



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

Application stamp-in date and time

Grant period from **October 23, 2020 to May 31, 2023**

Pre-award costs permitted from **the date of award announcement**

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
2. All attachments as listed on page 4-5 of the Program Guidelines

Amendment Number

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

Applicant Information

Organization CDN Campus ESC DUNS

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

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

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

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

Authorized Official Name Title

Email Phone

Signature Date

Shared Services Arrangements

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

Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

- The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2020-2023 Blended Learning Grant Program-Planning Grants Program Guidelines.
- The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2020-2023 Blended Learning Grant Program-Planning Grants Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- The applicant will attend the mandatory BLGP Kickoff Summit. The 2020 BLGP Kickoff Summit will take place virtually on November 12-13, 2020. Attendance at the BLGP Summit is mandatory for all participating districts. The district BLGP Project Manager must be in attendance.
- The applicant will designate and provide a district-level project manager who will be available to dedicate at least 50% of his or her time to designing and implementing the BLGP plan.
- The applicant will list the proposed feeder pattern to be included in the district with a rationale as to why each school is included as part of this grant.
- The applicant will contract with a BLGP Design and Implementation vendor in the fall/winter of the Planning year.
- The applicant will implement a TEA approved software program in all grade levels selected to participate in the BLGP. Non-math blended learning pilot participants must gain TEA approval for their chosen software program. Different grades participating in the program within a given school (or district) may choose to implement different software programs.
- The applicant will submit the BLGP Strategic Plan in the spring prior to implementation. The Strategic Design component of the BLGP Strategic Plan is tentatively due to TEA in Jan/Feb of 2021. The remainder of the plan is tentatively due in May of 2021. Exact dates will be sent to grantees by email.

Statutory/Program Assurances (Cont.)

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

Statutory/Program Requirements

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

Each year students enter classrooms with diversified levels of academic knowledge, background knowledge, and learning styles. This creates one of the greatest challenges for teachers each new year. A good teacher must not only teach the subject matter, but also know each student's learning style and level of knowledge. In order to create student success for all students, these are just some of the areas that need to be addressed. Teachers in small rural schools may not have as many students; however, they usually teach more than one class and/or subject in addition to being responsible for sponsorship of UIL Academics, athletics, or clubs. This causes a time deficit as prep time is limited, and teaching is the priority. An even more pressing issue is the diagnosis of the above issues, paired with creating differentiated learning plans that adjust for real time and are based on the in-the-moment needs of each student. These time constraints create the 'teach to the middle' trap that Miller Grove ISD and any good educational system works to avoid. We believe that the Blended Learning Grant Program will allow us to reach all students. We see blended learning as a great opportunity to address the needs of the students and help them drive their own learning in conjunction with specialized instruction from teachers to increase mathematical and problem solving abilities, which will in turn, have a positive effect on other content areas. Teachers will acquire the tools to create individualized learning opportunities that will more successfully meet the needs of each student. Blended learning creates a learning environment that gives teachers more time to focus on the specific needs of specific students: whether that need be to propel the student to grade level or to increase college readiness. While the teachers meet these needs through teacher led activities, students will be able to further develop these skills through independent work at independent paces, allowing for mastery and the ability to move to the next more challenging concepts. None of this can take place without funding, a plan, and execution. By understanding where students are in their skills, we can give them better, more personalized instruction.

Statutory/Program Requirements

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

We need a blended learning plan to help us implement a program that fits not only our needs, but the needs of each of our students. It would also increase the students' self-confidence and their attitudes towards learning. We want the blended learning plan to incorporate adaptive technology, real-time progress monitoring, and provide the recommended next steps to customize instruction for each student. This will allow teachers to become more targeted, time-efficient, and effective in improving students' overall educational experience. This blended learning grant will allow us to help those struggling students, raise the "middle" range students, and excel those that are in need of more challenging curriculum. Much like clothing, the "one size fits all" does not apply in education and the blended learning planning will allow us to design, implement, and process a plan that works for Miller Grove ISD. This will allow our teachers and students to grow continuously and the successful results will be endless.

Miller Grove ISD is a small rural school that has limited funding for both academics and payroll. This grant will allow us to provide the personnel, time, and resources needed to create a blended learning plan that we have needed for many years. In our district currently there is little to no vertical alignment taking place in the math curriculum. The BLGP would help create this vertical alignment. Each of our teachers understand the importance of blended learning and those that have implemented it in their classrooms on a smaller scale say that they can already see the benefits. They understand the challenges of creating a learning environment that is individualized, follows curriculum, is challenging to all students yet remaining approachable and interesting. Some ways that teachers have begun to implement this design is through student choice of pathways for learning, and project based learning with different pathways through station rotation and pathway choice. These teachers appreciate the challenge, see the benefits, and are excited to have more training to make this a more successful learning opportunity for all involved in the process. The components that we are most excited about include the ability to teach the student as a unique individual, honoring individual skill sets, and further developing specific areas that are holding the student back. This style of learning is simply more dynamic for both the learner and the instructor and will allow for the student to feel known, which should, in turn, open the door for more successful student/teacher relationships to allow for growth of the individual.

As we move towards embedding blended learning practices into curriculum design, our district and school vision of molding students for success by fostering creativity, strong work ethic, academic excellence, and respect for self and others by growing impactful Team Players through academics, agriculture, arts, and athletics will be more evident across our campuses. As a district, our vision is all-inclusive. All stakeholders are expected to embody those characteristics to create a culture of learners. Moving towards the goal of being a blended learning campus, changes have already begun and will continue to happen. Teachers will be given the professional development opportunities, the access to data, and the needed time to develop a plan to embed these practices into their instructional day. Students will benefit from what the teachers learn and create as they increasingly become more independent learners who feel honored for what they have to bring to the learning process. Administrators and the community will be able to see the evidence of successes as minds shift to a learning process that allows individuals to shine: both instructors and students. With the small movement towards blended learning that have already been made at our district, we have witnessed teachers willing to step outside of their comfort levels into a teaching style that they have never used before that allows the students to take the wheel, and watched their excitement grow as they experience success which further drives their willingness to try more. Everyone loves seeing all groups flourish independently.

Even though we have begun blended learning in mathematics on a small scale at our campus, we need this higher level of blended learning to unify our learning from PK- 12 and provide the necessary professional development, guidance, and tools that we need to take it to a deeper and more effective level. Currently we are just skimming the surface of our problem and must enhance the use of blended learning to close the gap that we currently have in math. This proves that it cannot just be an add-on program, but rather a necessary tool in our endeavor to become everything that our vision calls for as students, teachers, administrators, district, and as a community. The blended learning tools we would acquire through this grant would allow us to look at the measurement/metric and see if students are moving to the next level; are excited about their learning; look deeper into the engagement survey, principal conversations with students, classroom engagement observations; assess if teachers are using more BL practices in mathematics (observations, Interviews, focus groups); and build teachers' confidence in using BL/PL practices in mathematics (needs assessments (gap analysis), confidence survey). The ultimate problem that we would like to use blended learning practices to overcome is increasing our level of math for all students, especially those below grade level. Over the past few years we have become a data driven district

Statutory/Program Requirements

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

it is from this data that we are able to see that our students are struggling in math. The data we are looking at it is I-Station, benchmarks, STAAR test scores and just this school year NWEA Maps Growth. This data has shown us that:

MAPS-

18.4% of our students (K-10th) are below grade level

3rd Grade-25% are not on math grade level

5th Grade-24% are not on math grade level

7th Grade-15.8% are not on math grade level

STAAR-

3rd No STAAR results to share due to the fact they have not taken it yet.

5th Grade-26% failed math STAAR and only 17% achieved mastery

7th Grade-25% failed math STAAR and only 19% achieved mastery

IStation-Math data

Overall-On average 25% of all students are at or below the 20th percentile rank, and 17% are at or below the 40th percentile rank

3rd Grade-33% are at or below the 20th percentile rank, 33% at or below 40th percentile rank in math, and 0% are above 80th percentile rank.

5th Grade-43% are at or below the 20th percentile rank, 22% at or below 40th percentile rank in math, and only 13% are above the 80th percentile rank.

After researching our district's math testing and grading data; culture; student, parent, and faculty and staff voice; and attending seminars on blended learning practices, we recognized the need to target instruction for all students will require work. We must raise proficiency in mathematics, use student choice and voice, give teachers the needed training, tools, and materials to use blended learning within their classrooms and to feel confident in doing so, build the students and teachers confidence level to a new high, and create a learning environment where ALL students will be excited, engaged and challenged on a daily basis.

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*)

- Include information about the **experience, background, and ability to drive student results** of the BLGP PM.
- 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?
- 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.

First, Miller Grove ISD created a Blended Learning Team to decide where we were, where we wanted to be, and how blended learning could help get us there. We felt that before we could find a person that would be the best fit for this position, we had to first identify the job skills needed to become a BLGP Project Manager. A Project Manager for our district must be someone who has*Solid understanding of the reading subject matter with expert knowledge*Know and understand how blended learning works and the process*Technologically minded*Possess proven project management and self-management skills*Ability to monitor and control budgets*Good communication skills*Is capable of making decisions* Ability to define situations* Document data*Strong organizational and multitasking skills*Creative mindset*Analytical, critical thinking, and problem solving skills*Accuracy and attention to detail*Strong leadership, management, interpersonal relations, public speaking and writing skills*Excellent time management skill with the capacity to maintain schedules and meet deadlines* Strong project management skills and ability to juggle competing priorities and drive team towards results. At Miller Grove ISD principals are an integral part of instruction as they are responsible for

Statutory/Program Requirements

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

keeping the school board informed of progress on each campus. She is receptive to change and understands the benefits of BLGP and believes that their team will be allowed to design and create a blended learning plan. The BLGP will answer to the superintendent, like the principals do now. Miller Grove’s Project Manager will be Ashley Simmons. Mrs. Simmons has been in education for 12 years. During her 12 years of teaching, she also served on both campus and district improvement teams, served as lead teacher, and worked with several student groups in UIL and various leadership competitions. Mrs. Simmons has previous grant writing and execution experience. Data disaggregation and analysis is a particular strength of hers. She is also proficient in researching instructional strategies and resources for teachers. Mrs. Simmons has attended several trainings for blended learning and is very excited to be a part of implementing this program. She is convinced of the merits of blended learning.

Because of the small size of our district the project manager will be directly involved with each department. Although district leadership is already in support of blended learning, Mrs. Simmons will use personal observations and data driven reports to report to and influence district leadership.

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.

We have become a very data driven district in the last few years. We track the students reading levels, benchmark scores, STAAR testing, TPRI testing, 9 weeks assessments, grades, and attendance. All of these factors are key to understanding the students progress and needs. As we assimilate the data, we share this information about students’ needs and progress with everyone involved in the education of the student: parents, teachers, administration, and the school board. This ensures that we are all on the same track in meeting the students where they are. This data is then also compared to data from across the region and state. Administration uses the data to place students in specific classes to meet identified areas of concern. Teachers use the data as a guide for curriculum and instruction and teachers adjust based on individual students’ needs as well as whole-class needs. Areas of TEKS that students struggle with are identified and taught/retaught based on the data. Conversely, areas of high performance are identified, allowing the teacher to further challenge the students. Data is compiled and reviewed various times throughout the school year: each nine weeks we look at grades and attendance, after bi-annual benchmarks and TPRI, reading levels performed three times a year, and results from STAAR. This constant reevaluation of the data drives instruction and is used to ensure that our students are more prepared for STAAR testing and college. As a result of our efforts to use data to drive what we do in our district, we are seeing Miller Grove students move in a positive direction, but we need to make sure that we are clear about our goals. We recently have been able to purchase Maps Growth and this has given us much needed growth data. Not only does it show what student level they are currently on, but it gives goals for the remainder of the year as well as predicts how they may do in the upcoming STAAR test. It also allows us to see what students can be placed in similar instructional groups and targeted lessons.

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.

Not Non-Math

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"/>	
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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:		1751613618		Amendment #		0	
Grant Period:	October 23, 2020 to May 31, 2023 Pre-award costs are permitted, if requested, from date of announcement to October 23			Fund Code:	429		
Budget Summary							
Description and Purpose		Source of Funds					
		Class/ Object Code	Program Cost	Direct Administrative Cost	Total Budgeted Cost	Pre-Award Cost	
1	Payroll Costs	6100	\$ 70,000	\$ -	\$ 70,000	\$ -	
2	Professional and Contracted Services	6200	\$ 43,000	\$ -	\$ 43,000	\$ -	
3	Supplies and Materials	6300	\$ 9,000	\$ -	\$ 9,000	\$ -	
4	Other Operating Costs	6400	\$ 3,000	\$ -	\$ 3,000	\$ -	
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.

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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:		1751613618	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			\$ -	\$ -
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	Project Manager			\$ 55,000	\$ -
22	(Enter position title here)			\$ -	\$ -
23	Subtotal Employee Costs:			\$ 55,000	\$ -
Substitute, Extra-Duty Pay, Benefits Costs					
24	6112 - Substitute Pay			\$ -	\$ -
25	6119 - Professional Staff Extra-Duty Pay			\$ 15,000	\$ -
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:			\$ 15,000	\$ -
30	Grand Total:			\$ 70,000	\$ -
31	Total Program Costs*:			\$ 70,000	
32	Total Direct Admin Costs*:			\$ -	
<p>*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.</p>					

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

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County District Number or Vendor ID:		1751613618	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:				
	Specify purpose:		\$ -	\$ -	
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:		\$ -	\$ -	
10	Remaining 6200 - Professional and contracted services that do not require specific approval.		\$ 43,000	\$ -	
11	Grand Total:		\$ 43,000	\$ -	
12	Total Program Costs*:		\$ 43,000		
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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County District Number or Vendor ID: 1751613618		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:	\$ 9,000	\$ -
2	Grand Total:	\$ 9,000	\$ -
3	Total Program Costs*:	\$ 9,000	
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.**

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County District Number or Vendor ID: 1751613618		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	6412/6419 - Education/Professional (E/P) travel 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	6405 - Cost of membership in civic or community organization. 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.	\$ 3,000	\$ -
11	Grand Total:	\$ 3,000	\$ -
12	Total Program Costs*:	\$ 3,000	
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>			

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

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Application Part 2:

2020-2023 Blended Learning Grant Program-Planning Grants

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

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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 A 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 submissions 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@texas.texas.gov with any questions about this document.

Application

Please confirm that this application is for Math Innovation Zones (not a non-math blended learning pilot)

District or Open Enrollment Charter School Information

District or Charter School Name

District or Charter School Network ID Number

District or Charter School Network ID Number

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Applicant Response	Math Innovation Zones
Applicant Response	Miller Grove ISD
Applicant Response	112-907-001
Superintendent Name	Steve Johnson
LOI Author Name	Emma Hudson
LOI Author Title	Special Programs Coordinator
LOI Author Phone	903-459-3288 Ext 224
LOI Author Email Address	ehudson@mgisd.net
District MIZ Project Manager Name	Ashley Simmons
District MIZ Project Manager Title	PBLM
District MIZ Project Manager Email Address	ashsimmons@mgisd.net
District MIZ Project Manager Phone Number	903-459-3288
District Details	
District Overall Performance - Numeric Grade Only	85- Last years bec no new rating this year
Total Students in District	306
Total Students Anticipated to Participate in Proposed BLP Grade Levels in 2021-2022 School Year	65
District Classification (Rural, Urban, Suburban)	Rural
Education Service Center Region	Miller Grove School
Name of school in district with most prior experience in blended learning	3 months
Number of years the school (in previous answer) has used blended learning	NWEA MAP
Formative or Interim assessment district is planning to use for MIZ grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	TXEIS
Current Student Information System (SIS) in use throughout district (TXEIS, Powerschool, Skyward, ITCGS, District-grade system, etc...)	None
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...)	None
Are your proposed BLP campuses implementing calendars in line with TEA's Additional Days School Year (ADSY) program? If so, what is your anticipated ADSY model (e.g. Summer Learning, Interseasonal Calendar, or Full Year Redesign)? If not, answer "No"	NO
Is your district using or planning to use any curricular content provided through Texas Home Learning 3.0?	NO
If your district is using or planning to use any curricular content provided through Texas Home Learning 3.0, for which grade levels and curricular content areas? Please list all, if not, leave blank.	Enter Text Response (Grade level: content areas)
If awarded this grant in Fall 2020, when does the district expect to be able to contract with technical assistance providers, given district procurement policies?	
Does the district commit to using one of the MIL 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 BLP Kickoff Summit virtually on November 12-13, 2020?	Yes

11/1/2020

Feeder Pattern 1	Middle (or Upper) School	Applicant Response
Middle School Campus Name		
MS Campus Total Students	Miller Grove School	60
Lowest Grade at Middle School Campus (i.e. "6" for 6th grade)		6
Highest Grade at Middle School Campus (i.e. "8" for 8th grade)		8
Core Math Curriculum used in this Middle School Campus		
Personal		
MS Campus Principal Name	Gary Billingsley	
MS Campus Principal Email Address	gbillingsley@mngisd.net	
MS Campus Principal Phone Number	9034593288 Ext 223	
MS Campus MIZ Project Manager	Ashley Simmons	
MS Campus MIZ Project Manager Title	IPBLM	
MS Campus MIZ Project Manager Email Address	ashimmons@mngisd.net	
MS Campus MIZ Project Manager Phone Number	9034593288	
School Details		
Performance Results and Economic Indicators		
MS Campus Overall Performance - Numeric Grade Only		
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)		61%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)		84%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)		79%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)		84%
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)		79%
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)		47%
Feeder Pattern		
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School A	Enter Percent	100%
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	

Miller Grove Independent School District

"Home of the Fighting Hornets"

7819 FM 275 South, Cumby, Texas 75433

Phone: 903-459-3288

Fax: 903-459-3744

Steve Johnson-Superintendent

Jamie Fox-Elem. Principal

Gary Billingsley-Sec. Principal

September 3, 2020

Texas Education Agency
RFA#701-20-105 SAS#454-20
1701 N. Congress Ave.
Austin, Texas 78701-1494

Dear Texas Education Agency

I am writing this letter on behalf of Miller Grove Independent School District in support of the application for the Blended Learning Grant Program-Planning Grant. After much research and thorough discussion, Miller Grove ISD is seeking grant funding to help address the increasing mathematics/problem solving problem throughout our district. We hope that through these grant funds we will be able to provide more individualized learning and increase not only the mathematical abilities of our students, but also their problem solving skills. Problem solving seems to be an on-going problem with our youth of today.

I have served as the superintendent of Miller Grove ISD for the past seventeen years and was the secondary principal for two years prior to that. I cannot think of a more deserving district than this. We have recently become a very data driven school and use this data on a daily basis to make decisions. We have set goals each year for the improvement of our students and school. A few years ago, we set a targeted goal to increase the number of students who received approaches on the STAAR. As soon as we achieved this goal, we focused on the meets and masters levels. We do not feel that we are at the level we need to be in these two areas, as we are still below the region and state on most tests. We feel that this Blended Learning Grant Program will allow us to not only increase the mathematical levels, but also help achieve the targeted goal of meets and masters on the STAAR tests.

I am very much in support of this program and believe that we must all have a solid commitment to its success. We live in an ever-changing world and we must be willing and prepared to make changes in the educational world as well. One thing that will never change though is that learners must not only develop their knowledge base, but also develop skills, attitudes, and values that will help them become capable and successful people in society. In order for this to happen, students need to actively take part in, and be motivated in their learning. I believe that this program will do just that.

Thank you in advance.

Sincerely,



Steve Johnson
Superintendent
Miller Grove Independent School District

Miller Grove Independent School District

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7819 FM 275 South, Cumby, Texas 75433

Phone: 903-459-3288

Fax: 903-459-3744

September 1, 2020

Texas Education Agency
RFA#701-20-105 SAS#454-20
1701 N. Congress Ave.
Austin, Texas 78701-1494

Dear Texas Education Agency

I am writing this letter in support of the Blended Learning Grant Planning Grant. Our district is excited to get the opportunity to provide not only planning but professional development to help teachers implement blended learning in their classrooms. This grant would allow us to teach more intentionally and help all levels of students. This in turn would be a win win for both the student and the district. Many students at Miller Grove ISD not only struggle with math, but they also struggle with problem solving skills. I believe that problem solving skills are in all areas of a students life, but learning to do math word problems is a great place to start expanding the students skills in this area.

The Miller Grove administration is very supportive of blended learning and what it can help students accomplish. Last summer I attended a 3 day blended learning workshop so that we could begin implementing this in our classrooms on a smaller scale. This grant would allow us to not only implement it on a bigger scale but also provide the personnel, training, and materials that would better prepare us for this planning and implementation process. We would be so excited to offer this to our students in the mathematical area. Data has shown that many of our students need the diversified levels of learning because so many are at different points in their knowledge. It is so hard for a teacher to reach all students in the same class with the varying levels, but we feel that blended learning is one of the best ways for this to happen.

Thank you so much for the opportunity to apply for this grant and we hope to hear from you soon. Miller Grove ISD is a great school district and we feel that blended learning will make it ever better

Sincerely,



Gary Billingsley
Principal
Miller Grove Independent School District

ASHLEY SIMMONS

389 VZ County Rd 3212, Wills Point, TX 75169 · 903-705-3948
ashley.rae.simmons@gmail.com

SKILLS & QUALIFICATIONS

12 years' experience as a certified classroom teacher
Passionate about preparing the college & career ready student
Team player

History of creating rapport with students
Experience with multiple extracurricular activities
Success driven, competitive nature
Quick learner

EDUCATION

AUGUST 2006

BACHELOR OF SCIENCE IN AGRICULTURAL SCIENCE

TEXAS A&M UNIVERSITY (COLLEGE STATION)

MAY 2015

MASTER OF SCIENCE IN AGRICULTURAL SCIENCE

TEXAS A&M UNIVERSITY (COMMERCE)

EXPERIENCE

AUGUST 2020 – CURRENT

INSTRUCTIONAL COACH, MILLER GROVE ISD

- Project Manager of Blended Learning Grant
- Actively manage district participants, software vendors, and technical assistance network towards student outcomes through a data-driven commitment
- Manage data-driven performance management and programs
- Collect, analyze, create insights, and act on data points to drive program

AUGUST 2011 – JUNE 2017

CLASSROOM TEACHER, FRUITVALE ISD

- Taught multiple courses including:
 - Ag Science- Floral Design, Advanced Floral Design, Wildlife, Veterinary Medical Applications, Advanced Animal Science, Livestock Production, Small Animal Management, Food Technology and Safety, Principles of Agriculture, Food, and Natural Resources
 - Science- Chemistry, 6th Science, 7th Science
 - Electives- Speech, Yearbook, Reading Intervention

- Other Duties, 226-day contract with the following responsibilities:
 - Show Team (numerous livestock projects), training Leadership Development Event and Career Development Event teams, training Public Speakers, helped numerous students obtain their Lone Star Degree, FFA Officer Team Advisor
 - Junior Class Sponsor, Senior Class Sponsor
 - Coached Cross Country and Track (1 year)

AUGUST 2008 – JUNE 2011

CLASSROOM TEACHER, FORNEY ISD

- Taught multiple courses including:
 - Ag Science- Floral Design, Advanced Floral Design, Wildlife, Veterinary Medical Applications, Advanced Animal Science, Livestock Production, Small Animal Management, Principles of Agriculture, Food, and Natural Resources
 - Science- Chemistry (1 year)
- Other Duties, 226-day contract with the following responsibilities:
 - Show Team (numerous livestock projects), training Leadership Development Event and Career Development Event teams, training Public Speakers, helped numerous students obtain their Lone Star Degree, FFA Officer Team Advisor

AUGUST 2007 – JUNE 2008

CLASSROOM TEACHER/COACH, EDGEWOOD ISD

- Taught 5 chemistry classes including 1 PreAP Chemistry class.
- Coached 8th grade volleyball and basketball
- Assisted with JV and Varsity volleyball and basketball
- Coached Varsity track
- TAKS tutorials

AUGUST 2006 – JULY 2007

CLASSROOM TEACHER, CROSS ROADS ISD

- Classes taught include: Wildlife, Horticulture, Plant and Animal Production, Floral Design, Ag Mechanics, and Intro to Agriculture
- Other Duties included Show Team (attending numerous livestock shows, FFA Advisor, Area Qualifying Leadership and Career Development Teams, Jr. Class Sponsor

REFERENCES

- Dr. Bob Williams, Professor of Agricultural & Family Education Texas A&M University-Commerce
903-886-5350
bob.williams@tamuc.edu
- Charles Harford, Fruitvale High School Principal
903-896-4363
harfordc@fruitvaleisd.com
- Stan Surratt, Lindale ISD Superintendent
903-881-4001
surrattsm@lisdeagles.net
- Dr. Jennifer Jones, Assistant Professor of Educational Leadership and Superintendent Program Coordinator at University of Texas at Tyler Former Fruitvale ISD Superintendent
469-371-0034
jenniferjones@uttyler.edu

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September 16, 2020

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

Dear Texas Education Agency

I have spent the majority of my career in a very small rural district. During that time I have worked as a teacher, lead teacher, served on committees and grant writing teams. I know just how invaluable grant funds can be to the success of a small district. I believe this to be especially true with this particular grant. I am excited to see the Math teachers at Miller Grove ISD implement blended learning in their classrooms. I have attended several trainings over the last year for blended learning and fully believe this grant is necessary to help move Miller Grove ISD in the right direction.

I know the administration at Miller Grove ISD fully supports the implementation of blended learning. These grant funds will help create the educational environment that supports blended learning. I also support the implementation of blended learning and am excited to use my skills to help our teachers in this process.

I fully understand that in order for these grant funds to be utilized correctly and to work for the best interest of all parties, I must be committed to this project. I am ready to be fully committed to the success of blended learning at Miller Grove ISD and plan to use the planning time effectively and efficiently to implement the best blended learning program that Miller Grove has to offer.

Sincerely,



Ashley Simmons
Project Manager

Miller Grove Organizational Chart

