



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

Application stamp-in date and time

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.**

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.

Aransas Pass ISD wants to join the Blended Learning Grant Program as a non-math pilot because we believe this program will truly make a difference in the lives of our students. The program aligns strongly with our district call to action: "All APISD students excel in an ever-changing tomorrow" and the APISD Panther Pathway Learning Framework. This call to action and framework were developed prior to the 2019 school year and include the best practices of digital learning, assessment and formative feedback, personalized learning and goal setting and reflection are embedded in the framework. The Blended Learning Grant Program fits perfectly in our framework and the research on blended learning shows that these aspects increase student achievement. Our goal is to utilize this program to drive student achievement in our district.

Aransas Pass ISD received the MIZ grant in the fall of 2019, and the APISD Blended Learning Team participated in the Blended Learning Summit. As a part of the summit, the APISD BLT completed site visits of blended learning schools. This one activity of the summit had a tremendous impact on the team. The directors, principals and teachers left the site visits with a vision of what blended learning could look like in our district and were extremely excited to begin the process. In 2019-2020, with the assistance of our design partner, engage2learn, Aransas Pass ISD initiated blended learning by identifying a bright spot cohort of teachers for training and job-embedded coaching on blended learning practices. Teachers received training in January and began the coaching process immediately. In the very short window between when the teachers received the training and began coaching to March of 2020 when COVID-19 shut down the schools, a tremendous amount of teacher growth was witnessed and documented. During the time that schools shut down until the end of the school year, coaches continued coaching teachers on best practices and supported them through teaching during a

Statutory/Program Requirements

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

pandemic. Coaching logs reflect the dynamics of the situation with teachers benefiting from the expertise of their coaches. All teachers set goals for blended learning and made progress towards those goals as reflected in the coaching logs and classroom walkthroughs. During the spring of 2020, administrators participated in a virtual Designs Systems Collaborative to identify and develop systems to support the successful implementation of blended learning. APISD administrators had the opportunity to collaborate with administrators from other districts and learn from them. By the end of the collaborative, APISD had a clear plan of implementation for blended learning in math.

Another aspect of the BLGP grant that our district was able to take advantage of was the Texas Tech University Blended Learning 30 hour course. Twenty-one Aransas Pass educators completed the course and received a stipend for completing it on their own time. The feedback received from the teachers completing the course was that the professional development they received by taking the course was phenomenal. Qualitative data from conversations with teachers show that teachers were excited about implementing blended learning and evidenced their understanding of blended learning practices by their ability to discuss blended learning practices in depth. APISD hopes to be able to offer stipends to additional teachers for completing this training through any additional grant funds.

Finally, COVID-19 amplified the need for Aransas Pass ISD to accelerate the implementation of blended learning practices in our schools beyond the feeder pattern that we originally designed. That is why our superintendent, Cara Cooke, committed to providing 1-on-1 coaching for every core teacher in the district for the 2020-2021 school year in blended learning practices. This commitment has exhausted our federal funding for the year. In May of 2020, the Aransas Pass ISD school board approved the purchase of enough devices to make our district a 1-to-1 district-wide. APISD utilized a significant portion of bond funds to make this purchase. As we continue to learn about blended learning and are implementing it in the math classrooms, we see the need to expand to other areas to become a blended learning district and to achieve a deeper level of implementation. The acceleration of implementation and expansion of blended learning in turn accelerates and expands the need for support of the program. Funds from this grant will allow APISD to provide a dedicated Blended Learning Specialist who will serve as a program champion and blended learning instructional coach. The specialist will provide the support needed to principals and teachers as they implement blended learning on the campuses. This Blended Learning Specialist will assist the teachers in implementation of the best practices of personalized learning, student self-tracking of learning, and data-driven instruction and help to transform education for the students of Aransas Pass ISD. APISD leadership is committed to this transformation by ensuring that our teachers and students are equipped with the skills and resources needed to excel.

The instructional environment in the majority of Aransas Pass ISD classrooms has previously been teacher-centered. This is evidenced in walkthrough and observation data collected for 2018-2019 APISD 18.19 Observation Data. Most of our teachers are scoring in the Proficient range on most indicators. This indicates a predominantly teacher-centered style of instruction. For results to indicate student-centered instruction, most indicators would need to be at the Accomplished and Distinguished proficiency level. These results show that our teachers have been planning one-size-fits-all instruction that does not help all students achieve expectations. The need for systemic change became evident as our leadership team met to analyze student and teacher data. Teachers needed support from leadership such as training, coaching and resources in order to incorporate personalized learning into their practice and ultimately transform their teaching from teacher-centered to student-centered. Leadership also needed support in how to coach teachers to incorporate personalized learning by using blended learning to move to student-centered instruction. The team decided to partner with engage2learn over a 3-year period to assist the district with involving all stakeholders in this process and coaching teachers and administrators to make systematic instructional shifts in practice which will translate to improved student achievement district-wide. Blended learning incorporates personalized learning which is student-centered rather than teacher-centered. Blended learning strategies require planning for student-centered lessons that give students ownership of their learning. In this model, data and assessment is key to monitoring and adjusting instruction to meet the needs of all students. With blended learning, data is shared with students so that they know exactly where they are in achieving standards prior to, during, and at the conclusion of their learning as teachers become facilitators of student learning. Blended learning will transform the instructional environment and increase student achievement.

Statutory/Program Requirements

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

The leadership of Aransas Pass ISD is dedicated to supporting innovative instructional best practices and has committed resources, time, and extensive funding to the implementation of blended learning. Even though the previous BLGP MIZ grant targeted math, all of our teachers are currently receiving instructional coaching in blended learning best practices because of this commitment. Additionally, the school board supports the district and approved the purchase of enough devices to make APISD a 1-to-1 district. These two changes will have a tremendous impact on our students' success. Under the relatively new leadership of Cara Cooke and with a determined set of campus administrators and directors, APISD is fixed on the success of our students. In the past two years, remarkable gains have been witnessed and the culture of Aransas Pass ISD is changing from one of status quo to innovation. In the past two years, we have had Community Summits, transformed a school bus to a traveling Community Bus complete with a superhero theme, wifi, devices, bean-bag chairs, and library. We have done door to door community walks and parking lot sessions with large groups of staff members informing the community stakeholders of the opportunities in our district. We also began blended learning implementation and new counseling programs. As an administrative team and as a district as a whole, we are eager to explore and embrace the operational innovation necessary to propel our students to excel in an ever-changing tomorrow.

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.

The BLGP Project Manager is a current district employee. The BLGP Project Manager has been a teacher, assistant principal, principal and curriculum director. As a teacher, the BLGP Project Manager was an Intel Teach to the Future instructor, Teacher of the Year, and BP Chemicals Teacher Intern and initiated the district's first district-wide science fair. As a teacher, this BLGP PM led classroom students to exemplary math performance each year. As a principal, the BLGP Project Manager led a campus from acceptable performance to exemplary performance. As a curriculum director, the BLGP PM was able to successfully implement initiatives at the district level such as a district-wide 3 week assessment, data dis-aggregation, and PLC action plan process and as the DCSI, led a campus from comprehensive support to the achievement level necessary to exit comprehensive support. The BLGP Project Manager has the experience, background and ability to drive student results. The BLGP Project Manager currently serves as the district Curriculum Director. Previous duties have been reassigned to other positions within the district to allow the BLGP Project Manager to spend at least 50% of her time dedicated to project management. The BLGP Project Manager/Curriculum Director reports directly to the superintendent.

Statutory/Program Requirements

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

The superintendent, assistant superintendent, campus principals, director of technology, business manager, director of special programs and the maintenance director make up the Aransas Pass ISD Administrative Leadership Team. This team meets weekly to discuss district initiatives and to develop action plans collaboratively. Each representative has a voice as decisions are made as a group. The cohesive members in this group hold each other accountable for district initiatives. The Blended Learning Grant Program is a standing agenda item for these meetings. The BLGP Project Manager/Curriculum Director and the Superintendent work with the administrative team to monitor implementation of the program through visits to campuses and data-driven discussions during these meetings.

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.

Aransas Pass ISD uses a data-driven instructional cycle to drive decision making about student achievement. Teachers have been trained in and utilize a backwards planning process to plan standards-based instruction toward a 3-week assessment cycle. Prior to beginning the school year, teachers normally use the TEKS Resource scope and sequence and previous year's STAAR data to develop 3-week standards-based assessments aligned to the rigor of STAAR. This year, due to the pandemic, teachers have utilized the TEKS Resource Gap Implementation Tool, the TEKS Resource scope and sequence and beginning of the year student assessment data to develop their plans. Instructional units are designed around the assessments and yearly targets are set based on them. Below is an example of yearly targets for one campus from the 2018-2019 school year. Each campus principal leads a data-driven Professional Learning Community meeting with all teachers every three weeks focused on the results of the 3 week assessments. During the meeting, teachers identify standards of strength and weakness and outline lesson plans for re-teaching and differentiation. Progress on the re-teach standards is tracked through subsequent 3-week assessments and benchmarks. The administrative leadership team, consisting of the campus principals, the superintendent and the district directors also examine district performance on benchmarks given two-three times a year and work together to develop campus goals and action plans based on the data. Last year an additional layer was added in our blended learning teacher cohort classrooms. In these classrooms, teachers utilize a standards based rubric for each unit to personalize instruction for students. With this rubric, students are able to determine where they are in their learning and set personal learning goals based on the rubric. These goals are then tracked and as students meet the goals, they progress on the rubric. Non-STAAR tested grade level teachers also participate in the backwards planning process and 3-week assessment cycle. Targets are based on national norms rather than STAAR data.

Statutory/Program Requirements (Cont.)

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

APISD Example of Data-Driven Practices

Kieberger Elementary 2018-2019 Yearly STAAR Performance

	Reading					Math				
	2017-2018	Goal for 2018-2019	Meets Level Actual	Difference Goal/Actual	Change from Prior Year	2017-2018	Goal for 2018-2019	Meets Level Actual	Difference Goal/Actual	Change from Prior Year
All	30%	37%	41%	4%	11%	31%	39%	33%	-6%	2%
Hispanic	29%	37%	45%	8%	16%	29%	35%	39%	4%	10%
White	31%	51%	27%	-24%	-4%	38%	50%	24%	-26%	-13%
ECD	30%	33%	41%	8%	11%	31%	36%	33%	-3%	2%

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.

Aransas Pass ISD would like to utilize two online curriculum programs to incorporate into the Non-math Blended Learning Pilot. The first program is Waterford Early Learning reading. This program is intended for use in grades Pk-2 and uses adaptive software to personalize learning for students. The Evidence for ESSA website rates the program as providing Strong Evidence for at-risk learners. This program is a school readiness program that empowers parents and caregivers as their child's first teacher. The most recent research with Waterford Upstart in South Carolina shows that 80% of students who participated in the program are ready for kindergarten prior to entry. Unfortunately, last year, according to the beginning of the year district assessment data, 58% of Aransas Pass ISD kindergarten students entered not kindergarten ready. Approximately 25% of our current kindergarten students participated in Waterford Upstart during the summer of 2020. We will be able to determine our students' success with Upstart upon the completion of our beginning of the year assessments. The second program APISD plans to incorporate is Reading Plus. This program is designed for students who already have the basic phonics skills necessary to decode words and personalizes student instruction by using adaptive software to place students on a learning pathway and by providing choice for students based on their interests. The Evidence for ESSA website rates Reading Plus as Strong Evidence for showing significantly greater improvements in reading achievement for low-income students. APISD has previously utilized this program in the 6th-8th grades as an intervention and in the classroom. Intervention students completed the recommended 100+ lessons while non-intervention students completed less than half of the 100 recommended lessons. 60% of 8th grade intervention students achieved expected growth on STAAR Reading in 2019 compared to 42% of non-intervention students and 29% of 7th grade intervention students achieved accelerated growth compared to 25% of non-intervention students. These results demonstrate that this program has been effective for students in our district and districts like ours and its use should scaled with fidelity to include all students in grades 3-8.

Appendix I: Amendment Description and Purpose (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

Amended Section	Reason for Amendment
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
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IMPORTANT NOTICE: Application Part 2 is not compatible with Google Docs.

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

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

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

Payroll 6100

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

Professional and Contracted Services 6200

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

Supplies and Materials 6300

Complete this worksheet to request supplies and materials.

Other Operating Costs 6400

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

Capital Outlay 6600

Complete this worksheet to request capital outlay costs.

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

Program Budget Summary

award Costs, if applicable. There are only a few fields that may require input from the grantee, if applicable, such as indicating *Consolidate Administrative Funds*, *Indirect Costs*, *Shared Services Arrangement*, or the *Administrative Cost Calculation*.

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

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

[Maximum Indirect Cost Workbook](#) link.

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

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

[For further guidance, refer to the Budgeting Costs Guidance Handbook.](#)

County District Number or Vendor ID:			Amendment # (for amendments only):		
Payroll Costs (6100)					
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions Less than 100% Grant Funded	Grant Amount Budgeted	Pre-Award
Academic/Instructional					
1	Teacher			\$ -	\$ -
2	Educational Aide			\$ -	\$ -
3	Tutor			\$ -	\$ -
Program Management and Administration					
4	Project Director				\$ -
5	Project Coordinator				\$ -
6	Teacher Facilitator			\$ 65,000	\$ -
7	Teacher Supervisor			\$ -	\$ -
8	Secretary/Admin Assistant				\$ -
9	Data Entry Clerk			\$ -	\$ -
10	Grant Accountant/Bookkeeper			\$ -	\$ -
11	Evaluator/Evaluation Specialist			\$ -	\$ -
Auxiliary					
12	Counselor			\$ -	\$ -
13	Social Worker			\$ -	\$ -
14	Community Liaison/Parent Coordinator			\$ -	\$ -
Education Service Center (to be completed by ESC only when ESC is the applicant)					
15	ESC Specialist/Consultant			\$ -	\$ -
16	ESC Coordinator/Manager/Supervisor			\$ -	\$ -
17	ESC Support Staff			\$ -	\$ -
18	ESC Other: (Enter position title here)			\$ -	\$ -
19	ESC Other: (Enter position title here)			\$ -	\$ -
20	ESC Other: (Enter position title here)			\$ -	\$ -
Other Employee Positions					
21	(Enter position title here)			\$ -	\$ -
22	(Enter position title here)			\$ -	\$ -
23	Subtotal Employee Costs:			\$ 65,000	\$ -
Substitute, Extra-Duty Pay, Benefits Costs					
24	6112 - Substitute Pay			\$ -	\$ -
25	6119 - Professional Staff Extra-Duty Pay			\$ 20,000	\$ -
26	6121 - Support Staff Extra-Duty Pay			\$ -	\$ -
27	6140 - Employee Benefits			\$ -	\$ -
28	61XX - Tuition Remission (IHEs only)			\$ -	\$ -
29	Subtotal Substitute, Extra-Duty Pay, Benefits Costs:			\$ 20,000	\$ -
30	Grand Total:			\$ 85,000	\$ -
31	Total Program Costs*:			\$ 85,000	
32	Total Direct Admin Costs*:			\$ -	
*Complete the Total Program Costs (line 31) and Total Direct Admin Costs (line 32) lines. The sum of these lines must equal the Grand Total (line 30) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.					

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

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

County District Number or Vendor ID: 0		Amendment #: 0	
Professional and Contracted Services (6200)			
<p>NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. Please provide a brief description for the service and purpose.</p>			
Description of Service and Purpose		Grant Amount Budgeted	Pre-Award
1	6269 - Rental or lease of buildings, space in buildings, or land Specify purpose:	\$ -	\$ -
2	Service: BLGP Design Partner Specify purpose: Assist in development of the BLGP plan and impleme	\$ 40,000	\$ -
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	Subtotal of professional and contracted services requiring specific approval:	\$ 40,000	\$ -
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	\$ -	\$ -
11	Grand Total:	\$ 40,000	\$ -
12	Total Program Costs*:	\$ 40,000	
13	Total Direct Admin Costs*:	\$ -	
<p>*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.</p>			

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

County District Number or Vendor ID: 0		Amendment #: 0	
Supplies and Materials (6300)			
Expense Item Description		Grant Amount Budgeted	Pre-Award
1	Remaining 6300 - Supplies and materials that do not require specific approval:		\$ -
2	Grand Total:		\$ -
3	Total Program Costs*:		
4	Total Direct Admin Costs*:	\$ -	
<p>*Complete the Total Program Costs (line 3) and Total Direct Admin Costs (line 4) lines. The sum of these lines must equal the Grand Total (line 2) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.</p>			

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County District Number or Vendor ID: 0		Amendment #: 0	
Other Operating Costs (6400)			
Expense Item Description		Grant Amount Budgeted	Pre-Award
1	6411 - Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$ -	\$ -
2	6412 - Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify name and purpose of conference:	\$ -	\$ -
3	6412/6494 - Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$ -	\$ -
4	6413 - Stipends for non-employees other than those included in 6419.	\$ -	\$ -
5	6419 - Non-employee costs for conferences. Requires pre-authorization in writing.	\$ -	\$ -
6	6411/6419 - Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$ -	\$ -
7	6495 - Cost of membership in civic or community organizations. Specify name and purpose of organization:	\$ -	\$ -
8	64XX - Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation	\$ -	\$ -
9	Subtotal of other operating costs (6400) requiring specific approval:	\$ -	\$ -
10	Remaining 6400 - Other operating costs that do not require specific approval.	\$ -	\$ -
11	Grand Total:	\$ -	\$ -
12	Total Program Costs*:	\$ -	
13	Total Direct Admin Costs*:	\$ -	
<p>*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.</p>			

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

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Changes on this page have been confirmed with:	On this date:

Via telephone/fax/email (circle as appropriate)	By TEA staff person:
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County District Number or vendor ID: 0		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	\$ 85,000	\$ -	\$ 85,000	\$ -
2 Professional and Contracted Services	6200	\$ 40,000	\$ -	\$ 40,000	\$ -
3 Supplies and Materials	6300	\$ -	\$ -	\$ -	\$ -
4 Other Operating Costs	6400	\$ -	\$ -	\$ -	\$ -
6	Total Direct Costs:	\$ 125,000	\$ -	\$ 125,000	\$ -
7	* Indirect Costs:			\$ -	\$ -
8	Total of All Budgeted Costs :	\$ 125,000	\$ -	\$ 125,000	\$ -

Direct Administrative Cost Calculation

10	Total of All Budgeted Costs from line 8:	\$ 125,000	
11	Direct Administration Cap per Program Guidelines (X%)	0.05	
12	Maximum amount allowable for direct administrative costs:	\$ 6,250	

*For current year indirect cost rates, please visit the Federal Fiscal Compliance and Reporting [Indirect Cost Rates](#) page.

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

To calculate the maximum indirect cost, please use the [Maximum Indirect Costs Worksheet](#) on the Grants Administration Division's Administering a Grant page.

FOR TEA USE ONLY

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

County District Number or vendor ID:			Amendment #		
SUBMITTING AN AMENDMENT					
This worksheet is used to amend the budget of a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). Refer to the amendment instructions (orange tab) located on this Excel workbook for information about when to submit an amendment and the documents required.					
AMENDED BUDGET REQUEST					
Description	Class/ Object Code	A. Grand Total from Previously Approved Budget	B. Amount Deleted	C. Amount Added	D. New Grand Total
1 Payroll Costs	6100				\$ -
2 Professional and Contracted Services	6200				\$ -
3 Supplies and Materials	6300				\$ -
4 Other Operating Costs	6400				\$ -
6	Total Direct Costs:	\$ -	\$ -	\$ -	\$ -
7	Indirect Costs:				\$ -
8	Total Costs:	\$ -	\$ -	\$ -	\$ -

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

Instructions: Request for Amendment

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

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

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

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

Submitting an Amendment

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

How to Submit an Amendment

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

Pages to Include with an Amendment

Required for all amendment requests

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

Required for budget amendment requests

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

Assembling the Amendment

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

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

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

NON-MATH BLENDED PILOT APPLICANTS ONLY	
District or Charter School Network Information Form	
Feeder Pattern 1 Form	
Attachment 1B	
Letter of Interest for 2021-2022 BLGP Planning and Execution Grants	
Instructions	
<ul style="list-style-type: none"> Please submit the requested district or charter school information including information regarding the proposed campuses for the non-math blended learning pilot Input information relevant to the topic in column into column B (light blue cell) and follow the instructions in the cell; Only one feeder pattern should be included per tab. Duplicate tabs for additional feeder patterns as needed. Incomplete subsections or incorrect information are cause for rejection from this request for Letter of Interest In the case of more than 4 intended feeder elementary schools, please submit the below information as an appendix to the Letter of Interest Please reach out to MIZ@tea.texas.gov with any questions about this document 	
Application	Applicant Response
Please confirm that this application is for 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	Aransas Pass ISD
District or Charter School Network ID Number	205901
Personnel	Applicant Response
Superintendent Name	Cara Cooke
LOI Author Name	Shelley Dominguez
LOI Author Title	Curriculum Director
LOI Author Phone	361-758-4200 ext. 1002
LOI Author E-mail Address	sdominguez@apid.org
District BLGP Project Manager Name	Shelley Dominguez
District BLGP Project Manager Title	Curriculum Director
District BLGP Project Manager Email Address	sdominguez@apid.org
District BLGP Project Manager Phone Number	361-758-4200 ext. 1002
District Details	Applicant Response
District Overall Performance - Numeric Grade Only	83
Total Students in District	1637
Total Students Anticipated to Participate in Proposed BLGP Grade Levels in 2021-2022 School Year	300
District Classification (Rural, Urban, Suburban)	other central city suburban
Education Service Center Region	2
Name of school in district with most previous experience in blended learning	A C Blunt Middle School
Number of years the school (in previous answer) has used blended learning	3
Interim assessment district is planning to be used for BLGP grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	Renaissance Star
Current Student Information System (SIS) in use throughout district (TxEIS, PowerSchool, Skyward, iTCSS, District-made system, etc...)	Tyler SIS
List all other TEA programs in which the district is currently involved (i.e. Come Star Governance, System of Great Schools, Additional Days School Year, School	BLGP MIZ
Are you proposing to implement calendars in the winter or summer months for the additional days school year (ADSY) program? If so, what is your anticipated ADSY	No
Is your district using or planning to use any curricular content provided through Texas Home Learning 3.0?	Yes
Is your district using or planning to use any curricular content provided through Texas Home Learning 3.0, for which grade levels and curricular content areas?	PK-12 depending on examination of the materials
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?	1-Oct-20
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	Applicant Response
What is the subject/content area for which the district is applying to be a part of this non-math blended learning pilot?	Reading
Which online curriculum program is the district and schools applying to use?	Reading Plus 3-8, Waterford PK-2
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	minutes per week program usage
Is the proposed online curriculum a supplemental or core curriculum?	Supplemental
Please link a research study confirming a positive impact from this online curriculum program on student achievement results.	Reading Plus Evidence ; Waterford Evidence
Feeder Pattern 1	No Response needed in this cell.
School 1A Details	Applicant Response
School 1A Campus Name	Charlie Marshall Elementary
School 1A Campus Total Students	338
Lowest Grade at School 1A Campus (i.e. "6" for 6th grade)	3
Highest Grade at School 1A Campus (i.e. "8" for 8th grade)	5
Personnel	Applicant Response
School 1A Campus Principal Name	Jeremy Saegert

School 1A Campus Principal Email Address	isaegert@apisd.org
School 1A Campus Principal Phone Number	361-758-3455
School 1A Campus BLGP Project Manager	
School 1A Campus BLGP Project Manager Title	
School 1A Campus BLGP Project Manager Email Address	
School 1A Campus BLGP Project Manager Phone Number	
School Details	
Performance Results and Economic Indicators	
School 1A Campus Overall Performance - Numeric Grade Only	78
Percent of Students at School 1A Campus Eligible for Free or Reduced Price Lunch	81%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	86%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	75%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	78%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	74%
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	41%
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	44%
Feeder Pattern	
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School A	33%
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School B	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School C	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School D	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School E	Enter Percent
School 1B Details (if applicable)	Applicant Response
School 1B Campus Name	A.C. Blunt Middle School
School 1B Total Students	362
Lowest Grade at School 1B (i.e. "PK" for Pre-K)	6
Highest Grade at School 1B (i.e. "5" for 5th grade)	8
Personnel	
School 1B Principal Name	Derick King
School 1B Principal Email Address	dking@apid.org
School 1B Principal Phone Number	361-758-2711
School 1B BLGP Project Manager	
School 1B BLGP Project Manager Title	
School 1B BLGP Project Manager Email Address	
School 1B BLGP Project Manager Phone Number	
School Details	
Performance Results and Economic Indicators	
School 1B Overall Performance - Numeric Grade Only	78
Percent of Students at School 1B Eligible for Free or Reduced Price Lunch	81%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	74%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	69%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	71%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	65%
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	36%
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	29%
School 1C Details (if applicable)	Applicant Response
School 1C Campus Name	H T Faulk Elementary
School 1C Total Students	432
Lowest Grade at School 1C (i.e. "PK" for Pre-K)	PK
Highest Grade at School 1C (i.e. "5" for 5th grade)	2
Personnel	
School 1C Principal Name	Jason Mansfield
School 1C Principal Email Address	jmansfield@apisd.org
School 1C Principal Phone Number	361-758-3141
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
School Details	
Performance Results and Economic Indicators	
School 1C Overall Performance - Numeric Grade Only	NA
Percent of Students at School 1C Eligible for Free or Reduced Price Lunch	78%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
School 1D Details (if applicable)	Applicant Response
School 1D Campus Name	Enter Text Response
School 1D Total Students	Enter Numeric Response
Lowest Grade at School 1D (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at School 1D (i.e. "5" for 5th grade)	Choose Numeric Response
Personnel	
School 1D Principal Name	Enter Text Response
School 1D Principal Email Address	Enter Email Address
School 1D Principal Phone Number	Enter Phone Number
School 1D BLGP Project Manager	Enter Text Response
School 1D BLGP Project Manager Title	Enter Text Response
School 1D BLGP Project Manager Email Address	Enter Email Address
School 1D BLGP Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
School 1D Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at School 1D Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
School 1E Details (if applicable)	Applicant Response
School 1E Campus Name	Enter Text Response
School 1E Total Students	Enter Numeric Response
Lowest Grade at School 1E (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at School 1E (i.e. "5" for 5th grade)	Choose Numeric Response
Personnel	
School 1E Principal Name	Enter Text Response
School 1E Principal Email Address	Enter Email Address
School 1E Principal Phone Number	Enter Phone Number
School 1E BLGP Project Manager	Enter Text Response
School 1E BLGP Project Manager Title	Enter Text Response
School 1E BLGP Project Manager Email Address	Enter Email Address
School 1E BLGP Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
School 1E Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at School 1E Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent

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

NON-MATH BLENDED PILOT APPLICANTS ONLY	
District or Charter School Network Information Form	
Feeder Pattern 2 Form	
Attachment 1B	
Letter of Interest for 2021-2022 BLGP Planning and Execution Grants	
Instructions	
<ul style="list-style-type: none"> • Please submit the requested district or charter school information including information regarding the proposed campuses for the non-math blended learning pilot • Input information relevant to the topic in column into column B (light blue cell) and follow the instructions in the cell; Only one feeder pattern should be included per tab. Duplicate tabs for additional feeder patterns as needed. • Incomplete subsections or incorrect information are cause for rejection from this request for Letter of Interest • In the case of more than 4 intended feeder elementary schools, please submit the below information as an appendix to the Letter of Interest • Please reach out to MIZ@tea.texas.gov with any questions about this document 	
Application	Applicant Response
Please confirm that this application is for a non-math blended learning pilot (not Math Innovation Zones)	
District or Open Enrollment Charter School Information	
District or Charter School Name	
District or Charter School Network ID Number	
Personnel	
Superintendent Name	
LOI Author Name	
LOI Author Title	
LOI Author Phone	
LOI Author E-mail Address	
District BLGP Project Manager Name	
District BLGP Project Manager Title	
District BLGP Project Manager Email Address	
District BLGP Project Manager Phone Number	
District Details	
District Overall Performance - Numeric Grade Only	
Total Students in District	
Total Students Anticipated to Participate in Proposed BLGP Grade Levels in 2021-2022 School Year	
District Classification (Rural, Urban, Suburban)	
Education Service Center Region	
Name of school in district with most previous experience in blended learning	
Number of years the school (in previous answer) has used blended learning	
Interim assessment district is planning to be used for BLGP grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	
Current Student Information System (SIS) in use throughout district (TxIS, PowerSchool, Skyward, iTCCS, District-made system, etc...)	
List all other TEA programs in which the district is currently involved (i.e. Lone Star Governance, System of Great Schools, Additional Days	
Schedule for Proposed Additional Days Implementation: calendar in the with TEA's Additional Days School Year (ADSD) program? If so, what is your anticipated ADSD model (e.g. Summer Learning, Intersession, Calendar, or Full Year Deduction)? If not, answer "No!"	
Is your district using or planning to use any curricular content provided through Texas Home Learning 3.0?	
If your district is using or planning to use any curricular content provided through Texas Home Learning 3.0, for which grade levels and	
if awarded this grant in Fall 2020, when does the district expect to be able to contract with technical assistance providers, given district	
does the applicant and relevant district and school stakeholders commit to attending the BLGP Kickoff Summit virtually on November 12-13, 2020?	
Blended Learning Grant Program Specific Questions	
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?	
Which online curriculum program is the district and schools applying to use?	
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? <i>Notes: All non-math online curriculum programs must receive TEA approval of weekly student progress</i>	
Is the proposed online curriculum a supplemental or core curriculum?	
Please link a research study confirming a positive impact from this online curriculum program on student achievement results.	
Feeder Pattern 1	No Response needed in this cell.
School 2A Details	Applicant Response
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
Personnel	
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
School Details	
Performance Results and Economic Indicators	
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 Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Feeder Pattern	
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School A	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School B	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School C	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School D	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School E	Enter Percent
School 2B Details (if applicable)	Applicant Response
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
Personnel	
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
School Details	
Performance Results and Economic Indicators	
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 Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
School 2C Details (if applicable)	Applicant Response
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
Personnel	
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
School Details	
Performance Results and Economic Indicators	
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 Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
School 2D Details (if applicable)	Applicant Response
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
Personnel	
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
School Details	
Performance Results and Economic Indicators	
School 2D Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at School 2D Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
School 2E Details (if applicable)	Applicant Response
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

Personnel	
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
School Details	
Performance Results and Economic Indicators	
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 Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
School 2F Details (if applicable)	
Applicant Response	
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
Personnel	
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
School Details	
Performance Results and Economic Indicators	
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 Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
<i>If necessary, provide additional context including former campus names for accountability purposes or alternative feeder pattern approaches.</i>	



Aransas Pass Independent School District
Purpose, Passion, Pride

2300 McMullen Lane, Suite 600
Aransas Pass, Texas 78336

Tel: 361.758.3466

Fax: 361.758.2962

September 15, 2020

To Whom It May Concern,

Aransas Pass ISD strongly supports submitting an application for the Non-MIZ Blended Learning Program. This grant will allow us another layer of support in our vision to provide all students with an engaging and innovative learning environment. Our transformation process has involved creating a learning design framework and response to intervention that is reflective of our district and community values and expectations.

We began our journey by involving all stakeholders in our community to discover what learning should look like in Aransas Pass ISD. We then used this information to work through an intensive process to design our district learning framework. This framework addresses our beliefs, expectations for lesson design and implementation, along with educator and student actions that reflect more student-led learning.

Our next step of transforming our district learning, involved addressing our processes of responding to intervention for every child. We created the Panther Progress format to help us determine our effectiveness in diagnosing and remediating for individual needs. We want to ensure personalized student learning in which all students are tracking their learning and are more engaged.

The Blended Learning Program mission resonates with the same educational ideals Aransas Pass ISD is committed to putting in place. As recipients of the Non-MIZ Blended Learning Program, we have been able to tour campuses to see the impact blended learning has on the learning process. Our teachers have benefited from access to one-to-one coaching and some took advantage of a 30-hour blended learning course. These opportunities have equipped our teachers with the ability to provide instruction in a way that meets the needs of our students and the needs of our ever-changing landscape of education. Receiving the Non-Math Blended

Learning grant will enable us to broaden our scope of influence so that the blended learning concept is a district-wide initiative that is evident in all classrooms.

Through this letter, we acknowledge specific roles and responsibilities we will fulfill in this partnership. In the event, this application is accepted; we would expect our role to include:

- Fidelity of Planning and Implementation
- Ensure District Systems Enhance Implementation
- Allow Innovation
- Adopt Non-MIZ Blended Learning Program Process and Framework
- Ensure Project Manager Authority
- Consult with Project Manager

It is with great pleasure that I write this letter of support for the Non-MIZ Blended Learning Program. Aransas Pass ISD is committed to striving for excellence in all we do for our students to ensure they are equipped to excel in an ever changing tomorrow.

Sincerely,



Cara Cooke
Superintendent
Aransas Pass ISD



Aransas Pass Independent School District

2300 McMullen Ln
Aransas Pass, Texas 78336

Tel: 361-758-3455

Fax: 361.758.2962
Purpose, Passion, Pride

To Whom It May Concern:

I am writing to express my support for the Non-Math Innovation Zone Grant. At Charlie Marshall Elementary, we strive to demonstrate growth while implementing personalized learning and close academic gaps among student groups. We are continuing to address specific student needs through our multi-tiered response to intervention approach for our struggling learners.

By focusing on blended learning as an entire district, our students are provided a more personalized approach that offers a technological-engaged classroom in which students experience control over time, place, path and pace of their learning. Implementing blended learning will help us achieve our growth goals. We are looking forward to working with the project manager through both the teacher coaching sessions and the executive coaching sessions, while creating sustainability for the future. I will ensure this initiative is successful and offer my full support by:

- incorporating data talks regarding student growth during weekly PLCs
- assisting the Blended Learning Grant Project Manager to monitor student progress
- ensuring the fidelity of each coaching session
- monitoring teacher usage of the software
- providing meaningful learning opportunities around personalized learning
- supporting teachers when creating interim assessments and analyzing data

I look forward to continuing to implement blended learning on my campus and am excited to see the teachers grow through their coaching sessions this year.

Sincerely,

Jeremy Saegert
Principal - Charlie Marshall Elementary



H.T. Faulk Elementary



902 West Nelson Ave.

Aransas Pass, TX 78336

(361) 758-3141 Fax (361) 758-5493

Jason Mansfield, Principal

Jodie Algueseva, Assistant Principal

Carla Vargas, Counselor

To Whom It May Concern:

I am writing this letter to express my support for the Blended Learning Grant Program for Reading. Faulk Elementary School serves grades PreK-2nd. Our students are the foundation of APISD and a strong reading program that supports personalized learning and helps us close the gaps is essential to our students success in all grade levels that follow. 1st grade is where students establish their foundation for Reading. Due to Covid 19 and school closings, our students are starting the year out far behind where they normally are. By utizling our RTI program, Data Dig PLC's, and the new technology in our building in partnership with the Blended Learning Grant Program Manager, I feel we can close the gaps at the first level of schooling. This will ensure student success and will help the overall education level of our community.

The staff of Faulk Elementary School is excited about the possibilities of implementing individualized learning, using the newest learning methods, and increasing overall reading comprehension and knowledge. We look forward to working with grant partners to ensure our students have the foundation needed for continued success.

Sincerely,

Jason Mansfield, Principal



AC Blunt Middle School
2103 Demory Lane
Aransas Pass, TX 78336
361-758-2711

To Whom It May Concern:

I have been asked to write to you in support of implementing the Blended Learning Grant Program with a Reading focus. At A.C. Blunt Middle School we are in the beginning phase of implementing Blended Learning Math Innovation Zone, which has already been useful in planning for our remote learning. Our staff and administrators that participated in previous Blended Learning training opportunities were not only better prepared to make this transition to remote learning, but have also been able to assist other members of the staff when needed.

We have made great progress and work every day toward improving the way in which we plan for a more individualized approach to learning. We have realized through the current pandemic though, that "individualized" takes on a whole new meaning when students are learning from home with different levels of support and connectivity.

I am looking forward to the opportunity to expand our work with the Blended Learning Grant Program to include a focus on Reading and to help our teachers monitor student progress, ensure effective use of learning software, analyze data and develop instructional strategies to provide meaningful learning opportunities that are appropriate in a variety of "classroom" settings.

Sincerely,

Principal, A.C. Blunt Middle School

Shelley Dominguez
323 Griffith Dr.
Rockport, TX 78382
sdominguez0013@gmail.com
(361)920-0013

Work History

2016-2020

Aransas Pass Independent School District
Curriculum Director

Responsible for all district assessment and instructional programs and resources, staff development, district improvement committee, TEKS Resource system, and textbooks

2012-2016

Industrial Independent School District, Vanderbilt, TX
Curriculum Director

Responsible for all district assessment and instructional programs and resources, staff development and federal programs

2007-2012

Industrial Independent School District, Vanderbilt, TX
Principal: Elementary, Junior High and Assistant High School
Responsible for tutorial program for at-risk students, assessment program, monitoring student performance, teacher evaluation and curriculum, student discipline, attendance hearings, board reports

2006-2007

Jackson-Roosevelt Elementary, Calhoun County ISD, Port Lavaca, TX
Instructional Facilitator
pk-5 campus- approximately 900 students,
Responsible for curriculum, data and testing, staff development, tutorials and extended day, and materials

1993-2006

Jackson-Roosevelt Elementary,
4th grade teacher,
teacher of math, writing, language, science, social studies, reading

1995-1996

(summers)

BP Chemicals Greenlake, Education specialist/intern,
developer of "Kid's Tour Brochure" and Golden Crescent
Regional Air Monitoring Network educational materials,
teacher workshop organizer and presenter

1991-1993

Crockett Middle School, Calhoun County ISD, Port Lavaca, TX
6th grade teacher, teacher of math,
science, and social studies

Education

2014-Present, Texas A&M University- Corpus Christi
PhD Candidate in Curriculum and Instruction
Literacy Emphasis

2005-2007, University of Houston-Victoria,
Master's Degree in Administration and Supervision with a
Principal's Certificate

1989-1990, University of Houston-Victoria,
Bachelor's of Science in Education with a Reading Specialization

Leadership Experience

Curriculum Director
Aransas Pass ISD
2016-Present

Secured literacy grants to reduce summer slide & replenish library collection after Hurricane Harvey.
Monitored principal performance and provided feedback on targets.
Implemented principal mentoring program.
Facilitated staff development and secured experts for training.
Led weekly principal meetings.
Facilitated the District Improvement Committee and District Improvement Plan process.
Assisted principals with implementation of professional learning communities.
Worked with principals to evaluate teacher and student performance.
Ensured compliance with state and federal accountability mandates such as PBMAS.
Evaluated and improved district instructional programs.
Presented instructional program information to the board of trustees.
Analyzed district STAAR and other assessment data to target areas of improvement.
Worked with ESL director to implement processes and procedures for compliance.
Secured instructional materials through the EMAT system and other means.
Managed district and state assessment program.

Curriculum Director
Industrial ISD
2012-2016

Created New Teacher Academy and Mentoring Program
Facilitated BYOD implementation.
Led the district through House Bill 5 changes and mandates.
Implemented vertical curriculum planning teams.
Provided training and support through the implementation of the new mathematics TEKS.
Provided staff development for district employees.
Evaluated and developed district instructional programs.
Managed state testing program.
Analyzed STAAR data for instructional improvement.
Ensured compliance with state and federal accountability mandates and other regulations such as PBMAS and AYP.
Successfully managed TEA special education monitoring.
Conducted LPAC training and meetings.
Secured and managed instructional resources.
Evaluated teacher performance.

Collaborated with principals to provide quality instructional programs.

Principal
Industrial ISD
2007-2012

Monitored student and teacher performance and provided feedback to students and teachers regularly.
Responsible for changes at the high school that moved the accountability rating from Acceptable to Exemplary.
Developed student mentoring and tutorial program.
Implemented professional learning communities.
Developed and provided appropriate staff development.
Organize and manage tutorial programs for at-risk students.
Analyze TAKS/STAAR and benchmark data for instructional improvement.
Evaluate teacher performance.
Management of state assessments and campus benchmark testing.
Manage student discipline issues.
Communicate with parents regarding student academic and behavioral issues.
Conduct ARD meetings and attendance hearings.
Collaborate with the superintendent and other administrators to develop plans for district-wide improvement.

Instructional Facilitator
Jackson-Roosevelt Elementary
2006-2007

Responsible for facilitation of weekly collaborative department meetings emphasizing student achievement on a 900 student campus.
Managed and analyzed six weeks test data, TAKS data, TPRI data and other assessment data.
Coordinated arrangement of TAKS testing and all events related to TAKS campus-wide.
Ensured Student Success Initiative and Grade Placement Committee requirements were met.
Collaborated with teachers to implement new curriculum and to create instructional calendars that promoted curricular alignment.
Trained teachers and worked with the principal to provide faculty with opportunities for staff development.
Secured resources and materials for instruction.
Oversaw the school-wide tutorial and enrichment programs.
Handled minor discipline issues.

Intel Master Teacher
Calhoun County ISD
2001-2002

Received 40 hours training in Intel's Teach to the Future program.
Responsible for training and evaluating 40 teachers over two years in instructional technology with the Intel program.
Secured technology equipment for the campus as a result of the program.

District Science Fair Coordinator
Calhoun County ISD
1998-2001

Initiated and co-chaired a district-wide science fair for elementary and middle school students from six campuses.
Garnered support from Central Office and campus representatives to create the annual event.
Worked with Partners in Education to enlist participation from local industry to provide judges and prizes.
Responsible for entering district winners in the regional event.

Training

UTeach Blended Learning- 2020
TASA Conference- 2017, 2018, 2019
John Wink- Excellence in Every Classroom- 2016
ASCD National Conference- 2015

TCEA Conference- 2015
Jim Knight- Instructional Coaching- 2013
Region 3 Leadership Conference- 2011, 2012
TEPSA Conference- 2010, 2011
Texas State Assessment Conference– 2008, 2012-2015, 2017
TASSP Conference- 2009
TASSP Fall Summit– 2008
REAL Conference– 2008
Tarleton Assessment of Principals– 2008
Instructional Leadership Development– 2007
Intel Teach to the Future Master Teacher- 2001

Presentations

2016-2020

International Council on Education for Teaching Conference- The Doctoral Experience
Aransas Pass ISD New Teacher Training
Aransas Pass ISD T-TESS Orientation
Texas Association for Literacy Education Conference- Close Reading: A Practical Approach

2009-2015

Industrial ISD Staff Development
New Teacher Training
Mentor Training
Substitute Teacher Training
STAAR Security and Confidentiality
Accountability and Curriculum Connections
The Importance of Quality Teaching
TELPAS and LPAC Training

2008

Industrial ISD Leadership Training
PLC's: Just Do It!

2006

Jackson-Roosevelt Elementary
Staff Development Day

1997

Texas Association of the Gifted and Talented
State Conference
Houston, Texas
"Science Fare"

1995

BP Chemicals Greenlake
SESA Science Program

Other Professional Activities

Association of Literacy Educators Member

TASA Member

Crossroads Area ASCD Member and Treasurer

ASCD Member

TSNAP Member

TEPSA Member

Site Based Committee Member

TASSP Member

School web site developer

UIL coach

Gifted and Talented Teacher

Recognitions

Phi Kappa Phi Honor Society 2016

Calhoun County Teacher of the Year 2001

Jackson-Roosevelt Teacher of the Year 2001

Recognized by the school board for outstanding achievement in the teaching of science

References

Cara Cooke	Superintendent, Aransas Pass ISD	(903)724-8297 cell
Tony Williams	School Leadership Specialist, ESC3	(361)935-8811 cell
Mitzi McAfee	Deputy Executive Director, ESC3	(361)573-0731 office

Shelley Dominguez
323 Griffith Dr.
Rockport, TX 78382
sdominguez0013@gmail.com
(361)920-0013



Aransas Pass Independent School District

2300 McMullen Ln Suite #600
Aransas Pass, Texas 78336

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Purpose, Passion, Pride

To Whom It May Concern:

I am writing to express my support for the Blended Learning Non-MIZ Grant Program . Our district has been going through a transformation beginning in the fall of 2019. Since then, we have held community summits, developed a new district call to action and learning framework with a focus on moving from teacher-centered instruction to student centered instruction and personalization of learning through blended learning. The BLGP MIZ has helped us to begin this transformation instructionally with math. Obtaining the Non-MIZ BLGP grant allows us to truly implement blended learning district-wide by utilizing technology tools and other innovative methods in reading that will truly make a difference in student achievement.

Another area that we are targeting district-wide and at the campus level is student culture. Qualitative data reveals that many of our students have difficulty with goal setting and picturing a special future for themselves. Through the use of blended learning strategies, students will be able to set goals for themselves and achieve them. I believe the old saying, "Success breeds success," will ring true, propelling our students to picture themselves achieving their dreams.

I am excited about the opportunity to lead this district effort alongside the campus principals and the administrative team as we work collaboratively to ensure that the grant guidelines are followed with fidelity. As BLGP Program Manager, I wholeheartedly support this initiative and will monitor student progress on the learning software, monitor and support teacher usage of the learning software, meet with campus leaders and teachers to analyze data and plan instruction, provide monthly meaningful learning experiences around blended learning and ensure that interim assessments are administered to measure student achievement.

Sincerely,

Shelley Dominguez, BLGP Project Manager

9/14/2020



APISD
Board of Trustees

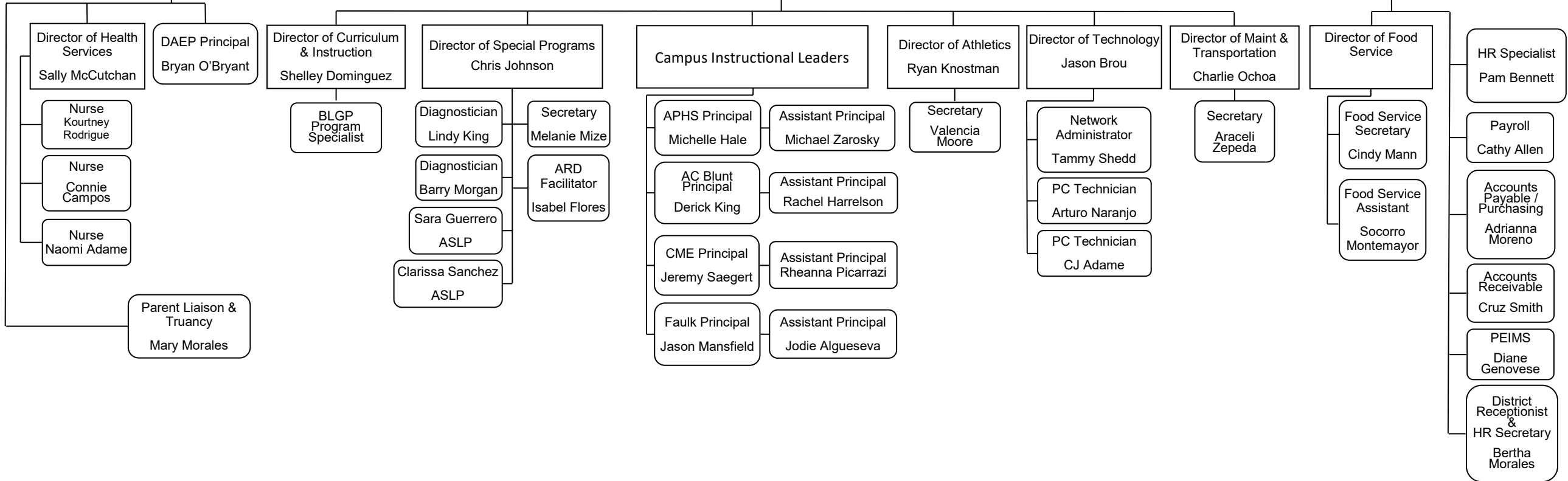


Superintendent
Cara Cooke

Assistant Supt.
Of Student Services
Wayne Bennett

Secretary
Blaise Miller

Senior Director of
Business & Finance
Cheryle Stansberry



Evidence of Software Effectives for Waterford Early Learning Reading

Aransas Pass ISD would like to utilize Waterford Early Learning reading for our Prek-2nd grade campus, H T Faulk Elementary. This program is intended for use in grades Pk-2 and uses adaptive software to personalize learning for students. It incorporates the five essential reading strands of phonological awareness, phonics, fluency, comprehension and vocabulary, and language concepts. The Evidence for ESSA website rates the program as providing Strong Evidence for at-risk learners and innovative assessment practices. Two new random control trial studies, conducted through an U.S. Department of Education Investing in Innovation grant show substantively important effects of Waterford Early Learning on at-risk learners. In one study, pre and post test results were examined for students who participated in Waterford's Upstart program as compared to a control group. Waterford Upstart is a school readiness program that empowers parents and caregivers as their child's first teacher. Through this program, prekindergarten students who do not have internet access or devices in the home are provided with them and their parents are assigned a learning coach to facilitate the use of the Waterford Early Learning curriculum in the home for at least 15-20 minutes a day, 5 days a week. Results from this independent study show that students who participated in the program performed significantly better than the control group on an assessment of the core reading skills of blending, initial sound, letter sound, letter recognition, listening comprehension, and vocabulary (Shamir et al, 2019). The most recent research with Waterford Upstart in South Carolina shows that 80% of students who participated in the program are ready for kindergarten prior to entry. the program and a control group of students who did not participate. Unfortunately, last year, according to the beginning of the year district assessment data, 58% of Aransas Pass ISD kindergarten students entered not kindergarten ready.

Aransas Pass ISD participated in the Waterford Upstart program due to an opportunity provided by Waterford because of COVID-19. Approximately 25% of our current kindergarten students participated during the summer of 2020. We will be able to determine our students' success with Upstart upon the completion of our beginning of the year assessments. Preliminary results look promising. Additionally, we plan to continue the use of Waterford in grades kindergarten through second grade.

With the expansion of the Waterford Early Learning Reading software and blended learning strategies into our early literacy program, APISD students will be equipped with all of the skills necessary to be successful readers.

Evidence of Software Program Effectiveness for Reading PLUS in APISD

APISD plans to incorporate Reading Plus into our blended learning program. Reading Plus is designed for students who already have the basic phonics skills necessary to decode words. It is an adaptive literacy program that works to improve comprehension, vocabulary, motivation and reading efficiency. Reading Plus personalizes student instruction by using adaptive software to place students on a learning pathway and by providing choice for students

based on their interests. The Evidence for ESSA website rates Reading Plus as Strong Evidence for showing significantly greater improvements in reading achievement for low-income students that used the program than low-income students who did not use the program. One of the studies referenced on the Evidence for ESSA website included a study of 426 4th and 5th grade students. The study compared the use of Reading Plus as a 25 minute intervention with a control group of business-as-usual instruction 25 minute intervention instruction. The results of the study showed that the use of Reading Plus had significantly positive effects on reading achievement in comparison to business-as-usual instruction (Spichtig, Gehsmann, Pascoe, and Ferrara, 2019).

Aransas Pass ISD began using Reading Plus in the fall of 2017 as an intervention at A C Blunt Middle School. Intervention students were identified by previous performance on state assessments, diagnostic assessments and classroom assignments. From the fall of 2017 until the spring of 2018, intervention students in grades 6-8 received Reading Plus instruction from a paraprofessional trained in the program for approximately 45 minutes a day, 3 days per week. Upon comparing the performance of the intervention students on STAAR Reading to their previous performance on the state assessment, results showed that these students achieved remarkable growth. An example of this is the achievement of the 8th grade cohort of students (Table 1). In their 6th grade year, 73% of the students showed limited growth while 27% of the students showed expected growth and 0% showed accelerated growth. The following year, the year prior to Reading Plus implementation, this cohort of students improved, but not significantly with the following results: 64% limited growth, 18% expected growth, and 18% accelerated growth. Following the first year of implementation of Reading Plus, this same group of students achieved significantly better than previous years with 36% showing limited growth, 18% showing expected growth, and 45% showing accelerated growth.

In 2018-2019, usage of the program expanded to include utilizing it in the regular classroom. Usage in the regular classroom was restricted due to lack of device access and the reliance on computer labs. Results of students receiving intervention with Reading Plus were compared to all students in the grade level who received limited classroom exposure to the program (Table 2). Again, students receiving intervention with Reading Plus showed significant gains. 6th and 8th grade intervention students outperformed the all student group in expected growth with 8th grade students achieving at 16% points higher than the all student group. 7th grade intervention students outperformed the all student group with 33% achieving accelerated growth while the all student group achieved 25% accelerated growth.

After witnessing the results at A C Blunt Middle School, Aransas Pass ISD administration began implementation of Reading Plus campus-wide at Charlie Marshall Elementary, a 3rd-5th grade campus, in the 2019-2020 school year. Because there was not a state assessment in the spring of 2020, March Reading Plus data was used to determine student progress. 325 Charlie Marshall students in grades 3-5 averaged 64 Reading Plus lessons from August of 2019-March of 2020. The usage of the program was on par with research based expectations for optimal use of the program prior to school closure due to COVID-19. These students increased their words per minute average by 57 wpm and gained an average of 2.4 grade levels with 63% performing at or close to grade level (proficient) in the program. The proficient level in Reading Plus corresponds to the STAAR Meets level of performance. In the year prior to the

implementation of the program, the percentage of students who achieved Meets level in STAAR reading at Charlie Marshall Elementary was 41%.

Prior to 2020, device access was limited to on-campus computer labs. This restricted usage of Reading Plus, especially at the A C Blunt Middle School campus. In May of 2020, the Aransas Pass ISD school board approved the purchase of enough devices for APISD to become a 1-to-1 district. The newly acquired device access will allow APISD to take full advantage of the capabilities of the program. With blended learning strategies in place in APISD in reading as well as math, and with the use of this program, our students will be able to excel.

Aransas Pass ISD is committed to incorporating blended learning and is working to expand from our current MIZ implementation to a district-wide implementation of blended learning. Utilizing these reading software programs along with blended learning best practices and receiving additional support will allow APISD students to achieve unprecedented growth.

Table 1

8th Grade Cohort STAAR Growth			
Growth Indicator	2016	2017	2018
Limited	73%	64%	36%
Expected	27%	18%	18%
Accelerated	0%	18%	45%

Table 2

A C Blunt STAAR Growth 2019				
2019	Expected		Accelerated	
Grade	Inter.	All St.	Inter.	All St.
6th	31%	21%	0%	6%
7th	33%	42%	33%	25%
8th	60%	44%	25%	26%

References

A.N. Spichtig, K.M. Gehsmann, J.P. Pascoe, and J.D. Ferrara, "The impact of adaptive, web-based, scaffolded silent reading instruction on the reading achievement of students in grades 4 and 5," *The Elementary School Journal*, vol. 119, no. 3, pp. 443-465, 2019.

H. Shamir, C. Miner, A. Izzo, K. Feehan, E. Yoder and D. Pocklington, "Improving early literacy skills using technology at home," *International Journal of Learning and Teaching*, vol. 5, no. 3, pp. 191-197, 2019.