

# Agenda of Regular Meeting

## The Board of Trustees Canutillo ISD

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A Regular meeting of the Board of Trustees of Canutillo ISD will be held May 24, 2022, beginning at 5:00 PM in the Canutillo ISD Administration Office, 7965 Artcraft, El Paso, TX 79932.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

1. **GENERAL FUNCTIONS-OTHER**
  - A. Call to Order
  - B. Pledge of Allegiance
  - C. Texas Pledge of Allegiance
  - D. Roll Call
  - E. CISD Vision and Mission Statements 5
2. **BOARD HONORS**
  - A. Recognition of the 2022 CAFE Scholarship Recipients  
**Presenter:** L. Rodriguez
3. **OPEN FORUM-OTHER**

Any person wishing to address the Board during the period reserved for public comment at a Board meeting must sign up to be heard, in accordance with District policy BED(LOCAL):

Each participant will be limited to **THREE MINUTES** to make comments to the Board. The Board is **NOT** permitted to discuss or act upon any issues that are not posted on the agenda for tonight's meeting.

For further information on those policies, contact the Superintendent's Administrative Assistant.
4. **EXECUTIVE SESSION**

**To consult with attorney under 551.071, 551.072 and 551.074 of the Texas Government Code:**

  - A. Discussion and Recommendation of Associate Superintendent; Pursuant to Texas Government Code Section 551.074
5. **NEW BUSINESS (continued); OTHER**
  - A. Discussion and Possible Action Regarding the Recommendation of Associate Superintendent
6. **CONSENT AGENDA-VOTING**
  - A. *ASSOCIATE SUPERINTENDENT*
    1. Approval of Request for Use by Individuals, Groups, or Organizations to Use 6  
Facilities or Equipment for Financial Profit, Partisan Political Reasons,  
Religious Purposes, or Serving the Individual or Group's Self-Interest  
**Presenter:** M. Rocha

B. *BUSINESS SERVICES*

1. Approval of the Meeting Minutes	
a. Approval of the March 9, 2022 Special Board Meeting Minutes	7
b. Approval of the March 22, 2022 Regular Board Meeting Minutes	8
c. Approval of the April 14, 2022 Special Board Meeting Minutes	18
d. Approval of the April 25, 2022 Special Board Meeting Minutes	21
e. Approval of the April 26, 2022 Regular Board Meeting Minutes	23
2. Approval of the Monthly Financials	31
<b>Presenter:</b> C. Pulley	
3. Approval of the Monthly Warrant List	32
<b>Presenter:</b> C. Pulley	
4. Approval of the Monthly Donations.	33
<b>Presenter:</b> C. Pulley	
5. Approval of the Budget Amendments	36
<b>Presenter:</b> C. Pulley	
6. Approval of the Investment Report for Quarter Ended March 31, 2022	39
<b>Presenter:</b> C. Pulley	
7. Annual Report of District Memberships with Various Cooperatives and Interlocal Programs	49
<b>Presenter:</b> E. Sida	
8. Approval of Interlocal Agreement Between Canutillo ISD and Tarrant County Cooperative Purchasing Program	51
<b>Presenter:</b> E. Sida	
9. Approval of Interlocal Agreement Between Canutillo ISD and Region 19 for USDA TDA Product Services	55
<b>Presenter:</b> E. Sida	
10. Approval to Award RFP 2022-06 Third Party Administration of Group Medical Health Benefits, Medical Provider Network, Pharmacy Benefit Management, Stop Loss Reinsurance, COBRA Administration and Group Basic & Supplemental Term Life Insurance	57
<b>Presenter:</b> M. Carrasco, J. Uranga, R. McGraw	
11. Approval to Award CSP 2022-07 Reyes Elementary Portable Classroom Construction to LDCM in the Amount, Not to Exceed \$105,762.00	66
<b>Presenter:</b> B. Vasquez	
12. Approval to Award RFP 2022-13 Cafeteria Upgrades to Silvestre and Carolina Reyes Elementary and Northwest Early College High School	69
<b>Presenter:</b> M. Macias	
13. Approval to Award RFP 2022-12 Purchase of New Buses to Longhorn Bus Sales in the Amount Not to Exceed \$235,508.00	78
<b>Presenter:</b> B. Vasquez, B. Brooks	
14. Approval Regarding the Purchase of Training and Services with Educational Achievement Services (EAS), Inc. to Implement the Family Leadership Institute at Northwest Early College High School, Alderete Middle School and Canutillo Middle School	81
<b>Presenter:</b> M. Rocha	

15. Approval of Texas Education Agency Instruction Materials TEKS Certification Requirement  
**Presenter:** Dr. D. Kerney 108
16. Approval of Purchase from Istation (Imagination Istation) to Renew Program that Supports Our Elementary and Middle Schools Utilizing Region 19 Allied States Cooperative 20-7373 in the Amount of \$93,126.54  
**Presenter:** Dr. D. Kerney 230
17. Approval of Purchase of Renaissance Learning Program to Support Canutillo ISD's Elementary, Middle and High Schools Utilizing Socorro ISD's Cooperative E2203 in the Amount of \$108,249.51  
**Presenter:** Dr. D. Kerney 240
18. Approval of Purchase of Imagine Learning to Renew Math Program That Supports Elementary and Middle Schools, Utilizing Socorro ISD E2203 in the Amount of \$60,666.64  
**Presenter:** Dr. D. Kerney 249
19. Approval of Purchase from Imagine Learning Regarding Purpose Prep Social Emotional Learning (SEL) Curriculum in the Amount of \$81,000.00  
**Presenter:** Dr. M. Reyes, N. Morales 253
20. Approval of Agreement Between Contigo Ed, Cambiar Education, The Council on Economic Expansion and Educational Development (CREEED) and Canutillo ISD Regarding the Districts College Career Readiness Goals  
**Presenter:** M. Rocha 267
21. Approval of Inter-local Agreement Between UT Austin and Canutillo ISD for Reimbursements to CISD for Grade 1 Math Early Intervention Program Interventionists  
**Presenter:** Dr. D. Kerney 306
- C. *CURRICULUM AND INSTRUCTION*
  1. Recommendation of the Curriculum & Instruction Departments 2022 Program Evaluation  
**Presenter:** Dr. D. Kerney 315
- D. *HUMAN RESOURCES*
  1. Approval of the 2022 Summer School Pay Rates  
**Presenter:** M. Carrasco 404
  2. Approval of Revisions to CTE Stipends for the 2022-2023 School Year  
**Presenter:** M. Carrasco 406
7. **BOARD OF TRUSTEE BUSINESS**
  - A. Discussion and Recommendation of Administration to Non-Renew the Term Contract of Kenneth Cooper  
**Presenter:** M. Carrasco
  - B. 2023 Budget Update  
**Presenter:** M. Piekarski, C. Pulley 408
  - C. Discussion and Possible Action Regarding the 2022-2023 Compensation Maintenance Review  
**Presenter:** M. Carrasco, L. Cadena 414
8. **ADJOURNMENT**

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If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.

# CANUTILLO A Premier District



## **Vision**

Canutillo ISD is the premier district.  
We lead today to positively impact tomorrow.

## **Mission**

Canutillo ISD supports and embraces diversity in a multi-cultural society. Our school community thrives in a safe, engaging, inclusive learning environment. We provide equitable opportunities to ensure our future-ready students are inspired to explore, learn, grow and excel.

**#BeCanutillo**  
**Tomorrow's Best Today**



# OFFICE OF THE ASSOCIATE SUPERINTENDENT

## CANUTILLO A Premier District

**TO: Canutillo Board of Trustees and Superintendent Galaviz**  
**FROM: Marnie E. Rocha, Associate Superintendent**  
**Date: April 21, 2022**  
**RE: Facility Use by a Religious Organization**

The Canutillo High School principal inadvertently allowed a religious organization to use their auditorium on April 15, 2022, when school was not in session. Ms. Clapsaddle said she did not know religious organizations may only use district facilities *with* board approval. The organization provided CHS with a one-thousand-dollar donation.

For transparency, I now ask the board to retroactively approve the facility request. I have spoken to Ms. Clapsaddle and her office staff about following proper district procedures. We regret this error.

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**Street Address:**

7965 Artcraft Rd.  
El Paso, TX 79932

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**Mailing Address:**

P.O. Box 100  
Canutillo, TX 79835

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P: (915) 877-7475  
F: (915) 877-7523  
[canutillo-isd.org](http://canutillo-isd.org)

Canutillo Independent School District does not discriminate on the basis of race, color, religion, gender, sex, national origin, age, disability, military status, genetic information, or any other basis prohibited by law in its employment practices or in providing education services, activities, and programs, including career and technical education (vocational programs).

For additional information regarding Canutillo Independent School District's policy of nondiscrimination contact the Human Resources Division: (915) 877-7423 | 7965 Artcraft Dr. | El Paso TX 79932.

1. **GENERAL FUNCTIONS-OTHER**

1.A. Call to Order

The meeting was called to order at **5:40 p.m.** by Board President Coronado.

1.B. Roll Call

Trustees Coronado, Payan, Rodriguez and Searls were present.

Trustees Hernandez, Mendoza and Trout were absent.

2. **BOARD OF TRUSTEE BUSINESS – OTHER**

This meeting closed at **5:42 p.m.** under Texas Government Code Sections 551.074.

3. **CLOSED SESSION**

Under Section 551.074 Texas Government Code

3.A. Hear the DGBA Level III Grievance Appeal Filed by J.V.

4. **EXECUTIVE SESSION**

The meeting is to be closed under Texas Government Code Sections 551.074 and 551.071 for consultation with attorney and to consider the Level III Grievance of J.V.

4.A. Discussion and Consideration of DGBA Level III Grievance Appeal Filed by J.V.

5. **NEW BUSINESS (continued); OTHER**

The board reconvened into Open Session at **6:18 p.m.**

5.A. Discussion and Possible Action Regarding Level III Grievance Appeal filed by J.V.

There was no action.

6. **ADJOURNMENT**

The meeting adjourned at **6:18 p.m.** under unanimous consent.

Presented to the Board of Trustees for approval on **May 24, 2022**. The minutes reflect all agenda items in the order as originally posted and do not necessarily reflect the order in which they were discussed.

1. **GENERAL FUNCTIONS-OTHER**

1.A. Call to Order

The meeting was called to order at **5:35p.m.** by Board President Coronado.

1.B. Pledge of Allegiance

1.C. Texas Pledge of Allegiance

1.D. Roll Call

Trustees Coronado, Hernandez, Mendoza, Payan, Rodriguez, Searls and Trout were present.

1.E. CISD Vision and Mission Statements

The Vision and Mission Statements were read by Trustee Trout and Searls, respectively.

1.F. Trustee Ethical Guidelines

Dr. Galaviz requested to forgo this item and move forward with the agenda.

2. **OPEN FORUM-OTHER** Any person wishing to address the Board during the period reserved for public comment at a Board meeting must sign up to be heard, in accordance with District policy BED(LOCAL):

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Ms. Lilia Maldonado addressed the board sharing her thoughts on the Critical Race Theory. She also spoke in regards to the morale of the district by stating that the blame is being placed on the board; however, stated that teachers are leaving because of the stress of parents telling the teachers what to teach, but there is a curriculum that needs to be followed that has been approved by TEA. Ms. Maldonado also stated that teachers are also leaving due to the stress of the pandemic and for personal reasons.

Mr. Samuel Reding addressed the board sharing his concerns of the Panorama Curriculum.

Ms. Claudia Reding addressed the board sharing her concerns regarding the Panorama Curriculum.

Ms. Stacey Reding addressed the board stating that she is against the Panorama Curriculum.

Mr. Fernando Padilla addressed the board sharing his concerns regarding the Panorama Curriculum.

Mr. Jose Balderrama addressed the board sharing his concerns regarding the Panorama Curriculum.

Mr. Alejandro Esquivel addressed the board sharing his concerns regarding the Panorama Curriculum.

Ms. Rosa Padilla addressed the board sharing her concerns regarding the Panorama Curriculum.

Ms. Linda Renteria addressed the board sharing her concerns regarding the Panorama Curriculum.

Mr. David Duran addressed the board stating that he is against the Panorama Curriculum.

Ms. Martha Mercado addressed the board stating that she is against the Panorama Curriculum.

Mr. Jesus Ramos addressed the board sharing his thoughts in favor of Panorama.

Ms. Beatriz Sanchez addressed the board stating that she is against the Panorama Curriculum.

Mr. Emmanuel Sanchez addressed the board sharing his concerns regarding the Panorama Curriculum.

Ms. Breanne Barnes addressed the board and requested to have all of her comments on record:

“We are continuing to come forward with concerns that we have about material that is going to be presented or is currently available to our [inaudible] students. I have not forgotten about the book that is still available in our high school library and I know that the rest of your

community has not either, even though Panorama has taken on some of the focus. I wanted to point out that we're not book banning or book burning as some people have insinuated at times. What we're asking for the district, for librarians, for you to do as board members, is to curate the content that our students are available to have ability to. That's our job as educators, is to curate the things that is put into their position and the fact that they still have availability to this book is not doing that. The community has therefore, through this whole process of coming and speaking, and asking for you guys to act and nothing happening, our trust that was already low to begin with is dwindling; and I know that over the last few months we have been talking about how do we build trust back with our community. All of these different things that we're thinking about here are not going to work until you start listening to the community members who are actually coming and asking for your help. We're not being heard or acknowledged. In regards to the SEL, I was part of that meeting last night with Mr. Ellis. It was a great meeting. I learned a lot about the Panorama program. I have a lot of concerns about it, as many of our community members do, but I think that if we can put some things into place that we were discussing last night, there could be a place for something like this in our district; but as Mr. Ramos said, that data doesn't take over the personal relationship that our educators need to be having with our students. When you have personal relationships with your students and you know them you know when something's off, you can identify it. You can say, hey Susy you seem off today, what's up? Our teachers have so much on their plates right now that that personal relationship is dwindling even though we don't want it to. As educators, we never want that personal relationship to go away, but it is. Even if we don't want it to. And I know that Ms. Maldonado mentioned earlier that I blamed you for teachers leaving; those words were put into my mouth. Those words have never been said. I asked what we are doing as a district to make sure that they don't leave. What are we doing to make lives easier, so that we can be more successful as a district? We can be more successful for our students and we can make sure that we're hearing our students, we're seeing our students, we're going to have those relationships and I feel like we're failing here. Thank you and have a good night."

Ms. Christina Figueroa, Ms. Jocelyn Cepeda and Ms. Dayanira Carrillo addressed the board and introduced themselves as the new social workers for the district. Ms. Carrillo stated that she is with Student Support Services and her campuses are Jose Damian Elementary, Canutillo Middle School and Bill Childress Elementary School. Ms. Cepeda also stated that she is with Student Support Services and is serving Northwest Early College High School, Canutillo Elementary and Alderete Middle School and Canutillo High School.

Ms. Julie Melendez, Principal for Canutillo Elementary, addressed the board about several statements that were made last month regarding inappropriate books being read to students that violated Texas Penal Code 43.24 and that the library had books of this nature in circulation. She stated that she was here to dispel those accusations. Ms. Melendez stated that after a thorough investigation, she found none. She stated that CES library follows all guidelines that are required through TEA and the State Board of Education.

### 3. **BOARD HONORS**

3.A. Recognition of Deanna Davenport Elementary 5th Grade Student Aiden Alexander Rodriguez for Winning the District Level Spelling Bee and Being One of 20 Students to Advance to the El Paso Regional Spelling Bee

Aiden Alexander Rodriguez was recognized by the board for winning the district level spelling bee.

3.B. Recognition of Garcia Elementary 5th Grade Student Zara Estrada for Winning Grand Champion, the Top Spot, at the Canutillo ISD District Science Fair

Sophia Estrada was recognized by the board for winning 3rd grade grand champion for her project “Exploring Rainbow”. Her sister Zara Estrada was also recognized by the board for winning 5th grade grand champion. Diego Solis was recognized by the board for winning 4th grade grand champion for his project “Plant and Detergent”.

3.C. Recognition of the School of Music and Canutillo High School Who Earned a First Division on February 5th and Qualified to Compete at the Texas State UIL Solo and Ensemble Competition at Austin, Texas in May 2022

Thirteen students were recognized by the board for their qualification to compete in the Texas State UIL solo and ensemble competition in Austin, Texas.

3.D. Recognition of CISD Social Workers in Honor of Social Work Appreciation Month

Canutillo ISD social workers were recognized by the board in Honor of Social Work Appreciation Month

3.E. Recognition of Our Communication Department for Being Awarded Gold at Texas School Public Relations Association Awards

Canutillo ISD’s Communication Department was recognized by the board for being awarded 10 gold star awards at the Texas School Public Relations Association Awards.

### 4. **BOARD OF TRUSTEE BUSINESS**

4.A. Discussion and Possible Action on Lone Star Governance (LSG) Student Outcome Goal Progress

Staff from Curriculum and Instruction presented on this item. They went through their presentation and updated the board with the student's progress. President Coronado opened the

floor for discussion. Trustee Rodriguez thanked staff for their great work. Trustee Hernandez commended staff on how the information was highlighted to show the close in learning gaps. Trustee Payan asked if staff was working on information for fourth, fifth and sixth grade. Staff stated that they believed it would be on a future agenda. Trustee Searls stated that she was happy to see the students moving forward and thanked staff for their work. Trustee Trout asked a question in regards to a slide in the presentation where the learning level remained the same. Staff explained that information is gathered at the beginning of the year and the middle of the year and so students needing intervention are highlighted. President Coronado commended staff, asked them to keep up the good work and stated he hopes that they can get the interventions up on the grades presented on. Staff thanked teachers for all of their hard work.

#### 4.B. 2023 Budget Update

Martha Piekarski, Chief Business Officer, presented this item. She stated that this was an update only and there would be no action. She stated that it was still too early in the process.

#### 4.C. Discussion Regarding the Culinary Pathway

Trustee Searls stated that at the last meeting it was brought up that the district would be canceling our culinary pathway. She said it was disturbing and wanted to know why it is being canceled. Ms. Searls continued by saying that she asked for help and Dr. Galaviz sent her help; however, the information that she received was not current. Ms. Searls referred to a current workforce development article that listed the top five job postings in the borderplex region and number one was leisure and hospitality. She stated that two years ago with covid it may have been a good decision, but things have changed now.

Six speakers addressed the board regarding this item.

Orlando, a senior at Canutillo High School and student in the culinary program, spoke in favor of keeping the program.

[Inaudible] Rocha, a junior at Canutillo High School and student in the culinary program, spoke in favor of keeping the program.

Ms. Clarissa Rocha, parent of a Canutillo High School student enrolled in the culinary program, spoke in favor of keeping the program.

Lily Garcia, a junior at Canutillo High School spoke in favor of keeping the culinary program.

Alan Herrera, a student at Canutillo High School spoke in favor of keeping the culinary program.

Alan Herrera read a statement in favor of keeping the culinary program by Arthur Lujan, a graduate of Canutillo High School, class of 2018.

Steve Porras, Coordinator for the district presented on this item. He stated that he had invited a guest from the Workforce Solutions Borderplex. Mr. Porras presented Alma Aranda, Development Director for Workforce Solutions Borderplex to assist in answering questions regarding labor index reports or hot jobs reports. Mr. Porras stated that he had with him the latest edition of the hot jobs list. Mr. Porras began presenting on the item and noted outdated equipment currently being used. Trustee Searls stated that she heard that because the bond had not passed, it was a good reason to get rid of the program. She asked Mr. Bruno Vasquez about the CTE building. Mr. Vasquez stated that a decision has not been made on the final program for that building. Mr. Porras interjected and stated that this was not the reasoning behind the program being phased out. He continued and stated that HB 3 requires the district to implement programs for our students that are high wage in-demand jobs.

Ms. Aranda, with Workforce Solutions Borderplex also presented and stated that every year through regulations from the Department of Labor and the state, they have to come up with a target occupation list. A couple of years ago they wanted to come up with something more digestible and they came up with the hot jobs list. She stated that while yes, there may be a demand for servers, but they look at the wages and that is the concern. She continued that while the demand is there for cooks, servers and fast food workers, but it is not a liveable wage. Ms. Aranda continued by stating that there are regulations. She stated the tri-agency, TEA, hire coordinating board and workforce work together. Currently, when a school district is applying for a grant, they need a letter from the workforce stating that the job is in demand and not only in demand but it meets the wages. She stated that the reality is that they have a surplus of workers in that field. The reason being is because it does not pay a livable wage and people are looking for something else. She stated that it is not that there has been a lot of growth, it is that a lot of people did not go back to those jobs and therefore, causing a lot of vacancies. Ms. Aranda stated that Texas is the second state that brings in the most foreign labor for advanced jobs in the range of \$60,000 - \$100,000 and she wants Canutillo to have those opportunities.

After the presentations were made, Trustee Searls stated that Dr. Galaviz mentioned that the program could possibly stay as an elective. She asked if the board would need to take action to keep it as an elective. President Coronado stated that the item was not set for action. Trustee Searls requested to have the item place on the next agenda for board action to keep the program as an elective. Trustee Rodriguez stated that he wants to make sure that we are looking into high wages and if we're looking into bringing back the culinary arts program, he wants to make sure that the high type of certification that was recommended by the state is looked into. He also agreed that if it is brought back that it is looked into having a high quality facility to have and not what they currently have. Trustee Payan stated that while he understands where the students are coming from, he feels that we owe it to our community and students to give them the opportunity of higher wage jobs. Trustee Hernandez commended the students that addressed the board for speaking. He continued by stating that he does not have a lot of the data but speaking as a 2018

graduate and has seen a lot of change, he stated that he was in the culinary program and was also part of FCCLA and additionally, was part of the group that transitioned from the industrial kitchen at Central Office to the high school. He stated that he agrees 100% with Mr. Porras about “the students don’t know what they don’t know”. Mr. Hernandez continued by stating that upon graduation, he applied to Johnson and Wales for Chef. His parents sat him down and showed him his options and saw that there was no to little options. and feels that the road he is currently on is more fruitful than the route he was on. He stated that he loves cooking and loved his teachers but the facilities at the high school are not for that type of cooking and only so much can be taught with them. He stated that his opinion is that the culinary program should not be re-opened. Trustee Trout stated that she supported the kids if this was truly their passion. She stated that if we have the funding and resources then why not continue. Mr. Porras interjected and stated that at minimum it would be \$300,000 to retrofit the classroom.

Three additional speakers addressed the board regarding this item.

Breanne Barnes addressed the board and spoke in favor of keeping the program.

Mr. Ramos addressed the board and spoke and stated that he was not trying to choose either side, but stated that a lot of students go into the food service industry to pay for college and even after college. He stated although he understands it is not a liveable wage, it is still a way to provide.

Sonia Fraire, parent of a culinary student, addressed the board and shared her thoughts on the culinary program.

## 5. **CONSENT AGENDA-VOTING**

It was motioned by Trustee Trout, seconded by Trustee Mendoza and unanimously passed to approve the consent agenda, with the exception of item 5.A.6 and 5.A.8.

### 5.A. BUSINESS SERVICES

5.A.1. Approval of the Monthly Financials

5.A.2. Approval of the Monthly Warrant List

5.A.3. Approval of the Monthly Donations

5.A.4. Approval of the Budget Amendments

5.A.5. Approval of Quote Submitted by Bomanite Artistic Concrete and Pools for the Work Required to Resurface CHS Band and Choir Room Floors in the Amount of \$54,410.00

5.A.6. Approval to Purchase Access Points for Canutillo High School in an Effort to Modernize Our Aging System to Support Student Learning in the Amount of \$171,974.16

Item 5.A.6 was pulled by Administration and postponed for a later meeting.

5.A.7. Approval of Memorandum of Understanding Between Canutillo ISD and Education Service Center Region 19 to Participate in the Texas Student Data System (TSDS) Support Cooperative 2021-2022

5.A.8. Approval to Purchase Panorama Education SEL Curriculum from Panorama Education Inc., Utilizing Harris County Choice Partners Contract #21/031KN-44 in the amount of \$71,050.00

Item 5.A.8 was pulled by Trustee Trout. She asked Dr. Rico, Director of Information Technology for more information regarding this item. Dr. Rico explained that this was just an effort to modernize our wireless infrastructure. He continued by stating that the last time we updated these access points in the classroom was in 2015. He stated that this was part of a two-fold approach. He explained that this was to augment the access points at Canutillo High School and next month through the E-Rate efforts, you will see the full expenditure of the secondary campuses. Dr. Rico stated that all of the secondary campuses will have the renovated switching and renovated access points. He stated that the majority of the lift will be through E-Rate; however, this is the portion that the district could not afford with E-Rate.

There were no questions and no further discussion. It was motioned by Trustee Trout, seconded by Trustee Searls and unanimously passed to approve item 5.A.8.

5.A.9. Approval to Enter into Interlocal Cooperative Agreement Between Canutillo ISD and Goodbuy Purchasing Cooperative, Program of Education Service Center, Region 2

5.A.10. Approval to Enter Into Interlocal Cooperative Agreement Between Canutillo ISD and Region 5, Southeast Texas Purchasing Cooperative

5.A.11. Approval to Enter into Interlocal Cooperative Agreement Between Canutillo ISD and National Cooperative Purchasing Alliance

5.B. HUMAN RESOURCES

5.B.1. Administration's Recommendation for Renewal of Contracts for Administrators and Other Certified/Non-Certified Administrators or Professionals for the 2022-2023 School Year

5.B.2. Approval of TASB Policy Update 118. 2nd Reading

5.C. Discussion and Possible Action Regarding Superintendent of the Year Nomination

6. **EXECUTIVE SESSION**

**To consult with attorney under 551.071, 551.072 and 551.074 of the Texas Government Code:**

The meeting was closed at **8:28 p.m.** under Texas Government Code Section 551.071, 551.072 and 551.074.

6.A. Discussion with Legal Counsel Regarding Intervention in Public Utility Commission of Texas (PUC) Proceeding PUC Docket No. 52195, SOAH Docket No. 473-21-2606, Application of El Paso Electric Company to Change Rates; Pursuant to Texas Government Code Section 551.071

6.B. Discussion Regarding Options for Location of Administration Offices to Include Possible Purchase of Real Property and Sale of Real Property; Pursuant to Texas Government Code Section 551.072

6.C. Discussion Regarding Internal Audit Vacancy; Pursuant to Texas Government Code Section 551.074

7. **NEW BUSINESS (continued); OTHER**

The meeting was reconvened at **10:36 p.m.** into Open Session.

7.A. Discuss and Take Appropriate Action Related to Intervention in Public Utility Commission of Texas (PUC) Proceeding PUC Docket No. 52195, SOAH Docket No. 473-21-2606, Application of El Paso Electric Company to Change Rates

There was no action.

7.B. Discussion and Possible Action Regarding Options for Location of Administration Offices and Possible Purchase of Real Property

There was no action.

8. **ADJOURNMENT**

The meeting was adjourned at **10:39 p.m.** under unanimous consent.

Presented to the Board of Trustees for approval on **May 24, 2022**. The minutes reflect all agenda items in the order as originally posted and do not necessarily reflect the order in which they were discussed.

1. **GENERAL FUNCTIONS-OTHER**

1.A. Call to Order

The meeting was called to order at **2:30p.m.** by Board President Coronado.

1.B. Pledge of Allegiance

1.C. Texas Pledge of Allegiance

1.D. Roll Call

Trustees Coronado, Mendoza, Payan, Rodriguez, and Trout were present.

2. **OPEN FORUM-OTHER**

Any person wishing to address the Board during the period reserved for public comment at a Board meeting must sign up to be heard, in accordance with District policy BED(LOCAL): Each participant will be limited to **THREE MINUTES** to make comments to the Board. The Board is **NOT** permitted to discuss or act upon any issues that are not posted on the agenda for tonight's meeting. For further information on those policies, contact the Superintendent's Administrative Assistant.

3. **BOARD OF TRUSTEE BUSINESS**

3.A. Discussion and Possible Action to Approve Creation of Student Advisory Council to Include Revision of Local Policy BE

This item was presented by Dr. Galaviz. Trustee Mendoza stated that this was a good idea for students to have a voice. Trustee Payan agreed that it is important to get the student's perspective.

It was motioned by Trustee Rodriguez, seconded by Trustee Trout and unanimously passed to approve.

3.B. Discussion and Possible Action Regarding Funding Sources for Central Relocation

This item was presented by Dr. Galaviz. Trustee Payan stated that reflecting on some of the training, especially the recent LSG training, he needs to make sure that everything done is for the students. He thinks that TxDOT is putting the district in this position. He suggested going to the highway commission and getting TEA involved. Mr. Payan stated that a meeting was going to be held at TxDOT on April 28th and requested Dr. Galaviz, Mr. Vasquez and Mr. Coronado there with him to discuss this issue. Trustee Trout echoed Trustee Payan's sentiments and stated that we cannot hurt the community with millions. Dr. Galaviz recommended going for a bond. Trustee Rodriguez asked if the PFC was created, if it could be included in the bond. Ms. Martha Piekarski stated yes, just like maintenance tax notes. She stated that it can roll costs over into the bond. President Coronado stated that he felt that the district should continue with both options. He stated to continue with the PFC and bond election and also meet with the delegation.

It was motioned by Trustee Rodriguez, seconded by Trustee Payan and passed with four affirmative votes to give administration instruction to proceed with the PFC and bond.

Trustee Trout abstained.

4. **EXECUTIVE SESSION**

To consult with attorney under 551.071, 551.072 and 551.074 of the Texas Government Code:

The meeting was closed at **3:35 p.m.** under Texas Government Code Section 551.071, 551.072 and 551.074.

4.A. Discussion Regarding Internal Audit Vacancy; Pursuant to Texas Government Code Section 551.074

4.B. Discussion Regarding Options for Location of Administration Offices to Include Possible Purchase of Real Property and Sale of Real Property; Pursuant to Texas Government Code Section 551.072

5. **NEW BUSINESS (continued); OTHER**

The meeting was reconvened at **5:47 p.m.** into Open Session.

5.A. Discussion and Possible Action Regarding Internal Audit Vacancy

It was motioned by Trustee Trout and seconded by Trustee Payan and unanimously passed to proceed with holding interviews on April 25, 2022.

5.B. Discussion and Possible Action Regarding Options for Location of Administration Offices and Possible Purchase of Real Property

It was motioned by Trustee Rodriguez, seconded by Trustee Payan and passed with four affirmative votes to authorize Administration to proceed.

Trustee Trout voted no.

6. **ADJOURNMENT**

The meeting was adjourned at **5:55 p.m.** under unanimous consent.

Presented to the Board of Trustees for approval on **May 24, 2022.** The minutes reflect all agenda items in the order as originally posted and do not necessarily reflect the order in which they were discussed.

1. **GENERAL FUNCTIONS-OTHER**

1.A. Call to Order

The meeting was called to order at **5:28 p.m.** by Board President Coronado.

1.B. Roll Call

Trustees, Coronado, Mendoza, Payan, Rodriguez, Searls and Trout were present.  
Trustee Hernandez was absent.

Trustee Trout left the meeting at **7:20 p.m.**

2. **OPEN FORUM-OTHER**

Any person wishing to address the Board during the period reserved for public comment at a Board meeting must sign up to be heard, in accordance with District policy BED(LOCAL):

Each participant will be limited to **THREE MINUTES** to make comments to the Board.

The Board is **NOT** permitted to discuss or act upon any issues that are not posted on the agenda for tonight's meeting.

For further information on those policies, contact the Superintendent's Administrative Assistant.

There were no speakers.

3. **EXECUTIVE SESSION**

To consult with attorney under 551.071, 551.072 and 551.074 of the Texas Government Code:

This meeting closed at **5:30 p.m.** under Texas Government Code Section 551.074.

3.A. Internal Auditor Interviews

3.B. Consideration of Applicants for Internal Auditor Position

4. **NEW BUSINESS (continued); OTHER**

The board reconvened into Open Session at **7:42 p.m.**

4.A. Discussion and Possible Action Regarding Applicants for Internal Auditor Position

There was no action.

Meeting Minutes  
Special Board Meeting  
Monday, April 25, 2022 5:00 PM

Canutillo ISD Administration Office  
7965 Arcraft  
El Paso, TX 79932

5. **ADJOURNMENT**

The meeting adjourned at **7:42 p.m.** under unanimous consent.

Presented to the Board of Trustees for approval on **May 24, 2022.** The minutes reflect all agenda items in the order as originally posted and do not necessarily reflect the order in which they were discussed.

1. **GENERAL FUNCTIONS-OTHER**

1.A. Call to Order

The meeting was called to order at **5:34 p.m.**

1.B. Pledge of Allegiance

1.C. Texas Pledge of Allegiance

1.D. Roll Call

**Present:** Coronado, Hernandez, Mendoza, Payan, Rodriguez, Searls, Trout

1.E. CISD Vision and Mission Statements

The Vision and Mission Statements were read by Trustee **Mendoza** and Trustee **Payan**, respectively.

1.F. Trustee Ethical Guidelines

Dr. Galaviz requested to forgo this item due to the number of Board Honors. The board agreed.

2. **OPEN FORUM-OTHER**

Any person wishing to address the Board during the period reserved for public comment at a Board meeting must sign up to be heard, in accordance with District policy BED(LOCAL): Each participant will be limited to THREE MINUTES to make comments to the Board. The Board is NOT permitted to discuss or act upon any issues that are not posted on the agenda for tonight's meeting. For further information on those policies, contact the Superintendent's Administrative Assistant.

Ms. Breanne Barnes addressed the board and shared her concerns regarding the lack of counselors. She also requested that a policy be put into place regarding inappropriate material in libraries.

Ms. Sonia Frayre addressed the board expressing her concerns regarding Panorama.

Mr. Joseph Sullivan addressed the board regarding the non-renewal of his teaching contract.

Mr. Bernardo Barela addressed the board expressing his concerns regarding Panorama.

### 3. **BOARD HONORS**

3.A. Recognition of the Canutillo High School Women's Soccer Team for Becoming Bi-District Champions

Students were recognized for becoming Bi-District Champions.

3.B. Recognition of Canutillo High School student, Logan Olson, for Receiving an All-District Honor and Regional Qualifier in UIL Golf

Student was not present.

3.C. Recognition of the Reyes Elementary School Chamber Choir on Their Performance at the Texas Music Educators Association (TMEA) Annual Convention in San Antonio, Tx

Students were recognized for their performance.

3.D. Recognition of Jose J Alderete Middle Future Business Leaders of America Team, of 6th-Grade Students, Who Claimed First and Second Place Spots in Various Categories with Canutillo ISD Being the Only District in El Paso Representing the Middle Level at State

Students were recognized for their achievements.

3.E. Recognition of Canutillo High School Theater UIL 1 Act Play for Taking First Place at District, First Place at Bi-District, and Alternate in Area, the Highest in the El Paso Region

Students were recognized for their achievements.

3.F. Recognition of Canutillo High School Student, Fatima Jehada Baid, for Winning the District 2-5A Girls Single Champion in UIL Tennis

Student was recognized for her achievement.

Trustee Searls expressed her joy with the students and thanked the parents and administration for their support. Trustee Trout stated that all of these accomplishments speaks

about teachers and principals and thanked them for their support. She also thanked the parents for their encouragement. Trustee Payan reiterated what Trustee Searls stated.

#### 4. SPECIAL PRESENTATION-OTHER

##### 4.A. High School Graduation Presentation

###### 4.A.1. Canutillo High School

Ms. Teresa Clapsaddle, Principal for Canutillo High School presented this item. She highlighted that this year's Senior Class has been awarded 15 million dollars in scholarships. She noted that the previous high was 12 million dollars.

Trustee Searls asked if the students were going to have a grad night. Ms. Clapsaddle stated that the event would occur on May 21st on the field at Senior Sunset. She stated that there would be activities for the students and that it was being done this way instead of graduation night so that the students are not pulled away from their families. Trustee Trout asked about the counselor corner and how it worked. Ms. Clapsaddle stated that the counselors back each other up so if one is busy, another can come in to address the concern. She also stated that she is working on having a social worker at the school.

###### 4.A.2. Northwest Early College High School

Ms. Jesica Arellano, Principal for Northwest Early College High School presented this item. She highlighted that the school was named one of the best high schools in the nation as reported by the U.S. News and World Report.

Trustee Payan stated that he appreciated the numbers provided in regards to the feeder schools. He stated that it is critical to know where the students are coming from. Trustees Trout and Coronado congratulated Ms. Arellano on the school's accomplishments.

##### 4.B. Discussion and Possible Action on Lone Star Governance (LSG) Student Outcome Goal Progress

Ms. Stacy Parker presented this item.

Trustee Payan asked why there were so few number of students in dual credit. Ms. Parker and Ms. Marina Rocha stated that this was a result of Covid. Ms. Rocha stated that a lot of the problem was with the TSI and getting students to come in and test. Trustee Payan asked if there was a way to prepare the students. Ms. Rocha stated that placing students in Algebra in the 8th grade may help. Mr. Payan also asked if there were any kind of classes offered in regard to

financial literacy. Ms. Clapsaddle stated, yes. She said that financial presentations are done in economics class.

Trustee Searls asked if in regard to CCMR if there was not a financial citation tied to it. Ms. Rocha stated that yes the district will receive a certain amount of allotment. Trust Searls asked how hours would translate into dollars. Ms. Rocha stated that the finance department could have information for the next board meeting.

Trustee Rodriguez asked how to infuse the Early College motto to Canutillo High School. Ms. Rocha stated that it is a difficult question to answer. She stated that the students at NWECHS know that if they don't pass by 10th grade, they will not receive their Associate Degree. She feels that parents need to push the students more.

Trustee Trout asked about the drop in 2021. Ms. Rocha answered that it was due to doing work remotely. She stated that comin onsite will help students.

Trustee Coronado asked Ms. Clapsaddle if teachers can handle students for dual credit. Ms. Clapsaddle stated that the school could use more teachers. Mr. Coronado asked if a stipend is given to teachers teaching dual credit. Ms. Clapsaddle responded yes, in Science, English, Math, Music Appreciation, Social Studies, U.S. History, State and Local Government and U.S. Government. Mr. Coronado asked what area would the district need to begin to improve to which Mr. Clapsaddle responded Math, that's why the push in preparing the students earlier.

Trustee Payan asked if there is any kind of incentive to come to a summer camp. Ms. Clapsaddle stated that food is provided; however, giveaways and things of that nature cannot be done. She stated that she agreed with Ms. Rocha's statement regarding communicating the importance of it to the parents.

## 5. **BOARD OF TRUSTEE BUSINESS**

### 5.A. Discussion and Possible Action Regarding TASB Grassroots Student Scholarship

Dr. Galaviz informed the Board of a \$500 Scholarship that was won for the district. He stated that the check was in finance and asked how to distribute the check.

Trustee Rodriguez recommended that to use along with the CAFE scholarships since applications were currently being taken. Trustee Mendoza concurred with the recommendation. Trustee Coronado also agreed.

It was moved by Trustee **Rodriguez**, seconded by Trustee **Trout**, and unanimously passed to **have money go towards CAFE scholarship.**

5.B. Discussion and Possible Action Regarding TASB's 2022-24 Advocacy Resolutions

Discussion was had regarding possible Resolutions. Recommendations were made with the consensus being to reduce the required testing, but no action was taken.

5.C. Discussion and Possible Action to Select a Trustee for the Delegate/Alternate Assembly September 24, 2022, in San Antonio, Tx

Trustee Searls recommended that Trustee Trout be named as the delegate and Trustee Mendoza be named the alternate.

It was moved by Trustee **Searls**, seconded by Trustee **Payan**, and unanimously passed to have Trustee Trout serve as the Delegate and Trustee Mendoza as the alternate .

5.D. Overview of the 2022 COSA School Law Seminar and 2022 NSBA Annual Conference and Exposition

Trustees Trout, Rodriguez, Mendoza and Coronado each gave an overview of their experience at the conference, respectively.

Trustee Searls did not attend this particular seminar; however, gave an overview of the conference she attended in March in Galveston (Governance Camp). This conference was inadvertently left off the agenda.

5.E. Overview of the Legislative Advisory Council (LAC) Meeting on April 9, 2022

Trustee Trout gave an overview of her meeting and stated that a second meeting will be forthcoming in June 2022 in San Antonio, Tx.

**6. CONSENT AGENDA-VOTING**

It was motioned by Trustee **Rodriguez**, seconded by Trustee **Trout**, and unanimously passed to approve the consent agenda, with the exception of item **6.D.**

**6.A. BUSINESS SERVICES**

6.A.1. Approval of the Meeting Minutes

6.A.1.a. Approval of the January 27, 2022 Regular Board Meeting Minutes

6.A.1.b. Approval of the February 22, 2022 Regular Board Meeting Minutes

6.A.2. Approval of the Monthly Financials

6.A.3. Approval of the Monthly Warrant List.

6.A.4. Approval of the Monthly Donations.

6.A.5. Approval of the Budget Amendments.

6.A.6. Approval of Award Request for Proposal (RFP) 220012244 E-Rate FY 2022-2023 Category 1, Fiber Internet Access to Spectrum Enterprises. Total Amount Not to Exceed \$160,000.00.

6.A.7. Approval of Award Request for Proposal (RFP) 220012244 E-Rate FY 2022-2023 Category 2, Network Infrastructure to Advanced network Management (ANM) in the Total Amount Not to Exceed \$990,000.00

6.A.8. Approval of Recommendation for Professional Engineering Services for Miscellaneous Projects

6.B. HUMAN RESOURCES

6.B.1. Discussion and Possible Action for Approval of Teacher Contracts

6.C. Approval of the Creation of a Student Advisory Council to Include Revision of Local Policy BE

6.D. Discussion and Possible Action Regarding the School Health Advisory Council (SHAC) Annual Report

A brief update as provided to the Board.

It was motioned by Trustee **Searls**, seconded by Trustee **Trout**, and unanimously passed to approve item **6.D.**

**7. EXECUTIVE SESSION**

**To consult with attorney under 551.071, 551.072 and 551.074 of the Texas Government Code:**

**The meeting was closed at 7:56 p.m. under Texas Government Code Section 551.071, 551.072 and 551.074.**

7.A. Discussion Regarding Administration's Recommendation for Deanna Davenport Elementary School Principal; Pursuant to Texas Government Code Section 551.074

7.B. To Receive and Discuss the Recommendation of Administration to Propose Non-Renewal of the Term Contracts of J.S., a Teacher at Canutillo High School, J.A., a Teacher at Canutillo Middle School and K.C., a Teacher at Deanna Davenport Elementary; Pursuant to Texas Government Code Sections 551.071 and 551.074

7.C. Consultation with Legal Counsel Regarding Intervention in Public Utility Commission of Texas (PUC) Proceeding PUC Docket No. 52195, SOAH Docket No. 473-21-2606, Application of El Paso Electric Company to Change Rates; Pursuant to Texas Government Code Section 551.071

7.D. Discussion Regarding Possible Sale of CISD Real Property; Pursuant to Texas Government Code Section 551.072

**8. NEW BUSINESS (continued); OTHER**

**The meeting reconvened at 9:07 p.m. into Open Session.**

8.A. Discussion and Possible Action Regarding Administration's Recommendation for Deanna Davenport Elementary School Principal

It was motioned by Trustee **Rodriguez**, seconded by Trustee **Trout**, and unanimously passed to approve Guadalupe Montanez as Principal for Deanna Davenport Elementary School.

8.B. Discussion and Possible Action Regarding the Recommendation of Administration to Propose Non-Renewal of the Term Contracts of:

1. J.S., a Teacher at Canutillo High School

It was motioned by Trustee **Payan**, seconded by Trustee **Hernandez**, and passed with six affirmative votes to take appropriate action discussed in closed session.

Trustee Trout voted no.

2. J.A., a Teacher at Canutillo Middle School

There was no action taken on this item.

3. K.C., a Teacher at Deanna Davenport Elementary

It was motioned by Trustee **Payan**, seconded by Trustee **Rodriguez**, and passed with five affirmative votes to take appropriate action discussed in closed session.

Trustees Searls and Trout voted no.

8.C. Discussion and Possible Action Related to Intervention in Public Utility Commission of Texas (PUC) Proceeding PUC Docket No. 52195, SOAH Docket No. 473-21-2606, Application of El Paso Electric Company to Change Rates

There was no update and no action taken on this item.

8.D. Discussion and Possible Action Regarding Possible Sale of CISD Real Property

Legal counsel provided an update regarding the various concerns. Authorization was not given to sell any of the lots but rather, Administration is asking for Administration and CBRE to issue proper notice regarding what was discussed.

It was motioned by Trustee **Payan**, seconded by Trustee **Hernandez**, and passed with five affirmative votes to take appropriate action discussed in closed session.

Trustees Searls and Trout voted no.

9. ADJOURNMENT

The meeting adjourned at **9:14 p.m.**, under unanimous consent.

Presented to the Board of Trustees for approval on **May 24, 2022**. The minutes reflect all agenda items in the order as originally posted and do not necessarily reflect the order in which they were discussed.

# Board of Trustees

Meeting Date: \_\_\_\_\_

## Executive Summary of Board Agenda Item

Subject/Title for Agenda Posting:

Justification Statement:

Purpose of Agenda Item:

Information  Discussion  Action

Item Type:

Curriculum & Instruction  HumanResources  Business Services

Staff Responsible:

\_\_\_\_\_  
*Signature of Requester(s)*

\_\_\_\_\_  
*Signature of Presenter(s)*

*CPullay*  
*Business Services Approval (Initials)*

\_\_\_\_\_  
*Date*

Agenda Summary:

RECOMMENDATION:

PRIOR BOARD ACTION:

AWARDED:

AWARDED AMOUNT:

AMOUNT(S):

ACCOUNT NO(S):

PROCUREMENT METHOD TYPE: (3 Quotes, Cooperative Contract Quotes, Sole Source, Formal Bid)

REQUESTING DEPARTMENT:

CONSEQUENCES OF NON-APPROVAL:

IMPLEMENTATION TIMELINE:

ATTACHMENT(S):



# Board of Trustees

Meeting Date: \_\_\_\_\_

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*CPulley*  
*Business Services Approval (Initials)*

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*Business Services Approval (Initials)*

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REQUESTING DEPARTMENT:

CONSEQUENCES OF NON-APPROVAL:

IMPLEMENTATION TIMELINE:

ATTACHMENT(S):



## CISD May 2022 Donation Report

This report includes donations received in April 2022. This report also includes additional donations received in January, February, and March that were not listed in the April 2022 Donations Report.

Board Approval Date: May 24, 2022							
Date	Donor Name	Address		Donation	Campus/Department	Purpose of Donation	Value
1/24/2022	Lowe's Home Improvement	Janet Valesquez donor	(915) 282-0978	COVID Supplies	Deana Davenport Elementary Health	Pallet of Sanitizer, soap, disinfecting wipes (Non-Monetary)	
2/21/2022	Guadalupe Montanez	Not listed		Little Ceasar's Pizza	Deana Davenport Elementary	10 Pizza's for DDE Teacher/student incentive activity for concession stand during UIL competition	\$ 55.50
2/25/2022	BCE PTO	7700 Cap Carter Rd	Vinton, TX 79821	Snack pack profit donation	Bill Childress Elementary Music	To support BCE's Music Department	\$ 473.46
2/28/2022	Tamales Lupita	6860 Doniphan Dr. B	Canutillo, TX 79835	Breakfast	Deana Davenport Elementary	UIL Breakfast for DDE Staff / teachers, 60 people (Non-Monetary)	
2/28/2022	Hot Shots by Lomeli Photo LLC	3470 Lee Blvd	El Paso, TX 79936	Hot shots Class commission, portion of profits	Deana Davenport Elementary	Commission from group pictures taken at DDE	\$ 174.00
3/2/2022	Donors Choose/donorschoose.org	134 West 37th St, 11th floor	New York, NY 10018	1. 7-level communications builders 2. iPad wireless switches 3. Big Talk Triple Play sequencer 4. Talkables with button icon holders 5. Wearable talker	Deana Davenport Elementary	Support Communication needs of special education students	\$ 755.80
3/21/2022	Donors Choose/donorschoose.org	134 West 37th St, 11th floor	New York, NY 10018	1. Press & glow spinner toy 2. Vibrating pillow (1 pk) 3. Batteries, assorted sizes (4 pks) 4. Light up toy wand	Deana Davenport Elementary	Support sensory needs of special education students	\$ 107.14
4/4/2022	PTO (Frances Rodriguez, President)	7632 Campos St	Canutillo, TX 79835	Monetary	Bill Childress Elementary	For teacher appreciation at BCE for student council	\$ 256.00
4/5/2022	Chuco Cones	1060 Dona Benitez Cir	El Paso, TX 79932	Microwave, Utility Cart, and Check	Canutillo High School Softball	Softball Program	\$ 680.00
4/5/2022	Pizza Properties	4445 N. Mesa, Ste 100	El Paso, TX 79902	Check	Canutillo High School Athletics	Football Program	\$ 112.19
4/13/2022	The Optimist club of the Country Club	725 8th Street	Canutillo, TX 79835	Check	Canutillo High School Special Ed Dept	Special Olympics Athletes - food, water, drinks, healthy snacks	\$ 150.00
4/18/2022	John Kilgore	1177 Marebella	El Paso, TX 79932	1956 - 6400 Pickup Utility Truck	Canutillo High School / Career Technology Education	Help with recruitment/parade entry. Can be utilized at FFA farm	\$ 5,500.00
4/19/2022	Kona Ice of Las Cruces	Not listed	Las Cruces, NM 88001	Check	Canutillo High School Athletics	Track team @ Canutillo HS	\$ 300.00
	On-Line Donations (See attached report) period						\$ 150.00
						<b>DONATIONS TOTAL</b>	\$ 8,714.09

**CISD Approved Online April 2022 Donations**

Date	Item Name	Amount	Purchaser First Name	Purchaser Last Name	Address 1	Address 2	City	State	Zip
4/7/2022	NECHS Clubs and Activities   NECHS Class of 2022	50.00	Aracely	Flores	7383 Camino Del Sol		El Paso	TX	79911
4/27/2022	NECHS Clubs and Activities   NECHS Class of 2022	100.00	Ramon	Munoz	6895 Orizaba Ave		El Paso	TX	79912
	Total Online Donations	150.00							

# Board of Trustees

Meeting Date: \_\_\_\_\_

## Executive Summary of Board Agenda Item

Subject/Title for Agenda Posting:

Justification Statement:

Purpose of Agenda Item:

Information  Discussion  Action

Item Type:

Curriculum & Instruction  HumanResources  Business Services

Staff Responsible:

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*Signature of Requester(s)*

\_\_\_\_\_  
*Signature of Presenter(s)*

*CPulley*  
*Business Services Approval (Initials)*

\_\_\_\_\_  
*Date*

Agenda Summary:

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AWARDED AMOUNT:

AMOUNT(S):

ACCOUNT NO(S):

PROCUREMENT METHOD TYPE: (3 Quotes, Cooperative Contract Quotes, Sole Source, Formal Bid)

REQUESTING DEPARTMENT:

CONSEQUENCES OF NON-APPROVAL:

IMPLEMENTATION TIMELINE:

ATTACHMENT(S):





# FINANCIAL SERVICES

## CANUTILLO A Premier District

TO: Board of Trustees  
Dr. Pedro Galaviz, Superintendent

FROM: Cristina Pulley, Director of Financial Services

DATE: May 1, 2022

SUBJECT: Budget Amendments for April 2022

Budget Amendments submitted are summarized below for your review and consideration.

Admin Cost Ratio Formula:

21 Instructional Leadership + 41 General Administration

11 Instruction + 12 Instructional Resources/Media Services +  
13 Curriculum/Staff Development + 31 Guidance/Counseling Services

**BJE 342257** - This budget amendment will allocate funds from Function 11 – Instruction to Function 13 – Curriculum/Staff Development to properly allocate budget due to the closing of PCN 1880 (Elementary Teacher of Advanced Academics) to PCN 3848 (Elementary Curriculum Coordinator). This budget amendment will have no impact on the administrative cost ratio.

BUDGET ACCOUNT NUMBER		CURRENT BUDGET	CHANGE	AMENDED BUDGET
199.11.6119.00.103.21	Salaries	\$ 35,448	\$ (35,448)	\$ 0
199.11.6145.00.103.21	Unemployment Compensation	\$ 33	\$ (33)	\$ 0
199.11.6143.00.103.21	Workers Compensation	\$ 167	\$ (167)	\$ 0
199.11.6142.00.103.21	Health Insurance	\$ 3,744	\$ (3,744)	\$ 0
199.11.6141.00.103.21	Medicare	\$ 514	\$ (514)	\$ 0
199.11.6146.00.103.21	Teacher Retirement	\$ 879	\$ (879)	\$ 0
199.11.6149.00.104.21	TRS Entity Contribution	\$ 436	\$ (436)	\$ 0
199.11.6146.00.104.21	Teacher Retirement	\$ 879	\$ (879)	\$ 0
199.11.6145.00.104.21	Unemployment Compensation	\$ 33	\$ (33)	\$ 0
199.11.6143.00.104.21	Workers Compensation	\$ 167	\$ (167)	\$ 0

Street Address:  
7965 Arcraft Rd.  
El Paso, TX 79932

Mailing Address:  
P.O. Box 100  
Canutillo, TX 79835

P: (915) 877-7516  
F: (915) 877-7524  
canutillo-isd.org

Canutillo Independent School District does not discriminate on the basis of race, color, religion, gender, sex, national origin, age, disability, military status, genetic information, or any other basis prohibited by law in its employment practices or in providing education services, activities, and programs, including career and technical education (vocational programs).

For additional information regarding Canutillo Independent School District's policy of nondiscrimination contact the Human Resources Division: (915) 877-7425 | 7965 Arcraft Dr. | El Paso TX 79932.

199.11.6142.00.104.21	Health Insurance	\$ 3,744	\$ (3,744)	\$ 0
199.11.6141.00.104.21	Medicare	\$ 514	\$ (514)	\$ 0
199.11.6119.00.104.21	Salaries	\$ 35,448	\$ (35,448)	\$ 0
199.11.6149.00.103.21	TRS Entity Contribution	\$ 436	\$ (436)	\$ 0
199.13.6141.00.916.99	Medicare	\$ 2,777	\$ 1,028	\$ 3,805
199.13.6149.00.916.99	TRS Entity Contribution	\$ 2,940	\$ 873	\$ 3,813
199.13.6119.00.916.99	Salaries	\$ 182,804	\$ 70,897	\$ 253,701
199.13.6145.00.916.99	Unemployment Compensation	\$ 129	\$ 65	\$ 194
199.13.6143.00.916.99	Workers Compensation	\$ 900	\$ 333	\$ , 1,233
199.13.6146.00.916.99	Teacher Retirement	\$ 3,648	\$ 1,759	\$ 5,407
199.13.6142.00.916.99	Health Insurance	\$ 19,841	\$ 7,487	\$ 27,328

# Board of Trustees

Meeting Date: \_\_\_\_\_

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*CPulley*  
*Business Services Approval (Initials)*

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*Date*

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REQUESTING DEPARTMENT:

CONSEQUENCES OF NON-APPROVAL:

IMPLEMENTATION TIMELINE:

ATTACHMENT(S):



# CANUTILLO A Premier District

To: Board of Trustees  
Dr. Pedro Galaviz, Superintendent

Through: Martha E. Piekarski, Chief Business Officer

From: Cristina Pulley, Director of Financial Service

Date: April 22, 2022

Subject: Quarterly Investment Report for March 31, 2022

This report of investments for the Canutillo Independent School District for the quarter ending March 31, 2022, is in full compliance with the Investment Policy and strategy as established for the District with the Public Funds Investment Act (Chapter 2256). The Public Funds Investment Act requires quarterly reporting of investment activity and balances (both book and market values) be presented to the Board of Trustees.

The investment objectives of safety, liquidity, and maturity levels that are sufficient to meet anticipated cash requirements is what drives the investment activity. For fiscal year 2021-2022, the District maintained its investments in governmental investment pools and fixed term maturities with Logic, Lone Star, Texas Class, Texpool, TexSTAR. The portfolio within this investment pools includes Money Market, Commercial Paper, U.S. Treasury Securities, Government Obligation, and Repurchase Agreements.

District had in overall a cumulative investment of \$32,031,640, which resulted in interest revenue of \$14,692. The Operating funds of \$17,174,337 are utilized to cover needed disbursements such as payroll and payables; this fund generated interest income of \$8,273. On the other hand, the investment balance in the Debt Service fund decreased by \$1.8 million due to the bond interest payment in February and the cash defeasance for the bond series 2012.

The investment rating for all five investments pools were “AAA” rates. In this quarter, the average rate increased from 0.06% to 0.22%. As the district’s investment officers, we will continue to seek investment opportunities after investment safety, liquidity, and maturity are considered. The investment portfolio meets both the Public Funds Investment Act and the Board’s investment policy requirements.

*M E Piekarski*

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Martha E. Piekarski, Chief Business Officer

*Cristina Pulley*

---

Cristina Pulley, Director of Financial Service

*Laura D.*

---

Laura Dorado, Accountant

*Leticia Ekery*

---

Leticia Ekery, Accountant

7965 Artcraft | El Paso, TX 79932  
915.877.7400 | [www.canutillo-isd.org](http://www.canutillo-isd.org)

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**Canutillo Independent School District  
Quarterly Summary of Investments  
March 31, 2022**

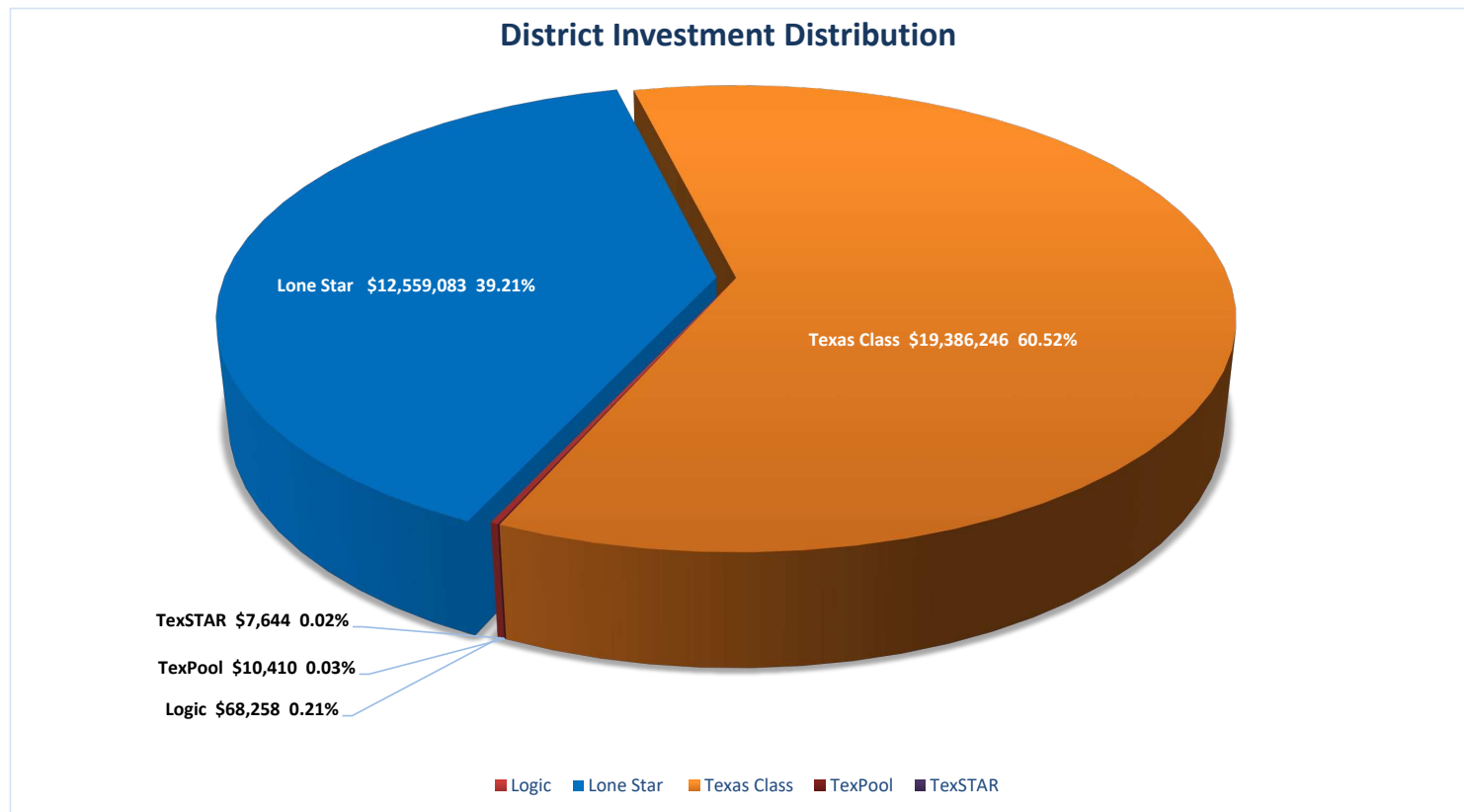
Description	Maturity Date	Current Month Interest Rate	3/31/2022 Book Value	3/31/2022 Market Value	12/31/2021 Book Value	12/31/2021 Market Value	Quarterly Accrued Interest	Book Value Increase/Decrease
<b>Operating Fund</b>								
Logic	On Demand	0.2493%	\$ 68,258	\$ 68,214	\$ 50,820	\$ 50,815	\$ 22	\$ 17,438
Lone Star Corporate	On Demand	0.2800%	6,957,962	6,957,962	2,674,471	2,674,471	2,492	4,283,491
Texas Class	On Demand	0.2857%	10,130,230	10,130,230	13,746,378	13,746,378	5,755	(3,616,148)
TexPool	On Demand	0.1536%	10,410	10,410	10,406	10,406	2	3
TexSTAR	On Demand	0.1070%	7,478	7,471	7,477	7,477	1	1
<b>Subtotal</b>		<b>0.2151%</b>	<b>\$ 17,174,337</b>	<b>\$ 17,174,287</b>	<b>\$ 16,489,552</b>	<b>\$ 16,489,547</b>	<b>\$ 8,273</b>	<b>\$ 684,785</b>
<b>Debt Service Fund</b>								
Lone Star Corporate	On Demand	0.2800%	\$ 1,171,049	\$ 1,171,049	\$ 979,265	\$ 979,265	\$ 506	191,784
Texas Class	On Demand	0.2857%	9,256,016	9,256,016	11,331,920	11,331,920	3,886	(2,075,904)
TexSTAR	On Demand	0.1070%	166	166	166	166	-	-
<b>Subtotal</b>		<b>0.2242%</b>	<b>\$ 10,427,230</b>	<b>\$ 10,427,230</b>	<b>\$ 12,311,351</b>	<b>\$ 12,311,351</b>	<b>\$ 4,392</b>	<b>\$ (1,884,121)</b>
<b>Food Service Fund</b>								
Lone Star Corporate	On Demand	0.2800%	\$ 2,204,043	\$ 2,204,043	\$ 2,157,498	\$ 2,157,498	\$ 971	\$ 46,545
<b>Health Insurance Fund</b>								
Lone Star Corporate	On Demand	0.2800%	\$ 2,208,962	\$ 2,208,962	\$ 2,507,955	\$ 2,507,955	\$ 1,007	\$ (298,993)
<b>Construction Fund</b>								
Lone Star 2011	On Demand	0.2800%	3,975	3,975	143,254	143,254	31	(139,279)
Logic 2013	On Demand	0.2493%	-	-	17,410	17,408	3	(17,410)
Lonestar 2013	On Demand	0.2800%	13,092	13,092	55,910	55,910	15	(42,818)
<b>Subtotal</b>		<b>0.2698%</b>	<b>\$ 17,067</b>	<b>\$ 17,067</b>	<b>\$ 216,574</b>	<b>\$ 216,572</b>	<b>\$ 49</b>	<b>\$ (199,508)</b>
<b>Total Investments</b>		<b>0.2538%</b>	<b>\$ 32,031,640</b>	<b>\$ 32,031,589</b>	<b>\$ 33,682,931</b>	<b>\$ 33,682,923</b>	<b>\$ 14,692</b>	<b>\$ (1,651,291)</b>

Portfolio Weighted Average Maturity							S&P Credit
Asset	Book Value	Days to Maturity	Weighted Average Maturity (WAM)	Maturity Date of Each Asset		Ratings as of:	
						3/31/2022	
Logic	68,258	1	0.002	4/1/2022	Liquid pool, due on demand	AAAm	
Lone Star	12,559,083	1	0.392	4/1/2022	Liquid pool, due on demand	AAAf/S1+	
Texas Class	19,386,246	1	0.605	4/1/2022	Liquid pool, due on demand	AAAm	
TexPool	10,410	1	0.000	4/1/2022	Liquid pool, due on demand	AAAm	
TexSTAR	7,644	1	0.000	4/1/2022	Liquid pool, due on demand	AAAm	
<b>\$</b>	<b>32,031,640</b>		<b>1.000</b>				

AAA is the highest Issuer Credit Rating assigned by Standar & Poor's  
(m is for Money Market, f is for Fund, and S1+designates low volatility)

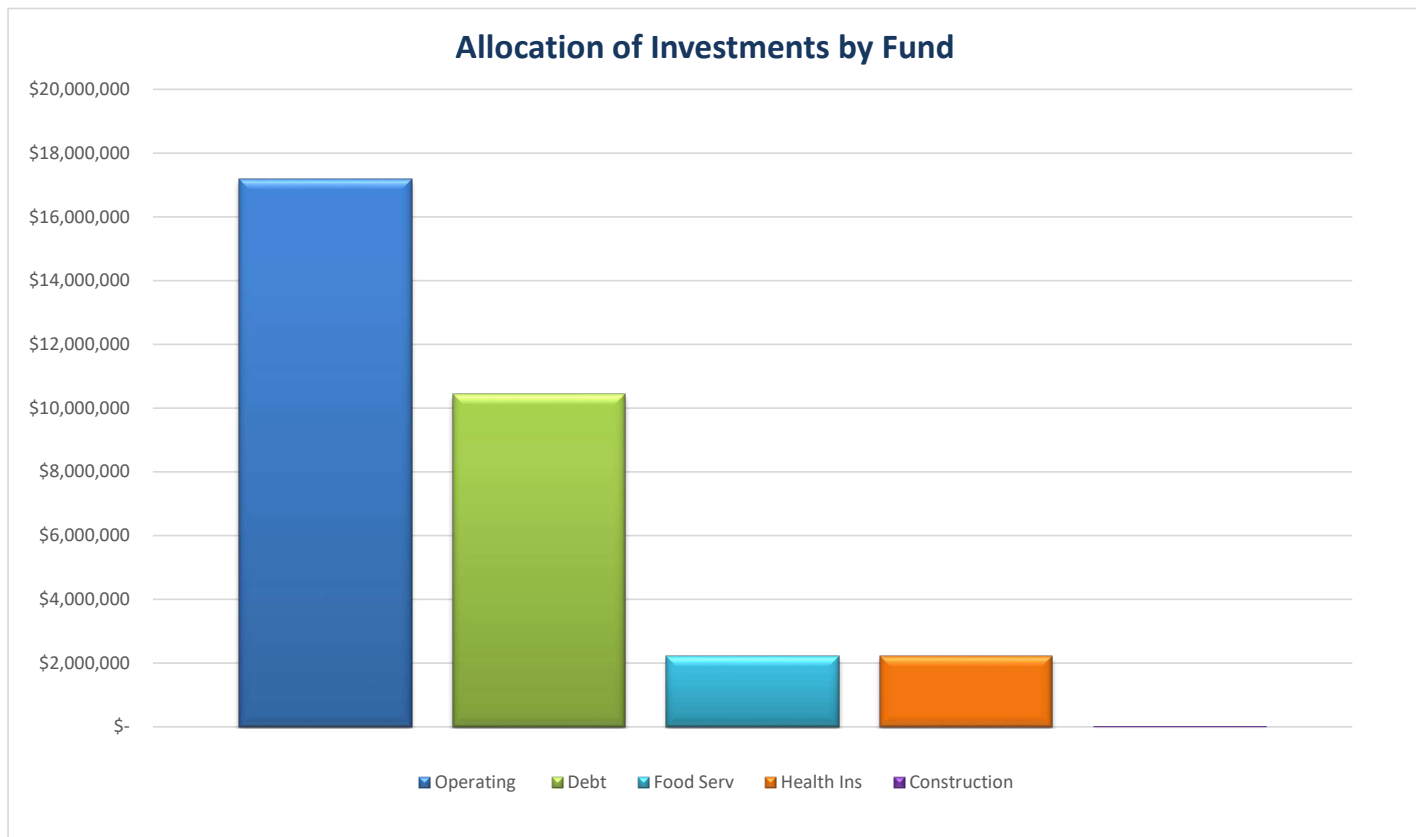
**Canutillo Independent School District  
Quarterly Summary of Investments  
March 31, 2022**

Investment	Amount	Percentage
Logic	\$ 68,258	0.21%
Lone Star	\$ 12,559,083	39.21%
Texas Class	\$ 19,386,246	60.52%
TexPool	\$ 10,410	0.03%
TexSTAR	\$ 7,644	0.02%
<b>Total</b>	<b>\$ 32,031,640</b>	<b>100.00%</b>



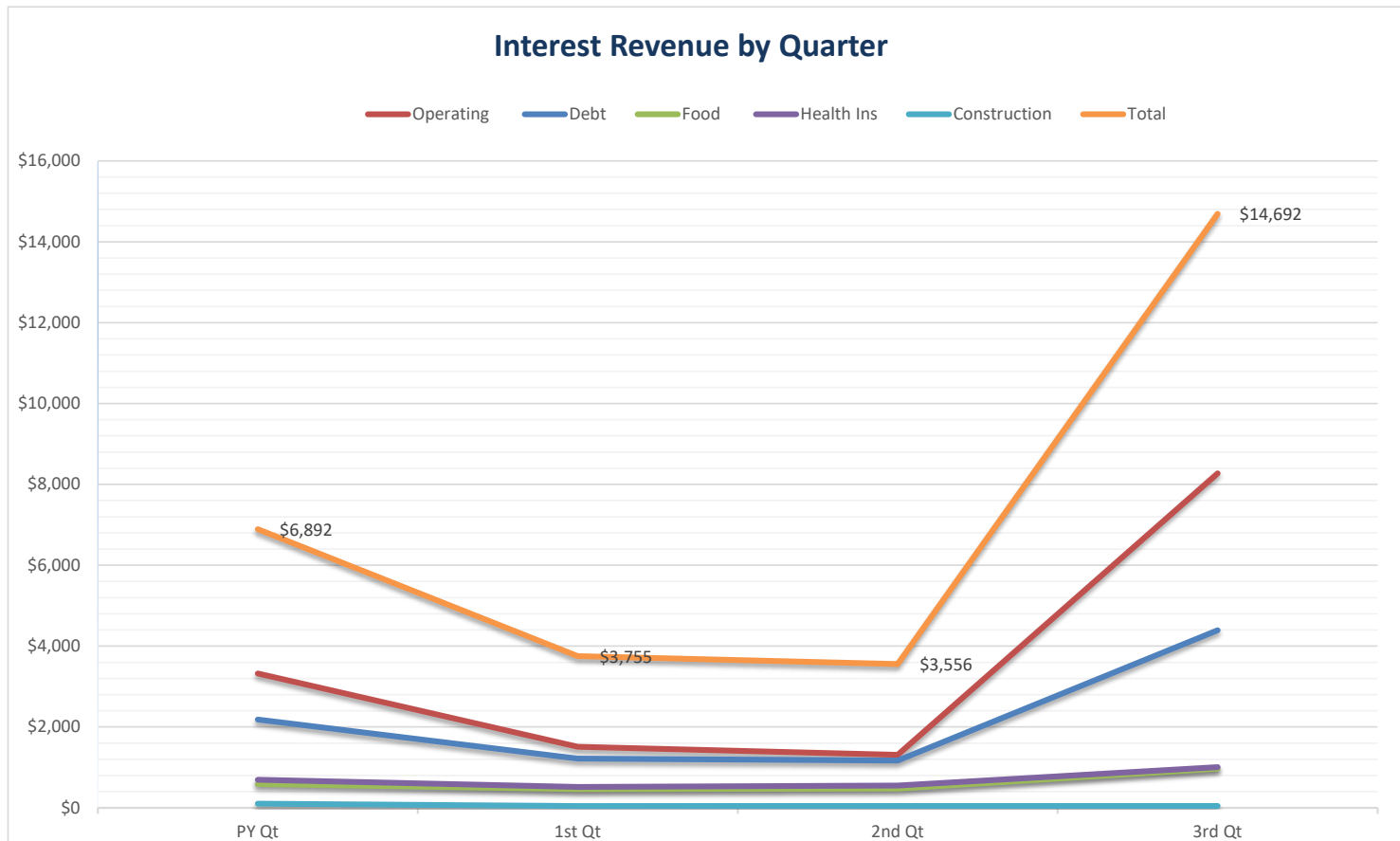
**Canutillo Independent School District  
Quarterly Summary of Investments  
March 31, 2022**

Fund	Amount	Percentage
Operating	\$ 17,174,337	53.62%
Debt	\$ 10,427,230	32.55%
Food Serv	\$ 2,204,043	6.88%
Health Ins	\$ 2,208,962	6.90%
Construction	\$ 17,067	0.05%
<b>Total</b>	<b>\$ 32,031,640</b>	<b>100.00%</b>



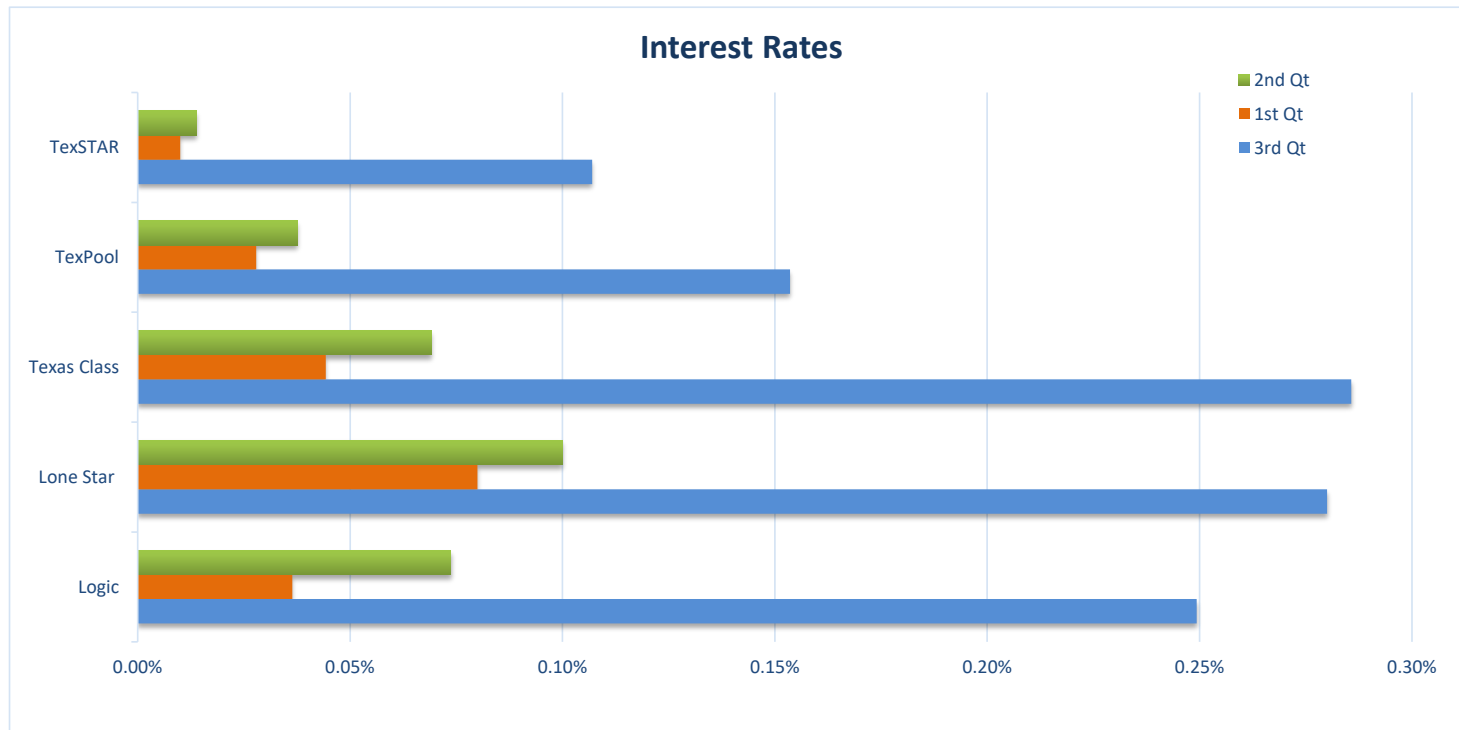
**Canutillo Independent School District  
Quarterly Summary of Investments  
March 31, 2022**

Interest	PY Qt	1st Qt	2nd Qt	3rd Qt	4th Qt
Operating	\$ 3,320	\$ 1,509	\$ 1,311	\$ 8,273	\$ -
Debt	\$ 2,184	\$ 1,220	\$ 1,170	\$ 4,392	\$ -
Food	\$ 590	\$ 464	\$ 476	\$ 971	\$ -
Health Ins	\$ 695	\$ 517	\$ 553	\$ 1,007	\$ -
Construction	\$ 103	\$ 45	\$ 46	\$ 49	\$ -
<b>Total</b>	<b>\$ 6,892</b>	<b>\$ 3,755</b>	<b>\$ 3,556</b>	<b>\$ 14,692</b>	<b>\$ -</b>



**Canutillo Independent School District  
Quarterly Summary of Investments  
March 31, 2022**

Investment	1st Qt	2nd Qt	3rd Qt	4th Qt
Logic	0.04%	0.07%	0.25%	
Lone Star	0.08%	0.10%	0.28%	
Texas Class	0.04%	0.07%	0.29%	
TexPool	0.03%	0.04%	0.15%	
TexSTAR	0.01%	0.01%	0.11%	
<b>Average</b>	<b>0.04%</b>	<b>0.06%</b>	<b>0.22%</b>	



**SIGNATURE CERTIFICATE**





**REFERENCE NUMBER**

1EDEBD51-EFD9-4473-9200-37028D1B9F9A

TRANSACTION DETAILS	DOCUMENT DETAILS
<p><b>Reference Number</b> 1EDEBD51-EFD9-4473-9200-37028D1B9F9A</p> <p><b>Transaction Type</b> Signature Request</p> <p><b>Sent At</b> 04/27/2022 10:41 EDT</p> <p><b>Executed At</b> 05/10/2022 17:37 EDT</p> <p><b>Identity Method</b> email</p> <p><b>Distribution Method</b> email</p> <p><b>Signed Checksum</b> 81c98e6ebbac5e458024c4e50d4d017f6c3054abd9e9b93fc6655a6a2b4a7603</p> <p><b>Signer Sequencing</b> Disabled</p> <p><b>Document Passcode</b> Disabled</p>	<p><b>Document Name</b> Ld-3rd Qtr Report - March 31 2022</p> <p><b>Filename</b> ld-3rd_qtr_report_-_march_31_2022.pdf</p> <p><b>Pages</b> 6 pages</p> <p><b>Content Type</b> application/pdf</p> <p><b>File Size</b> 1.14 MB</p> <p><b>Original Checksum</b> 5f5dfe9421d99fe17286b54729195f3575bac36e2daee7515b86af28b248835e</p>

**SIGNERS**

SIGNER	E-SIGNATURE	EVENTS
<p><b>Name</b> Martha Piekarski</p> <p><b>Email</b> mpiekarski@canutillo-isd.org</p> <p><b>Components</b> 1</p>	<p><b>Status</b> signed</p> <p><b>Multi-factor Digital Fingerprint Checksum</b> c496190cba9ff3cf9ea746a723f5bef621d3baacab8a9ffb8b51fbf97147902</p> <p><b>IP Address</b> 108.230.124.62</p> <p><b>Device</b> Chrome Mobile via Android</p> <p><b>Typed Signature</b> </p> <p><b>Signature Reference ID</b> A796AC03</p>	<p><b>Viewed At</b> 05/10/2022 17:35 EDT</p> <p><b>Identity Authenticated At</b> 05/10/2022 17:37 EDT</p> <p><b>Signed At</b> 05/10/2022 17:37 EDT</p>
<p><b>Name</b> Leticia Ekery</p> <p><b>Email</b> lekery@canutillo-isd.org</p> <p><b>Components</b> 1</p>	<p><b>Status</b> signed</p> <p><b>Multi-factor Digital Fingerprint Checksum</b> d758c1fcd8f4d1277d96b84c03a92be99b4859c8acd260f742cc7624dbdf304b</p> <p><b>IP Address</b> 70.125.228.98</p> <p><b>Device</b> Chrome via Windows</p> <p><b>Typed Signature</b> </p> <p><b>Signature Reference ID</b> A427FA66</p>	<p><b>Viewed At</b> 04/27/2022 11:44 EDT</p> <p><b>Identity Authenticated At</b> 04/27/2022 11:52 EDT</p> <p><b>Signed At</b> 04/27/2022 11:52 EDT</p>
<p><b>Name</b> Cristina Pulley</p> <p><b>Email</b></p>	<p><b>Status</b> signed</p> <p><b>Multi-factor Digital Fingerprint Checksum</b></p>	<p><b>Viewed At</b> 04/27/2022 11:08 EDT</p> <p><b>Identity Authenticated At</b></p>

cpulley@canutillo-isd.org

303aba0af8ce4c5baae84a6aa07f24c1f52ad306de167c6d6bc41ccb00d0e057

04/27/2022 11:50 EDT

**Components**

1

**IP Address**

70.125.228.98

**Signed At**

04/27/2022 11:50 EDT

**Device**

Chrome via Windows

**Typed Signature**



**Signature Reference ID**

4A7A9899

**Name**

Laura Selene Dorado

**Status**

signed

**Viewed At**

04/27/2022 10:45 EDT

**Email**

ldorado@canutillo-isd.org

**Multi-factor Digital Fingerprint Checksum**

68fbbc31d754a1f46720666c630f6faffc8b7107e64913ae49b6cc474de0f3fd

**Identity Authenticated At**

04/27/2022 10:45 EDT

**Components**

1

**IP Address**

70.125.228.98


**Signed At**

04/27/2022 10:45 EDT

**Device**

Chrome via Windows

**Typed Signature**



**Signature Reference ID**

7A8C9DAA

## AUDITS

TIMESTAMP	AUDIT
04/27/2022 10:41 EDT	CISD Finance Department (finance@canutillo-isd.org) created document 'ld-3rd_qtr_report_-_march_31_2022.pdf' on Chrome via Windows from 70.125.228.98.
04/27/2022 10:41 EDT	Cristina Pulley (cpulley@canutillo-isd.org) was emailed a link to sign.
04/27/2022 10:41 EDT	Martha Piekarski (mpiekarski@canutillo-isd.org) was emailed a link to sign.
04/27/2022 10:41 EDT	Leticia Ekery (lekery@canutillo-isd.org) was emailed a link to sign.
04/27/2022 10:41 EDT	Laura Selene Dorado (ldorado@canutillo-isd.org) was emailed a link to sign.
04/27/2022 10:45 EDT	Laura Selene Dorado (ldorado@canutillo-isd.org) viewed the document on Chrome via Windows from 70.125.228.98.
04/27/2022 10:45 EDT	Laura Selene Dorado (ldorado@canutillo-isd.org) viewed the document on Chrome via Windows from 70.125.228.98.
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04/27/2022 10:45 EDT	Laura Selene Dorado (ldorado@canutillo-isd.org) signed the document on Chrome via Windows from 70.125.228.98.
04/27/2022 11:08 EDT	Cristina Pulley (cpulley@canutillo-isd.org) viewed the document on Chrome via Windows from 70.125.228.98.
04/27/2022 11:44 EDT	Leticia Ekery (lekery@canutillo-isd.org) viewed the document on Chrome via Windows from 70.125.228.98.
04/27/2022 11:50 EDT	Cristina Pulley (cpulley@canutillo-isd.org) authenticated via email on Chrome via Windows from 70.125.228.98.
04/27/2022 11:50 EDT	Cristina Pulley (cpulley@canutillo-isd.org) signed the document on Chrome via Windows from 70.125.228.98.
04/27/2022 11:52 EDT	Leticia Ekery (lekery@canutillo-isd.org) authenticated via email on Chrome via Windows from 70.125.228.98.
04/27/2022 11:52 EDT	Leticia Ekery (lekery@canutillo-isd.org) signed the document on Chrome via Windows from

70.125.228.98.

05/09/2022 11:26 EDT

Martha Piekarski (mpiekarski@canutillo-isd.org) was emailed a reminder.

05/09/2022 16:25 EDT

Martha Piekarski (mpiekarski@canutillo-isd.org) was emailed a reminder.

05/09/2022 16:26 EDT

Martha Piekarski (mpiekarski@canutillo-isd.org) was emailed a reminder.

05/10/2022 17:35 EDT

Martha Piekarski (mpiekarski@canutillo-isd.org) viewed the document on Chrome Mobile via Android from 108.230.124.62.

05/10/2022 17:37 EDT

Martha Piekarski (mpiekarski@canutillo-isd.org) authenticated via email on Chrome Mobile via Android from 108.230.124.62.

05/10/2022 17:37 EDT

Martha Piekarski (mpiekarski@canutillo-isd.org) signed the document on Chrome Mobile via Android from 108.230.124.62.

## Executive Summary of Board Agenda Item

Subject/Title for Agenda Posting:

Justification Statement:

Purpose of Agenda Item:

Information    Discussion    Action

Item Type:

Curriculum & Instruction    HumanResources    Business Services

Staff Responsible:

\_\_\_\_\_  
*Signature of Requester(s)*

\_\_\_\_\_  
*Signature of Presenter(s)*

\_\_\_\_\_  
*Business Services Approval (Initials)*

\_\_\_\_\_  
*Date*

---

Agenda Summary:

RECOMMENDATION:

PRIOR BOARD ACTION:

AWARDED:

AWARDED AMOUNT:

AMOUNT(S):

ACCOUNT NO(S):

PROCUREMENT METHOD TYPE: (3 Quotes, Cooperative Contract Quotes, Sole Source, Formal Bid)

REQUESTING DEPARTMENT:

CONSEQUENCES OF NON-APPROVAL:

IMPLEMENTATION TIMELINE:

ATTACHMENT(S):



CANUTILLO INDEPENDENT SCHOOL DISTRICT  
DISTRICT LIST OF INTERLOCAL AND COOPERATIVES

<b>Interlocal Agreement</b>	<b>Established</b>	<b>Membership Fee</b>
El Paso ISD Interlocal Agreement	2/21/2017	None
Socorro ISD Interlocal Agreement	Unknown	None
Ysleta ISD Interlocal Agreement	4/21/2010	None

<b>Cooperative Contracts</b>	<b>Established</b>	<b>Membership Fee</b>
1GPA - 1Government Procurement Alliance	1/25/2019	None
Allied States Cooperative, Region 19	12/13/2001	None
Central Texas Purchasing Alliance (Round Rock)	9/17/2018	150.00
E&I Cooperative Services	9/4/2012	None
Harris County Department of Education - Choice Partners	1/29/2001	None
Houston Galveston Area Council of Governments (H-GAC)	2/5/2001	None
National Coopeartive Purchasing Alliance	3/22/2022	None
OMNIA Partners	8/25/2020	None
Purchasing Cooperative of America	8/26/2021	None
Region 2 - GoodBuy	3/22/22	None
Region 8 -Texas Interlocal Purchasing Systems (TIPS USA)	5/6/2008	None
Region 12 Ecudcation Service Center - State of Texas Co-op *	Unknown	None
Region 14 - National Cooperative Purchasing Alliance	4/7/2022	None
Region 17 - West Texas Food Service Cooperative	1/27/2022	Annual Renewal None
Region 18 Education Service Center *	Unknown	None
Region 20 - 2013 Purchasing Cooperative	8/25/2020	None
Region 20 - PACE	8/25/2020	None
Sourcewell (formerly National Joint Powers Alliance)	8/25/2020	None
Southeast Texas Purchasing Cooperative	3/22/2022	None
Texas Comptroller of Public Accounts - TxSmartBuy	11/9/2016	None
Texas Multiple Award Schedule TXMAS		
Texas Department of Information Resources (DIR)	Unknown	None
Texas Association School Business - BuyBoard	2/13/2007	None
Tarrant County Cooperative Purchasing, Fort Worth	Pending Brd Approval 5/24/22	None

# Board of Trustees

Meeting Date: 5/22/2022

## Executive Summary of Board Agenda Item

Subject/Title for Agenda Posting:

Justification Statement:

Purpose of Agenda Item:

Information    Discussion    Action

Item Type:

Curriculum & Instruction    HumanResources    Business Services

Staff Responsible:

~~Signature~~

Signature of Requester(s)

~~Signature~~

Signature of Presenter(s)

Business Services Approval (Initials)

Date

Agenda Summary:

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AWARDED:

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ACCOUNT NO(S):

PROCUREMENT METHOD TYPE: (3 Quotes, Cooperative Contract Quotes, Sole Source, Formal Bid)

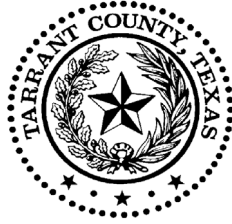
REQUESTING DEPARTMENT:

CONSEQUENCES OF NON-APPROVAL:

IMPLEMENTATION TIMELINE:

ATTACHMENT(S):





## TARRANT COUNTY COOPERATIVE PURCHASING PROGRAM

### ENTITY INFORMATION SHEET

If your entity is currently participating or plans to participate in Tarrant County's Cooperative Purchasing Program, please complete this Entity Information Sheet and return to Leonel Rios, Cooperative Purchasing Administrator. **(Address and additional information below regarding the Interlocal Agreement Form).** Please contact Mr. Rios at (817) 884-1414 if you have any questions.

Name of Entity: Canutillo Independent School District

Point of Contact: Elizabeth B. Sida

Title: Purchasing Agent

Phone Number: (915) 877-7426

Fax Number: \_\_\_\_\_

Internet Address: canutillo-isd.org

E-Mail Address: esida@canutillo-isd.org

Additional Contacts: Sonia Gomez, Purchasing Agent

sogomez@canutillo-isd.org

Complete Mailing Address: 7965 Artcraft

El Paso, TX 79932

\_\_\_\_\_

Information as of this Date: \_\_\_\_\_

**NOTE:** To complete the Interlocal Agreement, please sign and return **FOUR (4) DUPLICATE ORIGINAL AGREEMENTS, EACH CONTAINING AN ORIGINAL SIGNATURE**, to the attention of Leonel Rios, Cooperative Purchasing Administrator, Tarrant County Purchasing Department, 100 E. Weatherford Street, Suite 303, Fort Worth, Texas 76196.



## INTERLOCAL AGREEMENT

**BETWEEN COUNTY OF TARRANT AND Canutillo Independent School District**

This Agreement is made this \_\_\_\_\_ day of May, 2022 between the County of Tarrant, Texas and Canutillo Independent School District.

Pursuant to the authority granted by the "Texas Interlocal Cooperation Act," Chapter 791 Texas Government Code providing for the cooperation between local governmental bodies, the parties hereto, in consideration of the premises and mutual promises contained herein, agree as follows:

WHEREAS, the contract is made under the authority of Sections 791.001-791.029 of the Texas Government Code; and,

WHEREAS, the parties, in performing governmental functions or in paying for the performance of governmental functions hereunder shall make that performance or those payments from current revenues legally available to that party;

WHEREAS, the governing bodies of each party find that the subject of this contract is necessary for the benefit of the public and that each party has the legal authority to perform and to provide the governmental function or service which is the subject matter of this contract; furthermore, the governing bodies find that the performance of this contract is in the common interest of both parties; and that the division of cost fairly compensates the performing party for the services under this contract.

### I.

Canutillo Independent School District, hereby makes, constitutes and appoints Tarrant County its true and lawful purchasing agent for the purchase of various commodities using Annual Contracts (Bids). Tarrant County will maintain a listing of Annual Contracts which are available for local entities use. Tarrant County will forward a copy of requested Annual Contract to the requesting entity. Canutillo Independent School District agrees that Tarrant County shall serve as the purchasing agent for selected items, and agrees that the bidding shall be conducted by Tarrant County according to its usual bidding procedures and in accordance with applicable State statutes.

**II.**

Canutillo Independent School District agrees that all specifications for selected items shall be determined by Tarrant County.

**III.**

Canutillo Independent School District agrees to pay the supplier for all goods, equipment and products pursuant to this Agreement. The successful bidder or bidders shall bill Canutillo Independent School District directly for all items purchased, and Canutillo Independent School District shall be responsible for vendor's compliance with all conditions of delivery and quality of the purchased items.

**IV.**

Elizabeth B. Sida (name), Purchasing Agent (title) is hereby designated as the official representative to act for Canutillo Independent School District in all matters relating to this Agreement.

**V.**

This Agreement shall take effect upon execution by both signatories.

**VI.**

This Agreement shall be in effect from the date of execution until terminated by either party to the Agreement upon written thirty (30) days' notice prior to cancellation.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their authorized officers the day and year first above written.

**TARRANT COUNTY**

**(Entity) Canutillo Independent School District**

BY: \_\_\_\_\_

BY: Dr. Pedro Galaviz

TITLE: \_\_\_\_\_

TITLE: Superintendent of Schools

DATE: \_\_\_\_\_

DATE: \_\_\_\_\_

## Executive Summary of Board Agenda Item

Subject/Title for Agenda Posting:

Justification Statement:

Purpose of Agenda Item:

Information  Discussion  Action

Item Type:

Curriculum & Instruction  HumanResources  Business Services

Staff Responsible:

\_\_\_\_\_  
*Signature of Requester(s)*

\_\_\_\_\_  
*Signature of Presenter(s)*

\_\_\_\_\_  
*Business Services Approval (Initials)*

\_\_\_\_\_  
*Date*

---

Agenda Summary:

RECOMMENDATION:

PRIOR BOARD ACTION:

AWARDED:

AWARDED AMOUNT:

AMOUNT(S):

ACCOUNT NO(S):

PROCUREMENT METHOD TYPE: (3 Quotes, Cooperative Contract Quotes, Sole Source, Formal Bid)

REQUESTING DEPARTMENT:

CONSEQUENCES OF NON-APPROVAL:

IMPLEMENTATION TIMELINE:

ATTACHMENT(S):



# Region 19 Education Service Center - Interlocal Agreement For USDA/TDA Products & Services

This agreement is entered into by and between Education Service Center Region 19 (ESC 19) and Canutillo Independent School District (govt. agency) pursuant to the authority granted by Title 7, Chapter 791, Interlocal Cooperation Acts of The Texas Government Code and Chapter 8 of The Texas Education Code.

I. Term of Contract: The term of this contract shall be from the date of acceptance by authorized Canutillo Independent School District (govt. agency) personnel until any changes that effect the operation of said contract. The participating party(ies) may with mutual agreement among all other participating parties, rescind the contract with a thirty (30) day written notice, contingent upon no changes to the funding or policy as stated herein.

## II. Statement of Services to be Performed:

### Role of the ESC 19:

1. Serve as the fiscal agent for ASC. As such, all personnel employed by the Coordinating Center will be employees of the Region 19 Education Service Center, subject to ESC 19's policies and procedures.
2. Issue appropriate ASC bid(s), including the development of bid specifications, posting of legal notices, awarding of bids, etc. on behalf of ASC. All compliant solicitations will be conducted according to USDA/TDA regulations.
3. Request technical assistance support services from participating government agency designees for communication purposes with the participating schools in their respective regions (e.g., letters, flyers, phone calls, etc.)
4. Determine the annual estimated membership for solicitations. Government agency membership requests mid contract will be evaluated for inclusion based on contract spend and quantity availability.
5. Provide members with all documentation after bid award showing compliance with regulations.

### Role of the Participating Government Agencies:

1. Provide technical assistance support services to the ESC 19 through time and effort, travel, facilitating meetings, copying, postage, and other expenses as necessary for the regional operations of ASC.
2. Commit to annual membership and usage information. Exercising the 30 day clause may result in future exclusion from participation.
3. Participate in the gathering of product information, estimated usage and other duties as assigned by the ASC Lead for the common good of the members.
4. Provide ASC with a monthly report of all orders received including detailed information on what is ordered, quantities and total spend for the purchase. Report should reference a purchase order number if applicable. This reporting is required for compliance for regulations.
5. Provide a designated person(s) responsible to coordinate with ASC Lead to ensure compliance.  
Designee: \_\_\_\_\_

## III. Authorization:

Executed on this \_\_\_\_\_ day, \_\_\_\_\_, 2022.

Region 19 Education Service Center

6611 Boeing Drive, El Paso, TX 79925

\_\_\_\_\_  
Armando Aguirre, Ed D.

Executive Director

Title

Government Agency: Canutillo Independent School District

Address: 7965 Artcraft, El Paso, TX 79932

\_\_\_\_\_  
Authorized Signature

\_\_\_\_\_  
Title

# Board of Trustees


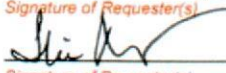
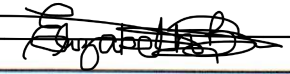
## Executive Summary of Board Agenda Item

Meeting Date: May 24, 2022

Subject/Title for Agenda Posting: Recommendation to award RFP 2022-06 Third Party Administration of Group Medical Health Benefits, Medical Provider Network, Pharmacy Benefit Management, Stop Loss Reinsurance, COBRA Administration and Group Basic and Supplemental Term Life Insurance.

Justification Statement: Third Party Administration Group Medical Health Benefits current contract is due to expire 12/31/2022. It is imperative that the employees of Canutillo ISD have continuous Health, Pharmacy and Supplemental Term Life Insurance.

Purpose of Agenda Item:  Information  Discussion  Action  
 Item Type:  Curriculum & Instruction  Human Resources  Business Services

Staff Responsible: Julie Uranga   
Signature of Requester(s)  
  
Signature of Presenter(s)  
Elizabeth B. Sida   
Business Services Approval (Initials) 5/17/2022  
Date

**Agenda Summary:** As stated in Board Policy CH (Local), any single, budgeted purchase of goods or services that costs \$50,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place. The Human Resources Department requested that a form proposal be issued to replace the existing third party administration solicitation due to expire December 31, 2022.

The request for proposal was issued to obtain pricing and benefit details on Third Party Medical Claims Administration, Managed Medical Network Access, Pharmacy Benefit Management, Stop Loss Reinsurance, COBRA Administration, and Group Basic and AD&D Supplemental Term Life. The Canutillo Independent School District Benefits Committee participated in the review and evaluation of vendor proposals and presentations received for Request for Proposal 2022-06. Members of the committee evaluated each proposal which included cost of services, reputation, quality and meeting the needs of the District. It is recommended that the board approve the terms of this RFP for 3 years, with the option to extend for 2/12 months at a time.

Administration recommends that the Board approve awarding this RFP per the groups listed, and  
**RECOMMENDATION:** to the vendors listed. Medical Plan Administration and related services: Blue Cross Blue Shield of Texas. Group Term Life Insurance: The Hartford

**PRIOR BOARD ACTION:** Awarded **AWARDED:** 06/27/2017 **AWARDED AMOUNT:** N/A

**AMOUNT(S):** N/A

**ACCOUNT NO(S):** Various Accounts

**PROCUREMENT METHOD TYPE:** (3 Quotes, Cooperative Contract Quotes, Sole Source, Formal Bid)  
Request for Proposal

**REQUESTING DEPARTMENT:**  
Human Resources Division

**CONSEQUENCES OF NON-APPROVAL:** District employees will not have a Third Party Administrator for the corresponding benefits

**IMPLEMENTATION TIMELINE:**  
Upon approval of RFP with benefit Terms to be effective January 1, 2023.

**ATTACHMENT(S):** Power point details  
Evaluation Average Scores per group





Risk & Insurance | Employee Benefits | Retirement & Private Wealth



## **Canutillo ISD RFP #2022-06 – Review and Recommendations**

Third Party Administration of Group Medical Health Benefits, Medical Provider Network, Pharmacy Benefit Management, Stop Loss Reinsurance, COBRA Administration and Group Basic & Supplemental Term Life Insurance

Presented to: Canutillo Independent School District Board

May 24, 2022



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## Key Events

**March 8, 2022** - RFP released

**April 5, 2022** - Proposals received by CISD

**April 18 and 19, 2022** - Evaluation Committee concluded initial evaluations and selected finalist vendors for presentations

**April 27, 2022** - Vendor presentations

**May 6, 2-2022** - Best and Final Offers Received and Evaluated for final recommendation



# Key Project Team Members

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**Canutillo ISD Purchasing Department (non-voting)** Procurement process coordination and compliance.

**Canutillo ISD Human Resources Department (non-voting)** Identified goals and objectives, provided input to Purchasing for the solicitation details and support during the evaluation process.

**Internal Evaluation Committee (voting)**

**7** participants from varied Departments/Campuses within Canutillo ISD – evaluation and scoring.

**HUB International Insurance Services (non-voting)**

Supported Canutillo ISD Departments in RFP design, technical summary analysis, interpretation and translation, assistance in negotiations.

# RFP OBJECTIVES

- Review Canutillo ISD's benefit program to ensure price competitiveness, service and benefit access at optimum levels.
- Improve cost minimization by investigating alternatives, programs or services.
- Assess long term alternatives for managing the employee benefits programs.



# Response Log



PROPOSER	QUESTIONNAIRE RCVD	Line Item Repricing completed	Services	General Information	Financial Information	Customer Service	References	Implementation	TPA-ASO & Provider Networks	PBM	Stop Loss	HSA	COBRA Administration	Group Term Life Insurance
AETNA	X	X	El Except Life	X	X	X	X	X	X	X	X	X	X	
AMERIFLEX	X	N/A	H.S.A. & COBRA	X	X	X	X	X				X	X	
BCBSTX	X	X	All	X	X	X	X	X	X	X	X	X	X	X
HARTFORD	X	N/A	Life	X	X	X	X	X						X
METLIFE	X	N/A	H.S.A. & COBRA	X	X	X	X	X				X	X	
STANDARD	X	N/A	Life	X	X	X	X	X						X

Two Bids for Health Plan Administration  
 Three Bids for Life Insurance  
 Four bids for H.S.A and COBRA Administration



# Evaluation Criteria Used for Scoring Purposes



1. Cost. Purchase price including without limitation, as applicable to a particular category of Services, service fee competitiveness, any extended rate, fee or financial guarantees, and other financial arrangements such as guaranteed cost contracts, the ability to control cost through existing provider contracts and systems and intervention programs, and the total long-term cost to CISD to acquire the Proposer's services.
2. Reputation. Reputation of the Proposer and of the Proposer's services including without limitation, the Proposer's references, the financial strength, stability, and condition of the Proposer.
3. Quality. Quality of the Proposer's services including without limitation, as applicable to a particular category of Services, the quality of service, staff experience, claims processing organization and procedures, management information reporting capabilities, claims turnaround time, scope of Provider Network(s) and quality of existing and future provider networks.
4. Meeting Needs. Extent to which the services in a proposal meet CISD's needs, including without limitation, as applicable to a particular category of Services, responsiveness to the terms, conditions, and specifications contained in this RFP, the willingness and ability of the Proposer to work well with any other awarded Proposers, local representation and support, the capabilities of the Proposer to accommodate the future needs or requests of CISD, disruption to employee relationships with existing health care providers, bundling of multiple categories of Services by the Proposer, formally-affiliated Proposers, or informally-affiliated Proposers.
5. CISD Questionnaire Response. The completeness of the proposal and CISD Questionnaire response provided in the exhibit section of this RFP.



# Committee Review Process

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Reviewed the Questionnaire responses to the RFP for all proposers in alphabetical order by Proposer name.

Reviewed a summary of the projected fees charged by each Proposer for the initial term of the award in alphabetical order by Proposer name.

Reviewed the value of the provider network discounts and impact upon claims costs for each Proposer in alphabetical order by Proposer name.

Rank the responses based upon all information provided to identify the finalists.

Reviewed Finalist Presentations

Finalized Recommendations



# Cost Analysis and Combined Ranking



Proposer administrative fees (fixed costs) are expressed as a per employee costs and projected expenses were tabulated using identical assumptions for each Proposer. This cost item is measurable for tabulation purposes.

Projected claims costs estimates and expenses were calculated using sample responses provided by Proposers and cross checking results with proposal representations and guarantees. These figures are “estimated” expenses using identical assumptions for each Proposer.

A financial summary was created to rank the combined costs associated with each offer, and updated again following BAFO responses.

# Board of Trustees

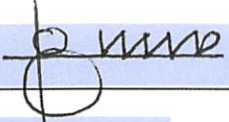
Meeting Date: 05/24/2022

## Executive Summary of Board Agenda Item

Subject/Title for Agenda Posting: Approval to award CSP 2022-07 Reyes Elementary Portable Classroom Construction to LDCM Solutions, in the amount of \$105,762.00

Justification Statement: In accordance with CH (Local): "...Any single, budgeted purchase of goods and services that costs \$50,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place..."

Purpose of Agenda Item:  Information  Discussion  Action  
Item Type:  Curriculum & Instruction  Human Resources  Business Services

Staff Responsible:  Bruno Vasquez 5/09/2022  
*Signature of Requester(s)*

*Signature of Presenter(s)*

Elizabeth B. Sida  5/9/2022  
*Business Services Approval (Initials)* *Date*

### Agenda Summary:

The BOT approved the purchase of two new portable classrooms for RES. These buildings are now assembled and ready for installation. The Administration requested bids from contractors for the construction services required around these classrooms, such as sidewalks, ramps, stairs, railings, electrical connections, etcetera. Five companies submitted bids, and CISD assembled a selection committee that included a parent, central office, and campus staff. During the evaluation process, City of El Paso plan review officials requested additional infrastructure to comply with El Paso Fire Department requirements. The same selection committee met again and recommends LDCM Solutions as the company offering the best value to the District.

RECOMMENDATION: Administration recommends awarding CSP 2022-07 Reyes Elementary Portable Classroom construction services to LDCM Solutions, in the amount of \$105,762.00

PRIOR BOARD ACTION: [redacted] AWARDED: 11/15/22 AWARDED AMOUNT: \$139,784.00  
Approval of portable AMOUNT(S): \$105,762.00

ACCOUNT NO(S): 199.81.6629.00.106.99 [redacted]

PROCUREMENT METHOD TYPE: (3 Quotes, Cooperative Contract Quotes, Sole Source, Formal Bid)  
Competitive sealed proposals

REQUESTING DEPARTMENT: Facilities Department

CONSEQUENCES OF NON-APPROVAL: Inability to utilize already portable classrooms already purchased.

IMPLEMENTATION TIMELINE: Upon approval

ATTACHMENT(S):  Bid Summary, Evaluators Average Scores

**ADDENDUM 3 - Additional Work & BAFO**

<b>Event Number</b>	2022-07 Addendum 3	<b>Organization</b>	Canutillo Independent School District
<b>Event Title</b>	Canutillo ISD Reyes Elementary Portable Classrooms Construction	<b>Workgroup</b>	Purchasing
<b>Event Description</b>	Canutillo Independent School District ("CISD") requests proposals for a Contractor to perform the construction of the Work described below in connection with CISDs portable classrooms project (the Project). CISD is interested in receiving proposals from General Contractors with experience in successfully completing projects that are similar in scope, size and complexity to the Work and meeting any specialized requirements set forth below.	<b>Event Owner</b>	Elizabeth Sida
<b>Event Type</b>	CSP	<b>Email</b>	esida@canutillo-isd.org
<b>Issue Date</b>	2/7/2022 10:48:53 PM (MT)	<b>Phone</b>	(915) 877-7426
<b>Close Date</b>	3/24/2022 02:00:00 PM (MT)	<b>Fax</b>	
<b>BAFO Due Date</b>	5/3/2022 03:00 PM (MT)	<b>ADDENDUM 3 - Additional Work &amp; BAFO - Resopnses submitted via email</b>	

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Responding Supplier	City	State	Response Submitted	Lines Responded	BAFO	ADDENDUM 3 Additional Work	TOTAL BID	Price Points
LDCM Solutions, LLC	EL PASO	TX	3/24/2022 10:29:56 AM (MT)	2	\$87,760.00	\$ 18,000.00	\$ 105,762.00	38.0
ACO Remodeling and Construction, Inc.	El Paso	TX	3/24/2022 01:57:31 PM (MT)	1	\$129,637.00	\$ 52,880.00	\$ 182,517.00	22.0
Buford Thompson Company	El Paso	TX	3/24/2022 12:44:53 PM (MT)	1	\$139,000.00	\$ 39,000.00	\$ 178,000.00	22.6
Access Communications Group, LLC	El Paso	TX	3/24/2022 12:03:46 PM (MT)	1	\$154,359.74	\$ 15,949.48	\$ 175,418.50	22.9
Basic IDIQ, Inc	El Paso	TX	3/24/2022 11:44:50 AM (MT)	1	Pymt & Perf	\$ 5,109.28	\$ 210,304.38	19.1
					Pymt & Perf	\$ 5,129.38		

**Please note: Lines Responded and Response Total only includes responses to specification. No alternate response data is included as not alternate pricing was submitted.**

**Bid Summary:** A Competitive Sealed Proposal was issued to obtain proposals for construction work needed on two portable classrooms purchased for Reyes Elementary campus.

The CSP was issued to 198 registered suppliers in IONWAVE, and the five (5) vendors listed above submitted a response. The evaluating committee compiled by Executive Director of Facilities and transportation met on Tuesday, March 29, 2022, to review the responses. Prior to finalization of the award process, the Executive Director of Facilities was advised that the City of El Paso would not be approving the project without a fire truck apparatus road. Notice was sent to the five (5) responding vendors to include thier proposal for this additional work and they were also invited to submit a Best and Final Offer (BAFO) on their base bid. The Total Bid cost is the BAFO plus cost for the additional work.

The committee reconvened Monday, May 9, 2022 to review the results of the additional work and the BAFO. LDCM Solutions was the vendor selected who provide the best value to the district.

CANUTILLO INDEPENDENT SCHOOL DISTRICT

CSP 2022-07 Reyes Elementary Portable Classrooms Construction ADDENDUM 3 ADDITIONAL WORK with BAFO

**Evaluation Score Sheet**

Requesting Department: Facilities for Reyes Elementary

<b>AVERAGE SCORE</b>	Access Communications Group, LLC	ACO Remodeling and Construction, Inc.	Basic IDIQ.Inc	Buford Thompson Company	LDCM Solutions, LLC
<b>1</b> The Purchase Price	22.0	22.9	19.1	22.6	38.0
<b>Total Points - 38</b>					
<b>2</b> The reputation of the vendor and the vendor's goods and services	8.7	8.0	9.3	9.0	7.3
<b>Total Points - 10</b>					
<b>3</b> The Quality of the vendor's goods and services	8.7	9.3	8.7	8.7	8.0
<b>Total Points - 10</b>					
<b>4</b> The extent to which the vendors goods and service meet the districts needs	11.3	10.7	10.7	11.0	10.7
<b>Total Points - 12</b>					
<b>5</b> The vendor's past relationship with the district	4.7	4.0	5.0	4.3	3.7
<b>Total Points - 5</b>					
<b>6</b> The impact on the ability of the district to comply with laws and rules related to historically utilized businesses	0.0	0.0	0.0	0.0	0.0
<b>Total Points - 0</b>					
<b>7</b> The total long-term cost to the district to acquire the vendor's goods and services	14.7	14.7	15.0	15.0	14.0
<b>Total Points - 15</b>					
<b>8</b> For a contract for goods and services, other than goods and services related to telecommunications and information services, building construction and maintenance, or instructional materials, whether the vendor or the vendor's ultimate parent company or majority owner - (A) has its principal place of business in this state; or (B) employs at least 500 persons in this state	0.0	0.0	0.0	0.0	0.0
<b>Total Points - 0</b>					
<b>9</b> Any other relevant factors specifically listed in the request for bids or proposals	14.3	14.7	14.3	14.0	12.3
<b>Total Points - 15</b>					
<b>TOTAL POSSIBLE SCORE = 105</b>	84.3	84.2	82.1	84.6	94.0

# Board of Trustees

Meeting Date: 5/24/2022

## Executive Summary of Board Agenda Item

Subject/Title for Agenda Posting: Recommendation to Award Request for Proposal (RFP) #2022-13 Canutillo Independent School District Cafeteria Upgrades to Northwest Early College HS and Silvestre & Carolina Reyes Elementary

Justification Statement: School cafeterias around the country have been changed to a modern concept creating a new atmosphere, therefore, it will impact the dining experience for our students. In addition, the tables, trash bins, and decorations at our existing cafeterias are the original ones from when each campus first opened.

Purpose of Agenda Item:  Information  Discussion  Action  
Item Type:  Curriculum & Instruction  Human Resources  Business Services

Staff Responsible: Marco Macias  
*Signature of Requester(s)*  
Marco Macias 5/13/2022  
*Signature of Presenter(s)*  
Elizabeth B. Sida 5/13/2022  
*Business Services Approval (Initials)* *Date*

### Agenda Summary:

As stated in Board Policy CH (Local), any single, budgeted purchase of goods or services that costs \$50,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place. The Child Nutrition Department submitted a request for solicitation to be issued to upgrade two of the district's campuses: Northwest Early College High School and Congressman Silvestre & Carolina Reyes Elementary School. This project will involve the replacement of all cafeteria tables, with a minimum number of sitting accommodations listed in the RFP per campus. Tables and chairs will be customized for each campus listed with the campus colors, design, and campus logos. Purchasing issued Request for Proposal RFP #2022-13 Canutillo Independent School District Cafeteria Upgrades to Northwest Early College HS and Silvestre & Carolina Reyes Elementary and one (1) response was received of the three hundred and twenty one invitations (321) that were sent to vendors. An evaluation committee met to review the vendor's responses, and The Edu-Source Corporation was selected because this vendor met the specifications and requirements written in the RFP and is offering the best value in the district.

RECOMMENDATION: Administration recommends that RFP #2022-13 Cafeteria Upgrades to Northwest Early College HS and Silvestre & Carolina Reyes Elementary be awarded to The Edu-Source Corporation in the amount of \$515,291.89

PRIOR BOARD ACTION: No AWARDED: AWARDED AMOUNT:

AMOUNT(S): \$515,291.89

ACCOUNT NO(S): 101.51.6299.00.909.99 101.35.6397.00.909.99

PROCUREMENT METHOD TYPE: (3 Quotes, Cooperative Contract Quotes, Sole Source, Formal Bid)  
Formal Solicitation - Request for Proposal

REQUESTING DEPARTMENT:  
Child Nutrition

CONSEQUENCES OF NON-APPROVAL:  
Some of existing tables and chairs are in poor condition and beyond repair. Not replacing the cafeteria tables will create additional expenses in the near future for repairs. Cafeterias will also need to be painted. +

IMPLEMENTATION TIMELINE:  
Upon arrival

ATTACHMENT(S): ✓ 2022-13 Bid Summary Tabulation; 2022-13 Evaluation Criteria Average; 2022-13 Response Status\_Draft



<b>Event Number</b>	2022-13	<b>Organization</b>	Canutillo Independent School District
<b>Event Title</b>	Cafeteria Upgrades to Northwest Early College HS and Silvestre & Carolina Reyes Elementary	<b>Workgroup</b>	Purchasing
<b>Event Description</b>	The Canutillo Independent School District is seeking proposals from qualified vendors for the remodeling of two (2) of the districts campus cafeterias; Silvestre Carolina Reyes Elementary and Northwest Early College HS. This is a turn-key project for furniture and graphic design services. Tables and chairs will be customized for each campus with campus colors, design, and campus logos. This is a turn-key project for graphic design services and Furniture at The District is also seeking proposals to customize all walls around the dining area of each campus, including each cafeteria entrance, and stage to be painted with school colors, decals and logos, including the campuses trash units. Detailed specifications are listed per campus.		
<b>Event Type</b>	RFP	<b>Event Owner</b>	Elizabeth Sida
<b>Issue Date</b>	4/24/2022 09:12:47 PM (MT)	<b>Email</b>	esida@canutillo-isd.org
<b>Close Date</b>	5/11/2022 03:00:00 PM (MT)	<b>Phone</b>	(915) 877-7426

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Responding Supplier	City	State	Response Submitted	Lines Responded	Response Total	Price Points
The Edu-Source Corporation	San Antonio	TX	5/11/2022 09:54:13 AM (MT)	75	\$515,291.89	30.0

**Please note: Lines Responded and Response Total only includes responses to specification. No alternate response data is included.**

**Bid Summary:** A Request for Proposal was issued to obtain proposals to upgrade for the remodeling of two (2) of the districts campus cafeterias; Silvestre Carolina Reyes Elementary and Northwest Early College HS. The RFP was issued to 321 suppliers registered in IONWAVE, and only one (1) vendor submitted a response. The remaining vendors status shows that three (3) suppliers submitted a No Bid, seventeen (17) viewed the RFP, eight (8) suppliers did not submit a response, and 292 did not view the RFP.

An evaluating committee met on Thursday, May 12, 2022, to reviewed the response received from The Edu-Source Corporation. It was deemed that the responding vendor, met the requirements of the RFP and is therefore being recommended for award.

**CANUTILLO INDEPENDENT SCHOOL DISTRICT**  
**REQUEST FOR PROPOSAL (RFP) 2022-13 Cafeteria Upgrades Northwest Early College High School and Reyes Elementary**

<b>AVERAGE SCORES</b>	<b>The EduSource Corporation</b>	
<b>1</b> The Purchase Price	30.0	
<b>Total Points - 30</b>		
<b>2</b> The reputation of the vendor and the vendor's goods and services	10.0	
<b>Total Points - 10</b>		
<b>3</b> The Quality of the vendor's goods and services	10.0	
<b>Total Points - 10</b>		
<b>4</b> The extent to which the vendors goods and service meet the districts needs	13.0	
<b>Total Points - 15</b>		
<b>5</b> The vendor's past relationship with the district	5.0	
<b>Total Points - 5</b>		
<b>6</b> The impact on the ability of the district to comply with laws and rules related to historically utilized businesses	0.0	0.0
<b>Total Points - 0</b>		
<b>7</b> The total long-term cost to the district to acquire the vendor's goods and services	14.6	
<b>Total Points - 15</b>		
<b>8</b> For a contract for goods and services, other than goods and services related to telecommunications and information services, building construction and maintenance, or instructional materials, whether the vendor or the vendor's ultimate parent company or majority owner - (A) has its principal place of business in this state; or (B) employs at least 500 persons in this state	0.0	0.0
<b>Total Points - 0</b>		
<b>9</b> Any other relevant factors specifically listed in the request for bids or proposals	14.2	
<b>Total Points - 15</b>		
<b>TOTAL POSSIBLE SCORE = 100</b>	<b>96.8</b>	

Request for Proposal for 2022-13 (Cafeteria Upgrades to Northwest Early College HS and Sylvestre & Carolina Reyes Elementary)

Return Preview Award Lines Award Suppliers No Award Event Copy Cancel Documents Extract Reassign History

Bid Number 2022-13 (Cafeteria Upgrades to Northwest Early College HS and Sylvestre & Carolina Reyes Elementary)  
 Close Date & Time 5/11/2022 03:00:00 PM (MT)  
 Bid Duration 16 days 17 hours 47 minutes 12 seconds



Award Details Responses Manual Responses Event Details Messages 1 Questions 11 Invitations 321 Activities 1 Attachments 10  
 Attributes 26 Line Items 75 Response Attachments 9 Notes Related Messages 51

Invited Suppliers External Invitees Other Participants

Invited Suppliers Show: Invited Suppliers

Supplier Name	City	State	Invite	Invite Date	Response	Email Alert
<a href="#">The Edu-Source Corporation</a>	San Antonio	TX	Auto	4/24/2022	Submitted	

11 items in 1 pages

Supplier Name	City	State	Invite	Invite Date	Response	Email Alert
<a href="#">Basic IDIQ Inc</a>	El Paso	TX	Auto	4/24/2022	Viewed	
<a href="#">CK Construction, Inc.</a>	El Paso	TX	Auto	4/24/2022	Viewed	
<a href="#">Dodge Data &amp; Analytics</a>	arlington	TX	Auto	4/24/2022	Viewed	
<a href="#">Hertz Furniture</a>	Ramsey	NJ	Auto	4/24/2022	Viewed	
<a href="#">Quantum Engineering Consultants, Inc.</a>	El Paso	TX	Auto	4/24/2022	Viewed	
<a href="#">School Specialty, Inc.</a>	Greenville	WI	Auto	4/24/2022	Viewed	
<a href="#">The Planit Room</a>	El Paso	TN	Auto	4/24/2022	Viewed	
<a href="#">Virtual Builders Exchanges</a>	San Antonio	TX	Auto	4/24/2022	Viewed	
<a href="#">Douglas Equipment</a>	Bluefield	WV	Auto	4/24/2022	Viewed	
<a href="#">Keystone GC, LLC</a>	El Paso	TX	Auto	4/24/2022	Viewed	
<a href="#">constructconnect</a>	Cincinnati	OH	Auto	4/24/2022	Viewed	

11 items in 1 pages

Supplier Name	City	State	Invite	Invite Date	Response	Email Alert
<a href="#">ACO Remodeling and Construction, Inc.</a>	El Paso	TX	Auto	4/24/2022	Unsubmitted	
<a href="#">Construction &amp; Environmental Consultants, Inc.</a>	El Paso	TX	Auto	4/24/2022	Unsubmitted	
<a href="#">ELB US Inc.</a>	Pleasanton	CA	Auto	4/24/2022	Unsubmitted	
<a href="#">MNK Architects, Inc.</a>	El Paso	TX	Auto	4/24/2022	Unsubmitted	
<a href="#">IN-SITU ARCHITECTURE</a>	El Paso	TX	Auto	4/24/2022	Unsubmitted	
<a href="#">MIRADOR Enterprises, Inc.</a>	El Paso	TX	Auto	4/24/2022	Unsubmitted	
<a href="#">School Outfitters</a>	Cincinnati	OH	Auto	4/24/2022	Unsubmitted	
<a href="#">Pfluger Architects</a>	Austin	TX	Auto	4/24/2022	Unsubmitted	

8 items in 1 pages

Supplier Name	City	State	Invite	Invite Date	Response	Email Alert
<a href="#">Government &amp; Educational Furnishings Company (GEFCO)</a>	Las Cruces	NM	Auto	4/24/2022	No Bid	
<a href="#">MIDWEST TECHNOLOGY PRODUCTS</a>	SIOUX CITY	IA	Auto	4/24/2022	No Bid	
<a href="#">Virtucom, Inc.</a>	Norcross	GA	Auto	4/24/2022	No Bid	

3 items in 1 pages

Supplier Name	City	State	Invite	Invite Date	Response	Email Alert
<a href="#">BPSI</a>	El Paso	TX	Auto	4/24/2022	No Response	Fail
<a href="#">CDI Computer Dealers Inc.</a>	Markham	ON	Auto	4/24/2022	No Response	Fail
<a href="#">De Leon Contractors Corp</a>	El Paso	TX	Auto	4/24/2022	No Response	Fail
<a href="#">K&amp;S WELDING LLC</a>	El Paso	TX	Auto	4/24/2022	No Response	Fail
<a href="#">M&amp;S Technologies Inc</a>	Dallas	TX	Auto	4/24/2022	No Response	Fail
<a href="#">Phoenix General Contractor LLC</a>	El Paso	TX	Auto	4/24/2022	No Response	Fail
<a href="#">Prudential Overall Supply</a>	El Paso	TX	Auto	4/24/2022	No Response	Fail
<a href="#">90 Degree Benefits Inc.</a>	Pittsburgh	PA	Auto	4/24/2022	No Response	
<a href="#">Accents and Accessories dba Accent Interiors</a>	El Paso	TX	Auto	4/24/2022	No Response	
<a href="#">ACP Direct</a>	Dallas	TX	Auto	4/24/2022	No Response	
<a href="#">AM Insulation Inc.</a>	EL PASO	TX	Auto	4/24/2022	No Response	
<a href="#">Ameresco Inc.</a>	Dallas	TX	Auto	4/24/2022	No Response	
<a href="#">Amtech Solutions Inc.</a>	DALLAS	TX	Auto	4/24/2022	No Response	
<a href="#">Barrett Insurance Services</a>	San Antonio	TX	Auto	4/24/2022	No Response	
<a href="#">Batteriesplusbulbs 442</a>	El Paso	TX	Auto	4/24/2022	No Response	
<a href="#">Belt Harris Pechacek LLLP</a>	Houston	TX	Auto	4/24/2022	No Response	
<a href="#">Bill Fritz Sports Corporation</a>	Apex	NC	Auto	4/24/2022	No Response	
<a href="#">Roxx Modular</a>	Fort Worth	TX	Auto	4/24/2022	No Response	
<a href="#">BRIGHT PRINTING SCHOOL DIVISION</a>	WARRIOR	AL	Auto	4/24/2022	No Response	
<a href="#">Bungalow Scenic Studios</a>	orlando	FL	Auto	4/24/2022	No Response	

298 items in 15 pages

<a href="#">Burman Construction LLC</a>	El Paso	TX	Auto	4/24/2022	No Response	
<a href="#">BWA REPS</a>	MANSFIELD	TX	Auto	4/24/2022	No Response	
<a href="#">Cardina Consulting LLC</a>	El Paso	TX	Auto	4/24/2022	No Response	
<a href="#">CHOICE CONSULTING FAP SERVICES</a>	El Paso	TX	Auto	4/24/2022	No Response	
<a href="#">Cire3 Architects</a>	El Paso	TX	Auto	4/24/2022	No Response	
<a href="#">Classic Media Signs</a>	Canutillo	TX	Auto	4/24/2022	No Response	
<a href="#">Compadres Therapy Inc.</a>	El Paso	TX	Auto	4/24/2022	No Response	
<a href="#">COMPLETE REPROGRAPHICS</a>	EL PASO	TX	Auto	4/24/2022	No Response	
<a href="#">Conde Inc.</a>	El Paso	TX	Auto	4/24/2022	No Response	
<a href="#">Conflict and Dispute Resolutions of the Southwest LLC</a>	El Paso	TX	Auto	4/24/2022	No Response	
<a href="#">Countryman &amp; Co.</a>	El Paso	TX	Auto	4/24/2022	No Response	
<a href="#">CSA Design Group Inc.</a>	El Paso	TX	Auto	4/24/2022	No Response	
<a href="#">DBR Engineering Consultants Inc.</a>	El Paso	TX	Auto	4/24/2022	No Response	
<a href="#">Digital Brain Solutions</a>	El Paso	TX	Auto	4/24/2022	No Response	
<a href="#">DR81Architects@gmail.com</a>	El Paso	TX	Auto	4/24/2022	No Response	
<a href="#">El Paso Automated LLC</a>	El Paso	TX	Auto	4/24/2022	No Response	
<a href="#">El Paso Bid Depository System Inc.</a>	El Paso	TX	Auto	4/24/2022	No Response	
<a href="#">El Paso Driving Academy</a>	El Paso	TX	Auto	4/24/2022	No Response	
<a href="#">El Paso Mail and Print Service</a>	El Paso	TX	Auto	4/24/2022	No Response	
<a href="#">FMC Engineers</a>	El Paso	TX	Auto	4/24/2022	No Response	

298 items in 15 pages

<a href="#">EMCO Office Trailers Inc.</a>	Canutillo	TX	Auto	4/24/2022	No Response
<a href="#">EPIC SOLAR CONTROL LLC</a>	MCKINNEY	TX	Auto	4/24/2022	No Response
<a href="#">Eppx Construction</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">ERA Sellers &amp; Buyers Real Esta</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">Excel Energy Group Inc.</a>	Hot Springs	AR	Auto	4/24/2022	No Response
<a href="#">Fashion For Globe Inc.</a>	Frisco	TX	Auto	4/24/2022	No Response
<a href="#">Final Graphic</a>	Lake Worth	TX	Auto	4/24/2022	No Response
<a href="#">First Financial Group</a>	Houston	TX	Auto	4/24/2022	No Response
<a href="#">Frank X Spencer &amp; Associates Inc</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">Eyweich Signs LLC</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">Gallardo Development LLC</a>	Las Cruces	NM	Auto	4/24/2022	No Response
<a href="#">Gibson Ruddock Patterson LLC</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">Globe Builders, llc</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">GOVERNMENT AND EDUCATIONAL FURNISHINGS ENT. (gefe)</a>	LAS CRUCES	NM	Auto	4/24/2022	No Response
<a href="#">gprinting</a>	el paso	TX	Auto	4/24/2022	No Response
<a href="#">Grady's Foodservice Equipment</a>	Pueblo	CO	Auto	4/24/2022	No Response
<a href="#">Hallmark Casework</a>	Pflugerville	TX	Auto	4/24/2022	No Response
<a href="#">Harris Real Estate Group</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">Howard Family Media Group</a>	Canutillo	TX	Auto	4/24/2022	No Response
<a href="#">Human Capital International, LLC</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">Image Engineering Group</a>	Westlake	TX	Auto	4/24/2022	No Response
<a href="#">Indeco Sales Inc.</a>	Belton	TX	Auto	4/24/2022	No Response
<a href="#">Inkspress Urself!</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">Interflex Payments LLC dba Ameriflex</a>	Carrollton	TX	Auto	4/24/2022	No Response
<a href="#">JAC SERVICES</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">JAG Inc</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">Jayva Print House Inc.</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">Johnson Controls Inc.</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">K Clean/Sweep-Rite Inc.</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">Kimley-Horn and Associates Inc.</a>	Dallas	TX	Auto	4/24/2022	No Response
<a href="#">Knotts Inc DBA Artist Touch Design Firm</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">Lauterbach Borschow and Company</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">Linder Consulting LLC</a>	AUSTIN	TX	Auto	4/24/2022	No Response
<a href="#">Lone Star Furnishings</a>	Carrollton	TX	Auto	4/24/2022	No Response
<a href="#">Lopez Marketing Group Inc.</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">Luz M. Roth</a>	SHERMAN	TX	Auto	4/24/2022	No Response
<a href="#">Medicaleshop Inc</a>	New Milford	CT	Auto	4/24/2022	No Response
<a href="#">Mission Restaurant Supply</a>	San Antonio	TX	Auto	4/24/2022	No Response
<a href="#">MVP Turf</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">Northwest Group Services</a>	Maumee	OH	Auto	4/24/2022	No Response

<a href="#">P&amp;Y Pump Service</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">PENCIL CUP OFFICE PRODUCTS, INC</a>	EL PASO	TX	Auto	4/24/2022	No Response
<a href="#">PLYGO LLC</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">Power Punch Signs &amp; Printing</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">Priority 1 P.M</a>	el paso	TX	Auto	4/24/2022	No Response
<a href="#">Proper Printshop Productions LLC</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">Ramirez &amp; Co., Inc.</a>	Austin	TX	Auto	4/24/2022	No Response
<a href="#">RENEE BOUDREAU</a>	MESILLA	NM	Auto	4/24/2022	No Response
<a href="#">Rio Grande Lighting &amp; Design</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">Rose-Villacorte Architecture LLC</a>	Humble	TX	Auto	4/24/2022	No Response
<a href="#">Satterwhite Service &amp; Repair</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">sen3_group</a>	el paso	TX	Auto	4/24/2022	No Response
<a href="#">Signaturechocolates.com</a>	Rowlett	TX	Auto	4/24/2022	No Response
<a href="#">Simply Inked, LLC</a>	Dallas	TX	Auto	4/24/2022	No Response
<a href="#">Southwest Decor El Paso Corp</a>	EL PASO	TX	Auto	4/24/2022	No Response
<a href="#">Spectrum Imaging Technologies</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">SPECTRUM PAPER</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">Strategic Creations</a>	Irvine	CA	Auto	4/24/2022	No Response
<a href="#">Sun City Analytical, Inc.</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">Supari Solutions LLC</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">Superior Text</a>	Ypsilanti	MI	Auto	4/24/2022	No Response
<a href="#">T.E.B. Benefits Group inc</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">TCG Group Holdings</a>	Austin	TX	Auto	4/24/2022	No Response
<a href="#">Teacher Created Materials</a>	Huntington Beach	CA	Auto	4/24/2022	No Response
<a href="#">THE DRY LAND Landscape Architecture LLC</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">TruTemps Staffing Group</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">Weaver Manufacturing Company, Inc.</a>	Flower Mound	TX	Auto	4/24/2022	No Response
<a href="#">Yo Cuento Cuentos</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">Yucca Contracting</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">Zona Design</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">"DBA" EZ-ACCESS</a>	Algona	WA	Auto	4/24/2022	No Response
<a href="#">AAA General Contractors, LLC</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">Abacus PM Inc.</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">Adams Moulding &amp; Lumber</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">ADM Group, Inc.</a>	Tempe	AZ	Auto	4/24/2022	No Response
<a href="#">Adrenaline Fundraising</a>	Lubbock	TX	Auto	4/24/2022	No Response
<a href="#">AG&amp;E Structural Engenuity</a>	Addison	TX	Auto	4/24/2022	No Response
<a href="#">AISYS Consulting</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">allprint2</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">American Building Maintenance</a>	Houston	TX	Auto	4/24/2022	No Response

<a href="#">AMV Engineering</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">Applied Industrial Technologies</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">ARTchitecture</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">ASPEN Refrigerants, Inc.</a>	Long Island City	NY	Auto	4/24/2022	No Response
<a href="#">Averinn PCS</a>	Midlothian	VA	Auto	4/24/2022	No Response
<a href="#">Aztec Contractors, Inc</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">Battery Systems, Inc</a>	Garden Grove	CA	Auto	4/24/2022	No Response
<a href="#">Be carton, Inc.</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">Bella Exhibits + Retail</a>	Arlington	TX	Auto	4/24/2022	No Response
<a href="#">Bella Luna Engineering and Building Maintenance, LLC</a>	EL PASO	TX	Auto	4/24/2022	No Response
<a href="#">BF HURLEY MAT COMPANY</a>	TAMPA	FL	Auto	4/24/2022	No Response
<a href="#">BJ Legacies Unlimited</a>	Flowerly Branch	GA	Auto	4/24/2022	No Response
<a href="#">Blanchard AE Group, LLC</a>	Lawrence	KS	Auto	4/24/2022	No Response
<a href="#">Blue Sky Supplies</a>	EL PASO	TX	Auto	4/24/2022	No Response
<a href="#">Bradley's Hardware, Inc.</a>	Fabens	TX	Auto	4/24/2022	No Response
<a href="#">Broadbus &amp; Associates</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">Brooks Specialties</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">Carl Daniel Architects</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">CEA Group</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">Coast 2 Coast Coaching</a>	Houston	TX	Auto	4/24/2022	No Response
<a href="#">Contract Paper Group, Inc.</a>	Cuyahoga Falls	OH	Auto	4/24/2022	No Response
<a href="#">Cooperative Strategies</a>	Irvine	CA	Auto	4/24/2022	No Response
<a href="#">Copper State Bolt and Nut</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">CQC Testing and Engineering, L.L.C.</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">CRB Architecture &amp; Construction</a>	carlsbad	CA	Auto	4/24/2022	No Response
<a href="#">Creative Tantrum</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">Creosote Collaborative</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">CRW Consulting</a>	Tulsa	OK	Auto	4/24/2022	No Response
<a href="#">D&amp;H United Fueling Solutions</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">D.H. Pace Company, Inc</a>	Coppell	TX	Auto	4/24/2022	No Response
<a href="#">DBA PGM, Gov. Inc.</a>	Herndon	VA	Auto	4/24/2022	No Response
<a href="#">Decision Tree, Inc</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">DeShazo Group, Inc.</a>	Dallas	TX	Auto	4/24/2022	No Response
<a href="#">DrPowerWasher, Inc.</a>	Gun Barrel City	TX	Auto	4/24/2022	No Response
<a href="#">DSEngineering, PLLC</a>	EL PASO	TX	Auto	4/24/2022	No Response
<a href="#">DSITX, LLC</a>	Albuquerque	NM	Auto	4/24/2022	No Response
<a href="#">DZByrd TOP Designs</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">ECM International, Inc</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">Eco-Worx, Inc.</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">Educator's Depot, Inc.</a>	Sugar Land	TX	Auto	4/24/2022	No Response

<a href="#">El Paso A.R.C. Electric, Inc.</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">Electric Motor Services</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">ENCON International, Inc.</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">entram corp</a>	port charlotte	FL	Auto	4/24/2022	No Response
<a href="#">ESEI</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">ESI Employee Assistance Group</a>	Wellsville	NY	Auto	4/24/2022	No Response
<a href="#">ESSCO Environmental, Inc.</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">Estes, McClure and Associates</a>	Tyler	TX	Auto	4/24/2022	No Response
<a href="#">Exigo Architecture</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">Fastenal Company</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">FireFly Computers</a>	Saint Paul	MN	Auto	4/24/2022	No Response
<a href="#">FORMA</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">G-3Engineering, LLC</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">Genco Fabrication INC.</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">GORMAN INDUSTRIAL SUPPLY COMPANY</a>	EL PASO	TX	Auto	4/24/2022	No Response
<a href="#">Greenway Studio LLC.</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">GRV Integrated Engineering Solutions LLC</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">Hellas Construction</a>	Austin	TX	Auto	4/24/2022	No Response
<a href="#">Hicks &amp; Company Environmental/Archeological Consultants</a>	Austin	TX	Auto	4/24/2022	No Response
<a href="#">High Ridge Construction, Inc.</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">Huitt-Zollars, Inc.</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">Imperial Contracting LLC</a>	Horizon City	TX	Auto	4/24/2022	No Response
<a href="#">Innovation Realty</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">Integrated Marketing Systems</a>	San Diego	CA	Auto	4/24/2022	No Response
<a href="#">Intertek-PSI</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">Jostens-The Graduation Station</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">KANKO</a>	Dallas	TX	Auto	4/24/2022	No Response
<a href="#">Killeen daily herald</a>	Killeen	TX	Auto	4/24/2022	No Response
<a href="#">Lariat Builders Group</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">Latitudes Environmental</a>	Houston	TX	Auto	4/24/2022	No Response
<a href="#">LATTICE blue, LLC</a>	EL PASO	TX	Auto	4/24/2022	No Response
<a href="#">LED LYSI Lighting</a>	ROUND ROCK	TX	Auto	4/24/2022	No Response
<a href="#">Liberty Paper</a>	Los Angeles	CA	Auto	4/24/2022	No Response
<a href="#">Marian Mexico, Inc</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">Mediowaste Disposal, LLC</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">Medissoft Inc</a>	Lewisville	TX	Auto	4/24/2022	No Response
<a href="#">MFH Environmental Corp.</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">Midstate Energy</a>	Phoenix	AZ	Auto	4/24/2022	No Response
<a href="#">Moreno Cardenas Inc.</a>	El Paso	TX	Auto	4/24/2022	No Response
<a href="#">National Recruiting Consultants</a>	CARROLLTON	TX	Auto	4/24/2022	No Response

# Board of Trustees

## Executive Summary of Board Agenda Item

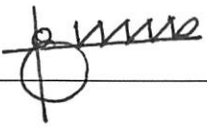

Meeting Date: 05/24/2022

Subject/Title for Agenda Posting: Approval to Award RFP 2022-12 Purchase of 50 passenger School Buses from Longhorn Bus Sales in the amount, not to exceed \$235,508.00

Justification Statement: In accordance with CH (Local): "... Any single, budgeted purchase of goods and services that costs \$50,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place..."

Purpose of Agenda Item:  Information  Discussion  Action  
Item Type:  Curriculum & Instruction  HumanResources  Business Services

Staff Responsible:

  
\_\_\_\_\_  
*Signature of Requester(s)*  
Bruno Vasquez  
\_\_\_\_\_  
*Signature of Presenter(s)*  
Elizabeth B. Sida   
\_\_\_\_\_  
*Business Services Approval (Initials)* 5/11/2022  
*Date*

### Agenda Summary:

CISD's Transportation Department requires the purchase of two special education buses to keep up with our fleet replacement schedule.

RECOMMENDATION: The Administration recommends accepting the proposal made by Longhorn Bus Sales, under RFP 2022-12, for two new buses, in the amount of \$235,508.00

PRIOR BOARD ACTION: N/A      AWARDED: N/A      AWARDED AMOUNT: N/A

AMOUNT(S): \$235,508.00

ACCOUNT NO(S):  
199.34.6631.99.910.99

PROCUREMENT METHOD TYPE: (3 Quotes, Cooperative Contract Quotes, Sole Source, Formal Bid)  
Request for proposals

REQUESTING DEPARTMENT:  
Transportation

CONSEQUENCES OF NON-APPROVAL:  
The District will fall behind on our fleet replacement schedule.

IMPLEMENTATION TIMELINE:  
Upon approval.

ATTACHMENT(S):  Bid summary tabulation  
 Evaluation average scores



<b>Event Number</b>	2022-12	<b>Organization</b>	Canutillo Independent School District
<b>Event Title</b>	Purchase of New School Buses, 50 Passenger The Canutillo Independent School District is seeking proposals from authorized dealers to purchase two school buses, minimum 50 passenger. These buses are for the districts Special Education Department. Bidders responding to this solicitation must include, at a minimum, the criteria listed herein in there proposal.	<b>Workgroup</b>	Purchasing
<b>Event Description</b>		<b>Event Owner</b>	Elizabeth Sida
<b>Event Type</b>	RFP	<b>Email</b>	esida@canutillo-isd.org
<b>Issue Date</b>	4/20/2022 06:00:01 PM (MT)	<b>Phone</b>	(915) 877-7426
<b>Close Date</b>	5/10/2022 03:00:00 PM (MT)	<b>Fax</b>	

35

Responding Supplier	City	State	Response Submitted	Lines Responded	Response Total	Price Points
Longhorn Bus Sales	Houston	TX	5/10/2022 08:25:50 AM (MT)	2	\$235,508.00	35.0
THOMAS BUS GULF COAST GP INC	HOUSTON	TX	5/9/2022 11:23:28 AM (MT)	2	\$253,300.00	32.5

**Please note: Lines Responded and Response Total only includes responses to specification. No alternate response data is included.**

**Bid Summary:** A Request for Proposal was issued to obtain proposals to purchase two new buses for the Transportation Department, which will be used for Special Ed. The RFP was issued to 36 suppliers registered in IONWAVE, and the two vendors listed above submitted a response.

An evaluating committee met on Wednesday, May 11, 2022, to reviewed the responses. Longhorn Bus Sales is the vendor selected who provided the best value to the district.

**CANUTILLO INDEPENDENT SCHOOL DISTRICT  
RFP 2022-12 PURCHASE OF 50 PASSENGER BUSES**

<b>AVERAGE</b>	<b>Longhorn Bus Sales</b>	<b>THOMAS BUS GULF COAST GP INC</b>
<b>1</b> The Purchase Price	35.0	32.5
<b>Total Points - 35</b>		
<b>2</b> The reputation of the vendor and the vendor's goods and services	9.7	8.3
<b>Total Points - 10</b>		
<b>3</b> The Quality of the vendor's goods and services	10.0	7.3
<b>Total Points - 10</b>		
<b>4</b> The extent to which the vendors goods and service meet the districts needs	15.0	12.0
<b>Total Points - 15</b>		
<b>5</b> The vendor's past relationship with the district	5.0	4.3
<b>Total Points - 5</b>		
<b>6</b> The impact on the ability of the district to comply with laws and rules related to historically utilized businesses	0.0	0.0
<b>Total Points - 0</b>		
<b>7</b> The total long-term cost to the district to acquire the vendor's goods and services	10.0	7.3
<b>Total Points - 10</b>		
<b>8</b> For a contract for goods and services, other than goods and services related to telecommunications and information services, building construction and maintenance, or instructional materials, whether the vendor or the vendor's ultimate parent company or majority owner - (A) has its principal place of business in this state; or (B) employs at least 500 persons in this state	0.0	0.0
<b>Total Points - 0</b>		
<b>9</b> Any other relevant factors specifically listed in the request for bids or proposals	15.0	14.3
<b>Total Points - 15</b>		
<b>TOTAL POSSIBLE SCORE = 100</b>	99.7	86.2

# Board of Trustees

Meeting Date: May 24, 2022

## Executive Summary of Board Agenda Item

**Subject/Title for Agenda Posting:** Approval to purchase training and services with Educational Achievement Services (EAS), Inc. to implement the Family Leadership Institute (FLI) at Northwest Early College High School, Alderete Middle School and Canutillo Middle School. +

**Justification Statement:** The training provides the district an opportunity to train additional staff members and FLI Graduates; so they may receive all the tools necessary to deliver the FLI throughout Canutillo ISD. The national practitioner training consists of participants from throughout the country. The training allows participants an opportunity to connect and learn about implementation successes and recruitment strategies from other communities.

**Purpose of Agenda Item:**  Information  Discussion  Action  
**Item Type:**  Curriculum & Instruction  Human Resources  Business Services

**Staff Responsible:** \_\_\_\_\_  
*ME/low*  
Signature of Requester(s)  
\_\_\_\_\_  
*ME/low*  
Signature of Presenter(s)  
\_\_\_\_\_  
Business Services Approval (Initials) \_\_\_\_\_ Date \_\_\_\_\_

### Agenda Summary:

As stated in Board Policy CH (Local), any single, budgeted purchase of goods or services that costs \$50,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place.

Shortly after founding EAS, Consuelo created the Family Leadership Institute (FLI), a multi-faceted educational program which focuses on providing parents with knowledge, tools and inspiration to help their children succeed in school and in life. Originally designed as a culture-specific program for parents of first- and second-generation children, the FLI program has evolved into a curriculum that helps families of diverse ethnic, racial, and cultural backgrounds grow as individuals, parents and leaders. The program, which has been acknowledged by the Department of Education and Office of English Language Acquisition, is instrumental in changing the lives of students and their families. SLICK stands for Student Leadership Inspired by Consuelo Kickbusch. The SLICK program is a revolutionary, innovative, and interactive series of student leadership workshops geared towards students. SLICK harnesses the leadership skills within each student to achieve personal growth, resulting in a desire to create positive change in their lives and in their communities.

To Approve Contract

### RECOMMENDATION:

**PRIOR BOARD ACTION:** None      **AWARDED:**      **AWARDED AMOUNT:**

**AMOUNT(S):** \$98,000.00

**ACCOUNT NO(S):**  
ESSER Grant

**PROCUREMENT METHOD TYPE:** (3 Quotes, Cooperative Contract Quotes, Sole Source, Formal Bid)  
3 quotes

**REQUESTING DEPARTMENT:**  
Associate Superintendent/Student Support Services

### CONSEQUENCES OF NON-APPROVAL:

Canutillo would lose out on the opportunity to spend ESSER III Funds on helping parents become partners in supporting their at risk students during their transition years to middle and high school. +

**IMPLEMENTATION TIMELINE:**  
June 2022-June 2023

**ATTACHMENT(S):** Executive Summary, Impact Report and Contract





### ESSER III Academic Justification

**Must be submitted to Associate Superintendent and External Funding Coordinator when requesting for ESSER 3 purchases**

This form to document the expenditure of ESSER funds on an allowable activity that meets the intent and purpose of the ESSER grants. As defined by the US Department of Education, the intent and purpose of the ESSER grants is to prevent, prepare for, or respond to the COVID-19 pandemic, including its impact on the social, emotional, mental health, and academic needs of students. The activity documented with this form may be funded with any ESSER grant funds (ESSER I, II, III, or a combination of those). One activity may be documented per form.

**List item/program/professional development/personnel below:**

Professional development, Student Leadership Institute with Consuelo Kickbush and Family Leadership Institute.

**Area of TEA Learning Acceleration Framework Addressed select below:**

Foundational Strategies:

- Ensure that all students have access to high quality instructional materials
- Prioritize essential grade level knowledge and skills
- Key Components of Effective Instruction in  Reading Language Arts  Mathematics

Universal Strategies

- Just in Time Intervention
- High Quality Differentiation and Scaffolding
- Extended Instructional Time

Targeted Strategies

- High-dosage Tutoring
- Acceleration Academies
- Small Group and One-on-One Interventions

**Other: Addresses social – emotional – learning strategies for students resulting from trauma.**

**Select ESSER III activity that is being addressed:**

Per USDE, ESSER funds may be expended for any statutorily allowable activity under any of the three statutes. For each box checked above (ESSER I, II, or III), list the statutorily allowable activity that your expenditure aligns with.

**A15. Providing mental health services and supports, including through implementation of evidence based full-service community schools**

**Rationale: Explain why this item reasonable, necessary, and how it addresses learning loss. Include research-based evidence in your response.**

In October 2021, the NWECHS sophomore class participated in the Student Leadership Institute with Consuelo Kickbush (SLICK). The campus administrative team saw positive changes in the students who participated– reduced behavior incidents, better grades, class cohesiveness, and reduced student outcries.

In February, the NWECH principal, both middle school principals, three counselors, and the director of student support services attended the Family Leadership Institute with Consuelo Kickbush. They wanted to find ways to support the transition of students from elementary to middle school and middle to high school.



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

Principal/Dept Authority Signature: 

Date: 5-16-2022

External Funding Signature: Ricardo Porras

Date: 5-17-22

**Continued Rationale:**

Using **ESSER 3 monies to support social-emotional learning and address learning gaps**, Northwest Early College High School, Alderete Middle School, and Canutillo Middle School would like to embark on starting the Family Leadership Institute program at their schools. *Attached is an impact study on the program. Also attached is the district's own survey stating the importance of social emotional support for our student.*

Although the initial investment will be great, we believe that after year 1, each school will be able to build capacity thus lowering the cost of future years to curriculum costs and keynote presentations. Below is a rundown of expenses:

- Registration Costs for 15 individuals to include parent liaisons, counselors, social workers, campus and district administrators for training.
- Curriculum licenses for 3 schools. **Cost: \$25,500**
- 2 keynote presentations with Consuelo Kickbush
- 2 Student Leadership Institute with Consuelo Kickbush (SLICK) sessions
- 650 books *Journey to the Future* **Cost: \$35,750**
- Three virtual conferences with Consuelo Kickbush and parents and students participating in the Family Leadership Institute
- 250 participant kit for families (English or Spanish) **Cost: \$36,750**

**Total Cost: \$98,000.**

Additional costs will include travel and hotel to the conference.

Attached is a paper on the results of FLI implementation in a school district.

## **FLI IMPACT REPORT 2017**

### **The Family Leadership Institute (FLI) Program at the San Bernardino City Unified School District (SBCUSD)**

**Submitted to:**

Lieutenant Colonel Consuelo Castillo Kickbusch  
U.S. Army, Retired  
*CEO*

Family Leadership Institute (FLI)  
Educational Achievement Services, Inc. (EAS, Inc.)  
Las Vegas, Nevada

**Submitted by:**

Abdín Noboa-Ríos, Ph.D.  
*Principal Investigator*  
Innovative Consultants International, Inc. (ICI, Inc.)  
1800 K Street, NW, Suite 200  
Washington, DC 20006

**FINAL REPORT**

October 23, 2017



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## Executive Summary

The Family Leadership Institute (FLI) has been a major program initiative among parents at the San Bernardino City Unified School District (SBCUSD) the past two years. Since academic year (AY) 2015-2016 the program has principally focused on parents and caregivers with the goal of providing family leadership skills that support lifelong success for parents and high academic achievement for their children, as provided to the district through a contractual agreement with Educational Achievement Services, Inc. (EAS, Inc).

During the past two academic years, seven cohorts of parents and caregivers and district personnel completed the FLI program for a total of 344 participants. Another 149 participated in related FLI events (e.g., National Practitioner Training Summits and PLP community events)<sup>1</sup> for a total of 493 participants receiving some type of FLI training during this time.

Evaluation of the FLI began early 2017. The study was based on a mixed-methods approach, using both qualitative and quantitative data. Qualitative data were based on district events as well as from interviews with school staff and parents, including parent focus groups and formal/informal field observations; with quantitative data gathered from two parent surveys as well as from student performance indicators. The latter were gathered from two stratified random samples of students from trained parents matched with comparison groups. Driven by three research questions, the study first reviewed the demographics of who participated in the program and how they viewed the training, with two additional research questions focused on particular parental behaviors and indicators of student performance.

Participants were primarily female (86%) and Hispanic (93%). Evidence of program effectiveness yielded most favorable results for increased parent participation rates across various indicators of parent engagement. As parents gained positive attitudes toward schools, they also became more involved with school-based activities and events, where nearly one-fourth now volunteer across schools, focused on special initiatives aimed at academic progress for their children. Among ancillary outcomes, the FLI helped strengthen the Family Engagement Leadership Development Office and led to the formation of parent cadre leaders at various schools and districtwide.

Study results indicate substantial evidence of program effectiveness, especially schools where parents were highly involved. Nearly all (98%) parents reported greater capacity to put into practice strategies learned. During interviews and focus groups, most parents were able to report specific ways FLI had influenced interactions with their children. A large majority (88%) also felt this increased their child's performance in school. Program satisfaction is very high.

For FLI parents, significant changes are also now evident in their children's attendance rates and GPA, with decreases also reflected in disciplinary action. Given these trends, it is expected that academic performance will be influenced soon by parental changes in both attitude and behavior. While program exposure has been far too short to fully reflect influences from change in parent behaviors, it is expected soon, as academic performance is often last in the series.

<sup>1</sup> These are specialized and condensed FLI trainings tailored to particular settings, organizations and populations (refer to page 7).

**FLI IMPACT REPORT  
OCTOBER 2017**

**I. INTRODUCTION AND BACKGROUND**

**Introduction**

Investment in parent involvement is a cost-effective and evidence-based process that promotes family-school relations by supporting parent and caregiver<sup>2</sup> engagement in the schooling process, as it also advances student performance and wellbeing. Research is now abundantly clear that parental support greatly enhances school performance, quite likely the strongest contributor to student success.<sup>3</sup>

Programs like the FLI are dedicated to the advancement of student success both for academic and lifelong accomplishment by reaching out to parents as key stakeholders in the process of learning and achievement. Many studies suggest that as parents engage with schools, so do their children; and as parents feel comfortable with schools, so will their kids. Equally for academic success, as parents attend to homework so will their children complete their assignments, creating a strong pattern of reinforcement and support.

While every district applauds parental engagement, all too few fully promote and support the concept. By contrast, this is the story of one district that has taken important steps in a positive direction to ensure that parents and caregivers are equipped with the skills needed to guide their children toward academic success. SBCUSD fully anticipates the promotion of more parent activities of this type the next several years. Most recently, it has expanded resources for its parent community by enhancing its parent resource center known as the Family Engagement Leadership Development Office and by sponsoring the training of parent cadres as they help lead the process of school engagement.<sup>4</sup>

To this end, the Family Leadership Institute (FLI) program played a major role in serving the needs of immigrant and migrant Hispanic/Latino<sup>5</sup> families through four main programmatic thrusts: 1) providing parents and caregivers with skills needed to enhance personal success; 2) guiding parents as role models for their children; 3) placing strong emphasis on school-family engagement; and 4) strengthening parent leadership at home and with schools and community. Altogether, these initiatives promoted the success of children, as they strengthened personal development for parents and helped increase their connections with schools.

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<sup>2</sup> The terms parents and caregivers are interchangeable throughout this report.

<sup>3</sup> NEA, *Parent, Family, Community Involvement in Education*, 2008.

<sup>4</sup> The phrase “parent resource center” will be used in reference to the “Family Engagement Leadership Development Office.”

<sup>5</sup> The terms Hispanic and Latino are synonymous.

During the past two years, efforts from the FLI were aimed at the heart of these initiatives. By doing this, the FLI directed the training of nearly 500 parents, key community leaders and school staff, with parents and caregivers becoming stronger leaders in their homes; staff becoming greater ambassadors for school-based learning; and community leaders more vested in parental engagement throughout the City of San Bernardino and its public schools. As such, FLI leadership and parenting courses reinforced student learning and development by investing in the needs of parents and the local community.

**Study Aims**

In promoting K-12 achievement in public schools, the important role of families has become a most critically important area of focus for the success of American education this past half century. Aligned with this mission, the SBCUSD has adopted the concept seriously, as it has enlisted programs like the FLI to strongly assist in this process. As such, it has lent support to these efforts, especially for both Latino and African American communities in the reinforcement of parent leadership development.

In addition, the district has involved the Family Engagement Leadership Development Office, also known as the parent resource center, in strengthening these relationships among the 71 public schools throughout the City, while also including the district’s alternative schools, its adult school, and several of its child development centers.

To better assess how the needs of parents are being met, the SBCUSD wanted to know the impact of its parent programs; more specifically, the impact of the FLI program among schools where FLI has been strongly implemented in its promotion of higher levels of parent engagement in schools. The goal of this research aims to assess the extent to which programs like the FLI have impacted parent groups, both for family strengthening and school participation as well as for student progress.

Specifically for the FLI, this study aims to evaluate the impact of enrolling and certifying hundreds of parents, school staff and community leaders alike in the FLI curricula. Most notably among them, the Latino parents that have completed the 10-module course of the FLI the past two calendar years, 2015 and 2016. The study attempts to assess how the FLI has helped SBCUSD meet its community goals, including that of attaining higher parental engagement in its public schools. In addition, it provides suggestions on how to more greatly maximize this influence and support its rate of success.

Quite specifically, the purpose of the study was to examine the extent to which overall objectives of the FLI program are being met as these also bolster district goals. This includes changes in beliefs, behavior and skills that might reflect improved attitudes and stronger leadership skills among parents as well as how they transfer positively to the overall improvement of behavior and academic performance for children.

The following three research questions drove the study: 1) How many and what type of parents and other influences have been impacted by the FLI program? 2) What has been the degree of impact of the FLI program on these groups of participants? and 3) What notable

evidence exists for parents on the behavioral change and academic achievement of their children?

**Parent Engagement**

Looking back at parent engagement, the 1970s was known as the decade of “parents as advisors,” as the role of parent involvement gained impetus from the Elementary and Secondary Education Act (ESEA) mid-sixties, most especially Title I (compensatory education) and later Title VII (bilingual education). From the federal perspective, increased parent involvement aimed to: 1) make services delivered to the “poor” more responsive to their needs; 2) integrate community life with schooling; and 3) ensure stronger school accountability (Davies, et al., 1979). It was the ESEA amendments of 1974 that later passed tighter regulations to establish parent advisory councils (PACs) before the submission of applications for supplementary funding by the Federal Government (Federal Register 45 C.F.R., 116.17(o)).

Subsequently in 1978 (P.L. 95-561), the ESEA Amendments created the most comprehensive of any of the Title mandates that related to parental involvement. Under these Amendments, local education agencies (LEAs) were required to involve the PACs in Title program planning and implementation that assured PAC composition was representative, among other assurances. Since then, parent engagement has expanded considerably, as we have subsequently learned more about how it best works and how its relationship to student success is strengthened.

Our learning from parent engagement is that it is not a hindrance to the goals of a school system. To the contrary, it is essential for parents to become involved. In cases where districts see parents as getting in the way, this more often related to issues the district had mismanaged or neglected, fully independent of parent engagement *per se*. Documentation now clearly shows that the health of a district is more dependent on the health of its parent groups than the other way around. Data are now rather conclusive that contrary to limiting parent programs, school districts are learning how to expand and reinforce parental efforts whenever possible. In tandem, similar principles are also applicable to administrators and their schools.

Research on high expectations is now consistent that children’s “expectancy for success” emanates greatly from parents, as parents take on the role of “expectancy socializers” (Frome & Eccles, 1998). It follows that when parents increase their expectancies of success, so do their children. This is also why achievement becomes more greatly valued, pursued, and anticipated by the child. In actuality, this is similar to how the pursuit of higher learning and career aspirations are also promoted (Dubow, et al., 2009).

By parallel logic, teacher expectations follow similar reasoning, as teachers must also affirm high expectations. Fundamentally, however, orientation should begin at home. Regardless of antecedents, if expectations at home and school are unaligned, child insecurity and failure increase. Over time, this can put the child at considerable risk.

FLI concurs that the most critical factors in the learning and character-building of students occurs within these two primary spheres of influence—the family and the school. Intuitively, linking the two reinforces the child’s progress socially as well as academically. These two pillars

of support are what researchers call “overlapping spheres of influence” (Epstein & Sanders, 2000). These are critical for both parents and educators, as it stands to reason that in working together they jointly create the best of both worlds toward student success.

It is important to note that when school staff (especially the teacher) is uncomfortable with parents, it is often because there has been insufficient professional orientation on how to work with parents, as parents represent the single greatest asset, dollar-for-dollar, for student achievement. It is also important to note that rather than blaming the parent, even the most difficult-to-work-with becomes an asset when reached through appropriate school and teacher practices. The underlying belief is that *all* parents can be enlisted. For nonmainstream populations, all too often the cultural component is a missing ingredient for staff and a major reason why schools falter in this arena.

As the FLI reinforces throughout its trainings, the role of the parent resource center (or equivalent) back at the district becomes critical, as it fortified by these trainings, putting into immediate practice what parents have learned, while motivating them to be role models and to connect with local groups, where parents learn from parents and support one another. To this end, parent resource centers play key roles for parent participation in school events, including hosting activities that help refine and put into practice the key concepts they have learned. As such, multiple programs and engagement activities with parents should be ongoing and periodic (e.g., monthly), even for those that rarely attend meetings.

Such centers should also strive to encourage parent input and ideas that strengthen opportunities to volunteer. A key goal is to ensure that parents are fully involved in events throughout the district, as such parent centers should also help track and monitor parent participation in school functions and activities that will further expand their voice by including them in decision-making processes and in the training of others.

The Strategic Plan for Family Engagement formulated by the SBCUSD (May 2017) is aligned with these concepts, with the mission to “help implement best strategies for promoting Family Engagement ... to ensure ... educational success for families in the San Bernardino community” (p. 2). A critical takeaway from this initiative is the need for schools to value collaborative and coordinated systems that promote strong and healthy family and community engagement.

**Research Significance**

The goals of this study align with the conclusions of major research conducted the past several decades on parent engagement such as that from the Southwest Educational Development Laboratory (SEDL), *A New Wave of Evidence* (Henderson & Mapp, 2002). This macro analysis—now sustained—concluded that the most accurate and consistent predictor of student achievement is the extent to which families are involved in the education of their children. This was documented to be more important than family income, race or other factors. Scores of studies have subsequently affirmed that when schools, families, and communities work in tandem to support learning, children do better, as they become more receptive to benefit from classroom instruction.

Research findings from associations like the National Middle School Association (2006) and America’s Promise Alliance also indicate overwhelmingly that regardless of background, income or zip code, students with involved parents are more likely to earn better grades, attain higher test results, enroll in higher-level programs, earn more credits, attend school more regularly, have more highly-developed social skills, and demonstrate stronger resilience in their relationship with peers, all evidence-based findings.

According to data from America’s Promise Alliance cited by a recent report from the National PTA (2014), a student drops out of school every 26 seconds. As presented, their data suggests that “every student should be afforded every opportunity to graduate from high school while being adequately prepared for and encouraged to pursue postsecondary education, including vocational education” (p. 3). By similar standards, the Association explicitly emphasizes that for families to become engaged they will need: a) information, b) encouragement, and c) support from school staff. These are precisely the guidelines adopted by the FLI curriculum, but with the added admonition that parents must be d) trained to guide the process adequately as well as e) know the elements that assure healthy cultural norms are never compromised, as these must remain intact and strongly reinforced. For the parent, culture is akin to the ballast that provides the balance to a floating ship.

As now well established, parents that provide substantial influence on their children’s behavior also exert strong control and oversight to their academic performance, almost as if an accountability mechanism was spearheaded from the home. At the other end of the spectrum, children exposed to highly aggressive parenting conditions—like interpersonal conflicts—display high rates of stress and aggression. Here the effects between negative parenting and acting out are bi-directional. Presumably, children learn negative problem-solving styles as a result of repeated exposure to such models (Huesmann & Kirwil, 2007). As a result, parents that utilize strong power-assertive techniques in managing their child’s behavior will influence their children in ways that are more likely to get them into trouble with the law and more often encounter disciplinary action (Cummings & Davies, 1994).

The latter concept is important to fully appreciate in broader context, as many families wrestle with interpersonal and familial conflicts that can spill onto the school environment. In conflict resolution, for example, social behavior is controlled to a great extent by social scripts. By learning to modulate among these scripts, parents can learn to discern more viable options and alternatives to resolve conflicts. By doing this, they both model behavior as they also pass this on to their children. Without doubt, the mental stability and healthy condition of parents has a great bearing for their children.

Students spend more than 70% of their time at home, with the balance of their time in school, among peers or with other family members (Dubow et al., 2009). The fact that parents have the greatest influence and are the first teacher in the life of a child, means that working with parents pays off for family cohesion and student wellbeing. Therefore, parent involvement that includes establishing home stability, checking on homework, attending school meetings and events, discussing school activities, and interacting with teachers has a more powerful influence on academic performance than other factors within the school itself.

More to the point, when parent engagement facilitates learning at home (e.g., reading aloud, sharing cultural history and engaging in simple learning tasks around the home) such activities produce a more profound impact on educational achievement than independent efforts expended by their teachers or the students themselves (Hill & Tyson, 2009).

In a research review of the FLI conducted by the Houston Independent School District (HISD, 2008), findings confirm that the FLI focuses on many of the skill sets and parental behaviors that the research literature has shown to impact on student academic achievement and attitude. In its analysis of nearly 200 parents, the HISD study found that the FLI had positive effects on both of these areas as well as on the overall attitudes and behaviors of parents long-term.<sup>6</sup>

Aligned with the above trends, the goal of the FLI is “to teach parents and caregivers the art and skills of family leadership in support of academic achievement and life outcomes for their children by using a practical ten-step approach.”<sup>7</sup> The following objectives are delineated in all FLI curricular materials as well as its Website.

1. To increase the engagement of families in the educational success of their children;
2. To provide needed tools and direction for parents and their children to achieve academic and lifelong success; and
3. To produce a cadre of knowledgeable and committed parents that actively supports school/community efforts that benefit their children while also equally encouraging families to succeed.

A more detailed description of the FLI curriculum and its ten modules is included in appendix A. The appendix also provides a broader overview of the FLI program and its objectives.

### **FLI Curricula**

At San Bernardino the FLI provided two types of curricula. One was the standard FLI parent curriculum, consisting of 10 modules, ranging from two to four-hours each; with the other called the Parents Living with Purpose (PLP), as a condensed, 2-day version of the 10-module, FLI parent curriculum. In a similar manner, the latter curriculum provides parents with the knowledge, tools and motivation to help children succeed in school and in life. It is designed to help empower parents become advocates for their children by improving their communication and collaboration with schools, with the goal of building partnerships to ensure greater student success.

The standard FLI curriculum is driven by research findings that confirm the role of parents as essential to the success of children in school. This represents the standard and most prescribed FLI parent workshop that contains ten essential modules. The premise is that when schools work together with families to support learning, such children tend to succeed more greatly “not just in school, but throughout life” (Henderson & Berla, 1997, p. 1).

<sup>6</sup> HISD evaluation of the FLI, 2008, p. 18.

<sup>7</sup> Taken from FLI Website, available at: <http://www.easleadership.com/programs/family-leadership-institute/>

When dealing with minority populations, the importance of the FLI curriculum follows the reasoning that researchers like Joyce Epstein (2001) advance, from her extensive research on parent engagement at Johns Hopkins; namely that family involvement is more important than family background in determining whether and how students' progress and succeed in school. In point of fact, one of the reasons districts sponsor parent initiatives is to help parents more strongly engage with schools as well as help monitor progress that ensures needed support systems are available to them and their children. School districts most heavily engaged in these processes are also among those that reach highest performance.

The FLI curriculum is predicated on the belief that parents are capable of learning new techniques for working with their children. This is further bolstered by the fact that all parents want their children to succeed. As a result, parents take pride in learning the best methods for how to work better with their children without undue pressure.

Successful parent engagement efforts also recognize that the parent-child relationship is distinct from but equally as important as the teacher-child relationship. It is important to understand, however, that what works well at school will not always work at home and vice versa. These relationships and tasks must be well understood as they also must be carefully cultivated and fostered. The magic of FLI is how it helps parents navigate across these domains delicately, with culture, relationship strategies, and socio-emotional factors each playing critical roles in supporting and nourishing the proper balance and wellbeing of the child.

Unquestionably, programs like the FLI are extremely important for parent engagement precisely because such well-evidenced and culturally-relevant program practices produce the strongest results (Moodie, et al., 2014). Regarding culture, related studies indicate that cultural approaches have great influence on parent engagement such as parent trainings, as they bring great relevance and tie best with culture (Barrera & Castro, 2006). These approaches appeal to hard-to-reach parents that might otherwise not participate, as considerable data now indicate that educational, community and mental health programs are more likely to successfully enlist Latino and other minority group parents when compared to traditional, middle class, mainstream approaches (Hughes, et al., 2005). Very special appeals are necessary for nonmainstream populations, as field-grounded methods and approaches work best in continually capturing and motivating such hard-to-reach populations. At its essence, programs like the FLI are uncommon and hard to find, with even fewer pre-qualified programs recommended by the Federal Government as evidence-based.

The FLI approach has several advantages to sister programs across the nation. In going beyond basic knowledge, it also brings relevance to the lives of parents, expanding much beyond even Epstein's (2001) framework of six types of parent involvement. For example, the FLI adds to its curriculum additional critical dimensions such as: 1) knowledge, awareness and acceptance of cultural roots; 2) personal validation and self-confidence; 3) basic principles of child advocacy; 4) support systems among parents; 5) lifelong goals and strategies to achieve them; 6) directly visiting universities, not just hearing about them; and 7) establishing harmonious relationships with family members by promoting personal and emotional wellness.

Additional to the standard FLI parent curriculum, the PLP curriculum was also offered to community organizations in San Bernardino, as section II elaborates in greater detail. As alluded, this latter curriculum is an abbreviated form of the full-length, 10-module, FLI parent curriculum. In addition to the standard FLI and the PLP, there are several other curricula offered by the FLI, including specialized curricula for youth. To date, however, only the standard FLI and the PLP have been sponsored in the City of San Bernardino.

The FLI curriculum has a long-standing reputation. Having been in operation for over twenty-two years, it has undergone extensive revisions and updates over time. This is not to say that one size fits all. In point of fact, this is not what it represents. From the start, the curriculum has been multicultural, though emphases was on the Latino family, as this coincided with the founder’s background. By fall of 2017, however, the curriculum is expected to again add several more sections to three of its modules that include more vignettes and relevant examples pertinent to both Native American and African American groups. Among parent programs, FLI is one of the most versatile, dual-language, and multicultural curricula of its type nationwide.

**II. GENERAL APPROACH AND FINDINGS**

**Data Collection and Methods**

A mixed-methods approach reliant on both qualitative and quantitative methods was utilized to measure program effects. More specifically, data were gathered utilizing ten distinct approaches and sources, as follows:

**1. Representative Numbers: Who participated, from where and how?**

*Trainings and Attendance:* The FLI began providing parent training to the City of San Bernardino on June 2015. Since then, seven FLI training sessions have been provided to cohorts of parents and school staff using the 4-day, 10-module FLI training curriculum. A total of 344 persons representing SBCUSD were trained between 2015 and 2016. Exhibit 1 represents total graduates for this curriculum, all attaining certificates of completion.

In addition, four other trainings were sponsored by the FLI for community persons using a sister curriculum called Parents Living with Purpose (PLP). This was oriented primarily to the African American, previously underrepresented. The was administered at four locales: the Anne Sherrill Community Center, the Boys and Girls Club, the Center at Highland Church, and one other training at San Gorgonio High School.<sup>8</sup> As earlier noted, this training is two days, somewhat different from the traditional FLI parent training, as it is also more condensed.<sup>9</sup>

<sup>8</sup> Two trainings occurred here: one was for the traditional FLI curriculum and the other for the PLP program.

<sup>9</sup> It had been decided that the PLP training would be helpful for certain community-based organizations (CBOs) and key participants, indirectly associated with the school district. These workshops further expanded the inclusion of the African American community so as to ensure they were included in the process.

**Exhibit 1:**  
**Number of New Parents Attending FLI Training at SBCUSD, 2015-2016**

School	Total Parents
Cajon High School	65
Dominguez Elementary	37
Vermont Elementary	54
San Gorgonio High School	41
San Bernardino High School	44
Indian Springs High School (1)	46
Indian Springs High School (2)	57
<b>Total</b>	<b>344</b>

PLP added another group to the original list from exhibit 1, bringing the total attendance from the City of San Bernardino to 471 by end of 2016, as per exhibit 2. Nearly 1-in-4 (26 percent) graduated from the PLP curriculum. All of these workshops were held in the City of San Bernardino.

**Exhibit 2:**  
**Total Number of Persons Participating in Trainings Hosted by the FLI, City of San Bernardino (both FLI and PLP curricula)**

Institution	Total Parents
SBCUSD (FLI training for a total of seven school sites)	344 (74%)
Boys and Girls Club (PLP training)	42 (9%)
Anne Shirrells Community Center (PLP training)	30 (6%)
The Center at Highland Church (PLP training)	30 (6%)
San Gorgonio High School (PLP training)	25 (5%)
<b>Total</b>	<b>471</b> <b>(100%)</b>

During this period, another three FLI training events (National Practitioner Training Summits) were held in Las Vegas, where SBCUSD also participated.<sup>10</sup> These events attracted larger attendance, as they included participants from multiple districts, though smaller representation from any single district. These latter workshops were again somewhat different, oriented for

<sup>10</sup> Two workshops were held in 2015 (July and December) and one in 2016 (June).

individuals interested in becoming FLI facilitators (or assistants) back at their district, with the exception of district staff that was present for general curricular orientation.

As designed, the forum for the summit events is conducted more like a trainer-of-trainer (TOT) model. Many attending from San Bernardino had been certified already in the traditional FLI curriculum. However, additional SBCUSD participants added another 22 to the list of first-time attendees, increasing the unduplicated total from the City of San Bernardino to 493 persons for all FLI events (FLIs, PLPs, and summits). Numbers are inclusive of parents, district staff (teachers, administrators and principals) as well as community members.

**2. Observations from several workshop events as well as review of participant comments and ratings from all events, years 2015 and 2016.**

A total of four FLI workshops were observed (summits and local), where SBCUSD parents and staff participated. Notes were taken from these events on parent interactions, sidebar comments and informal conversations. Event interactions provided opportunity to observe dialogues among parents and note attitudinal responses during each four-day period. Interactions among participants were extensive, with sharing of the learning process well displayed and highly visible.

In addition, as reaction forms were collected for all FLI workshops in 2015 and 2016, a thorough review of these responses was also undertaken. This was helpful in capturing the likes and dislikes of every workshop as well as in documenting what participants considered most helpful. A compendium of selected quotes has been highlighted from these sessions and is included in appendix B. Statistical data compilations from reaction forms appear in later subsections to this report.

**3. Observations at FLI-related events and parent center activities.**

Various observations were held for local events directed by FLI parents themselves as well as other local events related to the FLI program. In general, parents took on bold initiatives and various spinoffs for new activities occurred, fully parent-led, many independent of the parent resource center.

One example is when LTC (R) Consuelo Castillo Kickbusch, USA, was asked by parents to present at an impromptu event at El Cajon High School early spring of 2017. This was a kick-off event to expand the FLI program to nearby feeder schools. Turned out, the meeting was a catalyst that helped inspire parents to spearhead FLI initiatives to other schools, where parents subsequently guided efforts to establish new FLI groups, one group promoting another; with food, entertainment, speakers, and music fully provided by the parents. With tacit approval from principals, more events of this type are now being planned by parents.

At another event, FLI parents sought opportunity to present their story and achievements at a conference of bilingual educators, where parent groups were attended preconference institutes. Here the FLI parents had submitted a proposal and were selected as presenters for a pre-conference workshop. As it turned out, the all-day workshop event was very well attended

and highly rated, a conference highlight, with even greater attendance in the afternoon, as word spread throughout the conference. This was at the NABE national conference in Dallas (February 22, 2017). It marked a first-time event for SBCUSD parents of this type, one where Aldo Ramírez, Director of the parent resource center, was able to assist and promote. At the event, parents shared what the FLI meant to them, as first-time presenters before a national audience. This was an occasion where parents presented a “solo” run of their accomplishments. Highly thrilled in sharing their story, parents returned fully charged to fully continue these efforts back home and share accomplishments with much greater enthusiasm. Additional observations from various related events of these types, formal and informal, were noted as part of this evaluation.

**4. Observations from special meetings held between parents and school officials, teachers, and community leadership.**

There was also opportunity to observe parents in the process of advocating for their children at several meetings; once at a school board meeting, other times at school meetings, and at another occasion within a wider-community context, with a CBO.

These meetings provided parents with the opportunity to express their feelings about school matters. Equally important, this became of major relevance for parents themselves, as they represented new advocacy roles that had been uncomfortable for many. Among Latino parents most especially, conversations about school matters with knowledgeable authority figures had been highly unusual, with the taking of stances to advocate on behalf of their children most difficult.

**5. Archival review of information/reports housed at the Family Engagement Leadership Development (FELD) Office and at the FLI offices.**

Opportunity was granted to review records, data and other documentation at the parent resource center, including past progress reports, calendar overviews, specific events together with survey results, videos, internal documentation, among other program-related documents. In addition, statistical counts of how parents were utilizing the center were helpful in tracking parent progress and increased involvement over time.

Similar opportunity was facilitated at the FLI offices, where post-program documentation was made available across districts, including SBCUSD. These included reports, demographic counts, videos and related information on curricular progress over the years and outcomes from particular sites, as provided by staff and available through warehoused archives, with comparable data by which to examine SBCUSD progress.

For both groups, access to internal meetings was also facilitated, where staff interactions were accordingly observed and where certain parents also participated in sharing their views, whether related to parent efforts, focused on site management or the district at large.

**6. *In-depth interviews and written/oral testimonials from parents, school staff and community persons, both formal and informal.***

Two site visits were arranged in early 2017 where in-depth, individual and face-to-face interviews were held with district officials as well as with principals from several schools, especially those with highly-active FLI parent groups. Meetings with parent leaders and with local community leaders were also arranged. A total of 15 face-to-face, in-depth interviews were held. Additional informal chats with teachers and other district staff occurred, but not officially included in this reported category.

In addition, telephone interviews were held in the process of information seeking. For example, several conversations were held with African American and Native American curriculum writers currently working with FLI curricular revisions (and addendums) to several modules. This was to be more inclusive in the nuances of cultural differences as well as the addition of multicultural life stories and anecdotes. These additions have been well received. Informal phone interviews were also held with several of the parents unable to attend focus groups.

Written and videotaped testimonials were likewise reviewed<sup>11</sup> as well as information included from the multiple parent surveys. Also, anecdotal information was documented from the focus groups, with additional information gathered from in-depth interviews. Another information source was that which had been provided in written form to the offices (and staff) of the parent resource center as well as the FLI offices. One letter in particular from a principal (anonymously) was quite lengthy and rather personal, but which documented the change the FLI program made on this individual and parents at the school, including how it had influenced management at the school. Other anecdotes and observations came from superintendents from other districts that have seen how the FLI has impacted their districts over time.

Altogether, these form a large group of written and oral testimonials from parents, school staff, and others about the FLI program and its effects. These statements are quite specific and incisive, beyond mere rhetoric. Samples of these have been included in appendix C.

**7. *Information gathered from parent focus groups conducted in the spring of 2017 with FLI-trained parents (52 participants, 9 focus groups).***

A series of focus groups were undertaken during district visits in the winter/spring of 2017. A total of 52 individuals participated in nine distinct focus group sessions, representing nearly 1-in-7 (15 percent) of all SBCUSD workshop participants. All sessions were held at the parent resource center. Participants were selected via stratified random sampling processes utilizing the list of SBCUSD graduates from FLI workshops the previous two years (2015-2016) for parents and staff alike. Randomization was constructed to ensure that participants from each FLI cohort group were represented.

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<sup>11</sup> A total of 58 written testimonials from multiple sources were reviewed, with several being confidential.

Since not all selected participants were able to attend a focus group, it became important to ensure that systematic sampling processes were fully adhered. As a result, non-attendants were interviewed by phone, with annotations to responses to protocol questions from the focus group. This ensured that 93% from the originally identified participant list was included.

In addition, one other focus group was conducted with local community leaders, independent of parents and district staff, inclusive of leadership from the African American community. This was to obtain external perspectives and impressions from outside the district, as these related to the overall impact of the FLI. Quotes from focus group sessions are included in appendix D.

**8. Results from a parent survey administered by the parent center in 2016.**

A phone survey of parents was conducted by the parent resource center at the SBCUSD in September/October of 2016. Parents that had attended FLI workshops were surveyed by phone. A total of 78 parents responded. According to the resource center, parents were “fairly representative of participating parents up to that point.”<sup>12</sup>

The survey gathered pertinent information on parental views about the FLI curriculum, the educational progress of their children, the SBCUSD and its various initiatives as well as related parent activities across the district. Satisfaction ratings were based on Likert-type scales, with respondents providing high praise and great satisfaction.

**9. Independent survey among parents administered by ICI, Inc. (2017) specifically for this study.**

An additional but independent survey of parents that attended FLI workshops was administered by ICI, Inc. in the spring of 2017, specifically designed for this study. This second survey was independent and external to that which had been earlier conducted (2016) by the parent resource center. This latter survey was administered for the purposes of establishing another set of indicators while also enhancing information gathered from focus groups.

The survey was anonymous and on a voluntary basis, available in both English and Spanish. It was distributed to SBCUSD parents at multiple parent events, meetings and functions as it was also made available at all focus group events, but independent of these sessions. Although distributed to all persons attending SBCUSD parent events and activities, it had major limitations as it only represented purposive samples of parents that volunteered to respond, not randomly selected and not distributed at all events.

With a total of 66 parents responding to the survey, less than half (45 percent) selected the English version and nearly two-thirds (65 percent) spoke Spanish at home. Among the latter group of Spanish speakers, 58 percent spoke “mostly” Spanish as compared to 23 percent speaking half Spanish and English and 19 percent speaking “some” Spanish. As it turned out, FLI

<sup>12</sup> Taken from the parent resource center survey report (2016) provided to the SBCUSD board.

and non-FLI groups seemed fairly comparable, as there was little difference in language use or preference between the two groups.

**10. Analysis of student performance indicators among children of trained parents against comparison group students.**

With assistance from the SBCUSD Office of Accountability and Education Technology, with assurance to protect personally-identifiable information, students from two lists of FLI parent graduates (2015 and 2016) were compared to comparable lists of students from non-participating parents so as to track student progress and change over time.<sup>13</sup> This included comparisons against the following five variables for the two-year period in the study: a) average daily attendance (ADA); b) retention and graduation rates; c) student discipline (e.g., suspensions and disciplinary action); d) grade point average (GPA); and e) proficiency test results, as appropriate.

Albeit two-year timeframes (or less) are often much too short for accurate attribution and impact of effect, important differences and trends were evident. Normally, impact attribution of this type is valid with high degrees of confidence only after three to four years from program intervention. Nonetheless, improvements were already noticeable for certain variables. These are expected to further improve over the next several years.

**Findings**

As alluded, both qualitative and quantitative methods of data gathering were utilized. This was a mixed-methods approach to data gathering, combining both qualitative and quantitative methods. For the purpose of this report, data gathering procedures and findings are logically divided into ten distinct categories of data organization for ease of understanding, somewhat different from a standard research approach, as findings are also to be shared with participants. These data follow the same parallel logic and sequencing to the above categories.

To this end, *qualitative* data, as already described, were divided into seven logical chunks (or categories), with focus group participants having been identified via a stratified random-selection process; meaning that everyone had an equal chance of being selected within their cohort group (by workshop). Also, special interviews and event observations are included in the data-gathering process. Altogether, they are denoted in findings #1 through #7.

*Quantitative* data, in turn, are divided into the three remaining categories that include two parent surveys (findings #8 and #9) and student outcomes (findings #10), with the latter encompassing five areas of student performance, as earlier de noted: average daily attendance (ADA), grade point average (GPA), graduation/retention rates; student conduct (discipline), and proficiency test scores.

<sup>13</sup> Comparability was obtained by matching demographic information on ethnicity/race; income as measured by school lunch program attendees; English language learners (ELs); and geographic representation, based on school registration.

**1. Findings from data collection #1: Participant attendance, description and representation**

As delineated, nearly 500 persons attended workshop events in the City of San Bernardino and Las Vegas. About 3-in-4 (74 percent) of SBCUSD schools were represented at these events. Notwithstanding the majority of participants clustered around seven schools that represented nearly half (47%) of all attendees. Overwhelmingly, the vast majority of attendees were females (86%) and most (93%) were Hispanic, with the average family representing more than two children, but with 1.8 children enrolled in a K-12 school at SBCUSD.

Interest in the FLI workshops grew considerably in response to the first workshop held on June 2015. As word rapidly spread, enthusiasm heightened. By end of year two, parents had overwhelmingly responded quite positively to the program, most especially Hispanic parents, as more and more requested workshop attendance.<sup>14</sup> However, while the number of participants grew quickly, they mostly represented a small cluster of schools of about eight schools. For greater diffusion and utilization in the future, the program needs to develop more cadres of parents at other schools, with smaller numbers of trained parents.

While a smaller representation (4%) of African American parents attended FLI workshops,<sup>15</sup> the FLI has more recently created high interest among the African American community, especially after outreach efforts expanded through community centers such as the hosting of the PLP curriculum, as an abbreviated version of the standard FLI curriculum (with shorter delivery periods of one to two days) as well as tailoring of the curriculum for community organizations and with particular adaptations to the audience.

**2. Findings from data collection #2: The FLI Workshops**

The FLI workshops generated much enthusiasm around the curriculum, as participants engaged in multiple areas of interest that resonated with them. Overall, reception to the workshops was very positive. This was the case for nearly all events, as there were no rating ranges that were significant between the years 2015 and 2016.

Exhibit 3 provides the average (mean) satisfaction ratings from reaction forms for each of the workshops across nine distinct categories of content and approach, with nearly all (97%) quite favorable. Reaction forms also included personal commentaries about the event, capturing over 1,000 comments in total, with observations ranging from personal impact to specific changes in attitudes and behaviors. Evaluation forms also asked for specific examples, some of which appear in appendix B.

Enthusiasm for the workshop events was highly evident from all indicators, as sample comments in appendix B well reflect. Workshops were viewed as “extremely helpful;” “personally enriching;” “highly instructive;” “very engaging;” and “highly motivating.” Comments fell into five distinct areas: 1) *likes/dislikes* about the program; 2) *what was learned*; 3) *what*

<sup>14</sup> Hispanic parents represent 73% of the SBCUSD enrollment.

<sup>15</sup> African American parents represent 14% of the SBCUSD enrollment.

participants would do *differently* (e.g., behavioral change); 4) *helpfulness* and *applicability* of the information; and 5) suggested *improvements*.

Among the *likes (and dislikes)*, few dislikes were cited, mostly about insufficient time to cover particular topics of interest. Nearly all participants expressed the need for more engagements of this type for their district, with parents greatly appreciating the opportunity to engage, share and learn. For most attendees, it was the first time they had attended an event of this type.

Comments strongly echoed the excitement of discovering new information about themselves, as participants kept illustrating how much they had learned from the process. For nearly all, the workshop was highly educational and illuminating. As one teacher phrased it, “It touched on many areas of new information for me.” For most, the experience was an opportunity for self-discovery and introspection as it was also a time for self-analysis, introspection, and behavioral change.

Much *learning* was shared among participants. Most were pleasantly surprised by how much they had been affected and how this seemed to relate to behavior toward their children. These messages were powerfully felt, as new ways of thinking, planning, and behaving was called out. While many thought they were the only ones to traverse difficulty and setbacks too personal to share, the opportunity to “let go” and “open up” became a special moment for many and a great relief for others. As it turned out, the workshop was a “safe” haven for many and an opportunity for growth, as they not only shared, but also explored new ideas and possibilities.

Growth in personal knowledge and feeling of greater empowerment was palpable in multiple observations of parent workshops. This was well reflected in comments about the workshop experience. Without questions, such exposure yielded dramatic results, as even more timid parents were now willing to “try out new ways of behavior, even at the risk of not getting it right,” as one parent later shared.

As it regarded *behavioral* change, many parents committed to “act differently” upon their return. Multiple statements included in the appendices bear this out, as they portray a wide gamut of commitments. Equally strong, everyone seemed to have a new spirit of engagement and willingness to try new things, while “fixing” some of the past. More importantly, participants expressed willingness to work at becoming more engaged with their children at both home and school as a result of the experience.

Interviews indicated that for many parents the experience was also reinforcing of a new commitment. Parents expressed time and again that they were going to behave differently with their children, whether it was yelling less, working with homework, visiting teachers or just plain listening. These were demonstrable statements about the *helpfulness* and *applicability* of the newly gained information.

Statements regarding program *improvement* were more about adding extensions to the program as well as making it more available to other parents, including other communities. Interestingly, parents also wanted to ensure that school staff also went through the program.

Several voiced this loud and clear: “They [district staff] need it as much as we do” as “They have to change as we also must change. We both must change together.” Other parallel statements were also voiced. Concurrence was that this program is for everyone that “works” with kids, especially those that “care about our kids.”

Among the *SBCUSD staff*, many of their observations focused on how they enjoyed the opportunity to “engage” with parents as well as how much they had “learned” from the experience. Several realized and even openly admitted their biases. Others shared rather powerful anecdotes on how they had prejudged the parent training beforehand and how wrong they had been; while still others shared more about what they would do differently, once back at their school.

Quite specifically, as indicated in exhibit 3, the “content” of curricular materials and topics as well as “approach, delivery and clarity” and “value to my school” were each ranked at the highest level of excellence for nearly all (93%) participants. As indicated in the tabular data, all nine of the rated categories scored above 90% for excellence, with two exceptions. Altogether, these represented extraordinarily high ratings for any group of workshops of this type.

Among non-favorable comments, barely 2% reflected disappointment, with the bulk principally focused on facilities, logistics, food and related services, unrelated to content or workshop delivery. Other comments suggested longer workshop periods, wishing for more time. Less than 1% of all comments regarded the relevance and applicability of topics, with the primary desire for other topics also to be covered.

Few ancillary comments were made such as not fully sticking to the agenda, and with some African American participants expressing a desire for more culturally-specific examples referencing their community. On this latter topic, several curriculum writers have been providing additional input to the FLI curriculum. Our interviews with several of them indicate that they have suggested specific additions to three of the curricular modules. These are expected to be included by fall 2017, ensuring further relevance and applicability cross-culturally to African American and Native American participants.

While additions to the curriculum are forthcoming, no higher costs are anticipated. As it stands, the FLI has been priced at comparably lower per-participant costs when compared to other parent curricula of its type. Price advantages have held the past three years.

Exhibit 3:  
Rating (%) by Category, as Average for all FLI Workshops, 2015 and 2016

Coverage	Percent Rating (aggregate for all workshops)					Total
	Excellent	Very Good	Good	Fair	Not Satisfactory	
1. Relevance of curricular content	93%	7%	0%	0%	0%	100%
2. Value of information learned	93%	6%	1%	0%	0%	100%
3. Approach, delivery, and clarity	95%	5%	0%	0%	0%	100%
4. Personal connection with participants	86%	12%	1%	1%	0%	100%
5. Adds value to my child's education	93%	7%	0%	0%	0%	100%
6. Offered opportunity to develop my talents	87%	11%	2%	0%	0%	100%
7. Can use learned strategies immediately	92%	7%	0%	0%	1%	100%
8. Helped me become a stronger parent	90%	10%	0%	0%	0%	100%
9. Recommend to other schools/districts	96%	4%	0%	0%	0%	100%
<b>Average</b>	<b>92%</b>	<b>8%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>100%</b>

**3. Findings from data collection #3: FLI-Related Events and Parent Center Activities**

Observations were collected from a variety of related events that spun off the FLI. Some were assisted by LTC (R) Consuelo Castillo Kickbusch, USA, and her staff. Other have been led independently by FLI parents themselves, while still others have been supported by the parent resource center together with staff and volunteers. In many respects, however, FLI parents have undertaken many initiatives to drive their own events, with minimal support from the center. More recently, several are now designing, leading and delivering their own, personalized workshops with considerable success.

As a result of the NABE institute earlier referenced, for example, this parent group has now been invited to speak at other conferences. What is notable about the NABE event is that many more parent-led initiatives now have been initiated in contrast to previous years, most especially the leadership of Hispanic parents. This indicates a movement that is expanding, parent-to-parent and districtwide.

Some parents are also going back to school and taking classes, an unanticipated outcome; while others are attending book-reading events they themselves have sponsored. For example, there are now two book-reading groups going through LTC (R) Consuelo Kickbusch's book, *Journey to the Future: A roadmap for success for youth*.

At the workshops, it was interesting to observe how SBCUSD parents presented to other districts formally, and later informally. This was about the parent resource center as well as about accomplishments at their schools and about leading parent initiatives in general. These represented important moments for parents, where leadership was strongly exhibited. It is equally important to underscore that these are not just temporary spinoffs, but strong indicators of a parent movement that now has been gaining momentum across the district.

What now seems important is that certain Latino parents now have built up confidence to co-partner activities and workshops across schools to ensure the educational success of their children. This has been an increasing “positive contagion effect” the past half year throughout the district, as it also denotes major milestones being accomplished. All indicators confirm that there has been considerable evidence of positive change at the district among these parents and their schools, as indicated by comments received from several school principals.

Observations also indicate that parents are now taking major initiatives to speak with school leaders with greater confidence, as advocates for their children. These meetings are somewhat different from findings #2 above, as these now depicts parents directly advocating for their children with school leaders. Leadership development has been evident, especially among parent advisory councils (PACs) where Latino parents are now more strongly voicing their opinions and more greatly involved in bilingual education and Title I parent action committees.

**4. Findings from data collection #4: Observations from special internal meetings of parents as well as with school officials and with community organizations**

Among the various parent meetings, it has been striking to observe meetings between parents themselves as they prepared for presentations, reviewed recent learning when directing their own events. The excitement parents displayed was palpable at the NABE event, for example, where they rehearsed presentations and made self-corrections throughout, in great collaboration. Afterward, it was equally striking to see them critique each other’s performance and witness their own corrections in future presentations.

These dialogues were evidence of growth as well as development of critical judgment on what could be helpful to other audiences of parents and school leaders. Presentations provided opportunity to not only share their wares, but also practice what they had learned. Parents were there as a support group as well as a team of collaborators, working toward the goal of getting other parents engaged in working with their children. Unquestionably, the level of care and support demonstrated was heartfelt and personal as it was also rewarding.

Similar statements can be said of other meetings held, especially those with district officials, where critical judgment was made and important advocacy demonstrated. As observed in a short span of time, parents have grown from a process of self-discovery to that of facilitating understanding for others. It has been astounding to document rapid leaps in knowledge compared to where these parents had been prior to the FLI training.

**5. Findings from data collection #5: Archival Documentation**

While the purpose of this study is not to assess the operations of the parent resource center or related work of the FLI, since major review of these functions lie beyond the scope of this study, it is important to corroborate that center activities are well aligned with the service objectives of the FLI that well enhance parent engagement, including that which is planned for the near future, based on the 2017 Strategic Plan for the Parent Engagement Leadership Development Office. It is equally important to affirm that the mere presence of the FLI program

has propelled parents to further avail themselves from ancillary services the parent center will now be providing for the current academic year.

When compared to other FLI districts nationwide, parent workshops at the SBCUSD were fully congruent and aligned with the types of workshops and services provided by the FLI to other districts, with highly productive results. It is important to note that among the many districts served by the FLI, the SBCUSD represents one of the larger and most dynamic programs nationally, as these parents laud the program and are excited about their accomplishments. The participation of parents at SBCUSD well exemplifies how parent programs of this type can change the climate of the schools as they also change parent attitudes and behaviors toward schools.

**6. Findings from data collection #6: Testimonials and In-depth Interviews**

Beyond comments drawn from reaction forms and gathered from focus groups or obtained from in-depth interviews, certain individuals went out of their way to further applaud the impact of the FLI either for themselves or on behalf of their schools and district. Their comments not only humanized the impact of the program, but also put a face to the numbers, making it more about changing lives than mere statistical counts. Program validation of this type is powerful, as reflected in the testimonials included in appendix C. Though most comments are from parents, they also reflect statements from former and current school officials that have experienced program effects firsthand.

It is important to note that some statements were sent by text or E-mail, and several sent by postal mail. For the most part, however, statements are extracted from many of the interviews conducted with SBCUSD parents, teachers, principals and other administrators as well as from several community leaders. Understandably for some, identification from some respondents is undisclosed at their request.

Many anecdotes are reflective of real-life and emotional experiences that cannot be otherwise quantified statistically. As such, these are often omitted from studies and reports of this type. Different from traditional research, however, we deviate from these practices, as many parents with whom we spoke truly wanted “policymakers” and “administrators” to understand the human face to this dimension. They want everyone to know the degree to which the program has made profound impacts.

In-depth interviews provided vivid examples of how parent engagement made academic differences. For example, several principals shared how FLI parent engagement at their school changed both the behavior and the attitudes of students at their school. At one school, For example, the average daily attendance (ADA) changed dramatically this past year. Turns out a group of parents decided to assure that their children were going to have perfect attendance. At this particular school, about 100 students were on the perfect attendance rolls out of nearly 800 students. As more parents wanted their children to also be on this list, several took the initiative to put together parent-led initiatives for the school to reach a perfect attendance record. So, these parents led a host of events in special outreach to all parents. Within a short period, nearly

700 students could boast a 100% ADA. This was astounding for a predominantly Latino, low-income school of this caliber, breaking former ADA records.

Other conversations provided evidence that indicate how teachers benefitted from parent-led initiatives. For example, one principal shared how family vacation schedules no longer led to high absenteeism during the school year, as parents were no longer withdrawing children midway through the academic year. As one principal verified, "There is no question that parent involvement is playing a most significant role in the success of children at the school by not pulling them out as in the past. This helps students maintain focus and continue their studies uninterrupted."

### **7. Findings from data collection #7: Parent Focus Groups**

Focus group attendance was determined through a stratified random process, where participants from each of the seven FLI workshops listed in exhibit 1 had an equal chance to be selected. Once selected, those unable to attend were interviewed by phone, as they responded to the protocol by phone, where their voice was added. As for the sessions, all were audio-taped, with prior permission from each session and with the understanding that quotes would not be personally identifiable.

Overall, nearly 15 percent of all parent attendees were represented in the focus group process. Among the sessions held, feedback about the program and its various workshops was genuinely positive. On a ten-point scale, the average satisfactory rating for all workshops was close to 9.2, exceedingly high. Regarding impact, parents provided very specific evidence of personal change in home activities and how they now interrelate with their children. They also commented on how the FLI experience seems to have made a difference among peers.

With little prodding, parents were eager to provide examples of personal impact and change in behavior. They were highly excited about recent changes at home [*mi casa*]. Said one, "*Mi comportamiento ha cambiado enormemente*" [my behavior has changed considerably]. Multiple examples were cited as evidence of change in attitude toward their children. A good number were now "taking time" to "talk" with their child, "listen" more intently, and "help problem-solve" [*ayudar resolver sus problemas*]. Through focus group sessions, they provided examples on how this was different from former behavior. Sample quotes from sessions are captured in appendix D.

Responses from non-Latinos that attended the workshops were equally positive, though rankings were slightly lower at "8.0" rather than "9.2." They could relate to the issues and the anecdotes because they saw how these transcended, though preferring even more culturally-specific stories and examples. One said, "Culture is culture and we learn from each other's stories." Another emphasized, "Being multicultural helps, as it allowed us to see the same story from different lenses." And for a non-Latina, "I would merely add several more examples and anecdotes that are important to me, but that's just a matter of tweaking the curriculum." One other clarified her feelings about the curriculum from a practical lens: "When the FLI curriculum was presented to a different audience the examples and stories changed, so it was not a problem for me to see the same curriculum from two perspectives. Much depends on who

facilitates and to whom. Having attended two different sessions, I have seen how the curriculum has been modified to fit the audience.”

Without doubt, focus group comments were overwhelmingly positive of the FLI curriculum. Underlying any of the concerns, statements were extremely powerful as they pointed to a considerable number of examples where participants were able to detect a difference in both attitude and behavior among themselves as well as among peers. This was convincingly communicated at all sessions. One participant summed up her feelings concisely, “Kudos to the FLI for having done the job that no one has done for me as a parent in the fourteen years I’ve had children in the school system.”

It should be pointed out that one concern that was raised was fully independent of the FLI itself, as certain parents focused on issues *following* the workshop event; namely, parent monitoring. One parent summed it up, “I didn’t know who I could see or what assistance I could receive after gaining so much practical information. I wanted to share and didn’t know what parent groups existed or who could help me with the process.” Another said, “There was little follow-up after the event, so it took me a long time to figure out what to do to start any parent action at my school.” Still another stated, “I lost track of who attended and didn’t know how to reconnect with the group,” with another stating, “I didn’t hear back from anybody back at the district after I attended.”

These statements made it obvious that over time different strategies were in place at the parent center across a two-year period, but that there now seems to be more targeted follow-up and parent monitoring. For example, there is currently a process, including a parent university model, where parents are being invited to participate in subsequent events, including attendance at booster-type workshops and through reading clubs, with some taking courses (e.g., English and IT) at the center or at nearby facilities, and still others continuing with their education. With sufficient support, this can be an important asset for the school system, as the major beneficiary is the child in school.

#### **8. Findings from data collection #8: Parent Center Telephone Survey**

For the district-wide telephone survey administered by the parent center during September and October of 2016, SBCUSD parents that had attended FLI workshops responded to the survey (n=78) and rated the “impact” of the event. In responding to whether the workshops had a “positive” affect in their daily life, nearly all (96%) parents were in agreement, affirming “yes.” As to how participants felt the experience had impacted their family and children, responses were also exceedingly positive and quite consistent, with 95% and 94% agreement, respectively. When asked how “big” the impact of the FLI, 94% of parent respondents ranked it at “4” or “5,” based on a five-point Likert scale.

In further response to questions about how the FLI impacted their child’s “grades” in school, nearly 4-in-5 (80%) of parents agreed that the FLI had a “positive impact” on “children’s grades,” with larger percentages agreeing it had an even stronger impact on their child’s “behavior,” at 92%. In gauging how the workshop experience may have affected future aspirations of the parent, 95% of respondents agreed (“yes”), with the FLI experience representing very high

impact. Interestingly, among all respondents, nearly 4-in-5 (83%) wanted to participate in follow-up activities with the FLI and many did not see this as a temporary or one-time event, but one of continual development and growth.

Unquestionably, as per this phone survey, gathered data fully indicate the FLI had an overwhelming impact on the vast majority of parents. Percentage rates of impact well exceeded 90 percent for all major categories of life outcomes. Consistently, participants also perceived that the effects not only impacted them, but also their families and children. For most, the importance of the event was more than a personal experience. It had lasting consequences for them, their family, *and* their children.

### **9. Findings from data collection #9: Purposive Parent Survey**

In a second survey, independent of the parent resource center, both FLI and non-FLI parents were included, though the majority (82%) respondents had attended an FLI workshop. Responses provided opportunity to compare statements to the earlier telephone survey conducted by the parent center, while also providing comparisons against non-FLI parents. Demographic differences between FLI and non-FLI parents were slight, but not significant, as FLI parents were slightly more Spanish dominant.

All (100%) FLI respondents thought the FLI course would greatly benefit other parents. As word about the program spread among parents, expectations for the FLI increased, with non-FLI attendees also wanting to enroll. Seemingly ironic, among those that had never taken an FLI course, most expressed interest to enroll in an FLI workshop, ironically more among non-English speakers.

Response to this survey was not unlike the parent resource center survey.<sup>16</sup> Nearly all (98%) parents had used strategies learned from the FLI. Also, nearly all (96%) parents agreed their behavior had changed, with 84% responding “quite a lot” and 12% responding “a fair amount.”

Regarding time spent with child, responses were overwhelmingly positive that “more time” was being spent with child, with 94% responding “quite a lot” or “a fair amount.” When asked further if they thought the “FLI had positively increased their child’s performance at school,” the vast majority (88%) agreed with “quite a lot” or “a fair amount.”

Among FLI parents, responses showed positive indicators of program impact for both self-perceptions as well as against behavioral indicators. For the non-FLI parents, there was certainly a “positive contagion effect,” as desire was now higher for enrollment in an FLI workshop event.<sup>17</sup>

<sup>16</sup> This is to be expected, as telephone responses tend to be slightly more positive toward a friendly caller than anonymous surveys.

<sup>17</sup> Behavioral research indicates that both measures may be equally valid contextually.

**10. Findings from data collection #10: Student Performance Indicators**

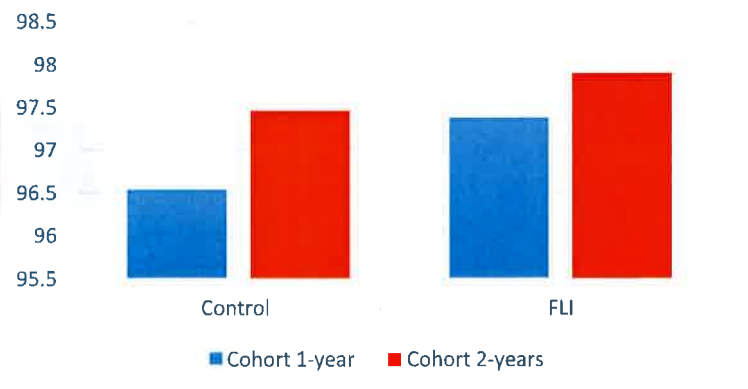
Specific groups of parents were identified from FLI attendees, where certified parents with high attendance at the FLI workshops were selected as the treatment group. These formed two distinct samples of about 75 parents each, one for the cohort attending FLI training in 2015 and another cohort for FLI training in 2016, with the latter representing a one-year cohort.<sup>18</sup>

Children from each of the two cohorts were matched with a comparison group of students<sup>19</sup> to track changes in student performance across the following four indicators: a) average daily attendance (ADA); b) grade point average (GPA); c) disciplinary action; and d) state proficiency tests. Retention and graduation data were not utilized, as samples were too small to be generalizable. Demographic data for the cohort are included in appendix E.

*Attendance:*

There was a statistically significant difference for positive change on average daily attendance (ADA), where both of the FLI student cohorts (one-year and two-year) indicate statistically higher rates of improvement over a two-year period, as compared to matched control groups. This is illustrated in exhibit 4. Not indicated is the trend over time, where the FLI group also has been increasing at a more rapid rate than the control group, approaching fairly high attendance rates.

**Exhibit 4:  
Average Daily Attendance (%), by Cohort (SY2016/17)**



It is important to again highlight that statistics like these were highly influenced by parents banding together to assist with carpooling for those in need of periodic transportation so as to assure all children get to/from school easily, while also reducing tardiness. Not shown is that FLI children also had lower tardiness rates compared to control groups.

<sup>18</sup> These were denoted as sample 1 for year 2015 and sample 2 for year 2016.

<sup>19</sup> Comparison groups were denoted as sample 1A for year 2015 and sample 2A for year 2016.

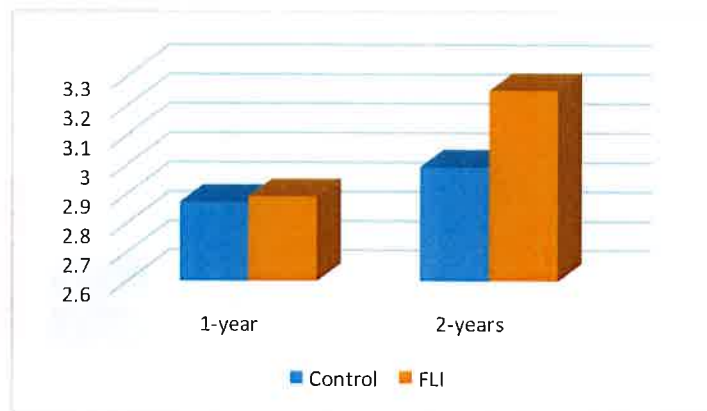
Also, as previously noted, FLI parents periodically met via small group sessions to provide counsel to parents, with general information about schooling, including convincing peers not to pull their children out of school during long winter breaks for warmer climates. Instead, they convinced parents to plan vacations around natural school breaks, so as not to disrupt learning during the school year.

In a series of surveys documented by the National Dropout Prevention Center/Network, it was found that the major reason for dropouts was not that students “disliked school,” as portrayed by previous youth surveys, but that the most critical determiner of low achievement was due to high rates of “absenteeism.” Research of this type now concludes that loss of contact with schooling is one of the most salient predictors for dropping out of school (Doll, Eslami & Walters, 2013).

*Grade Point Average (GPA):*

The grade point average (GPA) for students was substantially different among sample cohorts. This is graphically represented in exhibit 5 which illustrates general patterns in its spread, with statistically strong differences within a two-year period.<sup>20</sup> In addition, certain GPAs increased by more than half a grade point for certain schools, though the latter is not shown.

**Exhibit 5:  
Grade Point Average (GPA) for FLI and control groups: one year and two years**



*Discipline and Suspension:*

Differences were substantial for FLI students for year-one cohorts, though not significantly different for two-year cohorts. For the latter, both groups appeared nearly identical, with no significant differences.<sup>21</sup> However, for year-one cohorts, differences were consistent across three measures, quite positive for the FLI students. These data were consistently positive for a) total number of suspensions, b) number of reported incidents, and c) total days of suspension.

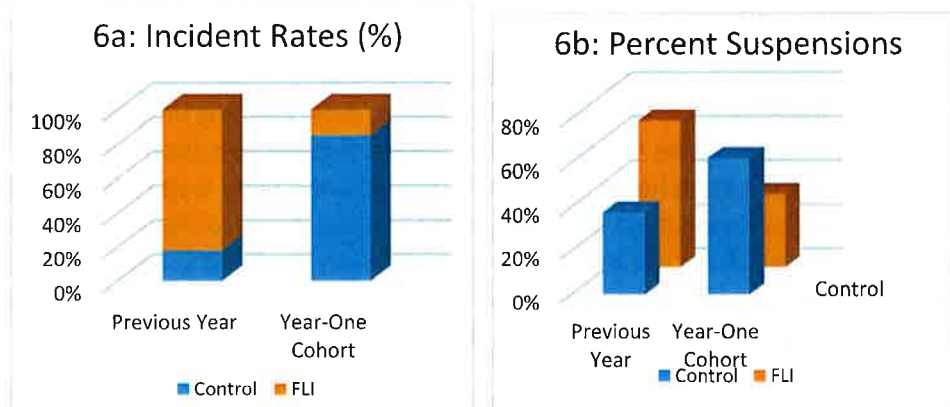
<sup>20</sup> Differences were statistically significant at a high confidence level (alpha .05).

<sup>21</sup> Data show that several students made the difference here, as two of them were under severe observation.

As compared to previous-year records, all three categories improved for FLI students, with trends further worsening over time for the control group. That is, each category showed improvement for the FLI, improving across years, showing more disciplinary incidents and suspensions for the control group over the same time period. It is important to note that one suspension can be the result of several incidents. For this study, we unfortunately were not able to access information on type of incidents, limiting inferences on degree or type of severity among reported incidents.

These data are briefly summarized in the next exhibit via two graphs, one for incident rates and the other for rates of suspension. Charts 6a and 6b show nearly flip-flop data for the two cohorts for the most recent year, with FLI students showing improvement over time as compared to the control group that indicates opposite trends.

**Exhibits 6a and 6b:  
Percent of Disciplinary Incidents and Suspension Rates**



**State Proficiency Tests:**

In carefully reviewing the results from state proficiency tests for both math and English language arts (ELA), no significant differences were found among the groups. Even trend data did not indicate potential changes, as groups perform at nearly the same level the past two years. Scale score differences for mathematics for example, among the two-year cohorts, was 18 points, while for ELA it was a difference of only 13 points. On a scale score distribution of over 2,000 points, this did not yield statistically significant results. Differences among the one-year cohorts reflected similar spreads.

If any effects are to be attained, these will likely not be discovered for another two to three years, as test scores are the last of the indicators to be reflected long-term, several years after conditions in either the school or the home environment have changed. This is to be expected in any comparison of this type. Up until now, the only areas where statistical differences have not been found are those attributable to results on state proficiency tests.

### III. CONCLUSIONS AND RECOMMENDATIONS

#### Conclusions

In brief, results from ten areas of findings indicate substantial change over time for both qualitative and quantitative data. Each of the three driving research questions were briefly addressed. These are reviewed by category, below.

#### **1) *How many and what type of parent has participated in the FLI program?***

Slightly less than 500 parents participated in the FLI program in one manner or another across a two-year period, with much higher percentages of females (86%), with nearly all (93%) being Hispanic. Given the fact that the average FLI parent experienced just less than a one-year exposure to the FLI, the impact of the program in the lives of these parents and their children has been considerable during this short period of time, as captured by a variety of observations and statistical indicators.

The composition of the parents has been primarily female for many of the obvious reasons that most males are working outside the home, most keeping long and non-customary hours; some with multiple jobs, thus leaving females attending to household duties and the children. In this respect, the Latino households encountered were fairly traditional, much in keeping with standard ways of native cultures back home in Latin America. Few exceptions were found among where males went out of their way to participate in the FLI at great sacrifice. Some of the females were also full-time workers, with equal difficulty making it to various meetings, with a number of them also representing single-family households.

Most families have been in San Bernardino and its environs for less than two generations, as they represent a fairly new resident population, many speaking primarily Spanish at home, as our data reconfirm.

#### **2) *What has been the impact of the FLI program for these groups of parents?***

The impact of the FLI has been substantial, as reported, occurring in several domains in the lives of participants. For one, it changed their outlook as parents and how their view their children as well as in family interactions and in their everyday responsibilities, including more careful attention to the needs of their children.

For another, the FLI had considerable impact in bringing parents together as a group, thus creating opportunity for them to support one another, forming common bonds that helped personal development as well as in relationship-building and the formation of strong parent cadres working with schools.

For another, the process was deemed important for self-affirmation, personal validation and empowerment. Beyond parents learning and working with each other, some also have been attending school, with other forming their own reading clubs, and still others developing

workshops for other parents (and staff). Several have even gone back to school to complete postsecondary studies.

Another major area of difference was change in behavior, as demonstrated by comments about daily life, but also highly reflected on how participants now perceive and behave toward their children and families, as gathered from anecdotal information, witnesses, and personal testimonies. Corresponding observations are also appropriate for school for staff, as reported, increasing their understanding of culture and relationship with parents. In several instances, our research team had access to informal interviews collected by an independent source, as part of an independent video documentation of the FLI. This provided another set of data. This and related research studies are included in the bibliography, appendix F.

A distinguishing characteristic of the FLI is that it strongly affects family dynamics, as the curriculum is based on the re-strengthening of core family values and the reinforcement of responsibility that each member has to their family as well as the reinforcement and pride of native culture, as a most valuable asset. For couples attending the workshop, relationships were strengthened in dramatic ways.

Unquestionably, the FLI effect has led many parents to now work more closely with local schools as well as participate more greatly in school-based events. This has spilled over onto greater care and focus on schooling activities for their children and attendant follow-up with the academic progress of their children. At all levels, parents seemed enthused about the program and eager to assist back at the district level in multiple ways, many volunteering in a variety of activities.

**3) *What has been the impact of the FLI program on behavioral change and academic performance for their children?***

Relationships and emotional processes affect how and what students learn at school. With parents enlisted in the process, students seem to be benefitting more greatly by adjusting to the learning environment more quickly and with greater respect, as many parents shared during interviews and focus groups. Research also bear out the ability of parents to better control and manage their thoughts, feelings and behaviors that also link back to academic achievement. For example, students more self-aware and confident about their learning capacities try harder and persist more greatly in the face of challenges. They don't give up as easily when surrounded with supportive environments that assist with their efforts.<sup>22</sup>

According to a national survey of middle and high school students, less than one third indicate that their school provided a caring, encouraging environment, and less than half reported that they had competencies such as empathy, conflict resolution and decision-making skills (Durlak, et al., 2011). With programs like the FLI, these issues are dissipated. By strengthening students' social support networks and skills in self-management at home, parents can help students unleash their potential, including academic progress. When parents work

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<sup>22</sup> Vega, 2015.

together with teachers, the process inevitably strengthens student wellbeing and success. In time, this will increase achievement, regardless of measurement or indicator.

### **Recommendations**

1. *Funding:* Funding for the FLI has been a challenge the past two years. More stable and consistent program support is needed for greater balance and support for parents after FLI training events. SBCUSD district should explore greater options to expand these efforts more greatly and systematically throughout the district. FLI impact, as evident from this study, greatly benefits both parents and students, not to mention district performance at large. This is most especially the case for difficult-to-reach parents, namely in particular sectors of the district population.
2. *Facilitators:* The parent resource center should work concertedly at obtaining commitments from parents in prerequisite to FLI participation, especially at the summits, where follow through with these parents include expected requisites as well as the assurance of later group leadership support, with high standards of conduct and role modeling together with direct responsibility tied back to the parent resource center.
3. *FLI graduates:* Follow-up and utilization of FLI graduates should be rather deliberate. Greater planning should be devoted to parents helping parents as well as parents helping schools. This goes beyond the mere assignment of parent tasks, including volunteering at the parent resource center. It requires careful monitoring by the parent resource staff so as to ensure a better prepared cohort of parents, with concerted plans for greater engagement and deployment.
4. *Strategic planning:* Concern needs to be focused on immediate parent needs, while broader strategic plans are formulated. This can be done by piggybacking and learning from current accomplishments, not starting at *tabula rasa*. The strategic plan (2017) emanating from the parent resource center is an important document, as it should also be a shared and guiding document among parents. As such, it should take advantage of what parents have already accomplished and advancing that which has been learned. Independent of longer-term planning, there are pending action items regarding family strengthening and parent group cohesion that should become immediate action items. Parent groups want the resource center to provide such leadership in carrying out its strategic plan.
5. *Target schools:* While the number of participants has grown, it is still primarily clustered in a relatively small number of schools. For greater effectiveness, the FLI needs to reach greater cadres of parents at more targeted schools so as to create a strong movement among parents for greater student success districtwide.
6. *African American issues:* Certain issues have been raised by some African American leaders in the community regarding the FLI curriculum, especially about its “fit” and “relevance,” to African American needs and issues. Additions to the curriculum have been made in collaboration with African American experts in workshop design in response, but more can be advanced through local input. More importantly, there is concern that the allocation of resource for parent involvement becomes a divisive issue between Latinos and Blacks. To the contrary, this should be an area where unity in diversity must be attained. While much of

this must be dealt at the district level, the FLI program also can play a significant part in the solution, if allowed. Parent participation and control must obviate climates that ascribe blame back to parents as victims, precisely those that can benefit from greater voice and empowerment.

7. *Accessing district leaders:* Latino parents have expressed concerns at inability in reaching certain levels of district leadership, as they have been frustrated at impasses recently encountered. There should be a deliberate process whereby key issues are resolved and/or where key district officials meet with designated parents periodically. Point being that processes and procedures should exist whereby parents can meet with district personal without having to air their concerns at public meetings, at board meetings or behind closed doors.
8. *FLI for principals:* The FLI should be expanded to include more teachers, principals and district staff, as provided to parents. FLI parents suggest SBCUSD personnel should benefit from the FLI as much as they have. Parents expressed concern that they don't feel certain district leadership and principals have been paying needed attention to their needs. Statements like, "These principals don't listen to us parents" and "We don't feel respected," were some of the more common responses shared by parents. It is important that as parents become more greatly empowered they also feel they can participate more fully with administrators for the advancement of the school district and its children, as everyone stands to benefit. ■■■

## Appendix A:

### Overview of FLI Curriculum

A series of ten modules are normally offered by the FLI for the certification of attendance for participating parents, caregivers and district personnel, certifying that participants have completed the ten modules.<sup>23</sup> The curriculum is composed of a sequential series of ten modules of 2- to 4-hours each that walks participants through a logical and stepwise program of personal awareness and skills building that covers basic concepts concerning family knowledge and responsibility, self-awareness and ethnic/racial identity as well as leadership development aimed toward the heightening of resiliency skills, wellbeing and empowerment. Workshops are normally delivered in English, but with simultaneous Spanish translation via headphones for all sessions, including breakout groups.

The training series concludes with a graduation ceremony for those completing the program. The ceremony offers opportunity for participants to showcase and present their family plans, while also hearing from school officials about the district's commitment and support for parent engagement. The event concludes with each graduate receiving a certificate of attendance.

The development of the curriculum has a unique history, as it was initially conceived out of the life experience of LTC (R) Consuelo Castillo Kickbusch, USA, as dramatized years later in her book, *Journey to the Future*. As such, the curriculum has evolved over a 20-year period, having been refined from thousands of workshops and forums during this period. Over one thousand districts have been exposed to some aspect of this curriculum during this time, as it grew to become one of the most recognized parent programs nationwide. More recently, the program received a Department of Education endorsement as an evidence-based curriculum, one of the few in the country for a Latino audience, an unusual and most prestigious distinction. It will also be receiving another prestigious award end of 2017 by the National Dropout Prevention program as a national exemplary program.

While the FLI focuses on Latino parents, it has been rather broad in how it defines families, cultures and life-skills training, as its core is relevant and familiar to all families, regardless of socioeconomic or cultural background. Notwithstanding, the program has more recently expanded to not only be more inclusive of particular ethnic/racial groups, but also rather specific to several of them. As such, it has expanded its modules to be inclusive in narratives and examples that specifically relate to African American and Native American groups, most especially modules two, three and four. More specifically, it has undergone revisions by cultural and community experts in the redesign of written module enhancements, expected for release by fall 2017.

The ten modules covered by the workshops are the following:

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<sup>23</sup> The term parent is used generically, meaning guardian or any other caregiver.

1. *Home: Where Leadership Begins.* Participants identify their own leadership styles and preferences.
2. *Self-identity: Past, Present and Future.* Self-identity, self-esteem and its effects on the family.
3. *Living in Two Worlds: Cultural and Generational Perspectives.* Cultural pride and traditions are highlighted and juxtaposed, as parents learn about pressures their children face (e.g., drugs, peers, pregnancy) and how to address them.
4. *Storytelling and Journaling: Valuing Literacy through Family History.* Placing value on reading and its effect on children's academic performance and wellbeing.
5. *Education: The Key to a Better Future.* Essential role of education in economic, social and intellectual well-being of their children.
6. *College Field Trip: What Does Success Look Like?* Participants visit a local college in order to understand that a college education for their child is an attainable goal.
7. *Improving Family and School Relationships: Partnerships for Success.* Strategies for school-home involvement as well as building relationship with teachers, staff and administrators, with parents serving as advocates.
8. *Facing Challenges at Home: Coping Strategies for Success.* Identifying barriers to personal and family success by setting goals.
9. *Creating a Family Action Plan: Roadmaps to Success.* Parents develop vision, mission, goals and objectives through action-planning for their children's future.
10. *Celebrating Family Academic Excellence: Success as a Way of Life.* Families make presentations to each other and to educational administrators that are participating, sharing their hopes and plans for their children's academic progress and wellbeing.

## Appendix B:

### Sample Comments Selected from Various Workshops<sup>24</sup>

#### What did you like most about the FLI workshop?

1. Shared stories and testimonials from mothers.
2. The great learning gathered from both presenters and participants.
3. I finally found a safe place to come and learn, listen and grow, and become a better person.
4. Not to be afraid of teachers and principals. They are like me.
5. Put this learning into practice.
6. Working with other mothers strengthened me.
7. That I can be a better role model for my kids.
8. That the way I talk can be different in the future.
9. That I can present before other people with less fear.
10. How to advocate for my child.
11. To better communicate with school staff.
12. How to better educate my kids.
13. That being a mother is also being a leader.
14. That being proud of my culture does not mean disliking other cultures.
15. How to better relate with my children.
16. How to visualize the future and set goals in advance for myself and my kids.
17. How to understand the different personalities of my children.
18. That it's OK to be different.
19. Self-reflecting and journal writing.
20. Creating a family vision board.
21. I was able to laugh and cry in a safe environment.
22. I was able to release my negative emotions.
23. I can communicate with greater confidence.
24. The fact that I can actually become a leader.
25. To respect myself so that I can better respect others.
26. The joy of serving others.
27. The true meaning of servant leadership.
28. That education is freedom for our kids, most important.
29. Education is empowerment.
30. Leadership is working with others in collaboration.
31. To stop yelling at my kids.
32. The value of a university education.
33. To dream bigger.

<sup>24</sup> These comments have been selected from the yearly FLI SBCUSD Executive Reports for years 2015 and 2016 for all FLI workshops.

**As a result of what I have learned, I will change my behavior by:**

1. Learning new ways of behavior.
2. Trying to understand one another instead of getting angry all the time.
3. Knowing what it means to be a leader in my school.
4. Being aware that I can change my home (*mi hogar*)
5. Understanding how I behave and communicate with my kids.
6. Working on my temper.
7. Changing my relationship with my kids.
8. Having more patience and listening better.
9. Learning more about myself.
10. Attending more school activities.
11. I learned that different cultures are more alike than different.
12. I learned how to talk better to my kids.
13. To plan my future more carefully.
14. That I can help my kids get to college.
15. That I need to spend more time with my children.
16. Be conscious of my actions so that my children can see a good example.
17. I learned that I can have more confidence in myself.
18. I learned to value my children more than ever.
19. Learned the characteristics of different leadership types.
20. How to better help our kids get ahead in school and in life.
21. I learned about my children as I learned more about myself.
22. I learned to believe in my children more.
23. How to build stronger relationships.
24. To take pride in my achievements.
25. Motivating my kids to read more.

**What will you do differently as a result of your participation in the FLI workshop?**

1. Stop being so hard on myself and my kids.
2. I will try not to raise my voice so much so that I can listen to others.
3. Provide my kids a better example.
4. Stop yelling and stop placing blame.
5. Judge less.
6. Learn to talk with my kids and actually converse.
7. I will go back to school and learn more.
8. Improve my communication skills.
9. Being more loving and caring.
10. How to be a better mom.
11. The many ways I can show love to my kids.
12. How to help my kids with schoolwork.
13. How to participate in school activities.
14. How to volunteer.

15. To be more positive.
16. Better work with others as a team, especially others different from me.
17. We need to change as adults to better help our kids.
18. Have greater courage to be me.
19. To get more involved with schools.
20. To take greater initiative.
21. To value myself and set realistic goals.
22. That we are all leaders.
23. To teach my kids to love learning.

**In what ways was the information learned from the workshop helpful to you?**

1. I learned much about myself and what I can change.
2. I learned who I am.
3. I can be more comfortable with myself.
4. There can be equality between leaders and parents.
5. That even a destroyed family can resolve issues of the past.
6. That my self-esteem is low, but that I can improve it.
7. How to talk and reason with my children.
8. Improve my attitude.
9. Learn how to talk with teachers.
10. Listen without judgment.
11. I learned that I can love my family and my kids more.
12. I was able to write down my stresses and emotions clearly. Now I understand them better.
13. The visioning exercise helped me sort out my future more clearly, as I learned from others.
14. Testimonials motivated me to do more. It gave me the feeling that I can do better.
15. I was able to think differently about my self-doubts.
16. My problems were not unique to me as I had thought.
17. My attitudes towards my children can actually improve.
18. FLI changed my mental image completely.
19. I can improve my way of thinking.
20. I need to pay more attention to my kids' dreams.
21. It is never too late to better myself.
22. I am responsible for my kids' good values.
23. Learned that what works for Latinos also works for other groups.
24. I learned the five gifts of love.
25. Yes, it makes me want to keep leading.
26. I learned more about myself at the workshop than I ever thought possible. This is relevant for both me and my kids.
27. With my children communication has been a struggle. This workshop helped me understand different ways to communicate and know that every perception is different.
28. The course helped me better communicate not only within my home but outside as well.
29. The FLI help me believe in myself when I was feeling hopeless.

**Other Comments**

1. I wish I had taken this workshop many years ago, as my kids could have benefitted.
2. This program is so much needed for other parents that I know. It needs to be taught to new parents.
3. I would like to see this course offered to students.
4. That this course be offered to other communities.
5. I think school staff should be forced to attend. They need to hear this and also get to know us better.
6. This is the best course I have ever taken.
7. I learned much more than ever expected.
8. I think this will make me a stronger mother and advocate for my kids.
9. This course has changed my life.
10. I wish they had this program at every school. We need more workshops like this.

## Appendix C:

### Select Quotes about the FLI Program

(Parents and Administrators Comments on FLI Efficacy and Impact)

*I have been to different workshops throughout the years with the district [SBCUSD] and I have never seen such engagement from participants. I was used to thinking of Latinos as more reserved. I considered it such a blessing to see their hands shoot up with such willingness to share their stories. I have to admit, I did not have a frame of reference for a lot of what they shared, but that didn't stop it from tugging at my heart. I was inspired by each and every person that shared their story. There is no way someone could sit in that room and not leave with a better spirit, to not be moved by the words... It was a most special event.*

**--SBCUSD Staff**

*I went to this first presentation [workshop] with LTC (R) Consuelo Kickbusch apprehensive and stressed ... It just felt like just another thing I had to do and within just seconds ... I was transformed ... and I was absolutely hypnotized and drawn into the power of these workshops as I sat there in that room listening to the entire presentation... The beauty of this inspirational program is that every single human has an inspirational story and every single person is truly a hero in their own regard. But not only is this changing the way our staff interact and inspire the community to believe in themselves and empower themselves to create opportunities to break family curses and emerge from the cycle of poverty, [but] it is truly empowering our parents to have the confidence, self-worth, and pride to actually believe in themselves and train, teach and empower each other.*

**--Principal, Southern California**

*As family participation in the educational lives of our children increased, so did the improvement in student achievement in the classroom. The reception to the FLI training was unbelievable. New community leaders emerged. Our Latino population gained a voice. New Latino businesses were opened in town. Student achievement in school improved. A community once divided became whole.*

**--Former Superintendent, Bridgeport, WA**

*The FLI had a profound effect on me. It was healing. It helped me find myself. I have become more secure both as a father and as a husband. I have seen many parents get more involved in their school as a direct result of their participation with the FLI. The program is a valuable resource to any school, as it is a process that really makes a difference for the entire family, not just the school. It represents a most special resource from which participants greatly benefit.*

**--Father and Parent Leader, E. Palo Alto, CA**

*My husband told me that the FLI had helped me become a better mother. This was important to me. I have since returned for a booster training, as it is now helping me as a parent leader and school volunteer. The program has dramatically changed my life as well as my outlook. My children, I think, also seem grateful.*

**--Mother and Parent Leader, SBCUSD**

*Our research shows that family engagement is one of the best things you can do to increase graduation rates and to decrease dropout rates. And it exciting for me to see in progress a program that is effective in that nature. It's been a privilege to witness this amazing program firsthand.*

**--Assistant Director, Programs & Outreach, National Dropout Prevention Center**

*I've been to many, many conferences of all types the past 20 years, but I've never seen one like this. It is very different because it really gives practitioners needed tools to engage with families. Parents normally become very defensive at events of this type. I see it much too often. But the FLI is very open, non-judgmental and family friendly. It also has fabulous facilitators! The program is well balanced and highly focused on family dynamics and home culture. I like it.*

**--Social Worker, Deming, NM**

*After abuse and neglect for years, I've learned much the hard way. As a result, I think I've become a stronger person. But this program has helped me realize I can do my work even better and help others in special ways. As a home visitor, I have all the connections with community. I know the struggles out there. People need that support. But I didn't know how to do it before. With FLI, I have a starting point. I want to share my story so that others can share theirs, helping each other lift that weight. It was great leaving the summit so much lighter than when I came.*

**--Mother and Parent Leader, Longview, CA**

*I've been a professional educator for more than two decades, but the FLI meant being a parent first. Every parent, regardless of title, wants to reach their child. This is important to me. FLI made this possible. FLI let's parents go where they need to go, to get where they need to get, so as to help their child. I think teachers need to hear it, counselors need to hear it, as do principals like me. It's a curriculum, but it's also an approach that allows parents to go through 'their' journey. For me, it's a balance between being a principal and being a parent. As educators, we need to recognize all parents love their kids. They need assistance on how to be the best for their child. I subscribe to this program whole-heartedly.*

**--Principal, Central Oklahoma**

## Appendix D:

### Parent Comments from Focus Groups

1. I still can't believe how much I have changed as a result of attending a workshop. I never thought this could happen to me.
2. As a mom, the workshop really made a difference to me. I learned how important I am for my children and that I have the power and responsibility to make them more successful in school, even if my education is limited to the sixth grade.
3. I now have an extended family. Those parents that attended with me at the FLI are now part of my life. They will help me. I am not as alone as I was a year ago. They are like my support group, and our kids are now like brothers and sisters.
4. Living in this district has not been easy for some of us. The FLI has brought new hope for me and many of my friends. I now truly believe our kids can be successful.
5. I am now volunteering at a school. I never thought I would do this. I was too scarred and felt inadequate. The FLI has helped lift my confidence.
6. The FLI has not been an academic process for me. It has been personal and life-changing. I wish it for all my friends.
7. The process of attending the FLI event for me was like charging up my batteries for when I came back. It is important that I keep this spark alive.
8. I am more patient with my children and try to listen more intently to them.
9. For me, it's been like therapy. Much healing has come about. My patience has grown.
10. I am more tolerant of differences among others, as I have always been very quick to judge.
11. I believe FLI has affected my child, as I pay more attention and am much more supportive to him. Maybe it will take a while, but I see slow changes coming about in his behavior also.
12. For me, Consuelo affirmed many of my troubles, but I found out I'll be OK. I'm not the only one. More important for me is that I now have great confidence I can now make it with my kids, even as a single mom.
13. The FLI has helped me focus on what is important in my life, the future of my kids. I had taken them for granted.
14. I am grateful to have attended the FLI. Even my husband is glad I attended. He tells me I have changed for the better and our relationship is much stronger. I thank the FLI for helping me.
15. I now feel more confident talking with teachers.
16. It has been good to learn that other parents are struggling just like me. But it's been just as great to know that they can be helpful to me and I can be helpful to them. This has been

going on for me the past six months and it has made all the difference. This never would have occurred had I not had the chance to meet other parents at the FLI workshop.

17. *From a facilitator:* Since the FLI event, I continue to meet with parents almost weekly and have taken various courses through the Parent University. This has been very helpful for me.
18. *From a parent leader:* I have seen parents change a lot the past year. While I don't know how this will reflect greater achievement for their kids right now, I am sure it will at some point. It's got to make a difference.
19. *From a community worker:* Nobody's stuff is solid. To say the curriculum meets all our needs would be unfair. It's Consuelo's story and while my story is different, I've learned to pull out my story from hers. This was refreshing for me.
20. *From a teacher:* I see the parents that have come back to be more involved in my school. This is great to see, especially among parents that were not at all involved.
21. *From an administrator:* As I look across the district, I now see hundreds of parents involved this past year in one activity or another. This is great, given that I hardly saw parent involved five years ago. The change has been great. I hope this continues and doesn't die.
22. *From school staff:* The school district often does things top-down, the FLI does it bottoms-up. There is much our district needs to yet learn.
23. I attended the workshop about a year ago and it was recently that one of my kids came up to me and said, "Mom, you have changed a lot since that day. I like who you have become ... and then I cried my heart out in joy!"

## Appendix E: Statistical Tables<sup>25</sup>

### Tables for Two-Year Student Cohorts: FLI and Control Group<sup>26</sup>

Student totals for key variables: grade level, school type, ethnicity, gender, SES, and ELL Status<sup>27</sup>

Exhibit E-1  
Two-Year Cohort, by Grade: FLI and Control Group<sup>28</sup>

Grade Level	FLI Group	Control Group	Total
<b>K</b>	3 (4%)	13 (4%)	16 (4%)
<b>1</b>	7 (9%)	22 (8%)	29 (8%)
<b>2</b>	5 (6%)	11 (4%)	16 (4%)
<b>3</b>	7 (9%)	12 (4%)	19 (5%)
<b>4</b>	8 (10%)	21 (7%)	29 (8%)
<b>5</b>	5 (6%)	18 (6%)	23 (6%)
<b>6</b>	7 (9%)	23 (8%)	30 (8%)
<b>7</b>	4 (5%)	17 (6%)	21 (6%)
<b>8</b>	7 (9%)	35 (12%)	42 (11%)
<b>9</b>	5 (6%)	18 (6%)	23 (6%)
<b>10</b>	9 (12%)	50 (17%)	59 (16%)
<b>11</b>	8 (10%)	33 (11%)	41 (11%)
<b>12</b>	3 (4%)	17 (6%)	20 (5%)
<b>Total</b>	<b>78</b>	<b>290</b>	<b>368</b>

Exhibit E-2  
Two-Year Cohort, by School Type: FLI and Control Group (n=38 schools)<sup>29</sup>

School Type	FLI Group	Control Group	Total
Elementary	37 (47%)	97 (33%)	134 (36%)
Middle	16 (21%)	75 (26%)	91 (25%)
High School	24 (31%)	117 (40%)	141 (38%)
Recovery HS	1 (1%)	1 (<1%)	2 (<1%)
<b>Total</b>	<b>78 (100%)</b>	<b>290 (100%)</b>	<b>368 (100%)</b>

<sup>25</sup> These tables represent the number of students in the FLI group as compared to students in the control group for key variables. The appendix represents two sets of data, one for each cohort: two-year and one-year.

<sup>26</sup> Percentages refer to column percentages only, rounded to the nearest whole number. As a result, percent totals do not always add to 100%.

<sup>27</sup> Two other variables, school representation and home language, were used to identify control groups, but not included in this appendix.

<sup>28</sup> As the number of IEP students was low, the experimental group was not controlled for IEPs. It should be noted, however, that the FLI group had 6 IEPs (or 8%), as compared to the control group with only 4 IEPs (just over 1%), bringing the ratio of IEPs to almost eight times greater for the FLI group.

<sup>29</sup> A total of 38 schools are represented for this group of students, as the two-year cohort.

**Exhibit E-3**  
**Two-Year Cohort, by Race/Ethnicity:**  
**FLI and Control Group**

Race/Ethnicity	FLI Group	Control Group	Total
African American	2 (3%)	7 (2%)	9 (2%)
Hispanic	74 (95%)	283 (98%)	357 (97%)
Mixed or other	2 (2%)	0 (0%)	2 (1%)
<b>Total</b>	<b>78 (100%)</b>	<b>290 (100%)</b>	<b>368 (100%)</b>

**Exhibit E-4**  
**Student Representation, by Gender:**  
**FLI and Control Group**

Gender	FLI Group	Control Group	Total
Male	44 (56%)	139 (48%)	183 (50%)
Female	34 (44%)	151 (52%)	185 (50%)
<b>Total</b>	<b>78 (100%)</b>	<b>290 (100%)</b>	<b>368 (100%)</b>

**Exhibit E-5**  
**Student Representation, by English Language Learners (ELLs):**  
**FLI and Control Group<sup>30</sup>**

ELL	FLI Group	Control Group	Total
English only	9 (12%)	43 (15%)	52 (14%)
Initially fluent	7 (9%)	2 (1%)	9 (2%)
English learning	20 (26%)	37 (13%)	57 (15%)
Declassified fluent	42 (53%)	208 (71%)	250 (69%)
<b>Total</b>	<b>78 (100%)</b>	<b>290 (100%)</b>	<b>368 (100%)</b>

**Exhibit E-6**  
**Student Representation, by Socio-Economic Status (SES):**  
**FLI and Control Group<sup>31</sup>**

SES	FLI Group	Control Group	Total
Low income	68 (87%)	253 (87%)	321 (87%)
Other	10 (13%)	37 (13%)	47 (13%)
<b>Total</b>	<b>78 (100%)</b>	<b>290 (100%)</b>	<b>368 (100%)</b>

<sup>30</sup> The only home languages were English and Spanish, the rest were mixed, but with Spanish as the dominant home language for the overwhelming majority (96%) of the FLI households.

<sup>31</sup> Free-and-reduced lunch is the major indicator the district utilizes.

**Tables for One-Year Student Cohorts: FLI and Control Group<sup>32</sup>**

Student totals for key variables, by grade level, school type, ethnicity, gender, SES, and ELL Status. These are parallel tables to those presented for two-year cohorts.

**Exhibit E-1a  
Student Representation, by Grade:  
FLI and Control Group<sup>33</sup>**

Grade Level	FLI Group	Control Group	Total
TK	2 (3%)	2 (1%)	4 (1%)
K	1 (1%)	5 (2%)	6 (2%)
1	6 (8%)	25 (10%)	31 (9%)
2	11 (14%)	32 (12%)	43 (13%)
3	10 (13%)	35 (13%)	45 (13%)
4	6 (8%)	24 (9%)	30 (9%)
5	7 (9%)	19 (7%)	26 (8%)
6	11 (14%)	40 (15%)	51 (15%)
7	1 (1%)	5 (2%)	6 (2%)
8	6 (8%)	21 (8%)	27 (8%)
9	4 (5%)	16 (6%)	20 (6%)
10	5 (7%)	11 (4%)	16 (5%)
11	4 (5%)	8 (7%)	22 (7%)
12	2 (3%)	9 (3%)	11 (3%)
<b>Total</b>	<b>76</b>	<b>262</b>	<b>338</b>

**Exhibit E-2a  
Student Representation, by School Type:  
FLI and Control Group (n=25 schools)**

School Type	FLI Group	Control Group	Total
Elementary	50 (66%)	165 (63%)	215 (64%)
Middle	14 (18%)	49 (19%)	63 (18%)
High School	11 (14%)	43 (16%)	54 (16%)
Recovery HS	1 (2%)	5 (2%)	6 (2%)
<b>Total</b>	<b>76 (100%)</b>	<b>262 (100%)</b>	<b>338 (100%)</b>

**Exhibit E-3a  
Student Representation, by Race/Ethnicity:  
FLI and Control Group**

Race/Ethnicity	FLI Group	Control Group	Total
African American	3 (4%)	14 (5%)	17 (5%)
Hispanic	71 (93%)	247 (94%)	318 (94%)
Mixed or other	2 (3%)	1 (<1%)	3 (1%)
<b>Total</b>	<b>76 (100%)</b>	<b>262 (100%)</b>	<b>338 (100%)</b>

<sup>32</sup> A total of 25 schools are represented for this cohort of students, as the one-year cohort group.

<sup>33</sup> As the number of IEP students was low, the experimental group was not controlled for IEPs. It should be noted, however, that the FLI group had 8 IEPs (or 11%), as compared to the control group with only 6 IEPs (or 2%), bringing the ratio of IEPs to five times greater for the FLI group.

Exhibit E-4a  
 Student Representation, by Gender:  
 FLI and Control Group

Gender	FLI Group	Control Group	Total
Male	35 (46%)	127 (48%)	162 (48%)
Female	41 (54%)	135 (52%)	176 (52%)
<b>Total</b>	<b>76 (100%)</b>	<b>262 (100%)</b>	<b>338 (100%)</b>

Exhibit E-5a  
 Student Representation, by English Language Learners (ELLs):  
 FLI and Control Group<sup>34</sup>

ELL	FLI Group	Control Group	Total
English Only	6 (8%)	20 (8%)	26 (8%)
English Learning	41 (54%)	124 (47%)	165 (49%)
Declassified fluent	29 (38%)	118 (45%)	147 (43%)
<b>Total</b>	<b>76 (100%)</b>	<b>262 (100%)</b>	<b>338 (100%)</b>

Exhibit E-6a  
 Student Representation, by Socio-Economic Status (SES):  
 FLI and Control Group

SES	FLI Group	Control Group	Total
Low income	75 (99%)	247 (94%)	322 (95%)
Other	1(1%)	15 (6%)	16 (5%)
<b>Total</b>	<b>76 (100%)</b>	<b>262 (100%)</b>	<b>338 (100%)</b>

<sup>34</sup> The only home languages were English and Spanish, the rest were mixed, but with Spanish as the dominant home language for the overwhelming majority (98%) of the FLI households

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# OFFICE OF THE ASSOCIATE SUPERINTENDENT

## CANUTILLO A Premier District

**TO: Board of Trustees and Superintendent Galaviz**  
**FROM: Marnie E. Rocha**  
**WITH: Ms. Jessica Arellano, Ms. Nidia Avila, Mr. Christopher Judge, and Ms. Nicole Morales**  
**DATE: April 4, 2022**  
**RE: The Family Leadership Institute with Consuelo Kickbush**

In October 2021, the NWECHS sophomore class participated in the Student Leadership Institute with Consuelo Kickbush (SLICK). The campus administrative team saw positive changes in the students who participated— reduced behavior incidents, better grades, class cohesiveness, and reduced student outcries.

In February, the NWECH principal, both middle school principals, three counselors, and the director of student support services attended the Family Leadership Institute with Consuelo Kickbush. They wanted to find ways to support the transition of students from elementary to middle school and middle to high school.

Using **ESSER 3 monies to support social-emotional learning and address learning gaps**, Northwest Early College High School, Alderete Middle School, and Canutillo Middle School would like to embark on starting the Family Leadership Institute program at their schools. *Attached is an impact study on the program. Also attached is the district’s own survey stating the importance of social emotional support for our student.*

Although the initial investment will be great, we believe that after year 1, each school will be able to build capacity thus lowering the cost of future years to curriculum costs and keynote presentations. Below is a rundown of expenses:

- Registration Costs for 15 individuals to include parent liaisons, counselors, social workers, campus and district administrators for training.
- Curriculum licenses for 3 schools. **Cost: \$25,500**
- 2 keynote presentations with Consuelo Kickbush
- 2 Student Leadership Institute with Consuelo Kickbush (SLICK) sessions
- 650 books *Journey to the Future* **Cost: \$35,750**
- Three virtual conferences with Consuelo Kickbush and parents and students participating in the Family Leadership Institute
- 250 participant kit for families (English or Spanish) **Cost: \$36,750**

**Total Cost: \$98,000.**

**Street Address:**  
7965 Artcraft Rd.  
El Paso, TX 79932

**Mailing Address:**  
P.O. Box 100  
Canutillo, TX 79835

P: (915) 877-7475  
F: (915) 877-7523  
canutillo-isd.org

With Ms. Kickbush’s success at NWECHS and her history as a previous convocation speaker, we believe the services by Educational Achievement Services provide the best buy. We ask that the board to approve the contract.

Canutillo Independent School District does not discriminate on the basis of race, color, religion, gender, sex, national origin, age, disability, military status, genetic information, or any other basis prohibited by law in its employment practices or in providing education services, activities, and programs, including career and technical education (vocational programs).



## Proposal for Services

### **Canutillo Independent School District**

7965 Artcraft,  
El Paso, TX 79932

### **EDUCATIONAL ACHIEVEMENT SERVICES, INC.**

Educational Achievement Services, Inc. (EAS) is a group of highly qualified and experienced trainers and presenters led by nationally-recognized leadership expert, Lieutenant Colonel Consuelo Castillo Kickbusch, U.S. Army (retired). The varied backgrounds of our capable team of professionals enable us to draw upon a wealth of personal experiences and technical expertise to develop informative and inspirational presentations and leadership workshops for a variety of audiences. Our personable yet to-the-point style of delivery ensures training outcomes that are solidly-based on facts yet genuinely enjoyable.

EAS trains and addresses thousands of achievement-oriented individuals each month. In the past nine years, we have worked with school districts; colleges and universities; federal, state and local government agencies; and corporations in 42 states and two foreign countries. Whether providing keynote speakers for conferences and seminars or conducting specific, functional-level leadership workshops, EAS is committed to providing the highest quality learning and professional development possible.

Because of the personal background and commitment of our founder and our associates we have been especially effective at providing purpose, proven success and inspiration to thousands of individuals, especially those of Hispanic heritage. Our personal understanding of Hispanic culture and the immigrant experience has enabled us to connect on a personal level and to assist in elevating both their aspirations and their capabilities and to empower them to attain their individual and collective dreams and professional aspirations. We have the experience, expertise, credibility and – most of all – a passionate commitment to make a difference.

## Programs



Shortly after founding EAS, Consuelo created the *Family Leadership Institute (FLI)*, a multi-faceted educational program which focuses on providing parents with knowledge, tools and inspiration to help their children succeed in school and in life. Originally designed as a culture-specific program for parents of first- and second-generation children, the FLI program has evolved into a curriculum that helps families of diverse ethnic, racial, and cultural backgrounds grow as individuals, parents and leaders. The program, which has been acknowledged by the Department of Education and Office of English Language Acquisition, is instrumental in changing the lives of students and their families.



*SLiCK* stands for Student Leadership Inspired by Consuelo Kickbusch. The *SLiCK* program is a revolutionary, innovative, and interactive series of student leadership workshops geared towards students. *SLiCK* harnesses the leadership skills within each student to achieve personal growth, resulting in a desire to create positive change in their lives and in their communities.



*iShine* is a strengths-based program that empowers young women with information, inspiration, and applicable skills to overcome the challenges that they, as young women, face. The *iShine* program's focus is to provide teens and young women with the motivation necessary to excel and shine in everyday life.



*Be the One* is a new student leadership program with an emphasis on healing, diversity, and self-worth. The *Be the One* curriculum emphasizes that in order to lead a life of purpose, students must not be passive bystanders, but champions for themselves and their communities. The *Be the One* program puts a strong emphasis on healing and equipping students with the tools required to build themselves and each other up. The skills and techniques learned through this program teach students to support each other and work together to create a strong and encouraging community where leaders emerge.



### **National Practitioner Training Pricing**

The training provides the district an opportunity to train additional staff members and FLI Graduates; so they may receive all the tools necessary to deliver the FLI throughout Canutillo ISD. The national practitioner training consists of participants from throughout the country. The training allows participants an opportunity to connect and learn about implementation successes and recruitment strategies from other communities.

#### **Registration Type Brief Descriptions:**

**Facilitator Training \$2,000 per registrant (VS \$2,500 Standard Price)** Facilitators receive training and certification to deliver the FLI at their designated sites. Facilitators receive the FLI Facilitator Guide, certification, and other resource materials. (\$2,500 in savings)

**Observer \$800 per registrant (VS \$1,000 standard price.)** Observers may attend the conference alongside Facilitator Certification registrants to gain a hands-on perspective on the FLI curriculum and be part of the Facilitator's support team. (\$2,000 in savings)

**\$2,500 one-year FLI Curriculum license agreement per school.**

#### **Included in this training...**

- A three-day practitioner's training of the ten-module curriculum facilitated by certified FLI practitioners.
- Useful training tools and suggested parent recruiting methods
- Hands-on training facilitated in English, however, bilingual facilitators will be available for Spanish-only speaking parents.
- FLI Participant guide and a sample FLI Graduation kit: tote, padfolio, graduation pin, and certificate holder. Graduation kits are provided to all registration types.
- FLI Facilitator registrations receive the FLI Facilitator's Curriculum Guide in either English or Spanish.
- Continental Breakfast and Lunch included.

#### ***Proposed Items:***

5 x \$2,000 Facilitator Registrations: \$10,000

10 x \$800 Observer Registration: \$8,000

3 site x \$2,500 single-year FLI Curriculum License: \$7,500

**FLI Practitioner's Conference and Curriculum License Total: \$25,500**  
((\$4,500 in savings and cost-share contribution)



## Next Steps in Delivering FLI

After completing FLI Practitioner Conference (Train the trainer) and purchasing the FLI License Agreement– the school districts will be certified to facilitate the Family Leadership Institute. FLI participant materials may be ordered through EAS Inc. EAS Inc. offers FLI Technical Assistant Days to provide further assistance in implementing the FLI.

### **Pricing:**

#### **FLI Participant Guide and Graduation Kits \$75**

- FLI Participant Guides English or Spanish
- FLI Pad-folios
- FLI Certificate Holder
- FLI Graduation Pin
- FLI Tote Bag

***\$6,000 per Virtual FLI Kick-Off Rally Keynote by LTC (R) Consuelo Kickbusch***

***\$6,000 per Virtual FLI Graduation Keynote by LTC (R) Consuelo Kickbusch***

### **Proposed Items:**

250 FLI Kits x \$75 per kit: \$18,750

3 Virtual FLI Kick-Off Keynotes by Consuelo Kickbusch x \$6,000 per session: \$18,000

**FLI Next Steps Proposed Total: \$36,750**



## Student Leadership

Keynotes, Mini-SLICKs, and Books

DESCRIPTION OF SERVICES	QTY	RATE	AMOUNT
<b>August 22, 2022</b>			
60-minute morning keynote by LTC (R) Consuelo Castillo Kickbusch followed by 30-60 minute Q&A and reflection. Keynote presentation discounted from \$9,500 to \$9,000 all-inclusive of travel.	1	\$9,000	\$9,000
Consuelo Kickbusch to conduct a 90-minute afternoon mini-SLICK workshop for up to 40 students. (Discounted from \$8,000 to \$4,000)	1	\$4,000	\$4,000
<b>August 23, 2022</b>			
60-minute afternoon keynote by LTC (R) Consuelo Castillo Kickbusch followed by 30-60 minute Q&A and reflection. (Discounted from \$9,500 to \$9,000)	1	\$9,000	\$9,000
Consuelo Kickbusch to conduct a 90-minute mini-SLICK morning workshop for up to 40 students. (Discounted from \$8,000 to \$4,000)	1	\$4,000	\$4,000
<b>Books</b>			
Journey to the Future, written by LTC (R) Consuelo Castillo Kickbusch. Discounted from \$20 per book to \$15 per book.	650	\$15 per book	\$9,750
<b>Student SEL/ Leadership Total \$35,750 all-inclusive of travel and shipping</b>			
(Total in discounts and cost-share contribution: \$12,250)			

EDUCATIONAL ACHIEVEMENT SERVICES, INC.  
*Preparing Tomorrow's Leaders Today!*



## Proposal Summary:

### **FLI Practitioner Conference and Curriculum License Agreement Total: \$25,500**

(Page 3)

5 x \$2,000 Facilitator Registrations: \$10,000

10 x \$800 Observer Registration \$8,000

Single-Year FLI District Curriculum License Agreements: 7,500

### **FLI Next Steps Total: \$36,750**

(Page 4)

3x \$6,000 Virtual Keynote by LTC Consuelo Castillo Kickbusch: 18,000

250 x \$75 FLI Participant Kit \$18,750

### **Student Leadership Total: \$35,750**

(Page 5)

2 x \$9,000 Keynote Presentations by LTC (R) Consuelo Castillo Kickbusch : \$18,000

2 x \$4,000 Mini-SLICK workshop sessions by LTC (R) Consuelo Castillo Kickbusch: \$8,000

650 x \$15 Journey to the Future book written by LTC (R) Consuelo Castillo Kickbusch: \$9,750

## **Total Proposed: \$98,000**

(\$16,750 in cost-share, discounts, and savings)

### **Vendor Information**

**Vendor Name:** Educational Achievement Services, Inc.

**FEIN:** 74-2956217

**Business Address:** 8255 Las Vegas Blvd. South, Unit 415  
Las Vegas, NV 89123

**Contract Point of Contact:** Consuelo Martin

888-354-4747 Ext 1

[Info@easleadership.com](mailto:Info@easleadership.com)

## **FLI IMPACT REPORT 2017**

### **The Family Leadership Institute (FLI) Program at the San Bernardino City Unified School District (SBCUSD)**

**Submitted to:**

Lieutenant Colonel Consuelo Castillo Kickbusch  
U.S. Army, Retired  
*CEO*

Family Leadership Institute (FLI)  
Educational Achievement Services, Inc. (EAS, Inc.)  
Las Vegas, Nevada

**Submitted by:**

Abdín Noboa-Ríos, Ph.D.  
*Principal Investigator*  
Innovative Consultants International, Inc. (ICI, Inc.)  
1800 K Street, NW, Suite 200  
Washington, DC 20006

**FINAL REPORT**

October 23, 2017



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## Executive Summary

The Family Leadership Institute (FLI) has been a major program initiative among parents at the San Bernardino City Unified School District (SBCUSD) the past two years. Since academic year (AY) 2015-2016 the program has principally focused on parents and caregivers with the goal of providing family leadership skills that support lifelong success for parents and high academic achievement for their children, as provided to the district through a contractual agreement with Educational Achievement Services, Inc. (EAS, Inc).

During the past two academic years, seven cohorts of parents and caregivers and district personnel completed the FLI program for a total of 344 participants. Another 149 participated in related FLI events (e.g., National Practitioner Training Summits and PLP community events)<sup>1</sup> for a total of 493 participants receiving some type of FLI training during this time.

Evaluation of the FLI began early 2017. The study was based on a mixed-methods approach, using both qualitative and quantitative data. Qualitative data were based on district events as well as from interviews with school staff and parents, including parent focus groups and formal/informal field observations; with quantitative data gathered from two parent surveys as well as from student performance indicators. The latter were gathered from two stratified random samples of students from trained parents matched with comparison groups. Driven by three research questions, the study first reviewed the demographics of who participated in the program and how they viewed the training, with two additional research questions focused on particular parental behaviors and indicators of student performance.

Participants were primarily female (86%) and Hispanic (93%). Evidence of program effectiveness yielded most favorable results for increased parent participation rates across various indicators of parent engagement. As parents gained positive attitudes toward schools, they also became more involved with school-based activities and events, where nearly one-fourth now volunteer across schools, focused on special initiatives aimed at academic progress for their children. Among ancillary outcomes, the FLI helped strengthen the Family Engagement Leadership Development Office and led to the formation of parent cadre leaders at various schools and districtwide.

Study results indicate substantial evidence of program effectiveness, especially schools where parents were highly involved. Nearly all (98%) parents reported greater capacity to put into practice strategies learned. During interviews and focus groups, most parents were able to report specific ways FLI had influenced interactions with their children. A large majority (88%) also felt this increased their child's performance in school. Program satisfaction is very high.

For FLI parents, significant changes are also now evident in their children's attendance rates and GPA, with decreases also reflected in disciplinary action. Given these trends, it is expected that academic performance will be influenced soon by parental changes in both attitude and behavior. While program exposure has been far too short to fully reflect influences from change in parent behaviors, it is expected soon, as academic performance is often last in the series.

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<sup>1</sup> These are specialized and condensed FLI trainings tailored to particular settings, organizations and populations (refer to page 7).

**FLI IMPACT REPORT  
OCTOBER 2017**

**I. INTRODUCTION AND BACKGROUND**

**Introduction**

Investment in parent involvement is a cost-effective and evidence-based process that promotes family-school relations by supporting parent and caregiver<sup>2</sup> engagement in the schooling process, as it also advances student performance and wellbeing. Research is now abundantly clear that parental support greatly enhances school performance, quite likely the strongest contributor to student success.<sup>3</sup>

Programs like the FLI are dedicated to the advancement of student success both for academic and lifelong accomplishment by reaching out to parents as key stakeholders in the process of learning and achievement. Many studies suggest that as parents engage with schools, so do their children; and as parents feel comfortable with schools, so will their kids. Equally for academic success, as parents attend to homework so will their children complete their assignments, creating a strong pattern of reinforcement and support.

While every district applauds parental engagement, all too few fully promote and support the concept. By contrast, this is the story of one district that has taken important steps in a positive direction to ensure that parents and caregivers are equipped with the skills needed to guide their children toward academic success. SBCUSD fully anticipates the promotion of more parent activities of this type the next several years. Most recently, it has expanded resources for its parent community by enhancing its parent resource center known as the Family Engagement Leadership Development Office and by sponsoring the training of parent cadres as they help lead the process of school engagement.<sup>4</sup>

To this end, the Family Leadership Institute (FLI) program played a major role in serving the needs of immigrant and migrant Hispanic/Latino<sup>5</sup> families through four main programmatic thrusts: 1) providing parents and caregivers with skills needed to enhance personal success; 2) guiding parents as role models for their children; 3) placing strong emphasis on school-family engagement; and 4) strengthening parent leadership at home and with schools and community. Altogether, these initiatives promoted the success of children, as they strengthened personal development for parents and helped increase their connections with schools.

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<sup>2</sup> The terms parents and caregivers are interchangeable throughout this report.

<sup>3</sup> NEA, *Parent, Family, Community Involvement in Education*, 2008.

<sup>4</sup> The phrase “parent resource center” will be used in reference to the “Family Engagement Leadership Development Office.”

<sup>5</sup> The terms Hispanic and Latino are synonymous.

During the past two years, efforts from the FLI were aimed at the heart of these initiatives. By doing this, the FLI directed the training of nearly 500 parents, key community leaders and school staff, with parents and caregivers becoming stronger leaders in their homes; staff becoming greater ambassadors for school-based learning; and community leaders more vested in parental engagement throughout the City of San Bernardino and its public schools. As such, FLI leadership and parenting courses reinforced student learning and development by investing in the needs of parents and the local community.

### **Study Aims**

In promoting K-12 achievement in public schools, the important role of families has become a most critically important area of focus for the success of American education this past half century. Aligned with this mission, the SBCUSD has adopted the concept seriously, as it has enlisted programs like the FLI to strongly assist in this process. As such, it has lent support to these efforts, especially for both Latino and African American communities in the reinforcement of parent leadership development.

In addition, the district has involved the Family Engagement Leadership Development Office, also known as the parent resource center, in strengthening these relationships among the 71 public schools throughout the City, while also including the district's alternative schools, its adult school, and several of its child development centers.

To better assess how the needs of parents are being met, the SBCUSD wanted to know the impact of its parent programs; more specifically, the impact of the FLI program among schools where FLI has been strongly implemented in its promotion of higher levels of parent engagement in schools. The goal of this research aims to assess the extent to which programs like the FLI have impacted parent groups, both for family strengthening and school participation as well as for student progress.

Specifically for the FLI, this study aims to evaluate the impact of enrolling and certifying hundreds of parents, school staff and community leaders alike in the FLI curricula. Most notably among them, the Latino parents that have completed the 10-module course of the FLI the past two calendar years, 2015 and 2016. The study attempts to assess how the FLI has helped SBCUSD meet its community goals, including that of attaining higher parental engagement in its public schools. In addition, it provides suggestions on how to more greatly maximize this influence and support its rate of success.

Quite specifically, the purpose of the study was to examine the extent to which overall objectives of the FLI program are being met as these also bolster district goals. This includes changes in beliefs, behavior and skills that might reflect improved attitudes and stronger leadership skills among parents as well as how they transfer positively to the overall improvement of behavior and academic performance for children.

The following three research questions drove the study: 1) How many and what type of parents and other influences have been impacted by the FLI program? 2) What has been the degree of impact of the FLI program on these groups of participants? and 3) What notable

evidence exists for parents on the behavioral change and academic achievement of their children?

### **Parent Engagement**

Looking back at parent engagement, the 1970s was known as the decade of “parents as advisors,” as the role of parent involvement gained impetus from the Elementary and Secondary Education Act (ESEA) mid-sixties, most especially Title I (compensatory education) and later Title VII (bilingual education). From the federal perspective, increased parent involvement aimed to: 1) make services delivered to the “poor” more responsive to their needs; 2) integrate community life with schooling; and 3) ensure stronger school accountability (Davies, et al., 1979). It was the ESEA amendments of 1974 that later passed tighter regulations to establish parent advisory councils (PACs) before the submission of applications for supplementary funding by the Federal Government (Federal Register 45 C.F.R., 116.17(o)).

Subsequently in 1978 (P.L. 95-561), the ESEA Amendments created the most comprehensive of any of the Title mandates that related to parental involvement. Under these Amendments, local education agencies (LEAs) were required to involve the PACs in Title program planning and implementation that assured PAC composition was representative, among other assurances. Since then, parent engagement has expanded considerably, as we have subsequently learned more about how it best works and how its relationship to student success is strengthened.

Our learning from parent engagement is that it is not a hindrance to the goals of a school system. To the contrary, it is essential for parents to become involved. In cases where districts see parents as getting in the way, this more often related to issues the district had mismanaged or neglected, fully independent of parent engagement *per se*. Documentation now clearly shows that the health of a district is more dependent on the health of its parent groups than the other way around. Data are now rather conclusive that contrary to limiting parent programs, school districts are learning how to expand and reinforce parental efforts whenever possible. In tandem, similar principles are also applicable to administrators and their schools.

Research on high expectations is now consistent that children’s “expectancy for success” emanates greatly from parents, as parents take on the role of “expectancy socializers” (Frome & Eccles, 1998). It follows that when parents increase their expectancies of success, so do their children. This is also why achievement becomes more greatly valued, pursued, and anticipated by the child. In actuality, this is similar to how the pursuit of higher learning and career aspirations are also promoted (Dubow, et al., 2009).

By parallel logic, teacher expectations follow similar reasoning, as teachers must also affirm high expectations. Fundamentally, however, orientation should begin at home. Regardless of antecedents, if expectations at home and school are unaligned, child insecurity and failure increase. Over time, this can put the child at considerable risk.

FLI concurs that the most critical factors in the learning and character-building of students occurs within these two primary spheres of influence—the family and the school. Intuitively, linking the two reinforces the child’s progress socially as well as academically. These two pillars

of support are what researchers call “overlapping spheres of influence” (Epstein & Sanders, 2000). These are critical for both parents and educators, as it stands to reason that in working together they jointly create the best of both worlds toward student success.

It is important to note that when school staff (especially the teacher) is uncomfortable with parents, it is often because there has been insufficient professional orientation on how to work with parents, as parents represent the single greatest asset, dollar-for-dollar, for student achievement. It is also important to note that rather than blaming the parent, even the most difficult-to-work-with becomes an asset when reached through appropriate school and teacher practices. The underlying belief is that *all* parents can be enlisted. For nonmainstream populations, all too often the cultural component is a missing ingredient for staff and a major reason why schools falter in this arena.

As the FLI reinforces throughout its trainings, the role of the parent resource center (or equivalent) back at the district becomes critical, as it fortified by these trainings, putting into immediate practice what parents have learned, while motivating them to be role models and to connect with local groups, where parents learn from parents and support one another. To this end, parent resource centers play key roles for parent participation in school events, including hosting activities that help refine and put into practice the key concepts they have learned. As such, multiple programs and engagement activities with parents should be ongoing and periodic (e.g., monthly), even for those that rarely attend meetings.

Such centers should also strive to encourage parent input and ideas that strengthen opportunities to volunteer. A key goal is to ensure that parents are fully involved in events throughout the district, as such parent centers should also help track and monitor parent participation in school functions and activities that will further expand their voice by including them in decision-making processes and in the training of others.

The Strategic Plan for Family Engagement formulated by the SBCUSD (May 2017) is aligned with these concepts, with the mission to “help implement best strategies for promoting Family Engagement ... to ensure ... educational success for families in the San Bernardino community” (p. 2). A critical takeaway from this initiative is the need for schools to value collaborative and coordinated systems that promote strong and healthy family and community engagement.

### Research Significance

The goals of this study align with the conclusions of major research conducted the past several decades on parent engagement such as that from the Southwest Educational Development Laboratory (SEDL), *A New Wave of Evidence* (Henderson & Mapp, 2002). This macro analysis—now sustained—concluded that the most accurate and consistent predictor of student achievement is the extent to which families are involved in the education of their children. This was documented to be more important than family income, race or other factors. Scores of studies have subsequently affirmed that when schools, families, and communities work in tandem to support learning, children do better, as they become more receptive to benefit from classroom instruction.

Research findings from associations like the National Middle School Association (2006) and America's Promise Alliance also indicate overwhelmingly that regardless of background, income or zip code, students with involved parents are more likely to earn better grades, attain higher test results, enroll in higher-level programs, earn more credits, attend school more regularly, have more highly-developed social skills, and demonstrate stronger resilience in their relationship with peers, all evidence-based findings.

According to data from America's Promise Alliance cited by a recent report from the National PTA (2014), a student drops out of school every 26 seconds. As presented, their data suggests that "every student should be afforded every opportunity to graduate from high school while being adequately prepared for and encouraged to pursue postsecondary education, including vocational education" (p. 3). By similar standards, the Association explicitly emphasizes that for families to become engaged they will need: a) information, b) encouragement, and c) support from school staff. These are precisely the guidelines adopted by the FLI curriculum, but with the added admonition that parents must be d) trained to guide the process adequately as well as e) know the elements that assure healthy cultural norms are never compromised, as these must remain intact and strongly reinforced. For the parent, culture is akin to the ballast that provides the balance to a floating ship.

As now well established, parents that provide substantial influence on their children's behavior also exert strong control and oversight to their academic performance, almost as if an accountability mechanism was spearheaded from the home. At the other end of the spectrum, children exposed to highly aggressive parenting conditions—like interpersonal conflicts—display high rates of stress and aggression. Here the effects between negative parenting and acting out are bi-directional. Presumably, children learn negative problem-solving styles as a result of repeated exposure to such models (Huesmann & Kirwil, 2007). As a result, parents that utilize strong power-assertive techniques in managing their child's behavior will influence their children in ways that are more likely to get them into trouble with the law and more often encounter disciplinary action (Cummings & Davies, 1994).

The latter concept is important to fully appreciate in broader context, as many families wrestle with interpersonal and familial conflicts that can spill onto the school environment. In conflict resolution, for example, social behavior is controlled to a great extent by social scripts. By learning to modulate among these scripts, parents can learn to discern more viable options and alternatives to resolve conflicts. By doing this, they both model behavior as they also pass this on to their children. Without doubt, the mental stability and healthy condition of parents has a great bearing for their children.

Students spend more than 70% of their time at home, with the balance of their time in school, among peers or with other family members (Dubow et al., 2009). The fact that parents have the greatest influence and are the first teacher in the life of a child, means that working with parents pays off for family cohesion and student wellbeing. Therefore, parent involvement that includes establishing home stability, checking on homework, attending school meetings and events, discussing school activities, and interacting with teachers has a more powerful influence on academic performance than other factors within the school itself.

More to the point, when parent engagement facilitates learning at home (e.g., reading aloud, sharing cultural history and engaging in simple learning tasks around the home) such activities produce a more profound impact on educational achievement than independent efforts expended by their teachers or the students themselves (Hill & Tyson, 2009).

In a research review of the FLI conducted by the Houston Independent School District (HISD, 2008), findings confirm that the FLI focuses on many of the skill sets and parental behaviors that the research literature has shown to impact on student academic achievement and attitude. In its analysis of nearly 200 parents, the HISD study found that the FLI had positive effects on both of these areas as well as on the overall attitudes and behaviors of parents long-term.<sup>6</sup>

Aligned with the above trends, the goal of the FLI is “to teach parents and caregivers the art and skills of family leadership in support of academic achievement and life outcomes for their children by using a practical ten-step approach.”<sup>7</sup> The following objectives are delineated in all FLI curricular materials as well as its Website.

1. To increase the engagement of families in the educational success of their children;
2. To provide needed tools and direction for parents and their children to achieve academic and lifelong success; and
3. To produce a cadre of knowledgeable and committed parents that actively supports school/community efforts that benefit their children while also equally encouraging families to succeed.

A more detailed description of the FLI curriculum and its ten modules is included in appendix A. The appendix also provides a broader overview of the FLI program and its objectives.

### **FLI Curricula**

At San Bernardino the FLI provided two types of curricula. One was the standard FLI parent curriculum, consisting of 10 modules, ranging from two to four-hours each; with the other called the Parents Living with Purpose (PLP), as a condensed, 2-day version of the 10-module, FLI parent curriculum. In a similar manner, the latter curriculum provides parents with the knowledge, tools and motivation to help children succeed in school and in life. It is designed to help empower parents become advocates for their children by improving their communication and collaboration with schools, with the goal of building partnerships to ensure greater student success.

The standard FLI curriculum is driven by research findings that confirm the role of parents as essential to the success of children in school. This represents the standard and most prescribed FLI parent workshop that contains ten essential modules. The premise is that when schools work together with families to support learning, such children tend to succeed more greatly “not just in school, but throughout life” (Henderson & Berla, 1997, p. 1).

<sup>6</sup> HISD evaluation of the FLI, 2008, p. 18.

<sup>7</sup> Taken from FLI Website, available at: <http://www.easleadership.com/programs/family-leadership-institute/>

When dealing with minority populations, the importance of the FLI curriculum follows the reasoning that researchers like Joyce Epstein (2001) advance, from her extensive research on parent engagement at Johns Hopkins; namely that family involvement is more important than family background in determining whether and how students' progress and succeed in school. In point of fact, one of the reasons districts sponsor parent initiatives is to help parents more strongly engage with schools as well as help monitor progress that ensures needed support systems are available to them and their children. School districts most heavily engaged in these processes are also among those that reach highest performance.

The FLI curriculum is predicated on the belief that parents are capable of learning new techniques for working with their children. This is further bolstered by the fact that all parents want their children to succeed. As a result, parents take pride in learning the best methods for how to work better with their children without undue pressure.

Successful parent engagement efforts also recognize that the parent-child relationship is distinct from but equally as important as the teacher-child relationship. It is important to understand, however, that what works well at school will not always work at home and vice versa. These relationships and tasks must be well understood as they also must be carefully cultivated and fostered. The magic of FLI is how it helps parents navigate across these domains delicately, with culture, relationship strategies, and socio-emotional factors each playing critical roles in supporting and nourishing the proper balance and wellbeing of the child.

Unquestionably, programs like the FLI are extremely important for parent engagement precisely because such well-evidenced and culturally-relevant program practices produce the strongest results (Moodie, et al., 2014). Regarding culture, related studies indicate that cultural approaches have great influence on parent engagement such as parent trainings, as they bring great relevance and tie best with culture (Barrera & Castro, 2006). These approaches appeal to hard-to-reach parents that might otherwise not participate, as considerable data now indicate that educational, community and mental health programs are more likely to successfully enlist Latino and other minority group parents when compared to traditional, middle class, mainstream approaches (Hughes, et al., 2005). Very special appeals are necessary for nonmainstream populations, as field-grounded methods and approaches work best in continually capturing and motivating such hard-to-reach populations. At its essence, programs like the FLI are uncommon and hard to find, with even fewer pre-qualified programs recommended by the Federal Government as evidence-based.

The FLI approach has several advantages to sister programs across the nation. In going beyond basic knowledge, it also brings relevance to the lives of parents, expanding much beyond even Epstein's (2001) framework of six types of parent involvement. For example, the FLI adds to its curriculum additional critical dimensions such as: 1) knowledge, awareness and acceptance of cultural roots; 2) personal validation and self-confidence; 3) basic principles of child advocacy; 4) support systems among parents; 5) lifelong goals and strategies to achieve them; 6) directly visiting universities, not just hearing about them; and 7) establishing harmonious relationships with family members by promoting personal and emotional wellness.

Additional to the standard FLI parent curriculum, the PLP curriculum was also offered to community organizations in San Bernardino, as section II elaborates in greater detail. As alluded, this latter curriculum is an abbreviated form of the full-length, 10-module, FLI parent curriculum. In addition to the standard FLI and the PLP, there are several other curricula offered by the FLI, including specialized curricula for youth. To date, however, only the standard FLI and the PLP have been sponsored in the City of San Bernardino.

The FLI curriculum has a long-standing reputation. Having been in operation for over twenty-two years, it has undergone extensive revisions and updates over time. This is not to say that one size fits all. In point of fact, this is not what it represents. From the start, the curriculum has been multicultural, though emphases was on the Latino family, as this coincided with the founder’s background. By fall of 2017, however, the curriculum is expected to again add several more sections to three of its modules that include more vignettes and relevant examples pertinent to both Native American and African American groups. Among parent programs, FLI is one of the most versatile, dual-language, and multicultural curricula of its type nationwide.

## II. GENERAL APPROACH AND FINDINGS

### Data Collection and Methods

A mixed-methods approach reliant on both qualitative and quantitative methods was utilized to measure program effects. More specifically, data were gathered utilizing ten distinct approaches and sources, as follows:

#### 1. *Representative Numbers: Who participated, from where and how?*

*Trainings and Attendance:* The FLI began providing parent training to the City of San Bernardino on June 2015. Since then, seven FLI training sessions have been provided to cohorts of parents and school staff using the 4-day, 10-module FLI training curriculum. A total of 344 persons representing SBCUSD were trained between 2015 and 2016. Exhibit 1 represents total graduates for this curriculum, all attaining certificates of completion.

In addition, four other trainings were sponsored by the FLI for community persons using a sister curriculum called Parents Living with Purpose (PLP). This was oriented primarily to the African American, previously underrepresented. The was administered at four locales: the Anne Sherrill Community Center, the Boys and Girls Club, the Center at Highland Church, and one other training at San Gorgonio High School.<sup>8</sup> As earlier noted, this training is two days, somewhat different from the traditional FLI parent training, as it is also more condensed.<sup>9</sup>

<sup>8</sup> Two trainings occurred here: one was for the traditional FLI curriculum and the other for the PLP program.

<sup>9</sup> It had been decided that the PLP training would be helpful for certain community-based organizations (CBOs) and key participants, indirectly associated with the school district. These workshops further expanded the inclusion of the African American community so as to ensure they were included in the process.

**Exhibit 1:**  
**Number of New Parents Attending FLI Training at SBCUSD, 2015-2016**

School	Total Parents
Cajon High School	65
Dominguez Elementary	37
Vermont Elementary	54
San Gorgonio High School	41
San Bernardino High School	44
Indian Springs High School (1)	46
Indian Springs High School (2)	57
<b>Total</b>	<b>344</b>

PLP added another group to the original list from exhibit 1, bringing the total attendance from the City of San Bernardino to 471 by end of 2016, as per exhibit 2. Nearly 1-in-4 (26 percent) graduated from the PLP curriculum. All of these workshops were held in the City of San Bernardino.

**Exhibit 2:**  
**Total Number of Persons Participating in Trainings Hosted by the FLI,  
 City of San Bernardino (both FLI and PLP curricula)**

Institution	Total Parents
SBCUSD (FLI training for a total of seven school sites)	344 (74%)
Boys and Girls Club (PLP training)	42 (9%)
Anne Shirrells Community Center (PLP training)	30 (6%)
The Center at Highland Church (PLP training)	30 (6%)
San Gorgonio High School (PLP training)	25 (5%)
<b>Total</b>	<b>471</b> <b>(100%)</b>

During this period, another three FLI training events (National Practitioner Training Summits) were held in Las Vegas, where SBCUSD also participated.<sup>10</sup> These events attracted larger attendance, as they included participants from multiple districts, though smaller representation from any single district. These latter workshops were again somewhat different, oriented for

<sup>10</sup> Two workshops were held in 2015 (July and December) and one in 2016 (June).

individuals interested in becoming FLI facilitators (or assistants) back at their district, with the exception of district staff that was present for general curricular orientation.

As designed, the forum for the summit events is conducted more like a trainer-of-trainer (TOT) model. Many attending from San Bernardino had been certified already in the traditional FLI curriculum. However, additional SBCUSD participants added another 22 to the list of first-time attendees, increasing the unduplicated total from the City of San Bernardino to 493 persons for all FLI events (FLIs, PLPs, and summits). Numbers are inclusive of parents, district staff (teachers, administrators and principals) as well as community members.

**2. *Observations from several workshop events as well as review of participant comments and ratings from all events, years 2015 and 2016.***

A total of four FLI workshops were observed (summits and local), where SBCUSD parents and staff participated. Notes were taken from these events on parent interactions, sidebar comments and informal conversations. Event interactions provided opportunity to observe dialogues among parents and note attitudinal responses during each four-day period. Interactions among participants were extensive, with sharing of the learning process well displayed and highly visible.

In addition, as reaction forms were collected for all FLI workshops in 2015 and 2016, a thorough review of these responses was also undertaken. This was helpful in capturing the likes and dislikes of every workshop as well as in documenting what participants considered most helpful. A compendium of selected quotes has been highlighted from these sessions and is included in appendix B. Statistical data compilations from reaction forms appear in later subsections to this report.

**3. *Observations at FLI-related events and parent center activities.***

Various observations were held for local events directed by FLI parents themselves as well as other local events related to the FLI program. In general, parents took on bold initiatives and various spinoffs for new activities occurred, fully parent-led, many independent of the parent resource center.

One example is when LTC (R) Consuelo Castillo Kickbusch, USA, was asked by parents to present at an impromptu event at El Cajon High School early spring of 2017. This was a kick-off event to expand the FLI program to nearby feeder schools. Turned out, the meeting was a catalyst that helped inspire parents to spearhead FLI initiatives to other schools, where parents subsequently guided efforts to establish new FLI groups, one group promoting another; with food, entertainment, speakers, and music fully provided by the parents. With tacit approval from principals, more events of this type are now being planned by parents.

At another event, FLI parents sought opportunity to present their story and achievements at a conference of bilingual educators, where parent groups were attended preconference institutes. Here the FLI parents had submitted a proposal and were selected as presenters for a pre-conference workshop. As it turned out, the all-day workshop event was very well attended

and highly rated, a conference highlight, with even greater attendance in the afternoon, as word spread throughout the conference. This was at the NABE national conference in Dallas (February 22, 2017). It marked a first-time event for SBCUSD parents of this type, one where Aldo Ramírez, Director of the parent resource center, was able to assist and promote. At the event, parents shared what the FLI meant to them, as first-time presenters before a national audience. This was an occasion where parents presented a “solo” run of their accomplishments. Highly thrilled in sharing their story, parents returned fully charged to fully continue these efforts back home and share accomplishments with much greater enthusiasm. Additional observations from various related events of these types, formal and informal, were noted as part of this evaluation.

**4. *Observations from special meetings held between parents and school officials, teachers, and community leadership.***

There was also opportunity to observe parents in the process of advocating for their children at several meetings; once at a school board meeting, other times at school meetings, and at another occasion within a wider-community context, with a CBO.

These meetings provided parents with the opportunity to express their feelings about school matters. Equally important, this became of major relevance for parents themselves, as they represented new advocacy roles that had been uncomfortable for many. Among Latino parents most especially, conversations about school matters with knowledgeable authority figures had been highly unusual, with the taking of stances to advocate on behalf of their children most difficult.

**5. *Archival review of information/reports housed at the Family Engagement Leadership Development (FELD) Office and at the FLI offices.***

Opportunity was granted to review records, data and other documentation at the parent resource center, including past progress reports, calendar overviews, specific events together with survey results, videos, internal documentation, among other program-related documents. In addition, statistical counts of how parents were utilizing the center were helpful in tracking parent progress and increased involvement over time.

Similar opportunity was facilitated at the FLI offices, where post-program documentation was made available across districts, including SBCUSD. These included reports, demographic counts, videos and related information on curricular progress over the years and outcomes from particular sites, as provided by staff and available through warehoused archives, with comparable data by which to examine SBCUSD progress.

For both groups, access to internal meetings was also facilitated, where staff interactions were accordingly observed and where certain parents also participated in sharing their views, whether related to parent efforts, focused on site management or the district at large.

**6. *In-depth interviews and written/oral testimonials from parents, school staff and community persons, both formal and informal.***

Two site visits were arranged in early 2017 where in-depth, individual and face-to-face interviews were held with district officials as well as with principals from several schools, especially those with highly-active FLI parent groups. Meetings with parent leaders and with local community leaders were also arranged. A total of 15 face-to-face, in-depth interviews were held. Additional informal chats with teachers and other district staff occurred, but not officially included in this reported category.

In addition, telephone interviews were held in the process of information seeking. For example, several conversations were held with African American and Native American curriculum writers currently working with FLI curricular revisions (and addendums) to several modules. This was to be more inclusive in the nuances of cultural differences as well as the addition of multicultural life stories and anecdotes. These additions have been well received. Informal phone interviews were also held with several of the parents unable to attend focus groups.

Written and videotaped testimonials were likewise reviewed<sup>11</sup> as well as information included from the multiple parent surveys. Also, anecdotal information was documented from the focus groups, with additional information gathered from in-depth interviews. Another information source was that which had been provided in written form to the offices (and staff) of the parent resource center as well as the FLI offices. One letter in particular from a principal (anonymously) was quite lengthy and rather personal, but which documented the change the FLI program made on this individual and parents at the school, including how it had influenced management at the school. Other anecdotes and observations came from superintendents from other districts that have seen how the FLI has impacted their districts over time.

Altogether, these form a large group of written and oral testimonials from parents, school staff, and others about the FLI program and its effects. These statements are quite specific and incisive, beyond mere rhetoric. Samples of these have been included in appendix C.

**7. *Information gathered from parent focus groups conducted in the spring of 2017 with FLI-trained parents (52 participants, 9 focus groups).***

A series of focus groups were undertaken during district visits in the winter/spring of 2017. A total of 52 individuals participated in nine distinct focus group sessions, representing nearly 1-in-7 (15 percent) of all SBCUSD workshop participants. All sessions were held at the parent resource center. Participants were selected via stratified random sampling processes utilizing the list of SBCUSD graduates from FLI workshops the previous two years (2015-2016) for parents and staff alike. Randomization was constructed to ensure that participants from each FLI cohort group were represented.

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<sup>11</sup> A total of 58 written testimonials from multiple sources were reviewed, with several being confidential.

Since not all selected participants were able to attend a focus group, it became important to ensure that systematic sampling processes were fully adhered. As a result, non-attendants were interviewed by phone, with annotations to responses to protocol questions from the focus group. This ensured that 93% from the originally identified participant list was included.

In addition, one other focus group was conducted with local community leaders, independent of parents and district staff, inclusive of leadership from the African American community. This was to obtain external perspectives and impressions from outside the district, as these related to the overall impact of the FLI. Quotes from focus group sessions are included in appendix D.

**8. Results from a parent survey administered by the parent center in 2016.**

A phone survey of parents was conducted by the parent resource center at the SBCUSD in September/October of 2016. Parents that had attended FLI workshops were surveyed by phone. A total of 78 parents responded. According to the resource center, parents were “fairly representative of participating parents up to that point.”<sup>12</sup>

The survey gathered pertinent information on parental views about the FLI curriculum, the educational progress of their children, the SBCUSD and its various initiatives as well as related parent activities across the district. Satisfaction ratings were based on Likert-type scales, with respondents providing high praise and great satisfaction.

**9. Independent survey among parents administered by ICI, Inc. (2017) specifically for this study.**

An additional but independent survey of parents that attended FLI workshops was administered by ICI, Inc. in the spring of 2017, specifically designed for this study. This second survey was independent and external to that which had been earlier conducted (2016) by the parent resource center. This latter survey was administered for the purposes of establishing another set of indicators while also enhancing information gathered from focus groups.

The survey was anonymous and on a voluntary basis, available in both English and Spanish. It was distributed to SBCUSD parents at multiple parent events, meetings and functions as it was also made available at all focus group events, but independent of these sessions. Although distributed to all persons attending SBCUSD parent events and activities, it had major limitations as it only represented purposive samples of parents that volunteered to respond, not randomly selected and not distributed at all events.

With a total of 66 parents responding to the survey, less than half (45 percent) selected the English version and nearly two-thirds (65 percent) spoke Spanish at home. Among the latter group of Spanish speakers, 58 percent spoke “mostly” Spanish as compared to 23 percent speaking half Spanish and English and 19 percent speaking “some” Spanish. As it turned out, FLI

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<sup>12</sup> Taken from the parent resource center survey report (2016) provided to the SBCUSD board.

and non-FLI groups seemed fairly comparable, as there was little difference in language use or preference between the two groups.

#### **10. Analysis of student performance indicators among children of trained parents against comparison group students.**

With assistance from the SBCUSD Office of Accountability and Education Technology, with assurance to protect personally-identifiable information, students from two lists of FLI parent graduates (2015 and 2016) were compared to comparable lists of students from non-participating parents so as to track student progress and change over time.<sup>13</sup> This included comparisons against the following five variables for the two-year period in the study: a) average daily attendance (ADA); b) retention and graduation rates; c) student discipline (e.g., suspensions and disciplinary action); d) grade point average (GPA); and e) proficiency test results, as appropriate.

Albeit two-year timeframes (or less) are often much too short for accurate attribution and impact of effect, important differences and trends were evident. Normally, impact attribution of this type is valid with high degrees of confidence only after three to four years from program intervention. Nonetheless, improvements were already noticeable for certain variables. These are expected to further improve over the next several years.

#### **Findings**

As alluded, both qualitative and quantitative methods of data gathering were utilized. This was a mixed-methods approach to data gathering, combining both qualitative and quantitative methods. For the purpose of this report, data gathering procedures and findings are logically divided into ten distinct categories of data organization for ease of understanding, somewhat different from a standard research approach, as findings are also to be shared with participants. These data follow the same parallel logic and sequencing to the above categories.

To this end, *qualitative* data, as already described, were divided into seven logical chunks (or categories), with focus group participants having been identified via a stratified random-selection process; meaning that everyone had an equal chance of being selected within their cohort group (by workshop). Also, special interviews and event observations are included in the data-gathering process. Altogether, they are denoted in findings #1 through #7.

*Quantitative* data, in turn, are divided into the three remaining categories that include two parent surveys (findings #8 and #9) and student outcomes (findings #10), with the latter encompassing five areas of student performance, as earlier de noted: average daily attendance (ADA), grade point average (GPA), graduation/retention rates; student conduct (discipline), and proficiency test scores.

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<sup>13</sup> Comparability was obtained by matching demographic information on ethnicity/race; income as measured by school lunch program attendees; English language learners (ELs); and geographic representation, based on school registration.

**1. Findings from data collection #1: Participant attendance, description and representation**

As delineated, nearly 500 persons attended workshop events in the City of San Bernardino and Las Vegas. About 3-in-4 (74 percent) of SBCUSD schools were represented at these events. Notwithstanding the majority of participants clustered around seven schools that represented nearly half (47%) of all attendees. Overwhelmingly, the vast majority of attendees were females (86%) and most (93%) were Hispanic, with the average family representing more than two children, but with 1.8 children enrolled in a K-12 school at SBCUSD.

Interest in the FLI workshops grew considerably in response to the first workshop held on June 2015. As word rapidly spread, enthusiasm heightened. By end of year two, parents had overwhelmingly responded quite positively to the program, most especially Hispanic parents, as more and more requested workshop attendance.<sup>14</sup> However, while the number of participants grew quickly, they mostly represented a small cluster of schools of about eight schools. For greater diffusion and utilization in the future, the program needs to develop more cadres of parents at other schools, with smaller numbers of trained parents.

While a smaller representation (4%) of African American parents attended FLI workshops,<sup>15</sup> the FLI has more recently created high interest among the African American community, especially after outreach efforts expanded through community centers such as the hosting of the PLP curriculum, as an abbreviated version of the standard FLI curriculum (with shorter delivery periods of one to two days) as well as tailoring of the curriculum for community organizations and with particular adaptations to the audience.

**2. Findings from data collection #2: The FLI Workshops**

The FLI workshops generated much enthusiasm around the curriculum, as participants engaged in multiple areas of interest that resonated with them. Overall, reception to the workshops was very positive. This was the case for nearly all events, as there were no rating ranges that were significant between the years 2015 and 2016.

Exhibit 3 provides the average (mean) satisfaction ratings from reaction forms for each of the workshops across nine distinct categories of content and approach, with nearly all (97%) quite favorable. Reaction forms also included personal commentaries about the event, capturing over 1,000 comments in total, with observations ranging from personal impact to specific changes in attitudes and behaviors. Evaluation forms also asked for specific examples, some of which appear in appendix B.

Enthusiasm for the workshop events was highly evident from all indicators, as sample comments in appendix B well reflect. Workshops were viewed as “extremely helpful;” “personally enriching;” “highly instructive;” “very engaging;” and “highly motivating.” Comments fell into five distinct areas: 1) *likes/dislikes* about the program; 2) what was *learned*; 3) what

<sup>14</sup> Hispanic parents represent 73% of the SBCUSD enrollment.

<sup>15</sup> African American parents represent 14% of the SBCUSD enrollment.

participants would do *differently* (e.g., behavioral change); 4) *helpfulness* and *applicability* of the information; and 5) suggested *improvements*.

Among the *likes* (and *dislikes*), few dislikes were cited, mostly about insufficient time to cover particular topics of interest. Nearly all participants expressed the need for more engagements of this type for their district, with parents greatly appreciating the opportunity to engage, share and learn. For most attendees, it was the first time they had attended an event of this type.

Comments strongly echoed the excitement of discovering new information about themselves, as participants kept illustrating how much they had learned from the process. For nearly all, the workshop was highly educational and illuminating. As one teacher phrased it, "It touched on many areas of new information for me." For most, the experience was an opportunity for self-discovery and introspection as it was also a time for self-analysis, introspection, and behavioral change.

Much *learning* was shared among participants. Most were pleasantly surprised by how much they had been affected and how this seemed to relate to behavior toward their children. These messages were powerfully felt, as new ways of thinking, planning, and behaving was called out. While many thought they were the only ones to traverse difficulty and setbacks too personal to share, the opportunity to "let go" and "open up" became a special moment for many and a great relief for others. As it turned out, the workshop was a "safe" haven for many and an opportunity for growth, as they not only shared, but also explored new ideas and possibilities.

Growth in personal knowledge and feeling of greater empowerment was palpable in multiple observations of parent workshops. This was well reflected in comments about the workshop experience. Without questions, such exposure yielded dramatic results, as even more timid parents were now willing to "try out new ways of behavior, even at the risk of not getting it right," as one parent later shared.

As it regarded *behavioral* change, many parents committed to "act differently" upon their return. Multiple statements included in the appendices bear this out, as they portray a wide gamut of commitments. Equally strong, everyone seemed to have a new spirit of engagement and willingness to try new things, while "fixing" some of the past. More importantly, participants expressed willingness to work at becoming more engaged with their children at both home and school as a result of the experience.

Interviews indicated that for many parents the experience was also reinforcing of a new commitment. Parents expressed time and again that they were going to behave differently with their children, whether it was yelling less, working with homework, visiting teachers or just plain listening. These were demonstrable statements about the *helpfulness* and *applicability* of the newly gained information.

Statements regarding program *improvement* were more about adding extensions to the program as well as making it more available to other parents, including other communities. Interestingly, parents also wanted to ensure that school staff also went through the program.

Several voiced this loud and clear: “They [district staff] need it as much as we do” as “They have to change as we also must change. We both must change together.” Other parallel statements were also voiced. Concurrence was that this program is for everyone that “works” with kids, especially those that “care about our kids.”

Among the *SBCUSD staff*, many of their observations focused on how they enjoyed the opportunity to “engage” with parents as well as how much they had “learned” from the experience. Several realized and even openly admitted their biases. Others shared rather powerful anecdotes on how they had prejudged the parent training beforehand and how wrong they had been; while still others shared more about what they would do differently, once back at their school.

Quite specifically, as indicated in exhibit 3, the “content” of curricular materials and topics as well as “approach, delivery and clarity” and “value to my school” were each ranked at the highest level of excellence for nearly all (93%) participants. As indicated in the tabular data, all nine of the rated categories scored above 90% for excellence, with two exceptions. Altogether, these represented extraordinarily high ratings for any group of workshops of this type.

Among non-favorable comments, barely 2% reflected disappointment, with the bulk principally focused on facilities, logistics, food and related services, unrelated to content or workshop delivery. Other comments suggested longer workshop periods, wishing for more time. Less than 1% of all comments regarded the relevance and applicability of topics, with the primary desire for other topics also to be covered.

Few ancillary comments were made such as not fully sticking to the agenda, and with some African American participants expressing a desire for more culturally-specific examples referencing their community. On this latter topic, several curriculum writers have been providing additional input to the FLI curriculum. Our interviews with several of them indicate that they have suggested specific additions to three of the curricular modules. These are expected to be included by fall 2017, ensuring further relevance and applicability cross-culturally to African American and Native American participants.

While additions to the curriculum are forthcoming, no higher costs are anticipated. As it stands, the FLI has been priced at comparably lower per-participant costs when compared to other parent curricula of its type. Price advantages have held the past three years.

Exhibit 3:  
Rating (%) by Category, as Average for all FLI Workshops, 2015 and 2016

Coverage	Percent Rating (aggregate for all workshops)					Total
	Excellent	Very Good	Good	Fair	Not Satisfactory	
1. Relevance of curricular content	93%	7%	0%	0%	0%	100%
2. Value of information learned	93%	6%	1%	0%	0%	100%
3. Approach, delivery, and clarity	95%	5%	0%	0%	0%	100%
4. Personal connection with participants	86%	12%	1%	1%	0%	100%
5. Adds value to my child's education	93%	7%	0%	0%	0%	100%
6. Offered opportunity to develop my talents	87%	11%	2%	0%	0%	100%
7. Can use learned strategies immediately	92%	7%	0%	0%	1%	100%
8. Helped me become a stronger parent	90%	10%	0%	0%	0%	100%
9. Recommend to other schools/districts	96%	4%	0%	0%	0%	100%
<b>Average</b>	<b>92%</b>	<b>8%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>100%</b>

**3. Findings from data collection #3: FLI-Related Events and Parent Center Activities**

Observations were collected from a variety of related events that spun off the FLI. Some were assisted by LTC (R) Consuelo Castillo Kickbusch, USA, and her staff. Other have been led independently by FLI parents themselves, while still others have been supported by the parent resource center together with staff and volunteers. In many respects, however, FLI parents have undertaken many initiatives to drive their own events, with minimal support from the center. More recently, several are now designing, leading and delivering their own, personalized workshops with considerable success.

As a result of the NABE institute earlier referenced, for example, this parent group has now been invited to speak at other conferences. What is notable about the NABE event is that many more parent-led initiatives now have been initiated in contrast to previous years, most especially the leadership of Hispanic parents. This indicates a movement that is expanding, parent-to-parent and districtwide.

Some parents are also going back to school and taking classes, an unanticipated outcome; while others are attending book-reading events they themselves have sponsored. For example, there are now two book-reading groups going through LTC (R) Consuelo Kickbusch’s book, *Journey to the Future: A roadmap for success for youth*.

At the workshops, it was interesting to observe how SBCUSD parents presented to other districts formally, and later informally. This was about the parent resource center as well as about accomplishments at their schools and about leading parent initiatives in general. These represented important moments for parents, where leadership was strongly exhibited. It is equally important to underscore that these are not just temporary spinoffs, but strong indicators of a parent movement that now has been gaining momentum across the district.

What now seems important is that certain Latino parents now have built up confidence to co-partner activities and workshops across schools to ensure the educational success of their children. This has been an increasing “positive contagion effect” the past half year throughout the district, as it also denotes major milestones being accomplished. All indicators confirm that there has been considerable evidence of positive change at the district among these parents and their schools, as indicated by comments received from several school principals.

Observations also indicate that parents are now taking major initiatives to speak with school leaders with greater confidence, as advocates for their children. These meetings are somewhat different from findings #2 above, as these now depicts parents directly advocating for their children with school leaders. Leadership development has been evident, especially among parent advisory councils (PACs) where Latino parents are now more strongly voicing their opinions and more greatly involved in bilingual education and Title I parent action committees.

**4. Findings from data collection #4: Observations from special internal meetings of parents as well as with school officials and with community organizations**

Among the various parent meetings, it has been striking to observe meetings between parents themselves as they prepared for presentations, reviewed recent learning when directing their own events. The excitement parents displayed was palpable at the NABE event, for example, where they rehearsed presentations and made self-corrections throughout, in great collaboration. Afterward, it was equally striking to see them critique each other’s performance and witness their own corrections in future presentations.

These dialogues were evidence of growth as well as development of critical judgment on what could be helpful to other audiences of parents and school leaders. Presentations provided opportunity to not only share their wares, but also practice what they had learned. Parents were there as a support group as well as a team of collaborators, working toward the goal of getting other parents engaged in working with their children. Unquestionably, the level of care and support demonstrated was heartfelt and personal as it was also rewarding.

Similar statements can be said of other meetings held, especially those with district officials, where critical judgment was made and important advocacy demonstrated. As observed in a short span of time, parents have grown from a process of self-discovery to that of facilitating understanding for others. It has been astounding to document rapid leaps in knowledge compared to where these parents had been prior to the FLI training.

**5. Findings from data collection #5: Archival Documentation**

While the purpose of this study is not to assess the operations of the parent resource center or related work of the FLI, since major review of these functions lie beyond the scope of this study, it is important to corroborate that center activities are well aligned with the service objectives of the FLI that well enhance parent engagement, including that which is planned for the near future, based on the 2017 Strategic Plan for the Parent Engagement Leadership Development Office. It is equally important to affirm that the mere presence of the FLI program

has propelled parents to further avail themselves from ancillary services the parent center will now be providing for the current academic year.

When compared to other FLI districts nationwide, parent workshops at the SBCUSD were fully congruent and aligned with the types of workshops and services provided by the FLI to other districts, with highly productive results. It is important to note that among the many districts served by the FLI, the SBCUSD represents one of the larger and most dynamic programs nationally, as these parents laud the program and are excited about their accomplishments. The participation of parents at SBCUSD well exemplifies how parent programs of this type can change the climate of the schools as they also change parent attitudes and behaviors toward schools.

#### **6. Findings from data collection #6: Testimonials and In-depth Interviews**

Beyond comments drawn from reaction forms and gathered from focus groups or obtained from in-depth interviews, certain individuals went out of their way to further applaud the impact of the FLI either for themselves or on behalf of their schools and district. Their comments not only humanized the impact of the program, but also put a face to the numbers, making it more about changing lives than mere statistical counts. Program validation of this type is powerful, as reflected in the testimonials included in appendix C. Though most comments are from parents, they also reflect statements from former and current school officials that have experienced program effects firsthand.

It is important to note that some statements were sent by text or E-mail, and several sent by postal mail. For the most part, however, statements are extracted from many of the interviews conducted with SBCUSD parents, teachers, principals and other administrators as well as from several community leaders. Understandably for some, identification from some respondents is undisclosed at their request.

Many anecdotes are reflective of real-life and emotional experiences that cannot be otherwise quantified statistically. As such, these are often omitted from studies and reports of this type. Different from traditional research, however, we deviate from these practices, as many parents with whom we spoke truly wanted “policymakers” and “administrators” to understand the human face to this dimension. They want everyone to know the degree to which the program has made profound impacts.

In-depth interviews provided vivid examples of how parent engagement made academic differences. For example, several principals shared how FLI parent engagement at their school changed both the behavior and the attitudes of students at their school. At one school, For example, the average daily attendance (ADA) changed dramatically this past year. Turns out a group of parents decided to assure that their children were going to have perfect attendance. At this particular school, about 100 students were on the perfect attendance rolls out of nearly 800 students. As more parents wanted their children to also be on this list, several took the initiative to put together parent-led initiatives for the school to reach a perfect attendance record. So, these parents led a host of events in special outreach to all parents. Within a short period, nearly

700 students could boast a 100% ADA. This was astounding for a predominantly Latino, low-income school of this caliber, breaking former ADA records.

Other conversations provided evidence that indicate how teachers benefitted from parent-led initiatives. For example, one principal shared how family vacation schedules no longer led to high absenteeism during the school year, as parents were no longer withdrawing children midway through the academic year. As one principal verified, "There is no question that parent involvement is playing a most significant role in the success of children at the school by not pulling them out as in the past. This helps students maintain focus and continue their studies uninterrupted."

### **7. Findings from data collection #7: Parent Focus Groups**

Focus group attendance was determined through a stratified random process, where participants from each of the seven FLI workshops listed in exhibit 1 had an equal chance to be selected. Once selected, those unable to attend were interviewed by phone, as they responded to the protocol by phone, where their voice was added. As for the sessions, all were audio-taped, with prior permission from each session and with the understanding that quotes would not be personally identifiable.

Overall, nearly 15 percent of all parent attendees were represented in the focus group process. Among the sessions held, feedback about the program and its various workshops was genuinely positive. On a ten-point scale, the average satisfactory rating for all workshops was close to 9.2, exceedingly high. Regarding impact, parents provided very specific evidence of personal change in home activities and how they now interrelate with their children. They also commented on how the FLI experience seems to have made a difference among peers.

With little prodding, parents were eager to provide examples of personal impact and change in behavior. They were highly excited about recent changes at home [*mi casa*]. Said one, "*Mi comportamiento ha cambiado enormemente*" [my behavior has changed considerably]. Multiple examples were cited as evidence of change in attitude toward their children. A good number were now "taking time" to "talk" with their child, "listen" more intently, and "help problem-solve" [*ayudar resolver sus problemas*]. Through focus group sessions, they provided examples on how this was different from former behavior. Sample quotes from sessions are captured in appendix D.

Responses from non-Latinos that attended the workshops were equally positive, though rankings were slightly lower at "8.0" rather than "9.2." They could relate to the issues and the anecdotes because they saw how these transcended, though preferring even more culturally-specific stories and examples. One said, "Culture is culture and we learn from each other's stories." Another emphasized, "Being multicultural helps, as it allowed us to see the same story from different lenses." And for a non-Latina, "I would merely add several more examples and anecdotes that are important to me, but that's just a matter of tweaking the curriculum." One other clarified her feelings about the curriculum from a practical lens: "When the FLI curriculum was presented to a different audience the examples and stories changed, so it was not a problem for me to see the same curriculum from two perspectives. Much depends on who

facilitates and to whom. Having attended two different sessions, I have seen how the curriculum has been modified to fit the audience.”

Without doubt, focus group comments were overwhelmingly positive of the FLI curriculum. Underlying any of the concerns, statements were extremely powerful as they pointed to a considerable number of examples where participants were able to detect a difference in both attitude and behavior among themselves as well as among peers. This was convincingly communicated at all sessions. One participant summed up her feelings concisely, “Kudos to the FLI for having done the job that no one has done for me as a parent in the fourteen years I’ve had children in the school system.”

It should be pointed out that one concern that was raised was fully independent of the FLI itself, as certain parents focused on issues *following* the workshop event; namely, parent monitoring. One parent summed it up, “I didn’t know who I could see or what assistance I could receive after gaining so much practical information. I wanted to share and didn’t know what parent groups existed or who could help me with the process.” Another said, “There was little follow-up after the event, so it took me a long time to figure out what to do to start any parent action at my school.” Still another stated, “I lost track of who attended and didn’t know how to reconnect with the group,” with another stating, “I didn’t hear back from anybody back at the district after I attended.”

These statements made it obvious that over time different strategies were in place at the parent center across a two-year period, but that there now seems to be more targeted follow-up and parent monitoring. For example, there is currently a process, including a parent university model, where parents are being invited to participate in subsequent events, including attendance at booster-type workshops and through reading clubs, with some taking courses (e.g., English and IT) at the center or at nearby facilities, and still others continuing with their education. With sufficient support, this can be an important asset for the school system, as the major beneficiary is the child in school.

### **8. Findings from data collection #8: Parent Center Telephone Survey**

For the district-wide telephone survey administered by the parent center during September and October of 2016, SBCUSD parents that had attended FLI workshops responded to the survey (n=78) and rated the “impact” of the event. In responding to whether the workshops had a “positive” affect in their daily life, nearly all (96%) parents were in agreement, affirming “yes.” As to how participants felt the experience had impacted their family and children, responses were also exceedingly positive and quite consistent, with 95% and 94% agreement, respectively. When asked how “big” the impact of the FLI, 94% of parent respondents ranked it at “4” or “5,” based on a five-point Likert scale.

In further response to questions about how the FLI impacted their child’s “grades” in school, nearly 4-in-5 (80%) of parents agreed that the FLI had a “positive impact” on “children’s grades,” with larger percentages agreeing it had an even stronger impact on their child’s “behavior,” at 92%. In gauging how the workshop experience may have affected future aspirations of the parent, 95% of respondents agreed (“yes”), with the FLI experience representing very high

impact. Interestingly, among all respondents, nearly 4-in-5 (83%) wanted to participate in follow-up activities with the FLI and many did not see this as a temporary or one-time event, but one of continual development and growth.

Unquestionably, as per this phone survey, gathered data fully indicate the FLI had an overwhelming impact on the vast majority of parents. Percentage rates of impact well exceeded 90 percent for all major categories of life outcomes. Consistently, participants also perceived that the effects not only impacted them, but also their families and children. For most, the importance of the event was more than a personal experience. It had lasting consequences for them, their family, *and* their children.

**9. Findings from data collection #9: Purposive Parent Survey**

In a second survey, independent of the parent resource center, both FLI and non-FLI parents were included, though the majority (82%) respondents had attended an FLI workshop. Responses provided opportunity to compare statements to the earlier telephone survey conducted by the parent center, while also providing comparisons against non-FLI parents. Demographic differences between FLI and non-FLI parents were slight, but not significant, as FLI parents were slightly more Spanish dominant.

All (100%) FLI respondents thought the FLI course would greatly benefit other parents. As word about the program spread among parents, expectations for the FLI increased, with non-FLI attendees also wanting to enroll. Seemingly ironic, among those that had never taken an FLI course, most expressed interest to enroll in an FLI workshop, ironically more among non-English speakers.

Response to this survey was not unlike the parent resource center survey.<sup>16</sup> Nearly all (98%) parents had used strategies learned from the FLI. Also, nearly all (96%) parents agreed their behavior had changed, with 84% responding “quite a lot” and 12% responding “a fair amount.”

Regarding time spent with child, responses were overwhelmingly positive that “more time” was being spent with child, with 94% responding “quite a lot” or “a fair amount.” When asked further if they thought the “FLI had positively increased their child’s performance at school,” the vast majority (88%) agreed with “quite a lot” or “a fair amount.”

Among FLI parents, responses showed positive indicators of program impact for both self-perceptions as well as against behavioral indicators. For the non-FLI parents, there was certainly a “positive contagion effect,” as desire was now higher for enrollment in an FLI workshop event.<sup>17</sup>

<sup>16</sup> This is to be expected, as telephone responses tend to be slightly more positive toward a friendly caller than anonymous surveys.

<sup>17</sup> Behavioral research indicates that both measures may be equally valid contextually.

**10. Findings from data collection #10: Student Performance Indicators**

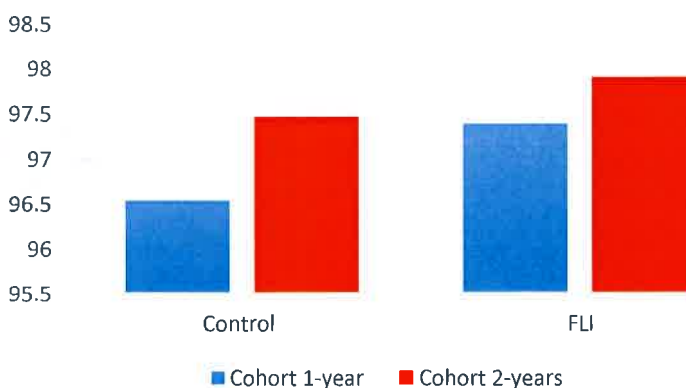
Specific groups of parents were identified from FLI attendees, where certified parents with high attendance at the FLI workshops were selected as the treatment group. These formed two distinct samples of about 75 parents each, one for the cohort attending FLI training in 2015 and another cohort for FLI training in 2016, with the latter representing a one-year cohort.<sup>18</sup>

Children from each of the two cohorts were matched with a comparison group of students<sup>19</sup> to track changes in student performance across the following four indicators: a) average daily attendance (ADA); b) grade point average (GPA); c) disciplinary action; and d) state proficiency tests. Retention and graduation data were not utilized, as samples were too small to be generalizable. Demographic data for the cohort are included in appendix E.

*Attendance:*

There was a statistically significant difference for positive change on average daily attendance (ADA), where both of the FLI student cohorts (one-year and two-year) indicate statistically higher rates of improvement over a two-year period, as compared to matched control groups. This is illustrated in exhibit 4. Not indicated is the trend over time, where the FLI group also has been increasing at a more rapid rate than the control group, approaching fairly high attendance rates.

**Exhibit 4:  
Average Daily Attendance (%), by Cohort (SY2016/17)**



It is important to again highlight that statistics like these were highly influenced by parents banding together to assist with carpooling for those in need of periodic transportation so as to assure all children get to/from school easily, while also reducing tardiness. Not shown is that FLI children also had lower tardiness rates compared to control groups.

<sup>18</sup> These were denoted as sample 1 for year 2015 and sample 2 for year 2016.

<sup>19</sup> Comparison groups were denoted as sample 1A for year 2015 and sample 2A for year 2016.

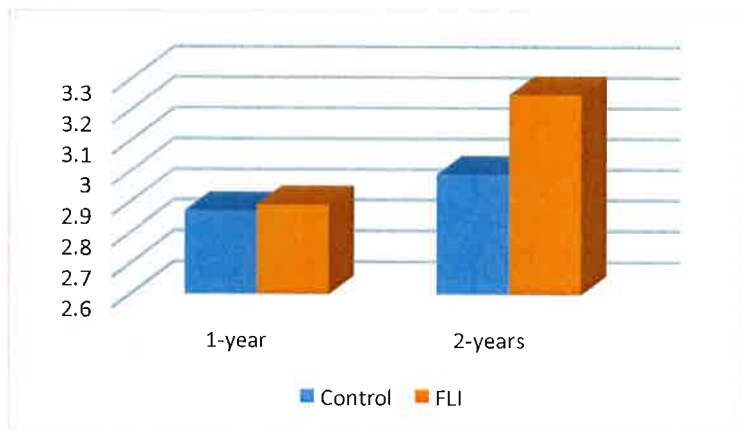
Also, as previously noted, FLI parents periodically met via small group sessions to provide counsel to parents, with general information about schooling, including convincing peers not to pull their children out of school during long winter breaks for warmer climates. Instead, they convinced parents to plan vacations around natural school breaks, so as not to disrupt learning during the school year.

In a series of surveys documented by the National Dropout Prevention Center/Network, it was found that the major reason for dropouts was not that students “disliked school,” as portrayed by previous youth surveys, but that the most critical determiner of low achievement was due to high rates of “absenteeism.” Research of this type now concludes that loss of contact with schooling is one of the most salient predictors for dropping out of school (Doll, Eslami & Walters, 2013).

*Grade Point Average (GPA):*

The grade point average (GPA) for students was substantially different among sample cohorts. This is graphically represented in exhibit 5 which illustrates general patterns in its spread, with statistically strong differences within a two-year period.<sup>20</sup> In addition, certain GPAs increased by more than half a grade point for certain schools, though the latter is not shown.

**Exhibit 5:**  
Grade Point Average (GPA) for FLI and control groups: one year and two years



*Discipline and Suspension:*

Differences were substantial for FLI students for year-one cohorts, though not significantly different for two-year cohorts. For the latter, both groups appeared nearly identical, with no significant differences.<sup>21</sup> However, for year-one cohorts, differences were consistent across three measures, quite positive for the FLI students. These data were consistently positive for a) total number of suspensions, b) number of reported incidents, and c) total days of suspension.

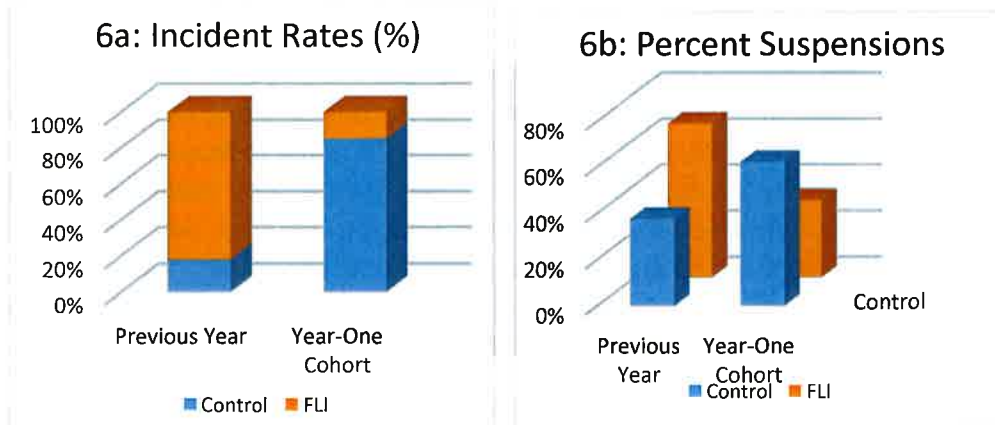
<sup>20</sup> Differences were statistically significant at a high confidence level (alpha .05).

<sup>21</sup> Data show that several students made the difference here, as two of them were under severe observation.

As compared to previous-year records, all three categories improved for FLI students, with trends further worsening over time for the control group. That is, each category showed improvement for the FLI, improving across years, showing more disciplinary incidents and suspensions for the control group over the same time period. It is important to note that one suspension can be the result of several incidents. For this study, we unfortunately were not able to access information on type of incidents, limiting inferences on degree or type of severity among reported incidents.

These data are briefly summarized in the next exhibit via two graphs, one for incident rates and the other for rates of suspension. Charts 6a and 6b show nearly flip-flop data for the two cohorts for the most recent year, with FLI students showing improvement over time as compared to the control group that indicates opposite trends.

Exhibits 6a and 6b:  
Percent of Disciplinary Incidents and Suspension Rates



*State Proficiency Tests:*

In carefully reviewing the results from state proficiency tests for both math and English language arts (ELA), no significant differences were found among the groups. Even trend data did not indicate potential changes, as groups perform at nearly the same level the past two years. Scale score differences for mathematics for example, among the two-year cohorts, was 18 points, while for ELA it was a difference of only 13 points. On a scale score distribution of over 2,000 points, this did not yield statistically significant results. Differences among the one-year cohorts reflected similar spreads.

If any effects are to be attained, these will likely not be discovered for another two to three years, as test scores are the last of the indicators to be reflected long-term, several years after conditions in either the school or the home environment have changed. This is to be expected in any comparison of this type. Up until now, the only areas where statistical differences have not been found are those attributable to results on state proficiency tests.

### III. CONCLUSIONS AND RECOMMENDATIONS

#### Conclusions

In brief, results from ten areas of findings indicate substantial change over time for both qualitative and quantitative data. Each of the three driving research questions were briefly addressed. These are reviewed by category, below.

#### **1) *How many and what type of parent has participated in the FLI program?***

Slightly less than 500 parents participated in the FLI program in one manner or another across a two-year period, with much higher percentages of females (86%), with nearly all (93%) being Hispanic. Given the fact that the average FLI parent experienced just less than a one-year exposure to the FLI, the impact of the program in the lives of these parents and their children has been considerable during this short period of time, as captured by a variety of observations and statistical indicators.

The composition of the parents has been primarily female for many of the obvious reasons that most males are working outside the home, most keeping long and non-customary hours; some with multiple jobs, thus leaving females attending to household duties and the children. In this respect, the Latino households encountered were fairly traditional, much in keeping with standard ways of native cultures back home in Latin America. Few exceptions were found among where males went out of their way to participate in the FLI at great sacrifice. Some of the females were also full-time workers, with equal difficulty making it to various meetings, with a number of them also representing single-family households.

Most families have been in San Bernardino and its environs for less than two generations, as they represent a fairly new resident population, many speaking primarily Spanish at home, as our data reconfirm.

#### **2) *What has been the impact of the FLI program for these groups of parents?***

The impact of the FLI has been substantial, as reported, occurring in several domains in the lives of participants. For one, it changed their outlook as parents and how their view their children as well as in family interactions and in their everyday responsibilities, including more careful attention to the needs of their children.

For another, the FLI had considerable impact in bringing parents together as a group, thus creating opportunity for them to support one another, forming common bonds that helped personal development as well as in relationship-building and the formation of strong parent cadres working with schools.

For another, the process was deemed important for self-affirmation, personal validation and empowerment. Beyond parents learning and working with each other, some also have been attending school, with other forming their own reading clubs, and still others developing

workshops for other parents (and staff). Several have even gone back to school to complete postsecondary studies.

Another major area of difference was change in behavior, as demonstrated by comments about daily life, but also highly reflected on how participants now perceive and behave toward their children and families, as gathered from anecdotal information, witnesses, and personal testimonies. Corresponding observations are also appropriate for school for staff, as reported, increasing their understanding of culture and relationship with parents. In several instances, our research team had access to informal interviews collected by an independent source, as part of an independent video documentation of the FLI. This provided another set of data. This and related research studies are included in the bibliography, appendix F.

A distinguishing characteristic of the FLI is that it strongly affects family dynamics, as the curriculum is based on the re-strengthening of core family values and the reinforcement of responsibility that each member has to their family as well as the reinforcement and pride of native culture, as a most valuable asset. For couples attending the workshop, relationships were strengthened in dramatic ways.

Unquestionably, the FLI effect has led many parents to now work more closely with local schools as well as participate more greatly in school-based events. This has spilled over onto greater care and focus on schooling activities for their children and attendant follow-up with the academic progress of their children. At all levels, parents seemed enthused about the program and eager to assist back at the district level in multiple ways, many volunteering in a variety of activities.

### **3) *What has been the impact of the FLI program on behavioral change and academic performance for their children?***

Relationships and emotional processes affect how and what students learn at school. With parents enlisted in the process, students seem to be benefitting more greatly by adjusting to the learning environment more quickly and with greater respect, as many parents shared during interviews and focus groups. Research also bear out the ability of parents to better control and manage their thoughts, feelings and behaviors that also link back to academic achievement. For example, students more self-aware and confident about their learning capacities try harder and persist more greatly in the face of challenges. They don't give up as easily when surrounded with supportive environments that assist with their efforts.<sup>22</sup>

According to a national survey of middle and high school students, less than one third indicate that their school provided a caring, encouraging environment, and less than half reported that they had competencies such as empathy, conflict resolution and decision-making skills (Durlak, et al., 2011). With programs like the FLI, these issues are dissipated. By strengthening students' social support networks and skills in self-management at home, parents can help students unleash their potential, including academic progress. When parents work

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<sup>22</sup> Vega, 2015.

together with teachers, the process inevitably strengthens student wellbeing and success. In time, this will increase achievement, regardless of measurement or indicator.

### **Recommendations**

1. *Funding:* Funding for the FLI has been a challenge the past two years. More stable and consistent program support is needed for greater balance and support for parents after FLI training events. SBCUSD district should explore greater options to expand these efforts more greatly and systematically throughout the district. FLI impact, as evident from this study, greatly benefits both parents and students, not to mention district performance at large. This is most especially the case for difficult-to-reach parents, namely in particular sectors of the district population.
2. *Facilitators:* The parent resource center should work concertedly at obtaining commitments from parents in prerequisite to FLI participation, especially at the summits, where follow through with these parents include expected requisites as well as the assurance of later group leadership support, with high standards of conduct and role modeling together with direct responsibility tied back to the parent resource center.
3. *FLI graduates:* Follow-up and utilization of FLI graduates should be rather deliberate. Greater planning should be devoted to parents helping parents as well as parents helping schools. This goes beyond the mere assignment of parent tasks, including volunteering at the parent resource center. It requires careful monitoring by the parent resource staff so as to ensure a better prepared cohort of parents, with concerted plans for greater engagement and deployment.
4. *Strategic planning:* Concern needs to be focused on immediate parent needs, while broader strategic plans are formulated. This can be done by piggybacking and learning from current accomplishments, not starting at *tabula rasa*. The strategic plan (2017) emanating from the parent resource center is an important document, as it should also be a shared and guiding document among parents. As such, it should take advantage of what parents have already accomplished and advancing that which has been learned. Independent of longer-term planning, there are pending action items regarding family strengthening and parent group cohesion that should become immediate action items. Parent groups want the resource center to provide such leadership in carrying out its strategic plan.
5. *Target schools:* While the number of participants has grown, it is still primarily clustered in a relatively small number of schools. For greater effectiveness, the FLI needs to reach greater cadres of parents at more targeted schools so as to create a strong movement among parents for greater student success districtwide.
6. *African American issues:* Certain issues have been raised by some African American leaders in the community regarding the FLI curriculum, especially about its “fit” and “relevance,” to African American needs and issues. Additions to the curriculum have been made in collaboration with African American experts in workshop design in response, but more can be advanced through local input. More importantly, there is concern that the allocation of resource for parent involvement becomes a divisive issue between Latinos and Blacks. To the contrary, this should be an area where unity in diversity must be attained. While much of

this must be dealt at the district level, the FLI program also can play a significant part in the solution, if allowed. Parent participation and control must obviate climates that ascribe blame back to parents as victims, precisely those that can benefit from greater voice and empowerment.

7. *Accessing district leaders:* Latino parents have expressed concerns at inability in reaching certain levels of district leadership, as they have been frustrated at impasses recently encountered. There should be a deliberate process whereby key issues are resolved and/or where key district officials meet with designated parents periodically. Point being that processes and procedures should exist whereby parents can meet with district personal without having to air their concerns at public meetings, at board meetings or behind closed doors.
8. *FLI for principals:* The FLI should be expanded to include more teachers, principals and district staff, as provided to parents. FLI parents suggest SBCUSD personnel should benefit from the FLI as much as they have. Parents expressed concern that they don't feel certain district leadership and principals have been paying needed attention to their needs. Statements like, "These principals don't listen to us parents" and "We don't feel respected," were some of the more common responses shared by parents. It is important that as parents become more greatly empowered they also feel they can participate more fully with administrators for the advancement of the school district and its children, as everyone stands to benefit. ■■■

## Appendix A:

### Overview of FLI Curriculum

A series of ten modules are normally offered by the FLI for the certification of attendance for participating parents, caregivers and district personnel, certifying that participants have completed the ten modules.<sup>23</sup> The curriculum is composed of a sequential series of ten modules of 2- to 4-hours each that walks participants through a logical and stepwise program of personal awareness and skills building that covers basic concepts concerning family knowledge and responsibility, self-awareness and ethnic/racial identity as well as leadership development aimed toward the heightening of resiliency skills, wellbeing and empowerment. Workshops are normally delivered in English, but with simultaneous Spanish translation via headphones for all sessions, including breakout groups.

The training series concludes with a graduation ceremony for those completing the program. The ceremony offers opportunity for participants to showcase and present their family plans, while also hearing from school officials about the district's commitment and support for parent engagement. The event concludes with each graduate receiving a certificate of attendance.

The development of the curriculum has a unique history, as it was initially conceived out of the life experience of LTC (R) Consuelo Castillo Kickbusch, USA, as dramatized years later in her book, *Journey to the Future*. As such, the curriculum has evolved over a 20-year period, having been refined from thousands of workshops and forums during this period. Over one thousand districts have been exposed to some aspect of this curriculum during this time, as it grew to become one of the most recognized parent programs nationwide. More recently, the program received a Department of Education endorsement as an evidence-based curriculum, one of the few in the country for a Latino audience, an unusual and most prestigious distinction. It will also be receiving another prestigious award end of 2017 by the National Dropout Prevention program as a national exemplary program.

While the FLI focuses on Latino parents, it has been rather broad in how it defines families, cultures and life-skills training, as its core is relevant and familiar to all families, regardless of socioeconomic or cultural background. Notwithstanding, the program has more recently expanded to not only be more inclusive of particular ethnic/racial groups, but also rather specific to several of them. As such, it has expanded its modules to be inclusive in narratives and examples that specifically relate to African American and Native American groups, most especially modules two, three and four. More specifically, it has undergone revisions by cultural and community experts in the redesign of written module enhancements, expected for release by fall 2017.

The ten modules covered by the workshops are the following:

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<sup>23</sup> The term parent is used generically, meaning guardian or any other caregiver.

1. *Home: Where Leadership Begins.* Participants identify their own leadership styles and preferences.
2. *Self-identity: Past, Present and Future.* Self-identity, self-esteem and its effects on the family.
3. *Living in Two Worlds: Cultural and Generational Perspectives.* Cultural pride and traditions are highlighted and juxtaposed, as parents learn about pressures their children face (e.g., drugs, peers, pregnancy) and how to address them.
4. *Storytelling and Journaling: Valuing Literacy through Family History.* Placing value on reading and its effect on children's academic performance and wellbeing.
5. *Education: The Key to a Better Future.* Essential role of education in economic, social and intellectual well-being of their children.
6. *College Field Trip: What Does Success Look Like?* Participants visit a local college in order to understand that a college education for their child is an attainable goal.
7. *Improving Family and School Relationships: Partnerships for Success.* Strategies for school-home involvement as well as building relationship with teachers, staff and administrators, with parents serving as advocates.
8. *Facing Challenges at Home: Coping Strategies for Success.* Identifying barriers to personal and family success by setting goals.
9. *Creating a Family Action Plan: Roadmaps to Success.* Parents develop vision, mission, goals and objectives through action-planning for their children's future.
10. *Celebrating Family Academic Excellence: Success as a Way of Life.* Families make presentations to each other and to educational administrators that are participating, sharing their hopes and plans for their children's academic progress and wellbeing.

## Appendix B:

### Sample Comments Selected from Various Workshops<sup>24</sup>

#### What did you like most about the FLI workshop?

1. Shared stories and testimonials from mothers.
2. The great learning gathered from both presenters and participants.
3. I finally found a safe place to come and learn, listen and grow, and become a better person.
4. Not to be afraid of teachers and principals. They are like me.
5. Put this learning into practice.
6. Working with other mothers strengthened me.
7. That I can be a better role model for my kids.
8. That the way I talk can be different in the future.
9. That I can present before other people with less fear.
10. How to advocate for my child.
11. To better communicate with school staff.
12. How to better educate my kids.
13. That being a mother is also being a leader.
14. That being proud of my culture does not mean disliking other cultures.
15. How to better relate with my children.
16. How to visualize the future and set goals in advance for myself and my kids.
17. How to understand the different personalities of my children.
18. That it's OK to be different.
19. Self-reflecting and journal writing.
20. Creating a family vision board.
21. I was able to laugh and cry in a safe environment.
22. I was able to release my negative emotions.
23. I can communicate with greater confidence.
24. The fact that I can actually become a leader.
25. To respect myself so that I can better respect others.
26. The joy of serving others.
27. The true meaning of servant leadership.
28. That education is freedom for our kids, most important.
29. Education is empowerment.
30. Leadership is working with others in collaboration.
31. To stop yelling at my kids.
32. The value of a university education.
33. To dream bigger.

<sup>24</sup> These comments have been selected from the yearly FLI SBCUSD Executive Reports for years 2015 and 2016 for all FLI workshops.

**As a result of what I have learned, I will change my behavior by:**

1. Learning new ways of behavior.
2. Trying to understand one another instead of getting angry all the time.
3. Knowing what it means to be a leader in my school.
4. Being aware that I can change my home (*mi hogar*)
5. Understanding how I behave and communicate with my kids.
6. Working on my temper.
7. Changing my relationship with my kids.
8. Having more patience and listening better.
9. Learning more about myself.
10. Attending more school activities.
11. I learned that different cultures are more alike than different.
12. I learned how to talk better to my kids.
13. To plan my future more carefully.
14. That I can help my kids get to college.
15. That I need to spend more time with my children.
16. Be conscious of my actions so that my children can see a good example.
17. I learned that I can have more confidence in myself.
18. I learned to value my children more than ever.
19. Learned the characteristics of different leadership types.
20. How to better help our kids get ahead in school and in life.
21. I learned about my children as I learned more about myself.
22. I learned to believe in my children more.
23. How to build stronger relationships.
24. To take pride in my achievements.
25. Motivating my kids to read more.

**What will you do differently as a result of your participation in the FLI workshop?**

1. Stop being so hard on myself and my kids.
2. I will try not to raise my voice so much so that I can listen to others.
3. Provide my kids a better example.
4. Stop yelling and stop placing blame.
5. Judge less.
6. Learn to talk with my kids and actually converse.
7. I will go back to school and learn more.
8. Improve my communication skills.
9. Being more loving and caring.
10. How to be a better mom.
11. The many ways I can show love to my kids.
12. How to help my kids with schoolwork.
13. How to participate in school activities.
14. How to volunteer.

15. To be more positive.
16. Better work with others as a team, especially others different from me.
17. We need to change as adults to better help our kids.
18. Have greater courage to be me.
19. To get more involved with schools.
20. To take greater initiative.
21. To value myself and set realistic goals.
22. That we are all leaders.
23. To teach my kids to love learning.

**In what ways was the information learned from the workshop helpful to you?**

1. I learned much about myself and what I can change.
2. I learned who I am.
3. I can be more comfortable with myself.
4. There can be equality between leaders and parents.
5. That even a destroyed family can resolve issues of the past.
6. That my self-esteem is low, but that I can improve it.
7. How to talk and reason with my children.
8. Improve my attitude.
9. Learn how to talk with teachers.
10. Listen without judgment.
11. I learned that I can love my family and my kids more.
12. I was able to write down my stresses and emotions clearly. Now I understand them better.
13. The visioning exercise helped me sort out my future more clearly, as I learned from others.
14. Testimonials motivated me to do more. It gave me the feeling that I can do better.
15. I was able to think differently about my self-doubts.
16. My problems were not unique to me as I had thought.
17. My attitudes towards my children can actually improve.
18. FLI changed my mental image completely.
19. I can improve my way of thinking.
20. I need to pay more attention to my kids' dreams.
21. It is never too late to better myself.
22. I am responsible for my kids' good values.
23. Learned that what works for Latinos also works for other groups.
24. I learned the five gifts of love.
25. Yes, it makes me want to keep leading.
26. I learned more about myself at the workshop than I ever thought possible. This is relevant for both me and my kids.
27. With my children communication has been a struggle. This workshop helped me understand different ways to communicate and know that every perception is different.
28. The course helped me better communicate not only within my home but outside as well.
29. The FLI help me believe in myself when I was feeling hopeless.

**Other Comments**

1. I wish I had taken this workshop many years ago, as my kids could have benefitted.
2. This program is so much needed for other parents that I know. It needs to be taught to new parents.
3. I would like to see this course offered to students.
4. That this course be offered to other communities.
5. I think school staff should be forced to attend. They need to hear this and also get to know us better.
6. This is the best course I have ever taken.
7. I learned much more than ever expected.
8. I think this will make me a stronger mother and advocate for my kids.
9. This course has changed my life.
10. I wish they had this program at every school. We need more workshops like this.

## Appendix C:

### Select Quotes about the FLI Program

(Parents and Administrators Comments on FLI Efficacy and Impact)

*I have been to different workshops throughout the years with the district [SBCUSD] and I have never seen such engagement from participants. I was used to thinking of Latinos as more reserved. I considered it such a blessing to see their hands shoot up with such willingness to share their stories. I have to admit, I did not have a frame of reference for a lot of what they shared, but that didn't stop it from tugging at my heart. I was inspired by each and every person that shared their story. There is no way someone could sit in that room and not leave with a better spirit, to not be moved by the words... It was a most special event.*

**--SBCUSD Staff**

*I went to this first presentation [workshop] with LTC (R) Consuelo Kickbusch apprehensive and stressed ... It just felt like just another thing I had to do and within just seconds ... I was transformed ... and I was absolutely hypnotized and drawn into the power of these workshops as I sat there in that room listening to the entire presentation... The beauty of this inspirational program is that every single human has an inspirational story and every single person is truly a hero in their own regard. But not only is this changing the way our staff interact and inspire the community to believe in themselves and empower themselves to create opportunities to break family curses and emerge from the cycle of poverty, [but] it is truly empowering our parents to have the confidence, self-worth, and pride to actually believe in themselves and train, teach and empower each other.*

**--Principal, Southern California**

*As family participation in the educational lives of our children increased, so did the improvement in student achievement in the classroom. The reception to the FLI training was unbelievable. New community leaders emerged. Our Latino population gained a voice. New Latino businesses were opened in town. Student achievement in school improved. A community once divided became whole.*

**--Former Superintendent, Bridgeport, WA**

*The FLI had a profound effect on me. It was healing. It helped me find myself. I have become more secure both as a father and as a husband. I have seen many parents get more involved in their school as a direct result of their participation with the FLI. The program is a valuable resource to any school, as it is a process that really makes a difference for the entire family, not just the school. It represents a most special resource from which participants greatly benefit.*

**--Father and Parent Leader, E. Palo Alto, CA**

*My husband told me that the FLI had helped me become a better mother. This was important to me. I have since returned for a booster training, as it is now helping me as a parent leader and school volunteer. The program has dramatically changed my life as well as my outlook. My children, I think, also seem grateful.*

**--Mother and Parent Leader, SBCUSD**

*Our research shows that family engagement is one of the best things you can do to increase graduation rates and to decrease dropout rates. And it exciting for me to see in progress a program that is effective in that nature. It's been a privilege to witness this amazing program firsthand.*

**--Assistant Director, Programs & Outreach, National Dropout Prevention Center**

*I've been to many, many conferences of all types the past 20 years, but I've never seen one like this. It is very different because it really gives practitioners needed tools to engage with families. Parents normally become very defensive at events of this type. I see it much too often. But the FLI is very open, non-judgmental and family friendly. It also has fabulous facilitators! The program is well balanced and highly focused on family dynamics and home culture. I like it.*

**--Social Worker, Deming, NM**

*After abuse and neglect for years, I've learned much the hard way. As a result, I think I've become a stronger person. But this program has helped me realize I can do my work even better and help others in special ways. As a home visitor, I have all the connections with community. I know the struggles out there. People need that support. But I didn't know how to do it before. With FLI, I have a starting point. I want to share my story so that others can share theirs, helping each other lift that weight. It was great leaving the summit so much lighter than when I came.*

**--Mother and Parent Leader, Longview, CA**

*I've been a professional educator for more than two decades, but the FLI meant being a parent first. Every parent, regardless of title, wants to reach their child. This is important to me. FLI made this possible. FLI let's parents go where they need to go, to get where they need to get, so as to help their child. I think teachers need to hear it, counselors need to hear it, as do principals like me. It's a curriculum, but it's also an approach that allows parents to go through 'their' journey. For me, it's a balance between being a principal and being a parent. As educators, we need to recognize all parents love their kids. They need assistance on how to be the best for their child. I subscribe to this program whole-heartedly.*

**--Principal, Central Oklahoma**

## Appendix D:

### Parent Comments from Focus Groups

1. I still can't believe how much I have changed as a result of attending a workshop. I never thought this could happen to me.
2. As a mom, the workshop really made a difference to me. I learned how important I am for my children and that I have the power and responsibility to make them more successful in school, even if my education is limited to the sixth grade.
3. I now have an extended family. Those parents that attended with me at the FLI are now part of my life. They will help me. I am not as alone as I was a year ago. They are like my support group, and our kids are now like brothers and sisters.
4. Living in this district has not been easy for some of us. The FLI has brought new hope for me and many of my friends. I now truly believe our kids can be successful.
5. I am now volunteering at a school. I never thought I would do this. I was too scared and felt inadequate. The FLI has helped lift my confidence.
6. The FLI has not been an academic process for me. It has been personal and life-changing. I wish it for all my friends.
7. The process of attending the FLI event for me was like charging up my batteries for when I came back. It is important that I keep this spark alive.
8. I am more patient with my children and try to listen more intently to them.
9. For me, it's been like therapy. Much healing has come about. My patience has grown.
10. I am more tolerant of differences among others, as I have always been very quick to judge.
11. I believe FLI has affected my child, as I pay more attention and am much more supportive to him. Maybe it will take a while, but I see slow changes coming about in his behavior also.
12. For me, Consuelo affirmed many of my troubles, but I found out I'll be OK. I'm not the only one. More important for me is that I now have great confidence I can now make it with my kids, even as a single mom.
13. The FLI has helped me focus on what is important in my life, the future of my kids. I had taken them for granted.
14. I am grateful to have attended the FLI. Even my husband is glad I attended. He tells me I have changed for the better and our relationship is much stronger. I thank the FLI for helping me.
15. I now feel more confident talking with teachers.
16. It has been good to learn that other parents are struggling just like me. But it's been just as great to know that they can be helpful to me and I can be helpful to them. This has been

going on for me the past six months and it has made all the difference. This never would have occurred had I not had the chance to meet other parents at the FLI workshop.

17. *From a facilitator:* Since the FLI event, I continue to meet with parents almost weekly and have taken various courses through the Parent University. This has been very helpful for me.
18. *From a parent leader:* I have seen parents change a lot the past year. While I don't know how this will reflect greater achievement for their kids right now, I am sure it will at some point. It's got to make a difference.
19. *From a community worker:* Nobody's stuff is solid. To say the curriculum meets all our needs would be unfair. It's Consuelo's story and while my story is different, I've learned to pull out my story from hers. This was refreshing for me.
20. *From a teacher:* I see the parents that have come back to be more involved in my school. This is great to see, especially among parents that were not at all involved.
21. *From an administrator:* As I look across the district, I now see hundreds of parents involved this past year in one activity or another. This is great, given that I hardly saw parent involved five years ago. The change has been great. I hope this continues and doesn't die.
22. *From school staff:* The school district often does things top-down, the FLI does it bottoms-up. There is much our district needs to yet learn.
23. I attended the workshop about a year ago and it was recently that one of my kids came up to me and said, "Mom, you have changed a lot since that day. I like who you have become ... and then I cried my heart out in joy!"

## Appendix E: Statistical Tables<sup>25</sup>

### Tables for Two-Year Student Cohorts: FLI and Control Group<sup>26</sup>

Student totals for key variables: grade level, school type, ethnicity, gender, SES, and ELL Status<sup>27</sup>

Exhibit E-1  
Two-Year Cohort, by Grade: FLI and Control Group<sup>28</sup>

Grade Level	FLI Group	Control Group	Total
K	3 (4%)	13 (4%)	16 (4%)
1	7 (9%)	22 (8%)	29 (8%)
2	5 (6%)	11 (4%)	16 (4%)
3	7 (9%)	12 (4%)	19 (5%)
4	8 (10%)	21 (7%)	29 (8%)
5	5 (6%)	18 (6%)	23 (6%)
6	7 (9%)	23 (8%)	30 (8%)
7	4 (5%)	17 (6%)	21 (6%)
8	7 (9%)	35 (12%)	42 (11%)
9	5 (6%)	18 (6%)	23 (6%)
10	9 (12%)	50 (17%)	59 (16%)
11	8 (10%)	33 (11%)	41 (11%)
12	3 (4%)	17 (6%)	20 (5%)
<b>Total</b>	<b>78</b>	<b>290</b>	<b>368</b>

Exhibit E-2  
Two-Year Cohort, by School Type: FLI and Control Group (n=38 schools)<sup>29</sup>

School Type	FLI Group	Control Group	Total
Elementary	37 (47%)	97 (33%)	134 (36%)
Middle	16 (21%)	75 (26%)	91 (25%)
High School	24 (31%)	117 (40%)	141 (38%)
Recovery HS	1 (1%)	1 (<1%)	2 (<1%)
<b>Total</b>	<b>78 (100%)</b>	<b>290 (100%)</b>	<b>368 (100%)</b>

<sup>25</sup> These tables represent the number of students in the FLI group as compared to students in the control group for key variables. The appendix represents two sets of data, one for each cohort: two-year and one-year.

<sup>26</sup> Percentages refer to column percentages only, rounded to the nearest whole number. As a result, percent totals do not always add to 100%.

<sup>27</sup> Two other variables, school representation and home language, were used to identify control groups, but not included in this appendix.

<sup>28</sup> As the number of IEP students was low, the experimental group was not controlled for IEPs. It should be noted, however, that the FLI group had 6 IEPs (or 8%), as compared to the control group with only 4 IEPs (just over 1%), bringing the ratio of IEPs to almost eight times greater for the FLI group.

<sup>29</sup> A total of 38 schools are represented for this group of students, as the two-year cohort.

Exhibit E-3  
Two-Year Cohort, by Race/Ethnicity:  
FLI and Control Group

Race/Ethnicity	FLI Group	Control Group	Total
African American	2 (3%)	7 (2%)	9 (2%)
Hispanic	74 (95%)	283 (98%)	357 (97%)
Mixed or other	2 (2%)	0 (0%)	2 (1%)
<b>Total</b>	<b>78 (100%)</b>	<b>290 (100%)</b>	<b>368 (100%)</b>

Exhibit E-4  
Student Representation, by Gender:  
FLI and Control Group

Gender	FLI Group	Control Group	Total
Male	44 (56%)	139 (48%)	183 (50%)
Female	34 (44%)	151 (52%)	185 (50%)
<b>Total</b>	<b>78 (100%)</b>	<b>290 (100%)</b>	<b>368 (100%)</b>

Exhibit E-5  
Student Representation, by English Language Learners (ELLs):  
FLI and Control Group<sup>30</sup>

ELL	FLI Group	Control Group	Total
English only	9 (12%)	43 (15%)	52 (14%)
Initially fluent	7 (9%)	2 (1%)	9 (2%)
English learning	20 (26%)	37 (13%)	57 (15%)
Declassified fluent	42 (53%)	208 (71%)	250 (69%)
<b>Total</b>	<b>78 (100%)</b>	<b>290 (100%)</b>	<b>368 (100%)</b>

Exhibit E-6  
Student Representation, by Socio-Economic Status (SES):  
FLI and Control Group<sup>31</sup>

SES	FLI Group	Control Group	Total
Low income	68 (87%)	253 (87%)	321 (87%)
Other	10 (13%)	37 (13%)	47 (13%)
<b>Total</b>	<b>78 (100%)</b>	<b>290 (100%)</b>	<b>368 (100%)</b>

<sup>30</sup> The only home languages were English and Spanish, the rest were mixed, but with Spanish as the dominant home language for the overwhelming majority (96%) of the FLI households.

<sup>31</sup> Free-and-reduced lunch is the major indicator the district utilizes.

**Tables for One-Year Student Cohorts: FLI and Control Group<sup>32</sup>**

Student totals for key variables, by grade level, school type, ethnicity, gender, SES, and ELL Status. These are parallel tables to those presented for two-year cohorts.

**Exhibit E-1a  
Student Representation, by Grade:  
FLI and Control Group<sup>33</sup>**

Grade Level	FLI Group	Control Group	Total
TK	2 (3%)	2 (1%)	4 (1%)
K	1 (1%)	5 (2%)	6 (2%)
1	6 (8%)	25 (10%)	31 (9%)
2	11 (14%)	32 (12%)	43 (13%)
3	10 (13%)	35 (13%)	45 (13%)
4	6 (8%)	24 (9%)	30 (9%)
5	7 (9%)	19 (7%)	26 (8%)
6	11 (14%)	40 (15%)	51 (15%)
7	1 (1%)	5 (2%)	6 (2%)
8	6 (8%)	21 (8%)	27 (8%)
9	4 (5%)	16 (6%)	20 (6%)
10	5 (7%)	11 (4%)	16 (5%)
11	4 (5%)	8 (7%)	22 (7%)
12	2 (3%)	9 (3%)	11 (3%)
<b>Total</b>	<b>76</b>	<b>262</b>	<b>338</b>

**Exhibit E-2a  
Student Representation, by School Type:  
FLI and Control Group (n=25 schools)**

School Type	FLI Group	Control Group	Total
Elementary	50 (66%)	165 (63%)	215 (64%)
Middle	14 (18%)	49 (19%)	63 (18%)
High School	11 (14%)	43 (16%)	54 (16%)
Recovery HS	1 (2%)	5 (2%)	6 (2%)
<b>Total</b>	<b>76 (100%)</b>	<b>262 (100%)</b>	<b>338 (100%)</b>

**Exhibit E-3a  
Student Representation, by Race/Ethnicity:  
FLI and Control Group**

Race/Ethnicity	FLI Group	Control Group	Total
African American	3 (4%)	14 (5%)	17 (5%)
Hispanic	71 (93%)	247 (94%)	318 (94%)
Mixed or other	2 (3%)	1 (<1%)	3 (1%)
<b>Total</b>	<b>76 (100%)</b>	<b>262 (100%)</b>	<b>338 (100%)</b>

<sup>32</sup> A total of 25 schools are represented for this cohort of students, as the one-year cohort group.

<sup>33</sup> As the number of IEP students was low, the experimental group was not controlled for IEPs. It should be noted, however, that the FLI group had 8 IEPs (or 11%), as compared to the control group with only 6 IEPs (or 2%), bringing the ratio of IEPs to five times greater for the FLI group.

Exhibit E-4a  
 Student Representation, by Gender:  
 FLI and Control Group

Gender	FLI Group	Control Group	Total
Male	35 (46%)	127 (48%)	162 (48%)
Female	41 (54%)	135 (52%)	176 (52%)
<b>Total</b>	<b>76 (100%)</b>	<b>262 (100%)</b>	<b>338 (100%)</b>

Exhibit E-5a  
 Student Representation, by English Language Learners (ELLs):  
 FLI and Control Group<sup>34</sup>

ELL	FLI Group	Control Group	Total
English Only	6 (8%)	20 (8%)	26 (8%)
English Learning	41 (54%)	124 (47%)	165 (49%)
Declassified fluent	29 (38%)	118 (45%)	147 (43%)
<b>Total</b>	<b>76 (100%)</b>	<b>262 (100%)</b>	<b>338 (100%)</b>

Exhibit E-6a  
 Student Representation, by Socio-Economic Status (SES):  
 FLI and Control Group

SES	FLI Group	Control Group	Total
Low income	75 (99%)	247 (94%)	322 (95%)
Other	1(1%)	15 (6%)	16 (5%)
<b>Total</b>	<b>76 (100%)</b>	<b>262 (100%)</b>	<b>338 (100%)</b>

<sup>34</sup> The only home languages were English and Spanish, the rest were mixed, but with Spanish as the dominant home language for the overwhelming majority (98%) of the FLI households

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## Leadership In Family Education- L.I.F.E. Virtual Conference Proposal

Canutillo Independent School District  
7965 Artcraft,  
El Paso, TX 79932

### **L3-Life Long Legacies, Inc.**

L3-Life Long Legacies, Inc. is a group of highly qualified and experienced trainers and presenters. We aspire to create lifelong legacies for students and their families. We are in collaboration with Educational Achievement Services, Inc. (EAS) led by nationally-recognized leadership expert, Lieutenant Colonel Consuelo Castillo Kickbusch, U.S. Army (retired). The varied backgrounds of our capable team of professionals enable us to draw upon a wealth of personal experiences and technical expertise to develop informative and inspirational presentations and leadership workshops for a variety of audiences. Our personable yet to-the-point style of delivery ensures training outcomes that are solidly-based on facts yet genuinely enjoyable.

We are the only organization with the license to implement the nationally known Family Leadership Institute and an all girls student leadership program called iShine.

Because of the personal background and commitment of our founder and our associates we have been especially effective at providing purpose, hope and inspiration to thousands of individuals of diverse backgrounds, especially to immigrant and migrant families and their children. Our personal understanding of diverse cultures has enabled us to connect on a personal level and to assist in elevating both their aspirations and their capabilities and to empower them to attain their individual and collective dreams. We have the experience, expertise, credibility and – most of all – a passionate commitment to make a difference.

# Canutillo ISD

## L.I.F.E. Virtual Conference Series Leadership In Family Education

This leadership conference will focus to inspire and motivate families to work together and understand the importance of education. To work one-on-one with experienced L.I.F.E. coaches to reach their full potential.

Canutillo ISD would select a group of 25 families-parents and their children that are most at risk of not finishing high school.

Our goal is to motivate and inspire both students and their families to create an action plan and to begin rethinking how their decisions can create change for generations to come through innovative and creative tactics.

This one-day conference has been adapted to 4 virtual workshop series and will begin by bringing families together in a joint opening session and then doing one breakout session for students and one for their parents to work to identify possible barriers of communication. They will then return back together for a joint activity in a session for family teambuilding and visioning.

### **L3 responsibilities**

- Provide two L.I.F.E Coaches for conference one for parents and one for students.
- Provide the Virtual Webinar Platform
- Coordinate university tour for families

### **Canutillo ISD Responsibilities**

- Identify and recruit 25 families to participate
- Coordinate sessions with L3



**April 13, 2022**

**Proposal for Service**

<b>INVOICE FROM:</b>	<b>BILL TO:</b>
L3-Life Long Legacies, Inc. 25623 Desert Rainbow Boerne, TX 78006 210-410-1904	<b>Canutillo Independent School District</b> 7965 Artcraft, El Paso, TX 79932

***\*1/2 deposit due upon signed contract***

<b>DESCRIPTION OF SERVICES</b>	<b>Sessions</b>	<b>Participants</b>	<b>RATE</b>	<b>AMOUNT</b>
<b>L.I.F.E.</b> Leadership In Family Education  Customized 4 Leadership program sessions, LIFE, developed for 25 families from Canutillo ISD including staff for up to 50 participants.  Conference rate includes: <ul style="list-style-type: none"> <li>• 2 LIFE Facilitators for training</li> <li>• Virtual webinar platform and all technical assistance necessary</li> </ul>	4	25	\$500	\$50,000
Make Checks payable to: L3-Life Long Legacies TAX ID #45-2867011		<b>Total</b>		<b>\$50,000.</b>



## Proposal for Services

### **Canutillo Independent School District**

**Canutillo Independent School District  
7965 Artcraft,  
El Paso, TX 79932**

**Mpowerment Works, LLC, provides unique domestic and international seminars, keynote presentations, and innovative programs all designed to empower people to become agents of social change.**

Marisa Rivera is the President of Mpowerment Works, a consulting firm designed to impact global change by empowering people and communities. Her special focus is empowering the majority: “Women”. Mpowerment Works, LLC, provides unique domestic and international seminars, keynote presentations, and innovative programs all designed to empower people to become agents of social change. Marisa Rivera is a Social Entrepreneur. Currently she is producing Latina Voices: Leadership Journeys, an educational video showcasing Latina leaders sharing their secrets to success.

### **About Marisa Rivera**

Marisa Rivera is President of Mpowerment Works and a social entrepreneur and global citizen who provides dynamic presentations and seminars that captivate the audience and empowers them to become agents of change. She also provides innovative consulting and coaching services on program development tailored to each client needs by empowering people. Throughout her career, Marisa Rivera has shared her experience and personal knowledge on becoming an effective leader in today’s global marketplace in the corporate, government and non-profit sectors as well as in schools, colleges, and universities both in the U.S. and abroad



**Parent Living with Purpose** is a series of one hour and two hour workshops delivered by **Mpowermentworks** that focus on providing parents with knowledge, tools and inspiration to help their children succeed in school and in life.

**Ten one-hour Parent Engagement Workshops Sessions**  
**Sessions adopted to be delivered in 4-5 Two-Hour virtual webinars.**

1. **Home: Where Leadership begins. *El Hogar: Donde Comienza el Liderazgo.*** Parents are their children's first teacher. Training will focus on how parents become student advocates and discuss parent's role, rights, and responsibilities as partners with the school. Each participant is able to identify his or her own leadership style preference and identify qualities of a leader they admire and mirror themselves.
2. **Building Families for Success. *Formando Familias para el éxito.*** When children are asked, what do you want most from your Parents? Their answer is: Time, patience, forgiveness, understanding and love. Learn strategies to deliver them.
3. **Improving Family and School Relationships. *Mejorando la relación entre la Familia y Escuela.*** Strategies for building better relationships with teachers, staff, and administrators are addressed. Parents learned how to become true advocates for their children, for education and school staff. Learn the school systems to inform parents about academic goals, class work, grades, and homework and the importance of attendance and engagement.
4. **Communicational Strategies. *Estrategias para una Buena Comunicación.*** Communication is the foundation of a solid partnership. When parents, children and educators communicate effectively, positive relationships develop, problems are more easily solved, and students make greater progress.
5. **Cultural and Generational Evolutions. *Viviendo en Dos Mundos.*** Cultural pride and traditions are highlighted. Participants will learn about the pressures children face related to their ethnicity, family values, peer pressure, teenage pregnancy, depression, suicide, and other relevant issues.

6. **Coping Strategies for Success. *Estrategias para el éxito.*** Participants set goals after they identify the obstacles and behaviors that keep them from achieving personal and family goals.
7. **Education: The Key to a Better Future.” *Educación: la llave para un Mejor Futuro.***  
Parents will learn how to navigate the structure of the US educational system and focus on the essential role of education in the economic, social and intellectual well-being of their children. Facts and national statistics are presented.
8. **Creating the Life You Want. *Creando la Vida que Desea.*** Parents will learn ways to forgive and let go of the past by living in the present and by learning an empowering model to create the life that they want.
9. **Creating a Family Action Plan: Vision. *Creando un plan de Acción Familiar.*** Parents develop their vision, goals and objectives by creating an action plan of how to support their children to achieve success in school and in Life.
10. **Living a healthy and balanced life. *Como vivir una Vida sana y equilibrada.*** Adapting a healthy life style will greatly benefit the entire family. Practical tips for healthy living, eating habits, exercise, relationships and dealing with stress will be discussed.

**Proposal Pricing: 10 modules x \$5,500 per module  
Total Proposed: \$55,000**





## Executive Summary of Board Agenda Item

Subject/Title for Agenda Posting: Texas Education Agency Instructional Materials TEKS Certification Requirement.

Justification Statement: School districts and charter schools are required to certify annually to the state board of education and the commissioner, that for each subject in the required curriculum other than physical education, students have access to instructional materials that cover all Texas Essential Knowledge, and Skills (TEKS).

Purpose of Agenda Item:  Information  Discussion  Action  
Item Type:  Curriculum & Instruction  Human Resources  Business Services

Staff Responsible:

Dr. Debra Kerney  
*Signature of Requester(s)*

Dr. Debra Kerney  
*Signature of Presenter(s)*

Elizabeth B. Sida  
*Business Services Approval (Initials)*

5/10/2022  
*Date*

### Agenda Summary:

As per Policy EFA (Legal) school districts and charter schools are required to certify annually to the State Board of Education and the commissioner that for each subject in the required curriculum other than physical education, students have access to instructional materials that cover all the Texas Essential Knowledge and Skills (TEKS). "Instructional Materials" is defined as content that conveys as essential knowledge and skills of a subject in the public school curriculum through a medium or a combination of media for conveying information to a student. Districts and charters must submit certifications to receive access to ordering 2022-23 instructional materials through EMAT.

TEA has updated the process for TEKS certification. The certification must still be ratified by the LEA's board of trustees or governing body in an open public-noticed meeting.

RECOMMENDATION: That the Board approve the TEKS Certification submission as per EFA (Legal)

PRIOR BOARD ACTION: Yes      AWARDED: 04-28-21      AWARDED AMOUNT: 0.00

AMOUNT(S): 0.00

ACCOUNT NO(S): NA

PROCUREMENT METHOD TYPE: (3 Quotes, Cooperative Contract Quotes, Sole Source, Formal Bid)  
TEA State Certification Requirement

REQUESTING DEPARTMENT:  
Curriculum and Instruction

CONSEQUENCES OF NON-APPROVAL:  
District will not be able to order instructional materials through EMAT funds.

IMPLEMENTATION TIMELINE: Upon approval

ATTACHMENT(S): TEKS Certification materials document



This document can be downloaded as a PDF to be brought to the board meeting. Once this survey is submitted by clicking "Next" at the bottom of this page, an Approval link with a response summary will be sent to the Superintendent email address provided in the survey.

Below is a summary of your responses

[Download PDF](#)

## 2022–2023 Allotment & TEKS Certification Form

In accordance with [TEC 31.04](#), school districts and charter schools are required to certify annually to the State Board of Education and the commissioner that, for each subject in the required curriculum other than physical education, students have access to instructional materials that cover all the Texas Essential Knowledge and Skills (TEKS). Districts and charters will be unable to order 2022–23 instructional materials through EMAT until the certification has been received by the Texas Education Agency (TEA).

Complete the form below, indicating the instructional materials the district has adopted or plans to adopt for the 2022–23 school year for each grade level and core subject or core course.

### Form Instructions:

The certification must be ratified by the LEA's board of trustees or governing body in an open, public-noticed meeting. The recommended steps are included below:

**1. Gather information** – Start by downloading a sample copy of the online survey to assist with collecting the information needed to complete the form. This can be found on the [Instructional Materials and Implementation](#) website. The form asks LEAs to indicate the instructional materials the LEA has adopted or plans to adopt for the 2022–23 school year for each grade level and core subject or core course, and some additional questions about instructional materials and local adoption procedures.

**2. Complete online form for approval** - The superintendent may identify a district representative to complete this survey. This may be the instructional materials coordinator or another district representative. *Note: the form will not be considered finalized until the superintendent submits final approval.*

- At the end of the survey, click *Generate Response Summary* to download and print

a PDF version of the completed form which will be needed to complete step 3.

- After the PDF is generated, click *Next* to submit the draft of the survey. This will automatically send a copy of the survey to the superintendent's email address provided in the survey, with instructions for submitting final approval (step 4 below).

**3. Obtain local board approval** - The LEA may take the PDF version of the completed form to the board meeting to obtain approval. *Note: board signatures are not required to be uploaded or submitted, so LEAs should plan to maintain documentation at the local level.*

**4. Superintendent to submit approved version** - After the district representative completes the form, the superintendent will get an email requesting approval of the completed form. Using a link in the email, the superintendent may go into the form and make any changes to the draft based on the local board meeting. Once the form is completed accurately, the superintendent may select *Approve* on the last page of the survey to officially submit the LEA's response to TEA.

If you have any questions or concerns, please submit a [Help Desk Ticket](#) on the Instructional Materials and Implementation website.

## Background Information

Enter your name below.

First and Last  
Name

Enter your email address below.

Email

Select the role that best describes your position at your district or charter.

- Instructional Materials Coordinator
- Curriculum Director**
- Principal
- Administrative Assistant
- Superintendent
- Other

Select your region and district from the list below.

ESC Region

District

## District Information

Enter the superintendent's name below.

First and Last  
Name

Pedro Galaviz

Enter the superintendent's email address below.

Email

pgalaviz@canutillo-isd.org

Enter the school board president's name below.

First and Last  
Name

Sergio Coronado

Enter the school board president's email address below.

Email

scoronado@canutillo-isd.org

Enter the date of the school board meeting at which the TEKS Certification Form will be presented and approved.

Date  
(MM/DD/YYYY)

05/24/2022

## Reading Language Arts TEKS Certification

Does your district have materials to cover 100% of the English K-5 RLA TEKS?

**Yes**

No

Select all curriculum, materials, and supplemental materials that teachers in your district or charter will regularly use (once a week or more, on average) for **K-5 English RLA** instruction to ensure coverage of 100% of the TEKS.

**Note:** Materials are in alphabetical order

Select the K-5 English RLA materials for each section

	Curriculum	Instructional Materials	Supplemental
<b>N/A -</b> We do not use RLA materials for these grades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Achieve3000</b>	<input type="checkbox"/> 201	<input type="checkbox"/>	<input type="checkbox"/>
<b>American Reading Company -</b> American Reading Company (ARC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Amira</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Select the K-5 English RLA materials for each section

	Curriculum	Instructional Materials	Supplemental
Amplify - Amplify Texas Elementary Literacy Program (TEA Available Materials)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amplify - Amplify Education CKLA	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Amplify Reading Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BookNook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Center for the Collaborative Classroom - Collaborative Literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Created Materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Edmentum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education Galaxy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HMH - Texas Houghton Mifflin Harcourt Into Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Imagination Station, Inc./Istation - Istation Reading	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Imagine Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iStation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning A-Z, LLC. - Raz-Plus ELL Edition	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Lexia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
McGraw-Hill School Division - Texas Wonders	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Reading Plus	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Renaissance Learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Savvas (formerly Pearson Education) - Texas myView Literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
StrongMind - Texas English Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Developed Materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The College Board - SpringBoard, English Language Arts, 2020 Texas Edition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ThinkCERCA - ThinkCERCA, Texas Edition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TEKS Resource System (TRS)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Enter as "Publisher - Title")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>			
Other (Enter as "Publisher - Title")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>			
Other (Enter as "Publisher - Title")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>			

Does your district have materials to cover 100% of the Spanish K-5 RLA TEKS?

Yes

No

Select all curriculum, materials, and supplemental materials that teachers in your district or charter will regularly use (once a week or more, on average) for **K-5 Spanish RLA** instruction to ensure coverage of 100% of the TEKS.

**Note:** Materials are in alphabetical order

Select the K-5 Spanish RLA materials for each section

	Curriculum	Instructional Materials	Supplemental
<b>N/A -</b> We do not use Spanish RLA materials for these grades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>American Reading Company -</b> ARC Core en Espanol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Amplify -</b> Amplify Texas Lectoescritura en Espanol (TEA Available Materials)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Amplify Reading Texas</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Amira</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>BookNook</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>District Created Materials</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Edmentum</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Education Galaxy</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>EDUSPARK, INC. -</b> Lengua, Ritmo y Cultura KIT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>HMH -</b> Texas Houghton Mifflin Harcourt ¡Arriba la lectura!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Imagination Station, Inc./Istation -</b> Istation Reading en Espanol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Imagine Learning</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>iStation</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Lexia</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>McGraw-Hill School Division -</b> Texas Maravillas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Reading Plus</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Renaissance Learning</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Savvas (formerly Pearson Education) -</b> Texas miVisión Lectura	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Teacher Developed Materials</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>TEKS Resource System (TRS)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Vista Higher Learning -</b> Listos! + Antologias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Other</b> (Enter as "Publisher - Title") <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	203		
<b>Other</b> (Enter as "Publisher - Title") <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Other**  
(Enter as "Publisher - Title")

Select the K-5 Spanish RLA materials for each section

Curriculum
  Instructional Materials
  Supplemental

Does your district have materials to cover 100% of the **6–8 RLA** TEKS?

- Yes**  
 No

Select all curriculum, materials, and supplemental materials that teachers in your district or charter will regularly use (once a week or more, on average) for **Grades 6-8 RLA** instruction to ensure coverage of 100% of the TEKS.

*Note: Materials are in alphabetical order*

Select the Grades 6-8 RLA materials for each section

	Curriculum	Instructional Materials	Supplemental
<b>N/A -</b> We do not use RLA materials for these grades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Achieve3000</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Amplify -</b> Amplify ELAR Texas (TEA Available Materials)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Amplify Reading Texas</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>District Created Materials</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Edmentum</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Education Galaxy</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>EMC Publishing, LLC. -</b> Mirrors & Windows: Connecting with Literature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>HMH -</b> Texas Houghton Mifflin Harcourt Into Literature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Imagination Station, Inc./iStation -</b> Istation Reading	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Imagine Learning</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>iStation</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Lexia</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>McGraw-Hill School Division -</b> Texas StudySync	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Perfection Learning Corporation -</b> Texas Connections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Reading Plus</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Renaissance Learning</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Savvas (formerly Pearson Education) -</b> myPerspectives Texas English Language Arts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>StrongMind -</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Texas English Language Arts

Select the Grades 6-8 RLA materials for each section

Teacher Developed Materials

TEKS Resource System (TRS)

Curriculum

Instructional  
Materials

Supplemental

The College Board -

SpringBoard, English Language Arts, 2020  
Texas Edition

ThinkCERCA -

ThinkCERCA, Texas Edition

Other

(Enter as "Publisher - Title")

Other

(Enter as "Publisher - Title")

Other

(Enter as "Publisher - Title")

Does your district have materials to cover 100% of the **Grades 9–12 RLA** TEKS?

**Yes**

No

Select all curriculum, materials, and supplemental materials that teachers in your district or charter will regularly use (once a week or more, on average) for **Grades 9-12 RLA** instruction to ensure coverage of 100% of the TEKS.

**Note:** Materials are in alphabetical order

Select the Grades 9-12 RLA materials for each section

Curriculum

Instructional  
Materials

Supplemental

N/A -

We do not use RLA materials for these grades

Achieve3000

Bedford, Freeman and Worth Publishing  
Group -

Foundations of Language and Literature

BetterRhetor Resources, LLC. -

College-Ready Writing Essentials

District Created Materials

Edmentum

EMC Publishing, LLC. -

Mirrors & Windows: Connecting with Literature

HMH -

HMH Into Literature Texas

Imagine Learning

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McGraw-Hill School Division -

StudySync Texas

Odell Education-

	Select the Grades 9-12 RLA materials for each section		
	Curriculum	Instructional Materials	Supplemental
Odell Texas High School Literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Perfection Learning Corporation - Texas Connections</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Reading Plus</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Renaissance Learning</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Savvas (formerly Pearson Education, Inc.) - myPerspectives Texas English Language Arts</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Shmoop University, Inc. - ELA: Introduction to Literature</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Strong Mind - Texas English Language Arts</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Teacher Developed Materials</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>TEKS Resource System (TRS)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The College Board - SpringBoard, English Language Arts, Texas Edition</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Other</b> (Enter as "Publisher - Title")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>			
<b>Other</b> (Enter as "Publisher - Title")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>			
<b>Other</b> (Enter as "Publisher - Title")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>			

Would you request all RLA products listed previously and/or other products used by Texas educators be reviewed for quality?

- Request that all RLA materials listed above receive quality reviews
- Request that a specific product receive a review:  
Enter the product below as "Publisher - Title"
- Request that a specific product receive a review:  
Enter the product below as "Publisher - Title"
- Request that a specific product receive a review:  
Enter the product below as "Publisher - Title"
- Request that a specific product receive a review:  
Enter the product below as "Publisher - Title"

Does your district have materials to cover 100% of the **grades K-5 mathematics** TEKS?

Yes

No

Select all curriculum, materials, and supplemental materials that teachers in your district or charter will regularly use (once a week or more, on average) for **Grades K-5 mathematics** instruction to ensure coverage of 100% of the TEKS.

*Note: Materials are in alphabetical order*

Select the Grades K-5 mathematics materials for each section

	Curriculum	Instructional Materials	Supplemental
<b>N/A -</b> We do not use Math materials for this grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Accelerate Learning -</b> STEMscopes Texas Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Achieve3000</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>District Created Materials</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>DreamBox Math</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Great Minds-</b> Eureka Math TEKS Edition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>HMH -</b> Texas Go Math!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>HMH -</b> Texas Go Math! (Spanish)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Imagine Math</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>i-Ready</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>iStation</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>IXL Math</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Origo Education -</b> Stepping Stones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Origo Education -</b> Stepping Stones (Spanish)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Savvas (formerly Person Education, Inc.)</b> - enVisionMATH Texas 2.0	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Savvas (formerly Person Education, Inc.)</b> - enVisionMATH Texas 2.0 en español	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>ST Math</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Teach to One</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Teacher Developed Materials</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>TEKS Resource System (TRS)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>TPS Publishing -</b> Creative Mathematics Curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Zearn</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Other</b> (Enter as "Publisher - Title")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Select the Grades K-5 mathematics materials for each section

Other

(Enter as "Publisher - Title")

Curriculum

Instructional  
Materials

Supplemental

Other

(Enter as "Publisher - Title")

Does your district have materials to cover 100% of the **grades 6–8 math** TEKS?

**Yes**

No, we use supplemental materials to cover the TEKS.

Select all curriculum, materials, and supplemental materials that teachers in your district or charter will regularly use (once a week or more, on average) for **Grades 6-8 mathematics** instruction to ensure coverage of 100% of the TEKS.

*Note: Materials are in alphabetical order*

Select the grades 6-8 mathematics materials for each section

	Curriculum	Instructional Materials	Supplemental
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N/A -

We do not use Math materials for this grade

**Achieve3000**

**Agile Mind -**

Agile Mind Mathematics

**Carnegie Learning -**

Texas Middle School Math

**Carnegie Learning-**

MATHia

**District Created Materials**

**DreamBox Math**

**Edusmart -**

Math Texas

**HMH -**

Texas Go Math!

**Imagine Math**

**i-Ready**

**iStation**

**IXL Math**

**McGraw-Hill -**

Texas Math

**Savvas (formerly Pearson Education, Inc.) -**  
digits, Texas Edition

**ST Math**

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**Teacher Developed Materials**

**Teach to One**

**TEKS Resource System (TRS)**

	Select the grades 6-8 mathematics materials for each section		
	Curriculum	Instructional Materials	Supplemental
<b>Texas State University -</b> Math Explorations Part 1–3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The College Board -</b> SpringBoard Mathematics, Course 1–3	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>TPS Publishing -</b> Creative Mathematics Curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Zearn</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Other</b> (Enter as "Publisher - Title")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>			
<b>Other</b> (Enter as "Publisher - Title")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>			
<b>Other</b> (Enter as "Publisher - Title")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>			

Does your district have materials to cover 100% of the **grades 9–12 math** TEKS?

**Yes**

No

Select all curriculum, materials, and supplemental materials that teachers in your district or charter will regularly use (once a week or more, on average) for **Grades 9-12 mathematics** instruction to ensure coverage of 100% of the TEKS.

**Note:** Materials are in alphabetical order

Select the grades 9-12 mathematics materials for each section

	Curriculum	Instructional Materials	Supplemental
<b>N/A -</b> We do not use Math materials for this grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Achieve3000</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Agile Mind -</b> Algebra 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>BFW Publishing -</b> Sapling Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Big Ideas Learning -</b> Big Ideas Learning Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Carnegie Learning -</b> Texas Algebra 1/Algebra 2/Geometry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Cengage Learning -</b> PreCalculus + Limits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>CORD Communications -</b> Algebra 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>District Created Materials</b>	<input type="checkbox"/> 209	<input type="checkbox"/>	<input type="checkbox"/>
<b>HMH -</b> HMH Algebra 1/Algebra 2/Geometry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Imagine Math</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Select the grades 9-12 mathematics materials for each section		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Curriculum	Instructional Materials	Supplemental
<b>IXL Math</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Kendall/Hunt Publishing Company</b> - Precalculus with Trigonometry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Carnegie Learning</b> - MATHia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>McGraw-Hill</b> - Texas Algebra 1/Algebra 2/Geometry/Precalculus	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Sapling Learning</b> - Algebra 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Savvas (formerly Pearson Education, Inc.)</b> - Texas Algebra 1/Algebra 2/Geometry/Precalculus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Teacher Developed Materials</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>TEKS Resource System (TRS)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The College Board</b> - SpringBoard Mathematics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Other</b> (Enter as "Publisher - Title") <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Other</b> (Enter as "Publisher - Title") <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Other</b> (Enter as "Publisher - Title") <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Would you request all math products listed previously and/or other products used by Texas educators be reviewed for quality?

Request that all math materials listed above receive quality reviews

Request that a specific product receive a review:  
Enter the product below as "Publisher - Title"

Request that a specific product receive a review:  
Enter the product below as "Publisher - Title"

Request that a specific product receive a review:  
Enter the product below as "Publisher - Title"

Request that a specific product receive a review:  
Enter the product below as "Publisher - Title"

Does your district have materials to cover 100% of the **grades K-5 social studies TEKS**?

- Yes**
- No**

Select all curriculum, materials, and supplemental materials that teachers in your district or charter will regularly use (once a week or more, on average) for **Grades K-5 social studies** instruction to ensure coverage of 100% of the TEKS.

*Note: Materials are in alphabetical order*

Select the grades K-5 social studies materials for each section

	Curriculum	Instructional Materials
<b>N/A -</b> We do not use social studies materials for this grade	<input type="checkbox"/>	<input type="checkbox"/>
<b>American Legacy Publishing dba Studies Weekly -</b> Texas/USA Studies Weekly	<input type="checkbox"/>	<input type="checkbox"/>
<b>American Legacy Publishing dba Studies Weekly -</b> Texas/USA Studies Weekly (Spanish)	<input type="checkbox"/>	<input type="checkbox"/>
<b>District Created Materials</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Newsela</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Nystrom Education   Social Studies School Service -</b> Exploring Where and Why; Stratologica	<input type="checkbox"/>	<input type="checkbox"/>
<b>Savvas (formerly Pearson Education, Inc.) -</b> Texas MyWorld Social Studies	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Savvas (formerly Pearson Education, Inc.) -</b> Texas MyWorld Social Studies en español (Spanish)	<input type="checkbox"/>	<input type="checkbox"/>
<b>TCI-</b> Social Studies Alive!	<input type="checkbox"/>	<input type="checkbox"/>
<b>Studies Weekly</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Teacher Developed Materials</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>TEKS Resource System (TRS)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Other</b> (Enter as "Publisher - Title")	<input type="checkbox"/>	<input type="checkbox"/>
Discovery Education		
<b>Other</b> (Enter as "Publisher - Title")	<input type="checkbox"/>	<input type="checkbox"/>
<b>Other</b> (Enter as "Publisher - Title")	<input type="checkbox"/>	<input type="checkbox"/>

Select the grades K-5 social studies materials for each section

**N/A -**  
We do not use social studies materials for this grade

**American Legacy Publishing dba Studies Weekly -**  
Texas/USA Studies Weekly

**American Legacy Publishing dba Studies Weekly -**  
Texas/USA Studies Weekly (Spanish)

**District Created Materials**

**Newsela**

**Nystrom Education | Social Studies School Service -**  
Exploring Where and Why; Stratalogica

**Savvas (formerly Pearson Education, Inc.) -**  
Texas MyWorld Social Studies

**Savvas (formerly Pearson Education, Inc.) -**  
Texas MyWorld Social Studies en español (Spanish)

**TCI-**  
Social Studies Alive!

**Studies Weekly**

**Teacher Developed Materials**

**TEKS Resource System (TRS)**

**Other**  
(Enter as "Publisher - Title")

Discovery Education

**Other**  
(Enter as "Publisher - Title")

**Other**  
(Enter as "Publisher - Title")

**Supplemental**














Does your district have materials to cover 100% of the **grades 6–8 social studies** TEKS?

**Yes**

No

Select all curriculum, materials, and supplemental materials that teachers in your district or charter will regularly use (once a week or more, on average) for **Grades 6-8 social studies** instruction to ensure coverage of 100% of the TEKS.

**Note:** Materials are in alphabetical order

Select the grades 6-8 social studies materials for each section

**Curriculum**

**Instructional Materials**

**N/A -**  
We do not use social studies materials for this grade



**Cengage Learning, Inc./National Geographic Learning -**  
World Cultures and Geography, MYNGCONNECT

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**Discovery Education, Inc. -**

**District Created Materials****HMH -**

World Studies/Texas History/US History

**McGraw-Hill School Education LLC -**

World Cultures and Geography/Texas History/US History

**Newsela****Savvas (formerly Pearson Education, Inc.) -**

Texas Contemporary World Cultures/Texas History/US History

**Social Studies School Service -**

Active Classroom: Global Studies; Geography/US History

**Studies Weekly****Teacher Developed Materials****TEKS Resource System (TRS)****Other**

(Enter as "Publisher - Title")

**Other**

(Enter as "Publisher - Title")

**Other**

(Enter as "Publisher - Title")

**Curriculum****Instructional Materials**

## Select the grades 6-8 social studies materials for each section

**Supplemental****N/A -**

We do not use social studies materials for this grade

**Cengage Learning, Inc./National Geographic Learning -**

World Cultures and Geography, MYNGCONNECT

**Discovery Education, Inc. -**

Discovery Education Social Studies Techbook

**District Created Materials****HMH -**

World Studies/Texas History/US History

**McGraw-Hill School Education LLC -**

World Cultures and Geography/Texas History/US History

**Newsela****Savvas (formerly Pearson Education, Inc.) -**

Texas Contemporary World Cultures/Texas History/US History

**Social Studies School Service -**

Active Classroom: Global Studies; Geography/US History

**Studies Weekly****Teacher Developed Materials****TEKS Resource System (TRS)****Other**

(Enter as "Publisher - Title")

Other  
(Enter as "Publisher - Title")

Select the grades 6-8 social studies materials for each section

Supplemental

Other  
(Enter as "Publisher - Title")



Does your district have materials to cover 100% of the **grades 9–12 social studies** TEKS?

- Yes
- No

Select all curriculum, materials, and supplemental materials that teachers in your district or charter will regularly use (once a week or more, on average) for **Grades 9-12 social studies** instruction to ensure coverage of 100% of the TEKS.

**Note:** Materials are in alphabetical order

Select the grades 9-12 social studies materials for each section

	Curriculum	Instructional Materials	Supplemental
<b>N/A -</b> We do not use social studies materials for this grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Discovery Education, Inc. -</b> Discovery Education Social Studies Techbook	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>District Created Materials</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>HMH -</b> HMH The Americans/World Geography/World History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>McGraw-Hill School Education LLC -</b> United States Government/US History/World Geography/World History	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Newsela</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Savvas (formerly Pearson Education, Inc.) -</b> Texas Magruder's American Government/US History/World History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Perfection Learning -</b> Basic Principles of American Government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Social Studies School Service -</b> Active Classroom: Government/Civics/US History/Global Studies/Geography/World History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Teacher Developed Materials</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>TEKS Resource System (TRS)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>WorldView Software -</b> U.S. Government: An Interactive Approach	<input type="checkbox"/>	214 <input type="checkbox"/>	<input type="checkbox"/>
<b>Other</b> (Enter as "Publisher - Title")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Select the grades 9-12 social studies materials for each section		
Other (Enter as "Publisher - Title")		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Curriculum	Instructional Materials	Supplemental
<input type="text"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Enter as "Publisher - Title")		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Would you request all social studies products listed previously and/or other products used by Texas educators be reviewed for quality?

**Request that all social studies materials listed above receive quality reviews**

Request that a specific product receive a review:

Enter the product below as "Publisher - Title"

Request that a specific product receive a review:

Enter the product below as "Publisher - Title"

Request that a specific product receive a review:

Enter the product below as "Publisher - Title"

Request that a specific product receive a review:

Enter the product below as "Publisher - Title"

## Science TEKS Certification

Does your district have materials to cover 100% of the **grades K-5 science** TEKS?

**Yes**

No

Select all curriculum, materials, and supplemental materials that teachers in your district or charter will regularly use (once a week or more, on average) for **Grades K-5 science** instruction to ensure coverage of 100% of the TEKS.

**Note:** *Materials are in alphabetical order*

Select the grades K-5 science materials for each section

	Curriculum 215	Instructional Materials
N/A - We do not use science materials for these grades	<input type="checkbox"/>	<input type="checkbox"/>
Adaptive Curriculum -	<input type="checkbox"/>	<input type="checkbox"/>

Select the grades K-5 science materials for each section

	Curriculum	Instructional Materials
<b>Delta Education LLC -</b> FOSS Texas Edition	<input type="checkbox"/>	<input type="checkbox"/>
<b>Delta Education LLC -</b> FOSS Texas Edition (Spanish)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Discovery Education, Inc. -</b> Discovery Education Science Techbook	<input type="checkbox"/>	<input type="checkbox"/>
<b>District Created Materials</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Edumatics Corporation -</b> Edusmart Science Texas	<input type="checkbox"/>	<input type="checkbox"/>
<b>Edumatics Corporation -</b> Edusmart Science Texas (Spanish)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Great Minds-</b> PhD Science TEKS Edition	<input type="checkbox"/>	<input type="checkbox"/>
<b>HMH -</b> Texas ScienceFusion	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>HMH -</b> Texas ScienceFusion (Spanish)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Imagine Learning</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Knowing Science LLC -</b> Core Science Curriculum	<input type="checkbox"/>	<input type="checkbox"/>
<b>L.J. Create -</b> SciTEX Living With Science	<input type="checkbox"/>	<input type="checkbox"/>
<b>LAZEL, Inc. dba ExploreLearning -</b> ExploreLearning Science Gizmos	<input type="checkbox"/>	<input type="checkbox"/>
<b>Millmark Education Corporation, Inc. -</b> CL Digital Online Curriculum	<input type="checkbox"/>	<input type="checkbox"/>
<b>Savvas (formerly Pearson Education, Inc.) -</b> Texas Interactive Science	<input type="checkbox"/>	<input type="checkbox"/>
<b>Savvas (formerly Pearson Education, Inc.) -</b> Texas Interactive Science en español	<input type="checkbox"/>	<input type="checkbox"/>
<b>SciTex Learning</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>STEMscopes, Incorporated -</b> STEMscopes 2.0	<input type="checkbox"/>	<input type="checkbox"/>
<b>Teacher Developed Materials</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>TEKS Resource System (TRS)</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>TPS Publishing Inc -</b> Creative Science Curriculum with STEM, Literacy and Arts Texas Edition	<input type="checkbox"/>	<input type="checkbox"/>
<b>VSCHOOLZ, Inc. -</b> VSCHOOLZ	<input type="checkbox"/>	<input type="checkbox"/>
<b>Zingy Learning -</b> Zingy Science Texas	<input type="checkbox"/>	<input type="checkbox"/>
<b>Zingy Learning -</b> Zingy Science Texas (Spanish)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Other</b> (Enter as "Publisher - Title") <input style="width: 100%; height: 15px;" type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Other</b> (Enter as "Publisher - Title") <input style="width: 100%; height: 15px;" type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
	216	
<b>Other</b> (Enter as "Publisher - Title") <input style="width: 100%; height: 15px;" type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>

Select the grades K-5 science materials for each section

**Curriculum**

Select the grades K-5 science materials for each section

**Instructional Materials**

**Supplemental**

<b>N/A -</b> We do not use science materials for these grades	<input type="checkbox"/>
<b>Adaptive Curriculum -</b> AC Science	<input type="checkbox"/>
<b>Delta Education LLC -</b> FOSS Texas Edition	<input type="checkbox"/>
<b>Delta Education LLC -</b> FOSS Texas Edition (Spanish)	<input type="checkbox"/>
<b>Discovery Education, Inc. -</b> Discovery Education Science Techbook	<input type="checkbox"/>
<b>District Created Materials</b>	<input checked="" type="checkbox"/>
<b>Edumatics Corporation -</b> Edusmart Science Texas	<input type="checkbox"/>
<b>Edumatics Corporation -</b> Edusmart Science Texas (Spanish)	<input type="checkbox"/>
<b>Great Minds-</b> PhD Science TEKS Edition	<input type="checkbox"/>
<b>HMH -</b> Texas ScienceFusion	<input type="checkbox"/>
<b>HMH -</b> Texas ScienceFusion (Spanish)	<input type="checkbox"/>
<b>Imagine Learning</b>	<input type="checkbox"/>
<b>Knowing Science LLC -</b> Core Science Curriculum	<input type="checkbox"/>
<b>L.J. Create -</b> SciTEX Living With Science	<input type="checkbox"/>
<b>LAZEL, Inc. dba ExploreLearning -</b> ExploreLearning Science Gizmos	<input type="checkbox"/>
<b>Millmark Education Corporation, Inc. -</b> CL Digital Online Curriculum	<input type="checkbox"/>
<b>Savvas (formerly Pearson Education, Inc.) -</b> Texas Interactive Science	<input type="checkbox"/>
<b>Savvas (formerly Pearson Education, Inc.) -</b> Texas Interactive Science en español	<input type="checkbox"/>
<b>SciTex Learning</b>	<input type="checkbox"/>
<b>STEMscopes, Incorporated -</b> STEMscopes 2.0	<input checked="" type="checkbox"/>
<b>Teacher Developed Materials</b>	<input checked="" type="checkbox"/>
<b>TEKS Resource System (TRS)</b>	<input type="checkbox"/>
<b>TPS Publishing Inc -</b> Creative Science Curriculum with STEM, Literacy and Arts Texas Edition	<input type="checkbox"/>
<b>VSCHOOLZ, Inc. -</b> VSCHOOLZ	<input type="checkbox"/>
<b>Zingy Learning -</b> Zingy Science Texas	<input type="checkbox"/>
<b>Zingy Learning -</b> Zingy Science Texas (Spanish)	<input type="checkbox"/>

**Other**  
(Enter as "Publisher - Title")

**Other**  
(Enter as "Publisher - Title")

**Other**  
(Enter as "Publisher - Title")

Select the grades K-5 science materials for each section

**Supplemental**

Does your district have materials to cover 100% of the **grades 6–8 science** TEKS?

**Yes**

No

Select all curriculum, materials, and supplemental materials that teachers in your district or charter will regularly use (once a week or more, on average) for **Grades 6-8 science** instruction to ensure coverage of 100% of the TEKS.

*Note: Materials are in alphabetical order*

Select the grades 6-8 science materials for each section

**Curriculum**

**Instructional Materials**

**N/A -**  
We do not use science materials for these grades

**Achieve3000, Inc -**  
eScience3000

**Adaptive Curriculum -**  
AC Science

**CPO Science -**  
CPO Science Texas

**Discovery Education, Inc. -**  
Discovery Education Science Techbook

**District Created Materials**

**Edumatics Corporation -**  
Edusmart Science Texas

**HMH -**  
Texas ScienceFusion

**Imagine Learning**

**L.J. Create -**  
SciTEX

**LAB-AIDS Inc -**  
Science Texas Edition

**LAZEL, Inc. dba ExploreLearning -**  
ExploreLearning Science Gizmos

**McGraw-Hill Education -**  
Texas Glencoe iScience

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**Millmark Education Corporation, Inc. -**  
CL Curriculum

**Savvas (formerly Pearson Education, Inc.) -**  
Texas Interactive Science

Select the grades 6-8 science materials for each section

SciTex Learning



STEMscopes, Incorporated -  
STEMscopes 2.0

Curriculum

Instructional Materials

Teacher Developed Materials



TEKS Resource System (TRS)



TPS Publishing Inc -

Creative Science Curriculum with STEM, Literacy  
and Arts Texas Edition



VSCHOOLZ, Inc. -

VSCHOOLZ



Zingy Learning -

Zingy Science Texas



Other

(Enter as "Publisher - Title")




Other

(Enter as "Publisher - Title")




Other

(Enter as "Publisher - Title")




Select the grades 6-8 science materials for each section

Supplemental

N/A -

We do not use science materials for these grades

Achieve3000, Inc -

eScience3000

Adaptive Curriculum -

AC Science

CPO Science -

CPO Science Texas

Discovery Education, Inc. -

Discovery Education Science Techbook

District Created Materials

Edumatics Corporation -

Edusmart Science Texas

HMH -

Texas ScienceFusion

Imagine Learning

L.J. Create -

SciTEX

LAB-AIDS Inc -

Science Texas Edition

LAZEL, Inc. dba ExploreLearning -

ExploreLearning Science Gizmos

McGraw-Hill Education -

Texas Glencoe iScience

219

Millmark Education Corporation, Inc. -

CL Curriculum

Savvas (formerly Pearson Education, Inc.) -  
Texas Interactive Science

Select the grades 6-8 science materials for each section

SciTex Learning

STEMscopes, Incorporated -  
STEMscopes 2.0

Teacher Developed Materials

TEKS Resource System (TRS)

TPS Publishing Inc -  
Creative Science Curriculum with STEM, Literacy and Arts Texas Edition

VSCHOOLZ, Inc. -  
VSCHOOLZ

Zingy Learning -  
Zingy Science Texas

Other  
(Enter as "Publisher - Title")

Other  
(Enter as "Publisher - Title")

Other  
(Enter as "Publisher - Title")

Supplemental

Does your district have materials to cover 100% of the grades 9–12 science TEKS?

- Yes
- No

Select all curriculum, materials, and supplemental materials that teachers in your district or charter will regularly use (once a week or more, on average) for **Grades 9-12 science** instruction to ensure coverage of 100% of the TEKS.

**Note:** Materials are in alphabetical order

Select the grades 9-12 science materials for each section

	Curriculum	Instructional Materials	Supplemental
N/A - We do not use science materials for these grades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adaptive Curriculum - AC Science Biology/Chemistry/IPC/Physics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bedford, Freeman and Worth Publishing Group - Living by Chemistry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Agile Mind Educational Holdings, Inc. - Agile Mind Biology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discovery Education, Inc. - Discovery Education Science Techbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Created Materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Edumatics Corporation -	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Edumatics Corporation -  
Edusmart Science Texas - Biology

Select the grades 9-12 science materials for each section

**Ergopedia, Inc. -**  
Essential Physics

**Curriculum**

**Instructional  
Materials**

**Supplemental**

**HMH -**  
Texas Biology/Modern Chemistry/Physics

**L.J. Create -**  
SciTEX

**LAB-AIDS Inc -**  
Science and Global Issues, Biology Units

**LAB-AIDS Inc -**  
A Natural Approach to Chemistry

**LAZEL, Inc. dba ExploreLearning -**  
ExploreLearning Science Gizmos

**McGraw-Hill Education -**  
Texas Glencoe Biology/Texas  
Chemistry/IPC/Physics

**Perfection Learning -**  
Kinetic First-Person Physics

**Savvas (Pearson Education, Inc.) -**  
Pearson/Savvas Biology/Chemistry, Texas  
Edition

**Sapling Systems, Inc. dba Sapling  
Learning -**  
Dynamic Biology/Chemistry/Physics Texas  
Edition

**Scientific Minds, LLC -**  
Biology/Chemistry Science Starters

**SciTex Learning**

**STEMscopes, Incorporated -**  
STEMscopes 2.0, Biology/Chemistry/Physics

**Teacher Developed Materials**

**TEKS Resource System (TRS)**

**VSCHOOLZ, Inc. -**  
VSCHOOLZ

**Other**  
(Enter as "Publisher - Title")

**Other**  
(Enter as "Publisher - Title")

**Other**  
(Enter as "Publisher - Title")

Would you request all science products listed previously and/or other products used by Texas educators be reviewed for quality?

Request that all science materials listed above receive quality reviews

Request that a specific product receive a review:  
Enter the product below as "Publisher - Title"

Request that a specific product receive a

- Request that a specific product receive a review:

Enter the product below as "Publisher - Title"

- Request that a specific product receive a review:

Enter the product below as "Publisher - Title"

- Request that a specific product receive a review:

Enter the product below as "Publisher - Title"

## Phonics Informational Questions

[House Bill \(HB\) 3](#), 86th Texas Legislature, 2019, requires all Texas school districts provide phonics curriculum that uses systematic, direct instruction in kindergarten through third grade to ensure all students obtain necessary early-literacy skills. The commissioner of education is in the process of developing a recommended list of phonics programs in accordance with [House Bill 3, 86<sup>th</sup> Texas Legislature, 2019](#), to ensure all students obtain necessary early literacy skills and that districts have access to phonics materials that include systematic direct instruction and integrated reading instruments. Phonics programs will undergo the [Texas Resource Review process](#) to determine inclusion on the commissioner's recommended list in accordance with 19 Texas Administrative Code §74.2001.

This section of the form is not evaluative and data will be used to help inform TEA on what additional resources or services are needed to support LEAs in providing students direct, systematic phonics instruction.

Select the statement that best describes how phonics materials are selected for use within your district.

- We select phonics material at the district-level, and all campuses are required to use the same phonics curriculum.
- We select phonics material at the district-level. These materials are available as a resource but is not required for use at each campus.**
- We recommend a list of specific phonics material at the district-level. Campus leaders can select from this recommended list.
- Campus leaders determine use of phonics material.
- Teachers determine use of phonics material and create or source their own materials.
- We do not currently have phonics material in our district.
- Other

Select the statement(s) that reflect(s) the type of phonics material used in your district.

Select all that apply

	For English Phonics Check all that apply	For Spanish Phonics Check all that apply
Our district covers phonics as part of our core RLA approach	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Our district uses additional supplemental products to support phonics instruction	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Select all materials that teachers in your district or charter will regularly use (once a week or more, on average) for **Grades K-3 phonics** instruction.

If your district or charter does not use the materials listed, select "Other" and enter the Publisher and Title, separated by a dash, in the text box below.

	Curriculum	Instructional Materials	Supplemental
95% Group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
American Reading Company	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amplify - Amplify Texas Skills Unit (TEA Available Materials)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amplify - Amplify Texas Core Product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amplify Education CKLA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Benchmark Education Company - Benchmark Phonics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Catawaba Press - Puzzle Piece Phonics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Center for the Collaborative Classroom - Collaborative Literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EDUSPARK - Lengua, Ritmo, y Cultura	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Esperanza/Valley Speech	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Estrellita, Inc. - Accelerated Spanish Reading Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Express Readers Foundational Reading Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FlyLeaf	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Go Phonics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Heinemann - Fountas & Pinnell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Heinemann - Units of Study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HMH - Arriba la lectura	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HMH - Into Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HMH - Saxon Phonics & Spelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
InterEthnic, LLC - Alphabet Harbor Phonics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IStation - Istation Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IStation - Istation Reading en Espanol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jolly Learning - Jolly Phonics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Curriculum	Instructional Materials	Supplemental
Jossey-Bass - Phonics Pathways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kinestemus - Kinestem Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning A-Z - Raz Plus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Dynamics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Letterland International Ltd. - Letterland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lexia Learning Systems, LLC - Lexia® Core5® Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LifeLong Readers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lucy Calkins - Units of Study for Teaching Phonics Grades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
McGraw Hill - Open Court Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
McGraw Hill - Reading Mastery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
McGraw Hill - Texas Maravillas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
McGraw Hill - Texas Wonders	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mondo (Carnegie) - Bookshop Fonetica	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nessy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Neuhaus Education Center - Basic Language Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Neuhaus Education Center - Reading Readiness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Neuhaus Education Center - Scientific Spelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NINE Enterprises - Johnny Can Spell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Open Up Resources - Differentiated Instruction Block	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Open Up Resources - EL Education Foundational Skills Block	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paradigm - Alpha Phonics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Phyllis Schlafly - Turbo Reader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Play and Talk International - Play and Talk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Puzzle Piece Phonics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading Horizons - Discovery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Really Great Reading Company, LLC - Phonics Suite	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rosen - LevelUP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Savvas Learning Company - Savvas Essentials: Foundational Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Savvas Learning Company - Texas mi Vision Lectura	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Savvas Learning Company - Texas myView Literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Savvas Learning Company - Words Their Way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School Specialty - Alphabetic Phonics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wilson - Foundations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Zaner-Bloser - SuperKids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Zoo Phonics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>N/A</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Our district does not use phonics materials

**Other**

Enter the product as "Publisher - Title"

Curriculum

Instructional  
Materials

Supplemental

**Other**

Enter the product as "Publisher - Title"

**Other**

Enter the product as "Publisher - Title"

Would you request all phonics products listed previously and/or other products used by Texas educators be reviewed for quality?

Select all that apply.

Request that all phonics materials listed previously receive quality reviews

Request that a specific product receive a review:

Enter the product below as "Publisher - Title"

Request that a specific product receive a review:

Enter the product below as "Publisher - Title"

Request that a specific product receive a review:

Enter the product below as "Publisher - Title"

## Additional Informational Questions

Has your district or charter ever used the Texas Resource Review (TRR) to make decisions about which instructional materials to use?

- Yes
- No
- I am not familiar with the Texas Resource Review (TRR)

In which subject areas have you used the TRR to obtain information about the quality of products?

- English reading language arts
- Spanish reading language

arts

Prekindergarten

Math

Select the assessment platform (if any) your district leverages for unit/module, diagnostic, or interim, and for which type of assessments.

	Select the assessment(s) your district requires or encourages in the platform(s) below.				
	Interim	Diagnostic	Unit/Module Formatives	Other Formatives	Other
<b>Eduphoria</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>DMAC</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Texas Formative Assessment Resource</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>STAAR Interim</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Other</b> (Enter platform below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>					
<b>Other</b> (Enter platform below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>					
<b>Other</b> (Enter platform below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>					

### The Children's Internet Protection Act

The **Children's Internet Protection Act** (CIPA) was enacted by Congress in 2000 to address concerns about children's access to obscene or harmful content over the Internet. (You may find more information on the [FCC website](#).)

It is the intent of the Legislature that the State Board of Education ensure that any instructional materials and technology purchased using funds disbursed from the State Instructional Materials and Technology Fund meet the requirements for certification under 47 U.S.C. Sections 254(h)(5)(B) and (C) to the extent the certification is applicable to those materials. (See [S.B. No. 1, General Appropriations Act, Eighty-seventh Legislature](#))

Does your district or charter have a filter or a monitor in place to ensure that students accessing digital instructional materials do not have access to obscene or harmful content?

No

Yes

What resources and/or PD would you like for TEA to provide to LEAs to support adoption purchasing and/or implementation of instructional materials?

Additional training on selection of resources specific to each content areas would be helpful

Back

Next

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# EMAT Training Certification Form

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This form certifies that JAMES PAVIA has met the training requirements to gain ordering access to the EMAT system.

New instructional materials coordinators must watch all videos on the EMAT Training web page before they will be granted access to order state-adopted instructional materials or request Technology and Instructional Materials Allotment (TIMA) funds to purchase materials outside of EMAT.

After watching the training videos, electronically complete and sign this form. Follow your district's instructions for submitting the form.

Once this certification form has been submitted, apply for EMAT access through TEAL.

---

**I certify that I have viewed all required EMAT training videos to gain access to the EMAT ordering system.**

EMAT User James Pavia

Job Title Textbook Clerk

Email jpavia@canutillo-isd.org

Signature 

Date 4/13/2022

# EMAT Training Certification Form

---

This form certifies that Alex Aguilar has met the training requirements to gain ordering access to the EMAT system.

New instructional materials coordinators must watch all videos on the [EMAT Training web page](#) before they will be granted access to order state-adopted instructional materials or request Technology and Instructional Materials Allotment (TIMA) funds to purchase materials outside of EMAT.

After watching the training videos, electronically complete and sign this form. Follow your district's instructions for submitting the form.

Once this certification form has been submitted, apply for EMAT access through TEAL.

---

**I certify that I have viewed all required [EMAT training videos](#) to gain access to the EMAT ordering system.**

EMAT User Alex.Aguilar

Job Title Warehouse Coordinator/ Textbook

Email aaguilar@canutillo-isd.org

Signature 

Date 4/4/2022

# Board of Trustees

Meeting Date: 5/24/2022

## Executive Summary of Board Agenda Item

Subject/Title for Agenda Posting: Approval of purchase from Istation (Imagination Istation) to renew program that supports our elementary and Middle Schools utilizing Region 19 Allied States Cooperative 20-7373 in the amount of \$93,126.54.

Justification Statement: Purchase of Istation will support our elementary and middle schools reading in both English and Spanish.

Purpose of Agenda Item:  Information  Discussion  Action  
Item Type:  Curriculum & Instruction  Human Resources  Business Services

Staff Responsible: Dr. Debra Kerney  
*Signature of Requester(s)*  
*Signature of Presenter(s)*  
Elizabeth Sida *Signature of Elizabeth Sida* 5/9/2022  
*Business Services Approval (Initials)* *Date*

### Agenda Summary:

As stated in Board Policy CH (Local), any single, budgeted purchase of goods or services that costs \$50,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place. The Curriculum and Instruction department needs to renew Istation's program for elementary and middle school campuses, which is computer adaptive and included on-line curriculum with intervention components in both English and Spanish for elementary and only english for middle school. Because it is adaptive, students begin working on their reading level, therefore students at all levels have the opportunity to advance and increase their reading fluency, vocabulary, and reading comprehension. The program includes 13 indicators of progress and intervention lessons in between assessments. Teachers are able to access reports to monitor student progress and address their gaps. State funding for grades 3-5 included in Texas Success for the 2022-23 school year has not been allocated in the state budget, thus the purchase now includes grades PK-8 2022-23. House Bill 3 requires that the school district shall provide additional reading instruction and intervention to each student in seventh grade assessed under Subsection (c-1), as appropriate to improve the student's reading skills in the relevant areas identified through the assessment instrument. Istation is the instrument we use to assess grade 7 students.

RECOMMENDATION: It is recommended that the Board approve the renewal of the Istation's reading program for 2022-23 from Istation (Imagination Istation) Utilizing Region 19 Allied States Cooperative 20-7373 in the amount of \$93,126.54.

PRIOR BOARD ACTION: Yes AWARDED: 05-25-21 AWARDED AMOUNT: \$71,862.46

AMOUNT(S): \$93,126.54

ACCOUNT NO(S): 199.11.6299.00.916.11

PROCUREMENT METHOD TYPE: (3 Quotes, Cooperative Contract Quotes, Sole Source, Formal Bid)  
Region 19 Allied States Cooperative 20-7373

REQUESTING DEPARTMENT:  
Curriculum and Instruction

### CONSEQUENCES OF NON-APPROVAL:

Non-approval would require replacement of this program with another program, meaning schools and staff would have to go through another training process, and a technical support audit would have to occur to ensure reliability, causing students to lose valuable time.

### IMPLEMENTATION TIMELINE:

Upon time of Program renewal

ATTACHMENT(S):  Istation Quote  
 Copy of Region 19 Allied Cooperative 20-7373





Superheroes  
Can Do Anything!



**Every Student Deserves to Feel Powerful!**

*Discover hidden strengths with dynamic intervention and instruction.*

Quote Q-40841-1

Prepared For:

Canutillo Independent School District  
7965 Artcraft Rd  
El Paso, TX  
79932-1131

Your Istation Partner:

Kyle Rees  
Regional Account Executive  
krees@istation.com



BBB Rating: A+



8150 North Central Expressway, Suite 2000  
 Dallas, TX 75206  
 Phone: 1-866-883-READ (7323)  
 Email: orders@istation.com

**Quote:** Q-40841-1  
**Prepared For:** Canutillo Independent School District  
**Expires On:** 7/31/2022

**DISCLAIMER:** Pricing is as quoted and subject to change with any edits to bundle configurations, enrollment updates, or other revisions. Taxes in particular, if applicable, should be verified before issuing any PO.

Istation Reading (Student Account)

QTY	PRODUCT	Start Date	Months	End Date	CAMPUS	LIST PRICE	SALE PRICE
100	IR.Student - Istation Reading (Student Account)	7/1/2022	12	6/30/2023	Canutillo Middle School	\$2,900.00	\$2,755.00
100	IR.Student - Istation Reading (Student Account)	7/1/2022	12	6/30/2023	Jose J Alderete Middle School	\$2,900.00	\$2,755.00
<b>Istation Reading (Student Account) TOTAL:</b>							\$5,510.00

Istation Reading (English and Spanish)

QTY	PRODUCT	Start Date	Months	End Date	CAMPUS	LIST PRICE	SALE PRICE
1	Istation Reading (English and Spanish)	7/1/2022	12	6/30/2023	Bill Childress Elementary	\$16,462.00	\$15,146.69
1	Istation Reading (English and Spanish)	7/1/2022	12	6/30/2023	Canutillo Elementary School	\$16,462.00	\$15,146.69
1	Istation Reading (English and Spanish)	7/1/2022	12	6/30/2023	Congressman Silvestre And Carolina Reyes Elementary School	\$19,803.00	\$18,220.74
1	Istation Reading (English and Spanish)	7/1/2022	12	6/30/2023	Deanna Davenport Elementary	\$9,574.00	\$8,809.04
1	Istation Reading (English and Spanish)	7/1/2022	12	6/30/2023	Gonzalo And Sofia Garcia Elementary School	\$16,462.00	\$15,146.69
1	Istation Reading (English and Spanish)	7/1/2022	12	6/30/2023	Jose H Damian Elementary	\$16,462.00	\$15,146.69
<b>Istation Reading (English and Spanish) TOTAL:</b>							\$87,616.54

<b>SUBTOTAL:</b> \$101,025.00
<b>DISCOUNT:</b> (\$7,898.46)
<b>TAX (if applicable):</b>
<b>CUSTOMER TOTAL:</b> \$93,126.54



8150 North Central Expressway, Suite 2000  
 Dallas, TX 75206  
 Phone: 1-866-883-READ (7323)  
 Email: orders@istation.com

**Quote:** Q-40841-1  
**Prepared For:** Canutillo Independent School District  
**Expires On:** 7/31/2022

**DISCLAIMER:** Pricing is as quoted and subject to change with any edits to bundle configurations, enrollment updates, or other revisions. Taxes in particular, if applicable, should be verified before issuing any PO.

Additional Options (to be paid in full). Totals do not include tax (if applicable):

<b>Choose 1, 2, or 3 year Subscription</b>						
		<u>1 YEAR SUBSCRIPTION</u>		<u>2 YEAR SUBSCRIPTION</u>		<u>3 YEAR SUBSCRIPTION</u>
Additional Discount Amount:		<i>Quoted Price</i>		<b>(\$5,587.59)</b>		<b>(\$16,762.78)</b>
% Discount:		<i>Quoted Price</i>		3.00%		6.00%
Your Total Cost:		\$93,126.54		\$180,665.49		\$262,616.84

Subscription Start Date: 7/1/2022      Subscription Term: 12      Subscription End Date: 6/30/2023

Please email or fax the following items to 214-291-5534 or [orders@istation.com](mailto:orders@istation.com). Failure to provide the below will cause a delay in processing your order.

- Signed Purchase Order that includes the quote number
- Signature page of this Quote (choose subscription length)

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed and delivered by their respective authorized representatives whose signatures appear below.

**Istation**

**Canutillo Independent School District**

Signature: \_\_\_\_\_  
 Printed Name: \_\_\_\_\_  
 Title: \_\_\_\_\_  
 Dated: \_\_\_\_\_

Signature: \_\_\_\_\_  
 Printed Name: \_\_\_\_\_  
 Title: \_\_\_\_\_  
 Dated: \_\_\_\_\_  
 PO # (if available): \_\_\_\_\_

To ensure timely fulfillment, please provide the requested contact information below:

**Primary Implementation Contact**

**Accounts Payable / Billing Contact**

Name: \_\_\_\_\_  
 Email: \_\_\_\_\_  
 Phone: \_\_\_\_\_

Name: \_\_\_\_\_  
 Email: \_\_\_\_\_  
 Phone: \_\_\_\_\_

**District Technology Contact**

**District Data Contact**

Name: \_\_\_\_\_  
 Email: \_\_\_\_\_

Name: \_\_\_\_\_  
 Email: \_\_\_\_\_

Phone:

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Phone:

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8150 North Central Expressway, Suite 2000  
Dallas, TX 75206  
Phone: 1-866-883-READ (7323)  
Email: [orders@istation.com](mailto:orders@istation.com)

**Quote:** Q-40841-1  
**Prepared For:** Canutillo Independent School District  
**Expires On:** 7/31/2022

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**EDUCATION SERVICE CENTER REGION 19 ALLIED STATES COOPERATIVE  
RFP AWARD SUMMARY**

**RFP TITLE:** Classroom Curriculum, Supplies, Equipment and Related (Supplement)- ESC Region 19 Allied States Cooperative 20-7373

**RFP NUMBER:**

**RFP OPENING DATE:** May 5, 2020

**CONTRACT TERM:** Date of award until June 30, 2021 with 4 annual extension options.  
**(Extended by Region 19 until June 30, 2022)**

**FUNDING SOURCE:** Various

**RFP's ISSUED:** 634

**RESPONSES:** 113

**ADVERTISEMENT DATES:** El Paso Times – March 30, 2020 & April 6, 2020

**RECOMMENDED FOR AWARD:** **Achieve3000, Inc.**  
**ACP Direct (Affordable Computer Products, Inc.)**  
**Applied Educational Systems, Inc.**  
**Aquilla Educational Resources, LLC**  
**~~Aztec Software Associates, Inc~~ Aztec Software, LLC \*updated 8/4/2020**  
**Ballard & Tighe, Publishers (Educational IDEAS, Inc)**  
**Bedford, Freeman & Worth Publishing Group, LLC (Macmillan Holdings LLC)**  
**Beyond Play LLC (Beyond Play)**  
**Big Books, By George! (Big Books, by George, LTD.)**  
**Blick Art Materials (Blick Art Materials LLC)**  
**Bound to Stay Bound Books, Inc.**  
**Business Environments (New Mexico Office Furniture, Inc.) \*updated as of 07/07/2020**  
**Cambridge Educational Services Inc.**  
**Cambridge University Press (The Chancellor, Masters, and Scholars of the University of Cambridge)**  
**Capstone (Coughlan Companies LLC)**  
**Carolina Biological Supply Company**  
**Cengage Learning, Inc.**  
**Character Development and Leadership LLC**  
**Cheers, Etc., Inc. (Cheers, Etc. 1, Inc.)**  
**Dinah-Might Adventures, LP**  
**DreamBox Learning, Inc.**  
**DrumFIT USA Corporation**  
**DynaStudy, Inc.**  
**Education Galaxy LLC**  
**Educational Products Inc.**  
**Edusmart (Learn-Ed LLC dba Edusmart)**  
**Eduspark, Inc.**  
**El Paso Office Products (El Paso Office Products, LLC.)**  
**Empowering Writers, LLC**  
**Escape Rooms Teaching Classrooms (Get Out Escape Room Entertainment)**  
**ESL INTERNATIONAL, LLC (Barron E. White) (HUB)**  
**eSpecial Needs (Carrie A. Kouri)**  
**Gumdrop Books (Central Programs Inc.)**  
**~~Hatch, Inc~~ \*removed as of 1/24/22**

Health & Safety Institute (HSI Holding Company, Inc.)  
Hiperware Labs Inc  
Hudl (Agile Sports Technologies, Inc.)  
Indigo Education Company (Watershed Inc)  
Indoff, Inc.  
Istation (Imagination Station, Inc.)  
Junior Library Guild (MT Library Services Inc.)  
KAPCO (Kent Adhesive Products Company)  
Kaplan Early Learning Company  
~~Lakeshore Learning Materials (Lakeshore Equipment Company)~~  
Lakeshore Learning Materials LLC (Lakeshore Parent, LLC) \*updated  
10/1/2021  
Learn Lounge (314 Easy Math, LLC)  
Learning Zone (Kimco Educational Products Inc)  
Lectorum Publications, Inc.  
Mastery Education (Peoples Education Inc.)  
Math the Whitlow Way (Faye Whitlow)  
Mathematics and Problem Solving LLC (Walch Education / Walch  
Printing)  
MathWarm-Ups.com (Baker & Petsche Publishing LLC)  
MindPlay, Inc. (Methods & Solutions)  
Mindsets Learning  
Mitinet, Inc.  
National Educational Systems  
National School Products (John C Nowell)  
National Science Teachers Association-NSTA  
Nearpod Inc.  
Newmark Learning LLC  
Newsela, Inc.  
NWEA Proposals  
Open Up Resources  
Pala Supply Company, Inc  
Pencil Cup Office Products, Inc  
Renaissance Learning, Inc.  
Reynolds Manufacturing Corporation  
Richard C. Owen Publishers, Inc.  
Risas y Sonrisas Spanish for Kids  
RoI-N Enterprise, Inc. \*updated 8/10/2020  
S&S Worldwide  
Saddleback Educational, Inc.  
Scholastic Inc.  
Scholastic Library Publishing, Inc.  
School Outfitters  
School Specialty Inc.  
Seidlitz Education  
Sirius Education Solutions (Sirius Education Solutions LLC)  
Smart Apple Media (Thomas J. Peterson LLC)  
Speed Stacks Inc  
Studies Weekly, Inc.  
Supporting Science, Inc.  
Sweet Pipes (BRBM Publishing LLC)  
Teachers Discovery Inc (American Eagle Inc.)  
Teaching Strategies, LLC (UTJ Holdco, Inc.)  
Textbook Warehouse (Textbook Warehouse, LLC)

**The Graide Network, Inc.**  
**The Master Teacher**  
**The School Planner Company (Mimeo.com Inc)**  
**Think Big Learning**  
**TinkRWorks, LLC**  
**Vernier Software & Technology LLC**  
**Vista Higher Learning, Inc.**  
**Waterford Research Institute (Waterford Institute)**  
**White Rock Cybersecurity (White Rock Security Group, LLC)**  
**William H. Sadlier, Inc.** \*updated 06/23/2020  
**Wood Etc. Co. (Anna Walther)**  
**Youthlight, Inc**  
**TOTAL (estimated)**                      **\$3,000,000.00/year**

**EXPLANATIONS:**

Award of this contract will enable ESC Region 19 - Allied States Cooperative (ASC) to establish a contract with vendor(s) for Classroom Curriculum, Supplies, Equipment and Related (Supplement)- ESC Region 19 Allied States Cooperative for those procurements that must comply with the new federal EDGAR requirement when federal funds are being utilized. Evaluation and award recommendation were based on 70% pricing and services/qualifications and 30% references. Adventures in Learning/AIL Products, Barnes & Noble Booksellers, Inc., Be Glad LLC, Benchmark Education Company LLC, Boost Human LLC, Dallas Ecological Foundation, Discount School Supply (Earlychildhood LLC), Encore Data Products Inc., Hameray Publishing Group, Inc., KAMICO Instructional Media, Inc., Lowman Consulting LLC (Alan Lowman), Perma-Bound Books. (Hertzberg-New Method, Inc.), and The Markerboard People were all previously awarded on other contracts for the same goods and for that reason were not evaluated for this solicitation. Metro Signs, Partners in Education Fundraising, ~~Re-N-Enterprise Inc.~~, and Troxell Communications Inc. did not meet the scope of work for this solicitation and for that reason were not evaluated. Business Environments (New Mexico Office Furniture, Inc.) should have been considered for award and was incorrectly eliminated; award summary has been amended accordingly. The awarded vendors' pricing and information can be found on the Award Detail spreadsheet.

**SPECIFICATIONS, PREPARATION AND EVALUATION PROVIDED BY:**

Rebecca Hernandez – ESC Region 19

Andrea Amiri – ESC Region 19

Rena Lawrence - ESC Region 19

**Special Conditions**

1. This solicitation is not for a specific quantity or specific location. By earning a contract, vendors will be able to provide future products to any ASC members.
2. This solicitation will replace solicitation 15-7116. Vendors awarded on solicitation 15-7116 must respond to this solicitation to remain awarded.
3. This solicitation is a supplemental solicitation to 18-7283 and 19-7335. Vendors awarded on any of the solicitations mentioned above do not need to respond to this solicitation as they are already awarded.

4. This solicitation is for product only. This solicitation will cover any item utilized in a classroom including but not limited to curriculum, books, supplies, equipment, furniture, hardware, software and media. Routine office supplies are not offered under this solicitation.
5. Price information must be uploaded into the electronic bidding system. If pricing is available on a website, vendor must upload information regarding where to locate pricing. Failure to provide pricing information may result in disqualification.
6. If multiple discounts are offered, please provide the minimum discount offered for all catalogs or items. Ranges are not allowed in the system.

**Approved By:** \_\_\_\_\_  
**Dr. Armando Aguirre**  
**Dr. Armando Aguirre**

**Date:** \_\_\_\_\_  
**June 10, 2020**  
**March 25, 2021**

# Board of Trustees

Meeting Date: 5/24/2022

## Executive Summary of Board Agenda Item

Subject/Title for Agenda Posting: Approve of purchase of Renaissance Learning program to support Canutillo ISD's Elementary, Middle and High Schools utilizing Socorro ISD Cooperative E2203 in the amount of \$108,249.51

Justification Statement: Purchase of Renaissance will support our elementary, middle school and high school students by using Lexile Framework for Reading to measure student's reading ability and track reading program throughout the year.

Purpose of Agenda Item:  Information  Discussion  Action  
Item Type:  Curriculum & Instruction  Human Resources  Business Services

Staff Responsible: Dr. Debra Kerney  
*Signature of Requester(s)*  
*Signature of Presenter(s)*  
Elizabeth Sida *Signature* 5/9/2022  
*Business Services Approval (Initials)* *Date*

### Agenda Summary:

As stated in Board Policy CH (Local), any single, budgeted purchase of goods or services that costs \$50,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place. The Renaissance program promotes reading and delivers differentiated and timely instruction while providing personalized student practice in reading. It provides assessments at the beginning, middle, and end of the year to monitor student, class, campus and district progress. The Renaissance Reading component includes Star Reading (English and Spanish), Accelerated Reading and MyON. Star Reading Spanish uses computer-adaptive technology, and teachers can access any student's Spanish Reading level from the beginning of the first grade to the end of the fifth grade level. All elementary or middle schools use Renaissance for the Accelerated Reader AR program. This program encourages students to read outside of the classroom and earn points to use towards grades and other incentives. STAR Reading high school will support HouseBill 3 TIA data capture of performance standards.

RECOMMENDATION: It is recommended that the Board approve the purchase of the Renaissance Learning program from Renaissance Learning, Inc. utilizing Socorro ISD Cooperative 199-0331-E1753 in the amount of \$108,249.51

PRIOR BOARD ACTION: Yes AWARDED: 05-25-21 AWARDED AMOUNT: \$101,771.36

AMOUNT(S): \$108,249.51

ACCOUNT NO(S): 199.11.6299.00.916.11

PROCUREMENT METHOD TYPE: (3 Quotes, Cooperative Contract Quotes, Sole Source, Formal Bid)  
Socorro ISD Cooperative E2203

REQUESTING DEPARTMENT:  
Curriculum and Instruction

### CONSEQUENCES OF NON-APPROVAL:

District would be forced to replace the program with another, meaning schools will have to go through another training process with staff development, technical support audit will have to occur to ensure reliability, students will lose valuable time for implementation.

### IMPLEMENTATION TIMELINE:

Upon time of program renewal

ATTACHMENT(S): ✓ Renaissance Quote  
Socorro ISD Cooperative 199-0331-E1753 240



PO Box 8036, Wisconsin Rapids, WI 54495-8036  
Phone: (800) 338-4204 | Fax: (877) 280-7642  
Federal I.D. 39-1559474  
[www.renaissance.com](http://www.renaissance.com)

### Canutillo Independent School District - 243482

Reference ID: 541953

PO Box 100  
Canutillo, TX 79835-0100  
Contact: Natalie Spalloni - (915) 877-7400  
Email: [nspalloni@canutillo-isd.org](mailto:nspalloni@canutillo-isd.org)

### Quote Summary

School Count: 10

Renaissance Products & Services Total	\$113,032.95
Applied Discounts	\$(4,783.44)
Shipping and Processing	\$0.00
Sales Tax	\$0.00
<b>Grand Total</b>	<b>USD \$108,249.51</b>

### This quote includes: myON, Renaissance Accelerated Reader and Renaissance Star Reading.

To receive applicable discounts, all orders included on this quote must be received at the same time.


By signing below, you

- agree that this Quote, any other quotes issued to you during the Subscription Period and your use of the Applications, the Hosting Services and Services are subject to the Renaissance Terms of Service and License located at <https://doc.renlearn.com/KMNet/R62416.pdf> which are incorporated herein by reference;
- consent to the Terms of Service and License; and
- consent to the collection, use, and disclosure of the personal information of children under the age of 13 as discussed in the applicable Application Privacy Policy located at <https://www.renaissance.com/privacy/>.

To accept this offer and place an order, please sign and return this Quote.

Renaissance will issue an invoice for this Quote on the earlier of (a) the date You specify below or (b) the day before Your Subscription Period starts (Invoice Date). If You require a purchase order, You agree to provide one to Renaissance at least 15 days before the Invoice Date. You also agree to pay the invoice within 30 days of the Invoice Date.

Please check here if your organization requires a purchase order prior to invoicing: [  ]

Renaissance Learning, Inc.	Canutillo Independent School District - 243482
	By:
Name: Ted Wolf	Name:
Title: VP - Corporate Controller	Title:
	Date:
	Invoice Date:

Email: [electronicorders@renaissance.com](mailto:electronicorders@renaissance.com)

If your billing address is different from the address at the top of this Quote, please add that billing address below.

Bill To:

If changes are necessary, or additional information is required, please contact your account executive Jerry Karacz at (866)846-0762, Thank You.

PO Box 8036, Wisconsin Rapids, WI 54495-8036  
Phone: (800) 338-4204 | Fax: (877) 280-7642  
Federal I.D. 39-1559474  
[www.renaissance.com](http://www.renaissance.com)

All quotes and orders are subject to availability of merchandise. Professional development expires one year from purchase date. Alterations to this quote will not be honored without Renaissance approval. Please note: Any pricing or discount indicated is subject to change with alterations to the quote. Tax has been estimated and is subject to change without notice. Unless you provide Renaissance with a valid and correct tax exemption certificate applicable to your purchase of product and the product ship-to location, you are responsible for sales and other taxes associated with this order.

United States government and agency transactions into Arizona: The Tax or AZ-TPT item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Arizona Transaction Privilege Tax ("TPT"). The incidence of the TPT is on Renaissance Learning for the privilege of conducting business in the State of Arizona. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Hawaii residents only: Orders shipped to Hawaii residents will be subject to the 4.166% (4.712% O'ahu Is.) Hawaii General Excise tax. United States government and agency transactions into Hawaii: The Tax or General Excise Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Hawaii General Excise Tax. The incidence of the General Excise Tax is on Renaissance Learning for the privilege of conducting business in the State of Hawaii. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

New Mexico residents only: Orders shipped to New Mexico residents will be subject to the 5.125% (Location Code: 88-888) Gross Receipts tax. United States government and agency transactions into New Mexico: The Tax or Gross Receipts Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the New Mexico Gross Receipts Tax. The incidence of the Gross Receipts Tax is on Renaissance Learning for the privilege of conducting business in the State of New Mexico. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply. Starting July 1, 2021 New Mexico requires sellers to collect tax on the state and local rate. This varies depending on the city and county.

Students can become their most amazing selves – only when teachers truly shine. Renaissance amplifies teachers' effectiveness in the classroom – transforming data into actionable insights to improve learning outcomes. Remember, we're here to ensure your successful implementation. Please allow 30-90 days for installation and set-up.

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### Quote Details

#### Canutillo Independent School District - 243482

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
<b>Data Integration Services</b>					
Custom Data Integration Level 4 Maintenance	07/01/2022 - 06/30/2023	1	\$3,125.00	\$0.00	\$3,125.00
<b>Canutillo Independent School District Total</b>				<b>\$0.00</b>	<b>\$3,125.00</b>

#### Alderete Middle School - 2196412

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
<b>Applications</b>					
Accelerated Reader Subscription	07/01/2022 - 06/30/2023	662	\$7.35	\$(389.26)	\$4,476.44
Star Reading Subscription	07/01/2022 - 06/30/2023	662	\$5.20	\$(275.39)	\$3,167.01
<b>Platform Services</b>					
Annual All Product Renaissance Platform	07/01/2022 - 06/30/2023	1	\$750.00	\$0.00	\$750.00
<b>Professional Services</b>					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
<b>Alderete Middle School Total</b>				<b>\$(664.65)</b>	<b>\$8,393.45</b>

#### Bill Childress Elementary School - 704571

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
<b>Applications</b>					
Accelerated Reader Subscription	07/01/2022 - 06/30/2023	414	\$7.35	\$(243.43)	\$2,799.47
myON Student Subscription	07/01/2022 - 06/30/2023	414	\$15.00	\$0.00	\$6,210.00
myON Classics for MS	07/01/2022 - 06/30/2023	1	\$0.00	\$0.00	\$0.00
myON Classics for HS	07/01/2022 - 06/30/2023	1	\$0.00	\$0.00	\$0.00
myON Classics - Spanish	07/01/2022 - 06/30/2023	1	\$0.00	\$0.00	\$0.00
Star Reading Subscription	07/01/2022 - 06/30/2023	315	\$5.20	\$(131.04)	\$1,506.96
<b>Platform Services</b>					
Annual All Product Renaissance Platform	07/01/2022 - 06/30/2023	1	\$750.00	\$0.00	\$750.00
<b>Professional Services</b>					
Renaissance Smart Start Product Training (included with purchase)	243	1	\$0.00	\$0.00	\$0.00

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<b>Bill Childress Elementary School Total</b>	<b>\$(374.47)</b>	<b>\$11,266.43</b>
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### Canutillo Elementary School - 704573

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
<b>Applications</b>					
Accelerated Reader Subscription	07/01/2022 - 06/30/2023	508	\$7.35	\$(298.70)	\$3,435.10
myON Student Subscription	07/01/2022 - 06/30/2023	508	\$15.00	\$0.00	\$7,620.00
myON Classics for MS	07/01/2022 - 06/30/2023	1	\$0.00	\$0.00	\$0.00
myON Classics for HS	07/01/2022 - 06/30/2023	1	\$0.00	\$0.00	\$0.00
myON Classics - Spanish	07/01/2022 - 06/30/2023	1	\$0.00	\$0.00	\$0.00
Star Reading Subscription	07/01/2022 - 06/30/2023	400	\$5.20	\$(166.40)	\$1,913.60
<b>Platform Services</b>					
Annual All Product Renaissance Platform	07/01/2022 - 06/30/2023	1	\$750.00	\$0.00	\$750.00
<b>Professional Services</b>					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
<b>Canutillo Elementary School Total</b>				<b>\$(465.10)</b>	<b>\$13,718.70</b>

### Canutillo High School - 704574

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
<b>Applications</b>					
Star Reading Subscription	07/01/2022 - 06/30/2023	1,550	\$5.20	\$(644.80)	\$7,415.20
<b>Platform Services</b>					
Annual All Product Renaissance Platform	07/01/2022 - 06/30/2023	1	\$750.00	\$0.00	\$750.00
<b>Professional Services</b>					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
<b>Canutillo High School Total</b>				<b>\$(644.80)</b>	<b>\$8,165.20</b>

### Canutillo Middle School - 704575

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
<b>Applications</b>					
Accelerated Reader Subscription	07/01/2022 - 06/30/2023	690	\$7.35	\$(405.72)	\$4,665.78
Star Reading Subscription	07/01/2022 - 06/30/2023	690	\$5.20	\$(287.04)	\$3,300.96

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<b>Platform Services</b>					
Annual All Product Renaissance Platform	07/01/2022 - 06/30/2023	1	\$750.00	\$0.00	\$750.00
<b>Professional Services</b>					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
<b>Canutillo Middle School Total</b>				<b>\$(692.76)</b>	<b>\$8,716.74</b>

<b>Deanna Davenport Elementary School - 371088</b>					
<b>Products &amp; Services</b>	<b>Subscription Period</b>	<b>Quantity</b>	<b>Unit Price</b>	<b>Discount</b>	<b>Total</b>
<b>Applications</b>					
Accelerated Reader Subscription	07/01/2022 - 06/30/2023	311	\$7.35	\$(182.87)	\$2,102.98
myON Student Subscription	07/01/2022 - 06/30/2023	311	\$15.00	\$0.00	\$4,665.00
myON Classics for MS	07/01/2022 - 06/30/2023	1	\$0.00	\$0.00	\$0.00
myON Classics for HS	07/01/2022 - 06/30/2023	1	\$0.00	\$0.00	\$0.00
myON Classics - Spanish	07/01/2022 - 06/30/2023	1	\$0.00	\$0.00	\$0.00
Star Reading Subscription	07/01/2022 - 06/30/2023	246	\$5.20	\$(102.34)	\$1,176.86
<b>Platform Services</b>					
Annual All Product Renaissance Platform	07/01/2022 - 06/30/2023	1	\$750.00	\$0.00	\$750.00
<b>Professional Services</b>					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
<b>Deanna Davenport Elementary School Total</b>				<b>\$(285.21)</b>	<b>\$8,694.84</b>

<b>Gonzalo &amp; Sofia Garcia Elementary School - 2379195</b>					
<b>Products &amp; Services</b>	<b>Subscription Period</b>	<b>Quantity</b>	<b>Unit Price</b>	<b>Discount</b>	<b>Total</b>
<b>Applications</b>					
Accelerated Reader Subscription	07/01/2022 - 06/30/2023	457	\$7.35	\$(268.72)	\$3,090.23
myON Student Subscription	07/01/2022 - 06/30/2023	457	\$15.00	\$0.00	\$6,855.00
myON Classics for MS	07/01/2022 - 06/30/2023	1	\$0.00	\$0.00	\$0.00
myON Classics for HS	07/01/2022 - 06/30/2023	1	\$0.00	\$0.00	\$0.00
myON Classics - Spanish	07/01/2022 - 06/30/2023	1	\$0.00	\$0.00	\$0.00
Star Reading Subscription	07/01/2022 - 06/30/2023	394	\$5.20	\$(163.90)	\$1,884.90
<b>Platform Services</b>					
Annual All Product Renaissance Platform	07/01/2022 - 06/30/2023	245	\$750.00	\$0.00	\$750.00

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Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
<b>Gonzalo &amp; Sofia Garcia Elementary School Total</b>				<b>\$(432.62)</b>	<b>\$12,580.13</b>

Jose Damian Elementary School - 243494					
Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
<b>Applications</b>					
Accelerated Reader Subscription	07/01/2022 - 06/30/2023	516	\$7.35	\$(303.41)	\$3,489.19
myON Student Subscription	07/01/2022 - 06/30/2023	516	\$15.00	\$0.00	\$7,740.00
myON Classics for MS	07/01/2022 - 06/30/2023	1	\$0.00	\$0.00	\$0.00
myON Classics for HS	07/01/2022 - 06/30/2023	1	\$0.00	\$0.00	\$0.00
myON Classics - Spanish	07/01/2022 - 06/30/2023	1	\$0.00	\$0.00	\$0.00
Star Reading Subscription	07/01/2022 - 06/30/2023	400	\$5.20	\$(166.40)	\$1,913.60
<b>Platform Services</b>					
Annual All Product Renaissance Platform	07/01/2022 - 06/30/2023	1	\$750.00	\$0.00	\$750.00
<b>Professional Services</b>					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
<b>Jose Damian Elementary School Total</b>				<b>\$(469.81)</b>	<b>\$13,892.79</b>

Northwest Early College High School - 3304224					
Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
<b>Applications</b>					
Star Reading Subscription	07/01/2022 - 06/30/2023	400	\$5.20	\$(166.40)	\$1,913.60
<b>Platform Services</b>					
Annual All Product Renaissance Platform	07/01/2022 - 06/30/2023	1	\$750.00	\$0.00	\$750.00
<b>Professional Services</b>					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
<b>Northwest Early College High School Total</b>				<b>\$(166.40)</b>	<b>\$2,663.60</b>

Silvestre and Caroline Reyes Elementary - 3482433					
Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
<b>Applications</b>					

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Accelerated Reader Subscription	07/01/2022 - 06/30/2023	635	\$7.35	\$(373.38)	\$4,293.87
myON Student Subscription	07/01/2022 - 06/30/2023	635	\$15.00	\$0.00	\$9,525.00
myON Classics for MS	07/01/2022 - 06/30/2023	1	\$0.00	\$0.00	\$0.00
myON Classics for HS	07/01/2022 - 06/30/2023	1	\$0.00	\$0.00	\$0.00
myON Classics - Spanish	07/01/2022 - 06/30/2023	1	\$0.00	\$0.00	\$0.00
Star Reading Subscription	07/01/2022 - 06/30/2023	515	\$5.20	\$(214.24)	\$2,463.76
<b>Platform Services</b>					
Annual All Product Renaissance Platform	07/01/2022 - 06/30/2023	1	\$750.00	\$0.00	\$750.00
<b>Professional Services</b>					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
<b>Silvestre and Caroline Reyes Elementary Total</b>				<b>\$(587.62)</b>	<b>\$17,032.63</b>

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# Awarded Reference Report




Vendors Name	Vendor #	Bid Name	Bid Number	Expired Date	Extension Date
Quinteros Catering (Quintero's Meat Company)	101169	Catering Services	E1938E	07/19/2020	07/19/2022
R.T.C. Inc	101170	Radio Communications Equipment, Installation and Support Proposal	E2105	08/20/2021	08/20/2022
Rally Education	102006	District Instructional Curriculum	199-0331-E1753	06/25/2019	06/25/2022
Rally Education	102006	Instructional Materials for Special Education	199-0314-E1835	05/22/2020	05/22/2022
Rally Education	102006	Instructional Materials Supplies & Services	E1915	11/20/2020	11/17/2022
Reading Horizons (HEC Software)	108403	District Instructional Curriculum Part 2	199-1128-E1825	06/25/2019	06/25/2022
Realityworks, Inc.	117372	Agriculture Equipment Supplies & Services	E2113	01/20/2022	01/20/2023
Realityworks, Inc.	117372	CTE Curriculum Equipment, Supplies and Services	E2122	06/20/2023	
Really Good Stuff Inc.	107860	District Instructional Curriculum	199-0331-E1753	06/25/2019	06/25/2022
Really Good Stuff Inc.	107860	Instructional Materials for Special Education	199-0314-E1835	05/22/2020	05/22/2022
Really Great Reading Company	109215	District Instructional Curriculum	199-0331-E1753	06/25/2019	06/25/2022
Really Great Reading Company	109215	Instructional Materials for Special Education	199-0314-E1835	05/22/2020	05/22/2022
Realtime Coach (Realtime Learning Systems)	117530	CTE Curriculum Equipment, Supplies and Services	E2122	06/20/2023	
Recreonics, Inc.	105271	Athletic Equipment & Supplies	E2012	10/29/2022	
RedGear	117259	Network Cabling and Components	E2026	12/17/2020	12/17/2021
Region 4 Education Service Center	102818	District Instructional Curriculum	199-0331-E1753	06/25/2019	06/25/2022
Reliable Transmission Service	108393	Automotive Parts	E2103	08/31/2021	08/31/2022
Renaissance Learning, Inc.	102487	District Instructional Curriculum	199-0331-E1753	06/25/2019	06/25/2022
Renaissance Learning, Inc.	102487	District Software	E2203	08/21/2022	
Responsive Learning LP (Responsive Learning)	104619	Gifted & Talented Materials, Supplies & Services	E1956E	08/20/2020	08/20/2021
Responsive Learning LP (Responsive Learning)	104619	Instructional Materials Supplies & Services	E1915	11/20/2020	11/17/2022
Responsive Learning, LP (Responsive Learning)	104619	District Instructional Curriculum	199-0331-E1753	06/25/2019	06/25/2022
Reynolds Manufacturing Corp.	116444	Instructional Materials for Special Education	199-0314-E1835	05/22/2020	05/22/2022
Reynolds Manufacturing Corp.	116444	Instructional Materials Supplies & Services	E1915	11/20/2020	11/17/2022
Richard C. Owen Publishers, Inc.	110100	Gifted & Talented Materials, Supplies & Services	E1956E	08/20/2020	08/20/2021
Richard C. Owen Publishers, Inc.	110100	Instructional Materials Supplies & Services	E1915	11/20/2020	11/17/2022
Richards Lindsay & Martin, LLP	100177	Special Education Professional Specialist/Services	E2212	07/31/2023	
Richey Athletics (M.A. Richey Mfg)	110822	Athletic Equipment & Supplies	E2012	10/29/2022	
Riddell (Riddell / All American Sports Corp.)	102675	Athletic Equipment & Supplies	E2012	10/29/2022	
Riddell (Riddell / All American Sports Corp.)	102675	Football Equipment Repair	E2013	11/21/2022	
Rifton Equipment (Community Products LLC)	102859	Instructional Materials for Special Education	199-0314-E1835	05/22/2020	05/22/2022

## Executive Summary of Board Agenda Item

Subject/Title for Agenda Posting: Approval of purchase from Imagine Learning to renew math program that supports elementary and middle schools, utilizing Socorro ISD E2203 in the amount of \$60,666.64

Justification Statement: Purchase of Imagine Learning math program will help Canutillo elementary and middle school students to establish deep understanding and unwavering confidence in their ability to make connections and communication in the language of mathematics.

Purpose of Agenda Item:  Information  Discussion  Action  
Item Type:  Curriculum & Instruction  Human Resources  Business Services

Staff Responsible: Dr. Debra Kerney - Executive Director to Curriculum and Instruction  
*Signature of Requester(s)*   
Yirah Valverde - Mathematics District Curriculum Coordinator  
*Signature of Presenter(s)*  
Elizabeth B. Sida 5/10/2022  
*Business Services Approval (Initials)* *Date*

### Agenda Summary:

As stated in Board Policy CH (Local), any single, budgeted purchase of goods or services that costs \$50,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place.

As a part of our Math Innovation Zones approach to delivering mathematics, CISD adopted Imagine Math as its adaptive math program in the Blended Learning math classroom. Imagine Math combines a rich curriculum with fun, adaptive digital experiences to help students be confident math learners. Ideal as a supplement to standards-based PreK-Geometry core instruction, its two age-appropriate learning environments are designed for student engagement. In PreK-2, a storybook reality helps learners see math in the world all around them. In Grades 3 and above, students are invited to a meaningful exploration of mathematical understanding. Rigorous, standards-rich content adapts to the unique needs of each learner to develop essential foundations and conceptual understanding they need to achieve grade-level mastery. Unique to Imagine Math, point-of-need access to certified Live Teachers makes deep learning beyond the bell a reality. All PreK-8 grade math students in CISD use this program as a form of learning math in a blended method through a Station Rotation model.

RECOMMENDATION: It is recommended that the Board approve the purchase of Imagine Learning math program for 2022-23 utilizing MIZ funds in the amount of \$60,666.64

PRIOR BOARD ACTION: Yes AWARDED: 05-25-21 AWARDED AMOUNT: \$56,000.00

AMOUNT(S): \$60,666.64

ACCOUNT NO(S): 429.11.6299.00.916.99

PROCUREMENT METHOD TYPE: (3 Quotes, Cooperative Contract Quotes, Sole Source, Formal Bid)  
Socorro ISD E2203 Inter-local agreement

REQUESTING DEPARTMENT:  
Curriculum and Instruction

CONSEQUENCES OF NON-APPROVAL: Non-approval would require replacement of this program with another program, meaning schools and staff would have to go through another training process, and a technical support audit would have to occur to ensure reliability, causing students to lose valuable time.

IMPLEMENTATION TIMELINE: Upon Approval

ATTACHMENT(S): Imagine Learning Quote and Socorro ISD E2203





# Price Quote

8860 E. Chaparral Rd  
Suite 100  
Scottsdale, AZ 85250  
877-725-4257 x1037

**Date** 2/18/2022  
**Quote No.** 249605  
**Acct. No.** 03:ca:TX:12215492  
**Total** \$60,666.64  
**Pricing Expires** 7/31/2022

Canutillo Independent School District  
PO Box 100  
Canutillo TX 79835

Quote is prorated for 13 months to account for summer access. Pricing expires 7/31/22.

Standard Pricing w/ discount:  
Imagine Math \$7k per site

Prorated Pricing w/ discount:  
Imagine Math \$7,583.33 per site

Payment Schedule	Contract Start	Contract End
	7/1/2022	7/31/2023

Site	Description	Comment	End Date	Qty
1.	Bill Childress Elementary School			
2.	Canutillo Elementary School			
3.	Canutillo Middle School			
4.	Congressman Silvestre-Carolina Reyes Sch			
5.	Deanna Davenport Elementary School			
6.	Gonzalo and Sofia Garcia Elementary Schl			
7.	Jose Alderete Middle School			
8.	Jose Damian Elementary School			
	Imagine Math Site License		07/31/2023	8

Imagine Learning will audit enrollment count throughout the year. If more enrollments are found to be in use than purchased, Imagine Learning will invoice the customer for the additional usage.

This quote is subject to Edgenuity Inc. Standard Terms and Conditions ("Terms and Conditions"). These Terms and Conditions are available at <http://www.edgenuity.com/edgenuity-standard-terms-and-conditions-of-sale.pdf>, may change without notice and are incorporated by this reference. By signing this quote or by submitting a purchase order or form purchasing document, Customer explicitly agrees to these Terms and Conditions resulting in a legally binding agreement. To the fullest extent permitted under applicable law, all pricing information contained in this quote is confidential, and may not be shared with third parties without Edgenuity's written consent.

### Canutillo Independent School District

Signature: \_\_\_\_\_  
Print Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Date: \_\_\_\_\_

### Imagine Learning Representative

Derrick Hernandez | Account Executive, Texas  
derrick.hernandez@imaginelearning.com  
O 512.850.8299 C 361.648.4465  
Imagine Learning®

Not valid unless accompanied by a purchase order. Please specify a shipping address if applicable. Please e-mail this quote, the purchase order and order documentation to [AR@imaginelearning.com](mailto:AR@imaginelearning.com) or fax to 480-423-0213.



# Price Quote

8860 E. Chaparral Rd  
Suite 100  
Scottsdale, AZ 85250  
877-725-4257 x1037

**Date** 2/18/2022  
**Quote No.** 249605  
**Acct. No.** 03:ca:TX:12215492  
**Total** \$60,666.64  
**Pricing Expires** 7/31/2022

<b>Subtotal</b>	\$60,666.64
<b>Total</b>	\$60,666.64



# Awarded Reference Report



<u>Vendors Name</u>	<u>Vendor #</u>	<u>Bid Name</u>	<u>Bid Number</u>	<u>Expired Date</u>	<u>Extension Date</u>
iDESIGN Solutions USA Corp.	107873	CTE Curriculum Equipment, Supplies and Services	E2122	06/20/2023	
IDSC Holdings LLC dba Snap-on Industrial, a Division of IDSC Holdings LLC (Snap-on Incorporated)	110027	CTE Curriculum Equipment, Supplies and Services	E2122	06/20/2023	
Imagery Graphic Systems, Inc. (Precision Business Machines Inc.)	117130	Gifted & Talented Materials, Supplies & Services	E1956E	08/20/2020	08/20/2021
Imagine Learning LLC formerly known as (Edgenuity Inc.)	118077	District Software	E2203	08/21/2022	
Imagine Learning LLC formerly known as (Edgenuity Inc.)	118077	District Instructional Curriculum	199-0331-E1753	06/25/2019	06/25/2022
Independent Air Filters	118084	Filters and Accessories	E2238	02/14/2023	
Indoff, inc.	103963	CTE Curriculum Equipment, Supplies and Services	E2122	06/20/2023	
Infobase Learning (Facts on File)	102094	District Instructional Curriculum	199-0331-E1753	06/25/2019	06/25/2022
Inkspress Urself! (CNServices LLC) (Trina A Schafer)	Contact Purchasing	Printing & Promotional Supplies & Related	Region 19 Coop 21-7413	08/31/2022	
Innovative Learning Concepts Inc.	105307	District Instructional Curriculum	199-0331-E1753	06/25/2019	06/25/2022
Innovative Learning Concepts Inc.	105307	Instructional Materials for Special Education	199-0314-E1835	05/22/2020	05/22/2022
InSCO Distributing, Inc	109592	Miscellaneous Operational Supplies	E2213	11/20/2024	
Insights El Paso Science Center	105073	Gifted & Talented Materials, Supplies & Services	E1956E	08/20/2020	08/20/2021
Insights El Paso Science Center	105073	Instructional Materials Supplies & Services	E1915	11/20/2020	11/17/2022
Integral Mathematics, Inc.	110984	Instructional Materials Supplies & Services	E1915	11/20/2020	11/17/2022
Intermex Inc.	117133	Charter Bus Services	E1948E	06/19/2020	06/19/2022
International Soccer Store	104715	Athletic Equipment & Supplies	E2012	10/29/2022	
Invo Healthcare Associates (INVO Healthcare Associates, LLC)	116202	Special Education Professional Specialist/Services	E2212	07/31/2023	
IRIS Ltd, Inc.	116414	Identification System Equipment & Supplies	E2123	04/22/2022	
Istation (Imagination Station)	102813	Instructional Materials for Special Education	199-0314-E1835	05/22/2020	05/22/2022
Istation (Imagination Station)	102813	Instructional Materials Supplies & Services	E1915	11/20/2020	11/17/2022
Istation (Imagination Station)	102813	District Software	E2203	08/21/2022	
Istation (Imagination Station)	102813	District Instructional Curriculum	199-0331-E1753	06/25/2019	06/25/2022
Ivans Pumping Services DBA Ivan's Portable Jons	105349	Sewage and Grease Trap Services	E1856E	07/08/2020	07/08/2022
Ixl Learning Inc.	103984	Instructional Materials for Special Education	199-0314-E1835	05/22/2020	05/22/2022
IXL Learning, Inc.	103984	District Instructional Curriculum	199-0331-E1753	06/25/2019	06/25/2022
IXL Learning, Inc.	103984	Instructional Materials Supplies & Services	E1915	11/20/2020	11/17/2022
IXL Learning, Inc.	103984	District Software	E2203	08/21/2022	
JAG Construction Group (El Paso J.A.G. Inc.)	116574	Plumbing Services Materials	E2206	10/31/2022	
Jarrett Publishing Company	101572	District Instructional Curriculum	199-0331-E1753	06/25/2019	06/25/2022
Jason's Deli (Coastal Deli Inc.)	109114	Catering Services	E1938E	07/19/2020	07/19/2022
Jimmy Olivas Uniforms	101615	Fine Arts Uniforms	E2002	09/19/2020	09/19/2022
Jimmy Olivas Uniforms	101615	Visual Performing Arts Supplies and Accessories	E2003	08/20/2020	08/20/2022

# Board of Trustees

## Executive Summary of Board Agenda Item

Meeting Date: May 24, 2022

Imagine Learning Purpose Prep Social Emotional Learning Curriculum

Subject/Title for Agenda Posting:

**Justification Statement:** Social Emotional Learning is a District Guarantee. Purpose Prep is a curriculum that will be used by teachers, staff, counselors, and social workers to assess and support social emotional learning in the classroom. Today's students face challenges as they form relationships, develop, and face adversity. Integrating social emotional learning into the classroom gives educators powerful ways to connect with students through meaningful activities that can improve behavior, increase student academic success, and inspire learning. Social Emotional Learning curriculum will be implemented K-12 throughout CISD.

Purpose of Agenda Item:  Information  Discussion  Action  
Item Type:  Curriculum & Instruction  Human Resources  Business Services

Staff Responsible: Nicole Morales

Signature of Requester(s)

Nicole Morales

Signature of Presenter(s)

Business Services Approval (Initials)

Date

### Agenda Summary:

As stated in Board Policy CH (Local), any single, budgeted purchase of goods or services that costs \$50,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place.

Purpose Prep is a social emotional curriculum that offers SEL-focused curriculum and professional development resources for K-12 students. The curriculum offers online SEL courses that are designed to help students develop productive attitudes and prosocial behavior needed for success in learning, careers, relationships, and life. Each evidence based course is aligned to SEL competencies outlined by CASEL; developing self-awareness and self management skills to achieve school and life success; using social awareness and interpersonal skills to establish and maintain positive relationships; demonstrating decision-making skills; and showing responsible behaviors in personal, school and community contexts.

CISD has developed a district wide support system for continued evaluation feedback for year 1 and 2, which will provide an opportunity to evaluate the curriculum, the SEL framework, professional development, and integrity of services through data sources such as discipline referrals, Gallup Poll data, and district created evaluation assessments.

Award using ESSER 3 district monies set aside for Social Emotional Learning

### RECOMMENDATION:

PRIOR BOARD ACTION: N/A      AWARDED:      AWARDED AMOUNT: 81,000

AMOUNT(S): \$81000

ACCOUNT NO(S):  
282.11.6299.00.920.11

PROCUREMENT METHOD TYPE: (3 Quotes, Cooperative Contract Quotes, Sole Source, Formal Bid)  
3 Quotes

REQUESTING DEPARTMENT:  
Student Support Services and Academics

CONSEQUENCES OF NON-APPROVAL:  
We will be required to create social emotional learning lessons without access to a standardized scope and sequence aligned SEL curriculum.

IMPLEMENTATION TIMELINE:  
July 2022-June 2023

ATTACHMENT(S):      ESSER justification, quotes





## ESSER III Academic Justification

### **Must be submitted to Associate Superintendent and External Funding Coordinator when requesting for ESSER 3 purchases**

This form to document the expenditure of ESSER funds on an allowable activity that meets the intent and purpose of the ESSER grants. As defined by the US Department of Education, the intent and purpose of the ESSER grants is to prevent, prepare for, or respond to the COVID-19 pandemic, including its impact on the social, emotional, mental health, and academic needs of students. The activity documented with this form may be funded with any ESSER grant funds (ESSER I, II, III, or a combination of those). One activity may be documented per form.

### **List item/program/professional development/personnel:**

Purpose Prep is a web-based course provider that offers SEL-focused curriculum and professional development resources for K-12 students. It offers six online SEL courses that are designed to help students develop the productive attitudes and prosocial behavior needed for success in learning, careers, relationships, and life. Each evidence-based course is aligned to the five most critical SEL competencies outlined by CASEL: developing self-awareness and self-management skills to achieve school and life success; using social awareness and interpersonal skills to establish and maintain positive relationships; demonstrating decision-making skills; and showing responsible behaviors in personal, school, and community contexts

For years one and two of implementation, the SEL Evaluation Program will focus on the CASEL Areas of Support as pillars which tie in the 8 Dimensions of Wellness, PBIS, Coordinated School Health, and Whole Child Support that create a baseline from which we can assess program effectiveness. CISD has developed a district-wide support system for continued evaluation feedback for years 1 and 2 which will provide an opportunity to evaluate the Curriculum, the SEL Framework, professional development, and integrity of services through data sources such as discipline referrals, Gallup Poll Data, and district created evaluation assessments.

### **Area of TEA Learning Acceleration Framework Addressed:**

#### Foundational Strategies:

- Ensure that all students have access to high quality instructional materials
- Prioritize essential grade level knowledge and skills
- Key Components of Effective Instruction in  Reading Language Arts  Mathematics

#### Universal Strategies

- Just in Time Intervention
- High Quality Differentiation and Scaffolding
- Extended Instructional Time

#### Targeted Strategies

- High-dosage Tutoring
- Acceleration Academies
- Small Group and One-on-One Interventions

### **Select ESSER III activity that is being addressed:**

Per USDE, ESSER funds may be expended for any statutorily allowable activity under any of the three statutes. For each box checked above (ESSER I, II, or III), list the statutorily allowable activity that your expenditure aligns with.



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

15. Providing mental health services and supports, including through implementation of evidence based full-service community schools

**Rationale: Explain why this item reasonable, necessary, and how it addresses learning loss. Include research-based evidence in your response.**

Today's students face challenges as they form relationships, develop their identity, and face adversity. Integrating social and emotional learning into the classroom gives educators powerful ways to connect with students through meaningful conversations that can improve behavior, increase student academic success, and inspire learning. Social Emotional Learning curriculum will be implemented K-12 throughout CISD.

Purpose Prep translates the best research in online learning, neuroscience, pedagogy, and educational psychology into its instructional design. The program's engaging curriculum, targeted support for diverse learners, family engagement elements, and focused professional development ensure that students develop the productive attitudes and prosocial behavior needed for success in school, work, relationships, and life.

Principal/Dept Authority Signature:       Nicole Morales      

Date: 5/09/2022

External Funding Signature:       Ricardo Porras      

Date: 05/05/2022



# Price Quote

8860 E. Chaparral Rd  
Suite 100  
Scottsdale, AZ 85250  
877-725-4257 x1037

**Date** 4/14/2022  
**Quote No.** 234972  
**Acct. No.** 03:ca:TX:12215492  
**Total** \$81,000.00  
**Pricing Expires** 4/19/2022

Canutillo Independent School District  
PO Box 100  
Canutillo TX 79835

Payment Schedule	Contract Start	Contract End
	7/1/2022	6/30/2023

Site	Description	Comment	End Date	Qty
1.	Bill Childress Elementary School			
2.	Canutillo Elementary School			
3.	Canutillo High School			
4.	Canutillo Middle School			
5.	Congressman Silvestre-Carolina Reyes Sch			
6.	Deanna Davenport Elementary School			
7.	Gonzalo and Sofia Garcia Elementary Schl			
8.	Jose Alderete Middle School			
9.	Jose Damian Elementary School			
10.	Northwest Early College High School			
	Purpose Prep Site License		06/30/2023	10

Site	Description	Comment	End Date	Qty
1.	Canutillo Independent School District			
	Purpose Prep PD Onsite Day - 6 hour onsite training that is tailored to district requests		06/30/2023	1

Imagine Learning will audit enrollment count throughout the year. If more enrollments are found to be in use than purchased, Imagine Learning will invoice the customer for the additional usage.

This quote is subject to Imagine Learning LLC Standard Terms and Conditions ("Terms and Conditions"). These Terms and Conditions are available at <https://www.imaginelearning.com/standard-terms-and-conditions>, may change without notice and are incorporated by this reference. By signing this quote or by submitting a purchase order or form purchasing document, Customer explicitly agrees to these Terms and Conditions resulting in a legally binding agreement. To the fullest extent permitted under applicable law, all pricing information contained in this quote is confidential, and may not be shared with third parties without Imagine Learning's written consent.

### Canutillo Independent School District

Signature: \_\_\_\_\_  
Print Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Date: \_\_\_\_\_

### Imagine Learning Representative

Derrick Hernandez | Account Executive, Texas  
derrick.hernandez@imaginelearning.com  
O 512.850.8299 C 361.648.4465 | Imagine Learning®

Not valid unless accompanied by a purchase order. Please specify a shipping address if applicable. Please e-mail this quote, the purchase order and order documentation to [AR@imaginelearning.com](mailto:AR@imaginelearning.com) or fax to 480-423-0213.



# Price Quote

8860 E. Chaparral Rd  
Suite 100  
Scottsdale, AZ 85250  
877-725-4257 x1037

**Date** 4/14/2022  
**Quote No.** 234972  
**Acct. No.** 03:ca:TX:12215492  
**Total** \$81,000.00  
**Pricing Expires** 4/19/2022

Site	Description	Comment	End Date	Qty
	Purpose Prep PD Webinar - 3 hour webinar training that is tailored to district requests		06/30/2023	3

**Subtotal** \$81,000.00  
**Total** \$81,000.00

## NAVIGATE360 - QUOTE FORM

<b>Customer:</b>	<b>Canutillo Independent School District</b> <b>Marina "Marni" Rocha</b> <b>mrocha@canutillo-isd.org</b>	<b>Proposal No:</b> <b>Q-08245</b> <b>Proposal Expires:</b> 10/30/2020 <b>Proposal By:</b> Tom Hippensteel <b>Email:</b> thippensteel@navigate360.com <b>Opp Number:</b> 125825	
<b>Term:</b>	The 36 month term for subscription Services begins on <b>11/2/2020</b> and ends on <b>11/1/2023</b> .		
<b>Payment:</b>	Invoiced Annually - Net 30		

### SUBSCRIPTION SERVICES

Item	Description	Quantity	Price
LI-1Y-TA-PS	Threat Assessment Module with full unlimited access to all users.	6,054	\$8,112.36

Annual Subscription Price:	\$8,112.36
<b>TOTAL SUBSCRIPTION PRICE OVER TERM:</b>	<b>\$24,337.08</b>

### PROFESSIONAL SERVICES

Item	Description	Quantity	Price
IF-TA-PS	Threat Assessment License Set-up, Training, and Implementation per Student.	6,054	\$1,513.50
TA Training	Approx 4 Hours of training for new or existing Threat Assessment Teams on Behavioral Threat Assessment. Includes tabletop exercises with previous case examples.	1	\$4,500.00

<b>TOTAL PROFESSIONAL SERVICES PRICE:</b>	<b>\$6,013.50</b>
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<b>TOTAL CONTRACT PRICE OVER TERM:</b>	<b>\$30,350.58</b>
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**Accurate Sales Tax will be added when applicable.**

# PANORAMA EDUCATION - SERVICE ORDER



Primary Contact Information			
Client		Panorama Education, Inc. ("Panorama")	
<i>Client Legal Name ("Client")</i>	Canutillo Independent School District	<i>Company Name</i>	Panorama Education, Inc.
<i>Primary Contact, Title</i>	Nicole Morales, District Lead Counselor	<i>Primary Contact, Title</i>	Sarah Silva, Texas Outreach Director
<i>Billing / Payment Address</i>	P.O. Box 100	<i>Billing Address</i>	24 School St. Fourth Floor
<i>City / State / Zip</i>	Canutillo, TX 79835	<i>City / State / Zip</i>	Boston, MA 02108
<i>Email</i>	nrocha@canutillo-isd.org	<i>Email</i>	sgertner@panoramaed.com
<i>Phone</i>	915-877-7508	<i>Phone</i>	508-380-4203
<i>Billing Contact</i>			
<i>Billing Email Address</i>			
(1) Description of Services and (2) Fees			
Description of Services		Fees	
<b>Annual Licenses:</b>		<b>Effective Date:</b>	November 18, 2021
<b>Panorama Student and Staff Surveys and SEL: Platform License</b>		<b>Contract Term:</b>	<u>  1  </u> Contract Year
Access to Platform and Support (as defined in the Terms and Conditions):		<b>(From Effective Date)</b>	
<ul style="list-style-type: none"> <li>Survey administration, analysis and reporting.</li> <li>Student surveys</li> <li>Staff surveys</li> <li>Check-in Tool</li> </ul>		<b>Annual License Fee:</b>	\$53,550 / year
<b>Panorama Student Success: Platform License</b>			
Access to Panorama Student Success Platform and Support (as defined in the Terms and Conditions):			
<ul style="list-style-type: none"> <li>Dashboards and reporting for teachers, student support staff, school administrators, and district administrators</li> <li>Ongoing integration of Frontline/TEAMS and standard filters into Student Success platform. Includes behavior, attendance, coursework, rosters, and demographics</li> <li>Ongoing integration of STAAR scores (from Eduphoria), iStation, and College Board assessments</li> <li>Intervention tracking</li> </ul>		<b>Subtotal License Fee Over Contract Term:</b>	<b>\$53,550</b>
<b>Services:</b>		<b>Technical Support:</b>	\$5,000 / year
<b>Technical Support</b>			
Includes dedicated Client Success Manager who will work with the client's main point of contract to execute a successful implementation.			
<ul style="list-style-type: none"> <li>Manage setup and configurations</li> <li>Platform maintenance</li> <li>End user email support</li> <li>Online resources</li> <li>Data integration</li> </ul>		<b>Professional Development:</b>	\$12,500 / year
<b>Teaching &amp; Learning Package</b>			

# PANORAMA EDUCATION - SERVICE ORDER



<ul style="list-style-type: none"> <li>• 10 virtual school consultations (1 per campus)</li> <li>• Project-based advising: includes creation of a consolidated hub of school-level priorities and action plans and a presentation of insights and recommendations to the district team based on findings from the school consultations</li> <li>• Unlimited access to Panorama Academy for on-demand tutorials and training</li> <li>• Access to exclusive Panorama Community professional development events</li> </ul>	<p><b>Subtotal Services Fees Over Contract Term:</b></p>	<p><b>\$17,500</b></p>
	<p><b>Annual Total:</b> <i>(Invoiced on Effective Date)</i></p> <p><b>Total Over Contract Term:</b></p>	<p><b>\$71,050/ year</b></p> <p><b>\$71,050</b></p>

**(3) Agreement**

The entire agreement by and between Client and Panorama ("Agreement") consists of (i) the terms set forth in this Service Order ("SO") and (ii) the terms attached as Exhibit A to, and hereby incorporated by reference into, this SO ("Terms").

**(4) Supplemental Terms and Conditions (if any)**

**Authorization**

By signing below, Client and Panorama ACCEPT AND AGREE TO the Agreement as of the Effective Date.

<p>Client Signature:</p>	<p>Print Name, Title:</p>	<p>Date:</p>
<p>Panorama Signature:</p>	<p>Print Name, Title:</p>	<p>Date:</p>

## BACKGROUND

Panorama is an education technology company that provides a cloud-based platform-as-a-service and related support services to enable schools and school districts to analyze student and school data, measure social-emotional learning, and design and implement survey programs for students, staff and parents or authorized guardians (“Platform”). The client named on the Service Order attached hereto (“Client”) and Panorama have entered into an agreement consisting of the attached Service Order, including any exhibits attached thereto, (“SO”), these terms (“Terms”) and collectively with the SO, (“Agreement”). From time to time hereafter, Client and Panorama may enter into additional service orders pursuant to which Client may purchase additional rights to use the Platform and receive additional services, provided that these Terms will be incorporated by reference into and apply to each such additional service order to create a separate agreement that governs each such additional service order, in each case to the exclusion of any other terms or conditions that either party seeks to impose or incorporate or that are implied by course of dealing.

### 1 RIGHT TO USE PLATFORM

1.1 Platform. Subject to this Agreement, Panorama hereby grants Client (including Client’s students, employees, and parents and authorized guardians of Client’s students, all as applicable and described in the relevant SO, (“Authorized Users”)), the limited, nonexclusive, nontransferable, non-sublicenseable right to access and use the Platform via the Internet during the Term solely for Client’s use, in accordance with applicable laws and regulations and the Platform’s intended uses as communicated to Client by Panorama.

1.2 Limitations. Except as expressly permitted in the Agreement, Client will not and will not authorize or allow any third party to: (a) provide access to the Platform to any person who is not an Authorized User or (b) reverse engineer, decompile, disassemble or otherwise attempt to discover the source code, object code or underlying structure, ideas or algorithms of the Platform; (c) modify, translate or create derivative works based on the Platform; (d) copy, rent, lease, distribute, pledge, assign or otherwise transfer or allow any lien, security interest or other encumbrance on the Platform; (e) use the Platform for timesharing or service bureau purposes or otherwise for the benefit of a third party; (f) hack, manipulate, interfere with or disrupt the integrity or performance of or otherwise attempt to gain unauthorized access to the Platform or its related systems, hardware or networks or any content or technology incorporated in any of the foregoing; or (g) remove or obscure any proprietary notices or labels of Panorama or its suppliers on the Platform or on any printed or digital materials provided by Panorama.

1.3 Compliance with Laws. Panorama is responsible for compliance with federal, state local laws and regulations to the extent they govern Panorama’s activities, including providing the Platform to Client. Client is responsible for compliance with federal, state and local laws and regulations to the extent they govern Client’s activities, including but not limited to the use by Client of the Platform to collect, record, retain, use and disclose any individual’s information. Without limiting the foregoing, each party is responsible for determining its

own obligations, including but not limited to notice and consent obligations, under the Family Educational Right to Privacy Act and its implementing regulations (“FERPA”) and the Protection of Pupil Rights Act and its implementing regulations (“PPRA”). The parties agree that they intend for the collection and use of personally identifiable information (as defined under FERPA) for only legitimate educational purposes and other purposes allowed under relevant laws, including but not limited to FERPA and PPRA. Client hereby gives its consent to Panorama on behalf of parents (as defined under FERPA, PPRA and the Children’s Online Privacy Protection Act (“COPPA”)) of children from whom any personal information (as defined under COPPA) may be gathered in connection with this Agreement and the Platform. Panorama shall not be obligated to obtain consents from parents directly.

### 2 INTELLECTUAL PROPERTY; PRIVACY; SECURITY

2.1 Client Data. As between Client and Panorama, Client owns data input into the Platform, or otherwise provided to Panorama, by Client and Authorized Users, that constitutes personally identifiable information (as defined under FERPA), such as student survey responses reported on an individual level, (“Client PII”) and (b) any other data and content input into the Platform, or otherwise provided to Panorama, by Client and Authorized Users or on their behalf, such as survey questions, (“Non-PII”) and together with PII “Client Data”). Client hereby grants Panorama a nonexclusive, worldwide, royalty-free, fully paid up, sublicenseable (through multiple tiers): (i) right and license during the Term to copy, distribute, display, create derivative works of and use Client Data to perform Panorama’s obligations under this Agreement; (ii) perpetual, irrevocable right and license to copy, modify and use Client PII to create aggregated, non-personally identifiable data sets (“Blind Data”) and copy, distribute, display, create derivative works of and use Blind Data for benchmarking, research or development purposes, including published research; and (iii) perpetual, irrevocable right and license to copy, distribute, display, create derivative works of and use Non-PII, for any and all purposes, in any form, media or manner. Client reserves any and all right, title and interest in and to Client Data other than the licenses therein expressly granted to Panorama under this Agreement.

2.2 Panorama Intellectual Property. Panorama retains all right, title and interest in and to the Platform, including but not limited to learning content, teaching materials, survey questions, underlying research and methodologies (by whomever produced except to the extent Client produced such material), all copies and parts of any of the foregoing, and all intellectual property rights therein. Panorama grants no, and reserves any and all, rights other than the rights expressly granted to Client under this Agreement with respect to the Platform.

2.3 Client Feedback. Client may from time to time provide suggestions, comments for enhancements or functionality or other feedback (“Feedback”) to Panorama with respect to the Platform. Panorama has full discretion to determine whether to proceed with development of the requested enhancements, features or functionality. Client hereby grants Panorama a royalty-free, fully paid-up, worldwide, transferable, sublicenseable, irrevocable, perpetual license to: (a) copy, distribute, transmit, display, perform, and create derivative works of the Feedback in whole or in part; and

## Exhibit A

### Terms

(b) use the Feedback in whole or in part, including without limitation, the right to develop, manufacture, have manufactured, market, promote, sell, have sold, offer for sale, have offered for sale, import, have imported, rent, provide and lease products or services that practice or embody, or are configured for use in practicing, the Feedback in whole or in part.

2.4 Panorama Privacy Policy. Panorama's Privacy Statement, as may be amended from time to time, is available at <https://www.panoramaed.com/privacy>.

#### 2.5 Data Security and Privacy.

1. (a) Panorama will implement and maintain an information security program that is consistent with industry recognized practices, which include using commercially reasonable administrative, physical and technical safeguards designed to protect the Platform from unauthorized access that could compromise the security, confidentiality or integrity of Client PII. Panorama shall: (i) use reasonable efforts to secure physical premises where Client PII will be processed and/or stored and (ii) take reasonable precautions with respect to the employment of, access given to, and education and training of personnel engaged by Panorama to perform its obligations under this Agreement.

2. (b) Client will and will instruct its Authorized Users to: (i) use the Platform to collect, record, retain, use and disclose personally identifiable information only to the extent necessary for its legitimate educational purposes; (ii) otherwise provide Panorama with personally identifiable information only to the extent necessary for Panorama to provide the Platform and perform its obligations under the Agreement; (iii) input personally identifiable information into the Platform only as prescribed by Panorama and only in the fields designated by Panorama ("Structured Fields"); (iv) use reasonable efforts to prevent unauthorized access to or use of the Platform; and (v) notify Panorama promptly of any known or suspected unauthorized access or use. Client will assist Panorama in all efforts to investigate and mitigate the effects of any such incident.

3. (c) If during the Term or upon termination of this Agreement Client requests in writing, Panorama will delete or otherwise render unrecoverable Client PII in Panorama's possession in a manner consistent with media sanitization practices described under industry recognized standards.

4. (d) Panorama shall not be responsible for any personally identifiable information input into the Platform in a manner not prescribed by Panorama or in a field that is not a Structured Field.

### 3 FEES; PAYMENT TERMS

3.1 Fees; Payment Terms. Unless otherwise indicated on the SO, Client will pay all fees within thirty (30) days of the invoice date. If payment of any fee is not made when due and payable, a late fee will accrue at the rate of the lesser of one and one-half percent (1.5%) per month or the highest legal rate permitted by law and Client will pay all reasonable expenses of collection. In addition, if any past due payment has not been received by Panorama within thirty (30) days from the time such payment is due, Panorama may upon written

notice to Client suspend access to the Platform until such payment is made.

3.2 Taxes; Tax Exemption. All amounts payable by Client to Panorama hereunder are exclusive of any sales, use and other taxes or duties, however designated, including without limitation, withholding taxes, royalties, know-how payments, customs, privilege, excise, sales, use, value-added and property taxes (collectively "Taxes"). To the extent applicable, Client will be solely responsible for payment of all Taxes and will not withhold any Taxes from any amounts due Panorama. For the avoidance of doubt, Taxes do not include taxes based on Panorama's income. Client is responsible for determining whether it qualifies for any tax exemption, and if Client claims it is tax-exempt, it will, upon request from Panorama, provide documentation evidencing its tax-exempt status.

### 4 TERM, TERMINATION

4.1 Term. The term of the Agreement will commence on the Effective Date and, unless earlier terminated in accordance with this Section 4, will continue through the date set forth on the SO ("Term").

4.2 Expiration; Termination. In addition to any other remedies it may have, either party may terminate the Agreement prior to expiration if the other party breaches any part of the Agreement and fails to cure such breach within thirty (30) days after receiving notice thereof. Upon expiration or any termination for any reason of the Agreement: (a) Client will pay in full for use of the Platform up to and including the last day on which the Platform is provided; (b) Panorama may, without notice to Client, delete or otherwise render unrecoverable Client PII in Panorama's possession in a manner consistent with media sanitization practices described under industry recognized standards; and (c) all rights granted to Client and all obligations of Panorama will immediately terminate and Client will promptly cease use of the Platform.

4.3 Survival. Upon expiration or termination for any reason of the Agreement, Sections 2 (Intellectual Property; Privacy; Security), 3 (Fees; Payment Terms), 4.2 (Termination; Effect of Termination), 4.3 (Survival), 5 (Confidentiality), 6.2 (Disclaimer), 7 (Limitations of Liability; Indemnification), and 8 (General) will survive.

### 5 CONFIDENTIALITY

5.1 As used herein, "Confidential Information" means, subject to the exceptions set forth in the following sentence, any information or data that is not Client PII, regardless of whether it is in tangible form, disclosed by either party ("Disclosing Party") that Disclosing Party has either marked as confidential or proprietary, or has identified in writing as confidential or proprietary within thirty (30) days of disclosure to the other party ("Receiving Party"); provided, however, that a Disclosing Party's business plans, strategies, technology, research and development, current and prospective clients and customers, billing records, and products or services will be deemed Confidential Information of Disclosing Party even if not so marked or identified. Panorama's Confidential Information includes, without limitation, the Platform and this Agreement. Information will not be deemed Confidential Information" if such information: (a) is known to the Receiving Party prior to receipt from Disclosing Party directly or indirectly from a source other than one having an obligation of confidentiality to Disclosing Party; (b) becomes known

## Exhibit A

### Terms

(independently of disclosure by Disclosing Party) to the Receiving Party directly or indirectly from a source other than one having an obligation of confidentiality to Disclosing Party; or (c) becomes publicly known or otherwise ceases to be secret or confidential, except through a breach of this Agreement by the Receiving Party. Each party acknowledges that certain Confidential Information may constitute valuable trade secrets and proprietary information of a party, and each party agrees that it will use the Confidential Information of the other party solely in accordance with the provisions of this Agreement and will not disclose, or permit to be disclosed, the same directly or indirectly, to any third party without the other party's prior written consent, except as otherwise permitted hereunder. Each party will use reasonable measures to protect the confidentiality and value of the other party's Confidential Information. Notwithstanding any provision of this Agreement, either party may disclose the terms of the Agreement, in whole or in part (i) to its employees, officers, directors, professional advisers (e.g., attorneys, auditors, financial advisors, accountants and other professional representatives), existing and prospective investors or acquirers contemplating a potential investment in or acquisition of a party, sources of debt financing, acquirers and/or subcontractors who have a need to know and are legally bound to keep such Confidential Information confidential by confidentiality obligations or, in the case of professional advisers, are bound by ethical duties to keep such Confidential Information confidential consistent with the terms of this Agreement; and (ii) as reasonably deemed by a party to be required by law (in which case each party will provide the other with prior written notification thereof, will provide such party with the opportunity to contest such disclosure, and will use its reasonable efforts to minimize such disclosure to the extent permitted by applicable law). Each party agrees to exercise due care in protecting the Confidential Information from unauthorized use and disclosure. In the event of actual or threatened breach of the provisions of this Section, the non-breaching party will be entitled to seek immediate injunctive and other equitable relief, without waiving any other rights or remedies available to it. Each party will promptly notify the other in writing if it becomes aware of any violations of the confidentiality obligations set forth in the Agreement. Upon Disclosing Party's written request, Receiving Party will either promptly return to Disclosing Party Disclosing Party's Confidential Information, and all embodiments thereof, that is in Receiving Party's possession and certify such return or use reasonable efforts to delete or otherwise render inaccessible such Confidential Information and certify the same.

#### 6 REPRESENTATIONS, WARRANTIES AND DISCLAIMER

6.1 Representations and Warranties. Each party represents and warrants to the other party that (a) such party has the required power and authority to enter into this Agreement and to perform its obligations hereunder, (b) the execution of this Agreement and performance of its obligations thereunder do not and will not violate any other agreement to which it is a party or any law or regulation applicable to it, and (c) this Agreement constitutes a legal, valid and binding obligation when signed by both parties. Client further represents and warrants that it has the right to provide Client Data to Panorama as well as the licenses and rights therein and thereto for the purposes contemplated by this Agreement.

6.2 Disclaimer. EXCEPT AS EXPRESSLY SET FORTH HEREIN, THE PLATFORM IS PROVIDED ON AN "AS-IS" BASIS AND PANORAMA DISCLAIMS ANY AND ALL WARRANTIES. EXCEPT AS OTHERWISE EXPRESSLY PROVIDED IN THIS AGREEMENT, NEITHER PARTY MAKES ANY ADDITIONAL REPRESENTATION OR WARRANTY OF ANY KIND, WHETHER EXPRESS, IMPLIED (EITHER IN FACT OR BY OPERATION OF LAW), OR STATUTORY, AS TO ANY MATTER WHATSOEVER. ALL OTHER EXPRESS OR IMPLIED CONDITIONS, REPRESENTATIONS AND WARRANTIES ARE HEREBY EXCLUDED TO THE EXTENT ALLOWED BY APPLICABLE LAW. EACH PARTY EXPRESSLY DISCLAIMS ALL IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, QUALITY, ACCURACY, TITLE, AND NON-INFRINGEMENT. NEITHER PARTY WARRANTS AGAINST INTERFERENCE WITH THE ENJOYMENT OF THE PRODUCTS OR SERVICES PROVIDED BY SUCH PARTY OR AGAINST INFRINGEMENT. NEITHER PARTY WARRANTS THAT THE PRODUCTS OR SERVICES PROVIDED BY SUCH PARTY ARE ERROR-FREE OR THAT OPERATION OF SUCH PARTY'S PRODUCTS OR SERVICES WILL BE SECURE OR UNINTERRUPTED. NEITHER PARTY WILL HAVE THE RIGHT TO MAKE OR PASS ON ANY REPRESENTATION OR WARRANTY ON BEHALF OF THE OTHER PARTY TO ANY THIRD PARTY.

#### 7 LIMITATIONS OF LIABILITY; INDEMNIFICATION

7.1 Disclaimer of Consequential Damages. THE PARTIES HERETO AGREE THAT, NOTWITHSTANDING ANY OTHER PROVISION IN THIS AGREEMENT, EXCEPT FOR LIABILITY ARISING OUT OF (A) CLIENT'S USE OF THE PLATFORM OTHER THAN EXPRESSLY PERMITTED BY SECTION 1 (RIGHT TO USE PLATFORM), (B) EITHER PARTY'S BREACH OF SECTION 5 (CONFIDENTIALITY), AND (C) A PARTY'S INDEMNIFICATION OBLIGATIONS SET FORTH IN SECTION 7.4 AND 7.5 BELOW, AS APPLICABLE, IN NO EVENT WILL EITHER PARTY BE LIABLE TO THE OTHER FOR ANY SPECIAL, INDIRECT, RELIANCE, INCIDENTAL OR CONSEQUENTIAL DAMAGES OF ANY KIND, LOST OR DAMAGED DATA, LOST PROFITS OR LOST REVENUE, WHETHER ARISING IN CONTRACT, TORT (INCLUDING NEGLIGENCE), OR OTHERWISE, EVEN IF A PARTY HAS BEEN NOTIFIED OF THE POSSIBILITY THEREOF.

7.2 General Cap on Liability. NOTWITHSTANDING ANY OTHER PROVISION OF THIS AGREEMENT, EXCEPT FOR LIABILITY ARISING OUT OF (A) CLIENT'S USE OF THE PLATFORM OTHER THAN EXPRESSLY PERMITTED BY SECTION 1 (RIGHT TO USE PLATFORM), (B) EITHER PARTY'S BREACH OF SECTION 5 (CONFIDENTIALITY), AND (C) A PARTY'S INDEMNIFICATION OBLIGATIONS SET FORTH IN SECTION 7.4 AND 7.5 BELOW, AS APPLICABLE, UNDER NO CIRCUMSTANCES WILL EITHER PARTY'S LIABILITY FOR ALL CLAIMS ARISING UNDER OR RELATING TO THIS AGREEMENT (INCLUDING BUT NOT LIMITED TO WARRANTY CLAIMS), REGARDLESS OF THE FORUM AND REGARDLESS OF WHETHER ANY ACTION OR CLAIM IS BASED ON CONTRACT, TORT, OR OTHERWISE, EXCEED THE AGGREGATE FEES PAID BY CLIENT TO PANORAMA UNDER THIS AGREEMENT DURING THE TWELVE (12) MONTH PERIOD PRECEDING THE EVENT OR CIRCUMSTANCES GIVING RISE TO SUCH LIABILITY. THIS LIMITATION OF LIABILITY IS CUMULATIVE AND NOT PER INCIDENT.

7.3 Independent Allocations of Risk. EACH PROVISION OF THIS AGREEMENT THAT PROVIDES FOR A LIMITATION OF LIABILITY, DISCLAIMER OF WARRANTIES, OR EXCLUSION OF DAMAGES IS TO ALLOCATE THE RISKS OF THIS AGREEMENT BETWEEN THE PARTIES.

## Exhibit A

### Terms

EACH OF THESE PROVISIONS IS SEVERABLE AND INDEPENDENT OF ALL OTHER PROVISIONS OF THIS AGREEMENT, AND EACH OF THESE PROVISIONS WILL APPLY EVEN IF THEY HAVE FAILED OF THEIR ESSENTIAL PURPOSE.

7.4 Indemnification by Panorama. Except for liability for which Client is responsible under Section 7.5, Panorama will indemnify, defend and hold Client and the officers, directors, agents, and employees of Client ("Client Indemnified Parties") harmless from settlement amounts and damages, liabilities, penalties, costs and expenses ("Liabilities") that are payable to any third party or incurred by the Client Indemnified Parties (including reasonable attorneys' fees) arising from any third party claim, demand or allegation that the use of the Platform in accordance with the terms and conditions of this Agreement infringes such third party's copyright or results in a misappropriation of such third party's trade secrets. Panorama will have no liability or obligation under this Section 7.4 if such Liability is caused in whole or in part by (a) modification of the Platform by any party other than Panorama without Panorama's express consent; (b) the combination, operation, or use of the Panorama with other product(s), data or services not provided by Panorama where the Platform would not by itself be infringing; or (c) unauthorized or improper use of the Platform. If the use of the Platform by Client has become, or in Panorama's opinion is likely to become, the subject of any claim of infringement, Panorama may at its option and expense (i) procure for Client the right to continue using the Platform as set forth hereunder; (ii) replace or modify the Platform to make it non-infringing so long as the Platform has at least equivalent functionality; (iii) substitute an equivalent for the Platform or (iv) if options (i)-(iii) are not available on commercially reasonable terms, terminate the Agreement. This Section 7.4 states Panorama's entire obligation and Client's sole remedies in connection with any claim regarding the intellectual property rights of any third party.

7.5 Indemnification by Client. Client will indemnify, defend and hold Panorama and the officers, directors, agents, and employees of Panorama ("Panorama Indemnified Parties") harmless from Liabilities that are payable to any third party or incurred by the Panorama Indemnified Parties (including reasonable attorneys' fees) arising from any third party claim, demand or allegation arising from or related to any use by Client or Authorized Users of the Platform or Client Data in violation of the Agreement or any applicable federal, state or local law or regulation.

7.6 Indemnification Procedure. If a Client Indemnified Party or a Panorama Indemnified Party (each, an "Indemnified Party") becomes aware of any matter it believes it should be indemnified under Section 7.4 or Section 7.5, as applicable, involving any claim, action, suit, investigation, arbitration or other proceeding against the Indemnified Party by any third party (each an "Action"), the Indemnified Party will give the other party ("Indemnifying Party") prompt written notice of such Action. Indemnified Party will cooperate, at the expense of Indemnifying Party, with Indemnifying Party and its counsel in the defense and Indemnified Party will have the right to participate fully, at its own expense, in the defense of such Action with counsel of its own choosing. Any compromise or settlement of an Action will require the prior written consent of both parties hereunder, such consent not to be unreasonably withheld or delayed.

## 8 GENERAL

8.1 International. Client may not remove or export from, or use from outside, the United States or allow the export or re-export of the Platform or anything related thereto, or any direct product thereof in violation of any restrictions, laws or regulations of the United States Department of Commerce, the United States Department of Treasury Office of Foreign Assets Control, or any other United States or foreign agency or authority.

8.2 Relationship. No agency, partnership, joint venture, or employment is created as a result of the Agreement and a party does not have any authority of any kind to bind the other party in any respect whatsoever.

8.3 Publicity. Each party agrees that it will not, without prior written consent of the other, issue a press release regarding their business relationship. Notwithstanding anything herein to the contrary, Panorama may identify Client and the relationship between Panorama and Client in Panorama's marketing collateral, website, and other promotional, proposal and marketing materials.

8.4 Assignment. Neither party may assign the Agreement by operation of law or otherwise or assign or delegate its rights or obligations under the Agreement without the other party's prior written consent; provided however, that either party may assign the Agreement to an acquirer of or successor to all or substantially all of its business or assets to which the Agreement relates, whether by merger, sale of assets, sale of stock, reorganization or otherwise. Any assignment or attempted assignment by either party otherwise than in accordance with this Section 8 will be null and void.

8.5 Equitable Relief. In any action or proceeding to enforce rights under the Agreement, the prevailing party will be entitled to recover costs and attorneys' fees. Client acknowledges that any unauthorized use of the Platform will cause irreparable harm and injury to Panorama for which there is no adequate remedy at law. In addition to all other remedies available under the Agreement, at law or in equity, Client further agrees that Panorama will be entitled to injunctive relief in the event Client uses the Platform in violation of the limited license granted herein or uses the Platform in any way not expressly permitted by the Agreement.

8.6 Force Majeure. Each party will be excused from performance for any period during which, and to the extent that, it is prevented from performing any obligation or service, in whole or in part, as a result of a cause beyond its reasonable control and without its fault or negligence, including, but not limited to, acts of God, acts of war, epidemics, fire, communication line failures, power failures, earthquakes, floods, blizzard, or other natural disasters (but excluding failure caused by a party's financial condition or any internal labor problems (including strikes, lockouts, work stoppages or slowdowns, or the threat thereof)) ("Force Majeure Event"). Delays in performing obligations due to a Force Majeure Event will automatically extend the deadline for performing such obligations for a period equal to the duration of such Force Majeure Event. Except as otherwise agreed upon by the parties in writing, in the event such non-performance continues for a period of thirty (30) days or more, either party may terminate the Agreement by giving written notice thereof to the other party. Upon the occurrence of any Force Majeure Event, the affected party will give the other party written notice thereof as soon as reasonably practicable of its failure of performance, describing the

## Exhibit A

### Terms

cause and effect of such failure, and the anticipated duration of its inability to perform.

8.7 Governance. This Agreement will be governed by the laws of the Commonwealth of Massachusetts without regard to its conflict of laws provisions. For all disputes relating to this Agreement, each party submits to the exclusive jurisdiction of the state and federal courts located in Boston, Massachusetts and waives any jurisdictional, venue, or inconvenient forum objections to such courts.

8.8 Agreement. Both parties agree that the Agreement is the complete and exclusive statement of the mutual understanding of the parties and supersedes and cancels all previous written and oral agreements, communications and other understandings relating to the subject matter of the Agreement, and that all waivers and modifications must be in a writing signed by both parties, except as otherwise provided herein. If any provision of the Agreement is found to be unenforceable or invalid, that provision will be limited or eliminated to the minimum extent necessary so that the Agreement will otherwise remain in full force and effect and enforceable. Any additional or different terms proposed by Client, including those contained in Client's procurement order, acceptance, vendor portal or website, shall not be valid or have any effect unless expressly incorporated into the SO and agreed upon in writing by Panorama. Neither Panorama's acceptance of Client's procurement order nor its failure to object elsewhere to any provisions of any subsequent document, website, communication or act of Client shall be deemed acceptance thereof or a waiver of any of the terms in these Terms. If any term of the SO, including any exhibit attached thereto, expressly conflicts with a term of these Terms, the term of the SO (or if applicable the exhibit) shall prevail. If terms within the SO, including any exhibit attached thereto, and these Terms appear merely inconsistent or ambiguous, all such terms shall be given effect to the extent reasonably possible, with a term that is more specific and detailed on a certain matter prevailing over a more general term or silence on that matter. Silence in the SO, or in any exhibit attached thereto, or in these Terms, on a matter that is addressed elsewhere in the Agreement shall not be deemed to present an express conflict, inconsistency or ambiguity.

8.9 Notices. All notices under the Agreement will be in writing and sent to the recipient's address set forth in the SO and will be deemed to have been duly given when received, if personally delivered; when receipt is electronically confirmed, if transmitted by facsimile or email; the day after it is sent, if sent for next day delivery by recognized overnight delivery service; and upon receipt, if sent by certified or registered mail, return receipt requested.

**CANUTILLO INDEPENDENT SCHOOL DISTRICT  
QUOTE SUMMARY - COST ANALYSIS**



**Follow these instructions to complete the quote summary form:**

1. Replace Vendor A, B, C, D with vendor(s) name(s) in the vendor box.
2. Enter description under description box of item(s) quoted or the description of the services requested.
3. Enter vendors unit cost. Enter vendors total cost in the total cost field
4. Award Justification: Must enter the reason you have selected the vendor to award.

		Vendor A	Vendor B	Vendor C	Vendor D
Item No.	Description	Unit Cost	Unit Cost	Unit Cost	Unit Cost
1	Access to Panorama Student Success Platform and Support (as defined in the Terms and Conditions): dashboards and reporting for teachers, intervention tracking, and use of various SEL curriculums within the platform.	\$ 71,050.00			
2			\$ 30,350.00		
3	Imagine Learning Purpose Prep Social Emotional Learning curriculum			\$ 81,000.00	
4					
5					
<b>TOTAL COST-----&gt;</b>		71050	30350	81000	

**Award Justification:** Purpose Prep is an online Social Emotional Learning (SEL) curriculum that is TEKS aligned, has a scope and sequence, and is available for use for every Canutillo ISD K-12 classroom. Purpose Prep translates the best research in online learning, neuroscience, pedagogy, and educational psychology into its instructional design. The program’s engaging curriculum, targeted support for diverse learners, family engagement elements, and focused professional development ensure that students develop the productive attitudes and prosocial behavior needed for success in school, work, relationships, and life. This curriculum was the choice voted on by the School Health Advisory Council (SHAC) committee.

Tabulation prepared by: Nicole Morales 266 Date:05/04/2022  
 Department/Campus: Student Support Services

# Board of Trustees

Meeting Date: May 24, 2022

## Executive Summary of Board Agenda Item

Subject/Title for Agenda Posting: Partnership with Contigo Ed

Justification Statement: This contract and MOU with Contigo Ed is for the express purpose of increasing College & Career Readiness outcomes.

Purpose of Agenda Item:  Information  Discussion  Action  
 Item Type:  Curriculum & Instruction  HumanResources  Business Services

Staff Responsible: Marnie Rocha and Nicole Morales

Signature of Requester(s)



Signature of Presenter(s)

Business Services Approval (Initials)

Date

### Agenda Summary:

CREED has reached out to Canutillo ISD to partner with Contigo Ed to help the district analyze, define and effectively plan how we can help our students achieve our post secondary goals and outcomes. Contigo Ed plans to help our counselors drill down our data so we can better ascertain areas to improve our system for students to earn a CCR indicator and collect bonus CCR monies to reinvest in our programs.

RECOMMENDATION: To approve Data MOU and Contigo Ed Contract

PRIOR BOARD ACTION: None      AWARDED:      AWARDED AMOUNT:

AMOUNT(S): None

ACCOUNT NO(S):  
Funded by CREED

PROCUREMENT METHOD TYPE: (3 Quotes, Cooperative Contract Quotes, Sole Source, Formal Bid)

REQUESTING DEPARTMENT:  
Academics Division; Student Support-Counseling & Guidance

CONSEQUENCES OF NON-APPROVAL:  
Canutillo will lose the opportunity to access important data to assist in finding ways to increase College & Career Readiness

IMPLEMENTATION TIMELINE:

ATTACHMENT(S): See data MOU & Contract





# OFFICE OF THE ASSOCIATE SUPERINTENDENT

## CANUTILLO A Premier District

### EXECUTIVE SUMMARY

**TO: Board of Trustees and Superintendent Galaviz**  
**FROM: Marnie E. Rocha and Nicole Morales**  
**DATE: May 12, 2022**  
**RE: MOU with Contigo Education and CREEED**

The Council on Regional Economic Expansion and Educational Development (CREEED ) reached out to Canutillo ISD to partner with Contigo Education to increase the number of students who achieve College and Career Readiness upon graduation. CREEED plans to fund Contigo Education to work with one large and small district with purpose of increasing CCR for the region. They have selected Canutillo ISD for this initiative.

Contigo Ed plans to involve key district stakeholders to use a data to develop a comprehensive strategic plan for Canutillo. They plan to assess our current process to prepare our students for post-secondary success, ranging from seeking a higher education degree or an industry-accepted credential aligned with high-demand jobs paying a living wage.

Working together, we plan to find what resources are critical to meet our objectives, establish interim progress goals, and create recommendations that will lead to our students reaching their post-secondary goals.

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**Street Address:**

7965 Artcraft Rd.  
El Paso, TX 79932

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**Mailing Address:**

P.O. Box 100  
Canutillo, TX 79835

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P: (915) 877-7475  
F: (915) 877-7523  
[canutillo-isd.org](http://canutillo-isd.org)

Canutillo Independent School District does not discriminate on the basis of race, color, religion, gender, sex, national origin, age, disability, military status, genetic information, or any other basis prohibited by law in its employment practices or in providing education services, activities, and programs, including career and technical education (vocational programs).

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For additional information regarding Canutillo Independent School District's policy of nondiscrimination contact the Human Resources Division: (915) 877-7423 | 7965 Artcraft Dr. | El Paso TX 79932.



## RESEARCH DATA SHARING AGREEMENT

**THIS AGREEMENT is entered into on this the day of 9th day of May, 2022 by and between Contigo Ed and Cambiar Education (organization sponsor of Contigo Ed) herein called “Contigo Ed and Cambiar Education,” The Council on Economic Expansion and Educational Development, herein called “CREEED,” and the Canutillo Independent School District, herein called “District” or “Canutillo ISD” for the period of May, 2022 through December, 2022. The parties hereto agree as follows:**

1. Contigo Ed, Cambiar Education, and CREEED are conducting a study on the following: **Analysis of Canutillo ISD’s Postsecondary Access, Success and Outcomes.** The purpose of the study is to assess Canutillo ISD’s current processes in preparing every student starting in middle school for some type of postsecondary education post their high school graduation, ranging from seeking a higher education degree to an industry-accepted credential aligned with high-demand jobs paying a living wage (“CCMR Goal”). Our work will define the current and necessary resources critical to achieving the District’s objective, establish interim progress indicators toward the CCMR Goal, and create a set of strategic actions (the “Plan”) that include key recommendations that align processes and incorporate critical programming enabling the District to achieve its CCMR Goal. The study will involve Contigo Ed, Canutillo ISD staff, and identified external partners/collaborators (e.g., CREEED) and will continue from May 9th and end no later than December 30, 2022. To complete the study, Contigo Ed and other noted entities in this agreement will have access to requested and available District data.
2. The release of District employee information must be in compliance with all applicable laws and regulations, including, but not limited to, the Texas Education Code, Section 21.355 and Texas Government Code, Section 552.117.
3. The release of personally identifiable information of students must be in compliance with the requirements of the Family Educational Rights and Privacy Act (FERPA).
4. FERPA permits the disclosure of personally identifiable information of students to an organization conducting a study “for, or on behalf of, educational agencies or institutions” for statutorily enumerated purposes, including for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction. 20 U.S.C. 1232g(b)(1)(F).
5. Student Confidentiality. The Canutillo ISD has a legal obligation to maintain the confidentiality and privacy of student records in accordance with applicable law and regulations, specifically the Family Educational Rights and Privacy Act (FERPA). Contigo Ed, Cambiar Education, and their authorized representatives may only receive student information in compliance with the requirements and exceptions outlined in FERPA. Contigo Ed, Cambiar Education, and their authorized representatives acknowledge that they must comply with said law and regulations and safeguard student information. Contigo Ed, Cambiar Education, and their authorized representatives may not re-disclose the information to a third party without prior written consent from the Canutillo ISD, the parent or eligible student. Contigo Ed, Cambiar Education, CREEED, and their authorized representatives must destroy any student information received from the Canutillo Independent School District when no longer needed for the purposes listed in this Agreement. Any extended use of the data must be specifically authorized in writing in advance of the expiration of the underlying Agreement. Contigo Ed, Cambiar Education, CREEED, and their authorized representatives must maintain the confidentiality of the

student records according to commercially reasonable administrative, physical and technical standards that are no less rigorous than the standards by which Contigo Ed, Cambiar Education, and CREEED protect their own confidential information.

6. Canutillo ISD will provide the following information to the Contigo Ed, Cambiar Education, and CREEED:
  - See Exhibit A
7. **Contigo Ed, Cambiar Education, and CREEED acknowledge that the educational records and personally identifiable information from education records provided by the Canutillo ISD may only be used to meet the purpose or purposes of the study as stated in this Agreement. If Contigo Ed Cambiar Education, and/or CREEED desire to use the records or data obtained from the Canutillo ISD to conduct further research not specifically authorized in the Agreement, an amended research proposal must be submitted to the District for approval.**
8. Contigo Ed, Cambiar Education, and CREEED must conduct the study in a manner that does not permit the personal identification of parents and students by anyone other than representatives of the organization with legitimate interests. This will typically mean that the Contigo Ed, Cambiar Education, and CREEED should allow internal access to personally identifiable information from education records only to individuals with a legitimate education interest and need to know, and that Contigo Ed, Cambiar Education, and CREEED should take steps to maintain the confidentiality of the personally identifiable information from education records at all stages of the study, including within the final report, by using appropriate disclosure avoidance techniques.
9. If Contigo Ed, Cambiar Education, and/or CREEED want to conduct a survey of students, all acknowledge that all student surveys will be in compliance with the requirements of the Protection of Pupil Rights Amendment (PPRA). In the event that any Department of Education funding is used for this program, prior written parental consent will be obtained before surveying a student on any of the following topics:
  1. Political affiliations;
  2. Mental and psychological problems potentially embarrassing to the student and his/her family;
  3. Sex behavior and attitudes;
  4. Illegal, anti-social, self-incriminating and demeaning behavior;
  5. Critical appraisals of other individuals with whom respondents have close family relationships;
  6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; or
  7. Religious practices, affiliations, or beliefs of the student or parents; or
  8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

The protected categories may also be expanded by future amendments to the PPRA. Parents will have the opportunity to inspect the survey created by a third party before the survey is administered or distributed to the student regardless of the funding source.

10. Contigo Ed, Cambiar Education, and CREEED must destroy all education records and any data derived from personally identifiable information or records when the information is no longer needed for the purposes for which the study was conducted. Contigo Ed, Cambiar Education, and CREEED must provide the Canutillo ISD with evidence of the destruction of the records in compliance with this Agreement. The destruction must occur within 60 days of completion of all project work for Canutillo ISD. The parties may agree to amend the Agreement to extend the time period if needed, but the Agreement must be in writing and include a time limit.

The Canutillo ISD will provide input on the specific time period for destruction based on the facts and circumstances surrounding the disclosure and study. The destruction must be in accordance with the Canutillo ISD's records retention policies and procedures. Canutillo ISD policy does not mandate a specific methodology for destruction (overwriting, degaussing, or physical destruction), only that data must be rendered irrecoverable. **[NOTE: The specific method of destruction needs to be specified in the agreement] (see Exhibit B).**

12. Contigo Ed, Cambiar Education, and CREEED designate the following individual or entity as an authorized representative: Donald Kamentz, Christina Heitz, and Eduardo Rodriguez, respectively. The authorized representative has authority to bind the entity to the requirements of this agreement. The authorized representative shall also require individuals accessing the personally identifiable information from education records to execute affidavits of nondisclosure or other documentation indicating their individual agreement to handle the personally identifiable information from education records properly.
13. Contigo Ed and Cambiar Education must provide Canutillo ISD with a copy of policies and procedures, consistent with FERPA and other Federal and State confidentiality and privacy provisions, that will be used to protect personally identifiable information from education records from further disclosure (except back to the Canutillo ISD) and unauthorized use, including limiting the use of personally identifiable information from education records to only authorized representatives with legitimate interests in the study. A copy of the Contigo Ed and Cambiar Education's confidentiality and privacy provisions are attached as "Exhibit B."
14. Approval to use the personally identifiable information from education records for one study does not confer approval to use the data for another study. The personally identifiable information from education records may only be used for the activities described in this Agreement.
15. The points of contact and data custodians (the individuals directly responsible for managing the data in question) are:

**District: Canutillo ISD**, Nicole Morales, Director of Student and Community Services, [nrocha@canutillo-isd.org](mailto:nrocha@canutillo-isd.org), 915-877-7508

**Contigo Ed**: Donald Kamentz, Founder & CEO, [donald@contigoed.org](mailto:donald@contigoed.org), 713-208-1517

**Cambiar Education**: Christina Heitz, Founder & CEO, [christina@cambiareducation.org](mailto:christina@cambiareducation.org)  
480-308-9837

**CREEED**: Eduardo Rodriguez, Executive Director, [erodriguez@creeed.org](mailto:erodriguez@creeed.org), 915-309-0928

16. The disclosure of education records or personally identifiable information from education records to Contigo Ed, Cambiar Education, and CREEED are not an assignment of ownership of the personally identifiable information or records to Contigo Ed, Cambiar Education, and/or CREEED. The Canutillo ISD retains ownership of all such records. Personally identifiable information from education records may only be redisclosed with the Canutillo ISD's permission or in compliance with FERPA and its regulations.
17. The Canutillo ISD maintains the right to conduct audits or otherwise monitor Contigo Ed, Cambiar Education, and CREEED receiving personally identifiable information from education records to periodically affirm that Contigo Ed, Cambiar Education, and CREEED have appropriate policies and procedures in place to protect the personally identifiable information from education records.

18. The failure to comply with the requirements of FERPA will subject the third party to all allowable penalties under state and federal law. In the event that District data is compromised and/or released to an unauthorized individual, Contigo Ed and/or Cambiar Education must alert Canutillo ISD's Director of Student and Community Services ([nrocha@canutillo-isd.org](mailto:nrocha@canutillo-isd.org)) at Canutillo ISD upon notification of the breach as soon as practical. In the event of a breach, Contigo Ed, Cambiar Education, and/or CREEED will follow the notification requirements outlined in Texas Business and Commercial Code, Section 521.053.
19. Canutillo ISD maintains ownership of all intellectual property rights. Contigo Ed, Cambiar Education, and CREEED may not use the District's name or logo, the Board members' names or images, and the names or images of students, staff, or facilities for any commercial advertising. The use of the District's intellectual property for non-commercial use requires the prior written consent of the Superintendent of Schools or designee.
20. Contigo Ed, Cambiar Education and CREEED certify that they are not an abortion provider nor an affiliate of the provider as noted in Texas SB 22, codified in Texas Government Code Chapter 2272, and effective September 2019. If this provision is violated by Contigo Ed and/or Cambiar Education, Agreement and/or taxpayer resource transaction is voidable by Canutillo ISD and Partner agrees to defend and indemnify Canutillo ISD against any action brought by the Office of the Attorney General for a violation of Texas Government Code, Section 2272.003 .
21. **Contigo Ed, Cambiar Education, and CREEED shall indemnify, defend and hold District harmless from all claims, liabilities, damages, or judgments involving a third party, including District's costs and attorney fees, which arise as a result of Contigo Ed 's, Cambiar Education's, and/or CREEED's failure to meet any of its obligations under this agreement.**
22. This Agreement and all of the rights and obligations of the parties hereto and all of the terms and conditions hereof shall be construed, interpreted and applied in accordance with and governed by and enforced under the laws of the State of Texas, and the parties hereto agree that venue shall be in El Paso County, Texas.

*By signing, I certify that I have read and agree with the terms of the Data Sharing Agreement and I am authorized to sign and execute on behalf of my institution.*

**Canutillo Independent School District**

By: \_\_\_\_\_  
 Title: \_\_\_\_\_  
 Date: \_\_\_\_\_

**Contigo Ed**

By: \_\_\_\_\_  
 Title: \_\_\_\_\_  
 Date: \_\_\_\_\_

**CREEED**

By: \_\_\_\_\_  
 Title: \_\_\_\_\_  
 Date: \_\_\_\_\_

**Cambiar Education**

By: \_\_\_\_\_  
 Title: \_\_\_\_\_  
 Date: \_\_\_\_\_

\*\*\*\*\*

(if needed)

APPROVAL AS TO FORM FOR CANUTILLO ISD:

\_\_\_\_\_  
 Canutillo ISD Legal Counsel  
 Date: \_\_\_\_\_



DATA FIELDS	DATA SOURCE
<b>District Transcript Data</b>	
District Issued Student ID HS Course Code HS Course Title MS Course Code MS Course Title Grading Period Grade Scale Grade Absences Credit Endorsements Military Enlistment Industry-based Certification Associates Degree Earned Graduation Type Code (indicating IEP and Workforce Readiness)  Dual Credit Participation, including, but not limited to: <ul style="list-style-type: none"> <li>• Enrollment Date</li> <li>• Courses</li> <li>• Grades</li> <li>• Credit(s) Attempted</li> <li>• Credit(s) Earned</li> </ul>	Data is sourced from the District SIS only for all students.

DATA FIELDS	DATA SOURCE
<b>Filing Status Information for Free Application for Federal Student Aid (FAFSA)</b>	
First Name Middle Initial Last Name Date of Birth FAFSA Submission Date FAFSA Processing Date Verification Status Completion Status High School ID	Data is sourced from interfacing with Apply Texas data systems maintained by The University of Texas at Austin, Educate Texas website and/or U.S. Department of Education

*NOTE: If XX ISD and/or any other affiliated agency/data source collects TASFA data, in particular, completion of form and accompanying college application data, we would like for that to be included as well.*

DATA FIELDS	DATA SOURCE
<b>PSAT Scores</b>	
Attending Institution Code Last or Surname First Name Middle Initial Birth Date College Board Student Id Secondary School Student Id Address Street Number and Name Address Line 2 Text Address City Address State Abbreviation Us Zip or International Post Code Email Address Latest PSAT: Assessment Date Latest PSAT: Grade Level When Assessed Latest PSAT: Total Score Latest PSAT: Evidence-Based Reading and Writing Section Score Latest PSAT: Math Section Score Latest PSAT: Reading Test Score Latest PSAT: Writing and Language Test Score Latest PSAT: Math Test Score Latest PSAT: Analysis in Science Cross-Test Score Latest PSAT: Analysis in History/Social Science Cross-Test Score Latest PSAT: Relevant Words in Context Subscore Latest PSAT: Command of Evidence Subscore Latest PSAT: Expression of Ideas Subscore Latest PSAT: Standard English Conventions Subscore Latest PSAT: Heart of Algebra Subscore Latest PSAT: Passport to Advanced Mathematics Subscore Latest PSAT: Problem Solving and Data Analysis Subscore Date of Report	Data is sourced through electronic transfer from either District or directly from the College Board.

DATA FIELDS	DATA SOURCE
<b>SAT Scores</b>	
Cohort Year Last Or Surname First Name Middle Initial Birth Date College Board Student ID Secondary School Student ID Address Street Number And Name Address Line 2 Text Address City Address State Abbreviation US Zip Or International Post Code Email Address Latest SAT: Registration Number Latest SAT: Make Up Indicator Latest SAT: Assessment Date Latest SAT: Grade Level When Assessed Latest SAT: Revised Score Indicator Latest SAT: Total Score Latest SAT: Evidence-Based Reading And Writing Section Score Latest SAT: Math Section Score Latest SAT: Reading Test Score Latest SAT: Writing And Language Test Score Latest SAT: Math Test Score Latest SAT: Analysis In Science Cross-Test Score Latest SAT: Analysis In History/Social Science Cross-Test Score Latest SAT: Relevant Words In Context Subscore Latest SAT: Command of Evidence Subscore Latest SAT: Expression of Ideas Subscore Latest SAT: Standard English Conventions Subscore Latest SAT: Heart Of Algebra Subscore Latest SAT: Passport To Advanced Mathematics Subscore Latest SAT: Problem Solving And Data Analysis Subscore Latest SAT: Essay Reading Subscore Latest SAT: Essay Analysis Subscore Latest SAT: Essay Writing Subscore Date of Report Filler	Data is sourced through electronic transfer from either District or directly from the College Board

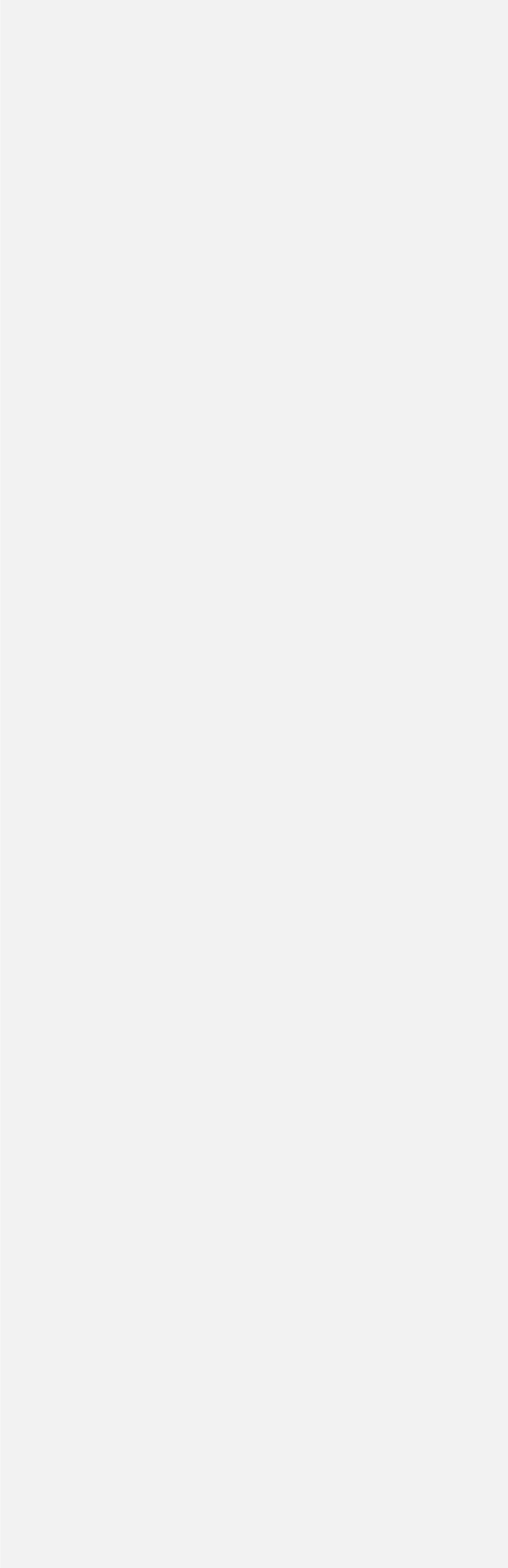
DATA FIELDS	DATA SOURCE
<b>ACT Scores</b>	
ACT ID Last Name First Name Middle Initial Address City State (Alpha) Zip Phone Type Phone Number Expanded Date of Birth State Assigned Student ID Number High School Code Expanded Test Date Combined English/Writing (EW) Score Writing Subscore English Scale Score Mathematics Scale Score Reading Scale Score Science Scale Score Composite Scale Score Production of Writing Readiness Range Knowledge of Language Readiness Range Conventions of Standard English Readiness Range Preparing for Higher Math Readiness Range Number & Quantity Readiness Range Algebra Readiness Range Functions Readiness Range Geometry Readiness Range Statistics & Probability Readiness Range Integrating Essential Skills Readiness Range Modeling Readiness Range Key Ideas & Details Readiness Range Craft & Structure Readiness Range Integration of Knowledge & Ideas Readiness Range	Data is sourced through electronic transfer from either District or directly from ACT

DATA FIELDS	DATA SOURCE
<b>TSIA / Accuplacer Scores</b>	
Last Name First Name Date of Birth Student ID Date of Exam Arithmetic Score College-Level Math Score Elementary Algebra Score Reading Comprehension Score Sentence Skills Score	Data is sourced directly from the College Board Accuplacer system.  Field names may differ slightly as no official field name list is available publicly.

DATA FIELDS	DATA SOURCE
<b>Advanced Placement Exams</b>	
<p>AP Number  Last Name  First Name  Middle Initial  Student Street Address 1  Student Street Address 2  Student Street Address 3  Student State  Student Zip Code  Sex  Date of Birth  School ID  Education Level  Best Language  Admin Year [N] (where 'n' represents the number of occurrences)  Exam Code [N] (where 'n' represents the number of occurrences)  Exam Grade [N] (where 'n' represents the number of occurrences)  Date of Last Student Update  Date on which the student's record was last updated.  Date of this report  Date this report was generated.  Student Information Continued  Student Identifier  A unique number or alpha code assigned to the student by the school, school system, state, or other entity.  Race Ethnicity Student Response Derived Aggregate Race  Ethnicity</p>	<p>Data is pulled for each exam taken by a student in the specified school. Data is used to match up students if no crosswalk exists from the student ID.</p>

DATA FIELDS	DATA SOURCE
<b>National Student Clearinghouse</b>	
Your Unique Identifier High School Code High School Graduation Date Last Name First Name Middle Initial Name Suffix College Code / Branch College Name College State 2-year/4-year Public/Private Enrollment Begin Date Enrollment End Date Enrollment Status Graduated Graduated Date Degree Title Major College Sequence Program Code	Data is sourced from District or directly from National Student Clearinghouse. One record per enrollment period.

<b>Student Roster</b>	
Your Unique Identifier High School Code High School Graduation Date Last Name First Name Middle Initial Name Suffix College Code / Branch College Name College State 2-year/4-year Public/Private Enrollment Begin Date Enrollment End Date Enrollment Status	Data is sourced from District or directly from National Student Clearinghouse. One record per enrollment period.



Graduated Graduated Date Degree Title Major College Sequence Program Code	
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DATA FIELDS	DATA SOURCE
<b>Career and Technology Education</b>	
<p>CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications</p> <p>Canutillo ISD CTE MS Student HS Readiness Survey Data and Results</p>	<p>Data is sourced from the District SIS only for all students.</p> <p>From Survey administered by R&amp;E and/or CTE Depts.</p>

DATA FIELDS	DATA SOURCE
<b>External Partnerships Participation</b>	
Last Name First Name Middle Initial / Name District Issued Student ID High School ID Graduation Year Entry Date into Program Ethnicity Race Sex Gender  Specific Program participation including but not limited to:	Data is sourced from the District SIS for all students and/or rosters/reports provided by External Partners..

**Commented [1]:** Are there any external 3rd party orgs offering district CCMR support we should list here?

## EXHIBIT B

*Specifically referenced in Clauses #11 and #13, the following is both Cambiar Education and as such, Contigo Ed's privacy policy, given Cambiar Education is the organization sponsor of Contigo Ed program initiative.*

**Last Updated: January 13, 2022**

Welcome to the Cambiar Education website located at [www.cambiareducation.org](http://www.cambiareducation.org) (the "Site"). This privacy policy ("Privacy Policy") describes how we collect, use and disclose information we receive through our Site and any of our other products or services that link to this Privacy Policy that Cambiar Education may provide now or in the future (collectively, the "Services"). This privacy policy ("Privacy Policy") is incorporated by reference into the Cambiar Education Terms of Use.

### REVISIONS TO THIS PRIVACY POLICY

Any information collected by the Services is covered by the Privacy Policy in effect at the time such information is collected. We may revise this Privacy Policy from time to time. If we make any material changes to this Privacy Policy, we'll notify you of those changes by posting them on the Services or by sending you other notification, and we'll update the "Last Updated" date above to indicate when those changes will become effective.

### INFORMATION YOU PROVIDE TO US

Account Information. We receive and store any information you knowingly provide to us. Through some requests you make (including but not limited to applying for or nominating someone for our Fellowship program, requesting curricular materials, or joining our mailing list), we may collect personal information such as your name, email address, school, school address, title, and other information about your interests and preferences (collectively "Personal Information"). Any other information combined with your Personal Information will be treated together as Personal Information.

All information entered by you is voluntary and at your own discretion, though certain information is required in order to make some requests as noted above. If you provide such information, you consent to the use of that information in accordance with the policies and practices described in this Privacy Policy. Cambiar Education may send you notifications, information, materials, or other offers through email, text, or other type of notification. Also, we may receive a confirmation when you open an email from us. This confirmation helps us make our communications with you more interesting and improve our Services.

### Information Collected Through Your School.

We will add information to your Personal Information provided by your school that the school may provide to us in connection with our Services. Cambiar Education understands that it is important that our partner schools comply with the Family Education Rights and Privacy Act ("FERPA") and related regulations. Certain information collected through your school that may be provided to Cambiar

Education that is directly related to a student and maintained by your school, may be considered an education record ("education record") under FERPA.

#### **INFORMATION COLLECTED AUTOMATICALLY**

Like many website owners and operators, we use automated data collection tools such as Cookies and Web Beacons to collect certain information. This information is necessary for the adequate performance of the contract between you and us, to enable us to comply with legal obligations and given our legitimate interest in being able to provide and improve the Cambiar Education Site.

The technologies and information we automatically collect include:

"Cookies" are small text files that are placed on your hard drive by a Web server when you access our Services. We may use Cookies to tell us how and when you interact with our Services, to monitor aggregate usage and web traffic routing on our Services, and to customize and improve our Services. Although most browsers automatically accept Cookies, you can change your browser options to stop automatically accepting Cookies or to prompt you before accepting Cookies. However, if you don't accept Cookies, you may not be able to access all portions or features of the Services. Some third-party service providers that we engage may also place their own Cookies on your hard drive. Note that this Privacy Policy covers only our use of Cookies and does not include use of Cookies by such third parties.

"Web Beacons" (also known as Web bugs, pixel tags or clear GIFs) are tiny graphics with a unique identifier that may be included in the Services and Site for several purposes, including to deliver or communicate with Cookies, to track and measure the performance of the Services, to monitor how many visitors view the Services.

Information Related to Use of the Services. Our servers may automatically record certain information about how a person uses the Services or Site ("Log Data"). Log Data may include information such as a user's Internet Protocol (IP) address, browser type, operating system, the web page that a user was visiting before accessing our Site or the Services, the pages or features of the Services to which a user browsed and the time spent on those pages or features, search terms, the links on the Cambiar Education Site or Services that a user clicked on and other statistics. We use Log Data to administer the Services and we analyze (and may engage third parties to analyze) Log Data to improve, customize and enhance the Services by expanding their features and functionality and tailoring them to our user's needs and preferences. We may use a person's IP address to generate aggregate, non-identifying information about how the Services is used.

Information Sent by Your Device. We collect certain information that the device from which you are using the Services and Site (such as, mobile phone, iPad, computer, etc.) sends when you use the Services and Site, like a device identifier, user settings and the operating system of your device, as well as information about your use of the Services and Site.

Location Information. When you use our Site, we may collect and store information about your location by converting your IP address into a rough geo-location or by accessing your mobile device's GPS coordinates or coarse location if you enable location services on your device. We may use location information to improve and personalize the Services for you.

## HOW WE USE YOUR INFORMATION

We use information about you in the following ways:

- **Information You Give To Us.** We will use this information:
  - to provide you with the information and services that you request from us;
  - to provide you with information about goods or services we feel may interest you. We will only contact you by electronic means (e-mail or SMS) where you have consented to this, or where we can otherwise lawfully do so.
  - to notify you about changes to the Services;
  - to ensure that content from Cambiar Education is presented in the most effective manner for you and for your computer.
  
- **Information Automatically Collected.** We will use this information:
  - to administer Cambiar Education and for internal operations, including troubleshooting, site traffic, data analysis, testing, research, statistical and survey purposes;
  - to improve Cambiar Education to ensure that content is presented in the most effective manner;
  - as part of our efforts to keep Cambiar Education safe and secure;
  - to make suggestions and recommendations to you and other users of Cambiar Education about goods or services that may interest you or them.

Our primary goals in collecting information are to provide and improve our Services, to administer your use of the Services, and to enable you to enjoy and easily navigate the Services. We will use your Personal Information to:

- administer the Services, communicate with you and provide customer support in relation to the Services.
- resolve disputes, collect fees (if any) and troubleshoot problems.
- customize your experience and otherwise measure and improve the Services.
- send you relevant emails and communications (including keeping you informed about our products, offerings and any promotional offers) that might be of interest to you (If we use your personal information to market to you, you will be able to opt-out of such uses).
- enforce our agreements, terms, conditions, and policies, and send you notices and alerts.

Additionally, we may offer you products and services that may be of your interest. You can opt-out of receiving marketing communications from us by following the unsubscribe instructions included in our marketing communications.

## INFORMATION THAT WE SHARE WITH THIRD PARTIES

First and foremost, you should know that Cambiar Education does not sell or rent your Personal Information to any third-party for any purpose - including for advertising or marketing purposes. Furthermore, we do not share your Personal Information with any third-parties except in the limited circumstances described in this Privacy Policy and as set forth below:

Information Shared with Authorized Viewers. We may share your information, including your Personal Information, with individuals that you have explicitly authorized us to share your information (“Authorized Viewers”).

Information Shared with Our Service Providers. We may engage third-party services providers to work with us to administer and provide the Services (e.g. companies that provide us services such as hosting and maintenance of our Site, data storage and management, etc.). These third-party services providers have access to your Personal Information only to the extent needed to perform services on our behalf.

Information Shared with Third Parties. From time to time in the course of our business or operations, we may collaborate with other educational partners to collect, analyze and process data relating to our student users. Such collaboration enables us to grow and improve our Services. Generally, any such data is collected in an aggregated and anonymized format, which means that Personal Information will not be included in any such collected data. Your use of the Site and Services constitutes your consent to the collection and sharing of aggregated, anonymized data with such third parties in the manner described in this paragraph. In the event that any data is shared with third parties in a manner that contains Personal Information, we will take reasonable efforts to ensure that our users have consented to the collection and sharing of such Personal Information.

Analytics Services. We use analytics services, including mobile analytics software, to help us understand and improve how the Services are being used. These services may collect, store and use information in order to help us understand things like how often you use the Services, the events that occur within the application, usage, performance data, and from where the application was downloaded.

Aggregated Information and Non-identifying Information. We may share aggregated information (information about our users that we combine together so that it no longer identifies or references an individual user) and other non-personally identifiable information, including with users, partners or the press in order to, for example, demonstrate how the Services is used, spot industry trends, or to provide marketing materials for Cambiar Education. Any aggregated information and non-personalized information shared this way will not contain any Personal Information.

Legal Requirements. We may disclose personal information if we have a good faith belief that doing so is necessary to comply with the law, such as complying with a subpoena or other legal process. We may need to disclose personal information where, in good faith, we think it is necessary to protect the rights, property, or safety of Cambiar Education, our employees, our community, or others, or to prevent violations of our Terms of Use or other agreements. This includes, without limitation, exchanging information with other companies and organizations for fraud protection or responding to law enforcement and government requests. Where appropriate, we may notify users about the legal requests, unless (i) providing notice is prohibited by the legal process itself, by court order we receive, or by applicable law; (ii) we believe that providing notice would be futile, ineffective, create a risk of injury or bodily harm to an individual or group, or create or increase a risk of fraud upon Cambiar Education, or its users. In instances where we comply with legal requests without notice for these reasons, we will attempt to notify that user about the request after the fact where appropriate and where we determine in good faith that we are no longer prevented from doing so.

Change of Control. In the event that all or a portion of Cambiar Education or its assets are acquired by or merged with a third-party, personal information that we have collected from users would be one of the assets transferred to or acquired by that third-party. This Privacy Policy will continue to apply to

your information, and any acquirer would only be able to handle your personal information as per this policy (unless you give consent to a new policy). We will provide you with notice of an acquisition within thirty (30) days following the completion of such a transaction, by posting on our homepage, or by email to your email address that you provided to us. If you do not consent to the use of your personal information by such a successor company, you may request its deletion from the company.

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (“FERPA”)**

If you are employed by a school or district subject to FERPA, you agree to appoint Cambiar Education as a “school official” as that term is defined in FERPA and as interpreted by the Family Policy Compliance Office, and determine that Cambiar Education has a “legitimate educational interest” for the purpose of delivering the Services in accordance with these Terms. Cambiar Education agrees that it shall be bound by all relevant provisions of FERPA, including operating under the direct control of the school or district with respect to handling of “personally identifiable information” from “education records,” as those terms are defined in FERPA. Cambiar Education further agrees that personally identifiable information from students will not be disclosed to third parties except as required to provide Services to you contemplated in this Agreement. Any third party users will be bound to manage personally identifiable information in compliance with the Privacy Policy, security policies and all applicable laws, and to use the personally identifiable information for the sole and limited purpose of providing the Services to the user.

Cambiar Education may use education records that have been de-identified for product development, research or other purposes permitted by applicable law (“de-Identified data”), including:

- To demonstrate the effectiveness of the Services, including in our marketing materials; and
- To develop and improve our educational products.

Cambiar Education will not attempt to re-identify the de-Identified data nor will we transfer the de-Identified data to a third-party unless that party agrees not to attempt re-identification.

## **YOUR CHOICES**

We offer you choices regarding the collection, use and sharing of your Personal Information and we'll respect the choices you make. Please note that if you decide not to provide us with the Personal Information that we request, you may not be able to access all of the features of the Services.

Opt-Out. We may periodically send you free newsletters, SMS messages and e-mails that directly promote the Cambiar Education Site and Services. When you receive such communications from us, you will have the opportunity to "opt-out" (by following the unsubscribe instructions provided in the e-mail you receive). There are certain communications regarding use of the Services that you will not be able to opt out of— e.g., communications regarding updates to our Terms of Use or this Privacy Policy.

If you want us to delete your Personal Information, please email us at [cambiar@cambiareducation.org](mailto:cambiar@cambiareducation.org) with your request. Cambiar Education retains the data we collect for different periods of time depending on what it is and how we use it.

Cambiar Education retains some data for longer periods of time when necessary for legitimate business or legal purposes, such as security, fraud and abuse prevention, or financial record-keeping. When Cambiar Education deletes data, Cambiar Education follows a deletion process to make sure that your data is safely and completely removed from our servers or retained only in anonymized form. As a result, there may be delays between when you delete something and when copies are deleted from our active and backup systems.

## **HOW WE PROTECT YOUR INFORMATION**

Cambiar Education uses commercially reasonable information security safeguards to protect its databases and servers against risks of loss, unauthorized access, destruction, misuse, modification, or inadvertent or improper disclosure of data. Cambiar Education segregates certain personally identifiable and other information about your use of Cambiar Education's Services into separate databases, some of which can be accessed only by a limited number of employees.

We restrict access to personal information to authorized Cambiar Education administrators, agents or independent contractors who need to know that information in order to process it for us, and who are subject to strict confidentiality obligations and may be disciplined or terminated if they fail to meet these obligations.

## **LINKS TO OTHER SITES**

The Cambiar Education Site and Services may contain links to websites and services that are owned or operated by third parties (each, a "Third-party Service"). Any information that you provide on or to a Third-party Service or that is collected by a Third-party Service is provided directly to the owner or operator of the Third-party Service and is subject to the owner's or operator's privacy policy. Cambiar Education is not responsible for the content, privacy or security practices and policies of any Third-party Service.

## **INTERNATIONAL TRANSFER**

Cambiar Education is operated in the United States. If you are located outside of the United States, please be aware that the information we collect about you, including personal information, will be transferred to the United States. By using Cambiar Education, you consent to the transfer, processing and storage of your information, including personal information, in the United States in accordance with this Privacy Policy.

## **OUR POLICY TOWARD CHILDREN**

The Cambiar Education Site and Services are not intended for use by children under the age of 13 and does not knowingly collect personal information from children under 13 years of age. If you believe that your child or student may have provided us with personal information without parental consent, you may contact us at [cambiar@cambiareducation.org](mailto:cambiar@cambiareducation.org). If we learn that we have collected Personal

Information of a child under 13 we will take steps to delete such information from our files as soon as possible.

#### **RESPONDING TO DO NOT TRACK SIGNALS**

Our Site and Services does not have the capability to respond to "Do Not Track" signals received from various web browsers.

#### **QUESTIONS?**

Please contact us at [cambiar@cambiareducation.org](mailto:cambiar@cambiareducation.org) if you have any questions about our Privacy Policy.



## CONSULTING AGREEMENT - CCMR PHASE I STRATEGIC PLANNING

This is a contract (this "Agreement") entered into by **Contigo Ed and Cambiar Education**<sup>1</sup> (hereinafter referred to as "Contractors"), with their primary address at 4653 Carmel Mountain Road., Suite 308-97, San Diego, CA 91230, and **The Council on Economic Expansion and Educational Development** (hereinafter the "Organization" and "CREEED") and **Canutillo ISD** (hereinafter referred to as "Client"), with its primary place of business at 7965 Artcraft Rd., El Paso, TX 79932 (collectively, the "Parties" and each a "Party").

1. **Term.** This Agreement is effective as of May 9, 2022 and will continue through September 30, 2022 (the "Termination Date") unless extended by mutual written agreement.

2. **Description of Services to be Performed.** Beginning on May 9, 2022, Contractors shall provide the services (collectively, the "Services") as referenced in Exhibit A.

3. **Payment for Services Performed.** In consideration of Contractors' performance of Services in accordance with the terms of this Agreement, Organization agrees to compensate Contractors, on behalf of Client, as follows (the "Fee") as noted in Exhibit B. Total work hours/days not to go beyond the end date of agreement unless mutually agreed upon. The maximum total Fee authorized by this Agreement specifically billed to CREEED will be **\$27,100** per term of Agreement and outlined in noted Exhibits.

Contractors shall send invoices to Client in order to be compensated for Services and, if applicable, reimbursed for additional approved expenses that have been incurred.

4. **Ownership of Work Product.** Client and Contractors understand and agree that all pre-existing work and work processes prepared and developed by Contractors in connection with Contractors' services under this Agreement, including all intellectual property rights therein (collective, "Pre-Existing Work"), will be and remain the sole property of Contractors. Contractors will have full, exclusive, and unlimited right to use or reprint such Pre-Existing Work and to transfer such right to others, and Client shall have no right, title or interest in or to the Pre-Existing Work.

Client and Contractors understand and agree the final analysis and recommendations created in connection with the Services outlined in this contract and noted specifically in Exhibit A, including all intellectual property rights therein, will be, and remain the sole property of the Client. Contractors do have the right to share final analysis and recommendations, either de-identified or not, with other entities and organizations as long as expressed written consent is obtained from Client before doing so.

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<sup>1</sup> **Contigo Ed** is an independent, non-profit organization fiscally sponsored by Cambiar Education under its Entrepreneur Incubation initiative.

## CONSULTING AGREEMENT - CCMR PHASE I STRATEGIC PLANNING

### 5. Confidentiality.

- (a) Confidentiality Obligations. Each party hereto (a "*Receiving Party*") acknowledges that it and its directors, officers, employees, contractors, agents and advisors (collectively "*Representatives*") may, in the course of performing Services or exercising its rights hereunder, be exposed to or acquire information which is proprietary to and/or confidential to the other party (a "*Disclosing Party*"). Any and all such information of any form obtained by a Receiving Party or its Representatives shall be deemed to be the confidential and proprietary information of the Disclosing Party and is hereinafter collectively referred to as "*Confidential Information*." The Receiving Party shall hold Confidential Information of the Disclosing Party in strict confidence and shall not copy, reproduce, sell, assign, license, market, transfer or otherwise dispose of, give or disclose such information to any third party, or use such information for any purposes whatsoever other than as necessary in order to perform its obligations or exercise its rights pursuant to this Agreement, and may only disclose such Confidential Information to its Representatives who have been advised of their obligations to keep such information confidential. Each party shall be responsible for breach of this Agreement by any of such party's Representatives. The financial terms of this Agreement shall be deemed the Confidential Information of both parties, and neither party may disclose any of the financial terms of this Agreement to a third party without the prior written consent of the other party.
- (b) Exclusions. Confidential Information shall exclude all information that the Receiving Party can demonstrate by competent written records (a) is at the time of disclosure, or thereafter becomes, a part of the public domain through no act or omission of the Receiving Party or its Representatives; (b) was in the Receiving Party's possession prior to the disclosure and had not been obtained by the Receiving Party either directly or indirectly from the Disclosing Party; (c) is hereafter disclosed to the Receiving Party by a third party who did not acquire the information directly or indirectly from the Disclosing Party hereunder; (d) is independently developed by the Receiving Party without use of the Confidential Information; or (e) is required by law to be disclosed, but only to the extent and for the purposes of such required disclosure, and only if the Receiving Party gives prior notice of such required disclosure to the Disclosing Party and cooperates with the Disclosing Party on request to obtain a protective order or otherwise limit the disclosure.
- (c) Notice of Possible Disclosure. The Receiving Party shall promptly advise the Disclosing Party in the event the Receiving Party learns or has reason to believe that any person who has had access to Confidential Information has violated or intends to violate the terms of this Article III and the Receiving Party shall at its expense cooperate with the Disclosing Party in seeking injunctive or other equitable relief against any such person.
- (d) Return of Information. Upon the termination or expiration of this Agreement, the Receiving Party shall promptly deliver to the Disclosing Party, or at the Disclosing Party's option, destroy all of the Disclosing Party's Confidential Information in the

## CONSULTING AGREEMENT - CCMR PHASE I STRATEGIC PLANNING

Receiving Party's possession, whether such Confidential Information is in tangible (hard copy) or intangible (electronic) form. If such Confidential Information is destroyed, the Receiving Party shall promptly provide a written certification of such destruction to the Disclosing Party.

6. **Termination.** This Agreement may be terminated prior to the Termination Date by either Party (a) for any reason or for no reason, upon thirty days written notice to the other Party or (b) in the event that the other Party defaults in the payment or performance of its obligations under this Agreement and such default is not cured on or before the tenth (10th) day after the date on which the non-defaulting Party delivers written notice to the defaulting Party, in which case this Agreement shall terminate automatically and without further notice on the day after such tenth (10th) day.

7. **Independent Contractors.** The parties agree that in performing the Services, Contigo Ed and Cambiar Education will be independent contractors and not an employee of Client for purposes of all state, federal, and local laws.

8. **Release and Indemnification.** Contractors hereby release, discharge and agree to hold harmless and defend Client and its directors, officers, employees, and agents from any liabilities, losses, claims, suits, damages, costs and expenses, including without limitation reasonable attorneys' fees (collectively, "Damages") arising out of or otherwise relating to the subject matter of this Agreement and resulting from the acts or omissions of Client or any of its directors, officers, employees, and agents, provided that the foregoing indemnity shall not apply to any Damages to the extent that the same arise from any action or omission by Client in violation of this Agreement or constituting fraud.

Client hereby releases, discharges and agrees to hold harmless and defend Contractors and their directors, officers, employees, and agents from any liabilities, losses, claims, suits, damages, costs and expenses (including without limitation, reasonable attorneys' fees, defense costs, investigation expenses, discovery costs and court costs) arising out of or otherwise relating to the subject matter of this Agreement and resulting from the acts or omissions of Contractors or any of its directors, officers, employees, and agents, provided that the foregoing indemnity shall not apply to any Damages to the extent that the same arise from any action or omission by Contractors in violation of this Agreement or constituting fraud.

9. **No Solicitation.** Throughout the Term of this Agreement and for a period of one (1) year after the Termination Date or, if earlier, the date on which this Agreement is terminated pursuant to Section 6, neither Party shall knowingly directly or indirectly attempt to employ, or solicit for employment by others, any person who is then, or was within the preceding twelve (12) months, an employee or independent contractor of the other Party.



## CONSULTING AGREEMENT - CCMR PHASE I STRATEGIC PLANNING

10. **No Assignment.** Contractors may not assign or transfer any of its rights hereunder or delegate any of its obligations hereunder without Client's prior written consent, which Client shall not unreasonably withhold, delay, or condition. Any attempted assignment or transfer without such consent will be void.

11. **Applicable Law.** This Agreement shall be governed by the laws of the State of Texas.

12. **No Waiver.** The waiver by either Party of a breach of violation of any provision of this Agreement will not constitute a waiver of any subsequent breach or violation thereof.

13. **Enforceability.** If any provision of this Agreement is found to be void or unenforceable by either of the parties, such finding will not render any other provision of this Agreement void or unenforceable.

14. **Entire Agreement.** This document contains the entire Agreement of the parties and supersedes all prior negotiations or agreements, whether oral or written, regarding the matters set forth herein. It may not be changed orally but only by an agreement in writing signed by both parties.

15. **Dispute Resolution.** The parties agree that any controversy, claim or dispute of whatever nature arising between the parties shall be resolved exclusively through binding arbitration in El Paso County, Texas, before a single arbitrator, pursuant to the American Arbitration Association's then-in-effect National Rules for the Resolution of Commercial Disputes.

16. **Binding Effect.** This Agreement shall be binding on, and inure to the benefit of, the Parties and their respective successors and permitted assigns.

[Signatures appear on the following page]



## **CONSULTING AGREEMENT - CCMR PHASE I STRATEGIC PLANNING**

The undersigned Parties and their duly authorized representatives represent and warrant that they have authority to enter into this Agreement and hereby agree to the terms set forth above, effective as of the date first written above.

### **Canutillo ISD**

By (Signature):

Print Name:

Title:

Date:

### **CREED**

By (Signature):

Print Name:

Title:

Date:

### **Contigo Ed**

By (Signature):

Print Name:

Title:

Date:

**CONSULTING AGREEMENT - CCMR PHASE I STRATEGIC PLANNING**

**EXHIBIT A - STATEMENT OF WORK**

**Project Goal**

In collaboration with Canutillo ISD (“District”) and The Council on Regional Economic Expansion & Educational Development (“CREEED”), Contigo Ed will assess Canutillo ISD’s current processes in preparing every student for some type of postsecondary education post their high school graduation, ranging from seeking a higher education degree to an industry-accepted credential aligned with high-demand jobs paying a living wage (“CCMR Goal”). Our work will define the current and necessary resources critical to achieving the District’s objective, establish interim progress indicators toward the CCMR Goal, and create a set of strategic actions (the “Plan”) that include key recommendations that align processes and incorporate critical programming enabling the District to achieve its CCMR Goal.

**Desired Outcomes**

In collaboration with the District, Contigo Ed will conduct a formal assessment of Canutillo ISD’s processes for preparing students for postsecondary access and recommend a comprehensive set of strategic actions (and the resources necessary to fund them) that will help Canutillo ISD achieve its CCMR Goal over time.

**Summary of Phase Work, Deliverables, Benefits and Proposed Project Timeline**

<b>Phase</b>	<b>Deliverables</b>	<b>Benefits</b>
<p><b><u>Phase I - Data deep dive, needs assessment, and program analysis (quantitative and qualitative)</u></b></p> <p><i>Estimated Time: 2-3 months</i></p>	<p>Set of Aligned Strategic actions (the “Plan”) including a comprehensive report/slide deck with:</p> <ul style="list-style-type: none"> <li>• comprehensive CCMR data analysis focused on district goals, strategies, initiatives, outcomes, etc.</li> <li>• summary of stakeholder survey and interviews and findings</li> <li>• proposed key priorities, focus areas, potential new or augmented partnerships and recommendations around staffing/resourcing allocations to achieve the CCMR Goal. The Plan will outline potential sources (i.e., public CCMR outcomes funding,</li> </ul>	<p>Outside, experienced evaluation that provides both evidence-based and feasible recommendations and solutions to increase CCMR outcomes toward the District’s CCMR Goal.</p>

**CONSULTING AGREEMENT - CCMR PHASE I STRATEGIC PLANNING**

	<p>philanthropic needs, etc.) required to enable the Plan to be implemented.</p>	
<p><b>Phase II – Further plan out and execute/ implement initial aspects of focus areas and recommended priorities from Phase I.</b></p> <p><i>Estimated Time: 4-6 months</i></p>	<p>Plans created and implemented highlighting demonstrated evidence of need and ongoing sustainability (short-term, near-term, and long term). Further visioning and strategic planning and implementation sessions provided for focus areas and recommended priorities from Phase I.</p> <div data-bbox="464 991 1182 1129" style="border: 1px solid black; padding: 5px; text-align: center;"> <p><i>Not included in this Statement of Work</i></p> </div>	<p>Immediate impact on student CCMR outcomes and creation of funding proposals (if requested) for Accelerator/Catalyst support from the greater philanthropic community and other entities.</p>
<p><b>Phase III – Ongoing full implementation and support of Phase I &amp; II work.</b></p> <p><i>Estimated Time: TBD (based on mutually agreed upon Statement of Work)</i></p>	<p>Further project management and support led by an experienced team who increases both capacity and capabilities of designated teams and schools/districts.</p> <div data-bbox="464 1470 1182 1608" style="border: 1px solid black; padding: 5px; text-align: center;"> <p><i>Not included in this Statement of Work</i></p> </div>	<p>Work led and managed by an external team that has been involved from the onset of analysis and planning (earlier Phase work).</p>





**CONSULTING AGREEMENT - CCMR PHASE I STRATEGIC PLANNING**

<b>Late Month 2 - Early Month 3</b>	Present revised strategic plans to Canutillo ISD Admin Leadership. Once finalized and approved, work with both ISD Admin Leadership and Steering Committee to communicate the plan to all stakeholders (both internal and external).	Finalized strategic plan/slide deck outlining implementation plan. Help create other identified deliverables needed for implementation (e.g., possible engagement plan with stakeholders).
---	--	--

**Phase II & III Work (optional – Not included in this Statement of Work)**

If desired, Canutillo ISD could further engage the Contigo Ed team, along with various identified stakeholders (as noted) throughout the strategic project planning. to help execute and implement recommended plans and identified priorities from Phase I planning and work. Separate Phase II and/or Phase III Statements of Work would be created outlining both the scope of work needed, expected deliverables, pricing for services, and project schedule/timeline.

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## CONSULTING AGREEMENT - CCMR PHASE I STRATEGIC PLANNING

### **Proposed Contigo Ed Engagement with Canutillo ISD Stakeholders**

Successful strategic planning and implementation work draws on input from the right set of stakeholders. Conversely, failing to involve the right stakeholders jeopardizes the long-term buy-in and success of the work. Contigo Ed will work with Canutillo ISD Administrative Leadership and designated community-engaged supporters to best determine whom to include in the process, what role these individuals would have, and how we would engage them and at what intervals.

- **Steering Committee:** Composed of key individuals (both internally and externally), these individuals are charged with advancing the overall engagement. Some clients empower the Steering Committee to be decision-making bodies themselves, while others manage them as a key input and recommendation. In envisioning a Steering Committee for Canutillo ISD strategic planning project, Contigo Ed will work to find the best way to fit within current culture, supporting noted goals, and align with this moment in time in overall strategic planning.
- **External experts and partners:** As described above, Contigo Ed would plan to further engage designated external stakeholders, partners, and national experts and build upon the work already done to date. Together, we will further identify the right people to speak with during initial engagement, as well as throughout the entire project.
- **Primary Canutillo ISD Project Liaison:** Contigo Ed has found one of the keys to a successful project is having one specific person within a client organization who has the responsibility to serve as our team's primary liaison. With this person, Contigo Ed would expect to hold frequent meetings (at best scheduled intervals) to reflect on the work to date, gather input and guidance, and prepare for broader group meetings.



## CONSULTING AGREEMENT - CCMR PHASE I STRATEGIC PLANNING

### EXHIBIT B - PHASE I CONSULTING FEES

Contigo Ed sets our professional fees to account for our anticipated staffing and support costs associated with the projected scope of work. Based on our understanding of the work requirements for this engagement (subject to any mutually agreed to modifications), the price for completing this Phase I work for Canutillo ISD would total **\$27,100** (NOTE: CREEED will cover all Phase I costs for Canutillo ISD).

Contigo Ed is an independent and remote-based entity so most of our work is done virtually (via online video calls). This said, Contigo Ed staff members do travel to partners and their sites when needed. Any necessary travel costs incurred by members of either team have already been incorporated into the noted costs below. For any other non-Contigo Ed consultants and/or resources brought in per mutual agreement, any incurred costs/direct expenses will be additional and billed directly to either CREEED and/or Canutillo ISD by said entities.

Below are some of our rates and rate ranges for various pieces of work for Phase I:

#### Phase I Work Deliverables and Associated Costs:

Project Work & Deliverables	Costs
Initial and ongoing data dive and analysis, including large-scale surveys of various identified stakeholders as needed	\$7,100
Conducting and summarizing 15-20 qualitative stakeholder Interviews	\$4,000
Ongoing stakeholder planning and engagement (e.g., weekly prep and meetings with designated liaison, monthly prep and meetings for Steering Committee, identified external experts and partners interviews and planning, focus groups/feedback sessions)	\$9,800
Written comprehensive Strategic Plan (including PPT slide decks and any supplemental materials) and final virtual/in-person presentations to identified stakeholders of all materials as requested by District and/or CREEED	\$4,200
Project Support Costs (Travel, Materials, Tech Support, Fiscal Sponsor fees, etc.)	\$2,000
<b>TOTAL</b>	<b>\$27,100</b>

Possible additional costs for either in-person and/or online engagements:

- Additional Interviews requested by the District will be billed at additional costs of \$300/interview for



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up to 10 additional interviews. This specific line item costs will be billed directly to Canutillo ISD and fully paid for by them solely, if applicable.

- Full-day deep dives and/or professional development presentations to support Phase I implementation and planning (up to 4 virtual and/or in-person (if possible): \$20,000 to be paid by Canutillo ISD should they elect to conduct for their staff.

## **PAYMENT SCHEDULE**

CREEED must have an invoice to pay Contigo Ed, as this Agreement is insufficient to process payment. Therefore, Contigo Ed will invoice at two intervals via CREEED's billing systems as noted with payment to be disbursed within 30 days of receipt:

- Upon signing contract agreement – first payment (\$13,550)
- Upon successful completion of final deliverables for Phase I work – remaining payment (\$13,550)

Payments will be released upon successful completion of services/milestones as outlined in this scope of work using the invoicing instructions as noted below.

### Invoicing Process

Submit invoices to designated CREEED contact for review and approval, per schedule noted above.

On invoice, at a minimum, Contigo Ed will include the following information:

- Name, title, and email of CREEED Liaison for the project
- Start and end date of each period
- Costs/Rate: 2 payments as noted above (beginning of work and completion of work)
- Contigo Ed's fiscal sponsor - Cambiar Education - organizational and contact information, mailing address, phone number, email, and banking information

## **CONSULTING AGREEMENT - CCMR PHASE I STRATEGIC PLANNING**

### **APPENDIX**

#### **Contigo Ed Organization Overview**

Contigo Ed was born out of a desire to provide effective counseling and support around postsecondary access and success to stakeholders (educators, schools, districts, organizations, community supporters, funders, etc.) via high level organizational analysis, strategic planning, and customized training and support.

What makes our organization unique is that our entire staff, both full-time and contracted, consists of practitioners who have been both highly successful counselors and organizational leaders and managers with:

- Extensive firsthand and comprehensive knowledge and expertise especially in postsecondary pathways advising, instructional planning and delivery, and organizational leadership and management;
- Proven track records of success and sustained impact at every level;
- Demonstrated passion for commitment to educational equity for all, especially underrepresented students.

Having both the direct and high-level managerial experiences gives us a distinct advantage among organizations like ours, making us both well-respected and highly sought out experts in this postsecondary access and success space.

#### **Contigo Ed Team Bios**

##### **Donald Kamentz - Founder and CEO**

Donald Kamentz is a skilled facilitator and education consultant utilizing his diverse experiences in both non-profit management and K-12 education to help organizations best serve all student populations. As the Founder and CEO of the Contigo Ed, Donald Kamentz brings his over 25+ years of diverse experiences and passion of working in the postsecondary access and success arenas to help ensure all students, regardless of their backgrounds and the schools they attend, are advised by highly-trained, skilled, and effective educators committed to helping them thrive and reach their fullest potential.

Most recently, he served as Executive Director of Character Lab, a non-profit organization dedicated to advancing the science and practice of character development. Comprising a team of researchers, educators, and designers, Character Lab believes character skills are malleable

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and measurable, character development can enhance academic performance, and finally, character strengths are as important to long-term life outcomes as are IQ and socioeconomic status.

Before Character Lab, Donald spent 16 years, lastly as managing director of college and career initiatives, at YES Prep Public Schools, a public charter school system in Houston, Texas. Under his leadership, he created a college access program recognized nationally as a model for supporting first-generation, low-income students to and through college. Prior to joining YES Prep, Donald spent five years with Teach For America in a variety of roles, most recently as the Executive Director for Institute Operations.

Donald has been a member of both the National Association of College Admission Counseling (NACAC) and the Texas Association for College Admission Counseling (TACAC) since 1999. For NACAC, Donald served on the Current Trends and Futures Issues Committee for 5 years, the last two as Committee Chair. For TACAC, he served as a Secondary School Delegate to NACAC's National Assembly, as well as lead faculty chair for seven years of the College Counseling track of TACAC/College Board's Admissions and College Counseling Summer Institute — a training program designed to assist and fully train new college counselors with all aspects of the college admissions process. Donald was also elected to serve for a three-year term of state President for TACAC, the first charter school representative to do so in the history of the organization.

Due to his work and success, Donald is a frequent speaker on local, statewide and national panels on both social-emotional research and practice, as well as the college counseling and alumni support process, in particular for first-generation, college-bound students.

Donald earned a Bachelor of Arts in political science, with a minor in international affairs-Latin American Studies, from The George Washington University. Donald is a Cambiar Education Fellow, a Pahara-Aspen Fellow, and a member of the Aspen Global Leadership Network.

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### **Chad Spurgeon - Partner, Client Services**

Chad Spurgeon is a postsecondary access and non-profit management leader based in Houston, Texas. Chad brings 15+ years of experience to the Contigo Ed team and specializes in leading teams, developing and driving strategic initiatives, and increasing student access to postsecondary opportunities.

Prior to Contigo Ed, Chad served as Senior Director of Programmatic Partnerships at National Math and Science Initiative, a STEM-focused non-profit organization dedicated to ensuring all students, especially those furthest from opportunity, thrive and reach their highest potentials as problem-solvers and lifelong learners. Before his role with the National Math and Science



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Initiative, he served as Director of Education for Character Lab, a non-profit committed to advancing the science and practice of character development. In this role, he led the organization's work to translate promising character development research into high-quality, open-source classroom resources available to all educators and families.

Prior to his work in the education non-profit sector, Chad spent 10 years as a member of the College Initiatives team at YES Prep Public Schools in Houston, Texas. During his career at YES Prep, he held several leadership roles, including Managing Director of College Initiatives, where he led the district's efforts to ensure all students were eligible and prepared to enroll, persist, and graduate from a postsecondary institution.

Chad earned a Bachelor of Arts in Communications from The College of Wooster and a Master of Public Affairs from the University of Texas-Austin.

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### **Marco Heredia - Partner, Analytics**

Marco Heredia is a postsecondary access leader based in San Francisco, California. Marco brings experience in data analytics and management consulting to the Contigo Ed team including experience in analyzing and distilling insights from data, developing data-driven strategies and corresponding initiatives, and leading implementation of these initiatives.

Prior to Contigo Ed, Marco served as a Consultant at the Boston Consulting Group (BCG), a management consulting firm. In this role his work in data analytics, strategy development, and implementation spanned 12+ projects across many industries including education, energy/utilities, industrial goods, and healthcare. In one of his recent projects, Marco supported a large, well-known philanthropic organization in developing its college access and pathways strategy, speaking with 30+ college access/pathways leaders in the field to assess overall trends and understand emerging areas of opportunity/potential investment.

In his time with BCG, Marco also served a 6-month secondment as the Manager of Strategic Initiatives at Good Reason Houston. In this role he supported the launch of Harris County Promise, a program that covers tuition and provides coaching support for students enrolling at their local community college. He also supported 3 Houston area school districts in analyzing and understanding their postsecondary outcomes data, and guiding them in thinking about what solutions/interventions could help improve their outcomes.

Marco has a Bachelor of Science in Chemical Engineering from the University of Texas-Austin.

## Executive Summary of Board Agenda Item

**Subject/Title for Agenda Posting:**

The MOU between UT Austin and Canutillo ISD for the intervention program was Board approved in January 27, 2022.  
Approval of Interlocal Agreement between UT Austin and Canutillo ISD for reimbursement to Canutillo ISD for Grade 1 Math Early Intervention Program interventionists.

**Justification Statement:**

The Curriculum and Instruction division is requesting the Board's approval for reimbursement on the National Science Foundation through UT Austin to create early intervention program grade 1 math interventionists.

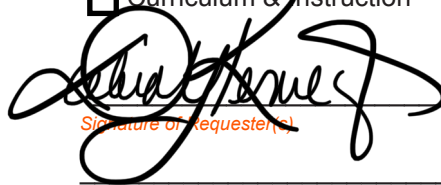
Purpose of Agenda Item:

Information  Discussion  Action

Item Type:

Curriculum & Instruction  Human Resources  Business Services

Staff Responsible:



Dr. Debra Kerney - Executive Director to Curriculum and Instruction

*Signature of Requester(s)*

Yirah Valverde - Mathematics District Curriculum Coordinator

*Signature of Presenter(s)*

Elizabeth B. Sida

5/16/2022

*Business Services Approval (Initials)*

*Date*

**Agenda Summary:**

The MOU between UT Austin and Canutillo ISD for the intervention program was Board approved in January 27, 2022. The early math intervention was delivered in a small groups by district-hired math interventionists for which the district will be reimbursed by the National Science Foundation. I employed research based techniques that were comprised of 8 units (40 lessons) that provided first-grade students opportunities to apply and improve their understanding of whole numbers and operations and engage in purposeful mathematics discourse in the context of real-world science-based activities. The intervention is comprised of hands-on investigations and technology-based activities focused on foundational concepts of measurement and data analysis. The intervention lessons are delivered 30 minutes daily for eight weeks.

RECOMMENDATION: The Curriculum and Instruction team recommends for this Inter-local agreement to be approved for reimbursement.

PRIOR BOARD ACTION: NO      AWARDED: NA      AWARDED AMOUNT: NA

AMOUNT(S): NA

ACCOUNT NO(S): NA

PROCUREMENT METHOD TYPE: (3 Quotes, Cooperative Contract Quotes, Sole Source, Formal Bid)

Interlocal Agreement

REQUESTING DEPARTMENT: Curriculum and Instruction

**CONSEQUENCES OF NON-APPROVAL:** Failure to approve the Interlocal agreement will result in loss of reimbursement to the district.

IMPLEMENTATION TIMELINE: Upon Approval

ATTACHMENT(S): Interlocal Agreement - UT Austin Meadows Center for Preventing Educational Risk and Canutillo ISD Precision Mathematics



## INTERLOCAL COOPERATION CONTRACT

This **Interlocal Cooperation Contract (Contract)** is entered into effective **March 7, 2022 (Effective Date)**, by and between Contracting Parties pursuant to authority granted in and in compliance with [Chapter 791, Government Code](#).

### CONTRACTING PARTIES:

**Receiving Party:** The University of Texas at Austin, The Meadows Center, of the State of Texas.

**Performing Party:** Canutillo Independent School District, of the State of Texas.

### PURPOSE:

The purpose of this Contract is to obtain the services of Performing Party to **provide instructional assistance for a research project (Project)**. This Contract will increase the efficiency and effectiveness of Contracting Parties.

### STATEMENT OF SERVICES TO BE PERFORMED:

Performing Party will perform the following services (**services**):

1. **Provide instructional assistance for a research project**

### WARRANTIES:

Receiving Party warrants (1) the services are necessary and authorized for activities properly within its statutory functions and programs; (2) it has authority to contract for the services under authority granted in Section \_\_\_\_\_, *Texas \_\_\_\_\_ Code*, and [Chapter 791, Government Code](#); (3) it has all necessary power and has received all necessary approvals to execute and deliver this Contract, and (4) the representative signing this Contract on Receiving Party's behalf is authorized by its governing body to do so.

Performing Party warrants (1) it has authority to perform the services under authority granted in Section \_\_\_\_\_, *Texas \_\_\_\_\_ Code* and Chapter 791, *Texas Government Code*; (2) it has all necessary power and has received all necessary approvals to execute and deliver this Contract, and (3) the representative signing this Contract on Performing Party's behalf is authorized by its governing body to do so.

### CONTRACT AMOUNT:

The total amount of this Contract will not exceed **\$15,500**.

### PAYMENT:

Receiving Party will remit payments to Performing Party for services satisfactorily performed in accordance with [Chapter 2251, Government Code](#) (Texas Prompt Payment Act).

Payments made under this Contract (1) are based on cost recovery (2) will fairly compensate Performing Party for the services performed, and (3) will be made from current revenues available to Receiving Party.

[Section 51.012, Education Code](#), authorizes Receiving Party to make payments through electronic funds transfer methods. Performing Party agrees to accept payments from Receiving Party through those methods, including the automated clearing house system (ACH). Performing Party agrees to provide its banking information to Receiving Party in writing on Performing Party letterhead signed by an authorized representative of Performing Party. Prior to the first payment, Receiving Party will confirm Performing Party's banking information. Changes to Performing Party's bank information must be communicated to Receiving Party in writing at least thirty (30) days before the effective date of the change and must include an IRS Form W-9 signed by an authorized representative of Performing Party.

**TERM:**

The term of this Contract begins on the Effective Date and expires on **May 20, 2022**.

**NOTICES:**

Except as otherwise provided by this Section, notices, consents, approvals, demands, requests or other communications provided or permitted under this Contract, will be in writing and will be sent via certified mail, hand delivery, overnight courier, facsimile transmission (to the extent a facsimile number is set forth below), or email (to the extent an email address is set forth below) as provided below, and notice will be deemed given (i) if delivered by certified mail, when deposited, postage prepaid, in the United States mail, or (ii) if delivered by hand, overnight courier, facsimile (to the extent a facsimile number is set forth below) or email (to the extent an email address is set forth below), when received:

If to Receiving Party: Maria Longhi  
Email: [mlonghi@austin.utexas.edu](mailto:mlonghi@austin.utexas.edu)

If to Performing Party: Yirah Valverde, Ph.D.  
Mathematics Curriculum and Instruction Coordinator  
Canutillo Independent School District  
Email: [yvalverde@canutillo-isd.org](mailto:yvalverde@canutillo-isd.org)

or other person or address as may be given in writing by either party to the other in accordance with this Section.

**TERMINATION:**

In the event of material failure by a Contracting Party to perform its duties and obligations in accordance this Contract, the other party may terminate this Contract upon seven (7) days' advance written notice of termination setting forth the nature of the material failure; provided that, the material failure is through no fault of the terminating party. The termination will not be effective if the material failure is fully cured prior to the end of the seven-day period.

**OTHER PROVISIONS:**

**Access by Individuals with Disabilities.** Performing Party represents and warrants (**EIR Accessibility Warranty**) the electronic and information resources and all associated information, documentation, and support Performing Party provides to Receiving Party under this Contract (**EIRs**) comply with applicable requirements set forth in [1 TAC Chapter 213](#) and [1 TAC Section 206.70](#) (ref. [Subchapter M, Chapter 2054, Texas Government Code](#)). To the extent Performing Party becomes aware the EIRs, or any portion thereof, do not comply with the EIR Accessibility Warranty, then Performing Party represents and warrants it will, at no cost to Receiving Party, either (1) perform all necessary remediation to make the EIRs satisfy the EIR Accessibility Warranty or (2) replace the EIRs with new EIRs that satisfy the EIR Accessibility Warranty. If Performing Party is unable to do so, Receiving Party may terminate this Contract and, within thirty (30) days after termination, Performing Party will refund to Receiving Party all amounts Receiving Party paid under this Contract.

Performing Party will provide all assistance and cooperation necessary for the performance of accessibility testing conducted by Receiving Party or Receiving Party's third party testing resources as required by [1 TAC Section 213.38\(g\)](#).

**Payment of Debt or Delinquency to the State.** Pursuant to Sections [2107.008](#) and [2252.903](#), *Government Code*, any payments owing to Performing Party under this Contract may be applied directly toward any debt or delinquency Performing Party owes the State of Texas or any agency of the State of Texas, regardless of when it arises, until paid in full.

**Venue; Governing Law.** Travis County Texas, will be the proper place of venue for suit on or in respect of this Agreement. This Agreement, all of its terms and conditions, all rights and obligations of the parties, and all claims arising out of or relating to this Agreement, will be construed, interpreted and applied in accordance with, governed by and enforced under, the laws of the State of Texas.

UT AUS CN: 2022\_3126

**Entire Agreement; Modifications.** This Contract supersedes all prior agreements, written or oral, between Performing Party and Receiving Party and will constitute the entire agreement and understanding between the parties with respect to its subject matter. This Contract and each of its provisions will be binding on the parties, and may not be waived, modified, amended or altered, except by a writing signed by Receiving Party and Performing Party.

**Loss of Funding.** Performance by a Contracting Party of its duties and obligations under this Contract may be dependent upon the appropriation and allotment of funds by the Texas State Legislature (**Legislature**) and/or allocation of funds by that Contracting Party's governing board. If Legislature fails to appropriate or allot necessary funds, or a Contracting Party's governing board fails to allocate necessary funds, then Contracting Party that loses funding may terminate this Contract without further duty or obligation. Contracting Parties agree acknowledge that appropriation, allotment, and allocation of funds are beyond the Contracting Parties' control.

**State Auditor's Office.** Contracting Parties understand acceptance of funds under this Contract constitutes acceptance of authority of the Texas State Auditor's Office or any successor agency (**Auditor**), to conduct an audit or investigation in connection with those funds (ref. [Sections 51.9335\(c\), 73.115\(c\) and 74.008\(c\), Education Code](#)). Contracting Parties agree to cooperate with Auditor in the conduct of the audit or investigation, including providing all records requested. Contracting Parties will include this provision in all contracts with permitted subcontractors.

**Assignment.** This Contract is not transferable or assignable except upon written approval by Contracting Parties.

**Severability.** If any one or more of the provisions of this Contract will for any reason be held to be invalid, illegal, or unenforceable in any respect, that invalidity, illegality or unenforceability will not affect any other provision, and this Contract will be construed as if the invalid, illegal, or unenforceable provisions had never been included.

**Public Records.** It will be the independent responsibility of Receiving Party and Performing Party to comply with [Chapter 552, Government Code \(Public Information Act\)](#), as it applies to the Contracting Parties' respective information. Receiving Party is not authorized to receive public information requests or take any action under the Public Information Act on behalf of Performing Party. Likewise, Performing Party is not authorized to receive public information requests or take any other action under the Public Information Act on behalf of Receiving Party.

**Executed effective on the Effective Date by the following duly authorized representatives of Contracting Parties:**

**RECEIVING PARTY:**

University of Texas at Austin

DocuSigned by:  
By: Linda Shaunessy  
Name: Linda Shaunessy  
Title: Businesss Contracts Administrator

Date: 2022-04-17 | 17:00:09 PDT

**PERFORMING PARTY:**

\_\_\_\_\_  
By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_

Date: \_\_\_\_\_

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Envelope Id: 91AFB022DDC842448110A882C5A8A4B6	Status: Sent
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# Board of Trustees

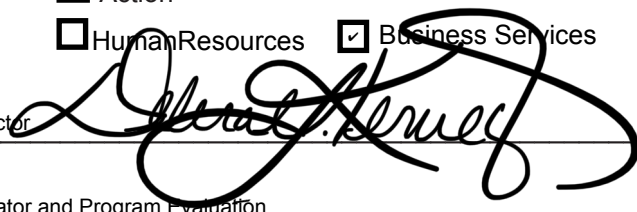
Meeting Date: 5/24/2022

## Executive Summary of Board Agenda Item


Subject/Title for Agenda Posting: Recommendation of the Curriculum and Instruction Departments Program Evaluation Committee. Recommendation per District Policy BQ (Local)

Justification Statement: Per BQ (Local) the Board shall ensure that administrative procedures are developed in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization; adequately reflect the District's planning process and include implementation guidelines, time frames and necessary resources.

Purpose of Agenda Item:  Information  Discussion  Action  
 Item Type:  Curriculum & Instruction  Human Resources  Business Services

Staff Responsible: Dr. Debra Kerney C&I Executive Director  
*Signature of Requester(s)* 

Marlena Zimmerman Science Coordinator and Program Evaluation  
*Signature of Presenter(s)*

Elizabeth Sida  5/9/2022  
*Business Services Approval (Initials)* *Date*

### Agenda Summary:

We are respectfully submitting recommendation and supporting documentation of programs for the 2022 school year as reviewed by the Program Evaluation Committee. The criteria used to determine effectiveness for each program was derived through the BQ (Local) Elements of the program Accountability guidelines. This memo includes a summary of recommendations, committee agendas, and supporting documentation for each program reviewed by the Program Evaluation Committee.

RECOMMENDATION: It is recommended that the Board approve the 2022 Program Evaluation Committee Recommendation list as presented by the Curriculum and Instruction Department.

PRIOR BOARD ACTION: yes      AWARDED: 05-25-21      AWARDED AMOUNT: 0.00

AMOUNT(S): 0.00

ACCOUNT NO(S):

PROCUREMENT METHOD TYPE: (3 Quotes, Cooperative Contract Quotes, Sole Source, Formal Bid)

REQUESTING DEPARTMENT:

Curriculum and Instruction

CONSEQUENCES OF NON-APPROVAL:

The Curriculum and Instruction Department will not be in compliance with BQ (local)

IMPLEMENTATION TIMELINE:

Upon Approval

ATTACHMENT(S): C&I 2022 Program Evaluation



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# Program Evaluation 2022

2021-2022 School Year

Prepared by the Curriculum and Instruction Department - April, 2022

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## Program List Quick Look

Program	Department	ES	MS	HS	Cost 2021-2022	Cost 2022-2023	Renewal
Amplify Tutoring Program	C&I	X			\$231,886	\$231,886	Yes
BoardMaker	SPED	X	X	X	\$1,791.00	\$1,791.00	Yes
Certiport MOS	CTE			X	\$15,704	\$15,704	Yes
College Board Pre-AP	C&I		X	X	\$18,000	\$18,000	No
DBQ Online SS/ELAR	C&I		X		\$1,125	\$1,125	No
Destiny	Libraries	X	X	X	\$14,248.15	\$17,748.55	Yes
Discovery Education	Libraries	X	X	X	\$10,630.69	\$10,826.79	Yes
Edmentum Plato	C&I			X	\$43,750	\$44,594.55	Yes
Eduthings	CTE			X	\$3,500	\$3,500	Yes
Eduphoria	C&I	X	X	X	\$22,185	\$24,750	Yes
ESTAR/ESPED	SPED	X	X	X	\$21,983.86	\$21,810.92	Yes
EStar LPAC	ALS	X	X	X	\$10,966.04	\$11,569.17	Yes
Gale Resources	C&I	X	X	X	\$50	\$50	Yes
Gallup poll	Associate Superintendent	X	X	X	\$3,341.70	\$3,346.20	Yes
Generation Genius	C&I	X			\$2,673	\$2,673	Yes
I-Station	C&I	X	X		\$71,862.46	\$93,126.54	Yes
iCEV	CTE			X	\$3,218.75	\$2,294.64	Yes
Imagine Math	C&I	X	X		\$56,000	\$60,666.64	Yes
ISpire	SPED	X	X	X	\$16,705	\$16,705	Yes

Program	Department	ES	MS	HS	Cost 2021-2022	Cost 2022-2023	Renewal
Kid's Excel	Student Support Services	X			\$48,000	\$48,000	Yes
Lead4ward Accountability Connect	Testing, research & Accountability	X	X	X	\$2,500	\$2,500	Yes
Lexia	SPED	X	X	X	\$15,600	\$15,600	Yes
Nearpod	C&I	X	X	X	\$50,050	\$45,087	Yes
NCS Pearson	SPED	X	X	X	\$4,175	\$1,550	Yes
Osha	CTE			X	\$22,890	\$18,620	Yes
Plan4Learning	Compliance	X	X	X	\$5,500	\$5,500	Yes
Renaissance	C&I	X			\$101,771.36	\$108,249.51	Yes
Seesaw	C&I	X			\$11,341	\$11,753.40	Yes
SpringBoard ELAR	C&I		X	X	\$12,079.38	\$4,604.60	Partial
SpringBoard Mathematics	C&I		X	X	\$23,161.61	\$11,340.73	Partial
TEKS Resource	C&I	X	X	X	\$46,050.50	\$43,771.00	Yes
TestHound	Testing, research & Accountability	X	X	X	\$6,638.50	\$6,638.50	Yes
TexQuest	Libraries	X	X	X	\$1,750.15	\$1,766.39	Yes
Tumblebooks	Libraries	X	X	X	\$4,314.60	\$4,314.60	Yes
Unique Learning	SPED	X	X	X	\$4,274.90	\$15,030.15	Yes
Waterford	C&I	X			\$30,950	\$25,700	Yes
Wilson Language	C&I	X			\$107,873.41 \$25,500-PD	\$23,039.10	Yes
Xello	C&I	X	X		\$9,140	\$5,716.25	TBD

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# Amplify Tutoring Program

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2021-2022 Cost: **\$231,886**

2022-2023 Price Quote: **\$231,886**

Grades/Population Served: **Grades 4 and 5**

Department: **Curriculum and Instruction**

## Expectations and Purpose of Program

---

Amplify is a High-Impact tutoring program based on initial data collected from benchmarks and progress monitoring. The purpose of the program is to provide powerful interventions for Grade 4 and 5 elementary students as required by HB4545.

The program analyzes assessment results for each student. Using a software algorithm it evaluates assessment data and groups students based on where they are in the reading skills progression.

## Support to Ensure Program Objectives

---

The program includes a high-quality initial training course for tutors. It gives tutors the opportunity to learn and practice basic teaching skills. Also, the program provides tutors with high-quality, tutor friendly instructional materials for students in 4th and 5th grade based on initial data collected.

## Performance Indicators

---

To determine the effectiveness of the program, students are given a Benchmark Assessment three times a year and progress monitoring after every Burst Lesson using mCLASS Texas Edition. The program analyzes assessment results for each student and identifies which students need intervention in fluency and comprehension. The mCLASS Texas Edition follows a research-based skills progression to create lessons (reading intervention activities) designed to address each student's specific needs. Tutors are provided with detailed, targeted lessons that they can deliver with fidelity.

## Recommended Modifications to meet Objectives

---

During the 21-22 school year, the Amplify Tutoring Program was rolled out as part of the TCLAS program support offered by TEA. Because the program was not available until October, the program was piloted to fourth and fifth graders who did not pass STAAR in the previous academic year and who were working with academic tutors under HB4545. The goal for next school year is to fully implement the Amplify program from the start of the year.

## Cost Benefit Analysis in Regards to Outcomes and Program Intentions

---

The Amplify Tutoring Program is funded for two years as part of the TCLAS Decision 6 to LEAs as a HB4545 option for accelerating learning. The program provides high-quality instructional materials to tutors in order to help students meet grade level standards. The TEA grant covered \$300 per student in rostering fees.

Amplify Tutoring is covered by the TCLAS grant for the 2022-2023 school year and is recommended for renewal.



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## BoardMaker

---

2021-2022 Cost: **\$1,791**

2022-2023 Price Quote: **\$1,791**

Grades/Population Served: **PK-12**

Department: **SPED**

---

### Expectations and Purpose of Program

---

Boardmaker is a collection of standardized picture symbols used for communication with students who are strong visual learners. This includes those with autism spectrum disorders, Down Syndrome, speech and language disorders and behavioral disorders.

---

### Support to Ensure Program Objectives

---

Staff are provided online training through the program.

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### Performance Indicators

---

The program is measured every nine weeks by progress monitoring of IEP Goals and objectives. Changes or updates are made to individual student needs at least annually.

---

### Recommended Modifications to meet Objectives

---

No recommendations to revise or modify and no barriers found at this time.

---

### Cost Benefit Analysis in Regards to Outcomes and Program Intent

---

There are no other programs that provide the same service.

The program is a vital resource for SPED staff.  
Boardmaker is recommended for renewal.



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## Certiport MOS

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2021-2022 Cost: **\$15,704**

2022-2023 Price Quote: **\$15,704**

Grades/Population Served: **9-12**

Department: **CTE**

---

### Expectations and Purpose of Program

---

The purpose of the Gmetrix training software is to prepare for MOS application certification exams. As students complete lessons in Gmetrix, they become familiar with the commands and layout of the actual exams and know exactly what to expect when they sit down for the real thing. There are no surprises regarding the structure of the actual certification exams when students use Gmetrix to prepare.

With certifications students become more employable by providing an industry recognized and officially endorsed certification that students use to prove their proficiency in various programs and better meet the demand of a growing and competitive workforce.

All training and exams on Gmetrix provide feedback to students that informs them whether they are ready to challenge a certification exam or

continue training on the Gmetrix software. The certification exams are made jointly with various vendors to determine the level of competency required to demonstrate sufficient proficiency.

Students receive a numeric grade when submitting a test. A positive feature that Gmetrix offers our students is more intricate instructions and series of steps to assist in the command prompt. The software also allows numerous attempts for each practice exam controlled by the instructor.



## Support to Ensure Program Objectives

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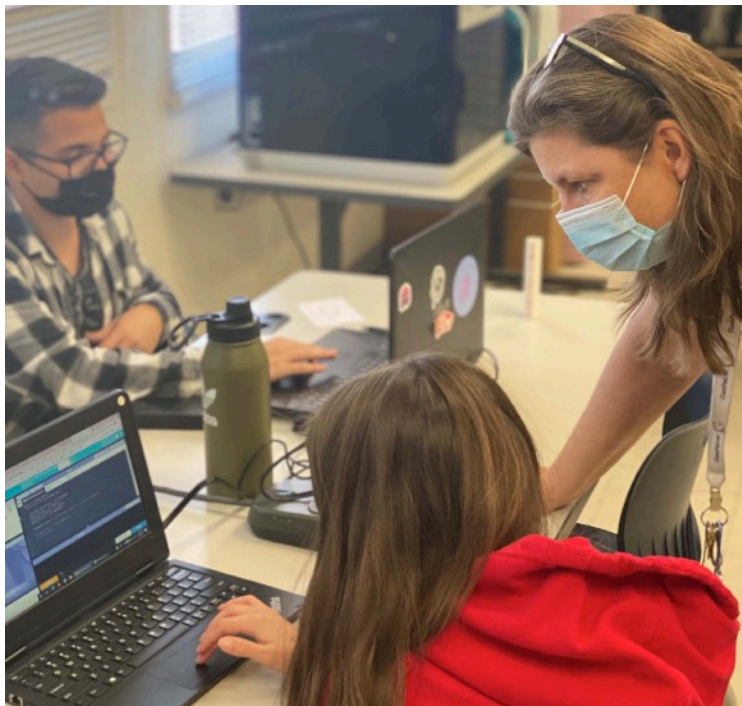
Constant technical support is provided to ensure that students could easily access the program without issues. The Gmetrix program is installed on all classroom computers and student laptops in order to provide students with full access to train with this software at its maximum capacity. Gmetrix folder location and support files were always available for student's local access. Storage capacity in each student's account help with storing their progress. Educators are able to design section exams to target the specific needs of the students for maximum proficiency. Gmetrix also provides unlimited support via phone and email. The program itself is very user-friendly for ease of application.

## Performance Indicators

---

Students are easily able to measure their progress using the practice test, as well as the results given from a certification exam. Students are encouraged to review exam objectives to aid in information retention for material that will be addressed.

We have had numerous students obtain the industry recognized certification in Microsoft Office applications. Students also have the ability to earn a certification in each of the core applications from Microsoft such as MS Word, Excel, PowerPoint, and Access.



## Recommended Modifications to meet Objectives

---

It is our recommendation that Gmetrix be compatible with all portable devices available to students in our district. For successful use of the program, we need continued support from the IT department regarding any critical updates for Gmetrix applications installed in each computer in the campus computer labs.

Technical issues with computers continues to be a barrier in time of application, but the District's technology department has been very helpful in addressing these issues as soon as we submit work orders.

## Cost Benefit Analysis in Regards to Outcomes and Program Intent

---

Gmetrix is officially endorsed and is the only provider available to prepare for these certification exams. We think this program is worth the cost. We strongly believe that we would have fewer students successfully complete certifications without this program.

Continued use of this product is important to our student's success in MOS certifications. The environment duplicates the actual certification exams and assists students in becoming more comfortable and confident with the actual MOS.

We recommend Gmetrix for renewal.



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## College Board Pre-AP

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2021-2022 Cost: **\$18,000**

2022-2023 Price Quote: **\$18,000**

Grades/Population Served:

- Pre-AP Algebra1 @CMS, AMS, CHS, NWECHS
- Pre-AP Biology @CHS, NWECHS
- Pre-AP English 1 @CHS, NWECHS
- Pre-AP English 2 @CHS, NWECHS
- Pre-AP Geometry with Statistics @NWECHS
- Pre-AP Chemistry @NWECHS

Department: **Curriculum and Instruction**

### Expectations and Purpose of Program

---

The program is a resource for teachers to use in conjunction with the state curriculum for advanced academic classes. The Pre-AP Program from CollegeBoard is designed to align middle school, 9th. and 10th grade advanced courses to 11th and 12th grade AP courses. Pre-AP fosters acceleration and growth to help students close gaps that will prepare them for success in AP courses. CollegeBoard Pre-AP is thoughtfully developed to encourage an inclusive, college ready culture. The resource includes instructional guides and tools for teachers and a platform for online classroom activities and assessments. The expectation was that the classroom tools and resources be used with fidelity to improve rigorous classroom instruction. In addition, the provided assessments (learning checks) were to be used to inform instruction and student growth.



## Support to Ensure Program Objectives

---

Staff was provided with information regarding the set up of their online account and the location for online professional development in the use of tools. Throughout the year, assistance was offered and teachers were reminded about the resource.

## Performance Indicators

---

CollegeBoard Pre-AP offers an administrative dashboard with access to usage reports. The usage reports indicate that the lessons, performance tasks, and final exams were not used by any content area. Hence, it appears that the resource was not used. In addition, staff was polled about the use of the resource. Only 4 people replied, providing very little support for the program.

## Recommended Modifications to meet Objectives

---

The usage of the program would need to increase. Additional (in-person PD) is necessary from CollegeBoard.

## Cost Benefit Analysis in Regards to Outcomes and Program Intent

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Since the program received so little use, it was ineffective. Do not purchase at the district level for the 22-23 school year. Use the term Honors for advanced classes instead of Pre-AP and provide teachers with PD on rigor in the classroom.



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## DBQ Online Social Studies/ELAR

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2021-2022 Cost: **\$1,125**

2022-2023 Price Quote: **\$1,125**

Grades/Population Served: **6-8 Social Studies**

Department: **Curriculum and Instruction**

### Expectations and Purpose of Program

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DBQ or Document Based Questions assist in the teaching of reading and writing in social studies. Each unit includes all levels of Bloom's taxonomy. Students start a lesson acquiring information and move through the unit reading, writing, analyzing and evaluating a topic. The culminating project is an informative essay. Students use primary sources to identify facts and then use those facts/sources to come to an evaluative conclusion.

### Support to Ensure Program Objectives

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Staff were provided with an online PD at the start of the 20-21 school year. Support staff have been given access as needed. The resources work well with google classroom. Teachers and students use their existing google account to access the tool.

### Performance Indicators

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Teacher input was used to determine the effectiveness of the program. Usage reports are the primary indicator used to determine if the program is achieving its purpose and objectives.

Three of six teachers used the program. Only 12% of the students at CMS were instructed to use the platform.



## Recommended Modifications to meet Objectives

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The only recommendation is to use the resource with more fidelity.

## Cost Benefit Analysis in Regards to Outcomes and Program Intent

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All of the materials are available as PDFs, which were previously purchased by the district. The print materials require no additional expense for teachers to use as instructional materials. Teachers will still have access to the rich material just not in a digital format.

DBQ online is not recommended for renewal.



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# Destiny

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2021-2022 Cost: **\$14, 248.15**

2022-2023 Price Quote: **\$17, 748.55**

Grades/Population Served: **Pk-12**

Department: **Libraries under Technology**

## Expectations and Purpose of Program

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Destiny is the library management software that all schools use to run their libraries. This system is used to manage the library collections, to circulate books and to access electronic books and resources. It is essential to operating school libraries which serve all students, teachers, staff members and many parents in the district.



## Support to Ensure Program Objectives

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Librarians teach staff and students how to access the online catalog so that they are able to access library resources inside the library and remotely. Library classes are provided by librarians for students in order to teach them library, research, technology and media skills necessary for navigating learning in the 21st Century. Follett Destiny also provides support to librarians and library staff for the use of Destiny.

## Performance Indicators

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Each school has circulation statistics to show the number of circulations at each campus. Students at each school demonstrate their library skills daily as they use the library resources to choose books. In addition, students demonstrate their research, media and technology skills daily as they utilize the library resources and skills in class research projects.

The circulation statistics show that all libraries are continuing to circulate books to their school communities. Library class schedules at each campus show that necessary skills are being taught according to the Texas school library standards.

## Recommended Modifications to meet Objectives

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There are no recommendations for revisions or modifications. Destiny fulfills its purpose as a library management software and provides support when needed.

## Cost Benefit Analysis in Regards to Outcomes and Program Intent

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Destiny has been very effective as the district's library management software. The program is priced at \$1,436.24 per school. The cost is worth the benefits that the program provides to our students and community.

Destiny is recommended for renewal.



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## Discovery Education Streaming

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2021-2022 Cost: **\$10,630.69**

2022-2023 Price Quote: **\$10,826.79**

Grades/Population Served: **Pre-K-12**

Department: **Technology**

### Expectations and Purpose of Program

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Discovery Education is a streaming service that provides curricular resources and professional development for K-12 teachers. It is a flexible learning environment that covers all grade levels and all subject areas. Teachers are able to choose and subscribe to channels that include content specific resources. Users are able to discover resources, assign content, access grab and go resources, create lessons and collaborate with other Discovery educators.

Students are provided with real-world connections to the content that they are learning in the curriculum. Users are able to access videos, images, text, and activities.

### Support to Ensure Program Objectives

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Professional development is available and embedded in the Discovery Education program. There is a professional learning center which includes step-by-step guides, interactive courses, educator essentials, discovery education in action, and resources for student exploration. For leading staff development, resources include user management and integration options, communication resources, professional learning toolkits, hot topics, front & central, and the ambassador program.

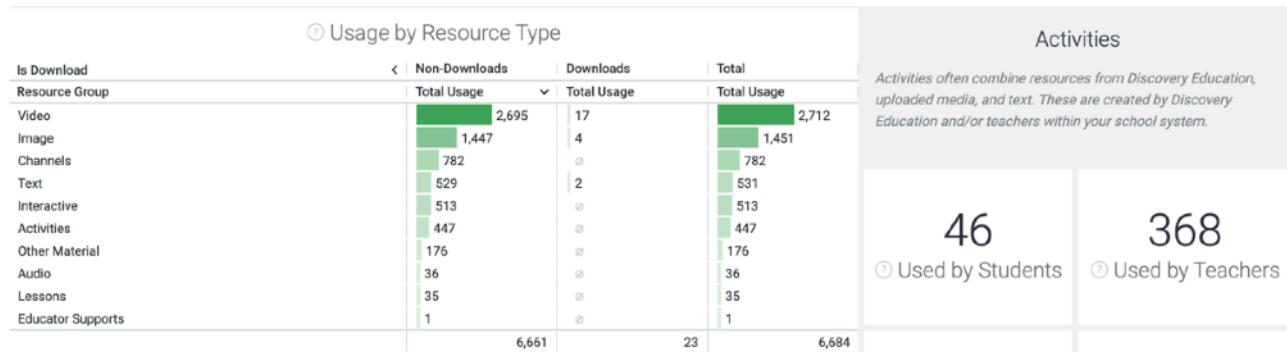
Since the program is offered through Region 19 at a discounted rate, Region 19 often includes remote professional development throughout the school year to help teachers learn to better navigate the program.

Texas Essential Knowledge and Skills and Texas Assessments of Academic Readiness Resources are embedded in Discovery Education.

Faculty and staff use campus code to create accounts in Discovery Education and all can access through Rapid Identity.

## Performance Indicators

District and campus reports are available to track usage. Based on a report for July 1, 2021- March 29, 2022, there are 368 teachers in the district have utilized Discovery Education at least once this school year with video and images being the most frequently used resource.



## Recommended Modifications to meet Objectives

It is important to make teachers more aware of Discovery Education and the variety of resources and professional development available to them and give them time to explore the vast resource.

## Cost Benefit Analysis in Regards to Outcomes and Program Intent

Many teachers find this resource useful in supplementing the curriculum in many different areas. Students are able to make real world connections. Discovery Education provides students with relevant virtual experiences without leaving their community. This program is relevant to everyone, it encompasses all grade levels and all subject areas.

We recommend that the district continues to purchase Discovery Education as a resource for the teachers and students. This program will become more valuable as teachers are trained and made aware of the many resources which are available.



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# Edmentum Plato

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2021-2022 Cost: **\$43,750**

2022-2023 Price Quote: **\$44,594.55**

Grades/Population Served: **High School**

Department: **Curriculum and Instruction**

## Expectations and Purpose of Program

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Plato is a self-paced curriculum used for on-line credit recovery. Since the program is web-based, students are able to access Plato at school and home. Courses are available for all content areas and aligned to the TEKS. In addition, the program offers CTE courses, some electives and test preparation such as TSI, SAT, and ACT. The program is used at CHS, NWECHS and TOA during the school year and in the summer for credit recovery. Although this is a self-paced online program, teachers are available to help and monitor student progress.

Criteria for program effectiveness is the number of students regaining credit for courses and the ease of use evaluation by program teachers.

## Support to Ensure Program Objectives

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Training is provided remotely to program teachers at the beginning of the school year. The training session was recorded and shared with teachers so that they could refer to the training session on-demand and at their desired pacing.

The program also offers a comprehensive help center with additional videos and FAQ. The program representative is available to answer questions by phone and email and performs “pulse check” meetings during the school year to ensure that the district is fully supported to implement the program.



## Performance Indicators

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Plato provides detailed reports by student, teacher, course, or campus including the hours worked on each course, completion rates and log-in times. Course completions indicate that Plato is achieving its purpose to assist students in regaining credit and graduating.

## Recommended Modifications to meet Objectives

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It is recommended that each campus complete a thorough update of the users and student rosters at the end of the year to remove inactive accounts and check that staff have the appropriate permissions needed to effectively manage the program. Teachers would benefit from additional training during the school year.

Some students are not able to complete the program independently and benefit from supervision by qualified teachers who will hold them accountable in the subject area and make regular checks to ensure the students are making progress. Program implementation needs to continue to include access to content area teachers to support student learning.

## Cost Benefit Analysis in Regards to Outcomes and Program Intent

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As an online program, Plato is extremely cost efficient when compared to the cost of face-to-face credit recovery. Being self-paced makes the program a very effective way for a student to recover multiple credits if needed.

Students can test out of sections complete lessons for only those lessons that have not yet shown competency in.

As of March 29, 2022 at least 500 semester credits have been earned by students for the current school year. This number will increase by the end of the school year and summer school.

One TOA teacher summed things up perfectly, “Too many times students that have difficulty in a ‘normal’ classroom setting, stay in that situation and sometimes give up, want to drop out, or end up failing. Students need to have options that are going to help them succeed in school, this is that opportunity.”



Edumentum Plato is recommended for renewal.

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# Eduthings

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2021-2022 Cost: **\$3,500**

2022-2023 Price Quote: **\$3,500**

Grades/Population Served: **6-12**

Department: **CTE**

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## Expectations and Purpose of Program

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Eduthings is an on-line software management system. It is a repository for CTE related data including demographics, program trends, certifications, CTE completer data, Career and Technical Student Organization tracking, Work-based learning tracking and advisory board data.

Teachers and administrators are able to access Eduthings to enter CTE related data for cross reference and accuracy of TEAMS and PEIMS reporting.

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## Support to Ensure Program Objectives

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Upon on-boarding, customer service representatives hosted various training sessions for teachers during their conference periods. The company is committed to training and will make themselves available to teachers as needed. Teachers have developed a professional learning community at school, which has helped teachers as the year progresses.

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## Performance Indicators

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Eduthings effectiveness comes from data-specific information that is entered by CTE teachers. Updates to software are made regularly to keep up with legislative updates as well as state requirements as they are announced. Eduthings is also effective because the vendor will create specific reports tailored for our district when needed.

Predominant usage involves teachers entering industry based certification information, which is continually monitored for funding purposes as well as TEA accountability reporting. CTE administrators are able to extract unlimited reports as needed to respond to critical data benchmarks.



## Recommended Modifications to meet Objectives

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It is highly recommended for CTE teachers to continue to enter the mandatory data as it becomes available. Each year the data can be analyzed and reviewed against historical data to make data-driven decisions regarding certification offerings and program alignment.

## Cost Benefit Analysis in Regards to Outcomes and Program Intent

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We believe this software is worth the cost. A gap in data has been identified and corrected by using Eduthings.

An analysis of the cost includes 23 CTE teachers, 2 CTE administrators, and 4 counselors with unlimited data storage, unlimited generated reports, live-data updates and no cost specific report building.

Eduthings is recommended for renewal.



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# Eduphoria

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2021-2022 Cost: **\$22,185**

2022-2023 Price Quote: **\$24,750**

Grades/Population Served: **All grade levels**

Department: **Curriculum and Instruction**

## Expectations and Purpose of Program

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Eduphoria is a system that carries several different platforms designed to assist teachers with data analysis, professional development and portfolios.

- ❖ Aware is a test creator that teachers use for creating common assessments, administering assessments and analyzing student progress. District users and teachers are able to process, create, vet, and refine quality assessment items with instant access to results. Comprehensive student portfolios are populated with roster data, assessment results, and intervention documentation. Teachers create heat maps, and are able to create day-by-day lessons to target instruction. Eduphoria also works with the state testing platform (Cambrium) and data from state assessments is easily uploaded to Eduphoria for analysis.
- ❖ STRIVE is a complete appraisal system with customizable forms and workflows, STRIVE empowers leaders to provide valuable feedback and document walkthroughs, formal observations and meetings. Teachers can document progress on goals and their Student learning objective (SLO).



- ❖ Workshop is a professional development platform that allows the district to share information about upcoming training, manage conferences and track professional development credits. Teachers are able to easily register for training, print certificates and tie professional development to annual goals.
- ❖ Forethought platform is a readily available lesson planner which allows teachers to easily create daily lesson plans which can be shared with curriculum teams and administration. Annual lesson plans remain available to view and revise.

## Support to Ensure Program Objectives

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Eduphoria has been used by CISD teachers for many years. Survey indicates that 84% of teachers rate their knowledge and skills of the program as Intermediate or Advanced.

Additional support for the program is provided by

- ❖ Training to individuals and PLCs throughout the school year as requested
- ❖ C & I curriculum coordinators respond to daily requests for support to resolve issues quickly
- ❖ Instructional coordinators at each campus are trained to support campus teachers

## Performance Indicators

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- ❖ Eduphoria is used yearlong to create, take and analyze common unit assessments and district benchmarks. The assessment items include STAAR released questions and all test bank items are aligned to TRS curriculum and state standards. Assessment data confirms that teachers are assessing at the level and rigor of the STAAR.
- ❖ Assessment data are used by individual teachers, PLC, campus and district to plan and provide targeted interventions.
- ❖ District professional development conferences are created and tracked in Workshop so that all district provided PD is documented. Teachers regularly upload documentation for any PD from outside the district into their Portfolios.
- ❖ Based on survey results, 44% of teachers report using the program daily or weekly while 92 % reported using it at least monthly for various tasks.
- ❖ 63% of survey respondents indicated that Eduphoria is a benefit to their duties as a teacher.

## Recommended Modifications to meet Objectives

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The Curriculum and Instruction department will continue to provide daily support to individuals as requested. The survey did indicate that teachers would like additional training, which C&I can provide to campuses and PLCs by request.

## Cost Benefit Analysis in Regards to Outcomes and Program Intent

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The ability to view and manipulate data at the teacher, campus and district level is fundamental to ensuring that students are on target and to provide timely interventions when needed. Eduphoria data is the cornerstone of effective PLC discussions. Teachers use Eduphoria to create assessments and analyze student performance.

Monitor lists are an essential tool used by administrators, tutors, and specialists to help monitor students who may need extra help to close instructional gaps.

Eduphoria is worth the cost based on assessment and data analysis tools alone. However, it is very cost effective when you also include the multi-tasking abilities Eduphoria provides with Strive (appraisals), Forethought (lesson plans) and Workshop (professional development portfolio).

There are alternative programs with similar services, but Eduphoria is purchased through Region 19 at a discount. Because Canutillo staff members are already trained and familiar with using the current program, there is currently no incentive to seek an alternative which may cost more and take additional time to learn.

Eduphoria is Recommended for Renewal.



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# ESTAR/ESPED

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2021-2022 Cost: **\$21,983.86**

2022-2023 Price Quote: **\$21,810.92**

Grades/Population Served: **PreK- 12**

Department: **SPED**

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## Expectations and Purpose of Program

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eSPED is an online documentation system that allows staff to select caseload completion of IEP, 504, ELL, and Rtl compliance documents. Staff prepares documentation for all stakeholders to utilize and runs reports such as STAAR accommodations, and district compliance reports for Student Performance Indicators.

Initiated in December 2013 for Special Education, this program aligned SPED, 504, ELL and Rtl. This allows staff to access consistent information on every student in the district in special programs.

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## Support to Ensure Program Objectives

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There is continuous training due to updates and new IDEA requirements. (Individually, in group settings, and in CISD Professional Development opportunities.) The SPED Department constantly monitors the documentation system to remain in compliance with TEA and IDEA Guidelines.



## Performance Indicators

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- All special programs are aligned on the same documentation system.
- All staff track district students on their caseload through Rtl to 504, Special Education or ELL
- The program tracks and notifies staff on compliance due dates
- The program generates reports for compliance purposes
- Keeps CISD aligned with Federal and State compliance
- Generates reports such as accommodations for STAAR testing, current students in program, students services received, progress monitoring, monitoring of accommodations received in the classroom, etc.

## Recommended Modifications to meet Objectives

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No recommendations to revise or modify. Continuous training for any updates will be provided to staff, however, finding the time to train is sometimes a barrier.

## Cost Benefit Analysis in Regards to Outcomes and Program Intent

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The program is a vital resource needed for SPED documentation. eSPED is recommended for renewal.



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## EStar LPAC

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2021-2022 Cost: **\$10,966.04**

2022-2023 Price Quote: **\$11,569.17**

Grades/Population Served: **PreK-12**

Department: **ALS**

### Expectations and Purpose of Program

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The EStar LPAC program provides a database of all the documentation for English learners required by the state such as their LPAC documentation, scores on identification assessments, TELPAS, notes of LPAC monitoring meetings and student monitoring after reclassification.

Data availability and cross referencing of information with E-Sped and E-STAR is critical to ensure ELs and Sped students are served under both programs.

When changes are added to a students record in ESTAR LPAC the changes are automatically updated within 24 hours in TEAMS as well.



### Support to Ensure Program Objectives

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Continuous training and updates are constantly provided on-line to all users. In addition, if additional fields are needed, the company will adapt to requests made from users.

### Performance Indicators

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The program is very accessible and helpful when holding LPAC meetings as documentation can be uploaded immediately and all LPAC members are able to follow the progress of EL students.

The database for students that are double coded as English Learners and Special Education are readily available 24/7.

## Recommended Modifications to meet Objectives

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ALS recommends the company make changes per semester and not continually, as it takes much effort to stay abreast of the changes.

## Cost Benefit Analysis in Regards to Outcomes and Program Intent

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The program stores all information for emergent bilingual students and is also used by the Special Education Department. This program is a vital part of storing and obtaining updated information for students coded as EB and SPED. Quick retrieval of information during LPAC committee meetings ensures all information regarding services provided to students is readily available. Customer service is outstanding as they respond to emails and calls immediately.

E-STAR LPAC is Recommended for Renewal.



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## Gale Resources

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2021-2022 Cost: **\$50**

2022-2023 Price Quote: **\$50**

Grades/Population Served: **All Educational Staff**

Department: **Curriculum and Instruction**

### Expectations and Purpose of Program

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Gale Resources is a library of professional development eBooks. These professional development resources deliver research based best practices to help administrators and teachers improve instruction and support student achievement. CISD staff has access to hundreds of titles available through the Gale Online Virtual Reference Library. Titles are accessible 24/7 and can be downloaded to read offline. Gale was a one-time purchase of the database with the opportunity to add a new bundle of books annually. This is not a subscription. Gale Resources charges a small platform fee or \$50 annually for maintaining the database on their website.

### Support to Ensure Program Objectives

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No other staff or resources are required. The site is accessible through the district website. It is searchable and user friendly. How-to instructions are posted on the District website.

Reminders about the accessibility and purpose of Gale Resources were shared on the GRIT website during both Fall and Spring GRIT, as well as the C&I newsletter.



## Performance Indicators

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Gale resources is not widely used, however, teachers who use the program find it valuable and user friendly. Many teachers do not know it is available or forget it is there so it is important for C&I to send reminders and include information in new teacher orientations.

## Recommended Modifications to meet Objectives

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C & I will continue to include a short introductory training on accessing Gale during campus PLCs at the beginning of the year in order to inform new teachers of the program and refresh others. In addition, we will continue to advertise the benefits of the virtual library during GRIT PD Conferences.

## Cost Benefit Analysis in Regards to Outcomes and Program Intent

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There are over 100 great books on best practices and strategies that are available to teachers at any time. The cost to keep these great resources available to teachers is minimal at only \$50 per year.

Gale Resources is Recommended for Renewal.



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## Gallop Poll

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2021-2022 Cost: **\$3,341.70**

2022-2023 Price Quote: **\$3,346.20**

Grades/Population Served: **5th- 12th**

Department: **Associate Superintendent**

### Expectations and Purpose of Program

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Gallup Student Poll data provides a quantitative snapshot of Engagement, Hope, Social Emotional Learning, and Belonging at our schools. The survey is administered to students in grades 5-12.

By sharing student thoughts and opinions via the survey, we can use this data to guide in-person discussions with students, topics for school counseling lessons, as well as adding an important qualitative component to gain a deeper understanding of what student's thoughts are as they respond to survey questions.

### Support to Ensure Program Objectives

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We identified campus leaders to organize a Gallop Student Poll Team to implement survey dates and times. Training was offered to campus leaders on how to effectively implement Gallop Student Poll on campuses to our 5-12 grade students. This included sharing the Gallup Student Poll Toolkit for Schools along with aligning our planning sessions. Survey links for campuses were posted on websites and in google classrooms by teachers



## Performance Indicators

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Evidence includes addressing our district mission by creating rigorous, student-centered classrooms which develop future-ready students to compete in a global economy and thrive in a multicultural world. The participation rate by students was 93%.

Data reviewed includes district and campus survey results. We compared data by question, area, and how we compared to other schools surveyed.

## Recommended Modifications to meet Objectives

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No recommendations for revisions or modifications. Barriers that had to be overcome were survey links working on campus websites and accessing their school information.

## Cost Benefit Analysis in Regards to Outcomes and Program Intent

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Data is representative of students served. Thus, their answers are meaningful data in driving areas of safety, well-being, student support, and academic success. It is a simple way to gather information about student needs.

Gallop Poll is Recommended for Renewal.



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# Generation Genius

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2021-2022 Cost: **\$2,673**

2022-2023 Price Quote: **\$2,673**

Grades/Population Served: **K-5**

Department: **Curriculum and Instruction**

## Expectations and Purpose of Program

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Generation Genius is a teaching tool for elementary science. The program includes quality videos created in partnership with the National Science Teachers Association and aligned with Next Generation Science Standards and TEKS. Each video is about 12 minutes and is an effective way to engage students and develop deeper understanding of difficult science concepts. There are over 100 videos for grades K-8.

While the videos are the centerpiece of the program, each video also includes discussion questions, vocabulary, a DIY hands-on activity for kids with PDF instructions, a teacher's guide, a 5E lesson plan with extension opportunities, reading material with audio option, and exit tickets and quizzes in Google forms, PDF and Kahoots. All lesson documents and videos are currently available in English and Spanish and include closed captioning.

The videos are extremely engaging for students and cover science material in depth with very easy to understand explanations. Every video includes a detailed explanation of the topic through demonstrations and/or field trips, a real-world segment, and a DIY segment for the student to do at home with common materials.



## Support to Ensure Program Objectives

---

Teachers were provided with username and passwords at the beginning of the school year through email and in a document shared in Google drive. Additional emails were sent during the school year with login information, tips and suggestions for use to all K-5 teachers. The program is extremely user friendly so no training is needed, however, a short how-to video was created and shared with K-5 teachers to highlight the program's features.

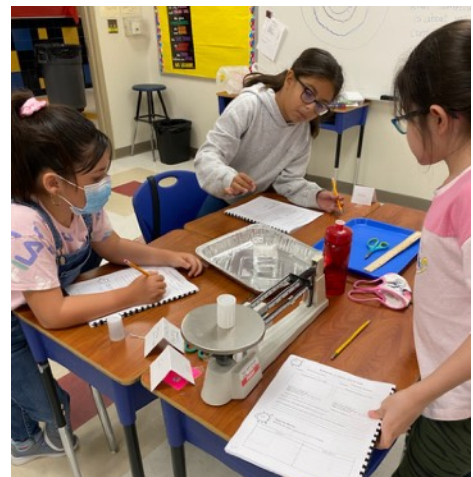
## Performance Indicators

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Generation Genius videos are fun, engaging and spark a student's natural curiosity. They are a great way to introduce all of the elementary science topics so that students are engaged and want to learn more. Teachers in grades 3-5 especially feel the program is helpful in engaging students.

The program lessons and other features are a key part of the Summer STEM camp for 5th grade students.

As one teacher commented on the survey, "This program is amazing. I love that it teaches through virtual labs, gives real world examples, and then the DIY. This program is a definite keeper!"



## Recommended Modifications to meet Objectives

---

Teachers who use the program absolutely love it and use it regularly. However, there are still a large number of teachers who have yet to use it, especially in grades K-2. Additional reminders and demonstrations of the program may help increase use.

## Cost Benefit Analysis in Regards to Outcomes and Program Intent

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The program offers high quality videos made especially to help young students understand difficult science concepts. The videos include many lab demonstrations that could not be done at school due to cost or access to the materials. For only \$2673 the program allows all K-5 teachers and students access to the program online from home or school. For videos, lessons, reading material and all the other items included this is an exceptional value. The program also continues to add additional features and videos each year, however, the subscription price will stay the same for all districts that renew. Generation Genius is Recommended for Renewal.

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## I-Station

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2021-2022 Cost: **\$71,862.46**

2022-2023 Price Quote: **\$93,126.54**

Grades/Population Served: **PK-5**

Department: **Curriculum and Instruction**

### Expectations and Purpose of Program

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I-station is a computer adaptive program that assesses students at their skill level for grades PK-5 in reading. The program is a Response to Intervention tool that assesses and places students in tiered groups, and instructs students with learning to read and reading to learn.

Teacher surveys, executive summary reports, monthly tier movement is sent to all administrators and usage reports are evaluated.

### Support to Ensure Program Objectives

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Video from 2020-2021 Istation training were curated and posted on the RLA district website so new teachers can view to learn the basic user functions.

The program offers a Training Center when users are logged into the platform. A “Toolbox” feature is offered within the program and Istation provides customer service features to all users.

Support Service: Monday through Friday, 7:00 AM to 6:30 PM CT

E-mail – [support@istation.com](mailto:support@istation.com)

Phone – 866-883-7323, press 2

Help center is available when any user is logged into the program. Istation offered many free user webinars and video tutorials for teachers when the need for online instruction occurred.



## **Performance Indicators**

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Executive summary reports illustrate district wide progress, as well as trending areas of needs within tiers. Campuses manage individual student intervention reports. Istation is currently available in English and Spanish (Pre-K-5). Customizable reports allow for tracking of the students' individual tiers. February 2022 Executive Summary Report indicates that K-5 have higher percentages of students in both English and Spanish at tier 1, which indicates positive reading progress.

Additionally, PreK-12 Content Program Evaluation surveys indicate that teacher users think the program should continue to be funded.

## **Recommended Modifications to meet Objectives**

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This year IRLA Coordinator trained AMS RTI teacher and ALS Academic Tutors, via campus PLC time, to utilize the program as an action plan item to improve grade 6 reading scores.

## **Cost Benefit Analysis in Regards to Outcomes and Program Intent**

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The cost benefit allows us to screen our elementary readers then adjust instruction with precision data which supports student centered instruction. Istation offers specialized interventions through classroom Priority Reports, which is immediate after monthly screeners.

I- Station Program recommended for renewal.



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## iCEV

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2021-2022 Cost: **\$3,218.75**

2022-2023 Price Quote: **\$2294.64**

Grades/Population Served: **6-12**

Department: **Career and Technical Education**

### Expectations and Purpose of Program

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The expectations and purpose of the iCEV is to provide an instructional aide, and help develop hands-on lessons specifically for the animal science program of study, and for the floral design students. Several benefits to using iCEV include,

- User friendly
- Thorough lesson plans and listed objectives for those lesson plans
- Grading options
- Interactive material and video to accompany lessons
- Aligned with TEKS for animal science

### Support to Ensure Program Objectives

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Some provisions for support include:

- Detailed objectives for each lesson
- Easy-to-read lesson plans with editing capabilities
- Each “lesson” can follow TEKS that correspond with the section being taught
- When teacher and student use the interactive portion it helps with grading
- Provides activity ideas for classroom instruction
- Provides a consultant that may be called if assistance is needed with the online curriculum
- Can edit PowerPoints or assignments
- Provides Monthly Newsletters with updates to the software
- Provides PD workshops when needed

## Performance Indicators

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iCEV assists with the design, outline, and course sequence for the sections being taught. The software provides TEKS specificity for the CTE course. iCEV contains resources and tools that make remote learning a positive experience when needed. Students are able to access each lesson and work synchronously or asynchronously through the modules. iCEV offers certifications that align with some CTE sections. The lesson plans/modified lesson plans work well in the classroom and have helped classroom learning become more effective and engaging.

## Recommended Modifications to meet Objectives

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No revisions or modifications necessary.

## Cost Benefit Analysis in Regards to Outcomes and Program Intent

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The program is definitely worth it to CTE, specifically the animal science teacher. It has many aspects (listed above) that are utilized consistently. It is easy to use, easy to engage the students, and provides various degrees of instructional materials that teachers would otherwise need to create on their own. This saves time in preparation and keeps course timelines on schedule.

iCEV is recommended for renewal.



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# Imagine Math

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2021-2022 Cost: \$ 56,000

2022-2023 Price Quote: \$ 60,666.64

Grades/Population Served: **PK-8th grade**

Department: **Curriculum and Instruction**

## Expectations and Purpose of Program

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Imagine Math is Canutillo's adaptive math program under Math Innovation Zones. Fidelity of implementation is that all Canutillo students will complete at least two lessons per week. Rigorous, standards-rich content adapts to the unique needs of each learner to develop essential foundations and conceptual understanding they need to achieve grade-level mastery.

## Support to Ensure Program Objectives

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C&I shares engagement and mastery reports every month with all stakeholders. These reports help teachers to inform their practice by providing a unique report per student. This information is used during the small group instruction that CISD math teachers adopted as their approach to Blended Learning in math.

## Performance Indicators

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When looking at the effectiveness of Imagine Math we consider the following criteria:

- ❖ teacher usage (all PreK-8 math teachers use it)
- ❖ student usage (more that 90% of CISD prek-8 students use it).
- ❖ student growth over time
- ❖ closing of achievement gaps between population subgroups.



## Recommended Modifications to meet Objectives

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Imagine Math been instrumental in strengthening our math program. The adaptive gamification in Imagine Math for grades 1-5 helps students gain automaticity in addition, subtraction, multiplication, and division- all in an engaging virtual environment. It is recommended that all preK-8 grade math teachers who join Canutillo ISD every year complete a mandatory series of training on our Blended Learning approach towards mathematics. C&I provides PD for teachers who need support in various ways: live support and self paced training.

Most of the tech issues that users encounter are resolved by the campus IC (who has been highly trained) or the C&I office. When problems need to be escalated, they are routed to the Imagine Math support team. All problems are resolved within 24 hrs.

## Cost Benefit Analysis in Regards to Outcomes and Program Intent

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Imagine Math is worth it. Canutillo has become the highest performing district in math in the region. This is highly attributed to the data driven instruction that takes place in our classrooms and to the personalized learning that happens through the use of adaptive reports for all students.

Imagine Math is recommended for renewal.



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# ISpire

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2021-2022 Cost: **\$16,705**

2022-2023 Price Quote: **\$16,705**

Grades/Population Served: **K-12**

Department: **SPED**

## Expectations and Purpose of Program

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iSPIRE is a comprehensive, multisensory reading intervention program based on the Orton-Gillingham approach utilized for all struggling students in special education, response to intervention and all dyslexia students. It is designed to build reading success for struggling readers.

## Support to Ensure Program Objectives

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Staff is supported through the use of the electronic training modules within the program and campus visits by SPED staff.

## Performance Indicators

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Teachers monitor student progress as they go through the eight level program and make adjustments as needed.

## Recommended Modifications to meet Objectives

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No recommendations to revise or modify.

## Cost Benefit Analysis in Regards to Outcomes and Program Intent

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There are no other programs that provide the same service. This program is a vital resource for our SPED staff and students. iSpire is recommended for renewal.



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## Kid's Excel

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2021-2022 Cost: \$ 48,000

2022-2023 Price Quote: \$48,000

Grades/Population Served: **Grade 4**

Department: **Student Support Services**

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### Expectations and Purpose of Program

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- Help children develop discipline, a standard of excellence, and self-confidence through dance.
- Incorporate dance and arts with an integration of a designated subject area. The current theme continues from last school year - Social Emotional Learning (2020-2022), and the past subjects were Deep in the Heart - Texas Music Makers (2019-2020), history (2018-2019), recycling (2017-2018), health and wellness (2016-17), and reading (2015-2016).
- Through the curriculum, students learn how to work hard, strive for their personal best, and never give up.

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### Support to Ensure Program Objectives

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- Curriculum ensured safety of all parties involved
- Campus administration embedded the time within the instructional day
- Kids Excel provides all other resources, equipment, and staff to implement the program.



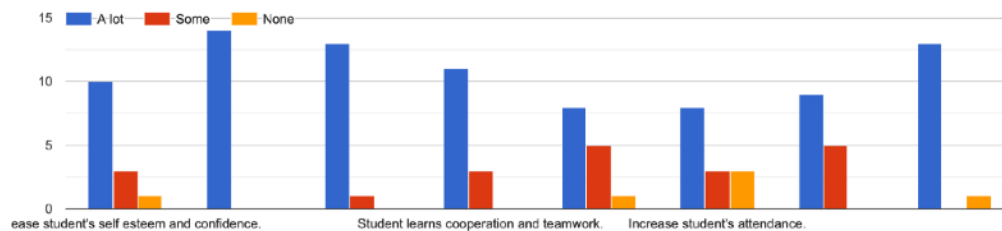
## Performance Indicators

To evaluate the effectiveness of the program teacher and student surveys were used. Informal qualitative feedback from staff and administration were considered through discussions and observations by Coordinate School Health Facilitator.

Survey results indicate:

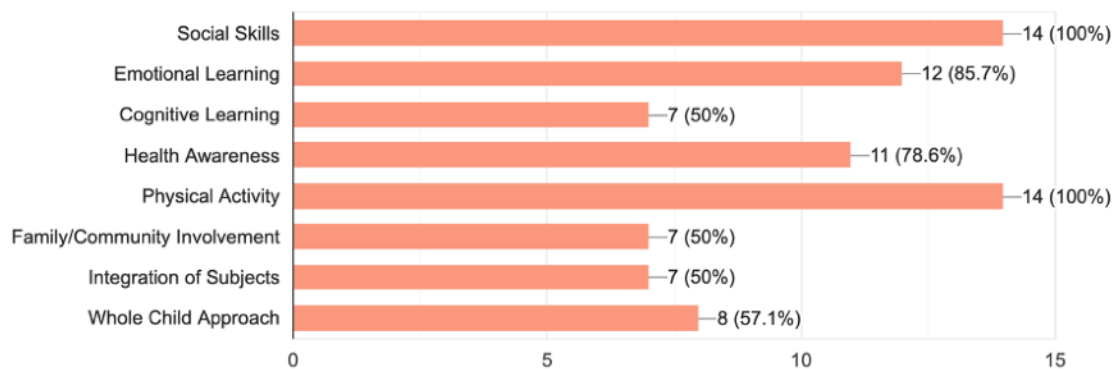
- Increase student's self-esteem and confidence.
- Exposes student to music, dance, and performing arts.
- Give the student's experience in being able to perform.
- Student learns cooperation and teamwork.
- Student's behavior in the classroom environment is positive as a result of the program.
- Increase student's attendance.
- Increase student's academic knowledge in the theme "Social Emotional Learning".
- The SEL curriculum for Kids Excel supports the student's emotional well-being during the Covid-19 pandemic.

Please describe how your students were impacted after participating in Kids Excel.



Kids Excel supports our Canutillo Coordinated School Health (CSH) program. Please check all CSH components that apply.

14 responses



## Recommended Modifications to meet Objectives

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Teacher survey results suggest that the following modifications should be made to better meet program objectives and decrease student barriers to participate:

- Assisting parents who have no technological skills or electronic devices to help register their child,
- Provide a better process for ensuring that all students who want to participate have submitted their permission slips,
- Flexible time and dates for performances, and
- Open up invitations for opportunities for student participation.

## Cost Benefit Analysis in Regards to Outcomes and Program Intent

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The cost of Kids Excel is \$8000 per campus. There are 460 4th grade students district wide. The cost includes 2-3 Kids Excel sessions a week. Most 4th grade teachers, 79%, feel that the program is worth the expense and an additional 14% would like to renew the program if it does not come at the expense of other academic programs.

Kids Excel is recommended for renewal.



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## Lead4ward Accountability Connect

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2021-2022 Cost: **\$2,500**

2022-2023 Price Quote: **\$2,500**

Grades/Population Served: **All grade levels**

Department: **Testing and Accountability**

### Expectations and Purpose of Program

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Lead4ward Accountability connect is a comprehensive year-long district support service designed to help school leaders understand state and federal assessment and accountability systems. Benefits include:

- ❖ Bi-weekly meetings to provide crucial updates on accountability, ratings, changing legislation and state-wide best practices in the areas of accountability, accelerated testers, RDA, TAPR, and assessment led by John Fressenden at Lead4ward plus special guests from TEA
- ❖ Helps to make sense of the complexities of state and federal accountability within district assessment, data reports, and effective instructional practices.
- ❖ Helps to bridge the connection between curriculum, instruction, assessment, and accountability at levels that can be understood from a teacher, student, parent and leader perspective.

All content that is shared during meetings is relayed to the entire district leadership through monthly newsletters.

### Support to Ensure Program Objectives

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Service provides access to templates, QuickLook summary sheets, legislative updates, webinars and worksheets that are used with campus leadership district wide to inform and guide instruction. It is also used as a source for best practice in assessment and accountability processes used at the district and campus level.



## **Performance Indicators**

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TAPR (Texas Assessment Performance Reporting) and RDA (Results Driven Accountability) measures are used to both support the use of the program and evaluate its effectiveness.

Successful completion of federal/state accountability requirements in TAPR presentations/posting, school report card posting, effective completion of TEAL verification activities and continual improvement and district A ratings are supported by this membership.

Curriculum and Assessment updates for new testing items, TEA blueprints updates, and tools that can be used to help communicate these complicated changes are made simple so they can be shared with teachers.

## **Recommended Modifications to meet Objectives**

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The account is limited in user access, information from accountability connect is shared directly with Superintendent, Associate Superintendent, Directors and Coordinators to facilitate better understanding of accountability, assessment updates, and changes in policy/legislation that governs instruction, assessment, and accountability. During the 21-22 school year, a monthly newsletter was started to share crucial information gained from Accountability connect with all campus and district leaders.

## **Cost Benefit Analysis in Regards to Outcomes and Program Intent**

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The bi-weekly webinar meetings, templates, and availability of Lead4Ward as a resource for questions keep us up-to-date on changes, provide us an avenue for assistance, and give up access to materials already created for us to use with other systems (like Eduphoria) for predicting student performance, analyzing student growth, and enhancing instruction to meet demands in accountability.

Resources provided also guide compliance in RDA and TAPR reporting as required by TEA and federal accountability legislation. Templates and guides for these crucial presentations are also provided as part of this membership.

The information gained through this program benefits our district immensely. Accountability Connect is recommended for renewal.

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# Lexia

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2021-2022 Cost: **\$15,600**

2022-2023 Price Quote: **\$15,600**

Grades/Population Served: **Pre-k-12**

Department: **SPED**

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## Expectations and Purpose of Program

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Lexia is a web based program that provides personalized learning as students work independently and develop critical reading and language skills. The program provides teacher-led prescriptive lessons for “At-Risk” (RTI, 504 or SPED) students who are having difficulty with the lessons within the program. Teachers are provided with individualized instruction based on the reports generated from Lexia.

Lexia provides benchmark data analysis to determine student growth.

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## Support to Ensure Program Objectives

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Lexia provides online training for all staff. It also provides many TEKS aligned resources for teachers in digital format.

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## Performance Indicators

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Lexia provides individual data analysis reports. The program illustrates an increase/improvement in specific skills or grade level performance. Student’s writing and reading skills have increased, work samples are the evidence. Students demonstrate motivation by participating more in class.



## Recommended Modifications to meet Objectives

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Recommendations for the following year: Provide training on all the resources provided by the program, TEKS aligned, usage of intervention strategies.

Barriers staff reported: Time, internet difficulties, students need more training on navigating through the program.

## Cost Benefit Analysis in Regards to Outcomes and Program Intent

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The program has been effective in supplementing the general education reading intervention. Lexia is recommended for renewal.



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# Nearpod

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2021-2022 Cost: **\$50,050**

2022-2023 Price Quote: **\$45,087**

Grades/Population Served: **K-12**

Department: **Curriculum and Instruction**

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## Expectations and Purpose of Program

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Nearpod is an online student engagement platform that helps teachers make any lesson interactive whether in the classroom or remote. Using Nearpod, teachers can create interactive presentations by adding quizzes, polls, video, collaborative boards, matching pairs, Draw it and other features. Teachers are able to modify their existing PowerPoint and/or Google Slides or they can access thousands of pre-built presentations available from Nearpod.

Teachers can choose to present live where students can interact with the media as it is presented. As students interact and complete tasks, teachers can check for student understanding in real time that can be used to adjust the lesson. There is also a student-paced mode where a student controls the pace of the lesson which is perfect for sub days, homework assignments or independent work. Making adjustments to the student-paced mode is quick and easy so it also offers teachers an opportunity to provide customized lessons based on student need. Teachers also have the ability to toggle between teacher led and student paced for maximum flexibility.

Teachers can download reports of entire presentations or individual students. Many of the features such as Quiz, Time to climb and Matching Pairs are graded saving the teacher valuable time.

Nearpod offers thousands of pre-made lessons for all subject areas. This is a program that teachers of all grade levels and contents can use. Teachers can share lessons that they create with their PLCs or they can share them through their school or district library.



## Support to Ensure Program Objectives

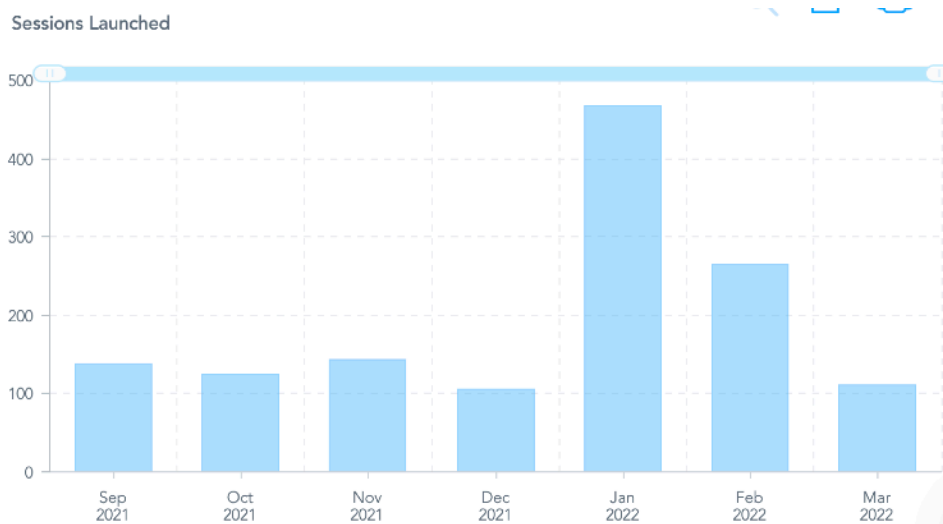
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Introductory training was provided upon adoption of the program to all teachers and grade levels. An advanced training was also offered. Both sessions were recorded and the links for the recordings are shared on the GRIT website so that teachers could access them on-demand. In addition, Nearpod offers regularly scheduled webinars and pre-recorded videos that explain how to use each of its different features.

## Performance Indicators

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Data from usage reports and a teacher survey indicate that the program is being used and found to be beneficial. Although adopted to assist with remote learning, the program continues to be a valuable part of using instructional technology to support student's learning. Based on usage reports, an average of 197 sessions per month have been launched over the last 7 months.



## Recommended Modifications to meet Objectives

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Nearpod seems to be more popular with secondary teachers, especially in science and social studies. Teachers who use the program use it with fidelity and find that it is extremely useful in actively engaging students in the lesson and providing formative feedback. A huge barrier to district wide usage has been the lack of training time available. Additional training is recommended at the beginning of the 2022-23 school year.

## Cost Benefit Analysis in Regards to Outcomes and Program Intent

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Nearpod is an extremely valuable tool to support student engagement and success. With the district's purchase of 1:1 computers for all students, this is an ideal time to integrate such a program that works hand in hand with purchased technology. The flexibility of the program for in-person or self-paced presentations can take blended-learning at CISD to a new level. The ability to modify presentations and videos as well as thousands of ready-made resources benefit teachers of all grade levels and content areas. When a majority of teachers regularly use the program, it is worth the expense. However, if only a small percentage of teachers use the program with fidelity, we may need to investigate alternative packages rather than a district wide subscription.

We recommend Nearpod for renewal during the 2022-2023 school year with increased training provided to teachers.



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## NCS Pearson

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2021-2022 Cost: \$ 4,175

2022-2023 Price Quote: \$ 4,175

Grades/Population Served: **Pre-k-12**

Department: **SPED**

### Expectations and Purpose of Program

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Three year subscription to digital administration, scoring, reporting and data storage of Woodcock Reading Mastery tests to be used by diagnosticians.

Yearly subscription to Quality Improvement (QI) Speech Language Pathologist (SLP) Pack. The program objectively evaluates current work practices and client care by SLPs.

### Support to Ensure Program Objectives

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Support is provided by the lead diagnostician, lead speech language pathologist and digital support from the vendor.

### Performance Indicators

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Generates scores and interpretation of scores that are used for assessments to provide during determination for SPED services.

### Cost Benefit Analysis in Regards to Outcomes and Program Intent

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Program is time saving and provides more accurate results than without its use. NCS Person is recommended for renewal.



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# Osha

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2021-2022 Cost: **\$22,890**

2022-2023 Price Quote: **\$18,620**

Grades/Population Served: **11-12**

Department: **CTE**

## Expectations and Purpose of Program

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The purpose of the Occupational Safety and Health Administration (OSHA) certification is to provide high school students with an opportunity to earn a high-value credential in the field of STEM related CTE courses. With certifications, students become more employable by providing an industry recognized and officially endorsed certification exam where students can prove their proficiency and better meet the demand of growing and competitive workforce as mandated by HB3.

## Support to Ensure Program Objectives

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The provisions, resources, and support provided was constant technical support in order for all laptops to have access to the OSHA website giving students full opportunity to train through modules prior to taking the exam. Educators are able to develop timelines for section completion to target a specific date for earning the credential. OSHA provides unlimited support via phone and/or email, and the program itself is very user-friendly maximizing ease of application.



## Performance Indicators

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Educators can easily measure student progress via the OSHA manager website, which includes time spent on any section, quiz scores, or in progress section completion, as well as results given from a certification exam. Students are encouraged to review exam objectives to aid in information retention for material that will be addressed.

## Cost Benefit Analysis in Regards to Outcomes and Program Intent

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The program is worth the investment. The high-value certification earned will help students in their respective field obtain a high-wage, in-demand job after high school, which is an objective of HB18 and HB3. CTE may receive reimbursement for students who successfully pass OSHA 30 on their first attempt (some restrictions may apply).

OSHA is recommended for renewal.



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## Plan 4 Learning

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2021-2022 Cost: **\$5,500**

2022-2023 Price Quote: **\$5,500**

Grades/Population Served: **All levels**

Department: **Human Resources**

### Expectations and Purpose of Program

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Plan4Learning is designed for all educators, administrators, and parents to simplify the improvement planning process by streamlining key action steps and ensuring compliance across our district. We focus on a common vision, identify key needs and develop strategies that will impact a positive outcome making assurances that there is alignment to the district's strategic plan. This program is an essential component for creating, monitoring, analyzing, and adjusting plans and used as a guiding tool moving towards higher-performing schools.

Through the use and navigation of this program, it assures that all campuses and district use will adhere in assessing our needs, setting goals, creating an action plan that drives decision-making process by involving all stakeholders.

The main features that this program provides are as follows:

- Real-time improvement plan monitoring and adjusting to needs
- Manage program funding through documentation
- Automated formative and summative review processes as a reminder to collaborate and remain focused on district / campus goals
- Effective use of Comprehensive Needs Assessment tools and processes
- State Compensatory Education documenting and tracking on point
- Ensure State and Federal Title 1 Compliance



This leads us to a clear path of needed improvement as defined by our SMART performance objectives aligned to the strategic plan.

In addition, Plan4learning helps bridge the gap between planning and practice. This helps to identify needs, visualize connections between reform strategies and may determine how strategies may impact student results. - it is fully focused on creating improvements in student performance and family engagement including:

- ❖ Budgeting
- ❖ Curriculum
- ❖ Staffing patterns
- ❖ Staff development
- ❖ School Organization

This program continuously updates meeting all state and federal mandates ensuring that our district remains in compliance, they fine-tune the problem-solving process to a point of mastery.

## **Support to Ensure Program Objectives**

---

Support to ensure program objectives are met include the following;

- Training and ongoing support to all Administrators and Office Managers.
- Campus trainings as requested
- District level models use of program for Needs Assessments and development of plan so campuses follow the same processes to ensure alignment.
- Notifications and reminders to campuses - on updating their objectives/strategies to ensure collaboration and remaining focused on school and district goals.
- Checklist is provided in Plan4learning to ensure that all areas of compliance and growth are addressed effectively.
- One to one conference- based on individual campus needs and guided questions for effective use of the program which is embedded with their campus goals.

- Easy accessibility to campus and district improvement plans for staff and community.
- Follow up training to ensure continuous use of the program as a living document.
- All improvement plans can be located at campus sites and on the district website for easy access and monitoring of action plans.

## Performance Indicators

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- Goals/objectives and strategies are documented and completed through the use of this program.
- CNA documentation for all 4 components (Demographics, Student Achievement, Perception and Processes & Programs) are available and updated as needed throughout the year. Problem statements are reviewed, analyzed and adjusted to address current challenges and barriers.
- Formative reviews are required quarterly to ensure close monitoring.
- FTEs budgets per campus are inserted and aligned to campus and district needs assessments.
- Expenditures are aligned to strategies.
- Summative evaluations are reviewed at the end of the school year.
- Program evaluations are required per campus to review and analyze the outcome of campus performance based on expenditures that are tied to campus goals and objectives.

A survey was provided to all District and campus users, sample results are as follows:

- To easily navigate through the program – 39.1% Strongly agree and 43.5% agree
- You mainly use the Plan4learning program to manage the following:
  - To bring focus to your campus with activities that helps to achieve your purpose, alignment and accountability at 34.8%
  - Note: Need to increase percentage on the purpose to utilize this program as a blueprint on how we address campus needs.
- Do you recommend using Plan4learning program for the 2022-23 school year- Yes

There has also been an increase in utilizing plan4learning more frequently as part of their Campus Improvement.

Note: All categories in Plan4Learning are regularly updated ensuring that we keep up to date with any federal or state laws.

## **Recommended Modifications to meet Objectives**

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The following are revisions to meet the program purpose with a higher success rate:

- Will change approach from whole group towards a one-to-one campus training with office managers to address program in-depth and utilize it as a blueprint to campus goals/objectives. Trainings will include:
  - Writing SMART goals that is aligned to District goals and strategic plan.
  - Inserting budget that has been allotted to campuses
  - Inserting all Title 1 and SCE FTEs at campus and district level
  - Completing justification sheets that aligns to campus needs assessments using expenditures connected to CIPs/DIP.
- Availability of training to campus leadership will continue to extend offer to faculty and community so they may navigate and view their CIPs on a regular basis. This will increase exposure to the program and expectations by utilizing CIPs effectively when purchasing materials, Professional Development, and other miscellaneous items that meet campus goals/objectives.
- Availability to meet at professional learning community (PLC's) level to provide training and support on effective use of the program with teachers and community using the CIP as a working document, thereby creating the school's blueprint for student success.
- Provide training at Parent Leadership and/or campus Parent Advisory Committee on navigating through their campus CIP's to be knowledgeable on campus goals and provide feedback.

## Cost Benefit Analysis in Regards to Outcomes and Program Intent

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Plan4learning cost of \$5,500 is conducive to creating a blueprint of the district and campus goals. We continue to grow and utilize this program more effectively and interactively with staff and community. It is important to expand this program throughout the district and anchor to our DIP/CIP with parents, staff, students and teachers.

One comment in the survey states, “Continue to use the program to help keep us aligned to our program goals and initiatives.”

The program ensures that CISD remains in compliance with all federal and state law. In addition, Plan4Learning constantly updates and adjusts to any new federal or state requirements to ensure compliance. Free mini training sessions are also available to any user for updated information on the Plan4learning program.

We are recommending use of Plan4Learning for the 22-23 school year. According to the survey 87% recommend the use of Plan4Learning.

We will look at revisions to enhance the use of the program and increase effective use. It is important to bring forth more awareness and purpose of improvement plans to our community and staff so we can all work on our campus and district goals surrounding our student’s needs.



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## Renaissance

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2021-2022 Cost: **\$101,771.36**

2022-2023 Price Quote: **\$108,249.51**

Grades/Population Served: **PreK- 12**

Department: **Curriculum and Instruction**

### Expectations and Purpose of Program

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Renaissance promotes reading and delivers differentiated and timely instruction while providing personalized student practice in reading. It provides assessments at the beginning, middle and end of the year to monitor student, class, campus, and district progress. The Renaissance Reading components include STAR Reading, myOn, and Accelerated Reading. STAR Reading/STAR Spanish uses a computer-adaptive technology where teachers can assess student's Spanish reading level from the beginning of first grade to end of fifth grade reading level.

### Support to Ensure Program Objectives

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Three virtual training sessions were offered on 2/21/22 for new, intermediate, and advanced users. We added high school grade levels to the STAR Reader product to support with HB3 TIA data sources

### Performance Indicators

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Some of the criteria used to determine effectiveness of the program include:

- ❖ District dashboard reports and teacher survey
- ❖ Progress EOY and BOY (coord. created)
- ❖ TIA Growth (coord. Created)
- ❖ Subscription Capacity (product administration)
- ❖ myOn- Core Report and Campus Engage

Growth Reading report using Star Enterprise Reading indicates progression with reading development that 65% of all students using the program are predicted to meet benchmark in reading. The Domain Mastery report indicates all campuses are at moderate for Scale Growth Progress. Campus teachers monitor individual student progress with the programs' array of reports.

District Dashboard reports illustrate district utilization of AR product, as well as total exposure to literacy by books and words read. Additionally, PreK-12 Content Program Evaluations surveys indicate that elementary and middle school users think the program should continue to be funded.

### **Recommended Modifications to meet Objectives**

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Continued formal training from Renaissance consultants would be beneficial for new users.

### **Cost Benefit Analysis in Regards to Outcomes and Program Intent**

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The beginning of the year, middle of the year, and end of year diagnostic assessments allow teachers to track student reading levels and adjust instruction to students' needs. The use of the AR product indicates students are self-selecting text and assessing their comprehension and analysis by means of the AR quizzes.

Moreover, the addition of the myOn pilot program allows teacher and student access to online books which are linked to AR tests and encourages self-selected reading and more reading for pleasure.

Renaissance is recommended for renewal.



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# Seesaw

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2021-2022 Cost: \$ 11,341.00

2022-2023 Price Quote: \$11,753.40

Grades/Population Served: PreK-3

Department: Curriculum and instruction

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## Expectations and Purpose of Program

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Seesaw is a platform for empowering students to demonstrate and share their learning. Students use creative tools in Seesaw to create, reflect and demonstrate learning. It is very interactive for both teachers, students and families. Teachers are able to create activities for students, document student growth through student portfolios and communicate with families. Schools are able to communicate with families through the Seesaw platform, in addition administrators have access to view student work.

The platform is user friendly, specifically for the lower grades and has increased student engagement for both in person and remote students.

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## Support to Ensure Program Objectives

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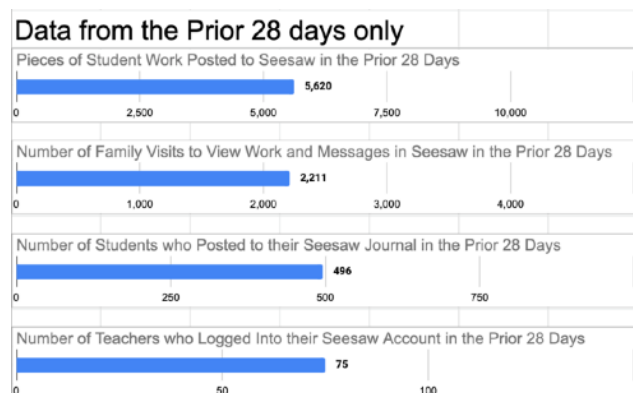
Ongoing professional development sessions on how to best utilize the program were coordinated for both administrator and teachers.

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## Performance Indicators

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Usage reports and a survey were used to determine effectiveness of the program. The one month snapshot shown to the right, indicates that seesaw is an effect method for communication and sharing student work with family members. There were 2,211 family visits to view work or messages during the March 28 days report. The report also indicates moderate usage as there were also 75 active teachers who accessed their account.



## Recommended Modifications to meet Objectives

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It is recommended that every campus designate a representative to become a Seesaw Ambassador, as well as encourage all teachers utilizing the platform to become members of the Seesaw Pioneer program. (\* The Seesaw Pioneer program is a completely free opportunity, available to any educator using Seesaw. Seesaw Pioneers have moved beyond the Seesaw basics and are ready to expand their Seesaw knowledge and educator network). This will increase knowledge at each campus so that there is an additional layer of support for all who utilize the platform.

The barriers we encountered were at the very beginning of implementation, example: rostering classes through Clever. Those barriers have since been resolved, with help of the district's IT department and Seesaw support services. The remainder of the PD sessions that were purchased in the year prior were used at the beginning of this school year to help get new teachers started. Seesaw provides many opportunities for teachers to increase their knowledge of resources and new features of the platform. In addition, Seesaw provides free PD sessions throughout the year that promote student and family engagement.

## Cost Benefit Analysis in Regards to Outcomes and Program Intent

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The program was very successful in engaging students and families this past school year. The features included, but not limited to:

- ❖ Teachers can create activities and or access activities from a shared library.
- ❖ There are different ways for teachers to present material, through audio voice recording, visuals and written text.
- ❖ Student portfolios can be archived to share with the next year's teacher.
- ❖ Families can view student work and comment as well.
- ❖ This platform is user friendly for young students.
- ❖ Teachers have been able to utilize Seesaw's multimodal tools to differentiate instruction to help meet the needs of all students.

Seesaw is recommended for renewal for those teachers who want to continue to use it in their classrooms.



# SpringBoard ELAR

2021-2022 Cost: \$ 12,079.38

2022-2023 Price Quote: \$ 4,604.60

Grades/Population Served: **6-10 Honors and Pre-AP ELAR students**

Department: **Advanced Academics**

## Expectations and Purpose of Program

The purpose of the program was to help provide ELAR students with student-centered instruction that is aligned with state standards. Each grade level uses complex, grade appropriate texts that allow students to examine an idea from multiple points of view while working with a variety of genres. Students progress from guided reading through collaborative projects to confident, independent work. The expectation is that the resource is used for advanced Reading Language Arts courses at grades 6-10.

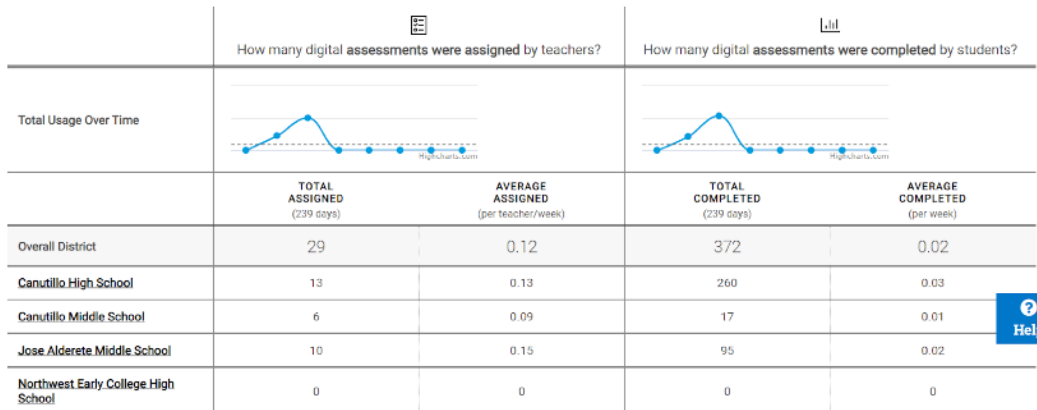
## Support to Ensure Program Objectives

The program was introduced two years ago. At that time teachers were asked to complete online PD and participate in a review of the materials during GRIT 2020. Teachers have been supplied with the books and access to the online platform.

## Performance Indicators

Seven teachers responded to a survey about the use and effectiveness of the program. Springboard is not used on a daily basis. Most of the additional resources are going unused. However, teachers say the use of SB ELAR has benefited their students.

239 Days: July 04, 2021 - February 27, 2022



## Recommended Modifications to meet Objectives

---

A great deal of time was spent at the beginning of the year getting SpringBoard Digital working. The platform required the use of Clever. Teachers and students did not know how to use Clever. However, mid-year programs were migrated to another portal and many teachers lost access to SpringBoard and chose not to pursue its use again. The use of SpringBoard Digital is still a technical obstacle for campuses.

Most teachers like the curriculum, however, there were significant disruptions in the use of SpringBoard digital. Connectivity and access were an issue on and off all school year. Teachers need additional PD in the use of SpringBoard Digital and its use with google classroom. Also, teachers requested more guidance for the use of the program with EL students.

## Cost Benefit Analysis in Regards to Outcomes and Program Intent

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The resource was not used with fidelity as designed at all grade levels. It was used more for English 1 and English 2. English 1 and English 2 teacher survey responses were more positive and the use was greater.

It is recommended to renew and continue using SpringBoard Curriculum and Text for Honors English 1 and Honors English 2.

Advanced academics will research another viable and more appropriate curriculum resource for 6-8 grade.



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# SpringBoard Mathematics

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2021-2022 Cost: \$ 23,161.61

2022-2023 Price Quote: \$ 10,309.75

Grades/Population Served: **6-10 Honors and Pre-AP Math Students**

Department: **Advanced Academics**

## Expectations and Purpose of Program

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The purpose of SpringBoard Math is to provide CISD teachers with a curriculum that easily allows them to differentiate for their honors and pre-ap courses. The differentiation will provide more rigor and critical thinking skills. The use of SB also allows for the alignment of advanced math courses to junior and senior level AP courses. The expectations is that SpringBoard will be used in place of TEKS resources for the following courses: Honors 6th grade Math, Honors 7th grade Math, Honors 8th grade Math, Pre-AP Algebra 1, Pre-AP Algebra 2, Pre-AP Geometry, and Pre-AP Pre-Calculus.

From the CollegeBoard Website, *“SpringBoard offers a full math curriculum for grades 6–12. Middle school courses familiarize students with foundational algebraic concepts. In high school, students extend their learning with functions, geometry, and mathematical analysis.”*

## Support to Ensure Program Objectives

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Teachers new to SpringBoard completed online Professional Development in the planning and use of SpringBoard Curriculum. C&I has worked with IT to provide online access to SpringBoard Digital to help teachers with the instruction and evaluation of mathematical concepts in their advanced classes. Student progress is evaluated at the campus level by PLCs.

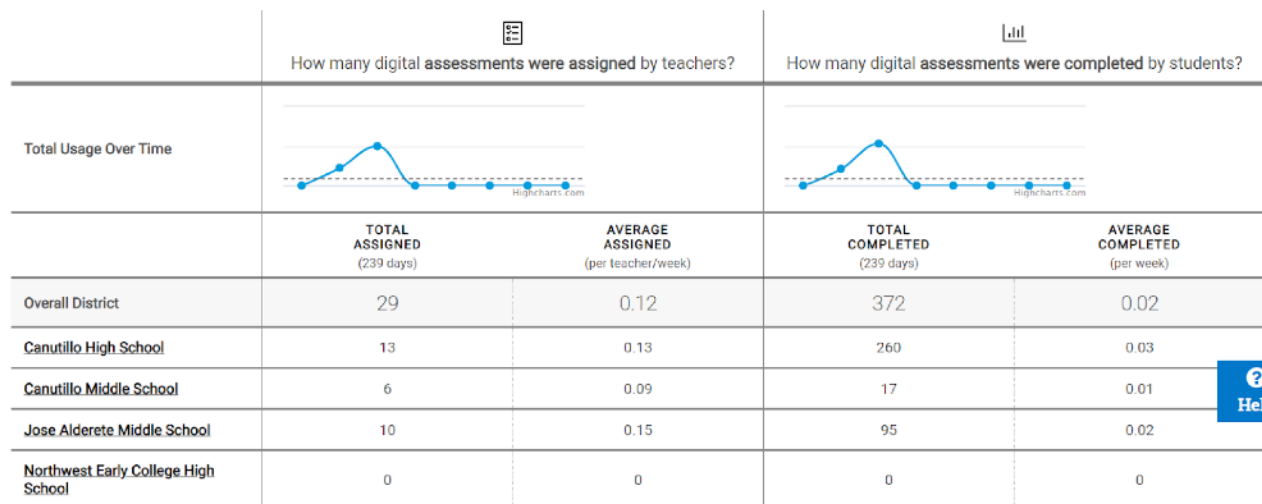


## Performance Indicators

Nine teachers responded to a survey regarding the use of the SpringBoard curriculum. Only a third of the respondents use it everyday. There is no consistent pattern to the use of the additional online resources. Two-thirds of the teachers believe SpringBoard Math has benefited their students. Teachers commented that the pacing was good with structured, high level math

In addition usage reports from SpringBoard Digital were reviewed.

239 Days: July 04, 2021 - February 27, 2022



## Recommended Modifications to meet Objectives

Most teachers like the curriculum, however, there were significant disruptions in the use of SpringBoard digital. Connectivity and access were an issue on and off all school year. Teachers need additional PD in the use of SpringBoard Digital and its use with google classroom. Also, teachers requested more guidance for the use of the program with EL students.

A great deal of time was spent at the beginning of the year getting SpringBoard Digital working. The platform required the use of Clever. Teachers and students did not know how to use Clever. However, mid-year programs were migrated to another portal and many teachers lost access to SpringBoard and chose not to pursue its use again. The use of SpringBoard Digital is still a technical obstacle for campuses.

## Cost Benefit Analysis in Regards to Outcomes and Program Intent

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SpringBoard has been mandated by the district for advanced math classes. However, the implementation of it doesn't seem to be guaranteed at the campus level. Based on the teacher survey, SpringBoard math was not used to its potential across all subjects. Middle school principals stated they use Go Math per the Math Coordinator. It was used more in the high school credit classes. Three of the high school teachers indicated that the rigor and pacing of the units help the students collaborate and use higher level thinking skills. Middle School teachers responded indicating they use the program sporadically. SpringBoard teaches math concepts and is designed to be used as a cover to cover resource.

The online component is a sore area with teachers. We had multiple tech issues that prevented its use online. An effective implementation of SpringBoard Digital is required.

It is recommended that Springboard mathematics be renewed only for high school credit classes only.



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## TEKS Resource

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2021-2022 Cost: \$ **46,050.50**

2022-2023 Price Quote: **\$43,771.00**

Grades/Population Served: **All**

Department: **Curriculum and Instruction**

### Expectations and Purpose of Program

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The TEKS Resource System includes curriculum components and sample unit assessment items aligned to the most current TEKS for English, Math, Science and Social Studies in English and Spanish. This system is used for curriculum alignment within the District and all content areas teachers follow this curriculum. The documents most used include:

- ❖ Instructional focus document (IFD) which explains the details of each curricular unit including overarching concepts, big ideas, misconceptions, vocabulary, targeted specificity, and key understandings.
- ❖ Vertical alignment document (VAD) which is a 3-year vertical alignment document that teachers use to identify potential gaps in students' understanding and plan for appropriate intervention
- ❖ Year-at-a-glance (YAG) which groups the TEKS into curricular units and is used to ensure that all TEKS are taught within the school year.

The TEKS Resource System also includes a test creator that is used to create common unit Benchmarks and the assessment items are also available through Eduphoria.

### Support to Ensure Program Objectives

---

Professional development is provided to all new teachers during new teacher orientation. Curriculum coordinators provided each campus with training on using TEKS resource system and the assessment creator with follow-up trainings by request or when needed. Region 19 also offers professional development several times a year at no cost to TEKS RS users.

## Performance Indicators

---

PLC meetings, individual classroom observations, lesson plans and assessment data show that teachers use the TEKS RS scope and sequence to plan lessons.

Common unit assessment and lesson plan data shows that lessons and assessments are aligned to the curriculum standards as defined in the IFD. TEKS resource adoption includes TEKS aligned assessment questions which are available in Eduphoria and utilized often in common unit assessments.

## Recommended Modifications to meet Objectives

---

C&I will continue to provide introductory training for all new staff as well as personalized training as requested by individual campuses.

## Cost Benefit Analysis in Regards to Outcomes and Program Intent

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In a nutshell, TEKS resource provide all content area teachers with the following vital information:

- ❖ What needs to be taught
- ❖ When it should be taught and how much time to spend on each standard
- ❖ How to assess mastery of the curriculum

It is especially helpful for new teachers who need help determining the specificity of the state standards and aligning instruction. The program is maintained and is updated on a regular basis as standards change.

TEKS Resource System Recommended for Renewal.



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# TestHound

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2021-2022 Cost: \$ 6,638.50

2022-2023 Price Quote: \$ 6,638.50

Grades/Population Served: **Grades 3-12**

Department: **Testing and Accountability**

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## Expectations and Purpose of Program

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TestHound is a software used by campus testing coordinators to organize, plan, and coordinate state assessments. It can also be used for local assessments, ACT/SAT, PSAT, and TSIA2 testing to ensure the right documentation is curated for keeping track of testing logistics.

The program can be used to lessen the chance of procedural errors in assessment, hoses student data, track EOC performance completion for graduation, and is synced to TEAMS/ Esped for nightly updates in enrollment, accommodations, and students demographics.

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## Support to Ensure Program Objectives

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TestHound self-paced training and webinars were available to campus testing coordinators. Testing Coordinators well versed in use of TestHound continued to use it this school year, specifically GES and CHS.

TestHound made updates their programs and processes quickly in order to be compatible with new state testing platform, Cabrium Assessments.



## Performance Indicators

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TestHound was used limitedly by BCE and CHS to organize assessments throughout the 21-22 school year, neither campus has had any irregularities to date.

Campus testing documentation was audited for accuracy, both campuses using the program did so effectively. Usage reports are not made available to determine full usage, usage was based on feedback from campus testing coordinators.

TestHound is not being used to full potential as it was not originally projected for renewal in the 21-22 school year. During the transition time frame when the former testing coordinator left and a new one started, the contract was renewed.

## Recommended Modifications to meet Objectives

---

It is recommended that the TestHound contract is renewed for district and high school use only. However, TestHound may not offer an option for single site use. Cost is currently based on student numbers so the district's cost is the same for one campus as it is for the whole district.

## Cost Benefit Analysis in Regards to Outcomes and Program Intent

---

TestHound is extremely helpful for high schools due to the sheer volume of testing and student data tracking. The system continues to provide for smooth materials control with the limited amount of paper materials the district still receives for special programs whose students qualify for paper based or alternate testing. The usage is not fully aligned with the high cost of the program. There are other programs that can be used to track EOC completion, paper materials, accommodations, and testing logistics. Limited budget in testing and accountability is currently consumed by this software alone. With the new testing coordinator and new state testing platform in 21.22, it has been difficult to ensure TestHound is used effectively at all campuses. As surveyed in 20-21, one third of the campuses were using this software.



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# TexQuest

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2021-2022 Cost: **\$ 1,750.15**

2022-2023 Price Quote: **\$1,766.39**

Grades/Population Served: **K-12**

Department: **Libraries**

## Expectations and Purpose of Program

---

TexQuest is a digital resource program for the state of Texas that provides quality resources for all K-12 students in the state of Texas at a very low cost to districts. TexQuest is used at all grade levels for research and to teach digital literacy skills. TexQuest also provides hundreds of ebooks to students.

## Support to Ensure Program Objectives

---

TextQuest offers free training at Region 19 that librarians and teachers can sign up for each school year. This year region 19 partnered with other regions to offer more virtual training to all at no cost.

At each campus the librarians have provided quick links for students to be able to access TexQuest for researching. ESSA specifically authorizes funds to be used for developing and enhancing effective school library programs, to include funding for professional development, books, and up-to-date materials for high needs students.

## Performance Indicators

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Usage reports from TexQuest indicate that each campus uses at least some of the applicable databases. Librarians also use the databases as part of their curriculum to teach the Texas School Library standards. Usage reports indicate that districtwide, TexQuest was used 55,352 times since the beginning of the school year. This shows tremendous usage for a very low cost. Usage reports also indicate that each campus uses certain databases from TexQuest. Different databases have resources for different grade levels.

## Recommended Modifications to meet Objectives

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We recommend more professional development opportunities for teachers in order for them to get the most out of these valuable databases.

Teachers must be made aware and given some training on how to access the databases. Librarians train teachers and those that want additional training can attend the free professional development at Region 19 and/or sign up with partnering regions for virtual training.

### **Cost Benefit Analysis in Regards to Outcomes and Program Intent**

TexQuest provides access and connection to an array of digital and print resources which allow for deeper, personalized learning at an overflow price per student (\$0.29). The Texas State Library and Archives, in connection with the Texas Library Association, The Texas Association of School Library Administrators and The Texas Association of School Libraries supports the position that an effective school library program has a certified school librarian at the helm, provides personalized learning environments, and offers equitable access to resources to ensure a well-rounded education for every student.

We recommend that the district continue to provide this great, low-cost resource to our teachers and students since it has been used 55,352 times since the beginning of the school year and it supports the Texas School Library Standards. Excellent resource with online e-books to help with online learning.



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# Tumblebooks

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2021-2022 Cost: **\$ 4,314.60**

2022-2023 Price Quote: **\$ 4,314.60**

Grades/Population Served: **All grade levels**

Department: **Libraries**

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## Expectations and Purpose of Program

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Tumblebooks library is a curated database of children's e-books, available by subscription to elementary schools and public libraries around the world. It contains over 1,100 titles for grades K-6, and includes unique animated, talking picture books, read-along chapter books, non fiction books and videos, curated playlists, as well as books in Spanish and French. Plus, the collection features graphic novels- a student favorite. Students can always find books to read even on weekends, holidays or over breaks.

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## Support to Ensure Program Objectives

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Librarians show both students and staff how to access Tumblebooks and many Canutillo ISD Libraries have Tumblebooks on their School Library Web Page. This makes it easy to access when students and staff are not at school. Students are trained on how to use Tumblebooks during their library class time.

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## Performance Indicators

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Each school has book view statistics to show the number of both content views and book views at each campus. Students show their library skills as they utilize the Tumblebooks program to choose books. In addition, students demonstrate their research, media and technology skills as they utilize the other Tumblebooks resources to support their learning.



## Recommended Modifications to meet Objectives

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No recommendations for revisions or modifications are necessary. Tumblebooks fulfills its purpose of providing online access to digital books and resources. They provide support during and after school hours. The book view statistics indicate that all campuses are accessing books from Tumblebooks.

## Cost Benefit Analysis in Regards to Outcomes and Program Intent

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The Tumblebooks website has been very effective as an additional collection of books for students to read and other resources to support instruction. The cost is worth the benefit of having so many digital books accessible to our students.

In order to continue to offer our students the opportunity to access and read books online at school and at home, Tumblebooks is recommended for renewal.



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# Unique Learning

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2021-2022 Cost: \$ 4,274.90

2022-2023 Price Quote: \$ 15,030.15

Grades/Population Served: **PreK - 12**

Department: **SPED**

## Expectations and Purpose of Program

---

Unique Learning systems provide meaningful access to the general education curriculum for learners with significant disabilities. It provides a pathway for teachers to reach all students, meeting their developmental needs at all levels.

CISD utilizes Unique Learning with students with autism, developmental and speech delays.

CISD will progress monitor all student growth through the program's benchmark assessment and monthly checkpoints.

## Support to Ensure Program Objectives

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The program provides online training and support for all teachers and staff. GRIT follow up training was provided for all self-contained special education teachers. Campus visits and training were also provided.

## Performance Indicators

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Unique Learning provides differentiated lesson materials and is aligned to Texas standards. It provides flexible delivery options for students on many different levels.

Instruction at the right level of support ,addressing every core subject as well as life skills.



## Recommended Modifications to meet Objectives

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Barriers to the program include finding the time for teachers to go through the training modules and training all students on accessing the digital platform in order to lower paper consumption.

## Cost Benefit Analysis in Regards to Outcomes and Program Intent

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The program has been very beneficial and effective in providing access to the general education curriculum for students with significant disabilities. Unique learning is a vital resource for teachers of autism and intellectually disabled students.

Unique learning is recommended for renewal.



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# Waterford Reading Academy

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2021-2022 Cost: \$ 30,950

2022-2023 Price Quote: \$ 25,700

Grades/Population Served: **PreK**

Department: **Curriculum and Instruction**

## Expectations and Purpose of Program

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Waterford Reading Academy is a comprehensive, technology-based early reading, math and science program with integrated assessments and teacher tools created only for PreK-2. The personalized learning software adapts automatically to each student and is tailored to his or her own skill level and pace. It ensures mastery of foundational skills. Waterford's SmartStart for PreK focuses on early reading, math, science, and social studies concepts as well as executive function, creative arts, and health and physical development. In addition, it has a family engagement component which supports the requirements of the district's early childhood program.

The criteria used to determine its effectiveness are the specific reports that teachers can access to check growth. The teacher also can assign curriculum and activities to each individual student for extra practice and support.

## Support to Ensure Program Objectives

---

This past school year, support was provided by the Waterford representatives both in person (to include classroom visits and a session for parents), and virtually. The district's IT staff also provided technological support throughout the year, and the district's Early Childhood Coordinator also supported by coordinating professional development sessions for teachers and assisting with technological support.



## **Performance Indicators**

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The criteria used to determine its effectiveness are the specific reports that teachers can access to check growth. The teacher also can assign curriculum and activities to each individual student for extra practice and support.

A teacher survey indicates that PreK teachers (the majority of the teachers who responded to the survey) expressed wanting to continue using the program. Data reports show increased usage and growth.

## **Recommended Modifications to meet Objectives**

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The initial barriers that we encountered were related to technological issues and changes in the application itself to include the change in the design of the platform and the way teachers and students would log in. With the help of our IT department and the support of our Waterford representatives we were able to assist with these changes in the application. Now that we have been able to learn and troubleshoot through any technological issues, students have been able to successfully log in and utilize the program. There are a handful of devices that need to be checked. The licenses have been extended throughout the summer so students and families will be able to use the program without interruption. The program is only in English (with Spanish support). Our dual language classrooms have utilized the program to strengthen the English component of the dual language program.

In order to better meet the purpose and objectives of the program, it is recommended to schedule weekly or bi-weekly meetings (Waterford Wednesdays) to provide support to teachers.

## **Cost Benefit Analysis in Regards to Outcomes and Program Intent**

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This past year, we utilized ESSER funds to fund the program. We look forward to renewing our partnership with Waterford. The program will help us continue to work to provide our youngest learners with a solid foundation in literacy, math, science and social emotional development. The program is adaptive to each individual student and as students complete the Smart Start 3 level this ensures that they will enter kindergarten at or above grade level. It is also important to note that the program was created specifically for the early grades.

Waterford is recommended for renewal with pre-k.

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## Wilson Language- Foundations

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2021-2022 Cost: \$ **107,873.41**

2022-2023 Price Quote: \$ **23,039.10**

Grades/Population Served: **K-2**

Department: **Curriculum and Instruction**

### Expectations and Purpose of Program

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Under House Bill 3 Implementation: Reading Practices, requires that LEA's adopt a K-3 phonics curriculum that uses systematic direct instruction, incorporate the use of integrated reading instruments, and prioritize the placement of highly effective teachers in K-2. Canutillo ISD chose to purchase and implement the Wilson Language Foundations program in grades K-2.

### Support to Ensure Program Objectives

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Teachers were provided with teacher kits and student materials to begin implementation this school year and professional development was purchased and provided.

### Performance Indicators

---

This was the first year of implementation. When asked, teachers liked the program but communicated that there was a need for additional support and professional development.

### Recommended Modifications to meet Objectives

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Teachers will be provided with a review professional development session at the beginning of the 2022-2023 school year, along with ongoing professional development throughout the school year as part of the Professional Development plan. Campus administrators will also be provided with an overview of the program.

The barriers we encountered were caused by a delay in the delivery of the materials at the beginning of the school year. This delay affected the initial PD launch sessions because teachers did not have their materials in front of them to reference. Some student items were also on backorder.

## Cost Benefit Analysis in Regards to Outcomes and Program Intent

---

Under House Bill 3, the implementation of a phonics program in the early grades is required. The cost of purchasing the materials after the first year will be much less since we have already purchased the main kits and will only need to purchase consumables each year.

Wilson Language Foundations is recommended for renewal with the purchase of consumables to support the implementation of the program.



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# Xello

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2021-2022 Cost: **\$ 9,140**

2022-2023 Price Quote: **\$ 5,716.25**

Grades/Population Served: **3-8**

Department: **Curriculum and Instruction**

## Expectations and Purpose of Program

---

Xello is a College and Career Readiness program that helps students discover relevant college, university, trade and career options based on their personality, skills and knowledge. First students complete interactive career, personality and learning style assessments to help them better understand their unique interests, skills, and strengths. Next, Xello provides hundreds of career options for the students to explore that align with their assessment results. Xello provide relevant information for each career such as what job prospects are for that career, salary possibilities by state, colleges that offer those careers and more. A student portfolio is created for each student that updates each time they work with the program.

## Support to Ensure Program Objectives

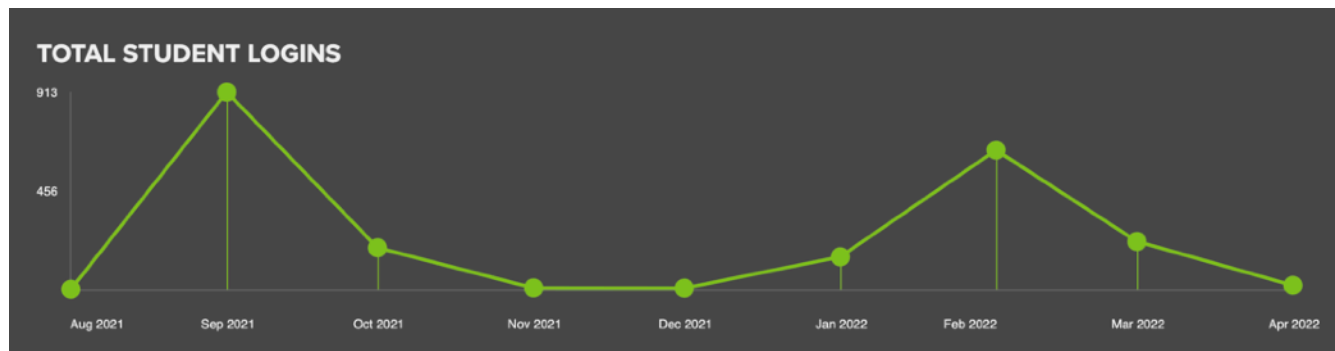
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Xello provides easy to follow instructions, visuals and a help center.

## Performance Indicators

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The program includes usage reports to evaluate the program. These reports indicates that middle school students in College and Career readiness classes use the program most in September and February.



Canutillo middle school had 388 unique student logins with students logging in an average of 3 times. Alderette middle school had 191 unique student logins with students logging into the program an average of 5 times.

Month	Total Logins	Unique Student Logins	Average Logins / Student
2022-04-01	19	10	1.9
2022-03-01	222	88	2.52
2022-02-01	645	256	2.52
2022-01-01	151	72	2.1
2021-12-01	6	3	2
2021-11-01	7	4	1.75
2021-10-01	193	109	1.77
2021-09-01	913	412	2.22
2021-08-01	1	1	1

Xello is not being utilized at any of the elementary schools. Middle school College and Career readiness classes offered in grade 7 are the top users of the program.

### **Recommended Modifications to meet Objectives**

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To meet program objectives, students should update their portfolios each year starting in elementary to grade 8. As they continue to work on the program they can learn more about possible careers and what steps they should be actively taking toward achieving their career goals.

### **Cost Benefit Analysis in Regards to Outcomes and Program Intent**

---

When used as recommended, Xello provides students with valuable career and readiness information tailored to the individual student’s strengths, skills and personality. It provides students with information on a variety of college, university, trade, military and career options that students would not otherwise be aware of.

CISD college and career readiness teachers and elementary counselors need to assist students in utilizing the program more often in order to meet objectives and justify program cost. In order to receive the maximum benefits of the program, students should have multiple opportunities to complete the program lessons as their interests and skills change each year.

Xello is recommended for renewal. However, we need to determine whether it should be purchased for only middle school or should more training and time be spent to ensure that elementary students are given the opportunity to use the program earlier.



# Board of Trustees

Meeting Date: May 2022

## Executive Summary of Board Agenda Item

Subject/Title for Agenda Posting:

Discussion and possible action regarding the 2022 Summer School Pay Rates

Justification Statement:

2022 Summer School Pay Rates

Purpose of Agenda Item:

Information  Discussion  Action

Item Type:

Curriculum & Instruction  HumanResources Business Services

Staff Responsible:

Martha Carrasco, Chief Human Resources Officer.

*Signature of Requester(s)*

Martha Carrasco, Chief Human Resources Officer.

*Signature of Presenter(s)*

*Business Services Approval (Initials)*

*Date* May 2022

Agenda Summary:

Discussion and possible action regarding the 2022 Summer School Pay Rates

RECOMMENDATION: That 2022 summer school rates are approved by the Board of Trustees as recommended by administration.

PRIOR BOARD ACTION:

AWARDED:

AWARDED AMOUNT:

AMOUNT(S): As indicated by Financial Services

ACCOUNT

NO(S): As indicated by Financial Services

PROCUREMENT METHOD TYPE: (3 Quotes, Cooperative Contract Quotes, Sole Source, Formal Bid): N/A

REQUESTING DEPARTMENT:

HUMAN RESOURCES DIVISION

CONSEQUENCES OF NON-APPROVAL: Staffing shortage for summer school and summer programs.

IMPLEMENTATION TIMELINE:

Summer School 2022

ATTACHMENT(S): Pay Rates for Summer School 2022





# 2022 Summer School Pay Rates

Position	Pay
Child Nutrition I / Bus Monitors	\$ 16.00
Child Nutrition II	\$ 18.00
Assistant Manager	\$ 20.00
Cafeteria Manager	\$ 22.00
Bus Drivers	\$ 20.00
Teachers / Nurses / Librarian / SPED Professional Staff	\$ 50.00
Other Professional Staff	\$ 35.00
Other Non-Exempt Staff	Regular Rate of Pay
Subs / Tutors	Regular Rate of Pay

*\*Employees must be off-their regular work calendar to receive Summer School Pay.*

Rates are in effect for the <b>2022 summer ONLY</b> for dates specified below	
<b>June 3<sup>rd</sup> Professional Development(C&amp;I)</b> (\$40 for morning flat rate (PD) and then \$23.50 for function pay in the afternoon work ½ day)	
<b>Summer Education Programs(C&amp;I)</b>	June 6 <sup>th</sup> - June 16 <sup>th</sup> (M-TR, ½ Days)
<b>ALS PK-K Program</b>	June 6 <sup>th</sup> – June 30 <sup>th</sup> (M-TR @ CES)
<b>ALS New Comer</b>	June 20 <sup>th</sup> – July 1 <sup>st</sup> (@ UTEP, M-F)
<b>ALS Migrant Program</b>	June 20 <sup>th</sup> - July 1 <sup>st</sup> (M-TR, Full Day)
<b>HS Credit Recovery</b>	June 6 <sup>th</sup> – 17 <sup>th</sup> (M-F)
<b>NWECHS Recovery &amp; Enrichment</b>	May 31 <sup>st</sup> – June 23 <sup>rd</sup>
<b>TOA</b>	June 6 <sup>th</sup> – June 17 <sup>th</sup>
<b>Testing Window</b>	June 21 <sup>st</sup> , 22 <sup>nd</sup> , 23 <sup>rd</sup>
<b>Child Nutrition Feeding Program</b>	June 1 <sup>st</sup> – July 1 <sup>st</sup> (M – F)

*(\*Personnel must be performing work assigned for each job title during the summer session)*

# Board of Trustees

Meeting Date: **May 2022**

## Executive Summary of Board Agenda Item

Subject/Title for Agenda Posting:

Discussion and possible action regarding revisions to CTE Stipends for the 2022-2023 school year

Justification Statement:

Revision to current stipend listing.

Purpose of Agenda Item:

Information  Discussion  Action

Item Type:

Curriculum & Instruction  HumanResources Business Services

Staff Responsible:

Martha Carrasco, Chief Human Resources Officer.

*Signature of Requester(s)*

Martha Carrasco, Chief Human Resources Officer.

*Signature of Presenter(s)*

*Business Services Approval (Initials)*

*Date* **May 2022**

Agenda Summary:

Discussion and possible action regarding revisions to CTE Stipends for the 2022-2023 school year.

Administration recommends that the board approves proposed stipend listing items revisions be made to the stipends to ensure the district remains competitive.

RECOMMENDATION: That stipends are approved by the Board of Trustees as recommended by administration.

PRIOR BOARD ACTION:

AWARDED:

AWARDED AMOUNT:

AMOUNT(S): As indicated by Financial Services

ACCOUNT

NO(S): As indicated by Financial Services

PROCUREMENT METHOD TYPE: (3 Quotes, Cooperative Contract Quotes, Sole Source, Formal Bid): N/A

REQUESTING DEPARTMENT:

HUMAN RESOURCES DIVISION

CONSEQUENCES OF NON-APPROVAL:

The district may lose its competitive advantage.

IMPLEMENTATION TIMELINE:

2022-2023 fiscal year

ATTACHMENT(S): Stipend Listing changes for year 2022-23 406





# HUMAN RESOURCES

## CANUTILLO A Premier District

~~2021-2022~~2022-2023

### Canutillo ISD Temporary Employment, Non-contractual Stipend and Supplemental Pay Schedule

A stipend is an additional amount paid to an employee to compensate for a higher degree, specialized certification, or as an incentive to fill a position in an area of critical need. Position stipends are attached to a position, not to the employee and do not transfer if the employee is reassigned. An employee is subject to reassignment at any time by the superintendent or designee. Stipend assignments may be discontinued at any time. Based on requirements of the Fair Labor Standards Act (FLSA), hourly employees do not qualify for stipend assignments. This stipend schedule applies to the ~~2021-2022~~2022-2023 academic school year only. Future salaries cannot be predicted from this schedule.

Career & Technical Education (CTE)	#	Amount
<b>FCCLA (Family, Career &amp; Community Leaders)</b>	<del>1</del>	\$1,700
<del><b>National Computer Science Honor Society</b></del>	1	\$1,700
<b>NTHS (National Tech. Honor Society)</b>	1	<del>\$1,700</del> <u>\$1,200</u>
<del><b>Robotics – High School</b></del>	<del>2</del>	<del>\$1,700</del>
<b>Texas Association Of Future Educators</b>	<del>1</del>	\$1,700
<b>Texas Skills USA - VICS (Trades &amp; Industry Ed.)</b>	<del>1</del> <u>2</u>	\$1,700
<b>TSA – Middle School (Technology Students of America)</b>	<del>1</del>	\$850

*Stipends will be paid in (2) payments: ½ per semester*

Street Address:  
7965 Artcraft Rd.  
El Paso, TX 79932

Mailing Address:  
P.O. Box 100  
Canutillo, TX 79835

P: (915) 877-7423  
F: (915) 877-7525  
canutillo-isd.org

Canutillo Independent School District does not discriminate on the basis of race, color, religion, gender, sex, national origin, age, disability, military status, genetic information, or any other basis prohibited by law in its employment practices or in providing education services, activities, and programs, including career and technical education (vocational programs).

For additional information regarding Canutillo Independent School District's policy of nondiscrimination contact the Human Resources Division: (915) 877-7423 | 7965 Artcraft Dr. | El Paso TX 79932.



# General Fund Budget Development Fiscal Year 22-23

Board Update  
May 24, 2022

# FY23 Revenue Projections

Attendance Rate	Original Projection	Updated Projection			
	93%	95%	96%	97%	98%
State Revenue	\$25,971,848	\$26,706,462	\$27,125,474	\$27,722,973	\$28,320,472
Variance		\$734,614	\$419,012	\$597,499	\$597,499
Cumulative			\$1,153,626	\$1,751,125	\$2,348,624

\*FY 19-20 1<sup>st</sup> 4 6-Week Period Avg = 95.81%

\*FY 21-22 Average for the past 3 months = 94.7%

# Budget Scenarios

	No Raise	2%/1% Raise	3%/2% Raise
Revenues <i>(95% Attendance Rate)</i>	\$62,982,388	\$62,982,388	\$62,982,388
*Expenditures	\$63,318,944	63,935,544	\$64,687,535
Net Surplus (Deficit)	\$(336,556)	\$(953,156)	\$(1,705,147)

\* Expenditure amounts do not include any budget request or additional needs identified for FY23

# Projected Fund Balance

Assigned		\$	2,602,223
Unassigned			15,925,829
FY22 Beginning Fund Balance			<u>18,528,052</u>
Estimated Revenues	64,398,792		
Estimated Expenditures	<u>(65,714,187)</u>		
Net Revenues over Expenditures			<u>(1,315,395)</u>
Ending Unassigned Fund Balance		\$	<u><u>17,212,657</u></u>
	One Day of Fund Balance	\$	<b>182,539</b>
	Days Available		<b>94</b>
	4 Days of Fund Balance =	\$	<b>730,158</b>

*Projected amounts excludes Maintenance Tax Notes and its related restricted fund balances and assumes 100% expenditures of major projects, actual amounts will be assigned to fund balance and rolled over to next year.*

# ESSER III Update

	Amount	Comments
<b>Grant Amount</b>	<b>\$ 10,723,321</b>	
<b>Expenditures</b>		
Current Expenses & Encumbrances as of 5-16-2022	2,794,371	
<i>Planned Expenditures</i>		
Est. Salary Exp May-June 2022 for ESSER positions	550,000	
Est. Salary Exp FY23 for ESSER positions	4,215,000	<i>This is assuming the employees works till last day of their FY23 work calendar &amp; 3% raise for teachers and 2% raise for other staff - <b>\$1.3M budgeted salaries are currently vacant</b></i>
Water Fountain Replacement project	800,000	
FLI Kickbush training series	100,000	
Campus Funds still to be spent	467,000	
Program renewals (Nearpod, Apricot, Waterford, Phonics Program, SEL Program)	267,000	
Summer School	350,000	
Total Expenditures	9,543,371	
<b>Estimated unspent funds at end of FY23</b>	<b>\$ 1,179,950</b>	

# Questions

# Board of Trustees

Meeting Date: **May 2022**

## Executive Summary of Board Agenda Item

Subject/Title for Agenda Posting:

Discussion and possible action regarding the 2022-2023 Compensation Maintenance Review.

Justification Statement:

Revision to current employee compensation

Purpose of Agenda Item:

Information  Discussion  Action

Item Type:

Curriculum & Instruction  HumanResources Business Services

Staff Responsible:

Martha Carrasco, Chief Human Resources Officer.

*Signature of Requester(s)*

Martha Carrasco, Chief Human Resources Officer.

*Signature of Presenter(s)*

*Business Services Approval (Initials)*

*Date* **May 2022**

Agenda Summary:

Discussion and possible action regarding the 2022-2023 Compensation Maintenance Review.

RECOMMENDATION: That 2022-23 compensation is approved by the Board of Trustees as recommended by administration.

PRIOR BOARD ACTION:

AWARDED:

AWARDED AMOUNT:

AMOUNT(S): **Approximately \$ 1.7 million**

ACCOUNT

NO(S): **All funds, accounts**

PROCUREMENT METHOD TYPE: (3 Quotes, Cooperative Contract Quotes, Sole Source, Formal Bid): **N/A**

REQUESTING DEPARTMENT:

**HUMAN RESOURCES DIVISION**

CONSEQUENCES OF NON-APPROVAL: The district may lose its competitive advantage among districts in Region 19.

Increased staffing shortages for 2023 school year. Increased financial burden on employees due to inflation.

IMPLEMENTATION TIMELINE:

**2022-2023 fiscal year**

ATTACHMENT(S): PP Presentation By Luz Cadena/Martha Carrasco 2022-2023 Compensation Maintenance

