



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

NOGA ID

Authorizing legislation

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

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

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

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

Application stamp-in date and time

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

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

**Required Attachments**

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

**Amendment Number**

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

**Applicant Information**

Organization **El Paso ISD** CDN **071902** Campus **Morehead** ESC **19** DUNS **079841979**

Address **6531 Boeing Dr** City **El Paso** ZIP **79925** Vendor ID **1746000769**

Primary Contact **Daniel Vasquez** Email **dfvasque@episd.org** Phone **915 230 2348**

Secondary Contact **Norma Nguyen** Email **ndnguyen@episd.org** Phone **915 230 2347**

**Certification and Incorporation**


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

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

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

Authorized Official Name **Juan Cabrera** Title **Superintendent**

Email **Superintendent@episd.org** Phone **(915) 230-2220**

Signature  for Juan Cabrera Date **9/18/20**

**Shared Services Arrangements**

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

**Statutory/Program Assurances**

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

Check each of the following boxes to indicate your compliance.

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

**Statutory/Program Assurances (Cont.)**

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

**Statutory/Program Requirements**

**1. District Commitment:** Explain why your school district wants to join the Blended Learning Grant Program (BLGP) as a Math Innovation Zone (MIZ) or a non-math blended learning pilot. *(Recommended Length: 1.5-2 pages)*

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

In developing EPISD 2020, community stakeholders, district leadership and staff set forth a vision for El Paso ISD to be the premier educational institution, source of pride and innovation and the cornerstone of emerging economic opportunities producing a twenty-first century workforce in the Paso Del Norte Region. This strategic planning process began in 2015 and contained input from: The Board of Trustees; Staff, Family, Student and Community Open Input Sessions; Core Strategic Planning team; Central Office Leadership and Departments; Principal, Teacher and Staff Organization and Associations. This work resulted in a stated focus to engage students in challenging learning, enhanced with blended learning that grows tech literacy, expands possibilities, facilitates communication and tracks growth.

With this goal for twenty-first century learning, educators are charged with providing relevant technology skills and student-driven learning experiences. For El Paso ISD, this means adapting to the needs of a diverse student population impacted uniquely by both the U.S.-Mexico border and a prominent military base. Each family expects and deserves that the system fit their child and each child is intuitively drawn to technology that furthers their interests. When implemented properly, technology tools in the form of blended learning provide teachers innovative ways to customize the learning path based on student ability and allows students the agency to grow at their own pace, explore and even have fun while learning.

English Language Learners are especially vulnerable to falling behind in math at any grade level not because of aptitude but because of their limited English proficiency. The district has experience with math learning applications that offer visual, game-based software that first teaches math intuitively without words, then builds toward numeracy and eventually offers word problems. A vital feature for engaging young learners in school is allowing them to build their numeracy skills and confidence in math.

**Statutory/Program Requirements**

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

According to the most recent annual SpeakUp survey, coordinated use of technology in and out the classroom has not yet reached the levels that El Paso ISD would like to accomplish for blended learning integration. This may be the result of a need to improve communication related to the success of accomplishing the strategy and goals of EPISD 2020 while also needing to focus on a targeted and strategic plan for new processes and initiatives.

El Paso ISD acknowledges that for students to succeed in today's world, schools must go beyond what has historically been limited to a set of credits that comprise graduation requirements. El Paso ISD believes that in addition to supporting students as they meet core credit requirements, there is a need to focus on college and career readiness, entrepreneurial mindsets, character development and employability. Accordingly, El Paso ISD has developed a Strategic Plan for the District including strategic priorities, focus areas and continual forward-looking growth for every student. In other words, the Strategic Plan is designed to create a system that puts learners at the center. The Strategic Plan signals a transition from test preparation as the primary focus to meaningful, student-centered learning as a core design principle. The Strategic Plan has the following three focus areas:

1. Providing Engaging & Challenging Learning
2. Building Strong Supports for Students, Schools and the Community
3. Modernizing Facilities to Create Great Learning Environments

The Math Innovation Zone builds on this process. It will give El Paso ISD the capacity to create innovative options to address the mathematical needs of its high portions of economically disadvantaged (70%) students and English Learners (28%). The Math Innovation Zone is an opportunity to build on its current commitment and success in providing engaged learning through the provision of tailored and responsive curriculum to optimize student success. This initiative affords an opportunity to evaluate each participating school and determine if a new approach to blended learning will improve student outcome and performance. Participation in this planning process will create a blueprint for evaluation and expansion of blended learning to other feeder patterns as needed which aligns with the district's overall Transformation Zone strategies.

With a focus on vertical alignment through 8th grade Algebra, Morehead Middle School, should see sizable increases in Algebra enrollment. By the third year of implementation, the outgoing cohort of 8th graders will have received at least three years of new programming (since 6th grade) and each cohort thereafter will have an additional year.

School leadership will also be able to report on how to accommodate the larger pool of students by facilitating necessary changes such as additional course periods, teacher allotment, professional development, etc. This will allow for necessary diagnostic adjustments to guarantee conceptual understanding of mathematical ideas as students transition from grade to grade and elementary to middle school.

By examining the feeder pattern as a cohort, the Project Manager will be tracking differences in usage within schools, grades, and classrooms and analyzing the resulting impact on scores. These comparisons will be shared with school administration and teachers to then reflect on fidelity and usefulness of the program.

Statutory/Program Requirements

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

2. **Project Manager:** Who will lead this work at your district by serving as the **BLGP Project Manager** and why is this person the right person for this role? *(Recommended Length: 0.5 page)*
- a. Include information about the **experience, background, and ability to drive student results** of the BLGP PM.
  - b. Please describe the prospective PM's commitment to and vision for the BLGP in the district. Why is this individual committed to implementing a high-quality blended learning model?
  - c. Describe how the district will enable the PM to make decisions across functions (C&I, IT, etc.) and influence district leadership to drive instructional and operational change.

This project will be directed by Dr. Karla Huereca, El Paso ISD’s Director of Mathematics. Dr. Huereca is committed to the successful implementation of the MIZ and the systematic integration of best practices gained through the MIZ process, district-wide. Dr. Huereca holds a Ph.D in Teaching, Learning and Culture with a Specialization in STEM Studies from the University of Texas at El Paso and has six years of experience in the classroom. Dr. Huereca has served as the El Paso ISD Facilitator of Mathematics for 10 years. Dr. Huereca has led many of the El Paso ISD initiatives which have led to the successful improvement of student outcomes in mathematics. In addition to Dr. Huereca’s will be supported by three additional math facilitators and the district’s Curriculum and Instruction Division.

El Paso ISD was the recipient of the TEA Math Innovation Zone Cycle 1 grant. This phase was directly overseen by Dr. Huereca. The successful design and implementation of phase one of the MIZ has encouraged El Paso ISD to expand blended learning strategies district wide and consider blended learning in other subject areas.

**Statutory/Program Requirements**

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

Dr. Huereca has been tasked by Superintendent Juan Cabrera to make El Paso ISD a regional and national leader in Mathematic performance and mastery. To this end Dr. Huereca will be given the necessary autonomy to implement and design blended learning platforms and approaches that meet this end. Based on El Paso ISD Board goals and priorities, post secondary readiness is a top priority. The expansion of the MIZ through the blended learning grant program will enable El Paso ISD to meet that goal.

Dr. Huereca will be supported by the Curriculum and Instruction team at El Paso ISD. Much like phase 1 of the MIZ, the C&I team will provide wrap around support as needed to Dr. Huereca to guarantee a successful implementation plan. Additionally, C&I will be active participants in the planning phase to guarantee that all areas of the academics division are prepared to implement recommended strategies during this phase and during future district wide expansions.

El Paso ISD IT departments have equipped the district with expanded WIFI capabilities district wide. Additionally as a result of the COVID 19 pandemic El Paso ISD students are appropriately equipped with take home devices allowing them to work from home. This expansion of services has prepared El Paso ISD for the extension of the MIZ through this blended learning approach.

3. How does the district **use data to drive decision making** about student achievement? (*Recommended Length: 0.5 page*)

- a. Describe the **quantitative goals, metrics, and measures** that the district or charter school network tracks. Describe the progress towards these goals and the evidence the district collects to assess this progress. These indicators can include multi-annual, annual, and during-the-school-year goals. If available, include examples of data from the past few years to demonstrate how the district or open-enrollment charter school is tracking results.

Data driven instruction is used at all grades in all campuses and is encouraged to review student performance through Professional Learning Communities. In elementary, teachers use monthly TEKS-based Unit Assessment for formative assessment to differentiate and modify instruction as needed. Nine-week district benchmarks that are tracked electronically and monitored district-wide with Eduphoria software are used for tiering and intervention determinations. For K-5 math, Istation testing and curriculum are being used for the first time which establishes monthly checks on skills and custom intervention. The district is currently establishing systems to monitor and ensure usage requirements for every grade level and every tier.

In secondary schools, the role of data driven instruction is implemented through the use of 9-weeks district assessments and training to teachers from all contents and grade levels on how to collaborate with their colleagues to plan, design and prepare data-driven instructional strategies to yield better student academic outcomes. Implementation of data-driven instruction is monitored through Eduphoria. The district utilizes Eduphoria reports to determine which campuses completed the assessments, how each campus is performing academically and provides targeted instructional support to specific campuses based on that data. The district also utilizes an online program, Edgenuity, which provides campuses with tools to leverage technology and improve student outcomes. Secondary campuses currently use this program for multiple purposes, such as blended learning for all Tiers, Response to Intervention and targeted intervention for direct Tier 3 instruction. The program allows students to navigate through lessons that are adaptive to their instructional learning gaps and provides teachers with real-time data and the ability to customize, manage and motivate students to foster academic success.

**Statutory/Program Requirements (Cont.)**

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

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

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



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

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

You may duplicate this page

Amended Section	Reason for Amendment



**Application Part 2:****2020-2023 Blended Learning Grant Program-Planning Grants****Authorized by: GAA, Article IX, Rider 41, 86th Texas Legislature; TEC 29.924; TEC 28.020****IMPORTANT NOTICE: Application Part 2 is not compatible with Google Docs.**

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

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

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

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**Payroll 6100**

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Complete this worksheet to request payroll costs. Do not request funds for consultants or contractors on this worksheet; those funds should be requested on the Professional and Contracted Services 6200 worksheet.

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**Professional and Contracted Services 6200**

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Complete this worksheet to request professional services, consulting services, and contracted services.

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**Supplies and Materials 6300**

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Complete this worksheet to request supplies and materials.

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**Other Operating Costs 6400**

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Complete this worksheet to request other operating costs. Be sure to comply with documentation requirements, where applicable.

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**Capital Outlay 6600**

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Complete this worksheet to request capital outlay costs.

Capital outlay means funds budgeted or expended to purchase capital assets, such as equipment, or expenditures for the acquisition cost of capital assets. Capital assets are tangible or intangible assets having a useful life of more than one year, which are valued at \$5,000 or greater per unit, or the applicant's capitalization level, whichever is less. Capital outlay may include expenditures to make improvements to capital assets that materially increase their value or useful life.

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**Program Budget Summary**

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This worksheet auto-populates from the supporting budget worksheets for Program Costs, Direct Admin Costs, and Pre-award Costs, if applicable. There are only a few fields that may require input from the grantee, if applicable, such as indicating *Consolidate Administrative Funds*, *Indirect Costs*, *Shared Services Arrangement*, or the *Administrative Cost Calculation*.

*Consolidate Administrative Funds* - If applicable, click on the cell, then click on the arrow that appears. Select "Yes, No or N/A" from the drop down selection.

*Indirect Costs* - Refer to the Maximum Indirect Cost Handbook to calculate the maximum indirect costs that may be claimed for the grant and enter the amount of indirect costs budgeted for this grant on line 7 under the Total Budgeted Cost column.

[Maximum Indirect Cost Workbook](#) link.

*Shared Services Arrangement* - If applicable, enter amount of payments to member districts on line 9.

*Direct Administrative Cost Calculation* - Enter the Total of All Budgeted Costs from line 8 on line 10 to determine the maximum amount allowable for direct administrative costs.

[For further guidance, refer to the Budgeting Costs Guidance Handbook.](#)

## Application Part 2:

## 2020-2023 Blended Learning Grant Program-Planning Grants

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

County District Number or Vendor ID:		071902	Amendment # (for amendments only):		
<b>Payroll Costs (6100)</b>					
	<b>Employee Position Title</b>	<b>Estimated # of Positions 100% Grant Funded</b>	<b>Estimated # of Positions Less than 100% Grant Funded</b>	<b>Grant Amount Budgeted</b>	<b>Pre-Award</b>
<b>Academic/Instructional</b>					
1	Teacher			\$ 15,000	\$ 15,000
2	Educational Aide			\$ -	\$ -
3	Tutor			\$ -	\$ -
<b>Program Management and Administration</b>					
4	Project Director			\$ -	\$ -
5	Project Coordinator			\$ -	\$ -
6	Teacher Facilitator			\$ 15,000	\$ 15,000
7	Teacher Supervisor			\$ -	\$ -
8	Secretary/Admin Assistant			\$ -	\$ -
9	Data Entry Clerk			\$ -	\$ -
10	Grant Accountant/Bookkeeper			\$ -	\$ -
11	Evaluator/Evaluation Specialist			\$ -	\$ -
<b>Auxiliary</b>					
12	Counselor			\$ -	\$ -
13	Social Worker			\$ -	\$ -
14	Community Liaison/Parent Coordinator			\$ -	\$ -
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>					
15	ESC Specialist/Consultant			\$ -	\$ -
16	ESC Coordinator/Manager/Supervisor			\$ -	\$ -
17	ESC Support Staff			\$ -	\$ -
18	ESC Other: (Enter position title here)			\$ -	\$ -
19	ESC Other: (Enter position title here)			\$ -	\$ -
20	ESC Other: (Enter position title here)			\$ -	\$ -
<b>Other Employee Positions</b>					
21	(Enter position title here)			\$ -	\$ -
22	(Enter position title here)			\$ -	\$ -
23	<b>Subtotal Employee Costs:</b>			\$ 30,000	\$ 30,000
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
24	6112 - Substitute Pay			\$ 15,000	\$ 15,000
25	6119 - Professional Staff Extra-Duty Pay			\$ -	\$ -
26	6121 - Support Staff Extra-Duty Pay			\$ -	\$ -
27	6140 - Employee Benefits			\$ -	\$ -
28	61XX - Tuition Remission (IHEs only)			\$ -	\$ -
29	<b>Subtotal Substitute, Extra-Duty Pay, Benefits Costs:</b>			\$ 15,000	\$ 15,000
30	<b>Grand Total:</b>			\$ 45,000	\$ 45,000
31	<b>Total Program Costs*:</b>			\$ -	
32	<b>Total Direct Admin Costs*:</b>			\$ -	
*Complete the Total Program Costs (line 31) and Total Direct Admin Costs (line 32) lines. The sum of these lines must equal the Grand Total (line 30) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.					

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

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

## Application Part 2:

## 2020-2023 Blended Learning Grant Program-Planning Grants

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

County District Number or Vendor ID: 071902		Amendment #: 0	
<b>Professional and Contracted Services (6200)</b>			
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. Please provide a brief description for the service and purpose.			
<b>Description of Service and Purpose</b>		<b>Grant Amount Budgeted</b>	<b>Pre-Award</b>
1	6269 - Rental or lease of buildings, space in buildings, or land Specify purpose:	\$ -	\$ -
2	Service: Specify purpose:	\$ -	\$ -
3	Service: Specify purpose:	\$ -	\$ -
4	Service: Specify purpose:	\$ -	\$ -
5	Service: Specify purpose:	\$ -	\$ -
6	Service: Specify purpose:	\$ -	\$ -
7	Service: Specify purpose:	\$ -	\$ -
8	Service: Specify purpose:	\$ -	\$ -
9	<b>Subtotal of professional and contracted services requiring specific approval:</b>	\$ -	\$ -
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	\$ 75,000	\$ 75,000
11	<b>Grand Total:</b>	<b>\$75,000</b>	<b>\$ 75,000</b>
12	<b>Total Program Costs*:</b>	\$ -	
13	<b>Total Direct Admin Costs*:</b>	\$ -	
<b>*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.</b>			

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## Application Part 2:

## 2020-2023 Blended Learning Grant Program-Planning Grants

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

County District Number or Vendor ID: 071902		Amendment #: 0	
<b>Supplies and Materials (6300)</b>			
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>	<b>Pre-Award</b>
1	Remaining 6300 - Supplies and materials that do not require specific approval:	\$ 5,000	\$ 5,000
2	<b>Grand Total:</b>	<b>\$ 5,000</b>	<b>\$ 5,000</b>
3	<b>Total Program Costs*:</b>	\$ -	
4	<b>Total Direct Admin Costs*:</b>	\$ -	
<p><b>*Complete the Total Program Costs (line 3) and Total Direct Admin Costs (line 4) lines. The sum of these lines must equal the Grand Total (line 2) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.</b></p>			

FOR TEA USE ONLY

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## Application Part 2:

## 2020-2023 Blended Learning Grant Program-Planning Grants

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

County District Number or Vendor ID: 071902		Amendment #: 0	
<b>Other Operating Costs (6400)</b>			
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>	<b>Pre-Award</b>
1	6411 - Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$ -	\$ -
2	6412 - Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify name and purpose of conference:	\$ -	\$ -
3	<del>6412/6494 - Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.</del>	<del>\$ -</del>	<del>\$ -</del>
4	6413 - Stipends for non-employees other than those included in 6419.	\$ -	\$ -
5	6419 - Non-employee costs for conferences. Requires pre-authorization in writing.	\$ -	\$ -
6	6411/6419 - Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$ -	\$ -
7	<del>6495 - Cost of membership in civic or community organizations.</del> <del>Specify name and purpose of organization:</del>	<del>\$ -</del>	<del>\$ -</del>
8	64XX - Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	\$ -	\$ -
9	<b>Subtotal of other operating costs (6400) requiring specific approval:</b>	\$ -	\$ -
10	Remaining 6400 - Other operating costs that do not require specific approval.	\$ -	\$ -
11	<b>Grand Total:</b>	\$ -	\$ -
12	<b>Total Program Costs*:</b>	\$ -	
13	<b>Total Direct Admin Costs*:</b>	\$ -	
*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.			

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

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:
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Authorized by: GAA, Article IX, Rider 41, 86th Texas Legislature; TEC 29.924; TEC 28.020

County District Number or vendor ID: 071902			Amendment # 0			
Grant Period:	October 23, 2020 to May 31, 2023 Pre-award costs are permitted, if requested, from date of announcement to October 23			Fund Code:		429
<b>Budget Summary</b>						
Description and Purpose		Source of Funds				
		Class/ Object Code	Program Cost	Direct Administrative Cost	Total Budgeted Cost	Pre-Award Cost
1	Payroll Costs	6100	\$ -	\$ -	\$ -	\$ 45,000
2	Professional and Contracted Services	6200	\$ -	\$ -	\$ -	\$ 75,000
3	Supplies and Materials	6300	\$ -	\$ -	\$ -	\$ 5,000
4	Other Operating Costs	6400	\$ -	\$ -	\$ -	\$ -
6	<b>Total Direct Costs:</b>		\$ -	\$ -	\$ -	\$ 125,000
7	* Indirect Costs:				\$ -	\$ -
8	<b>Total of All Budgeted Costs :</b>		\$ -	\$ -	\$ -	\$ 125,000
<b>Direct Administrative Cost Calculation</b>						
10	Total of All Budgeted Costs from line 8:				\$ -	
11	<b>Direct Administration</b> Cap per Program Guidelines (X%)				0.05	
12	Maximum amount allowable for <b>direct administrative</b> costs:				\$ -	

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

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

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

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

**Application Part 2:****2020-2023 Blended Learning Grant Program-Planning Grants****Authorized by: GAA, Article IX, Rider 41, 86th Texas Legislature; TEC 29.924; TEC 28.020**

County District Number or vendor ID:				Amendment #		
<b>SUBMITTING AN AMENDMENT</b>						
This worksheet is used to amend the budget of a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). Refer to the amendment instructions (orange tab) located on this Excel workbook for information about when to submit an amendment and the documents required.						
<b>AMENDED BUDGET REQUEST</b>						
<b>Description</b>		<b>Class/ Object Code</b>	<b>A. Grand Total from Previously Approved Budget</b>	<b>B. Amount Deleted</b>	<b>C. Amount Added</b>	<b>D. New Grand Total</b>
1	Payroll Costs	6100				\$ -
2	Professional and Contracted Services	6200				\$ -
3	Supplies and Materials	6300				\$ -
4	Other Operating Costs	6400				\$ -
6	<b>Total Direct Costs:</b>		\$ -	\$ -	\$ -	\$ -
7	<b>Indirect Costs:</b>					\$ -
8	<b>Total Costs:</b>		\$ -	\$ -	\$ -	\$ -

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

## **Instructions: Request for Amendment**

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

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

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

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

## **Submitting an Amendment**

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

## **How to Submit an Amendment**

An amendment may only be submitted by email to [loiapplications@tea.texas.gov](mailto:loiapplications@tea.texas.gov).

## **Pages to Include with an Amendment**

*Required for all amendment requests*

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

*Required for budget amendment requests*

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

**Assembling the Amendment**

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

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

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

## Attachment 1A

Please reach out to [MIZ@tea.texas.gov](mailto:MIZ@tea.texas.gov) with any questions about this document

[illegible]

Math Innovation Zones  
Planning and Execution Grants

MATH INNOVATION ZONES APPLICANTS ONLY

District or Charter School Network Information Form

Feeder Pattern 1 Form

Attachment 1.A

Letter of Interest for 2021-2022 MIZ Planning and Execution Grants

Instructions

- Please submit the requested district or charter school information including information regarding the proposed campuses for Math Innovation Zones
- Input information relevant to the topic in column into **column B** (light blue cell) and follow the instructions in the cell; Only one feeder pattern should be included per tab. Duplicate tabs for additional feeder patterns as needed.
- Incomplete subsections or incorrect information are cause for rejection from this request for Letter of Interest
- In the case of more than 4 intended feeder elementary schools, please submit the below information as an appendix to the Letter of Interest
- Please reach out to MIZ@tea.texas.gov with any questions about this document

Application	Applicant Response
Please confirm that this application is for Math Innovation Zones (not a non-math blended learning pilot)	Math Innovation Zones
District or Open Enrollment Charter School Information	Applicant Response
District or Charter School Name	El Paso ISD
District or Charter School Network ID Number	Enter Numeric Response
Personnel	
Superintendent Name	Juan Cabrera
LOI Author Name	Daniel Vasquez
LOI Author Title	Fund Development and Partnership Manager
LOI Author Phone	915 230 2348
LOI Author E-mail Address	<a href="mailto:dfvasque@episd.org">dfvasque@episd.org</a>
District MIZ Project Manager Name	Karla Huereca
District MIZ Project Manager Title	Director of Mathematics
District MIZ Project Manager Email Address	<a href="mailto:khuereca@episd.org">khuereca@episd.org</a>
District MIZ Project Manager Phone Number	915 230 2326
District Details	
District Overall Performance - Numeric Grade Only	88
Total Students in District	58000
Total Students Anticipated to Participate in Proposed BLGP Grade Levels in 2021-2022 School Year	600
District Classification (Rural, Urban, Suburban)	Rural
Education Service Center Region	19
Name of school in district with most prior experience in blended learning	Morehead Middle School
Number of years the school (in previous answer) has used blended learning	5
Formative or <b>interim assessment</b> district is planning to use for MIZ grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	STAAR Interims
Current <b>Student Information System (SIS)</b> in use throughout district (TxEIS, PowerSchool, Skyward, iTCES, District-made system, etc...)	District - made
List all <b>other TEA programs</b> in which the district is currently involved (i.e. Lone Star Governance, System of Great Schools, Additional Days School Year, School Action Fund, etc...)	Systems of Great Schools, Additional Days School Year, Lone Star Governance, Transformation Zone, School Action
Are your proposed BLGP campuses implementing calendars in line with TEA's Additional Days School Year (ADSY) program? If so, what is your anticipated ADSY model (e.g. Summer Learning, Intersessional Calendar, or Full Year Redesign)? If not, answer "No".	no
Is your district using or planning to use any curricular content provided through Texas Home Learning 3.0?	no
If your district is using or planning to use any curricular content provided through Texas Home Learning 3.0, for which grade levels and curricular content areas? Please list all. If not, leave blank.	Enter Text Response (Grade level: content areas)
If awarded this grant in Fall 2020, when does the district expect to be able to contract with technical assistance providers, given district <b>procurement policies</b> ?	11/1/2020
Does the district commit to using one of the <b>MIZ State Approved Software Vendors</b> (Imagine Math, IXL Math, ST Math, i-Ready, Teach to One, Zearn, MATHia, Dreambox) in all participating MIZ grade levels?	yes
List any <b>additional software programs</b> that the district would like to see considered for the MIZ State Approved Vendor List in the future.	N/A
Does the applicant and relevant district and school stakeholders commit to attending the <b>BLGP Kickoff Summit</b> virtually on November 12-13, 2020?	YES

Feeder Pattern 1	
Middle (or Upper) School	Applicant Response
Middle School Campus Name	MoreHead Middle School
MS Campus Total Students	600
Lowest Grade at Middle School Campus (i.e. "6" for 6th grade)	6
Highest Grade at Middle School Campus (i.e. "8" for 8th grade)	8
Core Math Curriculum used in this Middle School Campus	Magraw Hill, TEKS Resource System
Personnel	
MS Campus Principal Name	Peggy Gustafson
MS Campus Principal Email Address	<a href="mailto:pmgustaf@episd.org">pmgustaf@episd.org</a>
MS Campus Principal Phone Number	915-236-3500
MS Campus MIZ Project Manager	Karla Huereca
MS Campus MIZ Project Manager Title	Director of Mathematics
MS Campus MIZ Project Manager Email Address	<a href="mailto:khuereca@episd.org">khuereca@episd.org</a>
MS Campus MIZ Project Manager Phone Number	915 230 2326
School Details	
Performance Results and Economic Indicators	
MS Campus Overall Performance - Numeric Grade Only	73
Percent of Students at MS Campus Eligible for <b>Free or Reduced Price Lunch</b>	61%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	74%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	70%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>All Subjects</b> )	63%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>All Subjects</b> )	60%
Percent of Students at <b>Meets</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	42%
Percent of Students at <b>Meets</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	38%
Feeder Pattern	
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School A</b>	50%
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School B</b>	30%
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School C</b>	20%
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School D</b>	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School E</b>	Enter Percent



Elementary (or Lower) School Feeder A (if applicable)	Applicant Response
Feeder A Campus Name	Johnson Elementary
Feeder A Total Students	Enter Numeric Response
Lowest Grade at Feeder A (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at Feeder A (i.e. "5" for 5th grade)	Choose Numeric Response
Core Math Curriculum Used at Feeder School A	Magraw Hill, TEKS Resource System
Personnel	
Feeder A Principal Name	Luz Perez
Feeder A Principal Email Address	<a href="mailto:lperez@episd.org">lperez@episd.org</a>
Feeder A Principal Phone Number	915-236-3937
Feeder A MIZ Project Manager	Karla Huereca
Feeder A MIZ Project Manager Title	Director of Mathematics
Feeder A MIZ Project Manager Email Address	<a href="mailto:khuereca@episd.org">khuereca@episd.org</a>
Feeder A MIZ Project Manager Phone Number	915 230 2326
School Details	
Performance Results and Economic Indicators	
Feeder A Overall Performance - Numeric Grade Only	88
Percent of Students at Feeder A Eligible for <b>Free or Reduced Price Lunch</b>	60%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	92%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	93%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>All Subjects</b> )	94%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>All Subjects</b> )	90%
Percent of Students at <b>Meets</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	73%
Percent of Students at <b>Meets</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	70%

Elementary (or Lower) School Feeder B (if applicable)	Applicant Response	
Feeder B Campus Name	Green Elementary	
Feeder B Total Students	Enter Numeric Response	
Lowest Grade at Feeder B (i.e. "PK" for Pre-K)	Choose Numeric Response	
Highest Grade at Feeder B (i.e. "5" for 5th grade)	Choose Numeric Response	
Core Math Curriculum Used at Feeder School B	Magraw Hill, TEKS Resource System	
Personnel		
Feeder B Principal Name	Charlotte Quintana	
Feeder B Principal Email Address	cquintan@episd.org	
Feeder B Principal Phone Number	9152363012	
Feeder B MIZ Project Manager	Karla Huereca	
Feeder B MIZ Project Manager Title	Director of Mathematics	
Feeder B MIZ Project Manager Email Address	khuereca@episd.org	
Feeder B MIZ Project Manager Phone Number	915 230 2326	
School Details		
Performance Results and Economic Indicators	88%	
Feeder B Overall Performance - Numeric Grade Only	83%	
Percent of Students at Feeder B Eligible for <b>Free or Reduced Price Lunch</b>	91%	
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	80%	
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	86%	
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>All Subjects</b> )	55%	
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>All Subjects</b> )	58%	
Percent of Students at <b>Meets</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	Applicant Response	
Percent of Students at <b>Meets</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	36%	

Elementary (or Lower) School Feeder C (if applicable)	Applicant Response
Feeder C Campus Name	Rivera Elementary
Feeder C Total Students	Enter Numeric Response
Lowest Grade at Feeder C (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at Feeder C (i.e. "5" for 5th grade)	Choose Numeric Response
Core Math Curriculum Used at Feeder School C	Magraw Hill, TEKS Resource System
Personnel	
Feeder C Principal Name	Hillary Smith
Feeder C Principal Email Address	<a href="mailto:hesmith@episd.org">hesmith@episd.org</a>
Feeder C Principal Phone Number	915 236 3700
Feeder C MIZ Project Manager	Karla Huereca
Feeder C MIZ Project Manager Title	<a href="#">Director of Mathematics</a>
Feeder C MIZ Project Manager Email Address	<a href="mailto:khuereca@episd.org">khuereca@episd.org</a>
Feeder C MIZ Project Manager Phone Number	915 230 2326
School Details	
Performance Results and Economic Indicators	
Feeder C Overall Performance - Numeric Grade Only	88
Percent of Students at Feeder C Eligible for <b>Free or Reduced Price Lunch</b>	50%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	83%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	91%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>All Subjects</b> )	80%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>All Subjects</b> )	86%
Percent of Students at <b>Meets</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	55%
Percent of Students at <b>Meets</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	58%

Elementary (or Lower) School Feeder D (if applicable)	Applicant Response
Feeder D Campus Name	Enter Text Response
Feeder D Total Students	Enter Numeric Response
Lowest Grade at Feeder D (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at Feeder D (i.e. "5" for 5th grade)	Choose Numeric Response
Core Math Curriculum Used at Feeder School D	Enter Text Response
Personnel	
Feeder D Principal Name	Enter Text Response
Feeder D Principal Email Address	Enter Email Address
Feeder D Principal Phone Number	Enter Phone Number
Feeder D MIZ Project Manager	Enter Text Response
Feeder D MIZ Project Manager Title	Enter Text Response
Feeder D MIZ Project Manager Email Address	Enter Email Address
Feeder D MIZ Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
Feeder D Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Feeder D Eligible for <b>Free or Reduced Price Lunch</b>	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>All Subjects</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>All Subjects</b> )	Enter Percent
Percent of Students at <b>Meets</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Meets</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent

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

MATH INNOVATION ZONES APPLICANTS ONLY

District or Charter School Network Information Form

Feeder Pattern 2 Form

Attachment 1.A

Letter of Interest for 2021-2022 MIZ Planning and Execution Grants

Instructions

- Please submit the requested district or charter school information including information regarding the proposed campuses for Math Innovation Zones
- Input information relevant to the topic in column into **column B** (light blue cell) and follow the instructions in the cell; Only one feeder pattern should be included per tab. Duplicate tabs for additional feeder patterns as needed.
- Incomplete subsections or incorrect information are cause for rejection from this request for Letter of Interest
- In the case of more than 4 intended feeder elementary schools, please submit the below information as an appendix to the Letter of Interest
- Please reach out to MIZ@tea.texas.gov with any questions about this document

Application	Applicant Response
Please confirm that this application is for Math Innovation Zones (not a non-math blended learning pilot)	Choose One
District or Open Enrollment Charter School Information	Applicant Response
District or Charter School Name	Enter Text Response
District or Charter School Network ID Number	Enter Numeric Response
Personnel	
Superintendent Name	Enter Text Response
LOI Author Name	Enter Text Response
LOI Author Title	Enter Text Response
LOI Author Phone	Enter Phone Number
LOI Author E-mail Address	Enter Email Address
District MIZ Project Manager Name	Enter Text Response
District MIZ Project Manager Title	Enter Text Response
District MIZ Project Manager Email Address	Enter Phone Number
District MIZ Project Manager Phone Number	Enter Email Address
District Details	
District Overall Performance - Numeric Grade Only	Enter Numeric Response
Total Students in District	Enter Numeric Response
Total Students Anticipated to Participate in Proposed MIZ Grade Levels in 2021-2022 School Year	Enter Numeric Response
District Classification (Rural, Urban, Suburban)	Enter Text Response
Education Service Center Region	Enter Numeric Response
Name of school in district with most prior experience in blended learning	Enter Text Response
Number of years the school (in previous answer) has used blended learning	Enter Numeric Response
Formative or <b>interim assessment</b> district is planning to use for MIZ grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	Enter Text Response

Math Innovation Zones  
Planning and Execution Grants

Current <b>Student Information System (SIS)</b> in use throughout district (TxEIS, PowerSchool, Skyward, iTCES, District-made system, etc...)	Enter Text Response
List all <b>other TEA programs</b> in which the district is currently involved (i.e. Lone Star Governance, System of Great Schools, etc...)	Enter Text Response
Are your proposed BLGP campuses implementing calendars in line with TEA's Additional Days School Year (ADSY) program? If so, what is your anticipated ADSY model (e.g. Summer Learning, Intersessional Calendar, or Full Year Redesign)? If not, answer "No".	Enter Text Response
Is your district using or planning to use any curricular content provided through Texas Home Learning 3.0?	Choose "Yes" or "No"
If your district is using or planning to use any curricular content provided through Texas Home Learning 3.0, for which grade levels and curricular content areas? Please list all. If not, leave blank.	Enter Text Response (Grade level: content areas)
If awarded this grant in Fall 2020, when does the district expect to be able to contract with technical assistance providers, given district <b>procurement policies</b> ?	Enter Date (mm/dd/yy)
Does the district commit to using one of the <b>MIZ State Approved Software Vendors</b> (Imagine Math, IXL Math, ST Math, i-Ready, Teach to One, Zearn, MATHia, Dreambox) in all participating MIZ grade levels?	Choose "Yes" or "No"
List any <b>additional software programs</b> that the district would like to see considered for the MIZ State Approved Vendor List in the future.	Enter Text Response (optional)
Does the applicant and relevant district and school stakeholders commit to attending the <b>BLGP Kickoff Summit</b> virtually on November 12-13, 2020?	Choose "Yes" or "No"
<b>Feeder Pattern 2</b>	
<b>Middle (or Upper) School</b>	<b>Applicant Response</b>
Middle School Campus Name	Enter Text Response
MS Campus Total Students	Enter Numeric Response
Lowest Grade at Middle School Campus (i.e. "6" for 6th grade)	Choose Numeric Response
Highest Grade at Middle School Campus (i.e. "8" for 8th grade)	Choose Numeric Response
Core Math Curriculum used in this Middle School Campus	Enter Text Response
<b>Personnel</b>	
MS Campus Principal Name	Enter Text Response
MS Campus Principal Email Address	Enter Email Address
MS Campus Principal Phone Number	Enter Phone Number
MS Campus MIZ Project Manager	Enter Text Response
MS Campus MIZ Project Manager Title	Enter Text Response
MS Campus MIZ Project Manager Email Address	Enter Email Address
MS Campus MIZ Project Manager Phone Number	Enter Phone Number
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
MS Campus Overall Performance - Numeric Grade Only	Enter Numeric Response
Percent of Students at MS Campus Eligible for <b>Free or Reduced Price Lunch</b>	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>All Subjects</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>All Subjects</b> )	Enter Percent
Percent of Students at <b>Meets</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent



Percent of Students at <b>Meets</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
<b>Feeder Pattern</b>	
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School A</b>	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School B</b>	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School C</b>	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating from <b>Elementary School D</b>	Enter Percent
Approximate Percentage of Current Students at Middle (or Upper) School Matriculating <b>from Elementary School E</b>	Enter Percent
<b>Elementary (or Lower) School Feeder A (if applicable)</b>	Applicant Response
Feeder A Campus Name	Enter Text Response
Feeder A Total Students	Enter Numeric Response
Lowest Grade at Feeder A (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at Feeder A (i.e. "5" for 5th grade)	Choose Numeric Response
Core Math Curriculum Used at Feeder School A	Enter Text Response
<b>Personnel</b>	
Feeder A Principal Name	Enter Text Response
Feeder A Principal Email Address	Enter Email Address
Feeder A Principal Phone Number	Enter Phone Number
Feeder A MIZ Project Manager	Enter Text Response
Feeder A MIZ Project Manager Title	Enter Text Response
Feeder A MIZ Project Manager Email Address	Enter Email Address
Feeder A MIZ Project Manager Phone Number	Enter Phone Number
<b>School Details</b>	

<b>Performance Results and Economic Indicators</b>	
Feeder A Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Feeder A Eligible for <b>Free or Reduced Price Lunch</b>	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>All Subjects</b> )	Enter Percent
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>All Subjects</b> )	Enter Percent
Percent of Students at <b>Meets</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
Percent of Students at <b>Meets</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	Enter Percent
<b>Elementary (or Lower) School Feeder B (if applicable)</b>	Applicant Response
Feeder B Campus Name	Enter Text Response
Feeder B Total Students	Enter Numeric Response
Lowest Grade at Feeder B (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at Feeder B (i.e. "5" for 5th grade)	Choose Numeric Response
Core Math Curriculum Used at Feeder School B	Enter Text Response
<b>Personnel</b>	
Feeder B Principal Name	Enter Text Response
Feeder B Principal Email Address	Enter Email Address
Feeder B Principal Phone Number	Enter Phone Number
Feeder B MIZ Project Manager	Enter Text Response
Feeder B MIZ Project Manager Title	Enter Text Response
Feeder B MIZ Project Manager Email Address	Enter Email Address

Math Innovation Zones  
Planning and Execution Grants

Feeder B MIZ Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
Feeder B Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Feeder B Eligible for Free or Reduced Price Lunch	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2019 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Approaches Grade Level or Above on 2018 STAAR (all grades tested, All Subjects)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2019 STAAR (all grades tested, Mathematics Only)	Enter Percent
Percent of Students at Meets Grade Level or Above on 2018 STAAR (all grades tested, Mathematics Only)	Enter Percent
Elementary (or Lower) School Feeder C (if applicable)	Applicant Response
Feeder C Campus Name	Enter Text Response
Feeder C Total Students	Enter Numeric Response
Lowest Grade at Feeder C (i.e. "PK" for Pre-K)	Choose Numeric Response
Highest Grade at Feeder C (i.e. "5" for 5th grade)	Choose Numeric Response
Core Math Curriculum Used at Feeder School C	Enter Text Response
Personnel	
Feeder C Principal Name	Enter Text Response
Feeder C Principal Email Address	Enter Email Address
Feeder C Principal Phone Number	Enter Phone Number
Feeder C MIZ Project Manager	Enter Text Response

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

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





EL PASO INDEPENDENT  
SCHOOL DISTRICT  
*Superintendent's Office*

Education Center

6531 Boeing Dr.

El Paso, TX 79925

Phone (915) 230-2577

Fax (915) 230-0575

[www.episd.org](http://www.episd.org)

September 18, 2020

Mr. Mike Morath  
Commissioner of Education  
Texas Education Agency  
1701 N. Congress Avenue  
Austin, Texas 78701

Please accept this application for the 2020-2023 Blended Learning Planning Grant on behalf of the El Paso Independent School District. Situated on the U.S.-Mexico border and adjacent to a prominent military base, the El Paso Independent School District (EPISD) serves a student population of nearly 60,000 learners with ethnically, culturally, linguistically and socio-economically diverse backgrounds. This diversity, coupled with the daily challenges associated with such a geographically unique setting, positions EPISD to partner with TEA to direct blended learning resources in mathematics to a high-need feeder pattern.

In the six years that I have had the privilege of serving as Superintendent, EPISD has experienced remarkable growth through the addition of new learning opportunities and platforms that prepare our students for a diverse and robust 21<sup>st</sup> century work force. The implementation of the New Tech Network on eight campuses, the newest of which will become the nation's first dual-language New Tech elementary campus in Fall 2018, has improved student academic performance. The expansion of Dual-Language learning to all EPISD campuses is creating more actively engaged learners who are becoming bi-literate, bi-lingual and bi-cultural. Targeting the district's largest achievement gaps, we have partnered with TEA to create a Transformation Zone whose goal is to create diverse opportunities for schools to evaluate and improve their performance.

If awarded, El Paso ISD will leverage this grant to strategically plan budgeting, professional development, technology, and software usage in order to optimize a student-centered, math enhancement software application.

We appreciate TEA's initiative and leadership in coordinating with academic and transformation partners to develop this proposed project. We are confident that this worthy endeavor will improve the quality of life for our community members and many young learners. Should you have any questions regarding our commitment, please contact me at 915-230-2577 or by email at [superintendent@episd.org](mailto:superintendent@episd.org).

Sincerely,



Juan Cabrera  
Superintendent



EL PASO INDEPENDENT  
SCHOOL DISTRICT

*Morehead Middle School*  
5625 Confetti Drive  
El Paso, Texas 79912

September 18, 2020

Mr. Mike Morath  
Commissioner of Education  
Texas Education Agency  
1701 N. Congress Avenue  
Austin, Texas 78701

Dear Mr. Morath:

This letter is in support of Morehead Middle School's application for funding through the 2020-2023 Blended Learning Grant Program – Planning Grant. At Morehead Middle School, education is a shared responsibility that provides a safe and respectful environment which empowers all students. The campus has implemented the Active Learning Framework to support great student academic achievement and technology integration. Campus administration has maintained a positive learning environment while also offering a wide range of supportive services and extracurricular opportunities for students. The school's services have included programs for promoting academic success and personal achievement, services for students experiencing behavioral difficulties and additional opportunities for student engagement through a variety of blended learning school programs.

Morehead Middle School looks forward to utilizing the Blended Learning Planning Grant to expand services to students that deepens their learning and investment in mathematics. These enhancements to the educational environment and the overall school experience of students is a key factor for the success of the campus.

As an IB World School, Morehead Middle School has a strong infrastructure that places student achievement and personal success as its highest priority. Participation in the Blended Learning planning process will allow Morehead a unique opportunity to further explore innovative and promising ways of equipping and empowering students to meet future academic challenges and goals.

If you have any questions, please do not hesitate to contact me at (915) 236 - 3500.

Sincerely,

Peggy Gustafson,  
Principal, Morehead Middle School



## Project Manager TEA Math Innovation Zones Planning Grant 2019-2020

<b>Job Title:</b>	Project Manager TEA MIZ Grant	<b>Wage/Hour Status:</b>	Daily, Exempt
<b>Reports to:</b>	Facilitator Secondary Mathematics	<b>Pay Grade:</b>	D8
<b>Dept/School:</b>	Curriculum & Instruction	<b>Date Revised:</b>	,November 1

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### Primary Purpose

Direct, manage, and oversee the implementation, integration, and management of the Texas Education Agency Math Innovation Zone 2019-2020 grant.

### Qualifications

#### Education/Certification

Bachelor's degree from an accredited university or college and  
Valid Texas Teacher Certificate

#### Special Knowledge/Skills

- Knowledge in the design, development, and implementation of grant programs
- Ability to manage budget and personnel
- Ability to interpret policy, procedure, and data
- Demonstrates leadership ability in working with administrators, teachers, students, parents, and the general public
- Knowledge of District policies, and state and federal rules and regulations
- Strong organization, communication, presentation and interpersonal skills
- Strong knowledge of computer equipment and software programs

#### Experience

Three years teaching or grants administration experience

### Major Responsibilities and Duties

1. Ensures program adheres to all local, state and federal rules, regulations, and District policies.
2. Oversees the implementation of goals and objectives of the TEA MIZ grant.
3. Facilitates meetings with campus staff regarding instructional practices and student progress to facilitate planning and gauge program success.
4. Visits campuses on a regular basis to provide assistance with program planning, implementation and compliance.
5. Provides formal and informal technical assistance to principals, assistant principals, faculty, and staff in the evaluation, design and implementation of the grant program.
6. Conducts continual feedback for effective practices.
7. Coordinates the planning of intervention programs aligned with the grant to provide enhanced programs to struggling students and campuses.
8. Positively promotes the vision, mission, and goals of math student support structures to campuses and departments within the MIZ.
9. Assists teams with meeting facilitation, organization and task completion regarding campus planning and design plans.

### School/Organization Improvement

10. Works with campus leadership to establish and implement measureable accountability standards.

## CURRICULUM VITAE

11973 Regal Banner Ln.  
El Paso, TX, 79936

**Karla Huereca**

(915)342-7145  
khuereca2@gmail.com

*“Dr. Huereca is a very  
enthusiastic and positive person  
deeply involved in the process of  
improving education...”*

Mourat Tchoshanov, PhD  
Professor- Mathematical  
Sciences, The University of  
Texas at El Paso

*“Dr. Huereca is always an  
encouraging role model for  
students, teachers, and  
administrators....”*

Patricia Benitez,  
Assistant Principal  
Jefferson High School  
El Paso ISD

### **Professional Summary**

Multi-faceted individual determined to stimulate students' critical thinking as they pursue educational and personal excellence. Flexible and creative professional eager to explore new areas of learning growth. Motivated to continue an effective track record of research success and continuous publications. Bilingual in Spanish with excellent communication skills and proficient in standard office desktop software.

### **Educational Philosophy**

As an immigrant Hispanic female studying in U.S. schools, I have learned to love diversity and all that it entails. Improving diverse opportunities within education has become my passion. I believe in providing students with a multitude of choices for them to take ownership of their learning and demonstrate their knowledge in numerous ways. It is important for me to challenge students but also provide them with endless possibilities to grow to their greatest potential.

### **Teaching Philosophy**

Teaching for me is about making a difference in an individual's life. My philosophy about teaching and learning is that every person has the capacity to develop new knowledge when provided with a support system that incorporates high expectations through an engaging instructional approach. I believe teaching should be designed to expose students to explore, refine their thinking and decision-making process, and self-assess through continuous monitoring of their own learning.

### **Education**

#### **Doctor of Philosophy (Ph.D.), 2015**

Teaching, Learning, and Culture

Specialization in STEM studies: Technology in Mathematics Education

University of Texas at El Paso

Dissertation Topic: High School Mathematics Teachers' Connective Knowledge of the Challenges and Possibilities of the Flipped Learning Model (FLM): An Embedded Mixed Methods Study.

*“...she is not only knowledgeable but also an inspiration as a human being with a unique passion to help students within our community”*

Lori Correll  
Active Learning Leader  
El Paso ISD

*“Karla is a great professional with a lot to contribute to the educational field ”*

Olga Kosheleva, PhD  
Associate Professor-  
Department of Teacher  
Education, University of  
Texas at El Paso

## **Master of Education, 2008**

Instructional Specialist in Mathematics  
University of Texas at El Paso

## **Bachelor of Science, 2004**

Major: Mathematics  
Minor: Physics  
Cum-Laude Honors  
University of Texas at El Paso

## **Study Abroad**

### **Russia, Summer 2003**

Visited K-12 and post-secondary mathematics classrooms in Moscow, St. Petersburg, and Samara to explore the conceptual understanding of mathematical concepts of students at PK-12 and post-secondary levels. Best practices were observed and patterns were noted in an effort to discover new knowledge related to teaching and learning.

### **Spain, Summer 2001**

Enrolled in a Culture and Civilization course to explore about Spain's educational history more in depth as well as to learn about the structural and systematic practices being implemented in the classrooms.

### **Mexico, Elementary & Lower Secondary Schooling, Until 1996**

Completed Pre-K to 8<sup>th</sup> grade schooling in a U.S.-Mexico borderland city, in a northern Mexico state; as such, a broader view and understanding of biculturalism and bilingualism has been developed, to include effective support systems for English Language Learners.

## **Employment**

### **Curriculum Facilitator- El Paso ISD, August 2010 to Present**

- Collaborate with administrators, teachers, and instructional coaches in the planning, development, and training of curriculum and resources, especially at the secondary and post-secondary levels.
- Support student learning through Professional Learning Communities (PLC) at the campus and district level by maintaining open and efficient communication with teachers, instructional coaches, administrators, and personnel from different departments, including Advanced Academics, Connecting Languages, Special Education, and Research and Evaluation.

*“Dr. Huereca is very creative  
and respected by teachers,  
coaches, and administrators in  
our district....”*

Jonni White,  
Former HS Teacher,  
El Paso ISD

*“Karla is an amazing person,  
fun to work with and with an  
incredible ability to make  
everyone feel motivated to  
improve education, even when  
there are challenges that seem  
too big to overcome”*

Nickie Harris,  
Special Education Teacher,  
El Paso ISD

#### **Instructor- University of Texas-El Paso (UTEP), Spring 2018 & Fall 2012/2017**

- Courses taught: BED/ELED 4310; MTED 5324; MTED 5318
- Helped students explore the methods of teaching mathematics in elementary, secondary, and post-secondary levels through analyzing curricula, learning experiences, and beliefs about mathematics and mathematics education. An examination of state and national standards in the area of mathematics was also conducted. Students investigated the teaching and learning of mathematics as related to the conceptual understanding of topics, which included properties of numbers, geometry, statistics, probability, and algebraic reasoning.

#### **District Instructional Coach- El Paso ISD, February 2010 – August 2010**

- Helped instructional coaches with the monitoring and development of interventions for struggling students.
- Organized and managed curriculum development to increase the alignment of the written, taught, and tested mathematics curricula.

#### **Instructional Coach- El Paso ISD, August 2008 – February 2010**

- Supported teachers to increase student achievement in their classrooms and state mandated assessments.
- Increased pedagogical-content knowledge of teachers through staff development, planning, collaboration and data analysis.

#### **High School Math Teacher- El Paso ISD, August 2004 – August 2008**

- Utilized best teaching practices to instruct students in a multitude of mathematics courses as well as remedial courses.
- Promoted engagement, equality, and critical thinking by creating a safe learning environment for all students.

#### **Delta Academy Tutor- El Paso ISD, October 2005 – December 2006**

- Tutored elementary, middle, and high school students secured in the Juvenile Detention Center.
- Wrote and obtained a grant to extend the tutoring program for students enrolled at the Academy.

#### **High School Math Tutor- El Paso ISD, August 2002 – May 2004**

- Motivated and tutored at-risk students who were struggling with mathematical content knowledge.
- Initiated advanced placement program for 9<sup>th</sup> grade students who needed additional support to be successful in their core courses.

*"Karla is simply a  
unique person who truly cares  
about students and tends to  
make a positive impact with  
anyone surrounding her"*

Amy Mata,  
Elementary Facilitator,  
El Paso ISD

*"Dr. Huereca is a great  
colleague to work with. She is  
an inspiration to educators..."*

Julio Escajeda,  
Middle School Teacher,  
El Paso ISD

### **Scholarly Presentations & Publications**

#### **International Journal of Science and Mathematics Education, 2015. 10.1007/s10763-015-97039.**

- Publication: Examination of lower secondary mathematics teachers' content knowledge and its connection to students' performance.
- Co-authors-Dr. M. Tchoshanov; Dr. E. Ibragimova; Dr. Maria Cruz

#### **World Educational Research Association (WERA) Focal Meeting: 39<sup>th</sup> Annual Conference, Edinburgh, Scotland. 2014.**

- Presentation: This manuscript focused on the examination of mathematics curricula at the secondary level, secondary mathematics teacher preparation, and curricula for teacher education in Mexico and the United States, using a comparative analysis lens.
- Co-authors-Dr. M. Tchoshanov; Dr. M. Cruz; M. Cruz-Quinonez; Dr. R. Gallardo

#### **Education and Self-Development Journal (pp. 217-224). Kazan, Russia. 2013.**

- Publication: This manuscript focused on the examination of the Flipped Learning Model, which addressed the impact of technology integration in U.S. secondary mathematics classrooms through the use of video lessons.
- Co-authors- Dr. M. Tchoshanov; Dr. M. De La Piedra.

#### **Psychology of Mathematics Education-North American Chapter (PME-NA), Chicago, Illinois. 2013**

- Presentation 1: Comparative Analysis of Mathematics Teacher Preparation in Mexico and the United States; focused on three main areas- 1) history of the Mexican and U.S. educational system, 2) mathematics curriculum in Mexico and the U.S., and 3) secondary mathematics teacher training and qualifications in Mexico and U.S.; Co-authors-Dr. M. Tchoshanov; M. Cruz.
- Presentation 2: Correlational Study of Middle School Mathematics Teachers' Content Knowledge (Procedural, Conceptual, and Mathematical Models and Generalizations) and Student Achievement in Russia; Co-authors-Dr. M. Tchoshanov; Dr. M. Cruz.
- Both presentations were published as proceedings.

*"Karla is a great leader who  
talks the talk and walks the  
walk; she truly models what she  
believes in..."*

Sarah Venegas,  
Principal,  
Ysleta ISD

*"Dr. Huereca has tons of energy  
to get anything accomplished; her  
passion is obvious to anyone  
working with her..."*

Raul Holguin,  
High School Teacher,  
El Paso ISD

**Psychological and Educational Support of the Development of Creative Abilities Journal (pp. 12-21). Ed. by V. Gaddulhakov, Kazan: Kazan Federal University Press, Russia. 2013**

- Publication: This manuscript focused on an examination of the changes that have occurred in Mexico regarding mathematics education and teacher preparation at the secondary school level.
- Co-authors-Dr. M. Tchoshanov; Dr. M. Cruz.

**Ministry of Education and Science of the Russian Federation Kazan (Volga Region). Federal University Institute of Psychology. All Russian Scientific and Practical Conference. 2013**

- Publication: The intent of this manuscript was to do a comparative examination of Russian "normal school" model in teacher training and the U.S. "university-based" secondary mathematics teacher preparation program.
- Co-authors-Dr. M. Tchoshanov; Dr. M. Cruz.

**Psychology of Mathematics Education-North American Chapter (PME-NA), Kalamazoo, Michigan. 2012**

- Publication: This manuscript presented a curriculum analysis of secondary mathematics teacher preparation in Russia as it transitioned to new standards.
- Co-authors: Dr. M. Tchoshanov; Dr. N. Stefanova; Dr. M. Cruz.

**School Improvement Resource Center (SIRC), Austin, TX. 2009**

- This presentation named "The Impossible Becomes Possible" offered best-practices in teaching and learning that addressed needs of diverse students, especially of English Language Learners in all content areas.
- Co-authors: M. Valles, J. Escajeda, E. Herrera, R. Sias.

**School Improvement Resource Center (SIRC), Austin, TX. 2007**

- This presentation named "The Road to Continuous Improvement" presented an overview of systematic structures intended to support student learning at the high school level.
- Co-authors: M. Rupcich, W. Corbett, M. Rocha, M. Brisette, C. Stevens

**Teacher Preparation PI (TPPI) Conference, Washington, DC. 2004**

- This presentation focused on advocating for the early development of middle grades students' advanced calculus concepts through the development of diverse multi-tier research teams for implementation of action research.
- Co-authors: Dr. S. Blake, Dr. M. Tchoshanov, A. Borunda.

*"Karla is a great friend and an amazing educator; she always goes above and beyond her duties..."*

Cynthia Castaneda,  
Elementary Teacher,  
El Paso ISD

*"Supervising Karla was certainly a great learning experience..."*

Mariano Silva,  
Coordinator- ELL  
Compliance,  
El Paso ISD

### **Annual Greater El Paso Council of Teachers of Mathematics, El Paso, TX. 2003**

- This presentation offered a synopsis of a study that was done to better understand the development of middle school students' proportional reasoning, which included the exploration of mathematical concepts that went from arithmetic to calculus.
- Co-authors: Dr. S. Blake, Dr. M. Tchoshanov.

### **Certifications and Past/Present Affiliations**

- State Board for Educator Certification for Mathematics Grades 8-12
- National Council of Teachers of Mathematics (NCTM)
- Texas Association of Supervisors of Mathematics (TASM)
- Texas Association of School Administrators (TASA)
- University Interscholastic League (UIL)
- Partnership for Excellence in Teacher Education (PETE) Robert NOYCE action research program
- Texas Pre-Freshman Engineering Program (TexPREP)
- Beginning Teacher Induction Mentoring Program (BTIMP)
- Language Proficiency Assessment Committee (LPAC)
- Sheltered Instruction Observation Protocol (SIOP) Institute
- Parent-Teacher-Student Association (PTSA)
- Campus Improvement Leadership Team (CILT)
- Advancement Via Individual Determination (AVID) Program

### **Personal Awards**

- Action Research/NOYCE, \$22,500
- NASA-Teacher Component; Eisenhower, \$950
- Peggy Rosson Scholarship Fund, \$2,000
- Coca-Cola Endowed Scholarship, \$2,500
- Study Abroad Scholarship, \$2,000



EL PASO INDEPENDENT  
SCHOOL DISTRICT

*Mathematics, Curriculum & Instruction*

6531 Boeing St.  
El Paso, TX 79925  
Phone (915) 230-2326  
Cell (915) 342-7145  
khuereca@episd.org

September 18, 2020

Mr. Mike Morath  
Commissioner of Education  
Texas Education Agency  
1701 N. Congress Avenue  
Austin, Texas 78701

Karla Huereca  
11973 Regal Banner Ln.  
El Paso, Texas 79936

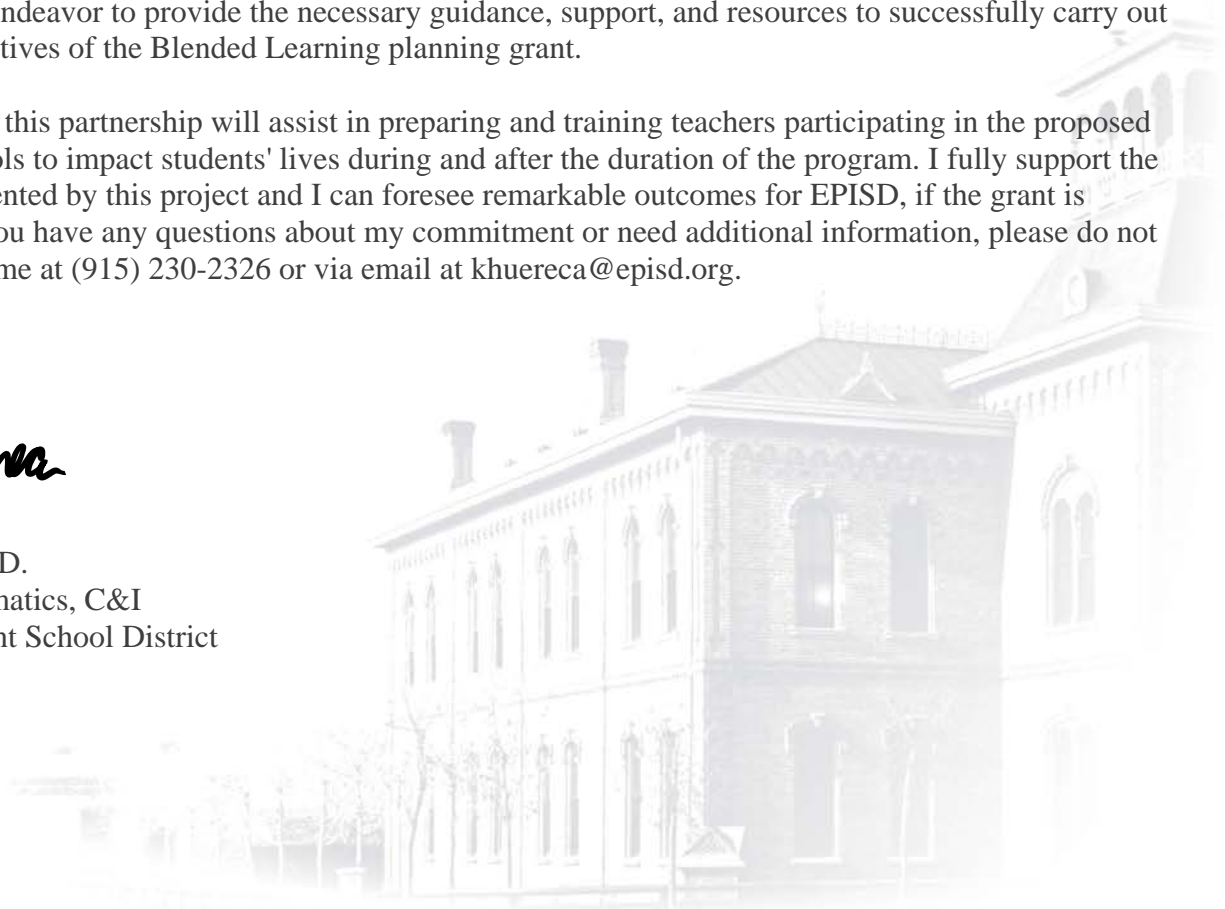
Mr. Morath,

Please accept this letter of commitment for the El Paso ISD's application to the 2020-2023 Blended Learning Grant Program – Planning Grant. I am aware of the fundamental role that this collaboration will play in the development and expansion of high-quality blended learning projects aligned to the Texas Essential Knowledge and Skills (TEKS). I deeply value the opportunity that this grant can bring to students in our district and appreciate the need to improve academic outcomes in mathematics for students in pre-kindergarten through 8th grade, with a focus to better prepare students to partake and have early access to Algebra 1. Hence, I am committed to this endeavor to provide the necessary guidance, support, and resources to successfully carry out the goals and objectives of the Blended Learning planning grant.

I am confident that this partnership will assist in preparing and training teachers participating in the proposed project with the tools to impact students' lives during and after the duration of the program. I fully support the notions being presented by this project and I can foresee remarkable outcomes for EPISD, if the grant is awarded. Should you have any questions about my commitment or need additional information, please do not hesitate to contact me at (915) 230-2326 or via email at khuereca@episd.org.

Respectfully,

Karla Huereca, Ph.D.  
Director of Mathematics, C&I  
El Paso Independent School District







# EL PASO INDEPENDENT SCHOOL DISTRICT

*Academics & School Leadership  
Organizational Chart*

