Texas Education Agency

LASO Cycle 4 (2025-2026)
Learning Acceleration Support Opportunities

2026-2028 ADSY Planning and Execution Program Grants

Program Guidelines

Authorized by General Appropriations Act (GAA), 89th Texas Legislature, Strategy B.3.1, Improving Educator Quality/Leadership; HB 2 Section 5.06

Grant Application Due Date
December 3, 2025; 5:00 p.m. CST

LASO CYCLE 4

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Grant Program Guidelines

Grant Name as it will appear on the TEA Grant Opportunities Page	Additional Days School Year Planning and Execution (ADSY PEP) Grant
Application Due Date	December 3, 2025; 5:00 p.m. CT
Program Authority	Authorized by General Appropriations Act (GAA), 89th Texas Legislature, Strategy B.3.1, Improving Educator Quality/Leadership; HB 2 Section 5.06

Introduction

TEA, as the pass-through entity[1], is the grantee[2] from the U.S. Department of Education (USDE) and TEA awards subgrants to non-federal entities[3] such as local educational agencies (LEAs), including school districts, charter schools, and education service centers, and to a lesser degree institutions of higher education (IHEs), and nonprofit organizations (NPOs) who are the agency's subgrantees[4]. These guidelines apply to all subgrantees of TEA, regardless of whether referenced herein as subgrantee or grantee. For purposes of this document, TEA may use the terms grantee and subgrantee synonymously for its subrecipients.

This part of the request for application (RFA), Program Guidelines, is to be used in conjunction with the General and Fiscal Guidelines and any application instructions.

For applicants selected for funding, all guidelines and instructions will be incorporated by reference into the Notice of Grant Award (NOGA).

Reference to the General and Fiscal Guidelines

The Program Guidelines provide information specifically relevant to this grant program. The General and Fiscal Guidelines provide information relevant to all TEA grant programs. Throughout the Program Guidelines, cross-references are given to applicable sections of the General and Fiscal Guidelines. It is critical that you review all referenced sections of the General and Fiscal Guidelines when preparing your application.

Errata Notices

See the General and Fiscal Guidelines, Errata Notices.

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[1] Pass-through entity is defined as a non-Federal entity that provides a subaward to a subrecipient to carry out part of a federal program. (2 CFR 200.74)

[2] Grantee is defined as the legal entity to which a grant is awarded and that is accountable to the federal government for the use of the funds provided. The term "grantee" does not include any secondary recipients, such as subgrantees and contractors that may receive funds from a grantee. (34 CFR 77)

[3] Non-federal entity is defined as a state, local government, Indian tribe, institution of higher education, or nonprofit organization that carries out a federal award as a recipient or subrecipient. (2 CFR 200.69)

[4] Subgrantee is defined by TEA to be the same as a subrecipient which is defined as a non-federal entity that receives a subaward from a pass-through entity to carry out part of a federal program; but does not include an individual that is a beneficiary of such program. (2 CFR 200.93) Subgrantee is defined in 34 CFR 77 as the legal entity to which a subgrant is awarded and that is accountable to the grantee for the use of the funds provided.

Overview of the IDC Process

The following steps provide a high-level overview of the process for responding to a grant opportunity, including submitting an application, and being selected for funding:

1. TEA publishes IDC application and supporting documents on the TEA Grant Opportunities.
2. Eligible applicants submit the grant application via Qualtrics by the specified deadline in this document.
3. Grant applications are reviewed and scored. Note: The highest scoring applicants may be required to attend an oral interview or respond to questions regarding their IDC application.
4. TEA announces applicants selected for funding on the TEA Grants Awarded Data webpage.
5. Applicants selected for funding will be required to submit and certify an eGrants funding application including assurances and a budget summary to receive funding. Note: All data submitted in the grant application is incorporated into the eGrants funding application under the Notice of Grant Award (NOGA).
6. TEA staff conducts budget negotiations on the IDC application.
7. Notice of Grant Award (NOGA) issued upon successful completion of the negotiation process.

Contact for Clarifying Information

See the General and Fiscal Guidelines, *TEA Contacts*.
The following TEA staff member should be contacted with questions:

Grant Program Contact

Program manager name	**Ruchamah Belizor**
Program manager title	Manager of Additional Days School Year
Program manager email	ADSY@TEA.TEXAS.GOV

Additional Program Contact

Program manager name	**Erica Stewart**
Program manager title	Summer Learning Project Manager
Program manager email	ADSY@TEA.TEXAS.GOV

Funding Contact

Program manager name	**Competitive Grants Unit**
Program manager title	Grants Administration Division
Program manager email	Competitivegrants@tea.texas.gov
Program manager phone	(512) 463-8525

U.S. Department of Education and/or State Appropriations

The following is provided in compliance with the U.S. Department of Education Appropriations Act:

CATEGORY	AMOUNT
Total funds available for this project	$4,750,000
Percentage to be financed with federal funds	0%
Amount of federal funds	$0
Percentage to be financed from nonfederal sources	100%
Amount of nonfederal funds	$4,750,000

* Should additional funding become available for this program, the agency may add it to the base amount indicated above and fund additional qualifying awardees till all funding is exhausted.

Timeline

For all dates related to the grant, including reporting dates, see the TEA Grant Opportunities page. If a report due date falls on a weekend or holiday, the report will be due the following business day. All dates except the grant ending date may vary slightly as conditions require.

Date	Event
September 16, 17, 2025	**General Webinar schedule** Tuesday, September 16, 2025 (9:30-10:30 am CT)- Option 1 Wednesday, September 17, 2025 (3:00-4:00 pm CT)- Option 2
October 3, 2025	Grant application available
October 13, 15, 2025	**ADSY Program Webinar schedule** Wednesday, Oct 15, 2025 (9:30-10:30 am CT)- Option 1 Tuesday, Oct 21, 2025 (12:30-1:30 pm CT)- Option 1
October 26, 2025	FAQ deadline
November 3, 2025	FAQ Publishing The FAQs for this grant program will be posted to the TEA Grant Opportunities page and LASO website no later than the date listed on the Grant Timeline. Applicants may email their questions to the LASO central inbox at LASO@tea.texas.gov See General and Fiscal Guidelines, Frequently Asked Questions
December 3, 2025	Due date for the IDC Qualtrics application. The IDC application must be received by the TEA by 5:00 p.m., Central Time. LASO individual application links will be emailed to Superintendents on October 3, 2025. Please see the LASO website for more information. See General and Fiscal Guidelines, LOI Application Due Date and Time
December 4, 2025- January 30, 2026	Application review period, including interviews if necessary See General and Fiscal Guidelines, Review Process
February 2, 2026	Anticipated award announcement
February 2, 2026	eGrants ADC and Application opens for awarded applicants
March 2, 2026	Due Date for eGrants Application
March 1, 2026	Beginning date of grant (if selected for funding) See General and Fiscal Guidelines, Grant Period
January 31, 2028	Amendment due date (if selected for funding)
April 30, 2028	End date of grant (if selected for funding)

Grant at a Glance

This section provides fundamental information pertinent to the grant program.

Authorizing Legislation

This grant is authorized by the General Appropriations Act Authorized by General Appropriations Act (GAA), 89th Texas Legislature, Strategy B.3.1, Improving Educator Quality/Leadership; HB 2 Section 5.06

Where to Submit the Grant Application

LASO individual application links will be emailed to Superintendents on October 3, 2025. Please see the LASO website for more information.

Purpose of Program

Pursuant to Section 25.0816 of the Texas Education Code (TEC), the Texas Education Agency (TEA) shall establish and administer a grant program to provide funding and technical assistance to school districts and open-enrollment charter schools to support planning and operational adjustments necessary to qualify for the Additional Days School Year (ADSY) incentive funding under TEC §48.0051.

Participation in this grant program is not required to access ADSY funding but is intended to strengthen implementation and help local education agencies (LEAs) maximize the incentive available under TEC §48.0051.

The Additional Days School Year Planning and Execution Program (ADSY PEP) is a voluntary, three-year grant initiative that provides comprehensive support to school districts and open-enrollment charter schools in the design and sustainability of high-quality, evidence-based ADSY programs. Through targeted professional development and technical assistance, ADSY PEP supports implementation of either the **ADSY Full Year** or **ADSY Summer** model. ADSY PEP is intended to help LEAs strategically plan, launch, and refine extended learning opportunities that are responsive to student needs and aligned with local priorities.

Eligible Applicants

See the General and Fiscal Guidelines, Eligibility for Funding.

1. **For school systems with Campuses That *Have No*t Previously Accessed ADSY Funding Under the ADSY Planning and Execution Program (PEP)**
   Local Education Agencies (LEAs) that have not previously drawn down ADSY funds under a prior ADSY PEP grant may apply if they meet the following criteria:
   - The participating campus must serve students in one or more grade levels within **PK–5.**
   - Participating campuses must operate on a 175-day instructional calendar with 75,600 operational minutes for all campus instructional tracks or have a board-approved plan to implement such a

calendar by the 2026–2027 school year. Confirmation of the ADSY eligible campus calendar must be prior to June 2026

- Campus must be implementing an IMRA approved product as their Tier 1 during the regular school year
- School systems that have previously participated in ADSY PEP but have new PK-5 campuses that have never accessed ADSY funding are eligible to apply under this section.

2. **For LEAs That *Have* Previously Participated in ADSY PEP and Seek to Expand to Grades 6–8**
School systems that have previously participated in the ADSY Planning and Execution Program (Summer or Full Year) and wish to expand their ADSY implementation to include grades 6 through 8 may apply if they meet the following criteria:
- The participating campus(es) must serve students in one or more grade levels within **6-8.**
- Participating campuses must operate on a 175-day instructional calendar with 75,600 operational minutes for all campus instructional tracks or have a board-approved plan to implement such a calendar by the 2026–2027 school year. Confirmation of the ADSY eligible campus calendar must be prior to June 2026
- Campus must be implementing an IMRA approved product as their Tier 1 during the regular school year

Education Service Centers (ESCs) are not eligible to apply

Eligibility List

There is not an eligibility list for this grant

Shared Services Arrangement

See the General and Fiscal Guidelines, Shared Services Arrangements.

Shared services arrangements (SSAs) are not allowed

Application Funding

See the General and Fiscal Guidelines: *Continuation Funding, Fund Management, and Use of Funds.*

It is anticipated that up to 36 applicant (s) will be awarded between $100,000 to $250,000.

* Should additional funding become available for ADSY PEP, the agency may add it to the base amount indicated above and fund additional qualifying awardees till all funding is exhausted.

ADSY Grades Prek-5 Grant Funding Table:

For School Systems with Campuses That *Have No*t Previously Accessed ADSY Funding Under the ADSY Planning and Execution Program (PEP)

This is a 3 Year Program. The table below outlines the ADSY Summer and ADSY Full Year grant funding over three years. The program begins in May 2026 and concludes in 2029. Each continuation award will have its own funding period and expiration date, which will be specified in the continuation award notice.

Timeline	ADSY Summer	ADSY Full Year	Notes
Year 1 (2026–2027)	$100,000	$250,000	*Initial award at LASO 4*
Year 2 (2027–2028)	$66,000	$200,000	*Year 2 continuation funding is contingent upon satisfactory performance and completion of Year 1. Funds have separate expiration dates.*
Year 3 (2028–2029)	$33,000	$150,000	*Year 3 continuation funding is contingent upon satisfactory performance and completion of Year 2. Funds have separate expiration dates.*

ADSY Grades 6-8 Expansion Grant Funding Table:

For School Systems That *Have* Previously Participated in ADSY PEP and Seek to Expand to Grades 6-8

This is a 2 Year Program. This table outlines the single award available for LEAs that have previously participated in ADSY PEP and seek to expand to Grades 6-8. The grant suppports two years (2026-2027 and 2027-2028).

Timeline	ADSY Summer	ADSY Full Year	Notes
Year 1 (2026-2027) and Year 2 (2027-2028)	$125,000	$250,000	*Awarded at LASO 4*
Year 1 (2026-2027) and Year 2 (2027-2028)	$156,250*		*Dual model grantees awarded at LASO 4*

* It is anticipated that up to 4 award spots will be available to qualified previous ADSY PEP participants applying for both ADSY Full Year and ADSY Summer. Should a school system be awarded both models, the funding cap above will be applied.

Selection of Applicants for Funding

Applicants will be placed into one of three funding tiers based on the number of instructional days in their 2025–2026 academic calendar. Selections will be made in rank order within each tier.

Within each tier, applicants will be ranked and invited to interview within the following four distinct categories:

- ADSY PEP Summer: Grades PreK–5
  - *It is anticipated that approximately 57% of available program slots will be designated for participation in the ADSY PEP Summer Pre-K through Grade 5 cohort.*
- ADSY PEP Summer: Grades 6–8 Expansion Opportunity
  - *It is anticipated that approximately 14% of available program slots will be designated for participation in the ADSY PEP Summer Pre-K through Grade 5 cohort.*
- ADSY PEP Full Year: Grades PreK–5
  - *It is anticipated that approximately 9% of available program slots will be designated for participation in the ADSY PEP Summer Pre-K through Grade 5 cohort.*
- ADSY PEP Full Year: Grades 6–8 Expansion Opportunity
  - *It is anticipated that approximately 9% of available program slots will be designated for participation in the ADSY PEP Summer Pre-K through Grade 5 cohort.*
- For those indicating interest in both ADSY PEP Summer and ADSY PEP Full-Year in the Grades 6-8 Expansion Opportunity it is anticipated that no more than 11% of program slots will be designated for dual-model participation.

The ADSY Planning and Execution Program anticipates awarding grants in alignment with the five category configurations above, which outlines expected award slot percentages per category/grade band. However, final allocations may shift based on the volume and quality of applications received, applicant interest in specific models, and overall program composition needs.

Cost Share or Matching Requirement

See the General and Fiscal Guidelines, Cost Share/Match Requirement.

There is no cost share or matching requirement for this grant program.

Supplement, Not Supplant

For supplement, not supplant guidance, see the Supplement, Not Supplant Handbook on the Department of Grant Compliance and Administration's Training and Other Resources page.

The supplement, not supplant provision does apply to this grant program.

Limitation of Administrative Funds

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See the General and Fiscal Guidelines, *Administrative Costs*.

NOTE: Administrative funds include **both** direct administrative costs **and** allowable indirect costs.

TEA limits the amount of funds that may be budgeted to administer the program, including direct administrative costs and indirect costs, to no more than 15% of the total Grant awarded.

 For this state-funded Grant, the Grantee may claim a maximum for indirect costs equal to **the lesser** of its current, approved restricted indirect cost rate or 15%.

To calculate the maximum indirect costs that can be claimed for a Grant, complete the Maximum Indirect Costs Worksheet, located on the Grants Administration Division's Grant Resources page.

Pre-Award Costs

See the General and Fiscal Guidelines, Pre-Award Costs.

Pre-award costs are not permitted for this grant.

Grant Application

This section identifies the types of requirements in which applicants must comply to be eligible for funding:

- Statutory requirements (requirements defined in the authorizing statute)
- TEA program requirements (requirements defined by TEA program staff)

Statutorily Required Responses

See the General and Fiscal Guidelines, Statutory Requirements.

The following requirements are defined in the statute that authorizes this program.

There are no statutory required responses for this Grant opportunity

TEA Application Required Responses

See the General and Fiscal Guidelines, TEA Program Requirements.

In addition to the statutory requirements, TEA has established the following program requirements. Applicants must address within the application how they will achieve the following:

1. The school system is currently implementing an IMRA-approved, full-subject Tier 1 HQIM for Math at the campuses anticipated to participate in ADSY PEP.
2. The school system is currently implementing an IMRA-approved, full-subject Tier 1 HQIM for RLA at the campuses anticipated to participate in ADSY PEP.
3. **ADSY PEP Summer:** The District agrees to implement an ADSY PEP summer program lasting between 25 and 30 days, with each day including:
   a. At least 360 minutes (6 hours) of total programming, which must include:
      i. A minimum of 180 minutes (3 hours) dedicated to math and reading instruction.

ii. At least 60 minutes (1 hour) of TEKS-based enrichment activities aligned with core subjects, based on local needs and STAAR data.

iii. The remaining 120 minutes (2 hours) should include:

1. 60 minutes (1 hour) of traditional enrichment activities, such as arts, science exploration, or sports.
2. 60 minutes (1 hour) can be dedicated to transitions, lunch, and other flexible needs.

4. **ADSY PEP Summer:** The District agrees to implement a summer academic strategy that is data-driven and that aligns with both the regular-year HQIM and regular-year academic strategy.

5. **ADSY PEP Summer:** The District understands that they must prioritize student data from the regular school year to determine whether students need learning acceleration or targeted remediation as part of their academic strategy planning for ADSY Summer.

6. **ADSY PEP Summer:** The District agrees to implement a staffing model that ensures teachers are assigned to students in the same grade level they taught in the previous year or will teach in the following year.

7. **ADSY PEP Summer:** The District understands that that teachers who meet the LEA's certification requirements must provide at least three hours of academic instruction focused on math and reading and one hour of enrichment aligned to core subjects on dedicated ADSY summer program days.

8. **ADSY PEP Summer:** The school system agrees to implement the following elements into professional development for summer instructors
   a. Summer Program Staff Manual Internalization
   b. Academic PD for
   c. TEKS based Enrichment PD
   d. Enrichment and Climate and Culture PD

9. **ADSY PEP Summer:** The school system agrees to conduct an ADSY Summer approved pre- and post-summer assessment and agrees to share program effectiveness data with TEA, including student outcomes and projected and final student attendance during summer programs for the duration of the grant.

10. **ADSY PEP Summer:** The school system agrees to develop a Summer Program Impact Report each year using the tools and templates provided by the grant program and share the Impact Report with TEA and stakeholders.

11. *ADSY PEP Full-Year:* The school system agrees to add between 25 and 30 additional instructional days (ADSY days) to the base ADSY-eligible academic calendar, for **all** students enrolled at the campus. *Note: ADSY days must be separate days from regular instructional calendar days.*

12. **ADSY PEP Full-Year:** The school system agrees to ensure that 75% of their ADSY days are placed between August and March of the implementation years.

13. **ADSY PEP Full-Year:** The school system agrees to assign a teacher who meets its certification requirements to deliver instruction across the 205+ instructional days (175 full instructional days plus 25–30 additional full days).

14. **ADSY PEP Full-Year:** The school system agrees that as part of their planning year, they must develop and implement a strategic master scheduling plan that includes two critical ADSY Full Year shifts for students:
   a. Structured brain breaks for students during the regular school year

    b. Enrichment
15. **ADSY PEP Full-Year:** The school system agrees to use the tools and resources provided to conduct a desk audit to verify teacher planning time allocations at the campus prior to the ADSY Full Year, and to demonstrate a measurable percentage increase in teacher planning time during subsequent ADSY Full Year implementation years.
16. **ADSY PEP Full-Year:** The school system agrees to incorporate enrichment time into the daily schedule to support student engagement and well-being.
17. **ADSY PEP Full-Year:** The school system agrees to develop a stakeholder engagement plan for ADSY Full Year that includes deliberate strategies to engage families, community members, and teachers to generate and sustain continuous buy-in.

Statutory and Program-Specific Assurances

See the General and Fiscal Guidelines, Provisions and Assurances.

1. The applicant assures 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.
2. The applicant assures to adhere to all the Statutory and TEA Program requirements as noted in the Program Guidelines.
3. The applicant assures 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.
4. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
5. The applicant acknowledges that Per Section 22.0834 of the Texas Education Code (TEC), any person offered employment by any entity that contracts with TEA or receives Grant funds administered by TEA (i.e., a Grantee or subGrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding Grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the General and Fiscal Guidelines, Fingerprinting Requirement.
6. If a grant requires districts to contract with a provider, districts should ensure the required executive orders are included in the contract language:
   - Equal Treatment of All Persons: Consistent with Article I, Section 3a of the Texas Constitution, the Fourteenth Amendment to the United States Constitution, federal and State law, and Executive Order No. GA-55, Subrecipient represents and warrants that: 1. All conduct under this Subaward shall be administered and performed in a neutral manner without regard to race of persons; 2. Subrecipient shall not, in the specific performance of this Subaward, elevate one individual person over another, or advantage any one person over another, due to race; 3. Subrecipient shall not, in the specific performance of this Subaward, employ practices or engage in any advancement of the programs known as DEI, critical race theory, affirmative action, or other similar, divisive agendas; 4. Subrecipient's staff, agents, subgrantees, contractors, and subcontractors that are selected and employed in the specific performance of this Subaward shall be selected and employed solely on merit and the ability to perform; and

     5. Subrecipient shall ensure that any subgrantees, contractors and their subcontractors participating in the specific performance of this Subaward represent and warrant to the provisions of this clause.

- Biological Sex and No Preferred Pronouns: Subrecipient represents and warrants that it shall ensure that all actions in specific performance of this Subaward shall comply with federal and state law and reflect that there are only two sexes. Subrecipient's employees, officers, representatives, subgrantees, contractors, subcontractors, and agents shall not, in performance of this Subaward, present, direct, request, or suggest the use of preferred personal pronouns in professional correspondence or presentations.

7. The LEA will maintain current contact information in AskTED to ensure timely communication.
8. The LEA will regularly submit their expenditures (monthly preferred, quarterly at minimum) to remain on-track for grant expenditures.
9. The school system agrees to the ADSY PEP grant requirement of implementing and maintaining a base academic calendar of 175 instructional days and 75,600 operational minutes, and adding at least 25 Additional Days (aligned to the approved model) to the calendar at the eligible campuses for the full duration of the grant.
10. The school system agrees to assign a qualified and experienced project manager with district-level decision-making authority who can align campus-based actions with district goals, and who will:
    - Attend all Learning Community professional development workshops,
    - Participate in calls with the designated approved provider,
    - Lead the District's ADSY PEP steering committee,
    - And ensure timely and high-quality completion of the LEA's ADSY PEP strategic plan and deliverables.
11. The school system agrees to form a cross-departmental Steering Committee that meets at least monthly and includes representatives from both the Finance and Curriculum & Instruction teams to guide strategic planning.
12. The school system agrees to attend and actively participate in all required grant orientation meetings, Professional Development sessions (in person and/or virtual), Technical Assistance (TA) meetings, and maintain open, responsive communication with the assigned TA provider throughout the grant period.
13. The school system agrees to complete the comprehensive ADSY PEP Strategic Plan using the provided planning resources and templates, and submit it by the designated deadlines.
14. The school system understands that continuation in the ADSY PEP grant is contingent upon demonstrated effort to implement feedback, adherence to all grant requirements, and evidence of yearly progress.
15. The school system agrees that failure to secure board approval of an ADSY-eligible calendar (defined as a 175-day base instructional calendar with 75,600 operational minutes) for the 2026–2027 school year at participating campuses will result in ineligibility to continue in ADSY PEP.
16. The school system agrees to maintain the annual ADSY-eligible calendar approval process at participating campuses for the full duration of the grant, and acknowledges that failure to secure board approval in future years during the ADSY PEP grant cycle will result in ineligibility for continued funding, if available.
17. The school system is currently implementing an IMRA-approved, full-subject Tier 1 HQIM for Math at the campuses anticipated to participate in ADSY PEP.

18. The school system is currently implementing an IMRA-approved, full-subject Tier 1 HQIM for RLA at the campuses anticipated to participate in ADSY PEP.
19. The school system understands that the *miminum* Full-Time Equivalent (FTE) requirement for the ADSY PEP Project Managers is as follows:
    - ADSY Summer: 0.5 FTE
    - ADSY Full Year: 0.75 FTE
    - Both ADSY Summer and ADSY Full Year: 1.5 FTE *(more than one Project Manager is required)*
20. The school system ensures that representatives from the Finance and Curriculum & Instruction teams attend all relevant Learning Community meetings.
21. The school system agrees to implement recommendations and feedback provided by their Technical Assistance provider.
22. The school system agrees to use high-quality instructional materials (HQIM), as defined by the state of Texas, for core instruction and to provide aligned professional development to teachers and staff operating the ADSY programs for the duration of the grant.
23. The school system agrees to participate in ADSY PEP observations, conducted by a TEA-approved partner using an established ADSY PEP rubric, and to implement the feedback provided.
24. The school system agrees to attend at least one ADSY PEP Learning Lab to observe an ADSY PEP program *(Note: If both models were selected, this will require attending two separate Learning Labs)*
25. The school system agrees to follow research-based design expectations for implementing the ADSY PEP program.
26. For school systems participating in the Grades 6–8 Expansion, the grantee agrees that any proposed instructional time shifts beyond Mathematics and Reading Language Arts (RLA) must receive prior approval from the program. To be considered, the grantee must submit data supporting the requested scheduling adjustment, demonstrating that the proposed shift (e.g., prioritizing Science instruction) is data-driven, responsive to student needs, and aligned with program approvals.

The program-specific assurances for this Grant program are listed in the Grant application.

Program Elements

Description of Program

The Additional Days School Year (ADSY) Planning and Execution Program (PEP) is a voluntary, three-year grant initiative designed to support school districts and open-enrollment charter schools in developing and sustaining high-quality ADSY programs.

ADSY PEP provides participating school systems with comprehensive support to design programs that are grounded in research and aligned with evidence-based practices that improve student outcomes. The program structure includes:

- Year 1: Planning - School systems engage in a year-long planning process with TEA-approved technical assistance providers to design a strategic, research-aligned ADSY model tailored to their local context.

- Years 2-3: Implementation Refinement and Continuous Improvement - School systems receive ongoing support to strengthen program quality, monitor outcomes, and make data-informed adjustments to ensure long-term success and sustainability.

This structured approach builds school system capacity in program design, strategic planning, and change management. It ensures that additional instructional days are effectively implemented and aligned with district priorities to maximize academic impact.

School systems participating in the Grade 6- 8 Expansion opportunity pilot will follow a slightly shorter timeline, with grant support lasting for two years.

School systems will be able to select between two ADSY models, Full Year and Summer, to receive planning and implementation support aligned with research-based best practices.

Description of ADSY Full Year

ADSY PEP Full Year is designed to support school systems in extending learning time across the full school year and sustaining high-quality ADSY learning year-round. Grounded in research-based practices, the program supports school systems in redesigning the school calendar and daily schedule to increase time for student enrichment, brain breaks, teacher planning, and collaboration. Schools will add 25–30 additional instructional days, extending the standard 175-day school year and allowing flexibility to incorporate small group instruction, recess, and free play.

This grant program provides ADSY PEP Full Year grantees with one year of supported planning to design a year-round learning model aligned with research-based best practices in academics, operations, and enrichment. During the planning year, school systems receive support from technical assistance providers and collaborate through a Learning Community to prepare their ADSY Full Year model. After the initial 2026-2027 planning year, school systems with PK-5 campuses that receive the grant will begin implementing the ADSY Full Year model in the 2027-2028 school year, followed by another year of support to continue the program in 2028-2029. For those selected under the Grade 6-8 Expansion opportunity, implementation of the ADSY Full Year model will only take place during the 2027-2028 school year.

Description of ADSY Summer

ADSY PEP Summer is designed to combat summer learning loss and promote academic acceleration for Prek-8th grade students. Grounded in research from the RAND Corporation, the program emphasizes the importance of sustained high-quality instruction during the summer months. RAND's findings show that offering three to four hours of academic instruction daily over five to six weeks can significantly mitigate the cumulative effects of summer learning loss, particularly for students from low-income backgrounds.

This grant program provides all (*PK-5 and Grades 6-8 Expansion*) ADSY PEP Summer grantees with one year of supported planning to design a summer learning program aligned with research-based best practices in academics, operations, and enrichment. Program implementation for PK-5 and Grades 6-8 begins in summer 2027. Grantees awarded with campuses serving PK-5 will then engage in two more years of continuous improvement to support summer 2028 and summer 2029 implementation. Those awarded for the Grade 6-8 Expansion opportunity will engage in 1 year of continuous improvement to support summer 2028 implementation.

Qualifications and Experience

The applicant agrees to provide data on the qualifications and experience of the existing or future staff members, as required per the program guidelines. The applicant agrees to assign a project manager with district-level decision-making authority who meets most or all of the following qualifications and experience criteria:

- Holds a leadership role within the school system's central office.
- Has demonstrated experience in strategic planning, program implementation, and change management.
- Has led or actively participated in district-level initiatives aligned with academic goals.
- Has experience coordinating with external providers and facilitating professional development.
- Will be able to lead the ADSY PEP steering committee and ensure timely completion of strategic plans and deliverables.
- Will attend all Learning Community workshops and participate in provider calls as required.

The applicant also agrees to ensure that teachers meeting the school system's certification requirements will deliver core instruction aligned with model requirements.

Performance and Evaluation Measures

The applicant agrees to collect data and report on the following mandatory performance and evaluation measures:

1. Annual Data Collection (ADSY Summer and Full Year Redesign)
   a. Collect annual data on student progress for both ADSY PEP Full Year and ADSY PEP Summer programs.
2. Program Satisfaction and Planning (ADSY Summer and Full Year Redesign)
   a. Administer annual student and staff satisfaction surveys.
   b. Submit planning documents related to program implementation.
3. Teacher Time Analysis (Full Year Only)
   a. ADSY PEP Full Year grantees must be willing to conduct a teacher time analysis utilizing a common program tool.
   b. Demonstrate a clear percentage increase in teacher planning time during implementation of the extended year calendar.
4. Implementation Observation (ADSY Summer and Full Year Redesign)
   a. To support continuous improvement and help ensure fidelity to the ADSY PEP model, both internal and external observations of program implementation are required. These observations serve as a mechanism to assess alignment with strategic plans, identify areas for growth, and inform responsive action planning.
      i. *Internal Monitoring:* Conduct annual school system-led observations of ADSY PEP program implementation. These observations must be carried out by the Project Manager and Steering Committee Members to verify alignment with the completed ADSY PEP model-specific Strategic Plan. Summary data must be shared using an ADSY

    PEP-derived tool, and an action plan must be created and monitored by the Project Manager as part of the local program's continuous improvement plan.

    ii. *External Monitoring:* Allow ADSY PEP determined third-party observations of ADSY model program implementation. Following the observations, meet with observers to review findings and gather feedback. Collaboratively develop a plan of action with the Technical Assistance (TA) provider to address identified areas for improvement and strengthen implementation of program.

Limits on Contracted Evaluators

Applicants should make every effort to ensure that contracted evaluators are independent and objective.

Allowable Activities and Use of Funds

Refer to the Budgeting Costs Guidance Handbook on the Grants Administration Division's Grant Resources page for general guidance on allowable activities and use of funds.

Allowable activities and use of funds for this Grant include only the following:

General Allowable Activities and Use of Funds

- Payroll costs are limited to the eligible payroll positions below:
    - Stipend for ADSY PEP Project Manager
    - Stipends for ADSY PEP Steering Committee Members who attend 85% or more of Steering Committee Meetings and supports the development of the LEA's ADSY PEP Summer Strategic Plan
    - Payroll costs for ADSY PEP program *teachers (meeting the school system's certification requirements)* that teach on ADSY days
    - ADSY PEP program Paraprofessionals, and ADSY PEP program campus Principal or Assistant Principal
- Consumable and durable supplies and materials that are necessary and reasonable to meet the objective of the ADSY PEP program
- ADSY PEP Program Operations such as curriculum materials, classroom supplies for ADSY program
- Professional and contracted services with prior approval from the ADSY PEP program

Other Allowable Operating Costs Requiring Specific Approval in the Grant Application (6400)

Field Trips

Field trips may be funded under the Grant program.

Only the following types of field trips may be allowable (2 maximum):

- Instructional field trips that extend student learning or complement the ADSY program and are tied to Texas Essential Knowledge and Skills (TEKS)
- Instructional field trips that enhance student learning in a manner that is not possible through the regular ADSY program (such as college visits for Grades 6-8) setting and are tied to TEKS.

Field trips will require a written justification form to be maintained locally and made available to TEA upon request. To access the Justification for Educational Field Trips form, refer to the Forms for Prior Approval, Disclosure, and Justification page.

Unallowable Activities and Use of Funds

Refer to the Budgeting Costs Guidance Handbook on the Grants Administration Division's Grant Resources page for general guidance on unallowable costs.

Note: If out-of-state travel; travel for students to conferences; field trips; stipends for non-employees; non-employee costs for conferences; travel costs for officials such as executive director, superintendent, or board members; cost of membership in any civic or community organization; hosting or sponsoring of conferences; and/or advisory council are unallowable, list them in this section.

- Out-of-State Travel
- Travel for Students to Conferences
- Stipends for Non-employees
- Non-employee Costs for Conferences
- Travel Costs for Officials such as Executive Director, Superintendent, or Board Members
- Cost of Membership in Any Civic or Community Organization
- Hosting or Sponsoring Conferences
- Advisory Council
- Technical Assistance

In addition, unallowable activities and use of funds for this Grant include, but are not limited to, the following:

- Audit services for state-funded Grants
- Playground equipment or refurbishment.
- Technology purchases such as laptop computers.
- Transportation costs such as vehicle purchases.
- Debt services (lease liabilities for terms greater than 12 months) — unallowable costs include:
- Capital Lease Liability — Principal Costs (6512)
- Capital Lease Liability – Interest Costs (6522)
- Interest on Debt Costs (6523)
    - Subscription-based Information Technology Arrangement (SBITA) – Principal Costs (6514)
    - Subscription-based Information Technology Arrangement (SBITA) – Interest Costs (6526)

Attachments

There are two types of attachments that may be required to be submitted with your Qualtrics application:

Required Program-Related Attachments

See the General and Fiscal Guidelines, Required Program-Related Attachments, for a general description of program-related documents that can be required as attachments to the application.

The applicant must submit with the Qualtrics application the following required program-related attachments.

1. Board Approved 2025-2026 School Year Calendar

Reminder: Do not submit unsolicited attachments. Unsolicited attachments will not be reviewed.

Required Fiscal-Related Attachments

See the General and Fiscal Guidelines, Fiscal-Related Documentation Required to Be on File, for a general description of fiscal-related documents that can be required as attachments to the application.

No fiscal-related attachments are required for this Grant program.

Adding Attachments

The instructions in the following sections describe how to attach files to an eGrants application, if applicable.

General Instructions

The size of each attachment cannot exceed 10MB. If you have a larger file, use a different scanning setting or zip the file to make it take up less space.

The only supported browser is Google Chrome. If you are using another browser, please change to Google Chrome before attaching files.

Documents only need to be attached once. Do not attach duplicate documents when completing an amendment. Remove an existing attached document prior to attaching a new version.

Naming Attachments

Name the files you are going to attach with no spaces (for example, 501C3letter.doc or 5013C_letter.doc) and no special characters. Use a meaningful name that identifies the specific document.

Make sure that each attachment has a valid extension (.pdf, .doc, .rtf, .xls, .bmp, .txt, .docx, .xlsx).

Note that attachments with very long names may not be able to be uploaded. If you have difficulty, try renaming the file and starting over.

Scanning Documents

If a document must be scanned to create an electronic copy, use the following hints to ensure that the document size is as small as possible:

- Use an OCR or DPI setting of 200 DPI.
- Scanned files must be in PDF format.

Zipping Files

If your files are too large, add them to a zip file to save space (download a free version of WinZip and find instructions on creating zip files).

Attaching Files to an eGrants Application

1. Ensure that the document is saved on your computer, using the naming instructions above.
2. On the Grant application's Table of Contents page, select Attach File.
3. Select the appropriate radio button for a TEA Defined Attachment or an Optional Attachment.
4. Select the Browse button. A standard Windows browser appears. Find the file.
5. Select Attach.
6. Confirm the document title appears under Documents Submitted in This Version; refresh the page if necessary. If the attachment does not appear, you may have to rename your document with a shorter name and start over.
7. Repeat this process to attach all your documents.

LASO Scoring and Review

This section provides information on the scoring and review of LASO applications.

LASO Review and Funding Criteria

See the General and Fiscal Guidelines, *Review Criteria*

Applicants are first divided by those applying for ADSY PEP Full Year and those applying for ADSY Summer

All districts with a state appointed board of managers and/or with at least 5 years of unacceptable accountability ratings

Base Point Allocation				
Tier	Instructional Days in Regular 2025-2026 Academic Calendar	Calendar Points	IMRA Product	Maximum Base Points Available
Tier 1	175+ Instructional Days	30	10	**40**
Tier 2	170-174 Instructional Days	15	10	**25**
Tier 3	167-169 Instructional Days	5	10	**15**
Priority Points Added If Applicable				
Category		**Points Available**		
Applicants Implementing Bluebonnet Learning Materials		15		
Applicants with Prior Strong Foundations Implementation (SFI) Completion		30		
Resource Campus Designation		5		
Board of Managers District* or Districts and/or with at least 5 years of unacceptable accountability ratings		5		
Applicants with Established Educator Preparation Program (EPP) Partnership		5		
Applicants with Teacher Incentive Allotment (TIA) System in Place		5		
Pre-Interview Rankings				
- Base points and priority points will be assigned to all eligible applicants according to the published scoring framework. - Pre-interview Total = Base + Priority Points Applicable - Applicants must receive a minimum of 40 total points (base + priority) to be considered for an interview. - Invitations will be prioritized by highest base scores first, followed by total score.				
Interview Phase				
- Interview invitations will be extended to the top-scoring applicants within each ADSY PEP model and grade-level eligibility group, representing the 45 highest scoring applicants. - Applicants will be ranked and invited to interview within the following four distinct categories: - ADSY PEP Summer: Grades PreK–5 - ADSY PEP Summer: Grades 6–8 Expansion Opportunity - ADSY PEP Full Year: Grades PreK–5 - ADSY PEP Full Year: Grades 6–8 Expansion Opportunity *Applicants who indicate interest in both Summer and Full Year models for Grades 6–8 Expansion Opportunity will only be required to complete one interview, which will be considered for both models.* - Each applicant interview will be scored out of a maximum of 30 points.				

- Applicants who receive a score of less than 20 out of 30 on the interview will be removed from further consideration.
- Of the 45 applicants invited to interview, if not enough applicants score the minimum of 20 points from the interview, applicants with the next highest pre-interview points (base + priority) will be invited to interview.

Final Ranking and Award Determination

- Single ranked list by total score (Base + Priority + Interview)
- Awards will be made in rank order, with priority given to applicants in Tier 1 (175+ instructional days), followed by Tier 2 (170–174 days). Tier 3 (167–169 days) applicants will be considered if additional award allocations remain unfilled.
    - o TEA reserves the right to adjust award allocations based on applicant quality, available funding, and program capacity.
- In the event of a tie within the PK-5 and grades 6-8 cohorts, the tie will be broken by first prioritizing:
    - Board of Managers School Districts (or Districts with at least 5 years of unacceptable accountability ratings) meeting ADSY eligibility criteria, then,
    - Districts meeting ADSY eligibility criteria with the lowest average STAAR 3rd grade scores in Mathematics.
    - If a tie remains after considerations 1 and 2 above, districts applying with campuses with a higher percentage of Economically Disadvantaged (Eco Dis) students will be selected.

Process Disclaimers

1. Award Allocation Flexibility
    a. The ADSY Planning and Execution Program reserves the right to adjust the number of awards within the anticipated range of 30-36 total grants based on application quality, available funding, and program capacity. Final award numbers may vary by category.
    b. For applicants applying with campuses serving Pre-K through 5th grade (Summer and Full Year), priority will be given to school systems that have never drawn down ADSY funds or participated in ADSY and meet the minimum eligibility thresholds.
    c. For applicants applying with campuses serving 6-8 grade (Summer and Full Year), priority will be given to school systems that meet the minimum eligibility threshold and demonstrate a consistent history of full participation in ADSY PEP and have not previously withdrawn early or left grant funds unutilized.
2. Tier Advancement
    a. If an insufficient number of qualified applicants exist within a tier, remaining spots will advance to the next tier. High-scoring applicants from lower tiers may be promoted to fill open spots in higher tiers.
3. Scoring Thresholds
    a. Minimum scoring thresholds—including interview and total base and priority points—may be adjusted based on the overall quality of the applicant pool, with all adjustments applied consistently across applicants and designed to maximize funding utilization while maintaining program integrity.
1. Interview Process
    a. The ADSY Planning and Execution Program reserves the right to conduct interviews in multiple rounds, adjust interview formats, or request additional information from applicants as needed to make informed selection decisions.
2. Bluebonnet Cap Flexibility
    a. The ADSY Planning and Execution Program reserves 12-13 of the anticipated 36 total grant awards for applicants utilizing Bluebonnet Learning materials. However, this allocation target may be adjusted based on the availability of qualified applicants and the overall composition needs of the cohort.

Priority Points

See the General and Fiscal Guidelines, Priorities for Funding. See above chart.

Tie-Breaking Criteria
In the event of a tie within the PK-5 and grades 6-8 cohorts, the tie will be broken by first prioritizing;
- Board of Managers School Districts (*or Districts with at least 5 years of unacceptable accountability ratings)* meeting ADSY eligibility criteria, then,
- Districts meeting ADSY eligibility criteria with STAAR 3rd grade scores, ranked in order from lowest average to highest in Mathematics.
- If a tie still remains after considerations 1 and 2 above, districts applying with campuses with a higher percentage of Economically Disadvantaged (Eco Dis) students will be selected in rank order from highest to lowest.

Oral Interviews for Funding

See the General and Fiscal Guidelines, *Oral Interviews for Funding*.

Discuss how oral interviews will be conducted if used.

Interview invitations will be extended to the top-scoring applicants within each ADSY PEP model and grade-level eligibility group, representing the 45 highest scoring applicants.

LEAs should include the following individuals in the interview process:
- Superintendent, or Superintendent delegate
- Proposed grant project manager
- Chief Financial Officer
- Senior district leader directly responsible for overseeing the selected campus(es)

Oral Interview Points System

The oral interview will assess the readiness of applicants to implement and sustain the grant. Applicants can earn a maximum of 30 points during the interview. Interviews are anticipated to be 25 minutes in length and will occur in December 2025 – January 2026. The following criteria will be used to allocate points:

1. Commitment to the ADSY Eligible Calendar (0-5 points)
- **5 points:** Clear and demonstrated commitment from the school board and stakeholders to maintain the ADSY-eligible calendar.
- **3 points:** Some commitment shown but lacking full endorsement from the school board or stakeholders.
- **1 point:** Limited commitment was mentioned, with unclear support from the school board.
- **0 points:** No commitment to maintaining the ADSY calendar.

2. Understanding of ADSY PEP Grant Requirements (0-5 points)
- **5 points:** Comprehensive understanding of the grant requirements, with a detailed plan for activities.
- **3 points:** General understanding of the grant requirements, with some planned activities.

- **1 point:** Minimal understanding of the grant requirements; unclear on planned activities.
- **0 points:** No understanding of the grant requirements presented.

3. Alignment with School System Strategic Priorities (0-5 points)
- **5 points:** Clear and comprehensive plan to align ADSY PEP participation with multiple school system strategic priorities, with specific strategies to maintain alignment throughout implementation.
- **3 points:** General alignment with one or more school system priorities is mentioned but lacks detail or ongoing strategies.
- **1 point:** Minimal mention of school system priorities; unclear connection to ADSY PEP participation.
- **0 points:** No mention of school system priorities or alignment strategies.

4. Instructional Readiness and Academic Strategy (0-5 points)
- **5 points:** Clear and detailed academic strategy aligned to ADSY PEP requirements, including implementation of IMRA-approved Tier 1 HQIM for Math and RLA at participating campuses, with strong instructional leadership and support structures in place.
- **3 points:** General academic strategy presented, with mention of HQIM implementation, but lacking detail on instructional leadership or support systems.
- **1 point:** Minimal academic strategy discussed; unclear plans for HQIM implementation or instructional support.
- **0 points:** No academic strategy or instructional readiness presented.

5. Organizational Capacity (0-5 points)
- **5 points:** Strong evidence of organizational capacity, including a designated ADSY Project Manager and solid training plans.
- **3 points:** Some organizational capacity indicated but lacking in specifics on training or management.
- **1 point:** Limited evidence of organizational capacity; unclear roles or training plans.
- **0 points:** No evidence of organizational capacity was presented.

6. Sustainability Beyond the Grant Period (0-5 points)
- **5 points:** Well-defined and actionable sustainability strategy, with identified future funding sources and partnerships.
- **3 points:** Some sustainability strategies were discussed but lacked detailed plans or specific funding sources.
- **1 point:** Minimal mention of sustainability; unclear on how to maintain the program.
- **0 points**: No sustainability plan was presented

Total Points

Applicants can earn a maximum of 30 points during the interview. Applicants must score a minimum of 20 points during the interview to be considered for an award within the priority criteria. This score will be combined with their initial application base + priority points to determine their final ranking.