



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

NOGA ID [redacted]

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):

N/A

Applicant Information

Organization CDN Campus ESC DUNS

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

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

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

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

Authorized Official Name Title

Email Phone

Signature  Date

Shared Services Arrangements

Shared services arrangements (SSAs) are 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:
- Weekly Student Software Progress: Achieve the vendor-specific weekly student software progress metrics of the selected software program
 - Weekly Teacher Software Usage: One teacher log-in per week is required
 - 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
 - Monthly Meaningful Learning Experiences (MLE): Execute MLE(s), provide evidence of MLE (TEA will provide a template), that will be delivered to TEA
 - 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)*
- 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.
 - Describe what problem or set of problems the district and schools are attempting to solve through the use of a blended learning instructional model.
 - 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.

To improve student outcomes in math, East Texas Advanced Academies (ETAA) is applying to become a Math Innovation Zone. Our immediate priority is to provide a high quality math blended learning program for grades K-8. According to research, blended learning models in which technology and face to face learning are seamlessly integrated lead to strong academic gains. We use data to drive our decision making regarding instructional practices. Prior to school closures in the spring, math common assessment scores for 2019 at the proposed feeder pattern campuses improved by 30 thirty percent. ETAA campuses were on track to meet our first goal which is to increase the number of students who are at meets or masters from 40.8% to 58.8% by 2025. Additionally, each school within the feeder pattern was also on target to receive a distinction in math. The gains that students made prior to Covid 19 are in peril. Numerous studies have shown that as a result of school closures in the spring, students may have lost more than 50% of their math skills. This grant will aid ETAA in its near term priority of implementing an effective high quality blended math program that meets the needs of all learners, thus allowing our students to stay on track for continued growth in math. The Blended Learning Grant Program (BLGP) is also a natural progression of our long term vision of serving as the district and statewide blueprint for innovation and excellence. Our commitment to innovation began with our inception. As part of Longview ISD, ETAA is designated as a District of Innovation under Senate Bill 1842. ETAA also participates in a number of state and local innovation initiatives such as the Systems of Great Schools, School by Design, Montessori, Magnet School of America's Grant, Project Based Learning (PBL), Science, Technology, Engineer, and Math (STEM), and Science, Technology, Engineering, Arts, and Math (STEAM). By allowing us to further personalize education in ways that are not possible in a traditional brick and mortar setting, the BLGP will allow us to continue on our path of innovation, so that we can provide a true integrated learning experience for all learners. Because the Blended Learning model is aligned with ETAA's Culture Conscious Campus (CCC)

Statutory/Program Requirements

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

model, the initial planning and ultimate implementation of the program will be uniform. The CCC model is a comprehensive model that encompasses four aspects of school culture to deliver exceptional outcomes for students. Through the implementation of the CCC model, the network has taken the novel approach of using elementary best practices such as station rotations and applying it across all grade levels. Students have shown marked improvement in math under this approach. The BLGP initiative will also allow us to further our long term vision by providing schools within the proposed feeder pattern with the capability to create a blended model that fully incorporates math programs that are aligned with the TEKS, thereby ensuring that students are career, college, and military ready. This in turn, would lead to continued academic growth in math for 100% of our students as well as professional development opportunities for all teachers within our feeder pattern, thereby helping to create the skills needed to craft lessons that purposefully utilize technology. To guarantee the success of the BLGP, ETAA leadership has designated the first year to building the infrastructure needed to ensure that the initiative is successful and implemented with fidelity across the feeder pattern campuses. The instructional math specialist for ETAA, LaKeshia Williams, has been chosen as the program manager for the BLGP. As part of her duties, 50% or more of her time will be dedicated to overseeing the planning and operation of the BLGP. Each campus will also have its own campus facilitator who will oversee the implementation of the initiative at the campus level. This additional layer of oversight ensures that each campus is adhering to the guidelines set forth by the grant and implementing the initiative with fidelity. We will also work closely with the IT department to implement the technology needed to create a sustained quality blended learning program. During the initial planning time, ETAA will also collect baseline math data on students in grades 1, 4, and 6. STAAR scores for students in grade 4 and 6 will be used to establish baseline math data for that cohort. For students in grade 1, their math Renaissance Universal Screener will be used to establish their baseline math data. Establishing a math baseline is important because it gives us a starting point to measure our efficacy in implementing the program and make adjustments as needed. Key stakeholders such as parents, teachers, and students will also be involved in the implementation of the initiative. This will be done through meetings and surveys. When key stakeholders are involved it leads to their empowerment and to joint ownership of the project, which in turn ensures that the project plans are a reflection of various stakeholders real needs and priorities. Once implemented, student progress and data monitoring will be tracked through Renaissance Learning. The design and implementation of the program will be spearheaded through a partnership with the ETAA feeder schools and Transcend. The network will purchase IXL which is on the TEA approved list of supplementary online math curriculum for the BLGP initiative.

Due to the unprecedented circumstances surrounding the Covid 19 pandemic, the network had a large number of parents who expressed concerns about in person learning. The district and ETAA conducted a survey that asked parents whether they prefer in person or online learning. Within our feeder network 30% of parents stated that they would like their child to attend school via asynchronous or synchronous learning. Currently, 45% of students within our feeder network attend online school. Our problems were twofold: How do we ensure that students at home do not fall behind academically? How do we provide teachers with training to implement a quality blended learning program? How do we provide flexibility in scheduling for students who attend school online? To address the needs of the 45% of students who are at home and ensure that they do not fall behind academically, we are attempting to offer the same quality education for online students as those who are attending in person. We need the BLGP funds to increase the scale of our blended learning model. 85% of students within our feeder pattern are from low socioeconomic households and do not have access to technology at home. We are currently unable to provide Chromebooks for all students on our feeder campuses. This has made it difficult to provide a truly blended learning experience for all of our students. Although we have worked hard to create lessons that are more than "worksheets on computers", it is difficult to find an online math curriculum that aligns with the TEKS. Funds from this grant would be used to purchase IXL, an online math curriculum that is not only TEKS aligned, but is purposely designed to create a high level of student engagement. This in turn will free up teacher's time so that they can focus on providing instruction to small groups or even individual students. One of the problems that has arisen as a result of blended learning, is that most of our teachers need additional technological training. Although teachers may be masters at in class learning, many are struggling to adapt to the new blended learning environment. Our teachers need training in how to make their lessons truly blended. They also need continuous training in using various forms of technology such as google classroom and properly using online curriculum. This will help us further bridge the gap between the quality of education for students who are receiving at least part of their learning online.

Statutory/Program Requirements

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

ETAA's very existence proves our district's willingness to explore and embrace the operational benefits provided under the BLGP. Under Senate Bill 1882, ETAA entered into a formal partnership with Longview Independent School District (LISD), as a Non for Profit Corporation. ETAA serves as the operating manager for six schools including the three schools (J.L. Everhart Elementary School, Ware Elementary School, and Forest Park Middle School) that are part of the feeder pattern for the BLGP grant. Per our agreed Performance contract with LISD, ETAA has autonomy with respect to people, time, budget, and educational programs. ETAA believes that LISD will continue to support us as we expand our operational capacity. District and ETAA leadership meet weekly to collaborate and provide support.

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.

Ms. LaKeshia Williams will serve as the BLGP Project Manager. Ms. Williams experience and math background ensure that she is more than equipped to drive student results as the BLGP Project Manager. She brings 12 years of experience as a math teacher and specialist to the project. Because of the growth that her students showed in math, she was identified by the Texas Education Agency (TEA) as a Recognized Texas Incentive Allotment (TIA) teacher. As the ETAA math instructional specialist across six network schools including elementary and secondary, her guiding principle is to create opportunities for student and teacher success. For the 2019-2020 school year, math common assessment scores across the network continued to increase and each campus was on track to receive the math distinction. Some of the duties that she currently has includes creating pacing guides, common assessments, training teachers and administrators, and modeling best instructional practices. These same skills are needed to be a successful BLGP Project Manager. Ms. Williams' vision aligns with the grant's commitment in establishing a high quality blended model.

Statutory/Program Requirements

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

Ms. Williams has a basic understanding of the program requirements and committed to implementing a successful blending learning model in which student success is at the core of MIZ. To facilitate her vision for the BLGP she will implement an approved TEKS aligned online math curriculum that meets the individualized needs of all learners. The mere fact that she is the math specialist for ETAA which is charter under Senate Bill 1882 partnership affords her the opportunity to operate with autonomy as the BLGP Program Manager. As the BLGP project manager, she will be given complete authority to select all math resources for the MIZ and she will report directly to ETAA's Chief Executive Officer. She will play a more significant role in ETAA leadership meetings, which is where decisions regarding curriculum, instruction, and technology are made.

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.

Instruction on ETAA campuses is driven by state curriculum standards and data collected to formatively assess student mastery of those standards. Before the year begins, principals and team leaders are trained on the state accountability system and how campus and district ratings are determined. This training includes a detailed study of domain 3, targets within the system, and how distinctions are earned. Participants examine current ratings and set goals for performance.

Additional training occurs with the principals at mid-year by honing in on domain 3 of the accountability system and the students behind these numbers. Principals engage in a process to convert the state target percentages into actual numbers, thus making those targets more actionable. Principals then work with teachers to use Common Assessment data and the DMAC Quintile Report to identify students who are predicted to achieve at each performance level of STAAR (master, meet or approaches grade level). Teachers enter this information, along with student demographic data, into a campus tracking spreadsheet. This process allows principals and teachers to quickly determine if they are on track to meet state targets and performance goals, as well as identify students for intervention and enrichment.

ETAA campuses develop and administer four Common Assessments each year. These tests consist of 5-20 questions, are based on the scope and sequence, and spiral in high-stakes TEKS. If a common assessment shows a significant need, campus leadership provides immediate teacher training in response to the need, and adds additional targeted common assessments - called "targeted campus assessments" - to progress monitor the effectiveness of training provided and student achievement.

In the spring of each year, ETAA campuses schedule and administer a STAAR simulation using released tests. Results of this simulation inform interventions in the last weeks leading up to the test.

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.

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
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	



LONGVIEW INDEPENDENT SCHOOL DISTRICT

James E. Wilcox, Ed.D. Superintendent
1301 East Young
P. O. Box 3268 / Longview, Texas 75606
903 381.2200 / Fax: 903 753.5389

Memo

TO: Charlotte Wehrman, Grant Manager, Competitive Grants Unit – Texas Education Agency

FROM: Dr. James E. Wilcox, Superintendent of Schools

DATE: November 2, 2020

RE: Legal Authority to Apply for Grant Applications

Dear Ms. Wehrman,

Under my authority as Superintendent of Longview Independent School District, and by the authority mandated to districts under Senate Bill 1882 to create partnerships with non-profit educational organizations, I give Dr. Cynthia Wise, CEO of the East Texas Advanced Academies (ETAA) the legal authority to apply for grant applications for the six (6) Longview ISD schools within the control of ETAA.

Sincerely,

Dr. J. E. Wilcox
Superintendent of Schools
Longview Independent School District

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.

County District Number or Vendor ID:		092-903	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				\$ -
2	Educational Aide			\$ -	\$ -
3	Tutor			\$ -	\$ -
Program Management and Administration					
4	Project Director		1	\$ 7,650	\$ -
5	Project Coordinator				\$ -
6	Teacher Facilitator		3	\$ 4,500	\$ -
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:			\$ 12,150	\$ -
Substitute, Extra-Duty Pay, Benefits Costs					
24	6112 - Substitute Pay			\$ -	\$ -
25	6119 - Professional Staff Extra-Duty Pay			\$ 5,000	\$ -
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:			\$ 5,000	\$ -
30	Grand Total:			\$ 17,150	\$ -
31	Total Program Costs*:			\$ 17,150	
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: 092-903		Amendment #:	
Professional and Contracted Services (6200)			
<p>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.</p>			
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: Technical Assistance Team Specify purpose: Group required for Grant	\$ 38,250	\$ -
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:	\$ 38,250	\$ -
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	\$ -	\$ -
11	Grand Total:	\$ 38,250	\$ -
12	Total Program Costs*:	\$ 38,250	
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:

County District Number or Vendor ID: 092-903		Amendment #:	
Supplies and Materials (6300)			
Expense Item Description		Grant Amount Budgeted	Pre-Award
1	Remaining 6300 - Supplies and materials that do not require specific approval:	\$ 69,600	\$ -
2	Grand Total:	\$ 69,600	\$ -
3	Total Program Costs*:	\$ 69,600	
4	Total Direct Admin Costs*:	\$ -	
<p>*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.</p>			

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

County District Number or vendor ID: 092-903	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				\$ -
Total Direct Costs:		\$ -	\$ -	\$ -	\$ -
Indirect Costs:					\$ -
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:

County District Number or Vendor ID: 092-903		Amendment #:	
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.	\$ -	\$ -
11	Grand Total:	\$ -	\$ -
12	Total Program Costs*:	\$ -	
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:

County District Number or vendor ID: 092-903		Amendment #	
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	Class/ Object Code	Program Cost	Source of Funds		
			Direct Administrative Cost	Total Budgeted Cost	Pre-Award Cost
1 Payroll Costs	6100	\$ 17,150			\$ -
2 Professional and Contracted Services	6200	\$ 38,250	\$ -		\$ -
3 Supplies and Materials	6300	\$ 69,600	\$ -		\$ -
4 Other Operating Costs	6400	\$ -	\$ -	\$ -	\$ -
6	Total Direct Costs:	\$ 125,000	\$ -	\$ -	\$ -
7	* Indirect Costs:			\$ -	\$ -
8	Total of All Budgeted Costs :	\$ 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:

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

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

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

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
 District Overview
 Attachment 1A

Math Innovation Zones takes a feeder pattern approach from pilot to scale in four years. Please input your proposed feeder pattern below.

Instructions:

- 1) Input the school name for the proposed middle (or upper) school and associated elementary schools
- 2) Indicate the proposed launch grade for year one with an "x" in appropriate grade level
- 3) If necessary, provide a rationale for the intended grades for year one of MIZ
- 4) An example is provide immediately below for context

Please reach out to MIZ@tea.texas.gov with any questions about this document

SAMPLE Feeder Pattern	SAMPLE School Name	Grade To Be Launched in Year One									SAMPLE Rationale	
		PK	K	1	2	3	4	5	6	7		8
Middle(or Upper) School 1	Lone Star Middle School								x			Middle School launch grade as suggested by TEA
Elementary School A	Red Elementary School	x										Elementary School launch grades as suggested by TEA; School does not have PK
Elementary School B	White Elementary School	x										Elementary School launch grades as suggested by TEA; School does not have PK
Elementary School C	Blue Elementary School	x										Elementary School launch grades as suggested by TEA; School has PK
Elementary School D												
Elementary School E												
Elementary School F												

Feeder Pattern 1	School Name	Grade To Be Launched in Year One									Rationale	
		PK	K	1	2	3	4	5	6	7		8
Middle(or Upper) School 1	Forest Park Magnet School								x			Middle School launch grade as suggested by TEA
Elementary School A	Ware East Texas Montessori Academy	x										Elementary School launch grades as suggested by TEA; School does not have PK or K
Elementary School B	JL Everhart Elementary	x										Elementary School launch grades as suggested by TEA; School does not have PK or K
Elementary School C												
Elementary School D												
Elementary School E												
Elementary School F												

Feeder Pattern 1	School Name	Grade To Be Launched in Year One									Rationale	
		PK	K	1	2	3	4	5	6	7		8
Middle(or Upper) School 2												
Elementary School A												
Elementary School B												
Elementary School C												
Elementary School D												
Elementary School E												
Elementary School F												

Feeder Pattern 3	School Name	Grade To Be Launched in Year One									Rationale	
		PK	K	1	2	3	4	5	6	7		8
Middle(or Upper) School 3												
Elementary School A												

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**
- 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 8 (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
Math Innovation Zones	
Please confirm that this application is for Math Innovation Zones (not a non-math blended learning pilot)	
District or Open Enrollment Charter School Information	
District or Charter School Name	Math Innovation Zones
District or Charter School Network ID Number	East Texas Advanced Academies
Personnel	092-903
Superintendent Name	Dr. James Wilcox
LOI Author Name	Dr. Cynthia Wise
LOI Author Title	CEO
LOI Author Phone	903-446-2574
LOI Author Email Address	cwiseetaa@lisd.org
District MIZ Project Manager Name	Lakisha Williams
District MIZ Project Manager Title	Math Instructional Specialist
District MIZ Project Manager Email Address	903-446-2510
District MIZ Project Manager Phone Number	inwilliams@lisd.org
District Details	
District Overall Performance - Numeric Grade Only	78
Total Students in District	3,505
Total Students Anticipated to Participate in Proposed BLGP Grade Levels in 2021-2022 School Year	420
District Classification (Rural, Urban, Suburban)	Urban
Education Service Center Region	Region VII
Name of school in district with most prior experience in blended learning	Forest Park Middle School
Number of years the school (in previous answer) has used blended learning	2 years
Formative or interim assessment district is planning to use for MIZ grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	STAAR Interims
Current Student Information System (SIS) in use throughout district (TXEIS, PowerSchool, Skyward, JCCS, District-made system, etc...)	Skyward
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...)	Lone Star Governance, System of Great Schools, HB3, SB 1882
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, Interseasonal Calendar, or Full Year Redesign)? If not, answer "No."	Summer Learning
Is your district using or planning to use any curricular content provided through Texas Home Learning 3.0?	No
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?	No
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?	Enter Date (11/13/20)
List any additional software programs that the district would like to see considered for the MIZ State Approved Vendor List in the future.	Yes
Does the applicant and relevant district and school stakeholders commit to attending the BLGP Kickoff Summit virtually on November 12-13, 2020?	Enter Text Response (optional)
Feeder Pattern 1	Yes
Middle (or Upper) School	
Middle School Campus Name	Forest Park Magnet School
MS Campus Total Students	514
Lowest Grade at Middle School Campus (i.e. "6" for 6th grade)	6
Highest Grade at Middle School Campus (i.e. "8" for 8th grade)	8
Core Math Curriculum used in this Middle School Campus	Texas Essential Knowledge and Skills

Personnel		
MS Campus Principal Name	Dr. Wilbert Andrews	
MS Campus Principal Email Address	wandrews@lisd.org	
MS Campus Principal Phone Number	903-446-2520	
MS Campus MIZ Project Manager	LaKeshia Williams	
MS Campus MIZ Project Manager Email Address	lwilliams@lisd.org	
MS Campus MIZ Project Manager Phone Number	903-446-2536	
School Details		
Performance Results and Economic Indicators		
MS Campus Overall Performance - Numeric Grade Only		83
Percent of Students at MS Campus Eligible for Free or Reduced Price Lunch		84%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)		79%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)		81%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)		71%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)		67%
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)		48%
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)		46%
Feeder Pattern		
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School A		98%
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School B		98%
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School C		
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School D		
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School E		
Elementary (or Lower) School Feeder A (if applicable)		
Feeder A Campus Name	Ware East Texas Montessori Academy	75
Feeder A Total Students		1
Lowest Grade at Feeder A (i.e. "PK" for Pre-K)		5
Highest Grade at Feeder A (i.e. "5" for 5th grade)		
Core Math Curriculum Used at Feeder School A	Texas Essential Knowledge and Skills	
Personnel		
Feeder A Principal Name	Josh Worsham	
Feeder A Principal Email Address	jworsham@lisd.org	
Feeder A Principal Phone Number	903-803-5711	
Feeder A MIZ Project Manager	LaKeshia Williams	
Feeder A MIZ Project Manager Title	Math Instructional Specialist	
Feeder A MIZ Project Manager Email Address	lwilliams@lisd.org	
Feeder A MIZ Project Manager Phone Number	903-446-2536	
School Details		
Performance Results and Economic Indicators		
Feeder A Overall Performance - Numeric Grade Only		72
Percent of Students at Feeder A Eligible for Free or Reduced Price Lunch		95%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)		79%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)		83%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)		70%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)		76%
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)		43%
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)		48%
Elementary (or Lower) School Feeder B (if applicable)		
Feeder B Campus Name	JL Everhart Elementary School	484
Feeder B Total Students		1
Lowest Grade at Feeder B (i.e. "PK" for Pre-K)		5
Highest Grade at Feeder B (i.e. "5" for 5th grade)		
Core Math Curriculum Used at Feeder School B	Texas Essential Knowledge and Skills	

Personnel		Feeder B Principal Name Cassandra James
Feeder B Principal Email Address c.james@lisd.org		
Feeder B Principal Phone Number 903-803-5410		
Feeder B MIZ Project Manager Lakesha Williams		
Feeder B MIZ Project Manager Email Address Math Instructional Specialist		
Feeder B MIZ Project Manager Phone Number lwilliams@lisd.org 903-446-2536		
School Details		
Performance Results and Economic Indicators		
Feeder B Overall Performance - Numeric Grade Only		85
Percent of Students at Feeder B Eligible for Free or Reduced Price Lunch		89%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)		76%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)		78%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)		72%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)		69%
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)		47%
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)		41%
Elementary (or Lower) School Feeder C (if applicable)		
Feeder C Campus Name		Applicant Response
Feeder C Total Students		Enter Text Response
Lowest Grade at Feeder C (i.e. "PK" for Pre-K)		Enter Numeric Response
Highest Grade at Feeder C (i.e. "5" for 5th grade)		Choose Numeric Response
Core Math Curriculum Used at Feeder School C		Choose Numeric Response
		Texas Essential Knowledge and Skills
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
Elementary (or Lower) School Feeder D (if applicable)		
Feeder D Campus Name		Applicant Response
Feeder D Total Students		Enter Text Response
Lowest Grade at Feeder D (i.e. "PK" for Pre-K)		Enter Numeric Response
Highest Grade at Feeder D (i.e. "5" for 5th grade)		Choose Numeric Response
Core Math Curriculum Used at Feeder School D		Choose Numeric Response
		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



Dr. Cynthia Wise, Ed.D.
Chief Executive Officer
cwiseetaa@lisd.org

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*Deputy of Business
Operations*

Ms. Megan Burns
*Deputy of Curriculum &
Instruction*

September 15, 2020

To Whom It May Concern:

In furtherance of our application to obtain a grant under the Blended Learning Grant Program (BLGP), as part of House Bill 3, I am writing this letter of support for Ms. LaKesha Williams. Ms. Williams has become an integral part of our curriculum leadership in the area of mathematics. As the CEO of the East Texas Advanced Academies (ETAA), I have had the pleasure of overseeing Ms. Williams in her instructional support role with ETAA. She is thorough, conscientious, and fully prepared for each task she is given to do. I have no doubt that she would be successful serving as the BLGP project manager.

I would support her gaining this new role without reservations.

Educationally,


Dr. Cynthia Wise, Ed.D.




To whom it may concern,

Ware East Texas Montessori Academy is excited for the opportunity to pilot the Blended Learning Grant Program on our campus. Ware will fully advocate and implement the BLGP throughout our campus for the four-year duration of the program. A blended learning model that scales to our feeder middle school will be an excellent opportunity for our students and teachers to continue to grow and refine their abilities in an innovative learning environment. Our campus will assign a Teacher Facilitator that will be committed to implementation and continued development of the program. Our relationship with the Program Manager will be integral to the success of the program and we're excited to work with Ms. Williams in that context. The addition of The Blended Learning Grant Program will help us further our mission to bring out of our students what already exists within.

Sincerely,



Principal Josh Worsham

Cassandra R. James,
Head of School
J.L. Everhart Elementary
An IB WORLD SCHOOL 
2919 Tryon Road
Longview TX, 75605

September 3, 2020

Re: Letter of support for the Blended Learning Grant Program

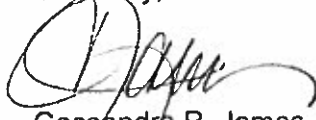
To whom it may concern,

J.L. Everhart fully supports the Blended Grant Program being developed and implemented on our campus. As the Head of School, I intend to ensure that the program is implemented with fidelity and that all staff members are fully invested in the success of the program. In doing so, I will articulate the importance of adhering to any procedures and guidelines (as outlined by the program) to all staff members so that we are fully invested as a team.

J.L. Everhart's administrative team and I are committed to support, and work closely with the project manager to complete any tasks deemed necessary for compliance and the success of the BLGP. We will also assign and visibly support a teacher facilitator with the same level of commitment.

The Blended Grant Program is beneficial to our campus because it provides a level of innovation necessary for 21st century learners. It will enhance the capacity and efficiency of the learning models already in place. Studies have shown that, when implemented effectively, it has led to strong academic gains in participating Texas schools. It is our goal that, by utilizing this program, our students will be better prepared for math readiness by the 8th grade.

Sincerely,


Cassandra R. James



To Whom It May Concern:

East Texas Advanced Academies (ETAA) is a 501c3 non-profit organization operating a network of six in-district charter schools within Longview ISD. ETAA entered into this partnership under Senate Bill 1882. Dr. Wilbert Andrews, currently serves as the principal of Forest Park.

Forest Park is looking forward to assisting Ms. LaKesha Williams with the implementation and execution of the Blended Learning Grant Program on our campus. I've had the pleasure of working with Ms. Williams as a teacher and as a math specialist. As a former Mathematics Department Lead, she understands the dedication and determination required to fulfill such a role. She is passionate, consistent and has proven to drive student results. She has my full support and I am looking forward to achieving the Designated MIZ status.

Sincerely,

A handwritten signature in black ink, appearing to read "W. Andrews Jr.", is written over a diagonal line that extends from the bottom right of the signature area.

Dr. Wilbert J. Andrews Jr.

LAKESHA WILLIAMS

2420 Lilly Street, Longview, TX 75602
(C) 903-578-0394; lakesha76@yahoo.com

OBJECTIVE

A motivated campus leader with strong organizational skills and prioritization abilities. Areas of expertise include teaching math, developing scope and sequence, creating pacing guides, and coaching teachers in instructional strategies. A seasoned educator with 16 years of experience in the fast paced and ever-changing learning environment. Excellent communication and adaptability skills. Mission to provide leadership in strategic planning, curriculum development, research and evaluation, exceptional student education, instructional media and technology, and staff development. To assist campus leaders with the instructional program to ensure that specific instructional goals are achieved. My focus is on 1) how to increase school achievement, 2) faculty and staff collaboration and communication, and 3) inspiring students to perform at their greatest level towards academic goals.

EDUCATION & CERTIFICATIONS

M.Ed.- Educational Leadership, 2016, Lamar University, Beaumont , TX

B.S.- Business Administration, 1999, Wiley College, Marshall, TX

Principal Certificate- Texas (Grades EC-12)

Teacher Certificate- Mathematics (Grades 4-8)

Secondary Business Administration (Grades 6-12)

LEADERSHIP EXPERIENCE

Forest Park Middle School

Interview Committee, 2017-2020

Lead Math Teacher, 2017-2020

UIL Academic Team Coach, 6-8 Mathematics, 2015-2018

Hallsville Junior High

Internship for Principals, Lamar University, 2014-2016

Campus Technology Committee, 2014

Site Vertical Alignment Team, 2014

Site Based Decision Making Committee, 2014-2015

Marshall Junior High

Math Department Chair, 2010-2012

HONORS AND AWARDS

Teacher of the Year 2008-2009, Marshall Junior High

EDUCATION POSITIONS

East Texas Advanced Academies, Longview, TX

2019 - Present

Math Instructional Specialist (Grades K-8)

Forest Park Middle School, Longview ISD, Longview, TX

2015 - 2020

Math Teacher- Grades 6 and 7

Hallsville Junior High School, Hallsville, TX

2012-2015

Math Teacher- Grade 6

Marshall Junior High School, Marshall, TX

2004-2008

Keyboarding, Computer Literacy and Career Investigations

Marshall Junior High School, Marshall, TX

2008-2012

TAKS Math, Math Grades 7 and 8, and Algebra I, 2008-2012

EDUCATION EXPERIENCES AND OPPORTUNITIES

- Planned and conducted on-going staff development and site visits for staff and community
- Facilitated Professional Learning Communities (PLC)
- Monitored student progress and engagement
- Analyzed student data to modify, structure, and develop future instruction
- Maintained effective classroom management to create a productive learning environment
- Assessed students using a variety of measures to determine appropriate placement and specific instructional needs
- Technology integration
- Ability to integrate International Baccalaureate (IB) components into Texas Essential Knowledge and Skills (TEKS)
- Prepared students to be career, college and military ready.
- Provided students with inquiry based, and higher order thinking strategies to ensure effective application and practice of TEKS
- Administered benchmarks that evaluated student progress and weaknesses to correlate with district data and ensured alternative interventions that promoted academic improvement
- Maintained positive relationships with students and parents while holding students to a high standard of acceptable class work
- Assisted in creating campus improvement plans with staff, parents, and community members
- Assisted in the development and evaluation of the educational programs
- Implemented classroom Discipline Management Program
- Implemented Individualized Education Plans
- Implemented Behavior Intervention Plans
- Provided guidance and coaching to teachers on educational and instructional methodology related to inquiry and the implementation of project-based curriculum
- Served as a resource for faculty and administrators as they seek additional resources, both traditional and electronic, which support the math curriculum

PROFESSIONAL EXPERIENCE

Lead Career Specialist
East Texas Workforce Center, Longview, TX
2000-2004

- Provided support to Program Coordinator and trained staff members.
- Submitted, analyzed, and interpreted reports for program performance.
- Provided case management support and backup to other career specialists.
- Provided concise written and oral program updates to supervisory staff.

COMMUNICATION SKILLS

- Provide for two-way communication with principals, teachers, staff, parents, and community
- Demonstrate skill in conflict resolution with administrators, parents, teachers, staff, and community
- Monitor professional research and disseminate ideas and information to other professionals
- Establish and maintain open lines of communication on vital issues with parents, students, and teachers

TRAINING & PROFESSIONAL DEVELOPMENT

Capturing Kids Hearts, 2007

Margaret Kilgo, 2008

Gifted and Talented, 2008

Kagan Structures, 2010

CAMT Conference of the Advancement of Mathematics Teaching, 2010-2012

STAAR Item Review Committee, Austin, TX, 2011

RTI in a PLC, 2012

Tabor Rotations, 2012 and 2015

Lead4Ward, 2012

PDAS (6 hours), 2014

Curriculum Writing, 2014

ILD - Instructional Leadership Development, Lamar University, 2015

Aurasma, 2015

ELPS - English Language Proficiency Standard (4 hours), 2015

Dyslexia, 2015

Technology Proficiency 12: Expanding Your Google Experience (7 hours), 2016

International Baccalaureate (IB), 2017

Project Based Learning, 2018

IB Global Conference, New Orleans LA, 2019

The Poverty Conference, Longview TX, 2019

Culture Conscious Campuses, Longview TX, 2019

REFERENCES

Dr. Cynthia Wise, Chief Executive Officer
East Texas Advanced Academies
903-446-2530
cwiseetaa@lisd.org

Mrs. Megan Burns, Deputy of Curriculum & Instruction
East Texas Advanced Academies
903-803-5317
mburnsetaa@lisd.org

Mr. Josh Worsham, Principal
Ware East Texas Montessori Academy
903-803-5711
jworsham@lisd.org

Mrs. Tracey Fernandez, Instructional Specialist
Longview Independent School District
903-803-5965
tfernandez@lisd.org



September 4, 2020

To Whom It May Concern:

I am writing this letter of support as the proposed BLGP Project Manager for East Texas Advanced Academies (ETAA). My roles in education have prepared me for this position by giving me experience in handling a wide range of issues and objectives. Thanks to my communication and collaboration skills, I can quickly establish scopes, analyze goals, identify potential obstacles, and effectively manage projects through completion while exceeding expectations across the board. I have gained knowledge of how to mediate conflicts, foster productive relationships, and determine inefficiencies to ensure team members are performing to their fullest potential to achieve the shared goal.

As an experienced professional, I have completed 16 years in the field of education, 12 of which were focused on the core subject of mathematics. My current position within the ETAA Network is that of Math Instructional Specialist. Not far removed from traditional teaching, I worked the dual position of classroom instructor and successfully taught students 7th grade math during my first year as a specialist with the network. Under my guidance, five network campuses showcased continued growth throughout the academic year which was measured with benchmarks, diagnostics, and common assessments. All campuses were on track to receive the math distinction, but were unable to administer state tests due to the pandemic. Through this process, I have been able to cultivate strong relationships with administrators, teachers, and students.

As a result of my passion and dedication to the success of both teachers and students, I am confident that I am the right candidate for the Program Manager position. I am committed to dedicating 50% or more of my time to design, manage, implement a high quality blended learning program with fidelity and looking forward to achieving the Designated MIZ status.

Sincerely,

LaKeshia Williams

ETAA Organizational Chart

