



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

Statutory/Program Requirements

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

As a partner in the System of Great Schools (SGS), Lubbock ISD has identified a "north star" goal of enabling 80% or more of its students to attend an A or B campus. In pursuit of this goal, Lubbock ISD continually strives to provide increased educational access and opportunities for its students. The unique needs of Lubbock ISD students in alternative education settings, in particular, are part of the district's long-term vision to empower educators to design and lead high-quality schools, support families to access desired, best-fit school options, and to focus central office on support, innovation, and oversight. By reimagining and expanding Lubbock ISD's current blended learning programs, students in alternative education settings, regardless of circumstance, will be provided with flexible, innovative pathways to complete their high school degree and/or industry certifications.

These long-term goals parallel a more pressing need to rapidly scale Lubbock ISD's capacity and expertise to facilitate virtual learning environments. As a result of the COVID-19 pandemic, Lubbock ISD students were able to select virtual or face-to-face instruction for the first time in the district's history. Currently, over 7,000 students are engaging in virtual instruction (27.5% of all students). In preparation for any future circumstances that may occur in the future, scaling Lubbock ISD's ability to rapidly transition a large number of students from face-to-face to virtual instruction is a critical infrastructure component the district is pursuing to ensure we are meeting the educational needs of our students and our communities.

Lubbock ISD problems addressed by a robust blended learning program for alternative education options:

- Allow students to access district learning resources outside of their zoned boundary that might otherwise be restricted due to inadequate transportation:
- Alternative education programs are budgetarily restricted due to their highly mobile/transitional student body.

(cont'd below)

Statutory/Program Requirements

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

- Alternative education programs are budgetarily restricted due to their highly mobile/transitional student body.
- Allow students receiving out-of-school suspension or classified as "homebound" due to chronic medical issues the ability to receive direct instruction.
- Transitioning students to an alternative education setting disrupts student learning progress. This disruption is significant for students who cycle through multiple times.
- Teachers in alternative school settings need targeted professional development that helps them meet the unique needs of their students.
- Provide a flexible curriculum to meet the needs of a community environment affected by the coronavirus pandemic and other significant public health situations that may arise in the future.

Lubbock ISD has established an Office of Innovation to pursue opportunities to revise and implement high-quality authorizing policies and implement innovative school actions. District actions include granting campus autonomies to undertake critical new school and/or school redesign/restart work, such as our ACE schools (Lubbock Partnership Network) and new STEAM schools developed through campus leader participation in the New School Design Fellowship. These innovative school designs will be aligned with the Effective Schools Framework (ESF) to ensure their campus systems are implementing what the most effective schools do to support powerful teaching and learning.

The coronavirus pandemic has also obligated Lubbock ISD to rapidly adapt to virtual instruction, where over 7,000 students are currently receiving instruction by Lubbock ISD teachers and staff. Campuses were given the autonomy to reallocate staff who were best equipped to provide virtual instruction based on a demonstrated history of successful technology integration and innovative classroom experiences.

The district was able to successfully deploy the Lubbock ISD Virtual School in less than six months, successfully developing and proposing a virtual learning plan to the Lubbock ISD Board of Trustees, and receiving attestation approval from TEA for its elementary school virtual learning plan, even serving as one of its exemplars. The district appointed a Digital Learning Coordinator to oversee the development, deployment, and management of Lubbock ISD Virtual school, and anticipate that the BLGP Project Manager will work closely with this position. Particular to secondary students, Lubbock ISD Virtual School allows students to follow their normal schedule, ensuring they are able to maintain their designated graduation plan as the necessity to transition in and out of traditional classroom settings presents itself.

Moving forward, Lubbock ISD is finalizing a contract with Schoology, a learning management system, which will be capable of integrating multiple virtual learning curriculum providers, assessment platforms, and other virtual learning opportunities to make virtual instruction more accessible for students. Lubbock ISD is also exploring opportunities to hire and train instructional coaches with specialties in virtual instruction, online curriculum development, and technology integration to provide long term support to virtual instructors.

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.

Dr. Raymond Falcon holds a Ph.D. in Teaching, Learning, and Culture with an emphasis in math education. In addition to more than two decades of experience as an educator planning and establishing initiatives to increase student academic achievement and providing professional development to teachers, Dr. Falcon has published and presented at the national level on the effective implementation of technology in the classroom with a particular focus on the unique needs of students related to their gender and/or minority demographic status.

Currently, Dr. Falcon is creating and implementing a successful blended learning Algebra 1 curriculum and program for Matthews Alternative High School virtual synchronous and asynchronous students. He is also the recipient of the TeachPlus Fellowship where he is engaging students in a mentoring program partnering with Texas Tech University to support alternative high school students in their college and career readiness goals. Dr. Falcon's continued drive to work with and support students with the greatest educational needs makes him an ideal candidate for Lubbock ISD's blended learning program manager, which seeks to provide our district's highest need students with high quality blended learning (cont'd)

Statutory/Program Requirements

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

opportunities through the development and revision of curriculum and instructional strategies in response to the academic, emotional, and social demands of students during this pandemic era.

As a partner in SGS, Lubbock ISD supports the creation and empowerment of autonomous schools. Matthews Learning Center, where BLGP planning and development is taking place, has already been identified for school action and has applied for school redesign funding through the School Action Fund. The autonomies granted through this school actions will empower Dr. Falcon to successfully design a blended learning environment for Matthews that will be able to be replicated in our other alternative school settings. He will work closely with the Digital Learning Coordinator, Office of Innovation, and campus principals on the components of Lubbock ISD's blended learning program including: curriculum choice and design, technology needs of students, classroom (virtual or physical) redesign needs, and staffing needs to ensure students are engaging with highly effective 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.

As a partner in the Systems of Great Schools (SGS), Lubbock ISD has a multi-year road map that prioritizes school actions and district reforms aimed at school improvement and district progress towards defined goals. An annual Quality Seats Analysis (QSA) identifies and prioritizes school actions for the district based on student growth and achievement trends, teacher performance data, and community inputs. The 2019 QSA, for example, identified 11 persistently underperforming schools based on these indicators, and Lubbock ISD subsequently took action by restarting a middle school as a STEM/PBL magnet campus, restarting an elementary school as a STEAM campus, and apply for School Action Fund grants to pursue further school restart/redesign projects.

Each year, Lubbock ISD develops a District Improvement Plan (DIP) and each school creates a Campus Improvement Plan (CIP). These plans are developed out of a comprehensive needs assessment process that helps district and campus leaders quantify specific goals for the year and establish the necessary steps and interventions needed to achieve identified goals. For example, in the academic achievement section of the DIP, Lubbock ISD tracks a variety of statistics including STAAR, the SAT Suite of Assessments, TSI, IStation, District Assessments, and usage rates for district support services (e.g. ELL support or special services). One identified problem in the 2019-2020 DIP was that very few students in online credit recovery courses were completing them. This was part of the district's justification for pursuing the BLGP.

As a participant in the Teacher Incentive Allotment (TIA), Lubbock ISD is also tracking student growth, student achievement, and T-TESS observation data for all eligible teacher groups and seeking methods for expanding the pool of eligible teachers. To be eligible for Lubbock ISD's local designation system, each teacher must undergo a full T-TESS observation cycle and achieve a high enough performance score on the SAS EVAAS gain index. In this first year of data collection, Lubbock ISD hopes to use this data to identify campus and district patterns in order to establish strengths and areas of growth that will help campus and district leaders improve teacher performance.

Statutory/Program Requirements (Cont.)

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

[Empty response box for question 3]

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

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

Lubbock ISD has identified Edgenuity as our intended online curriculum provider. For students in alternative education settings, it allows them to work at their own pace in order to complete credits or learning within their schedule and other obligations. Edgenuity also allows students to receive credit for completed coursework and participate in credit recovery for courses they may have failed in the past. It has been identified last year as showing positive formative results for improving attendance and the course completion rate for students at Matthews receiving pregnancy related services (PRS), and is currently being deployed as a curriculum option to the over 7,000 students participating in Lubbock ISD Virtual School. The large variety of courses offered and the ability to customize course sequencing and the scope and sequence of each course will allow Edgenuity to continue to provide support to students in additional content areas as Lubbock ISD's blended learning programs expands to additional campuses and content areas.

Particular to the needs of struggling students, which comprise the vast majority of students in Lubbock ISD's alternative education programs, Edgenuity's options for reading and writing instruction, curriculum, and support have shown positive outcomes for students at all grade levels, in various instructional modalities, and for struggling students. Lubbock ISD will be evaluating students experiences and outcomes with Edgenuity through the Lubbock ISD Virtual School to establish the validity and reliability of its implementation and potential utility to meet the unique needs of our highest needs students. Through a high-fidelity implementation of Edgenuity, Lubbock ISD hopes to affect not only positive progress on student achievement in reading and writing, but a positive impact on student attendance, course completion rates, CCMR accountability metrics, and even graduation rates.

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

County District Number or Vendor ID:		152901	Amendment # (for amendments only):		
Payroll Costs (6100)					
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions Less than 100% Grant Funded	Grant Amount Budgeted	Pre-Award
Academic/Instructional					
1	Teacher			\$ -	\$ -
2	Educational Aide			\$ -	\$ -
3	Tutor			\$ -	\$ -
Program Management and Administration					
4	Project Director	1		\$ 30,000	
5	Project Coordinator		1	\$ 5,000	\$ -
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:			\$ 35,000	\$ -
Substitute, Extra-Duty Pay, Benefits Costs					
24	6112 - Substitute Pay			\$ -	\$ -
25	6119 - Professional Staff Extra-Duty Pay			\$ 30,000	\$ -
26	6121 - Support Staff Extra-Duty Pay			\$ -	\$ -
27	6140 - Employee Benefits			\$ -	\$ -
28	61XX - Tuition Remission (IHEs only)			\$ -	\$ -
29	Subtotal Substitute, Extra-Duty Pay, Benefits Costs:			\$ 30,000	\$ -
30	Grand Total:			\$ 65,000	\$ -
31	Total Program Costs*:			\$ 60,000	
32	Total Direct Admin Costs*:			\$ 5,000	
<p>*Complete the Total Program Costs (line 31) and Total Direct Admin Costs (line 32) lines. The sum of these lines must equal the Grand Total (line 30) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.</p>					

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

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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: 152901		Amendment #: 0	
Professional and Contracted Services (6200)			
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. Please provide a brief description for the service and purpose.			
Description of Service and Purpose		Grant Amount Budgeted	Pre-Award
1	6269 - Rental or lease of buildings, space in buildings, or land Specify purpose:	\$ -	\$ -
2	Service: Transcend Specify purpose: Contract Design and Implementation Vendor	\$ 50,000	\$ -
3	Service: Specify purpose:	\$ -	\$ -
4	Service: Specify purpose:	\$ -	\$ -
5	Service: Specify purpose:	\$ -	\$ -
6	Service: Specify purpose:	\$ -	\$ -
7	Service: Specify purpose:	\$ -	\$ -
8	Service: Specify purpose:	\$ -	\$ -
9	Subtotal of professional and contracted services requiring specific approval:	\$ 50,000	\$ -
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	\$ -	\$ -
11	Grand Total:	\$ 50,000	\$ -
12	Total Program Costs*:	\$ 50,000	
13	Total Direct Admin Costs*:	\$ -	
<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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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: 152901		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:	\$ 3,000	\$ -
2	Grand Total:	\$ 3,000	\$ -
3	Total Program Costs*:	\$ 3,000	
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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Application Part 2:

2020-2023 Blended Learning Grant Program-Planning Grants

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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: 152901		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.	\$ 3,250	\$ -
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:	\$ 3,250	\$ -
10	Remaining 6400 - Other operating costs that do not require specific approval.	\$ -	\$ -
11	Grand Total:	\$ 3,250	\$ -
12	Total Program Costs*:	\$ 3,250	
13	Total Direct Admin Costs*:		
<p>*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.</p>			

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

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Application Part 2:

2020-2023 Blended Learning Grant Program-Planning Grants

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

Via telephone/fax/email (circle as appropriate)	By TEA staff person:
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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: 152901		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	Source of Funds			
		Program Cost	Direct Administrative Cost	Total Budgeted Cost	Pre-Award Cost
1 Payroll Costs	6100	\$ 60,000	\$ 5,000	\$ 65,000	\$ -
2 Professional and Contracted Services	6200	\$ 50,000	\$ -	\$ 50,000	\$ -
3 Supplies and Materials	6300	\$ 3,000	\$ -	\$ 3,000	\$ -
4 Other Operating Costs	6400	\$ 3,250	\$ -	\$ 3,250	\$ -
6	Total Direct Costs:	\$ 116,250	\$ 5,000	\$ 121,250	\$ -
7	* Indirect Costs:			\$ 3,577	\$ -
8	Total of All Budgeted Costs :	\$ 116,250	\$ 5,000	\$ 124,827	\$ -

Direct Administrative Cost Calculation

10	Total of All Budgeted Costs from line 8:	\$ 124,827	
11	Direct Administration Cap per Program Guidelines (X%)	0.05	
12	Maximum amount allowable for direct administrative costs:	\$ 6,241	

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

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

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

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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 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	Lubbock ISD
District or Charter School Network ID Number	Enter Numeric Response
Personnel	
Superintendent Name	Dr. Kathy Rollo
LOI Author Name	Dr. Lane Sobehrad
LOI Author Title	Development Coordinator
LOI Author Phone	806-219-0089
LOI Author E-mail Address	lane.sobehrad@lubbockisd.org
District BLGP Project Manager Name	Dr. Raymond Falcon
District BLGP Project Manager Title	Teacher High School - Mathematics
District BLGP Project Manager Email Address	raymond.falcon@lubbockisd.org
District BLGP Project Manager Phone Number	(806) 219-2600
District Details	
District Overall Performance - Numeric Grade Only	86
Total Students in District	27,588
Total Students Anticipated to Participate in Proposed BLGP Grade Levels in 2021-2022 School Year	300
District Classification (Rural, Urban, Suburban)	Enter Text Response
Education Service Center Region	17
Name of school in district with most previous experience in blended learning	Matthews Learning Center
Number of years the school (in previous answer) has used blended learning	5
Interim assessment district is planning to be used for BLGP grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	To be determined
Current Student Information System (SIS) in use throughout district (TxEIS, PowerSchool, Skyward, iTCSS, District-made system, etc...)	Frontline Education - TEAMS
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...)	Lone Star Governance, System of Great Schools, Effective Schools Framework, Teacher Incentive Allotment, School Action Fund, 1882 Partnerships
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?	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?	1-Dec-20
Does the applicant and relevant district and school stakeholders commit to attending the BLGP Kickoff Summit virtually on November 12-13, 2020?	Yes

Math Innovation Zones
 Planning and Execution Grants

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?	ELAR
Which online curriculum program is the district and schools applying to use?	Edgenuity
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	Edgenuity Dashboard (tracks students daily progress on all instructional materials)
<p>Is the proposed online curriculum a supplemental or core curriculum?</p> <p>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.</p> <p>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.</p>	Core
Please link a research study confirming a positive impact from this online curriculum program on student achievement results.	https://www.edgenuity.com/Case-Studies/Edgenuity-Floyd-County-Pathblazer-Report.pdf

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		Matthews Learning Center
School 1A Campus Total Students		180
Lowest Grade at School 1A Campus (i.e. "6" for 6th grade)		9
Highest Grade at School 1A Campus (i.e. "8" for 8th grade)		12
Personnel		
School 1A Campus Principal Name		Carolyn Thompson
School 1A Campus Principal Email Address		carolyn.thompson@lubbockisd.org
School 1A Campus Principal Phone Number		806-219-2865
School 1A Campus BLGP Project Manager		Dr. Raymond Falcon
School 1A Campus BLGP Project Manager Title		Teacher High School - Mathematics
School 1A Campus BLGP Project Manager Email Address		raymond.falcon@lubbockisd.org
School 1A Campus BLGP Project Manager Phone Number		(806) 219-2600
School Details		
Performance Results and Economic Indicators		
School 1A Campus Overall Performance - Numeric Grade Only		62
Percent of Students at School 1A Campus Eligible for Free or Reduced Price Lunch		93%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)		45%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)		32%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)		54%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)		37%
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)		14%
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)		7%
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

Math Innovation Zones
Planning and Execution Grants

School 1B Details (if applicable)	Applicant Response
School 1B Campus Name	Priority Intervention Academy
School 1B Total Students	756
Lowest Grade at School 1B (i.e. "PK" for Pre-K)	K
Highest Grade at School 1B (i.e. "5" for 5th grade)	12
Personnel	
School 1B Principal Name	David Johnson
School 1B Principal Email Address	david.johnson@lubbockisd.org
School 1B Principal Phone Number	806-219-2428
School 1B BLGP Project Manager	Dr. Raymond Falcon
School 1B BLGP Project Manager Title	Teacher High School - Mathematics
School 1B BLGP Project Manager Email Address	raymond.falcon@lubbockisd.org
School 1B BLGP Project Manager Phone Number	(806) 219-2600
School Details	
Performance Results and Economic Indicators	
School 1B Overall Performance - Numeric Grade Only	Not Rated on 2018-2019 School Report Card
Percent of Students at School 1B Eligible for Free or Reduced Price Lunch	85%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	45%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	32%
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	54%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	37%
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	14%
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Proposed Subject in Cell B39 Only)	7%

Math Innovation Zones
Planning and Execution Grants

School 1C Details (if applicable)	Applicant Response
School 1C Campus Name	Juvenile Justice Alternative Education Program
School 1C Total Students	51
Lowest Grade at School 1C (i.e. "PK" for Pre-K)	8
Highest Grade at School 1C (i.e. "5" for 5th grade)	12
Personnel	
School 1C Principal Name	Oscar Reyes
School 1C Principal Email Address	oscar.reyes@lubbockisd.org
School 1C Principal Phone Number	806-219-2422
School 1C BLGP Project Manager	Dr. Raymond Falcon
School 1C BLGP Project Manager Title	Teacher High School - Mathematics
School 1C BLGP Project Manager Email Address	raymond.falcon@lubbockisd.org
School 1C BLGP Project Manager Phone Number	(806) 219-2600
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	Lubbock County Juvenile Justice Center
School 1D Total Students	39
Lowest Grade at School 1D (i.e. "PK" for Pre-K)	6
Highest Grade at School 1D (i.e. "5" for 5th grade)	12
Personnel	
School 1D Principal Name	George Love
School 1D Principal Email Address	george.love@lubbockisd.org
School 1D Principal Phone Number	806-219-2711
School 1D BLGP Project Manager	Dr. Raymond Falcon
School 1D BLGP Project Manager Title	Teacher High School - Mathematics
School 1D BLGP Project Manager Email Address	raymond.falcon@lubbockisd.org
School 1D BLGP Project Manager Phone Number	(806) 219-2600
School Details	
Performance Results and Economic Indicators	
School 1D Overall Performance - Numeric Grade Only	Not Rated on 2018-2019 School Report Card
Percent of Students at School 1D Eligible for Free or Reduced Price Lunch	25%
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)	20%
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	20%
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

Lubbock ISD proposes to develop and implement a blended learning program for its alternative schools. Because these schools serve students throughout Lubbock ISD, they fall outside of the traditional feeder pattern design used by other campuses in Lubbock ISD. These students and campuses have been identified by Lubbock ISD's Quality Seats Analysis as a priority for school action and a high needs student population. Because of the unique needs of the students in Lubbock ISD's alternative school settings including pregnancy, childcare, non-traditional students, significant behavioral issues, and exigent homelife circumstances, this group of students requires a unique blended learning program that can rapidly adapt to the individual needs of students.

Matthews Learning Center

Matthews serves 91 students, however, as an alternative school with alternative educational programming, students may cycle through Matthews on a temporary basis. Thus, the number of student assigned to the campus is low on the 2018-2019 TAPR, which lists 105 students. The actual number of students served is much greater, cited as the 270 mobile students on the 2018-2019 TAPR. In addition to these students, Matthews has also been assigned 648 students, grades 6-8, to be served by Matthews teachers through Lubbock ISD Virtual School as a result of the effects of the coronavirus pandemic.

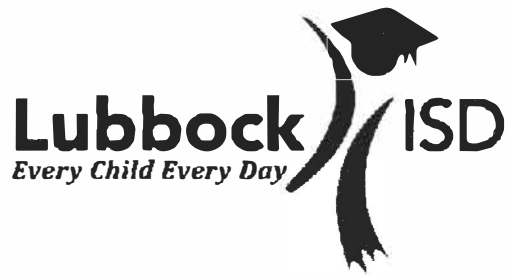
Priority Intervention Academy (PIA)

PIA serves 88 students, grades K-5, through the Alternative Campus for Elementary Students (ACES), located on the PIA campus. The remaining 668 students are served through PIA.

As an alternative school with alternative educational programming, students may cycle through PIA on a temporary basis. Thus, the number of student assigned to the campus is low on the 2018-2019 TAPR, which lists 92 students. The actual number of students served is much greater, cited as the 550 mobile students on the 2018-2019 TAPR. In the data above, please note that the Juvenile Justice Alternative Education Program, though operationally distinct in Lubbock ISD, does not have a unique campus assignment from TEA. As a result, it does not have a School Report Card from TEA and students participating in the program are assigned to their home campus.

Lubbock County Juvenile Justice Center (LCJJC)

LCJJC serves 39 students, however, as an alternative school with alternative educational programming, students may cycle through LCJJC on a temporary basis. Thus, the number of student assigned to the campus is low on the 2018-2019 TAPR, which lists 56 students. The actual number of students served is much greater, cited as the 273 mobile students on the 2018-2019 TAPR. In the data above, please note that the Lubbock Country Juvenile Justice Center does not contain data for rows 140-141 or 144-145 because the numbers were too small to include on the 2018-2019 School Report Card to ensure student confidentiality.



September 18, 2020

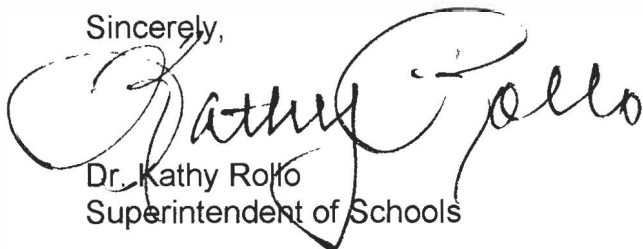
To whom it may concern:

Lubbock ISD enthusiastically supports the efforts of our district to pursue an expansion and revision of our blended learning programming. As a partner in the System of Great Schools (SGS), Lubbock ISD has identified a “north star” goal of enabling 80% or more of its students to attend an A or B campus. In pursuit of this goal, Lubbock ISD continually strives to provide increased educational access and opportunities for its students. No action better represents this than developing innovative solutions for some of our highest need student populations in alternative school settings. A robust blended learning option has been identified by the district and campus leaders as an educational approach that can readily adapt to the unique needs of our students in alternative school settings. However, we also know that the success of such a program is contingent on campus buy-in and district support.

We are confident that Dr. Ray Falcon will be able to balance the individual needs of each alternative school program with the overall needs of the district to personalize blended learning programming that best serves students and teachers. His work, supported by campus administrators and district leaders, will ensure that teachers are appropriately prepared and trained to deploy innovative blended learning solutions that will have a positive impact on our students. Such efforts are intended to result in quantifiable benefits, helping students achieve greater preparedness for their lives after leaving Lubbock ISD.

In the long term, we hope that our alternative school programs will serve as a model for effectively implementing blended learning across the district. Currently, we are serving over 7,000 students in the Lubbock ISD Virtual School, and we view the continuous improvement of this new educational model through blended learning as another chance to pursue our mission to nurture, develop, and inspire every child, every day.

Sincerely,



Dr. Kathy Rollo
Superintendent of Schools



Carolyn Thompson
Principal, Matthews Learning Academy

Raymond Xochipilli Falcón, Ph.D.
5410 29th St.
Lubbock, Texas (TX). 79407
drrayfalcon@yahoo.com
<https://orcid.org/0000-0002-3508-5994>

CURRICULUM VITA

EDUCATION

- 2013** **Doctorate of Philosophy**
Institution: University of Texas at El Paso, El Paso, TX.
Major: Teaching, Learning, and Culture
Emphasis: Mathematics Education
- 2009** **Master of Education**
Institution: University of Texas at El Paso, El Paso, TX.
Major: Instructional Specialist
Emphasis: Mathematics Education
- 1996** **Bachelor of Interdisciplinary Studies**
Institution: University of Texas at El Paso, El Paso, TX.
Major: Education
Emphasis: Mathematics Education
- 1993** **Associate of Science**
Institution: South Plains College, Levelland, TX.

Experience

- 2017-
present** Lubbock Independent School District
Matthews Alternative High School (MAHS)
Math Department Chair
All Subjects Math
All Levels Spanish
Night School Algebra EOC teacher
Lubbock, TX.
- 2016** Dimmitt Independent School District
Dimmitt High School
Educator
Geometry/Math Models
Dimmitt, TX.
- 2014** University of Saint Joseph

Assistant Professor (Tenure Track)
School of Education
Mathematics Education
West Hartford, CT.

2012 University of Texas at El Paso
Doctoral Grant Research Assistant/Graduate Mentor
Grant Internal Evaluator- Project Success
Blackboard Instructor/Builder
Student Government Association-Graduate Representation
El Paso, TX.

2011 University of Texas at El Paso
Doctoral Research Assistant
El Paso, TX.

2011 University of Copenhagen-Denmark
Didactics as a Science Distant Learning student.
Copenhagen, Denmark

2010 to 2013 Ysleta Independent School District - El Paso, TX.
Teacher, Eastwood High School
Algebra I
Geometry
Algebra II
TAKS
End-of-Course
Advanced Quantitative Reasoning
Texas Teacher Certifications in Mathematics
Middle School (6-8)
High School (9-12)
Gifted and Talented Certified
Pre-AP Certified

2002 to 2010 Ysleta Independent School District - El Paso, TX.
Teacher, Parkland Middle School
Mathematics-Algebra, 8th grade
Pre-AP Certified
8th Grade Math Campus Team Leader
8th Grade Campus Block Leader
Edusoft Software Campus Workshop Presenter
Football Head and Assistant Coach
Track Coach
Basketball Coach

1997 to 2002 Ysleta Independent School District

Teacher, Ysleta Middle School
Mathematics-Algebra, 7th-8th grade
Texas Teacher Certifications in Mathematics Middle School (6-8)
Gifted and Talented Certified
Pre-AP Certified
8th Grade Math Campus Team Leader
8th Grade Campus Block Leader
Campus Mathematics Teaching Skills Workshop Presenter
Football Coach

DISSERTATION TOPIC

Title: Connected Mathematics Learning and Gender Equity in Predominantly Latino/a High Schools: Case of Spatial Reasoning.

PUBLICATIONS

- 2011** Falcon, R. (2011). A Counterargument to Ineffective Technology in Classrooms: Characteristics of High Achieving Schools. Online Submission. Education Resources Information Center (ERIC). Accepted August 27, 2011. <http://www.eric.ed.gov/PDFS/ED520222.pdf>.
- Falcon, R. (2011). Intellectual Property Rights and The Classroom: What Teachers Can Do. Online Submission. Education Resources Information Center (ERIC). Accepted November 17, 2011. <http://www.eric.ed.gov/PDFS/ED525234.pdf>.
- Falcon, R. (2011). Transformative Pedagogy: From High Stake Testing to Culturally Responsive Mathematic Applications. Online Submission. Education Resources Information Center (ERIC). Accepted November 17, 2011. <http://www.eric.ed.gov/PDFS/ED525231.pdf>.
- Falcon, R. (2011). Pedagogy of Latinos: From Accountability to Critical Mathematics Pedagogy. Online Submission. Education Resources Information Center (ERIC). Accepted November 17, 2011. <http://www.eric.ed.gov/PDFS/ED525232.pdf>.
- Falcon, R. (2011). Algebraic Reasoning in the Middle Grades: A View of Student Strategies in Pictorial and Algebraic System of Equations. Online Submission. Education Resources Information Center (ERIC). Accepted November 17, 2011. <http://www.eric.ed.gov/PDFS/ED525230.pdf>.

Future Publications:

- 2020** Connectedness: Closing the Mathematical Achievement Difference between the Genders.
- 2020** Teacher Technician vs. Teacher Engineer: A Teacher's evolution.
- 2020** Skepticism, Belonging, and Academic Efficacy: Predictors of Disruptive Behaviors in Chicano/a Students.

PRESENTATIONS

- 2020** **Connectedness and Gender Equity in the Xicanix Mathematics Classroom with Feminine Ideals in Learning Mathematics (FILM).**
 Mathematics Education Seminar
 College of Education
 Department of Curriculum and Instruction
 Texas Tech University
 February 4
 Lubbock, TX.
- 2020** **Developing Constructivism and Student Engineers in a Distant Learning Classroom During Covid 19.**
 Mathematics Education Online Seminar
 College of Education
 Department of Curriculum and Instruction
 Texas Tech University
 May 5
 Lubbock, TX.
- 2015** **Connecting Mathematics to Xicana/os**
 Tu Libro Teach In
 Valles Elementary School
 El Paso Independent School District
 March 27
 El Paso, TX.
- 2013** **You and Mathematics: Calming the Anxiety**
 Lunch N Learn
 McGovern Hall
 University of Saint Joseph
 West Hartford, CT.
- 2013** **Creating Gender Equitable Mathematics Using Feminist Epistemology**
 Associated Teachers of Mathematics in Connecticut
 ATOMIC Fall Conference

Cromwell, CT.

Gender Equity in Mathematics: Developing P=4s Using Constructivism

Associated Teachers of Mathematics in Connecticut

ATOMIC Fall Conference

Cromwell, CT.

- 2012** **Toward a Gender Equitable Secondary Mathematics with Connectedness: Case of Spatial Reasoning.**
Graduate Student Expo
University of Texas at El Paso
El Paso, TX.
- 2012** **Skepticism, Belonging, and Academic Efficacy: Predictors of Disruptive Behaviors in Latino/a Students.**
Urban Systems Conference
Rutgers University
Newark, NJ.
- 2012** **Females and Spatial Reasoning: Case of Connectedness**
Mathematics Education Research Seminar
University of Texas at El Paso
El Paso, TX.
- 2012** **Skepticism, Belonging, and Academic Efficacy: Predictors of Disruptive Behaviors in Latino/a Students.**
5th Annual Ethnic and Pluralism Studies Graduate Research Conference.
University of Toronto
Toronto, CANADA
- 2012** **A Counterargument of Ineffective Technology in the Classroom: Characteristics of High Achieving Schools.**
Society for Information Technology and Teacher Education 23rd International Conference.
Austin, TX.
- 2011** **Teacher Technician vs. Teacher Engineer and Teacher Positioning in the classroom.** Presented via submitted presentations and articles.
Didactics as a Science Conference.
University of Copenhagen
Copenhagen, DENMARK.
- 2011** **Skepticism, Belonging, and Academic Efficacy: Predictors of Disruptive Behaviors in Latino/a Students.**
Doctoral Research Expo
University of Texas at El Paso

El Paso, TX.

- 2011 Skepticism, Belonging, and Academic Efficacy: Predictors of Disruptive Behaviors in Latino/a Students.**
Sun Conference
University of Texas at El Paso
El Paso, TX.
- 2010 AERA Paulo Freire, Critical Pedagogy, and Emancipation Special Interest Group (SIG) Chair for panel discussion involving Peter McLaren, Angela Valenzuela, Lilia Bartolome, and Sonia Nieto on Latino Education in America. AERA Annual Meeting**
Sponsor: AERA-American Education Research Association
Disciplined Inquiry: Understand Complex Ecologies in a Changing World.
Denver, CO.
- 2009 AERA Freirean Public School Teachers Speak Out: An Auto-ethnographic Account from the Trenches, Chair and Discussant. Panel with Dr. Cesar Augusto Rossatto and outstanding qualified teachers**
AERA Annual Meeting
Disciplined Inquiry: Education Research in the Circle of Knowledge
Sponsor: AERA - American Educational Research Association
San Diego, CA.

RESEARCH

- 2008-2013 Dissertation Research**
- 2012 Literature Review- Research Summer Grant**
Reasons why freshmen and sophomore students leave the College of Education major or college completely.
- 2012 Mixed Methods**
Improving Access to Gender Equitable Secondary School Mathematics by Connectedness: Case of Spatial Reasoning Problems.
- 2011 Quantitative Research**
Skepticism, Belonging, and Academic Efficacy: Predictors of Disruptive Behaviors in Latino/a Students using the Patterns of Adaptive Learning Scales.
- 2010 Qualitative Research**
From Technician to Engineer:
A Teacher Narrative of Resisting School Structures with a Custom Curriculum.
- 2009 Action Research**

Developing Algebraic Reasoning without Algebra with Middle School Students through solving multiple linear systems and matrices with pictorials.

Developing Geometrical and Algebraic Reasoning with Tangrams with Middle School Students.

2008 **Case Study Research**
Math and Inclusion:
A View of Teacher Strategies in a Math Inclusion Class

RESEARCH INTERESTS

My work will include Xicana/o mathematics education and social justice particularly how state curriculums, school districts, and hegemonic systems marginalize, disenfranchise, disempower, and oppress minorities. My research hopes to improve female achievement in mathematics particularly their connections to spatial reasoning, social cognition, multiple representations, and development of innovative curriculum which enhances participation in STEM fields.

COMMUNITY AND PROFESSIONAL SERVICE

National

2013- present Peer Reviewer for the Open Journal of Educational Self and Development

2013-present Peer Reviewer for the Open Journal of Education
Web developer and President of www.pemdas.net (Pedagogy, Equity, Mathematics, Diversity, and Social Justice)

2013 AERA
Graduate School Committee Campus Liaison- University of Texas at El Paso.
Freirean Website peer reviewer.

2010 AERA
Treasure for the Paulo Freire, Critical Pedagogy, and Emancipation SIG.

2008-present Webmaster for online publishing web page: freireanpedagogy.org together with Dr. Cesar Augusto Rossatto, recognized educators, ex and current UTEP students to host practical applications of critical pedagogy and action research.

University of Saint Joseph

Spring 2014 EDUC 341 Effective Teaching of Mathematics (Two Sections)
SPEC 579 (Special Education) Children and Mathematics

Secondary Education Professor Search Committee
 School of Education Interdisciplinary Major Development Committee
 Capitol Region Education Council (CREC) Summer Institute for Science and Math
 Committee
 Praxis Mathematics Preparation Sessions Instructor
 Institute for Latino Community Practice Affiliated Scholar
 Collaboration for Effective Educator Development, Accountability, and Reform
 (CEEDAR) Committee
 McDonough Expeditionary Learning School consultant
 Latino Community Practice Fellow

Fall 2013 EDUC 510 Children and Mathematics
 SPEC 579 Children and Mathematics

School Districts and other Local Community Services

2018-present Lubbock Independent School District (LISD)
 Teach Plus Fellowship Recipient
 Superintendent Council Advisory Panel
 LISD Equity Committee
 LISD Courageous Conversations Committee

2015- present Matthews Alternative High School (MAHS)
 Mentor Committee
 Positive Behavioral Intervention and Support (PBIS) Committee
 Morale Committee
 MAHS/Texas Tech University Mentor Planning Committee
 Night School Algebra EOC teacher
 Math Department Chair

2013 McDonough Expeditionary Learning School (MELS)
 Peer Mentored Middle School Math Teachers
 Curriculum Mentor

2013 Ysleta Independent School District Mathematics
 Mathematics Learning Community (MLC) for High Schools
 Curriculum Designer at Parkland Middle School and Ysleta Middle School
 8th grade Mathematics Scope and Sequence Design Team/Committee Member
 8th grade Mathematics Benchmark Reviewer/Committee Member
 Mentor Teacher
 Interdisciplinary Campus Action Plan (ICAP) committee
 Ysleta District-Wide 8th Math Scope and Sequence team member
 Campus Mentor Teacher-10 years
 Laying the Foundation Michael Dell Participant

2007-present Knights of Columbus (2nd Degree)

Texas Tech University
College of Education
Department of Curriculum and Instruction

2020 Mathematics Education Seminar

The University of Texas at El Paso
College of Education
Department of Teacher Education

2013 Mathematics Education Research Seminar (MERS).
Mathematics Education Research Lab (MERL).

AWARDS

2000 Teacher of the Year, Ysleta Middle School, Ysleta Independent School District

GRANTS

2009 Teacher Quality Grant, University of Texas at El Paso

2008 Teacher Quality Grant, University of Texas at El Paso

ASSOCIATION MEMBERSHIPS

2014-present American Educational Research Association (AERA)
Paulo Freire, Critical Pedagogy, and Emancipation SIG
Mathematics Education Research SIG
National Council of Teachers of Mathematics
National Association of Multicultural Educators
Texas Association of Chicanos in Higher Education
International Study Group of Ethno-mathematics
TODOS- Mathematics Education Association
University of Texas at El Paso Alumni
Texas Association of High School Football Coaches
National Scholars Honor Society
South Plains College Alumni

Knights of Columbus (2nd Degree)
Fellowship of Christian Athletes
Phi Delta Kappa
El Paso Teachers of Mathematics

2014 University of Saint Joseph Latino Community Practice Fellow

CONFERENCES ATTENDED (*no presentations*)

2012 SUN Conference
University of Texas at El Paso
El Paso, TX.

2011 2011 AERA Annual Meeting Theme: Research for the Public Good
New Orleans, LA.

2010 2010 AERA Annual Meeting Theme: Understanding Complex Ecologies in a Changing World
Denver, CO

2008 Advancement Via Individual Determination (AVID) Austin, TX.

2006 NCTM- New Orleans, LA.

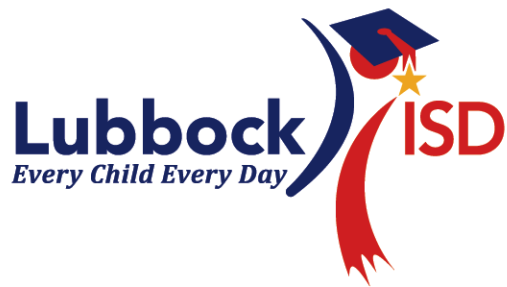
PERSONAL INTERESTS

My personal interests are to continue to research and publish my work. Currently, I teach courses online through Edgenuity; specifically Geometry, Algebra II, and Spanish classes.

ORCID iD QR Code



<https://orcid.org/0000-0002-3508-5994>



As the Project Manager for the Lubbock Independent School District (LISD) together with the Office of Innovation, District leadership, and Matthews Alternative High School (MAHS), we continually seek to improve student academic success both virtually and though face to face on campus instruction. Our Blended Learning program developed at MAHS provides the support and academic instruction to both synchronous and asynchronous students. Our main instruments for success included Edgenuity and Google Classroom. Through both entities, our at-risk students continued to progress academically through the spring during the Covid-19 pandemic stay at home orders.

MAHS has administered Edgenuity as the main source of digital educational software for the past three years. Students were issued personal chrome books during the beginning of the school year and were trained to use Edgenuity software. Our students transitioned very easily from face to face campus attendance to virtually at home schooling during the recent spring pandemic due to the fact of our blended learning program. Professional development was provided to teachers from leadership daily through morning meetings to begin implementing virtual instruction and student support. Results of our collaboration, Edgenuity training, and on-line learning experiences, our students completed courses including their high school graduation requirements without delay. Our graduation rates were not affected by the fact our at-risk students studied from home. It quantifies the amount of effort, time, planning, compassion, and connectedness MAHS established with blended learning students.

The Blended Learning Grant Program and the Math Innovative Zone are needed to duplicate the success of MAHS to other traditional high school and alternative programs at LISD. LISD blended learning initiatives direct themselves around student achievement, access to technology, professional development, educational resources, and social, emotional support. Now more than ever, LISD is challenged to meet the extremely adverse need of students, especially those who face great adversity in their home environment. We are grateful for the opportunity to enhance and empower the lives of many.

Sincerely,

Raymond Falcon

Raymond Falcon, PhD



Organizational Chart
Lubbock Independent School District
 1628 19th Street | Lubbock, TX 79401
 (806) 219-0000 | www.LubbockISD.org

Lubbock ISD Board of Trustees

Lubbock Partnership
 Network Management
 Committee

Cicely Alexander
 Executive Principal

**Dr. Kathy Rollo
 Superintendent**

**Rick Rodriguez
 Chief
 Operations Officer**

**Jeff Klotzman
 Executive Director
 Communications and
 Community Relations**

**Mike Meeks
 Executive Director
 Athletics**

**Jody Scifres
 Chief of Police**

**Doyle Vogler
 Associate Superintendent**

**Dr. Lisa Ramirez
 Chief Innovation Officer**

**Shay Jennings
 Executive Director
 Budget and Finance**

**Doug Bawcom
 Executive Director
 Human Resources**

**Erin Gregg
 Assistant Director
 Communications and
 Community Relations**

**Jim Garfield
 Assistant Director
 Athletics**

Lubbock ISD Police

**Anna Jackson
 Executive Director
 Leadership and
 Professional Development**

**Damon McCall
 Executive Principal**

**Lisa Thompson
 Executive Director
 Payroll and Risk
 Management**

**Wonderful Loud
 Director
 Human Resources**

Lubbock ISD-TV

**Jimmy Johnson
 Assistant Director
 Athletics**

Lubbock ISD Police

**Pam Leftwich
 Executive Director
 Research, Assessment and
 Accountability**

**Amy Stephens
 Executive Principal**

**VACANT
 Director
 Procurement Services**

**Will Smith
 Director
 Human Resources**

Lubbock ISD-TV

**Kami Finger
 Executive Director
 Special Services**

**Misty Rieber
 Assistant Superintendent
 Curriculum and Instruction**

**Andrew Babcock
 Executive Director
 Fine Arts**

**Lynn Akin
 Assistant Superintendent
 Student and School
 Support**

**Damon Jackson
 Chief Technology Officer**

**Stacy Carter
 Director
 School Safety and Security**

Lubbock ISD-TV

**Dr. Shelly Bratcher
 Director
 Special Services**

**Jill Berset
 Executive Director
 Career and Technical
 Education**

**Charlotte Sessom
 Director
 Counseling and
 College/Career Readiness**

**Lynn Akin
 Assistant Superintendent
 Student and School
 Support**

**Bill Landis
 Director
 Instructional Technology**

**Robert Nanz
 Facilities and
 Bond Projects Manager**

Lubbock ISD-TV

**Lisa Bryant
 Director
 REACH**

**Jill Berset
 Executive Director
 Career and Technical
 Education**

**Charlotte Sessom
 Director
 Counseling and
 College/Career Readiness**

**Lynn Akin
 Assistant Superintendent
 Student and School
 Support**

**Bill Lovelace
 Director
 Technology Support**

**Bill Craft
 Executive Director
 Facilities**

Lubbock ISD-TV

**Bryan Sessom
 Director
 ECI / DEBT**

**Jill Berset
 Executive Director
 Career and Technical
 Education**

**Charlotte Sessom
 Director
 Counseling and
 College/Career Readiness**

**Lynn Akin
 Assistant Superintendent
 Student and School
 Support**

**Distribution
 Mailroom
 Materials Production Center
 Print Shop**

- Evaluation Services
- Migrant Services
- Social Emotional Learning (SEL)
- Specialized Programs/Instruction:
- Bilingual/ESL
- Dyslexia
- Foster Care
- Homebound
- Pregnancy Related Services (PRS)
- Regional Day School Program for the Deaf (RDSPD)
- Special Education
- Speech and Related Services
- Vocational Transition Center (VTC)

- Advanced Academics
- English Language Arts/Reading
- Library Media Services
- Early Childhood: PreK / Head Start
- Mathematics
- Multi-Tiered Systems of Support (MTSS)
- Physical Education
- Science
- Social Studies
- Title I - AVID College / Career / Military Readiness
- Title I Parent Involvement
- World Languages

- ACES
- Attendance Officers
- Juvenile Justice Alternative Education Program (JJAEP)
- Lubbock County Juvenile Justice Center (LCJJC)
- Mathews Learning Center
- Priority Intervention Academy
- Student Health Services
- Blended Learning Project Manager



Blended Learning Grant Program

Submitted by Lubbock ISD

Evidence of Software Program Effectiveness: Edgenuity
Independent Research Studies
<p>Floyd County Schools Georgia. A randomized study conducted by the Center for Research and Reform in Education (CRRE) at Johns Hopkins University documenting how Pathblazer students outperformed similar control peers on the winter 2020 NWEA Measures of Academic Progress Growth test in reading. Findings satisfy ESSA’s “strong” or Tier 1 evidence.</p>
<p>Success Virtual Learning Centers. An independent study demonstrating how Edgenuity students achieved significant improvements on the BASI and NWEA® MAP® Growth™ Reading, Language, and Math assessments.</p>
Case Studies (see a comprehensive list at https://www.edgenuity.com/results-from-online-learning/)
<p>Houston ISD. A research brief demonstrating how Edgenuity Courseware helped improve middle school students’ STAAR® Reading and Math test scores, discipline, and grade retention rates during the 2013, 2014, and 2015 school years.</p>
<p>Birdville ISD. A research brief describing how students using MyPath™ reading individualized learning paths outperformed an equivalent group of students enrolled in face-to-face intervention.</p>
<p>Cypress-Fairbanks ISD. A research brief showing how students enrolled in Edgenuity’s online English I, English II, Algebra I, U.S. History, and Biology credit recovery courses obtained more credits and achieved higher course grades than an equivalent group of students enrolled in a face-to-face credit recovery course.</p>
<p>San Antonio ISD. A research brief demonstrating how MyPath students outperformed their peers by 33% on the NWEA® MAP® Growth™ Reading assessment.</p>
<p>Rio Rancho Cyber Academy (Rio Rancho, New Mexico) students who participated in Edgenuity courses outperformed their peers on the Partnership for Assessment of Readiness for College and Careers (PARCC) English language arts and mathematics tests for three years straight.</p>
<p>From 2015 to 2017, the percentage of Village Green Charter School (Providence, Rhode Island) students who achieved proficiency on the PARCC ELA/Literacy Test more than doubled after using Edgenuity courses in a blended format.</p>
<p>Putnam County Schools in Tennessee increased their graduation rate from 86 percent in 2008 to 92.6 percent in 2015 after implementing the Edgenuity blended learning program.</p>

By midyear (fall 2017 to winter 2018), more than 60 percent of Flex Academy Charter School (Little Chute, Wisconsin) Edgenuity students exceeded yearly growth expectations on the MAP Growth Reading and Math Assessments.

From 2016 to 2017, School District of Lee County students in Florida demonstrated statistically significant gains on the Renaissance Star Reading assessment.

After implementing Edgenuity, Santa Cruz Valley Unified School District #35 (Rio Rico, Arizona) elementary school students significantly improved their performance on the MAP Growth Reading and Math Assessments from fall 2018 to winter 2019

Park City Independent School. [A case study showing how Edgenuity students scored 17% higher than the reported national average and 20% higher than the reported statewide average on the English composition subtest of the ACT®.](#)