



2020-2023 Blended Learning Grant Program-Planning Grants
Letter of Interest (LOI) Application Due 11: 59 p.m. CT, September 18, 2020

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 must 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):

Applicant Information

Organization CDN Campus ESC DUNS

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

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

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

- LOI application, guidelines, and instructions
- Debarment and Suspension Certification
- General and application-specific Provisions and Assurances
- Lobbying Certification

Authorized Official Name Title

Email Phone

Signature Digitally signed by Michelle Cline Date: 2020.09.08 15:31:50 -05'00' Date

Shared Services Arrangements

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.

a/b. District's long-term vision and near-term priorities and Problems the district will attempt to solve through the use of a blended learning instructional model:
 The Throckmorton Collegiate System is a P-20 System Model for 21st Century School Transformation in Texas and the United States. Our goal is to have in 2 years, a district rating of a B or higher and 80% of students performing at grade level on the NWEA MAP math and reading tests. TCISD espouses the Montessori philosophy and employs the Montessori Method at the elementary level and is in year 2 of this model. When TCISD students reach high school, they encounter ECHS and P-TECH, with the opportunity to earn associate degrees and industry-based certifications, practicums, and internships. We are in year 3 of this model. In spite of being a small, rural school system serving a diverse community of 162 mostly low-income students and a homeless population of 34%, TCISD is on track for our current juniors to graduate 100% with an Associate's Degree, our first group of ECHS graduates. Although we have made a great start towards helping our students with college and career readiness, we still have problems to address and further goals to achieve. The problems include dips in student ownership and agency, a decline in the enjoyment of school during the middle grades, a decline in STAAR/EOC scores and low NWEA MAP scores in in the middle grades.
 Our problem is that in the middle school years, our students are not equipped with lessons and resources that will help bridge the gap between independent learning in elementary school (Montessori) and individualized success in high school (P-TECH and ECHS). They are losing agency and ownership of their education, which hinders their enjoyment of learning and their academic success. These losses are evidenced by a decline in STAAR/EOC scores as well as low MAP math/reading scores. This is evidenced in our last 3 year history of STAAR at the junior high level for grades 6-8. Scores are shown below: (reading is included as blended learning will have an impact on reading)

Statutory/Program Requirements

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

STAAR:				
Year	Subject	Grade	% Approaches	% Met
2017	Math	6th	79%	29%
		7th	67%	33%
		8th	100%	50%
	Reading	6th	64%	29%
		7th	78%	67%
		8th	100%	75%
2018	Math	6th	33%	33%
		7th	54%	31%
		8th	86%	45%
	Reading	6th	78%	22%
		7th	54%	31%
		8th	71%	57%
2019	Math	6th	44%	11%
		7th	50%	30%
		8th	54%	15%
	Reading	6th	44%	22%
		7th	60%	40%
		8th	62%	31%
NWEA MAP:				
2019 MOY				
(middle of year)				
	Subject	Grade	% at grade level	
	Math	6th	13%	
	Reading	6th	13%	
	Math	7th	38%	
	Reading	7th	40%	
	Math	8th	33%	
	Reading	8th	50%	

As you can tell by the data our math and reading scores are trending downwards the last 3 years and our MAP scores reveal less than 50% of our middle grade students are performing at grade level. The individual rotation blended learning model is the model that our district has chosen to meet the problem. Our middle school students will come to us having had much student-teacher interaction and academic feedback in their elementary years through Montessori learning. Our high school students are provided much personal feedback while taking college classes and completing a capstone research project. We recognize the gap in student agency and ownership that has developed within the middle school years. Students are entering high school unaware of their individual strengths and weaknesses, therefore lacking the confidence to overcome the daily academic challenges for which they should have been prepped.

Individual Rotation would provide classroom teachers with not only the resources but also the classroom management provisions needed to allow for anything from whole group to small group to one-on-one instruction and interaction when necessary. Individual Rotation also allows for multiple styles of teaching the same topic, thus providing much-needed differentiation for all students. Multiple online platforms can provide variety in content delivery as well as

Statutory/Program Requirements

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

variety in the production of student work. The platforms that provide immediate feedback would empower students to know whether they understand a concept. Formative assessment would be immediate on the teacher's part in order to adjust instruction and intervention on the fly. Many of our teachers already see the need for this, yet very few are able to grasp how to allow for it to happen on a daily basis. Our teachers realize that this model would provide student choice, various engagement of multiple learning styles, movement in the classroom, creativity, and more, thus creating student buy-in, engagement, increased satisfaction, feedback, and confidence in student academics. Our middle schoolers would love learning again.

TCISD will address three challenges that will arise as we move forward with our plan:

^Teacher mastery of small group and differentiated instruction using formative assessments and data collected by adaptive digital software, establishing a routine of meeting individually with each student weekly and teacher peer coaching providing observations and feedback

^Ensuring ownership of learning and progress monitoring by student-lead goal setting and tracking

^Allowing students to take ownership of learning, controlling their pace and reflecting on their strengths and challenges

c. District's willingness to explore and embrace

Our teachers are open to new and improved ways of meeting students where they are and guiding them forward and upward. They are not afraid to experiment with flipped classrooms, rotation stations, work plans, escape rooms, and other avenues that allow students the resources to nurture their creativity while totally immersing themselves in the lesson. Whether online or in a brick and mortar setting, our teachers believe in educating in a manner that allows for quality student differentiation, knowing that every student can experience success if provided the right tools and differentiation.

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.

a. The Project Manager will be Dr. Michelle Cline who is the district's superintendent. She has agreed to dedicate her time to this project and designate other duties to other staff to allow time for the blended learning model to prove successful. Dr. Cline has 23 years experience in education, ranging from elementary as a principal, to middle and high school as a math teacher, as well as serving 9 years as a district wide curriculum director, managing the Vision 2020 Laptop Grant, and serving as an innovative superintendent for the 4th year now. She is able to see multiple sides of issues with her experience as teacher (math teacher) and administrator and can "speak" elementary, secondary and higher education. Dr. Cline has successfully implemented both Montessori methods and a balanced literacy and math model, similar to the blended learning model. The balanced literacy and math model is based on rotations and one on one instruction during guided math and reading, targeting areas specific to each student. As superintendent and curriculum director of the district, she is able to closely monitor and drive student results. Dr. Cline already works in her schedule each six weeks one on one data conferences with teachers based on assessment results to help teaches provide targeted instruction. This is a practice she

Statutory/Program Requirements

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

began last year and is continuing this year because of the increase in student achievement. With this time already dedicated to student achievement, the blended learning model data tracking would be no issue.

b. Dr. Cline, as Superintendent and Lead Learner, is the one behind the district's vision and goals and championing the district toward the P-20 model. Her "elevator speech" is "at TCISD, we offer a P-20 model free of charge to all students, starting at age 3 Montessori, with research embedded from grades 3-12. Students graduate with college degree, industry certification and high school diploma. We know a diploma doesn't go as far as it used to and by 2025, 78%of jobs will need a college degree. Our students leave work force ready, following one of 4 pathways based on TWC high demand occupations." She realizes the importance of the instructional model and how it allows for rich, personal feedback for student growth and achievement, from Montessori to the early college and capstone research projects. The missing piece has been at the middle grades so the blended learning model is a perfect transition from Montessori to the early college and P-TECH model at the high school grades. The P-20 research and student growth model was one driven by the community as well so she has the backing of not only the school board, but the community as well.

c. Decision making--Dr. Cline as superintendent and project manager will be the "perfect fit" for this blended learning model grant. She is at the helm of all decisions at TCISD both instructional and operational. All decisions for the last 2 years have been how they help in promoting the vision of the district and this grant only helps promote the P-20 model even deeper, starting with grades 6-8 and eventually spanning into high school.

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.

During the 2021-2022 school year, TCISD students in 6th-8th grade will be provided learning opportunities through Blended Learning models in their math classes. These opportunities will provide personalized, competency-based learning that allows independent learning, agency, and individualized success.

By May 2022, after the first year of Blended Learning in the 6th-8th grade math classes, our STAAR/EOC scores will rise at least 5% for the following tests: 6th grade mathematics, 7th grade mathematics, 8th grade mathematics, and Algebra I

By May 2023 (end of Year 2), our math STAAR/EOC scores will meet or exceed the state average reflected in the TAPR for meets level for the following tests: 6th grade mathematics, 7th grade mathematics, 8th grade mathematics, and Algebra I

By May 2024 (end of Year 3) our math STAAR/EOC scores will meet or exceed the state average for the following tests: 6th grade mathematics, 7th grade mathematics, 8th grade mathematics, and Algebra I

In addition, scores measured at each benchmark period during the year will also show student growth of 60% or more during year 1 for students in grades 6-8 math. During year 2, student growth of 70% or more and during year 3, scores will show student growth of 80% or more.

Statutory/Program Requirements (Cont.)

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

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.

NA

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

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

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

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County District Number or Vendor ID:		224901	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		1	\$ 9,000	\$ -
2	Educational Aide			\$ -	\$ -
3	Tutor			\$ -	\$ -
Program Management and Administration					
4	Project Director			\$ -	\$ -
5	Project Coordinator			\$ -	\$ -
6	Teacher Facilitator		1	\$ 30,000	\$ -
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:			\$ 39,000	\$ -
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:			\$ 39,000	\$ -
31	Total Program Costs*:			\$ 39,000	
32	Total Direct Admin Costs*:			0	

*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:

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: 224901		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:	\$ -	\$ -
	Service:		
2	Specify purpose:	\$ -	\$ -
	Service:		
3	Specify purpose:	\$ -	\$ -
	Service:		
4	Specify purpose:	\$ -	\$ -
	Service:		
5	Specify purpose:	\$ -	\$ -
	Service:		
6	Specify purpose:	\$ -	\$ -
	Service:		
7	Specify purpose:	\$ -	\$ -
	Service:		
8	Specify purpose:	\$ -	\$ -
	Service:		
9	Subtotal of professional and contracted services requiring specific approval:	\$ -	\$ -
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	\$ 50,000	\$ -
11	Grand Total:	\$ 50,000	\$ -
12	Total Program Costs*:	\$ 50,000	
13	Total Direct Admin Costs*:	\$ -	
<p>*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.</p>			

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County District Number or Vendor ID: 224901		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:	\$ 5,000	\$ -
2	Grand Total:	\$ 5,000	\$ -
3	Total Program Costs*:	\$ 5,000	
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.**

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County District Number or Vendor ID: 224901		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.	\$ 10,000	\$ -
11	Grand Total:	\$ 10,000	\$ -
12	Total Program Costs*:	\$ 10,000	
13	Total Direct Admin Costs*:	\$ -	
<p>*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.</p>			

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

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Application Part 2:

2020-2023 Blended Learning Grant Program-Planning Grants

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County District Number or vendor ID: 224901		Amendment # 0	
Grant Period:	October 23, 2020 to May 31, 2023 Pre-award costs are permitted, if requested, from date of announcement to October 23	Fund Code:	429

Budget Summary						
Description and Purpose		Source of Funds				
		Class/ Object Code	Program Cost	Direct Administrative Cost	Total Budgeted Cost	Pre-Award Cost
1	Payroll Costs	6100	#REF!	\$ 39,000	#REF!	\$ -
2	Professional and Contracted Services	6200	\$ 50,000	\$ -	\$ 50,000	\$ -
3	Supplies and Materials	6300	\$ 5,000	\$ -	\$ 5,000	\$ -
4	Other Operating Costs	6400	\$ 10,000	\$ -	\$ 10,000	\$ -
6	Total Direct Costs:		#REF!	\$ 39,000	#REF!	\$ -
7	* Indirect Costs:				\$ 5,200	\$ -
8	Total of All Budgeted Costs :		#REF!	\$ 39,000	#REF!	\$ -
Direct Administrative Cost Calculation						
10	Total of All Budgeted Costs from line 8:				#REF!	
11	Direct Administration Cap per Program Guidelines (X%)				0.05	
12	Maximum amount allowable for direct administrative costs:				#REF!	

*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:

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:	Amendment #
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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:

Instructions: Request for Amendment

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

*Required for **all** amendment requests*

1. Page one of the application with an updated signature and date
2. Appendix I of the application: 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 corresponding 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.

Math Innovation Zones
Planning and Execution Grants

MATH INNOVATION ZONES APPLICANTS ONLY	
District or Charter School Network Information Form	
Feeder Pattern 1 Form	
Attachment 1.A	
Letter of Interest for 2021-2022 MIZ Planning and Execution Grants	
Instructions	
<ul style="list-style-type: none"> • Please submit the requested district or charter school information including information regarding the proposed campuses for Math Innovation Zones • Input information relevant to the topic in column into 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 	
Application	Applicant Response
Please confirm that this application is for Math Innovation Zones (not a non-math blended learning pilot)	Choose One
District or Open Enrollment Charter School Information	Applicant Response
District or Charter School Name	Enter Text Response
District or Charter School Network ID Number	Enter Numeric Response
Personnel	
Superintendent Name	Enter Text Response
LOI Author Name	Enter Text Response
LOI Author Title	Enter Text Response
LOI Author Phone	Enter Phone Number
LOI Author E-mail Address	Enter Email Address
District MIZ Project Manager Name	Enter Text Response
District MIZ Project Manager Title	Enter Text Response
District MIZ Project Manager Email Address	Enter Phone Number
District MIZ Project Manager Phone Number	Enter Email Address
District Details	
District Overall Performance - Numeric Grade Only	Enter Numeric Response
Total Students in District	Enter Numeric Response
Total Students Anticipated to Participate in Proposed BLGP Grade Levels in 2021-2022 School Year	Enter Numeric Response
District Classification (Rural, Urban, Suburban)	Enter Text Response
Education Service Center Region	Enter Numeric Response
Name of school in district with most prior experience in blended learning	Enter Text Response
Number of years the school (in previous answer) has used blended learning	Enter Numeric Response
Formative or interim assessment district is planning to use for MIZ grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	Enter Text Response
Current Student Information System (SIS) in use throughout district (TxEIS, PowerSchool, Skyward, iTCCS, District-made system, etc...)	Enter Text Response
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...)	Enter Text Response
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".	Enter Text Response
Is your district using or planning to use any curricular content provided through Texas Home Learning 3.0?	Choose "Yes" or "No"
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.	Enter Text Response (Grade level: content areas)
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 ?	Enter Date (mm/dd/yy)
Does the district commit to using one of the MIZ State Approved Software Vendors (Imagine Math, IXL Math, ST Math, i-Ready, Teach to One, Zearn, MATHia, Dreambox) in all participating MIZ grade levels?	Choose "Yes" or "No"
List any additional software programs that the district would like to see considered for the MIZ State Approved Vendor List in the future.	Enter Text Response (optional)
Does the applicant and relevant district and school stakeholders commit to attending the BLGP Kickoff Summit virtually on November 12-13, 2020?	Choose "Yes" or "No"

Math Innovation Zones
 Planning and Execution Grants

Feeder Pattern 1	
Middle (or Upper) School	Applicant Response
Middle School Campus Name	Enter Text Response
MS Campus Total Students	Enter Numeric Response
Lowest Grade at Middle School Campus (i.e. "6" for 6th grade)	Choose Numeric Response
Highest Grade at Middle School Campus (i.e. "8" for 8th grade)	Choose Numeric Response
Core Math Curriculum used in this Middle School Campus	Enter Text Response
Personnel	
MS Campus Principal Name	Enter Text Response
MS Campus Principal Email Address	Enter Email Address
MS Campus Principal Phone Number	Enter Phone Number
MS Campus MIZ Project Manager	Enter Text Response
MS Campus MIZ Project Manager Title	Enter Text Response
MS Campus MIZ Project Manager Email Address	Enter Email Address
MS Campus MIZ Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
MS Campus Overall Performance - Numeric Grade Only	Enter Numeric Response
Percent of Students at MS Campus Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics 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, Mathematics Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent
Feeder Pattern	
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School A	Enter Percent
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

Math Innovation Zones
 Planning and Execution Grants

Elementary (or Lower) School Feeder A (if applicable)	Applicant Response
Feeder A Campus Name	Enter Text Response
Feeder A Total Students	Enter Numeric Response
Lowest Grade at Feeder A (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at Feeder A (i.e. "5" for 5th grade)	Choose Numeric Response
Core Math Curriculum Used at Feeder School A	Enter Text Response
Personnel	
Feeder A Principal Name	Enter Text Response
Feeder A Principal Email Address	Enter Email Address
Feeder A Principal Phone Number	Enter Phone Number
Feeder A MIZ Project Manager	Enter Text Response
Feeder A MIZ Project Manager Title	Enter Text Response
Feeder A MIZ Project Manager Email Address	Enter Email Address
Feeder A MIZ Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
Feeder A Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Feeder A Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics 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, Mathematics Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent

Math Innovation Zones
 Planning and Execution Grants

Elementary (or Lower) School Feeder B (if applicable)	Applicant Response
Feeder B Campus Name	Enter Text Response
Feeder B Total Students	Enter Numeric Response
Lowest Grade at Feeder B (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at Feeder B (i.e. "5" for 5th grade)	Choose Numeric Response
Core Math Curriculum Used at Feeder School B	Enter Text Response
Personnel	
Feeder B Principal Name	Enter Text Response
Feeder B Principal Email Address	Enter Email Address
Feeder B Principal Phone Number	Enter Phone Number
Feeder B MIZ Project Manager	Enter Text Response
Feeder B MIZ Project Manager Title	Enter Text Response
Feeder B MIZ Project Manager Email Address	Enter Email Address
Feeder B MIZ Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
Feeder B Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Feeder B Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics 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, Mathematics Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent

Math Innovation Zones
 Planning and Execution Grants

Elementary (or Lower) School Feeder C (if applicable)	Applicant Response
Feeder C Campus Name	Enter Text Response
Feeder C Total Students	Enter Numeric Response
Lowest Grade at Feeder C (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at Feeder C (i.e. "5" for 5th grade)	Choose Numeric Response
Core Math Curriculum Used at Feeder School C	Enter Text Response
Personnel	
Feeder C Principal Name	Enter Text Response
Feeder C Principal Email Address	Enter Email Address
Feeder C Principal Phone Number	Enter Phone Number
Feeder C MIZ Project Manager	Enter Text Response
Feeder C MIZ Project Manager Title	Enter Text Response
Feeder C MIZ Project Manager Email Address	Enter Email Address
Feeder C MIZ Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
Feeder C Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Feeder C Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics 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, Mathematics Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent

Math Innovation Zones
 Planning and Execution Grants

Elementary (or Lower) School Feeder D (if applicable)	Applicant Response
Feeder D Campus Name	Enter Text Response
Feeder D Total Students	Enter Numeric Response
Lowest Grade at Feeder D (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at Feeder D (i.e. "5" for 5th grade)	Choose Numeric Response
Core Math Curriculum Used at Feeder School D	Enter Text Response
Personnel	
Feeder D Principal Name	Enter Text Response
Feeder D Principal Email Address	Enter Email Address
Feeder D Principal Phone Number	Enter Phone Number
Feeder D MIZ Project Manager	Enter Text Response
Feeder D MIZ Project Manager Title	Enter Text Response
Feeder D MIZ Project Manager Email Address	Enter Email Address
Feeder D MIZ Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
Feeder D Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Feeder D Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics 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, Mathematics Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent

Math Innovation Zones
Planning and Execution Grants

Elementary (or Lower) School Feeder E (if applicable)	Applicant Response
Feeder E Campus Name	Enter Text Response
Feeder E Total Students	Enter Numeric Response
Lowest Grade at Feeder E (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at Feeder E (i.e. "5" for 5th grade)	Choose Numeric Response
Core Math Curriculum Used at Feeder School E	Enter Text Response
Personnel	
Feeder E Principal Name	Enter Text Response
Feeder E Principal Email Address	Enter Email Address
Feeder E Principal Phone Number	Enter Phone Number
Feeder E MIZ Project Manager	Enter Text Response
Feeder E MIZ Project Manager Title	Enter Text Response
Feeder E MIZ Project Manager Email Address	Enter Email Address
Feeder E MIZ Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
Feeder E Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Feeder E Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics 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, Mathematics Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent
<i>If necessary, provide additional context including former campus names for accountability purposes or alternative feeder pattern approaches, if applicable</i>	

MATH INNOVATION ZONES APPLICANTS ONLY	
District or Charter School Network Information Form	
Feeder Pattern 2 Form	
Attachment 1.A	
Letter of Interest for 2021-2022 MIZ Planning and Execution Grants	
Instructions	
<ul style="list-style-type: none"> • Please submit the requested district or charter school information including information regarding the proposed campuses for Math Innovation Zones • Input information relevant to the topic in column into 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 	
Application	Applicant Response
Please confirm that this application is for Math Innovation Zones (not a non-math blended learning pilot)	Choose One
District or Open Enrollment Charter School Information	Applicant Response
District or Charter School Name	Enter Text Response
District or Charter School Network ID Number	Enter Numeric Response
Personnel	
Superintendent Name	Enter Text Response
LOI Author Name	Enter Text Response
LOI Author Title	Enter Text Response
LOI Author Phone	Enter Phone Number
LOI Author E-mail Address	Enter Email Address
District MIZ Project Manager Name	Enter Text Response
District MIZ Project Manager Title	Enter Text Response
District MIZ Project Manager Email Address	Enter Phone Number
District MIZ Project Manager Phone Number	Enter Email Address
District Details	
District Overall Performance - Numeric Grade Only	Enter Numeric Response
Total Students in District	Enter Numeric Response
Total Students Anticipated to Participate in Proposed MIZ Grade Levels in 2021-2022 School Year	Enter Numeric Response
District Classification (Rural, Urban, Suburban)	Enter Text Response
Education Service Center Region	Enter Numeric Response
Name of school in district with most prior experience in blended learning	Enter Text Response
Number of years the school (in previous answer) has used blended learning	Enter Numeric Response
Formative or interim assessment district is planning to use for MIZ grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	Enter Text Response

Math Innovation Zones
Planning and Execution Grants

Current Student Information System (SIS) in use throughout district (TxEIS, PowerSchool, Skyward, iTCSS, District-made system, etc...)	Enter Text Response
List all other TEA programs in which the district is currently involved (i.e. Lone Star Governance, System of Great Schools, etc...)	Enter Text Response
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".	Enter Text Response
Is your district using or planning to use any curricular content provided through Texas Home Learning 3.0?	Choose "Yes" or "No"
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.	Enter Text Response (Grade level: content areas)
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 ?	Enter Date (mm/dd/yy)
Does the district commit to using one of the MIZ State Approved Software Vendors (Imagine Math, IXL Math, ST Math, i-Ready, Teach to One, Zearn, MATHia, Dreambox) in all participating MIZ grade levels?	Choose "Yes" or "No"
List any additional software programs that the district would like to see considered for the MIZ State Approved Vendor List in the future.	Enter Text Response (optional)
Does the applicant and relevant district and school stakeholders commit to attending the BLGP Kickoff Summit virtually on November 12-13, 2020?	Choose "Yes" or "No"
Feeder Pattern 2	
Middle (or Upper) School	
Middle School Campus Name	Applicant Response
MS Campus Total Students	Enter Text Response
Lowest Grade at Middle School Campus (i.e. "6" for 6th grade)	Enter Numeric Response
Highest Grade at Middle School Campus (i.e. "8" for 8th grade)	Choose Numeric Response
Core Math Curriculum used in this Middle School Campus	Choose Numeric Response
Personnel	
MS Campus Principal Name	Enter Text Response
MS Campus Principal Email Address	Enter Email Address
MS Campus Principal Phone Number	Enter Phone Number
MS Campus MIZ Project Manager	Enter Text Response
MS Campus MIZ Project Manager Title	Enter Text Response
MS Campus MIZ Project Manager Email Address	Enter Email Address
MS Campus MIZ Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
MS Campus Overall Performance - Numeric Grade Only	Enter Numeric Response
Percent of Students at MS Campus Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics 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, Mathematics Only)	Enter Percent

Math Innovation Zones
 Planning and Execution Grants

Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent
Feeder Pattern	
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School A	Enter Percent
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
Elementary (or Lower) School Feeder A (if applicable)	Applicant Response
Feeder A Campus Name	Enter Text Response
Feeder A Total Students	Enter Numeric Response
Lowest Grade at Feeder A (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at Feeder A (i.e. "5" for 5th grade)	Choose Numeric Response
Core Math Curriculum Used at Feeder School A	Enter Text Response
Personnel	
Feeder A Principal Name	Enter Text Response
Feeder A Principal Email Address	Enter Email Address
Feeder A Principal Phone Number	Enter Phone Number
Feeder A MIZ Project Manager	Enter Text Response
Feeder A MIZ Project Manager Title	Enter Text Response
Feeder A MIZ Project Manager Email Address	Enter Email Address
Feeder A MIZ Project Manager Phone Number	Enter Phone Number
School Details	

Math Innovation Zones
 Planning and Execution Grants

Performance Results and Economic Indicators	
Feeder A Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Feeder A Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics 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, Mathematics Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent
Elementary (or Lower) School Feeder B (if applicable)	Applicant Response
Feeder B Campus Name	Enter Text Response
Feeder B Total Students	Enter Numeric Response
Lowest Grade at Feeder B (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at Feeder B (i.e. "5" for 5th grade)	Choose Numeric Response
Core Math Curriculum Used at Feeder School B	Enter Text Response
Personnel	
Feeder B Principal Name	Enter Text Response
Feeder B Principal Email Address	Enter Email Address
Feeder B Principal Phone Number	Enter Phone Number
Feeder B MIZ Project Manager	Enter Text Response
Feeder B MIZ Project Manager Title	Enter Text Response
Feeder B MIZ Project Manager Email Address	Enter Email Address

Math Innovation Zones
 Planning and Execution Grants

Feeder B MIZ Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
Feeder B Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Feeder B Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics 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, Mathematics Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent
Elementary (or Lower) School Feeder C (if applicable)	Applicant Response
Feeder C Campus Name	Enter Text Response
Feeder C Total Students	Enter Numeric Response
Lowest Grade at Feeder C (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at Feeder C (i.e. "5" for 5th grade)	Choose Numeric Response
Core Math Curriculum Used at Feeder School C	Enter Text Response
Personnel	
Feeder C Principal Name	Enter Text Response
Feeder C Principal Email Address	Enter Email Address
Feeder C Principal Phone Number	Enter Phone Number
Feeder C MIZ Project Manager	Enter Text Response

Math Innovation Zones
 Planning and Execution Grants

Feeder C MIZ Project Manager Title	Enter Text Response
Feeder C MIZ Project Manager Email Address	Enter Email Address
Feeder C MIZ Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
Feeder C Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Feeder C Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics 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, Mathematics Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent
Elementary (or Lower) School Feeder D (if applicable)	Applicant Response
Feeder D Campus Name	Enter Text Response
Feeder D Total Students	Enter Numeric Response
Lowest Grade at Feeder D (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at Feeder D (i.e. "5" for 5th grade)	Choose Numeric Response
Core Math Curriculum Used at Feeder School D	Enter Text Response
Personnel	
Feeder D Principal Name	Enter Text Response
Feeder D Principal Email Address	Enter Email Address

Math Innovation Zones
Planning and Execution Grants

Feeder D Principal Phone Number	Enter Phone Number
Feeder D MIZ Project Manager	Enter Text Response
Feeder D MIZ Project Manager Title	Enter Text Response
Feeder D MIZ Project Manager Email Address	Enter Email Address
Feeder D MIZ Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
Feeder D Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Feeder D Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics 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, Mathematics Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent
Elementary (or Lower) School Feeder E (if applicable)	
Feeder E Campus Name	Enter Text Response
Feeder E Total Students	Enter Numeric Response
Lowest Grade at Feeder E (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at Feeder E (i.e. "5" for 5th grade)	Choose Numeric Response
Core Math Curriculum Used at Feeder School E	Enter Text Response
Personnel	
Feeder E Principal Name	Enter Text Response
Feeder E Principal Email Address	Enter Email Address
Feeder E Principal Phone Number	Enter Phone Number
Feeder E MIZ Project Manager	Enter Text Response
Feeder E MIZ Project Manager Title	Enter Text Response
Feeder E MIZ Project Manager Email Address	Enter Email Address
Feeder E MIZ Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
Feeder E Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Feeder E Eligible for Free or Reduced Price Lunch	Enter Percent
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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, Mathematics Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent
<i>If necessary, provide additional context including former campus names for accountability purposes or alternative feeder pattern approaches, if applicable</i>	



Throckmorton Collegiate Independent School District

210 College Street, Throckmorton, Texas 76483

Telephone (940) 849-2411

Fax (940) 849-3345

Let us prepare you!

Dr. Michelle Cline, Superintendent
Mrs. Rhonda Riley, Principal
Mrs. Amy Anthony, Counselor

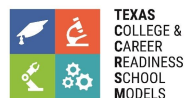
September 9, 2020

To Whom it May Concern:

This letter is to express my support for the blended learning grant opportunity Throckmorton Collegiate is applying for. Our P-20 instructional model is one that is innovative and encourages individualized pacing, goal setting and instruction at the elementary levels through our Montessori Academy and again at the high school levels through our Early College and P-TECH Academy. Offering blended learning starting out in the middle grades during their math block would be the perfect transition from Montessori to Collegiate. We would love the opportunity to pilot the math innovative zone blended learning and will adhere to all the statutory requirements and reporting required. We have received several grants through the TEA so are familiar with reporting requirements and timelines. Thank you for the opportunity!

Sincerely,

Dr. Michelle Cline
Superintendent of Schools
Throckmorton Collegiate ISD
903-343-5424 cell





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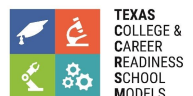
September 11, 2020

To Whom it May Concern:

I am writing to let it be known that as principal of Throckmorton Collegiate ISD, I am in total support of the blended learning grant. Our teachers are progressive and have grabbed the P-20 instructional model "by the horns" to provide our students with personalized education to support their learning style and interest. Additionally, blended learning would have a strong presence in our school and accelerate our students toward reaching their personal academic goals. We understand that if we receive the grant there are important statutory requirements, documentation, and reporting required. We are accustomed to the rigor of these requirements and will comply. Thank you for giving this opportunity to our students!

Sincerely,

Rhonda Riley, Principal
Throckmorton Collegiate ISD
riley@throck.org
940-862-3033, cell



MICHELLE CLINE

301 Petit
Throckmorton, TX 76483
903-343-5424
michelle.cline75@gmail.com

OBJECTIVE

As Superintendent of Schools, I will not only emphasize the importance of education, but serve as an example to inspire trust and encourage innovation along with risk-taking. I will lead the school together with staff of a shared vision, mission, and values, focused on student achievement, academic rigor and relationships as well as work with the school board of trustees to guide them in sound, moral decisions based on what is best for students.

EXPERIENCE

SUPERINTENDENT OF SCHOOLS, THROCKMORTON COLLEGIATE ISD, FEBRUARY 2018-PRESENT

- Accomplishments will be sent as a separate attachment

DIRECTOR OF CURRICULUM, INSTRUCTION, SPECIAL PROGRAMS, FRUITVALE ISD — JULY 2016-MAY 2018

- Aligned district curriculum, K-12
- Managed instructional budget for district
- Guided teachers in creating rigorous common assessments aligned with state standards
- Helped lead high school in receiving 1st place in UIL Academics
- Formed community advisory board to assist in creating employability rubric for students to strengthen soft skills; graduate with “more than a diploma”
- Creatively formed plan to offer students all 5 college and career pathways the state offers, helping to increase student endorsements, budget
- Created innovative ways to increase enrollment through STEM Academy; presented results at Texas Annual STEM Conference 2017
- Created visioning document for district that aligns with Texas Association of School Administrator’s (TASA) Visioning Document
- Created student advisory board to assist in decision making and technology implementation
- Sought, wrote numerous grants to assist with budget
- Created, implemented district-wide program “More Than a Diploma”
- Featured in TASA December 2017 publication, Bragging Rights
- Presented “More Than a Diploma” program at annual Texas Association of School Administrator’s winter conference, January 2018

ELEMENTARY PRINCIPAL, WEST RUSK ISD — 2012-2016

- Campus became model literacy campus for other schools to observe our reading instruction/rigor in 2014

- Campus became model conscious discipline school and recognized at national level in 2015; as a result student referrals decreased by over 90%, attendance increased--campus received attendance increase recognition from TEA
- Campus became model Ready Bodies Lab campus in 2015 for other schools to observe our best practices in increasing gross motor skills which resulted in increased reading and math scores
- TPRI (Texas Primary Reading Inventory) comprehension scores increased 21% from 2012 to 2015
- Students reading at or above grade level increased from 57% to 80% by 2015
- Implemented math workshop, resulting in increase in mclass (math intervention screener) by 21%
- Parent satisfaction surveys showed increase in satisfaction with campus and leadership in all areas by 2016
- Wrote, funded literacy grants to purchase literacy library
- Consistent budget monitoring--monitored attendance weekly and worked with business manager to ensure our attendance on track with projected average daily attendance/funding

DIRECTOR OF CURRICULUM, INSTRUCTION, SPECIAL PROGRAMS, WEST RUSK ISD — 2009-2012

- Wrote, funded Vision 2020 grant--over \$400,000 for students to go 1:1 with Macbook and fund complete hardware transformation
- Aligned district curriculum for grades K-12
- Guided core teachers K-12 in creating common benchmark assessments to drive instruction and increase rigor
- Wrote, implemented district wide Response to Intervention Program
- After first year, increase in math TAKS scores--4th grade 20% increase; 6th grade 17% increase; 8th grade 23% increase; 9th grade 31% increase and 11th grade 19% increase
- After first year, Increase in 8th grade science scores 12% and 4th grade reading 20% increase

MATH SPECIALIST, WINONA ISD, WINONA TX — 2007-2009

- Received Comparable Improvement in Math recognition from TEA first year
- Increase in TAKS remediation math students grade 11 TAKS scores of 33% in 2 years
- Increase in grade 10 math students grade 10 TAKS scores of 16% in 2 years
- Wrote high school reading and math response to intervention curriculum
- Wrote, aligned Geometry, Math Models, and TAKS remediation curriculum

MATH SPECIALIST, NACOGDOCHES ISD, NACOGDOCHES TX —2006-2007

- Aligned district math curriculum grades K-12
- Created common benchmark assessments to increase student learning and rigor
- After first year, both junior highs received comparable improvement in math by TEA
- After first year, 5th grade TAKS math scores increased 9%; 7th grade math increased 12%, 8th grade increased 4% and 9th grade increased 7%

SECONDARY MATH SPECIALIST, SHELDON ISD, HOUSTON TX — 2005-2006

- Received Comparable Improvement in Math recognition from TEA first year at junior high campus
- Received Commended in Math recognition from TEA first year at two elementary campuses

SECONDARY MATH TEACHER, CHAPEL HILL ISD, TYLER TX — 1997-2005

- Experience teaching Algebra I, Geometry, Math Models, TAKS Math, PreCalculus, 8th gr

EDUCATION

Texas A&M Commerce, Commerce TX — Doctorate in Educational Leadership, 2013

Region 4 Service Center, Houston, TX--Superintendent Certification, 2009

Stephen F Austin State University, Nacogdoches TX--M.Ed. Educational Leadership, 2006; B. A. History/Mathematics, 2001

REFERENCES

Mrs. Rebecca Bain, Superintendent, Fruitvale ISD, 903-752-5003

Mr. Charles Harford, Secondary Principal, Fruitvale ISD, 903-330-2201

Mr. Mike King, former Superintendent, Bridge City ISD, 903-404-7965

Mr. Tommy Alexander, Superintendent, Retired, West Rusk ISD, 903-987-0217

Mr. Lawrence Coleman, Superintendent, West Rusk ISD, 903-722-5977

Mrs. Patsy Ramirez, Educational Consultant, 903-571-6597

Dr. Michelle Cline
Superintendent
Throckmorton Collegiate ISD

EDUCATION VITA
With Historical Education
And Professional Employment

PROFESSIONAL ADDRESS

Throckmorton Collegiate ISD
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Throckmorton TX 76483
Office Telephone: (940) 849-2411
Email: cline@throck.org

EDUCATION

Doctorate in Educational Leadership, 2013
Texas A&M Commerce, Commerce TX

M.Ed. Educational Leadership, 2006
Stephen F Austin State University, Nacogdoches TX

B. A. History/Mathematics, 2001
Stephen F Austin State University, Nacogdoches TX

HONORS & AWARDS

Texas Public Accountability Consortium

TEA Texas Authorizer Leaders Academy cohort 1

SMU District Leadership Fellows, September 2019

Featured in December 2017 issue of TASA Bragging Rights

District Employee of the Month, Fruitvale ISD, September 2016

District Employee of the Month, Winona ISD, 2007

TEACHING & RESEARCH INTERESTS

Teaching interests:

AVID
P-20 Model for Education
EC-12 Reading
EC-12 Mathematics
Classroom Management
Leadership
Harvard Instructional Rounds
Common Instructional Framework
Assessment
STEM
Technology implementation
Brain based learning
Rigor, Relevance, Relationships

Research interests:

P-20 Model for Schools
Leadership
Future Ready Skills/Employability scale
Preparing students to be successful upon entering college and continuance after freshman year
School culture, climate
Teacher philosophy changes
Standards based assessment
Project based learning
Student Engagement

PUBLICATIONS

Cline, C. M. (2013). "The Acts of Leadership in Effectively Implementing Technology in Texas School Districts, as Perceived by Campus Leaders."

SCHOLARLY CONFERENCE PRESENTATIONS

Cline, C. M.; Harford, C. I. (2017) More Than A Diploma. 2017 Region 7 Counselor's Conference. Kilgore, TX.

Cline, C. M.; Harford, C. I. (2017) Effectively Implementing College and Career Pathways in a Small School District. 2017 Texas Science, Technology, Engineering, Mathematics (TSTEM) Conference, Dallas, TX.

Cline, C. M. (2016). Impact of Students and Their Scores in a Principal Preparation Program. 2016 Principal Preparation Advisory Committee. Commerce, TX.

Cline, C. M. (2013). The Acts of Leadership in Effectively Implementing Technology in Texas School Districts, as Perceived by Campus Leaders. 2013 Advisory Committee. Commerce, TX.

MEDIA CONTRIBUTIONS

Newspaper, Throckmorton Tribune, 2018-2019
Publicity for school events; superintendent and district goals, evidence

KFDX News Station Channel 3
Publicity for school enrollment

Newspaper, The VanZandt County News, 2017
Publicity for school events

KETK News Station, 2017
Publicity for school events

PROFESSIONAL MEMBERSHIPS

Future Ready Superintendents Leadership Network, 2020-present

Texas Impact Network Innovative Rural Leader, 2020-present

Texas Public Accountability Consortium, 2019-present

Texas A&M Commerce Principal Preparation Advisory Board, 2015-present

Texas Association of School Administrators, 2016-Present

Texas Computer Education Association, 2010-2018

FACULTY DEVELOPMENT ACTIVITIES

New Teacher Orientation, 6 hours, August 2020

Collegiate Edu-Nation the Why and the How, 6 hours, August 2019

New Teacher Orientation, 6 hours, August 2019

TEKS Resource--One Stop Lesson Planning, 6 hours, August 2019

TEKS Resource--One Stop Lesson Planning, 6 hours, August 2018

Project Based Learning 101, 15 hours, August 2018

Layered Curriculum, gifted/talented differentiation, 6 hours, July 2017

TEKS Resource--One Stop Lesson Planning, 6 hours, July 2017

Project Based Learning 101, 15 hours, August 2017

New Teacher Orientation, Curriculum Director, approximately 6 hours, August 2017

New Substitute Teacher Orientation, Curriculum Director, approximately 3 hours, August 2017

Components of a 5E Lesson and Effective Planning, approximately 6 hours, March 2017

Formative Assessments, weekly Professional Learning Communities approximately 30 minute sessions for one school year, 2016-2017

New Teacher Orientation, Curriculum Director, approximately 6 hours, August 2016

New Substitute Teacher Orientation, Curriculum Director, approximately 3 hours, August 2016

Gifted and Talented Education Update, Curriculum Director, approximately 6 hours, August 2016

Workshop, "Legal Training", Rusk County Special Education Co-Op. August 2015. Attended legal training with Rusk County Lawyer, receive and read monthly legal updates from this group.

TEKS Resource Training, Curriculum Director, approximately 6 hours, August 2016; August 2009

Crisis Prevention Institution Units 1-X, Curriculum Director/Principal, approximately 8 hours, August 2018; August 2017; August 2016; February 2015; February 2014; February 2013; February 2012; February 2011

Crisis Prevention Institution Refresher Course, Curriculum Director/Principal, approximately 3 hours, August 2017; August 2016; February 2015; February 2014; February 2013; February 2012; February 2011

Ruby Payne Cultural Awareness, Curriculum Director, approximately 6 hours, August 2016

Six Traits of Writing, Curriculum Director/Principal, year long bi-monthly 45 minute sessions, 2015-2016; 2016-2017

Workshop, "Legal Training", Rusk County Special Education Co-Op. August 2014. Attended legal training with Rusk County Lawyer, receive and read monthly legal updates from this group.

Project Construct, Principal, year long bi-monthly 45 minute sessions, 2012-2013

Workshop, "Legal Training", Rusk County Special Education Co-Op. August 2013. Attended legal training with Rusk County Lawyer, receive and read monthly legal updates from this group.

CONTRACTS, GRANTS, & SPONSORED RESEARCH

Cline, C. M. (Superintendent) "TEA ESSER Grant", funded, Sponsored by Texas Education Agency (TEA), \$30,000. 2020

Cline, C. M. (Superintendent) "TEA Lonestar Grant", funded, Sponsored by Texas Education Agency (TEA), \$50,000. 2020

Cline, C. M. (Superintendent) "TEA School Safety Grant", funded, Sponsored by Texas Education Agency (TEA), \$25,000. 2020

Cline, C. M. (Superintendent) "TEA Technology Lending Grant", funded, Sponsored by Texas Education Agency (TEA), \$50,000. 2020

Cline, C. M. (Superintendent) "TEA Charter Replica Grant", funded, Sponsored by Texas Education Agency (TEA), \$900,000. 2019

Cline, C. M. (Superintendent) "P-TECH Grant", funded, Sponsored by Texas Education Agency (TEA), \$50,000. 2019

Cline, C. M. (Superintendent) "Perkins Reserve Grant", funded, Sponsored by Texas Education Agency (TEA), \$30,000. 2019

Cline, C. M. (Superintendent). "Dollar General Literacy Grant", funded, Sponsored by Dollar General, \$3,000. 2018

Cline, C. M. (Curriculum Director). "Texas Homeless Children and Youth Grant," funded, Sponsored by Texas Education Agency (TEA), \$5,200. 2018

Cline, C. M. (Curriculum Director). "Industry Cluster Innovative Academy", funded, Sponsored by Texas Education Agency (TEA), \$50,000. 2017

Cline, C. M. (Curriculum Director). "Perkins Reserve Grant", funded, Sponsored by Texas Education Agency (TEA), \$75,000. 2017

Cline, C. M. (Curriculum Director). "Dollar General Literacy Grant", funded, Sponsored by Dollar General, \$4,000. 2017

Cline, C. M. (Curriculum Director). "Instructional Materials Allotment", funded, Sponsored by Texas Education Agency, \$4,000, 2017. Assistance with instructional materials funding--attendance increase

Cline, C. M. (Curriculum Director). "No Child Left Behind Consolidated Application, Sponsored by Texas Education Agency, \$118,000, 2016-2017. Title funding.

Cline, C. M. (Principal). "High Quality PreK Grant", funded, Sponsored by Texas Education Agency (TEA), \$30,000, 2016

Cline, C. M. (Principal). "Dollar General Literacy Grant", funded, Sponsored by Dollar General, \$4,000. 2016

CONSULTING

Developed, Implemented District Response To Intervention Process, Fruitvale ISD, West Rusk ISD, Winona ISD. 2016, 2009, 2007

Subject Matter Expert (SME), Learning List, 2017-present.

PROFESSIONAL SERVICE OR VOLUNTEER WORK

Search Committee-Throckmorton Collegiate ISD teachers and teacher aides, approximately 10 hours spent for the year, May 2020-June 2020

Activity Description--Research particular applicants, meet to discuss, meet to interview, meet once to twice to interview in person.

Search Committee-Throckmorton Collegiate ISD teachers and teacher aides, approximately 20 hours spent for the year, August 2018-May 2019.

Activity Description--Research particular applicants, meet to discuss, meet to interview, meet once to twice to interview in person.

Perkins Reserve Grant Reviewer, Texas Education Agency, February 2019

P-TECH Grant Reviewer, Texas Education Agency, January 2019

Human Resources Executive Committee, Region 9 Service Center, 2018-2019

Perkins Reserve Grant Reviewer, Texas Education Agency, November 2017.

Van Zandt County Children's Shelter Board, approximately 5 hours per month

August 2017-present

Activity Description--analyze and assist in improvements made to children's shelter and the shelter improvement.

Search Committee-Fruitvale ISD teachers and teacher aides, approximately 10 hours spent for the year, August 2016-May 2017.

Activity Description--Research particular applicants, meet to discuss, meet to interview, meet once to twice to interview in person.

Search Committee-West Rusk ISD teachers and teacher aides, approximately 20 hours spent for the year, August 2015-May 2016.

Activity Description--Research particular applicants, meet to discuss, meet to interview, meet once to twice to interview in person.

Head Start Parent Committee, approximately 6 hours per year, October 2015-Present.

Activity Description

Train, Support, and lead discussions in Conscious Discipline parenting techniques.

Texas A&M Commerce Principal Preparation Advisory Committee, 2014-Present

Preparation, informational duties, and provide feedback for principal preparation program

Texas A&M Commerce Principal Preparation Evaluation Committee Chair, 2015-Present
Led Committee on best decision making based on evaluations of students

Search Committee-West Rusk ISD teachers and teacher aides, approximately 20 hours spent for the
year, August 2014-August 2015.



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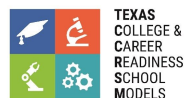
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Sincerely,

Dr. Michelle Cline
Superintendent of Schools
Throckmorton Collegiate ISD
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Throckmorton Collegiate ISD Organizational Chart

