievement for all students.
- Collaborated with stakeholders to improve parental engagement and community involvement.
- Implemented curriculum changes and modifications to better meet the needs of students.
- Developed professional development opportunities for teachers and principals with the goal of effectively teaching students of diverse backgrounds.
- Promoted College Readiness among students, community and staff Created effective systems that ensured powerful collaboration among teaching staff.
- Encouraged leadership opportunities for staff members that resulted in an increase of staff members being promoted within the school district.
- Earned recognitions such as Gold Distinctions, Title 1 Distinguished Progress Award, TEA Budget Recognition, Just for Kids, Devon Awards, and other.
- Analyzed and interpreted data reports that lead to effective and timely instructional decisions.
- Collaborated with Human Resources in the recruitment of out of state teacher candidates in Puerto Rico.
- Designed protocol and participated in principal recruitment committees.
- Managed 4-million-dollar budget and ensured transparency and accountability in the process.

Alternative Certification Program Supervisor
Houston Independent School District, 2001-2003

- Supported new teachers as they obtained their teacher certification requirements.
- Provided Professional Development that increased teacher effectiveness in the classroom
- Created modules that served as a framework for TEXES preparation training.
- Provided Professional Development for Special Education, Bilingual/ESL, and Generalist teacher certification.
- Monitored teacher effectiveness through coaching opportunities as well as classroom observations and feedback.
- Closely enforced compliance with teacher certification process as stated by TEA.
- Collaborated with principals from Elementary, Middle and High School to ensure intern's needs were met in a timely manner.

Bilingual ESL Coordinator
Houston Independent School District, 2003-2004

- Oversee South Central HISD campuses while monitoring budget allocations.
- Monitor compliance according to policy.
- Provided support in the completion of documentation for the identification and services of students identified with bilingual, refugee, and migrant status.
- Collaborated with Principals to ensure services were adequately provided and students were properly identified.
- Provided Professional Development for campuses interested in Dual Language Instruction.

Bilingual Teacher
Houston Independent School District, 1994-2001

- Developed lessons to meet the instructional needs of fourth grade transitional students.
- Adapted the district curriculum to ensure it aligned with the needs of students.
- Lead teacher for fourth grade team.
- Collaborated with parents to model how to support their children at home.
- Advocated for services with local businesses and community members.
- Led Professional Development for district bilingual teachers as requested by bilingual supervisor.
- Modeled lessons for teachers and administrators in the district.
- Mentored and supported new teachers.

Department of Education in Puerto Rico
     Additional teaching and principal experience will be provided upon request.

ANGIE MIRANDA, Ed. D.

5 Timber Lane West Columbia, Texas 77486 · (832) 385 - 8112 · Angiemira@aol.com

EDUCATION

Ed. D. Educational Leadership, University of Texas, Austin, TX, 2011
        Dissertation Topic: *Principal Leadership in High Performing, High Poverty Schools*

M.A., Administration and Supervision, University of Puerto Rico, Puerto Rico, 1988
        Treatise: *The Education of Students with Special Needs*

B.A., Education, University of Puerto Rico, Puerto Rico, 1983
        Major: Special Education/Generalist Education

CERTIFICATIONS

- Superintendent Certification, 2022
- Principal Certification, 2022
- Bilingual ESL Certification, Life
- Special Education Certification, 2022
- Elementary Self Contained, Life

AWARDS & GRANTS

- Outstanding Academic Progress Award, Region 4, 2010, 2011
- National Center for Educational Achievement Award, January 2009-2014
- Title I, Part A Distinguished Progress Award, 2009-2014
- Principal of the Year Finalist, Region IV, 2009, 2010
- Principal of the Year Nominee, Region IV 2010, 2011

PROFESSIONAL PRESENTATIONS

- Leverage Leadership Protocols for Principals
  Houston, 2015

- *Principal Leadership in High Performing, High Poverty Schools,*
  University of Texas at Austin, 2014

- *Assessment for Learning*
  Houston Independent School District, 2018

- *Effective Strategies for English Language Learners,*
  Principal Presentation Houston ISD, 2017

- *Rigor and Relevance: A Framework for School Improvement*
  Houston Independent School District, 2018

- *Alignment and Coherence in Literacy: A Focus on High-Level Questioning"*
  Houston Independent School District, 2017

LANGUAGES

- Spanish, Native language
- English, Speak fluently and read/write with proficiency

MEMBERSHIPS

- Association of Supervision and Curriculum Instruction
- International Reading Association
- Houston Association of School Administrators
- National Association for Bilingual Education
- Phi Delta Kappa

REFERENCES

References will be provided upon requests.

RAUL YZAGUIRRE SCHOOLS FOR SUCCESS

September 15, 2020

Angie Miranda
Raul Yzaguirre Schools for Success
2950 Broadway,
Texas 77017

TEA Grant Committee
1701 N. Congress Ave.
Austin, Texas 78701

Dear TEA Grant Committee,

I am excited to write this letter of support for the non-math Blended Learning (BL) grant opportunity for the Raul Yzaguirre Charter Schools. As part of the team that led the MIZ grant process, I am excited to expand these practices for Reading and Language Arts. I understand that making a shift from traditional to innovative practices will require a cultural change in beliefs and vision, and I am ready to lead the process that will engage learners in authentic differentiation of instruction and student agency.

We are committed to student learning and empowering teachers to make powerful shifts in teaching. This strategic process will engage the instructional and leadership staff in continuous learning that will improve the current conditions of teaching and learning for all children. We appreciate your time and consideration and look forward to engaging in the process. If further information is needed, please do not hesitate to reach out anytime.
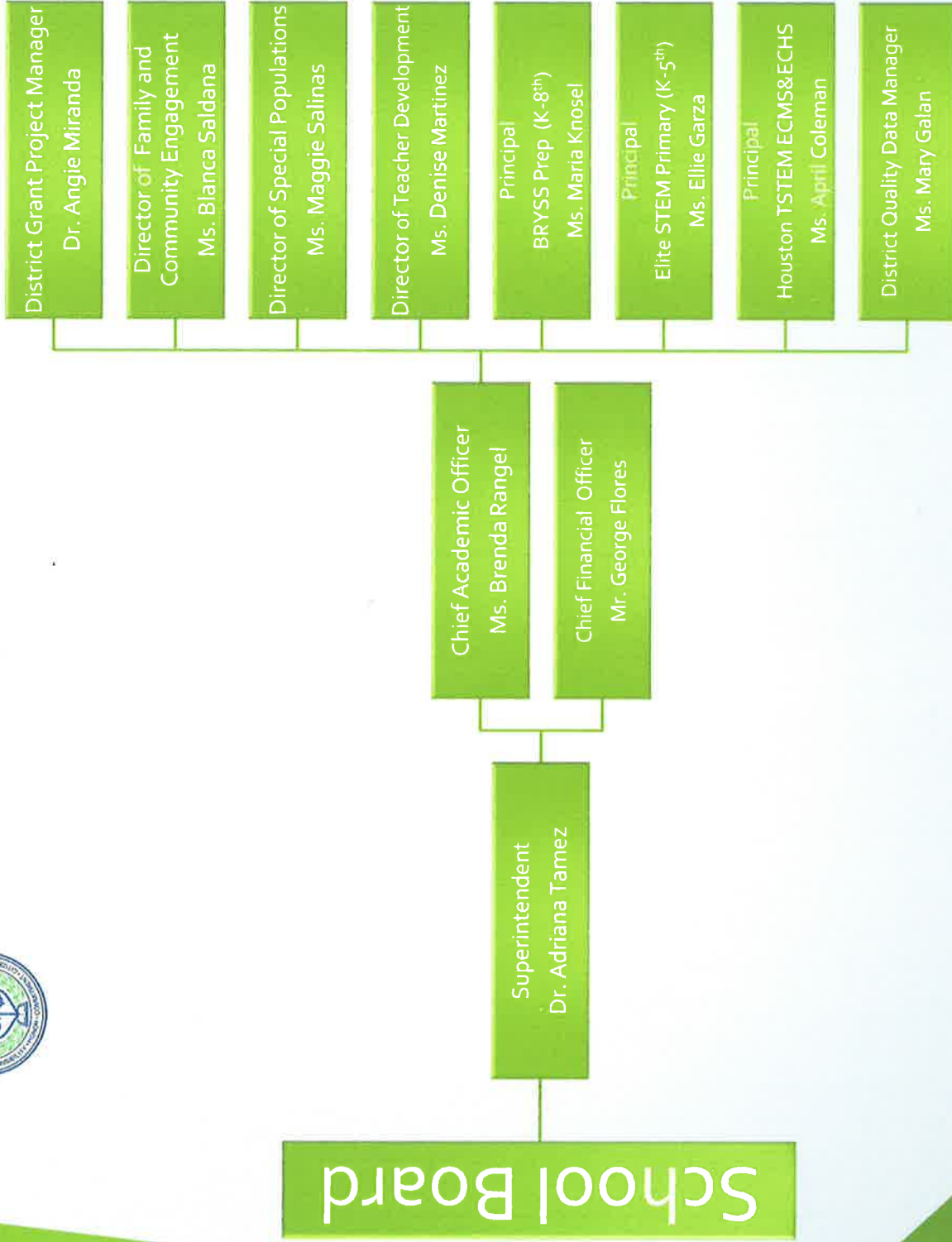
Sincerely,

Angie Miranda. Ed.D.
District Project Manager

2950 Broadway
Houston, Texas 77017
713-640-3700

2255 N. Coria
Brownsville, Texas, 78520
956-574-7100

Organizational Chart 2020-2021 SY

School Board

Superintendent
Dr. Adriana Tamez

Chief Academic Officer
Ms. Brenda Rangel

Chief Financial Officer
Mr. George Flores

District Grant Project Manager
Dr. Angie Miranda

Director of Family and Community Engagement
Ms. Blanca Saldana

Director of Special Populations
Ms. Maggie Salinas

Director of Teacher Development
Ms. Denise Martinez

Principal
BRYSS Prep (K-8th)
Ms. Maria Knosel

Principal
Elite STEM Primary (K-5th)
Ms. Ellie Garza

Principal
Houston TSTEM ECMS&ECHS
Ms. April Coleman

District Quality Data Manager
Ms. Mary Galan

Imagine Learning Evidence of Software Effectiveness

After engaging in a revision of literature regarding the approved TEA online programs, we chose to use Imagine Learning to assess the effectiveness of our practices as well as provide opportunities for differentiation for all students. During our review, we found that the research that examines the effectiveness of Imagine Learning and Literacy led to improving reading and communication skills. A summary of these studies is below:

- A 3-year study conducted by SEG Measurement in 2018, compared two groups of students in 3 separate districts in Texas. Specifically, this study targeted 4th and 5th grade students. One group used the Imagine Language and Literacy and the other control group did not. They also used the End of the year STAAR assessment to determine if the usage resulted in improved Reading scores on the STAAR assessment. The online tool was used as a supplemental program where an initial assessment places them in content appropriate for their skill development. Struggling students were exposed to foundational skills necessary to become fluent readers while other proficient and advanced readers were placed in experiences that build complex skill comprehension. This type of differentiation of learning led to a positive effect in literacy development. The results show that the 4th graders had an effect size of .24 and .14 in fifth grade (Cohen's D) for the 2018 STAAR Reading assessment. The students that used Imagine Learning (IL) achieved significantly higher than the non-IL users. The study concludes that IL is an effective tool for improving skills that lead to increased scores on the STAAR assessment.
- A case study from the *Alvin Independent School District* in 2017-2018, states that they engaged in the use of Imagine Learning as a supplemental tool to support struggling readers. Although the case study is not specific in terms of usage, they did indicate that they took advantage of Leveled Literacy Intervention program and engaged teachers and paraprofessionals in one on one and small group intervention. They used the DRA assessment to assess growth of students that engaged in the case study and concluded that results were equivalent as compared to DRA.
- A *Texas School District Case Report* conducted from the Imagine Learning Research Department concluded that computer-assisted instruction can positively impact student learning. The report further states that the Imagine Learning Language and Literacy online implementation caused students to improve their literacy and conversational skills. This case study included a sample from kinder to 5th grade students in a large school district in Texas. To determine the impact, they used the NWEA MAP assessment and on average students used the program for eleven hours during the school year. The results obtained show that students that used IL obtained "greater" RTI scores than non-users. The case also stated the importance of fidelity of implementation as a variable for success in increasing scores.
- A California Study conducted in a large district (SEG Measurement, 2013) also concluded that IL usage resulted in increased scores in their state assessment as they compared a group of students that used IL versus and non-usage students group from 2nd to 5th grade.

In conclusion, all the studies above show that when students engage in the IL online software with fidelity students score better than their counterparts that did not engage in the software. In the 2019-2020 school year our school district engaged in the usage of IL in both Reading and Math but unfortunately due to COVID-19 school closures we were unable to administer EOY assessment, STAAR and other measures that would have allowed us to compare growth. Teachers did notice that those students who were completing

lessons in a consistent manner were achieving above those students that did not engage in a consistent manner.

Our surrounding Houston ISD district uses the software and as a former campus and district leaders we also observed that students that consistently engaged and completed lessons were more likely to achieve at higher levels. In addition, the intervention resources are a valuable resource for teachers and paraprofessional that provide one on one instruction or small group intervention. Since the tool aligns to Texas standards the data reports are useful to assess gaps as well as providing learning experiences that promote learning. We are committed to effectively implement IL, therefore parent trainings have become a staple for our process and in addition, the district is committed to ensuring every child has a device where they can continue to engage in the software at home when needed.

In summary, after reviewing the case studies and research about the effectiveness of IL, we choose to continue to implement Imagine Learning online software and we commit to fidelity of implementation to ensure student growth. It is worth mentioning that in addition to the quality of the software, IL is supportive of their clients and is always available in person, online or through online meetings.