



**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](mailto:loiapplications@tea.texas.gov)

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

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

Application stamp-in date and time

Grant period from

**October 23, 2020 to May 31, 2023**

Pre-award costs permitted from

**the date of award announcement**

**Required Attachments**

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

**Amendment Number**

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

**Applicant Information**

Organization  CDN  Campus  ESC  DUNS

Address  City  ZIP  Vendor ID

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

**Certification and Incorporation**

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

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

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

Authorized Official Name  Title

Email  Phone

Signature  Digitally signed by Yirah Valverde  
Date: 2020.09.18 18:53:26 -06'00' Date

**Shared Services Arrangements**

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

**Statutory/Program Assurances**

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

Check each of the following boxes to indicate your compliance.

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

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

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

**Statutory/Program Requirements**

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

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

This is our second submission to become an MIZ. We applied in the year of 2017. At the time, we lacked many resources that we have now. We have grown so much since our last submission a few years ago. Although our application was denied at time, we continued to work towards implementing blended learning programs in our elementary and middle schools. We have made many advancements:

In the area of technology- We have become a one to one district, we have new antennas strategically located throughout our district to ensure wifi connectivity.

In Curriculum and Instruction: We have invested in a state approved and adaptive math curriculum. All of our math teachers (grades PreK-12) have been fully trained on this program. Our families are familiar with our curriculum and our students feel comfortable with the platform. We have received training on Google suites and many of our teachers have even become Google certified.

**Statutory/Program Requirements**

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

In equity and results: We have been recognized as an A rated district for two consecutive years. We are the highest rated A in the region. We have considerably increased our Algebra scores. We have increased access to 8th grade Algebra I by almost 50%. We are deeply committed to increasing the algebra I enrollment in our middle schools without compromising the rigor or the content. Our 8th grade algebra classes include students from all backgrounds and have demographics that resemble those of the district. Last year, our MSTAR/ ESTAR data indicated significant growth in the preparedness of our 2nd - 5th grade students. As a result, we have opened new and more advanced math programs at our middle schools. Despite of the unfortunate circumstances that we faced last Spring with COVID 19, we had a very exciting year. Our non traditional algebra students received acceptance to our Early College High School and are now sitting in an Advanced Geometry class. The tremendous success that we had with this group of students made many people in our region proud of Canutillo. We recently received a local grant to hire more math teachers at the middle schools so that our students could receive an intervention class, ensuring their success in their Algebra I class.

I am submitting this petition because I believe that we are ready to be given this designation. We are aware that this BGLP represents changes in staffing, scheduling, finance, etc. We are all willing and ready to face the changes needed so that we can continue to re imagine learning and how instruction is delivered. At the campus level, our principals and teachers are excited about becoming a Math Innovation Zone. At the district level, our directors are fully on board. In fact, it was a board member who initiated the conversation of submitting this petition for a second time.

Canutillo is small but mighty. We are a group of deeply committed professionals who believe that every student deserves instruction that is individualized. Being a small district allows us to collaborate, plan, and implement initiatives because we speak the same language. We share the same convictions. Our Algebra I results are a true indicator of our ability to implement and faithfully execute projects. MIZ offers a very well established FOI that will allow us to make this possible in a sustainable way. We are getting there. MIZ will help us get there sooner.

**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.

I am the district Curriculum & Instruction math coordinator and I will be functioning as the BLGP for the MIZ. I was once a middle school and high school teacher. I have also taught math teachers at the University of Texas at El Paso. I have published my doctoral work in peer reviewed journals and conducted studies on math education in Mexico, Russia, El Paso, TX, and Arizona. Working with young minds has been one of the greatest rewards and motivation for success. I serve my district as the head of the math division. I collaborate very frequently with other math coordinators in my Region. We are El Paso Strong- we collaborate and work together to increase the educational attainment in our region. We believe in our children and in their potential. My role gives me the opportunity to oversee the teaching and learning of math across the district. I will have the support of teachers, principals, directors, our governing board, and our district superintendent. I work closely with other departments to ensure effective math teaching methods. I would love to have your support in doing much of the work that we already do. We share the same vision. Your support will help us to scale our efforts and achieve sustainability.

**Statutory/Program Requirements**

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

I am committed to implementing this project and see that it is successful and sustainable. I am committed to this because I am committed to my community. I am committed to bring our children a form of learning that they will find sensible and meaningful. We have used an adaptive math program and have gathered data from our very own students. We have found that this kind of instruction produces positive student outcomes. Numbers tell us a part of the story only. Walking in those classrooms and talking our students and families we have found that our student's affections towards math have also improved. Our math anxious students feel more comfortable learning and making mistakes in the intimacy of their own platform. Our teachers are able to identify those struggles and focused on modeling a positive disposition towards the challenges that come with the learning of math.  
 I hope that this second petition, coupled with the many results that we have shown serve as a true indicator of our commitment to this project.

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.

At CISD, we have use various instruments and carefully analyze the data yield from them. We triangulate data to ensure that we have students in the right classrooms and receive the correct interventions. We have been very successfu using this method. In fact, we have increased our 8th grade algebra I enrollment by almost 50% over the last two years as a result of careful data analysis to inform our teaching practices. Our data analysis is also used to decide the Professional Development that our teachers receive and the programs that are purchased.  
 An example of this data analysis process includes: MSTAR/ESTAR longitudinal studies, District Benchmarks (developed using STAAR released exams, Imagine Math student reports and district trends, AP success and enrollment, and SAT/ACT/ TSI scores.

**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.

The MIZ will enable our district to expand our already existing blended learning programs. We would like to take the success that we have had at some of our elementary schools to an entire feeder pattern. The high fidelity use of this program will lead to gains in student achievement by ensuring that all of our students are receiving instruction that is sensible and meaningful for them. This has been highly successful at Reyes Elementary School. Other non blended learning schools have significantly underperformed their counter peers who used a blended learning model with fidelity and whose teachers had been trained to do this. This year, CISD intends to scale the already existing efforts. We purchased an adaptive curriculum for all students PreK-12. The MIZ would support this project by ensuring a high fidelity of implementation and execution.

**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**

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**

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

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**Supplies and Materials 6300**

Complete this worksheet to request supplies and materials.

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**Other Operating Costs 6400**

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

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**Capital Outlay 6600**

Complete this worksheet to request capital outlay costs.

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

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**Program Budget Summary**

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

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

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

[Maximum Indirect Cost Workbook](#) link.

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

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

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

**Application Part 2:**

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

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

County District Number or Vendor ID:		71907	Amendment # (for amendments only):		
<b>Payroll Costs (6100)</b>					
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions Less than 100% Grant Funded	Grant Amount Budgeted	Pre-Award
<b>Academic/Instructional</b>					
1	Teacher			\$ -	\$ -
2	Educational Aide			\$ -	\$ -
3	Tutor			\$ -	\$ -
<b>Program Management and Administration</b>					
4	Project Director			\$ -	\$ -
5	Project Coordinator			\$ -	\$ -
6	Teacher Facilitator			\$ 50,000	\$ 50,000
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>			\$ 50,000	\$ 50,000
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
24	6112 - Substitute Pay			\$ -	\$ -
25	6119 - Professional Staff Extra-Duty Pay			\$ -	\$ -
26	6121 - Support Staff Extra-Duty Pay			\$ -	\$ -
27	6140 - Employee Benefits			\$ -	\$ -
28	61XX - Tuition Remission (IHEs only)			\$ -	\$ -
29	<b>Subtotal Substitute, Extra-Duty Pay, Benefits Costs:</b>			\$ -	\$ -
30	<b>Grand Total:</b>			\$ 50,000	\$ 50,000
31	<b>Total Program Costs*:</b>			\$ -	
32	<b>Total Direct Admin Costs*:</b>			\$ 50,000	
<p><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.</b></p>					

**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: 71907		Amendment #: 0	
<b>Professional and Contracted Services (6200)</b>			
<p><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.</p>			
Description of Service and Purpose		Grant Amount Budgeted	Pre-Award
1	6269 - Rental or lease of buildings, space in buildings, or land Specify purpose:	\$ -	\$ -
2	Service: BLGP Design and Implementation Vendor Specify purpose: BLGP Design and implementation vendor	\$ 50,000	\$ 50,000
3	Service: Specify purpose:	\$ -	\$ -
4	Service: Specify purpose:	\$ -	\$ -
5	Service: Specify purpose:	\$ -	\$ -
6	Service: Specify purpose:	\$ -	\$ -
7	Service: Specify purpose:	\$ -	\$ -
8	Service: Specify purpose:	\$ -	\$ -
9	<b>Subtotal of professional and contracted services requiring specific approval:</b>	<b>\$ 50,000</b>	<b>\$ 50,000</b>
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	\$ -	\$ -
11	<b>Grand Total:</b>	<b>\$ 50,000</b>	<b>\$ 50,000</b>
12	<b>Total Program Costs*:</b>	\$ -	
13	<b>Total Direct Admin Costs*:</b>	\$ 50,000	
<p><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></p>			

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County District Number or Vendor ID: 71907		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:	\$ 20,000	\$ 20,000
2	<b>Grand Total:</b>	<b>\$ 20,000</b>	<b>\$ 20,000</b>
3	<b>Total Program Costs*:</b>		
4	<b>Total Direct Admin Costs*:</b>	\$ 20,000	
<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>			

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Application Part 2:

2020-2023 Blended Learning Grant Program-Planning Grants

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County District Number or Vendor ID: 71907		Amendment #: 0	
<b>Other Operating Costs (6400)</b>			
Expense Item Description		Grant Amount Budgeted	Pre-Award
1	6411 - Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$ -	\$ -
2	6412 - Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify name and purpose of conference:	\$ -	\$ -
3	<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. 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>	<b>\$ -</b>	<b>\$ -</b>
10	Remaining 6400 - Other operating costs that do not require specific approval.	\$ 5,000	\$ 5,000
11	<b>Grand Total:</b>	<b>\$ 5,000</b>	<b>\$ 5,000</b>
12	<b>Total Program Costs*:</b>	\$ -	
13	<b>Total Direct Admin Costs*:</b>	\$ 5,000	
<p><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></p>			

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:

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: 71907		Amendment # 0	
Grant Period:	October 23, 2020 to May 31, 2023 Pre-award costs are permitted, if requested, from date of announcement to October 23	Fund Code:	429

**Budget Summary**

Description and Purpose	Class/ Object Code	Program Cost	Source of Funds		
			Direct Administrative Cost	Total Budgeted Cost	Pre-Award Cost
1 Payroll Costs	6100	\$ -	\$ 50,000	\$ 50,000	\$ 50,000
2 Professional and Contracted Services	6200	\$ -	\$ 50,000	\$ 50,000	\$ 50,000
3 Supplies and Materials	6300	\$ -	\$ 20,000	\$ 20,000	\$ 20,000
4 Other Operating Costs	6400	\$ -	\$ 5,000	\$ 5,000	\$ 5,000
6 <b>Total Direct Costs:</b>		\$ -	\$ 125,000	\$ 125,000	\$ 125,000
7 * Indirect Costs:				\$ -	\$ -
8 <b>Total of All Budgeted Costs :</b>		\$ -	\$ 125,000	\$ 125,000	\$ 125,000

**Direct Administrative Cost Calculation**

10	Total of All Budgeted Costs from line 8:	\$ 125,000
11	Direct Administration Cap per Program Guidelines (X%)	0.05
12	Maximum amount allowable for direct administrative costs:	\$ 6,250

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

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

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

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County District Number or vendor ID:	Amendment #
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**SUBMITTING AN AMENDMENT**

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

**AMENDED BUDGET REQUEST**

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

**FOR TEA USE ONLY**

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

## **Instructions: Request for Amendment**

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

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

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

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

## **Submitting an Amendment**

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

## **How to Submit an Amendment**

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



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	
<b>Instructions</b>	
<ul style="list-style-type: none"> <li>• Please submit the requested district or charter school information including information regarding the proposed campuses for Math Innovation Zones</li> <li>• Input information relevant to the topic in column into <b>column B</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.</li> <li>• Incomplete subsections or incorrect information are cause for rejection from this request for Letter of Interest</li> <li>• In the case of more than 4 intended feeder elementary schools, please submit the below information as an appendix to the Letter of Interest</li> <li>• Please reach out to MIZ@tea.texas.gov with any questions about this document</li> </ul>	
<b>Application</b>	Applicant Response
Please confirm that this application is for Math Innovation Zones (not a non-math blended learning pilot)	Math Innovation Zones
<b>District or Open Enrollment Charter School Information</b>	Applicant Response
District or Charter School Name	Canutillo ISD
District or Charter School Network ID Number	Enter Numeric Response
<b>Personnel</b>	
Superintendent Name	Dr. Pedro Galavis
LOI Author Name	Dr. Yirah Valverde
LOI Author Title	Math Curriculum Coordinator
LOI Author Phone	9153282651
LOI Author E-mail Address	<a href="mailto:yvalvede@canutillo-is.org">yvalvede@canutillo-is.org</a>
District MIZ Project Manager Name	Dr. Yirah Valverde
District MIZ Project Manager Title	Math Curriculum Coordinator
District MIZ Project Manager Email Address	<a href="mailto:yvalvede@canutillo-is.org">yvalvede@canutillo-is.org</a>
District MIZ Project Manager Phone Number	9153282651
<b>District Details</b>	
District Overall Performance - Numeric Grade Only	91/100
Total Students in District	6149
Total Students Anticipated to Participate in Proposed BLGP Grade Levels in 2021-2022 School Year	1420
District Classification (Rural, Urban, Suburban)	Rural and Urban
Education Service Center Region	19
Name of school in district with most prior experience in blended learning	Reyes Elementary
Number of years the school (in previous answer) has used blended learning	3
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, Unit Common Assessments, District Benchmark
Current <b>Student Information System (SIS)</b> in use throughout district (TxEIS, PowerSchool, Skyward, iTCCS, District-made system, etc...)	TEAMS
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...)	Lone Star Governance
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".	Intersessional Calendar
Is your district using or planning to use any curricular content provided through Texas Home Learning 3.0?	Yes
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.	High School College Prep
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> ?	10/1/2020
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.	CISD is an Imagine Math User for grades PreK-12
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

Math Innovation Zones  
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Feeder Pattern 1	
Middle (or Upper) School	Applicant Response
Middle School Campus Name	Jose Alderete Middle School
MS Campus Total Students	670
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	TEKS RS
<b>Personnel</b>	
MS Campus Principal Name	Nidia Avila
MS Campus Principal Email Address	<a href="mailto:niavila@canutillo-isd.org">niavila@canutillo-isd.org</a>
MS Campus Principal Phone Number	(915) 877-6600
MS Campus MIZ Project Manager	Elizabeth Ochoa
MS Campus MIZ Project Manager Title	Instructional Coach
MS Campus MIZ Project Manager Email Address	<a href="mailto:eochoa@canutillo-isd.org">eochoa@canutillo-isd.org</a>
MS Campus MIZ Project Manager Phone Number	(915) 877-6600
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
MS Campus Overall Performance - Numeric Grade Only	83
Percent of Students at MS Campus Eligible for <b>Free or Reduced Price Lunch</b>	62%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	86%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	84%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>All Subjects</b> )	78%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>All Subjects</b> )	78%
Percent of Students at <b>Meets</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	47%
Percent of Students at <b>Meets</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	40%
<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 <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

Math Innovation Zones  
 Planning and Execution Grants

Elementary (or Lower) School Feeder A (if applicable)	Applicant Response
Feeder A Campus Name	Bill Childress Elementary
Feeder A Total Students	428
Lowest Grade at Feeder A (i.e. "PK" for Pre-K)	PK
Highest Grade at Feeder A (i.e. "5" for 5th grade)	5
Core Math Curriculum Used at Feeder School A	TEKS RS
<b>Personnel</b>	
Feeder A Principal Name	Reyna Salcedo
Feeder A Principal Email Address	<a href="mailto:msalcedo@canutillo-isd.org">msalcedo@canutillo-isd.org</a>
Feeder A Principal Phone Number	(915) 877-7700
Feeder A MIZ Project Manager	Deborah Gonzalez
Feeder A MIZ Project Manager Title	Instructional Coach
Feeder A MIZ Project Manager Email Address	<a href="mailto:dgonzalez@canutillo-isd.org">dgonzalez@canutillo-isd.org</a>
Feeder A MIZ Project Manager Phone Number	(915) 877-7700
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Feeder A Overall Performance - Numeric Grade Only	80
Percent of Students at Feeder A Eligible for <b>Free or Reduced Price Lunch</b>	4%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	86%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	72%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>All Subjects</b> )	79%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>All Subjects</b> )	68%
Percent of Students at <b>Meets</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	48%
Percent of Students at <b>Meets</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	34%

Math Innovation Zones  
 Planning and Execution Grants

Elementary (or Lower) School Feeder B (if applicable)	Applicant Response
Feeder B Campus Name	Deanna Davenport Elementary School
Feeder B Total Students	81
Lowest Grade at Feeder B (i.e. "PK" for Pre-K)	PK
Highest Grade at Feeder B (i.e. "5" for 5th grade)	5
Core Math Curriculum Used at Feeder School B	TEKS RS
<b>Personnel</b>	
Feeder B Principal Name	Marta Strobach
Feeder B Principal Email Address	<a href="mailto:mstrobach@canutillo-isd.org">mstrobach@canutillo-isd.org</a>
Feeder B Principal Phone Number	(915) 886-6400
Feeder B MIZ Project Manager	Helga Sepulveda
Feeder B MIZ Project Manager Title	Instructional Coach
Feeder B MIZ Project Manager Email Address	<a href="mailto:hsepulveda@canutillo-isd.org">hsepulveda@canutillo-isd.org</a>
(915) 886-6400	(915) 886-6400
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Feeder B Overall Performance - Numeric Grade Only	81
Percent of Students at Feeder B Eligible for <b>Free or Reduced Price Lunch</b>	7%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>Mathematics Only</b> )	85%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>Mathematics Only</b> )	84%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2019 STAAR (all grades tested, <b>All Subjects</b> )	76%
Percent of Students at <b>Approaches</b> Grade Level or Above on 2018 STAAR (all grades tested, <b>All Subjects</b> )	80%
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%



Math Innovation Zones  
 Planning and Execution Grants

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
<b>Personnel</b>	
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
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Feeder C Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Feeder C 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

Math Innovation Zones  
 Planning and Execution Grants

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
<b>Personnel</b>	
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
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
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

Math Innovation Zones  
 Planning and Execution Grants

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
<b>Personnel</b>	
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
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
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
<i>If necessary, provide additional context including former campus names for accountability purposes or alternative feeder pattern approaches, if applicable</i>	

Math Innovation Zones  
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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	
<b>Instructions</b>	
<ul style="list-style-type: none"> <li>• Please submit the requested district or charter school information including information regarding the proposed campuses for Math Innovation Zones</li> <li>• Input information relevant to the topic in column into <b>column B</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.</li> <li>• Incomplete subsections or incorrect information are cause for rejection from this request for Letter of Interest</li> <li>• In the case of more than 4 intended feeder elementary schools, please submit the below information as an appendix to the Letter of Interest</li> <li>• Please reach out to MIZ@tea.texas.gov with any questions about this document</li> </ul>	
<b>Application</b>	Applicant Response
Please confirm that this application is for Math Innovation Zones (not a non-math blended learning pilot)	Choose One
<b>District or Open Enrollment Charter School Information</b>	Applicant Response
District or Charter School Name	Enter Text Response
District or Charter School Network ID Number	Enter Numeric Response
<b>Personnel</b>	
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
<b>District Details</b>	
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>	
Middle School Campus Name	Applicant Response
MS Campus Total Students	Enter Text Response
Lowest Grade at Middle School Campus (i.e. "6" for 6th grade)	Enter 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	Choose Numeric 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

Math Innovation Zones  
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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 <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
<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>	

Math Innovation Zones  
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<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
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Feeder B Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Feeder B 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 C (if applicable)</b>	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
<b>Personnel</b>	
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



Math Innovation Zones  
 Planning and Execution Grants

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
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Feeder C Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Feeder C 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 D (if applicable)</b>	
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
<b>Personnel</b>	
Feeder D Principal Name	Enter Text Response
Feeder D Principal Email Address	Enter Email Address

Math Innovation Zones  
Planning and Execution Grants

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
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
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
<b>Elementary (or Lower) School Feeder E (if applicable)</b>	
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
<b>Personnel</b>	
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
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
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
<i>If necessary, provide additional context including former campus names for accountability purposes or alternative feeder pattern approaches, if applicable</i>	



**OFFICE OF THE SUPERINTENDENT**  
**CANUTILLO** A Premier District

Dr. Pedro Galavis  
Superintendent of Schools- Canutillo ISD  
7965 Artcraft Rd  
El Paso, TX 79932

September 18th, 2020

Dear Mr. Andrew Hodge,

I am writing in support of my community at Canutillo and our desire to be recognized as a Math Innovation Zone.

We are ready to design, launch, scale, and ultimately sustain a high-quality blended learning model in math throughout our K-8 feeder pattern. Our District Board of Trustees has recently approved a \$4.8 million request to purchase Apple devices for every student in the district. This investment included devices for each student, professional development, project management, engineering solutions, a comprehensive institutional technology training process and WiFi hotspots to be placed around the community and issued to families in need of internet connectivity.

The COVID 19 pandemic has led us to redesign our teaching and learning. This Fall 2020, we adopted a high quality, rigorous, adaptive, and TEKS-aligned math curriculum for all students preK-12. This state approved online curriculum coupled with a robust technical assistance network will improve academic outcomes in math for students preK-8th grade. Like MIZ, we have a strong focus on 8th grade Algebra I preparedness. This project will support our goal of reaching all the students, all the time.

If our petition is granted and we are awarded this prestigious designation, I will appoint Dr. Yirah Valverde as our BLGP project manager. Yirah will have the ability to manage this project effectively across our district.

Please let me know if I can be of further assistance or answer any questions.

Sincerely,

Dr. Pedro Galavis

Superintendent of Schools- Canutillo ISD.



**OFFICE OF THE ASSOCIATE SUPERINTENDENT**  
**CANUTILLO** A Premier District

Ms. Marina Rocha  
Associate Superintendent - Canutillo ISD  
7965 Artcraft Rd  
El Paso, TX 79932

September 18th, 2020

Dear Mr. Andrew Hodge,

I am writing in support of our district's desire to become the next Math Innovation Zone in our region. We have made many efforts that align with the mission of MIZ: to reach every student, every time.

Recently, Canutillo made a 4.8 million dollar investment to purchase one-on-one devices and bring good connectivity for all of our students. Moreover, we recently invested in a high quality, rigorous, adaptive, and TEKS-aligned math curriculum for all students preK-12. These events are a true indicator of our commitment to expand a high quality blended learning environment. We want to individualize instruction to better service our students. We have been working on better supporting our teachers so they can effectively meet the needs of all students, leading towards academic outcomes in a sustainable way.

It is my hope that you will accept this application. I assure you that Canutillo's leadership team will monitor and support the fidelity of implementation and ultimately the execution of this project.

Please feel free to contact me if I can answer any questions,

Sincerely,

*Marnie Rocha*

Associate Superintendent of Schools  
Canutillo Independent School District



## Canutillo Independent School District Curriculum & Instruction

*Excellence Through Integrity and Innovation*

September 18th, 2020

Dear Math Innovation Zones Team,

It is my pleasure to write this letter supporting my district's application for the Math Innovation Zones grant by the Texas Education Agency (TEA). As the Executive Director of Curriculum and Instruction, I know the potential resources provided under this grant will be essential to continue our focus on improving high-performing areas such as post-secondary readiness and closing performance gaps.

Our leadership team is committed to continuously supporting all aspects of the Math Innovation Zones grant. As a leading advocate for personalized learning, I can assure you that:

- Our district's administrative leadership team will provide oversight and support to ensure the full and effective implementation of all initiatives proposed within the Math Innovation Zones Grant;
- Data will be used to drive decision-making that informs instructional practices, identifies student needs, and used to make adjustments to better meet those needs; and
- Schedules that build in time for teachers' analyses and use of data, Professional Learning Communities for teacher collaboration and learning, and a variety of opportunities for extended learning to meet individual student needs will be in place at the start of school year 2020-21.

I have full-confidence in Dr. Yirah Valverde, to lead the important initiatives proposed within this grant application to increase student achievement. On behalf of Canutillo ISD, I pledge my support for the implementation of this exciting initiative and thank you for the opportunity to submit our grant application.

Very truly yours,

*Dr. Debra Kerney*

Executive Director of Curriculum and Instruction



**JOSE J. ALDERETE MIDDLE SCHOOL**  
**CANUTILLO** A Premier District

Ms. Nidia Avila  
Jose Alderete Middle School  
801 Talbot Ave  
Canutillo, TX 79835

September 18th, 2020

Dear Mr. Hodge,

I am writing in support of Canutillo ISD's application for the Math Innovation Zone designation. This grant will support many of the events that are already happening at Jose Alderete Middle School. For over a decade, our school has employed Imagine Math (formerly known as Think Through Math). Our teachers are very proficient in the use of adaptive technology in the math classroom. The data gathered from this tool is used during teaching professional learning communities. It informs our small group instruction, tutoring, and other forms of intervention.

Reading through the mission of Math Innovation Zones, I was pleased to find that it fully aligns with our goal: to reach every student, every time. Receiving this designation will not only recognize the efforts of a hard working group of teachers but will also provide us the financial support to achieve the sustainability of a blended learning model in math. Like other principals, I am excited about the possibility of bringing a new element to the math team- one who will ensure the fidelity of implementation of this model.

On behalf of Canutillo ISD, I pledge my support for the implementation of his exciting initiative and thank you for the opportunity to submit our grant application.

Sincerely,

*Nidia Avila*

Principal

Jose Alderete Middle School



**BILL CHILDRESS ELEMENTARY SCHOOL**  
**CANUTILLO** A Premier District

Ms. Reyna Salcedo

Principal

Bill Childress Elementary School

7700 Cap Carter Rd

Vinton, TX 79821

September 18th, 2020

Dear Mr Andrew Hodge,

I am writing this letter to support Canutillo ISD's application to receive a designation as a Math Innovation Zone. This project will support our goal of reaching all the students, all the time. I am excited about the additional support of having a full time person who will ensure the fidelity of a blended learning model for learning math.

Canutillo ISD has already done some great projects for improving the teaching and learning of math. Recently, the district adopted Imagine Math as a preK-12 curriculum for blended learning. A recent district survey revealed that our students and teachers were more engaged in math instruction with the use of this model. The academic language of math has historically been a major hurdle for our English Language Learners. We have found that with the support of a high quality online curriculum, our students have better access to the language of math.

We would like to continue our efforts with the support of a Math Innovation Zone designation. We are interested in following your model to ensure fidelity of implementation and achieve sustainability. It is my hope that you accept our application so we can work together to make this noble project successful.

Please feel free to contact me if you have any questions,

Sincerely,

Principal

Bill Childress Elementary



**DEANNA DAVENPORT ELEMENTARY SCHOOL**  
CANUTILLO A Premier District

Ms. Marta Strobach

Deanna Davenport Elementary School

8401 Remington Dr

Canutillo, TX 79835

September 18th, 2020

Dear Math Innovation Zones Team,

As the principal of Deanna Davenport Elementary School in the Canutillo Independent School District, it is my pleasure to write this letter supporting the important work of Dr. Yirah Valverde in her application for the Math Innovation Zones grant by the Texas Education Agency (TEA). The potential resources provided under this grant are vital to the success of our students. They will be essential in helping us to continue our focus on improving individualized and differentiated instruction for all students, all the time.

The members of the leadership team at Canutillo ISD and I are committed to continuously supporting all aspects of the Math Innovation Zones grant. As a leading advocate for personalized learning, I can assure you that you will have the oversight and support from my district administrative leadership team to ensure the full and effective implementation of all initiatives proposed within the Math Innovation Zones grant proposal.

Our district is innovative and shares the mission of the Math Innovation Zones: to reach every student, every time. We recently purchased Imagine Math as our Blended Learning curriculum. This tool allowed us to ensure learning continuity after the COVID 19 school closures last Spring. The data obtained from this tool was instrumental in the adjusting and monitoring of teaching and learning for Davenport students.

I am excited about the possibility of having a part time employee whose role will be to ensure the fidelity of implementation of this grant and provide sustainability to achieve our mission.

On behalf of Canutillo ISD, I pledge my support for the implementation of his exciting initiative and thank you for the opportunity to submit our grant application.

Sincerely,

*Marta Strobach*

Principal

Deanna Davenport Elementary School

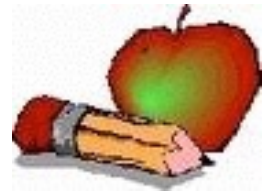


# YIRAH VALVERDE, PH.D.

7965 Artcraft Rd.  
El Paso, TX 79932

Office: (915) 877 7305  
Cell: (915) 328 2651

yvalverde@canutillo-isd.org



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## Doctor of Philosophy in Teaching, Learning, and Culture with a Specialization in Mathematics Education

**Resourceful Doctor of Education** with expertise in Chemistry and administering professional development workshops for teachers and administrators that drive success within classrooms and school operations. Mentors educators in the creation and implementation of class instruction, lesson plans, and student assessment in conjunction with state learning regulations. High success rate of teachers and administrators improving school and classroom functions, student/parent relationships, and environments that encourage continuous improvement.

**Dedicated Educator.** Dynamic and thought leader focused on providing students with rigorous and challenging education, along with confidence, tools, and skills required to build and advance toward a framework of success. Extraordinary results in planning and delivering enthusiastic instruction of: math and science (biology, chemistry, physics, astronomy, and genetics). Experience in urban and rural US schools.

**Establish high expectations for students.** Continuously seek for new ways to improve instruction and link learning with fun; challenge students to the boundaries of their individual ability and strive for excellence. Expert interpersonal skills; ability to build a strong bond with students, parents, and colleagues to inspire a shared commitment to quality and equal education. Deeply committed to improving children's lives and continuously strive to lead by example. Passion for science, teaching, learning, and student success.

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### EDUCATIONAL SKILLS

- Mentoring & Tutoring
- Student-centered instruction
- Curriculum development & Implementation
- Lesson planning
- Excellent Classroom management
- Cultural Sensitivity
- Leadership
- Parental & Community Involvement
- Student assessment
- Standardized Testing / Scoring
- Bilingual, Bicultural, Biliterate
- Multicultural Education
- Student Motivation and Disposition
- Grant Writing
- Educational Researcher
- Creative problem solving

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### PROFESSIONAL PROFILE

Stimulated faculty, staff, educators, and administrators to resolve a variety of issues hindering growth in classroom settings and school operations by launching new systems and procedures to drive the success of improved grades, behavior, and workflow.

- Consulted with principals to determine needs and structure workshops based on areas in need of improvement.
- Conducted and directed workshops, enabling teachers and administrators to brainstorm areas lacking and provide them with solutions to fill in the gaps.
- Devised plans and proposed new processes according to experience and research-based techniques.



Canutillo Independent School District

Fall 2017-Present

*District Math Curriculum and Instruction Coordinator*

- Provide leadership and coordination to provide an aligned and articulated program in mathematics.
- Coordinate the review, development, and revision of all mathematics programs and related curriculum documents and materials, including curriculum guides, course outlines, and teaching plans.

The University of Texas at El Paso

*Fall 2014- Spring 2016*

*Instructor- Department of Mathematics Teacher Education*

- Instructor of Master level courses in Mathematics
- Algebraic Thinking
- Geometric Thinking
- Teacher Development in Math and Science Education

El Paso Independent School District

*Fall 2009- Spring 2017*

*Department Head, Curriculum writer, and teacher*

- 100% passing rate in State-Mandated testing.
- Elected Member of the Campus Improvement Team.
- Dual Language Instructor.
- Districtwide Curriculum Writer.
- Teacher for the Hearing Impaired students.
- Science Club sponsor.
- Addressed students with needs through special accommodations.
- Aid students in developing emotionally, feeling comfortable in social situations, and awareness of socially acceptable behavior.
- Excellent classroom management.
- Effective use of technology in the classroom (blended learning, active learning).
- Employed positive interaction with students to develop a rapport, gain respect and trust to ensure a productive learning environment.

Cathedral High School (El Paso, TX):

*Fall 2011-Fall 2013*

- SAT/PSAT coordinator.
- Advanced Mathematics Instructor.
- Curriculum developer chair.
- Dual Credit Instructor.

Burnhamwood Charter School District (El Paso, TX) .

*Fall 2007-Fall 2009*

- Science Department chair.
- Science instructor in the areas of Biology and Physical Sciences. Achieved an
- improvement in State-Mandated testing from a 70% to a 97%



**EDUCATION**

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**The University of Texas at El Paso. (UTEP)**

Bachelor of Science

*Major: Microbiology / Minor: Chemistry*

**The University of Texas at El Paso. (UTEP)**

Masters of Education

*Focus: Instructional Specialist of Science Education*

**The University of Texas at El Paso. (UTEP)**

Doctorate in Teaching, Learning, and Culture

*Research focus: Mathematics, Science, and Technology*

-Certifications:

\*Special Education EC-12 (Texas and Arizona)

\*Science Composite 4-12 (Texas and Arizona)

\*CollegeBoard-certified AP Science Instructor (Nationwide)

\*Project Based Learning by STEM (Texas High School Project)

\*TELPAS (Texas English Language Proficiency Assessment System)

\*Certified instructor for the Gifted and Talented

\*CPR, First Aid certified by the American Heart Association

**PUBLICATIONS**

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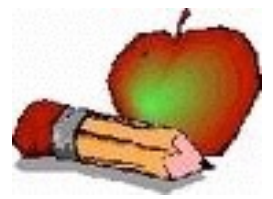
Valverde, Y. (2015). Secondary mathematics teachers' disposition toward challenge and its impact in teaching practice: A Research in Progress. Presented at the Research Council on Mathematics Learning (RCML). Las Vegas, NV.

Valverde, Y. & Tchoshanov, M. (2014). Secondary Mathematics Teachers' Disposition Toward Challenge and its Effect on Teaching Practice and Student Performance. Texas Association for Supervision and Curriculum Development. Austin, TX.

**CONFERENCE PRESENTATIONS**

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- IV International Conference "Mathematics Education at School and University: Theory and Practice", dedicated to the 210th anniversary of the Kazan Federal University, 2014 at Kazan, Russia. Institute of Mathematics and Mechanics named after N.I. Lobachevskii. Presentation: *The Case of Lorenzo: Avoidance of Challenge*
- Research Council on Mathematics Learning (RCML), 2015 at Las Vegas, NV. Presentation: *Secondary Mathematics Teachers' Disposition Toward Challenge and its Impact in Teaching Practice: a Research in Progress.*
- Sun Conference, 2015 at The University of Texas at El Paso. Presentation: *Secondary Mathematics Disposition Toward Challenge.*



### COMMUNITY SERVICE

- Tutor for economically disadvantaged students at the borderland city of El Paso/ Juarez to achieve college-readiness.
- Assists in the successful preparation of scholarship and college applications for senior students from the borderland of El Paso/ Juarez.

### REFERENCES

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Dr. Veronica Vijil  
*Associate Superintendent*  
*Canutillo Independent School District*  
vvijil@canutillo-isd.org  
7965 Artcraft Rd. El Paso, TX 79932  
(915) 877-7475

Marnie Rocha  
*Executive Director of Curriculum and Instruction*  
*Canutillo Independent School District*  
mrocha@canutillo-isd.org  
7965 Artcraft Rd. El Paso, TX 79932  
(915) 877-7441

Kristine Ferret , M. Ed.  
*Executive Director of Curriculum and Instruction*  
*El Paso Independent School District*  
kferret@episd.org  
800 E Schuster Ave, El Paso, TX 79902  
(915) 236-2500

Brother Nick Gonzalez, FSC  
*President - Cathedral High School*  
ngonzalez80@cathedral-el Paso.org  
1309 N. Stanton Street. El Paso, TX 79902  
(915) 532-3238

Mourat Tchoshanov, Ph.D.  
*Dissertation Chair- The University of Texas at El Paso*  
mouratt@utep.edu  
500 West University Avenue, El Paso, TX 79968

Mauro Alvarado, M. Ed.  
*Science teacher- El Paso High School*  
malvara2@episd.org  
800 E Schuster Ave, El Paso, TX 79902  
(915) 236-2500



Canutillo Independent School District  
**Curriculum & Instruction**

*Excellence Through Integrity and Innovation*

Dr. Yirah Valverde - Math Coordinator  
Curriculum and Instruction Canutillo ISD  
7965 Artcraft Rd  
El Paso, TX 79932

September 18th, 2020

Dear Mr. Hodge,

I hope this letter finds you in good health. I am excited to submit this petition for the Math Innovation Zones grant on behalf of my district. We applied in the year of 2017. At the time, we lacked many resources that we have now. We have grown so much since our last conversation a few years ago.

In the area of technology- We have become a one to one district, we have new antennas strategically located throughout our district to ensure wifi connectivity.

In Curriculum and Instruction: We have invested in a state approved and adaptive math curriculum. All of our math teachers (grades PreK-12) have been fully trained on this program. Our families are familiar with our curriculum and our students feel comfortable with the platform. We have received training on Google suites and many of our teachers have even become Google certified.

In equity and results: We have been recognized as an A rated district for two consecutive years. We are the highest rated A in the region. We have considerably increased our Algebra scores. We have increased access to 8th grade Algebra I by almost 50%.

I am submitting this petition because I believe that we are ready to be given this designation. At the campus level, our principals and teachers are excited about becoming a Math Innovation Zone. At the district level, our directors are fully on board. In fact, it was a board member who initiated the conversation of submitting this petition for a second time.

I am the district Curriculum & Instruction math coordinator and I will be functioning as the BLGP for the MIZ. My role gives me the opportunity to oversee the teaching and learning of math across the district. I will have the support of teachers, principals, directors, our governing board, and our district superintendent. I work closely with other departments to ensure effective math teaching methods. I would love to have your support in doing much of the work that we already do. We share the same vision. Your support will help us to scale our efforts and achieve sustainability. Please let me know if I can answer any questions.

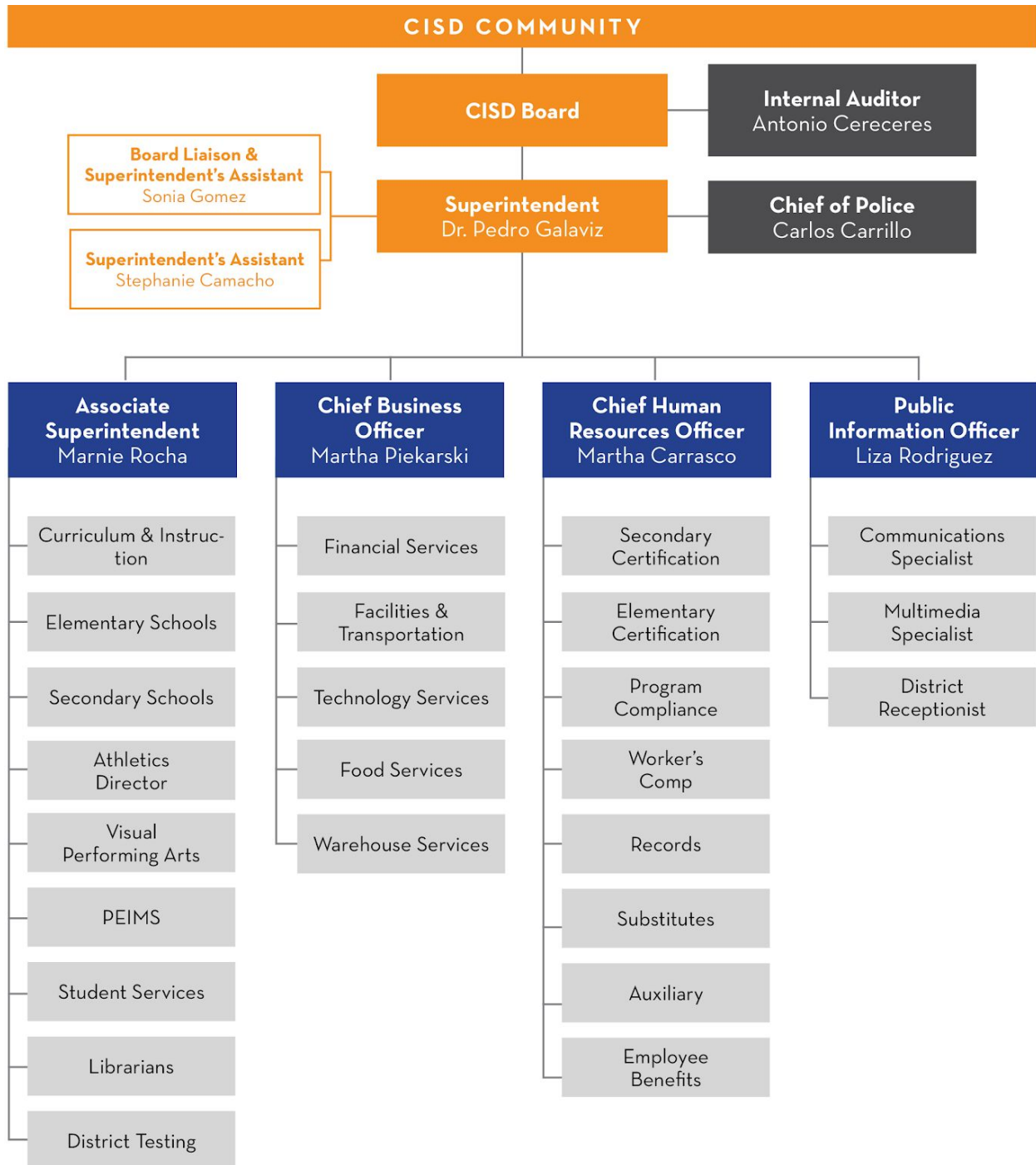
Sincerely

*Yirah Valverde*

District Math Coordinator  
Canutillo ISD

## Canutillo ISD Organizational Chart

The chart below serves as evidence that the BLGP PM has the ability to manage this project effectively across the organization based on position within the organizational structure. The BLGP PM is located in Curriculum & Instruction, above Elementary and Secondary Schools.



**From:** [Yirah Valverde Flores](#)  
**To:** [CompetitiveGrants](#); [loiapplications](#); [MIZ](#)  
**Cc:** [Debra Kerney](#); [Pedro Galaviz](#)  
**Subject:** Fwd: Canutillo ISD- MIZ  
**Date:** Sunday, September 27, 2020 11:21:19 AM

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Charlotte Wehrman ,

Thank you for your email. Below, please find an email from my district's superintendent (on copy) giving me authorization to submit this grant on behalf of Canutillo ISD. Please let me know if you have any questions.

Yirah Valverde, Ph.D.

Mathematics Curriculum and Instruction Coordinator

Canutillo Independent School District

7965 Artcraft, El Paso, TX 79932

Office: 915-877-7503

Cell: 915-328-2651

[Click here to join my Zoom personal room](#)

E-mail confidentiality statement:

This message contains information which may be confidential and privileged. Unless you are the addressee (or authorized to receive for the addressee, you may not use, copy, or disclose to anyone the message or any information contained in the message. If you have received this message by error, please advise the sender by return email and please delete this message.

----- Forwarded message -----

**From:** **Pedro Galaviz** <[pgalaviz@canutillo-isd.org](mailto:pgalaviz@canutillo-isd.org)>  
**Date:** Sun, Sep 27, 2020 at 8:13 AM  
**Subject:** Re: Canutillo ISD- MIZ  
**To:** Yirah Valverde Flores <[yvalverde@canutillo-isd.org](mailto:yvalverde@canutillo-isd.org)>

You have complete authority. Be safe

On Sat, Sep 26, 2020, 7:01 PM Yirah Valverde Flores <[yvalverde@canutillo-isd.org](mailto:yvalverde@canutillo-isd.org)> wrote:

Hello Dr G.,

I hope you are having a nice weekend. The Math Innovation Zones is asking from an email from you stating that I have legal authority to submit grant applications on behalf of the district.

Can you reply to this email with this request? We need it be included in the competition. See email below.

Yirah Valverde, Ph.D.

Math District Coordinator

Curriculum & Instruction CISD

Phone: 915 328 2651

Zoom ID: 405 971 7944

E-mail confidentiality statement:

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received this message by error, please advise the sender by return email and please delete this message.

Begin forwarded message:

**From:** CompetitiveGrants <[CompetitiveGrants@tea.texas.gov](mailto:CompetitiveGrants@tea.texas.gov)>  
**Date:** September 26, 2020 at 6:35:21 PM MDT  
**To:** Yirah Valverde Flores <[yvalverde@canutillo-isd.org](mailto:yvalverde@canutillo-isd.org)>, loiapplications <[loiapplications@tea.texas.gov](mailto:loiapplications@tea.texas.gov)>  
**Cc:** MIZ <[MIZ@tea.texas.gov](mailto:MIZ@tea.texas.gov)>, Debra Kerney <[dkerney@canutillo-isd.org](mailto:dkerney@canutillo-isd.org)>  
**Subject:** RE: Canutillo ISD- MIZ

Good Evening,

Thank you for your interest in the Blended Learning Grant Program. The following item was not included in your submission:

1. **Signature of authorized official**-According to our records Yirah Valverde is not an authorized official for your district. To resolve this issue please send an email or memo from the Superintendent stating that Yirah Valverde has the legal authority to submit grant applications on behalf of the district.

Please submit the requested item by **COB Wednesday, September 30th** so your district's application can be included in the competition.

Thank You,

Charlotte Wehrman

Grant Manager, Competitive Grant Unit

Grants Administration Division/Texas Education Agency

Phone-512-463-9394

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**From:** Yirah Valverde Flores <[yvalverde@canutillo-isd.org](mailto:yvalverde@canutillo-isd.org)>



**Sent:** Saturday, September 19, 2020 12:47 AM  
**To:** loiapplications <[loiapplications@tea.texas.gov](mailto:loiapplications@tea.texas.gov)>  
**Cc:** MIZ <[MIZ@tea.texas.gov](mailto:MIZ@tea.texas.gov)>; Debra Kerney <[dkerney@canutillo-isd.org](mailto:dkerney@canutillo-isd.org)>  
**Subject:** Canutillo ISD- MIZ

Dear MIZ team,

It is my pleasure to present to you this LOI on behalf of Canutillo ISD.

Please let me know if I can answer any questions,

Yirah Valverde, Ph.D.

Mathematics Curriculum and Instruction Coordinator

Canutillo Independent School District

7965 Artcraft, El Paso, TX 79932

Office: 915-877-7503

Cell: 915-328-2651

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*Rd., El Paso, TX 79932.*

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