



Questions for Candidates for School Board Trustee from the Conservative Coalition of Harris County

This questionnaire will be posted onto the Conservative Coalition of Harris County website for public viewing.

Candidate Name	Position that Candidate is Running For
Dr. Natalie Blasingame	5 <input type="text" value="Cy-Fair ISD Trustee Position 5"/>

Candidates please give your answer to each of the following questions and include your rationale with each answer. Please be concise and clear.

1. Why are you running for the Board of Education? Is there a particular issue that motivates you to serve on the board of education? If elected, what will be your priorities?

Answer:

I am called to run for office to see a shift in our schools that restores them to the purposes of our founding fathers, while simultaneously accelerating the preparation of a 21st century workforce prepared to be productive, ethical, servant-hearted, and happy. I see this playing out on three levels. First, we must build our schools into factories of hope for all students -- for faith is the substance of things hoped for. Each student should see that they can set and achieve goals for their future, and have the academic support of the school to accomplish these goals. The objective has to be higher than passing a state test or gaining a high school diploma. High school graduation should launch each student into a technical certificate, 2- or 4-year degree, or the military.

Second, we must take our schools back from all the "isms" and agendas that are running unfettered in our schools while people of faith are muzzled. I seek to impact the over-interpretation of separation of church and state in our schools that keeps employees in fear, and unfairly shuts down students' rights due to vague or absent policies and inadequate staff training. Religious freedom does not get checked at the schoolhouse door, and I intend to address that at the policy and training level. I also see pathways in parent choice where school can directly align with parents' faith and values through pathways, academies, programs, district charters of choice, etc. within the public school system where 98% of the nation's kids go to school.

Finally, I want to see parent voice and choice drive our programming. There is little two-way communication with parents or community members about our aspirations for our kids and the choice programs that we would like to see offered to meet these dreams. I can list many examples of programs that might come bubble up during parent input sessions- and with my background running schools and budgets I know that almost all of this can be accomplished within existing parameters of staff costs, space available, etc. It will take a board that listens and challenges administration to create the community vision for choice in our schools. I will be this board member.

In summary, if elected my priorities will be voice, choice, and values.

2. Are you running with any organized slate of candidates? Have you received any donations or endorsements from any group(s)? If so, which groups? How will you promote your school board candidacy?

Answer:

After a careful vetting process including two forums, a large majority of Republican Precinct Chairs from within the CFISD boundaries has selected a candidate to support in each race or Positions 5, 6, and 7. These include myself, Scott Henry, and Lucas Scanlon respectively. A team of chairs has formed to support the selected candidates with campaign activities promoting all three individuals using common strategies and materials. However, the group is not considered a slate of candidates.

Several Precinct Chairs from the majority whip have endorsed my campaign individually, but no groups have given their endorsement yet. I am promoting my campaign with block walking, mailers, calls, social media, signs, events, etc.

3. What particular experience or skills have prepared you to serve as a board member? In what school district or community activities/organizations have you been involved? What differentiates you from the other candidates and/or board members?

Answer:

First, I am the parent of a thriving student in the CFISD school system, so I have skin in the game and a parent-level view on the impact of governance. As a parent, I have exercised my right to school choice by driving past me neighborhood elementary school every day to a neighboring district to access a dual-language program I prioritized to challenge my child. I started advocating for the program in 2008 and we still have no district programs despite their exponential growth across surrounding districts and we still have no. My voice was not heard so I voted with my feet, however my tax dollars stayed in CFISD even though my ADA walked to Spring Branch ISD. I understand that every parent should have voice and choice in their child's unique educational path and will bring this perspective to my work as a board member as we attempt to meet families where they are and maintain them as satisfied customers in the school system.

Second, I am a 29 year educator who has a record of achieving strong outcomes through high expectations for all students as a bilingual teacher, assistant principal, principal, principal supervisor, and Assistant Superintendent. I have ensured that all students excelled on my campuses, whether struggling to read or gifted and talented, including in schools serving large numbers of students in poverty. I have done this as a principal at the elementary, middle, and high school level- and even at a district charter school offering choice to parents within the public school district. I have served as a district leader in traditional ISDs and a charter school district. I know schools inside and out- the conditions under which teachers thrive, how moneyflows, when testing programs cloud judgment, how to create the conditions in which all students show growth from their starting point (not equity but growth for ALL), how agendas like socialism and CRT are promulgated in schools, etc. I will be able to ask critical questions of the administration, and know when I am being sold a bill of goods. I will also have the time to do so as a new retiree from the Teacher Retirement System. I believe this experience and available time to serve will help us push our school system forward.

Other civic and district engagement includes Copperfield Swim Team Board; CFISD Mentor and Global Volunteer, Hairgrove Elementary Adopt-A-School Volunteer with Calvary Community Church and Copperfield Church; Former District Educational Improvement Council (DEIC) parent representative for Langham Creek feeder pattern; LCHS Booster Club member; and I am a warrior for our kids and community

I have the background and experience to govern effectively from day one. There will not be a long learning curve where I need to sit back and watch and learn from sitting board members. I can respectfully but emphatically go after the voice choice, and values from the moment I take my oath under God.

4. What issues do you believe your district needs to address in its academic program and offerings? What changes would you recommend?

Answer:

Parent CHOICE in programs and offerings is a critical issue facing CFISD. Parents deserve to be able to choose the best program to meet the needs of their unique child in order to help them reach their full potential. Standardization and the one-size-fits-all approach no longer works, especially after the pandemic shutdown.

As our demographics shift, we must address our achievement gap. We must hold high expectations for ALL students, and increase choice and personalization WITHIN our public-school system, to meet the needs of all learners and families in our increasingly diverse community. As we set goals for the district, the board must maintain high expectations and measure achievement gap closure towards those strong standards. We must keep a pulse on students failing to thrive in our system, and provide solutions outside of our traditional approach to ensure that they reach our high standards.

5. What is the proper role of TASA and TASB with respect to independent school boards? Do you believe there should be mask or vaccine mandates in public school? Where should these mandates originate, if at all?

Answer:

TASB as an organization currently operates to represent the interests of governments and not taxpayers. It should return to its roots of providing training for school board members and services such as policy. TASA proper role is to train and support administrators on how to improve academics and career readiness in their districts, rather than training them in taming and managing their boards.

I do not believe in vaccine or mask mandates in public schools. Decision making on masks and vaccines belongs solely with the parent.

6. What is a school board member's role and responsibility? How does that role differ from the role of the superintendent or administration? What is the best way to address differences of opinion on the board or between the board and the administration?

Answer:

The school board should:

- Provide citizen governance/oversight for education at a point closest to the parent/child, acting for our district citizens based on their voice
- Advocate for educational excellence for our youth, putting those interests first, ensuring that the district is moving in a positive direction, with a clear shared vision for our students, schools, staff, and supporting community
- Adopt comprehensive goals giving the system clear direction with regular goal progress monitoring of the administration in meeting these goals
- Adopt policy that provides a framework for district operations
- Adopt a budget for the district and set a tax rate that adequately funds the budget without waste
- Hire and evaluate the Superintendent and hold them accountable for excellence in their administrative duties and day-to-day operations that move the district closer to the board's vision based on parent and community voice.

The best way to address differences of opinion on the board and between the board and administration is to base "opinions" on the actual voice of the parents and community members. We must engage in regular contact with and input from citizens through formal and informal channels to ensure the opinions expressed are representative. If a questions arises, the public comment section of the meeting, board committees, town halls, surveys, etc. are good tools to gather consensus opinions to settle differences of opinion. However, as some point the board is the ultimate authority and must govern the district not defer it to their hired Superintendent.

7. Is your superintendent's and other high-level administrator's compensation in line with job performance? Why or Why not?

Answer:

The Superintendent of CFISD is the highest paid in the region, and he has a "B" rated district with a large portion of his community dissatisfied with agendas (such as CRT) that have slipped into the curriculum under his watch. We should expect an "A" rating and a Superintendent who is not tone deaf to the voice, choice, and values of our parents and community members. His compensation might be appropriate for an A-rated district that is meeting the needs of ALL students that regularly engages with parents to hear their voice and provide them choice in school options until all attain excellent outcomes.

The average salary for Central Administration was \$113,948 compared to \$108,367 across the state in 2020. These are in line with rates across the region however those responsible for curriculum materials not aligned with our values had poor job performance.

8. Is the current funding allocation within district spending categories (between administration, facilities, teachers, etc.) adequate? Why or Why not? If not, what areas of spending can be changed and how do you propose to correct it? Should resources be devoted to political lobbying?

Answer:

Payroll makes up 91.10% of the operating expenditures, higher than the state average of 79.22%. Total staffing may be an area to study for budget reductions.. Of this total teachers make up 48.9% and Campus and Central Administration combined make up 3.2%. These allocations seem acceptable.

No resources should be devoted to political lobbying outside of occasional meetings of educators with state legislators to provide feedback to ensure proposed legislation will meet its intended purpose during implementation. This is less political lobbying and more the role of expert witness to help craft more effective legislation. When this can be done effectively by unpaid board members that is preferable, however when educational practice expertise is needed educators could save tax payer funds and time through supporting proper crafting of legislation.

9. What are your thoughts on the current and the proposed budget for your school district? As a board member, where would you look to make budget cuts? Are there any areas you would not consider cutting? How would you determine your budget priorities?

Answer:

The district should oppose wasteful, unnecessary, or otherwise superfluous public expenditures. Areas on the "Actual Financials Data 2019-2020" where the district spends at a higher rate than the state average are Transportation and Community Services. Each program associated with these costs should be analyzed in a cost-benefit analysis, with information about effectiveness, potential cost savings, and overall value to the system.

One area where the district spends below the state but needs to improve service (based on parent voice on campaign trail) is Special Education. CFISD identifies 1% less kids than the state and spends significantly less per student.

The current budget is also irresponsible in the hits on the fund balance over the past years to meet budget due to pay raises, and CFISD sits lower in all categories of fund balance than the state average.

The current Maintenance and Operations tax rate of \$1.06 is below the state average of \$1.1003 however the Interest and Sinking is \$0.38 is higher than \$0.2097 statewide. With rising property values the tax rate should impacted.

10. What is the public relations role of the board? How can the board be accessible to the community? To specific community groups? How can a board of education best communicate with its constituent groups?

Answer:

My number one goal is to establish meaningful dialogue with school district stakeholders that mandates the board to guide the administration to refine programming based on the values, goals, and needs of the parents and community. The board can be accessible to the community through forming committees or study groups around key areas, having community forums, answering emails and calls, having a sufficient and celebrated comments section at meetings, being a district and campus events, executing a strategic planning process around voice and choice, etc.

11. What is your long-term strategy or strategies for improving the quality of education and keeping pace with student growth within the district?

Answer:

Around the time the incumbents started serving, per the 2001 AEIS Report, 14.4% of students in CFISD were African American, 23.4% Hispanic, 58.5% White, and 7.9% Asian. Also, 20.9% of our total 63,497 students were economically disadvantaged. Today, of the 117,120 students enrolled in CFISD in 2019-2020, 44.6% are Hispanic, 23.5% are White, 18.9% are African American, and 9.3% are Asian with 54.3% of them being economically disadvantaged. The express goal of this school board needs to be to ensure that all students in CFISD achieve excellence- preparing them for college and/or career to become productive citizens. Our future sense of safety and security in Cy-Fair, along with our property values, depend on us getting this right. It is critical that we govern for the success of ALL students in CFISD.

Cy-Fair is lagging behind the current standard of excellence as a TEA "B" rated district due to lower scores in student achievement and closing the gaps. One goal should be to be an "A" rated district. However, I want more than an A rating for our district. I want us to take a survey measure of each student that graduates answering that "YES" we helped them find what they are good at and passionate about, were given the knowledge and skills to accomplish a future career around their strengths and interests, and left our schools prepared to pursue a career that matched to their goals. This is how we help children reach their full potential.

I am proud of the work I have done in schools for 29 years to hold HIGH EXPECTATIONS for all students and ensure all students reached strong outcomes/excellence. I never lowered the bar for advanced students in order to meet the needs of struggling students- in fact I included programming that differentiated for gifted kids, ensured all students had reading instruction at their measured level (not lower for strong readers and scaffolded for developing readers), and pushed students to take AP, IB, and PreAP coursework holding the high expectations of the course while providing supports for success. All kids were expected to GROW from where they started- even ADVANCED kids.

The language used to describe this in the past has been closing the achievement gap- meaning a high standard was set and held for ALL students. Those who were not meeting set high standards were pushed and supported until they COULD reach the standards. That is not EQUITY of outcomes, but EQUALITY OF HIGH EXPECTATIONS for each child to reach their full potential through differentiation and choice in how each child reaches it. Through these efforts my team was able to turn WHOLE schools around or improved them to statewide recognition. That is why I will know how to ask administration the right questions to ensure we keep our district scores and property values up while we are urbanizing and increasingly diverse. A lot of our new home starts in CFISD are at a lower price point than Katy ISD. Gentrification in town is pushing more students who are economically disadvantaged into the suburbs for affordable housing. My experience with the challenge of ensuring EVERY child reaches high standards in Title I schools is valuable to effective governance in CFISD.

I want to be a board member for not ALL, but EACH student in CFISD- red and yellow, black and white, all are precious in His sight. I have loved and served students from every race, religion, and creed with excellence over my career. I never lower the bar for strong students to serve our struggling students- that is equity. I hold all students to EQUAL high standards and provide support for those who need them to reach our high expectations. Indeed, this will be imperative as our demographics shift in CFISD.

12. What are your areas of concern regarding student achievement in your district? Do you have specific suggestions for improvement? Given all the issues that arise, how can the board stay focused on student achievement?

Answer:

Lone Star Governance suggests school boards should spend at least 50% of their time discussing student work and outcomes to keep the focus on student achievement. Data should be in front of us constantly to monitor the Superintendents day-to-day management. My areas of concern at the we only have 79% of students reading at approaches grade level or above- meaning 21% are not. They plan prisons based on 3rd grade reading statistics. The is also a persistently lower outcome

Currently, 31.8% are of CFISD students are in Career and Tech (ahead of 27.6% statewide). However, only 6.4% are identified as Gifted (statewide 8.1%) and 9.3% qualify for Special Education services (Statewide 10.5%). This data needs to be explored and improved to ensure each child reaches their full potential.

13. Is teacher performance adequate within your district? Are teacher's salaries adequate given current state budget condition? What can be done to improve overall teacher performance? What is your opinion of teacher morale in the district? Do you know the current teacher turnover rate?

Answer:

Teachers are the strength of CFISD. Compensation is in line with other systems, however the current raise came with more work days on the calendar and higher insurance premiums. Teachers are leaving the profession and the flow into the profession is deficit. Our CFISD turnover rate in 2019-2020 was 12.8% (lower than state at 16.8%). However COVID has increased this rate. The district needs to consider applying for the Teacher Incentive Allotment (TIA) which allows teachers with proven outcomes to earn up to \$24,000 additional per year based on student data. This money flows from the states foundation formula and not from local tax dollars.

14. What type of teacher evaluation system and administrator evaluation system do you support?

Answer:

I support locally-developed or state-supported evaluation systems, not any system from the federal government or attached to the Common Core.

15. What issues do you believe your district needs to address in its academic program and offerings? What changes would you recommend?

Answer:

We need to have a clean sweep of all curriculum to review it for CRT and low rigor. This needs to include a transparent process that allows the community to review it and give feedback on a continual basis- including an opportunity to submit examples.

Education is the great equalizer- the access point to economic opportunity. We must ensure EACH student who is not reaching on grade-level expectations in literacy and core academics is provided with appropriate, tiered interventions that accelerate their learning to close achievement gaps. We must hold these students to high expectations and do whatever it takes, even when parents are not engaged or the student themselves does not hold a high enough vision for their future. We must use data to monitor progress and adjust our methods if we are not accelerating progress. We should meet the student where they are and fill the gaps, versus cohorting the student in grade level courses while providing them incomprehensible input for most of their school day because of the pressures of the state test and high-stakes accountability. We have to love each student enough to meet their needs, even when it won't show up on a test score this year. EACH student must have their needs met in a caring environment of high expectations. As George Bush stated when No Child Left Behind was authored, we have to stop the soft bigotry of low expectations. But we also have to stop chasing scores for ALL students and ensure each student succeeds without ever lowering the bar for others.

16. What are your thoughts on your school district's programs for special education students, English Language Learners (ELL), and gifted students?

Answer:

CFISD under identifies Special Education and Gifted students compared to the state. Only 6.4% are identified as Gifted whereas statewide it is 8.1%. Gifted programs are not broadly offered or sufficient to meet the nature and needs of gifted kids, especially in middle school. Currently, 9.3% of CFISD students qualify for Special Education services (Statewide 10.5%) and parents struggle to get their students tested or served adequately. This data needs to be explored and improved to ensure each child reaches their full potential.

Programs for ELLs need to be expanded to include Dual Language and other maintenance bilingual programs that maintain Spanish while adding English to ensure we have future bilingual teachers and others in the workplace.

17. What changes should be made on the state and local level regarding public education?
- Answer:**
- CHOICE for parents in selecting school programming that meets the needs of their unique child. One size does not fit all. We must fight for your choices for parents.
- What is your greatest strength can become your greatest weakness. Standardization is keeping CFISD from going from good to great. We no longer order off the menu at Pizza Hut to get a pepperoni pizza for the whole family to share after waiting 30 minutes. We breeze through the Mod Pizza line customizing our ingredients to our personal preferences and have it fresh from the oven in under 10 minutes. The culture no longer tolerates a one-size-fits all approaches to pizza let alone the education of our children.
- We have to listen to what “ingredients” parents want for their child’s education and serve it up hot. This can’t take 10 years to develop. We need to have some urgency around hearing from our community and building what they want. If Homeschool parents wish for a virtual school option that they can control for schedule and agendas but that also allows for UIL participation— why not? Let’s get to work building that. If a parent prefers a smaller, more intimate school setting rather than being in a herd of 1000 kids and their 1,700 parents- offer a micro-school in the empty classroom at an under-capacity school. If I want my daughter to have a section of Biology or History taught from a Judeo-Christian perspective, why not let me indicate that on her course selection sheet and allow a teacher who would like to teach that to sign up for it. Practical and doable in schools of 2,500 students given master schedule logistics and staff teaching assignments. I can go on and on... but standardization will no longer meet the needs of families and the community. With the stroke of the pen I would authorize a strategic planning study to take a deep dive into parent and community celebrations and needs that will result in actionable, prioritized items for board and administration to address with community-driven committees and teams.
18. How does a school board balance the need to provide a quality education with the need to respond to the local taxpayer burden? Should Homeschool students be allowed to use publicly funded facilities and equipment?
- Answer:**
- We must efficiently offer choice based on voice with the same or less resources. If parents want an option for their student, and we can gather 20 students to pay for the teacher unit, we should offer the program. If we cannot provide them with a program we should let them take their tax dollars with them. Specifically for homeschooling families, if parents wish for a virtual school option that they can control for schedule and agendas but that also allows for UIL participation— why not? We will need to work with TEA and the SBOE to get permissions for virtual attendance like we had during the lockdown, and purchase the curriculum the parents want. This allows the district to keep the tax dollars and the family get the schooling option they prefer. If we as a district cannot get creative enough or have the ability to offer then program, then the family should be able to take their dollars to find the program they dream of.

19. Would you support replacing the property tax system of financing public schools? What would your ideal replacement revenue source consist of?

Answer:

Any district should oppose wasteful, unnecessary, or otherwise superfluous public expenditures. Yes, I could support a sustainable source of alternate funds for our public schools. I am not sure I favor it, however a possible cap on property taxes with some income tax revenue to help offset the cap is an option. I could support a TABOR like implemented in Colorado. In 1992, Colorado voters had had enough, no longer trusting state lawmakers to spend their tax dollars wisely. They amended the state's constitution with something called the Taxpayer's Bill of Rights, or TABOR. It required that voters, not lawmakers, have the final say on tax increases, and it capped tax revenue. Anything the state raised over that cap — typically in boom years — would be refunded to taxpayers.

20. What should your school district do to better prepare students as citizens?

Answer:

Teach history, discipline students based on a standard not a quota, and provide excellent academics not indoctrination.

We have been successful as a school district when each student receives a well-rounded, valuesaligned education that is individually rigorous and personally meaningful that prepares them for college, career, and life.

The traits all students should develop are:

1. Strong core academics that can be applied to technical industry skills needed in the region
2. Soft skills demanded by employers.
3. Discipline and a value-system (from home supported by school) that contribute to productive and ethical citizenship

21. How do you define Critical Race Theory and its implementation?

Answer:

The kids of today love each other and are not inherently racist. As an educator who has been in classrooms daily over many years, I have seen the hearts and minds of today's children on display. We must not harm them and our country by teaching them to hate each other. I will NOT sit idly by as a board member in CFISD and let hatred and racism creep into our curriculum like the current board has. I won't promulgate hatred and racism on social media like my incumbent opponent has. This must be stopped.

There is power in unity - it's Biblical. If the church will come together in unity and purpose, there IS incredible power in it to change the world. Make no mistake, CRT is antithetical to the Gospel of Peace. It seeks to divide and conquer.

CRT examines the world through a lens of power, dividing people into oppressed and oppressor groups based on skin color. The core problem, according to CRT, are whiteness and systems that oppress people of color. The solution, according to CRT, is to become woke to accomplish a Utopia where everything is equitable. The primary emotions taught by CRT are guilt and anger. Why would we want to teach this to our children- to ANY children? There is no love, joy, or peace at the end of this pathway. CRT is a tool used to destroy the productive power of unity our nation has built over generations.

"Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that."- Martin Luther King, Jr.

The good news of the Gospel offers hope and life to lost sinners. The core problem is sin and man's rejection of God's rule, and therefore the solution is to repent and allow the Spirit to change us. Where the sin of partiality is revealed as racial prejudice there must be sorrow and repentance. We can't accomplish the goal of "Utopia" through our own woke efforts, but rather through unity with God and each other through Jesus. We are not oppressor and oppressed, but rather God's creation, loved by Him, and we are brothers and sisters in Christ. God makes us one with Him and unifies us to each other as we yield to His sanctifying work in our hearts. This a path that leads to love, joy, and peace. No, we don't teach the Gospel in our classrooms. That is the work of the home. However, we can teach the common values across faiths that our community agrees on. These may include love, compassion, the Golden Rule, hope, integrity, respect, justice, charity, and humility. This is how we will stop CRT from creeping into our schools, and connect what we teach with our local values to make our schools factories of hope and not indoctrinators of hatred and division.

Credit to: Teach 4 the Heart: "How to Pursue Racial Justice and Unit: Critical Race Theory v. The Gospel"

22. What do you believe about natural/biological male students competing with natural/biological female students in publicly funded athletic programs? Would you support or oppose such programs? What role does public education have in sex education and when, if ever, should it be taught?

Answer:

Natural/biological males should NOT be allowed to compete against natural/biological females in any publicly funded (or other) athletic programs. I oppose programs that would allow female athletes to be put in harm's way and lose competitive advantage (including access to scholarships, etc.) in their sport due to the God-given physical differences between males and females.

The responsibility for and control of access to sex education lies with the parents. There can be a role in public education for basic biological/reproductive knowledge presented in health class with explicit parental permission given after full access to the content that will be presented in class. This should be limited to understanding how babies are conceived. Absolutely no information about birth control, abortion, alternative sexual lifestyles, or any other agenda contrary to Judeo-Christian principles should have any place in school instruction.

BY RETURNING THIS QUESTIONNAIRE, THE CANDIDATE ASSUMES FULL RESPONSIBILITY FOR ALL ANSWERS TO THIS QUESTIONNAIRE. THE ANSWERS ON THE FOREGOING REFLECT THE CANDIDATE'S BEST EFFORTS TO ANSWER THIS QUESTIONNAIRE HONESTLY AND DIRECTLY.

Once this questionnaire has been completed, please email it to: alex@cchc-pac.org.

Please note: You ***must*** return your questionnaire from the email address to which it was sent. Questionnaires returned from any other email address will be considered fraudulent and will ***not*** be recorded and no answers will be published in the voter's guide. CCHC deems a return from the proper email address as authentication of the correct respondent.

NATALIE KAGAN BLASINGAME, Ed.D.

natalieforcyfairschools@gmail.com

CANDIDATE FOR CFISD BOARD TRUSTEES - POSITION 5

Community volunteer and parent with a background in education and civic leadership that can provide effective governance of the CFISD district to ensure it aligns with community voice, choice, and values. I am driven by my faith and a passion for seeing that every child receives a well-rounded education that is individually rigorous and personally meaningful and prepares them for college, career, & life as a productive citizen.

Strengths include:

- Vision for effective schooling and ways to create choice for parents based on their values
 - Strong People Skills- ability to push hard and praise positively for continuous improvement
 - Can ask the right questions after 29 years as a teacher, principal, and district leader PK-12
 - Data analysis and creative problem solving to steward fiscal resources wisely
 - Belief in excellence for EACH student not equity of outcomes
 - Expertise in Dual Language to grow bilingual/trilingual citizens
 - Believe in the American dream as an immigrant and first-generation college student
 - Advocate for all children
 - Contagious passion for education and its role in society
 - Ability to connect with community members from various backgrounds
 - Bilingual English/Spanish
 - Strong Moral Character and Christian Values
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EDUCATION

Educational Doctorate (Ed.D.), Administration and Supervision

University of Houston, Educational Leadership and Cultural Studies, Houston, TX (2007)

Master of Education (M.Ed.), Secondary Education

Stephen F. Austin State University, Nacogdoches, TX (1996)

Teach for America

Corp Member, Houston ISD, TX (1992)

Bachelor of Science (B.S.), Advertising

University of Texas at Austin, Austin, TX (1992)

CONTINUING EDUCATION

Rice Educational Entrepreneurship Program (REEP) + Field Supervisor (2011-2017)

Harvard Graduate School of Education, Enhancing Teacher Effectiveness in High Schools (2012)

Certificate in Education Finance, Georgetown University, McCourt School of Public Policy (2018)

CERTIFICATIONS

Superintendent K-12

Mid-Management Administrator K-12

Elementary Generalist Teacher PK-6

Bilingual/ESL Teacher Elementary

BENCHMARKS AND MILESTONES

Parents for Public Schools of Houston Guiding Star Award 2014

Westchester Academy named National Blue Ribbon School 2011

ACT College Readiness Award 2010

Title I Campus Achieved TEA "Exemplary" Status 2010, 2011- no achievement gaps, high outcomes for all

Recognized as S.B.I.S.D. "Elementary Principal of the Year" 2008

Texas PTA Life Member, 2006

Service Learning Educator of the Year, Kid's Environmental Education Project, 2004

District Committees: Early Childhood, Bilingual/ESL, District Improvement Team, Standardized Testing Committee

EMPLOYMENT CHRONICLE

School climate and culture continue to be strong. Dr. Blasingame is a strong instructional leader and is committed to creating an excellent learning environment for students at WAIS.

-SBISD Appraisal, 2012

Thank you for the guidance that you offer there at the school-you obviously have a gift for leading and bringing together parents, students, and teachers, and we are grateful for it.

-C. Watkins, Parent, 2012

I think that you are a great example of the talent in our schools that many neighbors have not seen.

-Brenda Stardig-Patrick, Area Chair Super Neighborhoods Committee

You know how to make us work harder in a nice way.

-Sonya Guzman, Teacher

Usted nos da confianza pero al mismo tiempo se gana todo nuestro respeto. Con su delicadeza y firmeza logra que todo marche como usted lo dispone. Nuestros logros tambien son suyos./You create a trust in us while at the same time gaining our respect. With your delicate touch and your firmness you make everyone march in the direction you desire. Our achievements are your achievements.

-Guillermo Loza, Teacher

You provide purpose and direction, formulating goals with staff and setting priorities based on community and district priorities and student and staff needs by setting high expectations and establishing a culture for success on your campus.

-Tarleton Principal's Assessment Center

PROMISE COMMUNITY SCHOOL DISTRICT (TEA CHARTER)

Assistant Superintendent 2020-2021

Talent Management Officer 2019-2020

BakerRipley, Houston, TX

- Recruit and retain top talent; Develop teacher compensation plan and submit approved Teacher Incentive Allotment application to TEA
- Oversee district operations and compliance functions

INTERVENTIONS OFFICE, Assistant Superintendent 2015-2018

HIGH SCHOOLS OFFICE, School Support Officer 2012-2015

Houston I.S.D, Houston, TX

District-level leadership including supervision of high school principals for school improvement; Support of 283 campuses in creating systems of support for students, and refinements in career and magnet programming.

Selected Accomplishments:

- Increased every academic metric in each campus supervised in '13-'14
- Positive scorecard measures of school improvement each year as SSO
- Built infrastructure across district for CTE, IAT and Dyslexia supports

WESTCHESTER ACADEMY FOR INTERNATIONAL STUDIES, 2008-2012

Principal (District Charter School)

Spring Branch I.S.D, Houston, TX

Lead and energize a staff of 120 committed professionals in delivering high-expectations for 1000 6th - 12th grade students in a district charter school with a caring climate of high expectations.

Selected Accomplishments:

- National Blue Ribbon School 2011, Campus Report Card, Houston Chronicle April 2012, Ranked #7 School in Math and Science in the Greater Houston Area, #16 Overall Rank
- Increased all state scores to Exemplary level with no achievement gaps
- Improved college-going rates through Collegiate Challenge supports
- Effectively implemented the International Baccalaureate (IB) Program
- Maintained a culture of collaboration and respect with all stakeholders

PINE SHADOWS ELEMENTARY, Principal 2001-2008

Spring Branch I.S.D, Houston, TX

Serve and inspire a staff of 95 to effectively serve 700 students in at-risk situations from PK-5th grade, engaging their parents and the community

Selected Accomplishments:

- Increased scores and closed the achievement gap for Hispanic and Economically Disadvantaged students while raising all students' scores
- Recognized Rating 2006, 2008 due to closure of performance gaps
- Built and maintained a strong, child-centered staff and climate
- Successfully won and managed approx. \$1 M in grant funds over 7 yrs.
- HCDE After School 21st Century Program- May 2008
- A+ RSSI Conference, Featured Campus "Give Kids Good Schools", 2007
- Instructional practices include: Co-teaching, One and Two-Way Dual Language, Fine Arts Integration, Balanced Literacy, Differentiation

HICKS ELEMENTARY, Assistant Principal 1998-2001

ALEXANDER ELEMENTARY, Assistant Principal 1996-1998

Alief I.S.D, Houston, TX

WALNUT BEND ELEMENTARY, Bilingual Teacher 1992-1996

Houston I.S.D, Houston, TX

Elect Natalie
to represent your

VOICE
CHOICE
VALUES

Early Voting: Oct. 18-29
Election Day: Nov. 2



DR. NATALIE
BLASINGAME

FOR CY-FAIR ISD TRUSTEE
POSITION 5

NatalieBlasingame.com





**DR. NATALIE
BLASINGAME**

FOR CY-FAIR ISD TRUSTEE
POSITION 5



VOICE

Natalie Blasingame has been part of this community for many years, working tirelessly to make it a better place. She will push for transparency and will make sure parent and community voices are heard!

CHOICE

Natalie Blasingame knows the value of parent choice. She will fight for parents to have choices in the best school program for their unique child to achieve their full potential.

VALUES

Natalie Blasingame represents a Judeo-Christian worldview. She will fight against the indoctrination of radical agendas and fight to protect religious freedom in our schools- for students, teachers, staff members, and parents.

QUALIFICATIONS

- Parent in CFISD
- Community Volunteer
- Experience in education as a teacher, principal, district leader for 29 years
- Christian values - understands how to build excellence without indoctrination and increase religious freedom in our schools



@DRNATALIEKB



Natalie Blasingame

NatalieBlasingame.com

VOICE CHOICE VALUES



DR. NATALIE

BLASINGAME

**for CFISD Board of Trustees
Position 5**

VOTE EARLY OCT. 18-29 • ELECTION DAY NOVEMBER 2

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