



**2020-2021 Additional Days School Year Planning and Execution Program
Letter of Interest (LOI) Application Due 11:59 p.m. CT, April 27, 2020**

NOGA ID

Authorizing legislation

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

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 27, 2020**.

Application stamp-in date and time

Grant period from

May 15, 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.

Alief ISD wants to join the Additional Days School Year (ADSY) Planning and Execution Program because a wealth of research shows that students who are economically disadvantaged experience the largest learning and performance gaps over time. Alief's student population is 84% economically disadvantaged and 83% at-risk. All 24 elementary campuses in the district are Title 1 schools, meaning that students district-wide meet the criteria of high-need, at-risk students that are at the greatest risk of developing performance gaps attributable, in part, to summer slide. Several Alief elementary campuses have over 90% economically disadvantaged populations. It is critical for district leadership to pursue innovative approaches to addressing the needs of these students. Based on the district's needs and research, ADSY has the potential to make a substantial impact on our most at-risk students by providing a process for reducing achievement gaps over time through elimination of summer slide. Alief plans to implement the Full Year Redesign model to address summer slide and ultimately target the district priority of all students reading on level by grade three. After a successful pilot period, Alief intends to explore expansion of the model to additional campuses.

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.

Alief ISD expects to design an ADSY strategic plan and implement a program that primarily addresses operational design, but also includes instructional approach. In addition, we're looking at campuses that have students with significant instructional needs.

Operational Design – Alief ISD’s plan is to modify the school’s operational design to include approximately 210 instructional days in a full year redesign model. The district will update the daily master schedule to increase planning time for teachers and enrichment time for students, and will add additional days at the front end of the calendar to jump-start the school year and ensure completion of instruction in time for STAAR testing. The operational design will be implemented by a project manager who has demonstrated skills and abilities in project management, elementary leadership, curriculum, and scheduling, and working with high need populations. The project manager will be part of a small team which will participate in cohort meetings. The project manager will serve on the ASDY steering committee, a cross-functional team incorporating all departments and interests. Additionally, the project manager will hold monthly meetings, at a minimum, with key project staff. We anticipate that will include the use of ADSY planning resources by the ADSY steering committee to plan and ultimately submit a strategic plan to TEA for quality review. The ADSY steering committee will be responsible for the program design.

Instructional Approach – The school’s instructional approach will be redesigned to reduce the gaps in achievement and opportunities for low-income students. The redesign will target all students on a campus, creating not only a different school year calendar, but also redesigning the entire school day to allow increased brain breaks for students and planning opportunities for staff. The aims are to close educational gaps that result from summer slide and lack of summer learning opportunities due to socioeconomic status, and to reduce teacher stress that stems from a lack of time to effectively implement lessons, collaboratively and individually plan, and have much needed brain breaks. In the new model, students will have increased learning opportunities during the conventional summer break, and teachers will have more time to cover student expectations in the curriculum.

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.

As a District of Innovation, Alief ISD continually looks for inventive methods for improving instruction and equity for all students. Alief has extensive experience with, and is consistently a state leader of, innovative programming. As one of the state’s early adopters of the early college high school model, Alief currently operates an early college high school and a P-TECH academy. The district has already piloted full day prekindergarten and will soon break ground on several prekindergarten centers in a shift toward district-wide full day prekindergarten. Additionally, the district operates a fully staffed, state recognized after school program at 21 campuses through multiple funding sources. Alief also offers the innovative COMET program, which offers free after school programming at area apartment complexes. Other summer and after school initiatives include multiple summer camps, STEM clubs, and robotics teams.

Lessons learned from implementing a variety of innovative programs and school models include the importance of wide reaching stakeholder buy-in, a solid and thorough communication plan, a clearly established focus on ‘the why,’ and transparency with students, staff, parents, community members, and business partners. As a data-driven district, evaluation of programs consistently through the continuous improvement process involves analysis and action that is based on student data. The district’s continuous improvement process targets improvement to instruction and equity for all students across all campuses, programs, and departments. Knowing the value of what has been implemented is vital to evaluation and continuous improvement. For ADSY, there will be annual data collection to measure fidelity to the strategic plan and additional indicators. Furthermore, Alief participated in an extensive equity audit with an outside vendor to identify and address gaps in equity among our students. Strong stakeholder buy-in has been a hallmark of programs in Alief - our District of Innovation Committee was a broad based group of over 80 people from all segments of the community, for example – and the district anticipates continuation of that buy-in for this program.

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.

Alief's superintendent, HD Chambers, is a champion of the ADSY movement and worked closely with the legislature through the House Bill 3 process. He is confident in Alief being a leader of the pilot program. Soon after the announcement of the ADSY program, Mr. Chambers directed district leadership to form a taskforce to explore the possibility of implementing one or more of the ADSY cohorts as soon as possible. That taskforce has met seven times since September 2019, with a variety of subcommittees developed along the way to address the needs of students in alignment with ADSY features and requirements. District leadership knows that Alief's economically disadvantaged and at-risk students (currently 84% and 83% of the total student population, respectively) are in tremendous need of such programs and innovative practices to improve their chances of disrupting the trend of economically disadvantaged and at-risk students falling behind their more affluent peers, and leadership is eager to engage in ADSY to address those needs. Additionally, Alief's Area Superintendent of Innovation, Patrick Cherry, is a primary advocate of ADSY. In his central leadership role, he oversees and champions innovative programs and works closely with principals at all levels to improve their instructional operations, staff management, and budget management. The increase and diversity of programs in Alief – two early college high schools, an autism academy, the Center for Advanced Careers, STEM academies, robotics clubs, newcomer program for immigrants, to name a few - is evidence of Mr. Chambers' and Mr. Cherry's commitment to supporting innovative programs that address the needs of traditionally underrepresented students.

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?

Alief is excited about the opportunity to participate in a cohort with like-minded districts implementing an innovative program. We believe that having a variety of district and school representatives meeting together quarterly in a facilitated fashion using a TEA developed rubric will lead to more creative encounters resulting in more thoughtful, comprehensive, detailed ADSY designs. The ADSY Annual Kickoff Summit and subsequent quarterly cohort learning communities will be a great opportunity for our district to network with other cohort members while developing a deeper understanding of program requirements. This learning community can learn from each other's successes and areas of improvement by working as a team in the cohort to develop implementation roadmaps. The ADSY model provides ample planning time to fine tune the program, in conjunction with a technical assistance provider and other districts. Another helpful component is the Project Manager position. Having a seasoned professional who can, without other hindrances, work on the development of an entirely new model of schooling while coordinating with all necessary departments and functions will be essential to the successful implementation of this program. The full year redesign cohort model fosters an environment that values collaboration and assistance with design and implementation, finance and operations, and academic components. Changes to the master schedule will provide increased opportunities for reducing slide and closing achievement gaps for underprivileged, at-risk students. Alief is also excited about the opportunity to collaborate with technical assistance vendors to develop a strategic plan and ensure high quality programming, create and manage a program budget, redesign the calendar, create a master schedule, recruit students and parents, and adopt and implement a solid curriculum that fosters student learning in conjunction with ADSY goals and principles.

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.

Alief leadership is currently evaluating a list of five finalist elementary schools in a selection process that will result in one school piloting the Full Year Redesign cohort campus-wide. The district operates 24 elementary schools, all of which meet the selection criteria for ADSY. The five finalist campuses are Boone Elementary, Bush Elementary, Cummings Elementary, Martin Elementary, and Smith Elementary. Alief is conducting a campus selection evaluation based on a set of criteria that includes economically disadvantaged and at-risk rates, mobility rate, under-performance as it relates to reading on grade level, principal strength including a growth mindset, staff and parent interest, and transportation patterns with a mind to mitigate the potential impact on schools with a bordering zone. Each of the finalist campuses has an economically disadvantaged population of 89% or higher and received a state accountability rating of C, D, or F. These campuses struggle with performance and are located in some of Alief's more challenging communities, often marked by high rates of crime, gang activity, and poverty. Students living in these neighborhoods and attending these schools have been identified by district leadership as those most likely to benefit from the full-year redesign model to address their achievements gaps and provide educational opportunities as a positive outlet during times when they are traditionally not in school. This program will require strong community buy-in, stakeholder buy-in, and be informed by the result of parent, staff, and community surveys. District leaders are in the process of conducting surveys and evaluating potential sites using the selection criteria with the aim of taking a campus recommendation to the Board of Trustees for approval as soon as possible. Additionally, the district will use the pilot program to evaluate the effectiveness of the ADSY model with a mind to expand to additional qualifying campuses in subsequent years if the model positively impacts student achievement, is supported by parents and the community, and is financially viable.

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.

Alief is attempting to solve the problem of education gaps that stem from the large chunk of time students spend outside of a learning environment during the summer. This problem is magnified with economically disadvantaged students. District leaders believe that the ADSY program will address the root cause of the problem by increasing the number of days students attend school, thereby fostering a learning environment unhampered by the large break that leads to summer slide and imbedding more time in the daily school schedule to immerse in topics and close learning and achievement gaps. Summer slide, the root cause problem, is predicated on an abundance of research, and Alief always looks to research-based, data-driven solutions to problems. An extensive study of summer slide by researchers from Johns Hopkins University revealed that low-income students made comparable progress in reading during the school year to middle income students, but the reading skills of those economically disadvantaged children slipped away during the summer (Alexander, Entwisle, Olson, 2007). The researchers concluded that two-thirds of the 9th grade reading achievement gap can be explained by unequal access to summer learning opportunities during elementary school. This achievement level is a huge determinant of whether students stay in school and follow a college preparatory track (Smith, 2012). A similar study found that elementary students' performance falls by about a month during the summer, but the decline is substantially worse in low-income students. Furthermore, the gaps continue to widen over time and efforts to close those gaps during the school year alone can be unsuccessful (RAND Corporation, McCombs, 2011). These harsh truths reverberate loudly in Alief where 84% of students are economically disadvantaged and several of our elementary schools have economically disadvantaged populations of over 90%. A wealth of research also shows that failure to read on grade level by the third grade drastically reduces a child's chance of graduating on time. Given Alief's socioeconomic profile, it is imperative for district leaders to explore innovative programs that provide tangible opportunities for low-income students to close achievement gaps and maintain their graduation track.

Statutory/Program Requirements (Cont.)

7. Pilot Approach and Campus Selection: Response continued.

Anecdotal evidence from teachers and administrators suggests that many of our students have not only never traveled outside of the country, the state, or just the city of Houston, but have rarely, if ever, been outside of the Alief community. Field trips during the school year to the zoo, museums, and other hands-on learning sites are often the only exposure to such experiences for our students. Consequently, it's clear that our students do not have summer learning experiences commensurate with that of their more affluent peers. But a lack of household wealth should not lead to a child falling behind academically. An extended school year with a much shorter summer break can directly address that root cause and help level the educational playing field for economically disadvantaged students. The reduction of long breaks, increased access to certified teachers and learning materials, and increased time for understanding key concepts with embedded brain breaks will combat the summer slide and close opportunity gaps and educational gaps that are often a barrier to success.

As we navigate the pilot year, the Alief ADSY Task Force will follow the performance and evaluation measures of interim assessment data, a Board-approved calendar redesign, student attendance data, staff attrition data, a stakeholder satisfaction survey, and fidelity of execution data to evaluate the program and implement a continuous improvement process.

Sources:

Alexander, Karl. Entwisle, Doris. Olson, Linda. 'Lasting Consequences of the Summer Learning Gap.' Johns Hopkins University, 2007.

McCombs, Jennifer. 'Making Summer Count.' RAND Corporation, 2011.

Smith, Lorna. 'Slowing the Summer Slide'. The Resourceful School, pgs. 60-63, 2012.

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.

In conjunction with Human Resources leadership, the job description for the Project Manager position has been created. Alief is looking for a highly qualified candidate who has a strong elementary school teaching and leadership background and a thorough understanding of elementary scheduling, calendars, and content. Experience with the implementation of innovative education programs will be a sought after asset, along with a proven ability to adapt and adjust as a leader and a member of a team. The position will be posted in accordance with all internal and legal requirements and the ADSY taskforce will serve as a selection committee in identifying the right candidate.

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 Project Manager will report to the Area Superintendent of Innovation, who reports directly to the Deputy Superintendent of Instruction. This personnel infrastructure is designed to give the Project Manager direct access to the Superintendent’s Council, where all facets of the district are represented. The Area Superintendent of Innovation has extensive experience in school leadership and the implementation of innovative programs. The Project Manager will be able to work closely with this leader to design, manage, and implement the program. The Project Manager will also ensure evaluation and continuous improvement processes are carried out with fidelity. The Project Manager will have the support of the Deputy Superintendent of Instruction to ensure program decisions support student achievement and any barriers to progress can be swiftly addressed and either removed or mitigated.

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.

10. Alief’s ADSY Task Force is governed by the Area Superintendent of Innovation and the Director of Federal Programs and Grants. Committee members representing curriculum and instruction include three elementary principals, two elementary teachers, the Director of Curriculum & Instruction, and instructional and program coordinators from Elementary Science, Elementary Math, Elementary English/Language Arts, Elementary Social Studies, English as a Second Language, Special Education, After School Programs, Wellness, and Data & Accountability. District business office representation includes the Controller, the Director of Nutrition, the Director of Purchasing, the Transportation Route Manager, and the Director of Human Resources. Additional task force members include two Alief parents, the Deputy Commissioner of School Programs at TEA, the Executive Director of the Texas Impact Network, and the Consulting Director of Policy at Good Reason Houston.

The principals on the task force provide insight regarding elementary scheduling, building and staff management, campus budget management, and general day-to-day elementary school operations. The three campuses represented on the task force are also candidates for the pilot site. The teacher representatives include the district teacher of the year and a member of the district Educational Improvement Council. They represent the most vital part of this innovative program – front line instruction. The curriculum and instruction representatives were intentionally selected for their subject area and department expertise and their experience with supporting innovative instructional programs and will play a crucial role in advising the committing as a strategic plan is developed that encompasses all aspects of student learning and growth. The business representatives on the task force will ensure staff needs are met, along with financial oversight and sound implementation of all necessary support services. The instruction and business department leaders on the task force will work together to ensure the whole child is supported throughout the duration of the program. Parent representation is an essential component of all Alief task forces to ensure transparency and inclusion with all stakeholders. Finally, the representation from TEA, the Texas Impact Network, and Good Reason Houston provide programmatic expertise from an external lens and bring a wealth of knowledge and experience to our team.

Statutory/Program Requirements (Cont.)

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

In addition to the Alief ADSY Task Force, a collection of subcommittees were formed to focus on marketing and outreach, recruitment, staffing, and training, student eligibility and selection, and structuring options. The work of the subcommittees is governed by the ADSY Task Force co-chairpersons and helps support the work of the task force in developing the best strategic plan possible and implementing a strong, intentionally designed program.

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"/>

Application Part 2: 2020-2021 Additional Days School Year Planning and Execution Program

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

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 applicable.

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

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

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

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

[Maximum Indirect Cost Workbook](#) link.

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

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

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

Application Part 2:

2020-2021 Additional Days School Year Planning and Execution Program

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

County District Number or Vendor ID:		101903	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		\$ 134,550
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			\$ -
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:			\$ 134,550
Substitute, Extra-Duty Pay, Benefits Costs				
24	6112 - Substitute Pay			\$ -
25	6119 - Professional Staff Extra-Duty Pay			\$ -
26	6121 - Support Staff Extra-Duty Pay			\$ -
27	6140 - Employee Benefits			\$ 24,251
28	61XX - Tuition Remission (IHEs only)			\$ -
29	Subtotal Substitute, Extra-Duty Pay, Benefits Costs:			\$ 24,251
30	Grand Total:			\$ 158,801
31	Total Program Costs*:			\$ 158,801
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:

Application Part 2: 2020-2021 Additional Days School Year Planning and Execution Program

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

County District Number or Vendor ID: 101903		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: Design and Implementation and Technical Assistance vendors Specify purpose: technical assistance to support planning and implementing ADSY	\$ 180,000
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:	\$ 180,000
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	\$ -
11	Grand Total:	\$ 180,000
12	Total Program Costs*:	\$ 180,000
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>		

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Application Part 2: 2020-2021 Additional Days School Year Planning and Execution Program

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County District Number or Vendor ID: 101903		Amendment #: 0	
Supplies and Materials (6300)			
Expense Item Description		Grant Amount Budgeted	
1	Remaining 6300 - Supplies and materials that do not require specific approval:	\$	11,199
2	Grand Total:	\$	11,199
3	Total Program Costs*:	\$	11,199
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:

Application Part 2:

2020-2021 Additional Days School Year Planning and Execution Program

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

County District Number or Vendor ID: 101903		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 locally.	\$	-
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.	\$	50,000
11	Grand Total:	\$	50,000
12	Total Program Costs*:	\$	35,000
13	Total Direct Admin Costs*:	\$	15,000
<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.

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Application Part 2: 2020-2021 Additional Days School Year Planning and Execution Program

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

County District Number or Vendor ID:		101903	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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Application Part 2: 2020-2021 Additional Days School Year Planning and Execution Program

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

County District Number or vendor ID: 101903		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	\$ 158,801	\$ -	\$ 158,801
2	Professional and Contracted Services	6200	\$ 180,000	\$ -	\$ 180,000
3	Supplies and Materials	6300	\$ 11,199	\$ -	\$ 11,199
4	Other Operating Costs	6400	\$ 35,000	\$ 15,000	\$ 50,000
5	Capital Outlay	6600	\$ -	\$ -	\$ -
Consolidate Administrative Funds				N/A	
6	Total Direct Costs:		\$ 385,000	\$ 15,000	\$ 400,000
7	*Indirect Costs:				\$ -
8	Total of All Budgeted Costs :		\$ 385,000	\$ 15,000	\$ 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 Program
District or Charter School Network Information Form

Additional Days School Year Planning and Execution Program

District or Charter School Network Information Form

Voluntary Summer Learning Cohort (*Self-Funded*)

Attachment 1

**This tab should only be completed by Voluntary Summer Learning Cohort applicants as described in the Program*

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 into column B (light blue 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>self-funded</i> Option 1 Cohort (Summer Learning Program) opportunity	Applicant Response Choose "Yes" or "No"
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?	Choose "Yes" or "No"
Does your district intend to implement a full day voluntary summer learning program for a minimum of 25 days in the 2021-2022 school year?	Choose "Yes" or "No"
District or Open Enrollment Charter School Information	
District or Charter School Name	Applicant Response Enter Text Response
District or Charter School Network ID Number	Enter Numeric Response
Personnel	
Superintendent Name	Enter Text Response
LOI Author Name	Enter Text Response
LOI Author Title	Enter Text Response
LOI Author Phone	Enter Phone Number
LOI Author E-mail Address	Enter Email Address
District ADSY Project Manager Name	Enter Text Response
District ADSY Project Manager Title	Enter Text Response
District ADSY Project Manager Email Address	Enter Phone Number
District ADSY Project Manager Phone Number	Enter Email Address
District Details	
District Overall Performance - Numeric Grade Only	Enter Numeric Response
Total Students in District	Enter Numeric Response
Total Students Anticipated to Participate in Additional Days School Year in 2021-2022 School Year	Enter Numeric Response
District Classification (Rural, Urban, Suburban)	Enter Text Response
Education Service Center Region	Enter Numeric Response
Formative or interim assessment planning to be used for ADSY grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	Enter Text Response
Current Student Information System (SIS) in use throughout district (TxEIS, PowerSchool, Skyward, iTCCS, District-made system, etc...)	Enter Text Response
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...)	Enter Text Response
If awarded this grant in May 2020, when does the district expect to be able to contract with technical assistance providers, given district procurement policies ?	Enter Date (mm/dd/yy)
Is the district a District of Innovation?	Choose "Yes" or "No"
If district is a District of Innovation, what year was the plan implemented?	Enter Text Response
If district is a District of Innovation, is the requirement for first day of school waived?	Choose "Yes" or "No"
Does the applicant and relevant district and school stakeholders commit to attending the ADSY Kickoff Summit in summer of 2020? (<i>Date and location will be shared as soon as is available</i>)	Choose "Yes" or "No"
School Details	
Elementary (or Lower) School A	
Campus A Name	Applicant Response Enter Text Response
Campus A ID Number	Enter Numeric Response
Campus A Address	Enter Address
Campus A Total Students	Enter Numeric Response
Lowest Grade at Campus A (i.e. "PK-3" for 3 year old Pre-K)	Choose Numeric Response
Highest Grade at Campus A (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 A Principal Name	Enter Text Response
Campus A Principal Email Address	Enter Email Address
Campus A Principal Phone Number	Enter Phone Number

Additional Days School Year Planning Program
District or Charter School Network Information Form

Campus A ADSY Project Manager	Enter Text Response
Campus A ADSY Project Manager Title	Enter Text Response
Campus A ADSY Project Manager Email Address	Enter Email Address
Campus A ADSY Project Manager Phone Number	Enter Phone Number
School Details	
Performance Results and Economic Indicators	
Campus A 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 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)
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)	
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)	
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

Additional Days School Year Planning Program
District or Charter School Network Information Form

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)	
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	

Additional Days School Year Planning Program

District or Charter School Network Information Form

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	
<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 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	
Please confirm this application is for a <i>grant-funded</i> Full Year Redesign opportunity	Applicant Response 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	Alief ISD
District or Charter School Network ID Number	101903
Personnel	
Superintendent Name	HD Chambers
LOI Author Name	Patrick Cherry
LOI Author Title	Area Superintendent of Innovation
LOI Author Phone	281-498-8110
LOI Author E-mail Address	patrick.cherry@aliefisd.net
District ADSY Project Manager Name	TBD
District ADSY Project Manager Title	TBD
District ADSY Project Manager Email Address	TBD
District ADSY Project Manager Phone Number	TBD
District Details	
District Overall Performance - Numeric Grade Only	B
Total Students in District	45,423
Total Students Anticipated to Participate in Additional Days School Year in 2021-2022 School Year	Enter Numeric Response
District Classification (Rural, Urban, Suburban)	Suburban
Education Service Center Region	4
Formative or interim assessment planning to be used for ADSY grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	iStation, iReady, released STAAR assessments
Current Student Information System (SIS) in use throughout district (TxEIS, PowerSchool, Skyward, iTCCS, District-made system, etc...)	eSchoolPlus
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...)	Technology Lending Program, 21st Century, Autism academy, P-TECH, HB4
If awarded this grant in May 2020, when does the district expect to be able to contract with technical assistance providers, given district procurement policies ?	6/30/2020
Is the district a District of Innovation?	Yes
If district is a District of Innovation, what year was the plan implemented?	2017
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? (<i>Date and location will be shared as soon as is available</i>)	Yes
School Details	
No Response needed in this cell.	
Elementary (or Lower) School A	
Applicant Response	
Campus A Name	Boone Elementary School
Campus A ID Number	101903102
Campus A Address	11400 Bissonnet St., Houston, TX 77099
Campus A Total Students	802
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)	4
2019-2020 Total Instructional Days	174
Anticipated 2020-2021 Total Instructional Days	210
2019-2020 First Day of School	8/14/2019
Personnel	
Campus A Principal Name	Angela Chapman
Campus A Principal Email Address	angela.chapman@aliefisd.net

Additional Days School Year Planning Program

District or Charter School Network Information Form

Campus A Principal Phone Number	281-983-8308
Campus A ADSY Project Manager	Angela Chapman
Campus A ADSY Project Manager Title	Principal
Campus A ADSY Project Manager Email Address	angela.chapman@aliefisd.net
Campus A ADSY Project Manager Phone Number	281-983-8308
School Details	
Performance Results and Economic Indicators	
Campus A Overall Performance - Numeric Grade Only	C
Percent of Students at Campus A Eligible for Free or Reduced Price Lunch	93%
Elementary (or Lower) School B (if applicable)	
Campus B Name	Bush Elementary School
Campus B ID Number	101903121
Campus B Address	9730 Stroud Dr., Houston, TX 77036
Campus B Total Students	873
Lowest Grade at Campus B (i.e. "PK-3" for 3 year old Pre-K)	PK
Highest Grade at Campus B (i.e. "5" for 5th grade)	4
2019-2020 Total Instructional Days	174
Anticipated 2020-2021 Total Instructional Days	210
2019-2020 First Day of School	8/14/2019
Personnel	
Campus B Principal Name	Gloria Harris-Price
Campus B Principal Email Address	gloria.price@aliefisd.net
Campus B Principal Phone Number	713-272-3220
Campus B ADSY Project Manager	Gloria Harris-Price
Campus B ADSY Project Manager Title	Principal
Campus B ADSY Project Manager Email Address	gloria.price@aliefisd.net
Campus B ADSY Project Manager Phone Number	713-272-3220
School Details	
Performance Results and Economic Indicators	
Campus B Overall Performance - Numeric Grade Only	C
Percent of Students at Campus A Eligible for Free or Reduced Price Lunch	94%
Elementary (or Lower) School C (if applicable)	
Campus C Name	Martin Elementary School
Campus C ID Number	101903103
Campus C Address	11718 Hendon Ln., Houston, TX 77072
Campus C Total Students	880
Lowest Grade at Campus C (i.e. "PK-3" for 3 year old Pre-K)	PK
Highest Grade at Campus C (i.e. "5" for 5th grade)	4
2019-2020 Total Instructional Days	174
Anticipated 2020-2021 Total Instructional Days	210
2019-2020 First Day of School	8/14/2019
Personnel	
Campus C Principal Name	Dr. Ting-Ling Sha
Campus C Principal Email Address	dr.ting-ling.sha@aliefisd.net
Campus C Principal Phone Number	281-983-8363
Campus C ADSY Project Manager	Dr. Ting-Ling Sha
Campus C ADSY Project Manager Title	Principal
Campus C ADSY Project Manager Email Address	dr.ting-ling.sha@aliefisd.net
Campus C ADSY Project Manager Phone Number	281-983-8363
School Details	
Performance Results and Economic Indicators	
Campus C Overall Performance - Numeric Grade Only	C
Percent of Students at Campus A Eligible for Free or Reduced Price Lunch	89%
Elementary (or Lower) School D (if applicable)	
Campus D Name	Cummings Elementary School
Campus D ID Number	101903112
Campus D Address	10455 S. Kirkwood Rd., Houston, TX 77099
Campus D Total Students	549
Lowest Grade at Campus D (i.e. "PK-3" for 3 year old Pre-K)	PK
Highest Grade at Campus D (i.e. "5" for 5th grade)	4
2019-2020 Total Instructional Days	174
Anticipated 2020-2021 Total Instructional Days	210
2019-2020 First Day of School	8/14/2019
Personnel	
Campus D Principal Name	Jeanette Byrd
Campus D Principal Email Address	jeanette.byrd@aliefisd.net
Campus D Principal Phone Number	281-983-8328
Campus D ADSY Project Manager	Jeanette Byrd

Additional Days School Year Planning Program

District or Charter School Network Information Form

Campus D ADSY Project Manager Title	Principal
Campus D ADSY Project Manager Email Address	jeanette.byrd@aliefisd.net
Campus D ADSY Project Manager Phone Number	281-983-8328
School Details	
Performance Results and Economic Indicators	
Campus D Overall Performance - Numeric Grade Only	D
Percent of Students at Campus A Eligible for Free or Reduced Price Lunch	89%
Elementary (or Lower) School E (if applicable)	
Applicant Response	
Campus E Name	Smith Elementary School
Campus E ID Number	101903105
Campus E Address	11300 Stancliff Rd., Houston, TX 77099
Campus E Total Students	826
Lowest Grade at Campus E (i.e. "PK-3" for 3 year old Pre-K)	PK
Highest Grade at Campus E (i.e. "5" for 5th grade)	4
2019-2020 Total Instructional Days	174
Anticipated 2020-2021 Total Instructional Days	210
2019-2020 First Day of School	8/14/2019
Personnel	
Campus E Principal Name	Jennifer Silva
Campus E Principal Email Address	jennifer.silva@aliefisd.net
Campus E Principal Phone Number	281-983-8380
Campus E ADSY Project Manager	Jennifer Silva
Campus E ADSY Project Manager Title	Principal
Campus E ADSY Project Manager Email Address	jennifer.silva@aliefisd.net
Campus E ADSY Project Manager Phone Number	281-983-8380
School Details	
Performance Results and Economic Indicators	
Campus E Overall Performance - Numeric Grade Only	F
Percent of Students at Campus A Eligible for Free or Reduced Price Lunch	93%
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.	

HD Chambers

 Printed Name
 HD Chambers

 Signature

Alief ISD

 District Name
 4/14/2020

 Date

Full Year Redesign

 Cohort Selection
 Superintendent

 Title

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



April 16, 2020

Texas Education Agency:

As superintendent of schools for Alief ISD, I am proud to support the implementation of the ADSY Planning and Execution program Full Year Redesign model in our district. Alief operates 46 Title I campuses, including 24 elementary schools, with high rates of economically disadvantaged and at-risk populations at every campus. Innovative programs that target these students are vital for supporting learning environments where all students have equity of resources and opportunities to develop the skills necessary to read on grade level by the third grade and ultimately graduate high school fully prepared for entrance to college, technical school, the work force, or the military – the cornerstone of Alief’s mission.

When potential barriers to that mission impede the progress of a large subset of students, I fully support the exploration of innovative methods to removing the barriers. Research reveals that summer slide is a potential barrier to academic success, particularly in young, economically disadvantaged students. Families in Alief often are not able to afford summer learning programs, family-centered learning activities, travel, and other experiences that are a standard part of life for their more affluent peers. The ADSY Full Year Redesign directly addresses the summer slide problem by reducing the large chunk of time that students spend outside of a learning environment. Furthermore, the ancillary impacts of increased teacher planning time, additional ‘brain breaks’ for students and staff, and more time to delve deeper into classroom topics will be of great value to students and teachers.

I am excited about the work the Alief ADSY Committee is doing in developing a full year redesign model and calendar, and evaluating which elementary campus would be the best fit to pilot this program. I look forward to seeing ADSY in action as we continue to support underrepresented students in their academic journey.

Thank you,

A handwritten signature in black ink that reads "HD Chambers".

HD Chambers
Superintendent of Schools



Independent School District

PREPARING STUDENTS FOR TOMORROW — CARING FOR THEM TODAY

Patrick Cherry, Area Superintendent
Alief Independent School District
4250 Cook Road
Houston, TX 77072

Texas Education Agency:

As the dedicated leader of innovative projects in Alief ISD, I fully support the district's application to join the full year redesign cohort. I believe that this model will be a tremendous asset to some of our neediest students in preventing summer slide and better preparing them to reach grade level targets throughout their academic careers.

Alief's student population is comprised primarily of students who are economically disadvantaged (84% of students) and at-risk (83% of students). Through circumstances completely out of their control, many of these students lack learning opportunities outside of school. Consequently, the long summer break often has adverse effects on these students. By rethinking the way we structure a school year, and using research-based methods for redesigning both the calendar year and the calendar day, we can create an innovative learning environment that meets the needs of targeted students, and also supports staff with increased time for lessons and much needed brain breaks.

Due to the ongoing COVID-19 pandemic and the suspension of normal school operations, an elementary pilot campus has not yet been selected and will likely not be identified prior to April 20. However, as co-chairman of the Alief ADSY Committee, I can assure you that the district committee is working hard to select a site and is communicating with principals and leadership teams at a focused list of five potential campuses – Boone Elementary, Bush Elementary, Cummings Elementary, Martin Elementary, and Smith Elementary. All five of these finalist sites have economically disadvantaged populations of 89% or above and would benefit greatly from this pilot cohort. The long range goal is to achieve success through the pilot and upscale the model to additional qualifying campuses.

Alief is proud to stand at the forefront of several innovative programs, and I am excited about the prospect of joining a group of districts across the state in pioneering the Additional Days School Year Planning and Execution Program.

Thank you,

A handwritten signature in black ink that reads "Patrick Cherry". The signature is fluid and cursive, with a long, sweeping tail on the letter "y".

Patrick Cherry
Area Superintendent, Alief ISD

TITLE: ADSY PROJECT MANAGER

QUALIFICATIONS: EDUCATION REQUIRED

Master's degree from a recognized, accredited college or university

1. Valid Texas Educator Certification
2. Valid Texas Mid-Management or Standard Principal Certification required
3. Advancing Educational Leadership (AEL) certificate or its equivalent (ILD/ILT) certificate must be obtained within 3 months of start date as designated by the district.
4. T-TESS Certification preferred or must be obtained within the first 3 months of start date

WORK EXPERIENCE REQUIRED

1. Successful experience as a principal or minimum 3 years successful experience as an assistant principal
2. Minimum three years of successful classroom teaching experience

PERFORMANCE RESPONSIBILITIES:

- Have a strong working knowledge of research-based elementary instructional practices, especially those that work best with highly diverse and at-risk populations;
- A strong working knowledge of elementary scheduling and content;
- Actively collaborate with Area Superintendents, principals, district coordinators, interventionists, and campus staff in aligning, developing, and implementing a different calendar;
- Actively collaborate with Area Superintendents, principals, district coordinators, interventionists, and campus staff in identifying program needs;
- Actively collaborate with Texas Education Agency, Educate Texas, higher education institutes, industries, other ADSY programs, and nonprofits involved with the development of ADSY programs;
- Maintain a budget for ADSY development and implementation of ADSY pilots;
- Be knowledgeable and apt at creating, evaluating, and communicating critical data points (qualitative and quantitative) impacting all phases of ADSY both during development in Alief ISD and after implementation – especially state tested areas by district, campus, and teacher to include, when available, a correlation with data provided by the State of Texas and/or College Board;
- Have a strong technology aptitude;
- Assist in research and grant writing related to the needs of the ADSY program in Alief;
- Must be willing to work weekends and some evenings to assist in coordinating ADSY Task Force meetings;
- Must attend training on ADSY planning, practices, and methodologies and develop and host sessions for ADSY staff and parents;
- Present at conferences (local, state, and national) and to the local school board, councils, campuses;
- Work toward the development of pilot ADSY program(s) in Alief ISD
- Any other duties as assigned

WORKING CONDITIONS:

All campuses and temperature controlled with hard surface floors. Job requires physical mobility, standing, prolonged sitting, lifting, carrying, pushing, and pulling (10 pounds minimum). Job may also require climbing stairs, stooping, bending, and reaching over head. Working conditions may be modified under the Americans with Disabilities Act (ADA) for diagnosed medical conditions.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of professional personnel.

Employee Signature

Date



Patrick Cherry, Area Superintendent
Alief Independent School District
4250 Cook Road
Houston, TX 77072

ADSY Planning and Execution Program Committee:

As the co-chairman of the Alief ISD ADSY Committee, I fully support the district's application to join the full year redesign cohort. The Alief committee is working diligently to select an elementary campus to pilot the program, and is also conducting an extensive search for a Project Manager. Due to the ongoing COVID-19 pandemic and the suspension of normal school operations, the Project Manager search is still a work in progress and the identification of a campus was narrowed down to Boone Elementary, Bush Elementary, Cummings Elementary, Martin Elementary and Smith Elementary prior to our shutdown of normal operations. With the transition to virtual work and meetings, and the immediate instructional focus shifting to the implementation of a virtual learning platform, the timetable for the Alief ADSY Committee had to be altered.

A job description for the Project Manager position has been developed and the committee is conducting a thorough search and interview process with existing elementary leadership and leaders-in-training with the view of identifying the best person as soon as possible.

Per grant program and district-identified criteria, the Project Manager will be someone with thorough knowledge of elementary TEKS, scheduling, and staff development. Strong candidates will have an innovative approach to learning and will help guide the pilot campus through a full redesign of the academic calendar and the school day to reduce summer slide and increase teacher effectiveness through increased planning time, breaks, and professional development.

Alief is full of strong campus and program leaders and the district works hard to identify candidates and grow leaders throughout their careers. The Alief ADSY Committee is confident that the best candidate for the job will be identified in the coming weeks, and we will work closely with the Project Manager to ensure that the full year redesign model is implemented with fidelity.

Thank you,

A handwritten signature in cursive script that reads "Patrick Cherry".

Patrick Cherry
Area Superintendent, Alief ISD

District Organizational Chart



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