TEA ® Texas Education Agency

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

NOGA ID	
Authorizing legislation	**GAA, Article IX, Rider 41, 86th Texas Legislature; TEC 29.924; TEC 28.020**

This LOI application may be submitted via email to **loiapplications@tea.texas.gov**

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

TEA mus receive the application by **11:59 p.m. CT, September 18, 2020**.

Application stamp-in date and time

Grant period from	**October 23, 2020 to May 31, 2023**
Pre-award costs permitted from	**the date of award announcement**

Required Attachments

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

2. All attachments as listed on page 4-5 of the Program Guidelines

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):	N/A

Applicant Information

Organization	Pawnee ISD	CDN	013-902	Campus	013-902-101	ESC	02	DUNS	088479803

Address	6229 FM 798	City	Pawnee	ZIP	78145	Vendor ID	746001852

Primary Contact	Michelle Hartmann	Email	mhartmann@pawneeisd.net	Phone	(361) 456-7256

Secondary Contact	Kendra Wuest	Email	kwuest@pawneeisd.net	Phone	(361) 456-7256

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	Michelle Hartmann	Title	Superintendent

Email	mhartmann@pawneeisd.net	Phone	(361) 456-7256

Signature	*Michelle Hartmann*	Date	9/17/2020

Shared Services Arrangements

X Shared services arrangements (SSAs) are not permitted for this grant.

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

☒ The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

☒ The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

☒ The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2020-2023 Blended Learning Grant Program-Planning Grants Program Guidelines.

☒ The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2020-2023 Blended Learning Grant Program-Planning Grants Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.

☒ The applicant will attend the mandatory BLGP Kickoff Summit. The 2020 BLGP Kickoff Summit will take place virtually on November 12-13, 2020. Attendance at the BLGP Summit is mandatory for all participating districts. The district BLGP Project Manager must be in attendance.

☒ The applicant will designate and provide a district-level project manager who will be available to dedicate at least 50% of his or her time to designing and implementing the BLGP plan.

☒ The applicant will list the proposed feeder pattern to be included in the district with a rationale as to why each school is included as part of this grant.

☒ The applicant will contract with a BLGP Design and Implementation vendor in the fall/winter of the Planning year.

☒ The applicant will implement a TEA approved software program in all grade levels selected to participate in the BLGP. Non-math blended learning pilot participants must gain TEA approval for their chosen software program. Different grades participating in the program within a given school (or district) may choose to implement different software programs.

☒ The applicant will submit the BLGP Strategic Plan in the spring prior to implementation. The Strategic Design component of the BLGP Strategic Plan is tentatively due to TEA in Jan/Feb of 2021. The remainder of the plan is tentatively due in May of 2021. Exact dates will be sent to grantees by email.

Statutory/Program Assurances (Cont.)

☒ The applicant will complete all BLGP Fidelity of Execution Requirements in program implementation, which include:

    a. Weekly Student Software Progress: Achieve the vendor-specific weekly student software progress metrics of the selected software program

    b. Weekly Teacher Software Usage: One teacher log-in per week is required

    c. Weekly Data Driven Instruction (DDI) time: Execute DDI time, provide evidence of DDI time (TEA will provide a template), that will be delivered to TEA

    d. Monthly Meaningful Learning Experiences (MLE): Execute MLE(s), provide evidence of MLE (TEA will provide a template), that will be delivered to TEA

    e. Beginning, Middle, and End of Year Interim Assessment: Administer approved interim assessment and send campus growth report to TEA

Statutory/Program Requirements

1. **District Commitment:** Explain why your school district wants to join the Blended Learning Grant Program (BLGP) as a Math Innovation Zone (MIZ) or a non-math blended learning pilot. *(Recommended Length: 1.5-2 pages)*

    a. Describe why the district hopes to become a MIZ site or a non-math pilot and how the BLGP planning and execution process will benefit the district and schools. Include how blended learning is connected to the district's long-term vision and near-term priorities, and demonstrate that the district has the capacity to dedicate time and energy to this work at the present time. If applicable, response may include why COVID has changed the district prioritization of blended learning.

    b. Describe what problem or set of problems the district and schools are attempting to solve through the use of a blended learning instructional model.

    c. At its core, blended learning represents innovation in how instruction is delivered. However, we know that through the BLGP's robust planning and execution processes, blended learning can also foster **broader operational benefits** at the district and school levels - these may include changes in staffing, scheduling, finance, etc. Please describe your district's willingness to explore and embrace these kinds of broader operational innovation.

BENEFITS/EFFORTS: As a District of Innovation, Pawnee Elementary/Middle School administrators and staff believe in providing transformational programs such as blended learning that create a positive academic environment and experiences that will lead to student growth and development. With a mission to be the education leader in the community and surrounding areas by providing a safe environment where students thrive academically and socially, the intention is to prepare its students to meet the challenges of a changing society in an expanding world. Administration, teachers and staff see this as only achievable by expanding and transcending current teaching methods. Thus, they are always in search of these types of opportunities to enhance education through various practices. In this small, rural district, student performance has been inconsistent, and has lagged behind state numbers in reading and math when attempting to meet grade level and mastery standards. These scores, which can be traced to the lower grades and middle school levels, emphasize the need for the district to pursue opportunities for improvement at all grade levels, including this type of "next-generation" blended learning instructional model. Pawnee leaders are committed to learning techniques and processes that promote growth for both students and teachers and believe building a Math Innovation Zone (MIZ) will be part of accomplishing those goals. However, ensuring a quality planning and execution process for this learning is imperative to the long-term success as staff and administration in this small district has a much higher turnover rate and a higher percentage of young, new teachers. For this reason, this Blended Learning Grant Program will be the key to success for this district, which likely on its own couldn't implement this type of innovation without planning support.

The Pawnee district leaders understand the goal of blended learning is not just about adding more presence of technology into the classrooms, rather it is a way to better differentiate academic education, focus on all individual student needs, while combining face-to-face instruction with online learning.

Statutory/Program Requirements

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

It will be through collaboration, flexibility and planning, an appropriate model of MIZ, through this Blended Learning Grant Program, will be created specifically to meet the needs of students in Pawnee, with the common goal to move educational efforts toward a more personalized learning system. Based on the district's teacher capacities, technology availabilities and student needs, the district already has in mind some various blended learning models that could be implemented and will be discussed during the design and implementation stage.

The COVID-19 pandemic that has created a combination of in-school education as well as at-home learning for Pawnee students starting this Fall. This has brought to light deficiencies regarding the positives of integrating various technologies in the classroom and what are the best practices to reach students at all levels using all the tools available. It has made teachers and administrators understand there are many ways to educate, including more small group activities and integration of individual online activities. So, in order to elevate the district's student outcomes, specifically in math, leadership sees no other way than to make this a priority in the school and dedicate personnel, time and efforts to this blended learning grant process, and both short- and long-term approaches. At the district level, Pawnee has dedicated personnel who believe in blended learning and the outcomes that can come from it. Although the district is limited in resources and personnel in some respects, commitment to this program will and does start at the top through district advocates and Pawnee ISD administration and board members.

THE PROBLEMS/NEEDS: It is clear some of the district's test scores and achievement gaps can be attributed to the demographics of the community. According to the United States Census Bureau 2018 estimates, the Bee County area, in which the Pawnee Independent School District is within, has high poverty, low employment and low educational attainment. In the county, the poverty rate for children under 18 is 33.1% (much higher than the 21.1% in Texas and 18% in the United States) and only 35.5% of the residents in the county are employed, well below the state's 61%. These figures are backed up by the Pawnee Elementary/Junior High economically-disadvantaged rate of 84.9%, compared to the state's average of 60.6% according to the 2018-19 TAPR Report. Educational attainment also is a significant hurdle in this rural school district. According to the U.S. Census, only 73.7% of those 25 and older have a high school diploma or higher. That compares to 84% in Texas and 88.3% in the country. Only 10.2 % of residents older than 25 have bachelor's degree or higher, which is significantly lower than the rate of 30.3% in Texas. All these facts point out the economic restrictions and obstacles families face when it comes to ensuring effective, results-based, quality education and pursuit of higher degrees.

According to the academic TEA 2019 Academic Growth report, Pawnee ISD scored a 71 for its academic growth in mathematics on the STAAR tests. The district has kept its eye on scores for meeting grade level as well as masters grade level percentages. Due to the small class sizes in the district (14.1 students to 1 teacher), administration believes the scores should be higher. In recent years, the lower grades were typically better than the state average, however, the middle school numbers show a need for improvement as a majority of the scores for the past two years, students are below the state numbers for meeting grade level and masters grade level. According to the TAPR figures, in sixth grade, for instance, during 2018 and 2019, the rate of students who met their grade level on the standardized tests at Pawnee was below the state average. That occurred in seventh and eighth grade as well. However, a majority of students at Pawnee ISD have approached grade level in all grades during the past two (2) years and at least 15% of the students met the grade level in math during that same time as well as in 2017 where rates are available.

The Pawnee District school also faces other hurdles that hinders the ability to implement specialized instructional methods that assist in improving student outcomes. Those include lack of teacher experience, high teacher turnover rate and a low percentage of educators with advanced degrees. Nearly 66% of teachers in the district have five (5) years or less experience, much higher than the statewide number of 35.9% and teachers in the district have an average of 5.8 years of experience, compared to 11.1 in the state. The turnover rate of teachers in the district is twice as high as the state and only 10.1% have an advanced degree, which is much lower than the statewide figure of 25%. Because of these staffing hurdles, the incorporation of technology into classrooms has been challenging.

Overall, these issues contribute to the problems with student learning and growing in subject areas. However, the Pawnee ISD Administration firmly believes following a developed and supported plan for training and implementation of blended learning through the Blended Learning Grant Program, the district will be able to integrate it into the teacher's day-to-day instructional exercises regardless of their experience.

Statutory/Program Requirements

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

EXPLORING INNOVATION: Pawnee ISD administration understands that without change, innovation cannot occur. That is one reason why the district is already teaming with and coordinating with TEA Design and Implementation vendor engage2learn for its Additional Days School Year (ADSY) Planning and Execution Program grant request for 2020-2021 as well as other potential teacher and staff coaching and engagement opportunities. These efforts show Pawnee ISD administration's commitment to student success and achievement in its schools at all levels.

Because of the importance of technology to implement blended learning, infrastructure is a major component of creating a successful program. Pawnee Elementary and Middle School has a 1:1 device to student ratio as PreK to 1st graders have iPads and 2nd to 8th graders have Chromebooks. These devices would be used not only outside of class, but also during class time to accommodate the needs of the blended learning program. Online programs and applications are used by the district and all are accessible through the Chromebooks.

However, leadership at the district, and the Blended Learning Grant Project Manager understand that additional costs may arise due to this program and all are ready to take that on as well as potential scheduling changes, staffing adjustments and overall adjustments to classroom design all with the purpose to enhance student learning and teacher development and excellence at all levels. District administrators, teachers are staff are open for anything and everything that leads to supporting and helping students achieve and excel. Some of those adjustments could include where and how staff memers are used, for example, switching around some teachers and paraprofessionals to assist in the blended learning classrooms, changing the functions within the classroom design to include areas for individual station learning and areas that allow for small group face-to face instruction. All these elements can lead to various adjustments the district is ready to commit to in order to meet its goals and mission in this blended learning environment.

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.

EXPERIENCE/BACKGROUND: Because of her years of experience teaching math, paired with her ability to coach, mentor and coordinate, Pawnee ISD leadership believes Meghan Akin is the perfect individual to take on this imperative role as the MIZ Blended Learning Grant Planning Project Manager. She brings to the position 12 years of math education efforts in the classroom, but also has recently expanded her reach by obtaining a Master of Education in leadership and policy studies, which has allowed her to excel at the role of instructional coach, testing coordinator and GT coordinator at Pawnee ISD.

In that role, she supports teachers and administrators in using data to improving instruction on all levels while providing guidance and structure to focus on strengths, collaborations and common issues teachers face every day in the classroom. One aspect that will be key for the success of the blended learning program, Ms. Akin already is supporting. She currently provides technical support to teachers through trainings and assistance to ensure learning is effective both virtually and in person.

Statutory/Program Requirements

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

COMMITMENT/VISION: Ms. Akin plans to utilize her experience in the classroom and recent experience transitioning Pawnee during COVID-19 school year as both a traditional school as well as virtual school. Pawnee has about 80% of its students in person at the campus, but the remaining 20% are at home learning from there. This has been quite a challenge, but at the same time, has revealed a need to innovate the educational model. Ms. Akin believes that is done through a blended learning concept. Her vision, which is supported by district leaders, is to move beyond teaching to the average student and implement creative ways, including using technology, to reach both the struggling and the advanced students, all in the same classroom. While a small amount of this being done in the school, Ms. Akin says it is mostly by accident or necessity. Her vision is to implement a planned, yet fluid, cohesive blended learning model to benefit students at all levels and grades, while ensuring teachers are utilizing all their abilities and knowledge to reach everyone in the school using the best practices in education.

INFLUENCING CHANGE: Because Pawnee ISD, its staff and leadership is committed to this program, the Project Manager will be given authority to carry out the requirements and ensure success of the program. Although she is relatively new to the district, Ms. Akin is a well-respected leader in the district because of her experience, educational background, and knowledge, and has developed a solid working relationship as well as trust and confidence to influence and guide change as necessary. Since her arrival at Pawnee, supporting change and guiding staff toward improvement has been one of her main responsibilities.

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.

GOALS AND MEASURES: Pawnee ISD values technology as a critical segment to enhance and implement innovation as a means to improve student outcomes related to achieving grade level status as well as mastery of content, in this case specifically mathematics. Pawnee also uses technology and evaluation to establish data-driven instruction utilizing academic goals, both long-term and short-term to assess whether students are progressing toward the objectives that have been set. Among the data Pawnee ISD utilizes includes Star Renaissance beginning, interim, and ending assessments during the academic year, as well as benchmark assessments aligned with Texas Essential Knowledge and Skills (TEKS), DMAC, Edmentum and more.

On a weekly basis, students are assessed and tracked utilizing these various tools. For the 2020-2021 year, the district has created a new data room, where instructional coaches meet with the teachers after assessments are taken of their students. There are scheduled dates and times in which What I Need (WIN) meetings are held between teachers and coaches. This is where teachers are able to pinpoint what the students are lacking and school leaders, administrators and instructional coaches can help them close those gaps. These are often addressed through specified interventions in the classroom as well as overall district and campus improvement plans that include professional staff development and training focused on meeting the needs of all students. Pawnee ISD leaders believe it is at this stage, where the implementation of blended learning in the classrooms will provide teachers the knowledge and skills to reach all students at whatever level they may be, from struggling to excelling, and help them attain the next level of outcomes.

Overall, district administrative level personnel are responsible for tracking student growth and achievement. Data collected related to these elements are also used during staff meetings and in-service days to discuss with teachers best practices to address any issues the data reveals related to student success and achievement.

Statutory/Program Requirements (Cont.)

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

4. **NON-MATH BLENDED LEARNING PILOT APPLICANTS ONLY:** What on-line curriculum program is intended to be used in the district and schools? *(Recommended Length: 0.5 page)*

    a. Describe why this program best meets the needs of students and teachers in the proposed BLGP site(s) and how a high-fidelity use of this program will lead to gains in student achievement.

N/A

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**

IMPORTANT NOTICE: Application Part 2 is not compatible with Google Docs.

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

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

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

Payroll 6100

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

Professional and Contracted Services 6200

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

Supplies and Materials 6300

Complete this worksheet to request supplies and materials.

Other Operating Costs 6400

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

Capital Outlay 6600

Complete this worksheet to request capital outlay costs.

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

Program Budget Summary

This worksheet auto-populates from the supporting budget worksheets for Program Costs, Direct Admin Costs, and Pre-award Costs, if applicable. There are only a few fields that may require input from the grantee, if applicable, such as indicating *Consolidate Administrative Funds, Indirect Costs, Shared Services Arrangement,* or the *Administrative Cost Calculation.*

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

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

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

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

For further guidance, refer to the Budgeting Costs Guidance Handbook.

Application Part 2:   **2020-2023 Blended Learning Grant Program-Planning Grants**
Authorized by: GAA, Article IX, Rider 41, 86th Texas Legislature; TEC 29.924; TEC 28.020

County District Number or Vendor ID:		013-902		Amendment # (for amendments only):	

Payroll Costs (6100)					
Employee Position Title	**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions Less than 100% Grant Funded**	**Grant Amount Budgeted**		**Pre-Award**
Academic/Instructional					
1 Teacher			$ -	$	-
2 Educational Aide			$ -	$	-
3 Tutor			$ -	$	-
Program Management and Administration					
4 Project Director		1	$ 41,667	$	-
5 Project Coordinator			$ -	$	-
6 Teacher Facilitator			$ -	$	-
7 Teacher Supervisor			$ -	$	-
8 Secretary/Admin Assistant			$ -	$	-
9 Data Entry Clerk			$ -	$	-
10 Grant Accountant/Bookkeeper			$ -	$	-
11 Evaluator/Evaluation Specialist			$ -	$	-
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:	$ 41,667	$	-
Substitute, Extra-Duty Pay, Benefits Costs					
24 6112 - Substitute Pay			$ -	$	-
25 6119 - Professional Staff Extra-Duty Pay			$ -	$	-
26 6121 - Support Staff Extra-Duty Pay			$ -	$	-
27 6140 - Employee Benefits			$ 8,333	$	-
28 61XX - Tuition Remission (IHEs only)			$ -	$	-
29		Subtotal Substitute, Extra-Duty Pay, Benefits Costs:	$ 8,333	$	-
30		Grand Total:	$ 50,000	$	-
31		Total Program Costs*:	$ 50,000		
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:	013-902	Amendment #:	0

Professional and Contracted Services (6200)

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. Please provide a brief description for the service and purpose.

	Description of Service and Purpose	**Grant Amount Budgeted**	**Pre-Award**
1	6269 - Rental or lease of buildings, space in buildings, or land Specify purpose:	$ -	$ -
2	Service: BLGP Technical Assistance Vendor Provide technical assistance in the execution of the BLGP Program.	$ 50,000	$ -
3	Service: Specify purpose:	$ -	$ -
4	Service: Specify purpose:	$ -	$ -
5	Service: Specify purpose:	$ -	$ -
6	Service: Specify purpose:	$ -	$ -
7	Service: Specify purpose:	$ -	$ -
8	Service: Specify purpose:	$ -	$ -
9	**Subtotal of professional and contracted services requiring specific approval:**	**$ 50,000**	**$ -**
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	$ -	$ -
11	**Grand Total:**	**$ 50,000**	**$ -**
12	**Total Program Costs*:**	$ 50,000	
13	**Total Direct Admin Costs*:**	$ -	

*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.

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

Application Part 2:   **2020-2023 Blended Learning Grant Program-Planning Grants**
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County District Number or Vendor ID:	013-902	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:	$ 19,394	$ -
2	Grand Total:	**$ 19,394**	**$ -**
3	Total Program Costs*:	$ 19,394	
4	Total Direct Admin Costs*:	$ -	

***Complete the Total Program Costs (line 3) and Total Direct Admin Costs (line 4) lines. The sum of these lines must equal the Grand Total (line 2) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.**

FOR TEA USE ONLY

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

County District Number or Vendor ID:	013-902		Amendment #:	0

	Other Operating Costs (6400)		
	Expense Item Description	**Grant Amount Budgeted**	**Pre-Award**
1	6411 - Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	$ -	$ -
2	6412 - Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify name and purpose of conference:	$ -	$ -
3	~~6412/6494 - Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.~~	~~$ -~~	~~$ -~~
4	6413 - Stipends for non-employees other than those included in 6419.	$ -	$ -
5	6419 - Non-employee costs for conferences. Requires pre-authorization in writing.	$ -	$ -
6	6411/6419 - Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	$ -	$ -
7	~~6495 - Cost of membership in civic or community organizations. Specify name and purpose of organization:~~	~~$ -~~	~~$ -~~
8	64XX - Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	$ -	$ -
9	**Subtotal of other operating costs (6400) requiring specific approval:**	**$ -**	**$ -**
10	Remaining 6400 - Other operating costs that do not require specific approval.	$ -	$ -
11	**Grand Total:**	**$ -**	**$ -**
12	**Total Program Costs*:**	$ -	
13	**Total Direct Admin Costs*:**	$ -	

***Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.**

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

FOR TEA USE ONLY	
Changes on this page have been confirmed with:	On this date:

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

Application Part 2: **2020-2023 Blended Learning Grant Program-Planning Grants**
Authorized by: GAA, Article IX, Rider 41, 86th Texas Legislature; TEC 29.924; TEC 28.020

County District Number or vendor ID:		013-902		Amendment #		0

Grant Period:	October 23, 2020 to May 31, 2023 Pre-award costs are permitted, if requested, from date of annoucement to October 23	**Fund Code:**	**429**

Budget Summary						
			Source of Funds			
Description and Purpose		**Class/Object Code**	**Program Cost**	**Direct Administrative Cost**	**Total Budgeted Cost**	**Pre-Award Cost**
1	Payroll Costs	6100	$ 50,000	$ -	$ 50,000	$ -
2	Professional and Contracted Services	6200	$ 50,000	$ -	$ 50,000	$ -
3	Supplies and Materials	6300	$ 19,394	$ -	$ 19,394	$ -
4	Other Operating Costs	6400	$ -	$ -	$ -	$ -
6	**Total Direct Costs:**		$ 119,394	$ -	$ 119,394	$ -
7	* Indirect Costs:				$ 5,606	$ -
8	**Total of All Budgeted Costs :**		$ 119,394	$ -	$ 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:

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 applciation: Negotiation and Amendments

Required for budget amendment requests

3. Request for Amendment excel page

4. Program Budget Summary

5. Supporting budget pages

Assembling the Amendment

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

1. Complete page 1

        a. Complete the box in the upper right corner of the schedule by indicating the number of the amendment. The first amendment you submit for the grant is #1; if that amendment is approved, the next amendment becomes

        b. Ensure all applicant information is current and correct.

        c. Ensure the authorized official information is current and correct. The authorized official must sign and date with the date that the amendment is being submitted.

2. Complete Appendix 1: Negotiation and Amendments

        a. Choose the section you wish to amend from the drop down menu

        b. Describe the changes you are making and the reason for the changes. Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments

3. If you are requesting a budget change, complete the Request for Amendment budget page

        a. In column A, enter the grand total for each class/object code in the most recently approved application or amendment.

        b. In column B, enter the amount being deleted from each class/object code.

        c. In column C, enter the amount being added to each class/object code.

        d. Column D and the total direct cost line will automatically calculate your changes

4. If you are requesting a budget change, complete the Program Budget Summary page and the corresponsding supporting budget page. For each class/object code on the budget summary, strike through the previously approved amount and enter

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

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

Math Innovation Zones takes a feeder pattern approach from pilot to scale in four years. Please input your proposed feeder pattern below.
Instructions:
1) Input the **school name** for the proposed middle (or upper) school and associated elementary schools
2) Indicate the proposed launch grade for **year one** with an "x" in approriate grade level
3) If necessary, provide a **rationale** for the intended grades for year one of MIZ
4) An **example** is provide immediately below for context
Please reach out to MIZ@tea.texas.gov with any questions about this document

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

Feeder Pattern 1	School Name	PK	K	1	2	3	4	5	6	7	8	Rationale
						Grade To Be Launched in Year One						
Middle(or Upper) School 1	Pawnee Elementary/Junior High PK-8	x				x			x			Middle and Elementary School desired launch grades as suggested by TEA
Elementary School A												
Elementary School B												
Elementary School C												
Elementary School D												
Elementary School E												
Elementary School F												

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

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

MATH INNOVATION ZONES APPLICANTS ONLY	
District or Charter School Network Information Form	
Feeder Pattern 1 Form	
Attachment 1.A	
Letter of Interest for 2021-2022 MIZ Planning and Execution Grants	

Instructions
- Please submit the requested district or charter school information including information regarding the proposed campuses for Math Innovation Zones
- Input information relevant to the topic in column into **column B** (light blue cell) and follow the instructions in the cell; Only one feeder pattern should be included per tab. Duplicate tabs for additional feeder patterns as needed.
- Incomplete subsections or incorrect information are cause for rejection from this request for Letter of Interest
- In the case of more than 4 intended feeder elementary schools, please submit the below information as an appendix to the Letter of Interest
- Please reach out to MIZ@tea.texas.gov with any questions about this document

Application	Applicant Response
Please confirm that this application is for Math Innovation Zones (not a non-math blended learning pilot)	Math Innovation Zones
District or Open Enrollment Charter School Information	**Applicant Response**
District or Charter School Name	Pawnee ISD
District or Charter School Network ID Number	13902
Personnel	
Superintendent Name	Michelle Hartmann
LOI Author Name	Kendra Wuest
LOI Author Title	Principal
LOI Author Phone	(361) 456-7256
LOI Author E-mail Address	kwuest@pawneeisd.net
District MIZ Project Manager Name	Meghan Akin
District MIZ Project Manager Title	Instructional Coach/Testing Coordinator
District MIZ Project Manager Email Address	makin@pawneeisd.net
District MIZ Project Manager Phone Number	(361) 456-7388
District Details	
District Overall Performance - Numeric Grade Only	84
Total Students in District	318
Total Students Anticipated to Participate in Proposed BLGP Grade Levels in 2021-2022 School Year	80
District Classification (Rural, Urban, Suburban)	Rural
Education Service Center Region	2
Name of school in district with most prior experience in blended learning	None
Number of years the school (in previous answer) has used blended learning	0
Formative or **interim assessment** district is planning to use for MIZ grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	Star Renaissance interims, DMAC, Edmentum and STAAR
Current **Student Information System (SIS)** in use throughout district (TxEIS, PowerSchool, Skyward, iTCCS, District-made system, etc...)	TxEIS
List all **other TEA programs** in which the district is currently involved (i.e. Lone Star Governance, System of Great Schools, Additional Days School Year, School Action Fund, etc...)	Additional Days School Year
Are your proposed BLGP campuses implementing calendars in line with TEA's Additional Days School Year (ADSY) program? If so, what is your anticipated ADSY model (e.g. Summer Learning, Intersessional Calendar, or Full Year Redesign)? If not, answer "No".	Full Year Redesign
Is your district using or planning to use any curricular content provided through Texas Home Learning 3.0?	Yes
If your district is using or planning to use any curricular content provided through Texas Home Learning 3.0, for which grade levels and curricular content areas? Please list all. If not, leave blank.	Elementary grade levels potentially for various content areas
If awarded this grant in Fall 2020, when does the district expect to be able to contract with technical assistance providers, given district **procurement policies**?	10/30/2020
Does the district commit to using one of the **MIZ State Approved Software Vendors** (Imagine Math, IXL Math, ST Math, i-Ready, Teach to One, Zearn, MATHia, Dreambox) in all participating MIZ grade levels?	Yes
List any **additional software programs** that the district would like to see considered for the MIZ State Approved Vendor List in the future.	Enter Text Response (optional)
Does the applicant and relevant district and school stakeholders commit to attending the **BLGP Kickoff Summit** virtually on November 12-13, 2020?	Yes

Feeder Pattern 1	
Middle (or Upper) School	Pawnee Elementary/Junior High
Middle School Campus Name	Pawnee Elementary/Junior High - PK-8 Campus
MS Campus Total Students	318
Lowest Grade at Middle School Campus (i.e. "6" for 6th grade)	PK
Highest Grade at Middle School Campus (i.e. "8" for 8th grade)	8
Core Math Curriculum used in this Middle School Campus	Pearlized Math, Sharon Wells and Maneuvering the Middle
Personnel	
MS Campus Principal Name	Kendra Wuest
MS Campus Principal Email Address	kwuest@pawneeisd.net
MS Campus Principal Phone Number	(361) 456-7256
MS Campus MIZ Project Manager	Meghan Akin
MS Campus MIZ Project Manager Title	Instructional Coach/Testing Coordinator
MS Campus MIZ Project Manager Email Address	makin@pawneeisd.net
MS Campus MIZ Project Manager Phone Number	(361) 456-7388
School Details	
Performance Results and Economic Indicators	
MS Campus Overall Performance - Numeric Grade Only	84
Percent of Students at MS Campus Eligible for **Free or Reduced Price Lunch**	85%
Percent of Students at **Approaches** Grade Level or Above on 2019 STAAR (all grades tested, **Mathematics Only**)	96%
Percent of Students at **Approaches** Grade Level or Above on 2018 STAAR (all grades tested, **Mathematics Only**)	88%
Percent of Students at **Approaches** Grade Level or Above on 2019 STAAR (all grades tested, **All Subjects**)	85%
Percent of Students at **Approaches** Grade Level or Above on 2018 STAAR (all grades tested, **All Subjects**)	76%
Percent of Students at **Meets** Grade Level or Above on 2019 STAAR (all grades tested, **Mathematics Only**)	51%
Percent of Students at **Meets** Grade Level or Above on 2018 STAAR (all grades tested, **Mathematics Only**)	55%
Feeder Pattern	
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating **from Elementary School A**	
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating **from Elementary School B**	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating **from Elementary School C**	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating **from Elementary School D**	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating **from Elementary School E**	Enter Percent

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

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

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

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

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

If necessary, provide additional context including former campus names for accountability purposes or alternative feeder pattern approaches, if applicable

Pawnee Independent School District
PO Box 569
Pawnee, Texas 78145
Phone 361-456-7256 fax 361-456-7388
www.pawneeisd.net

Michelle Hartmann, Superintendent
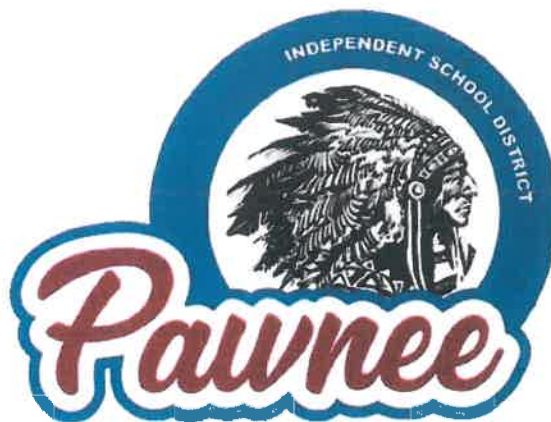
9/10/2020

Texas Education Agency
1701 North Congress Ave.
Austin, Texas 78701-1494

Re: Blended Learning Grant Program-Planning Grant

Dear Selection Committee:

On behalf of Pawnee Independent School District (ISD), I, Michelle Hartmann, write this letter in support of the district's **2020-2023 Blended Learning Grant Program (BLGP)-Planning Grant** application submission. I strongly support the focus and concept to create and implement an equal learning environment for our students through combined online learning and face-to-face teacher instruction.

As the superintendent, I understand the hurdles our small school district faces with many new, young teachers and the problem of "teaching to the middle" in our classrooms. I believe this grant opportunity will help close our math learning gaps among our students and provide a unique and differentiated educational experience.

I will ensure the district will offer continued grant support by coordinating with the Principals and Project Director to develop the BLGP Strategic Plan; reviewing data provided by the Principals and Project Director in order to monitor program progress; and offering district resources to maximize the potential of the grant.

I fully support the efforts of Pawnee ISD and its school as it seeks external funding to improve student learning and make every effort to ensure the success of our educators and students who will be impacted by this funding, if awarded.

Feel free to reach out at me at (361) 456-7256 should you have any questions or comments.
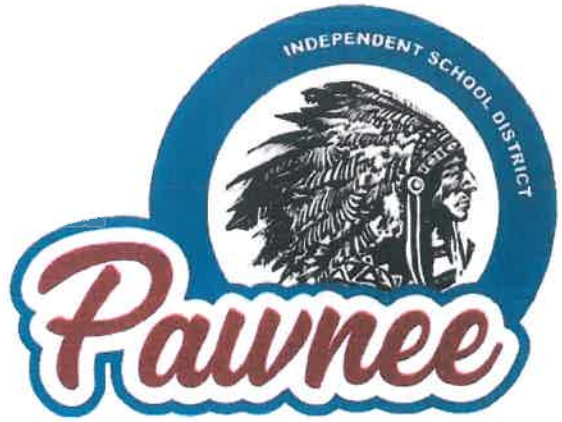
Sincerely,

Ms. Michelle Hartmann
Superintendent

Pawnee Independent School District
PO Box 569
Pawnee, Texas 78145
Phone 361-456-7256 fax 361-456-7388
www.pawneeisd.net

Michelle Hartmann, Superintendent

9/10/2020

Texas Education Agency
1701 N. Congress Ave.
Austin, TX 78701-1494

Re: Blended Learning Grant Program-Planning Grant

Dear Selection Committee:

I am writing to provide my full support for Pawnee ISD's 2020-23 Blended Learning Grant Program (BLGP)-Planning Grant application submission. I believe this program's purpose to design a high-quality blended learning program specifically to be implemented to respond to the needs of Pawnee students aligns directly with the district's mission goals.

Our school's STAAR performance in Math is not where we want it to be. If awarded, we will use these funds to provide a unique and differentiated learning experience that will helps our students, especially those in the middle school grades, meet grade level and master grade level. The goals of this grant provide for a sustainable approach to help our young and inexperienced teachers effectively learn, understand and provide differentiated instruction for all students.

As the principal of Pawnee Elementary/Middle School, I will ensure this campus is provided with continued support as we carry out this student-centered blended learning instruction. I understand that through this grant, we will be invested in a planning year, which would launch a 4-year commitment to design, implement and refine a high-quality blended learning program.

I look forward to this innovation and eventual implementation of this program as it will undoubtedly provide learning opportunities that can be used for increasing academic achievement within our school district. Should you have any questions or comments, please feel free to contact me at (361) 456-7256.

Sincerely,

Kendra Wuest
Elementary Campus Principal

MEGHAN AKIN

1587 FM 1107
Stockdale, TX 78160

Phone: (210) 878-9718
Email: makin@pawneeisd.net

ASPIRING PROJECT MANAGER FOR THE BLENDED LEARNING GRANT PROGRAM

Aspiring a Project Manager position with an extensive academic and professional foundation in working on behalf of diverse learners in a role providing the opportunity to provide instructional leadership and innovation. Excels at driving continuous improvement in a manner that benefits both colleagues and students alike. Recognized for contributing leadership and interpersonal skills to support organizational initiatives. An effective communicator with the ability to build rapport with diverse individuals in order to succeed in challenging environments.

AREAS OF STRENGTH

- Differentiated Instruction
- Training Design & Leadership
- Budget Management
- Probationary Certification – Principal as Instructional Leader (EC-12)

- Department Leadership
- Written & Oral Communication
- Mentoring & Counseling
- T-TESS Certified

- Team Support & Guidance
- Innovative Course Design
- Analysis & Interpretation

PROFESSIONAL EXPERIENCE

PAWNEE INDEPENDENT SCHOOL DISTRICT, Pawnee, TX   July 2020 to Present
Instructional Coach, Testing Coordinator, & GT Coordinator for the Campus
- Plays an integral role in supporting teachers and administrators in using data to improve instruction on all levels.
- Actively models continuous improvement, lifelong learning, as well as working collaboratively with the staff to ensure student success.
- Promotes reflection, provides guidance and structure where needed, and focuses on strengths, collaboration and common issues of concern.
- Ensures high-quality instruction in classrooms through modeling, co-planning, co-teaching, and providing feedback to teachers.
- Provides technical support to teachers through trainings and assistance, to ensure learning is effective both virtually and in-person.

STOCKDALE INDEPENDENT SCHOOL DISTRICT, Stockdale, TX   Aug. 2016 to Present
4th Grade Math Teacher & GT Coordinator for Elementary Campus
- Dedicated to designing and delivering lesson plans reflecting the latest research based strategies and best practices in instruction for different subject areas.
- Spearheads daily teaching exercises, lesson preparation, and assisting students with various issues throughout the day.
- Maintains complete accountability for all departmental materials.
- Effectively integrates the use of current technology to delivery lessons and assessments aligned with district curriculum.
- Ensures the proper accommodation for varied learners through the use and adaptation of instructional strategies.
- Modifies classroom and tutorial instruction based on analysis of student performance.
- Actively partners with school administrators to drive high student performance and improve instructional techniques.

LA VERNIA INDEPENDENT SCHOOL DISTRICT, La Vernia, TX   Aug. 2008 to 2016
7th & 8th Math Teacher/Department Head
- Successfully directs the department, which includes establishing goals, budget development, and the presentation of regular reports to the school administration.
- Produces requisitions for equipment, textbooks, and supplies.

- Manages textbook reviews, and curriculum revisions.
- Promotes a department centered on engagement through open communication regarding departmental issues and information from the central office.
- Plays an integral role in the orientation and coaching of new staff members.
- Represents the school in special events, which include student trips and departmental projects.

EDUCATION

MASTER OF EDUCATION, EDUCATIONAL LEADERSHIP AND POLICY STUDIES
UNIVERSITY OF TEXAS, ARLINGTON, TX (2020)

BACHELOR OF SCIENCE, AGRICULTURE LEADERSHIP & DEVELOPMENT
TEXAS A&M UNIVERSITY, COLLEGE STATION, TX (2007)

Pawnee Independent School District
PO Box 569
Pawnee, Texas 78145
Phone 361-456-7256 fax 361-456-7388
www.pawneeisd.net
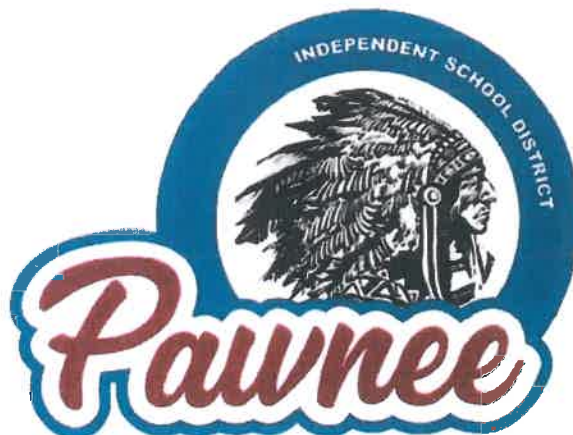
Michelle Hartmann, Superintendent

September 10, 2020

Texas Education Agency
1701 North Congress Ave.
Austin, Texas 78701-1494

Re: Blended Learning Grant Program-Planning Grant

Dear Selection Committee:

It is my pleasure to write a letter to acknowledge by support and involvement as its project manager in the **2020-2023 Blended Learning Grant Program (BLGP)-Planning Grant** application submission for Pawnee Independent School District.

The goals of the BLGP-Planning Grant provide for a sustainable approach to help teachers avoid "teaching to the middle." If awarded, these funds will offer a solution to increase the students' academic achievement by implementing a blended learning model to help teachers identify gaps in understanding and meet the teaching needs of all students in a sustainable way. I believe I have the experience necessary to lead teachers and administrators through this planning and implementation process. I am especially looking forward to the important collaboration that must occur in order to build and run a successful program that impacts students at all levels.

As the Project Manager, I am aware of the responsibilities and am willing to take them on in order to lead our district toward greater innovation exploration and teaching practices. I will carry on the following requirements, including devoting at least 50% of my time to design, manage, and implement the grant; coordinating with the Superintendent and Principals to develop the BLGP Strategic Plan; meeting with the Superintendent and Principals quarterly to identify any obstacles and weaknesses in order to provide targeted solutions; and ensuring participating teachers are effectively using online programs to develop plans to differentiate instruction for all students.

As the project manager, I commit to this blended learning program and will do everything in my power to ensure its success and sustainability in the years ahead.

If you have any questions regarding this proposal, please feel free to contact me at (361) 456-7256.

Sincerely,

Meghan Akin
Instructional Coach
BLGP Project Manager

PAWNEE ORGANIZATIONAL CHART