



**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.

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):

Applicant Information

Organization CDN Campus ESC DUNS

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

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

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

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

Authorized Official Name Title

Email Phone

Signature Date

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.

Austin ISD is applying as a Full Year Redesign district, with the goal of increasing student achievement. Austin ISD seeks innovative ways to ensure that we are supporting the personal development and high academic achievement of every student in our district. We are interested in adding instructional days to the calendar and redesigning the school day to bring benefits to students and educators on our campuses, allowing time for enrichment and brain breaks for students, additional planning time for teachers, and ultimately, an increase in student achievement.

The Austin ISD administration is eager to join the ADSY Planning and Execution Program because of the time and resources the program would offer in order to optimize these benefits. Additional instructional days would require a shift in operations and practices across many district departments. This program would allow Austin ISD to access expertise and properly plan for and carefully consider all aspects of program design to prepare for implementation with fidelity, including not only operations, but also academic scope and sequences and staff and family engagement.

Our goal in undertaking this new approach is to increase student achievement. The majority of Austin ISD’s student population and the majority of students at our proposed ADSY pilot campus, Dawson Elementary, qualify for free or reduced price lunch, and research shows the impact of summer learning loss specifically among student groups who are from lower income backgrounds. Through this program, we would like to lay the groundwork for successful operation of an extended school year model that emphasizes strong literacy, year-round engagement of students and families, and an emphasis on evidence-based social and emotional learning.

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.

Austin ISD intends to implement the 210-day academic calendar beginning in July 2021 at an entire school, modifying the number of instructional days in the school calendar for the whole student body while maintaining the current length of each school day in order to include more recess, enrichment classes, and teacher planning time. This design will enable us to target this approach to all subpopulations on the campus during this pilot, including Special Education students, students who are English Learners, and students who are economically disadvantaged.

Austin ISD intends to align operational and instructional systems at the pilot campus to the Effective Schools Framework (ESF). At the core of effective schools is effective instruction: interactions between students, teachers, and content to determine learning outcomes. This instructional core is strengthened and supported by effective, well-supported teachers, high-quality curriculum, and positive school culture. Educators on campus will use data-informed and student-driven instructional practices to increase student achievement and teacher efficacy. The shifted format of each school day will allow for greater grade level collaboration and common planning; a more robust professional learning community (PLC) among campus teaching staff; observation, coaching, and feedback from a teacher facilitator, peer teachers, and administrators; and the use of data to drive instruction and early interventions. Teachers who are well supported are better positioned to support student individual needs.

Teachers will use a balanced instructional model that will scaffold students' independence through explicit instruction, multiple opportunities to practice, and independent work. Every student will receive explicit, targeted instruction within an individualized learning path that continually adjusts to their needs. Social and emotional learning will remain a priority. The plan will ensure that teachers are implementing literacy and numeracy instruction with the incorporation of the "6 C's" (communication, collaboration, critical thinking, cultural proficiency, creativity, and connection) and best practices for classroom instruction.

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.

Austin ISD has taken part in multiple change management initiatives in response to campus needs, including implementation of the comprehensive school improvement model at multiple campuses and SB 1882 partnerships, and is currently in the process of creating two new district-managed schools via the TEA School Action Fund. Austin ISD also offers operational flexibility to approximately ten additional schools in response to the request of campus administration, some of which are in a Transformation Zone. In doing so, Austin ISD is able to differentiate the supports each campus needs in order to foster student achievement at all Austin ISD campuses. The operational flexibility granted to these campuses has included shifts in both operational and instructional models, always with the goal of better serving our students and better supporting our teachers.

Austin ISD also offers a month-long summer program for English Learners (ELs) and high-quality summer and out-of-school time learning opportunities at our campuses with the support of external service providers. BOY performance test results show that participation in the EL summer school program is positively associated with better kindergarten and 1st grade academic performance for ELs. Positive impacts are especially apparent for kindergartners and 1st graders who attend both years of EL summer school. This success encourages us to try the ADSY model.

From our experience implementing these change management initiatives and programs, Austin ISD has learned that responsive, innovative approaches can bring positive results, and that large-scale change, such as that proposed through ADSY, is more likely to be successful when carefully planned in conjunction with all stakeholders who will be impacted. It is critical for all departments to be involved in the planning stages, and equally critical that engagement of campus staff and families begin very early in the process. Dedicating personnel time to the ADSY project at the district and campus levels plus the additional resources offered by this grant will prepare Austin ISD to successfully implement the model in 2021, and hopefully add ADSY to the portfolio of innovative options available to all of our elementary campuses.

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.

Austin ISD leadership is committed to the ADSY Planning and Execution Program because of its innovative approach to increasing student academic achievement and student and teacher well being. As Superintendent of Austin ISD, Dr. Paul Cruz has been at the helm as the district has launched numerous innovative initiatives in partnership with TEA that are in the best interest of our students, including becoming a District of Innovation, launching the Pre-K Partnership (through SB 1882), creating the Transformation Zone, and pursuing School Action models for several campuses. Dr. Cruz is interested in ADSY PEP because of the potential benefits for students and teachers.

Dr. Lisa Goodnow, Associate Superintendent of Academics and Social and Emotional Learning, performs the critical task of ensuring that our campuses are safe, inclusive, culturally responsive, academically engaging, and equitable learning environments that support the academic achievement of all students. Dr. Goodnow is supportive of the ADSY pilot because of its benefits for both teachers and students. When the adults on campus are given the time and space to be better prepared and supported, they can better support their student needs.

Dr. Jacob Reach, Chief of Staff, has overseen numerous innovative approaches to optimize resources that support student academic success, including the SB 1882 partnerships and School Action Fund campuses. Dr. Reach has seen the success that is possible when operational flexibility is offered, and he is eager to explore ADSY through this pilot as another option for our campuses. Ms. Betty Jenkins, Executive Director of Elementary Schools, is committed to pursuing innovation to support student well being and academic excellence. This past year, she has led efforts to pursue a new school model at Joslin Elementary through a TEA School Action Fund planning grant. She is the direct supervisor of the principal of Dawson Elementary, Ms. Tania Jedele, and supports Ms. Jedele's commitment to innovate through evidence-based approaches that can support the success of Dawson's diverse student body.

Additionally, the Austin ISD Board of Trustees have been and continue to be advocates for innovation, approving SB 1882 partnerships and new school actions, and exploring the possibility of operational flexibility to meet the needs of students and families.

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 district believes the District Project Manager and Campus Project Manager will be most helpful to planning and executing a successful ADSY program because these individuals will be able to provide undivided attention to planning and executing a full-year redesign. The district recognizes that a full-year redesign is an enormous undertaking, requiring the time and commitment of a district steering committee that represents all impacted departments. There is a wide range of factors to consider in planning for ADSY, such as transportation, teacher contracts, appraisal systems, academic scope and sequence, and more. The approach will require the efforts--large and small--of all district departments and the entire campus staff.

In considering the implementation of ADSY at our pilot campus, the district recognizes that while ADSY will allow for more teacher planning time, there will be a need to build structure and create supports for teachers so that this increased planning time leads to increased student achievement and student and teacher well being. To that end, Austin ISD is requesting to use planning funds to support 50% of the salary of the campus-based project manager beginning July 2020 and 100% of the salary of a teacher facilitator beginning in January 2021. These individuals will focus on preparing for use of the additional teacher planning time to aid teachers to make strides toward implementing a balanced literacy framework and understanding how to better utilize student data to drive individualized instruction.

The district also looks forward to working alongside a cohort of other districts planning for ADSY and to accessing TEA planning resources, such as budgeting tools, timelines, and master schedule templates. We are eager to understand how to operationalize this concept in order to bring about increased student academic achievement and enhance student and teacher well being. We anticipate learning a great deal from and alongside other districts in the full year redesign cohort in both the planning and execution years.

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.

Austin ISD has selected one campus, Dawson Elementary School, as the pilot campus for the full year redesign cohort. Dawson was chosen because of the interest and commitment of Principal Tania Jedele as well as its enrollment, staff size, student demographics, and campus accountability rating. Dawson leadership and staff have also demonstrated evidence of their commitment to innovative approaches to student and staff well being.

Dawson serves a diverse population of 342 students in PreK-3 through 5th grade. Of these, 75% are economically disadvantaged, 24% are English Learners, and 23% receive Special Education services. The diversity among its students makes Dawson an ideal candidate as pilot campus for this program, as its outcomes will be able to be meaningfully disaggregated across multiple categories pre- and post- the ADSY redesign. Dawson also desires improvement in student achievement. Dawson’s overall Accountability Rating in 2018-19 was 80, with 75 in Student Achievement, 81 in School Progress, and 76 in Closing the Gaps. Because Dawson did not meet its Reading targets for Hispanic students or Reading and Math targets for English Learners in 2019, campus leadership also desire the time to focus on these achievement gaps.

Additionally, Dawson has increasingly focused on social and emotional learning and trauma-informed practices, and has participated in a district-led Neurosequential Model in Education pilot program for two years. This work hinges on the abilities of staff to form responsive relationships with their students. Dawson has undertaken this work in an effort to focus, with a critical eye and through an equity lens, on teaching and learning practices. A revised master schedule would include more planning time for teachers and more enrichment time for students, celebrating voice and choice. Staff participation in the NME pilot has created buy-in for innovative approaches, such as the ADSY full year redesign.

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.

Austin ISD’s goals are for all of its campuses to be “A” campuses and to increase student academic achievement for all students while increasing student and staff well being. Austin ISD has as a goal for at least 90% of its students to be at or above grade level in reading and math. In 2019, 45% of Dawson students met grade level standards on 3rd grade STAAR in Reading and 47% met grade level standards on 3rd grade STAAR in Math. More than half of Austin ISD students are economically disadvantaged (75% of students at our pilot campus, Dawson Elementary), and there is an achievement gap among student groups district-wide and at our pilot campus. The ADSY full year redesign can help the district address barriers to achievement that have been identified and supported through research.

For example, there are many challenges campuses and teachers face while implementing a balanced literacy framework, of which access to current research-based professional learning is chief. Barriers to providing adequate professional learning opportunities include funding, time, and ongoing coaching support. Professional learning and ongoing coaching would aid teachers in approaching balanced literacy as a framework, not a program. The instructional focus should be on the components of a quality literacy program such as phonics, vocabulary, and comprehension through the instructional constructs of reading aloud, shared reading, guided reading, and independent reading, as well as interactive writing, shared writing, guided writing, and independent writing. Teachers must also understand how to use developmental reading assessment data to guide and plan individualized instruction. ADSY helps solve this problem by building time into the schedule for teachers to plan and receive ongoing support toward implementing a balanced literacy framework and examining and responding to data in order to drive individualized and classroom instruction. Dawson’s Campus Improvement Plan points to the lack of examination of data and corresponding responsive action and the lack of explicit ISIP instruction as two areas of improvement. These areas specifically can be improved by the additional planning time afforded by ADSY and lead to a decrease in the achievement gap among student groups and an increase in the number of

Statutory/Program Requirements (Cont.)

7. Pilot Approach and Campus Selection: Response continued.

students performing at grade level in reading and math.

ADSY would also offer more time for implementing blended learning, which will enable teachers to provide strategic, personalized instruction (using Istation and Dreambox). Through blended learning, every student will receive explicit, targeted instruction within an individualized learning path that continually adjusts to their needs. Additionally, research shows that the amount of time a student spends reading is correlated to academic performance in school. Providing the extended school year would increase the number of minutes (hours) students are reading.

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.

Austin ISD has prepared a job description for an Administrative Supervisor - Project Management who will serve as the ADSY district-level Project Manager in an administration-level position. To quickly select an applicant and optimize the ability of the Project Manager to begin work on the ADSY project immediately, Austin ISD will seek only internal applicants for the position, as the candidate will need to have a firm understanding of district operations and systems and be well positioned to make decisions quickly. The job description requires that the candidate have a Master's degree and a minimum of five years of experience in education. The ideal candidate will have experience at the campus level and district level and possess extensive knowledge of Austin ISD programs, central office procedures, and community systems in order to anticipate both district and campus operational considerations for ADSY. Austin ISD will seek a candidate with the ability to work in a self-directed manner within a fast-paced, deadline-driven, and complex environment.

This position will report directly to Ms. Betty Jenkins, the Executive Director of Elementary Operations in the Office of School Leadership, and also will work closely with Dr. Jacob Reach, Chief of Staff of Austin ISD, and the Associate Superintendents as he/she leads this project. In the planning year, this position will spend 50% of the employee's time as district-level ADSY Project Manager and 50% on other school improvement initiatives.

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.

The ADSY Project Manager is an Administrative Supervisor who will report directly to Ms. Betty Jenkins, the Executive Director of Elementary Operations in the Office of School Leadership, and also will work closely with Dr. Jacob Reach, Chief of Staff of Austin ISD, and the Associate Superintendents as the Project Manager leads this project.

Direct access to the Superintendent’s Office, the Office of School Leadership, and the Associate Superintendents will be critical for the ADSY Project Manager in order to achieve the planning goals of ADSY quickly and effectively. In previous school improvement initiatives, such as School Action Fund grants, placing project facilitators in this level within the district organization has proven effective. Because of AISD’s previous experience planning and executing TEA-funded school improvement initiatives, administrators are aware of the need for timely responses, access to leadership, and high level of collaboration necessary for success.

We have chosen to have the ADSY Project Manager report to Ms. Jenkins for two reasons: (1) Ms. Jenkins has facilitated the School Action Fund grant implementation in 2019-20 of Joslin Elementary School; and (2) the pilot campus, Dawson Elementary School, is in Ms. Jenkins’ portfolio of campuses. This will give the Project Manager clear and direct access to campus leadership and facilitate a strong working relationship between district administration and campus administration on this project.

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 ADSY Steering Committee will consist of district executive leadership, the leadership of district-level departments we anticipate to be impacted by a full year redesign, and pilot campus leadership and teaching staff. The Steering Committee members have been chosen based on their ability to act in a decision-making capacity and their breadth and depth of experience with district- and campus-level systems, which enables them to proactively identify and address considerations for a full-year redesign. The ADSY Project Manager will convene the full Steering Committee soon after notification of award and TEA Cohort Kickoff Meeting. Following the initial Steering Committee meeting, we anticipate the committee will meet monthly, with subcommittees meeting between monthly meetings.

The steering committee will be composed of the following members:

- Superintendent Paul Cruz
- Chief of Staff Jacob Reach
- Associate Superintendent of Elementary Schools Gilbert Hicks
- Executive Director of Elementary Operations Betty Jenkins
- Associate Superintendent of Academics and Social and Emotional Learning Lisa Goodnow
- Operations Officer Matias Segura
- Executive Director of Finance George Gogonas
- Executive Director of Food Services Anneliese Tanner
- Executive Director of Transportation Kris Hafezizadeh
- Executive Director of Talent Acquisition and Development Dru McGovern-Robinett
- Executive Director of Campus and District Accountability Debra Ready
- Director of Child Study System Jane Ross
- Executive Director of Special Education Akweta Clemmer Hickman

Statutory/Program Requirements (Cont.)

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

Parent Engagement Administrative Supervisor Leonor Vargas
Director of Early Childhood Ami Cortes-Castillo
Dawson Elementary Principal Tania Jedele
Dawson Elementary Teacher Berkeley Stoltz
Dawson Elementary campus-level project manager (to be determined).

Subcommittees will be formed according to impact areas and will be led by Steering Committee members in collaboration with the ADSY Project Manager. Subcommittees are likely to include and are not limited to: parent and community engagement; staff engagement and human capital; finance; academics and instruction; multi-tiered system of supports; and campus-level operations. These subcommittees will likely include additional staff who do not serve on the full Steering Committee. Subcommittees will report back to the Steering Committee on a regular basis with questions, considerations, and recommendations. Decisions will be made by the Steering Committee.

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:		227901	Amendment #:		
Payroll Costs (6100)					
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions Less than 100% Grant Funded	Grant Amount Budgeted	
Academic/Instructional					
1	Teacher			\$	-
2	Educational Aide			\$	-
3	Tutor			\$	-
Program Management and Administration					
4	Project Director		1	\$	58,171
5	Project Coordinator		1	\$	48,444
6	Teacher Facilitator	1		\$	54,000
7	Teacher Supervisor			\$	-
8	Secretary/Admin Assistant			\$	-
9	Data Entry Clerk			\$	-
10	Grant Accountant/Bookkeeper			\$	-
11	Evaluator/Evaluation Specialist			\$	-
Auxiliary					
12	Counselor			\$	-
13	Social Worker			\$	-
14	Community Liaison/Parent Coordinator			\$	-
Education Service Center (to be completed by ESC only when ESC is the applicant)					
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)			\$	-
Other Employee Positions					
21	(Enter position title here)			\$	-
22	(Enter position title here)			\$	-
23	Subtotal Employee Costs:			\$	160,615
Substitute, Extra-Duty Pay, Benefits Costs					
24	6112 - Substitute Pay			\$	2,000
25	6119 - Professional Staff Extra-Duty Pay			\$	5,000
26	6121 - Support Staff Extra-Duty Pay			\$	-
27	6140 - Employee Benefits			\$	45,357
28	61XX - Tuition Remission (IHEs only)			\$	-
29	Subtotal Substitute, Extra-Duty Pay, Benefits Costs:			\$	52,357
30	Grand Total:			\$	212,972
31	Total Program Costs*:			\$	212,972
32	Total Direct Admin Costs*:			\$	-
*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: 227901		Amendment #: 0
Professional and Contracted Services (6200)		
<p>NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. Please provide a brief description for the service and purpose.</p>		
Description of Service and Purpose		Grant Amount Budgeted
1	6269 - Rental or lease of buildings, space in buildings, or land Specify purpose:	\$ -
2	Service: Technical Assistance Provider 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	Subtotal of professional and contracted services requiring specific approval:	\$ 100,000
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	\$ 35,000
11	Grand Total:	\$ 135,000
12	Total Program Costs*:	\$ 135,000
13	Total Direct Admin Costs*:	\$ -
<p>*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.</p>		

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: 227901		Amendment #: 0	
Supplies and Materials (6300)			
Expense Item Description		Grant Amount Budgeted	
1	Remaining 6300 - Supplies and materials that do not require specific approval:	\$	47,028
2	Grand Total:	\$	47,028
3	Total Program Costs*:	\$	47,028
4	Total Direct Admin Costs*:	\$	-
<p>*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.</p>			

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: 227901		Amendment #: 0	
Other Operating Costs (6400)			
Expense Item Description		Grant Amount Budgeted	
1	6411 - Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$	-
2	6412 - Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify name and purpose of conference:	\$	-
3	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	\$	-
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	Subtotal of other operating costs (6400) requiring specific approval:	\$	-
10	Remaining 6400 - Other operating costs that do not require specific approval.	\$	5,000
11	Grand Total:	\$	5,000
12	Total Program Costs*:	\$	5,000
13	Total Direct Admin Costs*:	\$	-
<p>*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.</p>			

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

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:		227901	Amendment #:		0
Capital Outlay (6600)					
Description and Purpose		Quantity	Unit Cost	Grant Amount Budgeted	
6669 - Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	-
66XX - Computing Devices, capitalized					
2	(Enter description and brief purpose)		\$ -	\$	-
3			\$ -	\$	-
4			\$ -	\$	-
5			\$ -	\$	-
6			\$ -	\$	-
7			\$ -	\$	-
8			\$ -	\$	-
9			\$ -	\$	-
66XX - Software, capitalized					
10	(Enter description and brief purpose)		\$ -	\$	-
11			\$ -	\$	-
12			\$ -	\$	-
66XX - Equipment, furniture, or vehicles					
13	(Enter description and brief purpose)		\$ -	\$	-
14			\$ -	\$	-
15			\$ -	\$	-
66XX - Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
16	(Enter description and brief purpose)			\$	-
17	Grand Total (sum of all lines):			\$	-
18	Total Program Costs*:			\$	-
19	Total Direct Admin Costs*:			\$	-
<p>*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.</p>					



FOR TEA USE ONLY	
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Via telephone/fax/email (circle as appropriate)	By TEA staff person:
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County District Number or vendor ID: 227901			Amendment # 0		
Grant Period: May 1, 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	\$ 212,972	\$ -	\$ 212,972
2	Professional and Contracted Services	6200	\$ 135,000	\$ -	\$ 135,000
3	Supplies and Materials	6300	\$ 47,028	\$ -	\$ 47,028
4	Other Operating Costs	6400	\$ 5,000	\$ -	\$ 5,000
5	Capital Outlay	6600	\$ -	\$ -	\$ -
Consolidate Administrative Funds				N/A	
6	Total Direct Costs:		\$ 400,000	\$ -	\$ 400,000
7	*Indirect Costs:				\$ -
8	Total of All Budgeted Costs :		\$ 400,000	\$ -	\$ 400,000
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):				\$ 400,000
11	Direct Administration Cap per Program Guidelines (XX%):				0.05
12	Maximum amount allowable for direct administrative costs:				\$ 20,000

**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:

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*

Overview

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

Instructions	
<ul style="list-style-type: none"> 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 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	
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	
District or Charter School Name	Applicant Response Austin Independent School District
District or Charter School Network ID Number	227901
Personnel	
Superintendent Name	Paul Cruz
LOI Author Name	Michelle Wallis
LOI Author Title	Executive Director, Innovation and Development
LOI Author Phone	512-414-4851
LOI Author E-mail Address	michelle.wallis@austinisd.org
District ADSY Project Manager Name	TBD
District ADSY Project Manager Title	District-Level Administrative Supervisor
District ADSY Project Manager Email Address	TBD
District ADSY Project Manager Phone Number	TBD
District Details	
District Overall Performance - Numeric Grade Only	89
Total Students in District	80,911
Total Students Anticipated to Participate in Additional Days School Year in 2021-2022 School Year	342
District Classification (Rural, Urban, Suburban)	Urban
Education Service Center Region	13
Formative or interim assessment planning to be used for ADSY grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	Reading: ISIP (K-5); Math: Dreambox (K-5); PreK: TX-KEA; 3rd-5th: STAAR, district-made benchmark assessments
Current Student Information System (SIS) in use throughout district (TxEIS, Powerschool, Skyward, iTCSS, District-made system, etc...)	DMAC, TEAMS, eCST (electronic Child Study Team)
List all other TEA programs in which the district is currently involved (i.e. Lone Star Governance, System of Great Schools, Blended Learning Grant Program etc...)	School Action Fund, Lone Star Governance, SSI Community Partnerships, SB 1882 Partnerships, Transformation Zone, Principal Prep
If awarded this grant in May 2020, when does the district expect to be able to contract with technical assistance providers,	May 2020
Is the district a District of Innovation?	Yes
If district is a District of Innovation, what year was the plan implemented?	2017-18
If district is a District of Innovation, is the requirement for first day of school waived?	Yes
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 is available)	Yes
School Details	
No Response needed in this cell.	
Elementary (or Lower) School A	
Applicant Response	
Campus A Name	Dawson Elementary School
Campus A ID Number	227901114
Campus A Address	3001 S. 1st St. Austin, TX 78704
Campus A Total Students	342
Lowest Grade at Campus A (i.e. "PK-3" for 3 year old Pre-K)	PK
Highest Grade at Campus A (i.e. "5" for 5th grade)	5
2019-2020 Total Instructional Days	175
Anticipated 2020-2021 Total Instructional Days	175
2019-2020 First Day of School	08/20/2019
Personnel	
Campus A Principal Name	Tania Jedele, Dawson ES Principal
Campus A Principal Email Address	tania.jedele@austinisd.org
Campus A Principal Phone Number	512-414-3380
Campus A ADSY Project Manager	TBD
Campus A ADSY Project Manager Title	Dawson ES Assistant Principal
Campus A ADSY Project Manager Email Address	TBD
Campus A ADSY Project Manager Phone Number	TBD
School Details	
Performance Results and Economic Indicators	
Campus A Overall Performance - Numeric Grade Only	80
Percent of Students at Campus A Eligible for Free or Reduced Price Lunch	75%
Elementary (or Lower) School B (if applicable)	
Applicant Response	
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)
Personnel	
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
School Details	
Performance Results and Economic Indicators	
Campus B Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Campus A Eligible for Free or Reduced Price Lunch	Enter Percent
Elementary (or Lower) School C (if applicable)	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)
Personnel	
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
School Details	
Performance Results and Economic Indicators	
Campus C Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Campus A Eligible for Free or Reduced Price Lunch	Enter Percent
Elementary (or Lower) School D (if applicable)	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)	Choose Numeric Response
Highest Grade at Campus D (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)
Personnel	
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
School Details	
Performance Results and Economic Indicators	
Campus D Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Campus A Eligible for Free or Reduced Price Lunch	Enter Percent
Elementary (or Lower) School E (if applicable)	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)
Personnel	
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
School Details	
Performance Results and Economic Indicators	
Campus E Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Campus A Eligible for Free or Reduced Price Lunch	Enter Percent


If necessary, provide additional context including former campus names for accountability purposes or alternative campus approaches, if applicable.



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
Instructional Criteria	Summer learning experiences must: <ul style="list-style-type: none"> include at least 25 days include at least 360 operational minutes (6 hours) per day include at least 180 instructional minutes (3 hours) dedicated to math and reading per day include additional enrichment activities such as arts, science exploration, and sports 	<ul style="list-style-type: none"> Design a cohesive 210-day program Update daily master schedule to increase planning time for teachers and enrichment time for students 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
Implementation Date	<ul style="list-style-type: none"> Voluntary Summer Learning program to be first implemented in the summer of 2021 	<ul style="list-style-type: none"> Full Year Redesign to start in the summer of 2021 as part of the 2021-2022 school year
Target Students	<ul style="list-style-type: none"> Campuses may target a subset of students or all students on a campus for the summer learning experience 	<ul style="list-style-type: none"> Campuses typically target all students on the campus for a full 210-day calendar Campuses may offer a 180-day track and a 210-day track within a school There must be at least a full classroom of students participating in the 210-day track to make option feasible
Target Teachers	<ul style="list-style-type: none"> Instructional minutes of summer program must be taught by a certified Texas teacher Teachers must be assigned students in a grade level they have taught previously during the school year Participants must develop a rigorous selection process to recruit high performing and motivated teachers 	<ul style="list-style-type: none"> Students participating in 210-day program must remain with the same teacher during the 210-day school year
Additional Notes	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.	

 Dr. Mary Thomas
 Printed Name


 Signature

 Austin ISD
 District Name
 4/15/2020

 Date

 Full Year Redesign
 Cohort Selection
 Executive Director, State & Federal

 Accountability

 Title

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



April 19, 2020

Texas Education Agency
Division of Innovative Instructional Models
1701 North Congress Avenue
Austin, Texas 78701

To Whom It May Concern:

As the Associate Superintendent of Elementary Schools at Austin Independent School District (Austin ISD), I am writing to express my support for the Additional Days School Year Planning and Execution Program Grant for Austin ISD to be piloted at Dawson Elementary School.

I fully support the goals of the full-year redesign as laid out in the ADSY Planning Grant LOI and commit to ensuring all Austin ISD departments participate in the Steering Committee planning activities in 2020-21 to ensure high-quality implementation beginning in the summer of 2021 for the 2021-22 school year. Our district leadership team is excited by the potential impact that the full-year redesign can have on our students and our educators and are eager to begin exploring this through a pilot at Dawson Elementary. This planning grant would give our staff the time and resources to develop a comprehensive approach to a redesign that would allow us to consider operational needs and instructional approaches that would enable us to meet our students' needs and increase academic achievement through an extended school year. We also look forward to the opportunity to learn alongside a cohort of other districts participating in the planning process.

At Austin ISD, we are reinventing urban education. This grant opportunity squarely aligns with the district's strategic plan and our commitment to achieve excellence by delivering individualized, high-quality education to every student and making all campuses "A" campuses. Thank you for considering Austin ISD's full-year redesign proposal.

Sincerely,

Gilbert Hicks

Gilbert Hicks
Associate Superintendent of Elementary Schools



April 19, 2020

Texas Education Agency
Division of Innovative Instructional Models
1701 North Congress Avenue
Austin, Texas 78701

To Whom It May Concern:

I am the proud principal of Mollie Dawson Elementary School in Austin Independent School District (Austin ISD). I am writing on behalf of my campus leadership team to express my support and enthusiasm for the Additional Days School Year Planning and Execution Program Grant for Austin ISD to be piloted at Dawson Elementary.

I fully support the goals of the full-year redesign and am excited by the potential impact that the redesign can have on our students and teaching staff. Dawson Elementary serves a diverse student body of 342 students in PreK-3 through fifth grade. We strive to meet the needs of ALL of our learners in an environment that fosters each child's development and success. Dawson has a rich history of supporting the needs of unique learners through dual language, special education, and enrichment programming; for all of our students with varied and unique needs, we believe at Dawson, there is a place for everyone.

Dawson's leadership team is eager to take part in the planning grant because we have a strong commitment to not only the academic success of our young scholars, but the development of their whole being as well. We have spent the last several years at Dawson immersing ourselves in social emotional learning, trauma-based relational intervention, and the neuro-sequential model in education. The opportunity for a redesign will allow us to put our knowledge of how the young scholar's brain functions best into actionable steps that will promote higher levels of achievement. The opportunity will allow us to extend enrichment opportunities during the school day, celebrating student voice and choice. The opportunity will also provide us the time to implement an in-depth study of the academic achievement of our students, allowing us to focus, with a critical eye, through a lens of equity on our teaching and learning practices. I believe that through this planning grant we can begin to realize the needed changes that will tap into and accelerate each young scholar's potential for learning success in the twenty-first century.

Thank you for considering Austin ISD's full-year redesign proposal.

Sincerely,

Tania Jedele

Tania Jedele
Principal, Dawson Elementary School

**AUSTIN INDEPENDENT SCHOOL DISTRICT
JOB DESCRIPTION**

JOB TITLE: ADMINISTRATIVE SUPERVISOR – PROJECT MANAGEMENT

Pay Grade: A5
Job Code: XXXXX

FLSA Status: Exempt
Revised: 04/06/2020

MINIMUM QUALIFICATIONS

This position requires a Master's degree from an accredited college or university in Education or a related field. A minimum of five (5) years of experience in education is required. Experience working with the Austin Independent School District is required and therefore only internal applicants are eligible to apply.

SKILL REQUIREMENTS

This position requires demonstrated mastery of communication skills (verbal, written, and interpersonal) as well as evidence of strong analytical, critical-thinking and judgment skills. Incumbent must have an understanding of current and emerging issues in education, specifically academic integration with non-academic teaching and learning, culture and climate, and social and emotional learning. This position requires demonstrated ability to work closely with senior administrators and their staff as well as the ability to respond respectfully and effectively to people of all cultures in a manner that affirms the worth and preserves the dignity of individuals, families, and communities. The ability to work in a self-directed manner within a fast-paced, deadline-driven and complex environment is required along with proficiency with current technology to perform duties. Incumbent must have strong personal initiative, problem-solving skills, creativity, and the ability to work independently and as a member of a team. It is preferred that the incumbent have an extensive knowledge of Austin ISD programs, central office procedures, and community systems. Incumbent must be able to interpret national, state, and district standards and data. Incumbent must have a high level of experience with software, such as Excel, Word, and presentation software. Incumbent must be able to work flexible hours.

Employee in this position must be able to read, write, and speak/communicate effectively in English and Spanish in order to receive and to provide work-related information in a timely manner to other employees, supervisors, principals, school personnel, volunteers and where appropriate, visitors and students.

JOB PURPOSE AND RESPONSIBILITY

This position is responsible for coordinating, researching, and supervising reports and funding requirements for state grants awarded to AISD schools. Incumbent will assist grant funded AISD schools with the coordination of the grants for the purpose of school improvement. Incumbent is responsible to plan, direct and manage purchasing activities, provides leadership, guidance, and supervision. Incumbent will work closely with the Executive Directors in the Office of School Leadership, the Associate Superintendents and Chief Officers in project development and policy/procedure implementation and monitoring.

**AUSTIN INDEPENDENT SCHOOL DISTRICT
JOB DESCRIPTION**

JOB TITLE: ADMINISTRATIVE SUPERVISOR – PROJECT MANAGEMENT

Pay Grade: A5
Job Code: XXXXX

FLSA Status: Exempt
Revised: 04/06/2020

ESSENTIAL FUNCTIONS

- Coordinate and facilitate meetings with core project teams, including collaboratively meeting with district and campus leaders, and external stakeholders.
- Develop and execute detailed project plans as well as monitor and track progress.
- Set deadlines, assign responsibilities, and monitor and summarize progress of projects.
- Prepare periodic, written reports for upper management regarding the status of projects.
- Design materials, presentations, and reports for internal and external audiences on a wide variety of topics based on immediate need.
- Serve as a liaison between district leadership, and internal and external stakeholders.
- Conduct in-depth research to analyze and interpret information and prepare recommendations for an effective course of action.
- Actively pursue professional growth and development to keep abreast of current educational trends and research.
- Represent District leadership with internal and external stakeholders.
- Support oversight and monitoring of grant budget.
- Develop and support systems for using data at both the district and campus level to drive decision-making.

OTHER DUTIES AS ASSIGNED

Perform other related duties as assigned; however, all employees are expected to comply with lawful directives in rare situations driven by need where a team effort is required.

PHYSICAL EFFORT AND WORK ENVIRONMENT

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Work is performed in a normal office or school setting. This position requires sitting, standing, lifting, and may require travel within and outside of district. Prompt and regular attendance is required for this position.

PERSONAL WORK RELATIONSHIPS

This position reports directly to the Executive Director of Elementary Operations in the Office of School Leadership. This position has significant contact with community members, partnering organizations, school campus personnel, and members from the construction teams. This position may also have contact with the broader community to support efforts of individual partnering projects.



April 19, 2020

Texas Education Agency
Division of Innovative Instructional Models
1701 North Congress Avenue
Austin, Texas 78701

To Whom It May Concern:

As the Executive Director of Elementary schools in the Office of School Leadership in the Austin Independent School District (Austin ISD), I am writing to express my support for the Additional Days School Year Planning and Execution Program Grant for Austin ISD to be piloted at Dawson Elementary School. I will be the direct supervisor of the district-level Project Manager who will oversee the ADSY planning activities.

In my role, I have been heavily involved in innovative school improvement initiatives, including School Action Fund grants and comprehensive support plans. I have worked with TEA technical assistance providers and Austin ISD staff on these initiatives and understand the demands of the Project Manager position. Austin ISD intends to hire an internal applicant for the position so that the person will already be familiar with Austin ISD systems. We will seek a Project Manager who is a strategic thinker and results-oriented. I commit to supporting the Project Manager in his/her role as a decision-maker and ensuring that all Austin ISD departments participate in planning activities to support high-quality implementation of ADSY in 2021-22.

Thank you for considering Austin ISD's full-year redesign proposal. Our district leadership team is excited by the potential impact that the full-year redesign can have on our campuses and are eager to begin exploring this through a pilot at Dawson Elementary.

Sincerely,

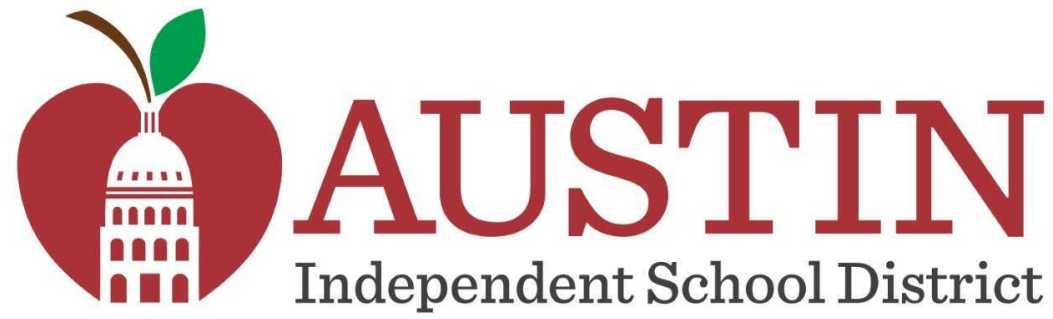
DocuSigned by:

Betty Jenkins

67F40AAE56DB497...

Betty Jenkins

Executive Director of Elementary Schools, Office of School Leadership



2019-2020

