



**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 [Redacted]

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

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

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

Application stamp-in date and time

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): [Redacted]

**Applicant Information**

Organization **El Paso Independent School District** CDN **071902** Campus **71902115** ESC **19** DUNS **079841979**

Address **6531 Boeing Dr.** City **El Paso** ZIP **79925** Vendor ID [Redacted]

Primary Contact **Daniel Vasquez** Email **dfvasque@episd.org** Phone **(915) 230-2348**

Secondary Contact **Tamekia Brown** Email **tlbrown@episd.org** Phone **(915) 230-2221**

**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 **Juan Cabera** Title **Superintendent**

Email **superintendent@episd.org** Phone **(915) 230-2577**

Signature  Date **4/27/2020**

**Shared Services Arrangements**

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

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

**Statutory/Program Assurances**

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

Check each of the following boxes to indicate your compliance.

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

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

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

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

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

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

**Statutory/Program Requirements**

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

- Check this box if applying for the Full Year Redesign Cohort**
- Check this box if applying for the Voluntary Summer Learning Cohort**

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

The El Paso Independent School District (El Paso ISD) acknowledges that for students to succeed in today's world, schools must go beyond what has historically been limited to a set of credits that comprise graduation requirements. El Paso ISD believes that in addition to supporting students as they meet core credit requirements, there is a need to focus on college and career readiness, entrepreneurial mindsets, character development and employability. Accordingly, El Paso ISD has developed a Strategic Plan for the District including strategic priorities, focus areas and continual growth for every student. In other words, the Strategic Plan is designed to create a system that puts learners at the center. The Strategic Plan signals a transition from test preparation as the primary focus to meaningful, student-centered learning as a core design principle. The Strategic Plan has the following three focus areas:

1. Providing Engaging & Challenging Learning
2. Building Strong Supports for Students, Schools and the Community
3. Modernizing Facilities to Create Great Learning Environments

The Additional Days School Year (ADSY) Full Year Redesign Program program builds on this process. The Full Year Redesign Program will give El Paso ISD additional capacity to create innovative options to address the differentiated needs of many of the district's economically disadvantaged (70%) students and English Learners (28%). ADSY is an opportunity to build on its current commitment and success in providing engaged learning through the provision of tailored and responsive school calendars to optimize student success. This initiative affords an opportunity to evaluate an identified participating school and determine if a new approach to how El Paso ISD structures its' learning year and scheduling processes will improve student outcome and performance. Participation in this planning process will create a blueprint for evaluation and expansion of targeted learning models to other campuses as needed.

**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.

El Paso ISD anticipates a high quality implementation of the full year redesign. This targeted scope of action is designed to facilitate identifying and launching innovative programs while providing engaging learning through targeted remediation intended to reduce learning gaps experienced as a result of extended summer breaks. El Paso ISD anticipates engaging in an extensive review of needs for the students at Dowell with an examination of root causes. This evaluation will facilitate how El Paso ISD approaches the traditional school day and constructs its newly designed school calendar.

Initially, El Paso ISD will focus on expanded teacher planning and the inclusion of more time throughout the school year to plan. El Paso ISD will collaborate with its dedicated design partner to determine how to incorporate these additional planning hours throughout the year; weekly, monthly and quarterly. El Paso ISD will utilize data driven strategies with proven result; but will also focus on either identifying a calendar that can be inserted into its system or designing one based on a multitude of approaches to accommodate El Paso ISD's unique demographics. Additionally, El Paso ISD will make this a student centered, student focused initiative. Meaning that any changes to the daily, weekly and quarterly calendars must be done so to meet the unique and individualized needs of the campus and community. Further, given the sub-populations of greatest need El Paso ISD may offer multiple teaching platforms, strategies and approaches within the campus to best serve its students. El Paso ISD is a leader in Project Based Learning, Dual Language Learning and is expanding its Blended Learning platforms. The planning and implementation phases of this process will allow El Paso ISD to target specific student need and align an appropriate school action for those students. Calendar redesigns can then be applied to maximize and facilitate new approaches for these instructional models. All of these efforts are designed to reduce logistical problems and increase time on task and improve academic comprehension and capacity, thus improving student environments, learning and outcomes.

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.

Historically, El Paso ISD has been inconsistent with its summer learning programs. At times the District has been able to identify a need for twelve-thousand (12,000) students to utilize summer learning. This is nearly one quarter of the District's student population. Due to budgetary restrictions, logistical issues or a lack of appropriate Title I resources the District has not been able to consistently or appropriately extend these services.

The District has not yet conducted a comprehensive needs analysis to determine the root causes for the extensive need for summer learning programs. One of the anticipated outcomes of participating in the ADSY program is to further the District's understanding of the causes and conditions that contribute to this need.

El Paso ISD has experienced initial success with extended learning time initiatives. Most recently, the Math Innovation Zone has afforded students an opportunity to utilize technology at home to continue work being done in the classroom. This blended learning approach, coupled with resource and device availability has assisted students who require additional time to complete coursework. Additionally, the implementation of the Office of Transformation has created a School Performance Framework and a set of school actions designed to target and assist schools and communities based on individualized need. The primary take-away from the Math Innovation Zone and the Transformation Zone has been targeted, campus and community specific school actions are the most effective approach to turning schools around and serving students. Further, El Paso ISD, believes that targeted school actions and specific approaches that put student needs and interests at the center of learning is the most effective way to improve the number of high quality seats within the District.

**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.

Support for El Paso ISD's exploration of the ADSY program begins with Superintendent Juan Cabrera. Mr. Cabrera has been an advocate for re-examining approaches to better serve and accommodate students in El Paso ISD since he was appointed Superintendent. In his time with the district, Mr. Cabrera has introduced 1:1 technology utilization for students, has advocated for innovative learning platforms to meet individualized student need and has challenged parochial teaching and classroom approaches with the introduction of the New Tech Network system in El Paso ISD campuses. Mr. Cabrera communicates with regional, state and national stakeholders to discuss what actions the district considers to move student learning forward while keeping it student focused and centered. Additionally, several board members have challenged staff to identify academic approaches that tailor learning to individual students, provide more time for recess and "brain breaks" and allow teachers more time for preparation, planning and professional development. Trustee Daniel Call has made calendar design and balanced learning time a top priority as a Trustee for the El Paso ISD. Both Superintendent Cabrera and the Board of Trustees have committed to identifying and exploring the most appropriate opportunities and options to serve the individual needs of El Paso ISD's nearly 60,000 students. At the highest levels of district leadership, El Paso ISD recognizes that the ADSY pilot will create opportunities to target a school calendar around a specific campus and community's needs. Such an undertaking aligns to the district's strategic plan, EPISD 2020, and El Paso ISD Board Goals.

Additionally, project oversight will be monitored and supported by El Paso ISD Chief Academic Officer, Dr. Tamekia Brown. Dr. Brown leads the District's Academic Division which includes Curriculum and Instruction, Student and Family Empowerment, Active and Learning and Staff Development, she has been the primary liaison for the district during the initial phases of the ADSY project. She has worked with campus leadership to communicate the program goals and desired intent. She has coordinated discussions with academic leadership, cabinet members and human resources to communicate what the district's responsibilities will be during the process and what the expectations should be regarding possible outcomes. Dr. Brown led the diagnostic analysis to determine the campus to participate in the ADSY program and selected the ADSY Program Manager. Dr. Brown will continue to support the efforts during planning and implementation.

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?

El Paso ISD is encouraged to participate in this undertaking because this work complements other initiatives set forth by the district that explore concrete steps to planning, program design and implementation and monitoring student performance to guarantee improved outcomes. The requirement to produce a transparent evaluation of this program will further El Paso ISD's understanding of the various factors that can influence student performance and guide how the district meets student needs to ensure academic success. Providing feedback to TEA will be beneficial for the district, as it will offer another layer of data to assess the impact and efficacy of El Paso ISD initiatives. Further, this feedback and evaluation will provide much needed data for the administration of the district's School Performance Framework (SPF). The SPF is what drives the district's evaluation of campuses and decisions on appropriate school actions that better serve students and families. El Paso ISD anticipates that between the Kick-Off Summit and the additional learning community workshops, the district will be able to identify a program design that aligns with campus, community and district need based on an evidence driven approach. Further, the identification of an implementation partner (vendor) will be beneficial for the district in that it will provide a consultant to offer feedback and suggestions as El Paso ISD plans and implements its extended year calendar. The likely challenge will be effectively communicating the purpose and function of participating in the ADSY Program, and how this program aligns to current district initiatives. To accomplish board goals and objectives, at times, requires a multitude of approaches that creates a need for additional training and development on the part of all faculty and staff. During the execution phase of this undertaking El Paso ISD anticipates a need to reevaluate compensation, professional development and communication between teachers and students, teachers and administration and campuses and district leadership. El Paso ISD acknowledges that not all of these variables will be accounted for during planning and prior to implementation; but looks forward to implementing measures that will allow for flexibility and adaptability during the three phases of implementation to ensure the district lands in a place that identifies program structures targeted at meeting student need. El Paso ISD will work to align all processes and initiatives to provide appropriate support for those associated with the ADSY initiative.

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

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

The vision of Dowell Elementary is to provide an exceptional foundation that will build strong minds to create responsible, creative, and open minded community leaders that will impact the world and the future. The Dowell Community proactively ensures to facilitate and inspire young minds to develop productive citizens who will positively impact the future. Like all El Paso ISD schools, Dowell aims to meet students' needs through active learning, cross-curricular lessons, and 21st century technology. Currently, there are approximately 365 students that attend Dowell in Pre-Kindergarten through the 5th grade. Dowell is composed of 87% economically disadvantaged students and is eager to participate in the ADSY planning and implementation process to be able to demonstrate improvements as a result of this novel undertaking.

Only 41% of Dowell's economically disadvantaged students meet Statewide Math standard, and only 40% of these students meet reading standard. Further, the Special Education population reaches Meets Standard rates in reading and math at 23% and 31% respectively. Amongst English Language learners 34% reach Meets Standard in Math and 38% reach Meets Standard in reading. The campus literacy rate is 69% and the third grade Reading Masters Rate is 18% with 38% of the campus at the Meets STAAR Rate. The campus performs well in certain key performance areas, but needs assistance or modifications to its overall approach to serving its' sub-populations. Specifically, since 87% of the campus is economically disadvantaged. What's more, Dowell will be the landing spot for Crosby Elementary when that campus closes following the 2020-2021 school year. Crosby currently has 441 students, of which 93% are Economically Disadvantaged. Of Crosby's Economically Disadvantaged population, only 28% met Statewide Math Standard and 27% of these students met Statewide Reading Standard, with only 9% of Special Education Students meeting Reading and Math Standard. With the consolidation plan for El Paso ISD, Dowell's student population will more than double. Both Both campus and district leadership recognize that this consolidation will require the district to modify its approach to serving this community.

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.

After a comprehensive review of Dowell's climate survey it is clear that the campus does well with its community. Of those surveyed, 92% were satisfied with the school. Teachers scored an 80% on effectiveness, with a 75% retention rate. Dowell has an attendance rate of 95%. While Crosby's attendance rate is also 95%, they differed in the rest of their climate survey. Teachers only scored 60% in the effectiveness rate and the campus overall satisfaction rate is 81%, and the teacher retention rate is 81%. The evaluation of campus climate surveys coupled with the review of both campuses performance data indicates two key needs requiring attention: first, a culture shift in student performance expectation and second, an adjustment in the school climate.

Campus culture: Dowell and Crosby, leadership and teachers have done remarkable work in addressing the needs of the community that calls Dowell and Crosby home. As is evident from the satisfaction rate and attendance rate, parents and families are confident and comfortable in the campus leadership, faculty and staff in addressing the social and emotional well-being of their students. However, overwhelming numbers of economically disadvantaged students, coupled with large numbers of at risk sub-populations creates a unique dynamic for both populations. As these populations merge into one academic community, it will be vital to identify specific action plans and course work to isolate and address the needs of the students within this community. Specific work should focus on identifying approaches to increase literacy and mathematical comprehension, identify differentiated learning approaches for Special Education populations and those students identified as English Language Learners.

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

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

Campus Climate: The implementation of such evidence-based practices should improve both mathematic comprehension and reading literacy for all students at Dowell. Unlike their counterparts in secondary education, elementary teachers do not have the same planning time needed to target individualized student need. By adopting a modified calendar, El Paso ISD hopes to enrich the instruction offered at Dowell and focus on unique and individual need. Further, it is the expectation that the amended calendar will minimize student stress and allow for the exploration of deeper learning opportunities through an expansion of the calendar. By expanding the calendar with targeted learning approaches, El Paso ISD intends to minimize the summer slide of lost capacity by students and expand comprehension gains for students.

By engaging in the ADSY endeavor El Paso ISD hopes to modify the instructional approach as needed for the students and community of Dowell ES. Many teachers have commented and noted to district and campus leadership that they lack the time needed to develop deeper and impactful lessons and instructional models. Additionally, teachers often comment that the learning cycle seems rushed as they attempt to hit every lesson to adhere to the current academic and testing calendar. Participation in ADSY should develop an improved instructional model that will minimize stress and the sense of being rushed through instruction by teachers and students. This modification to instruction will impact campus culture in that student centered learning will be prioritized with time appropriate, differentiated learning leading to increased student outcomes and adjusted expectation for student learning and learning outcomes. This will ultimately improve campus climate by creating a consensus in need, expectation and strategy between teachers, students and parents.

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.

Teresa Zamarripa, M.Ed., is El Paso ISD's Executive Director of Transformation has been selected to lead El Paso ISD's EDSY pursuits. The Office of Transformation leads the effective identification and turn-around of at-risk or low performing campuses with responsive school actions. The office of transformation has established a school performance framework to identify poor performance indicators, established a teacher talent-pipeline to identify and prepares teachers to lead transformative undertakings, and established a leadership design institute that cultivates next generation school leaders that will lead innovative systems. Ms. Zamarripa has nearly 30 years of experience in education as a teacher, instructional leader and administrator primarily working with under-represented populations. Prior to her appointment as the Executive Director of Transformation, Ms. Zamarripa served as principal of two campuses within the same feeder pattern. Her promotion within the same pattern was designed to strengthen the programmatic alignment of the pattern and equip students for rigorous transitions from elementary through secondary schools. As principal of Guillen Middle School, in El Paso's Second Ward "Segundo Barrio", Zamarripa implemented the New Tech Network approach and helped initiate the alignment of New Tech in the Bowie HS feeder pattern.

Ms. Zamarripa has become an ambassador within El Paso ISD and the State of Texas for the hardest to serve student populations. As the Executive Director of Transformation, she has facilitated the district's approach to targeted differentiated learning models to best suit the needs of students, campuses and communities. Ms. Zamarripa has worked with communities and community leaders to advocate for students and help communities and parents better understand the need to evolve from traditional learning models to more innovative and aggressive approaches to serving at-risk student populations.

**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.

Under the District’s current organizational structure, Ms. Zamarripa reports directly to the Superintendent. She has the autonomy to direct school action as needed based on the analysis and findings of the annual School Performance Framework. For the planning and implementation of the ADSY project, Ms. Zamarripa will coordinate with Dr. Brown, Chief Academic Officer, who oversees Academics. Mr. Vincent Sheffield, Deputy Superintendent of Academics and Administration, who reports directly to Superintendent Cabrera, supervises Dr. Brown. Both Dr. Brown and Ms. Zamarripa will provide frequent updates and briefings to district leadership as part of regularly scheduled cabinet meetings.

During the planning and implementation of the ADSY project Ms. Zamarripa will collaborate with the Associate Superintendents of Academics and School Leadership. This collaboration will include progress reports on updates, program development and frequent reports as to the adherence of planning timelines and approaching milestones. This collaboration will guarantee that ADSY objectives align to larger district processes and initiatives. Dr. Brown and Ms. Zamarripa will provide progress updates to trustees quarterly through regularly scheduled Curriculum and Instruction Board Workshops. Should board members require additional information, or should board input be warranted for decision-making or design components, Ms. Zamarripa and Dr. Brown will facilitate additional workshops as needed.

Additionally, Dr. Brown and Ms. Zamarripa will coordinate with El Paso ISD’s Fund and Partner Stewardship department to guarantee an adherence to grant compliance requirements. As community, outreach is required, to share updates with campus and community members, El Paso ISD’s Community Engagement Department will assist with the organization of community gatherings and meetings. Mr. Jose Lopez, Chief of Staff, oversees both Fund and Partner Stewardship and Community Engagement.

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.

Ms. Zamarripa will coordinate all steering committee activities. Ms. Zamarripa and Dr. Brown will serve as members of the Steering Committee and will designate sub-committees as needed to accomplish programs goals and to guarantee program timelines are met. Additionally, Ms. Zamarripa will serve as the District’s primary point of contact for the selected technical assistance (contracted service provider) that will assist El Paso ISD with the planning and implementation of the ADSY program. This will guarantee that the Superintendent is frequently briefed on the progress of the program and that he can provide assistance or oversight as needed in relation to program directives and design.

The initial composition of the Steering Committee will be comprised of District and Campus Leadership Personnel and community members. El Paso ISD will invite board members to serve on the Steering Committee and participate as local and state laws permit. Ideally, El Paso ISD would be allowed to have the Trustee that represents the area that Dowell is in as well as an additional Trustee from a neighboring area.

Steering Committee members will include Ms. Yeni Ontiveros, Dowell Principal, Mr. Alonzo Barraza, Crosby Principal, Dr. Blanca Garcia, Assistant Superintendent of Elementary Schools and Ms. Nancy Tovar, Assistant Superintendent of Elementary Schools. This initial group of leaders, with Dr. Brown and Ms. Zamarripa will recruit additional members to serve on the Steering Committee based on previous experiences, dedication to innovative school actions and familiarity with program goals and design. These Steering Committee members will be recruited from Curriculum and Instruction, Human Resources, Budget and Financial Management, Fund and Partner Stewardship and Academic Leadership. Additionally, Ms. Ontiveros will nominate teachers and campus leadership members to the Steering Committee to guarantee insight and understanding of the current campus needs. Mr. Barraza will also recommend teachers from and campus leadership members from Crosby to speak to the cultural needs of the students transitioning to Dowell.



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

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

Per the request of Ms. Ontiveros, a campus sub-committee will be established at Dowell to provide specific insight related to student, community and campus need. Those teachers and campus leaders nominated by Ms. Ontiveros to serve on the Steering Committee will lead the campus sub-committee. The purpose of the campus sub-committee will be to guarantee ownership of the planning and implementation at Dowell and to guarantee that campus and community input drives the decision making of the newly designed calendar. This sub-committee will serve as the primary liaisons between district decision makers and the students and families that will be served under the new programmatic design.

Two trustees will be invited to serve as members of the Steering Committee. It is the hope, that representation from the district area that houses Dowell as well as representation from a trustee from a neighboring area will strengthen the advocacy of the ADSY program. Further, participation by Trustees will facilitate in the passage and acceptance of any needed Board policy to guarantee the fidelity of planning and implementation of the ADSY program. Trustee participation in the Steering Committee will be used to assist in educating community members on the need for such planning and implementation as well as facilitating dialogue with fellow trustees to gain large scale district-wide appreciation and understanding of the ADSY undertaking.

**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).

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**Payroll 6100**

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

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**Professional and Contracted Services 6200**

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

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**Supplies and Materials 6300**

Complete this worksheet to request supplies and materials.

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**Other Operating Costs 6400**

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

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**Capital Outlay 6600**

Complete this worksheet to request capital outlay costs.

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

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**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:		071902	Amendment #:	
<b>Payroll Costs (6100)</b>				
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions Less than 100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>				
1	Teacher			\$ -
2	Educational Aide			\$ -
3	Tutor			\$ -
<b>Program Management and Administration</b>				
4	Project Director		1	\$ 160,000
5	Project Coordinator			\$ -
6	Teacher Facilitator			\$ -
7	Teacher Supervisor			\$ -
8	Secretary/Admin Assistant			\$ -
9	Data Entry Clerk			\$ -
10	Grant Accountant/Bookkeeper			\$ -
11	Evaluator/Evaluation Specialist			\$ -
<b>Auxiliary</b>				
12	Counselor			\$ -
13	Social Worker			\$ -
14	Community Liaison/Parent Coordinator			\$ -
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>				
15	ESC Specialist/Consultant			\$ -
16	ESC Coordinator/Manager/Supervisor			\$ -
17	ESC Support Staff			\$ -
18	ESC Other: (Enter position title here)			\$ -
19	ESC Other: (Enter position title here)			\$ -
20	ESC Other: (Enter position title here)			\$ -
<b>Other Employee Positions</b>				
21	(Enter position title here)			\$ -
22	(Enter position title here)			\$ -
23	<b>Subtotal Employee Costs:</b>			\$ 160,000
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
24	6112 - Substitute Pay			\$ -
25	6119 - Professional Staff Extra-Duty Pay			\$ -
26	6121 - Support Staff Extra-Duty Pay			\$ -
27	6140 - Employee Benefits			\$ -
28	61XX - Tuition Remission (IHEs only)			\$ -
29	<b>Subtotal Substitute, Extra-Duty Pay, Benefits Costs:</b>			\$ -
30	<b>Grand Total:</b>			\$ 160,000
31	<b>Total Program Costs*:</b>			\$ 160,000
32	<b>Total Direct Admin Costs*:</b>			\$ -
*Complete the Total Program Costs (line 31) and Total Direct Admin Costs (line 32) lines. The sum of these lines must equal the Grand Total (line 30) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.				

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

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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: 071902		Amendment #: 0	
<b>Professional and Contracted Services (6200)</b>			
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. Please provide a brief description for the service and purpose.			
<b>Description of Service and Purpose</b>		<b>Grant Amount Budgeted</b>	
1	6269 - Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	-
2	Service: Specify purpose:	\$	-
3	Service: Specify purpose:	\$	-
4	Service: Specify purpose:	\$	-
5	Service: Specify purpose:	\$	-
6	Service: Specify purpose:	\$	-
7	Service: Specify purpose:	\$	-
8	Service: Specify purpose:	\$	-
9	<b>Subtotal of professional and contracted services requiring specific approval:</b>	\$	-
10	Remaining 6200 - Professional and contracted services that do not require specific approval.	\$	180,000
11	<b>Grand Total:</b>	\$	<b>180,000</b>
12	<b>Total Program Costs*:</b>	\$	180,000
13	<b>Total Direct Admin Costs*:</b>	\$	-
*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.			

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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: 071902		Amendment #: 0	
<b>Supplies and Materials (6300)</b>			
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>	
1	Remaining 6300 - Supplies and materials that do not require specific approval:	\$	40,000
2	<b>Grand Total:</b>	<b>\$</b>	<b>40,000</b>
3	<b>Total Program Costs*:</b>	<b>\$</b>	<b>40,000</b>
4	<b>Total Direct Admin Costs*:</b>	<b>\$</b>	<b>-</b>
<p><b>*Complete the Total Program Costs (line 3) and Total Direct Admin Costs (line 4) lines. The sum of these lines must equal the Grand Total (line 2) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.</b></p>			

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**Application Part 2:**

**2020-2021 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: 071902		Amendment #: 0	
<b>Other Operating Costs (6400)</b>			
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>	
1	6411 - Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.		
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	<b>Subtotal of other operating costs (6400) requiring specific approval:</b>	\$	-
10	Remaining 6400 - Other operating costs that do not require specific approval.	\$	20,000
11	<b>Grand Total:</b>	\$	<b>20,000</b>
12	<b>Total Program Costs*:</b>	\$	20,000
13	<b>Total Direct Admin Costs*:</b>	\$	-
<p><b>*Complete the Total Program Costs (line 12) and Total Direct Admin Costs (line 13) lines. The sum of these lines must equal the Grand Total (line 11) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.</b></p>			

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

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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:		071902	Amendment #:		0
<b>Capital Outlay (6600)</b>					
Description and Purpose		Quantity	Unit Cost	Grant Amount Budgeted	
<b>6669 - Library Books and Media (capitalized and controlled by library)</b>					
1		N/A	N/A	\$	-
<b>66XX - Computing Devices, capitalized</b>					
2	(Enter description and brief purpose)		\$ -	\$	-
3			\$ -	\$	-
4			\$ -	\$	-
5			\$ -	\$	-
6			\$ -	\$	-
7			\$ -	\$	-
8			\$ -	\$	-
9			\$ -	\$	-
<b>66XX - Software, capitalized</b>					
10	(Enter description and brief purpose)		\$ -	\$	-
11			\$ -	\$	-
12			\$ -	\$	-
<b>66XX - Equipment, furniture, or vehicles</b>					
13	(Enter description and brief purpose)		\$ -	\$	-
14			\$ -	\$	-
15			\$ -	\$	-
<b>66XX - Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>					
16	(Enter description and brief purpose)			\$	-
17	<b>Grand Total (sum of all lines):</b>			\$	-
18	<b>Total Program Costs*:</b>			\$	-
19	<b>Total Direct Admin Costs*:</b>			\$	-
<p><b>*Complete the Total Program Costs (line 18) and Total Direct Admin Costs (line 19) lines. The sum of these lines must equal the Grand Total (line 17) otherwise the field will change color to red indicating an error. These amounts will automatically populate on the Program Budget Summary worksheet.</b></p>					
<b>FOR TEA USE ONLY</b>					
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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:	071902	Amendment #	0
Grant Period:	May 15, 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	\$ 160,000	\$ -	\$ 160,000
2 Professional and Contracted Services	6200	\$ 180,000	\$ -	\$ 180,000
3 Supplies and Materials	6300	\$ 40,000	\$ -	\$ 40,000
4 Other Operating Costs	6400	\$ 20,000	\$ -	\$ 20,000
5 Capital Outlay	6600	\$ -	\$ -	\$ -
Consolidate Administrative Funds			N/A	
6	<b>Total Direct Costs:</b>	<b>\$ 400,000</b>	<b>\$ -</b>	<b>\$ 400,000</b>
7	*Indirect Costs:			\$ -
8	<b>Total of All Budgeted Costs :</b>	<b>\$ 400,000</b>	<b>\$ -</b>	<b>\$ 400,000</b>
<b>Shared Services Arrangement</b>				
9	6493	Of All Budgeted Costs, how much will be passed to member districts of SSAs?	\$ -	\$ -
<b>Direct Administrative Cost Calculation</b>				
10	Total of All Budgeted Costs (line 8):			<b>\$ 400,000</b>
11	Direct Administration Cap per Program Guidelines (XX%):			0.05
12	Maximum amount allowable for direct administrative costs:			<b>\$ 20,000</b>

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

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

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

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**Additional Days School Year Planning and Execution Program**

District or Charter School Network Information Form

Full Year Redesign Cohort (Grant Funded)

Attachment 1

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

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

**Instructions**

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

Application	Applicant Response
Please confirm this application is for a <i>grant-funded</i> Full Year Redesign opportunity	Yes
Does your district intend to ensure all ADSY participating campuses have a regular academic year calendar of at least 180 instructional days by the 2021-2022 school year?	Yes
Does your district intend to implement a full academic redesign by operating a 210 day calendar with a daily increase in student brain breaks and teacher planning by decreasing daily instructional time and extending it throughout the 210 day calendar?	Yes
District or Open Enrollment Charter School Information	Applicant Response
District or Charter School Name	El Paso Independent School District
District or Charter School Network ID Number	71902
Personnel	
Superintendent Name	Juan E Cabrera
LOI Author Name	Daniel F. Vasquez
LOI Author Title	Fund Development and Partnership Specialist
LOI Author Phone	(915)230-2348
LOI Author E-mail Address	<a href="mailto:dfvasque@episd.org">dfvasque@episd.org</a>
District ADSY Project Manager Name	Teresa Zamarripa
District ADSY Project Manager Title	Executive Director, Office of Transformation
District ADSY Project Manager Email Address	(915) 230-3231
District ADSY Project Manager Phone Number	<a href="mailto:txlujan@episd.org">txlujan@episd.org</a>
District Details	
District Overall Performance - Numeric Grade Only	88
Total Students in District	57178
Total Students Anticipated to Participate in Additional Days School Year in 2021-2022 School Year	801
District Classification (Rural, Urban, Suburban)	Urban
Education Service Center Region	19
Formative or <b>interim assessment</b> planning to be used for ADSY grade levels, if known (NWEA MAP, Renaissance Star, STAAR Interims, etc...)	STAAR
Current <b>Student Information System (SIS)</b> in use throughout district (TxEIS, PowerSchool, Skyward, ITCCS, District-made system, etc...)	TEAMS, School Performance Framework (district led)
List all <b>other TEA programs</b> in which the district is currently involved (i.e. Lone Star Governance, System of Great Schools, Blended Learning Grant Program etc...)	Transformations Zone, Math Innovation Zone, SGS, Lone Star Governance, Blended Learning
If awarded this grant in May 2020, when does the district expect to be able to contract with technical assistance providers, given district <b>procurement policies</b> ?	7/1/2020
Is the district a District of Innovation?	Yes
If district is a District of Innovation, what year was the plan implemented?	2016
If district is a District of Innovation, is the requirement for first day of school waived?	No
Does the applicant and relevant district and school stakeholders commit to attending the <b>ADSY Kickoff Summit</b> 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	Dowell Elementary
Campus A ID Number	71902115
Campus A Address	5249 Bastille Ave
Campus A Total Students	365
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	210
2019-2020 First Day of School	7/19/2021
Personnel	
Campus A Principal Name	Yeni Ontiveros
Campus A Principal Email Address	<a href="mailto:ytramire@episd.org">ytramire@episd.org</a>
Campus A Principal Phone Number	915-236-5525
Campus A ADSY Project Manager	Teresa Zamarripa
Campus A ADSY Project Manager Title	Executive Director Office of Transformation
Campus A ADSY Project Manager Email Address	<a href="mailto:txlujan@episd.org">txlujan@episd.org</a>

Additional Days School Year Planning Program

District or Charter School Network Information Form

Campus A ADSY Project Manager Phone Number	(915) 230-3231
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Campus A Overall Performance - Numeric Grade Only	81
Percent of Students at Campus A Eligible for Free or Reduced Price Lunch	85%
<b>Elementary (or Lower) School B (if applicable)</b>	
Campus B Name	Applicant Response
Campus B ID Number	Enter Text Response
Campus B Address	Enter Numeric Response
Campus B Total Students	Enter Address
Lowest Grade at Campus B (i.e. "PK-3" for 3 year old Pre-K)	Enter Numeric Response
Highest Grade at Campus B (i.e. "5" for 5th grade)	Choose Numeric Response
2019-2020 Total Instructional Days	Choose Numeric Response
Anticipated 2020-2021 Total Instructional Days	Enter Numeric Response
2019-2020 First Day of School	Enter Date (dd/mm/yy)
<b>Personnel</b>	
Campus B Principal Name	Enter Text Response
Campus B Principal Email Address	Enter Email Address
Campus B Principal Phone Number	Enter Phone Number
Campus B ADSY Project Manager	Enter Text Response
Campus B ADSY Project Manager Title	Enter Text Response
Campus B ADSY Project Manager Email Address	Enter Email Address
Campus B ADSY Project Manager Phone Number	Enter Phone Number
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Campus B Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Campus A Eligible for Free or Reduced Price Lunch	Enter Percent
<b>Elementary (or Lower) School C (if applicable)</b>	
Campus C Name	Applicant Response
Campus C ID Number	Enter Text Response
Campus C Address	Enter Numeric Response
Campus C Total Students	Enter Address
Lowest Grade at Campus C (i.e. "PK-3" for 3 year old Pre-K)	Enter Numeric Response
Highest Grade at Campus C (i.e. "5" for 5th grade)	Choose Numeric Response
2019-2020 Total Instructional Days	Choose Numeric Response
Anticipated 2020-2021 Total Instructional Days	Enter Numeric Response
2019-2020 First Day of School	Enter Date (dd/mm/yy)
<b>Personnel</b>	
Campus C Principal Name	Enter Text Response
Campus C Principal Email Address	Enter Email Address
Campus C Principal Phone Number	Enter Phone Number
Campus C ADSY Project Manager	Enter Text Response
Campus C ADSY Project Manager Title	Enter Text Response
Campus C ADSY Project Manager Email Address	Enter Email Address
Campus C ADSY Project Manager Phone Number	Enter Phone Number
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Campus C Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Campus A Eligible for Free or Reduced Price Lunch	Enter Percent
<b>Elementary (or Lower) School D (if applicable)</b>	
Campus D Name	Applicant Response
Campus D ID Number	Enter Text Response
Campus D Address	Enter Numeric Response
Campus D Total Students	Enter Address
Lowest Grade at Campus D (i.e. "PK-3" for 3 year old Pre-K)	Enter Numeric Response
Highest Grade at Campus D (i.e. "5" for 5th grade)	Choose Numeric Response
2019-2020 Total Instructional Days	Choose Numeric Response
Anticipated 2020-2021 Total Instructional Days	Enter Numeric Response
2019-2020 First Day of School	Enter Date (dd/mm/yy)
<b>Personnel</b>	
Campus D Principal Name	Enter Text Response
Campus D Principal Email Address	Enter Email Address
Campus D Principal Phone Number	Enter Phone Number
Campus D ADSY Project Manager	Enter Text Response
Campus D ADSY Project Manager Title	Enter Text Response
Campus D ADSY Project Manager Email Address	Enter Email Address
Campus D ADSY Project Manager Phone Number	Enter Phone Number
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Campus D Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Campus A Eligible for Free or Reduced Price Lunch	Enter Percent

Additional Days School Year Planning Program

District or Charter School Network Information Form

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)
<b>Personnel</b>	
Campus E Principal Name	Enter Text Response
Campus E Principal Email Address	Enter Email Address
Campus E Principal Phone Number	Enter Phone Number
Campus E ADSY Project Manager	Enter Text Response
Campus E ADSY Project Manager Title	Enter Text Response
Campus E ADSY Project Manager Email Address	Enter Email Address
Campus E ADSY Project Manager Phone Number	Enter Phone Number
<b>School Details</b>	
<b>Performance Results and Economic Indicators</b>	
Campus E Overall Performance - Numeric Grade Only	Enter Response
Percent of Students at Campus A Eligible for <b>Free or Reduced Price Lunch</b>	Enter Percent
<i>If necessary, provide additional context including former campus names for accountability purposes or alternative campus approaches, if applicable</i>	



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

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

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

Daniel Vasquez  
 \_\_\_\_\_  
*Printed Name*  
  
 \_\_\_\_\_  
*Signature*

El Paso ISD  
 \_\_\_\_\_  
*District Name*  
 April 27, 2020  
 \_\_\_\_\_  
*Date*

Full Year Redesign  
 \_\_\_\_\_  
*Cohort Selection*  
 Fund Development Specialist  
 \_\_\_\_\_  
*Title*

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



EL PASO INDEPENDENT  
SCHOOL DISTRICT

*Superintendent's Office*

Education Center  
6531 Boeing  
El Paso, TX 79925  
Phone (915) 230-2577  
Fax (915) 230-0575  
[www.episd.org](http://www.episd.org)

April 27, 2020

Mr. Andrew Hodge  
Director of Innovative Instructional Models  
Texas Education Agency  
1701 N. Congress Avenue  
Austin, Texas 78701

RE: 2020-2021 Additional Days Plan and Execution Grant

Please accept this application for the 2020-2021 Additional Days Plan and Execution Grant on behalf of the El Paso Independent School District (El Paso ISD). Situated on the U.S.-Mexico border and adjacent to a prominent military installation, the El Paso ISD serves a student population of nearly 60,000 learners with ethnically, culturally, linguistically and socio-economically diverse backgrounds. This diversity, coupled with the daily challenges associated with such a geographically unique setting, compels EPISD to collaborate with TEA to examine paths that might offer unique approaches and opportunities to identify innovative methods to serve young learners.

In the six years that I have had the privilege of serving as Superintendent, El Paso ISD has experienced remarkable growth through the addition of new learning opportunities and platforms that prepare El Paso ISD students for a diverse and robust 21st century work force. The implementation of the New Tech Network on twelve campuses has improved student academic performance at an unprecedented pace. El Paso ISD partnered with TEA to create a Transformation Zone whose goal is to create diverse opportunities for schools to evaluate and improve student performance to minimize student achievement gaps. Last fall, El Paso ISD joined the Math Innovation Zone, to offer blended learning platforms in mathematics and has experienced amazing progress in addressing students' needs in math.

El Paso ISD views the 2020-2021 Additional Days Plan and Execution Grant as another opportunity to offer the most innovative and comprehensive educational environments for the students and families of the Paso del Norte region. If awarded, I commit my office and staff to support Dr. Tamekia Brown, Chief Academic Officer and Ms. Teresa Zamarripa, Director, Office of Transformation to oversee this undertaking. Specifically, my office and staff will empower Dr. Brown and Ms. Zamarripa to strategically plan the design and implementation of an extended year, develop necessary budgets, coordinate and oversee professional development, and facilitate community and student outreach in order to optimize a student-centered academic calendar that meets the needs and expectations of the designated campus and community.

We appreciate TEA's initiative and leadership in coordinating such transformative efforts. If I can be of further assistance, please contact me at 915-230-2577 or by email at [superintendent@episd.org](mailto:superintendent@episd.org).

Sincerely,



Juan E. Cabrera  
Superintendent



EL PASO INDEPENDENT  
SCHOOL DISTRICT

*Dowell Elementary*

5249 Bastille  
El Paso, TX 79924  
Phone (915) 236-5525  
Fax (915) 759-7713  
[www.episd.org/dowell](http://www.episd.org/dowell)

April 24, 2020

Mr. Andrew Hodge  
Director of Innovative Instructional Models  
Texas Education Agency  
1701 N. Congress Avenue  
Austin, Texas 78701  
RE: 2020-2021 Additional Days Plan and Execution Grant

I am excited and honored to offer this letter of support for El Paso ISD's 2020-2021 Additional Days Plan and Execution Grant at Dowell Elementary School. Dowell is located in the heart of North East El Paso and serves approximately 400 Pre-Kindergarten through 5<sup>th</sup> grade students. Of these young learners, 88% are Hispanic and over 86% are economically disadvantaged. Dowell is also the destination for two neighboring elementary schools that will be experiencing a closure and consolidation. These campuses have similar demographics and share the challenges we face in serving our students in greatest need.

The 2020-2021 Additional Days Plan and Execution Grant presents a remarkable opportunity for my campus and the community it serves. One of the challenges of being the destination spot for a consolidation plan is merging three communities into one. This opportunity will afford my leadership team and I a unique opportunity to engage all the parents and families, now calling Dowell home, an opportunity to lend their voice and consideration into creating a new climate and building on our school culture. Additionally, this opportunity will allow my faculty and staff to have license in the process of creating the path forward for how Dowell ES will grow and succeed in the future. I look forward to this opportunity to identify and create the most innovative and comprehensive educational environment for my students and their families. I know that this will not be an easy task, but I look forward to the challenge. I will lend support to Dr. Tameika Brown and Ms. Teresa Zamarripa, as they oversee this undertaking at the district level. I look forward to leading this work at the campus level. I am committed to supporting the steering committee and meeting with community members to discuss the benefits of such a planning and implementation program. I am eager to work with TEA and any Technical Advisors they assign or select to facilitate in our design and implementation process to create a student-centered academic calendar that meets the needs and expectations of the designated campus and community. Most important, I look forward to the implementation of an academic calendar that will foster the implementation of innovative instructional models and methods that will help my team and I serve our young learners and continue to close educational gaps by providing the best learning environment in Texas!

If I can be of further assistance, please contact me at your convenience.

Sincerely,

Yeni Ontiveros  
Principal

<b>Job Title:</b> Executive Director, Transformation	<b>Wage/Hour Status:</b> Exempt
<b>Reports to:</b> Superintendent	<b>Pay Grade:</b> 109
<b>Dept. /School:</b> Office of Transformation	<b>Date Revised:</b> October 17, 2018

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**Primary Purpose**

Responsible for leadership in research, design and District-wide implementation that empowers schools with autonomy and families with options by managing school performance, expanding great options, and improving access to options, and fostering school autonomies. Works collaboratively with stakeholders to transform the vision, philosophy, and goals of the District's curriculum and instruction plan.

**Qualifications****Education/Certification**

Master's Degree  
Valid Texas Principal Certificate  
Valid Texas Teacher Certificate

**Special Knowledge/Skills**

- Knowledge of curriculum development and program design
- Excellent project management and community-building skills
- Ability to effectively lead cross-functional teams
- Ability to develop, implement, and assess policy, procedure, and practice
- Strong organizational, communication, and interpersonal skills

**Experience**

Three (3) years teaching experience  
Five (5) years administrative experience, including work with instructional models and curricular design

**MAJOR RESPONSIBILITIES AND DUTIES****Instructional and Program Management**

1. Supervise and support the Office of Transformation including staff
2. Oversee the School Performance Framework, portfolio planning, and matching process district wide
3. Use achievement, participation, salary and staffing data, community and stakeholder feedback to develop and implement the School Portfolio Review
4. Work collaboratively with district offices to ensure autonomies at campuses
5. Develop district capacity to launch small learning communities or new schools
6. Provide oversight of quality schools in the Transformation Zone
7. Oversee leadership and teacher pipelines
8. Implement System of Great Schools goals and levers district wide
9. Research effective models, best practices and challenges to design and pilot effective programs District-wide.
10. Align models with District instructional goals to deliver strong student achievement results.
11. Partner with instructional and administrative staff, cross-functional teams and all stakeholders to determine implementation needs and requirements.
12. Support development of learning for special student populations.
13. Provide leadership in the formulation and implementation of programs.
14. Work collaboratively with instructional staff, school leadership teams, and other stakeholders to ensure successful District-wide implementation.
15. Evaluate effectiveness and economic implications of learning models for feasibility and short/long-term cost effectiveness.

- 16. Oversee professional development training to ensure success with implementation of programs.
- 17. Manage delivery of programs, addressing issues and challenges that arise.
- 18. Evaluate student progress to determine effectiveness of programs.
- 19. Ensure programs are responsive to student needs and in accordance with federal and state mandates.
- 20. Recommend District policy and procedures to support instructional effectiveness and student achievement.
- 21. Compile, report, and maintain programmatic data and information as required.
- 22. Direct the development and maintenance of such records and reports to keep the Superintendent, Board of Trustees, and other executive staff informed of District progress and future plans.

**Supervisory Responsibilities**

Supervise assigned personnel

**Physical and Mental Job Requirements**

**Mental Demands/Physical Demands/Environmental Factors**

Maintain emotional control under stress; frequent Districtwide travel; frequent prolonged working hours

**Terms of Employment**

226 days; salary to be established by the Board.

This position is grant funded and your employment is expressly conditioned on the availability of full funding. If full funding becomes unavailable, your continued employment will be subject to review, as applicable.



The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Approved: \_\_\_\_\_

Job Title: \_\_\_\_\_

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

Approved: \_\_\_\_\_

Job Title: \_\_\_\_\_

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

The El Paso Independent School District does not discriminate in its educational programs or employment practices on the basis of race, color, age, sex, religion, national origin, marital status, citizenship, military status, disability, genetic information, gender stereotyping and perceived sexuality, or on any other basis prohibited by law. Inquiries concerning the application of Titles VI, VII, IX, and Section 504 may be referred to the District compliance officer, Patricia Cortez, at 230-2033; Section 504 inquiries regarding students may be referred to Kelly Ball 230-2829.

El Distrito Escolar Independiente de El Paso no discrimina en los programas de educación o en prácticas de empleo usando el criterio de raza, color, edad, sexo, religión, origen nacional, estado civil, ciudadanía, estado militar, discapacidad, información genética, estereotipo sexual o sexualidad percibida, u otra práctica prohibida por la ley. Preguntas acerca de la aplicación del título VI, VII o IX, y la Sección 504 pueden ser referidas al oficial del distrito, Patricia Cortez al 230-2033; preguntas sobre 504 tocante a estudiantes pueden ser referidas a Kelly Ball 230-2829.





EL PASO INDEPENDENT  
SCHOOL DISTRICT

*Office of Transformation*

April 27, 2020  
Mr. Andrew Hodge  
Director of Innovative Instructional Models  
Texas Education Agency  
1701 N. Congress Avenue  
Austin, Texas 78701  
RE: 2020-2021 Additional Days Plan and Execution Grant

I was honored to be selected to oversee and direct El Paso ISD's 2020-2021 Additional Days Plan and Execution Grant at Dowell Elementary School. This undertaking is inspiring and will be challenging, but I look forward to work ahead of us. Dowell is located in a community that is frequently overlooked by those from outside the community. The residents of Northeast El Paso are hardworking and only want the best for their families and their Children. I was excited to learn that Dowell was selected for this undertaking and proud to be a part of the team to lead the work.

The 2020-2021 Additional Days Plan and Execution Grant is the natural next step in the scope of work I oversee for El Paso ISD. I have spent my career working with underserved and underrepresented populations. As a teacher, curriculum specialist and campus principal I always worked in communities with the greatest need for resources, services and the highest quality most dedicated teachers and staff. I made a decision to leave my campus as principal to join the Transformation Office at El Paso ISD to be a part of a larger mechanism for change. While the decision to leave the community I served was tough, it was important. Communities like Dowell's need advocacy for change that will not only help the students but the communities they live in. These communities also need champions to share their stories and experiences.

I firmly believe, that the work we will do under the 2020-2021 Additional Days Plan and Execution Grant Program will offer opportunities to the Dowell community that they have never considered before. The opportunity to examine and evaluate their campus needs and determine new and innovative approaches at the school will be a great experience for all those involved. The implementation of differentiated approaches built on more planning time, deeper targeted learning and time for students to be kids and learn in an innovative capacity is invigorating. I look forward to this undertaking and hope you will give El Paso ISD your full consideration in this application process.

If I can be of further assistance, please contact me at your convenience.

Sincerely,

Teresa Zamarripa  
Executive Director, Office of Transformation

