

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM)

CFDA # 84.425B

PR/Award # S425B200033

Grants.gov Tracking#: GRANT13154678

OMB No. , Expiration Date:

Closing Date: Jun 29, 2020

PR/Award # S425B200033

Table of Contents

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Standard Budget Sheet (ED 524)	e6
3. Disclosure Of Lobbying Activities (SF-LLL)	e8
4. ED GEPA427 Form	e9
5. Grants.gov Lobbying Form	e10
6. Dept of Education Supplemental Information for SF-424	e11
7. ED Abstract Narrative Form	e12
Attachment - 1 (1234-Abstract - TEA ESF-REM Grant)	e13
8. Project Narrative Form	e14
Attachment - 1 (1235-Project Narrative - TEA ESF-REM Grant)	e15
9. Other Narrative Form	e42
Attachment - 1 (1236-Appendix 1-Letter of support from Governor of Texas, pursuant to Application Requirement	e43
6)	
Attachment - 2 (1237-Appendix 2-Individual Resumes for Project Director and Key Personnel)	e45
Attachment - 3 (1238-Appendix 3 - Current Indirect Cost Rate Agreement (BY2020))	e72
Attachment - 4 (1239-Appendix 5 - Assurance of participation in ESF-REM evaluation (Requirement 5))	e73
Attachment - 5 (1240-Appendix 6 - References)	e74
Attachment - 6 (1241-Appendix 7 - House Bill 3 Programs and Allotments)	e78
10. Budget Narrative Form	e80
Attachment - 1 (1242-Budget Narrative - TEA ESF-REM Grant)	e81

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

There were problems converting one or more of the attachments. These are: [1238-Appendix 3 - Current Indirect Cost Rate Agreement \(BY2020\).pdf](#)

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="06/29/2020"/>	4. Applicant Identifier: <input type="text" value="Texas Education Agency"/>
--	---

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="██████████-██████████"/>	* c. Organizational DUNS: <input type="text" value="██████████"/>
---	--

d. Address:

* Street1:
Street2:
* City:
County/Parish:
* State:
Province:
* Country:
* Zip / Postal Code:

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:
Title:

Organizational Affiliation:

* Telephone Number: Fax Number:

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.425

CFDA Title:

Education Stabilization Fund

*** 12. Funding Opportunity Number:**

ED-GRANTS-050120-001

* Title:

Office of Elementary and Secondary Education (OESE): Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program CFDA Number 84.425B

13. Competition Identification Number:

84-425B2020-1

Title:

Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Texas Home Learning (THL)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

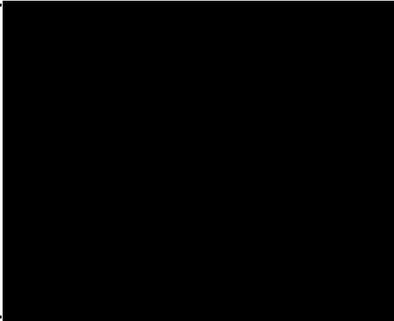
17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

- * a. Federal
- * b. Applicant
- * c. State
- * d. Local
- * e. Other
- * f. Program Income
- * g. TOTAL



*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Texas Education Agency

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	680.26	580.26	580.26	0.00	0.00	1,840.78
6. Contractual	12,290,420.03	4,000,000.00	3,000,000.00	0.00	0.00	19,290,420.03
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)						

***Indirect Cost Information (To Be Completed)**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
PR/Award # S425B200033

Name of Institution/Organization Texas Education Agency	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
--	---	--

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013
Expiration Date: 02/28/2022

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: <input type="text" value="U.S. Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Education Stabilization Fund"/> CFDA Number, if applicable: <input type="text" value="84.425"/>
---	---

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text" value="20,000,000.00"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

b. Individual Performing Services (including address if different from No. 10a)

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix * First Name Middle Name
* Last Name Suffix

Title: Telephone No.: Date:

Federal Use Only: Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [redacted] and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

	Add Attachment	Delete Attachment	View Attachment
--	----------------	-------------------	-----------------

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
Texas Education Agency	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix:	* First Name: Cory Middle Name:
* Last Name: Green	Suffix:
* Title: Associate Commissioner	
* SIGNATURE: Cory Green	* DATE: 06/29/2020

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Lily	<input type="text"/>	Laux	Ph. D.

Address:

Street1:	1701 N. Congress Ave.
Street2:	<input type="text"/>
City:	Austin
County:	<input type="text"/>
State:	TX: Texas
Zip Code:	78701-1494
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
<input type="text"/>	<input type="text"/>

Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
----------------------	----------------	-------------------	-----------------

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Texas Home Learning (THL): Texas Plan for the Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Grant

Abstract

The Texas Education Agency (TEA) is committed to providing all Texas students with an excellent education in midst of the current COVID-19 pandemic. The primary goal of Texas Home Learning (THL) is to ensure all students meet and exceed grade level progress. TEA proposes three grant activities that will further the planned investment in building statewide virtual courses to ensure student access, educator efficacy, and parent satisfaction—components that are demonstrated gaps in the current state allocation of resources. Grant activities include: 1) explicitly designing support for 1,110,000 English Learners to augment coursework accessible by nearly all 5.5 million students, 2) providing implementation supports for educators and parents of English learners, 3) and providing professional development on progress-monitoring tools for teachers to ensure students access evidence-based instruction. Additionally, each of these grant activities include widely distributing information about the availability of programs. TEA will target key objectives, including increasing the number of:

- available open resources explicitly for EL students by 10 courses each year.
- parents and families of EL students learning about available resources, receiving training on using them, providing feedback on resource by 220,000 annually.
- optional PD opportunities taken by teachers accessing the THL system for 300,000 teachers

To accomplish these objectives, TEA will use grant funds to support the development of resources for K-5 English learners in the areas of ELAR, math, and English as a second language (ESL); establish regional cohorts within each of the Texas regional service center areas and establish cohort leads throughout the state to recruit, train, and support public engagement specialists; and, support the development of resources to ensure that teachers are well-trained and supported to use data to drive instruction and ensure that students receive individualized, evidence-based supports. Investing in supporting virtual learning development in Texas will help ensure that disadvantaged children, particularly children living in poverty and English Language Learners, benefit from evidence-based practices, activities, and interventions during this unprecedented time, ultimately improving student outcomes and providing increased value to students and taxpayers. This grant would allow Texas to pursue a tremendous opportunity to further the work of support and expanding virtual learning for a state profoundly impacted by COVID-19.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

Texas Home Learning (THL): Texas Plan Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM)

Contents

INTRODUCTION	2
CORONAVIRUS BURDEN (<i>APPLICATION REQUIREMENT 3</i>).....	4
Actions Taken to Date.....	5
QUALITY OF PROJECT SERVICES AND PROJECT PLAN (<i>Absolute Priority 2</i>)	6
Approach to Absolute Priority 2 (<i>Application Requirement 1</i>).....	6
Activity 1: Ensuring Access for English Learners	8
Activity 2: Supporting Parent Involvement and Engaging Families.....	9
Activity 3: Implementing new instructional strategies to extend the impact of great teachers in the classroom and the home	11
Needs to be Addressed by Project (<i>Application Requirements 2 & 4</i>)	13
Up-to-date Knowledge from Research and Effective Practice to Expand Access to Remote Learning Options and Improve Student Outcomes.....	15
Expanded Access and Improvement in Student Outcomes.....	19
Activity 1: Ensuring Access for English Learners	19
Activity 2: Parent Involvement and Engaging Families.....	20
Activity 3: Implementing new instructional strategies to extend the impact of great teachers in the classroom and the home	21
Goal and Significance of Expected Outcomes: Expanding Access to Remote Learning and Improving Student Outcomes (<i>Application Requirement 5</i>).....	21
MANAGEMENT PLAN (<i>Application Requirement 1</i>)	22
Project Team and Qualifications.....	22
Performance Feedback and Continuous Improvement	24
Proposed Use of Funds, Reasonableness of Objective Funds, and Reasonableness of Per Pupil Costs	25
CONCLUSION.....	27

INTRODUCTION

Nearly five and a half million students, 10% of all students in the country, reside in Texas and deserve an excellent and equitable education that prepares them for prosperity in the future. Texas has 1,200 Local Education Agencies (LEAs) and to date, many students, teachers, principals, schools, and districts have achieved remarkable success. However, the public health crisis created by the spread of the COVID-19 virus means that most school systems in Texas have closed for significant amounts of time for the 2019-2020 school year and moved staff to limited on-campus exposure and teleworking strategies. The ramifications of this crisis will not only affect this school year but the subsequent school year, as Texas schools move to normalize school operations and compensate for lost instructional time. In order to maximize educational options to reclaim educational efficacy and ensure the crisis does not have a lasting educational impact on Texas students, the Texas school system will need to respond quickly and with flexibility.

Immediately following statewide school closures, the Texas Education Agency (TEA) engaged with superintendents across the state to assess statewide need. As a response, TEA created Texas Home Learning (THL), a site that provided eight weeks' worth of high-quality instructional materials, both in print and online, for all Texas students. THL provided materials for prekindergarten through twelfth grade, in English and in Spanish, with additional support such as speech-language therapy. After receiving user feedback from districts representing over 2.2 million students, TEA launched THL 2.0 to support summer instruction, with an emphasis on supporting high-quality texts access, students with disabilities, and seniors who had not demonstrated college or career readiness. Now, **Texas is developing Texas Home Learning 3.0 (THL 3.0), a high-quality virtual course program that will be accessible to all students in the state (*Absolute Priority 2*)**. TEA is working to make available optional, free online instructional

materials for every school system in Texas to support grade level remote instruction in PK-12th grade in English, math, science, and social studies, along with additional supports for remote dyslexia instruction and remote speech therapy. Already planned elements are designed to fill district needs, addressing gaps in the shift to remote and hybrid instruction. These elements, which will be freely available to all districts and students in Texas, include:

- Software to facilitate remote learning
- Curricular materials aligned to the Texas state standards (Texas Essential Knowledge and Skills, or TEKS), designed to work synchronously and asynchronously, 52 total courses
- Progress monitoring tools to help discern whether students are mastering material
- Professional development, planning resources, and operational delivery support for LEA leaders to help deploy these tools

Texas believes that by creating a flexible solution to support districts, we can help prevent, prepare for, and respond to the devastating effects of COVID-19 on our educational system.

Given Texas' current work and planned investment, TEA proposes three grant activities that will further the planned investment in building statewide virtual courses to ensure student access, educator efficacy, and parent satisfaction—components that are demonstrated gaps in the current state allocation of resources. Grant activities include: 1) explicitly designing support for 1,110,000 English Learners to augment coursework accessible by all nearly 5.5 million students, 2) providing implementation supports for educators and parents of English learners, 3) and providing professional development on progress-monitoring tools for teachers to ensure students access evidence-based instruction. Additionally, each of these grant activities include widely distributing information about the availability of programs. Without these immediate responses, the state's future workforce and economic health are at a real risk.

CORONAVIRUS BURDEN (*APPLICATION REQUIREMENT 3*)

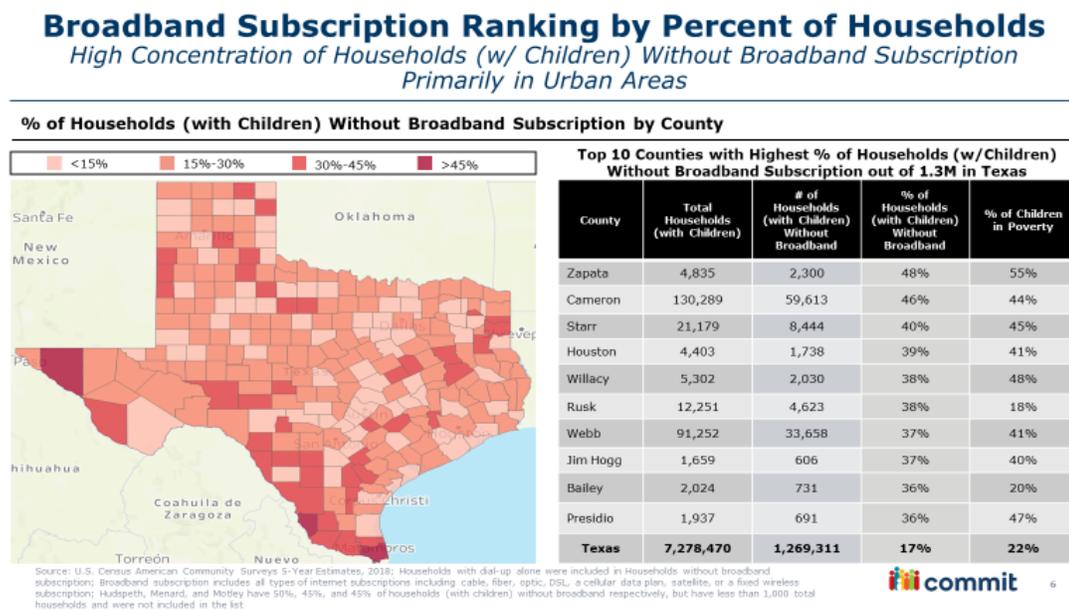
Texas falls in the 41st to 60th percentile for the US Education Department Coronavirus State Burden rankings. Over 148,000 Coronavirus cases have been reported in Texas and nearly 2,400 people (8 people per capita) have died – numbers that continue to rise at the time of submission of this application. Fatalities investigated by the Texas Department of State Health Services show 40.5% were White, 25.8% Hispanic, 18.2% Unknown, 12.8% African American, 2.0% Asian, and 0.8% Other. Densely populated counties such as Harris, Dallas, Tarrant, and Travis represent 43.3% of fatalities and 48.5% of confirmed cases. The impact on the Texas economy has also been significant; since March of 2020, 1.8 million unemployment claims have been filed in Texas which represents a more than 10-fold increase of claims compared to the same time frame in 2019.

The increase in students at home along with the negative impact on the Texas economy leaves students vulnerable to profound learning loss. Texas educates 5.4 million students annually, over 10% of students in the United States, and has added approximately 770,000 students over the last decade, with roughly eight in ten of those students classified as low income and nearly four in ten of those new students considered English Language Learners. As a result, Texas now ranks second in the nation in the percent of English learners and ninth nationally in the percent of students qualifying for free or reduced lunch. Furthermore, Texas represents an extremely diverse population: 52.6% of Hispanic or Latino race, 27.4% White, 12.6% Black or African American, 4.5% Asian, 2.4% two or more races, 0.4% American Indian and Alaska Native, and 0.2% Pacific Islander. **About one out of five Texas students are English Learners** and 51.7% of those students are enrolled in English as a Second Language. Most students are economically

disadvantaged with 60.2% being eligible for free meals or discounted meals or having other economic disadvantages.

Economically disadvantaged students in both rural and urban areas have connectivity issues that create obstacles to learning from home. Broadband internet access varies by region in the state. Texas has launched an Operation Connectivity Task Force to address data that suggest a third of Texas students live in homes without access to both high speed internet and an adequate learning device--an estimated ~1.8 million students. This “connectivity gap” disproportionately effects students in lower income and rural households.

Figure 1: Broadband Subscription Data from Commit for Operation Connectivity.



Actions Taken to Date

To address the state’s immediate educational needs as a result of COVID-19, the Texas Education Agency developed both an instructional continuity framework and at-home learning resources as a contingency option for school districts that expanded upon TEA’s efforts to provide **free, high-quality instructional materials** to all students. The THL supports quality at-home

learning for students by providing daily and weekly learning plans in all grades that can be started immediately in a student’s home environment. In April 2020, TEA conducted a statewide 10 question survey of 354 school districts that represented 2.2 million students. Districts were asked the likelihood they would share the “plug-and-play” Home Learning Model directly with teachers or families. 60% indicated they were extremely or somewhat likely to do so. Districts estimated that on average 24% of students needed access to paper-based instructional packets to support launching the Texas Home Learning 3.0 Model. A follow up survey sent three weeks later found that 69% of districts planned on using Home Learning Model resources and 90% were extremely or somewhat likely to provide at-home summer learning materials. While Texas has supported both online and print material, Operation Connectivity works in parallel with THL 3.0 to ensure that 100% of Texas students have connectivity, broadband, and devices by the 2021-2022 academic year.

QUALITY OF PROJECT SERVICES AND PROJECT PLAN (*Absolute Priority 2*)

Approach to Absolute Priority 2 (*Application Requirement 1*)

Texas is building on existing work and initiatives to develop and expand access to high quality courses for all LEAs in Texas. Since 2016, Texas has engaged stakeholders to establish and execute a strategic plan to achieve a goal of making every child prepared for success in college, career, or the military.



Figure 2: TEA Strategic Plan

This goal of creating equitable access to post-secondary success is supported by four strategic

priorities that establish a multilayered approach to improving outcomes for students at each level of the PreK-12 educational program. Existing state initiatives such as open educational resources, blended learning programs, and free interim and formative assessments for districts can be leveraged to support quality home learning. These priorities and initiatives were bolstered by Texas' transformative investment in public education in 2019, HB 3, which emphasized funding based on student need, including an increase in the basic allotment and several explicit allotments, such as one for students with dyslexia. HB 3 also created the Teacher Incentive Allotment (TIA) to promote increased compensation for the most effective teachers in the state, particularly teachers working on high poverty and rural campuses. Taken collectively, these investments can continue to support and bolster student learning despite the tremendous impact of COVID-19.

Given the impact of COVID-19, districts need to prepare for a wide variety of coronavirus-related scenarios for the 2020-2021 school year and beyond including, but not limited to, students continuing remote learning (through choice or necessity), students returning to school and then returning home for periods of time, and students needing additional support as a result of lost instructional time. THL 3.0 is designed to be adopted by districts, in part or fully, to provide high-quality instructional materials options to make up for lost learning time as a result of COVID-19 and to contingency plan for possible future instructional disruptions. It will allow for districts to plan for learning at-home in a variety of scenarios that are in-person and remote. These courses are comprised of **comprehensive sets of high-quality instructional materials in an online, modifiable learning environment**. The project will build out a full suite of open educational resources for core subjects that are aligned with the Texas Essential Knowledge and Skills (TEKS) standards. These resources include courses of study for each core subject, PK-12, with aligned assessments and progress monitoring. These materials will live on a content delivery platform

designed to allow districts to plug and play in either a synchronous or an asynchronous environment. The courses will further be built on key interoperability standards to work in a soon-to-be-purchased, already funded, statewide Learning Management System (LMS) or integrated into a district's existing LMS. Importantly, district materials will be available and customizable to support in both online and print versions and fully virtual and hybrid settings. Aligned, consultative work supports the implementation of these tools, helping districts how to adopt and modify for their local context. The products will result in teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that allows for free use, reuse, modification, sharing, and future enhancement.

This program specifically targets supporting all learners and anticipates that ~20% of districts (or 200+) use a component of THL in the first year, growing to ~50% (or 600+) by year three. These supports further ensure that at least 80% of campuses adopting at least half of product one's curricular offerings across all grades and subjects meet fidelity of implementation thresholds in 2021-2022.

Activity 1: Ensuring Access for English Learners

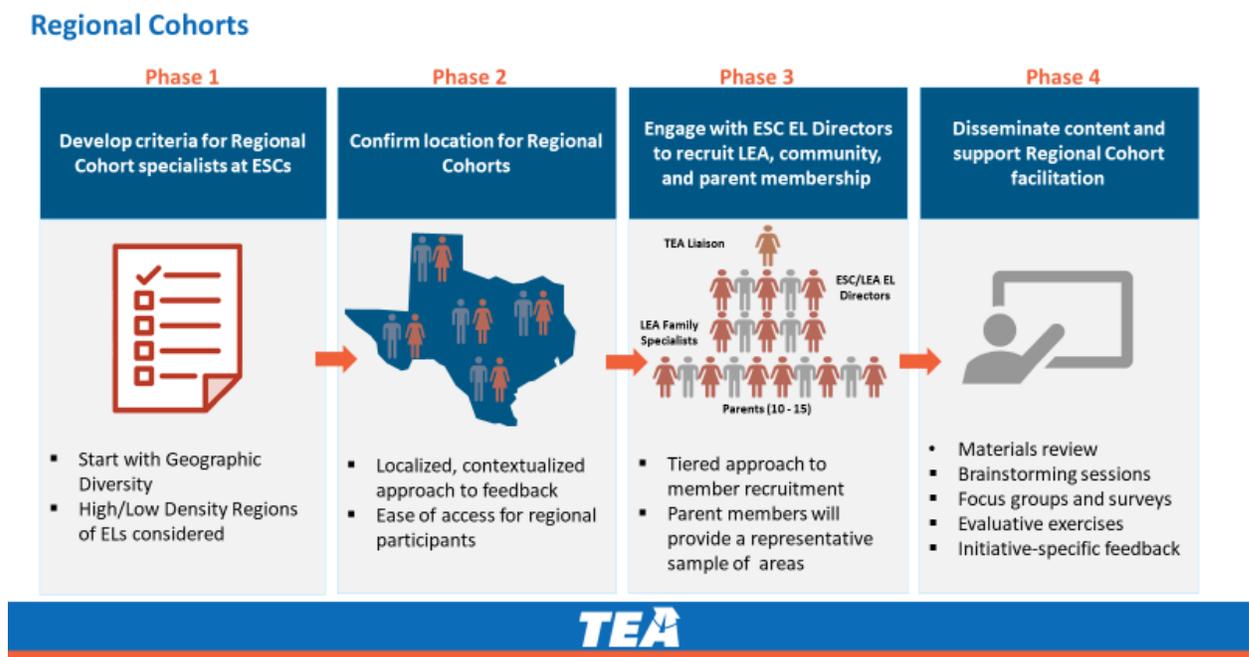
In order to ensure that curriculum and remote learning resources are meeting the needs of English Learners, TEA will **develop and align high-quality instructional materials to serve English language acquisition**, and provide access to evidence-based materials in a transadapted (when available) format to ensure content instruction is made accessible in the target language. When this is not possible, adopted materials will have been translated with equal language and content rigor. To complement the use of openly accessible, high quality materials, **THL 3.0 will build courses with foundational concepts to English Learners, academic content acquisition, and English language acquisition.** Courses will:

- Provide embedded access to online dictionaries and content glossaries.
- Provide adapted materials that meet the language levels of individual students regardless of age or grade level.
- Provide step-by-step instructions in target language(s) to break down how to complete tasks or exemplars.
- Provide parent/family accessibility tools that will assist in instructional support at home.

Activity 2: Supporting Parent Involvement and Engaging Families

Currently, TEA has ongoing interaction and formal stakeholder meetings with Local Education Agency (LEA) leaders and regional service centers to provide feedback on initiative design and implementation. Expanding these stakeholder groups to **activate parent and family engagement** and feedback will be a priority. To accomplish this, TEA will establish regional cohorts that are designated within each of the regional service center areas. TEA will establish cohort leads throughout the state to recruit, train, and support public engagement specialists.

Figure 3: Activity 2: Regional Cohort Model



These cohorts will target areas with a high density of EL students, and they will be equipped with training and materials to engage parents and families. This will create a cohesive and aligned way to solicit, incorporate, and report on the feedback from the diverse stakeholder groups. This will also allow the official bodies to have regular meetings to provide feedback on important topics; provide the advocacy and representative stakeholder groups with a formalized space to offer feedback on the design and implementation of those policies; and provide direct feedback from parents and families to report on how the efforts are impacting their children.

Within each of the regional cohorts, public engagement specialists will convene quarterly events to address THL 3.0 impact and needs with local communities, solicit feedback, disseminate feedback through an expanded delivery chain, and report feedback back to TEA leadership. The cohorts will provide two major opportunities for TEA to engage meaningfully with parents and families:

- **Focus Groups:** Organized through regional public engagement specialists, focus groups will occur semiannually in each of the designated regions. These focus groups will provide an opportunity for all stakeholder groups (students, parents/families, teachers, administrators) to provide structured feedback in a formal setting. **This feedback will focus on providing input on which courses are needed and methods to inform parents about course availability.** Additionally, these feedback opportunities will be captured to determine priorities of course offerings by using the feedback data: number of requests, existence of regions with limited course availability, and relevance to providing equitable access to meeting academic standards. Feedback sessions will be followed up with a formal feedback loop that describes decisions made and the rationale.

- **Informal Feedback:** TEA will ask for feedback on a variety of topics and task stakeholders with having conversations with representatives from their communities and reporting back on what they find. This information will be consolidated and reflected to those same community members to help improve meaningful feedback regarding relevance of materials and resources, quality, and accessibility. This delivery chain will also allow TEA to expand its direct access to families.

Under this activity, TEA will produce a framework for public engagement that will serve as a method to support the needs of all parent and family engagement opportunities. This framework will include: region-specific community survey/mapping to better understand the unique landscape and interests of each regional community; metrics for ensuring fidelity of implementation of these engagement strategies; outreach strategy and execution plan that can be leveraged in each region; consistent and uniform reporting mechanism; and a feedback loop to keep stakeholders informed in a timely manner. This information will be publicly posted to be widely available.

Activity 3: Implementing new instructional strategies to extend the impact of great teachers in the classroom and the home

In order to magnify the impact of teachers, THL 3.0 must provide extensive professional development (PD) opportunities and clear communication strategies for communicating with students and parents during at-home learning. Therefore, TEA will design a series of training modules that support evidence-based sheltered instruction and culturally and linguistically responsive strategies that support effective instruction to ELs. These training modules will be based on five foundational principles of effective professional development for teachers of English Learners:

- Principle 1: Build on a foundation of skills, knowledge, and expertise.

- Principle 2: Engage participants as learners.
- Principle 3: Provide practice, feedback, and follow-up.
- Principle 4: Measure changes in teacher knowledge and skills.
- Principle 5: Measure changes in student performance.

Using these foundational principles to ensure quality growth in professional learning, Texas Home Learning 3.0 will incorporate embedded professional learning opportunities for teachers using the system. These opportunities will be directly linked to the TEKS standards and resources provided within the THL 3.0 system. To support teachers, THL 3.0 will incorporate real time progress monitoring for any teacher/student activities that are completed online by ensuring that instructional responses provided by students are captured through an automated system, **providing teachers with useful data**. Additionally, the ability to capture ongoing performance data from students and report back to teachers will be essential. Relevant data collection will be available to teachers for making instructional decisions at the individual teacher level, so learning opportunities are designed based on information from this system. For example, a teacher's data may show low student performance (aggregate) on following simple directions in English. With this data, the teacher would see the area of deficiency and recommended PD resources/modules that would support sheltered instructional techniques that leverage the existing knowledge of students to build vocabulary and supporting language structures to enhance English acquisition.

In order to best serve the needs of teachers, this system will incorporate both synchronous and asynchronous options, as well as in time video conferencing for purposes of coaching. Establishing a secure platform that provides technology supporting interactive exchange is essential to serve the continued learning needs of teachers. In addition to robust professional learning and improvement opportunities, THL 3.0 must be equipped with resources that equip

parents with meaningful understanding of available resources and methods to engage their children. While this will not replace the authentic teacher-student experience, THL 3.0 will ensure that families have meaningful access to instructional guidance to help support their child's learning needs. This will be reinforced with high-quality, easy to understand resources that describe the purpose of lessons and what success or proficiency looks like. Technical assistance will be readily available to help families with content or instructional questions. These resources will be offered in languages to serve the learning needs of families as appropriate.

Needs to be Addressed by Project (*Application Requirements 2 & 4*)

The COVID-19 potential learning loss can be thought of in terms of three categories for remote learner students: students receiving remote learning instruction and experiencing some learning progress, students receiving remote learning instruction and experiencing minimal learning progress, and students receiving no instruction at all. All three categories of remote learner students are at risk for significant learning loss (McKinsey, 2020). Forecasts by McKinsey estimate that a return to in-class schooling starting in January 2021 would result in significant learning loss benchmarked against typical in-class learning. Students experiencing an average level of remote learning until January 2021 will have lost 3-4 months of learning while students receiving no instruction at all will have lost 12-14 months of learning compared to typical in-class learning. These findings support the need to develop high quality remote learning instruction that minimizes potential learning loss.

English Learners (EL) are especially vulnerable to learning loss as a result of the COVID-19 crisis. In-class instruction allows EL teachers to customize support for ELs. Existing remote learning programs often lack the ability to offer this level of support for ELs (Education Week, 2020). Digital Learning Resources (DLRs) are an effective tool frequently used by EL teachers

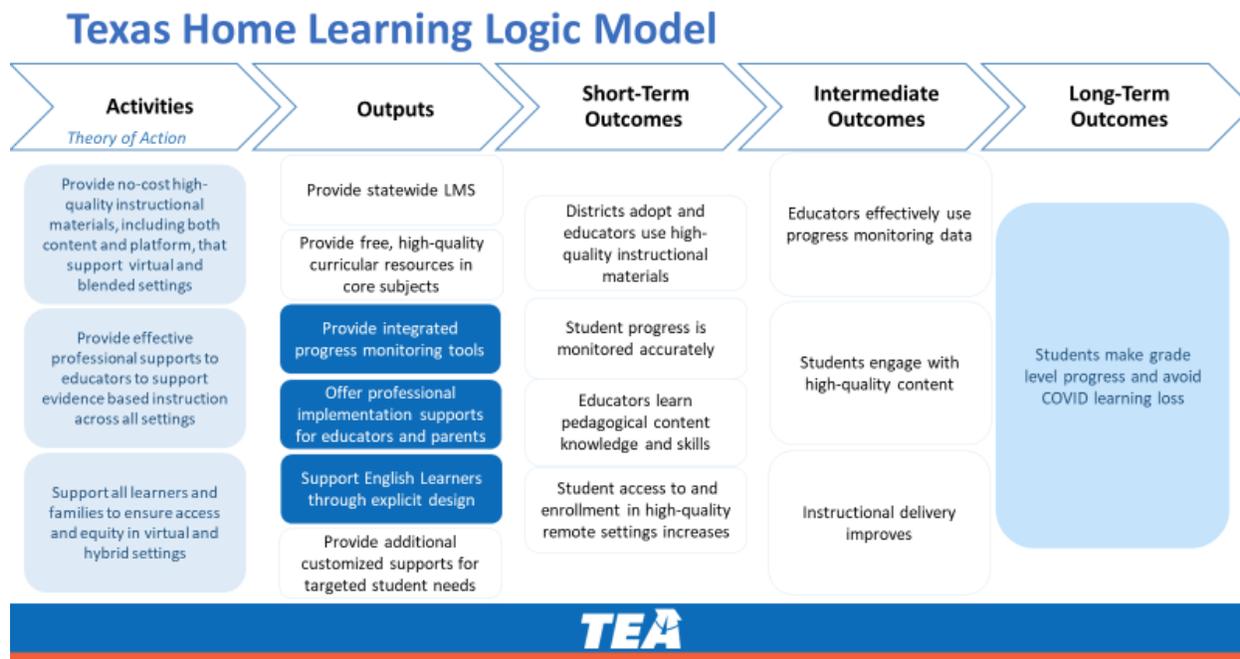
(Department of Education, 2019). While DLRs are helpful for ELs, there are barriers. Lack of DLRs access at homes prevents ELs from continuing their education outside of the classroom. In addition, teachers need continuing education to develop familiarity with DLRs and technology expertise. In addition to the need for EL tools, the materials for ELs are often misaligned with EL grade levels and lack sophistication. The success of implementing EL tools is contingent upon having high-quality teachers that can fill in the gaps where materials and tools are lacking. Furthermore, research demonstrates that all students benefit from teachers that have EL-specific training regardless if they teach ELs or not (Education Commission of the States, 2020).

As mentioned above, one in five students in Texas is identified as an EL. Between 2017-2018 and 2018-2019, the percentage of ELs increased by 4% or approximately 38,000 additional EL students. While this student population has high concentrations in certain regions, there is increasing growth in regions that are rural and remote. The emerging student population in these regions is growing faster than the ability of the schools to meet their needs.

Additionally, the achievement gap that existed before COVID-19 between ELs and their peers continues to widen. During the 2018-2019 school year, (24%) of Els met standards, while (50%) of their non-English learner peers did. This issue is compounded by a lack of existing high-quality resources that are aligned to TEKS standards and the equivalent levels of materials for non-ELs. This initiative seeks to close this gap in quality and availability of resources that provide access to ELs. While TEA is making a planned investment in the virtual course architecture, this grant will support the need to customize and modify instructional materials to explicitly support a large number of English Learners in Texas, which is addressed in the first grant activity to **ensure all students can equitably access these tools by building enhancements targeted at supporting English learners**. Effectively supporting students requires **engaging parents as a means to both**

provide support and solicit feedback, the second grant activity. Finally, ensuring effective expansion requires training educators on how to effectively use embedded progress monitoring to ensure that students are consistently receiving personalized, evidence-based instruction.

Figure 4: Texas Home Learning Logic Model



Up-to-date Knowledge from Research and Effective Practice to Expand Access to Remote Learning Options and Improve Student Outcomes

Texas has designed the initiatives supporting the strategic plan around **the instructional core**. A review of the literature began with the investigation of the "instructional core" — the essential interaction between teacher, student, and content that creates the basis of learning, commonly referred to as the first place that schools should look to improve student learning (City et al., 2009). Further, City et al. (2009) describe the first two principles of the instructional core as: “Increases in student learning occur only as a consequence of improvements in the level of content, teachers’ knowledge and skill, and student engagement.” **Educator capacity** is crucial to

this instructional core. Teachers' learning is a complex and multi-faceted phenomenon, and it is widely assumed that professional development (PD) activity influences teacher beliefs and actions and thereby improves student learning (Villegas-Reimers, 2003). Evidence shows that **instructional materials** have large effects on student learning. Finally, **students and families** are crucial to the success of the instructional core, even before students enter public schools. Regarding family engagement, the Best Start Resource Center (2011) reported, "Engagement goes beyond involvement of families. Families are engaged when they are motivated and empowered to identify their own needs, strengths, and resources" (p. 3).

Grounded in the instructional core, THL 3.0 is specifically designed to support effective instruction in an oscillating environment between a brick-and-mortar and **remote learning** classroom environment. As defined by this grant, remote learning means educational or instructional programming that mostly occurs away from the physical school building and is delivered in a student-focused manner that addresses a student's educational needs. This includes both non-technology-based learning (e.g., paper packets, in-person tutoring), and previous definitions of "distance education" and "distance learning." A thorough review of the literature was conducted on remote learning focused on evidence-based practices to improve outcomes for all learners across PreK-12th grade levels through remote learning, with a focus on English Learners. Pre-COVID-19 research on remote learning indicates distance education is an **effective method** for teaching and learning (Christensen Institute, 2020). One meta-analysis found that comparing the achievements of distance learners with those of traditional learners or between distance learners using different technologies showed "no significant difference" (Simonson et al., 2011). However, the same analysis found that future research needed to focus on different populations, particularly K-12 students; psychological and social attributes of the learner; the

impact of distance education on the organization; and the contributions of different media attributes to learning outcomes.

While many states have made rapid progress in their remote learning policy guidance, important issues such as equity and remediating missed learning remain (Reich et al., 2020). Mitigating these issues will be especially important for students returning to school in the fall in the wake of **widespread learning loss** as a result of the “COVID slide” (Rotherham, 2020). For teachers, diagnosing what each student knows is challenging. Once diagnosed, building differentiated academic plans for all students is time intensive in a normal classroom setting and made exponentially more difficult as such plans need to serve both an in-classroom and at-home environment for the fall. One study cited developing differentiated eLearning content can take up to 20% longer than for a typical in-person setting (Ferriman, 2015). This burden on teachers to develop a curriculum to address a variety of unknown scenarios will take a great deal of time and energy, resulting in it often feeling overwhelming (Dixon et al., 2014). In most cases, the result is “teaching to the middle,” where some students are limited, and others are left behind (Finegan, 2017). Furthermore, falling behind in early years can leave students with little chance to catch up as concepts become more complex, contributing to persistent equity gaps in student outcomes. A recent study of assessment data on incoming fifth graders in ten states found that the instructional levels needed in an average 5th grade math classroom span more than seven grade levels (Hawkins, 2020). Without dedicated planning and supports, teachers will not have capacity to tailor instruction to provide the level of differentiation needed in both a brick-and-mortar and remote environment to serve all their students, and equity gaps will persist – even widen – as a result.

To address these and other equity gaps, many school districts in recent years have explored innovative instructional models through synchronous, asynchronous, or blended models of

instruction catering to all student populations (Money et. al., 2019). The adoption of these innovative models has been expedited given current situations. Similar to the literature base on remote learning, rigorous evaluations of blended learning (BL) are lacking within the literature. This is partially because there are multiple ways to define blended learning (Pane, 2018). This variance has been highlighted in a series of research from 2014-2017, sponsored by the Bill and Melinda Gates Foundation and conducted by RAND (RAND Corporation, 2014). In the 2014 study, researchers gathered evidence from 23 charter schools who said they were implementing blended and personalized learning strategies. The 2014 study found that, while efficacy outcomes for implementing BL varied considerably, over two-thirds of the implementing schools found statistically significant positive effects on student scores on NWEA MAP after one year of implementation. The study cautioned that the greatest positive results were found in schools that were enacting broad procedures directed at data-driven instruction and supporting student agency, rather than focusing on software interventions. The 2015 study included 62 schools (both public and charter), with similar results to the 2014 study (Pane et al., 2015). There was wide variance in efficacy, with the greatest gain being seen in schools that implemented a full innovation-change model and focused on data-driven practices and supporting student agency and ownership. The 2017 study followed 40 public and charter schools that won an award to be part of the new research group (Pane et al., 2017). This study also found that the implementation of BL as part of an innovation-culture change was key to greater positive effects. All three studies highlighted the variance in how the schools implemented BL, or how they defined BL as part of schooling practice. Other isolated research studies also support the benefits of BL. A 2018 study on 884 K-5 students found that BL was effective at improving students' performance on the aimsweb standardized test of reading skills. This improvement was the same or better for ELs compared to non-ELs and two

thirds of students at-risk for reading failure were no longer at-risk after two years (Kazakoff et al., 2018). Furthermore, for ELs and teachers, the use of technology for teaching and learning “develops our thinking rather than simply adding a set of technical skills” (Carhill-Poza, 2017).

There are many challenges for robust research on blended learning. As seen in the reports above, wide variance occurs in how a school implements BL models, and this variance tends to track with whether there are gains in student assessment scores. The National Education Policy Center notes that the results from these studies were limited by the fact that the studies did not use a large number of schools in their samples, and all schools came from urban locations. Furthermore, a high volume of scholarship on blended learning has only focused on various software packages being used by the school. More robust and impactful evaluation of blended learning is needed. Furthermore, implementing a blended learning model in current timelines and contexts is without precedent.

Expanded Access and Improvement in Student Outcomes

Activity 1: Ensuring Access for English Learners

With 1 in 5 Texas students being English learners, it is paramount that courses and high-quality curricula that meet students’ unique needs are made available during traditional school, and that this is emphasized even more during times of building closures. During school closures, English Learners have limited access to sheltered English instruction to help acquire English language. In addition, access to rigorous, standards-based academic content is limited. This places a significant population at a disadvantage. By emphasizing availability of curricula and coursework that would be made accessible to English Learners, with family friendly supports and scaffolds, THL will ensure that ELs have equitable opportunities to build both English language acquisition and improve academic content knowledge.

To ensure equitable access to high-quality curriculum, the focus of this grant will be on supporting resources for K-5 ELs; for each high-quality course that is offered for these areas, an equivalent complementary course or resource will be developed or adapted for ELs. Because ELs are served in a variety of program models within Texas, there is need to ensure that courses are made in Spanish for each course and grade level. While the number of courses will continue to increase over time, focus will be placed on ELAR and the Spanish language equivalent in grades K-5, in addition to math in Spanish. This will result in about 12 additional courses that would be created to serve ELs in K-5. This activity will also focus on building complementary materials to support English language acquisition, which is an area of need in a remote learning environment. In order to support teachers providing remote learning, as well as parents who must take a more active role, courses that support English language acquisition will need to be applied to each level of performance based on the Texas English Language Proficiency Assessment System and aligned to grade level content for content level, resulting in content or curriculum resources for five language developmental levels for six grades for a total of 30 additional mini-courses.

Activity 2: Parent Involvement and Engaging Families

Texas's EL student population is currently 20% or about 1,110,000 students. By targeting families of English Learners, this student group will have greater opportunity to know and use the system, whether through the district or by independently accessing this resource. While all resources will be made universally available, TEA will implement a targeted engagement campaign with seven regions across the state with growing numbers of EL students. In addition, many of the schools in these regions are rural or small. Combined, these groups of regions compromise 165,000 ELs and their families.

Activity 3: Implementing new instructional strategies to extend the impact of great teachers in the classroom and the home

The number one school-controlled factor in improving student outcomes is the effectiveness of the teacher (Chetty, Friedman, Rockoff, 2014). Hahnel and Jackson (2012) found evidence that access to a highly effective teacher three years in a row will close the gap of students who were three years or more behind. During the COVID-19 school closures, the impact of having little to no direct contact with a teacher became a clear detriment to learning outcomes of students. THL offers the ability to establish professional development, resources, and targeted data for teachers to extend the classroom past the school building. In addition to improving professional development of teachers to provide direct instruction through virtual environments, THL will provide opportunities to maximize the most effective teachers by increasing the number of students with access to them. The targeted data feedback and professional development will be made available to up to 300,000 teachers serving 5.4 million students to improve their ability to interact and engage in authentic learning opportunities, enhance skills to instruct in virtual environments, and teacher-specific data and coaching opportunities for continuous improvement.

Goal and Significance of Expected Outcomes: Expanding Access to Remote Learning and Improving Student Outcomes (*Application Requirement 5*)

Figure 5: Target Objectives and Goals

Current Gap	Activity	Target Objectives	Student Goals	Goal
Lack of explicit supports for EL students	Activity 1: Create and adopt high-quality curriculum that directly serves the needs of ELs at each proficiency level.	Increase number of available open resources explicitly for EL students by 10 courses each year.	Improve the percentage of students reclassifying to English proficient annually by 3%. Improve percentage of ELs scoring at meets or above on STAAR to 33%.	All students meeting and exceeding grade level progress.
Lack of direct support for parents	Activity 2: Create organized recruitment and training mechanism for parents	Increase number of parents and families of EL students learning about available	Increase number of EL students accessing high quality curriculum by 10% (baseline year 2021).	

	to be trained and supported regionally.	resources, receiving training on using them, providing feedback on resource by 220,000 annually.	
Lack of professional development and coaching for implementation	Activity 3: Establish effective, time-efficient, job embedded professional development resources for teachers.	Increase number of optional PD opportunities taken by teachers accessing the THL system for 300,000 teachers.	Increase number of students being served by highly effective teachers by 10% (baseline year 2021).

MANAGEMENT PLAN (*Application Requirement 1*)

Project Team and Qualifications

Given the importance of this priority for TEA, multiple Deputy Commissioners will oversee this work. The **Deputy Commissioner of Special Populations and Monitoring**, Matt Montaña, **Deputy Commissioner of School Programs**, Lily Laux, and **Deputy Commissioner of Educator Support**, Kelvey Oeser will provide oversight to support coordination across multiple departments. Additionally, TEA will invest key leaders and numerous programs in the implementation of the ESF-REM work. Leadership team members are described here and resumes for all current staff slated to support this work are included with the application and a full detail of the management plan can be found in *Appendix 2*.

- **Associate Commissioner, Strategy and Analytics**, Tyson Kane leads the overall Texas Home Learning instructional material strategy, which includes in progress work on the statewide LMS and instructional materials. Tyson is currently hiring a non-grant funded **Director of Strategy and Innovation, Remote Learning** to lead this work which is foundational to **Activity 1**.
- **Division Director, EL Supports**: Julie Lara Martinez is the state director for English Learner supports at TEA and will lead parent engagement work in **Activity 2**.

- **Associate Commissioner, School Innovation and Improvement, Joe Siedlecki** leads the strategy around implementation supports for districts. Joe is currently hiring a non-grant funded **Director of Special Projects in School System Support** who will lead **Activity 3**.
- **Director, Strategy and Operations: Francesca Fraga Leahy** leads data and analytics work in coordination with both the Research and Analysis and the Strategic Initiatives divisions. Francesca’s work will focus on supporting all project owners within each grant activity with access to timely, actionable data for program improvement.

Figure 6: Key Staff Responsible

Activities	Staff
Activity 1: Ensuring Access for English Learners	Leads: Deputy Commissioners of Special Populations and School Programs Support: Associate Commissioner, Strategy and Analytics Support; Director of Strategy and Innovation, Remote Learning Support: Director, EL Supports Support: Director, Strategy and Operations
Activity 2: Parent Involvement and Engaging Families	Lead: Director, EL Supports Support: Deputy Commissioner of Special Populations Support: Associate Commissioner, Strategy and Analytics Support: Director, Strategy and Operations
Activity 3: Extend the impact of great teachers in the classroom and the home	Lead: Director of Special Projects in School System Support Support: Associate Commissioner, School Innovation and Improvement Support: Director, Strategy and Operations Support: Director, EL Supports

Project leads will proactively ensure that the project is on track and report weekly progress to the Deputy Commissioners. If the project misses a milestone, remedial action will be taken by the Project Director within 2 weeks. Additionally, the Strategy and Operations team will track the

budget in real time and ensure up-to-date dashboards are shared with all TEA staff on the project. Additional staff will be hired to report to the directors and support implementation and integration including monitoring program data and efficacy to drive continuous improvement. Program specialists will be charged with actively using data to drive program quality with a continuous improvement approach. Additionally, project managers will incorporate monthly stakeholder feedback, from parents and districts, which will be posted quarterly.

Figure 7: Grant Activities and Milestones; shading represents activity and x is a milestone.

Activities	Year 0	Year 1				Year 2				Year 3			
Quarter	Pre-Grant	1	2	3	4	1	2	3	4	1	2	3	4
Resource and Gap Analysis	x				x				x				x
Build PK-5 EL Tools	x	x	x	x	x								
Assess and improve programs					x				x				x
Assess regional needs	x				x				x				x
Identify and confirm regions for targeted engagement	x	x				x				x			
Recruit participants		x				x				x			
Identify/Produce Training materials	x	x	x			x	x			x	x		
Assess and improve			x		x		x		x		x		x
Develop PD	x	x	x										
Offer PD				x	x	x	x	x	x	x	x	x	x
Assess and improve					x				x				x
Sustain programs								x	x	x	x	x	x

Performance Feedback and Continuous Improvement

TEA will continuously monitor formative data to manage performance and constantly improve, using the monitoring plan to ensure fidelity of implementation and drive continuous improvement. Quarterly feedback loops with annual data step-backs (milestones reflected above) and continuous improvement are essential to the success of this project. The Division of Federal Programs will conduct the annual financial review and the THL team will conduct the programmatic review. The THL team will also work with TEA’s Strategic Initiatives Division

which provides centralized performance management support to create efficiencies among programmatic initiatives and support the agency’s strategic plan. Frequent formative and summative reporting of evaluation and analysis findings will be conducted to contribute to the **continuous improvement** of the program. Reporting will include ongoing informal updates, internal analysis briefs, and published reports. Additionally, the project team will submit quarterly, annual, and final reports to ED according to grant requirements.

Proposed Use of Funds, Reasonableness of Objective Funds, and Reasonableness of Per Pupil Costs

The THL Initiative project budget request is \$20,000,000 and is a cost-effective investment in Texas students and their families. As outlined in Figure 8 and described further below, each component of the THL represents a prudent per-child cost compared to other similar interventions.

Figure 8: Per-Child Costs of THL Initiative Components

	2020-2021	2021-2022	2022-2023	Sub-Total
Activity 1	\$5,500,000	\$2,500,000	\$2,500,000	\$10,500,000
Students served	1,100,000	1,100,000	1,100,000	
Per-student cost	\$5.00	\$2.27	\$2.27	
Activity 2	\$1,000,000	\$500,000	\$500,000	\$2,000,000
Parents served	220,000	220,000	220,000	
Per-parent cost	\$4.55	\$2.27	\$2.27	
Activity 3	\$5,790,420	\$1,000,000	\$0	\$6,790,420
Teachers served	300,000	300,000	300,000	
Per-Teacher cost	\$19.30	\$3.33	\$0.00	
Students served assuming 50 students per teacher trained	15,000,000	15,000,000	15,000,000	
Per-student cost	\$0.39	\$0.07	\$0.00	
			Total	\$19,290,420

THL Component 1: Ensuring Access for English Learners. Explicit supports for English Learners are a cost-effective addition to high-quality instructional materials. These supports will include transadapted and rigorous translations of materials that are made available in English. Initial focus will be on K-5 materials that support RLA, math, and English language

development at the five levels of EL classification. The Texas Technology and Instructional Materials Allotment for the 2020-2021 Biennium (School Years 2019-20 and 2020-21) provides a \$20.16 allotment per bilingual student to districts for the purchase of instructional materials and technology (TEA, 2019; LBB, 2019). At a cost of \$5.00 per student, THL Component 1 represents a cost-effective solution to equity of resources for the foreseeable future. This also facilitates a strong basis for continued development of materials, resources and supports past the life of the grant.

THL Component 2: Engaging Parents. The THL parent program will make early investments to build infrastructure and methodology to actively engage parents through in-person and remote processes. As described earlier, TEA will develop formal and informal avenues for receiving feedback. Parent surveys and self-assessments will allow TEA to collect data in development of ongoing resources for students and parents. TEA will invest in developing tools for the state to engage with parents, as well as tools and resources for districts to employ in their engagement efforts. Tools will be used for communicating general information such as school activities and calendars to student-specific information such as academic performance, intervention needs and/or progress. Initial investments per parent will create a sustainable process for TEA to engage parents, as well as for TEA to support continued engagement of schools; the per parent cost will significantly reduce as initial tools are established and a model delivery chain is successfully established.

THL Activity 3: Extending the impact of great teachers in the classroom and the home. Activity 3 will ensure that teachers are well-trained and supported to use data to drive instruction and ensure that students receive individualized, evidence-based supports. Like other THL Initiative components, the educator program represents a reasonable cost relative to other

programs: after an initial investment in building educator training and course materials, the ongoing cost of providing these modules is only in the facilitation. This is possible because TEA has invested in the infrastructure that will ensure that teachers can access high-quality self-paced modules with a community of learners.

TEA's work is organized around a coherent strategic plan and well positioned to absorb any turnover. As mentioned above, TEA is leveraging existing resources and initiatives to make high-quality courses available to all districts in the state. Texas has made a substantial investment in high-quality instructional materials, open educational resources, and free progress monitoring tools. Additionally, HB 3 created new programs and allotments to support programs that are a part of Texas Home Learning from dual language and dyslexia allotments to the blended learning grant program (*See Appendix 7*). Texas is well-positioned to carry on the investment in this grant to support stronger future outcomes for students across this large and diverse state.

CONCLUSION

This grant would allow Texas to pursue a tremendous opportunity to further the work of support and expanding virtual learning for a state profoundly impacted by COVID-19. Texas is experiencing rapid population growth, as public-school enrollment in Texas alone increased by 18.8 percent between 2004 and 2014, more than six times the increase experienced in the United States (3.1%) over the same time period. Additionally, Texas has continued to outpace the nation in the growth of students eligible for free or reduced-price meals. Investing in supporting virtual learning development in Texas will help ensure that disadvantaged children, particularly children living in poverty and English Language Learners benefit from evidence-based practices, activities, and interventions during this unprecedented time, ultimately improving student outcomes and providing increased value to students and taxpayers.

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

[Add Mandatory Other Attachment](#)

[Delete Mandatory Other Attachment](#)

[View Mandatory Other Attachment](#)

To add more "Other Attachment" attachments, please use the attachment buttons below.

[Add Optional Other Attachment](#)

[Delete Optional Other Attachment](#)

[View Optional Other Attachment](#)



GOVERNOR GREG ABBOTT

June 29, 2020

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202

Re: Support for Texas Education Agency as the lead agency for the Education Stabilization Fund – Rethink K-12 Education Models grant

Dear Secretary DeVos:

The State of Texas' commitment to providing all 5.4 million of our students with a quality education affirms our dedication to the future of our state. Under my leadership, Texas has developed and implemented innovative programs and approaches to classroom instruction that benefit our students, teachers, and school districts. The Texas Legislature overwhelmingly supports my administration's efforts for innovation in our schools, as evidenced by landmark school finance legislation passed last year, which substantially expands Texas' investment in and support of high-quality public education.

When the public health crisis caused by the novel coronavirus (COVID-19) physically closed schools in Texas for much of the 2019-2020 school year, Texas responded with various resources to ensure instructional continuity for students, such as our Operation Connectivity program, a statewide initiative to deliver internet connectivity and device solutions for students, families, and districts. COVID-19 will undoubtedly affect the upcoming 2020-2021 school year as well. In order to maximize education efficacy during the COVID-19 disaster and ensure this crisis does not have a lasting educational impact on Texas' students, our schools and districts will need to efficiently and adeptly expand the development of and access to high-quality virtual offerings.

As Governor, I am proud to support the Texas Education Agency (TEA) as the lead state agency for the administration and execution of the Education Stabilization Fund – Rethink K-12 Education Models (ESF-REM) grant. TEA has supported Texas' school districts in myriad ways during the COVID-19 crisis, and receipt of this important grant will ensure the agency can

The Honorable Betsy DeVos
June 29, 2020
Page 2

continue to develop and expand access to high-quality, innovative virtual offerings that best support our districts, students, teachers, and families.

TEA and Texas' school districts stand eager to use their creativity and ingenuity to ensure education in Texas will excel as we continue to respond to COVID-19, and they remain as committed to our students as ever. We thank you for your consideration and for your service to the nation's students and educators.

Sincerely,



Greg Abbott
Governor

GA:skd

Francesca Fraga Leahy

EDUCATION

- 2013 **Ed.M., Education Policy and Management**
Harvard Graduate School of Education, Cambridge, Massachusetts
Academic focus areas: Strategic school system management, applied quantitative data analysis, state education policy
- 2008 **B.A. with Honors, Ethnic Studies (Minor: Psychology)**
The University of Texas at Austin, Austin, Texas
Thesis: Achievement Motivation and Cultural Identification in the Classroom

SELECTED PROFESSIONAL EXPERIENCE

- 2018–2019 **Director, Strategy and Operations, Texas Education Agency**
Directs a team and the business functions of the Strategy and Operations division. Oversees development of services and products to employ a strategic approach to budgeting and financial planning and ensure budget and resource allocations are driven by a clear and structured process. Oversees development of services and products to support internal communication and employee development. Delivers customized strategic recommendations via decision support tools, operating dashboards, and customized analyses.
- 2018–2019 **Strategy and Performance Specialist, Texas Education Agency**
Develop and lead performance management system for the Office of School Programs, including supporting tools and processes, using a data-driven focus aligned to TEA strategic priorities. Lead Office program tailoring professional learning opportunities to initiative owners and staff focused on the performance and project management actions critical to achieving measurable outcomes. Develop resources and facilitate in-person sessions designed to help build common language aligned with TEA systems and norms. Provide high-quality consultative services and technical assistance to leadership and initiative owners in monitoring and reporting progress and addressing programmatic issues. Cultivate and strengthen relationships with internal stakeholders to support Office priorities. Lead and coordinate projects to evaluate the impact that systems improvements have on public education and to improve the core functions of the Office.
- 2014–2018 **Research and Communications Coordinator, The Charles A. Dana Center at The University of Texas at Austin**
Advised the Dana Center executive director on strategic and programmatic issues using insights grounded in data and research to achieve Center goals. Managed projects of various sizes and funding sources from initiation to close, including managing multiple staff and vendors on tight timelines. Coordinated ongoing policy

and programmatic initiatives involving multiple stakeholders. Led Center teams to transmit clear messages to constituents, collaborators, and funders regarding the work of the Center. Produced high-quality publications and executive reports based on research and analysis of state and federal policy and practice issues, particularly related to redesigning pathways to upward mobility in higher education. Conducted statistical analyses using large datasets. Cultivated and strengthened partnerships with mission-critical external stakeholders. Facilitated professional learning experiences for educators and policy leaders to optimize existing institutional structures and resources, while respecting local culture, climate, and needs. Led content and advocacy strategy to build a critical mass of stakeholders to advance the Center’s mission.

2013–2014 **Data Strategist**, Austin Achieve Public Schools, Texas

Developed school-wide behavior management protocol and supporting resources using data analysis of an under-performing existing online data dashboard. Coordinated subject and grade-level teams’ assessment of student needs and development of protocols for improvement of Response To Intervention (RTI) needs. Provided professional learning experiences in behavior management strategies and RTI.

2013–2014 **Teacher**, 6th-grade Mathematics and 7th-grade Social Studies, Austin Achieve Public Schools, Texas

Fostered a classroom community that nurtured the development of strong academic identities. Used backward planning strategies to vertically align curricula and develop standards-aligned assessments. Developed and communicated quantitative and qualitative goals and assessments.

2013 **Graduate Research Assistant, Strategic Data Project**, Center for Education Policy Research, Harvard University, Massachusetts

Analyzed research and provided recommendations for improvement and communication to state education agencies and large urban districts across the country. Conducted user research and developed websites for SDP Fellowship teams. Contributed to strategic planning and coordination of professional learning event with over 250 participants, including influential thought leaders, policymakers, and researchers from across the country.

2012–2013 **Student**, Harvard Graduate School of Education, Massachusetts

Co-wrote 40-page report using NCES datasets to conduct a hierarchical linear modeling statistical analysis, “Relative Influence of Eighth Grade Math Scores and Academic Curriculum Intensity as Predictors of College Readiness.” Led and managed consulting team to develop policy analysis and recommendations on reforming teacher induction policy for the Massachusetts Executive Office of Education. Developed case study and recommendations in collaboration with a consulting team regarding implementation of Australian national standards and assessment policies.

- 2011–2012 **Teacher**, 6th-grade English Language Arts, Lake Air Intermediate School, Waco Independent School District, Texas
- Led students to achieve significant gains on STAAR, state standardized test, by collaborating with parents and team teachers and empowering students with tools to evaluate their progress. Developed and communicated quantitative and qualitative goals and assessments; backwards planned and vertically aligned assessments with curriculum standards for 5th-8th grade English. Monitored learning progress of over 100, including students with disabilities and English Learners; delivered hands-on, cross-curricular, and experiential instruction.
- 2008–2011 **Teacher**, 6th-grade Contemporary World Cultures, John F. Kennedy Elementary, Mercedes Independent School District, Texas
- Led English learners in a Title I school to 1.5 years' growth in mastery of social studies skills and concepts in one academic year.

SELECTED PUBLICATIONS

- Leahy, F., & Marshall, A. (2019). Mathematics Pathways and Equity: Gateway Course Outcomes. In *Emerging Issues in Mathematics Pathways: Case Studies, Scans of the Field, and Recommendations* (Chapter 15). Austin, TX: The Charles A. Dana Center at The University of Texas at Austin.
- Leahy, F., & Marshall, A. (2019). Mathematics Pathways and Equity: Considering Progress from Multiple Perspectives. In *Emerging Issues in Mathematics Pathways: Case Studies, Scans of the Field, and Recommendations* (Chapter 14). Austin, TX: The Charles A. Dana Center at The University of Texas at Austin.
- Getz, A., Richardson, C., Hartzler, R., & Leahy, F. (2019). Expanding Access to Quantitative Reasoning Courses. In *Shifting Context, Stable Core: Advancing Quantitative Literacy in Higher Education. MAA Notes*. Mathematical Association of America.
- Leahy, F., & Landel, C. (2017). Multiple mathematics pathways to college, career, and beyond. In K. L. McClarty, K. D. Mattern, & M. N. Gaertner (Eds). *Preparing students for college and careers: Theory, measurement, and educational practice*. New York: Routledge.
- Getz, A., Ortiz, H., Hartzler, R., & Leahy, F. (2016). *The Case for Mathematics Pathways*. Austin, TX: The Charles A. Dana Center at the University of Texas at Austin.
- Getz, A., & Leahy, F. (2015). *A call to action to expand access to statistics*. Austin, TX: The Charles A. Dana Center at the University of Texas at Austin.

SELECTED PRESENTATIONS

- On the Road to College Readiness: Where Are We Currently?* Presented at Urban Mathematics Leadership Network Retreat. Lakeway, Texas. (February 7, 2017).
- Modernizing Mathematics Pathways to Student Success*. Presented at Complete College America Game Changers Overview: Strategies that Promote Student Success, Phoenix, Arizona (October 25, 2016).
- Modernizing Mathematics Pathways in Institutions and States*. Presented at the New Mathways Project Fall 2016 Leadership Academy, San Antonio, Texas. (October 21, 2016).

The New Mathways Project: Rethinking the Pathway to Calculus to Broaden Participation in the STEM Workforce. Presented at the 2016 SACNAS National Conference, Long Beach, California. (October 15, 2016).

HONORS

Staff Excellence Award, The University of Texas at Austin College of Natural Sciences, 2017

Staff Recognition Award, Austin Achieve Public Schools, 2014

Teacher of the Year (nominated), John F. Kennedy Elementary, 2010

Jennifer Ornelas Aguirre

• Austin, Texas

EDUCATION

University of Houston, Houston, TX – Ph.D. Candidate in English Literature, All but Dissertation

University of Texas at San Antonio, San Antonio, Texas – Master of Arts in English, May 2002

University of the Incarnate Word, San Antonio, Texas – Bachelor of Arts in English, December 1998

EMPLOYMENT HISTORY

Director of Open Education Resources, Texas Education Agency, Austin, TX **7/2019-Present**

- Oversee a cohesive vision and strategy to support the TEA's Open Education Resource initiative in alignment with district needs and the Texas Education Code including communicating the state vision for a high-quality open education resources for classrooms, schools, and districts
- Lead the development, management, pilot, and launch of statewide PK-12 core content open education curricular resources in collaboration with a local Educational Service Center by managing multiple vendors and sub-projects with the goal of delivering high-quality materials that drive student achievement outcomes
- Build Relationships with a variety of internal and external stakeholders to impact and influence project partnership and the adoption and utilization of our open educational resources
- Manage, support and cultivate high performing teams and cross-department projects and priorities
- Monitor related contracts and expenditures to ensure high-quality project deliverables and appropriation control

Literacy Manager (K-12), KIPP Texas Public Schools, Houston, TX **7/2018-7/2019**

- Manage the curriculum and assessment creation, revision, and vetting process in K-12 literacy courses across 50 schools, including the management of the KIPP Texas Literacy Curriculum Specialists team
- Provide campus and leadership support and coaching for curriculum implementation
- Conduct on-going TEKS, ACT and AP-aligned data analysis of unit and interim assessments in order to make recommendations around curriculum revisions and instructional reteach
- Plan and execute professional development for leaders and teachers across KIPP Texas schools
- Curate and maintain the KIPP Texas English Language Arts online curriculum platform

Interim Director of Literacy (K-12), KIPP Austin Public Schools, Austin, TX **6/2017-6/2018**

- Managed the curriculum and assessment creation, revision, and vetting process in K-12 literacy courses
- Planned, executed and evaluated literacy related professional development for secondary teachers and Assistant Principals aligned to KIPP Austin's regional literacy priorities
- Owned revisions of the 11th and 12th grade English common curriculum and assessments, as well as ongoing ACT Reading and English support for teachers and leaders
- Planned for and led weekly School Leader meetings, bringing school-band leaders together for developmental and logistical touchpoints to drive academic achievement and ensure state compliance
- Collected and analyzed K-12 Literacy assessment data, using it to make informed decisions around instructional planning, as well as curriculum revisions
- Curated and maintained the KIPP Austin English Language Arts online curriculum platform

Lead Secondary Literacy and ELL Coordinator, KIPP Austin Public Schools, Austin, TX **6/2012-6/2017**

- Created and adapted 9-12 ELA curriculum including standards documents, scope and sequence, course overviews, standards by quarter, interim assessments, common units and common unit assessments
- Managed the creation and adoption of 5-8 ELA curriculum including standards documents, scope and sequence, course overviews, standards by quarter, interim assessments, common units and common unit assessments
- Collected and analyzed data to make informed curricular decisions
- Planned and led campus and regional secondary teacher and Assistant Principal development on literacy related topics (examples include close reading, rubric norming, academic discourse, weekly data practices etc.).

- Managed the KAPS LPAC (Language Proficiency Assessment Committee) Campus Coordinators at each of our ten campuses, conducting beginning and middle of year training; planned and delivered SIOP training for our secondary schools; oversaw TELPAS administration

Founding ELA Teacher and English Department Chair, KIPP Sunnyside High School, Houston, TX 6/2010-6/2012

- Wrote TEKS-aligned high school English I course curriculum and assessments in support of driving student achievement on TASK and STAAR EOC
- Led teacher professional development to enhance teaching practices
- Conducted home visits, as well as family and community outreach, with the goal of laying a strong foundation for our incoming 9th grade class

Graduate Teaching Assistant, Department of English and Honors College, University of Houston 8/2005- 5/2010

- Applied state and university standards for learning outcomes to classroom teaching in the field of English
- Responsible for designing curriculum, assignments, rubrics, and lesson plans as the sole instructor of record
- Taught Writing and Composition Honors, Composition I and II, and Introduction to Drama

Secondary English Teacher, Northwestern High School, Baltimore City Public School System 8/2002-6/2005

- Grade Level Chair for 9th grade during 2004-05 school year; was responsible for all 9th grade team planning
- Taught 9th grade Writing and English aligned to Maryland state standards
- Planned thematic units across all genres of literature accompanied with engaging, student-centered lessons
- Applied active learning techniques, motivating students to participate in whole class, group, and independent activities while implementing positive classroom management strategies

INSTRUCTIONAL COACHING/TEACHING LEADERSHIP EXPERIENCE

- High School ELA Lead Content Teacher, Teach for America **2010-2011**
Planned and facilitated professional learning for high school ELA teacher Corps
- New TA Orientation, University of Houston **2006-2008**
Workshop Instructor: "Getting Started: Teaching Writing and Composition"
Workshop Instructor: "Peer Review in the Composition Classroom"
- Induction, Teach for America **2004 and 2005**
Workshop Instructor: "Starting Independent Reading in your English Classroom" (2004)
Workshop Instructor: "Teaching Secondary English" (2005)

CONFERENCE PRESENTATIONS AND COLLOQUIA

- KIPP Schools Summit **2011**
Presenter: Writing and Thinking Project
- English Graduate Student Colloquium, University of Houston **2006-2007**
Chief Workshop Organizer
- Professional Institute of Latino Leadership and Reform (PILLAR) 1st Annual Conference **2006**
Chief Conference Organizer

PROFESSIONAL AFFILIATIONS AND ACADEMIC SERVICES

- President, Graduate English Society, Department of English, University of Houston **2006-2007**
- Corps Member, Teach For America, Baltimore Corps **2002-2004**

PROFESSIONAL SKILLS

- Proficient in Microsoft and Apple operating systems

PR/Award # S425B200033

Julie Lara-Martinez, Ph.D.

PROFESSIONAL PROFILE

- Staunch and dedicated advocate for students with disabilities and their families.
- Skillful educator committed to the advancement and academic achievement of students from culturally and linguistically diverse backgrounds.
- Confident and effective communicator focused on constructive feedback aimed at improving teaching strategies and interpersonal teacher-student relationships.

EDUCATION

The University of Texas at Austin **Ph.D., May, 2016**
Special Education, Multicultural Special Education

Texas State University **M. Ed. May 2010**
Educational Leadership

University of Maryland University College **B.S May 2004**
Psychology

ACADEMIC/TEACHING EXPERIENCE

Student Teaching Practicum: High Incidence Disabilities, The University of Texas at Austin
Adjunct Instructor (Spring 2019) Created syllabus and activities for graduate student teachers seeking SPED certification to further explore and reflect on their field experiences.

Survey of Exceptionalities (SPED 2338), Our Lady of the Lake University
Adjunct Instructor (Fall 2018) Created syllabus, lectures and activities related to the various types of disabilities served in educational settings. This is a GRADUATE course for graduate students seeking a Special Education credential

Student Teaching: Research to Practice (SED397S), The University of Texas at Austin
Adjunct Instructor (Fall 2018) Created syllabus and activities for graduate student teachers seeking SPED certification to further explore and reflect on their field experiences.

Assessment in Special Education (SED 383) The University of Texas at Austin
Adjunct Instructor (Fall 2018) Created syllabus, assignments, and assessments related to the various levels of academic and behavioral assessments for students with disabilities. This is a GRADUATE course for a cohort of pre-service Special Education Majors.

Cultural & Linguistic Diversity in Special Education (SED 380), The University of Texas at Austin
Adjunct Instructor (Fall, 2017). Created syllabus, assignments, and assessments related to critical issues in special education; specifically addressing issues of race, class, culture and other dimensions of diversity. This is a graduate level course.

Assessment of Individuals with Mild to Moderate Disabilities (SED372), The University of Texas at Austin

Adjunct Instructor (Fall, 2017). Created syllabus, assignments, and assessments related to the various levels of academic and behavioral assessments for students with disabilities. This is an UNDERGRADUATE course for a cohort of pre-service Special Education Majors.

Survey of Exceptionality (SPED 5360), Texas State University

Adjunct Instructor (Fall, 2017). Created syllabus, lectures and activities related to the various types of disabilities served in educational settings. This is a GRADUATE course for graduate students seeking a Special Education credential.

Special Education Law (SPE 3693), University of Texas at San Antonio

Assistant Professor (Spring, 2017). Created syllabus, assignments, lessons and assessments related to the legal issues impacting the field of special education. This is an upper level course for undergraduate EDUCATION majors.

Survey of Special Education (SPE 5403), University of Texas at San Antonio

Assistant Professor (Spring, 2017). Created syllabus, assignments, lessons and assessments related to understanding the educational implications for students with special needs. This is a graduate level course for EDUCATION majors.

Language and Literacy Acquisition (ECE 3603), University of Texas at San Antonio

Assistant Professor (Fall, 2016) Created syllabus, assignments, lessons and assessments related to language and literacy acquisition. Supervised Field Experiences related to Language and Literacy. This is a foundational course for undergraduate SPECIAL EDUCATION majors.

Math Instruction for Students with Disabilities (SPE 4623), University of Texas at San Antonio

Assistant Professor (Fall, 2016). Created syllabus, assignments, lessons and assessments related to teaching Math to students with disabilities. This is a foundational course for undergraduate SPECIAL EDUCATION majors.

Introduction to Special Education (SPE 3603), University of Texas at San Antonio

Assistant Professor (Fall, 2016 and Spring 2017) Created syllabus, online modules, assignments, and assessments related to major components of special education. This is a foundational course for undergraduate EDUCATION majors.

Educational Psychology (40-333), Southwestern University

Adjunct Instructor, (Fall, 2016) Created syllabus, assignments, lessons and assessments related to psychological aspects of learning. This is an elective course for undergraduate EDUCATION majors.

Modifications and Management of Special Populations (SPE 4344), Texas State University

Adjunct Instructor (Summer 2016) Created syllabus, assignments, lessons and assessments related to teaching students with various disabilities. This is a foundational course for undergraduate EDUCATION majors.

Sociocultural Influences on Learning (SED 327), University of Texas at Austin

Instructor (2016 & 2015) Created syllabus, assignments, lessons and assessments related to the sociocultural foundations of learning for students with disabilities. This is a foundational course for undergraduate SPECIAL EDUCATION majors.

Served as co-lecturer as part of MCSE Internship responsibilities for Spring 2013 and 2014 semesters. Conducted simulations and other activities with undergraduate pre-service teachers to engage their thinking of cultural aspects of learning.

**Foundations of Positive Behavior Support and Classroom Management (SED f386),
The University of Texas at Austin**

Teaching Assistant (Summer 2015) Served as TA for web-based course. Coordinated synchronous and asynchronous web sessions, monitored and facilitated online discussions, supported in grading of assessments, and acted as liaison between faculty and students regarding minor student concerns.

CAREER EXPERIENCE

Manager, Review and Support, The Texas Education Agency

Division of Special Populations and Monitoring

- Conduct special education compliance monitoring for LEAs in Texas, specifically regions 3, 12, and 13
- Manage a team of 2 program specialists to ensure accurate monitoring of caseload of LEAs
- Engage with LEA executive leadership teams related to continuous improvement of the special education programming in the district
- Oversee the development and continued facilitation of the Special Education Technical Development Committee (SETDC), aimed at reviewing TEA's special education materials, resources and processes for continued improvement

Program Specialist-VI, The Texas Education Agency

Division of Special Populations, Department of Special Education

- Provide state-level guidance to ESCs related to educator support in specified areas of need
- Research state and national trends related to educator support of special educators
- Design professional learning opportunities for special educators, administrators and ESCs

Graduate Research Assistant, The University of Texas,

Special Education Department, Project Estrella, August 2014 – Present

- Project coordinator (Spring 2016) coordinate testing and data collection with 4 campuses, manage project team (4) to ensure completion of task & responsibilities
- Site coordinator – coordinate testing & attend data and planning meetings
- Keep record of how student interventions are determined and who provides needed interventions
- Conduct classroom observations of dual language teachers in effort to gather examples of culturally responsive pedagogy
- Collaborate on the development of data collection instruments
- Provided training to sub-team on the utility of the data collection instruments

University Facilitator

University of Texas, Special Education Department, August 2012-May 2014

- Observed Intern and Student teachers weekly, in a variety of settings including: general education, resource, PPCD, behavior units and functional life skills
- Provided feedback regarding instruction to Interns and Student Teachers (6 collectively, per semester)
- Coordinated and facilitated Mid-Term and Final Evaluations
- Conferenced with Interns and Student Teachers regarding their instructional development
- Maintained documentation to support observations and conferences
- Created, monitored and evaluated Individual Performance Plans (IPPs) and provided guidance to students struggling in areas of related to teaching in special education settings

Special Education Teacher/Department Head

Cedar Park Middle School, August 2006 –May 2012

Special Education Department Head (2009-2012)

- Coordinated staff teaching assignments in conjunction with master schedule
- Served as state assessment coordinator for department to include managing: accommodation request forms, distribution of testing materials, delivery of accommodations, small group lists and room assignments
- Coordinated ARD meetings
- Maintained open lines of communication among teachers, administrators and parents/families as measure to resolve concerns or conflicts
- Facilitated department meetings to disseminate information or provide trainings as determined by district administrators
- Collaborated with itinerant staff to ensure specialized services were implemented for students per IEP specifications

Special Education Teacher (2006-2012)

- Managed 2 Learning Labs for grades 6-8
- Recorded and analyzed progress of students on caseload (10-16)
- Assisted in the development and implementation of Autism behavior support program, social communication skills and services (SCSS)
- Provided daily social skills support for students in SCSS
- Served as Inclusion behavior support for students in SCSS
- Facilitated Person Centered Plans for students in special education
- Served as student advocate

Special Education Teacher,

Taylor High School, August 2005 – May 2006

- Facilitated credit recovery for special education students with high success rate
- Recorded student progress to administration and parents
- Coordinated ARD meetings
- Assisted in job placement for students in program
- Provided inclusion support for students enrolled in English IV

PUBLICATIONS

Linan-Thompson, S. Cavazos, H., McFarland, L., **Martinez, J.** (2016). Evidence-based interventions for English learners: Two steps forward, one step back. R. Schiff & M. Joshi, (Eds.) *Handbook of Interventions in Learning Disabilities*.

Lara-Martinez, J. & Linan-Thompson, S. (2016) Relationships between teacher self-efficacy and the implementation of culturally responsive pedagogy. Manuscript in preparation.

Lara-Martinez, J. & Linan-Thompson, S. (2015) “The impact of culturally responsive pedagogy on student reading outcomes: A synthesis” Manuscript under review.

PRESENTATIONS

“*A Preliminary Examination of Pre-Service Teachers’ Perceptions of Cultural Competence: Tools for Teacher Educators to Consider*”. Panel Discussion at Council for Exceptional Children, Annual Conference, Indianapolis, IN.

Martinez, J. & Ostendorf, R., January 2019

“*Connections among culturally responsive pedagogy, teacher self-efficacy and student reading outcomes*”, Presented as interactive poster at Council for Exceptional Children, Teacher Education Division, Annual Conference, Tempe, AZ.

Martinez, J. & Linan-Thompson, S., November 2015.

“*The impact of culturally responsive pedagogy on student reading outcomes*” Accepted for presentation at Texas Council for Exceptional Children, Annual Summer Conference, Fort Worth, TX.

Martinez, J. & Linan-Thompson, S., June 2015.

“*Culturally responsive behavior management for special populations*” Presented at Council of Administrators of Special Education Division of Council for Exceptional Children, San Antonio, TX.

Martinez, J., Carter, J.F., Wulbert, R., November, 2014

“*Cognitive coaching to support pre-service and in-service teachers? Examining the empirical evidence.*” Interactive paper presented at National Meeting of the Teacher Education Division of the Council for Exceptional Children, Indianapolis, IN.

Ostendorf, R. J., **Martinez, J.**, & Sciuchetti, M. B., November 2014

“*Culturally responsive practices in positive behavior research, A preliminary analysis*”, Interactive poster presentation at The Council for Exceptional Children National Conference, San Antonio, TX.

Carter, J., Hamilton, G., Lunsford, E., **Martinez, J.**, Ostendorf, R., Wulbert, R., Sorrells, A., & O'Reilly, April 2013

INVITED ADDRESSES

TEXAS EDUCATION AGENCY

“Restorative Discipline Readiness Training” Facilitator. Educational Service Center Regions 3, 4, 7, 8, and 12. 2015- present

THE UNIVERSITY OF TEXAS AT AUSTIN

“Resume Writing” Student Teacher Seminar (SED 960)

Martinez, J., March 2013

“Funds of Knowledge” Intercultural Communication and Collaboration (SED 337)

Martinez, J. February 2013

LEANDER ISD

“Intercultural Communication” Leander ISD Continuous Improvement Conference, Cedar Park, TX,

Martinez, J., Garcia, S. February 2012

MEMBERSHIPS AND SERVICE

TEAMS Center Parent Support – UTSA, Fall 2016

Council for Exceptional Children

Community Volunteer Service

Linda Herrington Parent-Teacher Association

St. John Vianney Catholic Church Confirmation Core Member

Junior League of Austin

REFERENCES

Sylvia Linan-Thompson, Ph.D

Associate Professor – Dissertation Co-Chair

The University of Oregon, Eugene

[REDACTED]

Audrey Sorrells, Ph.D

Associate Dean of Student Research

Associate Professor – Dissertation Co-Chair

The University of Texas at Austin

[REDACTED]

Alba Ortiz

Professor Emeritus – Ph.D

[REDACTED]

Phyllis Robertson, Ph.D

Associate Professor

[REDACTED]

Joe Siedlecki

Summary

Change maker with a demonstrated record of partnering with school system superintendents and civic leaders to design and successfully execute state and citywide education strategies that generate measurable results for kids. Excel in seeing around the bend and strategic thinking. Will pursue all potential paths toward student success.

Professional Experience

Texas Education Agency, Austin, Texas (2016 - Present)

A state education agency providing leadership, guidance, and support to 1,200 school districts serving 5.2M students

Associate Commissioner for School System Support, Innovation, and Charters

- Managed multiple divisions (School Improvement, Innovation, Community and University Partnerships and Charter School Authorizing) with 4 direct reports and 40+ staff, more than \$100M in annual grants
- Reorganized the School Improvement Division, recasting all roles to be in better service of school districts
- Conceived of and built a completely new division, the Division of System Support and Innovation
- Led the development of the school improvement resources and support section of the Texas ESSA Plan
- Led the development and state-wide implementation of a new school improvement framework, the Effective Schools Framework, engaged 20 regional Education Service Centers, 50 districts, and 300 staff in design process, aligned more than \$60M annually to the implementation of the ESF in districts and schools
 - 72% of F rated campuses improved at least one accountability grade level between 2018 to 2019
 - Campuses supported by SI team improved performance scores 6% more than similar campuses
- Created and oversee administration of the School Action Fund, a \$30M annual ESSA grant to support districts to explore, plan, and execute bold actions such as new schools, district-charter partner schools, district-university partner schools, and other third-ways approaches
 - Have supported planning or implementation of 162 bold school actions
- Created and oversee the implementation of the System of Great Schools Network, an opt-in network of 15 school districts that are pursuing the System of Great Schools strategy, an adaptation of the portfolio model
 - SGS districts increased the number of students in A/B rated schools by 104% and decreased the number of student sin D/F rated schools by 36%
- Oversaw the largest charter school portfolio in the nation (177 operators, 800+ schools, 316,000 students), revised the charter application process and renewal/revocation processes, and designed a new charter school performance framework
 - Have overseen 61% increase in number of A/B rated charter schools, 34% decrease of D/Fs
- Secured \$60M charter school program grant from USDE to support replication and expansion of charters
- Played an instrumental role in the legislative and implementation process, specifically related to incentivizing district-charter partnerships, aggressive school reconstitution/restart strategies, and charter transparency
- Played a critical advisory role in planning the state transformation of school districts where the state has installed boards of managers
- Record of leveraging relationships, resources, and support to successfully encourage school district leaders to pursue new ways of expanding options and improving outcomes, in urban and rural districts

Michael & Susan Dell Foundation, Austin, Texas (2007 - 2016)

A \$1B venture philanthropy focused on measurably improving lives of poor children in US, India, and South Africa

Portfolio Director, US Education Program, Quality School Options (2011-2016)

- Member of Foundation's Global Leadership Team, leading foundation strategy across three countries
- Conceived of, designed, and implemented foundation's Quality School Options strategy, which supported both districts and city funds to pursue the Portfolio School District strategy
- Multiple cities (Denver, Chicago, DC, Camden) that have implemented the strategy with fidelity have seen significant increases in the number and percentage of low-income students in high performing schools
- Advised school system leaders in the design and implementation of policies and processes necessary to ensure successful implementation of new state "innovation school" laws that create autonomous schools
- Supported the design and implementation of holistic school accountability systems that use multiple measures, including student/family survey data, equity measures, and school inspections/quality reviews
- Influenced district and charter leaders to partner in creation of equitable school enrollment and expulsion policies to help bring coherence and fairness to un- or under-regulated school choice markets
- Managed team and investment budget of \$20M in annual commitments

Program Officer, US Education Program, Data Driven Education (2007-2010)

- Responsible for all MSDF relationships and investments in Chicago, DC, Baltimore, and Denver
- Led diligence and management of portfolio of K-12 education sector investments totaling \$40M
- Developed clear project plans and outcome metrics for more than 30 diverse engagements
- Identified and was first national investor in multiple innovative programs in school support & teacher pipelines

White House Office of Management and Budget, Washington, DC (2005-2007)

Serves the President of the United States in implementing their vision across the Executive Branch

Program Examiner

- Developed President's Budget for Department of Labor and related agencies, a portfolio of programs over \$6B
- Led teams in evaluating budget requests, regulatory changes, and making recommendations to senior WH staff
- Led budget, regulatory, and program management negotiations with senior agency staff (Assistant Secretaries)
- Developed and utilized professional network of Appropriations and Education Committee staffs in both houses
- Successfully proposed significant changes to President's Community College Initiative
- Edited legislative testimony, bills, and public statements, including the 2006 State of the Union address

Deloitte, New York, NY (1998-2003)

Global strategy and operations consulting firm

Senior Consultant, Human Capital Advisory Services

- Advised senior client executives on alignment of business and human capital strategies
- Led small teams of analysts in workforce analytics, organization redesign, and change management projects
- Experience with mergers and spinoffs in telecom, pharma, financial services, and higher education industries

Additional Relevant Experience

Texas Charter School Association (2015- 2016)

Board Member

- Provided organizational leadership to association representing one of largest charter school sectors in the nation
- Aggressive internal voice pushing TCSA to acknowledge & address performance problems in TX charter sector

National Association of Charter School Authorizers (2011- 2016)

National Advisory Board Member

- Provided strategic guidance to the CEO of the largest association of charter school regulators in the nation

Education

LBJ School at the University of Texas at Austin

Master in Public Affairs (Policy), 2005

- Selected by faculty as Lyndon B. Johnson Leadership Fellow (1 of 3 in a class of 125 graduate students)
- Awarded Emmette Redford Award for Original Research and Writing (best graduate thesis)

The Wharton School of Business at the University of Pennsylvania

Bachelor in Science of Economics, 1998

- Captain and four-year starter for Men's Division 1 Varsity lacrosse team
- Selected to Academic All-Ivy team

Personal

- Father to two Austin ISD public school students (Grace (10) and Jake (8))
- Member of Austin ISD Facilities and Bond Planning Advisory Committee, \$1B bond passed with 72% of the vote
- Volunteer youth lacrosse coach (2003-2010, 2018-Present), Texas Assistant Coach of the Year (2008)
- First member of my immediate family to attend and complete college, the son of millworkers
- Enjoy live music, BBQ, genealogy, hiking, fishing, and reading history and historical fiction

Professional References

- Mike Morath, Commissioner of Education, Texas Education Agency, phone number available upon request
- Orlando Riddick, Superintendent, Midland ISD, phone number available upon request
- Steve Van Matre, Superintendent, Premont ISD, phone number available upon request
- Kathy Rollo, Superintendent, Lubbock ISD, phone number available upon request

Kelvey Oeser

1701 N. Congress Ave.
Austin, TX 78701



PROFESSIONAL EXPERIENCE

Texas Education Agency, Austin, TX

Oct. 2019 – present

Deputy Commissioner of Educator Support

- Oversee the Office of Educator and System Support, which includes the Departments of Educator Leadership & Quality, Instructional Support, and Innovation & Charters
- Manage and develop a strong and inclusive culture for a diverse team of 130+ staff members
- Lead teams and senior level external stakeholder engagement to achieve ambitious outcomes for two key TEA strategic priority areas: Strategic Priority 1: Recruit, Support, and Retain Teachers and Principals and Strategic Priority 4: Improve Low-performing Schools
- Serve as a member of the Commissioner's Cabinet, informing the overall TEA strategic plan and agency-wide performance management systems and culture

Leading Educators, Home office, Austin, TX

Dec. 2018 – Oct. 2019

Chief of Networks

- Led 5 Network Teams that work with 10 regional sites to achieve more equitable outcomes for students by consulting with school systems to build strong enabling conditions for professional learning, delivering content-specific, equity-focused, and job embedded professional learning to school leaders and teacher leaders, and building the capacity of school and district leaders to lead sustainable and effective systems of professional learning
- Led Network and Program strategy for the organization ensuring a clear programmatic theory of action, strategic support and knowledge management across regional sites, and consistent systems for monitoring and continuously improving the financial health and impact of each site
- Cultivated, hired, and managed a diverse team of 50+ staff members
- Served as a member of the Chief-level Cabinet to determine the strategic priorities for the organization, determine the organization's annual budget, facilitation presentations and discussions with the Board of Directors on the organization's program strategy and progress towards goals, and lead cross-cutting organization-wide initiatives

TNTP, Home office, Austin, TX

Sept. 2013 – Dec. 2018

Partner, Client Team

- Managed a portfolio of contracts, leading complex organizational change efforts, consulting with district and state partner organizations, and managing virtual, site-based teams towards ambitious student achievement and teacher effectiveness goals in K-12 public schools across grade levels and content areas.
- Led statewide strategy and business development efforts in Texas by setting long-term and short-term business development and impact goals, identifying and prioritizing highest potential partner organizations, building relationships and serving as the primary point of contact with the most senior-level stakeholders at our partner organizations (including districts, nonprofit organizations, charter management organizations, philanthropic organizations, and the state agency), and writing successful project proposals resulting in over \$15 million in new revenue
- Set and led an organization-wide strategy and research agenda for new teacher preparation, training, and support across grade levels and content areas, including the design of a new teacher coaching framework and the redesign of TNTP's national teacher preparation training curriculum (*Fast Start*)
- Represented TNTP at local, state, national, and international conferences as an expert in new teacher preparation, training, and support
- Cultivated, hired, and managed a team of 10+ staff members in a virtual, matrix management model, consistently outperforming the TNTP staff engagement survey result average

Teach For America National Team, Home office, Austin, TX

Jun. 2007 – Sept. 2013

Vice President of Staff Training Design, Teacher Preparation, Support, and Development Team

- Set vision and strategy for improvements to all nationally designed resources and trainings for TFA's 550+ full-time instructional staff members and 800+ part-time summer staff members, including overhauled initial training retreats that resulted in a significant improvement in staff perception of culture and effectiveness of trainings and leading strategy and content development for highly successful first annual Teacher Leadership Development Summit
- Collaborated with senior leaders across TFA to evolve our programmatic and operating model and ensure alignment of organization-wide priorities and strategies,
- Cultivated, hired and managed a team of 19 high-performing staff members to develop targeted, high-quality approaches and resources that improve staff member performance and to evaluate the impact of training materials, resources, and approaches to fuel continuous improvement

Texas Education Agency, Austin, TX
Manager IV, Office of Education Initiatives

Jan. 2006 – Aug 2007

- Launched \$30 million Texas Science, Technology, Engineering, and Math (T-STEM) Initiative and several school leadership initiatives by establishing policy objectives, project goals, and budget priorities for initiatives as part of the Texas High School Project (THSP, now Educate Texas), a public-private partnership between the state and several national philanthropic organizations
- Built relationships with senior level stakeholders at university systems, school districts, education service centers, state agencies, national foundations, and nonprofit organizations to coordinate work and advance mutual goals for education reform
- Wrote grant proposals, including a successful \$7 million proposal to the Bill & Melinda Gates Foundation to support a collaborative evaluation of THSP programs
- Managed work of program specialist, intern, and team of technical assistance providers
- Presented at local, state, and national conferences to promote the Texas High School Project and T-STEM

Hollenbeck Middle School, Los Angeles Unified School District, Los Angeles, CA
Teacher/Corps Member, Teach for America

June 2001 – June 2004

- Served as member of national corps of outstanding recent college graduates who commit two years to teach in public schools in low-income communities
- Designed and implemented a project-based, technology-rich Reading/Language Arts and Social Studies curriculum leading students to achieve on average more than 1.5 years of reading level growth each year
- Initiated a school-wide teacher support program to provide resources and mentoring to beginning teachers
- Led monthly staff meetings of 40 6th grade teachers as one of three appointed grade level sponsors
- Wrote successful grant proposal for the LAUSD Nutrition Network and managed \$27,000 award for nutrition education activities
- Presented professional development sessions on literacy strategies, classroom management, interdisciplinary planning, technology- use, and student assessment at Hollenbeck MS faculty meetings and Teach for America learning team meetings

EDUCATION

Master of Public Affairs, 2006
LBJ School of Public Affairs, GPA 3.9
The University of Texas at Austin

- **Professional Report:** State Policies that Support Strong School Leadership Pipelines and Training
- **Teaching Assistant,** Quantitative Analysis Core Course

M.A., Secondary Education, 2003
Loyola Marymount University, GPA 3.8
Los Angeles, CA

- **Policy Analysis:** The Effects of NCLB, Title III
- **CLAD Teaching Credential,** State of California

B.A. with high honors, Literature and German, dance minor, 2001
Emory University, Atlanta, GA, GPA 3.8, Phi Beta Kappa

RELATED EXPERIENCE

- **Founding Board Member and Secretary of Board,** Montessori for All Charter Management Organization
- **Faculty Recruitment Committee Co-chair,** LBJ School of Public Affairs, UT Austin
- **Mentor,** Zavala Elem. School Literacy Mentor Program
- **Mentor Teacher,** California State University

LILY LAUX, PhD

DEPUTY COMMISSIONER, SCHOOL PROGRAMS

TEXAS EDUCATION AGENCY, AUSTIN

02/19 - PRESENT

- Manage the teams and leaders responsible for the divisions of Assessment; College, Career, and Military Preparation; Curriculum; Digital Learning; Early Childhood Education; Elementary, Middle, and State Programs; Expanded Learning; State Board of Education; Special Projects; and Standards and Support Services; ~180 FTES total
- Oversee programmatic implementation of legislative priorities, state and federal programs, and agency initiatives to drive quality improvements at scale across Texas; key priorities include the Texas Reading Initiative, Open Educational Resources, and College and Career Readiness School Models

ASSOCIATE COMMISSIONER, SCHOOL PROGRAMS

TEXAS EDUCATION AGENCY, AUSTIN

01/17 – 02/19

- Build and manage teams to develop resources, models and supports to effectively improve quality, access and opportunity for PK-12th grade students in Texas; manager three divisions: Early Childhood Education; Elementary, Middle, and State Programs; and College, Career, and Military Preparation

SENIOR MANAGING DIRECTOR, INSTITUTE

TEACH FOR AMERICA, MISSISSIPPI DELTA

03/14 – 01/17

- Led management team responsible for planning and executing a teacher training institute and summer school program for up to 600 new teachers and 2,000 summer school students; cultivating, building and maintaining relationships with our 5-7 partner regions and program teams; and serving as a member of the national leadership team that directs the vision and strategy of our teacher support and development
- Managed ~\$1.5 M annual budget, including tracking operations and funding for federal and private grant compliance; 98.7% of expenses verified by supporting documentation
- Hired, trained, and managed a high-performing team of 90-130 staff members annually, with different backgrounds and levels of training, to achieve ambitious programmatic goals; 93% of staff strongly agreed their experience was valuable in their professional development
- Revamped qualitative and quantitative staff, teacher, and student data collection to increase validity and efficacy of data related to teacher effectiveness, student achievement, corps culture, and corps member satisfaction; strategized and adjusted course through deliberate change management and data analysis

DIRECTOR OF INSTITUTE OPERATIONS

TEACHFORAMERICA, ATLANTA

8/10 -1/14

- Designed vision for operational success for the Atlanta Institute with an emphasis on the role of logistics in ensuring strong teacher leadership and meaningful learning for kids, leading over 90% of corps members to agree or strongly agree that logistics ran smoothly for 3 years in a row
- Hired, trained, and managed operations teams of 20-30 people annually in order to lead new corps members to become effective classroom leaders through rigorous summer training program
- Planned and executed projects including procurement, risk management, staff and corps-member communication, fiscal compliance, and university including contract negotiations.

MIDDLE SCHOOL TEACHER

HAMILTON MIDDLE SCHOOL, MEMPHIS CITY SCHOOLS

8/06 - 5/08

- Led 60+ students at a Title 1 middle school to achieve over two years of reading growth in a single academic year; acquired and integrated additional resources, including the procurement of several thousands of dollars of book donations for students, into the classroom

SKILLS

Leadership, personnel management, and project management, including 10+ years' experience hiring, training, and managing teams

Ability to set vision and strategy annually in varied contexts to ensure success meeting top line organizational goals

Advanced problem solving and critical thinking with expertise in qualitative research, analysis, and evaluation

Effective relationship building both within and across teams and organizations

Effective communicator through mediums including published papers, internal websites, public presentations, and public speaking

Negotiation, conflict resolution, and crisis management experience, from staff performance issues to disease outbreaks

EDUCATION AND AWARDS

University of Texas at Austin

Ph.D., American Studies

McNair Fellow

Continuing University Fellow

University of Memphis

M.A.T, Instructional and Curriculum

Leadership

Phi Kappa Phi

Memphis Content Literacy Academy Scholar

Columbia University

B.A., American Studies

Cum Laude

Departmental Honors

McNair Fellow

Melissa Lautenschlager

13616 Terrel Trace, Manor, TX 78653

Self-directed, enthusiastic educational leader with a passionate commitment to student development and the learning experience. Skilled in the evaluation, development, and implementation of quality K-12 curriculum. Possesses outstanding communication skills, effective project management practices, and experienced in the Texas educational landscape. Active team member who successfully collaborates with diverse stakeholders and establishes quality relationships.

Experience in:

- Team Leadership and Management
 - Strategic Planning
 - Budget Management
 - Goal Setting and Evaluation
 - Contract Management
 - Curriculum and Assessment Design
 - Instructional Materials Evaluation
 - Professional Learning and Training
 - Leadership Development and Coaching
 - Data Analysis
-

EXPERIENCE

Director of Instructional Materials and Implementation Division 2019- present

Texas Education Agency, Austin, TX

Manage review, adoption, and distribution of instructional materials for use in local education agencies across Texas.

Responsibilities include:

- Management and distribution of the state allotment funds for Texas public districts and open-enrollment charter schools.
- Management of state review and adoption process for instructional materials to determine alignment to Texas state standards.
- Development and project management of a rigorous, independent quality evaluation process and all statutory requirements associated with instructional materials portal
- Management of the Instructional Materials and Implementation division including Review and Adoption Unit, Distribution and Accessibility Unit, Texas Resource Review website, and all supporting vendors.
- Oversight of project-related internal operations including budget, legislative requirements and other agency requirements
- Development and execution of communication and stakeholder engagement plans required to successfully implement project goals
- Development of strategies and processes for the effective implementation of high-quality instructional materials among school districts statewide

Director of Curriculum and Instruction

2018- present

KIPP Texas Public Schools, Austin, TX

Manage K-12 STEM curriculum specialists responsible for the development and implementation of math and science curriculum across Austin, Dallas, Houston, and San Antonio serving over 27,000 students. Responsibilities include:

- Directing the audit and revision of district created math and science curriculum and assessments using national, state, and local data to inform process and edits.
- Development and facilitation of regional professional development for city academics teams, school leadership, and instructional coaches.
- Strategic instructional improvement plan development for city academic teams and individual campuses based on observational and assessment data.
- Strategic plan development for STEM programs spanning multiple years including acquisition of resources, curriculum development and implementation, and professional learning.

Lead K-12 Math and Science Coordinator

2015- present

KIPP Austin Public Schools, Austin, TX

Manage K-12 Math and Science curriculum team members responsible for the development and implementation of district curriculum and assessments for ten schools. Responsibilities include:

- Yearly audit of district made curriculum and assessments using yearly data and overseeing revisions and creation of K-12 math and science curriculum and assessments.
- Development and facilitation of monthly professional development for teachers and assistant principals.
- Weekly coaching of assistant principals utilizing observational walkthroughs, debriefs, and data.
- Weekly leadership development for principals in data analysis, curriculum, and planning action steps for assistant principals and teachers.
- Weekly coaching of curriculum and assessment team members in their coaching practices, curriculum development, planning and facilitation of professional development, and data analysis driving action planning.
- Management of the Assessment Team responsible for administration of all district assessments including local, state, and national.

Secondary Science Coordinator

2013-2015

KIPP Austin Public Schools, Austin, TX

Responsible for the development of district secondary curriculum and assessments, professional development for teachers, instructional coaching, data analysis, and action planning for grades 5-12 in five schools.

High School Science Teacher

2010-2013

Cedar Creek High School, Bastrop ISD, Bastrop, TX

Served as science department head and taught science courses including: Biology, Pre-AP Biology, AP Biology, Chemistry, Pre-AP Chemistry, Pre-AP Physics, Anatomy & Physiology, Medical Microbiology, and Pathophysiology. Served as the Student Council Co-Sponsor.

Secondary Science Specialist

2007- 2010

Bastrop ISD, Bastrop, TX

Responsible for the development and implementation of secondary science curriculum and assessments, professional development for teachers, instructional coaching, data analysis, and action planning for grades 5-12 in 4 schools.

High School Science Teacher and Instructional Coach

2006-2007

Akens High School, Austin ISD, Austin, TX

Served as the science instructional coach for teachers and taught Integrated Physics and Chemistry. Responsibilities included observational feedback, modeling lessons, and tutoring students with assessment preparation.

High School Science Teacher

2002-2006

Bastrop High School, Bastrop, TX

Taught science courses in grades 9-12 including: Biology, Chemistry, Aquatic Science, AP Environmental Science, and Medical Microbiology.

High School Science Teacher

2000-2002

Bowie High School, Austin ISD, Austin, TX

Taught science courses in grades 10-12 including: Aquatic Science, Biotechnology, Medical Microbiology, and Pathophysiology. Coached JV softball.

High School Science Teacher

1996-2000

Stafford High School, Stafford MSD, Stafford, TX

Taught science courses in grades 9-12 including: Biology, Pre-AP Biology, and Aquatic Science. Coached JV softball and served as the National Honor Society Sponsor.

EDUCATION & CERTIFICATIONS

Secondary Composite Science (6-12) Certification, Texas

M.Ed Curriculum and Instruction, University of Phoenix, 2007

B.S. Marine Biology, Texas A&M University Galveston, 1996

PROFESSIONAL TRAINING AND AWARDS

Secondary Teacher of the Year, Bastrop ISD 2012

Teacher of the Year, Cedar Creek High School, 2012

Teacher of the Year, Stafford High School, 1997

AP Biology College Board Training, 2012

AP Environmental Science College Board Training, 2004

Gifted and Talented Certified, 1997

Matthew Montaña

Deputy Commissioner, Special Populations, October 2018-Current Texas Education Agency

Charged with leading Texas's effort to reform Special Education practices. This includes implementation of a five-year strategic plan that began upon my arrival. Additionally, I am implementing strategies that will provide equitable access to at-risk students. I oversee programs that will enhance educational outcomes for over 1.5 million students.

Programs and initiatives:

- Special education
- English learner support
- Highly Mobile
- Foster Care
- Homeless
- Migrant
- Victims of human/sex trafficking
- Military connected students
- Gifted/Talented
- Mental health support

Deputy Cabinet Secretary, Teaching and Learning, May, 2017 - July, 2018 New Mexico Public Education Department

Led departments of Educator Quality, Assessment and Accountability, College and Career Readiness, Bilingual Multicultural Education, Indian Education Division, and Special Education. Lead team of 100 across six departments, representing annual budget of \$2.8B in service of 1,700 school leaders, 22,000 teachers and 300K students.

- Increased graduation rates by 8% since 2011 to reach an all-time high of 71%
- Increased math proficiency by 14% and reading by 4.9% since 2011
- Increased percentage of schools earning A or B grades by 25% since 2011
- Increased the number of Advanced Placement Exams taken by 90%, ranked #2 nationally for percentage growth in AP participants
- Increased the number of teachers identified as Highly Effective or Exemplary by 30%
- Led Department-wide collaboration on Every Student Succeeds Act (ESSA) plan,

recognized as the #1 rated plan in the nation by the Alliance for Excellent Education, Bellwether Partners, the Collaborative for Student Success, and the National Council for Teacher Quality (NCTQ)

- Developed the state's first Human Capital plan for schools, helping schools to more equitably serve economically disadvantaged and minority students
- Developed renewed educator preparation report card system to provide districts with better information and support for novice teachers
- Presented to school leaders, teachers, school boards, and business leaders on topics of equity, human capital and effective leadership

Division Director, Teaching and Learning 2011 - 2017

Led state regulatory bureaus including Professional Licensure, Effective Teachers and Leaders, Bilingual Multicultural Education, Instructional Materials, and Professional Ethics.

- Led the development of NMTEACH, which provides annual feedback and support to 22,000 teachers across the state and, and was rated the top multiple-measure evaluation system in the US by NCTQ, The New Teacher Project, the Urban Human Capital Alliance, and the Equitable Access Network
- Contributed to the design of the New Mexico Rising community engagement process, resulting in 20 regional meetings with over 650 stakeholders
- Contributed to the planning, recruitment and execution of New Mexico's Teacher Summits in 2016 and 2017. This effort grew from 300 teacher participants in the inaugural year to over 1,000 participants in 2017.
 - New Mexico Teacher Leader Networks have enhanced the field of education by equipping, empowering, and championing the teaching profession.
- Recognized by US ED for developing measures that most accurately recognize the differences in teacher performance to enhance better support for teachers
- Only state approved by the US ED to enhance equity-based scheduling by providing flexibility to Highly Effective and Exemplary teachers
 - This flexibility has allowed districts to serve the 16% EL population with more highly effective or exemplary teachers

Principal, Bernalillo High School 2009-2011

Led a school of over nine hundred students and 100 staff members. Responsible for school-wide operations, discipline, curriculum development, governmental relations, community and public relations, professional development, financial management, and people management.

- Increased Reading proficiency from 36% to 44% and math proficiency from 11% to 23% over three years
- Decreased out of school suspensions by 400%

- Focused on decreasing over identification of Native American students
- Established wrap around services to underserved students, especially students living on the reservation
- Recruited over 75 dropouts to return to school and complete diplomas
- Successfully worked with the superintendent in repairing relationships with the seven pueblos being served by BHS, as well as the small communities that fed into our high school, resulting in home-based tutoring programs provided to students on the reservation
- Successfully obtained \$250K funding in grants and partnerships for alternative programming and student incentives
- Successfully created a district-level team that worked with the tribe and other entities to address student drug and alcohol abuse issues

Assistant Principal / Dean of Students / Athletic Director, Bernalillo Middle School 2006-2008

Responsible for increasing academic achievement, improving school-wide behavior, maintenance of a 60-year-old building, managing the special education program, athletic programs, and supervising custodians, educational assistants, and instructional staff.

- Led the School Improvement effort by guiding the process of professional learning communities within our school community, resulting in 11% increases in Math and 5% in Reading growth that exceeded the growth rate of the state
- Tripled the number of Native American students participating in pre-Advanced Placement to representing about 33% of the Pre-AP students
- Successfully implemented a systemic Positive Behavior Support model, resulting in a decrease in the number of discipline referrals by 500%
- Successfully transformed inclusion program and revamped IEP process and outcome measures for students with special needs, impacting 100 students per year
- Recruited by the NM Public Education Department to lead a task force aligning the NM State Standards with College Board and American Diploma Project
- Enhanced the Parent Teacher Student Organization that resulted in a cross-community collaboration. BMS established its first community garden from this effort.
- Increased participation in extra-curricular activities from 40% of students to over 75%
- Spearheaded effort to organize Language Arts curriculum alignment across teachers

Special Education / General Education Teacher, Bernalillo Middle School 2001-2006

Responsible for English Language Arts instruction of state standards to students with special needs and general education students.

- Helped over 75% of students achieve proficiency on state assessments, increasing the proficiency levels of 100% of students
- Increased proficiency of students with disabilities from less than 10% to 45%
- Established inclusion program for students with disabilities to integrate into regular education programs
- Implemented the first Advanced Placement preparation program in the district
- Trained the entire district staff in the three-tier process of Response to Intervention and referral for Special Education, resulting in a reduction of over-identifying students in Special Education.

Special Education Teacher, Bernalillo Middle School 1997-2000

- Established comprehensive academic and social emotional support program by coordinating “wrap around” services, using community resources, school partnerships, and parental/family collaboration
- Taught math, language arts, and social studies
- Successfully implemented a structured transition program for individuals to enter the mainstream setting in science and exploratory arts programs

Educational Assistant, Bernalillo 1996-1997

- Provided Instructional Support to Special Education teacher
- Community outreach lead for students

EDUCATION

Chiefs for Change, Future Chiefs Cohort, 2017

M.A., College of Santa Fe. Curriculum and Instruction Leadership / Educational Administration, 2008

PreK-12 Special Education Certification, College of Santa Fe, 1999

B.A., The University of New Mexico. History and Religious Studies, 1996

AWARDS and HONORS

Governor’s Recognition for Behavioral Health, 2010

Most Influential Educator for Top Graduating Seniors, 2008, 2009, and 2010

Public Education Department Certificate of Recognition,
Literacy Framework and Descriptor Leadership Cadre 2006

Tyson R. Kane

EXPERIENCE

Texas Education Agency – Austin, TX

October 2018 - Present

Associate Commissioner – Strategy, Analytics, and Assessment

- Oversee newly created financial analysis and business analytics functions for \$1.5B School Programs division. Responsible for supporting business unit leaders, measuring and improving ROI, and developing strategic plans for priority programs. Lead development of financial forecasts, customized data insights, and decision-support tools.
- Oversee student assessment programs for the state of Texas. Responsible for operationalizing statewide performance measures and related processes across 1,200 districts and 5.5 million students. Directly manage \$120M annual budget. Pilot new assessment models and tools to improve instructional outcomes.
- Scaled interim assessment instructional monitoring solution to over 1.1 million users. Delivered 100% uptime for electronic assessment tools and platforms during administration windows. Improved testing procedures by increasing flexibility and simplifying administrative expectations. Recipient of the Texas Statewide Network of Assessment Professionals President's Award for strength of partner collaboration and service to local districts.
- Manage \$500M in vendor and supply chain total contract value. Renegotiated contract terms to save over 15% annually vs prior agreements.

Noble Network of Charter Schools – Chicago, IL

July 2015 – July 2018

Head of Schools

- Responsible for general management and strategic oversight of the highest performing collection of public high schools in Chicago. Grew enrollment by 25% (to \$150M) during a period when Chicago Public Schools shrank by 7%. Responsible for 1,200 employees serving over 12,000 students from primarily high-poverty backgrounds.
- Ensured that all campuses delivered academic performance ranking in the top 25% of schools in Chicago.
- Created and oversaw organization-wide training and development programs for teachers, managers, and executive leaders. Developed and facilitated Noble's Instructional Rigor training, the Noble Fellowship school principal leadership pipeline, and the Noble Management Accelerator mid-level manager program.
- Centralized and strengthened general operations via creation of organization-wide KPIs, performance management tools, and core values. Oversaw P&L forecasting, planning, and related analysis. Created financial planning processes used by campus leaders to deliver 16% total operating cost reduction.
- Network of schools named top public charter system in the nation by the Eli and Edythe Broad Foundation.

Chicago Bulls College Prep – Chicago, IL

July 2008 – July 2015

Founding Principal

- Founded and oversaw an innovative urban public high school in partnership with the Chicago Bulls basketball organization. Grew enrollment by 60% annually to an operating capacity of 1,100 students from primarily high-poverty backgrounds.
- Delivered academic performance in the top 1% of Chicago public schools as measured by ACT score growth with 100% of graduating seniors receiving acceptance to 4-year universities since inception. Graduated the third highest number of minority students passing AP Calculus in the state across three years. Recipient of the Ryan Award, honored for industry-defining performance by the Accelerate Institute and the Patrick G. and Shirley W. Ryan Foundation.
- Created unique, discussion-based instructional design and led teacher professional development.
- Oversaw performance reporting and financial planning and analysis functions. Developed core management systems and KPIs. Hired over 110 staff members.

Teach For America / Los Angeles Unified School District – Los Angeles, CA

June 2006 – June 2008

High School Teacher, Alain Leroy Locke High School – Watts, CA

- Taught AP Biology and Algebra in South Los Angeles as part of the Teach for America program. Taught three classes in Spanish to English Learners (ELs) and two classes in English.
- Led students to achieve passing rate of over 5x school average and 2x district average on state standardized exams.
- Recipient of the Sue Lehmann Excellence in Teacher Leadership Award for the Los Angeles region in 2008. Selected by Teach for America as a National Finalist (top 10 out of approximately 5,000) for the same honor.

The Carlyle Group / Carlyle Management Group – Dallas, TX

April 2003 – May 2006

Senior Associate

- Responsible for valuation and due diligence for potential acquisitions. Focused on turnaround of underperforming manufacturing companies with larger than \$300M in revenue. Authored financial models, operating plans, and performance reporting tools. Implemented business-critical improvement initiatives in portfolio holdings and managed financial planning and analysis functions during engagements.
- Acquired Breed Technologies, Inc. (a \$1B global manufacturer of automotive airbags, seatbelts, and steering wheels; later renamed Key Safety Systems) for \$299M. Performed due diligence on global operations, built cost improvement and cash flow models, and drove operational improvements on-location in European facilities. Supported EBITDA growth from 4.1% to 12.4% of sales in under two years.
- Acquired Kendrion RSL (a \$250M European division manufacturing engineered automotive plastics parts and assemblies) for \$30M. Performed due diligence, valued and forecasted operational improvement initiatives, and built customized profitability analyses by product and customer. Drove operating improvements in Germany and Portugal and helped shift customer focus to increase revenue by 4%. Supported EBITDA growth from 2% to 7% of sales in 16 months.

The Boston Consulting Group – Dallas, TX

May 2001 – April 2003

Associate Consultant

- Developed global corporate strategy for liquefied natural gas division of a multinational energy company. Built permanent shipping cost and delivery model for energy trading function.
- Designed nationwide rollout for new distribution segment of a major beverage and snack foods company. Valued options, assessed financial impact, and authored go-to-market strategy.
- Developed cost management strategy and associated budget processes for a private foundation.
- Valued and structured corporate joint ventures as part of two separate credit enhancement initiatives.

Honeywell International, Aerospace Division – Phoenix, AZ

Summer 2000

Summer Intern – Corporate Finance and e-Business Strategy

Supported the development of e-Business structure and strategy for Honeywell's aerospace division.

The Chase Manhattan Corporation – Houston, TX

Summer 1999

Summer Analyst, Mergers & Acquisitions

Valued and analyzed prospective mergers and acquisitions using various financial models.

Q Investments, L.P. – Fort Worth, TX

Summer 1998

Summer Analyst, Risk Arbitrage

Identified and analyzed merger arbitrage investment opportunities.

EDUCATION

The University of Texas at Austin – Austin, TX

May 2001

Bachelor of Arts, Economics Honors Program

First major in Economics. Second major in Humanities.

Minor in Biological Sciences.

Bachelor of Business Administration, Business Honors Program

Major in Finance. Minor in Statistics.

Cumulative GPA: 3.8 / 4.0

Thesis: *Evolutionary Game Theory and Biological Systems: Implications for Business Strategy*

OTHER ACTIVITIES / INFORMATION

- Played varsity soccer and volleyball for the University of Texas men's teams.
- Background in comedy and live dance performance. Graduated from the select-admission Improvisational Conservatory Program at Second City in Chicago, IL. Performed with Second City in Hollywood, CA and Ad-Libs Improvisational Comedy Troupe in Dallas, TX. Performed stand-up comedy across the Houston, TX circuit while in high school. Competed with new style hip-hop and breakdance troupes in Austin, TX and Chicago, IL. Annual breakdance judge for Elevate Arts' We Are Hip Hop Chicago Festival.
- Passionate about helping people reach the potential they already possess.
- Married a pediatrician. We have two kids under 3 years old who prove that neither pediatrics nor teaching is adequate preparation for parenthood.

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

Organization:

Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701-1494

Date: April 27, 2020

Agreement No: [REDACTED]

Filing Reference: This replaces previous Agreement No. [REDACTED]
Dated: 4/23/2019

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and regulations issued by the Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards under 2 CFR 200.

Section I - Rates and Bases

Type	From	To	Rate	Base	Applicable To
------	------	----	------	------	---------------

Distribution Base:

MTDC Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and the portion of each subaward (subcontract or subgrant) above \$25,000 (each award; each year).

Applicable To:

APwR The rates herein are applicable to All Programs including those that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Treatment of Fringe Benefits:

Fringe benefits applicable to direct salaries and wages are treated as direct costs. Pursuant to 2 CFR 200.431, (b), (3), Paragraph (i), unused leave costs for all employees are allowable in the year of payment. The treatment of unused leave costs should be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than \$5,000.

Section II – Particulars

Limitations: Application of the rates contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

Accounting Changes: The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

Provisional/Final/Predetermined Rates: A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

Fixed Rate: The negotiated fixed rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

Notification to Other Federal Agencies: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

Audit: All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

Reimbursement Ceilings/Limitations on Rates: Awards that include ceiling provisions and statutory/regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

Section III - Special Remarks

Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to the expiration dates of the rates in this agreement.**

Section IV – Approvals

For the State Education Agency:

Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701-1494

For the Federal Government:

U.S. Department of Education
OFO / OGA / ICD
550 12th Street, SW
Washington, DC 20202-4450

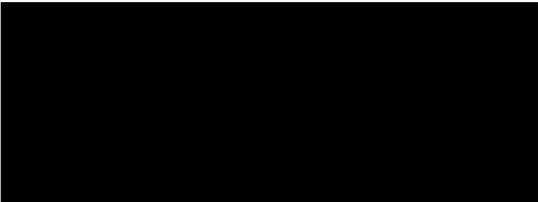
June 29, 2020

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202

Re: Assurance of participation in Education Stabilization Fund-Rethink K-12 Education Model grant evaluation

Dear Secretary DeVos:

The Texas Education Agency assures that the TEA will provide information, as requested, for evaluation carried out as part of the Education Stabilization Fund-Rethink K-12 Education Model grant program. This may include, but is not limited to, working with grantees at the outset of the grant to establish common performance measures. This may include, but is not limited to, working with grantees at the outset of the grant to establish common performance measures, data elements, or data definitions.



Lily Laux
Deputy Commissioner
School Programs

References

Blended Learning - Christensen Institute. Christensen Institute. Accessed at

<https://www.christenseninstitute.org/blended-learning/>

Carhill-Poza, A. (2017). *Re-examining English language teaching and learning for*

adolescents through technology. System 67, 111-120. Accessed at

[https://www.academia.edu/33909208/Re-](https://www.academia.edu/33909208/Re-examining_English_language_teaching_and_learning_for_adolescents_through_technology)

[examining_English_language_teaching_and_learning_for_adolescents_through_technology](https://www.academia.edu/33909208/Re-examining_English_language_teaching_and_learning_for_adolescents_through_technology)

City, E. A., Elmore, R. F., Fiarman, S. E., & Teitel, L. (2009). *Instructional rounds in education:*

A network approach to improving teaching and learning. Cambridge, Mass: Harvard

Education Press. Print.

Dixon, F., Yssel, N., McConnell, J., & Hardin, T. (2014). *Differentiated Instruction,*

Professional Development, and Teacher Efficacy. Journal for the Education of the Gifted

37(2): 111-127. Accessed at

[https://education.illinoisstate.edu/downloads/linc/lincriculummodule/Professional%20](https://education.illinoisstate.edu/downloads/linc/lincriculummodule/Professional%20Development%20Differentiated%20Instruction%20Teacher%20Efficacy.pdf)

[Development%20Differentiated%20Instruction%20Teacher%20Efficacy.pdf](https://education.illinoisstate.edu/downloads/linc/lincriculummodule/Professional%20Development%20Differentiated%20Instruction%20Teacher%20Efficacy.pdf)

Dorn, E., et al. (2020). *COVID-19 and student learning in the United States: The hurt could last*

a lifetime. McKinsey & Company. Accessed at

[https://www.mckinsey.com/industries/public-sector/our-insights/covid-19-and-student-](https://www.mckinsey.com/industries/public-sector/our-insights/covid-19-and-student-learning-in-the-united-states-the-hurt-could-last-a-lifetime#)

[learning-in-the-united-states-the-hurt-could-last-a-lifetime#](https://www.mckinsey.com/industries/public-sector/our-insights/covid-19-and-student-learning-in-the-united-states-the-hurt-could-last-a-lifetime#)

- Ferriman, J. (2015). *Estimating ELearning Development Time*. LearnDash. Accessed at <https://www.learndash.com/estimating-elearning-development-time/>
- Finegan, J. (2017). *Solving the Problem of Teaching to the Middle*. ASCD Express 12, 14. Accessed at <http://www.ascd.org/ascd-express/vol12/1214-finegan.aspx>
- Hawkins, B. (2020). *New Research Predicts Steep COVID Learning Losses Will Widen Already Dramatic Achievement Gaps Within Classrooms*. The74million.org. Accessed at <https://www.the74million.org/article/new-research-predicts-steep-covid-learning-losses-will-widen-already-dramatic-achievement-gaps-within-classrooms/>
- Heitin, L. (2016). *Quality Learning Materials Are Scarce for English-Language Learners*. Education Week. Accessed at <https://www.edweek.org/ew/articles/2016/05/11/quality-learning-materials-are-scarce-for-english-language.html?r=1148779162>
- Kazakoff, E. R., Macaruso, P., & Hook, P. (2018). *Efficacy of a blended learning approach to elementary school reading instruction for students who are English Learners*. Educational Technology Research and Development 66, 429–449. Accessed at <https://link.springer.com/article/10.1007/s11423-017-9565-7#citeas>
- Mitchell, C. (2020). *English-Learners May Be Left Behind as Remote Learning Becomes 'New Normal'*. Education Week. Accessed at https://blogs.edweek.org/edweek/learning-the-language/2020/03/coronavirus_english_learners_digital_divide.html
- Money, W. H., & Dean, B. P. (2019). *Incorporating student population differences for effective online education: A content-based review and integrative model*. Computers & Education, 138. Accessed at <https://www.sciencedirect.com/science/article/abs/pii/S036013151930079X?via%3Dihub>

Pane, J. F., Steiner, E. D., Baird, M. D., Hamilton L.S., & Pane J. D. (2015). *Continued Progress: Promising Evidence on Personalized Learning*. RAND Corporation, 2015.

Accessed at https://www.rand.org/pubs/research_reports/RR1365.html.

Pane, J. F., Steiner, E. D., Baird, M. D., Hamilton L.S., & Pane J. D. (2017). *Informing Progress: Insights on Personalized Learning Implementation and Effects*. RAND Corporation, 2017. Accessed at

https://www.rand.org/pubs/research_reports/RR2042.html.

Pane, J. F. (2018). *Strategies for implementing personalized learning while evidence and resources are underdeveloped*. RAND Corporation, 2018. Accessed at

<https://www.rand.org/pubs/perspectives/PE314.html>

RAND Corporation. (2014) *Early progress: Interim research on personalized learning*. Seattle: The Bill and Melinda Gates Foundation. Accessed at

<http://k12education.gatesfoundation.org/download/?Num=2802&filename=42-Early-Progress-on-Personalized-Learning-Full-Report.pdf>

Reich, J. et al. (2020). *Remote Learning Guidance from State Education Agencies During the COVID-19 Pandemic: A First Look*. Accessed at

<https://edarxiv.org/437e2/>

Rotherham, A. (2020). Researchers' Urgent Message for Schools: Start Planning Now for a Precipitous 'COVID Slide' Next Year. The74million.org. Accessed at

<https://www.the74million.org/article/researchers-urgent-message-for-schools-start-planning-now-for-a-precipitous-covid-slide-next-year/>

Simonson, M., Schlosser, C., & Orellana, A. (2011). *Distance education research: a review of the literature*. *Journal of Computing in Higher Education* 23,124–142. Accessed at

<https://link.springer.com/article/10.1007%2Fs12528-011-9045-8>

Zehler, A. M., et al. (2019). *Supporting English Learners through Technology: What Districts and Teachers Say about Digital Learning Resources for English Learners Volume I: Final Report*. Department of Education. Accessed at

<https://www2.ed.gov/rschstat/eval/title-iii/180414.pdf>

House Bill 3

86th Texas Legislature



SUPPORTS TEACHERS AND REWARDS TEACHER EXCELLENCE

- Increases the minimum salary schedule between \$5,500 - \$9,000
- Requires districts to allocate 30% of their year-over-year budget increase toward full-time employee compensation increases, and 75% of this total must go to teachers, counselors, nurses and librarians
- Increases the state share of Teacher Retirement System (TRS) payments for all educators
- Establishes a new Teacher Incentive Allotment that provides between \$3,000 - \$32,000 per year, per high-performing teacher, with higher incentive funding going to high poverty and rural campuses
- Provides funding for an enhanced Teacher Mentor Program to improve support for teachers in their first two years
- Further protects students and the integrity of the teaching profession by creating a Do-Not-Hire Registry that ensures non-certified personnel will not work at schools if they have abused a child or had an inappropriate relationship with a minor



FOCUSES ON LEARNING AND IMPROVING STUDENT OUTCOMES

Prioritizing Early Literacy, Including Pre-K

- Requires High-Quality, Full-Day Pre-K for all eligible 4-year-old children, with funding through an Early Education Allotment
- Establishes a Dual Language Allotment
- Requires school boards to adopt and monitor early childhood literacy and mathematics proficiency plans and ensure the use of a systematic phonics curriculum
- Requires elementary school teachers to attend the reading academies and be trained on the science of teaching reading



FOCUSES ON LEARNING AND IMPROVING STUDENT OUTCOMES

Improving College, Career, and Military Readiness

- Requires school boards to adopt and monitor college, career, and military readiness (CCMR) plans
- Rewards districts with bonuses for CCMR graduates
- Increases funding for college prep exams, industry certification exams, career and technical education (CTE) including computer science, and funds innovative high school models designed to help students graduate with an associate's degree

Increasing Support for Special Education

- Increases Mainstream Special Education funding
- Creates a new Dyslexia Allotment
- Encourages teacher training in Autism

Expanding Learning Opportunities

- Provides funding for an optional extended year for elementary schools, and establishes a new summer learning program focused on career and technical education
- Establishes a blended learning grant program
- Provides funding to reimburse high school equivalency exam fees



INCREASES FUNDING AND EQUITY

- Increases funding for low-income students, with more money in the highest poverty areas
- Makes a variety of formula changes so that property wealth matters far less than ever before, with district funding being determined almost entirely based on student need



REDUCES AND REFORMS PROPERTY TAXES AND RECAPTURE

- Cuts property taxes in the first year by an average of 8 cents per \$100 of assessed value, bringing the tax rate for Maintenance & Operations down from \$1.17 to \$1.055
- Provides for automatic tax rate reductions starting in the second year if property value grows by more than 2.5% per year
- Reduces recapture from \$3.6 billion to \$2.0 billion in the first year

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

BUDGET NARRATIVE

The Texas Home Learning (THL) project, proposed for the Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Grants Program is being implemented by the Texas Education Agency (TEA), the state education agency overseeing and supporting public education in Texas, including administering several large federal education grants, such as formula grants, discretionary competitive grants, and discretionary noncompetitive grants.

The total budget request for THL over the 36 months or three years of the grant period is \$20,000,000 in support from the U.S. Education Department (ED) through the ESF-REM grant program.

Through THL, TEA seeks to support grade level remote instruction in PK-12th grade in English, math, science, and social studies, with a focus on English learners, parent engagement, and professional learning to support teachers of English learners. With the support of the ESF-REM grant, THL will allow TEA to further the planned investment in building statewide virtual courses to ensure student access, educator efficacy, and parent satisfaction--components that are demonstrated gaps in the current state allocation of resources.

The narrative that follows is organized by budget category and explains the use of requested funds for three years. A summary budget table is provided in Appendix A.

Personnel

Funds for personnel are requested in the amount of \$449,963.95. This includes funding for two full-time salaries.

Full-time personnel costs reflect the costs of TEA’s personnel focused exclusively on coordination of the THL activities, including project management and coordination of intra-agency activities. Costs for full-time personnel also include a 3% increase to salary costs to account for the TEA’s participation in annual merit distributions.

Position	FTE	Year 1	Year 2	Year 3	TOTAL
THL Project Manager (Education Specialist IV)	1.0				
THL Project Manager (Education Specialist IV)	1.0				
TOTAL PERSONNEL	2.0				

A description of each line item appears below:

THL Grant Manager – New position (Education Specialist IV); Time commitment: 36 months, 1 FTE (100% ESF-REM); Salary: [REDACTED] Project management for THL grant activities.

THL Grant Manager – New position (Education Specialist IV); Time commitment: 36 months, 1 FTE (100% ESF-REM); Salary: [REDACTED] Project management for THL grant activities.

Fringe Benefits

TEA’s total request to ED for fringe benefits amounts to \$157,172.41.

Description	Year 1	Year 2	Year 3	TOTAL
<i>FTE / Total Salary</i>				
Fringe Benefits				
Payroll Contribution (1.5% of Salary)				
TOTAL FRINGE BENEFITS				

Fringe Benefits

Fringe benefits is calculated at 33.43% of salary (\$449,963.95) at a total cost of \$150,422.95. The breakdown of fringe benefit costs includes 9.5% for ERS Retirement, 7.65% for Social Security/Medicare, and 16.28% for ERS Health Insurance.

Payroll Contribution

An additional cost of \$6,749.46 is requested to cover payroll contribution with a breakdown as follows: Group Health Insurance - 1%; Retirement Contribution - 5% (86th Legislative General Appropriations Act, Miscellaneous Provisions, Section 17).

Travel – No funds are requested for travel.

Equipment – No funds are requested for equipment.

Supplies

TEA requests a total of \$1,840.78 of ESF-REM funding for supplies. This includes supplies for hybrid (virtual and in-person) quarterly vendor meeting facilitation at a total annual cost of around \$580.26, including sticky chart pads at \$120.00 (\$30/chart pad per meeting), easel pad markers at \$13.18 (\$6.59/easel), printing and shipping costs at \$197.00 and binders at \$250.08 (\$62.52 for 12 binders per meeting). In addition, supplies are required to set up workspaces for two new employees in year one, at an estimated cost of \$100.00.

Description	Year 1	Year 2	Year 3	TOTAL
Supplies	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Contractual

TEA’s overall request in the Contractual category over the grant period is \$19,290,420.03.

Description	Year 1	Year 2	Year 3	TOTAL
Development of English learner support framework <i>(Activity 1)</i>	\$5,500,000.00	\$2,500,000.00	\$2,500,000.00	\$10,500,000.00
Technical Assistance Intermediary for Regional Public Engagement Cohorts <i>(Activity 2)</i>	\$1,000,000.00	\$500,000.00	\$500,000.00	\$2,000,000.00
Development of embedded professional learning opportunities <i>(Activity 3)</i>	\$5,790,420.03	\$1,000,000.00	\$0.00	\$6,790,420.03
TOTAL CONTRACTUAL	\$12,290,420.03	\$4,000,000.00	\$3,000,000.00	\$19,290,420.03

A description of each line item appears below:

CONTRACTS

All procurements will be developed, evaluated, negotiated, and awarded by a certified state agency purchaser following the Texas Comptroller of Public Accounts' Statewide Procurement Division procedures for state agency procurement.

Development of English learner support framework (Activity 1)

To ensure equitable access to high-quality curriculum, TEA will contract with a third-party vendor to support the development of resources for K-5 English learners in the areas of ELAR, math, and English as a second language (ESL). Explicit supports for English Learners are a cost-effective addition to high-quality instructional materials. These supports will include transadapted and rigorous translations of materials that are made available in English. Initial focus will be on K-5 materials that support ELAR, math, and English language development at the five levels of EL classification. This will result in about 12 additional courses that would be created to serve ELs in K-5. Each year of the grant will look to expand the number of resources and courses created and adapted in grades 6-12. At a cost of \$5.00 per student, THL Component 1 represents a cost-effective solution to equity of resources for the foreseeable future. This also facilitates a strong basis for continued development of materials, resources and supports past the life of the grant.

Technical Assistance Intermediary for Regional Public Engagement Cohorts (Activity 2)

TEA will work with a technical assistance intermediary to establish regional cohorts that are designated within each of the Texas regional service center areas. Through the TAI, TEA will establish cohort leads throughout the state to recruit, train, and support public engagement specialists. Regional cohorts will be selected for participation in the THL parent program via an application process managed by a contracted intermediary (to be named through a competitive procurement process – referred to as the Technical Assistance Intermediary) with support from TEA.

TEA will invest in developing tools for the state to engage with parents, as well as tools and resources for districts to employ in their engagement efforts. Tools will be used for communicating general information such as school activities and calendars to student-specific information such as academic performance, intervention needs and/or progress. Initial investments per parent will create a sustainable process for TEA to engage, as well as for TEA to support continued engagement of schools. The per parent cost will significantly reduce as initial tools are established and a model delivery chain is successfully established.

Development of embedded professional learning opportunities (Activity 3)

To ensure equitable access to high-quality curriculum, TEA will contract with a third-party vendor to support the development of resources to ensure that teachers are well-trained and supported to use data to drive instruction and ensure that students receive individualized, evidence-based supports. After an initial investment in building educator training and course materials, the ongoing cost of providing these modules is only in the facilitation. This is possible because TEA has invested in the infrastructure that will ensure that teachers can access high-quality self-paced modules with a community of learners.

Construction – No funds are requested for construction.

Other – No other funds are requested.

Indirect Costs

TEA has an approved indirect cost rate of 9.5% per agreement number 2020-012 executed on April 27, 2020 as signed by Carla Steffen, Associate Commissioner for Finance/CFO for TEA, and Andre Hylton, Director of the Indirect Cost Division for the U.S. Department of Education. Indirect is calculated at 9.5% of the federal share of personnel and fringe benefits, plus travel, cost included under “other” and up to \$25,000 of each contract. An additional cost of \$21,375.00 (\$7,125.00 per year of the grant) is requested to cover indirect charges in the event a contract is not fully expended in the first 9 months of the year, and a balance of \$25,000 or more is carried into the second fiscal year (Estimated Additional Amount Formula = $(25000 * 3 * 2) - 75000 * 0.095$). This comes to an indirect cost total of \$100,602.83 for all years of the grant.

Appendix A: Summary Budget Table

Budget Category	Year 1	Year 2	Year 3	TOTAL
Personnel				
Fringe Benefits				
Travel				
Equipment	\$-	\$-	\$-	\$-
Supplies	\$680.26	\$580.26	\$580.26	\$1,840.78
Contractual	\$12,290,420.03	\$4,000,000.00	\$3,000,000.00	\$19,290,420.03
Construction	\$-	\$-	\$-	\$-
Other				
Indirect Charges				
TOTALS				