



**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):

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:
  - a. Weekly Student Software Progress: Achieve the vendor-specific weekly student software progress metrics of the selected software program
  - b. Weekly Teacher Software Usage: One teacher log-in per week is required
  - c. Weekly Data Driven Instruction (DDI) time: Execute DDI time, provide evidence of DDI time (TEA will provide a template), that will be delivered to TEA
  - d. Monthly Meaningful Learning Experiences (MLE): Execute MLE(s), provide evidence of MLE (TEA will provide a template), that will be delivered to TEA
  - e. Beginning, Middle, and End of Year Interim Assessment: Administer approved interim assessment and send campus growth report to TEA

**Statutory/Program Requirements**

1. **District Commitment:** Explain why your school district wants to join the Blended Learning Grant Program (BLGP) as a Math Innovation Zone (MIZ) or a non-math blended learning pilot. *(Recommended Length: 1.5-2 pages)*
  - a. Describe why the district hopes to become a MIZ site or a non-math pilot and how the BLGP planning and execution process will benefit the district and schools. Include how blended learning is connected to the district's long-term vision and near-term priorities, and demonstrate that the district has the capacity to dedicate time and energy to this work at the present time. If applicable, response may include why COVID has changed the district prioritization of blended learning.
  - b. Describe what problem or set of problems the district and schools are attempting to solve through the use of a blended learning instructional model.
  - c. At its core, blended learning represents innovation in how instruction is delivered. However, we know that through the BLGP's robust planning and execution processes, blended learning can also foster **broader operational benefits** at the district and school levels - these may include changes in staffing, scheduling, finance, etc. Please describe your district's willingness to explore and embrace these kinds of broader operational innovation.

a. The Academy of Dallas (AoD) hopes to become a BLGP-MIZ site in order to take its blended learning model to full scale and provide students with a relevant and engaging learning experience that helps students raise their performance in math and master its principles. Mastering mathematics is a priority at AoD and aligns with the school's mission and long-term vision of preparing entrepreneurs who need strong math as well as business skills to be successful.

The BLGP-MIZ planning and execution process will help the school evaluate its current resources and operations, and develop smarter strategies that optimize student learning through complementary online and face-to-face instruction. The different approaches have different advantages and provide differentiated instruction to different types of learners. In either mode, the instruction at AoD continues to lean more toward student-centered learning and away from teacher-centered learning.

AoD, a tuition-free, open-enrollment charter school serving grades PreK-8, is placing greater priority on blended learning since the outbreak of COVID-19, but it is not new to the school. AoD recognized the importance of incorporating online instruction and began small-scale blending learning five years prior to the COVID-19 pandemic.

AoD has learned most students find blended learning more stimulating, and it allows for the school to use various learning models that works best for the students and community. This model offers greater flexibility and permits teachers to break students into groups and teach to the different levels rather than just the whole classroom; this helps prevent the "teaching

**Statutory/Program Requirements**

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

to the middle" dilemma. The online component, which relies on computer technology, further reinforces computer user knowledge so students bring more skills to their business or job.

The school launched blended learning in math in the 2019-20 school year in Grades 7 and 8 by using the iStation and ALL in Learning math studying and tracking program. AoD further uses the Eduphoria! tool to further assess and track student progress in math. The grant will allow the school to further implement blended learning across all the grade levels in math.

AoD wishes to become a BLGP-MIZ site to help reach its long-term and short-term goals in math. In the long term, the school expects 85 percent of students to reach the Masters Grade Level in All Grades in Math on the STAAR assessment, and 78 percent will show at least two years of consecutive growth. In the short-term, the school expects 60 percent of students to reach the Meets Grade Level in All Grades in Math on the STAAR assessment and 30 percent reach the Masters Grade Level. Presently 71 percent of AoD students are at Approaches Grade Level in All Grades in Math, 38 percent are at Meets Grade Level and 14 percent are at Masters Grade Level.

AoD is well-suited for the BLGP-MIZ grant as it already has a small-scale blending learning program and understands the resources, strategies, and operational procedures that work together for a resourceful learning program. Being named a BLGP-MIZ site will allow AoD to take its small-scale blended learning program to a full-scale program that can improve both instruction and operations for the school.

The students of AoD will benefit the most from this type of progressive educational model. The charter school serves an urban population of minority students (76% African American, 23.6% Hispanic, and .4% Other) who are both economically challenged (AoD: 100%, State: 60.6% [2019]) and at risk (AoD: 92%, State: 50.1% [2019]).

The school has the capacity to plan, implement, and manage a sustainable blended learning model in math because it already has a highly capable leader, Dr. Ernestine Arrington. Dr. Arrington, Testing & Blended Learning Coordinator, implemented blending learning in some target subjects and grade levels in 2015, and she is eager to take the model to full scale in math and then eventually in all subjects. With the guidance of Dr. Ernestine Arrington, the proposed project manager, the BLGP-MIZ program will run smoothly as she has been implementing a similar approach. AoD not only has the capacity but the commitment to implement high-fidelity blended learning as a focal priority for the 2021-22 school year and beyond.

b. Through the implementation of this blended learning instructional model, AoD is attempting to solve the computer technology gap problem among its high-needs student population with an economically disadvantaged population of 100 percent and at-risk population of 92 percent. Because these populations are the least likely to be exposed to computer technology in the home, the blended learning model that requires them to use computer and software technology will help bridge the gap among AoD students.

The blending learning model will also free up more time for teachers so they spend more time planning differentiated math lessons that appeal to auditory, visual, and tactical learners, and spend less time grading assignments by using technology platforms such as Google Classroom. Through more personalized instruction combined with online learning software, students at AoD will be far more engaged in their learning.

Should AoD become a BLGP-MIZ site, the students will be more likely to excel in math and give them the confidence to pursue the high-demand STEM fields should they not wish to become entrepreneurs. In either case, giving the students a solid foundation in math will set them up for future success in high school and/or college and will help them eventually break out of the poverty cycle.

c. AoD is highly aware of the benefits of a blended learning program from an operational perspective and is willing to explore changes in operations (staffing, scheduling, finance, etc.) that support both an innovative and efficient school

**Statutory/Program Requirements**

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

structure. For instance, the school can consider the option of having in-person school four times a week instead of five. It can also alternate days of in-person and virtual school. Either option will save on electricity and other operational costs. Yet another option AoD will consider is dividing students so they attend in-person school on alternating days; this reduces the need for more classroom aides and other auxiliary staff.

First and foremost, the school will plan and implement the blended learning model that offers the best instruction for students. Then it will embrace any broader operational innovation that will benefit the school as well.

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

- a. Include information about the **experience, background, and ability to drive student results** of the BLGP PM.
- b. Please describe the prospective PM's commitment to and vision for the BLGP in the district. Why is this individual committed to implementing a high-quality blended learning model?
- c. Describe how the district will enable the PM to make decisions across functions (C&I, IT, etc.) and influence district leadership to drive instructional and operational change.

a. Dr. Ernestine Arrington is unquestionable the right person to lead and serve as Project Manager should AoD be named a BLGP-MIZ site. Dr. Arrington, Testing & Blended Learning Coordinator, began the initiative for blended learning at AoD in 2015. She continues to find target areas of opportunity in subjects such as reading, math, and science to expand the blended learning model. Thanks to her online learning expertise and guidance, the school was able to execute distance/ remote learning swiftly during the COVID-19 pandemic.

With more than 25 years of professional educational experience, Dr. Arrington is not only highly capable of implementing a lasting blended learning program for math, she is also highly qualified. She holds a doctoral degree in Occupational Leadership with an emphasis in Urban Schools and a master's degree in Education Curriculum & Instruction with an emphasis in Technology. Dr. Arrington joined AoD as an English Language Arts teacher and then became the curriculum coordinator in 2001. Prior, she was a teacher at Carter High School for Dallas Independent School District.

**Statutory/Program Requirements**

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

b. As the prospective Project Manager, Dr. Arrington’s vision for the blended learning program is to develop a high-performing math model that will set the framework for all other subjects so the entire school can become a blended learning campus. Dr. Arrington is fully committed to the implementation and realization of a high-quality BLGP-MIZ program at AoD. She understands that educational delivery methods must evolve in order to be effective as well as pertinent to the real world. She is quite passionate about diversifying instruction and utilizing technology for 21st century learning.

Dr. Arrington understands she will need to follow the BLGP-MIZ Fidelity of Implementation framework for the planning and execution. She also commits to the following responsibilities: coordinate with the superintendent, principal, and other key staff to develop the BLGP-MIZ Strategic Plan; devote at least 50 percent of her time to design, implement, manage, and refine the program over a four-year period; ensure participating teachers are effectively using online programs to develop differentiated instruction for all students; and meet with the superintendent and principal quarterly to identify any obstacles and weaknesses in order to provide targeted solutions.

c. The charter/school will continue to enable Dr. Arrington to make informed, insightful decisions across functions to influence district leadership and drive any instructional and operational changes at AoD. A highly respected and influential educator among administrators, faculty members, and staff, Dr. Arrington will receive the full support and cooperation of all departments to plan and implement an exemplary BLGP-MIZ program at AoD. Because AoD leadership is eager to embrace the BLGP-MIZ framework and open to the reimagining of school systems, the charter/school commits to providing her with the necessary resources (training, staff time, finance, etc.) in the planning, execution, and managing stages.

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.

a. AoD uses several quantitative goals, metrics, and measures to track student progress and raise student achievement. The primary item the school uses to gauge annual student achievement is the STAAR assessment. STAAR results are key for measuring movement, analyzing needs, developing content strategies, and setting benchmarks for the new year. In fact, the STAAR assessments and TEKS-based assessments steer AoD’s Campus Improvement Plan and Five-Year Goal, which is posted on the school website.

To make progress towards these goals, AoD teachers and administrators monitor student performance during the year from progress reports and report cards to identify students who need prescriptive academic intervention. Teachers also perform bi-weekly assessments as well as linear semester assessments for their classes. The Professional Learning Community further uses STAAR and TEKS data to plan lessons, objectives, and goals for subject areas and ensure vertical alignment.

To provide solid evidence of student progression, AoD embraces technology for charting results and uses Eduphoria!, an online tool that houses and manages grades, curriculum, TEKS objectives, and assessments. This allows faculty and administrators to easily follow individual and overall student development. AoD also uses ALL in Learning and iStation online programs for math and reading; the programs not only teach but provide teachers with valuable diagnostic tests, and intermittent and linear performance indicators.

All the data coupled with technological tools helps AoD to set clear benchmarks and goals. A present goal for the school is that 60 percent of students reach the Meets Grade Level in All Grades in Math on the STAAR assessment and 30 percent reach the Masters Grade Level within the next five years.

**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**



**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**

**Authorized by: GAA, Article IX, Rider 41, 86th Texas Legislature; TEC 29.924; TEC 28.020**

County District Number or Vendor ID:		057-810	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		1	\$ 41,667	\$ -
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	(Enter position title here)			\$ -	\$ -
22	(Enter position title here)			\$ -	\$ -
23	<b>Subtotal Employee Costs:</b>			\$ 41,667	\$ -
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
24	6112 - Substitute Pay			\$ -	\$ -
25	6119 - Professional Staff Extra-Duty Pay			\$ -	\$ -
26	6121 - Support Staff Extra-Duty Pay			\$ -	\$ -
27	6140 - Employee Benefits			\$ 8,333	\$ -
28	61XX - Tuition Remission (IHEs only)			\$ -	\$ -
29	<b>Subtotal Substitute, Extra-Duty Pay, Benefits Costs:</b>			\$ 8,333	\$ -
30	<b>Grand Total:</b>			\$ 50,000	\$ -
31	<b>Total Program Costs*:</b>			\$ 50,000	
32	<b>Total Direct Admin Costs*:</b>			\$ -	
<p><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.</b></p>					

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

<b>FOR TEA USE ONLY</b>	
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: 057-810		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.			
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: BLGP-MIZ Design & Implementation Vendor (TAN Network) Specify purpose: Technical Assistance	\$ 50,000	\$ -
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>\$ 50,000</b>	<b>\$ -</b>
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	\$ -	\$ -
11	<b>Grand Total:</b>	<b>\$ 50,000</b>	<b>\$ -</b>
12	<b>Total Program Costs*:</b>	<b>\$ 50,000</b>	
13	<b>Total Direct Admin Costs*:</b>	<b>\$ -</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.			

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

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County District Number or Vendor ID: 057-810		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:	\$ 18,920	\$ -
2	<b>Grand Total:</b>	<b>\$ 18,920</b>	<b>\$ -</b>
3	<b>Total Program Costs*:</b>	<b>\$ 18,920</b>	
4	<b>Total Direct Admin Costs*:</b>	<b>\$ -</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.**

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Application Part 2:

2020-2023 Blended Learning Grant Program-Planning Grants

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County District Number or Vendor ID: 057-810		Amendment #: 0	
<b>Other Operating Costs (6400)</b>			
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>	<b>Pre-Award</b>
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>6412/6494 - Educational Field Trip(s). 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>6495 - 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.	\$ -	\$ -
11	<b>Grand Total:</b>	<b>\$ -</b>	<b>\$ -</b>
12	<b>Total Program Costs*:</b>	\$ -	
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.

<b>FOR TEA USE ONLY</b>	
Changes on this page have been confirmed with:	On this date:

**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**

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: 057-810		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	Class/ Object Code	Program Cost	Source of Funds		
			Direct Administrative Cost	Total Budgeted Cost	Pre-Award Cost
1 Payroll Costs	6100	\$ 50,000	\$ -	\$ 50,000	\$ -
2 Professional and Contracted Services	6200	\$ 50,000	\$ -	\$ 50,000	\$ -
3 Supplies and Materials	6300	\$ 18,920	\$ -	\$ 18,920	\$ -
4 Other Operating Costs	6400	\$ -	\$ -	\$ -	\$ -
6 <b>Total Direct Costs:</b>		<b>\$ 118,920</b>	<b>\$ -</b>	<b>\$ 118,920</b>	<b>\$ -</b>
7 * Indirect Costs:				<b>\$ 6,080</b>	<b>\$ -</b>
8 <b>Total of All Budgeted Costs :</b>		<b>\$ 118,920</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	<b>Direct Administration</b> Cap per Program Guidelines (X%)	0.05	
12	Maximum amount allowable for <b>direct administrative</b> 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.

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



**Application Part 2:**

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

**Authorized by: GAA, Article IX, Rider 41, 86th Texas Legislature; TEC 29.924; TEC 28.020**

County District Number or vendor ID:	Amendment #
--------------------------------------	-------------

**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:

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

## **Pages to Include with an Amendment**

*Required for **all** amendment requests*

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

*Required for budget amendment requests*

3. Request for Amendment excel page
4. Program Budget Summary
5. Supporting budget pages

**Assembling the Amendment**

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

1. Complete page 1
  - a. Complete the box in the upper right corner of the schedule by indicating the number of the amendment. The first amendment you submit for the grant is #1; if that amendment is approved, the next amendment becomes
  - b. Ensure all applicant information is current and correct.
  - c. Ensure the authorized official information is current and correct. The authorized official must sign and date with the date that the amendment is being submitted.
2. Complete Appendix 1: Negotiation and Amendments
  - a. Choose the section you wish to amend from the drop down menu
  - b. Describe the changes you are making and the reason for the changes. Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments
3. If you are requesting a budget change, complete the Request for Amendment budget page
  - a. In column A, enter the grand total for each class/object code in the most recently approved application or amendment.
  - b. In column B, enter the amount being deleted from each class/object code.
  - c. In column C, enter the amount being added to each class/object code.
  - d. Column D and the total direct cost line will automatically calculate your changes
4. If you are requesting a budget change, complete the Program Budget Summary page and the corresponding supporting budget page. For each class/object code on the budget summary, strike through the previously approved amount and enter
5. Do not resubmit any attachments required in the original application.

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



Math Innovation Zones  
Planning and Execution Grants

MATH INNOVATION ZONES APPLICANTS ONLY	
District or Charter School Network Information Form	
Feeder Pattern 1 Form	
Attachment 1.A	
Letter of Interest for 2021-2022 MIZ Planning and Execution Grants	
<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 Math Innovation Zones</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>	Applicant Response
Please confirm that this application is for Math Innovation Zones (not a non-math blended learning pilot)	Math Innovation Zones
<b>District or Open Enrollment Charter School Information</b>	Applicant Response
District or Charter School Name	Academy of Dallas
District or Charter School Network ID Number	057-810-101
<b>Personnel</b>	
Superintendent Name	Dr. Ross F. Williams Jr.
LOI Author Name	Dr. Ross F. Williams Jr.
LOI Author Title	Superintendent
LOI Author Phone	214-944-5544
LOI Author E-mail Address	<a href="mailto:ross.williams@academyofdalls.com">ross.williams@academyofdalls.com</a>
District MIZ Project Manager Name	Dr. Ernestine Arrington
District MIZ Project Manager Title	Testing & Blended Learning Coordinator
District MIZ Project Manager Email Address	214-944-5544
District MIZ Project Manager Phone Number	<a href="mailto:ernestine.arrington@academyofdallas.com">ernestine.arrington@academyofdallas.com</a>
<b>District Details</b>	
District Overall Performance - Numeric Grade Only	72
Total Students in District	351
Total Students Anticipated to Participate in Proposed BLGP Grade Levels in 2021-2022 School Year	500
District Classification (Rural, Urban, Suburban)	Urban
Education Service Center Region	Region 10
Name of school in district with most prior experience in blended learning	Academy of Dallas
Number of years the school (in previous answer) has used blended learning	5
Formative or <b>interim assessment</b> district is planning to use for MIZ grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	TBAs, STAAR, STAAR Interims & CFAs
Current <b>Student Information System (SIS)</b> in use throughout district (TxEIS, PowerSchool, Skyward, iTCCS, District-made system, etc...)	Eduphoria!
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...)	Lone Star Governance
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".	Summer Learning
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 <b>procurement policies</b> ?	10/23/20 (Given district procurement policies)
Does the district commit to using one of the <b>MIZ State Approved Software Vendors</b> (Imagine Math, IXL Math, ST Math, i-Ready, Teach to One, Zearn, MATHia, Dreambox) in all participating MIZ grade levels?	Yes
List any <b>additional software programs</b> that the district would like to see considered for the MIZ State Approved Vendor List in the future.	All in Learning, iStation
Does the applicant and relevant district and school stakeholders commit to attending the <b>BLGP Kickoff Summit</b> virtually on November 12-13, 2020?	Yes

Math Innovation Zones  
 Planning and Execution Grants

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

Math Innovation Zones  
 Planning and Execution Grants

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

Math Innovation Zones  
 Planning and Execution Grants

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



Math Innovation Zones  
 Planning and Execution Grants

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

Math Innovation Zones  
 Planning and Execution Grants

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

Math Innovation Zones  
 Planning and Execution Grants

Elementary (or Lower) School Feeder E (if applicable)	Applicant Response
Feeder E Campus Name	Enter Text Response
Feeder E Total Students	Enter Numeric Response
Lowest Grade at Feeder E (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at Feeder E (i.e. "5" for 5th grade)	Choose Numeric Response
Core Math Curriculum Used at Feeder School E	Enter Text Response
<b>Personnel</b>	
Feeder E Principal Name	Enter Text Response
Feeder E Principal Email Address	Enter Email Address
Feeder E Principal Phone Number	Enter Phone Number
Feeder E MIZ Project Manager	Enter Text Response
Feeder E MIZ Project Manager Title	Enter Text Response
Feeder E MIZ Project Manager Email Address	Enter Email Address
Feeder E MIZ Project Manager Phone Number	Enter Phone Number
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Feeder E Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Feeder E Eligible for <b>Free or Reduced Price Lunch</b>	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>All Subjects</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>All Subjects</b> )	Enter Percent
Percent of Students at <b>Meets</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Meets</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
<i>If necessary, provide additional context including former campus names for accountability purposes or alternative feeder pattern approaches, if applicable</i>	
Academy of Dallas is an open-enrollment, K-12 charter school. It pulls students from the following school districts: Dallas, Lancaster, Desoto, Cedar Hill, Duncanville, Glen Heights and Waxahachie.)	

MATH INNOVATION ZONES APPLICANTS ONLY	
District or Charter School Network Information Form	
Feeder Pattern 2 Form	
Attachment 1.A	
Letter of Interest for 2021-2022 MIZ Planning and Execution Grants	
<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 Math Innovation Zones</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>	Applicant Response
Please confirm that this application is for Math Innovation Zones (not a non-math blended learning pilot)	Choose One
<b>District or Open Enrollment Charter School Information</b>	Applicant Response
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 MIZ Project Manager Name	Enter Text Response
District MIZ Project Manager Title	Enter Text Response
District MIZ Project Manager Email Address	Enter Phone Number
District MIZ Project Manager Phone Number	Enter Email Address
<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 MIZ Grade Levels in 2021-2022 School Year	Enter Numeric Response
District Classification (Rural, Urban, Suburban)	Enter Text Response
Education Service Center Region	Enter Numeric Response
Name of school in district with most prior experience in blended learning	Enter Text Response
Number of years the school (in previous answer) has used blended learning	Enter Numeric Response
Formative or <b>interim assessment</b> district is planning to use for MIZ grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	Enter Text Response

Math Innovation Zones  
Planning and Execution Grants

Current <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, 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 district commit to using one of the <b>MIZ State Approved Software Vendors</b> (Imagine Math, IXL Math, ST Math, i-Ready, Teach to One, Zearn, MATHia, Dreambox) in all participating MIZ grade levels?	Choose "Yes" or "No"
List any <b>additional software programs</b> that the district would like to see considered for the MIZ State Approved Vendor List in the future.	Enter Text Response (optional)
Does the applicant and relevant district and school stakeholders commit to attending the <b>BLGP Kickoff Summit</b> virtually on November 12-13, 2020?	Choose "Yes" or "No"
<b>Feeder Pattern 2</b>	
<b>Middle (or Upper) School</b>	
Middle School Campus Name	Applicant Response
MS Campus Total Students	Enter Text Response
Lowest Grade at Middle School Campus (i.e. "6" for 6th grade)	Enter Numeric Response
Highest Grade at Middle School Campus (i.e. "8" for 8th grade)	Choose Numeric Response
Core Math Curriculum used in this Middle School Campus	Choose Numeric Response
<b>Personnel</b>	
MS Campus Principal Name	Enter Text Response
MS Campus Principal Email Address	Enter Email Address
MS Campus Principal Phone Number	Enter Phone Number
MS Campus MIZ Project Manager	Enter Text Response
MS Campus MIZ Project Manager Title	Enter Text Response
MS Campus MIZ Project Manager Email Address	Enter Email Address
MS Campus MIZ Project Manager Phone Number	Enter Phone Number
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
MS Campus Overall Performance - Numeric Grade Only	Enter Numeric Response
Percent of Students at MS Campus Eligible for <b>Free or Reduced Price Lunch</b>	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>All Subjects</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>All Subjects</b> )	Enter Percent
Percent of Students at <b>Meets</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent

Math Innovation Zones  
 Planning and Execution Grants

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

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

Math Innovation Zones  
 Planning and Execution Grants

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



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

Math Innovation Zones  
 Planning and Execution Grants

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



# ACADEMY OF DALLAS CHARTER SCHOOL

**Dr. Ross F. Williams, Superintendent**

2324 S. Vernon Avenue

Dallas, Texas 75224

(214) 944-5544-Office (214) 948-3964 Fax



September 9, 2020

Mike Morath  
Commissioner of Education  
Texas Education Agency  
1701 N. Congress Ave.  
Austin, TX 78701-1494

Re: Blended Learning Grant Program (BLGP)-Planning Grant for Math Innovation Zone

Dear Commissioner Morath:

I, Dr. Ross F. Williams Jr., fully support the Academy of Dallas' application for the 2020-23 Blended Learning Grant Program (BLGP)-Planning Grant for a Math Innovation Zone. I believe this program will help provide an equal, unique, and successful learning environment that strongly aligns with the school's mission.

I believe this program will help close the performance gap among our students by enabling teachers to deliver effective, differentiated instruction through a blended learning model of online and face-to-face teaching. I am fully aware this is a four-year commitment, and the program will be planned, designed, and executed using the Fidelity of Implementation Framework.

As the superintendent, I will support the program and commit to the following responsibilities:

- Coordinate with the Principal and Project Manager to develop the BLGP-MIZ Strategic Plan;
- Review data provided by the Principal and Project Manager in order to monitor program progress; and
- Offer charter resources to maximize the potential of the grant.

Feel free to contact me at [ross.williams@academyofdallas.com](mailto:ross.williams@academyofdallas.com) or 214-944-5544 should you have any questions about the Academy of Dallas' letter of interest and its commitment to improving instruction and raising the academic achievement of our students.

Sincerely,

A handwritten signature in black ink, appearing to be "Ross F. Williams Jr.", written over a horizontal line.

Dr. Ross F. Williams Jr.  
Superintendent  
Charter School Administrative Services (CSAS)



# ACADEMY OF DALLAS CHARTER SCHOOL

Dr. Shaunaisea Henderson, Principal

Academy of Dallas Charter School

2324 S. Vernon Avenue

Dallas, Texas 75224

(214) 944-5544-Office (214) 948-3964 Fax



September 9, 2020

Mike Morath  
Commissioner of Education  
Texas Education Agency  
1701 N. Congress Ave.  
Austin, TX 78701-1494

Re: Blended Learning Grant Program (BLGP)-Planning Grant for Math Innovation Zone

Dear Commissioner Morath:

I am pleased to support the Academy of Dallas' application for the 2020-23 Blended Learning Grant Program (BLGP)-Planning Grant for a Math Innovation Zone. The program's purpose to design, launch, scale and refine a high-quality, blended learning program for math advancement aligns with the school's mission and needs.

The STAAR performance in All Grades Mathematics that Meets Grade Level or Above for the Academy of Dallas (AoD) is below the state's average (AoD: 38%, State: 52% [2019]). If awarded, these funds will be used to help close the learning gap among our students, particularly in Grades 5-7, and provide a sustainable approach to help teachers differentiate instruction and effectively teach to all students. I am fully aware this is a four-year commitment, and the program will be planned, designed, and executed using the Fidelity of Implementation Framework.

As the principal of the Academy of Dallas, I will commit to the following responsibilities:

- Meet with the Project Manager monthly to identify any obstacles and deficiencies in order to provided targeted solutions;
- Coordinate charter resources to maximize the potential of the grant;
- Ensure timelines and grant requirements are being met; and
- Review data provided by the Project Manager to monitor the program's progress.

I believe the implementation of this program will provide learning opportunities that can be used for increasing overall academic achievement in the school. Should you have any questions, please feel free to contact me at [Shaunaisea.Henderson@academyofdallas.com](mailto:Shaunaisea.Henderson@academyofdallas.com) or 214-944-5544.

Sincerely,

Dr. Shaunaisea Henderson  
Principal

# Ernestine C. Arrington

---

7321 Indian Ridge Trail  
Dallas, Texas 75232

Phone: 972-978-3279  
Fax: 972-224-4639  
E-mail: erniarrington@aol.com

## **Objective**

Documentation of vast work experience

## **Qualifications**

### **Experiences and knowledge include:**

- Excellent verbal and written communication
- Adaptable to performing assignments according to set procedures and guidelines
- Ability to use moderately complex computer systems
- Ability to effectively interact with staff, vendors and parents with tact and diplomacy
- Commendable work ethics

## **Work History**

2010-Current, Campus Leader Texas Charter School Educational Consultant, Academy of Dallas  
2001 to 2009, Curriculum Specialist, Middle School ELAR, Academy of Dallas, Dallas  
1992 to 2001, Classroom Teacher, Dallas Independent School, Dallas, High Sch English I Pre-AP  
1990 to 1992, Site Administrator, Community Education Partner-Alternative Education campus  
Dallas. H-R, New Employee Orientation and training coordinator

## **Education**

BA Language Arts, Social Studies, Mississippi Industrial College  
Masters Banking & Finance, Dallas Baptist University  
Masters Education/Curriculum & Instructional Technology, Grand Canyon University  
ED. d Occupational Leadership/Urban Education, Grand Canyon University

## **References**

Sheila Hector, Director of Support Services, CSAS, 214-944-5544

Email: [Sheila.hector@academyofdallas.com](mailto:Sheila.hector@academyofdallas.com)

Dr. Charline Ray, Retired Educator Dallas Independent School

Email: [cray82145@gmail.com](mailto:cray82145@gmail.com), 214-337-4669

Dr. Ross Williams, Superintendent (CSAS) Texas Charter Schools

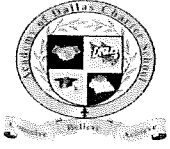
214-944-5544 email; [ross.williams@academyofdallas.com](mailto:ross.williams@academyofdallas.com)

Bettye Crenshaw, Counselor, Retired Principal Dallas Independent School, 214-803-2527

Email: [b\\_crenshaw3589@sbcglobal.net](mailto:b_crenshaw3589@sbcglobal.net)

Ronny Young, Education Consultant Dallas County, 469-602-2083

Email: [yngrrny@yahoo.com](mailto:yngrrny@yahoo.com)



# ACADEMY OF DALLAS CHARTER SCHOOL

Dr. Shaunaisea Henderson, Principal

Academy of Dallas Charter School

2324 S. Vernon Avenue

Dallas, Texas 75224

(214) 944-5544-Office (214) 948-3964 Fax



September 9, 2020

Mike Morath  
Commissioner of Education  
Texas Education Agency  
1701 N. Congress Ave.  
Austin, TX 78701-1494

Re: Blended Learning Grant Program (BLGP)-Planning Grant for Math Innovation Zone

Dear Commissioner Morath:

It is my pleasure to write this letter in support of the Academy of Dallas' application for the 2020-23 Blended Learning Grant Program (BLGP)-Planning Grant for a Math Innovation Zone. I am eager to lead and implement this program at our charter school.

The STAAR performance in All Grades Mathematics that Meets Grade Level or Above for the Academy of Dallas (AoD) is well below the state's average (AoD: 38% State: 52% [2019]). I believe this program will help close the learning gap among our students and provide a sustainable approach to help teachers differentiate instruction and effectively teach to all students and avoid "teaching to the middle." I am fully aware this is a four-year commitment, and the program will be planned, designed, and executed using the Fidelity of Implementation Framework.

As Project Manager, I will commit to the following responsibilities:

- Coordinate with the Superintendent and Principal to develop the BLGP-MIZ Strategic Plan;
- Devote at least 50% of my time to design, implement, manage, and refine the program;
- Meet with the Superintendent and Principal quarterly to identify any obstacles and weaknesses in order to provide targeted solutions; and
- Ensure participating teachers are effectively using online programs to develop differentiated instruction for all students.

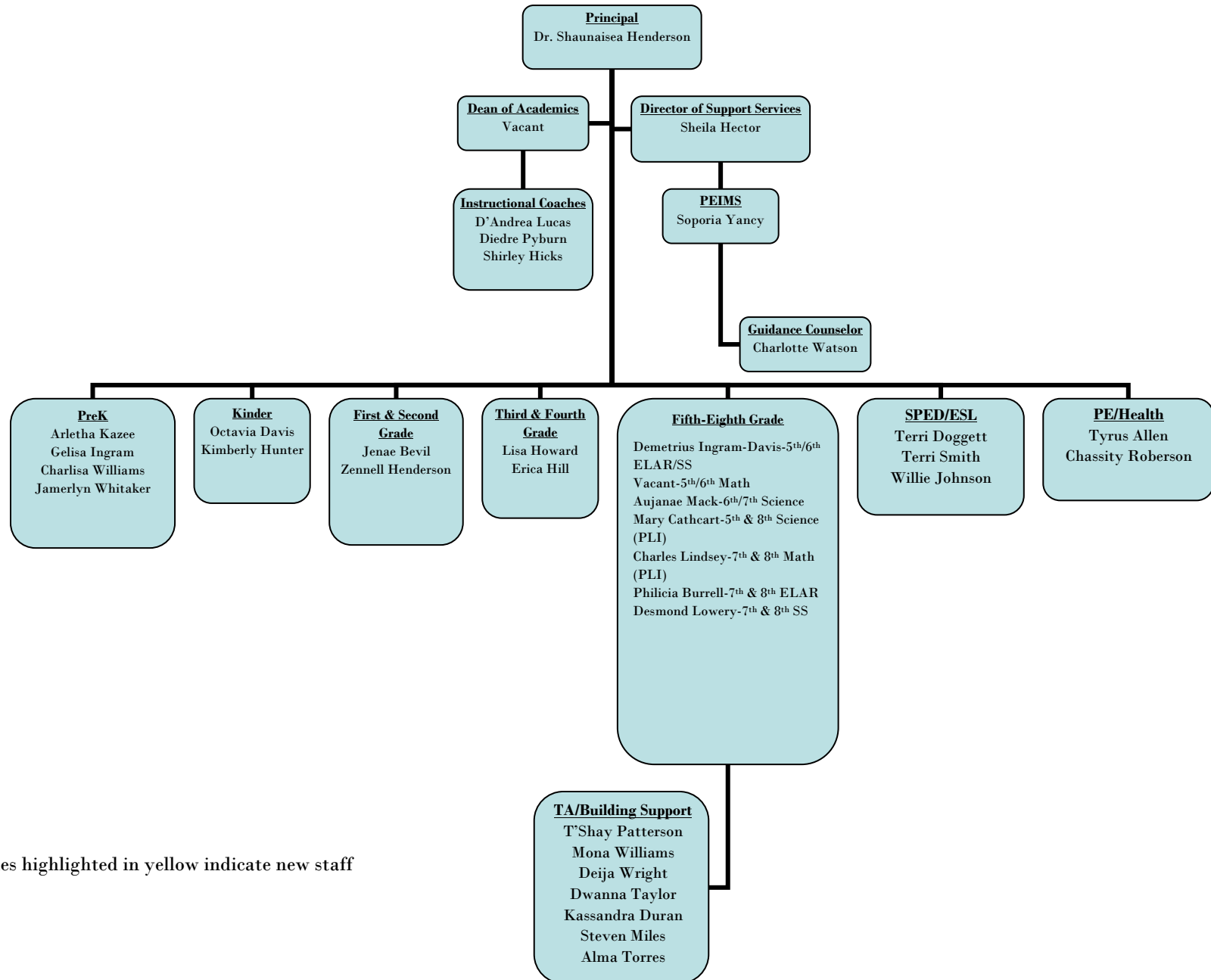
In conclusion, I fully support the school's grant application and believe it will provide unique learning opportunities to ensure our students' overall academic achievement. If you have any questions, please feel free to contact me at [ernestine.arrington@academyofdallas.com](mailto:ernestine.arrington@academyofdallas.com) or 214-944-5544.

Sincerely,

A handwritten signature in black ink, appearing to read "Ernestine Arrington".

Dr. Ernestine Arrington  
Testing/Blending Learning Coordinator  
Prospective Project Manager

# Academy of Dallas Campus Organizational Chart



Names highlighted in yellow indicate new staff