



**2020-2021 Additional Days School Year Planning and Execution Program  
Letter of Interest (LOI) Application Due 11:59 p.m. CT, April 20, 2020**

NOGA ID

Authorizing legislation

**Title IV, Part A, Section 4107; Texas Education Code Sec. 48.0051 INCENTIVE FOR ADDITIONAL INSTRUCTIONAL DAYS**

Application stamp-in date and time

This LOI application must be submitted via email to [loiapplications@tea.texas.gov](mailto:loiapplications@tea.texas.gov).

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

TEA must receive the application by **11:59 p.m. CT, April 20, 2020**.

Grant period from **May 08, 2020-September 30,2021**

Pre-award costs permitted from **Not Applicable**

**Required Attachments**

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
2. All required attachments as discussed in Program Guidelines

**Amendment Number**

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

**Applicant Information**

Organization **San Antonio Preparatory, Inc.** CDN **015840** Campus **San Antonio Prep** ESC **20** DUNS **117148401**

Address **6127 Summerfest Dr.** City **San Antonio** ZIP **78244** Vendor ID **18324148818**

Primary Contact **Stephanie Hall-Powell** Email **s.hallpowell@saprep.org** Phone **210-473-2698**

Secondary Contact **Samuel Byndom** Email **s.byndom@saprep.org** Phone **210-473-2698**

**Certification and Incorporation**

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

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

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

Authorized Official Name **Stephanie Hall-Powell** Title **CEO/Superintendent**

Email **s.hallpowell@saprep.org** Phone **210-473-2698**

Signature  Date **04-19-2020**

**Shared Services Arrangements**

Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the NOGA is issued.

**Statutory/Program Assurances**

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

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements

**Voluntary Summer Learning Cohort Assurances (required for Voluntary Summer Learning applicants only):**

- 1. Participants will utilize Additional Days School Year funding to implement a summer learning program including at least 25 additional days with 360 operations minutes per day, and 180 instructional minutes per day dedicated to math and reading.
- 2. Program days will include additional enrichment activities such as arts, science exploration, and sports.
- 3. The Voluntary Summer Learning program will be first implemented in the summer of 2021.
- 4. Instructional minutes of summer program will be taught by a certified Texas teacher.
- 5. Teachers will be assigned students in a grade level they have taught previously during the school year. Participants will develop a rigorous selection process to recruit high performing and motivated teachers.
- 6. Participants will participate in all required data collections, including implementing interim assessments to evaluate student progress and summer slide.

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

**Full Year Redesign Cohort Assurances (required for Full Year Redesign Cohort applicants only):**

- 1. Participants will utilize Additional Days School Year funding to implement a summer learning program including at least 25 additional days with 360 operations minutes per day, and 180 instructional minutes per day dedicated to math and reading.
- 2. Participants will design a calendar with additional days on the front-end of the school year (e.g., start school year in July) so a 210-day program can be completed in time for STAAR test.
- 3. Participants will start the Full Year Redesign in the summer of 2021 as part of the 2021-2022 school year.
- 4. Participants will typically target all students on the campus for a full 210-day calendar, with a minimum of a full classroom participating in the 210-day program.
- 5. Participants will design programming to ensure students participating in the 210-day program will remain with the same teacher during the 210-day school year.
- 6. Participants will participate in all required data collections, including implementing interim assessments to evaluate student progress and summer slide.

**Statutory/Program Requirements**

Please select the type of cohort being applied for. Select only one of the following:

**Check this box if applying for the Full Year Redesign Cohort**

**Check this box if applying for the Voluntary Summer Learning Cohort**

1. ADSY Program Design: Why does the district want to join the Additional Days School Year (ADSY) Planning and Execution Program? Please specify whether the district is applying as a Voluntary Summer Learning Cohort or a Full Year Redesign district.

Our district wants to join the Additional Days School Year (ADSY) Planning and Execution Program as a Full Year Redesign district so that we can further meet our mission to provide a college preparatory education through high-quality instruction and rigorous curriculum inside a challenging and supportive learning environment, ensuring all students graduate college and succeed in the careers of their choice. In addition, the geographic region we are serving consists of historically marginalized students and families. We want to ensure they have access to researched based high quality public education in the targeted community. Currently, less than 40% of our targeted student population read at or above grade level. Also, english language proficiency and student achievement were not met for many subgroups. There are also currently two F rated schools in our geographic region. San Antonio Prep will be a strong choice for families within these subgroups in our community because of our additional days, enrichment activities, teacher model, additional teacher planning, unique class schedule, and support for all learners. We believe that the ADSY program will help to close the gap of declining achievement during summer break and we know that the additional school days will help ensure growth for our targeted community.

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

2. ADSY Program Design: Describe the type of programming the district anticipates implementing as a part of the ADSY Program. For instance, a district may include proposed plans around instructional approach, operational design, target students, etc. Districts are advised to review Cohort Requirements in the application for reference.

We are designing a 210-day calendar for all students attending our campus. Being that the geographic region of our school consists of historically marginalized students and families, they will greatly benefit from our extended school day and year. Every middle school class will have two teachers of record. Our students will remain with the same two teachers during the 210-day school year. Teacher one will teach ELA and History. Teacher two will teach Math and Science. In addition, our teacher ratio will be 1:15. This will allow us to build really strong relationships with our students because that matters to us. Knowing that students will come to us with gaps in Math and Literacy, we organized our schedule to include 150 daily minutes of literacy instruction and 125 daily minutes of math instruction in middle school to have all students reading and computing on grade level by 8th grade.

Our operational design includes starting our school year in July so that the program can be completed in time for the STAAR test. In addition, our master schedule will include increased planning time for teachers and enrichment time for students because we believe that high-quality instruction starts with teachers' purposeful planning and preparation.

Our enrichment time will include Visual and Performing arts, sports and clubs. A few of our unique options include but are not limited to printmaking, photography, video, film making, architecture, financial literacy and business and entrepreneurship. Students will have the opportunity to produce, record, and publish their own work to demonstrate mastery of their work.

3. ADSY Program Design: Describe any prior experience with summer learning programs, extended learning time, or large change management initiatives within the district and include any relevant takeaways from implementing those programs that will be helpful in the implementation of ADSY.

San Antonio Preparatory had the opportunity to co-host a 3-D Steam Camp called Dream, Discover, Do. At this camp, students in grades 4th-6th participated in innovative and engaging hands on experiments while exploring men and women who made an impact on the STEAM ecosystem. In addition, our project lead and team members have had the opportunity to construct other enrichment programs and camps. A few relevant takeaways from implementing these programs that will be helpful in the implementation of ADSY are being able to see the positive effects that brain breaks and an enrichment program have on student engagement. Another takeaway is recognizing the importance of having stakeholders buy in from the community and parents. Our experiences with extended learning time reinforce the importance of having high quality instructors who have been given the proper resources to differentiate extremely well. This will ensure that all students' needs are being met. We want to embrace a full year redesign because we understand the impact these enrichment experiences will have when infused throughout the year, not just during the summer.

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

4. Commitment and Intent from Leadership: Please describe the primary district advocates and why they are committed to the ADSY Program. Please include any examples of evidence that supports this claim.

Our primary district advocate is our Superintendent/CEO, Ms. Stephanie Hall-Powell. She is committed to the ADSY program not only because of her personal experiences in education but because of her passion to do what she can to ensure that all students are adequately prepared to graduate college and succeed in the careers of their choice. She is passionate about serving historically marginalized families and has chosen to reside in the community we are serving. Knowing that two schools near our location currently hold an F rating drives her to commit to innovative ways that will close the achievement gap. After researching the benefits of the ADSY program, to include the evidence that top performing countries have shorter breaks, the effects that summer breaks have on achievement, and the benefits of increased planning and enrichment time, Ms. Hall-Powell is confident that students who participate in our program will be set up for success. SA Prep's instructional model includes 2 teachers per classroom, extended day, 100% of our teachers participating in GT training, SPED, ELL, restorative and trauma-informed training, enabling them to identify, evaluate, and support all students. There will also be ongoing PD with a series of benchmarks and accountability measures to ensure instruction is executed with fidelity and an extended day to provide comprehensive support to students as well as teachers.

5. Commitment and Intent from Leadership: What components of the Planning and Execution requirements does the district believe will be most helpful in leading to a successful program and why?

The components of the requirements that our district believes will be most helpful in leading to a successful program are the Planning and Execution Phases. We believe it is important to set target goals and evaluate and reflect so that we can celebrate our successes and more importantly identify areas of improvements so that revisions can be made. This can be done with growth based assessments and increased planning time.

In addition, we believe that elements of this phase, such as having teacher and stakeholder satisfaction surveys to measure improvement over time, and measuring student growth based on Interim Assessments, STAAR, and/or K-2 Diagnostics will contribute greatly to our future success.

We believe this because the successful use of data to drive instruction is dependent on four fundamental elements: (1) assessment, (2) analysis, (3) action, and (4) systems (Bambrick-Santayo, 2012: Leverage Leadership). This four-fold approach will provide an overall framework to guide SA Prep's use of assessment to inform instruction that yields measurable results for students. SA Prep will use qualitative and quantitative data methods and analysis as well as both formative and summative assessments to evaluate the efficacy of the program, measure student progress, and make incremental adjustments. SA Prep has an ongoing PD for staff to learn how to effectively analyze and plan from data for instruction and student supports; track student achievement on all standardized assessments. Weekly our teachers collect data, analyzing and action planning during daily 2 hours of personal professional planning time and weekly 2.5 hours of full-school professional development. In addition SA Prep has 4 Data PREP for more cumulative review and action planning to support the needs of all learners as they work towards meeting ambitious goals. This will help ensure our campus is financially viable and sustainable.

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

6. Pilot Approach and Campus Selection: List the schools the district is selecting to implement ADSY and include a rationale as to why each school was selected. Include information as to why each school is suited for the specific cohort in which the district is applying.

The school our district is selecting to implement ADSY is the only campus in our district, San Antonio Preparatory Charter School. This historically marginalized area is suited for this specific cohort because data for this geographic area shows a need for academic improvement. There are currently two F rated campuses, and 40% of our targeted student population read at or above grade level. We want the ADSY program to be the inaugural foundational component of how we will operate to help close the achievement gap. As an inaugural campus, SA Prep seeks to ensure all students have access to rigorous curriculum which incorporate project based learning methodologies for deeper and extended learning opportunities. We believe that the ADSY program will accelerate growth and achievement for our student population.

7. Pilot Approach and Campus Selection: What problem is the district/school attempting to solve by launching the ADSY Program and how does additional days help solve the root cause of the problem? Please specify by school as needed.

The problem our district/school is attempting to solve by launching the ADSY program is the need for academic improvement in our geographic region. Over the last 4 years, students in several schools in our target area have had low student achievement, and at best, 30% of students are meeting grade level expectations for reading and math. This makes this area the ideal location for a program that goes beyond what has been typically done to ensure success. Additional days help solve the root of the problem because it helps eliminate the possibility of a decline in achievement during long breaks. For example, as mentioned in the presentation, low income families can fall behind by 2-3 months. Gaining those days back will close the gap and result in an increase in student achievement.

Having those additional days coupled with our plan below will help close achievement gaps:  
Team Teaching Model: Teachers will teach half of the number of students as traditional school teachers. (1) consistently builds strong relationships between teachers, students, and families, (2) uniquely allows for teacher specialization and more personalized instruction. Rigorous Teacher Evaluation: As the leaders, role models, and examples of what is possible for our students, we hold our staff and teachers to the same high expectations. This includes the design and implementation plans for our teacher evaluation system aligned to the T-TESS. Specialized School Schedule: Knowing that students will come to us with gaps in Math and Literacy, we organize our schedule to include 150 daily minutes of literacy instruction and 125 daily minutes of math instruction in middle school to have all students reading and computing on grade level by 8th grade. MTSS: Our MTSS system will be used to do three things: (1) identify students needing additional, targeted interventions; (2) identify students needing special education services; and (3) evaluate the effectiveness of current students' Individualized Education Plans (IEPs). Overall project data, including student PIEMS and benchmark (BOY, MOY, and EOY) data, will be evaluated quarterly to determine whether the project is achieving its goals and performance outcomes, to identify program strengths or challenges, and to inform school administration and staff of successes as well as



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

## 7. Pilot Approach and Campus Selection: Response continued.

areas for improvement. PCPB will use evaluation data to modify the program, as necessary, to support student progress and project sustainability as well as to ensure that the SMART goal and performance objectives are met.

## 8. ADSY Program Support: Project Manager - Who will lead this work at the district by serving as the ADSY Project Manager, and why is this person right for this role? Include information about the experience, background, and ability to drive student results of the ADSY Project Manager. If a Project Manager has not been identified, please provide information about how you will identify and select an ADSY Program Manager.

The ADSY Project Manager will be our CAO/Deputy Superintendent, Dr. Samuel Byndom. His diverse background and experience make him the right person for this role. He holds a Doctor of Philosophy in Education Policy, Organization, and Leadership, with Specializations in P-20 Education Policy and Leadership and Concentration in African-American and Latina/o Studies. In addition, a few of his qualifying roles include Assistant Superintendent of Student Learning, Director of Adult and Continuing Education Center, and Director of Odyssey Project. Some of his experience that will make him a successful project manager and will help drive results are:

- Oversee the execution of district wide cross-functional strategic projects and initiatives, while supporting project and program managers toward high student achievement.
- Effectively communicate system priorities to guarantee teamwork and collaboration of staff in implementing strategic initiatives, eliminating achievement gaps, and improving academic success for all students.
- Oversee the execution of district wide cross-functional strategic projects and initiatives, while supporting project and program managers toward high student achievement.
- Establish a student-focused and results-oriented work environment prioritizing student learning and performance.
- Provide assistance in aligning district budgets for efficient utilization of resources to meet district mission of equity, engagement, and educational excellence.
- Implemented academic standards and program expectations in collaboration with other faculty members.
- Provided supervision to the graduate student coordinator for the daily operations and organization of the program, which included recruitment, class scheduling, and student records, while securing applicable space for instructions.

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

9. ADSY Program Support: Project Manager – Please describe where within the district’s organization structure the ADSY Project Manager will reside and the rationale for this placement. Please include information about how this will allow the Program Manager to facilitate ADSY program decisions, obtain cross-division support and access leadership to remove barriers.

Our future ADSY Project Manager is currently our CAO/Deputy Superintendent. In this role, in addition to overseeing professional development and operations, he collaborates with a wide variety of internal and external groups (e.g. department heads, auditors, community organizations, regulatory agencies, etc.) for the purpose of implementing program components; creating long and short term plans; and addressing organizational objectives. He also recommends and implements solutions to a wide variety of complex issues for the purpose of addressing the operational needs and educational responsibilities of the District. He will continue to hold this position in our organizational structure. This will allow him the greatest opportunity to facilitate decisions and obtain cross-division support. He will also have efficient access to our executive leadership, Superintendent Hall-Powell. The seniority of his role will give him the ability to quickly and effectively remove barriers, limit potential obstacles, and make seamless decisions that will help the program be a success on our campus as well as increase sustainability for future years and campuses.

10. ADSY Program Support: Steering Committee – Who will advise this work at the district by serving on the ADSY Steering Committee and why are these individuals right for this role? Please Include information about the experience, background, and cross-functional nature of the committee as well as how the committee will be governed.

The committee members below will be governed by the Academic Committee of our Board of Directors. The diverse background of the members include Executives, Human Resources, Operations, Finance, and Education, to include both Administrators and Teachers. The committee members below will be cross-functional as they will use their individual areas of expertise towards our common goal:

-Stephanie Hall-Powell is the CEO/Superintendent of San Antonio Preparatory Charter School. Her relevant experience and background includes 6 years in education, and she is a former Assistant Principal of Instruction and a former Science Teacher. In addition, she has experience and success at setting goals, driving results, and proactively identifying opportunities to improve. Some of her relevant experiences are: Built a 5 year budget for the start-up school, established the proposed school’s curriculum, systems and procedures, calendar, schedule, school model, mission, and vision, created marketing, student recruitment, staff recruitment, facility, and start-up year plans, synthesized, analyzed, and prioritized data and opportunities to develop strategies that achieve quantifiable goals, and proactively identified opportunities to improve and consistently reflect on past actions to guide future decisions.

-Dejah Behnke currently serves as SA Prep’s Board President and is the Vice President of Advancement - Texas at Great Hearts Academies. Her background includes a proven ability to create and implement strategic plans and strengthen and establish new development departments. In addition, she is a former Vice President of Regional Advancement and a former Director of Resource Development. Some of her relevant experiences are: coordinating and leading a team of five in setting and achieving ambitious goals, oversaw vision, strategy and creation of the David Robinson Museum in San Antonio, developed data collection and team report templates which were implemented organization wide.

-Rhapsody Vogt currently serves as the Academic Committee Chair for the SA Prep school Board. Some of her relevant experiences are: Administrator for San Antonio Public Independent School district for 10 years in an economically disadvantaged school and district, served on the Community Involvement Committee, Positive Behavior Intervention System Committee, Campus Improvement Plan Committee, Attendance Committee, Balanced Literacy Committee,



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

10. ADSY Program Support: Steering Committee – Response continued.

Principal Leadership Board, and the Curriculum Development Committee. She is a former grade level Chair, and she coordinated state and college board exams to ensure the opportunity and success for all students to have the tools to go to college or the field of their choice.

-Tija Mitchell is the HR/Community Relations Manager for San Antonio Preparatory Charter School. His experience and background includes human resources and project management. He is a former Director and Manager of Patient Access.

-Ernestine Hopkins is the Business/Account Manager for San Antonio Preparatory Charter School. Her experience and background includes over 5 years of experience in education as well as experience in finance/operations. She is a former ELA teacher, English Department Chairperson, Professional Learning Leader and Director of Operations.

-Elaine Arredondo is a Teacher Leader and an English/Social Studies teacher at San Antonio Preparatory Charter School. Her experience includes over 5 years of experience in instruction, educational instruction, and research. She is also a former Reading Interventionist.

-Alberto Escobar is a Teacher Leader and a Math/Science teacher at San Antonio Preparatory Charter School. His experience and background includes experience as a math teacher and a lead teacher. In addition, he facilitated professional development for teachers.

-William Liu is a Teacher Leader and a Math and Science Teacher at San Antonio Preparatory Charter School. His background includes over 8 years in education. Some of his relevant experiences are: developed Planned Learning Community professional development for the science team, collaborated with department heads on a regular advisory committee connected to the principal.

-Kara Jernigan is a Teacher Leader and a English/Social Studies teacher at San Antonio Preparatory Charter School. Her background includes over 10 years of experience in education. Some of her relevant experiences are: directly managed 9 teachers (5 in STAAR tested grades) which involves, leading planning sessions and lesson rehearsals; assigning action steps for culture and rigor based on observations; and providing real time coaching at the point of error until action steps are mastered. She also disseminated information and models effective teaching practices at weekly professional development sessions and Professional Learning Committee (PLC) meetings.

**Equitable Access and Participation**

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this program.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this program.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

**IMPORTANT NOTICE: Application Part 2 is not compatible with Google Docs.**

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

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

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

---

---

**Payroll 6100**

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

---

---

**Professional and Contracted Services 6200**

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

---

---

**Supplies and Materials 6300**

Complete this worksheet to request supplies and materials.

---

---

**Other Operating Costs 6400**

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

---

---

**Capital Outlay 6600**

Complete this worksheet to request capital outlay costs.

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

---

---

**Budget Summary**

award Costs, if applicable. There are only a few fields that may require input from the grantee, if applicable, such as indicating *Consolidate Administrative Funds*, *Indirect Costs*, *Shared Services Arrangement*, or the *Administrative Cost Calculation*.

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

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

[Maximum Indirect Cost Workbook](#) link.

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

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

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

County District Number or Vendor ID:		015840	Amendment #:		
<b>Payroll Costs (6100)</b>					
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions Less than 100% Grant Funded	Grant Amount Budgeted	
<b>Academic/Instructional</b>					
1	Teacher		6	\$	18,000
2	Educational Aide			\$	-
3	Tutor			\$	-
<b>Program Management and Administration</b>					
4	Project Director		1	\$	60,000
5	Project Coordinator			\$	-
6	Teacher Facilitator			\$	-
7	Teacher Supervisor			\$	-
8	Secretary/Admin Assistant			\$	-
9	Data Entry Clerk			\$	-
10	Grant Accountant/Bookkeeper				
11	Evaluator/Evaluation Specialist			\$	-
<b>Auxiliary</b>					
12	Counselor		1	\$	3,000
13	Social Worker			\$	-
14	Community Liaison/Parent Coordinator				
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>					
15	ESC Specialist/Consultant			\$	-
16	ESC Coordinator/Manager/Supervisor				
17	ESC Support Staff			\$	-
18	ESC Other: (Enter position title here)			\$	-
19	ESC Other: (Enter position title here)			\$	-
20	ESC Other: (Enter position title here)			\$	-
<b>Other Employee Positions</b>					
21	(Enter position title here)			\$	-
22	(Enter position title here)			\$	-
23	<b>Subtotal Employee Costs:</b>			\$	<b>81,000</b>
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
24	6112 - Substitute Pay			\$	-
25	6119 - Professional Staff Extra-Duty Pay			\$	-
26	6121 - Support Staff Extra-Duty Pay			\$	-
27	6140 - Employee Benefits			\$	-
28	61XX - Tuition Remission (IHEs only)			\$	-
29	<b>Subtotal Substitute, Extra-Duty Pay, Benefits Costs:</b>			\$	-
30	<b>Grand Total:</b>			\$	<b>81,000</b>
31	<b>Total Program Costs*:</b>			\$	81,000
32	<b>Total Direct Admin Costs*:</b>			\$	-
*Complete the Total Program Costs (line 31) and Total Direct Admin Costs (line 32) lines. The sum of these lines must equal the Grand Total (line 30) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.					

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

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

County District Number or Vendor ID: 015840		Amendment #: 0
<b>Professional and Contracted Services (6200)</b>		
<p><b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. Please provide a brief description for the service and purpose.</p>		
<b>Description of Service and Purpose</b>		<b>Grant Amount Budgeted</b>
1	6269 - Rental or lease of buildings, space in buildings, or land Specify purpose:	\$ -
2	Service: Design & Implementation vendor Specify purpose:	\$ 100,000
3	Service: Specify purpose:	\$ -
4	Service: Specify purpose:	\$ -
5	Service: Specify purpose:	\$ -
6	Service: Specify purpose:	\$ -
7	Service: Specify purpose:	\$ -
8	Service: Specify purpose:	\$ -
9	<b>Subtotal of professional and contracted services requiring specific approval:</b>	<b>\$ 100,000</b>
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	
11	<b>Grand Total:</b>	<b>\$ 100,000</b>
12	<b>Total Program Costs*:</b>	<b>\$ 100,000</b>
13	<b>Total Direct Admin Costs*:</b>	<b>\$ -</b>
<p><b>*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.</b></p>		

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

County District Number or Vendor ID: 015840		Amendment #: 0	
<b>Supplies and Materials (6300)</b>			
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>	
1	Remaining 6300 - Supplies and materials that do not require specific approval:	\$	-
2	Grand Total:	\$	-
3	Total Program Costs*:	\$	-
4	Total Direct Admin Costs*:		
<p><b>*Complete the Total Program Costs (line 3) and Total Direct Admin Costs (line 4) lines. The sum of these lines must equal the Grand Total (line 2) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.</b></p>			

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



County District Number or Vendor ID: 015840		Amendment #:	0
<b>Other Operating Costs (6400)</b>			
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>	
1	6411 - Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$	12,000
2	6412 - Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify name and purpose of conference:	\$	-
3	6412/6494 - Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$	-
4	6413 - Stipends for non-employees other than those included in 6419.	\$	-
5	6419 - Non-employee costs for conferences. Requires pre-authorization in writing.	\$	-
6	6411/6419 - Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation	\$	5,000
7	6495 - Cost of membership in civic or community organizations. Specify name and purpose of organization:		
8	64XX - Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	\$	-
9	<b>Subtotal of other operating costs (6400) requiring specific approval:</b>	<b>\$</b>	<b>17,000</b>
10	Remaining 6400 - Other operating costs that do not require specific approval.	\$	-
11	<b>Grand Total:</b>	<b>\$</b>	<b>17,000</b>
12	<b>Total Program Costs*:</b>	<b>\$</b>	<b>17,000</b>
13	<b>Total Direct Admin Costs*:</b>	<b>\$</b>	<b>-</b>
<p><b>*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.</b></p>			

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

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

County District Number or Vendor ID:		015840	Amendment #:		0
<b>Capital Outlay (6600)</b>					
Description and Purpose		Quantity	Unit Cost	Grant Amount Budgeted	
<b>6669 - Library Books and Media (capitalized and controlled by library)</b>					
1		N/A	N/A	\$	-
<b>66XX - Computing Devices, capitalized</b>					
2	(Enter description and brief purpose)		\$ -	\$	-
3			\$ -	\$	-
4			\$ -	\$	-
5			\$ -	\$	-
6			\$ -	\$	-
7			\$ -	\$	-
8			\$ -	\$	-
9			\$ -	\$	-
<b>66XX - Software, capitalized</b>					
10	(Enter description and brief purpose)		\$ -	\$	-
11			\$ -	\$	-
12			\$ -	\$	-
<b>66XX - Equipment, furniture, or vehicles</b>					
13	(Enter description and brief purpose)		\$ -	\$	-
14			\$ -	\$	-
15			\$ -	\$	-
<b>66XX - Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>					
16	(Enter description and brief purpose)			\$	-
17	<b>Grand Total (sum of all lines):</b>			\$	-
18	<b>Total Program Costs*:</b>			\$	-
19	<b>Total Direct Admin Costs*:</b>			\$	-
<p><b>*Complete the Total Program Costs (line 18) and Total Direct Admin Costs (line 19) lines. The sum of these lines must equal the Grand Total (line 17) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.</b></p>					

<b>FOR TEA USE ONLY</b>	
Changes on this page have been confirmed with:	On this date:

Via telephone/fax/email (circle as appropriate)	By TEA staff person:
---	----------------------

County District Number or vendor ID:		015840		Amendment #		0	
Grant Period:		May 8, 2020 to September 30, 2021.		Fund Code/ Shared Services Arrangement: 289/379			
Description and Purpose		Source of Funds					
		Class/ Object Code	Program Cost	Direct Administrative Cost	Total Budgeted Cost		
1	Payroll Costs	6100	\$ 81,000	\$ -	\$ 81,000		
2	Professional and Contracted Services	6200	\$ 100,000	\$ -	\$ 100,000		
3	Supplies and Materials	6300	\$ -	\$ -	\$ -		
4	Other Operating Costs	6400	\$ 17,000	\$ -	\$ 17,000		
5	Capital Outlay	6600	\$ -	\$ -	\$ -		
Consolidate Administrative Funds				N/A			
6	<b>Total Direct Costs:</b>		\$ 198,000	\$ -	\$ 198,000		
7	*Indirect Costs:				\$ -		
8	<b>Total of All Budgeted Costs :</b>		\$ 198,000	\$ -	\$ 198,000		
Shared Services Arrangement							
9	6493	Of All Budgeted Costs, how much will be passed to member districts of SSAs?	\$ -	\$ -	\$ -		
Direct Administrative Cost Calculation							
10	Total of All Budgeted Costs (line 8):				\$ 198,000		
11	Direct Administration Cap per Program Guidelines (XX%):				0.05		
12	Maximum amount allowable for direct administrative costs:				\$ 9,900		

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

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

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

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





**Re: Support for San Antonio Preparatory Community School**

April 17, 2020

Dear Selection Committee:

I am writing this letter in support of San Antonio Preparatory Community School (SA Prep), a 5th-12 grade public school for the students and families on the north east side of San Antonio.

The mission of SA Prep is to provide a college preparatory education through high-quality instruction and rigorous curriculum inside a challenging and supportive learning environment, ensuring all students in grades 5-12 graduate college and succeed in the careers of their choice. SA Prep believes that all students should be immersed in their culture, learn about their identity, engage in their community, and build strong relationships with others. Therefore, we intentionally created a supportive environment where students can learn, grow, and thrive.

As the Board President of San Antonio Preparatory and Vice President of Great Hearts Texas, I have served in roles to help lead and identify schools which are poised to become high-performing options for San Antonio students. I feel strongly that the ADSY Planning and Execution Program will provide families in San Antonio, specifically SA Prep, an educational option that holds tremendous promise to improve outcomes for students in our community.

Furthermore, I believe the leadership of Superintendent Stepanie Hall Powell as a former Building Excellent Schools fellow and former IDEA administrator will surely be evident on campus and development of the ADSY Program. It is encouraging to know that Ms. Hall Powell, a leader in education, is committed to empowering families on San Antonio's north east side with having a high-quality curriculum at their doorsteps. I am convinced that this school will help close San Antonio's staggering achievement gap.

I fully support SA Prep's application to ADSY Planning and Execution Program without reservation and truly believe that this school will provide students and their families across San Antonio the high-quality education they deserve.

If you have any questions, please do not hesitate to contact me on my cell at 210.882.0842 or via email at [d.behnke@saprep.org](mailto:d.behnke@saprep.org).

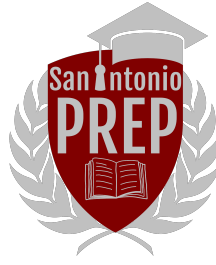
Your time and consideration are greatly appreciated.

Onward and upward,

A handwritten signature in black ink, appearing to read "Dejah M. Behnke".

Dejah M. Behnke  
President, San Antonio Preparatory Community School





04/17/2020

Re: Support for San Antonio Preparatory Community School

Dear Selection Committee:

As CAO/Deputy Superintendent San Antonio Preparatory Community School (SA Prep), I am a fierce champion of innovative public education. I believe the ADSY Planning and Execution Program has the capacity to positively transform the options and educational experiences for families in our community. We are deeply committed to equity and ensuring that every child has access to a life of opportunity; While progress has been made in the education landscape of San Antonio due to the expansion of out-of-district charter schools, we are far from having the education landscape families in San Antonio deserve, especially in our underserved communities.

The education debt that families in our community are owed cannot be satisfied by continuing traditional practice which subjects' students to irreparable harm and exacerbates the achievement gap. Research has demonstrated over several decades including the RAND report that the current ways in which most public schools operate is counterintuitive to producing high quality experiences/outcomes for historically marginalized students or families with low socio-economic status. The leadership at SA Prep believe that all students should be immersed in their culture, learn about their identity, engage in their community, and build strong relationships with others. Therefore, we intentionally created a supportive environment where students can learn, grow, and thrive.

Lack of education continues to be the greatest cause of poverty, crime, health disparity, and the various other issues crippling our community. As such Education is the single greatest investment we can make to shift the trajectory of our community. We recognize ADSY Planning and Execution Program as a step toward re-envisioning effective public education.

I unequivocally champion SA Antonio Prep's application to the ADSY Planning and Execution Program. San Antonio is in need of a school that brings both high academic standards as well as innovative learning opportunities to ensure students are able to unlock their full potential.

If you have any questions or concerns, please do not hesitate to contact me at 210.874-2182 or [s.byndom@saprep.org](mailto:s.byndom@saprep.org)

Samuel Byndom, PhD

CAO/Deputy Superintendent,  
San Antonio Preparatory Community School

**Additional Days School Year Planning and Execution Program**  
 District or Charter School Network Information Form  
 Full Year Redesign Cohort (Grant Funded)  
 Attachment 1

\*This tab should only be completed by Full Year Redesign Cohort applicants as described in the Program Overview

**Letter of Interest for 2020-2021 ADSY Planning and Execution Program**

- Instructions**
- Please submit the requested district or charter school information including information regarding the proposed campuses for Additional Days School Year
  - Input information relevant to the topic in column into **column B** (light orange cell) and follow the instructions in the cell; add additional schools as relevant below school A
  - Incomplete subsections or incorrect information are cause for rejection from this request for Letter of Interest
  - In the case of more than 5 intended schools, please submit the below information as an appendix to the Letter of Interest
  - Please use the box in row 153 to note any special circumstances that these fields do not capture
  - Please reach out to ADSY@tea.texas.gov with any questions about this document

Application	Applicant Response
Please confirm this application is for a <i>grant-funded</i> Full Year Redesign opportunity	Yes
Does your district intend to ensure all ADSY participating campuses have a regular academic year calendar of at least 180 instructional days by the 2021-2022 school year?	Yes
Does your district intend to implement a full academic redesign by operating a 210 day calendar with a daily increase in student brain breaks and teacher planning by decreasing daily instructional time and extending it throughout the 210 day calendar?	Yes

District or Open Enrollment Charter School Information	Applicant Response
District or Charter School Name	San Antonio Preparatory Community School
District or Charter School Network ID Number	Enter Numeric Response
<b>Personnel</b>	
Superintendent Name	Stephanie Hall Powell
LOI Author Name	Ernestine Hopkins
LOI Author Title	Business/Grants Manager
LOI Author Phone	210.874.2182
LOI Author E-mail Address	e.hopkins@saprep.org
District ADSY Project Manager Name	Samuel Byndom
District ADSY Project Manager Title	CAO/Deputy Superintendent
District ADSY Project Manager Email Address	s.byndom@saprep.org
District ADSY Project Manager Phone Number	210.874.2183

District Details	
District Overall Performance - Numeric Grade Only	100
Total Students in District	660
Total Students Anticipated to Participate in Additional Days School Year in 2021-2022 School Year	660
District Classification (Rural, Urban, Suburban)	urban
Education Service Center Region	20
Formative or interim assessment planning to be used for ADSY grade levels; if known (NWEA MAP, Renaissance Star, STARK)	NWEA MAP
Current student information system(s) in use throughout district (i.e., PowerSchool, Skyward, iTECS, District One)	TXEIS
List of other key programs in which the district is currently involved (i.e., Lone Star Governance, System of Great Schools, Howard County Grant in May 2020; when does the district expect to be able to contract with technical assistance providers, if any district government entities?)	NA
Is the district a District of Innovation?	No
If district is a District of Innovation, what year was the plan implemented?	NA
If district is a District of Innovation, is the requirement for first day of school waived?	No
Does the applicant and relevant district and school stakeholders commit to attending the ADSY Kickoff Summit in summer of 2020 (date and location will be shared as soon as available)?	Yes

School Details	No Response needed in this cell.
<b>Elementary (or Lower) School A</b>	Applicant Response
Campus A Name	San Antonio Preparatory Community School
Campus A ID Number	Enter Numeric Response
Campus A Address	San Antonio, TX 78244
Campus A Total Students	660
Lowest Grade at Campus A (i.e. "PK-3" for 3 year old Pre-K)	5
Highest Grade at Campus A (i.e. "5" for 5th grade)	8
2019-2020 Total Instructional Days	0
Anticipated 2020-2021 Total Instructional Days	189
2019-2020 First Day of School	08/03/2020

Personnel	
Campus A Principal Name	Stephanie Hall Powell
Campus A Principal Email Address	s.hallpowell@saprep.org
Campus A Principal Phone Number	210.874.2183
Campus A ADSY Project Manager	Samuel Byndom
Campus A ADSY Project Manager Title	Deputy Superintendent
Campus A ADSY Project Manager Email Address	s.byndom@saprep.org
Campus A ADSY Project Manager Phone Number	210.874.2183

School Details	
<b>Performance Results and Economic Indicators</b>	
Campus A Overall Performance - Numeric Grade Only	1
Percent of Students at Campus A Eligible for <b>Free or Reduced Price Lunch</b>	Applicant Response

Elementary (or Lower) School B (if applicable)	
Campus B Name	Enter Text Response
Campus B ID Number	Enter Numeric Response
Campus B Address	Enter Address
Campus B Total Students	Enter Numeric Response
Lowest Grade at Campus B (i.e. "PK-3" for 3 year old Pre-K)	Choose Numeric Response
Highest Grade at Campus B (i.e. "5" for 5th grade)	Choose Numeric Response
2019-2020 Total Instructional Days	Enter Numeric Response
Anticipated 2020-2021 Total Instructional Days	Enter Numeric Response
2019-2020 First Day of School	Enter Date (dd/mm/yy)
<b>Personnel</b>	
Campus B Principal Name	Enter Text Response
Campus B Principal Email Address	Enter Email Address

Campus B Principal Phone Number	Enter Phone Number
Campus B ADSY Project Manager	Enter Text Response
Campus B ADSY Project Manager Title	Enter Text Response
Campus B ADSY Project Manager Email Address	Enter Email Address
Campus B ADSY Project Manager Phone Number	Enter Phone Number
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Campus B Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Campus A Eligible for <b>Free or Reduced Price Lunch</b>	Enter Percent
<b>Elementary (or Lower) School C (if applicable)</b>	Applicant Response
Campus C Name	Enter Text Response
Campus C ID Number	Enter Numeric Response
Campus C Address	Enter Address
Campus C Total Students	Enter Numeric Response
Lowest Grade at Campus C (i.e. "PK-3" for 3 year old Pre-K)	Choose Numeric Response
Highest Grade at Campus C (i.e. "5" for 5th grade)	Choose Numeric Response
2019-2020 Total Instructional Days	Enter Numeric Response
Anticipated 2020-2021 Total Instructional Days	Enter Numeric Response
2019-2020 First Day of School	Enter Date (dd/mm/yy)
<b>Personnel</b>	
Campus C Principal Name	Enter Text Response
Campus C Principal Email Address	Enter Email Address
Campus C Principal Phone Number	Enter Phone Number
Campus C ADSY Project Manager	Enter Text Response
Campus C ADSY Project Manager Title	Enter Text Response
Campus C ADSY Project Manager Email Address	Enter Email Address
Campus C ADSY Project Manager Phone Number	Enter Phone Number
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Campus C Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Campus A Eligible for <b>Free or Reduced Price Lunch</b>	Enter Percent
<b>Elementary (or Lower) School D (if applicable)</b>	Applicant Response
Campus D Name	Enter Text Response
Campus D ID Number	Enter Numeric Response
Campus D Address	Enter Address
Campus D Total Students	Enter Numeric Response
Lowest Grade at Campus D (i.e. "PK-3" for 3 year old Pre-K)	5
Highest Grade at Campus D (i.e. "5" for 5th grade)	5
2019-2020 Total Instructional Days	0
Anticipated 2020-2021 Total Instructional Days	0
2019-2020 First Day of School	Enter Date (dd/mm/yy)
<b>Personnel</b>	
Campus D Principal Name	Enter Text Response
Campus D Principal Email Address	Enter Email Address
Campus D Principal Phone Number	Enter Phone Number
Campus D ADSY Project Manager	Enter Text Response
Campus D ADSY Project Manager Title	Enter Text Response
Campus D ADSY Project Manager Email Address	Enter Email Address
Campus D ADSY Project Manager Phone Number	Enter Phone Number
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Campus D Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Campus A Eligible for <b>Free or Reduced Price Lunch</b>	Enter Percent
<b>Elementary (or Lower) School E (if applicable)</b>	Applicant Response
Campus E Name	Enter Text Response
Campus E ID Number	Enter Numeric Response
Campus E Address	Enter Address
Campus E Total Students	Enter Numeric Response
Lowest Grade at Campus E (i.e. "PK-3" for 3 year old Pre-K)	Choose Numeric Response
Highest Grade at Campus E (i.e. "5" for 5th grade)	Choose Numeric Response
2019-2020 Total Instructional Days	Enter Numeric Response
Anticipated 2020-2021 Total Instructional Days	Enter Numeric Response
2019-2020 First Day of School	Enter Date (dd/mm/yy)
<b>Personnel</b>	
Campus E Principal Name	Enter Text Response
Campus E Principal Email Address	Enter Email Address
Campus E Principal Phone Number	Enter Phone Number
Campus E ADSY Project Manager	Enter Text Response
Campus E ADSY Project Manager Title	Enter Text Response
Campus E ADSY Project Manager Email Address	Enter Email Address
Campus E ADSY Project Manager Phone Number	Enter Phone Number
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Campus E Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Campus A Eligible for <b>Free or Reduced Price Lunch</b>	Enter Percent
<i>If necessary, provide additional context including former campus names for accountability purposes or alternative campus approaches, if applicable</i>	

--



**Re: Support for San Antonio Preparatory Community School**

April 20, 2020

Dear Selection Committee:

I am writing this letter in support of San Antonio Preparatory Community School (SA Prep), a 5th-12 grade public school for the students and families on the north east side of San Antonio.

The mission of SA Prep is to provide a college preparatory education through high-quality instruction and rigorous curriculum inside a challenging and supportive learning environment, ensuring all students in grades 5-12 graduate college and succeed in the careers of their choice. SA Prep believes that all students should be immersed in their culture, learn about their identity, engage in their community, and build strong relationships with others. Therefore, we intentionally created a supportive environment where students can learn, grow, and thrive.

As CEO and Superintendent of San Antonio Preparatory, I am confident that the team at SA Prep can execute the ADSY Planning and Execution Program in our community for families that need and deserve a high-quality option for year-round school. Based on research we have done in and for our community, families need and want options for summer. Research show that on-grade level Reading averages in our community are 28% and Math averages are 27%. Our community desperately needs an option that is committed to be a community resource as well as an option to stop summer academic decline and increase achievement.

Furthermore, SA Prep was designed and created to close academic achievement gaps in low income minority communities where we believe has the greatest need to reduce summer academic decline and increase student achievement. We planned to do that without the ADSY program, but with the program we believe that we can increase student achievement above what we initially estimated and close academic gaps faster.

As the CEO/Superintendent, I fully support this application to ADSY Planning and Execution Program. We appreciate the opportunity to be considered and look forward to executing the ADSY program with great success. If you have any questions, please do not hesitate to contact me on my cell at 210.589.1539 or via email at [s.hallpowell@saprep.org](mailto:s.hallpowell@saprep.org).

Your time and consideration are greatly appreciated.

With Gratitude,

Stephanie Hall Powell  
CEO/Superintendent,  
San Antonio Preparatory Community School



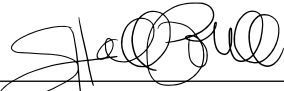
**Attachment II: ADSY Planning and Execution Program Assurances**

The table below outlines the cohort criteria for both the Voluntary Summer Learning Cohort and the Full Year Redesign Cohort of the ADSY Planning and Implementation Program. By signing this document, the district representative agrees to implement an Additional Days School Year utilizing each of the criteria outlined in their respective cohort.

Cohort Criteria	Voluntary Summer Learning Cohort	Full Year Redesign Cohort
<b>Instructional Criteria</b>	Summer learning experiences must: <ul style="list-style-type: none"> <li>include at least 25 days</li> <li>include at least 360 operational minutes (6 hours) per day</li> <li>include at least 180 instructional minutes (3 hours) dedicated to math and reading per day</li> <li>include additional enrichment activities such as arts, science exploration, and sports</li> </ul>	<ul style="list-style-type: none"> <li>Design a cohesive 210-day program</li> <li>Update daily master schedule to increase planning time for teachers and enrichment time for students</li> <li>Add additional days on front-end of school year (e.g., start school year in July) so a 210-day program can be completed in time for STAAR test</li> </ul>
<b>Implementation Date</b>	<ul style="list-style-type: none"> <li>Voluntary Summer Learning program to be first implemented in the summer of 2021</li> </ul>	<ul style="list-style-type: none"> <li>Full Year Redesign to start in the summer of 2021 as part of the 2021-2022 school year</li> </ul>
<b>Target Students</b>	<ul style="list-style-type: none"> <li>Campuses may target a subset of students or all students on a campus for the summer learning experience</li> </ul>	<ul style="list-style-type: none"> <li>Campuses typically target all students on the campus for a full 210-day calendar</li> <li>Campuses may offer a 180-day track and a 210-day track within a school</li> <li>There must be at least a full classroom of students participating in the 210-day track to make option feasible</li> </ul>
<b>Target Teachers</b>	<ul style="list-style-type: none"> <li>Instructional minutes of summer program must be taught by a certified Texas teacher</li> <li>Teachers must be assigned students in a grade level they have taught previously during the school year</li> <li>Participants must develop a rigorous selection process to recruit high performing and motivated teachers</li> </ul>	<ul style="list-style-type: none"> <li>Students participating in 210-day program must remain with the same teacher during the 210-day school year</li> </ul>
<b>Additional Notes</b>	Please note: The criteria outlined above exceed the requirements to obtain HB3 additional days funding. However, they have been developed to align with existing research on how summer learning leads to improved student outcomes and are therefore required by districts applying to this application to participate in the ADSY cohort.	

**Stephanie Hall Powell**

Printed Name

  
Signature

**San Antonio Preparatory**

District Name

4/16/2020  
Date

**Full Year Redesign**

Cohort Selection

**CEO/Superintendent**  
Title

**Note: This form must be signed by an authorized district official on record with TEA Grants.**



# SAMUEL J. BYNDOM, PHD

ADDRESS: 21018 EL SUELO BUENO, SAN ANTONIO, TX 78258

PHONE: 314.359.5010 EMAIL: sbyndom@gmail.com

## EXECUTIVE PROFILE

Results-oriented and critically conscious transformative professional offering wide-ranging leadership and teaching experience within P-12 and higher education. Demonstrates strong problem-solving and decision-making skills in eliminating achievement gaps and providing support toward academic success of students. Exemplifies sound understanding equity issues and persistent challenges facing P-20 educational institutions through development of culturally relevant educational systems/programs. Possess excellent communication and organizational aptitudes in cultivating relationships with diverse stakeholders; as well as emerging fluency in Spanish and working knowledge of American Sign Language.

## AREAS OF EXPERTISE

**Project and Program Management | Strategic Planning and Implementation | Budget Control  
Training and Recruitment | Curriculum and Instruction Development | Academic Standards Improvement**

## EDUCATION

**Doctor of Philosophy in Education Policy, Organization, and Leadership, with Specializations in P-20 Education  
Policy and Leadership and Concentration in African-American and Latina/o Studies**

UNIVERSITY OF ILLINOIS, CHAMPAIGN, IL

**Master of Arts in History, with Emphasis in Transnational History and American Ethnic Studies**

UNIVERSITY OF MISSOURI, ST. LOUIS, IL

**Master of Arts in Teaching and Learning, with Emphasis in Literacy and Technology**

SOUTHERN ILLINOIS UNIVERSITY, EDWARDSVILLE, IL

**Bachelor of Arts in United States History**

MILLIKIN UNIVERSITY, DECATUR, IL

## EDUCATION LEADERSHIP EXPERIENCE

SAN ANTONIO PREPARATORY COMMUNITY SCHOOL, SAN ANTONIO, TX

**CAO/Deputy Superintendent**

2019–Present

- Work under the direction of the superintendent of schools to assess the distribution of academic programs and resources with a clear racial equity lens, ensuring allocations provide the best resources to equitably and effectively meet the needs of all SA Prep's students, families, and staff.
- Supervises and provides leadership, direction, guidance and support to the Personnel Office staff.
- Provides professional and personal leadership for the purpose of promoting professional growth educational value within and outside of the District.
- Collaborates with a wide variety of internal and external groups (e.g. department heads, auditors, community organizations, regulatory agencies, etc.) for the purpose of implementing program components; creating long and short term plans; and addressing organizational objectives.
- Recommends and implements solutions to a wide variety of complex issues for the purpose of addressing the operational needs and educational responsibilities of the District.

# SAMUEL J. BYNDOM, PHD

ADDRESS: 21018 EL SUELO BUENO, SAN ANTONIO, TX 78258

PHONE: 314.359.5010 EMAIL: sbyndom@gmail.com

- Researches a wide variety of complex topics (e.g. policies, procedures, guidelines and regulations, financial resources, etc.) for the purpose of ensuring compliance with established requirements and regulations, securing general information, and/or responding to requests.

URBANA SCHOOL DISTRICT #116, URBANA, IL

## Assistant Superintendent of Student Learning

2017–2019

- Work under the direction of the superintendent of schools to handle coordination of functions of the offices of Curriculum Instruction and Assessment, Community and Family Engagement, Equity and Bilingual Education, Grant Development, Information Technology and Data Analytics, and Alternative Placements
- Guarantee alignment of the Communication Team with other offices and department within the school system
- Effectively communicate system priorities to guarantee teamwork and collaboration of staff in implementing strategic initiatives, eliminating achievement gaps, and improving academic success for all students
- Oversee the execution of district wide cross-functional strategic projects and initiatives, while supporting project and program managers toward high student achievement
- Establish a student-focused and results-oriented work environment prioritizing student learning and performance
- Liaise strategic initiatives and program alignment of the school system with different local and state officials
- Provide assistance in aligning district budgets for efficient utilization of resources to meet district mission of equity, engagement, and educational excellence

## Director of Adult and Continuing Education Center

2013–2017

- Acted as the chief academic and fiscal officer of the Urbana Adult Education Center, responsible for implementing administrative policy and academic programs serving residents throughout the district
- Spearheaded challenging situations with severe fiscal constraints, while keeping expenditures under budget
- Facilitated program evaluations to provide substantial curriculum updates and modifications
- Employed comprehensive educational services, guaranteeing alignment of administrative functions and resources with the district's mission
- Supported teachers, staff, and administrators at all levels through professional development, while serving as core member of the Equity Leadership Team of the district
- Took charge of collective bargaining, educational program development, and community and business partnerships

UNIVERSITY OF ILLINOIS, URBANA, IL

## Director of Odyssey Project

2013–2017

- Employed university faculty to teach courses, while ensuring complete understanding of instructors of the subject area, curricular, and pedagogical responsibilities
- Implemented academic standards and program expectations in collaboration with other faculty members
- Provided supervision to graduate student coordinator for the daily operations and organization of the program, which included recruitment, class scheduling, and student records, while securing applicable space for instructions
- Maintained active communication with the Illinois Humanities Council with regard to coordination of procurement, support services, and fund allocations, as well as development of collaborative university-wide activities as applicable

## Assistant Director of Writers Workshop

2011–2013

- Fulfilled various responsibilities such as interview, employment, training, and oversight of 30 to 40 undergraduates and graduate writing consultants; regular meeting with tutors; and outreach to university faculty and campus at large

# SAMUEL J. BYNDOM, PHD

ADDRESS: 21018 EL SUELO BUENO, SAN ANTONIO, TX 78258

PHONE: 314.359.5010 EMAIL: sbyndom@gmail.com

- Created and facilitated writing workshops; maintained important records; and developed assessment tools to track center's use and worth
- Assisted with the management of all aspects of the Writing Center to guarantee helpful writing support to undergraduate and graduate students; as well as to faculty for their classrooms through presentations, workshops, and consultations
- Provided outreach to the local school districts and community related to types of writing support provided by the University Writing Center

## TEACHING EXPERIENCE

SOUTHERN ILLINOIS UNIVERSITY-EDWARDSVILLE, EDWARDSVILLE, IL

**Adjunct Professor, Education Leadership**

2017–2019

- Select and gather assignments, tests, or discussion exercises to measure performance based on standard learning objectives
- Handle performance assessment of each student based on set course deliverables
- Provide focus in exploring multiple perspectives with regard to theory and practice in the governance and operation of complex organizations in P-12 school systems, emphasizing leadership development and changing role of school leader in spearheading learning-focused schools committed to continuous growth of each student
- Create and implement a collective vision through strategically planning, along with situational decision making as principles of leadership and organizational change

UNIVERSITY OF ILLINOIS, URBANA, IL

**Instructor, Odyssey Project**

2012–2018

- Establish an effective learning environment encouraging students' participation
- Organize class assignments and sessions to aid students in understanding course content and to be able to integrate them with all student learning outcomes
- Impart knowledge or overview of the US history since the civil war/reconstruction, including structural approach being used to interrogate the dialectical relationship between changing systems of the US capitalist political economy, an evolving federal governmental system, the institutions and ideologies of racial oppression, and the self-emancipatory practices of domestic minorities

URBANA SCHOOL DISTRICT #116, URBANA, IL

**Teacher, Urbana Adult Education**

2013–2015

- Developed lesson plans to impart knowledge to students individually or in different small groups
- Prepared students for tests and managed them outside the classroom
- Rendered reading, writing, social studies, mathematics, science, and computer instruction to students ranging from 17 and older and not enrolled in school
- Held accountability for planning lessons; overseeing and evaluating student progress on a regular basis; participating in the intake process as requested; developing individual learning plans with students; and gathering, encoding, and reporting all necessary related information to students in timely manner

PARKLAND COLLEGE, CHAMPAIGN, IL

**Faculty Fellow, Humanities**

2012–2013

- Helped develop reading skills of students, emphasizing essay analysis and reading efficiency including note taking and critical thinking
- Guided students in producing clear, well-organized, and grammatically correct writing, as well as interpreting and assessing published texts

# SAMUEL J. BYNDOM, PHD

ADDRESS: 21018 EL SUELO BUENO, SAN ANTONIO, TX 78258

PHONE: 314.359.5010 EMAIL: sbyndom@gmail.com

- Assigned student in responding to texts that they located themselves through research and wrote at least one thorough outline or research proposal

UNIVERSITY OF PHOENIX, ST. LOUIS, MO

**Associate Faculty, Humanities**

2009–2012

- Developed critical thinking capability of the student by collaborating with them on ideas, positions, and experiences, while reading, listening, and writing together
- Boosted confidence of each student in reading and writing toward learning of power of argumentation

ALTON UNIFIED SCHOOL DISTRICT #11, ALTON, IL

**Teacher, Alton High School**

2009–2011

- Provided numerous learning style to obtain attention of each student
- Discussed unfamiliar and new ideas with authority and in succinct way for students better understand the lesson
- Educated assigned student under the direction of the school principal
- Conceptualized a flexible program and class environment for favorable learning and personal growth
- Built effective rapport with students by motivating them in developing skills and attitudes and knowledge necessary to provide good foundation for further education based on each student's ability
- Maintained professional relationships with other staff and parents

## RESEARCH EXPERIENCE

ILLINOIS COMMUNITY COLLEGE BOARD, SPRINGFIELD, IL

**Principal Investigator, Adult Education and Family Literacy**

2013–2015

- Handled the scientific direction of research projects and establishment of research network
- Created cross-project collaborations to improve every project's research productivity and allow the group to provide convergent data to impart instructional practice in adult literacy

UNIVERSITY OF ILLINOIS, URBANA, IL

**Research Associate,**

*Innovation through Institutional Integration*

2012–2013

*National Black Studies Survey*

2011–2013

- Conducted research under the supervision of a regular faculty member
- Assisted the faculty member in various non-administrative tasks including preparation of resources, equipment, research materials, and documentation results to support the activities
- Fulfilled tasks in researching and collecting data through complex techniques and procedures, library research, structured interviews and other project-specific methodology
- Dealt with collection, interpretation, and evaluation of data
- Took charge of scheduling, organizing, and reporting status of research activities
- Handled planning and modification of research techniques, procedures, tests, equipment or software
- Wrote and revised materials for publication and presentation
- Collaborated with the faculty supervisor on a daily basis to maintain active communication about quality of the assistant's performance

## PROFESSIONAL EXPERIENCE: 10-Point Veterans Preference

Summary: Served as a light infantryman and security forces specialist applying military skills and knowledge in home-station environments as well as overseas assignments and duties. Received an Army Achievement Medal as well as an Army Commendation Medal for exemplary performance during service. Other Awards: National Defense Service Medal, Global War

# SAMUEL J. BYNDOM, PHD

ADDRESS: 21018 EL SUELO BUENO, SAN ANTONIO, TX 78258

PHONE: 314.359.5010 EMAIL: sbyndom@gmail.com

*on Terrorism Service Medal, Army Service Ribbon, Armed Forces Reserve Medal, Combat Infantryman Badge, Iraq Campaign Medal, Air Assault Badge, Army Good Conduct Medal*

UNITED STATES AIR FORCE, BELLVILLE, IL

**Security Forces**

UNITED STATES ARMY, LITCHFIELD, IL

**Infantryman**

## PROFESSIONAL DEVELOPMENT

### *Professional Educator Licenses:*

Superintendent License, Illinois *Valid Until: June 2023*

P-12 Principal License, Illinois, *Valid Until: June 2023*

Grades 6-12 Teaching License, Illinois, *Valid Until: June 2023*

### *Seminars:*

American Educational Research Association (AERA)

Division F Mentoring Seminar, Washington, DC, USA, 2016 / Vancouver, BC, Canada, 2012

National Endowment for the Humanities (NEH)

*African-Americans in Massachusetts.*, Boston University, Boston, MA, 2011

## PROFESSIONAL AFFILIATIONS

American Association of School Administrators

American Association of Community Colleges

Association for Supervision and Curriculum Development

American Educational Research Association (AERA)

American Educational Studies Association

National Alliance of Black School Educators

National Association of Student Personnel Administrators

Texas Alliance of Black School Educators

## AWARDS AND HONORS

AERA College of Education Conference Travel Award, University of Illinois, 2016

Forty Under 40 Award, Central Illinois Business Magazine, 2014

Diversifying Faculty in Illinois Fellow, Illinois Board of Higher Education, 2012–2014

College of Education Conference Award, University of Illinois, 2013

College of Education Supplemental Fellowship Award, University of Illinois, 2013

AERA Committee on Scholars of Color in Education, Early Career Scholar, San Francisco, CA, 2013

College of Education Conference Award, University of Illinois, 2012

Hardie Conference Travel Award, University of Illinois, 2012

Certificate of Recognition, National Association of African-American Studies and Affiliates Annual Conference, 2012

National Endowment for the Humanities, Boston University, 2011

Outstanding Performance and Professionalism, Department of Curriculum and Instruction, Southern Illinois University-Edwardsville (SIUE), 2009

Competitive Graduate Award, Graduate College, Southern Illinois University-Edwardsville (SIUE), 2008–2009

# SAMUEL J. BYNDOM, PHD

ADDRESS: 21018 EL SUELO BUENO, SAN ANTONIO, TX 78258

PHONE: 314.359.5010 EMAIL: sbyndom@gmail.com

Outstanding Presentation, College of Education, Inquiry and Diversity Conference, Southern Illinois University-Edwardsville (SIUE), 2009

## ACTIVITIES

Member, Senior Administrative Leadership Team, Urbana School District #116, 2017–2019  
Commissioner, Human Relations Commission, City of Urbana, 2016–2019  
Member, Equity Leadership Team, Urbana School District #116, 2016–2019  
Advisory Board-Vice Chair, Education Justice Project, University of Illinois, 2016–2019  
Member, Administrative Cabinet, Urbana School District #116, 2013–2019  
Member, Workforce Investment Board, Champaign County, 2013–2016  
Journal Editorial Board Member, Higher Education Studies (HES), 2013–Present  
Reviewer, AERA, 2013–Present / American Association of Colleges for Teacher Education (AACTE), 2013–Present / Association for the Study of Higher Education (ASHE), 2013–Present

## TECHNICAL ACUMEN

Applitrack | Banner | Blackboard | Data and Information System Illinois (DAIS-I)  
Desire2Learn | Moodle | PeopleSoft | Skyward | SPSS | TalentEd

## PUBLICATIONS

### Dissertation

**Byndom, S. J.** (2016). *Dialectical dimensions: the emergence and evolution of African American Studies at the University of Illinois Urbana-Champaign 1968-2008.* (Doctoral Dissertation). Retrieved from <http://hdl.handle.net/2142/90925>.

### Book Review

**Byndom, S. J.** (2012). [Review of the book *Harlem vs. Columbia University: Black student power in the late 1960s*, S. Bradley]. *Western Journal of Black Studies*, Vol. 89, No. 1.

**Byndom, S. J.** (2012b). [Review of the book *The reorder of things: The university and its pedagogies of minority difference*, by R. A. Ferguson]. *University of Minnesota Press*, Pages 1–280.

**Byndom, S. J.** (2014). [Review of the book *Color in the Classroom: How American schools taught race*, by Z. Burkholder]. *Journal of Social History*, Vol 47, No. 4.

### Essay Review

**Byndom, S. J.** and Nyandiko, S. (2013). *Transnational Perspectives: A Contemporary Examination of African Diaspora*, *Left History*, Vol. 17, No. 1.

### Research Project

# SAMUEL J. BYNDOM, PHD

ADDRESS: 21018 EL SUELO BUENO, SAN ANTONIO, TX 78258

PHONE: 314.359.5010 EMAIL: sbyndom@gmail.com

Alkalimat, A., Bailey, R., **Byndom, S.**, McMillion, D., Nesbitt, L., Williams, K., ... and Zelig, B. (2013). African American studies 2013: A national web-based survey. University of Illinois at Urbana Champaign, Department of African American Studies, Urbana, IL.

## PRESENTATIONS

- Byndom, S.** (2012a). *Finance in higher education: Desperate measures cause disparate impact*. National Association of African-American Studies, Baton Rouge, LA.
- Byndom, S.** (2012b). *New institutionalism and the emergence of African-American studies at the University of Illinois at Champaign Urbana*. Ethnography University Initiative, University of Illinois, Urbana, IL.
- Byndom, S.** (2012c). *Postwar black student power, higher education and the Black Campus Movement*. National Council for Black Studies, Atlanta, GA.
- Byndom, S.** (2012d). *Reciprocal relationships: Community engagement and black women in the black campus movement*. Association for the Study of African-American Life and History, Pittsburg, PA.
- Byndom, S.** (2013a). *Black studies: A critical intervention into an ideological state apparatus*. Battleground States Conference, Bowling Green State University, Bowling Green, OH.
- Byndom, S.** (2013b). *Challenging and reproducing racial inequality*. Social Science History Association, Chicago, IL.
- Byndom, S.** (2013c). *Fired UP: Desegregation of St Louis Fire Department*. Oral History Association, Oklahoma City, OK.
- Byndom, S.** (2013d). *Negotiating A New National Legislation and School Reform in the Mid-Twentieth Century*. Social Science History Association, Chicago, IL.
- Byndom, S.** (2013e). *The African diaspora's allegory of the cave*. National Council for Black Studies, Indianapolis, IN.
- Byndom, S.** (2013f). *The production of knowledge: Fulfilling the mission of public colleges and universities*. History of Education Society, Nashville, TN.
- Byndom, S.** (2013g). *When contexts collide: Community culture and college campuses, 1968-1980*. The American Studies Symposium Purdue University, West Lafayette, IN.
- Byndom, S.** (2014). *African-American studies: A review of public universities in the mid-west*. 36<sup>th</sup> Annual National Council for Black Studies, Atlanta, GA.
- Byndom, S.** (2015a). *Building capacity: Cultivating a culture of data-driven decision making*. 36<sup>th</sup> Annual Statewide IACEA Conference, Springfield, IL.
- Byndom, S.** (2015b). *Re-imagining adult education: The utilization of longitudinal data to promote student achievement*. Commission on Adult Basic Education, Denver, CO.

## GRANT FUNDING

- 2014–2018      **Carle Hospital CNA Partnership**  
**Role:** Project Administrator and Procurement  
**Funding Source:** Carle Hospital Foundation Champaign, Illinois  
**Funded Grant Amount:** \$200,000  
**Overview/Objective:** Improvement of program outcomes for low-income students  
    ▫ Succeeded in offering employment to 85% of CNA graduates within two weeks of graduation, thus making the program ranked in the top 10 within State of Illinois
- 2014–2017      **Truants Alternative Optional Education Program**  
**Role:** Program Administrator  
**Funding Source:** Illinois State Board of Education  
**Funded Grant Amount:** \$468,000  
**Overview/Objective:** Reduction of chronic truancy  
    ▫ Increased graduation rate to 90%

# SAMUEL J. BYNDOM, PHD

ADDRESS: 21018 EL SUELO BUENO, SAN ANTONIO, TX 78258

PHONE: 314.359.5010 EMAIL: sbyndom@gmail.com

- 2013–2017      **Workforce Innovation and Opportunity Program**  
**Role:** Program Administrator  
**Funding Source:** Regional Planning Commission, Champaign, IL  
**Funded Grant Amount:** \$555,000  
**Overview/Objective:** Improvement on retention, graduation, and employability for graduating program participants
- 2016            **Arts and Sciences Dissertation Research**  
**Role:** Awardee  
**Funding Source:** University of Illinois  
**Funded Grant Amount:** \$500  
**Overview/Objective:** Provided support to presentation research at national conferences
- 2013–2016     **Adult Education and Family Literacy**  
**Role:** Program Administrator  
**Funding Source:** Illinois, Community College Board  
**Funded Grant Amount:** \$1,200,000  
**Overview/Objective:** Provided and improved adult basic education and English language learning opportunities to residence at East Central Illinois
- 2013–2015     **Accelerated Performance Learning**  
**Role:** Program Administrator  
**Funding Source:** United Way Champaign County, Champaign, IL  
**Funded Grant Amount:** \$160,000  
**Overview/Objective:** Implementation of competency-based curriculum
- 2013            **Champaign Rotary**  
**Role:** Program Administrator  
**Funding Source:** Cannon Grants, Champaign, IL  
**Funded Grant Amount:** \$9,600  
**Overview/Objective:** Improvement of classroom technology
- 2013            **Eliminating the Gap**  
**Role:** Project Manager  
**Funding Source:** Community Foundation for East Central Illinois, Champaign, IL  
**Funded Grant Amount:** \$5,000  
**Overview/Objective:** Improvement of classroom technology
- 2013            **Citizenship Project**  
**Role:** Program Administrator  
**Funding Source:** University of Illinois  
**Funded Grant Amount:** \$10,000  
**Overview/Objective:** Provided resources and classes for individuals living in the community to apply for citizenship