



**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](mailto:loiapplications@tea.texas.gov)

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

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

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

In 2019, five members of Fruitvale ISD's staff (superintendent, curriculum director, Dean of Academic Services, IT director, and an elementary math teacher) were privileged to attend a two day training on blended learning provided by Raise Your Hand Texas. Prior to the training, district leadership was convinced of the merits of blended learning, but the training received at the conference solidified the importance of blended learning and its potential impact on classroom instruction.

Because of our belief that blended learning would improve our students' educational experience we applied for and received the 2019-2022 MIZ Blended Learning Planning Grant, and the Implementation Grant. We are in our first year of implementation in our K, 3, and 6th grade classes. Our 4th and 5th grade math teacher was so impressed she requested to be included in the first year of implementation. After training in blended learning, Kindergarten has already decided to implement it in ELAR also. They recognize the benefit of having consistency across both core subjects.

The disruption of Covid-19 kept us from our planned visits to some of the schools who have successfully implemented the program. In spite of this, our teachers are working very hard to implement blended learning and follow Covid-19 protocols. Despite the delay due to the pandemic, we have spoken with a local MIZ district and are arranging a virtual site visit to their district so that our teachers can see a mature MIZ district in action and learn from teachers with several years of experience.

**Statutory/Program Requirements**

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

Our most recent needs assessment highlighted the need for increased classroom differentiation to meet the wide array of student abilities and needs. Through our experience at the conference, we discovered that while we are a "technology-rich" district, with one-to-one Chromebooks, we are not fully integrating technology within our lessons and are lacking the continuity between small group lessons and the instructional material completed online. We are also not currently harnessing the real-time data that is available within online platforms.

As a result of this determination by the needs assessment, the district improvement team, headed by district leadership, developed a set of three-year district goals with blended learning as the centerpiece. As a district we recognize the magnitude of moving toward a blended learning station rotation model. The training, technical resources, and planning elements alone are a significant undertaking. We are aware that a significant mind shift between the traditional, "knowledge-giver" role of the teacher to that of the "mentor/coach/facilitator" role of the teacher in the blended learning environment. However, we have seen the research from the Christensen Institute and have read Horn and Staker's book, *Blended: Using Disruptive Innovation to Improve Schools*. This only deepened our understanding of the potential impacts of blended learning models on student achievement and strengthened our belief that this is the right path forward for our kids.

The BLGP planning and execution process will benefit our district in multiple ways. First, the ability to collaborate with and benefit from the knowledge of a Design and Implementation Vendor will be indispensable. While we understand the need for making changes to our instructional model, we lack the experience and familiarity with blended learning planning and implementation that these vendors have. Our district vision to provide the most benefit to our students from the station rotation blended model will best be achieved by planning through the lens of a group that has seen the model in action and is aware of the possible obstacles and can provide guidance. We understand the importance of explicitly establishing the programmatic pieces of our model to deliver both student agency as well as an individualized learning plan. The opportunity to have a seasoned group assist our project manager and team in thinking through the layout of our model and work through the challenges is extremely valuable.

Another way the BLGP planning and execution process would be beneficial to FISD is to provide us the time and resources to bring about a change of thinking not only amongst involved staff, but also parents and the community. We know that for many, there is a mindset of what the classroom should look like for many district stakeholders. They associate school as it has been in the past as the standard for classrooms. A good deal of effort and time will need to be spent on educating stakeholders on the particulars of the blended approach to classroom instruction as well as the research findings on the positive results of the model in action. We have already begun this process with staff members and parents, business members, and community members who serve on the district improvement team. We have also begun to discuss this new model with our school board. Ensuring that all stakeholders are knowledgeable and understand the reasoning behind the change will allow for a smoother implementation.

Preparing and providing professional development and planning directly related to blended learning is another indispensable benefit this process will provide for FISD. We have the recognition by district leadership that this is the road we should travel because of the impact on student learning, but without the proper training of our teachers, this goal of blended learning within the district will fall flat. Teachers will need specific training on data driven instruction, on the classroom design of the station rotation, effective small group strategies, student goal-setting strategies, mentoring, and possibilities for other station learning activities such as work on real-world application of skills learning (for example, in PBLs). While many of our elementary teachers have a very basic understanding of these elements, our junior high teachers do not have much experience in these areas. In addition to these particular trainings, teachers will also need a great deal of planning time and coaching to build engaging and rigorous stations that are tied directly to the TEKs that students are working to master. There is a great need for a variety of activities and lessons to be planned and available so that each student may progress at their own rate of speed.

**Statutory/Program Requirements**

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

FISD's district leadership is convinced that implementing blended learning through the station rotation model is the right thing to do for our students. We also know that the training, planning, and mindset shifts required to implement this model effectively will not happen overnight. As we begin this journey toward a more individualized and competency-based approach to learning in our classrooms, the BLGP planning and execution process would allow us maximize the impact of this shift in our instructional model. The ability to plan our student and teacher experiences with the support of a Design and Implementation Vendor would provide our students with greater odds of successful implementation and, in turn, greater opportunity for gains in student achievement. We are excited at the prospect of meeting the needs of our varied learners (GT, Special Education, 504, ELLs, average students) and engaging students by allowing them control over aspects of their online learning. This approach also allows us to fulfill their needs by providing them coaching and goal-setting guidance weekly to provide them opportunities to be successful in their learning and by building real-world applications into at least one station (PBLs, creative projects), students can fill their personal need to be social and interact with others.

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.

FISD's project manager will be Susan McCann. Mrs. McCann has been with Fruitvale ISD for 30 years. She has served in various positions throughout the years including as technology director, project director for the technology Infrastructure (TIF) grant, and the district's business manager for 20 years. Mrs. McCann had plans to retire at the end of 2019, but after researching the district's goal of implementing blended learning, decided to stay at the district as the BLGP MIZ project manager.

Mrs. McCann is familiar with all aspects of Fruitvale ISD's operations and the scope of each department and how departments interact. She has extensive experience in finance, budgeting, staff development, as well as grant writing, implementation, and management. Data disaggregation and analysis is a particular strength of hers as demonstrated through many years of successful service for the district in multiple capacities. She has firsthand involvement and has been instrumental in numerous grants for the district throughout the years, including entitlements and

**Statutory/Program Requirements**

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

competitive grants, such as the Technology Immersion Pilot, T-STEM, District Awards for Teacher Excellence (DATE), Texas Educator Excellence, College Readiness Grant, Texas virtual School Network, Texas Literacy Initiative, 21st Century Learning Grant, P-TECH/ICIA, to name a few.

Mrs. McCann has also served on the district Leadership Teams for T-STEM and P-TECH/ICIA and is a long-serving member of the district improvement team and is knowledgeable in all facets of the district.

The BLGP Project Manager will answer directly to the superintendent. In Mrs. McCann's previous roles, she has worked effectively within every department and function in the district. She is well-known and respected across the district which, we feel, makes her the perfect candidate for this position.

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.

FISD has a number of variables they examine and track each year related to student achievement. First, students are tracked through data spreadsheets throughout the year. The students in each grade level are entered and their participation in special programs is noted. Common assessment results, grades, and diagnostic test results are tracked within the spreadsheet. Student tiers in the intervention system are also housed in this spreadsheet, which is accessible to the child's teachers and administration. After each common assessment or diagnostic (such as MAP, TX-KEA, CIRCLE, TPRI), campus administration and the curriculum director meet individually with each teacher to assess each student and discuss remedial or enrichment plans for the student as well as to discuss intervention strategies for the student. Data disaggregation tools through DMAC are also utilized to examine the need for SE reteach lessons and monitor student mastery of TEKS. We also utilize MAP reports combined with MAP Skills to target each students' areas of weakness. Trend analysis is also utilized throughout the year to monitor each student's growth by TEK on multiple assessments throughout the year to discern if the student is, in fact, making progress on each TEK. This has allowed us to pinpoint areas of continued weakness and provided us the opportunity to plan more effective lessons for remediating and spiraling skills. This year, with the implementation of MAP testing district-wide, we are having teachers set MAP goals with each of their students to introduce goal-setting to classrooms outside of our current blended learning program. The district also tracks the progress of students on the areas of college, career, and military readiness. Each student is tracked beginning in 9th grade to monitor their status on TSI, ACT, SAT, dual credit enrollment, and progress toward an industry-based certification.

**Statutory/Program Requirements (Cont.)**

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

FISD has focused on data for a number of years. However, we have discovered that we could be using it even more effectively. We also know that data drives the blended learning process on a daily basis. As a result, district administration was trained in data driven instruction. We want to garner as much information from the data as we can and also utilize it in classrooms daily to truly meet each individual learner's needs.

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.

If we are selected, we plan to implement the Lexia CORE5 program from grades PK-5 and the Lexia Power Up program for grades 6-8. After much research, we have determined that these two programs best fit our needs within the blended learning framework. Both programs are adaptive, TEKS-based, and provide individualized learning pathways for students. These programs are built to allow for student driven learning. They both begin with an adaptive assessment to provide the most appropriate starting point for each student. The programs are age and interest-appropriate. The CORE5 curriculum is organized in strands focusing on phonological awareness, phonics, structural analysis, automaticity and fluency, with vocabulary and comprehension interwoven throughout each strand. The Lexia Power Up curriculum is organized into three strands: word study, grammar, and comprehension. The instructional model of both programs centers around student-driven learning, real-time data to drive instruction, and built in resources and lesson plans for teachers to utilize in small-group instruction. We feel that these two programs would allow for us to successfully extend our blended learning program into ELAR and have a seamless transition for students.

**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).

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**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.

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**Professional and Contracted Services 6200**

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

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**Supplies and Materials 6300**

Complete this worksheet to request supplies and materials.

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**Other Operating Costs 6400**

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

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**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.

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**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:		234-909	Amendment # (for amendments only):		
<b>Payroll Costs (6100)</b>					
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions Less than 100% Grant Funded	Grant Amount Budgeted	Pre-Award	
<b>Academic/Instructional</b>					
1 Teacher			\$ -	\$ -	
2 Educational Aide			\$ -	\$ -	
3 Tutor			\$ -	\$ -	
<b>Program Management and Administration</b>					
4 Project Director			\$ -	\$ -	
5 Project Coordinator			\$ -	\$ -	
6 Teacher Facilitator			\$ -	\$ -	
7 Teacher Supervisor			\$ -	\$ -	
8 Secretary/Admin Assistant			\$ -	\$ -	
9 Data Entry Clerk			\$ -	\$ -	
10 Grant Accountant/Bookkeeper			\$ -	\$ -	
11 Evaluator/Evaluation Specialist			\$ -	\$ -	
<b>Auxiliary</b>					
12 Counselor			\$ -	\$ -	
13 Social Worker			\$ -	\$ -	
14 Community Liaison/Parent Coordinator			\$ -	\$ -	
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>					
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)			\$ -	\$ -	
<b>Other Employee Positions</b>					
21 Project Manager	1		\$ 30,000	\$ -	
22 (Enter position title here)			\$ -	\$ -	
23	<b>Subtotal Employee Costs:</b>		\$ 30,000	\$ -	
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
24 6112 - Substitute Pay			\$ 2,000	\$ -	
25 6119 - Professional Staff Extra-Duty Pay			\$ 8,000	\$ -	
26 6121 - Support Staff Extra-Duty Pay			\$ -	\$ -	
27 6140 - Employee Benefits			\$ 7,200	\$ -	
28 61XX - Tuition Remission (IHEs only)			\$ -	\$ -	
29	<b>Subtotal Substitute, Extra-Duty Pay, Benefits Costs:</b>		\$ 17,200	\$ -	
30	<b>Grand Total:</b>		\$ 47,200	\$ -	
31	<b>Total Program Costs*:</b>		\$ 47,200		
32	<b>Total Direct Admin Costs*:</b>		\$ -		

\*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

**Application Part 2:**

**2020-2023 Blended Learning Grant Program-Planning Grants**

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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:		234-909	Amendment #:		0
<b>Professional and Contracted Services (6200)</b>					
<b>NOTE:</b> 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.					
<b>Description of Service and Purpose</b>			<b>Grant Amount Budgeted</b>	<b>Pre-Award</b>	
1	6269 - Rental or lease of buildings, space in buildings, or land		\$ -	\$ -	
	Specify purpose:				
2	Service: Technical Assistance		\$ 56,000	\$ -	
	Specify purpose: BLGP Design & Implementation Vendor				
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	<b>Subtotal of professional and contracted services requiring specific approval:</b>		<b>\$ 56,000</b>	<b>\$ -</b>	
10	Remaining 6200 - Professional and contracted services that do not require specific approval.		\$ 5,000	\$ -	
11	<b>Grand Total:</b>		<b>\$ 61,000</b>	<b>\$ -</b>	
12	<b>Total Program Costs*:</b>		<b>\$ 61,000</b>		
13	<b>Total Direct Admin Costs*:</b>		<b>\$ -</b>		
<p><b>*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.</b></p>					

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County District Number or Vendor ID: 234-909		Amendment #: 0	
<b>Supplies and Materials (6300)</b>			
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>	<b>Pre-Award</b>
1	Remaining 6300 - Supplies and materials that do not require specific approval:	\$ 10,800	\$ -
2	<b>Grand Total:</b>	<b>\$ 10,800</b>	<b>\$ -</b>
3	<b>Total Program Costs*:</b>	<b>\$ 10,800</b>	
4	<b>Total Direct Admin Costs*:</b>		
<p><b>*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.</b></p>			

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County District Number or Vendor ID: 234-909		Amendment #: 0	
<b>Other Operating Costs (6400)</b>			
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	<del>6412/6419 - Educational Field Trips. Must be allowable per Program Guidelines and grantee must keep documentation locally.</del>	<del>\$ -</del>	<del>\$ -</del>
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	<del>6419 - Cost of membership in civic or community organizations. Specify name and purpose of organization.</del>	<del>\$ -</del>	<del>\$ -</del>
8	64XX - Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	\$ -	\$ -
9	<b>Subtotal of other operating costs (6400) requiring specific approval:</b>	<b>\$ -</b>	<b>\$ -</b>
10	Remaining 6400 - Other operating costs that do not require specific approval.	\$ 6,000	\$ -
11	<b>Grand Total:</b>	<b>\$ 6,000</b>	<b>\$ -</b>
12	<b>Total Program Costs*:</b>	\$ 6,000	
13	<b>Total Direct Admin Costs*:</b>	\$ -	
<p><b>*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.</b></p>			

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

FOR TEA USE ONLY

**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**

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:		234-909			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	\$ 47,200	\$ -	\$ 47,200	\$ -	
2	Professional and Contracted Services	6200	\$ 61,000	\$ -	\$ 61,000	\$ -	
3	Supplies and Materials	6300	\$ 10,800	\$ -	\$ 10,800	\$ -	
4	Other Operating Costs	6400	\$ 6,000	\$ -	\$ 6,000	\$ -	
6	<b>Total Direct Costs:</b>		<b>\$ 125,000</b>	<b>\$ -</b>	<b>\$ 125,000</b>	<b>\$ -</b>	
7	* Indirect Costs:				<b>\$ -</b>	<b>\$ -</b>	
8	<b>Total of All Budgeted Costs :</b>		<b>\$ 125,000</b>	<b>\$ -</b>	<b>\$ 125,000</b>	<b>\$ -</b>	
Direct Administrative Cost Calculation							
10	Total of All Budgeted Costs from line 8:				<b>\$ 125,000</b>		
11	Direct Administration Cap per Program Guidelines (X%)				0.05		
12	Maximum amount allowable for direct administrative costs:				<b>\$ 6,250</b>		

\*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.

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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 #
--------------------------------------	-------------

**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	<b>Total Direct Costs:</b>	\$ -	\$ -	\$ -	\$ -
7	<b>Indirect Costs:</b>				\$ -
8	<b>Total Costs:</b>	\$ -	\$ -	\$ -	\$ -

**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:



Math Innovation Zones  
Planning and Execution Grants

NON-MATH BLENDED PILOT APPLICANTS ONLY	
District or Charter School Network Information Form	
Feeder Pattern 1 Form	
Attachment 1B	
Letter of Interest for 2021-2022 BLGP Planning and Execution Grants	
<b>Instructions</b>	
<ul style="list-style-type: none"> <li>Please submit the requested district or charter school information including information regarding the proposed campuses for the non-math blended learning pilot</li> <li>Input information relevant to the topic in column into <b>column B</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.</li> <li>Incomplete subsections or incorrect information are cause for rejection from this request for Letter of Interest</li> <li>In the case of more than 4 intended feeder elementary schools, please submit the below information as an appendix to the Letter of Interest</li> <li>Please reach out to MIZ@tea.texas.gov with any questions about this document</li> </ul>	
Application	Applicant Response
Please confirm that this application is for a non-math blended learning pilot (not Math Innovation Zones)	Non-math blended learning pilot
District or Open Enrollment Charter School Information	Applicant Response
District or Charter School Name	Fruitvale ISD
District or Charter School Network ID Number	234909
Personnel	
Superintendent Name	Rebecca Bain
LOI Author Name	Angela Clark
LOI Author Title	Curriculum Director
LOI Author Phone	903-896-4363
LOI Author E-mail Address	<a href="mailto:clarka@fruitvaleisd.com">clarka@fruitvaleisd.com</a>
District BLGP Project Manager Name	Susan McCann
District BLGP Project Manager Title	Project Manager
District BLGP Project Manager Email Address	<a href="mailto:mccanns@fruitvaleisd.com">mccanns@fruitvaleisd.com</a>
District BLGP Project Manager Phone Number	903-896-4729
District Details	
District Overall Performance - Numeric Grade Only (2019)	85
Total Students in District	410
Total Students Anticipated to Participate in Proposed BLGP Grade Levels in 2021-2022 School Year	98
District Classification (Rural, Urban, Suburban)	Rural
Education Service Center Region	7
Name of school in district with most previous experience in blended learning	Hallie Randall Elementary
Number of years the school (in previous answer) has used blended learning	1
Interim assessment district is planning to be used for BLGP grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	NWEA Map
Current Student Information System (SIS) in use throughout district (TxEIS, PowerSchool, Skyward, iCCCS, District-made system, etc...)	TxEIS
List all other TEA programs in which the district is currently involved (i.e. Lone Star Governance, System of Great Schools, Additional Days School Year, School Action Fund, etc...)	Lone Star TSTEM pilot, P-TECH/ICIA, Blended Learning MIZ
Are your proposed BLGP campuses implementing calendars in line with TEA's Additional Days School Year (ADSY) program? If so, what is your anticipated ADSY model (e.g. Summer Learning, Intersessional Calendar, or Full Year Redesign)? If not, answer "No".	No
Is your district using or planning to use any curricular content provided through Texas Home Learning 3.0?	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.	
If awarded this grant in Fall 2020, when does the district expect to be able to contract with technical assistance providers, given district procurement policies?	12/1/2020
Does the applicant and relevant district and school stakeholders commit to attending the BLGP Kickoff Summit virtually on November 12-13, 2020?	Yes
Blended Learning Grant Program Specific Questions	Applicant Response
Proposed Software Program and Fidelity Metrics	
What is the subject/content area for which the district is applying to be a part of this non-math blended learning pilot?	ELAR
Which online curriculum program is the district and schools applying to use?	Lexia Core5 and Lexia Power Up
Given your knowledge of the online curriculum program, what metric do you expect the district and TEA to track on a weekly basis to evaluate student progress and program success? *Note: All non-math online curriculum programs must receive TEA approval of weekly student progress metrics	Enrolled students and students who have worked in the program that week; Total and average time and units gained in the last week; Total and average time and units gained in the last 4 weeks; Total and average time and units gained in the year; Students total and average units gained toward their individual goal; weekly teacher time and usage in the program

Is the proposed online curriculum a supplemental or core curriculum?

**Core curriculum:** a full course design for a given content area that covers all of the grade level standards and skills and is the primary curriculum used for teaching and learning.

**Supplemental curriculum:** designed to enhance and align with the core curriculum used for instruction by targeting a specific set of content, skills, and/or goals, but does not replace the core curriculum.

Supplemental curriculum- TEKS-based

Math Innovation Zones  
Planning and Execution Grants

Please link a research study confirming a positive impact from this online curriculum program on student achievement results.	<a href="https://link.springer.com/article/10.1007/s11423-020-09785-2">https://link.springer.com/article/10.1007/s11423-020-09785-2</a>
<b>Feeder Pattern 1</b>	No Response needed in this cell.
<b>School 1A Details</b>	Applicant Response
School 1A Campus Name	Fruitvale Middle School
School 1A Campus Total Students	100
Lowest Grade at School 1A Campus (i.e. "6" for 6th grade)	6
Highest Grade at School 1A Campus (i.e. "8" for 8th grade)	8
<b>Personnel</b>	
School 1A Campus Principal Name	Charles Harford
School 1A Campus Principal Email Address	<a href="mailto:harfordc@fruitvaleisd.com">harfordc@fruitvaleisd.com</a>
School 1A Campus Principal Phone Number	903-896-4466
School 1A Campus BLGP Project Manager	Susan McCann
School 1A Campus BLGP Project Manager Title	Project Manager
School 1A Campus BLGP Project Manager Email Address	<a href="mailto:mccanns@fruitvaleisd.com">mccanns@fruitvaleisd.com</a>
School 1A Campus BLGP Project Manager Phone Number	903-896-4729
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
School 1A Campus Overall Performance - Numeric Grade Only	71
Percent of Students at School 1A Campus Eligible for Free or Reduced Price Lunch	68%
Percent of Students at <b>Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)</b>	70%
Percent of Students at <b>Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)</b>	80%
Percent of Students at <b>Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)</b>	70%
Percent of Students at <b>Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)</b>	81%
Percent of Students at <b>Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)</b>	41%
Percent of Students at <b>Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)</b>	51%
<b>Feeder Pattern</b>	
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School A</b>	100%
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School B</b>	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School C</b>	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School D</b>	Enter Percent

Math Innovation Zones  
Planning and Execution Grants

Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School E	Enter Percent
<b>School 1B Details (if applicable)</b>	<b>Applicant Response</b>
School 1B Campus Name	Hallie Randall Elementary School
School 1B Total Students	212
Lowest Grade at School 1B (i.e. "PK" for Pre-K)	PK
Highest Grade at School 1B (i.e. "5" for 5th grade)	5
<b>Personnel</b>	
School 1B Principal Name	Charles Harford
School 1B Principal Email Address	<a href="mailto:harfordc@fruitvaleisd.com">harfordc@fruitvaleisd.com</a>
School 1B Principal Phone Number	903-896-4466
School 1B BLGP Project Manager	Susan McCann
School 1B BLGP Project Manager Title	Project Manager
School 1B BLGP Project Manager Email Address	<a href="mailto:mccanns@fruitvaleisd.com">mccanns@fruitvaleisd.com</a>
School 1B BLGP Project Manager Phone Number	903-896-4729
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
School 1B Overall Performance - Numeric Grade Only	60
Percent of Students at School 1B Eligible for Free or Reduced Price Lunch	68%
Percent of Students at <b>Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)</b>	61%
Percent of Students at <b>Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)</b>	71%
Percent of Students at <b>Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)</b>	65%
Percent of Students at <b>Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)</b>	71%
Percent of Students at <b>Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)</b>	28%

Math Innovation Zones  
 Planning and Execution Grants

Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	35%
<b>School 1C Details (if applicable)</b>	<b>Applicant Response</b>
School 1C Campus Name	Enter Text Response
School 1C Total Students	Enter Numeric Response
Lowest Grade at School 1C (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at School 1C (i.e. "5" for 5th grade)	Choose Numeric Response
<b>Personnel</b>	
School 1C Principal Name	Enter Text Response
School 1C Principal Email Address	Enter Email Address
School 1C Principal Phone Number	Enter Phone Number
School 1C BLGP Project Manager	Enter Text Response
School 1C BLGP Project Manager Title	Enter Text Response
School 1C BLGP Project Manager Email Address	Enter Email Address
School 1C BLGP Project Manager Phone Number	Enter Phone Number
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
School 1C Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at School 1C Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent



Math Innovation Zones  
 Planning and Execution Grants

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

Math Innovation Zones  
 Planning and Execution Grants

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

Math Innovation Zones  
 Planning and Execution Grants

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

<b>NON-MATH BLENDED PILOT APPLICANTS ONLY</b>	
<b>District or Charter School Network Information Form</b>	
<b>Feeder Pattern 2 Form</b>	
<b>Attachment 1B</b>	
<b>Letter of Interest for 2021-2022 BLGP Planning and Execution Grants</b>	
<b>Instructions</b>	
<ul style="list-style-type: none"> <li>• Please submit the requested district or charter school information including information regarding the proposed campuses for the non-math blended learning pilot</li> <li>• Input information relevant to the topic in column into <b>column B</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.</li> <li>• Incomplete subsections or incorrect information are cause for rejection from this request for Letter of Interest</li> <li>• In the case of more than 4 intended feeder elementary schools, please submit the below information as an appendix to the Letter of Interest</li> <li>• Please reach out to MIZ@tea.texas.gov with any questions about this document</li> </ul>	
<b>Application</b>	<b>Applicant Response</b>
Please confirm that this application is for a non-math blended learning pilot (not Math Innovation Zones)	Choose One
<b>District or Open Enrollment Charter School Information</b>	<b>Applicant Response</b>
District or Charter School Name	Enter Text Response
District or Charter School Network ID Number	Enter Numeric Response
<b>Personnel</b>	
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 BLGP Project Manager Name	Enter Text Response
District BLGP Project Manager Title	Enter Text Response
District BLGP Project Manager Email Address	Enter Phone Number
District BLGP Project Manager Phone Number	Enter Email Address
<b>District Details</b>	
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 previous experience in blended learning	Enter Text Response
Number of years the school (in previous answer) has used blended learning	Enter Numeric Response
Interim assessment district is planning to be used for BLGP grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	Enter Text Response

Math Innovation Zones  
Planning and Execution Grants

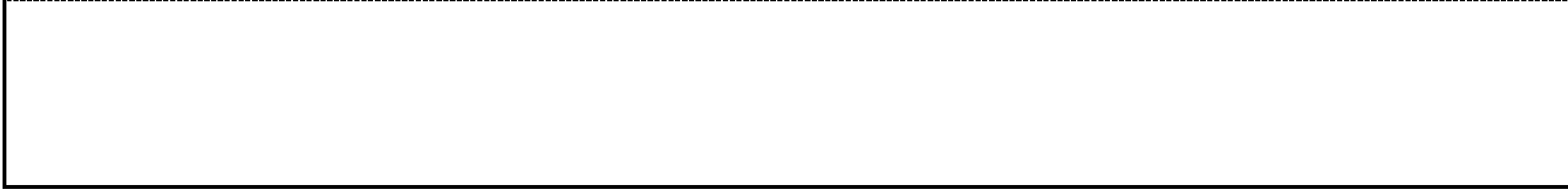
Current <b>Student Information System (SIS)</b> in use throughout district (TxEIS, PowerSchool, Skyward, iTCES, District-made system, etc...)	Enter Text Response
List all <b>other TEA programs</b> in which the district is currently involved (i.e. Lone Star Governance, System of Great Schools, Additional 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 <b>procurement policies</b> ?	Enter Date (mm/dd/yy)
Does the applicant and relevant district and school stakeholders commit to attending the <b>BLGP Kickoff Summit</b> virtually on November 12-13, 2020?	Choose "Yes" or "No"
<b>Blended Learning Grant Program Specific Questions</b>	<b>Applicant Response</b>
<b>Proposed Software Program and Fidelity Metrics</b>	
What is the subject/content area for which the district is applying to be a part of this non-math blended learning pilot?	Enter Text Response
Which online curriculum program is the district and schools applying to use?	Enter Text Response
Given your knowledge of the online curriculum program, what metric do you expect the district and TEA to track on a weekly basis to evaluate student progress and program success? *Note: All non-math online curriculum programs must receive TEA approval of weekly student progress metrics	Enter Text Response
Is the proposed online curriculum a supplemental or core curriculum?	Choose Response
Please link a research study confirming a positive impact from this online curriculum program on student achievement results.	Insert Link
<b>Feeder Pattern 1</b>	<b>No Response needed in this cell.</b>
<b>School 2A Details</b>	<b>Applicant Response</b>
School 2A Campus Name	Enter Text Response
School 2A Campus Total Students	Enter Numeric Response
Lowest Grade at School 2A Campus (i.e. "6" for 6th grade)	Choose Numeric Response
Highest Grade at School 2A Campus (i.e. "8" for 8th grade)	Choose Numeric Response
<b>Personnel</b>	
School 2A Campus Principal Name	Enter Text Response
School 2A Campus Principal Email Address	Enter Email Address
School 2A Campus Principal Phone Number	Enter Phone Number
School 2A Campus BLGP Project Manager	Enter Text Response
School 2A Campus BLGP Project Manager Title	Enter Text Response
School 2A Campus BLGP Project Manager Email Address	Enter Email Address
School 2A Campus BLGP Project Manager Phone Number	Enter Phone Number
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
School 2A Campus Overall Performance - Numeric Grade Only	Enter Numeric Response
Percent of Students at School 2A Campus Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at <b>Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)</b>	Enter Percent
Percent of Students at <b>Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)</b>	Enter Percent
Percent of Students at <b>Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)</b>	Enter Percent
Percent of Students at <b>Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)</b>	Enter Percent
Percent of Students at <b>Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)</b>	Enter Percent
Percent of Students at <b>Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)</b>	Enter Percent
<b>Feeder Pattern</b>	
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School A</b>	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School B</b>	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School C</b>	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School D</b>	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School E</b>	Enter Percent
<b>School 2B Details (if applicable)</b>	<b>Applicant Response</b>
School 2B Campus Name	Enter Text Response
School 2B Total Students	Enter Numeric Response
Lowest Grade at School 2B (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at School 2B (i.e. "5" for 5th grade)	Choose Numeric Response
<b>Personnel</b>	

Math Innovation Zones  
Planning and Execution Grants

School 2B Principal Name	Enter Text Response
School 2B Principal Email Address	Enter Email Address
School 2B Principal Phone Number	Enter Phone Number
School 2B BLGP Project Manager	Enter Text Response
School 2B BLGP Project Manager Title	Enter Text Response
School 2B BLGP Project Manager Email Address	Enter Email Address
School 2B BLGP Project Manager Phone Number	Enter Phone Number
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
School 2B Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at School 2B Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at <b>Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)</b>	Enter Percent
Percent of Students at <b>Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)</b>	Enter Percent
Percent of Students at <b>Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)</b>	Enter Percent
Percent of Students at <b>Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)</b>	Enter Percent
Percent of Students at <b>Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)</b>	Enter Percent
Percent of Students at <b>Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)</b>	Enter Percent
<b>School 2C Details (if applicable)</b>	<b>Applicant Response</b>
School 2C Campus Name	Enter Text Response
School 2C Campus ID Number	Enter Numeric Response
School 2C Campus Address	Enter Address
School 2C Total Students	Enter Numeric Response
Lowest Grade at School 2C (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at School 2C (i.e. "5" for 5th grade)	Choose Numeric Response
<b>Personnel</b>	
School 2C Principal Name	Enter Text Response
School 2C Principal Email Address	Enter Email Address
School 2C Principal Phone Number	Enter Phone Number
School 2C BLGP Project Manager	Enter Text Response
School 2C BLGP Project Manager Title	Enter Text Response
School 2C BLGP Project Manager Email Address	Enter Email Address
School 2C BLGP Project Manager Phone Number	Enter Phone Number
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
School 2C Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at School 2C Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at <b>Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)</b>	Enter Percent
Percent of Students at <b>Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)</b>	Enter Percent
Percent of Students at <b>Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)</b>	Enter Percent
Percent of Students at <b>Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)</b>	Enter Percent
Percent of Students at <b>Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)</b>	Enter Percent
Percent of Students at <b>Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)</b>	Enter Percent
<b>School 2D Details (if applicable)</b>	<b>Applicant Response</b>
School 2D Campus Name	Enter Text Response
School 2D Total Students	Enter Numeric Response
Lowest Grade at School 2D (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at School 2D (i.e. "5" for 5th grade)	Choose Numeric Response
<b>Personnel</b>	
School 2D Principal Name	Enter Text Response
School 2D Principal Email Address	Enter Email Address
School 2D Principal Phone Number	Enter Phone Number
School 2D BLGP Project Manager	Enter Text Response
School 2D BLGP Project Manager Title	Enter Text Response
School 2D BLGP Project Manager Email Address	Enter Email Address
School 2D BLGP Project Manager Phone Number	Enter Phone Number
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
School 2D Overall Performance - Numeric Grade Only	Enter Response

Math Innovation Zones  
Planning and Execution Grants

Percent of Students at School 2D Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at <b>Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)</b>	Enter Percent
Percent of Students at <b>Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)</b>	Enter Percent
Percent of Students at <b>Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)</b>	Enter Percent
Percent of Students at <b>Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)</b>	Enter Percent
Percent of Students at <b>Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)</b>	Enter Percent
Percent of Students at <b>Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)</b>	Enter Percent
<b>School 2E Details (if applicable)</b>	<b>Applicant Response</b>
School 2E Campus Name	Enter Text Response
School 2E Total Students	Enter Numeric Response
Lowest Grade at School 2E (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at School 2E (i.e. "5" for 5th grade)	Choose Numeric Response
<b>Personnel</b>	
School 2E Principal Name	Enter Text Response
School 2E Principal Email Address	Enter Email Address
School 2E Principal Phone Number	Enter Phone Number
School 2E BLGP Project Manager	Enter Text Response
School 2E BLGP Project Manager Title	Enter Text Response
School 2E BLGP Project Manager Email Address	Enter Email Address
School 2E BLGP Project Manager Phone Number	Enter Phone Number
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
School 2E Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at School 2E Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at <b>Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)</b>	Enter Percent
Percent of Students at <b>Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)</b>	Enter Percent
Percent of Students at <b>Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)</b>	Enter Percent
Percent of Students at <b>Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)</b>	Enter Percent
Percent of Students at <b>Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)</b>	Enter Percent
Percent of Students at <b>Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)</b>	Enter Percent
<b>School 2F Details (if applicable)</b>	<b>Applicant Response</b>
School 2F Campus Name	Enter Text Response
School 2F Total Students	Enter Numeric Response
Lowest Grade at School 2F (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at School 2F (i.e. "5" for 5th grade)	Choose Numeric Response
<b>Personnel</b>	
School 2F Principal Name	Enter Text Response
School 2F Principal Email Address	Enter Email Address
School 2F Principal Phone Number	Enter Phone Number
School 2F BLGP Project Manager	Enter Text Response
School 2F BLGP Project Manager Title	Enter Text Response
School 2F BLGP Project Manager Email Address	Enter Email Address
School 2F BLGP Project Manager Phone Number	Enter Phone Number
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
School 2F Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at School 2F Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at <b>Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)</b>	Enter Percent
Percent of Students at <b>Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)</b>	Enter Percent
Percent of Students at <b>Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)</b>	Enter Percent
Percent of Students at <b>Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)</b>	Enter Percent
Percent of Students at <b>Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)</b>	Enter Percent
Percent of Students at <b>Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)</b>	Enter Percent
<i>If necessary, provide additional context including former campus names for accountability purposes or alternative feeder pattern approaches.</i>	







P.O. Box 77, Fruitvale, TX 75127 • 903-896-1191 • Fax 903-896-1011 • [bainr@fruitvaleisd.com](mailto:bainr@fruitvaleisd.com)

**FRUITVALE ISD**

To whom it may concern:

Fruitvale ISD is excited to have the opportunity to apply for the Blended Learning Grant. This instructional model is a game changer for how we educate future ready students. As a long time educator, I see this model as a true need in all districts, but I also know changing how we provide instruction in classrooms will take training and a mindshift for teachers.

Last year I attended training on the blended learning model, and was able to experience it as a student would in their classroom. I know this is the instructional model that will work with today's students. I was able to see the research behind blended learning, and realized that our district is technology rich, but we are not connecting our technology usage to instruction. I have instructed our district staff that regardless of grant funding we are going to begin training our teachers in the blended learning model. Our kids deserve to have highly engaging instruction provided, and this program provides that to our students.

Upon returning to the district, we have reset our goals for our 3 year district plan. Our district plan contains goals set around the implementation of blended learning in our district. We will provide staff development in data driven instruction, station rotations, individual student goal setting and tracking. We will look at facilities to change our classroom setting from traditional desk in rows model to areas where blended learner stations can be utilized. We also have Project based instruction as a focus for training in our plan. We are also going to rework our calendar to provide additional staff development time for our teachers as part of our district plan.

We have already began implementation of our math program at Kindergarten and 3<sup>rd</sup>- 6<sup>th</sup> grade as part of the Math Blended Learning grant. Our teachers received a multitude of training opportunities this summer, we have employed an instructional coach who works with these teachers and are implementing program requirements this fall with students. We want to be able to continue our work in all of our ELA classrooms.

I am not only fully in support of the Blended learning initiative for our district, I am going to be a driving force behind our district moving in that direction. Fruitvale ISD is already working toward successful blended learning math classrooms in a few areas, we want to continue this work across the board.

We have served as a TSTEM/ICIA school for the state for many years and are a role model district in those areas at our high school. I believe the district staff in place are highly capable of creating a model Blended Learning Program K-8 in our district. I fully support the initiative and am very appreciative of the consideration for grant funding to help get all of our staff trained and get the correct ELA programs in place in our district to be successful.

If you have any questions please call me at 903-896-4729. Thank you for your consideration of Fruitvale ISD.

Sincerely,

Rebecca Bain  
Superintendent  
Fruitvale ISD

*Learners Today...Leaders Tomorrow...*

**Date:** September 9, 2020

**RE:** ELAR Blended Learning Grant

**To Whom It may Concern:**

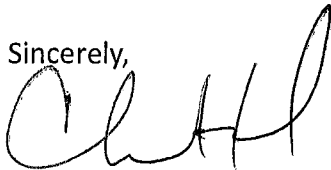
My name is Charles Harford and I am the Dean of Academic Services at Fruitvale Independent School District. My primary responsibility is to ensure that all students are receiving high quality instruction from their teachers.

When we started researching best practices to use for classroom instruction, blended learning was at the top of the list. Members of our administrative team visited schools that were implementing this model and we were impressed by the success these schools were having with student achievement.

This year we have implemented the station rotation model of blended learning in some of our math classrooms. With this grant we would be able to expand that to include our ELAR classes.

As Dean of Academic Services I would help those teachers understand the benefits of blended learning and ensure they have the support needed to implement this model in the classroom.

Sincerely,

A handwritten signature in black ink, appearing to read 'CHH', written in a cursive style.

Charles Harford

Dean of Academic Services

Fruitvale ISD

# Susan McCann

---

P O Box 322  
Fruitvale, TX 75127  
(903) 780-6954  
blessednonni@gmail.com

## Objective

To utilize my skills to implement the blended learning instructional model at Fruitvale ISD

## Certification

### CTSBO RECEIVED FROM TEXAS ASSOCIATION OF SCHOOL BOARD

Areas of Specialization

Accounting

Personnel

Payroll

## Experience

- Business Manager                      Fruitvale ISD                      March, 1999 – December, 2019
  - Fiscal Management of the District
  - Ensure Compliance with State, Local, and Federal Policies and Procedures
  - Create, Maintain and Oversee District Budget
  - Oversee Payroll
  - Oversee Purchasing and Accounts Payable
  - Grant Writing, Implementation, Reporting, and/or Documentation
    - Technology Immersion Pilot
    - Head Start
    - Student Success Initiative
    - Carl Perkins Vocational
    - T-STEM
    - No Child Left Behind
    - ARRA
    - IDEA-B Special Ed
    - High Cost Special Ed
    - Accelerated Reading Instruction
    - Accelerated Math Instruction
    - District Awards for Teacher Excellence
    - Texas Educator Excellence
    - PreKindergarten Expansion
    - PreKindergarten Early Start Grant
    - Title 1 School Improvement Grant
    - College Readiness Grant
    - TexShep (McKinney Vento)
    - Vision 2020
    - Texas High School Project
    - College Readiness
    - Texas Virtual School Network

- Texas Literacy Initiative
- ACE Afterschool Program (21<sup>st</sup> Century Learning Center Grant)
- ICIA/PTech
- Various other grants
- PEIMS Coordinator
- Staff Development
- Technology Coordinator
- Technology Training
- Risk Management
- Webpage Creation and Upkeep
- Oversee Child Nutrition Reporting and Documentation
- Employee Benefits
- Business Office Personnel Management
- Work Closely with Various Departments

• Technology Coordinator                      Fruitvale ISD                      July, 1998 – March, 1999

- Network Administrator
- District Webpage
- Help Desk Technician

• TIF Project Manager                      Fruitvale ISD                      July, 1997 – June, 1998

- Grant Writing
- Data Entry
- Purchasing
- Implementation
- Records Management

• Administrative Assistant (Part Time)      Fruitvale ISD                      August, 1991 – June, 1997

- Grant Writing
- Data Entry
- Records Management

**References:**

Rebecca Bain	Fruitvale ISD Superintendent	bainr@fruitvaleisd.com 903-896-1191
Dr. Jennifer Jones	Past Fruitvale ISD Superintendent	Jen.s.jones@aol.com 469-371-0034
Stan Surratt	Past Fruitvale ISD Superintendent	surrattsm@lind.sprnet.org 903-571-2533
Bill Boyd	Past Fruitvale ISD Superintendent	bboyd44@gmail.com 432-230-6838



## **FRUITVALE INDEPENDENT SCHOOL DISTRICT**

P.O. Box 77  
Fruitvale, Texas 75127  
**903-896-1191 Fax: 903-896-1011**

September 15, 2021

To Whom It May Concern,

As the business manager in a very small district I have worn many hats and been involved in numerous areas within the district. Some of those have been grant management and technology. Fruitvale ISD has been very fortunate to receive numerous technology centered grants and as a result our classrooms are technology rich. With the technology currently in place and the proper tools and training in blended learning I believe our district will excel greatly.

I am very excited about Fruitvale ISD implementing the blended learning model in our classrooms. I feel this will be a turning point in the educational environment of our students. Our administrative team is very supportive of the blended learning model. Receiving this grant will allow us to increase blending learning across grade levels and subjects.

I support this project and am ready to put in the work necessary to fulfill the role of project manager.

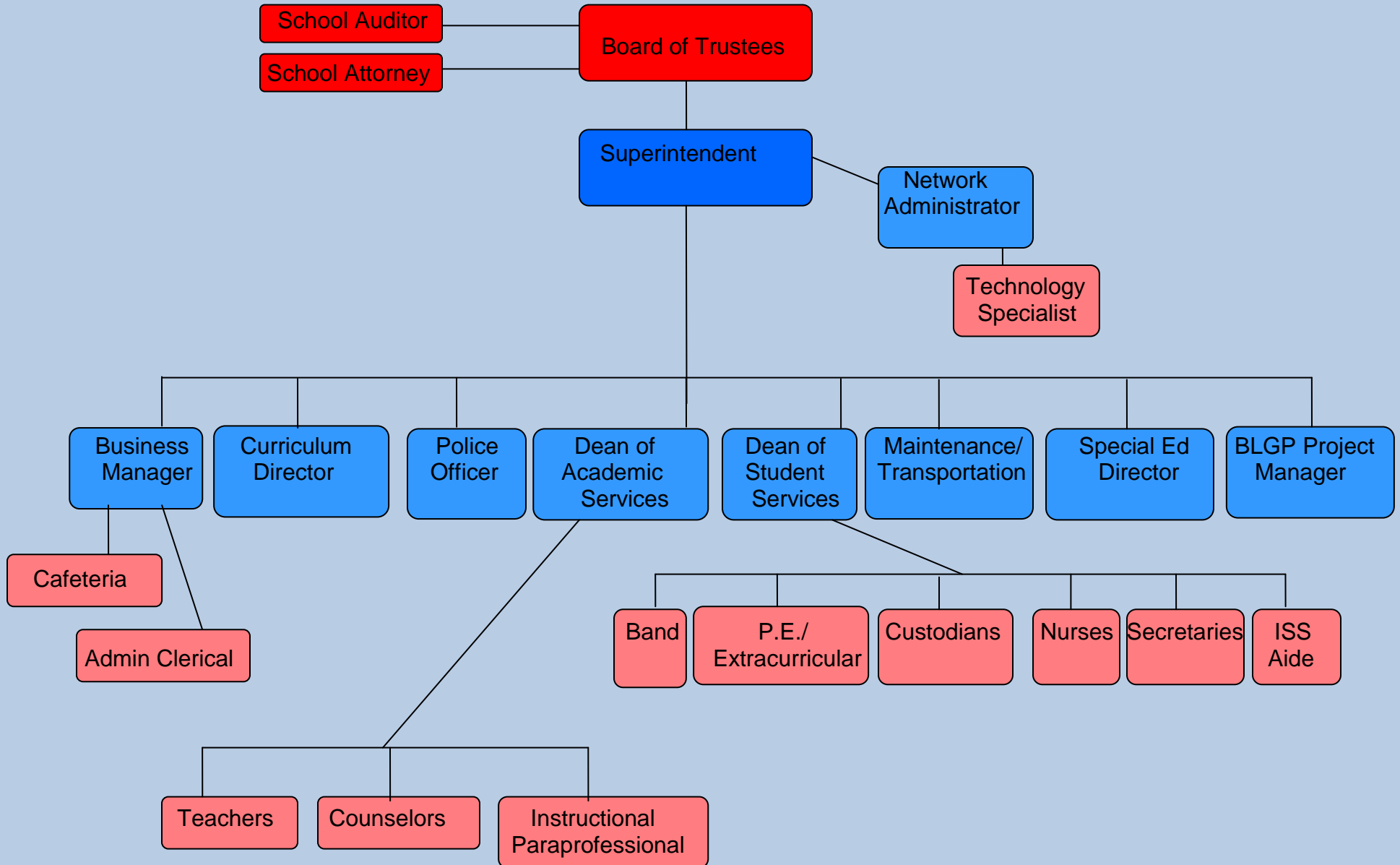
Sincerely,

Susan McCann

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**Susan McCann**  
**Business Manager**

# Fruitvale ISD Organizational Chart 2020-2021



## Attachment G

### Evidence of Software Program Effectiveness

We researched choices for our ELAR blended learning program extensively. We chose Lexia's Core5 and PowerUp literacy because it not only best meets the needs of our students, but because it is research-based. These programs are built to allow for student driven learning. They both begin with an adaptive assessment to provide the most appropriate starting point for each student. The programs are age and interest-appropriate. The CORE5 curriculum is organized in strands focusing on phonological awareness, phonics, structural analysis, automaticity and fluency, with vocabulary and comprehension interwoven throughout each strand. The Lexia Power Up curriculum is organized into three strands: word study, grammar, and comprehension. The instructional model of both programs centers around student-driven learning, real-time data to drive instruction, and built in resources and lesson plans for teachers to utilize in small-group instruction. Both programs have substantive validity and efficacy research. In a study to determine the effects of Core5 on K-5 learners, the treatment group using Core5 showed greater gains than students in the control group on a standardized reading assessment. These gains were noted across racial-ethnic groups (Macaruso, Wilkes, and Prescott, 2020). Another research study (Schechter, Macaruso, Kazakoff & Brooke, 2015) noted the effects of three months of Core5 on low SES students in grades 3-5. The study found that students who were significantly behind in reading (two or more grade levels), 23% were able to satisfactorily progress through at least one-grade level of material in that three-month time period. Validity research for PowerUp showed that high progress in PowerUp was associated with a higher percentile rank on students NWEA MAP spring assessments and students who struggle with reading were "significantly more likely to be proficient" on the Spring MAP administration. More research pertaining to these two programs can be accessed at <https://www.lexialearning.com/why-lexia/research-proven>. We feel that these two programs would allow for us to successfully extend our blended learning program into ELAR and have a seamless transition for students.