



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

NOGA ID

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

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

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

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

Application stamp-in date and time

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

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

Required Attachments

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

Amendment Number

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

Applicant Information

Organization CDN Campus ESC DUNS

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

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

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

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

Authorized Official Name Title

Email Phone

Signature Date

Shared Services Arrangements

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

Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

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

Statutory/Program Assurances (Cont.)

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

Statutory/Program Requirements

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

a. The mission of East Central ISD is "Together, we will customize learning experiences so that every student is continuously challenged to advance their knowledge and ability in every classroom in every school, every day." Here in East Central, we see blended learning as the vehicle through which we can work to achieve this mission. The reality of COVID-19 and it's enormous impact on teaching and learning has highlighted the need for innovative teaching practices like never before. It has become evident to all stakeholders that learning can no longer be confined to a brick and mortar structure or a defined eight-hour day. Furthermore, we recognize that a one-size-fits-all approach to teaching does a disservice to our students. Each student is a unique individual with specific interests, needs, and learning styles that cannot be addressed in a traditional cookie-cutter fashion. We believe that every student should have the ability to access high quality instruction face-to-face or remotely in both synchronous and asynchronous settings, without restrictions on time or place, designed to meet their individual learning needs.

East Central ISD is fortunate to have multiple staff members at both the district level and campus level who have received training in blended learning and are eager to use their knowledge to support teachers in implementing the model to better reach our students. The acquisition of the non-MIZ grant would allow us to expand blended learning into two additional content areas (science and social studies) at two new campuses, thereby establishing a feeder pattern into our second middle school. The desired outcome would be to continue to build capacity across the system, within all content areas, resulting in opportunities for all students to maximize achievement through this innovative modality of learning.

Statutory/Program Requirements

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

The district has a proud history of supporting innovative practices. We have begun implementing the TEA BLGP MIZ Grant for the 2020-2021 school year at Sinclair Elementary, and will be gradually moving through our feeder pattern into Legacy Middle School. Next, we will begin implementing the Raising Blended Learner's Grant during the 2021-2022 school year at Pecan Valley Elementary and the Salado Leadership Academy. With the addition of the TEA BLGP Non-MIZ grant, we would begin implementing blended learning into Science and Social Studies at Harmony Elementary, and would be gradually moving through our feeder pattern into Heritage Middle School. The district has also worked for the past five years, to shift our grading practices from a traditional grading system to a standards-based grading system that emphasizes the application and creation of knowledge. With the implementation of standards-based grading, the district has laid the foundation for the next step in our evolution towards data-driven individualized instruction. Standards-based grading provides the type of real-time data that is needed to successfully implement and support a blended learning environment.

b. Historically our students have shown that they struggle with obtaining high levels of achievement on both Science and Social Studies state assessments. Data from our district Science benchmark administered in Spring 2020 (a 2019 released STAAR test) shows that 34.65% of Grade 5 and 63.39% of Grade 8 students scored at Approaches and 9.58% of Grade 5 and 23.69% of Grade 8 students scored at Meets. Data from our district Social Studies benchmark administered in Spring 2020 (a 2019 released STAAR test) shows that 57.9% of Grade 8 students scored at Approaches and 17.57% scored at Meets. Through careful root cause analysis, we have determined that a lack of student engagement is a causal factor for these low levels of mastery. Systematic structures, such as the 5E Instructional Model and the Strategic Instructional Model (SIM) SMARTER cycle for planning, teaching, and evaluating, have been implemented district-wide over the past few years. We believe that the thoughtful implementation of blended learning will allow us to take these structures and utilize them to provide opportunities for student voice and choice through personalized learning plans, provide opportunities to build student ownership and agency, and will ultimately result in increased student engagement and achievement across the district.

c. East Central ISD's response to the COVID-19 pandemic has resulted in never before seen operational innovation. From an academic and instructional lens, we have worked to develop a model of instruction that supports in-person, remote synchronous, and remote asynchronous learners while ensuring high-level, rigorous content delivery. Professional development modules were designed to help teachers develop the skills needed to utilize a digital learning environment (Google Classroom and Google Meet) through which they would communicate with students, provide instructional content, and collect evidence of student learning. Curriculum specialists and master teachers worked tirelessly to create a bank of exemplar instructional content videos which would serve as a resource for asynchronous learning, as well as a tool for remediation. Grade level and department teams meet weekly in PLC teams to design digital content, analyze student data, and develop formative assessments for both in-person and remote learners. Our curriculum and campus administrators embraced the challenge and spent countless hours making adjustments to scheduling, partner teaching, planning, disbursement of resources, and instructional design with the goal of standing up an exceptional remote learning environment for all students.

From a business and operations lens, innovation has been evident throughout our systems. Departments have collaborated district-wide - student services, child nutrition, transportation, technology, custodial, maintenance, ... - to ensure that ALL student needs were met. From meal delivery to social services support, from access to technology to delivery of instructional resources, from transportation to sanitation procedures, and from facility usage to overall safety measures. Staff members from all departments and all campuses are learning new ways to communicate with each other, with parents and students, and with the community at large.

One of the unintended positive consequences of this current reality is that here in East Central ISD we have all learned to be flexible, innovative, and willing to think outside of the box. We can build upon these new strengths to successfully implement blended learning on our campuses and provide students with opportunities for customized learning that will allow them to develop ownership of their learning through voice and choice.

Statutory/Program Requirements

1. Continued: Please use the additional space provided to respond to 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.

a. East Central ISD's district project manager for this Blended Learning grant will be our Director of Curriculum and Instruction, Jennifer Kasper. Jennifer has been with the district for seventeen years, serving as a classroom teacher, campus Academic Facilitator, district Instructional Specialist, Coordinator of Curriculum and Professional Development, and now Director of Curriculum and Instruction. Jennifer has extensive experience leading initiatives at the district level. Such past initiatives include: implementation of a district-wide math instructional model and problem-solving process, design and implementation of a comprehensive literacy model, and implementation of a standards-based learning grading system. Jennifer's experience with implementing grant-funded programs and partnering with grant-related organizations include UT Teen Health's Replicating Grant for Teen Pregnancy Prevention Evidence-Based Programs, Pre-K4SA Prekindergarten Grant through the City of San Antonio, TEA's MIZ Blended learning Grant, and the Raising Blended Learners Grant.

Statutory/Program Requirements

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

b. Jennifer has a passion for working with teachers to deliver engaging instruction utilizing high leverage strategies and research-based best practices. She is committed to leading transformative change by transferring theory into practice in the everyday experiences of all learners. Jennifer realizes what it takes to meet the needs of all students and is eager to utilize blended learning as the avenue to ensure that students of all academic levels achieve high levels of content mastery through personalized learning. She is already supporting three elementary campuses with the implementation of blended learning for math.

c. As the Director of Curriculum and Instruction, Jennifer is in a position to make decisions regarding curriculum and instruction. Working closely with the district specialist for instructional technology and the Director of Technology, Jennifer is able to bring stakeholders to the table to navigate the needs pertaining to the implementation of blended learning. As a member of the district's Curriculum, Instruction, and Assessment Leadership Team, Jennifer is able to promote and lead both instructional and operational change. Serving as the project manager for the RBL grant and assisting in the leadership of the MIZ grant, Jennifer will be able to streamline practices, procedures, and structures for blended learning across many campuses, creating a district-wide systematic approach and building capacity in both district and campus leaders and teachers.

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.

ECISD establishes clear and measurable goals focused on critical needs regarding improving achievement of individual students. We analyze, interpret, and use data to regularly monitor progress. At the heart of our standards-based grading system lies a focus on individual student growth. Learning goals are articulated for students as proficiency scales. These proficiency scales describe expected levels of understanding and mastery of skills for specific standards that have been identified as critical content for the course. Teachers use these scales to determine growth by tracking each student's beginning status and current status.

Administrators use results from state assessments, district benchmark/quarterly assessments, progress monitoring tools, and common assessments across grade levels to monitor both schoolwide progress and individual student progress. Campus leadership teams utilize this data to develop annual results measures within the campus improvement plan, identify strategic activities to be implemented, monitor progress, and determine if expected outcomes are met. Using the SMARTER process, collaborative teacher teams utilize data to plan strategically for instruction, and then to reflect on the outcomes of their instruction and make adjustments as needed. The District Calendar includes designated "data days" for campus teams to review relevant, timely data and Quarterly Planning Days to plan for instruction accordingly. Each campus has designated weekly planning meetings for grade levels/subject area teams to review curriculum standards, scope and sequence, and collaborate on lesson plans. In addition department/grade level PLCs meet regularly to analyze and review student work in order to foster a data-driven process that includes identifying the highest leverage strategies to address gaps and develop reteach plans as needed for.

Our Continuous Growth (CG) Process, is completed by all campuses and all district departments, and was originally

Statutory/Program Requirements (Cont.)

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

designed after the state's TAIS process. While most of our campuses have not been required to submit plans to the state, we have determined that the school improvement process is good for all campuses and departments. Needs assessments are completed in the spring, followed by the development of Annual Results Measures in our four Priority Areas for every campus and department. All goals are aligned to the Board Goals and cascade through the district, departments/campuses, subdepartments/grade level or content area teams, teachers, and even student learning objectives. An improvement plan is developed at each level along with a "scorecard" to track goal progress.

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.

IXL is a personalized learning platform designed to help students build academic skills that are fully aligned to state standards. It offers thousands of skills in math, English language arts (ELA), science, and social studies from Pre-K to 12th grade. As students practice on IXL, they receive questions that automatically adapt to their skill level, and get progressively more challenging as they work. IXL is now used by more than 10 million students and more than 600,000 teachers, as well as at home by families worldwide.

After reviewing a number of on-line curriculum programs, we made the decision to implement IXL Math at three of our elementary campuses who are currently participating in other grant opportunities. District and campus leaders were impressed with the ease of use for both teachers and students, the rigorous design that was incorporated into the program, and the analytics that were available for teachers. As we researched IXL's impact on math instruction, we found research studies that showed that the use of IXL had positive and statistically significant effects on school performance in math, reading, and writing, indicating there is a high probability that similar schools using IXL would achieve similar results. A positive and statistically significant IXL effect was also found in low-income schools and low performing schools.

As we were considering on-line curriculum programs for science and social studies, we discovered that these platforms were available in IXL as well. Therefore, if awarded the TEA Blended Learning Grant Program Non-MIZ Grant, we plan to utilize IXL Science and Social Studies at our pilot campus, Harmony Elementary and eventually Heritage Middle School. We believe that utilizing the same platform across content areas will: 1) allow for a seamless roll-out as we build on our existing system, 2) facilitate ease of implementation as students/teachers navigate the same platform for multiple content areas, 3) provide the campus and district with consistent analytical data, and 4) ensure fidelity of implementation across campuses.

We were unable to find any research studies on IXL Social Studies, but data from a usage effect study on IXL Science indicated that the more time a student spends on IXL Science, the more questions he/she answered on IXL Science, and/or the more skills he/she practiced, reached proficiency or mastered on IXL Science, the better he/she performed on state assessments. Specifically, the results suggested that, for an average student, for each additional minute spent on IXL Science per week, their state assessment score would be expected to increase .92 points; for each additional question answered per week, .22 points; for each additional IXL Science skill practiced per week, 6.25 points; for each additional IXL Science skill proficient per week, 8.25 points; and for each additional IXL Science skill mastered per week, 9.16 points.

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.](#)

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:		015911	Amendment # (for amendments only):		
Payroll Costs (6100)					
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions Less than 100% Grant Funded	Grant Amount Budgeted	Pre-Award
Academic/Instructional					
1	Teacher			\$ -	\$ -
2	Educational Aide			\$ -	\$ -
3	Tutor			\$ -	\$ -
Program Management and Administration					
4	Project Director			\$ -	\$ -
5	Project Coordinator			\$ -	\$ -
6	Teacher Facilitator			\$ -	\$ -
7	Teacher Supervisor			\$ -	\$ -
8	Secretary/Admin Assistant			\$ -	\$ -
9	Data Entry Clerk			\$ -	\$ -
10	Grant Accountant/Bookkeeper			\$ -	\$ -
11	Evaluator/Evaluation Specialist			\$ -	\$ -
Auxiliary					
12	Counselor			\$ -	\$ -
13	Social Worker			\$ -	\$ -
14	Community Liaison/Parent Coordinator			\$ -	\$ -
Education Service Center (to be completed by ESC only when ESC is the applicant)					
15	ESC Specialist/Consultant			\$ -	\$ -
16	ESC Coordinator/Manager/Supervisor			\$ -	\$ -
17	ESC Support Staff			\$ -	\$ -
18	ESC Other: (Enter position title here)			\$ -	\$ -
19	ESC Other: (Enter position title here)			\$ -	\$ -
20	ESC Other: (Enter position title here)			\$ -	\$ -
Other Employee Positions					
21	(Enter position title here)			\$ -	\$ -
22	(Enter position title here)			\$ -	\$ -
23	Subtotal Employee Costs:			\$ -	\$ -
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:			\$ -	\$ -
31	Total Program Costs*:			\$ -	
32	Total Direct Admin Costs*:			\$ -	
<p>*Complete the Total Program Costs (line 31) and Total Direct Admin Costs (line 32) lines. The sum of these lines must equal the Grand Total (line 30) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.</p>					

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

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

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County District Number or Vendor ID: 015911		Amendment #: 0	
Professional and Contracted Services (6200)			
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. Please provide a brief description for the service and purpose.			
Description of Service and Purpose		Grant Amount Budgeted	Pre-Award
1	6269 - Rental or lease of buildings, space in buildings, or land Specify purpose:	\$ -	\$ -
2	6219- Consultants (Education Elements) Specify purpose: Implementation Vendor	\$ 30,000	\$ -
3	6298 - ESS Contract Subs Specify purpose: Teacher substitutes for PD/Planning	\$ 12,100	\$ -
4	6200 - Professiona and contracted services Specify purpose: Curriculum writing	\$ 20,000	\$ -
5	6219 - Consultants (IXL) Specify purpose: Teacher and admin training	\$ 3,000	\$ -
6	Service: Specify purpose:	\$ -	\$ -
7	Service: Specify purpose:	\$ -	\$ -
8	Service: Specify purpose:	\$ -	\$ -
9	Subtotal of professional and contracted services requiring specific approval:	\$ 65,100	\$ -
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	\$ -	\$ -
11	Grand Total:	\$ 65,100	\$ -
12	Total Program Costs*:	\$ 65,100	
13	Total Direct Admin Costs*:	\$ -	

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

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County District Number or Vendor ID: 015911		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:	\$ 10,139	\$ -
2	Grand Total:	\$ 10,139	\$ -
3	Total Program Costs*:	\$ 10,139	
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: 015911		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.	\$ 49,761	\$ -
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:	\$ 49,761	\$ -
10	Remaining 6400 - Other operating costs that do not require specific approval.	\$ -	\$ -
11	Grand Total:	\$ 49,761	\$ -
12	Total Program Costs*:	\$ 49,761	
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.

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

Application Part 2:

2020-2023 Blended Learning Grant Program-Planning Grants

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

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Application Part 2:

2020-2023 Blended Learning Grant Program-Planning Grants

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

County District Number or vendor ID:		015911		Amendment #		0	
Grant Period:		October 23, 2020 to May 31, 2023 Pre-award costs are permitted, if requested, from date of announcement to October 23		Fund Code:		429	
Budget Summary							
Description and Purpose		Source of Funds					
		Class/ Object Code	Program Cost	Direct Administrative Cost	Total Budgeted Cost	Pre-Award Cost	
1	Payroll Costs	6100	\$ -	\$ -	\$ -	\$ -	
2	Professional and Contracted Services	6200	\$ 65,100	\$ -	\$ 65,100	\$ -	
3	Supplies and Materials	6300	\$ 10,139	\$ -	\$ 10,139	\$ -	
4	Other Operating Costs	6400	\$ 49,761	\$ -	\$ 49,761	\$ -	
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:

Application Part 2:

2020-2023 Blended Learning Grant Program-Planning Grants

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

Via telephone/fax/email (circle as appropriate)	By TEA staff person:
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Application Part 2:

2020-2023 Blended Learning Grant Program-Planning Grants

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

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

SUBMITTING AN AMENDMENT

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

AMENDED BUDGET REQUEST

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

FOR TEA USE ONLY

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

Instructions: Request for Amendment

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

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

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

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

Submitting an Amendment

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

How to Submit an Amendment

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

Pages to Include with an Amendment

*Required for **all** amendment requests*

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

Required for budget amendment requests

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

Assembling the Amendment

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

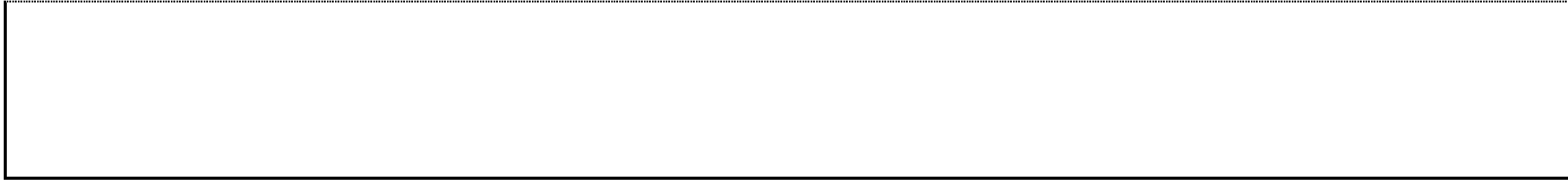
1. Complete page 1
 - a. Complete the box in the upper right corner of the schedule by indicating the number of the amendment. The first amendment you submit for the grant is #1; if that amendment is approved, the next amendment becomes
 - b. Ensure all applicant information is current and correct.
 - 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.

NON-MATH BLENDED PILOT APPLICANTS ONLY	
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	East Central ISD
District or Charter School Network ID Number	4817850
Personnel	
Superintendent Name	Roland Toscano
LOI Author Name	Dr. Shannon Fuller
LOI Author Title	Chief Instructional Officer
LOI Author Phone	(210) 634-6184
LOI Author E-mail Address	shannon.fuller@ecisd.net
District BLGP Project Manager Name	Jennifer Kasper
District BLGP Project Manager Title	Director of Curriculum & Instruction
District BLGP Project Manager Email Address	jennifer.kasper@ecisd.net
District BLGP Project Manager Phone Number	(210) 634-6187
District Details	
District Overall Performance - Numeric Grade Only	77
Total Students in District	9,445
Total Students Anticipated to Participate in Proposed BLGP Grade Levels in 2021-2022 School Year	221
District Classification (Rural, Urban, Suburban)	Suburban
Education Service Center Region	ESC 20
Name of school in district with most previous experience in blended learning	Sinclair Elementary
Number of years the school (in previous answer) has used blended learning	> 1
Interim assessment district is planning to be used for BLGP grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	NWEA MAP, STAAR, STAAR Interim
Current Student Information System (SIS) in use throughout district (TxEIS, PowerSchool, Skyward, iTCCS, District-made system, etc...)	iTCCS
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	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	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?	
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 ?	2/1/21
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 and Social Studies
Which online curriculum program is the district and schools applying to use?	IXL Science and IXL Social Studies
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	Usage reports and skill mastery
Is the proposed online curriculum a supplemental or core curriculum?	Supplemental
Please link a research study confirming a positive impact from this online curriculum program on student achievement results.	https://www.ixl.com/membership/teachers/rese
Feeder Pattern 1	No Response needed in this cell.
School 1A Details	Applicant Response
School 1A Campus Name	Heritage Middle School
School 1A Campus Total Students	1,208
Lowest Grade at School 1A Campus (i.e. "6" for 6th grade)	6
Highest Grade at School 1A Campus (i.e. "8" for 8th grade)	8
Personnel	
School 1A Campus Principal Name	Mary Alice Gomez
School 1A Campus Principal Email Address	mary.gomez@ecisd.net
School 1A Campus Principal Phone Number	(210) 634-6500
School 1A Campus BLGP Project Manager	Catherine Cook
School 1A Campus BLGP Project Manager Title	Academic Dean
School 1A Campus BLGP Project Manager Email Address	catherine.cook@ecisd.net
School 1A Campus BLGP Project Manager Phone Number	(210) 634-6500
School Details	
Performance Results and Economic Indicators	
School 1A Campus Overall Performance - Numeric Grade Only	65
Percent of Students at School 1A Campus Eligible for Free or Reduced Price Lunch	62%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Science 73%, Social Studies 59%

Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Science 64%, Social Studies 51%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	65%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	60%
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Science 39%, Social Studies 28%
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Science 38%, Social Studies 19%
Feeder Pattern	
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School A	23%
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School B	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School C	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School D	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from Elementary School E	Enter Percent
School 1B Details (if applicable)	Applicant Response
School 1B Campus Name	Harmony Elementary
School 1B Total Students	465
Lowest Grade at School 1B (i.e. "PK" for Pre-K)	PK
Highest Grade at School 1B (i.e. "5" for 5th grade)	5
Personnel	
School 1B Principal Name	Stephanie Orsak
School 1B Principal Email Address	stephanie.orsak@ecisd.net
School 1B Principal Phone Number	(210) 634-6900
School 1B BLGP Project Manager	Stephanie Orsak
School 1B BLGP Project Manager Title	Principal
School 1B BLGP Project Manager Email Address	stephanie.orsak@ecisd.net
School 1B BLGP Project Manager Phone Number	(210) 634-6900
School Details	
Performance Results and Economic Indicators	
School 1B Overall Performance - Numeric Grade Only	67
Percent of Students at School 1B Eligible for Free or Reduced Price Lunch	76%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	N/A - Campus was K-3 in 2019
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	N/A - Campus was K-3 in 2018
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	69%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	69%
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	N/A - Campus was K-3 in 2019
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	N/A - Campus was K-3 in 2018
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
School 1D Details (if applicable)	Applicant Response
School 1D Campus Name	Enter Text Response
School 1D Total Students	Enter Numeric Response
Lowest Grade at School 1D (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at School 1D (i.e. "5" for 5th grade)	Choose Numeric Response
Personnel	
School 1D Principal Name	Enter Text Response
School 1D Principal Email Address	Enter Email Address
School 1D Principal Phone Number	Enter Phone Number

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

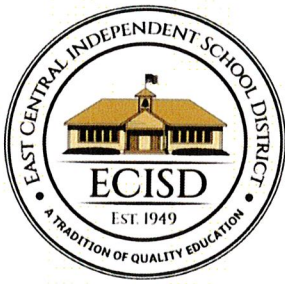


NON-MATH BLENDED PILOT APPLICANTS ONLY	
Letter of Interest for 2021-2022 BLGP Planning and Execution Grants	
Instructions	
<ul style="list-style-type: none"> • Please submit the requested district or charter school information including information regarding the proposed campuses for the non-math blended 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	
Please confirm that this application is for a non-math blended learning pilot (not Math Innovation Zones)	Applicant Response Choose One
District or Open Enrollment Charter School Information	
District or Charter School Name	Applicant Response 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
Current Student Information System (SIS) in use throughout district (TxEIS, PowerSchool, Skyward, iCCCS, 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	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	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	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	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,	Choose "Yes" or "No"
Blended Learning Grant Program Specific Questions	
Proposed Software Program and Fidelity Metrics	
What is the subject/content area for which the district is applying to be a part of this non-math blended learning pilot?	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	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	
School 2A Details	
School 2A Campus Name	Applicant Response 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)	
School 2B Campus Name	Enter Text Response
School 2B Total Students	Enter Numeric Response
Lowest Grade at School 2B (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at School 2B (i.e. "5" for 5th grade)	Choose Numeric Response
Personnel	
School 2B Principal Name	Enter Text Response
School 2B Principal Email Address	Enter Email Address
School 2B Principal Phone Number	Enter Phone Number
School 2B BLGP Project Manager	Enter Text Response
School 2B BLGP Project Manager Title	Enter Text Response
School 2B BLGP Project Manager Email Address	Enter Email Address
School 2B BLGP Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
School 2B Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at School 2B Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
School 2C Details (if applicable)	
School 2C Campus Name	Enter Text Response
School 2C Campus ID Number	Enter Numeric Response
School 2C Campus Address	Enter Address
School 2C Total Students	Enter Numeric Response
Lowest Grade at School 2C (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at School 2C (i.e. "5" for 5th grade)	Choose Numeric Response
Personnel	
School 2C Principal Name	Enter Text Response
School 2C Principal Email Address	Enter Email Address
School 2C Principal Phone Number	Enter Phone Number
School 2C BLGP Project Manager	Enter Text Response
School 2C BLGP Project Manager Title	Enter Text Response
School 2C BLGP Project Manager Email Address	Enter Email Address
School 2C BLGP Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
School 2C Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at School 2C Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent

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

School 2F Principal Phone Number	Enter Phone Number
School 2F BLGP Project Manager	Enter Text Response
School 2F BLGP Project Manager Title	Enter Text Response
School 2F BLGP Project Manager Email Address	Enter Email Address
School 2F BLGP Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
School 2F Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at School 2F Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	Enter Percent
<i>If necessary, provide additional context including former campus names for accountability purposes or alternative feeder pattern approaches.</i>	



East Central Independent School District

A tradition of quality education

September 15, 2020

To Whom It May Concern:

BOARD OF TRUSTEES

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Roland Toscano

Designing meaningful and interesting learning experiences that truly meet the needs of every child is our core business. I am convinced that the Blended Learning model is among the most promising approaches I have seen in my career. We are implementing the blended learning model through the Raising Blended Learners grant for k-5 students at the Salado Leadership Academy and Pecan Valley Elementary. We have also been fortunate enough to receive the TEA Blended Learning Program MIZ grant and have begun implementing this at Sinclair Elementary with the goal of expanding throughout the k-8 feeder pattern into Legacy Middle School. If granted the TEA Blended Learning Program non-MIZ grant, we plan to implement blended learning within the Science and Social Studies content areas at Harmony Elementary with the goal of expanding throughout the k-8 feeder pattern into our second middle school campus, Heritage Middle School. Our long-term vision for blended learning here in East Central ISD is to build capacity and scale system-wide.

Our most recent state assessment data (2019 STAAR) continues to highlight the need for improvement in Science and Social Studies. Data shows that only 76% of eighth-graders scored at the approaches level on the STAAR Science assessment, while a mere 39% scored at the meets level. Likewise, only 59% of eighth-graders scored at the approaches level on the STAAR Social Studies assessment, with just 28% scoring at the meets level. Through our Continuous Growth Process, based on a comprehensive needs assessment, we have identified student engagement, differentiation, and professional development as key areas on which to focus. The implementation of blended learning throughout our k-8 feeder pattern will help to provide alignment of the science and social studies instruction and will allow our students to come to middle school better prepared for science and social studies content as well as ensuring that they have the skills necessary to advocate for their own learning.

Teachers and administrative staff at Harmony Elementary School and Heritage Middle School are committed to fostering innovative instructional practices in order to differentiate for individual student needs, and I am committed to supporting these endeavors. Implementation will be a collaborative effort between members of the district curriculum team and the campus leadership teams. Our Project Manager is well-versed in the curriculum standards, research-based instructional practices, thematic instruction, and technology integration, and will have the knowledge and autonomy to make district-level decisions to support the successful implementation of blended learning. All members of the Blended Learning Planning and Implementation team will work together to support the project and assure its success.

Sincerely,

Roland Toscano
Superintendent of Schools
East Central ISD



Harmony Elementary School

East Central Independent School District

Stephanie Orsak, Principal

Laurie Bippert, Assistant Principal

10625 Green Lake Drive San Antonio, Texas 78223

(210) 634-6900

September 15, 2020

To Whom It May Concern:

I am delighted to inform you of my commitment to support the implementation of blended learning at Harmony Elementary in East Central ISD. I believe that the implementation of blended learning will enhance student learning, help us differentiate learning strategies, and potentially improve student engagement and learning outcomes.

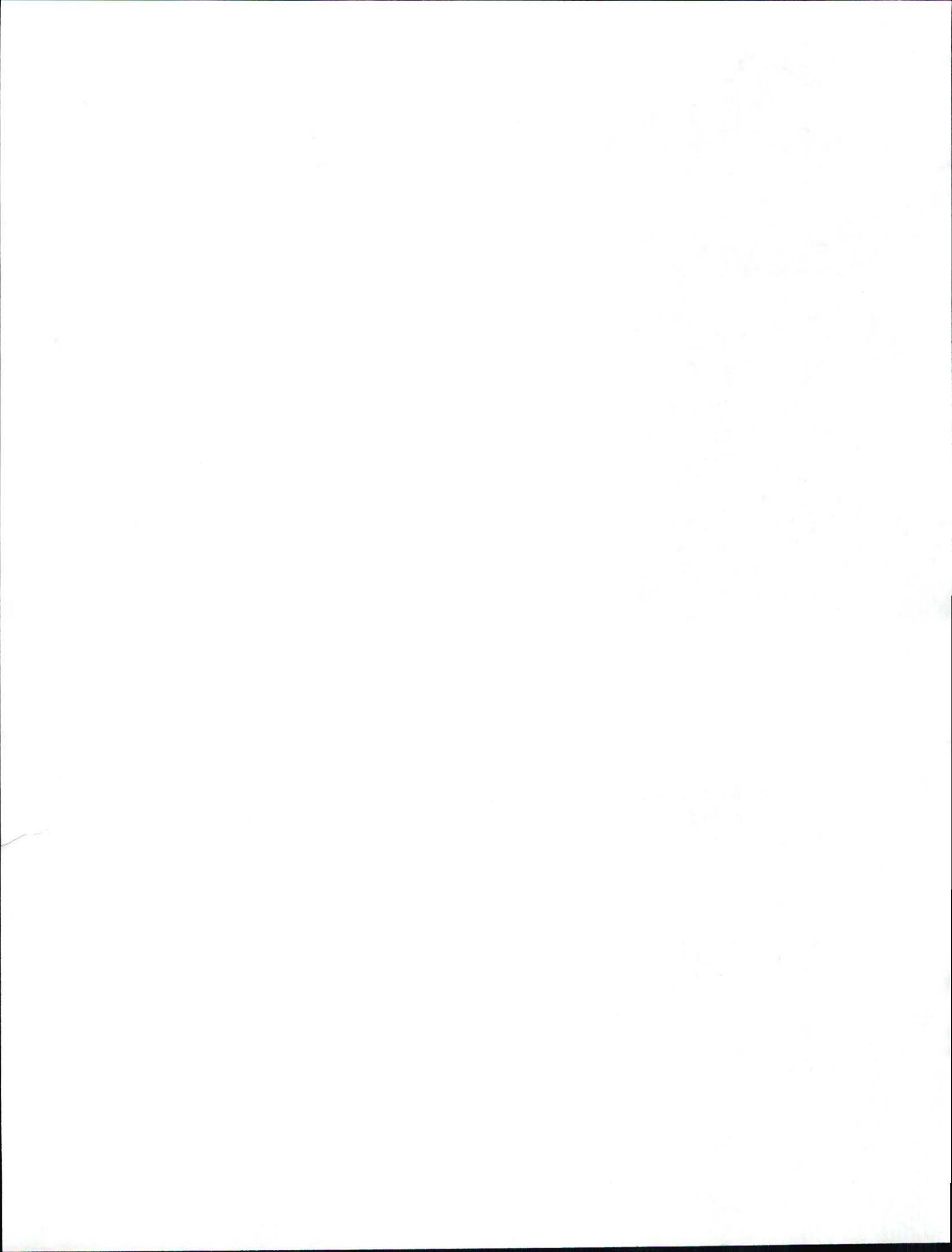
Here at Harmony Elementary, we believe in "Every Minute. Every Student. Every Day." Staff members are committed to providing extraordinary learning experiences to each of our 465 students. Our campus is 76% Hispanic, 20% White, 3% African American, and 1% Other. In addition, 18% of our students are English Language Learners, 72% of our enrollment is classified as Economically Disadvantaged, and 37.1% are identified as At-Risk. We believe that all students can learn and we acknowledge a sense of urgency toward closing the achievement gap.

Teachers are provided protected time within the weekly schedule to meet with their PLC team to analyze student data, develop content, and adjust instructional strategies based on ongoing assessment results. Instructional leaders meet regularly with classroom teachers to discuss student progress results and identify trends across grade levels and the campus as a whole.

We look forward to having the opportunity to participate in the TEA Blended Learning Grant program and are committed to working with district curriculum staff to break down the traditional walls of teaching and allow for personalized learning for all students. We are excited to explore new teaching techniques, learning styles, and delivery methods as a means of providing our students with the opportunity to take ownership of their learning through voice and choice.

Sincerely,

Stephanie Orsak
Principal
Harmony Elementary
East Central ISD





September 15, 2020

To Whom It May Concern:

As principal of Heritage Middle School in East Central ISD, it is my pleasure to commit my support to the implementation of blended learning on my campus. Blended learning will provide a more personalized approach to learning, giving our students control over the time, place, path, and pace of their learning, while combining the best of face-to-face and online instruction in ways that can customize the learning experience for each student while making content more accessible. Furthermore, a blended learning approach prepares students for the future by teaching real-world skills such as autonomy, self-advocacy, and responsibility, which in turn translate into life skills.

The mission of Heritage Middle School is to meet the needs of the whole child by building capacity in students socially and emotionally so that all students can excel to their fullest potential academically in high school and beyond. Our primary goal for our students is to "Be Safe, Respectful, and Responsible and Place Academics First." Our campus currently has 1,208 students in grades six through eight. The demographic makeup of our student body is 68.5% Hispanic, 22% White, 7% African American, and 2.5% Other. Additionally, 66% of our students are Economically Disadvantaged, 13.6% are English Language Learners, and 62.8% have been identified as At Risk. I believe that the blended learning instructional model can help us meet the needs of our diverse student body as we increase student engagement by providing opportunities for voice and choice which will then in turn result in increased student achievement.

In summation, technology is a pervasive part of our students' everyday lives and has revolutionized the way we think, work, and play. If we are to prepare our students to thrive in a global interconnected society, I believe that our teaching methods must evolve. The teachers and instructional leaders of Heritage Middle School are excited to participate in the TEA Blended Learning Grant Program. This is an opportunity for us to work within our PLC teams to develop new skills and embrace innovative instructional practices that will positively impact student outcomes.

Sincerely,

A handwritten signature in black ink that reads "Mary Alice Gomez".

Mary Alice Gomez
Principal
Heritage Middle School
East Central ISD

Jennifer Kasper
4119 Bear Oak Path
San Antonio, Tx 78223

jennifer.kasper@ecisd.net

(210) 834-6791

Education

Texas A&M University San Antonio / Master of Science- Educational Leadership and Administration
2014-2016; GPA: 4.0

University of Texas San Antonio / Bachelor in Science- Interdisciplinary Studies
1997-2002; GPA: 4.0

Administrative & Leadership Experience

Director of Curriculum & Instruction (July 2020 - PRESENT) East Central Independent School District

- Supervise Coordinator of Early Childhood and Instructional Specialists for Technology & Core Content PK-12
- Facilitate Standards-Based Grading Advisory Council
- District Project Manager for Math Innovation Zone (MIZ) Grant
- District Project-Manager for Raising Blended Learners (RBL) Grant
- District Facilitator for UT Teen Health Evidence-Based Programs Grant
- Assist with facilitation and implementation of PreK4SA Grant
- Oversee Textbook Adoptions
- Oversee Curriculum Writing Projects
- Oversee Professional Development System
- Oversee social-emotional learning system

Coordinator of Curriculum & Instruction (2015-2020) East Central Independent School District

- Oversee Library Services, Fine Arts, Physical Education
- District Facilitator for UT Teen Health Evidence-Based Programs Grant
- Coach campus academic facilitators
- Facilitated district MTSS system
- Assisted with the design and implementation of district-wide comprehensive literacy framework
- Created district professional development handbook
- Co-created district Curriculum Management Plan

District Instructional Specialist- Elementary Mathematics (2013-2015) East Central Independent School District

- Design and Implementation of District-Wide Standards-Based Grading System
- Designed, trained, and facilitated the implementation of district-wide math instructional model and problem solving process
- Created district math curriculum, for grades PK-5, including assessments

Academic Facilitator (2008-2013) Highland Forest Elementary School

- Led campus professional development, grade level meetings, PLCs, and parent engagement events
- Managed federal budget
- Facilitated fine arts club
- Facilitated and Organized RtI, After School Tutoring, Math Camps
- Facilitated yearly Campus Needs Assessment, crafted Campus Improvement Plan

Elementary Summer School Principal (2011-2013), East Central Independent School District

- Supervise and train summer school staff
- Create summer school master schedule
- Provide coaching and support for implementation of curriculum and behavior management system
- Assist with coordination of transportation, nutrition, and enrichment programs

Teaching Experience

Third Grade Teacher (2003-2009) Highland Forest Elementary School

- Teacher of the Year, 2005
- Vertical Science Team Representative
- Mentor
- Grade Level Team Lead
- Curriculum Writer
- Integrated Thematic Instruction (implementation and training of district staff)

Training & Professional Development

- Instructional Coaching
- CLASS (Teaching Strategies) Observer and TOT Certified
- Standards-Based Grading
- Curriculum Leadership Academy (ASCD)
- Blended Learning
- Creating and Utilizing Instructional Playlists
- Get Better Faster for Instructional Leaders
- The Breakthrough Coach
- T-TESS Appraisal



September 15, 2020

To Whom It May Concern:

I am honored and excited to serve as the Blended Learning Project Manager for the Non-Math Blended Learning Grant in the East Central Independent School District. As the Director of Curriculum in ECISD, I have extensive experience designing initiatives, organizing district-wide projects, implementing and supporting programmatic transformation, and building capacity in district and campus staff.

My work with blended learning began as a third-grade classroom teacher, utilizing a station-rotation model as well as a flipped classroom to maximize learning in an interdisciplinary thematic instruction setting that leveraged project-based learning in all core content areas. At the district level, I am currently serving as the district project manager for the MIZ Blended Learning Grant that has been awarded to Sinclair Elementary. I have also been named as the Blended Learning Project Manager for The Raising Blended Learners (RBL) Grant that has been awarded to Salado Leadership Academy, Pecan Valley Elementary School, and Legacy Middle School and will begin implementation in the 2021-2022 school year. Although not formally implementing, Salado Leadership Academy and Pecan Valley Elementary have decided to begin the implementation of Blended Learning modalities during this school year. I will be facilitating the process at these two elementary campuses.

My role as a district leader has been filled with success and many lessons learned. Along with the dedicated staff members in the ECISD curriculum department, I have engaged in the design and implementation of several district-wide transformative systems. Such systems include: curriculum management plan, comprehensive literacy model of instruction, math model of instruction including a common problem-solving process, standards-based grading, instructional coaching, summer curriculum writing projects, professional development academies, Blended Learning, and MTSS. Each project is met with its own unique set of challenges, and I have learned that through careful design, transparency, layered communication methods, coaching, and strategic follow up with action planning based on data, implementation progress can move from an initiation stage to a state of institutionalization.

As the Blended Learning Grant Project Manager, I commit to building efficacy and capacity in teachers and staff members associated with this project. I will serve as a learning leader by taking advantage of opportunities to build my knowledge on Blended Learning as well as leading change. Capitalizing on my coaching experience, I will always show up as a thinking partner with the goal of helping others to live into their potential by maximizing their greatness and will maintain a steady focus in data-driven instruction as a way to differentiate student experiences that will lead to increased academic and social-emotional gains.

Respectfully,

A handwritten signature in black ink that reads 'Jennifer Kasper'. The signature is fluid and cursive, with the first name 'Jennifer' being larger and more prominent than the last name 'Kasper'.

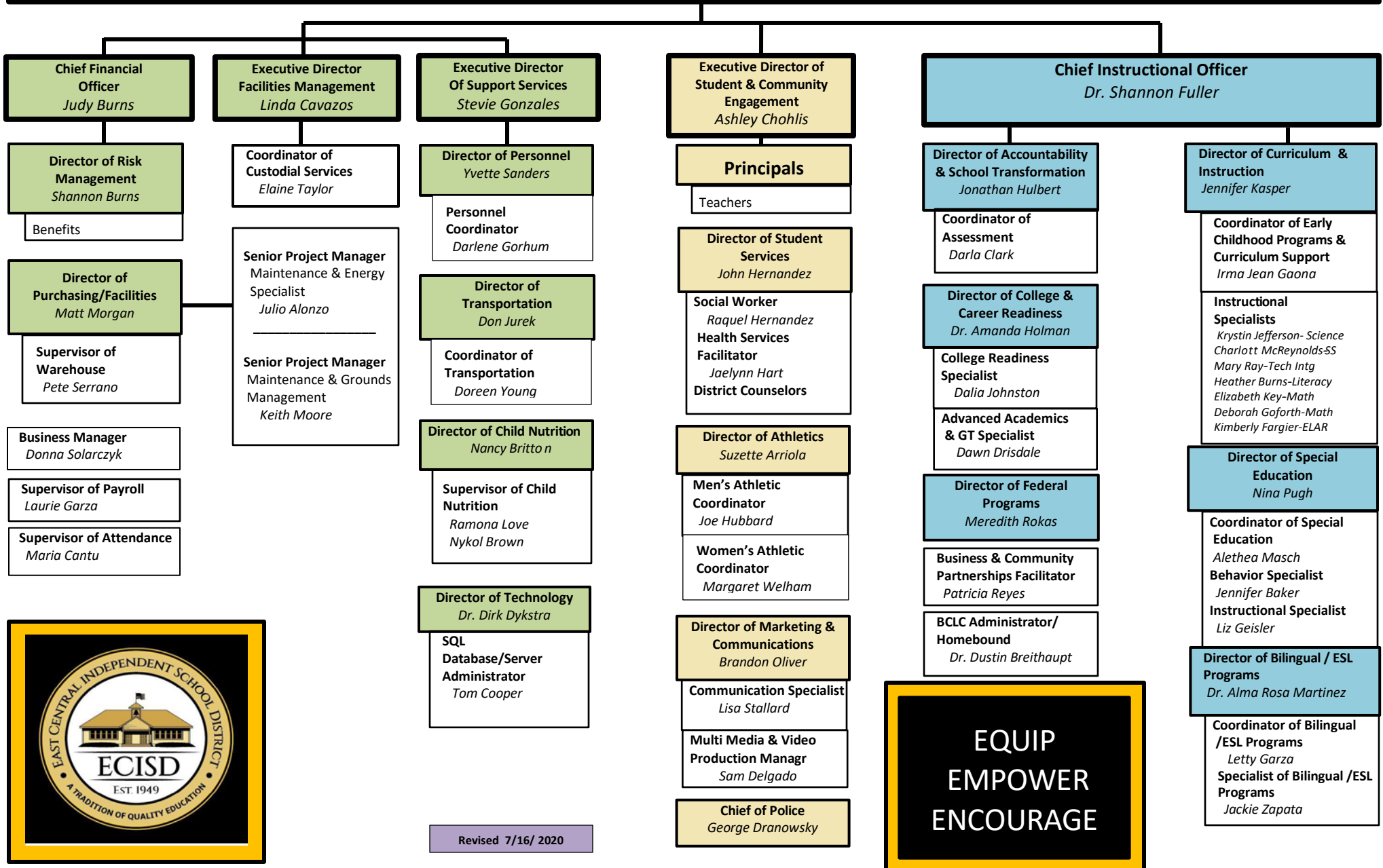
Jennifer Kasper
Director of Curriculum and Instruction
East Central ISD

EAST CENTRAL I.S.D. ORGANIZATIONAL CHART 2020-2021

Board of Trustees

Superintendent of Schools

Roland Toscano



Revised 7/16/2020

**EQUIP
EMPOWER
ENCOURAGE**



Evidence of Software Program Effectiveness

IXL is a personalized learning platform designed to help students build academic skills that are fully aligned to state standards. It offers thousands of skills in math, English language arts (ELA), science, and social studies from Pre-K to 12th grade. As students practice on IXL, they receive questions that automatically adapt to their skill level, and get progressively more challenging as they work.

IXL Science brings complex science concepts to life through interactive activities and algorithmically generates questions and visuals to stimulate student learning. IXL Social Studies challenges students to go beyond memorizing facts and dates by helping them develop critical thinking skills as they analyze diverse viewpoints, explore American landmarks, and become familiar with cultural holidays and events.

A peer-reviewed Texas Statewide Efficacy Study analyzed data from students grades 3-8 in 6,516 Texas public schools (including both traditional public schools and charter schools, low income, and low performing) and found that Texas schools using IXL outperformed schools without IXL on STAAR exams, by as much as 11 percentile points on math, 17 percentile points on reading, and 8 percentile points on writing. Schools using IXL for more than one subject received better accountability ratings from the Texas Education Agency (i.e., showed higher achievement, made more progress, and closed achievement gaps better) than similar schools using just one IXL subject.

Data from a usage effect study on 5th graders working in IXL Science indicated that the more time a student spends on IXL Science, the more questions he/she answered on IXL Science, and/or the more skills he/she practiced, reached proficiency or mastered on IXL Science, the better he/she performed on state assessments. Specifically, the results suggested that, for an average student, for each additional minute spent on IXL Science per week, their state assessment score would be expected to increase .92 points; for each additional question answered per week, .22 points; for each additional IXL Science skill practiced per week, 6.25 points; for each additional IXL Science skill proficient per week, 8.25 points; and for each additional IXL Science skill mastered per week, 9.16 points.

Source: <https://www.ixl.com/membership/teachers/research>