



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):

N/A

Applicant Information

Organization CDN Campus ESC DUNS

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

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

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

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

Authorized Official Name Title

Email Phone

Signature Date

Shared Services Arrangements

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

Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

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

Statutory/Program Assurances (Cont.)

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

Statutory/Program Requirements

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

A. Aristoi Classical Academy wishes to build upon the skills and strategies being implemented as a 2020-2021 MIZ Cohort. As a non-math BLGP participant, Aristoi wished to build a blended learning model for science students to be used by all Texas students without limitations to funding requirements. The BLGP planning and execution process will benefit Aristoi as a district by aligning science curriculum with technology tools that have not only become more engaging for students and that allow them to access their own data but have also become necessary. The benefits of blended learning share a long-term vision with Aristoi which aims to graduate young men and women who seek the truth in all things; who understand that learning is a life-long pursuit; and who listen carefully, reason critically, communicate clearly, and write persuasively. Creating a strategic framework of a science blended learning program support's Aristoi's near-term goal of improving student performance on standardized testing in science by 5% across grade levels over the next four years and by including teachers in the planning process Aristoi will be building buy-in from staff which will improve retention of great teachers who do not shy away from innovation.

In 2018, Aristoi Classical Academy created the position of Development Director to support growth and innovation efforts to support more Texas students. The Development Director, Natalie DeJong, will ensure that all stakeholders are involved when appropriate and ensure that resources, including time is spent with fidelity to ensure the success of a science blended learning program. With additional funding resources, plans are in place to hire para-professionals to cover faculty remedial tasks such as carpool and lunchroom duty to free them up for strategic planning and collaborations.

COVID has not changed Aristoi's mission which is to provide students with an academically challenging Classical Liberal

Statutory/Program Requirements

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

Arts education that encourages them to develop a passion for learning and that gives them the means to become responsible citizens of virtuous character but it has ultimately brought to light the necessity for strategic communication policies and the need to collaborate across departments, campuses, and through external partnerships. Enabling teachers to have the resources and flexibility they need to meet the needs to students both on-line and on-campus is more important now than it has ever been before. Creating a strategic framework for blended learning and allowing teachers to be a part of the process ensures that more students will succeed, not just in science or math, but as life-long learners.

B. Through the strategic planning and creation of a science blended learning model, Aristoi wishes to solve the problems of organizing student data at-scale to be accessible to not only the teachers but also the students and parents across grade levels. Unfortunately, the only blended learning model that is currently available for science courses is Amplify Science which comes at an unsustainable cost and does not allow for teacher innovation. Aristoi Classical Academy would like to partner with Learning Undeclared, a non-profit organization that brings life-changing STEM resources and experiences to under-resourced communities by providing equitable access to education and inspiring students to imagine their own success, to create a science blended learning model which could be shared across Texas to be used by all schools at no cost.

In science students arrive having missed foundational learning objectives and without being able to properly diagnose what problems they are facing, they cannot move on to more challenging concepts. Diagnosing these individual situations can be challenging for teachers without sacrificing the needs of the class as a whole. We are seeking ways to address learning gaps. Because we don't currently have a data rich environment, we are hoping to use weekly data driven instruction to better address the learning needs of our student body. With an enhanced structure that the Blended Learning Program brings to our program, we will be able to accurately pinpoint student needs and become proactive in student mastery of goals in line with our school mission, vision and philosophy.

C. Over the past twenty four years, student, parent, and staff surveys, focus groups, classroom observations, board retreats, individual feedback, and testing data have all played a part in driving strategic decisions for Aristoi Classical Academy. When blended learning approaches were first introduced to Aristoi eight years ago, students, parents, and teachers embraced the ability to discern the prior understanding of student knowledge and the ability to customize lessons for all students. Through the BLGP strategic design process that Aristoi took part in last year, broader operational benefits at the district level are taking shape. Frameworks for staffing, scheduling, and finances are being bolstered by the innovative and collaborative nature of the program and include innovations in not only how student data is looked at but also how it can be sustainable replicated. Aristoi's administrative teams, teachers, and the school board are excited about continuing to innovate to bring more resources to every student.

Statutory/Program Requirements

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

[Empty response box for Program Requirement Question #1]

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

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

The PM of the non-math BLGP will be Dr. Russell Stepp. Dr. Stepp wishes to collaborate to develop science learning tools for teachers and students that will set a new high standard for schools throughout Texas. Dr. Stepp joined the faculty at Aristoi following a two-year appointment at Cornell University where he taught medieval literature, speculative fiction, composition, Spanish language, and English as a Second Language. He holds a BS degree in Physics/Astronomy and an MA in Comparative Literature from Brigham Young University, an MA in Medieval Icelandic Studies from Háskoli Íslands (The University of Iceland), and MA and Ph.D. degrees in Medieval Studies from Cornell University. Dr. Stepp's vision is to create sustainable tools to support teachers through collaborative efforts that provide a disciplined culture of excellence that fosters intellectual curiosity through a partnership with the students, their parents, and the community. With the support of Learning Undefeated, he believes that a co-developed program will provide teacher buy-in and support a model of sustainable growth. For the past two years, Dr. Stepp has enjoyed the freedom to incorporate multimedia aids, student-led

Statutory/Program Requirements

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

presentations and hands on, multi-sensory tools to facilitate meaningful, memorable learning. It is his goal to partner with Learning Undefeated to develop a premiere high school science program at Aristoi Classical Academy, collaborating to find, develop, and strategically use the best, most relevant tools to create a data-rich environment.

The Blended Learning Team will be led by the PM who will be working with Learning Undefeated and the science teachers. Group discussions and collaborations take place on a regular basis amongst teachers and their team leaders. The PM will be supported by the Superintendent and Head of School and will take the time to form trusting and meaningful relationships that allow for teachers to feel appreciated, accepted, and included in the overall mission of providing an excellent education for students. Teachers are encouraged to discuss concerns with their team leads, Heads of School, and the Superintendent. When solutions are found, teachers are encouraged to provide mentorship to other teachers to develop a culture of understanding and community engagement. The Program Manager will be meeting, virtually or in person, with campus-level team leaders and teachers during monthly meetings to get feedback on the planning progress and answer any questions, clarify practices, and provide support such of additional resources. Recommendations for DDI, professional development, curricular quality and alignment, supporting technology, and operational changes will all be reviewed and thoughtfully considered by the science blended learning stakeholders (students, parents, teachers, support staff, community partners, Superintendent, and school board).

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.

Aristoi administrators use data to set goals for district areas needing improvement to measure impact on student success both inside and outside the classroom. Some of the tools used to measure student success are student assessments, scaled surveys, open-ended surveys with parents, focus groups, and classroom observations. A review of all of the data is conducted on an annual basis with the support of external strategic consultant and presented during an annual School Board meeting. Semester goals are set each year at the campus level.

The student assessment data that is evaluated includes STAAR/EOC results, SAT/ACT scores, PSAT/NMSQT, Renaissance Benchmarks, cumulative quizzes. Scores from these assessments are used to gauge progress towards annual goals and are used to make important decisions for placement in intervention programs to ensure that all students receive what they need to be academically successful. Assessment data is reviewed at least every quarter by subject or department with the campus Head of School and team leaders. Data meetings are held monthly within the established department or grade level meetings that include teachers, coaches, and department leads. In math, students utilize blended learning tools to analyze their own data, weekly, and are able to see their results without revealing them to their peers. The School Board receives a monthly report by the Superintendent which is presented at each month's School Board meeting that includes updates on student testing data and are given actionable items for discussion as needed throughout the year. At the beginning of each semester, the Superintendent will meets with the Heads of School to review progress and make critical decisions based on the progress of the student outcomes. If any adjustments are necessary that involve the academic staff, IT department, Business Office, Development Department, or PEIMS Coordinator, meetings take place as needed.

Student, parent, and teacher surveys are conducted on an annual basis to give a 360 degree evaluation to provide a deep

Statutory/Program Requirements (Cont.)

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

understanding of Aristoi Classical Academy. Multi-source data collection includes surveys for students (grades 3-12), and teachers. They include 35-40 scaled items supported by 3-5 open-ended questions. Additional data is collected through observations, focus groups, informal conversations, and through a board retreat and survey. Key findings are presented on an annual basis during a regularly scheduled school board meeting. Data is reviewed alongside district strategic goals that are updated every five years.

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.

There is not currently a blended learning model currently available for science courses that comes at a sustainable cost which would allow for teacher innovation. Aristoi Classical Academy would like to partner with Learning Undeclared, a non-profit organization that brings life-changing STEM resources and experiences to under-resourced communities by providing equitable access to education and inspiring students to imagine their own success, to create a science blended learning model which could be shared across Texas to be used by all schools at no cost. Learning Undeclared has been leading with technology-enabled education for more than a decade. Their co-developing authentic, real-world activities with Texas teachers and STEM industry subject matter experts to introduce students to high-paying, high-demand careers while building teacher capacity in STEM through the Drop Anywhere Labs program. Drop Anywhere Labs provide TEKS aligned activities and access to research-grade equipment for classrooms. The program also offers robust professional development and in class assistance subject matter experts to build teacher capacity and confidence with advanced equipment and techniques. Last year, Learning Undeclared brought a free, mobile classroom to Aristoi for a month. Teachers were trained on lap equipment and technologies to be able to teach lessons on Life Sciences, Anatomy & Physiology, Physics, and Biology. Fifth and sixth grade students also utilized the lab and lap equipment to conduct hands-on experiments. Special Education students especially benefited from being able to explore science concepts in a safe and individualized environment. Learning Undeclared programs are making significant gains in both student knowledge and attitude. Data from their student pre- and post-lab surveys indicate that 97% of students want to participate in another activity after their lap experience and 66% of students increased their knowledge of scientific data and measurements.

By co-developing a science blended learning software specific to Texas students and teachers, Learning Undeclared and Aristoi Classical Academy will be able to pilot and sustainable scale face to face instruction with online learning for all Texas students. The technology that is being built will assist teachers in gauging prior student knowledge and enable students to see for themselves where improvements can be made. By including key stakeholders, primarily teachers and students, Learning Undeclared will ensure that the programs that are created are flexible enough to be incorporated into any Texas classroom while maintaining a data-rich environment that allows for quantitative results. The Learning Undeclared team will work alongside Aristoi faculty and staff throughout the entire planning process and throughout the scaling of the science blended learning grant program.

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

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

You may duplicate this page

Amended Section

Reason for Amendment

Application Part 2:

2020-2023 Blended Learning Grant Program-Planning Grants

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

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

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

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

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

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.](#)

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County District Number or Vendor ID:		1760495959	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	1		\$ 6,250	\$ -
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		1	\$ 3,750	\$ -
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:			\$ 10,000	\$ -
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			\$ -	\$ -
28	61XX - Tuition Remission (IHEs only)			\$ -	\$ -
29	Subtotal Substitute, Extra-Duty Pay, Benefits Costs:			\$ -	\$ -
30	Grand Total:			\$ 10,000	\$ -
31	Total Program Costs*:			\$ 10,000	
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:

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County District Number or Vendor ID:		1760495959	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:		\$ -		\$ -
	Service: Learning Undefeated				
2	Specify purpose: Strategic Planning consulting @\$225/hr.		\$ 63,000		\$ -
	Service:				
3	Specify purpose:		\$ -		\$ -
	Service:				
4	Specify purpose:		\$ -		\$ -
	Service:				
5	Specify purpose:		\$ -		\$ -
	Service:				
6	Specify purpose:		\$ -		\$ -
	Service:				
7	Specify purpose:		\$ -		\$ -
	Service:				
8	Specify purpose:		\$ -		\$ -
9	Subtotal of professional and contracted services requiring specific approval:		\$ 63,000		\$ -
10	Remaining 6200 - Professional and contracted services that do not require specific approval.		\$ -		\$ -
11	Grand Total:		\$ 63,000		\$ -
12	Total Program Costs*:		\$ 63,000		
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: 1760495959		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:	\$ 13,000	\$ -
2	Grand Total:	\$ 13,000	\$ -
3	Total Program Costs*:	\$ 13,000	
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: 1760495959		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.	\$ 39,000	\$ -
11	Grand Total:	\$ 39,000	\$ -
12	Total Program Costs*:	\$ 39,000	
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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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

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

County District Number or vendor ID:		1760495959	Amendment #		0
Grant Period:	October 23, 2020 to May 31, 2023 Pre-award costs are permitted, if requested, from date of announcement to October 23		Fund Code:	429	

Budget Summary

Description and Purpose	Class/ Object Code	Program Cost	Source of Funds		
			Direct Administrative Cost	Total Budgeted Cost	Pre-Award Cost
1 Payroll Costs	6100	\$ 10,000	\$ -	\$ 10,000	\$ -
2 Professional and Contracted Services	6200	\$ 63,000	\$ -	\$ 63,000	\$ -
3 Supplies and Materials	6300	\$ 13,000	\$ -	\$ 13,000	\$ -
4 Other Operating Costs	6400	\$ 39,000	\$ -	\$ 39,000	\$ -
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.

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

Application Part 2:

2020-2023 Blended Learning Grant Program-Planning Grants

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

County District Number or vendor ID:	Amendment #
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SUBMITTING AN AMENDMENT

This worksheet is used to amend the budget of a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). Refer to the amendment instructions (orange tab) located on this Excel workbook for information about when to submit an amendment and the documents required.

AMENDED BUDGET REQUEST

Description	Class/ Object Code	A. Grand Total from Previously Approved Budget	B. Amount Deleted	C. Amount Added	D. New Grand Total
1 Payroll Costs	6100				\$ -
2 Professional and Contracted Services	6200				\$ -
3 Supplies and Materials	6300				\$ -
4 Other Operating Costs	6400				\$ -
6	Total Direct Costs:	\$ -	\$ -	\$ -	\$ -
7	Indirect Costs:				\$ -
8	Total Costs:	\$ -	\$ -	\$ -	\$ -

FOR TEA USE ONLY

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

Instructions: Request for Amendment

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

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

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

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

Submitting an Amendment

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

How to Submit an Amendment

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

Pages to Include with an Amendment

*Required for **all** amendment requests*

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

Required for budget amendment requests

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

Assembling the Amendment

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

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

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

Math Innovation Zones
Planning and Execution Grants

NON-MATH BLENDED PILOT APPLICANTS ONLY	
District or Charter School Network Information Form	
Feeder Pattern 1 Form	
Attachment 1B	
Letter of Interest for 2021-2022 BLGP Planning and Execution Grants	
Instructions	
<ul style="list-style-type: none"> Please submit the requested district or charter school information including information regarding the proposed campuses for the non-math blended learning pilot Input information relevant to the topic in column into column B (light blue cell) and follow the instructions in the cell; Only one feeder pattern should be included per tab. Duplicate tabs for additional feeder patterns as needed. Incomplete subsections or incorrect information are cause for rejection from this request for Letter of Interest In the case of more than 4 intended feeder elementary schools, please submit the below information as an appendix to the Letter of Interest Please reach out to MIZ@tea.texas.gov with any questions about this document 	
Application	Applicant Response
Please confirm that this application is for a non-math blended learning pilot (not Math Innovation Zones)	Non-Math Blended Learning Pilot
District or Open Enrollment Charter School Information	Applicant Response
District or Charter School Name	Aristoi Classical Academy
District or Charter School Network ID Number	101803
Personnel	
Superintendent Name	Brenda Davidson
LOI Author Name	Natalie DeJong
LOI Author Title	Development Director
LOI Author Phone	281-574-6177
LOI Author E-mail Address	ndejong@aristoi.classical.org
District BLGP Project Manager Name	Russell Stepp
District BLGP Project Manager Title	Science Department Chair
District BLGP Project Manager Email Address	281-391-5003
District BLGP Project Manager Phone Number	rstepp@aristoi.classical.org
District Details	
District Overall Performance - Numeric Grade Only	79
Total Students in District	1073
Total Students Anticipated to Participate in Proposed BLGP Grade Levels in 2021-2022 School Year	100
District Classification (Rural, Urban, Suburban)	Suburban
Education Service Center Region	4
Name of school in district with most previous experience in blended learning	Aristoi Classical Academy - Upper School
Number of years the school (in previous answer) has used blended learning	8
Interim assessment district is planning to be used for BLGP grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	STAAR
Current Student Information System (SIS) in use throughout district (TxEIS, PowerSchool, Skyward, iTCSS, 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...)	N/A
Are your proposed BLGP campuses implementing calendars in line with TEA's Additional Days School Year (ADSY) program? If so, what is your anticipated ADSY model (e.g. Summer Learning, Intersessional Calendar, or Full Year Redesign)? If not, answer "No".	No
Is your district using or planning to use any curricular content provided through Texas Home Learning 3.0?	No
If your district is using or planning to use any curricular content provided through Texas Home Learning 3.0, for which grade levels and curricular content areas? Please list all. If not, leave blank.	N/A
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?	10/23/2020
Does the applicant and relevant district and school stakeholders commit to attending the BLGP Kickoff Summit virtually on November 12-13, 2020?	Yes
Blended Learning Grant Program Specific Questions	Applicant Response
Proposed Software Program and Fidelity Metrics	
What is the subject/content area for which the district is applying to be a part of this non-math blended learning pilot?	Science
Which online curriculum program is the district and schools applying to use?	Custom
Given your knowledge of the online curriculum program, what metric do you expect the district and TEA to track on a weekly basis to evaluate student progress and program success? *Note: All non-math online curriculum programs must receive TEA approval of weekly student progress metrics	Custom cumulative quizzes
Is the proposed online curriculum a supplemental or core curriculum?	
Core curriculum: a full course design for a given content area that covers all of the grade level standards and skills and is the primary curriculum used for teaching and learning.	
Supplemental curriculum: designed to enhance and align with the core curriculum used for instruction by targeting a specific set of content, skills, and/or goals, but does not replace the core curriculum.	Supplemental
Please link a research study confirming a positive impact from this online curriculum program on student achievement results.	N/A

Math Innovation Zones
Planning and Execution Grants

Feeder Pattern 1	No Response needed in this cell.
School 1A Details	Applicant Response
School 1A Campus Name	Aristoi Classical Academy - Upper School
School 1A Campus Total Students	562
Lowest Grade at School 1A Campus (i.e. "6" for 6th grade)	5
Highest Grade at School 1A Campus (i.e. "8" for 8th grade)	12
Personnel	
School 1A Campus Principal Name	Kathryn Locheed
School 1A Campus Principal Email Address	klocheed@aristoclassical.org
School 1A Campus Principal Phone Number	281-391-5003
School 1A Campus BLGP Project Manager	Russell Stepp
School 1A Campus BLGP Project Manager Title	Science Department Chair
School 1A Campus BLGP Project Manager Email Address	281-391-5003
School 1A Campus BLGP Project Manager Phone Number	rstepp@aristoclassical.org
School Details	
Performance Results and Economic Indicators	
School 1A Campus Overall Performance - Numeric Grade Only	79
Percent of Students at School 1A Campus Eligible for Free or Reduced Price Lunch	19%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	82%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	71%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	84%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	83%
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	44%
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	38%
Feeder Pattern	
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School A	85%
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

Math Innovation Zones
 Planning and Execution Grants

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

Math Innovation Zones
 Planning and Execution Grants

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

Math Innovation Zones
 Planning and Execution Grants

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

Math Innovation Zones
 Planning and Execution Grants

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

Math Innovation Zones
Planning and Execution Grants

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

Math Innovation Zones
 Planning and Execution Grants

NON-MATH BLENDED PILOT APPLICANTS ONLY	
District or Charter School Network Information Form	
Feeder Pattern 2 Form	
Attachment 1B	
Letter of Interest for 2021-2022 BLGP Planning and Execution Grants	
Instructions	
<ul style="list-style-type: none"> • Please submit the requested district or charter school information including information regarding the proposed campuses for the non-math blended learning pilot • Input information relevant to the topic in column into column B (light blue cell) and follow the instructions in the cell; Only one feeder pattern should be included per tab. Duplicate tabs for additional feeder patterns as needed. • Incomplete subsections or incorrect information are cause for rejection from this request for Letter of Interest • In the case of more than 4 intended feeder elementary schools, please submit the below information as an appendix to the Letter of Interest • Please reach out to MIZ@tea.texas.gov with any questions about this document 	
Application	Applicant Response
Please confirm that this application is for a non-math blended learning pilot (not Math Innovation Zones)	Choose One
District or Open Enrollment Charter School Information	Applicant Response
District or Charter School Name	Enter Text Response
District or Charter School Network ID Number	Enter Numeric Response
Personnel	
Superintendent Name	Enter Text Response
LOI Author Name	Enter Text Response
LOI Author Title	Enter Text Response
LOI Author Phone	Enter Phone Number
LOI Author E-mail Address	Enter Email Address
District BLGP Project Manager Name	Enter Text Response
District BLGP Project Manager Title	Enter Text Response
District BLGP Project Manager Email Address	Enter Phone Number
District BLGP Project Manager Phone Number	Enter Email Address
District Details	
District Overall Performance - Numeric Grade Only	Enter Numeric Response
Total Students in District	Enter Numeric Response
Total Students Anticipated to Participate in Proposed BLGP Grade Levels in 2021-2022 School Year	Enter Numeric Response
District Classification (Rural, Urban, Suburban)	Enter Text Response
Education Service Center Region	Enter Numeric Response
Name of school in district with most previous experience in blended learning	Enter Text Response
Number of years the school (in previous answer) has used blended learning	Enter Numeric Response
Interim assessment district is planning to be used for BLGP grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	Enter Text Response

Math Innovation Zones
Planning and Execution Grants

Current Student Information System (SIS) in use throughout district (TxEIS, PowerSchool, Skyward, iTCCS, District-made system, etc...)	Enter Text Response
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...)	Enter Text Response
Are your proposed BLGP campuses implementing calendars in line with TEA's Additional Days School Year (ADSY) program? If so, what is your anticipated ADSY model (e.g. Summer Learning, Intersessional Calendar, or Full Year Redesign)? If not, answer "No".	Enter Text Response
Is your district using or planning to use any curricular content provided through Texas Home Learning 3.0?	Choose "Yes" or "No"
If your district is using or planning to use any curricular content provided through Texas Home Learning 3.0, for which grade levels and curricular content areas? Please list all. If not, leave blank.	Enter Text Response (Grade level: content areas)
If awarded this grant in Fall 2020, when does the district expect to be able to contract with technical assistance providers, given district procurement policies ?	Enter Date (mm/dd/yy)
Does the applicant and relevant district and school stakeholders commit to attending the BLGP Kickoff Summit virtually on November 12-13, 2020?	Choose "Yes" or "No"
Blended Learning Grant Program Specific Questions	Applicant Response
Proposed Software Program and Fidelity Metrics	
What is the subject/content area for which the district is applying to be a part of this non-math blended learning pilot?	Enter Text Response
Which online curriculum program is the district and schools applying to use?	Enter Text Response
Given your knowledge of the online curriculum program, what metric do you expect the district and TEA to track on a weekly basis to evaluate student progress and program success? *Note: All non-math online curriculum programs must receive TEA approval of weekly student progress metrics	Enter Text Response
Is the proposed online curriculum a supplemental or core curriculum?	Choose Response
Please link a research study confirming a positive impact from this online curriculum program on student achievement results.	Insert Link
Feeder Pattern 1	No Response needed in this cell.
School 2A Details	Applicant Response
School 2A Campus Name	Enter Text Response
School 2A Campus Total Students	Enter Numeric Response
Lowest Grade at School 2A Campus (i.e. "6" for 6th grade)	Choose Numeric Response
Highest Grade at School 2A Campus (i.e. "8" for 8th grade)	Choose Numeric Response
Personnel	
School 2A Campus Principal Name	Enter Text Response
School 2A Campus Principal Email Address	Enter Email Address
School 2A Campus Principal Phone Number	Enter Phone Number
School 2A Campus BLGP Project Manager	Enter Text Response
School 2A Campus BLGP Project Manager Title	Enter Text Response
School 2A Campus BLGP Project Manager Email Address	Enter Email Address
School 2A Campus BLGP Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
School 2A Campus Overall Performance - Numeric Grade Only	Enter Numeric Response
Percent of Students at School 2A Campus Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Feeder Pattern	
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School A	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School B	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School C	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School D	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School E	Enter Percent
School 2B Details (if applicable)	Applicant Response
School 2B Campus Name	Enter Text Response
School 2B Total Students	Enter Numeric Response
Lowest Grade at School 2B (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at School 2B (i.e. "5" for 5th grade)	Choose Numeric Response
Personnel	

Math Innovation Zones
 Planning and Execution Grants

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

Math Innovation Zones
Planning and Execution Grants

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





September 18, 2020

Aristoi Classical Academy is a tuition-free, public, K-12 open-enrollment charter school with two locations just outside of Houston, Texas. The mission of Aristoi Classical Academy is to provide students with an academically challenging Classical Liberal Arts education that encourages them to develop a passion for learning and that gives them the means to become responsible citizens of virtuous character. Aristoi's philosophy is to provide a disciplined culture of excellence that fosters intellectual curiosity through a partnership with the students, their parents, and the community.

Today, with more than 1,000 students and more than 100 staff members, Aristoi Classical Academy has become increasingly popular in the Greater Houston Area. In our 24th year of operation, the Aristoi school board and administration believe that there is not a one-size fits-all solution for every child. In order to give young people the opportunity to succeed, Aristoi has created strategic goals to prepare students for a lifetime of success.

The school board is made up of a group of people who love to learn and who are passionate about the idea that there must be no limit to the learning afforded our students. In order to give young people the opportunity to succeed, Aristoi has created strategic goals to prepare students for a lifetime of success. The board has used student assessments, outside strategic consultants, scaled surveys, open-ended surveys with parents, focus groups, classroom observations, and a board retreat, to develop a strategic plan recognizing areas for improvement with a goal to measure impact on student success both inside and outside of the classroom.

As Superintendent of Aristoi Classical Academy, I have worked with the school board to create strategic goals that will drive organizational efforts including improving student performance on standardized testing in the areas of math and science by 5% during each of the next five years across tested grade levels. Before the 2019-2020 school year kicked off, we had already made progress on this goal by employing strategies such as hiring additional math coaches for elementary and secondary students and hiring additional consultants and mentors for Singapore Math instruction who have been assisting in the alignment of our TEKS.

We have strong campus and district leadership, providing instructional support and a shared vision of curriculum and instruction. For the past ten years, as Superintendent, I have built upon my more than 30 years of teaching and administrative experience to train, support, and guide



educators to bring an academically challenging environment to students in the Greater Houston Area. My experience in teaching elementary students, developing curriculum, mentoring teachers, leading administrative training, and building strong leadership teams has supported the growth and success of Aristoi Classical Academy.

Over the past eight years, Aristoi has utilized resources, including those offered by the Texas Education Agency, to deliver the very best in academics to our students with blended learning tools. We are committed to blended learning approaches in reading, math, and science. Aristoi has utilized Imagine Math and other blended learning software tools to diagnose prior understanding of students in grades 3-8. The implementation of a formal math blended learning strategic plan to the success of our students. Through the five-year process of designing, launching, refining, and scaling a high-quality blended learning program, Aristoi Classical Academy will co-develop with Learning Undefeated to create and sustainably grow a science blended learning model from a pilot program to a sustainable feeder pattern to meet the unique academic needs of every student.

As a Texas Education Agency accredited charter school district, we look forward to implementing strategically planned blended learning programs. The team that we have in place including Mr. Terry Boling, Head of the Katy Elementary School, Ms. Deborah Guel, Head of the Cypress Elementary School, Mrs. Kathryn Locheed, Head of Upper School, Instruction Specialists, Department Chairs, and teachers all play an integral part of implementing these strategies and driving the success of blended learning. These teams are prepared to make innovative moves to see the success of every student at Aristoi Classical Academy and I will be personally overseeing and supporting them along the way.

Sincerely,

A handwritten signature in black ink, appearing to read "Brenda Davidson".

Brenda Davidson
Superintendent



September 18, 2020

As Head of Upper School at Aristoi Classical Academy, I work with the Superintendent to implement strategies that foster the success of all students. Our teachers, support team, and administrators are working towards the collective goal of improving student performance on standardized testing in the areas of math and science by 5% during each of the next four years across tested grade levels. The blended learning approach that we have taken with the use of Imagine Math software as a Math Innovation Zone fully supports the growth of blended learning in additional subjects.

The math blended learning program that is being piloted this year has helped us to customize lesson plans and execute instructional strategies based on real-time information from all students to improve student outcomes. The expansion of a blended learning program and the creation of science specific tools is important to the success of our students.

Classical education trains students to recognize the relationships between the various fields of inquiry and knowledge and to organize these varied fields into an integrated, logical and systematic framework. The BLGP planning and execution process will benefit Aristoi as a district by aligning science curriculum with technology tools.

A classical education is challenging, and yet it is accessible to students because of the network and cooperation of a caring community. By partnering with Learning Undeclared, the teachers at Aristoi will be able to co-develop a program that encourages teacher innovation in a sustainable model to be scaled across grade levels. As a classical, liberal arts school, Aristoi embraces an environment that requires employees to model critical thinking and problem solving, enabling teachers to pursue authentic, real world tasks that ask them to communicate and collaborate with others in a variety of ways that demonstrate independence. Dr. Russel Stepp, science department chair, will serve as program manager with Rebeca Herty, 6th grade science teacher assisting.

Sincerely,

A handwritten signature in black ink, appearing to read "Kathryn Locheed".

Kathryn Locheed

Head of Upper School

Russell Stepp
Curriculum Vitae

3731 Walker Falls Ln.
Fulshear, TX 77441
e. ras484@cornell.edu
tel. (801) 494-7489

EDUCATION

- 2016 Ph.D. Medieval Studies, Cornell University
 Committee: Thomas D. Hill, William Sayers, Shawkat M.
 Toorawa
 Dissertation: “Physical and Social Space in Old Norse Myth and
 Saga”
- 2013 M.A. Medieval Studies, Cornell University
- 2009 M.A. Medieval Icelandic Studies, Háskoli Íslands
- 2008 M.A. Comparative Studies, Brigham Young University
- 2005 B.S. Physics/Astronomy, Brigham Young University
 Undergraduate minors: Mathematics, Italian, Scandinavian Studies

Additional Coursework:

- 2006 Intensive Icelandic, Sigurður Norðal Institute, Reykjavík
- 2004 Dogma and other new Scandinavian Films, Københavns Universitet

ACADEMIC APPOINTMENTS

- 2017 Visiting Lecturer of Spanish Language, Department of Romance Studies,
 Cornell University.
- 2016 Teaching Associate of Spanish Language, Department of Romance
 Studies, Cornell University.

Relevant Employment

- 2018-2019 Teacher, Aristoi Classical Academy, A public charter High School in the
 Houston, Texas area.
- 2017 Instructor, English for International Students and Scholars, Department of
 Continuing Education, Cornell University.
- 2016 Lead Activities Coordinator, English Language Immersion Program,
 College of Engineering, Cornell University.
- 2015 Tutor, English Language Support Office, John S. Knight Institute for
 Writing in the Disciplines.

PUBLICATIONS

Articles

Revision 'Yngvars saga víðförla and Latin Literature.' Revise and resubmit to *Saga-Book*.

Editorial Work

Forthcoming *Magnussona Saga: A critical edition*. Accepted for publication by The Consortium for Teaching of the Middle Ages (TEAMS). Co-edited with Leila K. Norako and Danielle M. Cudmore.

Reviews

Forthcoming Liu Cixin. *Supernova Era*. *SFRA Review*.

Forthcoming Rabitsch, Stefan. "Star Trek and the British Age of Sail" *SFRA Review*.

Forthcoming Eric J. Silverman and Robert Arp, eds. "The Ultimate Game of Thrones and Philosophy: You Think or Die." *SFRA Review*.

2019 Krajewski, Bruce and Joshua Heter. "The Man in the High Castle and Philosophy." *SFRA Review* (330).

2019 Liu Cixin. "Ball Lightning." *SFRA Review*, 328 (2019), pp. 22-23.

2018 Jaquet, Daniel. "Late Medieval and Early Modern Fight Books." *Journal of Martial Arts Studies*, 5 (2018), pp. 88-90.

Conference Proceedings

2010 'Application of Astronomical Imaging Techniques to P.Herc. 118.' In *Proceedings of the Twenty-Fifth International Congress of Papyrology*, Ann Arbor 2007, American Studies in Papyrology (Ann Arbor 2010) 733–746.

MANUSCRIPTS IN PREPARATION

Monograph

Imagined Space: travel and navigation in medieval Scandinavia

Articles in Progress

"The Old English Ship Word 'Naca.'"

"Icelandic Christianity: The lost years."

"Gold Corrupts: or why are there no baby dragons?"

AWARDS, HONORS, GRANTS, AND FELLOWSHIPS

2013, 2009	Sage Fellowship, Cornell University
2013	Avalon Fellowship, Cornell University
2007	Loftur Bjarnason Fellowship
2006	Foreign Language Area Studies full-year fellowship, Swedish
2006	Foreign Language Area Studies Summer Fellowship, Icelandic

CONFERENCE ACTIVITY

Conferences Organized

2018	13 th Annual Fiske Conference on Medieval Icelandic Studies. Ithaca, NY.
2015	10 th Annual Fiske Conference on Medieval Icelandic Studies. Ithaca, NY.

Conference Papers

2018	“Literary Combat in the Saga Age.” <i>13th Annual Fiske Conference on Medieval Icelandic Studies</i> . Ithaca, NY.
2017	“Gold Corrupts: or why are there no baby Dragons?” Transforming Bodies Conference. Ithaca, NY.
2017	“The River in <i>Yngvars saga Viðförla</i> : Road and Safe Haven.” 2017 Annual MLA Convention. Philadelphia, PA.
2016	“What is a Dragon?: Mythological and Legendary Reptilian Taxonomy.” <i>51st International Congress for Medieval Studies</i> . Kalamazoo, MI.
2015	“ <i>Yngvars saga Viðförla</i> and Latin Literature.” Society for the Advancement of Scandinavian Studies Annual Meeting, Columbus, OH.
2014	“Mapping without Cartography.” <i>49th International Congress for Medieval Studies</i> . Kalamazoo, MI.
2014	“Hermóðr’s Ride to Hel: Nebulous Space in the Norse Mythological Cosmos.” <i>Yale Conference on Baltic and Scandinavian Studies</i> . New Haven, CT.
2013	“Icelandic Christianity: The Lost Years.” <i>8th Annual Fiske Conference on Medieval Icelandic Studies</i> . Ithaca, NY.
2012	“Conversion Accounts in East and West.” <i>47th International Congress for Medieval Studies</i> . Kalamazoo, MI. also delivered at <i>7th Annual Fiske Conference on Medieval Icelandic Studies</i> . Ithaca, NY, June 2012.
2011	“Revisiting Ibn Rustah: The Scandinavians and Slavs.” <i>6th Annual Fiske Conference on Medieval Icelandic Studies</i> . Ithaca, NY.
2010	“I am Guest and I have Runes: Cryptic Knowledge in Norse Mythology.” <i>5th Annual Fiske Conference on Medieval Icelandic Studies</i> . Ithaca, NY.
2010	“The Divine Hammer: Þórr the Blacksmith.” <i>Medieval Studies Student Colloquium</i> . Ithaca, NY,
2007	“Application of Astronomical Imaging Techniques to P.Herc. 118.” <i>25th International Congress of Papyrology</i> . Ann Arbor, MI.

TEACHING EXPERIENCE

Courses Taught

Aristoi Classical Academy	Humane Letters I (Classical Literature and History) (2018-present) Rhetoric I (2018-present) AP Physics C (2019-present) AP Physics 1 (2019-present) AP Statistics (2019-present)
Cornell	Introduction to Spanish I. (2017, 2016) Introduction to Spanish II. (2018, 2017) Speculative Fiction – Science Fiction and Fantasy. (2017) (Freshman Writing Seminar) Folk and Fairy Tales. (2017) (Freshman Writing Seminar) Medieval and Modern Fantasy. (2016) (Freshman Writing Seminar) Arabic Views of the Crusades. (2015) (Freshman Writing Seminar) The Icelandic Family Saga. (2014) (Freshman Writing Seminar) Rise of the Rus'. (2012) (Freshman Writing Seminar) Observation, Mathematics, and the Occult – Medieval Astronomy. (2011) (Freshman Writing Seminar) Cultures of the Middle Ages: Travel and Exploration. (2011.) (Co-taught with Shawkat M. Toorawa) Scandinavian Mythology and Folklore. (2010) (Freshman Writing Seminar)
BYU	Introduction to Humanities. (2001, 2006)

Teaching Assistantships

Cornell	Beowulf. (Spring 2016) History of the Modern Middle East. (Fall 2015) Medieval Romance: Voyage to the Otherworld. (2011)
BYU	Western Civilization to 1500. (2008, 2006) Introduction to the Humanities. (2007) Western Civilization from 1500. (2005) Electromagnetism (2004, 2004) Thermodynamics and Modern Physics (2005) Mechanics (2005, 2003, 2002) Observational Astronomy (2008, 2007, 2005, 2004) Waves and Electromagnetism (2007, 2004) Mechanics and Thermodynamics (2006, 2003)

PUBLIC SCHOLARSHIP

2014 Panel Member, Cornell Institute of Archeology and Material Studies –
RadioCIAMS: Shelly Waschmann (Texas A&M) Deepwater Archeology.

LANGUAGES

English – Native
Spanish – Fluent
Italian – Fluent
Danish – Conversational
Icelandic – Conversational
French – Conversational
Arabic – Intermediate
Russian – Intermediate
Latin – Toronto M.A. exam
Old Norse – Reading
Old English – Reading
Gothic – Reading
Middle Welsh – Reading
Old Irish – Reading
Old Church Slavonic – Reading
Old Russian - Reading

PROFESSIONAL MEMBERSHIPS AND AFFILIATIONS

American Historical Association
Linguistic Society of America
International Society of Anglo-Saxonists
Medieval Academy of America
Modern Language Association
Science Fiction Research Association
Society for the Advancement of Scandinavian Studies

PROFESSIONAL REFERENCES

Thomas D. Hill – Professor of English, Cornell University
262 Goldwin Smith Hall
Cornell University
Ithaca, NY 14853-3201
tdh1@cornell.edu

Shawkat Toorawa – Chair, Department of Near Eastern Languages & Civilizations, Yale University
320 York St. HGS 317
New Haven, CT 06511
smtoorawa@gmail.com

William Sayers – Adjunct Professor of Comparative Literature (emeritus), Cornell University
ws36@cornell.edu

Michelle Cox – Senior Lecturer, Director Language Support Office, Cornell University
260 Caldwell Hall
Ithaca, NY 14853
michelle.cox@cornell.edu

Tomás Beviá – Senior Lecturer of Spanish Language, Cornell University
K144 Klarman Hall
Ithaca, NY 14853-3201
tjb99@cornell.edu

Steven Sondrup – Professor of Humanities, Classics and Comparative Literature, Brigham Young University
3025 JFSB
Provo, UT 84602
sondrup@byu.edu

Andrew Galloway – Professor of English, Cornell University
63 Goldwin Smith Hall
Cornell University
Ithaca, NY 14853-3201
andrewgalloway@cornell.edu



September 18, 2020

As the Blended Learning Grant Program Manager, I will work with the Superintendent, Head of Upper School, and science department teachers to oversee the planning and co-development of a science blended learning program. As the Science Department Chair and a classroom teacher at Aristoi Classical Academy, I know firsthand that blended learning can be a valuable tool to meet the needs of students. The ability to diagnose academic knowledge in real time can provide significant dividends in assisting our students and advancing their scientific literacy.

I regularly collaborate with science teachers on lesson plans, interventions, and the use of technology tools. I work closely with Mrs. Locheed, Head of Upper School to vertically align instructional strategies, curriculum implementation, and tracking of standardized testing data.

As the Science Department Chair and as the BLGP Manager, I will research adaptive strategies, interventions, and resources for teacher use in meeting the needs of all students. I share resources and train teachers in their use and will co-develop, with Learning Undeafated, streamlined guidelines to ensure sustainability of a scalable science blended learning model.

Our goal is to help students before achievement failure. Our well-sequenced program of instruction logically builds on existing skills and periodically returns to previously mastered skills to ensure maintenance scientific literacy, demonstration of correct and incorrect responses, and substantial opportunity to practice newly learned skills with direct support, supported by student-driven practice. Using a custom science blended learning model, our students will be able to develop the strong study skills necessary to be successful in mastery-oriented classes, preparing students to be lifelong learners.

Through the four-year process of designing, launching, refining, and scaling a high-quality science blended learning program, Aristoi Classical Academy will grow a blended learning model from a pilot program to a sustainable feeder pattern to meet the unique academic needs students.

Sincerely,

A handwritten signature in black ink, appearing to read "Russell Stepp", with a stylized flourish at the end.

Dr. Russell Stepp

Science Department Chair

ORGANIZATIONAL CHART

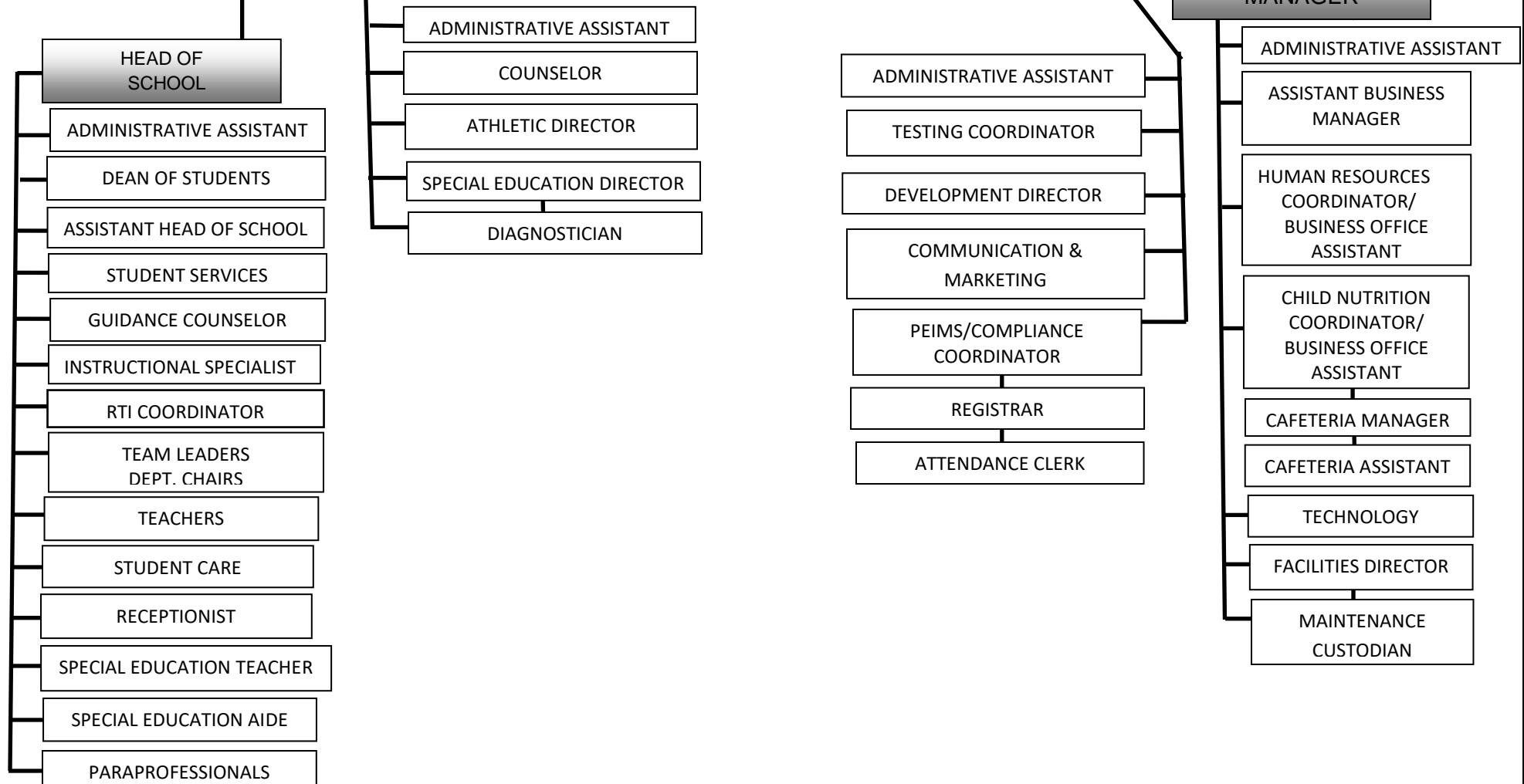
TEXAS EDUCATION AGENCY

SCHOOL BOARD

SUPERINTENDENT

HEADMASTER

CFO / BUSINESS MANAGER



LEARNING UNDEFEATED

Educate | Elevate | Empower

September 18, 2020

Natalie DeJong, Development Director
Aristoi Classical Academy

Re: Letter of commitment to develop a blended learning platform for science

Dear Ms. DeJong:

I am writing in support of your proposal to the Texas Education Agency (TEA) and to confirm Learning Undefeated's commitment to partner with Aristoi Classical Academy. Learning Undefeated believes that the strategy detailed in this proposal has the potential to impact classrooms across Texas by providing a blended learning platform for science.

Learning Undefeated, Inc. is a non-profit organization that brings life-changing STEM resources and experiences to under-resourced communities by providing equitable access to education and inspiring students to imagine their own success. Learning Undefeated has nearly 20 years of experience in developing and delivering innovative and experiential STEM education programs and curriculum for grades K-12, the quality of which brings learning to life. Since 2003, our programs have engaged and inspired over 200,000 students nationwide.

Learning Undefeated operates six (6) custom-built mobile laboratories, including the Texas Mobile STEM Lab, bringing critical STEM educational resources and hands-on learning to the parking lots of schools and more than 50,000 students annually. Onboard the Texas Mobile STEM Lab, K-8 students solve engineering design challenges and work cooperatively to design a product or process using model STEM activities co-developed by Learning Undefeated and TEA that integrate content knowledge aligned to the Texas Essential Knowledge and Skills (TEKS).

In addition to our flagship mobile laboratory program, Learning Undefeated offers robust distance learning resources, including digital lesson bundles and at-home science experiments. Developed for teachers to use in their own digital classrooms, the program components include real-time, mobile-friendly access to standards-aligned laboratory investigations, multimedia STEM resources, collaborative assignment tools, game-based learning, and interactive assessments.

Creating a blended learning platform that combines face-to-face instruction with online learning by leveraging technology to assist teachers in diagnosing student prior knowledge, differentiation of academic paths for each student, and adjusting lesson execution based on real-time information about student mastery is a logical and necessary next step for Texas students.

With experience serving students in person and virtually, Learning Undefeated will work alongside Aristoi teachers to co-develop a plan the creation of a data-rich environment for science classes that can be implemented in virtual and in-person learning environments. By creating a strategic plan and piloting our program with Aristoi Classical Academy, every school will have access to a sustainable blended learning model specifically designed for Texas students. We welcome the opportunity to discuss co-development of this project in greater detail. Please feel free to reach out to us if you have any questions.

Sincerely,



Jennifer Colvin
Vice President of Education



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832.710.3246



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