APPLICATION FOR GRANTS UNDER THE

Opening Doors Expanding Opportunities

CFDA # 84.377C

PR/Award # S377C170015

Grants.gov Tracking#: GRANT12340145

OMB No., Expiration Date:

Closing Date: Feb 13, 2017
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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).
Application for Federal Assistance SF-424

1. Type of Submission:  
   - [ ] Preapplication  
   - [x] Application  
   - [ ] Changed/Corrected Application  
2. Type of Application:  
   * [x] New  
   - [ ] Continuation  
   - [ ] Revision  
   - [ ] Other (Specify):  
3. Date Received:  
   02/13/2017  
4. Applicant Identifier:  

5a. Federal Entity Identifier:  

5b. Federal Award Identifier:  

State Use Only:  

6. Date Received by State:  

7. State Application Identifier:  

8. APPLICANT INFORMATION:  

   a. Legal Name:  Austin Independent School District  
   b. Employer/Taxpayer Identification Number (EIN/TIN):  746000064  
   c. Organizational DUUNS:  0769337460000  

d. Address:  
   - [ ] Street1:  1111 West 6th Street  
   - [ ] Street2:  
   - [ ] City:  Austin  
   - [ ] County/Parish:  
   - [x] State:  TX: Texas  
   - [ ] Province:  
   - [x] Country:  USA: UNITED STATES  
   - [ ] Zip / Postal Code:  78701-5338  

e. Organizational Unit:  
   - [ ] Department Name:  
   - [ ] Division Name:  

f. Name and contact information of person to be contacted on matters involving this application:  
   - [ ] Prefix:  Mrs.  
   - [x] First Name:  Michelle  
   - [ ] Middle Name:  
   - [ ] Last Name:  Wallis  
   - [ ] Suffix:  
   - [ ] Title:  Executive Director, Innovation & Development  
   - [ ] Organizational Affiliation:  
   - [ ] Telephone Number:  512-414-4850  
   - [ ] Fax Number:  
   - [ ] Email:  michele.wallis@austinisd.org  

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Tracking Number: GRANT12340145  
Funding Opportunity Number: ED-GRANTS-121416-001 Received Date: Feb 13, 2017 01:46:41 PM EST
**Application for Federal Assistance SF-424**

**9. Type of Applicant 1: Select Applicant Type:**
- Independent School District

**Type of Applicant 2: Select Applicant Type:**

**Type of Applicant 3: Select Applicant Type:**

**Other (specify):**

**10. Name of Federal Agency:**
- Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

**CFDA Title:**

**12. Funding Opportunity Number:**
- ED-GANTS-121416-001

**Title:**
- Office of Elementary and Secondary Education Opening Doors, Expanding CFDA Number 84.377C

**13. Competition Identification Number:**
- 84-377C2017-1

**Title:**

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

**15. Descriptive Title of Applicant’s Project:**
- Opening Doors and Expanding Opportunities in Austin ISD

Attach supporting documents as specified in agency instructions.
Application for Federal Assistance SF-424

16. Congressional Districts Of:
   * a. Applicant [TX-021]
   * b. Program/Project [TX-021]

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:
   * a. Start Date: 07/01/2017
   * b. End Date: 06/30/2019

18. Estimated Funding ($):
   * a. Federal
   * b. Applicant
   * c. State
   * d. Local
   * e. Other
   * f. Program Income
   * g. TOTAL 1,498,573.34

19. Is Application Subject to Review By State Under Executive Order 12372 Process?
   a. This application was made available to the State under the Executive Order 12372 Process for review on
   b. Program is subject to E.O. 12372 but has not been selected by the State for review.
   c. Program is not covered by E.O. 12372.

20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)
   ☐ Yes  ☒ No
   If "Yes", provide explanation and attach

21. "By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

   ☒ "I AGREE"

   ** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Dr.  * First Name: Paul
Middle Name: 
* Last Name: Cruz
Suffix: 

* Title: Superintendent

* Telephone Number: 512-414-2412  Fax Number: 
* Email: paul.cruz@austinisd.org

* Signature of Authorized Representative: Michelle Walsh  * Date Signed: 02/13/2017
**U.S. Department of Education**

**Section A: Budget Summary**

**Non-Construction Programs**

<table>
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<th>Funding Opportunity Number: ED-034-000-0014</th>
<th>OE-000-000-0000</th>
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**Budget Information**

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<th>Project Year 1</th>
<th>Project Year 2</th>
<th>Project Year 3</th>
<th>Project Year 4</th>
<th>Project Year 5</th>
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<td>$65,432.10</td>
<td>$32,109.87</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

**Name of Institution/Program:**

**Grantee/Departmental School Director:**

**Application Date:** 01/01/20XX

**Expiration Date:** 06/30/2071
ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM’s Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U. S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Prevention Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State Clean Air Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).


14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1986 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

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SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL
Michelle Wallis
Superintendent

APPLICANT ORGANIZATION
Austin Independent School District

DATE SUBMITTED
02/13/2017

Standard Form 424B (Rev. 7-97) Back

PR/Award # S377C170015
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Tracking Number: GRANT12340145
Funding Opportunity Number: ED-GRANTS-121416-001 Received Date: Feb 13, 2017 01:46:41 PM EST
DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

1. * Type of Federal Action:
   a. contract  
   b. grant  
   c. cooperative agreement  
   d. loan  
   e. loan guarantee  
   f. loan insurance

2. * Status of Federal Action:
   a. bid/offer/application  
   b. initial award  
   c. post-award

3. * Report Type:
   a. initial filing  
   b. material change

4. Name and Address of Reporting Entity:
   X Prime  
   SubAwardee
   *Name: Austin Independent School District
   *Street 1: 1111 West 6th Street
   *City: Austin
   State: TX
   Zip: 78703-5318

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency:
   U.S. Department of Education

7. * Federal Program Name/Description:
   CFDA Number, if applicable:

8. Federal Action Number, if known:

9. Award Amount, if known:

10. a. Name and Address of Lobbying Registrant:
    Prefix:  
    *First Name:  
    *Last Name:  
    *Street 1:  
    *City:  
    State:  
    Zip: 
    Suffix:

b. Individual Performing Services (including address if different from No. 10a)
    Prefix:  
    *First Name:  
    *Last Name:  
    *Street 1:  
    *City:  
    State:  
    Zip: 
    Suffix:

11. Information requested through this form is authorized by Title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact, upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

*Signature: Michelle Wells
*Name: Prefix:  
*First Name:  
*Last Name:  
Surname:
*Title:  
Telephone No.:  
Date: 02/13/2017

Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)
NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct “outreach” efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefits (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email lHockettMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

Add Attachment Delete Attachment View Attachment
CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION
  Austin Independent School District

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
  Prefix: Dr.  * First Name: Paul  Middle Name: 
  * Last Name: Trz  Suffix: 
  * Title: Superintendent

* SIGNATURE: Michelle Wallis  * DATE: 02/13/2017
1. Project Director:

Prefix: Dr.  
First Name: Lisa  
Middle Name:  
Last Name: Goodnow  
Suffix:  

Address:

Street1: 1111 West 6th Street  
Street2:  
City: Austin  
County:  
State: TX: Texas  
Zip Code: 78703-5338  
Country: USA: UNITED STATES  

Phone Number (give area code)  
Fax Number (give area code)  

612-614-9662  

Email Address: lisa.goodnow@austinisd.org  

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes  ☐ No  ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes  ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes  ☐ Provide Exemption(s) #:  

☐ No  ☐ Provide Assurance #, if available:


c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

Add Attachment  Delete Attachment  View Attachment
Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

---

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment: A1SD_Abstract.pdf  Add Attachment  Delete Attachment  View Attachment
Abstract: Opening Doors and Expanding Opportunities in Austin ISD

The proposed project will streamline and bolster efforts underway in Austin Independent School District (Austin ISD) to address socioeconomic (SES) segregation through the development of a blueprint for improving academic outcomes in some of our lowest-performing and high-need schools (Absolute Priority 1), followed by the execution of pre-implementation activities that will contribute to the full implementation of the blueprint after the grant period (Absolute Priority 3). Grant funds will build upon momentum and provide the necessary start-up capital to undertake a community-driven process to implement innovative, effective, ambitious, and comprehensive strategies to create more diverse learning environments that serve as engines of social mobility.

Like many other large, urban districts, Austin ISD’s schools are diverse yet highly segregated, and while the city of Austin is experiencing rapid gentrification, Austin ISD is seeing a declining middle class student body and declining overall enrollment. Specifically, the schools in Northeast Austin (where this project will focus) do not reflect the increased economic diversity of their neighborhoods.

Opening Doors provides an opportunity for the district to engage in a deliberate planning process to craft a school integration plan that ensures improved student achievement for all students. Austin ISD’s project will specifically focus on developing a SES integration plan for three SIG schools – LBJ Early College High School (Focus – Progress), Reagan Early College High School (Priority – Progress), and Dobie Middle School (Focus) along with the other 20 elementary, middle, and high schools in School Board District 1. Together, over 14,000 students will be impacted by the pilot program in these “target schools,” yet lessons learned will be applied to planning for integration across Austin ISD’s 130 campuses and over 83,000 students in coming years.
The project will identify opportunities and community-led strategies to improve socioeconomic integration and enable the district to execute pre-implementation activities to realize the blueprint goals in three phases:

1. **Blueprint – Diversity Needs Assessment** (Spring & Summer 2017): Create a steering committee of diverse stakeholders (parents and community members, campus-level staff and students, district staff, and the research community) and undergo a needs assessment process.

2. **Blueprint – Identify Solutions** (AY 2017-18): Determine potential solutions to increase SES diversity through various activities, including: (1) a survey of parents and community members to better understand diversity issues and concerns; (2) community collaboration and engagement meetings to build a collective understanding of equity, and provide a way for the community to share resources, educational opportunities, and ownership more effectively; (3) stakeholder meetings to better understand challenges (i.e. local zoning or state legislative barriers) and brainstorm solutions; (4) site visits to districts implementing diversity strategies.

3. **Pre-Implementation** (AY 2018-19): Execute pre-implementation activities that will contribute to the full implementation of the blueprint after the grant period, including: (1) marketing campaign to highlight special programs in the district that are aimed at increasing diversity; (2) creation of a centralized office to coordinate the district’s diversity programs; (3) pilot an Innovation School application program where school leaders, teachers, and community leaders apply for specific programming and receive professional development (PD), technical assistance and agreed-upon flexibilities; (4) PD for school leadership teams to improve cross-cultural competency; (5) expansion of existing software to employ a user-friendly, centralized application process for all school choice programs.
Project Narrative File(s)

* Mandatory Project Narrative File Filename: AISE_Application_Narrative.pdf

To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File  Delete Optional Project Narrative File  View Optional Project Narrative File
Opening Doors and Expanding Opportunities in Austin ISD

CFDA: 84.377C

Absolute Priority 1: Increasing Socioeconomic Diversity in Schools

Absolute Priority 3: Improving Schools by Increasing Student Diversity – Blueprint and Pre-Implementation

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Introduction and Need for Project

African American? Living in the city of Austin? Want to have public services, such as water and electricity? Sure, services will be provided to you…as long as you live in East Austin. -- 1928

1 in 10 of the high-poverty, SIG-priority Reagan High School graduates score at or above the college-ready criteria on both the English language arts and mathematics standardized assessment, while more than 7 in 10 of the lower-poverty Anderson High School graduates are deemed college-ready. --2017

Doors were slammed and opportunities thwarted decades ago for thousands of students in the Austin Independent School District (Austin ISD). This community has a compelling need to reverse the legacy of exclusion, and Austin will leverage this grant to attempt to change the historic trend.

Specifically, the proposed project will streamline and bolster efforts underway in Austin ISD to address socioeconomic segregation through the development of a blueprint for improving academic outcomes in some of our lowest-performing and high-need schools (Absolute Priority 1), followed by the execution of pre-implementation activities that will contribute to the full implementation of the blueprint after the grant period (Absolute Priority 3). Grant funds will build upon momentum and provide the necessary start-up capital to undertake a community-driven process to implement innovative, effective, ambitious, and comprehensive strategies to create more diverse learning environments that serve as engines of social mobility.

Like many other large, urban districts, Austin ISD’s schools are diverse yet highly segregated, and while the city of Austin is experiencing rapid gentrification, Austin ISD is seeing a declining middle class student body and declining overall enrollment. In particular, the schools in Northeast Austin (where this project will focus) do not reflect the increased economic diversity of their neighborhoods (See Map and Table 1 below). To address these trends, Austin will pioneer strategies that could be employed in other contexts.
Austin ISD is the 37th largest district in the U.S.,¹ and the 5th largest in Texas, with 130 campuses, serving more than 83,000 students in Fall 2016. The student body is 58.0% Hispanic, 7.5% African American, 27.4% White, 3.9% Asian, less than 1% Pacific Islander, less than 1% American Indian, and 2.9% of two or more races. A majority of students in the district (53.2%) are designated as Economically Disadvantaged (qualifying for free or reduced price lunches or other public assistance), and 28% are English language learners (ELLs).

Opening Doors provides an opportunity for the district to engage in a deliberate planning process to craft a school integration plan that ensures improved student achievement for all students. Austin ISD’s project will specifically focus on developing an integration plan for three SIG schools – LBJ Early College High School (Focus – Progress), Reagan Early College High School (Priority – Progress), and Dobie Middle School (Focus) along with the other 20 elementary, middle, and high schools in School Board District 1. The pilot program in these “target schools” will then lead to planning for integration across Austin ISD in coming years.

Magnitude of the Problem

The City of Austin has a long history with both housing and school segregation.² In 1928, the City of Austin adopted a plan that radically increased housing segregation in the city, by providing public services (schools, utilities, etc.) to African Americans in the city only if they agreed to locate to the eastern side of town, which includes the area currently covered by Trustee District 1. This residential segregation of African Americans as well as Hispanics was later enforced through myriad private and public policies, including racially restrictive covenants, realtor discrimination, and racially biased bank lending and insurance practices.³ While these practices were discontinued in later decades, residential segregation in Austin has remained a persistent problem. Indeed, according to a 2015 report, Austin is one of the most economically
segregated metropolitan areas in the country,⁴ and it is a city that also has high levels of racial segregation as well.⁵

Austin ISD’s schools reflect these patterns. In the past, schools were segregated intentionally through Austin ISD school district policies. In 1970, Austin ISD was found guilty by the US Court of Appeals of intentionally segregating African American students, and it was ordered to implement a cross-town busing plan for secondary students beginning in 1972. In 1979, a court found Austin ISD guilty of discriminating against Latino/a students, and as a result the district incorporated Latino/a students into the district’s busing plan through a 1980 Consent Decree. By 1986, the district was released from court supervision. Since that time, the district has continued several policies to promote school-level diversity, including the Majority to Minority school transfer program, Diversity Choice program, and magnet schools, as will be described later in this proposal.

Despite these efforts, with a few exceptions, Austin ISD schools remain economically and racially isolated.⁶ Today, more than half of Austin ISD schools have very high concentrations of student poverty (75%+ economically disadvantaged students) while more than one-third are intensely isolated (90%+ economically disadvantaged students). These high-poverty schools are also overwhelmingly African American and Latino/a, and have disproportionate concentrations of ELL students (See Table 1). On the other hand, approximately one fifth of Austin ISD schools are predominantly upper income, disproportionately white, and have few ELL students.
Table 1: Racial/Ethnic Composition of High- and Low-Poverty Schools in Austin ISD (as defined by free and reduced-price meal eligibility)

<table>
<thead>
<tr>
<th></th>
<th># of campuses (out of 118 total)</th>
<th>% of district’s campuses</th>
<th>Average % African American on those campuses</th>
<th>Average % Hispanic on those campuses</th>
<th>Average % African American and Hispanic Combined on those campuses</th>
<th>Average % White on those campuses</th>
<th>Average % Limited English Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>High-Poverty Schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>90% or greater Economically Disadvantaged</td>
<td>41</td>
<td>35%</td>
<td>12.8%</td>
<td>82.1%</td>
<td>94.9%</td>
<td>2.8%</td>
<td>57.3%</td>
</tr>
<tr>
<td>75% or greater Economically Disadvantaged</td>
<td>64</td>
<td>54%</td>
<td>12.6%</td>
<td>80.7%</td>
<td>93.3%</td>
<td>3.9%</td>
<td>50.2%</td>
</tr>
<tr>
<td>Low-Poverty Schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10% or fewer Economically Disadvantaged</td>
<td>11</td>
<td>9%</td>
<td>1.6%</td>
<td>18.2%</td>
<td>19.8%</td>
<td>67.7%</td>
<td>3.8%</td>
</tr>
<tr>
<td>25% or fewer Economically Disadvantaged</td>
<td>21</td>
<td>18%</td>
<td>2.8%</td>
<td>23.5%</td>
<td>26.3%</td>
<td>62.3%</td>
<td>5.4%</td>
</tr>
</tbody>
</table>

*Excludes early education, residential treatment facilities, and disciplinary placement centers.

This project seeks to address these patterns of economic segregation in Austin ISD.

Addresses Needs of Disadvantaged Individuals

The proposed activities for this grant will include creating a blueprint (Absolute Priority 1) and executing several pre-implementation activities (Absolute Priority 3) to reduce economic isolation in schools, increase diversity, and ensure students have access to rigorous courses, quality teachers, facilities, materials, and technology in the target schools. The target schools have high numbers of economically disadvantaged students, as well as high concentrations of African American, Latino/a students, and ELLs. As illustrated in Table 2 the SIG schools in District 1 and feeder schools are as a whole significantly more disadvantaged than schools in other parts of the district. (The Austin ISD Board of Trustees is elected via geographic districts, with seven members representing geographic districts, and two at-large members.) Trustee
District 1 was chosen for the pilot because it is an area of the district with a large number of predominantly non-white and low-income schools, yet it also has a residential population that is diverse. (See Map and Table 2.)

**Table 2:** Average Campus Demographics: SIG Schools in District 1, District 1 Schools, compared to Austin ISD Schools*

<table>
<thead>
<tr>
<th>Demographics Fall 2016</th>
<th># Schools</th>
<th>Avg. % Eco Dis</th>
<th>Avg. % White</th>
<th>Avg. % Hispanic</th>
<th>Avg. % African American</th>
<th>Avg. % Asian &amp; Pac Isl.</th>
<th>Avg. % LEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIG schools in Trustee District 1</td>
<td>3</td>
<td>83.0%</td>
<td>2.9%</td>
<td>72.7%</td>
<td>21.3%</td>
<td>2.2%</td>
<td>36.7%</td>
</tr>
<tr>
<td>Additional District 1 Schools*</td>
<td>20</td>
<td>82.6%</td>
<td>7.9%</td>
<td>66.4%</td>
<td>22.0%</td>
<td>2.6%</td>
<td>46.4%</td>
</tr>
<tr>
<td>All Austin ISD Schools</td>
<td>130</td>
<td>53.2%</td>
<td>27.4%</td>
<td>58.0%</td>
<td>7.5%</td>
<td>3.9%</td>
<td>28.0%</td>
</tr>
</tbody>
</table>


**AISD District 1 - Race Demographics by Census Tract**
The students in these schools are also achieving at a lower performance level than other Austin ISD Schools. For example, 9% of the SIG-eligible Reagan High School graduates scored at or above the college-ready criteria on both the English language arts (ELA) and mathematics standardized assessment (Texas Success Initiative Assessment, SAT or ACT), while 72% of the lower-poverty Anderson High School (23% economically disadvantaged) graduates were deemed college-ready.

Table 3: Academic Performance: SIG Schools in District 1, District 1 Schools, compared to Austin ISD Schools*

<table>
<thead>
<tr>
<th></th>
<th># Schools</th>
<th>STAAR Reading 5th/8th/HS (English I) Passing Rate</th>
<th>STAAR Math 5th/8th Passing Rate</th>
<th>College-Ready Graduates (STAAR – both subjects)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIG schools in Trustee District 1</td>
<td>3</td>
<td>62%</td>
<td>74%</td>
<td>8%</td>
</tr>
<tr>
<td>Additional District 1 Schools</td>
<td>20</td>
<td>75%</td>
<td>83%</td>
<td>--</td>
</tr>
<tr>
<td>All Austin ISD Schools</td>
<td>130</td>
<td>80%</td>
<td>87%</td>
<td>49%</td>
</tr>
</tbody>
</table>


Gaps in Services, Infrastructure & Opportunities

Austin ISD schools are open to students from across the district, enhancing the likelihood of a balance of students from different parts of the district. Specifically, the district implements three school choice policies intended to diversify its schools, but efforts have not successfully addressed the economic segregation in the proposed target schools. The district’s Office of Student Services and Records reports that approximately 8,000-10,000 students, or ~10% of the district population, annually take advantage of one of the many district transfer programs.

Austin ISD’s first diversity policy is the “Majority-to-Minority” transfer program, which the district implemented as result of the previously mentioned consent decree in 1980. This program, which is intended to ‘promote diversity throughout the district,’ allows Black and Hispanic students to transfer from a school where Black and Hispanic students together comprise more than 50% of the student population to one where they comprise less than 50% of the
student population; the policy also allows white students to transfer from schools where they comprise more than 50% of the student population to a school where whites are less than 50% of the student population. This transfer program is contingent on available space. (See Appendix for Austin ISD Board Policy on Majority-to-Minority transfers.) There are currently 1,001 students taking advantage of this program (of different races), representing just over one percent of the district’s population. However, this option is available to few Black and Hispanic students, because 23 schools (the majority of which have predominately white enrollments) are currently frozen to student transfers due to unavailable space. Furthermore, this plan does not directly address economic segregation.

Austin ISD’s second diversity policy is the Diversity Choice program, also a vestige of the 1980 consent decree. Under this program, students living within 22 elementary attendance zones are able to transfer to paired secondary schools, with bus transportation provided by the district. Once the choice is made, the chosen school becomes the student’s home school through the highest grade in the school. (See Appendix for full Board Policy.) There are historically 380-410 students who take advantage of this program. While historically Diversity Choice included cross-town busing to achieve desegregation, today most students taking advantage of Diversity Choice reside in attendance zones in the higher-poverty, East Austin who choose to transfer to a lower-poverty, West Austin middle or high school.

Austin ISD’s third strategy to increase diversity is to offer a variety of schools of choice, including three magnet schools (two middle, one high school), theme schools (e.g. Fine Arts, Green Tech), and special programming, including dual language, early college high schools, and single gender schools. Most in-district transfers fall into this category.
Austin’s schools of choice each have unique admissions policies. The Ann Richards School for Young Women Leaders (grades 6-12) includes an admissions policy designed to generate a student body reflective of district-wide demographics by giving preference to students from Title I elementary schools throughout Austin. Historically, the Liberal Arts and Science Academy (LASA) magnet program, housed on the LBJ High School campus (a SIG campus in District I that will be a focus of this grant) has had an admissions policy based on five criteria: application and student responses, 7th and 8th grade core course grades, end-of-course STAAR test scores, teacher recommendations, and LASA admissions test scores. Because these admissions criteria have not enhanced diversity (LASA serves 7% economically disadvantaged students, while the larger comprehensive school serves 78%), beginning in 2017-18, LASA and another of Austin’s magnets, Kealing Middle School will set aside a certain percentage of slots for low-income students based on free or reduced-price lunch eligibility, residential neighborhood, and/or assigned school. (See Appendix for admissions policies to these schools.)

This proposed project will leverage the existing infrastructure and systems operating the district’s transfer programs. Austin ISD’s Office of Student Services and Records manages two databases of student transfer information, including the Electronic Magnet and Application Program (eMAP), which collects all school choice transfer applications from campuses. Beginning in 2016-17, families could submit to eMAP an online Common Interest Application, which enabled them to begin the application process to any of the district’s magnet or application programs. Once campuses accept an application, and the family commits to the program, the data are moved from eMAP to the Transfer Database, where staff can track students’ transfer status (approved, withdrawn, etc.) and run reports on various elements (e.g. the number of students who applied for and were accepted to the district’s dual language programs).
While the district has some infrastructure and programs in place, the proposed community engagement process will enable Austin ISD to design tools that are more user-friendly and bring the necessary transparency to navigate the complicated systems. Plus, given the existing patterns of segregation in the target schools (as illustrated above in Table 2), more effective strategies are clearly needed to improve socioeconomic (SES) integration levels.

Significance

*Contribution to Increased Knowledge of Educational Problems, Issues, Effective Strategies*

This project will focus on the development of a plan to increase access to high-quality, socioeconomically integrated learning environments for students in the three SIG-eligible schools in District 1 as well as their 20 feeder campuses. While the goal is socioeconomic diversity, given the correlation between race and SES in Austin, it is expected that the plan will also have the effect of increasing racial diversity.vii

Research has shown that socioeconomic and racial segregation harm the academic achievement of students, especially for low-income students and students of color. Economic and racial segregation have also been found to lead to increased dropout rates.viii,ix Economic segregation in particular has been shown to impede school improvement efforts: a study by Doug Harris found that high-poverty schools are 22 times less likely to be high-performing than low-poverty schools.x

By contrast, increasing socioeconomic and racial integration in schools has been shown to have a host of short and long-term benefits. Increased socioeconomic and racial integration is associated with improved student achievement, particularly for low-income students of color, with no negative effects on higher-income white students.xi Integration is also associated with improved long-term academic outcomes, with increased rates of college going, college
graduation, reduced poverty, and improved odds of working white-collar jobs for students exposed to integrated school environments.\textsuperscript{xii}

This project will increase knowledge and understanding of the problem of socioeconomic segregation in the target schools and help Austin ISD identify barriers to SES integration in the SIG schools in District 1 and other District 1 schools. The project will identify opportunities and community-led strategies to improve SES integration and enable the district to execute pre-implementation activities to realize the blueprint goals.

This project can also provide knowledge and information for other districts. Austin ISD shares many similar demographic trends affecting other major urban districts, with a declining middle class student body and some associated enrollment losses, while at the same time experiencing rapid gentrification. These trends provide new challenges as well as opportunities for integration. Austin hopes to pioneer strategies that could be employed in other contexts.

As a collaborating member of numerous national initiatives and organizations, Austin ISD is well positioned to disseminate lessons learned from this project. The following are some examples of partnerships that could be leveraged for this purpose:

<table>
<thead>
<tr>
<th>Partnership</th>
<th>Nature of Partnership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative for Academic, Social and Emotional Learning (CASEL) - Collaborating Districts Initiative (CDI)</td>
<td>In 2011, the nation’s leading organization advancing integrated academic, social, and emotional learning, CASEL embarked on an effort to put research into action by launching the Collaborating Districts Initiative (CDI) — a partnership between CASEL, the American Institutes for Research (AIR), and initially eight large school districts across the country, including Austin ISD. Now in its sixth year, Austin ISD has implemented SEL across all district schools through a thoughtful and deliberate deployment. This project will utilize not only our national standing as a leader in this work, but also CASEL’s professional learning communities where district superintendents and staff meet regularly to exchange best practices. The proposed project will also leverage CASEL’s extended network to disseminate information on the project to support further development and/or replication. As a nationally-trusted source for SEL best-practices and current research, CASEL’s newsletters and academic publications regularly reach its broad network of contacts in federal and state education agencies, school districts, human service organizations and academic institutions.</td>
</tr>
</tbody>
</table>
Council of Great City Schools

The Council of the Great City Schools brings together the nation’s largest urban public school systems in a coalition dedicated to the improvement of education for children in the inner cities. The Council and its member school districts work to help our school children meet the highest standards and become successful and productive members of society.

My Brother’s Keeper (MBK)

Austin is also one of 10 communities across the country invited to participate in the MBK Success Mentors Initiative, which targeted its first cohort in 2015-16 to reduce chronic absenteeism by connecting students with mentors. Austin ISD is an active member of the Greater Austin Area My Brother’s Keeper (GAAMBK), in partnership with Austin Community College, Huston-Tillotson University, the City of Austin, Travis County, the Greater Austin Hispanic Chamber of Commerce, and University of Texas at Austin. (See attached letters of support from many of these organizations, including Huston-Tillotson University, UT Austin, and the City of Austin.)

Build Local Capacity to Provide, Improve, Expand Services

This is the opportune moment to build capacity that improve and expand services because local strengths and weaknesses were already being assessed prior to this grant announcement.

At the request of the Austin ISD Board of Trustees in 2015, the district undertook an equity self-assessment and the development of a responsive plan of action to address equity gaps identified from the assessment (i.e., the Equity Project). The process was based on best practices, including the Six Goals of Education Equity framework from the Equity Assistance Center at the Intercultural Development Research Association (see attached Letter of Support), and later adapted into a process used by Voices for Racial Justice in Minneapolis.

The purpose of the Equity Project was to review and assist Austin ISD district and campus staff, stakeholders, and the Austin community to understand the current environment; self-identify areas of concern, organizational change, and improvements; facilitate dialogue among the different stakeholders; build accountability; and instill greater understanding and commitment to addressing equity, with the explicit goal of leading to equitable opportunities and outcomes for all students.

The district’s equity self-assessment focused on three major areas: student achievement,
student discipline, and access to high-quality programs and curriculum. Numerous sources of
evidence were examined to support the equity self-assessment. These included (a) a review of
achievement gap indicators, (b) findings from the Equity Self-Assessment Survey, and (c) a
Texas Association of School Administrators (TASA) curriculum audit.

The data collection and analyses revealed several important issues to consider in the
education of all students. For example, the gap analyses and equity study showed gaps, both in
achievement and access, for students, especially African American students and economically
disadvantaged students. According to the feedback from the self-assessment, district
stakeholders generally believe the district is doing an adequate job of addressing equity, but still
recognize that more work and further staff training is needed. The remaining work includes
addressing Austin ISD’s equity issues and barriers at the classroom level as well as at the school
and district levels.

Findings from the Equity Project, incorporated into the work plans and strategic plan of
the district, provide foundational identification of areas for growth to be achieved through
Opening Doors and Expanding Opportunities, including:

- Marketing campaign – to consist of solid polling, focus groups, message framework
  and message testing as a critical component to a technically well-developed blueprint
  and pre-implementation strategies.

- Creating integrated schools – creating additional integrated school choice options for
  students in target schools beyond the existing programs (magnet schools, Minority-to-
  Minority Transfer, and Diversity Choice).

- Building stakeholder capacity and greater network of information – between parent
  advisory groups, community input, and district staffing – to address these issues going
forward.

- Identifying tools – exploring options and infrastructure needed to improve knowledge of systems, curriculum, parent engagement, and academic support so that the work continues after the grant period.

- Expanding infrastructure – to consist of consumer-friendly design for systems and processes for parents to know about and exercise choice.

**Quality of Project Design**

*Built On & Incorporated Into Ongoing Work Beyond the End of the Grant*

Austin ISD and the larger community of Austin are ready to incorporate grant-funded activities into ongoing work. A group of community members in the planned, mixed-income Mueller neighborhood, the Imagine Northeast Austin group began meeting between May 2015 and April 2016 to explore opportunities for an integrated school to be built on a 10-acre school site located in the development. Building on their work, the Northeast Planning Team convened in the summer of 2016 with specific directives from the Austin ISD Board of Trustees to develop a comprehensive plan for the region. This team of principals, teachers, parents, and community members evaluated current school programming, examined enrollment trends, and provided academic and facility proposals to address academic achievement and attract and retain families in the region. Both planning teams expressed a desire for socioeconomic diversity for neighborhood schools and expanded opportunities for African American and Hispanic students. (See Appendix for the draft plan.)

In October 2016, the Austin ISD Board of Trustees set an explicit goal of improving levels of socioeconomic integration in the district’s schools. At the October 10th Board Work Session and October 24th regular Board Meeting, the Trustees agreed that socioeconomic
integration should be a priority of the district. Recognizing that integration is a long process that
should be carefully implemented, Trustees directed the Superintendent, Dr. Paul Cruz, to develop
a pilot program for increasing integration specifically in Board Trustee District 1 for the 2017-18
academic year. Thus, an opportunity was perceived to increase integration in these schools, both
by recruiting a more economically diverse set of residents of District 1 to the schools, and/or
recruiting transfers from other areas of the district and neighboring school districts. The
Superintendent has since labeled this pilot program “Diversity by Design.”

The infrastructure to be built through this proposal’s data collection and analysis and
community engagement will provide the support to achieve excellence and build capacity and
structures to continue the District 1 Diversity by Design Plan. As a first step in this process, the
Superintendent is expected to present his Diversity by Design plan for Northeast Austin in Fall
2017.

The proposed project will build upon these equity-focused initiatives in the district and
include three phases:

1. **Blueprint – Diversity Needs Assessment:** Create a steering committee of diverse
   stakeholders and undergo a needs assessment process.

2. **Blueprint – Identify Solutions:** Determine potential solutions to increase
   socioeconomic diversity.

3. **Pre-Implementation:** Execute various pre-implementation activities that will
   contribute to the full implementation of the blueprint after the grant period.

**Phase I: Blueprint: Diversity Needs Assessment** (Spring and Summer 2017)

The first phase of the project will begin prior to grant funding and will entail the
conducting of a Diversity Needs Assessment, which will allow the district to better understand
needs and opportunities for SES integration in the district, with a specific focus on District 1 schools. This needs assessment will form the basis for policy action.

The steps for this needs assessment will be as follows:

1. **Steering Committee:** Create an “SES Integration Needs Assessment Committee” consisting of key stakeholders with diverse perspectives:
   - **Existing Committees of Parents and Community Members:** Build upon the Northeast Planning Committee, Facilities and Bond Planning Advisory Committee (FABPAC), and other existing committees of parents and community groups. Recruit a trusted leader to chair community events and participate in reports to Trustees.
   - **Campus staff and students:** School-level leaders and students will be included as well.
   - **District staff:** Representation of district staff with a variety of areas of expertise will be part of the Needs Assessment Committee, such as Austin ISD Departments of Research and Evaluation (DRE), Budget and Finance, Teaching and Learning, Innovation and Development, and State and Federal Accountability.
   - **Research Community:** Dr. Jennifer Jellison Holme, Associate Professor of Educational Policy and Planning in the Department of Educational Administration at the University of Texas at Austin has served as an advisor during the grant development process, and will continue to assist Austin ISD throughout the grant period as a key member of the steering committee.

2. **Data Analysis:** Identify and analyze relevant data, define needs of target groups, and evaluate the cause and extent of identified needs, and articulate preliminary priorities for each concern. A grant-funded Research Analyst in Austin ISD’s DRE will collect and analyze existing data, including, but not limited to the following:
Analyze school-level data for schools in District 1 to better define their needs, disaggregating by SES, and compare with other schools in the district and/or throughout the state.

<table>
<thead>
<tr>
<th>Student/Teacher/School Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Student demographics and academic outcome data for the target schools, such as achievement on state assessments for grades 3-8 and 9-12 ELA and math, and dropout and graduation rates.</td>
</tr>
<tr>
<td>• Data on student non-academic outcomes, including attendance, discipline referral rates (i.e. disproportionality), SEL skills (as measured in elementary school by report card behavioral ratings, and in secondary school by students’ self-rating of SEL skills(^1) on Annual Student Climate Survey).</td>
</tr>
<tr>
<td>• Austin ISD’s Annual Student Climate Survey(^2) results to assess campus climate, including behavioral environment, adult fairness and respect, teacher expectations, student engagement, and academic self-confidence.</td>
</tr>
<tr>
<td>• Austin ISD’s Annual Staff Climate Survey(^3) results to assess various aspects of school climate, such as collegial leadership, facilities and resources, general climate, community support, achievement press, district vision, school leadership, and professional development.</td>
</tr>
<tr>
<td>• Austin ISD’s Annual Parent Survey(^4) results to assess how parents feel about their treatment by school and district staff and the school’s educational environment. Parents also rate their own involvement in their child’s education.</td>
</tr>
<tr>
<td>• Course-taking patterns in middle and high schools, including 8(^{th}) grade Algebra, Texas Success Initiative (TSI) college-readiness levels, Advanced Placement and/or dual credit courses, etc.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Budgetary Data</th>
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<tbody>
<tr>
<td>• Budgetary data related to school-level resources, including per pupil expenditures and student access to resources (e.g., instructional tools), and how those factors relate to diversity levels and/or how they could be changed to improve diversity levels.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Facilities Data</th>
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| • Facilities data to understand both needs and opportunities, based in large part on the findings from Austin’s Facility Master Plan (FMP) process currently underway. The Board of Trustees-

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\(^1\) In collaboration with the Collaborative for Academic, Social and Emotional Learning (CASEL), National Center of Education Statistics (NCES), and as part of the Collaborating Districts Initiative (CDI), Austin ISD partnered with Washoe County School District to revise an existing survey assessing students’ SEL skills. The survey measures five SEL constructs: (1) self-awareness, (2) self-management, (3) social awareness, (4) relationship skills, and (5) responsible decision-making. Reliability estimates of this survey, piloted in 2015-16, ranged between 0.60 and 0.89 and were higher at the middle and high school levels than at the elementary school level. Beginning in 2016–2017, the survey will be administered online to all students in grades 3-11.

\(^2\) Administered annually since 2003-04 to students in grades 3-11, Austin ISD’s student climate survey includes 39 items addressing students’ perceptions of behavioral environment, adult fairness and respect, student engagement, academic self-confidence, teacher expectations, social-emotional learning (SEL) skills, and school connectedness. The instrument has sound psychometric properties (alpha levels for each subscale across each school level range between 0.62 and 0.87, with higher estimates at the middle and high school levels.

\(^3\) Since 2011, the TELL AISD survey has allowed campus employees in Austin ISD the opportunity to provide feedback about their campus teaching and learning conditions. This survey is based on the national TELL survey developed by the New Teacher Center and has sound psychometric properties (a reliability analysis found that alpha levels range from 0.76 to 0.96, with most subscales estimates above 0.90).

\(^4\) Parents of Austin ISD students are asked annually to assess their perceptions of interactions with school staff; information provided by the school about academic programs, enrichment opportunities, and future career opportunities for their student; school climate; and the quality of food services. Subscales are typically not computed. Feedback is typically provided to principals and district staff to inform decision making by campus and district leaders.
appointed Facilities and Bond Planning Advisory Committee (FABPAC) has facilitated the FMP process, including four series of community engagement sessions in which the committee has presented and received feedback on the modernization strategies for district facilities. The process is scheduled to culminate in proposed board action to approve the FMP update in late March, with a potential bond election in November 2017.

### Analyze community-level data in District 1, including:
- Census data to determine how school population relates to residential population
- Transportation data to understand how transit might affect integration levels on campuses.

### Analyze data about current policies and efforts to increase socioeconomic diversity in schools.
- Identify schools that have improved in diversity levels in recent years, if any.
- Analyze data about school choice policies in the district (magnet schools, Majority-to-Minority transfer program, Diversity Choice, general transfers, etc.) and the impact on diversity levels in target schools.

3. **Needs Statement & Theory of Change:** Based on analysis, the Committee will develop a prioritized needs statement linked to potential solutions along with a theory of change to undergird the blueprint and pre-implementation processes.

### Phase II: Blueprint: Identify Solutions to be Adopted by the District (AY 2017-18)

The next phase of the project will entail the creation of a blueprint of a plan to be adopted by the school district. The steps will be as follows:

1. **Establish Blueprint Committee:** This committee will expand upon the Needs Assessment Committee – which will include parents and community members, campus-level staff and students, district staff, and the research community – to incorporate representatives from relevant agencies:

   **Public Agency Partners:**
   - City of Austin
   - Housing Authority of the City of Austin (HACA)
   - Travis County
   - Capital Metro Transit Authority

   **Business Leaders:**
   - Chambers of Commerce (Greater Austin Chamber, Black Chamber, Hispanic, Asian, Young Chamber)

   **Service Providers:**
   - United Way
   - E3 Alliance
   - Communities in Schools

(See attached Letters of Support from many of these agencies.)

2. **Measurable Goals:** Determine measurable goals to increase student diversity and improve student outcomes in District 1, beginning with the 2019-2020 school year and for every two
years thereafter through the 2025-2026 school year. Identify benchmarks and measures (system wide and student-level.) Though the definition of success is multifaceted and likely to evolve over time, the following are possible measures that Austin ISD will consider:

- Improved diversity on campuses – SES diversity benchmarks will be agreed upon to assess progress toward reaching the district’s goals.
- Improved opportunity for targeted students – Identify indicators of progress toward our diversity goals, such as changes to participation in advanced courses (e.g. Advanced Placement, Gifted and Talented), chronic absenteeism, achievement gaps, discipline rates, and special education identification rates.
- Improved academic outcomes, including test scores and graduation rates.
- Improved non-academic outcomes, including school climate indicators and improved SEL skills to better understand if students feel safer, more engaged, and more trusting as the diversity plan proceeds.

3. **Solutions and Approaches:** Decide upon potential solution(s) and approach(es) taking into consideration anticipated challenges and potential solutions, costs, the extent to which it reflects parental and community engagement, facility needs and opportunities, existing and potentially new funding streams, and opportunities for partnership. *See the Table below for Proposed Activities.*

   In considering a range of solutions, Austin ISD will rely upon the research base about best practices for diversifying schools.\textsuperscript{xiv} We will gather information about types of policies and plans instituted in other locales across the country whose contexts are similar to Austin ISD. For this, Austin ISD will draw on both written information, telephone calls, and with grant funding, site visits to up to three school districts with the most promising practices.
<table>
<thead>
<tr>
<th>Problem 4: Proposed Blueprint Activities</th>
<th></th>
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<tbody>
<tr>
<td><strong>Preparation</strong></td>
<td>Costs</td>
</tr>
<tr>
<td>Survey</td>
<td><strong>Potential Challenged/Potential base</strong> Theory of action &amp; Evidence</td>
</tr>
<tr>
<td>Development</td>
<td>See Theory of action &amp; Evidence</td>
</tr>
<tr>
<td><strong>Preparation</strong></td>
<td>Costs</td>
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<tr>
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<tr>
<td>Development</td>
<td>See Theory of action &amp; Evidence</td>
</tr>
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<td>Costs</td>
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</tr>
<tr>
<td>Development</td>
<td>See Theory of action &amp; Evidence</td>
</tr>
</tbody>
</table>
Goals

3. Implementation: The Project Coordinator and Research Analyst will establish additional monitoring tools to ensure active

implemented in the blueprint.

2. Pre-Implementation Activities: Execute one or more of the pre-implementation activities detailed in Table 5. as provided and

advise from the blueprint and reporting results to the board of trustees, district administration, partners, and the community.

and Needs Assessment Committee. This Committee will be responsible for monitoring the execution of pre-implementation

Phase III: Pre-Implementation (AY 2018-19)

<table>
<thead>
<tr>
<th>Context</th>
<th>Challenge: Adapting Potential Solution</th>
<th>Core</th>
<th>Visions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community members in the decision-making process</td>
<td>Identify districts where intervention is needed</td>
<td>Associated with similar local contexts</td>
<td>Locus of control to the urban plans and programs of specific local and regional authorities to better understand learning opportunities for districts can provide applied strategies can provide applied strategies</td>
</tr>
<tr>
<td>Visions that arise</td>
<td>Implement new program initiatives</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
• **Improved student outcomes:** As previously mentioned, Austin will measure improved student academic, non-academic, and opportunity outcomes at the target schools. We anticipate longer-term life outcomes for affected students as well, including increased adult earnings, a reduction in the probability of incarceration, and improved health outcomes. 

• **Diversified student demographics:** Phase III will track the percentage and number of target schools and students (disaggregated by socioeconomic status) that will be affected by the implementation of the blueprint. Other agreed-upon student demographic benchmarks may be decided upon during the blueprint phase, including diversity of enrollment not only in the school but also within classrooms.
  
  o Assessments will be conducted to determine how the pre-implementation activities positively or adversely affect diversity or educational opportunities available to poor or minority students in other schools within Austin ISD, and how these adverse effects could be mitigated.

• **Potential cost savings:** Potential cost savings from implementing specific strategies outlined in the blueprint will be forecasted.
<table>
<thead>
<tr>
<th>Evidence Base</th>
<th>Knowledge of Action</th>
<th>Parental and Community Support</th>
<th>Theory of Action &amp; Evidence</th>
<th>Pre-Implementation Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Site</strong></td>
<td>1. Explore the process for establishing technical assistance and support for specific programs and initiatives relevant to school improvement. 2. Engage school leadership and community members in a facilitation model. 3. Develop professional development opportunities and resources to support school improvement efforts. 4. Create a school-wide process for identifying and addressing barriers to student success. 5. Implement a comprehensive, multi-tiered system of support.</td>
<td>1. Communicate the importance of school improvement to parents and community members. 2. Engage parents and community members in school improvement activities. 3. Establish a school improvement team. 4. Develop a school improvement plan. 5. Implement and monitor the school improvement plan.</td>
<td>1. Collect pre-test data on student performance. 2. Conduct formative assessments to monitor progress. 3. Implement evidence-based interventions. 4. Monitor and adjust interventions as needed. 5. Conduct summative evaluations.</td>
<td></td>
</tr>
<tr>
<td>Challenge: Ensuring access to the school-level profile (e.g., help for direct, keeping track of student assessments) can help students succeed in their courses.</td>
<td>Access to the school-level profile is required to ensure that students can monitor their progress.</td>
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<tr>
<td>Challenge: Ensuring easy access to the choice process for all students.</td>
<td>Access to the school-level profile is required to ensure that students can monitor their progress.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Challenge: Ensuring easy access to the school-level profile for all students.</td>
<td>Access to the school-level profile is required to ensure that students can monitor their progress.</td>
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</table>

**Potential Solution:**

- Build on existing software.
- Ensure that all families are familiar with the software.
- Provide professional development sessions.
- Conduct training in the software.

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- Ensure that all families are familiar with the software.
- Provide professional development sessions.
- Conduct training in the software.
Leverage Existing Funding Streams

Austin ISD knows that the availability and distribution of financial resources within the district can have an impact on diversity strategy selection. The district has a demonstrated commitment to improving academic achievement at its lowest-performing and high-need schools by increasing SES diversity, as previously discussed through executive leadership support (Superintendent, Board of Trustees) along with the commitment of staff time and local funds. While grant funds will be leveraged to facilitate a multi-pronged community engagement process for example, the district will utilize local funds to establish a centralized office that will be responsible for ensuring alignment among various diversity policies and programs, monitoring progress of these efforts through ongoing data analysis and feedback loops, and serving as an informational hub and point of contact for families.

Austin ISD will also integrate other educational services at the district or school level, and the district will collaborate, to the extent feasible and necessary, with the Texas Education Agency (TEA). For example, Austin ISD recently received a TEA grant to support the launch of a Health Sciences Academy at LBJ High School (a target, SIG school) that is a partnership between the school district, Austin Community College, and Seton Family of Hospitals (a hospital network in the greater Austin area that includes more than 100 clinical locations). Through the use of facilities and staff time to plan for and execute work-based learning activities, Seton will provide an in-kind contribution of approximately $100,000.

Austin ISD has the infrastructure in place to seamlessly coordinate with the over 130 partner organizations providing over $20 million in services to Austin ISD students across the district’s 130 campuses. Supported by the district’s unique Partnership Support division of the Office of Innovation and Development (OID), partner services range from mental health to after school
enrichment. The project will also utilize Austin’s innovative Youth Services Mapping (YSM) system, a web-based information database of the district’s service providers. Envisioned and developed collaboratively by youth service providers, educators, and community planners, YSM allows the sharing of information on and connection to resources and support services for children and youth. Up-to-date content of the system is accomplished by first having schools and service providers register their organizations and enter the major program details and data into YSM. This information is then used to identify and understand the community’s strengths, gaps, and opportunities in order to maximize the potential of community resources.

Through the Resource Development division of OID, Austin’s project will leverage potential partnerships and external resources provided by generous individuals, businesses, and philanthropic partners. Since opening in 2010, OID has led and supported new initiatives in the district, securing more than $50 million from national, regional and local foundations, including Gates Foundation, Michael and Susan Dell Foundation, NoVo Foundation, St. David’s Foundation, and W. K. Kellogg Foundation. A large share of recent fundraising efforts has supported the district’s SEL initiative, which is receiving national recognition for successfully blending public and private funds and achieving positive, measurable student results. OID convenes educational funders twice a year, sharing information about relevant initiatives and Austin ISD priorities.

Establish Linkages with Appropriate Agencies & Organizations

Austin ISD is well-positioned to build upon existing partnerships with appropriate agencies and organizations that provide services to the target population. As detailed below, numerous Austin and Travis County groups are supportive of the district’s proposed efforts to increase socioeconomic diversity in its schools, and these embedded partnerships will provide a
base for the establishment of Blueprint and Pre-Implementation Committee(s) that will collect broad stakeholder input, review findings with appropriate leaders throughout the community, and ensure ongoing needs’ assessments by establishing clear lines of communication and accountability with all stakeholders, including families. Details will evolve during the blueprint process; however, at minimum, the Committee will engage with the Austin ISD Board of Trustees, Austin Mayor and City Council, Travis County leaders, and national thought leaders.

See attachments for letters of support from the following partners:

Government Partners

- **City of Austin**: Mayor Steve Adler has established a Task Force on Institutional Racism to take a comprehensive look at institutional racism and make recommendations by March 2017. The Task Force includes five working groups, including one on Education that Superintendent Dr. Paul Cruz chairs.

- **Travis County**: While Travis County does not have specific statutory involvement in education, Austin ISD has partnered with the county on a number of initiatives. Historically, Travis County has funded out-of-school time programs, including wraparound services provided by Communities in Schools and a host of other partner organizations that serve Austin ISD students.
  - **City of Austin, Travis County and the Austin ISD Joint Subcommittees**: In addition to the history of partnership among the three governmental agencies, four times annually the Joint Subcommittees review progress and set goals for leveraging public resources across agencies in order to expand supports and services. Through this partnership, formalized with an interlocal agreement signed by all three agencies, initiatives such as mentoring and Family Resource Centers have been established.
• **Capital Metropolitan Transportation Authority (Cap Metro):** Cap Metro is Austin’s regional public transportation provider. They have been in existence since 1985 and report more than 31 million boardings each year. Cap Metro will be a key partner as the district confronts the transportation challenge that can arise when executing strategies to create more diverse learning environments.

• **State Elected Official:** State Representative, Gina Hinojosa represents District 49 in the Texas State House of Representatives, which includes Austin ISD’s target schools. Previously the School Board President, Rep. Hinojosa led successful efforts on workers’ rights, advocated and testified at the Legislature in support of increased funding for public education, partnered with the City to secure millions in additional funding for students, and secured the rights and safety of LGBTQ employees and students.

*Non-Profit Partners*

• **Housing Authority of the City of Austin (HACA):** For over 70 years, HACA has strived to serve Austin residents by providing an affordable home and avenues to self-sufficiency. Through the U.S. Housing Act of 1937, which provides public housing authorities, HACA became the first housing authority in the nation to begin construction of a housing development.

• **Community Advancement Network (CAN):** Austin ISD has been a partner member of CAN since its inception 25 years ago, providing significant financial and in-kind support for this partnership of governmental, non-profit, private and faith-based organizations that is leveraging mutual resources to collectively improve social, health, educational, and economic opportunities of Central Texas.
• **Austin Council of PTAs (ACPTA) Executive Board**: Austin Council of PTAs is a membership organization made up of PTA Presidents, Principals, and ACPTA Delegates at schools within the Austin ISD area. They have general membership meetings and provide trainings, workshops, board orientations, and many opportunities to connect with other PTA leaders, the district, and the community in Austin.

*Business Partners*

• **Chambers of Commerce**:
  
  o **Greater Austin Chamber of Commerce (Austin Chamber)**: The Austin Chamber is a private, non-profit, membership-driven organization of over 3,000 business executives, civic organizations, educational institutions, and individuals. The Austin Chamber created Austin Partners in Education in the 1980s to support Austin-area school districts, and they have supported Austin ISD’s strategic and facility master plans.
  
  o **Austin Young Chamber of Commerce (AYC)**: Created in 2009, AYC’s mission is to develop and connect young professionals in Austin to create business, community, and individual success.
  
  o **Greater Austin Asian Chamber of Commerce (GAACC)**: The GAACC is the leading partner for driving local economic growth for businesses with ties to Asia and Asian Americans. Austin ISD has partnered with GAACC to increase contracting opportunities to Asian Pacific American (APA)-owned businesses. We have also assisted with translating materials to Asian languages such as Vietnamese, and supported dual language programs. There are segments of the APA demographic
particularly immigrants from Burma and Nepal attending District 1 schools who need additional support.

**University Partners**

- **Division of Diversity and Community Engagement at the University of Texas at Austin:** Launched in 2007, the Division of Diversity and Community Engagement (DCCE) at UT-Austin is a successful model for integrating diversity into the core mission of a university and integrating community engagement into teaching, research, and service. This partnership will build upon several initiatives currently underway between Austin ISD and DCCE, including the Greater Austin Area My Brother’s Keeper and Project MALES.

- **Huston Tillotson University (HT):** A private, historically black university in Austin, HT serves approximately 1,000 students in a coeducational college of liberal arts and sciences. Their mission is to nurture a legacy of leadership and excellence in education, connecting knowledge, power, passion, and values. HT and Austin ISD have successfully partnered on several collaborations and are both committed to supporting and promoting diversity and closing gaps in student achievement.

**Subject Matter Experts**

- **Intercultural Development Research Association:** For over 40 years, IDRA has provided a wide range of services to schools, communities, and policymakers (both as an organization and as a federally-funded regional equity assistance center) that help ensure educational equity for all students and assists states and school districts in addressing equity issues. Austin ISD has partnered with IDRA through training, coaching, and mentoring for district teachers of ELLs, and the district has used IDRA’s Six Goals of Equity to address concerns surrounding equitable access and opportunity for all students.
Encourage Parental Involvement

Parent and community engagement is not a single step, but rather an ongoing process that will drive and inform Austin’s project. Community engagement is part of Austin’s DNA. Committees of parent and community leaders will drive each phase of the project design (see above), building upon a history of deep and meaningful engagement in Austin ISD decision-making. Outreach efforts will target families from a broad demographic reach and will be made available in accessible formats and other languages.

This project will leverage lessons learned during the recent Facilities Master Plan process, in which the district provided multiple avenues to engage district team members and the community (outside of traditional community meetings), including online surveys, an ambassador program (in which FABPAC members attended community meetings to provide information and seek feedback), community events (i.e. Juneteenth celebration), district events, social media (i.e. Twitter chats), and videos.

Similarly, this project will ensure that community members have multiple ways to express their experiences, concerns, and aspirations, ensuring information provided by the district is clear, correct, and available in multiple forms (i.e. online, by phone, in print) and in languages other than English. Information and a web survey will be placed on a dedicated Diversity by Design section of the district website to provide information on the plan and solicit feedback. The district will host community engagement meetings and attend meetings for regional neighborhood associations to discuss the proposed plan and gather input. We will also collect feedback from campus principals and teachers to inform the refinement of the plan.

Once diversity efforts are in motion, Austin ISD will make information about schools; programs; choice options; and the application, admission and enrollment process accessible to all
families, including making sure the information is clear, correct, and available in multiple forms (e.g. online, by phone, in print) and in languages other than English (e.g. Spanish, Burmese, Arabic). Austin will explore replicating efforts from other pioneering districts where processes are designed with the end user in mind – parents in this case. For example, in Dallas ISD parents are permitted to text a photograph of their magnet or special school application rather than delivering it in person.

**Quality of Project Personnel**

*Employment Applications from Underrepresented Groups*

Austin ISD and its partners fully comply with the nondiscrimination provisions of all federal and state laws, rules, and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention or other personnel action on the grounds of race, religion, national origin, sex, disability, or age. Based on campus demographics, fluency in Spanish will be preferred to facilitate communication with parents. For example, at LBJ High School, 95% of English language learners speak Spanish. Austin ISD will consider the demographics of participating communities and strive to ensure that the applicant pool is consistent with the needs of the schools being served and reflective of the demographics of the student population.

*Summary of Project Team’s Qualifications, including Project Director, Key Project Personnel & Consultants*

A strong team of professionals, including both district- and campus-level employees, research partners, and contractors will be diligent in the needs assessment, blueprint, and pre-implementation processes.

**Project Coordinator:** A full-time Project Coordinator will be housed in Austin ISD’s Office of Teaching and Learning, in the Department of Academics and Social and Emotional
Learning. Lisa Goodnow, Project Director will supervise the Coordinator. The Coordinator will oversee day-to-day operations of grant activities including coordinating committee meetings and other outreach efforts, managing contracts with external partners, and budget development and fiscal management.

Qualified candidates will have a Master’s degree in Education or Public Policy and at least five years of experience in education leadership and policy, ideally working for urban public schools. The candidate will have experience in developing and managing budgets, and possess working knowledge of efforts to improve educational outcomes by increasing socioeconomic diversity in public schools. The ideal candidate will have the ability to act with diplomacy, tact, and discretion to effectively communicate with the professional and academic community along with outside partners. S/he will also have knowledge of systems, processes, structure and data within Austin ISD.

**Key Project Personnel:** In addition to a full-time Project Coordinator, grant funds will support a Research Analyst in the district’s Department of Research and Evaluation (DRE), who will collect and analyze data for the needs assessment and blueprint process, including the development, deployment, and analysis of a survey of District 1 families, lead progress monitoring and evaluation of pre-implementation activities, and assist in required reporting to the Department. Established in 1972 to support program decision and strategic planning in the district, DRE staff of professional researchers and evaluators are well-versed in measurement and research methods, including psychometrics, statistics, study design, logic modeling, and survey design.

Each of the staff members involved is highly-qualified and dedicated to the best possible outcomes for students. (See the Attachments for complete resumes.)
<table>
<thead>
<tr>
<th><strong>Table 6:</strong> Key Project Personnel</th>
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</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
</tr>
</tbody>
</table>
| Paul Cruz                        | Superintendent, Austin ISD                | District leader, Liaison to Board of Trustees | 5% | • Superintendent of Austin ISD, serving more than 83,000 students and 12,000 employees.  
• Under his leadership, Austin ISD’s graduation rate is at an all-time high, and the district is ranked among the best in the country on the Nation’s Report Card.  
• Experience as a teacher, campus administrator, central office administrator, and superintendent in Corpus Christi, San Antonio, and south Texas. |
| TBD                              | TBD Austin ISD                            | Project Coordinator              | 100% | • Experience in education leadership and policy, ideally working for urban public schools.  
• Experience working with stakeholders from diverse backgrounds, including campus and district leaders, parents, community leaders, researchers.  
• Experience managing large contracts and/or federal grants. |
| Lisa Goodnow                     | Executive Director of Academics and Social and Emotional Learning | Project Director – oversee Project Coordinator | 15% | • Supervises 12 sub-departments that consist of Academics, SEL and Multi-Tiered Systems of Support, Fine Arts, Advanced Academics, etc.  
• Responsible for oversight of an annual budget in excess of $27 million.  
• Dr. Goodnow’s expertise is in school leadership and the development of SEL skills for students in poverty. She was the founding principal of an innovative school that served students with significant life and mental health challenges. |
| TBD                              | Research Analyst, Austin ISD              | Research Analyst                 | 100% | • Requires Doctoral degree in statistics, measurement, research design, programming, or other related to program evaluation.  
• Master’s degree in related field plus additional three years may substitute for education requirement.  
• Experience in evaluation, applied research, or similar program evaluation-related field and professional publications preferred. |
| Holly Williams                   | Director, Department of Research and Evaluation, Austin ISD | Evaluation and program reporting – oversee part-time Research Analyst | 10% | • More than 20 years of experience in research and evaluation at the district and state levels.  
• PhD in Educational Psychology, with specialization in Quantitative Methods.  
• Oversees department that conducts nationally recognized research and evaluation of federally, state and locally funded programs in the district, including Educator Quality, SEL, and the Creative Learning Initiative. |
<p>| Mary Thomas                      | Director, State and Federal Accountability, Austin ISD | Financial oversight and financial reporting | 5% | • Responsible for overseeing state and federal grant funds, including over $51 million in federal grants in FY 2016 (Title I, Title II, Title IIIA, IDEA, Career and Technical Basic Grant) |</p>
<table>
<thead>
<tr>
<th>Cont’d</th>
<th>Title</th>
<th>Role in Austin’s Opening Doors Project</th>
<th>% of Time Devoted to Project</th>
<th>Qualifications</th>
</tr>
</thead>
</table>
| Reyne Telles | Executive Director of Communications and Community Engagement, Austin ISD | Marketing, community engagement       | 10%                         | • Responsible for the implementation of the district-wide communication plan, including dissemination of news and information about Austin ISD to appropriate audiences  
• Manages team of assistant directors, divisional managers and staff who oversee communications, public engagement, media production services, translation services, the district’s ombudsman and the website |
| Michelle Wallis | Executive Director, Office of Innovation and Development, Austin ISD | Partnerships & External Resources     | 10%                         | • Facilitate successful public-private partnerships, working collaboratively with multiple stakeholders, including nonprofit partners, public sector organizations, funders, volunteers, parents, and district and campus leaders  
• Lead and support fundraising efforts yielding over $24 million since 2013-14 in support of Austin students |
| Angela Ward | Director of Cultural Proficiency and Inclusiveness (CP&I), Austin ISD | Advisor, support for campuses         | 25%                         | • Implement comprehensive plan collaboratively created for CP&I by Austin ISD employees  
• Develop and deliver anti-racist professional learning for district staff in alignment with cultural proficiency framework, national professional learning and culture standards  
• Liaison with local and state government entities and community organizations |
| Jennifer Jillison Holme | Associate Professor, Department of Educational Administration, UT Austin | Subject matter expert                  | 10%                         | • Research focuses on politics and implementation of educational policy, with a particular focus on relationship among school reform, equity, and diversity in schools  
• PhD in Education Policy  

**Consultants:** The Austin ISD project will rely on external expertise through a variety of contracted services, including but not limited to outreach efforts, including marketing and community engagement, professional development, and the development of parent-facing tools.

In accordance with Austin ISD contracts and procurements policies and procedures, competitive solicitations such as Requests for Proposals (RFPs) valued at over $25,000 are advertised under the Texas Education Code 44.031 in the Austin American-Statesman for one day a week for two weeks on a Tuesday. Solicitations for non-construction related procurements
are posted on the Contracts and Procurements Services webpage during the RFP/proposal submission period (more or less than 30 days), and submitted proposals will be reviewed by an evaluation team that includes staff from Austin ISD’s Office of Teaching and Learning, Department of Research and Evaluation, and the Office of Communications and Community Engagement. During the evaluation process, the team may require any and all vendors to give an oral presentation to clarify or elaborate on their proposal. If a contract is greater than $100,000, the evaluation team will then submit their recommendation of award to be included in a scheduled Austin ISD Board of Trustees meeting agenda to receive Board approval. A signed agreement by the vendors will be due before the Board meeting. Finally, if deemed necessary, the board-approved contractor will then submit a data sharing agreement application to be reviewed and approved by the Department of Research and Evaluation.

**Quality of the Management Plan**

*Management Plan*

Utilizing existing organizational and operational structures, the goals and objectives established can be achieved in the 24-month grant timeline with efficacy, efficiency, and sustainability. Austin ISD commits our facilities, personnel, resources, and active participation to ensure the success of the project. As a recipient of previous, competitive federal grants, such as the Safe Schools, Healthy Students (2007-2012), Teacher Incentive Fund (2010-2015) and the Professional Development for Arts Educators (2014-16) grants, Austin ISD has administrative, programmatic, fiscal, management, and evaluation systems in place that meet the highest standards of accountability. A strong team of professionals, including district-level employees and contracted partners, will be diligent in the operation of a high-quality project.
Table 7 illustrates the management plan to achieve the objectives of the project and includes clearly-defined responsibilities, timelines, and milestones. Although Austin ISD anticipates a grant period start date of July 1, 2017, activities will be underway beginning in Spring 2017 that will be bolstered with an infusion of funds and continued through the end of academic year (AY) 2018-19. The anticipated timeline allows for a broad and deep community engagement process followed by the piloting of diversity strategies by January 2019 when Austin ISD families submit school choice applications.

**Table 7: Management Plan – Milestones, Activities, Responsibilities, Timelines**

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Activity</th>
<th>Responsibility</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase I: Blueprint: Needs Assessment (Spring/Summer 2017)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creation of SES Integration Needs Assessment Committee</td>
<td>Recruit members with diverse perspectives</td>
<td>Office of Teaching and Learning, DRE</td>
<td>By May 31, 2017</td>
</tr>
<tr>
<td>Hiring of Key Project Staff</td>
<td>Job descriptions for Project Coordinator and Research Analyst posted; highly-qualified person identified; interviews held; selections made.</td>
<td>Office of Teaching and Learning, DRE</td>
<td>By August 1, 2017</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>Identify and analyze relevant data, define needs of target groups, and evaluate the cause and extent of identified needs.</td>
<td>Research Analyst, Project Coordinator</td>
<td>By August 1, 2017</td>
</tr>
<tr>
<td>Presentation of Preliminary Findings to Committee</td>
<td>Present findings from data analysis in report form with preliminary priorities for each concern</td>
<td>Research Analyst, Project Coordinator, Committee</td>
<td>By August 31, 2017</td>
</tr>
<tr>
<td>Procurement of Necessary Contracts</td>
<td>In accordance with district contracts and procurements policies and procedures, finalize contracted services for Year 1 of the grant.</td>
<td>Project Coordinator</td>
<td>By August 31, 2017</td>
</tr>
<tr>
<td><strong>Phase II: Blueprint: Identify Solutions (AY 2017-18)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation of Needs Assessment to Board of Trustees</td>
<td>Finalize Needs Assessment, including Needs Statement &amp; Theory of Change and present to Austin ISD Board of Trustees</td>
<td>Research Analyst, Project Coordinator, Committee Leaders</td>
<td>By October 31, 2017</td>
</tr>
<tr>
<td>Creation of Blueprint Committee</td>
<td>Expand membership of Needs Assessment Committee to include representatives from relevant agencies</td>
<td>Project Coordinator, Committee</td>
<td>By October 31, 2017</td>
</tr>
<tr>
<td>Blueprint Committee Meetings</td>
<td>Convene on an ongoing basis to establish measurable goals and solutions and approaches based on blueprint findings.</td>
<td>Project Coordinator, Committee</td>
<td>Bi-monthly for first 3 months, monthly thereafter</td>
</tr>
<tr>
<td>Development of Survey of Parents in District 1</td>
<td>Leveraging promising practices of other districts, develop survey of District 1</td>
<td>Research Analyst</td>
<td>By November 30, 2017</td>
</tr>
<tr>
<td>Milestone</td>
<td>Activity</td>
<td>Responsibility</td>
<td>Timeline</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>---------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Deployment of Survey</td>
<td>Conduct survey online, in person, by phone, in print. Attend district and campus-level events to increase participation.</td>
<td>Research Analyst</td>
<td>December 2017 – February 2018</td>
</tr>
<tr>
<td>Analysis of Survey</td>
<td>Analyze survey results and produce report. Published to Austin ISD website.</td>
<td>Research Analyst</td>
<td>By March 2018</td>
</tr>
<tr>
<td>Community Collaboration Events</td>
<td>Facilitate a series of community collaboration events that are chaired by a community member.</td>
<td>Consultant, Community Leader, Project Coordinator</td>
<td>Ongoing – at least 5 meetings – proposed schedule, monthly beginning in September</td>
</tr>
<tr>
<td>Stakeholder Convenings</td>
<td>Convene groups of stakeholders to better understand challenges and brainstorm solutions. Identify federal, state, local resources needed to implement each strategy.</td>
<td>Consultant, Project Coordinator</td>
<td>Ongoing – at least 5 meetings – proposed schedule, monthly beginning in September</td>
</tr>
<tr>
<td>Site Visits</td>
<td>Key staff, parents, and community members visit up to three other districts implementing diversity strategies</td>
<td>Project Coordinator, Key District Staff, Campus Staff, Parents, Community Members</td>
<td>At least 3 site visits by March 2018</td>
</tr>
<tr>
<td>Presentation of Blueprint to Community</td>
<td>Facilitate meetings with community members to provide feedback on the draft blueprint</td>
<td>Consultant, Project Coordinator</td>
<td>March 2018</td>
</tr>
<tr>
<td>Presentation of Blueprint to Board</td>
<td>Present blueprint and key findings from surveys, community collaboration events, stakeholder convenings, and site visits.</td>
<td>Project Coordinator, Research Analyst, Committee Leaders</td>
<td>April 2018</td>
</tr>
<tr>
<td>Finalization of Blueprint</td>
<td>Integrate feedback from the Board and finalize Blueprint for submission to USDE. Publish on Austin ISD website.</td>
<td>Project Coordinator, Research Analyst, Committee</td>
<td>May 2018</td>
</tr>
<tr>
<td>Reporting to USDE</td>
<td>Submit timely programmatic and financial reports to U.S. Department of Education</td>
<td>Project Coordinator, Research Analyst,</td>
<td>June 2018</td>
</tr>
</tbody>
</table>

**Phase III: Pre-Implementation (AY 2018-19)**

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Activity</th>
<th>Responsibility</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development</td>
<td>Provide PD for District 1 school leadership teams, including at least 4.5 days of intensive race/equity lens PD, and followed up with leadership planning x 6 months</td>
<td>Consultant, Project Coordinator, School Leadership Teams</td>
<td>Summer 2018 Ongoing</td>
</tr>
<tr>
<td>Procurement of Necessary Contracts</td>
<td>In accordance with district contracts and procurements policies and procedures, finalize contracted services for Year 2 of the grant.</td>
<td>Project Coordinator</td>
<td>By July 1, 2018</td>
</tr>
<tr>
<td>Marketing Campaign</td>
<td>Conduct a marketing campaign that highlights special programs currently in the district that are aimed at increasing SES</td>
<td>Consultant, Project Coordinator</td>
<td>July-August 2018</td>
</tr>
<tr>
<td><strong>Creation of Centralized Office of Diversity Programs</strong></td>
<td>Establish a centralized office to coordinate all of the district’s SES diversity programs.</td>
<td>Superintendent</td>
<td>July/August 2018</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
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</tr>
<tr>
<td><strong>Pilot Innovation School Application Program</strong></td>
<td>Explore the process for establishing an Innovation School program like Dallas ISD and consider rolling out an application for school leaders, teachers, and community leaders to apply to.</td>
<td>Project Coordinator, Central Office of Diversity Programs</td>
<td>Fall 2018</td>
</tr>
<tr>
<td><strong>Centralized Application Process</strong></td>
<td>Pilot</td>
<td>Project Coordinator, Central Office of Diversity Programs, Office of Student Services and Records</td>
<td>Pilot for transfer window: January 1-31, 2019</td>
</tr>
<tr>
<td><strong>Evaluation of Activities</strong></td>
<td>Based on the evaluation plan developed internally and approved by district leaders, and if necessary reviewed by the Board, collaborate with program staff and district leaders to examine pre-implementation processes such as, collecting enrollment data, feedback from stakeholders (parents, staff, etc.) via survey or focus groups.</td>
<td>Research Analyst, Project Coordinator</td>
<td>Ongoing – Culminate in written report by May 31, 2019</td>
</tr>
<tr>
<td><strong>Documentation and Dissemination of Promising Practices</strong></td>
<td>Publish Evaluation Report on Austin ISD website. Consider other ways to disseminate knowledge, including presentations at conferences, collaboration with research partners to submit to peer-reviewed journals.</td>
<td>Research Analyst, Project Coordinator</td>
<td>By June 15, 2019</td>
</tr>
<tr>
<td><strong>Reporting to USDE</strong></td>
<td>Submit timely programmatic and financial reports to U.S. Department of Education</td>
<td>Project Coordinator, Research Analyst</td>
<td>By June 30, 2019</td>
</tr>
</tbody>
</table>

**Diversity of Perspectives**

A diversity of perspectives will be brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, and recipients of services. During each phase of the project, steering committees of diverse membership will help ensure Austin ISD builds a collective understanding of how diversity plans advance equity for the district and region as a whole, and why this is an important goal. Engaging community members in authentic dialogue will create a way for the community to share resources, educational opportunities, and ownership more effectively for the benefit of all students and the community. As members of the steering committees and targeted in other blueprint activities, the proposed project will involve policymakers, scholars, business
and philanthropic leaders, with the knowledge that these partners likely provide essential resources (e.g., research and data, subject-matter expertise, volunteer support, meeting space, financial resources, and credible relationships with various community members).

During the Pre-Implementation Phase, the proposed project will empower not only school staff but also community members as key players in the Innovation School application process. Professional development during the Pre-Implementation phase will first focus on school leadership teams, acknowledging the role principals, assistant principals, and counselors play in creating inclusive school environments. Through high-quality, evidence-based PD, these teams will better understand the impact of race on student learning and investigate the role that racism plays in institutionalizing academic achievement disparities. After the grant period, Austin ISD is committed to sustaining an inclusive environment with ongoing professional development for all district employees in cross-cultural competency, mitigating implicit bias, and opening access to advanced coursework within schools.

**Adequacy of Resources**

The funds requested as part of Austin ISD’s application include costs associated with personnel – one staff person to manage grant activities and another to lead the evaluative components of the project (survey, ongoing evaluation of implementation). In Year 1 of the project, grant funds will support costs associated with the community engagement process and staff and community members’ travel to districts implementing diversity efforts. In Year 2, grant funds will support pre-implementation activities, including planning and implementation funds for an Innovation School application program and contracts for a marketing campaign, user-centered design enhancements to existing systems (including website and a centralized application software), and professional development.
In estimating the costs associated with grant-funded activities, Austin ISD consulted with subject matter experts, other pioneering districts (e.g. Denver Public Schools), and key district staff (e.g. Director of Cultural Proficiency and Inclusiveness provided cost estimates for race and equity-focused professional development).

Grant funds will be well-supported and positioned for success by building upon existing structures, high-level commitment to the project, and staff time. Specifically, the project will leverage the time and knowledge of existing Austin ISD staff (see Table 6), subject matter expert, Dr. Jennifer Holme, and an engaged group of local community leaders. Embedded within the district’s Department of Research and Evaluation, the Research Analyst will have access to all necessary data and existing systems for parent and community outreach (e.g. online Annual Parent Survey). Local funds will also support the creation of a centralized office dedicated to the coordination of the district’s SES diversity programs. The district will provide facility space not only for additional staff but also the myriad community engagement activities. The team in Austin – including the Project Coordinator and Research Analyst, and in-kind contributions of existing staff people’s time – will facilitate community outreach and management of the federal grant. Taken together, Austin ISD will provide enough resources to complete the project as proposed.
Optional Attachment: Opening Doors and Expanding Opportunities in Austin ISD

Attachment – Supplemental Information

1) Letters of Support

   Government Partners
   
   a. City of Austin
   b. Travis County – Judge Eckhardt
   c. Capital Metropolitan Transportation Authority
   d. State Representative Gina Hinojosa

   Non-Profit Partners
   
   a. Housing Authority of the City of Austin
   b. Community Advancement Network
   c. Austin Council of PTAs Executive Board

   Business Partners
   
   a. Greater Austin Chamber of Commerce
   b. Austin Young Chamber of Commerce
   c. Greater Austin Asian Chamber of Commerce

   University Partners
   
   a. Division of Diversity and Community Engagement at the University of Texas at Austin
   b. Huston Tillotson University

   Subject Matter Experts
   
   a. Intercultural Development Research Association

2) Map: AISD District 1 – Race Demographics by Census Tract

3) Works Cited
Patrick Rooney, Deputy Director  
Office of Elementary and Secondary Education – Office of State Support  
U.S. Department of Education  
400 Maryland Avenue, SW Room 3W242  
Washington, DC 20202

Re: Opening Doors, Expanding Opportunities Grant Program (84.377C)

Dear Mr. Rooney:

I am pleased to support the Austin Independent School District (Austin ISD) in its application to the U.S. Department of Education Opening Doors, Expanding Opportunities Grant Program. Recently deemed the most economically segregated city in the United States, I applaud Austin’s proposed efforts to increase socioeconomic diversity and improve the achievement of students in its lowest-performing schools. I am excited about the opportunity to work with Austin ISD as it prepares to implement innovative, effective, ambitious, comprehensive and locally-driven strategies to create more diverse learning environments that serve as engines of social mobility.

Our community and locally elected officials work very closely with Austin ISD and we look forward to continued partnership with Austin ISD to improve diversity and student achievement in persistently low-performing schools. We know that current inequities can have detrimental impacts on children and communities. Yet we also know that Austin is well-positioned to confront these challenges through a thoughtful and well-developed blueprint for action that will serve as a resource not only for local and state policy action but also for other communities considering similar approaches.

I offer my wholehearted support of Austin ISD’s efforts to secure an Opening Doors, Expanding Opportunities Grant.

Sincerely,

Steve Adler  
Mayor of Austin, Texas
24 January 2017

Patrick Rooney, Deputy Director
Office of Elementary and Secondary Education – Office of State Support
U.S. Department of Education
400 Maryland Avenue, SW Room 3W242
Washington, DC 20202

Re: Opening Doors, Expanding Opportunities Grant Program (84.377C)

Dear Mr. Rooney:

I am thrilled to support the Austin Independent School District (Austin ISD) in its application to the U.S. Department of Education Opening Doors, Expanding Opportunities Grant Program. Recently deemed the most economically segregated city in the United States, I applaud Austin’s proposed efforts to increase socioeconomic diversity and improve the achievement of students in its lowest-performing schools. I am excited about the opportunity to work with Austin ISD as it prepares to implement innovative, effective, ambitious, comprehensive and locally-driven strategies to create more diverse learning environments that serve as engines of social mobility.

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I offer my wholehearted support of Austin ISD’s efforts to secure an Opening Doors, Expanding Opportunities Grant.

(Signed)

Sarah Eckhardt
Travis County Judge
Patrick Rooney, Deputy Director  
Office of Elementary and Secondary Education – Office of State Support  
U.S. Department of Education  
400 Maryland Avenue, SW Room 3W242  
Washington, DC 20202  

Re: Opening Doors, Expanding Opportunities Grant Program (84.377C)  

Dear Mr. Rooney:  

Capital Metropolitan Transportation Authority (Capital Metro) is pleased to support Austin Independent School District (Austin ISD) in their application to the U.S. Department of Education Opening Doors, Expanding Opportunities Grant Program. Recently deemed the most economically segregated city in the United States, we applaud Austin’s proposed efforts to increase socioeconomic diversity and improve the achievement of students in its lowest-performing schools. We are excited about the opportunity to partner with Austin ISD as they prepare to implement innovative, effective, ambitious, comprehensive and locally-driven strategies to create more diverse learning environments that serve as engines of social mobility.  

We look forward to continued partnership with Austin ISD to improve diversity and student achievement in persistently low-performing schools. We know that Austin is well-positioned to confront these challenges through a thoughtful and well-developed blueprint for action that will serve as a resource not only for local and state policy action but also for other communities considering similar approaches.  

Capital Metro offers its support of Austin ISD’s efforts to secure an Opening Doors, Expanding Opportunities Grant. I look forward to hearing news of a successful proposal, and anticipate enthusiastically ways in which Capital Metro will be able to be involved as the project develops.  

Sincerely,  

[Signature]  

Gerardo Castillo  
Senior Vice-President & Chief of Staff  
Capital Metro
Patrick Rooney, Deputy Director
Office of Elementary and Secondary Education – Office of State Support
U.S. Department of Education
400 Maryland Avenue, SW Room 3W242
Washington, DC 20202

Re: Opening Doors, Expanding Opportunities Grant Program (84.377C)

1 February 2017

Dear Mr. Rooney:

I am pleased to support the Austin Independent School District (Austin ISD) in its application to the U.S. Department of Education Opening Doors, Expanding Opportunities Grant Program. Recently deemed the most economically segregated city in the United States, I applaud Austin’s proposed efforts to increase socioeconomic diversity and improve the achievement of students in its lowest-performing schools. I am excited about the opportunity to work with Austin ISD as it prepares to implement innovative, effective, ambitious, comprehensive and locally-driven strategies to create more diverse learning environments that serve as engines of social mobility.

Our community and locally elected officials work very closely with Austin ISD and we look forward to continued partnership with Austin ISD to improve diversity and student achievement in persistently low-performing schools. We know that current inequities can have detrimental impacts on children and communities. Yet we also know that Austin is well-positioned to confront these challenges through a thoughtful and well-developed blueprint for action that will serve as a resource not only for local and state policy action but also for other communities considering similar approaches.

I offer my wholehearted support of Austin ISD’s efforts to secure an Opening Doors, Expanding Opportunities Grant.

Sincerely,

(b)(6)

Rep. Gina Hinojosa
State House District 49
February 9, 2017

Patrick Rooney, Deputy Director
Office of Elementary and Secondary Education – Office of State Support
U.S. Department of Education
400 Maryland Avenue, SW Room 3W242
Washington, DC 20202

Re: Opening Doors, Expanding Opportunities Grant Program (84.377C)

Dear Mr. Rooney:

The Housing Authority of the City of Austin (HACA) is pleased to support the Austin Independent School District (Austin ISD) in their application to the U.S. Department of Education Opening Doors, Expanding Opportunities Grant Program. Recently deemed one of the most economically segregated cities in the United States, we applaud Austin’s proposed efforts to increase socioeconomic diversity and improve the achievement of students in its lowest-performing schools. We are excited about the opportunity to partner with Austin ISD as they prepare to implement innovative, effective, ambitious, comprehensive and locally-driven strategies to create more diverse learning environments that serve as engines of social mobility.

Founded in 1937, HACA seeks to cultivate sustainable affordable housing communities and partnerships that inspire self-reliance, growth, and optimism. HACA ensures quality housing and supportive services exist for low-income individuals and families in the Austin area to break the poverty cycle and serve as a catalyst for residents to become economically self-sufficient. We look forward to our continued partnership with Austin ISD to improve student achievement in persistently low-performing schools located in areas that serve HACA youth.

Again, we enthusiastically support this initiative and look forward to hearing news of a successful proposal, and look forward to working with Austin ISD as the project develops. If you need additional information, please feel free to contact Dr. Linelle Clark-Brown at (512) 767-77793 or grants@hacanet.org.

(b)(6)

/ Michael G. Gerber
President and CEO
January 26, 2017

Patrick Rooney, Deputy Director
Office of Elementary and Secondary Education – Office of State Support
U.S. Department of Education
400 Maryland Avenue, SW Room 3W242
Washington, DC 20202

Re: Opening Doors, Expanding Opportunities Grant Program (84.377C)

Dear Mr. Rooney:

The Community Action Network (CAN) is writing in support of the Austin Independent School District’s (Austin ISD) application for the Opening Doors, Expanding Opportunities Grant Program. We applaud Austin ISD’s proposed efforts to increase socioeconomic diversity and improve the achievement of students in its lowest-performing schools. We are excited about the opportunity to partner with Austin ISD as they prepare to implement innovative and comprehensive strategies to create diverse learning environments that serve as engines of social mobility.

Austin ISD has been a partner member of CAN since its inception 25 years ago, providing significant financial and in-kind support for this partnership that aims to expand equity and opportunity through collaborative action. The CAN community dashboard tracks key socio-economic indicators in order to identify opportunities for collective impact, particularly in areas of concentrated poverty. The schools targeted in Austin ISD’s grant proposal are located in areas having higher concentrations of poverty where, research indicates, families face higher crime rates and high school drop-out rates, greater mental and physical health challenges and financial and food insecurity.

We know that current inequities can have detrimental impacts on children and communities. Yet we also know that Austin is well-positioned to confront these challenges through a thoughtful and well-developed blueprint for action that will serve as a resource not only for local and state policy action but also for other communities considering similar approaches. Austin ISD’s commitment to the CAN partnership and other vital collaborations will greatly enhance its ability to deliver on the proposals outlined in their application.

We offer our wholehearted support to Austin ISD’s efforts to secure an Opening Doors, Expanding Opportunities Grant. Your thoughtful consideration of this proposal and the brief comments I’ve shared are greatly appreciated!

Sincerely,

(b)(6)

Raul Alvarez,
CAN Executive Director
ralvarez@canatx.org
Patrick Rooney, Deputy Director  
Office of Elementary and Secondary Education – Office of State Support  
U.S. Department of Education  
400 Maryland Avenue, SW Room 3W242  
Washington, DC 20202  

Re: Opening Doors, Expanding Opportunities Grant Program (84.377C)  

Dear Mr. Rooney:  

The Austin Council of PTAs (ACPTA) Executive Board is pleased to support Austin Independent School District (Austin ISD) in their application to the U.S. Department of Education Opening Doors, Expanding Opportunities Grant Program. Recently deemed the most economically segregated city in the United States, we applaud Austin’s proposed efforts to increase socioeconomic diversity and improve the achievement of students in its lowest-performing schools. We are excited about the opportunity to partner with Austin ISD as they prepare to implement innovative, effective, ambitious, comprehensive and locally-driven strategies to create more diverse learning environments that serve as engines of social mobility.  

The Austin Council of PTAs has a long and successful history of partnership with Austin ISD. Our members include PTA Presidents, Principals and delegates (both parents and staff members) at schools throughout Austin ISD. We exist to support parent engagement at all schools, and we have deep experience with work to engage parents from a wide variety of communities and backgrounds.  

The district and council work closely together to engage parents in schools, to ensure that district communication reaches our diverse parent community in a meaningful way, and to help the district understand the needs and concerns of parents across the district. Our engagement with parents includes regular meetings – both district-wide and in smaller neighborhood groups – as well as training for PTA leaders and routine communication via email and by word of mouth through parents who serve as leaders on campus. That creates a powerful network with powerful knowledge that can be used to support this project.  

If this grant is awarded, the Austin Council of PTAs can support Austin ISD in three key ways:  

- **Communication**  
  This process contemplates input from parents about school climate, culture and parent engagement.  
  
  ACPTA could support that work by encouraging parents to complete AISD surveys and share their opinions with the district and the committee that is working on this issue. ACPTA can also share information about this project through programming at our district-wide meetings and through our district-wide newsletters and networks.  

- **Connection**  
  This project includes a strong element of community engagement, which will require meaningful input from parents about both existing and proposed programs.
ACPTA can work with the district to ensure that the family engagement elements of this project are well-designed to reach the parents throughout the AISD community, including parents in District 1. A wide variety of strategies is needed to truly connect with the widest possible number of parents, and the ACPTA has valuable experience and knowledge to share.

- **Participation**
  The district proposes an SES Integration Needs Assessment Committee to evaluate needs and assist with the process. That will be followed by a Blueprint Committee to turn ideas into a plan for action. As described, it would be a body like the DAC or FABPAC made of community stakeholders, including parents.

  ACPTA could support that work by providing knowledgeable committee members – something we do routinely for Austin ISD committees. We could also share requests from the committee for engagement and input from the diverse community of AISD parents.

We look forward to continued partnership with Austin ISD to improve diversity and student achievement in persistently low-performing schools. We know that current inequities can have detrimental impacts on children and communities. Yet we also know that Austin is well-positioned to confront these challenges through a thoughtful and well-developed blueprint for action that will serve as a resource not only for local and state policy action but also for other communities considering similar approaches.

On behalf of the Austin Council of PTAs (ACPTA) Executive Board, I offer my wholehearted support of Austin ISD’s efforts to secure an Opening Doors, Expanding Opportunities Grant. I look forward to hearing news of a successful proposal, and anticipate enthusiastically ways in which ACPTA will be able to be involved as the project develops.

Sincerely,

(b)(6)

Ascension Hajibashi
*President Austin Council of PTAs*
2/9/2017

Patrick Rooney, Deputy Director
Office of Elementary and Secondary Education – Office of State Support
U.S. Department of Education
400 Maryland Avenue, SW Room 3W242
Washington, DC 20202

Re: Opening Doors, Expanding Opportunities Grant Program (84.377C)

Dear Mr. Rooney:

On behalf of our 2,800 members, the Greater Austin Chamber of Commerce is pleased to support the Austin school district application to the U.S. Department of Education 'Opening Doors, Expanding Opportunities' Grant Program. We applaud Austin ISD’s proposed efforts to improve the achievement of students in its lowest-performing schools and determine ways to add socioeconomic diversity. This needs to be really well-planned and thought out.

The Austin Chamber created Austin Partners in Education back in the 1980s to support each district. We have been major supporters of the school district success in creating a strategic plan, a master facility plan, focused tutoring to improve college/career readiness and in developing high quality efforts to improve direct to college enrollment. We trumpet its success in the NAEP and are proud that 94% of students in Travis County attend public schools. We also try to be there when the district attempts tough stuff. This qualifies.

With solid planning, Austin could be well-positioned to address these challenges. A thoughtful and well-developed blueprint for action could serve as a resource not only for local and state policy action but also for other communities considering similar approaches.

I look forward to hearing news of a successful proposal.

Sincerely,

Michael W. Rollins, President
Leadership – Openness – Opportunity – Growth – Community

Mission: To develop and connect young professionals in Austin to create business, community and individual success.

Patrick Rooney, Deputy Director
Office of Elementary and Secondary Education – Office of State Support
U.S. Department of Education
400 Maryland Avenue, SW Room 3W242
Washington, DC 20202

Re: Opening Doors, Expanding Opportunities Grant Program (84.377C)

Dear Mr. Rooney:

The Austin Young Chamber of Commerce is pleased to support Austin Independent School District (Austin ISD) in their application to the U.S. Department of Education Opening Doors, Expanding Opportunities Grant Program. Recently deemed the most economically segregated city in the United States, we applaud Austin’s proposed efforts to increase socioeconomic diversity and improve the achievement of students in its lowest-performing schools. We are excited about the opportunity to partner with Austin ISD as they prepare to implement innovative, effective, ambitious, comprehensive and locally-driven strategies to create more diverse learning environments that serve as engines of social mobility.

We have been a community partner with AISD for 2 years. This organization has worked with our members to provide opportunities to tour facilities, engage on policy, and educate on the district. Our mission is to connect and empower the next generation of Austin leaders. Their stewardship is critical.

We look forward to continued partnership with Austin ISD to improve diversity and student achievement in persistently low-performing schools. We know that current inequities can have detrimental impacts on children and communities. Yet we also know that Austin is well-positioned to confront these challenges through a thoughtful and well-developed blueprint for action that will serve as a resource not only for local and state policy action but also for other communities considering similar approaches.
Leadership – Openness – Opportunity – Growth – Community

**Mission:** To develop and connect young professionals in Austin to create business, community and individual success.

On behalf of the Austin Young Chamber of Commerce, I offer my wholehearted support of Austin ISD's efforts to secure an Opening Doors, Expanding Opportunities Grant. I look forward to hearing news of a successful proposal, and anticipate enthusiastically ways in which the Austin Young Chamber of Commerce will be able to be involved as the project develops.

Sincerely,

Adam Flagg

2017 Chair of the Board for the Austin Young Chamber of Commerce
January 18, 2017

Patrick Rooney, Deputy Director
Office of Elementary and Secondary Education – Office of State Support
U.S. Department of Education
400 Maryland Avenue, SW Room 3W242
Washington, DC 20202

Re: Opening Doors, Expanding Opportunities Grant Program (84.377C)

Dear Mr. Rooney:

GAACC supports Austin Independent School District (Austin ISD) in their application to the U.S. Department of Education Opening Doors, Expanding Opportunities Grant Program. Recently deemed the most economically segregated city in the United States, Austin is looking at many ways to lose this rating. Improving the achievement of students in its lowest-performing schools has much potential.

We stand ready to partner with Austin ISD as they prepare to implement locally-driven innovative strategies to create more learning environments that can power social mobility. Austin is well-positioned to create a thoughtful and well-developed blueprint for action that will serve as a resource not only for local and state policy action but also for other communities considering similar approaches.

GAACC is the voice for the Asian Pacific American (APA) business community in Central Texas. Austin ISD has partnered with GAACC to increase contracting opportunities to APA owned businesses. We have also assisted with translating materials to Asian languages such as Vietnamese, and supported dual language programs. There are segments of the APA demographic particularly immigrants from Burma and Nepal attending District 1 schools who need additional support.

We thank you for consideration of Austin ISD’s application and look forward to news of acceptance.

Very truly yours,

[b][6]

Marina Bhargava
January 30, 2017

Patrick Rooney, Deputy Director
Office of Elementary and Secondary Education – Office of State Support
U.S. Department of Education
400 Maryland Avenue, SW Room 3W242
Washington, DC 20202

Dear Mr. Rooney:

The Division of Diversity and Community Engagement (DDCE) at The University of Texas at Austin is proud to support the Austin Independent School District (Austin ISD) in its application to the U.S. Department of Education Opening Doors, Expanding Opportunities Grant Program. At the DDCE, it’s our goal to foster and support an inclusive community that advances an open and robust learning environment built upon a free exchange of ideas.

The division applauds Austin ISD for its commitment to building a diverse culture and working to increase the socioeconomic diversity of its schools and student populations. Like Austin ISD, UT Austin also believes that a diverse student body is indispensable and provides students with a broader understanding of themselves and the world. The benefits of diversity – cross-racial understanding, breakdown of stereotypes – increased student participation – are invaluable.

If funded, this grant would enable AISD to implement innovative and comprehensive strategies to further diversify their schools and would support initiatives already in development under the leadership of superintendent, Dr. Paul Cruz. We are excited about the opportunity to increase our involvement with Austin ISD especially as it concerns initiatives which are near to both of our organizations – Project MALES, the Greater Austin Area My Brother’s Keeper and a number of additional partnerships housed within the Longhorn Center for Academic Excellence.

The Division of Diversity and Community Engagement offers its total support as Austin ISD works to secure an Opening Doors, Expanding Opportunities Grant. With a thorough plan that will serve our entire community, we look forward to hearing news of a successful application process.

Sincerely,

[Signature]

Dr. Gregory J. Vincent
Vice President for Diversity and Community Engagement
W. K. Kellogg Professor of Community College Leadership
Professor of Law
Patrick Rooney, Deputy Director
Office of Elementary and Secondary Education – Office of State Support
U.S. Department of Education
400 Maryland Avenue, SW Room 3W242
Washington, DC 20202

Re: Opening Doors, Expanding Opportunities Grant Program (84.377C)

Dear Mr. Rooney:

Huston Tillotson University is pleased to support Austin Independent School District (Austin ISD) in their application to the U.S. Department of Education Opening Doors, Expanding Opportunities Grant Program. Recently deemed the most economically segregated city in the United States, we applaud Austin’s efforts to increase socioeconomic diversity and improve the achievement of students in its lowest-performing schools. We are excited about the opportunity to partner with Austin ISD as they work to implement innovative, effective, ambitious, comprehensive and locally-driven strategies to create more diverse learning environments that serve as engines of social mobility.

We are very pleased with our collaborations with Austin ISD. We have successfully partnered on several collaborations with the district joining forces providing information, designing strategies and techniques and removing barriers for students and teachers to maximize their potential and productively impact the community.

Our missions are aligned and therefore we are deeply committed to our partnership with Austin ISD. Two of our joint institutional commitments are to supporting and promoting diversity and closing gaps in student achievement primarily in persistently low-performing schools. We know that current inequities have detrimental impacts on our youth and our communities. Austin is well-positioned to confront these challenges through a thoughtful and well-developed blueprint for action. Austin is a city with a proven commitment to embracing policy action to address the challenges and serving as a resource and model for other communities considering similar approaches. Your investment in their proposal will support this work.

On behalf of Huston Tillotson University, I offer my wholehearted support of Austin ISD’s efforts to secure an Opening Doors, Expanding Opportunities Grant. I look forward to hearing news of a successful proposal, and anticipate enthusiastically ways in which our University can be a part of this very important work.

Colette Pierce Burnette
President & CEO
February 1, 2017

Patrick Rooney, Deputy Director
Office of Elementary and Secondary Education
Office of State Support
U.S. Department of Education
400 Maryland Avenue, SW Room 3W242
Washington, DC 20202

Re: Opening Doors, Expanding Opportunities Grant Program (84.377C)

Dear Mr. Rooney:

The Intercultural Development Research Association is pleased to support Austin Independent School District (Austin ISD) in their application to the U.S. Department of Education Opening Doors, Expanding Opportunities Grant Program. Recently deemed the most economically segregated city in the United States, we applaud Austin’s proposed efforts to increase socioeconomic diversity and improve the achievement of students in its lowest-performing schools. We are excited about the opportunity to partner with Austin ISD as they prepare to implement innovative, effective, ambitious, comprehensive and locally-driven strategies to create more diverse learning environments that serve as engines of social mobility.

For over 40 years, IDRA has provided a wide range of services to schools, communities and policymakers—both as an organization and as the federally-funded regional equity assistance center—that help ensure educational equity for all students and assists states and school districts in addressing equity issues such as race, sex, religion, and national origin. In the past decade, our equity assistance has included providing training, coaching and mentoring for Austin ISD teachers of English Learner students at low-performing school and its International High School. Our Six Goals of Equity has also been used by Austin ISD to help address its deep concerns surrounding equitable access and opportunity for all students.

We look forward to continued partnership with Austin ISD to improve diversity and student achievement in persistently low-performing schools. Austin is well-positioned to confront its equity challenges through a thoughtful and well-developed blueprint for action that will serve as a resource not only for local and state policy action but also for other communities.

On behalf of IDRA, I offer my full support of Austin ISD’s efforts to secure an Opening Doors, Expanding Opportunities Grant. I look forward to hearing news of a successful proposal, and collaborating with the district on ways that IDRA may be most helpful.

Sincerely,

(b)(6)

Dr. Maria Robledo Montecel
President & CEO
Works Cited


xi Potter, Quick, and Davies, “A new wave of school integration: Districts and charters pursuing socioeconomic Diversity.”; Mickelson and Bottia, “Integrated Education and Mathematics Outcomes: A Synthesis of Social Science Research.”
Reardon, Sean, and Ann Owens. “60 Years After Brown: Trends and Consequences of School Segregation.”


Ibid.


Other Attachment File(s)

*Mandatory Other Attachment Filename: Resumes_A10D.pdf

Add Mandatory Other Attachment  Delete Mandatory Other Attachment  View Mandatory Other Attachment

To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Optional Other Attachment  Delete Optional Other Attachment  View Optional Other Attachment
**Required Attachment:** Opening Doors and Expanding Opportunities in Austin ISD

Resumes for Key Project Personnel

1. *Paul Cruz*, District Leader & Liaison to Board of Trustees, Superintendent – Austin ISD

2. *Lisa Goodnow*, Project Director, Executive Director of Academics and Social and Emotional Learning – Austin ISD

3. *Holly Williams*, Evaluation and Program Reporting, Director of Department of Research and Evaluation – Austin ISD


5. *Reyne Telles*, Marketing & Community Engagement, Executive Director of Communications & Community Engagement – Austin ISD


7. *Angela Ward*, Advisor & Campus Support, Director of Cultural Proficiency and Inclusiveness – Austin ISD

8. *Jennifer Jellison Holme*, Subject Matter Expert, Associate Professor in Department of Educational Administration – University of Texas at Austin
PAUL CRUZ, Ph.D.

ACADEMIC PREPARATION

1995  Doctor of Philosophy in Educational Administration at The University of Texas at Austin, Austin, Texas

1989  Master of Science in Educational Administration at Corpus Christi State University, Corpus Christi, Texas

1987  Bachelor of Science in Elementary Education with English specialization at The University of Texas at Austin, Austin, Texas

TEXAS CERTIFICATIONS

1995  Superintendency – The University of Texas at Austin

1990  Mid-Management – Corpus Christi State University

1987  Teacher – Grades 1-8 – The University of Texas at Austin

1987  English – Grades 1-8 – The University of Texas at Austin

EXPERIENCE IN EDUCATION

2015 – Present  Superintendent, Austin Independent School District

Responsibilities
Dr. Paul Cruz is the superintendent of the Austin Independent School District, serving more than 83,000 students and 12,000 employees. Dr. Cruz guides the district in realizing the vision to reinvent the urban school experience.

Under Dr. Cruz’s leadership, the AISD graduation rate is at an all-time high, students are performing well on the state’s accountability system and AISD is ranked among the best in the country on the Nation’s Report Card.

Dr. Cruz has worked on the development, implementation and expansion of various initiatives at AISD, including:

- Creative Learning Initiative
- Dual-language programs
• Early College High Schools
• Family Resource Centers
• Pre-K for 3- and 4-year olds
• Social and Emotional Learning
• STEM (Science, Technology, Engineering and Math)

Currently serves as a board member for the Austin Area Research Organization, Austin Ed Fund and Austin Partners in Education.

2014
Interim Superintendent, Austin Independent School District

2009 - 2014
Chief Schools Officer, Austin Independent School District

Responsibilities
Provide instructional leadership for over 86,000 students in 125 campus sites with approximately 12,000 employees; Supervise four Associate Superintendents for High Schools, Middle Schools and Elementary Schools, one Director of School and Community Partnerships, one Director of Learning Support Services, and all campus principals; Supervise educational support services staff including dropout prevention, guidance and counseling, Advanced Placement Strategies, Advancement Via Individual Determination (AVID), Positive Behavior Support specialists, school community liaisons, student discipline, Turnaround Schools and athletics.

2006 – 2009
Associate Superintendent for Middle Schools and Assistant Superintendent for Education Support Services, Austin Independent School District

Responsibilities
Associate Superintendent for Middle Schools - Provided instructional leadership in 19 middle schools in the Austin ISD; facilitated the development of the Middle Level Education Plan to address student performance issues in all middle schools; developed a performance-based system for principals; facilitated the opening a new middle school; led the development of standards for curriculum units, ESL instruction, and advisory; and began the process to create a New Tech Middle school in partnership with the University of Texas at Austin.

As a result of my work as the Associate Superintendent for Middle Schools, student achievement improved significantly. Student performance increased from 2007 to 2008 in Grades 6, 7, and 8 in Reading, Math, Science and Social Studies on the Texas Assessment of Knowledge and Skills (TAKS). For example, Grade 8 Math improved by 10 points. Grade 8 Reading increased from 85% passing to 92% passing for a 7-point increase. Science and Social Studies improved by 5 and 8 points, respectively. Equally
impressive were the gains realized for African American students with an 11 point increase in Reading, a 13 point increase in Math, a 12 point gain in Science, and a 15 point increase in Social Studies. With regard to Hispanic students, there was an 11-point gain in Reading, a 13-point increase in Math, a 6-point gain in Science, and an 11-point gain in Social Studies. Performance for Economically Disadvantaged and English Language Learners also improved by double-digits. For example, there was a fourteen-point gain in Math for Economically Disadvantaged students and a 23-point increase for English Language Learners in Reading.

As Assistant Superintendent for Education Support Services - Addressed student performance issues for a district with approximately 81,000 students and 105 campuses; led the development of an 8.6 million dollar ACCESS grant to support students and families with social service networks; supervised departments including dropout prevention, guidance and counseling, Advanced Placement Strategies, Advancement Via Individual Determination (AVID), school community liaisons, student discipline, and athletics

2004 – 2006 Executive Team Leader/Assistant Superintendent, Round Rock Independent School District

Responsibilities
Facilitated the development of a districtwide Tiered Intervention Plan to improve the performance of all students and close the gap in student achievement; led the development of the districtwide Bilingual and English as a Second Language Education Plan focused on Cognitive Academic Language Proficiency; provided leadership for twelve campus principals and additional district-level staff; established a College Readiness/Career Awareness Plan to support student learning; led the development of a Reading Intervention Plan focused on reading fluency and comprehension

2003 – 2004 Deputy Superintendent, Kansas City, Missouri School District

Responsibilities
Provided instructional leadership for seventy school principals and several executive directors; worked with staff to develop the district’s High School Reform Initiative; implemented decision-making that is data-driven, performance-based, and learner-centered; introduced an organizational framework to focus instructional departments and staff on academic achievement and vertical alignment

2002 – 2003 Deputy Commissioner for Dropout Prevention and Initiatives, Texas Education Agency

Responsibilities:
Provided supervision for state-level initiatives and programs including Curriculum,
Assessment, Dropout Prevention Programs, Technology, Textbooks, Statewide Reading and Math Initiatives, State and Federal Programs, Special Education, Migrant Education, Deaf Education, and Bilingual Education; worked with staff to facilitate the implementation of the Texas Student Success Initiative and to develop statewide guidelines for the No Child Left Behind Act (including the assessment and accountability designs, the Highly Qualified Teacher requirement, and the Unsafe School Choice Option) and led the development of a statewide plan to reduce the dropout rate and increase the number of students who earn a high school diploma; prepared information for legislative hearings, State Board of Education meetings, and sessions for the Commissioner of Education.

1998 - 2002  
Superintendent of Schools, Laredo Independent School District, Laredo, Texas

Responsibilities:
Provided leadership for approximately 3,400 staff members and over 23,000 students; led the passage of a $144 million facilities bond package; received acknowledgement from the Texas Education Agency for the high percentage of students completing the “Recommended Graduation Plan”; supervised 28 campus principals and 8 district-level staff members; monitored all instructional and special programs; served as Principal Investigator for a Systemic Reform Initiative, which was a $3 million grant funded by the National Science Foundation; led the movement towards academic standards to develop a rigorous course of study for students; presented before Senate and House Committees in the 77th Texas Legislative Session.

While serving as superintendent in Laredo ISD, student achievement in Reading including Grades 3-8 and 10 increased from 60.3% passing to 82.6% passing. With respect to the same grade levels, student achievement in Writing improved from 69.9% passing to 82.9% passing. Math performance for the same grade levels moved from 60.2% passing to 86.6% passing. Overall, that is more than a twenty-point gain in Reading and Math.

1995 – 98  
Assistant Superintendent for Curriculum and Instruction and Administrative Assistant, San Benito Consolidated Independent School District, San Benito, Texas

Responsibilities:
Supervised 20 administrators including campus principals and district-level directors; implemented the Target Teach Curriculum Alignment process; developed an evaluation process for central office and campus level administrators; initiated and facilitated a districtwide strategic planning initiative using The Cambridge Group model for strategic planning; facilitated college-level course offerings at San Benito High School; organized districtwide Peer Review Site Visits to focus on improving student performance;
conducted a comprehensive needs assessment of special education, bilingual education, gifted and talented education, career and technology education, and migrant education.

The San Benito CISD earned the “Recognized” accreditation rating for three consecutive school years. The dropout rate for the district decreased significantly. Twelve of our 13 campuses earned “Recognized” or “Exemplary” ratings from the Texas Education Agency. Moreover, the San Benito CISD School Board was named “Honor Board of the Year” for the state of Texas.

1993-95  
Cooperative Superintendency Fellow and Planner, The Office of Accountability, Texas Education Agency

Responsibilities:
Developed and presented training modules for superintendents, principals, and teachers throughout the state of Texas in the Texas School Improvement Initiative Academy (TSII) on the peer review accreditation process and the statewide accountability system; conducted analyses of the on-site accreditation process in high schools, middle schools, and elementary schools; reviewed and analyzed district and campus improvement plans and dropout prevention plans; analyzed Academic Excellence Indicator System (AEIS) Reports; conducted on-site accreditation visits; provided recommendations for school improvement to low-performing campuses

1991-93  
Vice Principal, Northside ISD, San Antonio, Texas

Responsibilities:
Assisted in the implementation of a two track year-round school program; planned and coordinated the writing curriculum; monitored and evaluated teacher performance; analyzed student performance; developed and modeled effective teaching strategies on the writing process

1990-91  
Assistant Principal, Brownsville ISD, Brownsville, Texas

Responsibilities:
Developed strategies to improve student attendance; promoted innovative monitoring procedures for student performance; organized and aligned curriculum in Grades 1-6; developed instructional strategies to improve student performance in the writing section of the state assessment.
1987-90 Teacher, Corpus Christi ISD, Corpus Christi, Texas

Responsibilities:
Realigned curriculum; developed effective instructional strategies for reading, writing, and mathematics; piloted at-risk program for the district

CURRENT/PAST HONORS AND ACCOMPLISHMENTS

- Leadership Judgment Program with Noel M. Tichy, University of Michigan Ross School of Business, June 2009
- Member of Leadership Austin 2007
- Board Member for the Greater Austin Hispanic Chamber of Commerce
- Member of Greater Austin Chamber of Commerce Matriculation Task Force
- Division lead for an $8.6 million grant, (ACCESS), to support students and families in the Austin area
- Board Member – Austin Voices
- Member of Board of Directors for the Texas Business and Education Coalition (TBEC)
- Region 1 Director for Equity Center on School Finance
- Member of Lamar Superintendent’s Academy
- Member of Legislative Committee with the Texas Association of School Administrators
- Principal Investigator of a Systemic Reform Initiative, which was a $3 million grant funded by the National Science Foundation
- Member of School Executives for School Leadership with Texas A&M College Station and the Texas Education Agency
- Fellow in the Cooperative Superintendency Program (Doctoral Fellowship) at The University of Texas at Austin
- Member of Phi Delta Kappa Educational Honor Society
Elisabeth Goodnow

PROFILE

Innovative educational leader with proven success in designing and implementing school improvement initiatives, managing large-scale projects, and delivering high quality, engaging professional development to leaders and executives.

Excellent communication skills with the ability to establish positive relationships with a wide array of stakeholders.

EDUCATION

The University of Texas, Ph.D. in Educational Administration, May 2011
Specialization in Educational Policy and Planning

St. Edward’s University, Austin, Texas, Master of Arts Degree, 1995
Specialization in Human Services Administration

Trinity University, Bachelor of Arts degree in Philosophy, 1984
Minors in History and Art History

SKILLS

Program Development • Team Leadership • Project Management • Grant Management • Professional Development • Data Analysis

EXPERIENCE

Executive Director of Academics and Social and Emotional Learning
Austin ISD, July 2016- Currently Employed
Located in Austin Texas, Austin ISD serves 83,060 students with the following demographics: 58% Hispanic, 27% White, 8% African American, and 7% Other. 52% of the students are Economically Disadvantaged. AISD’s graduation rate is at an all-time high of 89.7%.

• Ensure that curriculum developed by the schools integrates Social Emotional Learning (SEL) with state standards.
• Provide leadership to all personnel in curriculum, and SEL, and to ensure that all departments are coordinating efforts to provide efficient and effective educational services.
• Oversee district’s “No Place for Hate” campaign. AISD is the largest school district in the nation to earn this designation from the Anti-Defamation League.
• Ensure the ongoing evaluation and improvement of the District’s curriculum program by directing the systematic review of curriculum and instruction offerings and recommending revisions as appropriate.
• Review, write, and recommend district policies and procedures related to the curriculum area, and SEL.
• Redesign professional development offerings to include restorative practices for student discipline and the integration of SEL into the curriculum.
• Oversee the coordination of instructional materials acquisition and the textbook adoption process.
• Coordinate the planning of in-service and staff development programs with the instructional staff to ensure that instructional programs are effectively implemented.
• Oversee the development, implementation, and monitoring of the long-range instructional goals of the district to improve instructional outcomes as measured by state and national standards.
• Understand the Board policies, communicate guidelines inherent in those policies, and oversee implementation of the policies.
• Ensure that the necessary time, resources, materials, and technology to support accomplishment of education goals are available.
• Coordinate with the Executive Director for Accountability and Assessment to research most current and effective assessment tools to evaluate progress on District priorities and ensure that effective programs and best practices are utilized in the curriculum.
• Provide leadership in monitoring and reviewing test data and using findings to initiate corrective action for the affected group of students and/or campuses.

Assistant Superintendent for Academics and Schools
Cedar Hill ISD, July 2014- Currently Employed
Located Southwest of Dallas, Cedar Hill ISD serves 8000 students with the following demographics: 66% African American, 25% Hispanic, 5% White, 3% Two or more races, and 1%, Other. 68% of the students are Economically Disadvantaged. Cedar Hill Met Standards in 2015
• Overseeing district implementation of curriculum, instruction, and assessment
• Supervising principals of all campuses as well as the following Departments: Academics, Career and College Readiness, CTE, Counseling, and Accountability and Assessment
• Leading efforts to eliminate the number of IR campuses from two campuses in 2014 to one campus in 2015
• Leading the increase in the number of campus distinctions from 2014 to 2015
• Serving as Project Lead for district wide innovation efforts that resulted in an increase in student enrollment district wide
• Creating a Collegiate Pathway Pre-8, that serves as preparation for acceptance to the second highest ranked school in Texas, Cedar Hill Collegiate Early College High School, per the 2015 ranking in US News and World Report
• Increasing student academic performance at the secondary level at all three high school campuses, earning distinctions for the first time at the two comprehensive high schools
• Launching an innovative Fine Arts academy- CHAVA- The Cedar Hill Academy for the Vocal Arts
• Spearheading district innovation for all comprehensive and neighborhood schools with an extensive STEAM initiative designed to increase student enrollment and student academic achievement
• Leading the effort to improve career and college readiness evidenced by: the increase in student participation and performance in AP exams and earning a spot on The College Board’s Gaston Caperton Opportunity Honor Roll

Assistant Director for Leadership Development
Austin ISD, June 2012- July 2014
• Led the redesign of leadership development programs in the district increasing the percentage of interns hired to full-time administrative positions by 25% in one year
• Implemented a principal preparation programming and professional development resulting in 100% internal hires for the principalship to date for the 2014-2015 school year
• Oversaw a wide range of programs to increase the percentage of participants engaged in leadership professional development by 100% in one year through innovative marketing

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PR/Award # S377C17001S
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• Managed leadership Institutes and events for up to 450 participants
• Established strong relationships of collaboration across district offices
• Launched online professional development program for administrators
• Collaborated with national experts to develop and implement a successful coaching program for novice principals
• Managed a $3.6 million Department of Education Grant

**Interim Director of High School Operations/ Administrative Supervisor**
*Austin ISD, October 2010-June 2012*
• Directed all aspects of high school operations for close to 20,000 students assisting in the effort to increase graduation rates by 4% for all students and post secondary enrollment by 6%
• Served as Project Lead for design and implementation of AISD’s in-district charter with Responsive Education Solutions (RES) for an alternative graduation pathway for recovering and preventing dropouts
• Assisted the Associate Superintendent of High Schools, in launching the ambitious comprehensive Early College High School (ECHS) model at AISD’s LBJ High School and Reagan High School
• Managed the Gates Grant Planning budget for Early College High School and AISD 2005 High School Redesign Initiative
• Shaped the implementation and communication of state educational policy relative to the implementation of STAAR EOC’s and HB 5

**Teaching Assistant: The Principalship Program**
*The University of Texas at Austin, June 2008- September 2010*
• Presented lectures to graduate students in the areas of leadership and research
• Assisted in teaching graduate courses in the Principalship Program including School Law, Public School Administration, and Foundations of Educational Administration
• Coordinated the implementation of School Study for Principalship Students
• Published and presented scholarly articles and papers examining leadership development and data use throughout the nation

**Academy Director for Visual and Performing Arts at Travis High School/High School Redesign Coordinator**
*Austin ISD, Travis High School, July 2006-June 2008*
• Led the development of the Instructional Improvement Plans in four content areas increasing TAKS scores from an Academically Unacceptable to an Acceptable Accountability Rating, a 11% increase in all areas
• Implemented data driven curriculum mapping and TAKS interventions for Science teachers increasing TAKS scores by 14% Developed intervention plans for seniors increasing the graduation rate by 7% from the previous year
• Spearheaded the innovative campus-wide literacy initiative at Travis High School in collaboration with national literacy consultant, faculty, and administration, training teachers in highly engaging pedagogical practices across content areas
• Led district and campus activities at Travis High School in high school redesign initiative, transforming the campus from a comprehensive high school into five small learning communities

**Administrative Supervisor**
*Austin ISD, Travis High School, Office of High Schools 2005-2006*
• Served as half-time Administrative Supervisor for the Associate Superintendent overseeing graduation ceremonies, disciplinary hearings, and dispute resolution

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Principal

Hays CISD, The Academy@Hays, 1999-2005

- Served as founding principal of Hays CISD’s high school of choice
- Recruited and developed a highly qualified faculty to serve at-risk youth in a unique, integrated, project-based curriculum collaboratively designed by staff
- Led efforts to achieve a drop-out rate of 1% or less for at-risk students and attendance rates over 92%
- Increased TAAS and TAKS scores for all subgroups of students from Low Performing or Acceptable levels to Recognized and Exemplary
- Coordinated community engagement events for design and launch of Hays CISD’s alternative campus
- Developed highly successful partnerships with Texas State University, The Katherine Anne Porter Museum, and The Texas Higher Education Coordinating Board to develop students’ reading and writing skills resulting in the publication of Wiley’s Way, a children’s chapter book written by Academy@Hays students

Assistant Principal

Hays CISD, Barton Junior High School, 1995-1999

- Served as curricular lead for instruction increasing TAKS scores by at least 15% over three years in each subject area
- Oversaw literacy effort to increase reading skills for all students resulting in over 20% increase in TAKS scores in two years
- Collaborated with counselors and community members to reduce disciplinary infractions by 25%

Teacher

Murchison Middle School, Austin ISD 1989-1993, 1995-1996

- History, English

Program Director

Austin YM&L’s Sunshine Campus, 1993-1995

- Developed and directed summer and year-round programming for over 1000 children in poverty from the Austin area
EDUCATION

Ph.D. in Educational Psychology, University of Texas at Austin, August 1994.
Specialization: Quantitative Methods (Area III)


LICENSURE

Licensed as a Psychologist in the State of Texas, license number: 5164.

PAST PROFESSIONAL AFFILIATIONS

American Educational Research Association (AERA), American Psychological Association (APA),
National Council on Measurement in Education (NCME), Austin Association of Public School
Administrators(AAPS), American Evaluation Association (AEA)

RESEARCH AND EVALUATION EXPERIENCE

AUSTIN INDEPENDENT SCHOOL DISTRICT, Department of Research and Evaluation

Director of the Department of Research and Evaluation (2000-Present). The Department
conducts nationally recognized research and evaluation of federally; state, and locally funded
programs in the district such as Educator Quality, Social and Emotional Learning, and the
Creative Learning Initiative. The Department currently employs a staff of seventeen, including
eleven Doctoral and two Masters level Evaluation staff.

Assistant Director of the Department of Accountability, Student Services, and Research (1996
to 1999). Responsible for the Office of Program Evaluation in the Department of
Accountability, Student Services, and Research. Administrative responsibilities included:
liason to district, state, and community decision makers, development of annual
research/evaluation agenda, monitoring research/evaluation projects, developing office
policy, maintaining federal, state, local evaluation budgets, and hiring/supervising staff and
consultants.

Chapter One/Title I Evaluator (1994 to 1996). Planned, supervised, carried out, and reported
results of mandated evaluations of federally funded Chapter One/Title I and Migrant
programs targeting low-income and migrant student populations.

TEXAS EDUCATION AGENCY, Office of Policy Planning and Evaluation.

research and program evaluation of Special Education in Texas including: research design,
sampling, survey development, data collection, data management, data analysis,
interpretation of results, and report writing.
THE UNIVERSITY OF TEXAS, Department of Educational Psychology.

**Doctoral Candidate** (1992 to 1994). Designed and carried out a simulation study comparing Goodness of Fit indices used in conjunction with Confirmatory Factor Analysis (Third Year Research Prospectus) and a simulation study comparing Confirmatory Factor Analysis and Common Factor Analysis in conjunction with Procrustes rotation method (Dissertation).

SOUTHWESTERN MEDICAL SCHOOL


SOUTHWEST FAMILY INSTITUTE


SOUTHERN METHODIST UNIVERSITY, Department of Psychology

**Graduate Research Assistant** (1985 to 1987). Worked as a research team member on multiple research projects in Health Psychology. Gathered physiological and psychological data for studies of the immune system in order to investigate physiological manifestations of psychological phenomena (e.g., confiding traumatic events and bereavement). Worked as principal investigator on study of an innovative treatment for sleep disorders (Thesis).


THE METHODIST HOSPITAL, Department of Infectious Disease.

**Lab Technician** (1982). Conducted effectiveness trials of wide range antibiotics.

**Clinical Experience**

DALLAS INDEPENDENT SCHOOL DISTRICT, Psychological and Social Services.

**Psychological Services Specialist** (1988 to 1989). Provided crisis intervention in sixteen elementary schools. Served as case manager, performed individual, family and group therapy; taught parenting skills classes; and established mentor programs.

DALLAS INDEPENDENT SCHOOL DISTRICT, Department of Special Education.

**Early Childhood Assessment Specialist** (1988). Performed psycho-educational assessments to determine student’s eligibility for Early Childhood Special Education services.

SOUTHERN METHODIST UNIVERSITY, Counseling and Testing Center.


TERRELL STATE HOSPITAL, Substance Abuse Unit.

**Draconologist** (1986). Performed Intake interviews and assessment (WAIS, MMPI, Rorschach); indicated appropriate course of treatment (practicum).

LAKEWOOD GENERAL HOSPITAL, Eating Disorder Unit.

SPECIALIZED SKILLS

Proficiency in leading a highly skilled staff in annually planning and efficiently carrying out high quality research and evaluation while supporting an engaged staff and maintaining an extremely positive work climate.

Proficiency in data analysis using SPSS, SAS EG, and Excel

Proficiency in online survey development using Qualtrics, and Survey Monkey

SPECIAL SERVICE

CO Chair of UT AISD Collaborative Research Subcommittee, 2016-present

CO Chair of the Any Given Child Research and Assessment Subcommittee, 2014-present

Austin ISD Sunset Review Innovation Design Team, 2015-present

Austin ISD Enrollment Innovation Design Team, 2015-present

REFERENCES

(b)(6)
EDUCATIONAL BACKGROUND
2001 Texas A&M University- (August 11, 2001) College Station- Doctor of Education- Educational Administration
1985 Southwest Texas State University- Post Graduate Certification- Educational Administration/Supervisor
1977 East Texas State University- (August) M. Ed. Special Education, Elementary Education
1975 East Texas State University- (May) B.S. Special Education, Elementary Education

EMPLOYMENT
2016-Present- Director, State and Federal Accountability, Austin ISD-(Authorized Official for State and Federal Grant submissions, negotiations and amendments, oversee actions of department))
1999-Present- Project Director, Austin ISD- State and Federal Accountability, Coordinator, Austin ISD Administrative Supervisor- State and Federal Accountability Office (Responsible for ensuring compliance with federal and state entitlement grants, disseminate grant information to public, private and non-public schools, provide guidance and technical assistance in the development of grants, design and implement Campus Improvement Plans, review and process all grant requests of departments and campuses, plan, organize and implement research based professional staff development, manage budget, train principals, teachers, parents, paraprofessionals, (Oversight of coordinators, project specialists, transition facilitators, clerk, administrative assistant, budget accountants for Title I Programs (TTIPS, Priority Grants, Neglected/Delinquent Programs)

2011-Present Instructor- University of Phoenix- Business Management, Humanities, General Studies
2009- 2011 Lead Faculty/Area Chair- John Sperlings School of Business- University of Phoenix
2004-Present University of Phoenix Instructor (Doctoral Level Online Classes)
1997-1999 Austin ISD-Coordinator-District Summer Programs/Optional Extended Year
1996-1998 Austin ISD-Gifted Talented Program Specialist
1992-1996 Austin ISD-Principal- Dobie Middle School
1992 Austin ISD-Principal- Jr. High/ Middle School Summer School
1991-1992 Assistant Principal- Travis High School
1986-1991 Assistant Principal- Pearce Middle School
1979-1986 Teacher- Special Education- Fulmore Jr. High School
1975-1979 Teacher-Special Education -Commerce ISD- Elementary/High School

CERTIFICATION
2008-Present True Colors International Trainer
2005- Present Thinking Maps TOT
1998- Present PDAS- IDLT Certification
1994 Haberman Teacher Appraisal System
1985 Educational Administration, Special Education Supervisor- All Levels
1984 Gifted/ Talented Education
1978 Texas Life-Emotionally Disturbed, Learning Disabled, Mentally Retarded, Orthopedically Handicapped, Autistic, Early Childhood- All Levels
1975 Texas Lifetime Elementary- General, Special Education

OTHER PROFESSIONAL EXPERIENCES: TRAINER
2002-Present ESC Region XIII- Paraprofessional Certification in Reading, Writing, Math
2000-Present Classroom Discipline and Management
2004-Present Compliance of Private and Non Private Federal Programs
2004-2008 Program Manager- McNeil Principal Preparation Program- Austin
2004- Present Ethics Instructor to Doctoral Students- University of Phoenix
1998-Present Servant Warrior Leader- Youth Development Process
1996- Gender Expectation and Student Achievement (GESA)
1995- Respecting Ethnic and Cultural Heritage (REACH)
1991- Peer Mediation
Mary L. Thomas, Page 2

1991- Conflict Resolution
1990- Mentor Trainer
1989- Teacher Expectation and Student Achievement (TESA)

PRESENTATION
2016- Council of Great City Schools- Florida
2014- Council of Great City Schools-
2011- National Council of Teachers of Mathematics, Indianapolis, Indiana, "Mathematics is a digital World"
2008- Council of Great City Schools (COGCS), Houston, TN. “Project M.E.N. (AAYMLS)
2008- Present Region XIII ESC- Implementation of Compliance- Private Non Profit Schools
2008- TEA- Title I School Compliance Implementation and Private Schools
2008- Association of Compensatory Educators of Texas (ACET)- Private Non Profit Schools Federal Grants
2007- Council of Great City Schools (COGCS) Nashville, TN. “Breaking the Cycle”
2006- Association of Compensatory Educators of Texas (ACET)- “Help, The Water is Too Deep”
2005- Association of Compensatory Educators of Texas (ACET)- “Private Non Public Schools”
2004- Texas Alliance of Black School Educators (TABSE) San Antonio, TX.” NCLB Updates”
2004- Association of Compensatory Educators of Texas- (ACET) “Raising the Standards”
2003- National Title I Conference- Anaheim, Ca- “We’re In This Together”
2003- Texas Safe and Drug Schools Conference- Houston, TX. “Character Counts”
2002- National Title I Parents Coalition Conference- St. Louis- “Raising the Standards, Closing the Gaps”
2002- School Conference Institute (NSCI)- Atlanta Ga. “ Changing the Status Quo”
2002- Association of Compensatory Educators of Texas- Austin-“Getting the Best Bang for your Bucks”
2001- Texas Ladies of Distinction- Houston- “Gifted Girls”
2001- Texas Alliance of Black School Educators- Beaumont- “We are in this Together”
2001-Association of Compensatory Educators of Texas- Austin-“Getting the Best Bang for your Bucks”
2000- National Year Round Association- San Diego, Ca. -“ A Model that Works”
2000- Southwest Educational Research Association-Dallas “Infusing Culture into the Curriculum”

PROFESSIONAL ACTIVITIES
2016-2017- Coalition of Schools Educating Boys of Color (COSEBO) Planning Team Member
2016- South by Southwest EDU MBK Planning Team Coordinator
2007-Present National Alliance of Black School Educators Conference Planning Committee
2013- Texas Alliance of Black School Educators 28th Annual Conference Official Chair
2007- Texas Alliance of Black School Educators 22nd Annual Conference Official Chair
2006- Texas Alliance of Black School Educators 21st Annual Conference Official Chair
2006- Parental Involvement Annual State Conference Committee
2003- Texas Alliance of Black School Educator’s 18th Annual Conference Chair
2002- National Title I Parents Coalition Local Conference Chair

PROFESSIONAL ORGANIZATIONS
2007- Present- Council of Great City Schools (CGCS)
2002-Present- National Staff Development Council (NSDC)
2001-Present- National Association for Female Executives (NAFE)
2000-Present- American Educational Research Association (AERA)
1998-2011- Association of Compensatory Educators of Texas (ACET)
1998- Present- Association of Texas Professional Educators (ATPE)
1996-Present -Austin Area Alliance of Black School Educators (AAABSE)-Current President
1996-Present -Texas Association of Black School Educators Board of Directors (TABSE) –Past President
1994-2006-National Council of Teachers of Mathematics (NCTM)
1991- Present - National Association of Black School Educators (NABSE)
1991-2005 -Texas Middle School Association (TMSA)
1990-Present -Association for Supervision and Curriculum Development (ASCD)
1975-Present -Parent Teachers Association (PTA)

Volunteer Activities

2014- Present- Vice President/COB GCROP

2014- Present- Director of Operations- Family Life International Fellowship
2014- Present- President- Austin Area Alliance of Black School Educators
2013- Present Assistant Director of Staff- Greater Calvary Bible Church
2011- 2012 Direct or of Operations- Greater Calvary Bible Church
2006-2010 National Alliance of Black School Educators- Southwest Regional Representative
2006- 2010 Texas Alliance of Black School Educators President
2006- Present- Texas Education Agency Committee of Practitioners
2006- 2008 Southwest Regional Representative- National Alliance of Black School Educators
2003-Present- President/ President-Elect Texas Alliance of Black School Educators
2002-2010- Chair- Board of Trustees- Greater Calvary Bible Church
2002-2007- Secretary- Association of Compensatory Educators of Texas
2001-2003- Regional Director- Association of Compensatory Educators of Texas
2001- 2003- President- Austin Area Alliance of Black School Educators
2001-2006- Central Office Representative- Association of Texas Professional Educators
2005-Present- President/COO Greater Calvary Rites of Passage
1999- 2001- Executive Director- Servant Warrior Leader- Rites of Passage Youth Process

AWARDS & RECOGNITIONS

2011- Austin Business Journal "Women of Influence in Central Texas"
2009- Cambridge "Who's Who"
2007- Servant Warrior Leader Award
Reyne Christopher Telles

Work Experience: Austin Independent School District, Executive Director, Dept. of Communications & Community Engagement, 10/14-Present
- Responsible for the implementation of the district-wide communication plan. This includes dissemination of news and information about the Austin Independent School District to appropriate audiences, including news media, campuses, marketing and various public constituencies.
- Manages a dedicated team of assistant directors, divisional managers and staff which oversee: communications, public engagement, media production services, translations services, the district's customer service initiative, marketing efforts and the website.
- Serves on the superintendent's senior cabinet, advising the chief officers, directors, principals, trustees and campus police on public relations issues.
- Develops effective communication systems between the district and internal and external audiences.
- Supports a multicultural outreach program the cultivates an open relationship with community, civic, ethnic and cultural groups.
- Assists with development and implementation of the district's emergency/crisis plan.
- Oversees preparation and distribution of traditional news releases and social media strategy.

City of Austin, TX, Manager, Media Relations, 1/08-10/14
- Act as official spokesperson for the City of Austin and/or executive team members.
- Create and implement communication strategies for large City initiatives, policy changes and programs.
- Plan and initiate media strategy in crisis situations.
- Manage staff within City Hall’s Office of Communications and Public Information, which is comprised of a team of Media Relations Specialists, a Public Information Request Coordinator, Departmental Executive Assistant and interns; including hiring, firing, promoting and performance evaluations.
- Develop program budget and guidelines.
- Develop and implement City-wide procedures and policies in regard to media contact, including requests for public information (open records).
- Manage or participate in the bidding process and negotiation of contracts of companies providing media services.

Cal Farley’s Boys Ranch & Girlstown U.S.A., Amarillo, TX Manager of Media & Community Relations, 1/03-8/07
- Managed staff within Dept. of Marketing and Communication for large non-profit org.
- Served as spokesperson and liaison to local, regional and national media.
- Composed press releases and organized press packets for national distribution.
- Wrote, designed and edited collateral material (brochures, newsletters, annual reports, event programs, etc.).
- Conducted educational media training for the organization’s employees.
- Wrote speeches and developed presentations for senior leadership.
- Utilized statewide media contacts to generate coverage that portrayed the organization in a positive light.

-continued-
- Secured and conducted speaking engagements with civic and professional groups that featured the organization, throughout the Southwest

**NewsChannel 10**, (KFDA-TV, CBS affiliate), Amarillo, TX *Political Reporter* 4/01-12/02
- Developed, edited and delivered news stories as an on camera personality
- Worked with media consultants in developing an engaging writing style
- Excelled in assigned field of interest (politics), reporting on complex issues
- Maintained extensive regional contacts and community knowledge

**Lone Star Ballet Inc.**, Amarillo, TX *General Manager*, 3/99-3/01
- Managed staff and supervised daily business affairs, including a 750k annual budget, grant applications, performance contracts, etc.
- Composed all press releases and grant narratives
- Wrote text and managed production of collateral material (annual brochure, season program)
- Served as primary public relations officer to the media and community
- Worked with ad agencies in promotion, marketing and consistent messaging
- Established a large volunteer program
- Solicited businesses, foundations and individuals for sponsorship/patronage

**NBC 4**, (KAMR-TV, NBC affiliate), Amarillo, TX *Executive Producer*, 2/98-3/99
- Managed a staff of producers, associate producers and reporters
- Worked with consultants to write and produce a newscast for the targeted demographics
- Determined newscast content and arranged story order
- Wrote news stories, teases and other promotional content
- Assisted reporters in obtaining interviews and fully developing news stories
- Worked as broadcast news reporter
- Edited video for broadcast

**Barnes & Noble Corporation**, Amarillo, TX *Community Relations Manager*, 7/96-2/98
- Managed and scheduled staff
- Developed and managed internship program
- Allocated and monitored annual community relations budget
- Wrote text and designed graphics for monthly event calendars (newsletter)
- Prepared and distributed event press releases
- Represented store as spokesperson to media, authors, community
- Conceived, planned and executed all promotional book signings, musical performances and lectures

**NM State Senate**, Santa Fe, NM *Press Secretary*, 1995, 1996 legislative sessions
- Wrote, coordinated and distributed daily press releases for five legislators
- Developed and composed text for a statewide legislative newsletter
- Managed all press inquiries and facilitated all press interviews
- Prepared constituent correspondence
- Tracked legislation
- Researched legislation, briefed legislators

-continued-
- Managed and scheduled a large 40+ member staff (both paid and volunteer)
- Administered written and verbal employee evaluations
- Wrote advance press releases and distributed national press kits about the production and cast members
- Assisted with promotion, marketing and publicity of season
- Handled guest complaints, medical emergencies and hosted sponsors/VIP’s

Education:
University of Texas at Austin
LBJ School of Public Affairs
Master’s in Public Administration (2015)

Eastern New Mexico University
Bachelor of Science (1994)
Major: Communication
Minor: Political Science

Honors/Activities: Texas Commission on the Arts, Peer Review Advisory Panelist, 2-terms
(past & present)
Texas Association of School Boards: Media Honor Roll
Pi Gamma Mu, International Social Sciences Honor Society
National Forensic League: Degree of Distinction
Texas Panhandle Heritage Foundation, Executive Board Member
Canyon Independent School District: Drug Free Advisory Council
Helping One Student to Succeed (HOSTS) Mentor
Oprah Winfrey Show guest
EXPERIENCE

Austin Independent School District (AISD)  
Executive Director, Office of Innovation & Development  
Austin, Texas  
9/12-present

- Develop partnerships and resources to support innovation and enhance educational opportunities for the over 83,000 students served by 130 AISD schools
- Lead revitalization of Austin’s public education foundation in collaboration with Austin Ed Fund Board of Directors to support innovation and excellence in AISD. Lead all aspects of organizational and board development and program implementation. First annual Inspire the Future Luncheon raised over $216K. Awarded $125,000 in innovation grants to teachers in 2015-16.
- Lead and supported fundraising efforts yielding over $14M over four years in support of AISD students including over $5M to support expansion of nationally recognized social and emotional learning initiative
- Lead development of innovative concepts and secured resources to support expansion of STEM and computer science education, parent engagement in high-poverty schools, fine arts, behavioral health services and social and emotional learning
- Facilitate successful public private partnerships working collaboratively with multiple stakeholders including nonprofit partners, public sector organizations, funders, volunteers, parents, and district and campus leaders
- Present policy recommendations and monthly partner recognition to elected board
- Develop additional partnership opportunities including plans for an endowment to support fine arts programming and the launch of district-wide online giving platform
- Manage professional team and approximately $800K budget
- Create and improve processes and procedures to encourage more effective partnerships with foundations, corporations, and in-kind service providers

The Ann Richards School Foundation (ARSF)  
Executive Director  
Austin, Texas  
2/08-9/12

- Built public-private partnership that supports a successful public, girls college preparatory school
- Established the ARSF as a 501(c)(3) nonprofit corporation and led all aspects of organizational development and management
- Raised over $2M to sustain the school’s unique programming through new fundraising programs including annual giving, events, major gifts and grant writing
- Secured additional commitments to support endowment with initial pledges totaling $1.3M
- Managed staff and volunteers and a $600,000 annual operating budget
- Developed collaborative, respectful and productive relationships with ARS Principal, Administrators and Faculty; ARSF Board; ARSF Donors; and AISD Leadership
- Led collaborative strategic and program planning for the Ann Richards School and the ARSF Board including establishing goals, metrics and budgetary requirements for the ARS College Bound and Alumnae Programs
- Worked collaboratively with ARSF Board to create by-laws and policies to guide the work of the Foundation
- Built organization infrastructure including development of policies and procedures, implementation of accounting system and donor database, and increased staff capacity
- Led strategic communication efforts including re-development of ARS website, development of messaging and ongoing outreach to donors
- Developed structure and engaged board members in the work of Executive, Governance, Finance and Development Committees
United Way Capital Area
Senior Director, Community Development
Austin, Texas
7/02-2/08
- Developed initiatives in education, financial stability and health including Success By 6 early childhood initiative
- Led community funding process, annually investing over $4 Million in effective local programs
- Maintained open, collaborative and respectful dialogue with funded stakeholders
- Developed outcomes-based program evaluation plans and tracked success
- Built organizational capacity in strategic areas including staff skill expertise, regional outreach, public policy, and research and measurement
- Led team of six direct reports and 200 volunteers in implementation of new priorities
- Led United Way’s local response to Hurricanes Katrina and Rita including convening private and public sector supporters, coordinating community planning efforts, securing funds and administering grants for relief/recovery efforts, and recruiting and managing volunteers
- Facilitated the development of the Basic Needs Coalition pilot program to redesign the system providing emergency financial assistance to families, secured initial funds and developed metrics

Community Resources Associate
8/00-6/02
- Recruited, trained, and managed volunteers to participate in community investment process
- Provided technical assistance to nonprofits with program evaluation
- Built effective and collaborative relationships with nonprofits, community groups and coalitions
- Negotiated and managed agency contracts and performance reporting

Texas Mentor, Therapeutic Foster Care
Clinical Coordinator
Austin, Texas
6/99-8/00
- Provided individual, group and family counseling to juvenile offenders in foster care
- Trained and supported foster parents in their care of juvenile offenders and abused children
- Performed crisis intervention including 24-hour on-call service
- Advocated for clients in school, juvenile justice systems

EDUCATION

Master of Science in Social Work, Children and Families Concentration
The University of Texas at Austin
Graduate with Honors, Field work: Southwest Key, Juvenile Justice Alternative Education Program
5/99

Bachelor of Arts in Social Work, Minors in Theology and Spanish
Texas Lutheran University, Seguin, Texas
Summa Cum Laude Graduate, Student Government President, Field work: Communities In Schools
5/98

PROFESSIONAL ACCOMPLISHMENT & AFFILIATIONS

Austin Under 40 Award Winner, Education, 2016
Graduate Student Field Instructor, University of Texas School of Social Work, 2003-present
Principles & Techniques of Fundraising Course, Indiana University, 2012
Austin Area Research Organization, McBee Fellow, 2011
Association of Fundraising Professionals, Austin Chapter Member, 2009 - present
Austin ISD Up-Close Class, 2009
Leadership Austin Essential Class, 2009
COMMUNITY INVOLVEMENT

Foundation Communities Board Member, 2014-present
Foundation Communities Welcome Home Luncheon Steering Committee Member, 2015
Austin Partners in Education Board Member, 2012-present
Austin Ed Fund Leadership Giving Circle Member
Texas Lutheran University Corporation Board Member, 2011-present
Ann Richards School Foundation Governor’s Council Member
The Junior League of Austin, Member
LIVESTRONG Team: 2010 San Jose Challenge, 2011 Austin Half Marathon, 2011 NYC Marathon
Theater Action Project: Past Advisory Board Member
Leadership Austin, Best Party Ever Committee, 2010
I Live Here I Give Here, See Jane Give Dinner Table Host and Mentor, 2010
Women's Triathlon Swim Clinic, Coach, 2004-2010
Thinkery (formerly Austin Children's Museum), Gala Committee, 2008
Ironman UK Triathlon 2005, Finisher
United Way Young Leaders Society, Member, 2004-2009
Hammond Family Foundation Board Member, 1996-2005
**Angela M. Ward, M.Ed.**

**Project Manager, Cultural Proficiency & Inclusiveness**
**Office of Academics**
**Austin Independent School District**
**Webpage:** www.austinisd.org/cpi
**Twitter:** @Angelaw2012

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**EDUCATION**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Location</th>
<th>Dates</th>
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<tbody>
<tr>
<td>University of Texas</td>
<td>Austin, Texas</td>
<td>August 2013-Projected 2018</td>
</tr>
<tr>
<td>Ph.D. Curriculum and Instruction</td>
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<tr>
<td>Area of Concentration: Cultural Studies</td>
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</tr>
<tr>
<td>Southwest Texas State University</td>
<td>Austin, Texas</td>
<td>August 2000 - Dec. 2002</td>
</tr>
<tr>
<td>Master of Educational Administration</td>
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<tr>
<td>Huston-Tillotson University</td>
<td>Austin, Texas</td>
<td>May 1998 - May 1999</td>
</tr>
<tr>
<td>Alternative Teacher Certification Program</td>
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<tr>
<td>St. Edward’s University</td>
<td>Austin, Texas</td>
<td>August 1991 - May 1995</td>
</tr>
<tr>
<td>Bachelor of Arts Criminal Justice</td>
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**PROFESSIONAL CERTIFICATIONS**

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<th>Certificate</th>
<th>Dates</th>
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<tr>
<td>State of Texas Standard Principal Certificate</td>
<td>2005 - 2023</td>
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<tr>
<td>State of Texas Teaching Certificate</td>
<td>1999 - Life</td>
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<tr>
<td>Gifted and Talented Certification</td>
<td>2001-Present</td>
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**TEACHING EXPERIENCE**

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<th>Position</th>
<th>Location</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Leander ISD (LISD) Classroom Teacher, 4th Grade</td>
<td>Leander, Texas</td>
<td>2002-2006</td>
</tr>
<tr>
<td>Austin ISD Mentor Teacher, Literacy/Instructional Specialist</td>
<td>Austin, Texas</td>
<td>1998-2002</td>
</tr>
<tr>
<td>Austin &amp; Houston ISD Classroom Teacher, Grades 1-4</td>
<td>Austin &amp; Houston, Texas</td>
<td>1996-2002</td>
</tr>
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</table>

**ADMINISTRATIVE EXPERIENCE**

<table>
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<tr>
<th>Organization</th>
<th>Location</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Austin Independent School District</td>
<td>Austin, Texas</td>
<td>2010 – Present</td>
</tr>
<tr>
<td>Project Manager - Office of Academics</td>
<td></td>
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<tr>
<td>Cultural Proficiency &amp; Inclusiveness</td>
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<tr>
<td>Restorative Practices</td>
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</tr>
<tr>
<td>* Research, develop and collaborate with national, state, and local stakeholders to offer professional learning opportunities to implement a districtwide level of awareness and attention to issues of bias, bigotry, prejudice and discrimination to eliminate disproportionality and disparities across the system.</td>
<td></td>
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</tr>
<tr>
<td>* Direct, organize and maintain districtwide No Place for Hate® designation, May 2014 to present. Austin ISD is the Largest No Place for Hate® district in the United States.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Direct, organize and establish systems and protocols for districtwide Restorative Practices.</td>
<td></td>
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<tr>
<td>* District level media contact for radio, print and news media and district level expert in cultural proficiency, culturally responsive teaching/leading, culturally relevant teaching/leading, cultural consciousness</td>
<td></td>
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<tr>
<td>* Represent Austin ISD and Social Emotional Learning on CASEL Cross-District Equity Work Group</td>
<td></td>
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<tr>
<td>* Represent Austin ISD in various Citywide/State Task Forces and organizing teams (Anti-Hate Crimes, GAAMBK Violence Prevention &amp; Second Chances, Mayor’s Task Force on Institutional Racism, City of Austin Equity Action Team)</td>
<td></td>
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</tr>
</tbody>
</table>

**Senior Associate**

**Office of Educator Quality**

**Cultural Proficiency & Inclusiveness 2010-2013**

* Research, develop and collaborate with stakeholders to develop a districtwide level of awareness and attention to issues of bias, bigotry and discrimination to eliminate disproportionality and disparities across the system. 

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PR/Award # S377C170015
Page e102
• Implement district goal to become No Place for Hate® by May 2014.
  Austin ISD Online Professional Development 2011-2012
• Organize and develop system of evaluation and communication for all district level online PD.
  AISD REACH/Strategic Compensation Professional Development Units (PDUs) 2010-2011
• Evaluate and Support Action Research Projects developed by teachers/staff
  AISD REACH/Strategic Compensation - Student Learning Objectives (SLOs) 2008-2011
• Support the development and implementation of SMART goals by campus leaders and staff.

Leander Independent School District  
Leander, Texas  
2006-2008

Assistant Principal, Jim Plain Elementary
New School, developed systems, procedures and policies to implement successful school opening

District and Campus-Level

PROFESSIONAL LEARNING Developed and Facilitated

• Cultural Proficiency & Inclusiveness Cohort II 2016-2018
• Various Campuses Developing Culturally Responsive Schools 2011-Present
• Cultural Proficiency & Inclusiveness Cohort I 2013-2015
• Culturally Responsive Teaching - Teacher Induction Program – Teacher Leaders 2011-2013
• Intro to Culturally Responsive Teaching - District Orientation – New Teachers 2011-2015
• Various Campuses - Student Learning Objective Development – Austin, Texas 2008-2010
• Professional Development Units 2010-2011
• Leander ISD (LISD) Continuous Improvement Conference February 2008
• SMART Goal Development 2007-2008
• Assessment of/for Learning - LISD Assistant Principals (Elementary and Secondary) 2007-2008
• Response to Intervention – Campus Faculty Meetings 2006-2008
• Organizing for Learning 2002
• Quality Professional Learning Development 2001
• Environmental Print 2000
• Balanced Literacy Classroom Organization 1999

PROFESSIONAL LEARNING

Personal Capacity Building

Undoing Racism (Annual) 2011-Present
Restorative Practices Training Fall 2014-Present
Dialogue Racism 2014 & 2015
Developing an Inclusive Workplace 2011-2012
Cultural Proficiency Institute, Los Angeles, California (summer) 2012 and 2013
Race the Power of an Illusion September 2011
Tips, Tools and Techniques for High Quality Professional Learning 2010-2011
English Language Proficiency Standards (ELPS) Trainer of Trainers 2008-2009
LISD Continuous Improvement Institute 2007-2008
Transforms - Developing Culturally Responsive Classrooms and Schools 2006-2007
Capturing Kids Hearts & Langford Quality Tools Training Summer 2007
Jo Wheeler Quality Tools in the Classroom Training Summer 2004

PROFESSIONAL SERVICE

Member: Learning Forward Texas Board of Directors 2012-2016
Member: Capital-Area Learning Forward – Texas 2011-Present
Member: Learning Forward International 2010-Present
Member: Austin/Travis County Hate Crimes Task Force - Prevention Working Group 2010-Present
Member: Texas Elementary Principals and Supervisors Association (TEPSA) 2006-Present
Member: Austin Association of Professional School Administrators (AAPSA) 2007-Present
  Superintendent Consultation Team Member 2014-Present
Member: Austin Area Alliance of Black School Educators 2000-Present
Volunteer: Austin Partners in Education Literacy Coach 2007-2012
Austin ISD Liaison to Anti-Defamation League 2010-Present
Facilitator: Anti-Defamation League Youth Summit 2010-Present
Member: UT-Austin Diversity and Social Justice Educator Network 2010-2014
JENNIFER JELLISON HOLME, PH.D.
Associate Professor
Educational Policy and Planning
Department of Educational Administration
George I. Sánchez College of Education
The University of Texas at Austin

DEGREES AWARDED

Ph.D., University of California, Los Angeles 2000
Graduate School of Education and Information Studies
Department of Education, Los Angeles, California
Ph.D., Education (Specialization in Education Policy Studies)
Dissertation: “Buying Homes, Buying Schools: School Choice and the Social
Construction of School Quality”

Ed.M., Harvard University 1995
Graduate School of Education
Cambridge, Massachusetts
Ed.M., Administration, Planning and Social Policy

B.A., University of California, Los Angeles 1993
Los Angeles, California
B.A., Sociology, Magna Cum Laude

PROFESSIONAL APPOINTMENTS

Associate Professor of Educational Policy and Planning 2014-pres.
University of Texas at Austin, Department of Educational Administration
Faculty Affiliate, Center for Women’s and Gender Studies

Assistant Professor of Educational Policy and Planning 2007-2013
University of Texas at Austin, Department of Educational Administration
Faculty Affiliate, Center for Women’s and Gender Studies

Research Educationalist, University of California, Los Angeles 2001-2006
Graduate School of Education & Information Studies; Los Angeles, California

Adjunct Lecturer, Diversity and Education 2004
California State University, Northridge; Los Angeles, California
PROFESSIONAL APPOINTMENTS (Cont’d)

Researcher: State Implementation of No Child Left Behind Study
Harvard Civil Rights Project; Cambridge, Massachusetts 2003

Graduate Student Researcher, UCLA Charter School Study
University of California, Los Angeles; Los Angeles, California 1996-1999

Third Grade Teacher, Bunche Elementary School
Compton Unified School District; Compton, California 1995-1996

Research Assistant, Harvard Project on School Desegregation
Harvard University; Cambridge, Massachusetts 1994-1996

REFEREED JOURNAL ARTICLES

*Student collaborators are indicated by an asterisk.


REFEREEED JOURNAL ARTICLES (Cont'd)


REFEEREED JOURNAL ARTICLES (Cont'd)


BOOKS


BOOKS (Cont'd)

American Publishers Awards for Professional and Scholarly Excellence (The PROSE Award).

**BOOK CHAPTERS**

*Student collaborators are indicated by an asterisk.


BOOK CHAPTERS (CONTINUED)


BLOGS, REPORTS, ESSAYS, AND ENCYCLOPEDIA ENTRIES

*Student collaborators are indicated by an asterisk


BLOGS, REPORTS, ESSAYS, AND ENCYCLOPEDIA ENTRIES (Cont'd)


REFEREED PAPERS AND PRESENTATIONS

*Indicates current or former graduate student as co-author.


REFEREED PAPERS AND PRESENTATIONS (Cont'd)


REFEREED PAPERS AND PRESENTATIONS (Cont’d)


REFEREED PAPERS AND PRESENTATIONS (Cont'd)


REFEREED PAPERS AND PRESENTATIONS (Cont’d)


GRANTS AWARDED

Holme, J.J. (PI), Ford Foundation, New York, NY $200,000 2012-2013
Co-PIs: Kara Finnigan & Myron Orfield
Grant: “Investigating the potential of regional collaboratives to address inequality and isolation in education.” (Grant #1125-2786).

Holme, J.J. (PI), Ford Foundation, New York, NY $200,000 2010-2012
Co-PIs Kara Finnigan & Myron Orfield
Grant: “Investigating the potential of regional collaboratives to address inequality and isolation in education.” (Grant #1105-1303).

Holme, J.J. (PI), Spencer Foundation, Chicago, IL $39,650 2008-2010
Grant: “High stakes exit exams in low-performing high schools: Understanding how exit level testing requirements impact schools serving large concentrations of at-risk youth.” (Grant # 200900060).

Holme, J.J. UT Austin, Summer Research Award Summer Salary 2008
Grant: “High Stakes Diplomas: Understanding the Organizational and Instructional Responses of State Education Agencies, School Districts, and High Schools to State Exit Examination Requirements.”

RESEARCH CONSULTING

Holme, J.J. UCLA Civil Rights Project 2009-2010
Research consulting contract to lead research, and to hire graduate students, for San Antonio case study for Spencer Foundation-funded study on suburban demographic change.
RESEARCH CONSULTING (Cont'd)

Holme, J.J. Century Foundation, New York 2009-2010
Research consulting contract for a study examining the effects of potential policy changes to NCLB school choice policy.

Holme, J.J. Houston Institute, Harvard Law School 2008
Research consulting contract to conduct research and write a report on the Omaha Metropolitan Agreement for the Charles Hamilton Houston Institution for Race and Justice at Harvard Law School, Harvard University.

INVITED PRESENTATIONS (Selected)


2013 Featured scholar on Teacher College Record’s Video Interview, “The Voice” (August 2013): https://vialogues.com/vialogues/play/10902

2013 Invited Panelist, Equity Dialog, Texas Civil Rights Project, Austin TX


2011 Invited speaker, Texas Center for Educational Policy. “Exit Strategies: How Low Performing High Schools Respond to High School Exit Examination Requirements.”

2009 Invited presenter, Press Briefing on “New Initiatives for Integrated Education in the Obama Era” sponsored by the UCLA Civil Rights Project, Capitol Complex Building, Washington DC.


2009 Invited presenter at City of Austin Joint Commissions Workshop.
DISSEMINATIONS CHAIRMED

Sarah Lauren Diem, Ph.D. in Educational Policy and Planning, 2010

Dissertation Title: “Design Matters: The Relationship Between Policy Design, Context, and Implementation in Integration Plans Based on Voluntary Choice and Socioeconomic Status”

Awards: Winner, Dissertation of the Year Award 2011, AERA Districts in Reform SIG

Current Position: Associate Professor, Department of Leadership and Policy Studies, The University of Missouri-Columbia, Columbia, MO

Karen Shellberg Herbert, Ph.D. Educational Policy and Planning, 2010

Dissertation Title: “Making Sense of Performance Pay: Sensemaking and Sensegiving in Teachers’ Implementation of Compensation Reform”

Current Position: Denver Public Schools, Senior Manager of Student Outcomes for the Leading Effective Academic Practice (LEAP) Program

Anjale Devawn Welton, Ph.D. in Educational Policy and Planning, 2011

Dissertation Title: “Navigating Networks of Opportunity: Understanding How Social Networks Connect Students to Postsecondary Resources in Integrated and Segregated High Schools”

Current Position: Associate Professor, Department of Education, Policy, Organization and Leadership at the University of Illinois, Urbana-Champaign

Nathern Okilwa, Ph.D. in Educational Policy and Planning, 2012.

Dissertation Title: “Middle School Student Experiences: Establishing the Connection Between Family Factors, School Factors, and Student Outcomes”

Current Position: Assistant Professor, Department of Educational Leadership and Policy Studies, The University of Texas at San Antonio

Meredith Richards, Ph.D. in Educational Policy and Planning, 2012.


Awards: Winner: Runner-Up, Division I. AERA Dissertation of the Year Award, 2013. (As chair of the awards committee, I did not vote on Richards’ dissertation to avoid conflict of interest.)

Current Position: Post-Doctoral Fellow, The University of Pennsylvania Graduate School of Education


Dissertation Title: “Organizational Stability and School Performance”

Assistant Professor, University of Houston

Jaime Olivarres Portales, Ph.D. in Educational Policy and Planning, Summer 2012.

Dissertation Title: “Understanding How Vouchers Impact Municipalities in Chile, and How Municipalities Respond to Market Pressures”

Current Position: Researcher, Chilean Ministry of Education
DISSERTATIONS CHAIRED (Cont’d)

Sheryl Zylka, Ph.D. in Community College Leadership, May 2013

Dissertation Title: “The Impact of Using The Voluntary Framework of Accountability as a Measure of Student Progress and Outcomes at a Community College”

Current Position: Dean of Workforce Development and Continuing Education, Schoolcraft College (MI)

William Chris Lee, Ph.D. in Education Policy, May 2014

Dissertation Title: “Demystifying the Process: The Selection of Receiving Schools in Intra-district Performance-base School Choice”


Melinda Lemke, Ph.D. in Educational Policy and Planning, August 2015

Dissertation Title: Politics, Policy, and Normative State Culture: Texas Trafficking Policy and Education as a Medium for Social Change”

Awards: 2016 Politics of Education Association Outstanding Dissertation Award; 2016 AERA Division B (Curriculum Studies) Dissertation of the Year Award.

Current Position: Assistant Professor, University of Buffalo

Rian Carkhum, Ph.D. in Educational Policy and Planning, May 2016

Dissertation Title: Complicating Choice: Nuanced Portrayals of Parents Decisions

Current Position: School Leader, KIPP Sunnyside High School, Houston TX

Dissertations Chaired, In Progress (4)

Dongmei Li Educational Policy & Planning ABD 2015
Lindsay Redd Educational Policy & Planning ABD 2015
Sam Goessling Educational Policy and Planning in prog.
Joanne Frantzen Cooperative Superintendency Program in prog.

Other Student Supervision

Supervisor, Amanda Cooper, UT Undergraduate Plan II Thesis B.A. May 2012
Supervisor, Ayesha Kang, UT Undergraduate Plan II Thesis B.A. December 2015

SERVICE (Selected)

Member, AERA Research Advisory Committee, Fall 2015-2018.

Member, Nat’l Association for School Diversity Research Advisory Panel, 2011-pres.

Chair, AERA Division I 2013 Dissertation of the Year Award Committee, Spring 2013

Representative for the UT Austin Department of Educational Administration to the UCEA Plenum (the national governing body of the University Council on Educational Administration), 2012-2013.
SERVICE CONT’D (Selected)

Participant, AERA Division A Dialogic Forum Graduate Student Mentoring, April 2014

Member, AERA Division I 2012 Dissertation of the Year Award Committee

Co-Chair, One Nation Indivisible, Conference on School Diversity, Omaha, NE, 2012

Co-Chair, Summit on Inter-District School Desegregation, Harvard Law School, 2009


Member, UT Austin Graduate Assembly, 2011-2014

Member, UT Austin Graduate Assembly, Academic Committee, 2011-2014

Peer Reviewer for:
Anthropology in Education Quarterly (2009; 2011)
Educational Policy (2007; 2013; 2013)
Equity and Excellence in Education (2007)
Journal of School Leadership (2010; 2011)
Review of Educational Research (2010; 2011)
Social Forces (2009)
Teachers College Record (2008; 2013; 2014)
University Council of Educational Administration Conference Proposals (2008; 2009; 2013)

HONORS AND RECOGNITION

Nominee, Palmer O. Johnson Memorial publication award, 2013

Recipient, Recognition of Service for Students with Disabilities, Office of Students with Disabilities, UT Austin, 2008

Finalist, Dissertation of the year Award, Division G AERA, 2001

UCLA Chancellor’s Dissertation Year Fellowship, 1999-2000

Spencer Foundation Research Training Grant, 1996-1999
MEDIA INTERVIEWS AND CITATIONS OF WORK


Jordan, D. (2007, Feb. 11). “Race, class behind fear of Dwyer, students say.” Palm Beach Post (FLA), Section 1A.


**PROFESSIONAL MEMBERSHIPS**

American Educational Research Association

American Sociological Association
Required Attachment: Opening Doors and Expanding Opportunities in Austin ISD

Appendix – Evidence of Existing Diversity Plan

1. Diversity Policy: Majority-to-Minority Transfer Program

   See page 3-4 of Austin ISD Intradistrict Transfers and Classroom Assignments Local Policy

2. Diversity Policy: Diversity Choice Program

3. Schools of Choice Admission Policies
   a. Magnet Program Common Criteria – Kealing Middle School
   b. Ann Richards School for Young Women Leaders

4. Diversity by Design Plan – Draft Northeast Austin Plan

School assignments are made to balance the enrollment of a school. However, a student in prekindergarten-grade 12 may request a transfer to any other school on a space-available basis and observation of class-size caps. The Board delegates to the Superintendent the authority to determine the availability of space, regardless of the type of transfer requested, pursuant to the definition of availability in policy FDA(LOCAL).

**SUSPENSION OF TRANSFERS**
The suspension of transfers to a school based on capacity limitations shall be recommended by the associate superintendent and approved by the Superintendent. When the Superintendent decides to suspend transfers (i.e., freeze transfers) to a school, the Superintendent shall immediately notify the Board in a public meeting.

**TRANSFERS BETWEEN SCHOOLS**
The Superintendent shall be authorized to investigate and approve transfers between schools.

**CLASS CHANGES**
The campus principal shall be authorized to investigate and approve the transfer of a student from one classroom to another on that campus.

**TYPES OF TRANSFERS**
The types of transfers available are priority transfers, including sibling, tracking, and majority-to-minority transfers; magnet transfers; curriculum transfers; and general transfers. Priority transfer requests shall be considered prior to all other transfer requests if submitted by the deadline stated at DATES AND DEADLINES, below.

**DATES AND DEADLINES**
The first day to request a transfer for the following school year shall be the first business day in January of the preceding school year.

To receive consideration for a priority transfer, i.e., sibling, tracking, or majority-to-minority transfer, a request must be received no later than the last business day in January of the preceding school year. All requests for priority transfers shall be entered into a computerized random drawing to place each request in rank order if it is necessary to limit available space at any given campus.

To receive equal opportunity for approval of a request for a general transfer (after requests for priority transfers have been processed), the request must have been received no later than the last business day in January of the preceding school year. All requests for general transfers received in January shall be entered into a computerized random drawing to place each request in rank order for available space at the requested school and grade level.

After the end of January of the preceding school year, the District shall continue to accept requests for transfers on a first-come, first-served basis determined by the date and time received in the office.
of student services/records. These requests shall be considered after requests for priority and general transfers have been pro-
cessed.

A transfer request must be received by August 10 to be considered for placement during the fall semester. Approvals for placement for the fall semester shall not be made after the second week of school (i.e., the second week of the fall semester). A student must be enrolled in his or her transfer school by the end of the second week of school. If an approval is granted during the second week of school, the student shall be given a one-week extension to enroll in the transfer school. Failure to enroll by the specified time shall result in revocation of the transfer.

A transfer request received between August 11 and November 15 shall be considered for placement during the spring semester. Approvals for placement for the spring semester shall not be made after the end of the second week of the fourth six weeks (i.e., the second week of the spring semester). A student must be enrolled in his or her transfer school by the end of the second week of the spring semester. If an approval is granted during the second week of the spring semester, the student shall be given a one-week extension to enroll in the transfer school. Failure to enroll by the specified time shall result in revocation of the transfer.

An application to the magnet program at the Liberal Arts and Science Academy, Fulmore Middle School, or Kealing Middle School, as well as programs such as the Ann Richards School for Young Women Leaders, the International Baccalaureate program at Anderson High School, the Fine Arts Academy program at McCallum High School, and other specific programs designated by the Superintendent, must be received by the program’s director/administrator no later than the deadline determined by each program of the preceding school year. In the event of an extenuating circumstance, an application submitted after the deadline may be considered by the program’s director/administrator.

REQUEST PROCEDURES

A written request must be received in the office of student services according to the deadlines specified at DATES AND DEADLINES, above. The availability of space shall be determined, and the transfer request shall be approved or referred for further consideration subject to the provisions of this policy.

SIBLING TRANSFER

A sibling transfer request may be made for the sibling of a student who is, or will be attending the requested school at the same time on an approved transfer. A transfer request must be submitted for each sibling affected. A sibling transfer shall be granted if the request is submitted by the priority deadline and space is available pursuant to the definition of availability in policy FDA(LOCAL). Af-
After the priority deadline, the transfer shall be allowed if space and staff are available. To receive priority consideration for a sibling transfer, the request must be received no later than the last business day in January of the preceding school year.

**EXCEPTION**

An exception to the availability of space provision shall be granted for a student who had a sibling who was attending the requested school in the 2014–15 school year. This student shall be eligible to request a sibling transfer during the 2015–16 school year only. If submitted prior to the priority deadline, the request shall be granted and the sibling transfer shall be effective as of the 2016–17 school year. Subsequent eligibility for transfers shall be in accordance with the provisions above [see SIBLING TRANSFER, above].

**TRACKING TRANSFER**

A student who has transferred to another school and who has a history of at least two unbroken years of attendance in the two highest grades offered at the school may request a tracking transfer to the next level (i.e., to a middle school from an elementary school or to a high school from a middle school) in order to remain with his or her peers. A tracking transfer shall be granted if the request is submitted by the priority deadline and space is available pursuant to the definition of availability in policy FDA(LOCAL). After the priority deadline, the transfer shall be allowed if space and staff are available. To receive priority consideration for a tracking transfer, the request must be received no later than the last business day in January of the preceding school year.

The tracking transfer shall not apply to a student who has moved and who wishes to seek a transfer back to the same school he or she was attending prior to the move. In this situation, the student must seek a general transfer. All requirements of the transfer policy shall apply.

**EXCEPTION**

An exception to the availability of space provision shall be granted for a student who during the 2014–15 school year began his or her first year of the required two consecutive unbroken years of attendance. This student shall be eligible to request a tracking transfer during the 2015–16 school year only. If submitted prior to the priority deadline, the request shall be granted and the tracking transfer shall be effective as of the 2016–17 school year. Subsequent eligibility shall be in accordance with the provisions above [see TRACKING TRANSFER, above].

**MAJORITY-TO-MINORITY TRANSFER**

A student may transfer from a school where the student’s ethnic group is over 50 percent of the school’s population to a school where the student’s ethnic group is under 50 percent of the school’s population. The purpose of the majority-to-minority transfer is to complement the District’s student assignments and promote diversity throughout the District. A majority-to-minority trans-
Transfer shall be granted if the request is submitted by the priority deadline and space is available pursuant to the definition of availability in policy FDA(LOCAL). After the priority deadline, the transfer shall be allowed if space and staff are available. To receive priority consideration for a majority-to-minority transfer, the request must be received no later than the last business day in January of the preceding school year.

For the purpose of majority-to-minority transfers, two ethnic groups are defined as follows:

1. Black (and not of Hispanic origin) and Hispanic students.
2. American Indian/Alaskan Native, Asian, Native Hawaiian or other Pacific Islander, and White (and not of Hispanic origin) students.

**MAGNET PROGRAM TRANSFERS**

An application to the Liberal Arts and Science Academy, the Fulmore Middle School magnet program, or the Kealing Middle School magnet program shall be submitted directly to the requested program's director/administrator. Approval of an application, through meeting application requirements, shall be subject to the general provisions of the transfer policy and depend on availability of space and class-size caps at the specific school. If approved, the student shall enroll and maintain participation in the program for which the transfer is granted. If the student withdraws from the program, he or she shall return to the home campus at the end of the semester. An application request must be submitted to the requested program no later than April 15 of the preceding school year, or earlier if specified in the program's requirements, to be considered. In the event of an extenuating circumstance, an application submitted after April 15 may be considered by the program's director/administrator.

**CURRICULUM TRANSFERS**

A transfer may be requested when a student's desired program of study is not offered at the student's school of residence. A program of study is a continuous sequence of courses designed to allow a student to pursue a specific area of learning (e.g., ROTC, Career Pathways, and the like). A transfer shall require approval by the appropriate associate superintendent and shall be contingent on space availability. If approved, the student shall enroll and maintain participation in the program for which the transfer is granted. If the student withdraws from the program, he or she shall return to the home campus at the end of that semester. The request must be submitted by August 10 of the prior school year.

An application to the Ann Richards School for Young Women Leaders, the Anderson High School International Baccalaureate program, the McCallum High School Fine Arts Academy, and other
specific programs designated by the Superintendent shall be submitted directly to the requested program's director/administrator. The approval of an application, through meeting application requirements, shall be subject to the general provisions of the transfer policy and depend on availability of space and class-size caps at the specific schools. If approved, the student shall enroll and maintain participation in the program for which the transfer is granted. If the student withdraws from the program, he or she shall return to the home campus at the end of the semester. The application request must be submitted to the requested program no later than April 15 of the preceding school year, or earlier if specified in the program's requirements, to be considered. In the event of an extenuating circumstance, an application submitted after April 15 may be considered by the program's director/administrator.

IN VOLUNTARY TRANSFER OF STUDENT WHO ENGAGES IN BULLYING

The Superintendent or designee may transfer a student who engages in bullying. [See FFI(LOCAL) and FDB(LEGAL)]

Transfer of a student who engages in bullying is a corrective action of last resort and should be considered only when necessary to protect the safety of the victim of bullying or the student who engages in bullying. Factors to consider shall include:

1. The seriousness and extent of the bullying;
2. The student's actions towards the victim, District employees, or other students after the reported incidence of bullying;
3. The potential effect of the bullying on the school environment;
4. Previous efforts by the District, student, and the student's parent or other person with authority to act on behalf of the student to address the student's behavior; and
5. The effect of the bullying on the victim of bullying.

DECISION TO TRANSFER

The transfer of a student with a disability who receives special education services and who engaged in bullying may be made only by a duly constituted admission, review, and dismissal (ARD) committee under Education Code 37.004. [See FDB(LEGAL)]

The decision to place a student in another classroom at the campus to which the victim was assigned at the time the bullying occurred shall be made by the principal or designee at that campus.

The decision to transfer a student to a campus other than the campus to which the victim was assigned at the time the bullying occurred shall be made by the associate superintendent.

The decision to transfer a student who engages in bullying is at the sole discretion of the District. Before a student is transferred, the
District shall consult the student's parent or other person with authority to act on behalf of the student who engaged in bullying.

Determination of the campus to which the student is transferred is at the sole discretion of the District. The District shall make every effort to transfer the student to a campus close to his or her residence.

APPEALS OF INVOLUNTARY TRANSFERS

An appeal of a placement of a student in another classroom at the campus where the victim was assigned at the time the bullying occurred shall be made to the associate superintendent who has responsibility for the school. [See FNG(LOCAL)]

An appeal of a transfer of a student to a campus other than the campus to which the victim was assigned at the time the bullying occurred shall be made in accordance with FNG(LOCAL), beginning at Level Three.

TRANSPORTATION

Unless otherwise required by law, transportation shall not be provided to a student who is transferred under this policy.

GENERAL TRANSFERS

A general transfer may be requested when the student does not qualify for one of the other types of transfers and shall be approved if space is available.

APPEALS OF DENIED TRANSFERS

An appeal of a denial of a transfer request shall be made to the associate superintendent who has responsibility for the requested school. An appeal to the associate superintendent must be made within 15 District business days beginning on the day after the date of the letter. If the associate superintendent denies the request, an appeal may be made first to the Superintendent in accordance with policy FNG(LOCAL) beginning at Level Two.

DIVERSITY CHOICE

[See policy FC(LOCAL), School Attendance Areas, for information on diversity choice]

GENERAL PROVISIONS RELATED TO TRANSFERS

A parent and student who accepts a transfer shall agree to abide by the receiving school's standards for academic progress, attendance, discipline, and parental cooperation. The principal of the receiving school shall be authorized to deny or revoke the transfer if these conditions are not met.

Once a student attends a school on a transfer basis, the student shall not be permitted to return to the home school during the current school year unless the transfer is revoked or both principals agree to an earlier return.

If a student's transfer is revoked, the student shall not be granted a transfer request back to that school at any later time.
A special education student shall satisfy the conditions under which the transfer is permitted pursuant to this policy. A transfer or revocation of transfer that changes the educational program of a special education student shall be made only by the appropriate ARD committee.

A transfer shall be granted through the highest grade at a school so long as the student's enrollment at the transfer school is not interrupted, space remains available, and the parent or guardian continues to reside in the District.

TRANSPORTATION

Transportation shall not be provided to a student who is granted a transfer under this policy, except for a student attending a magnet program at Fulmore Middle School, Kealing Middle School, or the Liberal Arts and Science Academy, as well as any other specific program designated by the Superintendent.

ELIGIBILITY FOR UIL ACTIVITIES

Eligibility to participate in University Interscholastic League (UIL) activities shall be determined by the rules established by the most current edition of the UIL constitution and contest rules. A student should check his or her UIL status before completing the transfer process.

GRANDFATHER PROVISIONS

The Board may allow a student who is attending a specific grade within a school to continue in that school or in a particular tracking pattern in subsequent years. This is usually done when boundary changes are approved by the Board and are in effect for a limited period of time. In these situations, the following grandfather provisions shall apply:

1. A student entering grade 5, 6 (if in an elementary school), 8, or 12 shall be eligible to stay at his or her current school.

2. A sibling of an entering grade 5, elementary grade 6, grade 8, or grade 12 student in the same category as above and who is currently enrolled in the same school shall also be eligible to attend his or her current school until the youngest sibling completes the last grade offered on that campus.

3. For a high school student assigned to a newly opened high school, an entering grade 11 or 12 student will remain at his or her present school. For a high school student reassigned from one existing high school to another, an entering grade 11 or 12 student will be eligible to stay at his or her present school.

4. No transportation shall be provided by the District for any student eligible under these grandfather provisions.
5. A grandfathered student shall attend his or her assigned middle school or high school in the new tracking pattern once he or she has completed the last grade at his or her current campus.

6. A grandfathered student may apply for a transfer to the middle school or high school tracking to his or her current campus; the transfer shall be considered under the transfer policy adopted by the Board.

Note: For the transfer of a student who is the victim of bullying or who engaged in bullying, see FDB(LEGAL). For the transfer of a student who attends a persistently dangerous school, becomes a victim of a violent criminal offense, or becomes a victim of sexual assault, see FDE.
ATTENDANCE AREAS  Individual school attendance areas shall be defined by the Board upon recommendation of the Superintendent. School attendance areas shall be kept as stable as possible. However, adjustments or changes shall be made whenever the District determines that there is a need to balance student loads among schools for efficient use of facilities or when it is determined to be in the best interest of the students involved. These school assignment adjustments may result from facility closure for economic efficiencies or to allow renovations supporting reuse. In considering attendance area changes, the best interests of all students in the District shall take precedence over the convenience or interest of students in any one school.

SCHOOL ASSIGNMENT  A student shall be assigned to a school in the attendance area in which the student’s parents maintain their domicile.

In the event the student has a legally appointed guardian, upon proper application to the District, the domicile of the guardian may be deemed to be the domicile of the student unless the guardianship was taken out for any purpose directly or indirectly related to school purposes. In such situations, the District shall be entitled to refuse to recognize the domicile of the guardian as the domicile of the student. One criterion considered by the District in connection with approving student domiciles other than the domicile of the student’s parents shall be whether the domicile was created or attempted to be created for school purposes.

TEMPORARY ATTENDANCE  A student may be enrolled in a school on a temporary basis for a period of 45 calendar days when a family who resides in the District has a home under construction or is waiting to occupy a residence they have purchased or rented in the attendance area assigned to that school. Documentation that indicates the expected date of occupancy must be presented to the school. If, at the end of 45 calendar days, the family does not reside in the attendance area for that school, the student shall be withdrawn until a residence is established within the attendance area.

CONTINUATION  Once a student has enrolled in a school in the attendance area of the parents’ domicile, and the parents then move into another District attendance area, the student may continue in the original school through the end of the school year. Continuation is contingent upon acceptable achievement, attendance, behavior, and parental cooperation.

DIVERSITY CHOICE  Students shall attend school in their assigned tracking patterns. However, students residing in the elementary attendance areas listed below may choose to attend the secondary schools designated below with transportation provided by the District. Designation of the student's school choice under the diversity choice pro-
gram must be received in the office of student services no later than February 15 of the prior school year. Once the choice is made, the chosen school shall become the student’s home school through the highest grade in the school. A student who has attended a selected campus through diversity choice and who has a history of at least two unbroken years of attendance in the two highest grades offered at the school may request a tracking transfer to the next level as specified in FDA(LOCAL). If the student later wants to attend another school, the student shall be required to apply for a transfer.

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<th>To High School</th>
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**EFFECTIVE DATE**

Revisions to this policy shall be effective upon adoption by the Board on April 27, 2015.
Project Management: Project Initiation

Project Name: Magnet Program Common Criteria – Kealing Middle School

Strategic Plan Scorecard Indicator: 10.1

Need Addressed and Rationale: In an effort to address the need for diversity identified at the April 11, 2016 Board Work Session, campus and district administration are reviewing systems and processes to identify root causes and recommend solutions to increase diversity in AISD magnet programs.

In the SY2015-2016, the Kealing Magnet student demographics are 1.4% African American; 5.6% two or more races; 18% Asian; 18% Hispanic; & 57% Caucasian, compared to the overall AISD demographic data of 7.8% African American; 26.6% Caucasian; and 58.8% Hispanic.

Project Objectives and Scope: The Kealing administration convened a planning meeting with all magnet teachers to amend the Kealing Magnet application process and modify admission criteria to address the lack of diversity of the student population admitted to the Kealing magnet program. The administration sought to obtain consensus for the changes by all magnet teachers and all CAC members.

Program Description: The objective of the common criteria is to increase the enrollment of economically and ethnically diverse students at the Kealing Magnet School, and to ensure their academic, social and emotional success while enrolled in school and beyond as a safeguard to success in college, career and life.

Application: The application for admission to Kealing Magnet continues to include the following:

- STAAR Scores
- School performance (1st semester of 5th grade report card)
- Raven, spatial reasoning test
- (2) fifth grade teacher recommendations

Modifications to the Application include:

- Two essays (previously 4 required essays)
- Teacher recommendation forms accepted from the new AISD common magnet application process

The approach to ensure systemic change to admission is twofold: First, the admission process must be amended to ensure that top performing students from across all areas of the district are afforded the opportunity to apply and be admitted to Kealing’s magnet program. The proposed selection process will follow components of the admission process for Dallas ISD’s School for the Talented and Gifted:

- 50% of available seats for the Magnet program will be awarded to applicants with the highest total score on the scoring rubric.
• The other 50% of available seats will be awarded within AISD middle school feeder patterns based on application score.

Top applicants from each MS feeder pattern will be accepted, as long as applicants meet a minimum score. The number of seats per MS feeder pattern will be apportioned by their percent of the overall AISD middle school population. See Appendix 1 for visual representation.

Additionally, academic, social and emotional structures must be put into place to address the achievement gap, which directly impacts students of color, and acts as a barrier to admission:

A. Early identification of underrepresented student groups demonstrating mastery and potential to be successful in the Magnet program. Along with the Area 1 and Area 2 offices and campus principals, students will be identified beginning in 2nd grade as candidates for Magnet program admission.

B. Extra-curricular opportunities for these early identified students beginning in grade 2 for participation in a G/T curriculum outside of the regular school day (Summer programming, Saturday programming, implementation of a traveling Magnet teacher for District 1 elementary campuses, who are particularly underrepresented in Magnet programs.)

Expected Outcomes and Timeline:

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<th>Date</th>
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<tbody>
<tr>
<td>April 11, 2016</td>
<td>Board Work Session regarding Advanced Academic Options in South Austin – Potential New Magnet Program</td>
</tr>
<tr>
<td></td>
<td>Establish campus planning committee to review admission requirements to Kealing Magnet</td>
</tr>
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<td></td>
<td>Campus planning meeting review student data admission requirements of other AISD academy and magnet programs</td>
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<td>Campus planning meeting to review student data admission requirements for other academy and magnet programs</td>
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<td>Planning meeting to vote to move forward with selected admission criteria</td>
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<td>Presentation to the Kealing CAC &amp; vote</td>
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<tr>
<td>August 2016</td>
<td>Meeting with TLC Leadership</td>
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<tr>
<td>August 19, 2016</td>
<td>Final review by Chief Office for Teaching &amp; Learning</td>
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<td>Outreach to Campus Advisory Councils</td>
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<tr>
<td>SY16-17</td>
<td>Launch</td>
</tr>
</tbody>
</table>

Campuses Affected: Kealing Middle School, District 1 Elementary school feeders
Project Activities: The campus planning committee review Kealing Magnet admission requirements, admission data requirements from other AISD academy and magnet programs, selected new Kealing admission criteria, and presented to the Kealing CAC.

External Partner Role: No partners have been identified at this time. AISD may partner with organizations as necessary based on the magnet program needs and approaches.

Resource Overview: Resources are dependent upon program proposal.
   One Time: None.
   Recurring: Curriculum, G/T staff, marketing/promotional materials, and other elements to be determined

Facility Needs: At this time, there are no identified facility needs. This may need to be modified, as we foresee increased enrollment long term.

District Implications and Key Risks: To truly implement systemic and institutional change that is supported by the Kealing Middle School staff and CAC, it is necessary to have support from the Board of Trustees and district administration. The changes to the magnet application will allow Kealing Middle School to mirror the application process of all magnet school in AISD. Additionally, the 50/50 admission model will ensure that students from all middle school feeders are adequately represented in the magnet program and have access to an accelerated, specialized program of study. By rallying district resources to identify potential students in grade 2 and work with their families in elementary schools, parents and community members can learn about the magnet process and benefits.

The social emotional needs of students who will be attending schools outside of their neighborhood must always remain an integral part of the planning to ensure authentic and sustained program integration and retention efforts are made.

Risk factors may stem from families not in favor of ensuring diversity pushing back on this more inclusive approach.

Approved by:

_________________________  ______________________
Chief Officer                      Superintendent

Once approved, please complete the Program Design, Program Budget, and Program Membership (if applicable)

Appendix 1: Kealing Magnet Admissions – 50/50 Model
Admissions - The 50/50 Model

Fifty percent of our acceptance letters go to the top folder scores. The other fifty percent are divided amongst the middle school feeder patterns, apportioned by percent of the AISD middle school population.
Admission Process

During the fall semester, Principal Jeanne Goka, with the directors of the Kealing and Fulmore Magnet Programs, visit all AISD’s elementary campuses to inform 5th grade (and 6th if at elementary school) students about their programs.

Application Instructions: (English/Spanish)

1. **Application Form**: Please make sure that this information is legible and accurate. Include your AISD student number that can be found on your report card. Your parent/guardian must sign this form.

2. **Letter of Application**: This is a handwritten letter by you that describes your academic interests and why you want to attend the Ann Richards School. If you have a hero/heroine, you can explain how that person has inspired you. This letter should be at least 2 pages in length, front side only. Address your letter to Ms. Jeanne Goka, Principal.

3. **STAAR scores**: If you took your STAAR tests in an Austin ISD school last year, we will request your scores from the district. If you were not in Austin ISD last year, please submit your scores with this application. (If no STAAR scores, standardized tests like ERB & ITBS are acceptable.)

4. **Report Card**: Be sure to turn in your recent report card with the first semester grades.

5. **Semester attendance and tardies**: If not included on your semester report card, ask your school to give you a copy.

6. **Teacher Recommendation Forms**: You may turn in these forms or your teachers may prefer to mail them to Ms. Goka. One recommendation must be completed by your current teacher in English/language arts, mathematics, science, or social studies. **If you have only one teacher in these areas, please indicate this on the form or you can ask your elective teacher or last year’s teacher to complete one of the two recommendation forms.**

Scoring

All 5 parts of the application have equal value (4 pts. each) with 20 pts as the highest possible score. The application requirements are based on entrance guidelines for student candidates from the Memorandum of Understanding (MOU) between AISD and the Foundation for the Education of Young Women (FEYW)(now the Young Women’s Preparatory Network): **must be a “C” student or better with a desire to go to college, must have met state requirements for advancement to next grade level, and must have no chronic attendance or school discipline problems upon admission.**

Applicants may score low in one or two areas and still qualify for the lottery.

Selection

The selection process is designed to admit a student body of diverse learners.

To qualify for the selection pool, applicants can have scores ranging from 14 to 20 points.

From the selection pool of applicants, students will be chosen by lottery.

There are two separate lotteries, taking 75% of the students from Title I Schools; 25% from non-Title I Schools. AISD’s Department of Program Evaluation provides the school with 4 sets of randomized numbers: the first two sets are used to randomize the list of qualified applicants within their Title I and non-Title I categories.

(In other words, the lists of names are unalphabetized.)

The second set of numbers are used to select the students based on the 75%-25% Title I and non-Title I break-down. Notification letters of admission status are sent to all applicants and those who have been selected must accept the offer by signing a contract and attending orientation for student/parent interviews and placement testing. There is no wait list.
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(b)(6)
of the Freedom of Information and Privacy Act.
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Equity in Austin Independent School District

District Summary of Equity Work and Action Steps for Improvement

(b)(6)
Executive Summary

At the request of the Austin Independent School District (AISD) board of trustees, AISD undertook an equity self-assessment and the development of a responsive plan of action to address equity gaps identified from the assessment (i.e., the Equity Project).

The purpose of the Equity Project is to review and assist AISD district and campus staff, stakeholders, and the Austin community to understand the current environment; self-identify areas of concern, organizational change, and improvements; facilitate dialogue among the different stakeholders; build accountability; and instill greater understanding and commitment to addressing equity, with the explicit goal of leading to equitable opportunities and outcomes for all students.

The district’s equity self-assessment focused on three major areas: student achievement, student discipline, and access to high-quality programs and curriculum. Numerous sources of evidence were examined to support the equity self-assessment. These included (a) a review of achievement gap indicators, (b) findings from the Equity Self-Assessment Survey, and (c) a Texas Association of School Administrators (TASA) curriculum audit.

The data collection and analyses revealed several important issues to consider in the education of all students. For example, the gap analyses and equity study showed gaps, both in achievement and access, for students, especially African American students and economically disadvantaged students. According to the feedback from the self-assessment, district stakeholders generally believe the district is doing an adequate job of addressing equity, but still recognize that more work and further staff training remains. The remaining work includes addressing AISD’s equity issues and barriers at the classroom level as well as at the school and district levels.

Findings from the Equity Project have been incorporated into the work plans and strategic plan of the district. Many of these programs will be developed over the next year (i.e., 2016–2017), with the goal of implementing them as soon as possible. AISD’s Department of Research and Evaluation (DRE) staff will continue to support the district’s work related to equity. In future years, DRE staff also will determine how evaluation plans can incorporate the study of Equity Project activities and ideas to measure the efficacy and successfulness of these programs.
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Introduction

Purpose

The Austin Independent School District (AISD) is committed to fostering an inclusive, healthy, and welcoming environment for all students. We value equity, diversity, and inclusion, and we have high expectations for all students, employees, parents/guardians, and community members.

The AISD board of trustees requested that the district undertake an equity self-assessment and build a framework for such a self-assessment. The board shared feedback on an equity framework and discussed data that the administration should review through an equity lens.

The purpose of the Equity Project is to review and assess Austin, AISD, campuses, and the community to understand the current environment; self-identify areas of concern, organizational change, and improvements; facilitate dialogue between the different stakeholders; build accountability; and instill greater understanding and commitment to addressing equity, with the explicit goal of leading to equitable opportunities and outcomes for all students.

Background

The AISD board of trustees met during the February 9, 2015, board work session to discuss a letter presented by the Texas Civil Rights Project (TCRP), a local nonprofit that, according to its website, "uses legal advocacy to empower Texas communities and create policy change" (texascivilrightsproject.org). The letter and accompanying 2014 report was a follow-up to a report issued in 2012 by TCRP that claimed the district was deficient in key areas related to equity, and demonstrated a lack of transparency with respect to how resources were spent. According to the major findings of the report, the district did not provide equal access to educational resources, which included academic and extracurricular resources, and private donations.

The letter by TCRP requested that AISD conduct a self-assessment on equity. In addition to referencing the 2014 report, the letter referenced a "Dear Colleague" letter that the U.S. Department of Education’s Office of Civil Rights (OCR) had sent to all school districts and that raised questions of equity in schools across the United States. The OCR letter included criteria for assessing equity and nondiscrimination in education and suggested that districts use some framework to assess equity at their local level (OCR, 2014). TCRP suggested that AISD conduct the self-assessment following the guidance provided by OCR, and formally begin by February 2015 and conclude by the end of the school year (June 2015). TCRP stated that it would request the OCR investigate AISD if this self-assessment was not completed within the designated time frame.
Framework

The district’s equity self-assessment focused on three major areas: student achievement, student discipline, and access to high-quality programs and curriculum. Numerous sources of evidence were examined to support the equity self-assessment. These included (a) a review of achievement gap indicators, (b) findings from the Equity Self-Assessment Survey, and (c) a Texas Association of School Administrators (TASA) curriculum audit.

The district’s formal gap analysis and equity report served as the foundation for the equity self-assessment work. The gap analysis (Schmitt, Williams, & Christian, 2016) described the performance gaps between and among student groups district wide. The district equity report (Schmitt, 2016) showed school performance across multiple indicators within a school performance index and an instructional services index.¹ Student achievement gaps were examined using numerous indicators, including State of Texas Assessment of Academic Readiness (STAAR) math, reading, and writing results; 4-year federal graduation rates; disciplinary placement/removal rates; and a composite school performance index. Overall, results from both reports revealed performance gaps within and across schools.

The district’s Equity Self-Assessment Survey was based on the Six Goals of Education Equity framework developed by Dr. Bradley Scott, Director of the Equity Assistance Center at the Intercultural Development Research Association (IDRA), and later adapted into a process used by Voices for Racial Justice in Minneapolis, MN. Participating district stakeholders included school principals, members of the district advisory committee (DAC), and members of cabinet alignment. District stakeholders rated the implementation of numerous equity practices within three overall equity goals:

- Equity goal 1: Comparably high graduation rates and other student outcomes
- Equity goal 2: Equitable access and inclusion
- Equity goal 3: Equitable treatment and disciplinary policies and practices

On average, the district stakeholders’ equity self-assessment ratings indicated the general perception that the district was somewhat meeting its equity challenges (using a scale of Not at all [1], Not much [2], Somewhat [3], To a great extent [4]).

As part of the strategic plan, the district contracted with TASA to conduct a detailed curriculum audit that was congruent with its portfolio of options for school districts. Following the initial proposal by TASA, the district superintendent asked TASA to align this work with the district’s Equity Project. TASA provided a new scope of work that included an audit of equity in access to curriculum. The new proposal stated,

¹ See DRE publication #15.37 for details on the school performance index.

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Under this area, the auditors will compare student work, survey data, and samples of curriculum from schools with different demographic characteristics to determine if schools with higher percentages of at-risk students are offering the same content and educational experiences to their students as schools with very low percentages of at-risk students. These analyses depend on the data received via online surveys and the extensiveness of student work submitted by teachers and collected by building principals. Analyses will include comparing the content, contexts, and cognitive types of the student work collected.

In the following sections of this report, results from each of the equity self-assessment efforts are summarized in the context of the relevant equity goal. An overview of evidence is presented, and action steps follow. The actions are further supported by a review of current policy and references from the current research/best practice literature.
Student Achievement

Summary of AISD Student Outcome Data

Student achievement findings from the gap analysis. Findings from the gap analysis (Schmitt et al., 2016) showed desirable trends across multiple academic indicators at the district level and for many student groups. However, gaps in students' academic achievement remained between some student groups and across schools in many areas. For example, greater percentages of White students than of their Hispanic and African American peers passed the STAAR tests and graduated from high school. Performance gaps narrowed between English language learners (ELLs) and their peers in STAAR reading and writing, but widened between ELLs and their peers in STAAR math. The race/ethnicity gap in disciplinary placement/removal rates widened between African American and White students. Gaps in graduation rates narrowed slightly between Hispanic and White students, males and females, and ELLs and their peers, but widened between African American and White students.

Student achievement findings from the equity report. In the equity report (Schmitt, 2016), a variety of academic achievement indicators were used to create a measure of school performance. These indicators included (a) STAAR passing rates for all tests, (b) percentage of students not disciplined, (c) average daily attendance rate, (d) percentage of students scoring at or above AISD's college-ready standard on the Developmental Reading Assessment, (e) percentage of students not annual dropouts, (f) graduation rate, and (g) postsecondary enrollment rate. As with the gap analysis, findings from the equity report showed performance gaps within and across schools. In most instances, schools with higher instructional services index scores (i.e., schools with higher percentages of students who were economically disadvantaged, received bilingual or English as a second language services [ESL], or received special education [SPED] services) had lower school-performance index scores (i.e., scores based on STAAR, attendance, discipline, and college-readiness outcomes) than did schools with lower instructional-services index scores. However, some schools with high instructional services index scores also had high school-performance index scores.

Gaps between student groups measured with the school performance index were consistent across levels for all student groups, with the exception of ELLs. Generally, non-economically disadvantaged students outperformed economically disadvantaged students, and non-SPED students outperformed SPED students. While non-ELLs generally outperformed ELLs at high schools and middle schools on the school performance index, performance varied across elementary schools. At most elementary schools, the school performance index was similar for ELL students and non-ELL students. However, non-ELLs outperformed ELLs at a few elementary schools, while ELLs outperformed non-ELL students at some other elementary schools.

Student achievement findings from the Equity Self-Assessment Survey: Equity goal 1. On the Equity Self-Assessment Survey, district stakeholders responded to eight questions related to equity practices within equity goal 1 (i.e., comparably high graduation rates and other student outcomes). The survey questions in this section...
were concentrated on expected student academic outcomes. The overall rating for this section of the survey was 2.85, where 2 = *Not much* and 3 = *Somewhat*. The overall rating for goal 1 was lowest among all three equity goals self-assessed.

Furthermore, four of the individual equity items rated under goal 1 specifically addressed student achievement and graduation/promotion. These were:

* Are school promotion rates consistently high for all diverse learners?  
  - Average rating = 2.84

* Are graduation rates consistently high for all diverse learners?  
  - Average rating = 2.77

* Are there comparably high rates of participation in college and/or postsecondary preparation or is there competent preparation for school-to-work transition for all learners?  
  - Average rating = 2.72

* Are there comparably high achievement outcomes for all learners?  
  - Average rating = 2.62

*Summary of student achievement findings from the gap analysis, equity report, and Equity Self-Assessment Survey.* The triangulation of data from the gap analysis, equity report, and Equity Self-Assessment Survey revealed consistent findings. Achievement gaps were found between student groups and within and across schools. The major findings included:

* Gaps between SPED students and their peers have been increasing on a number of academic outcomes.

* Wide gaps between White students and both Hispanic students and African American students remained over time, even given the slight gains made in STAAR math and writing.

* While gaps in graduation rates narrowed slightly between Hispanic and White students, as well as between ELLs and their peers, gaps in graduation rates widened between African American and White students.

* The relatively low overall district stakeholder self-assessment rating of equity in this area (i.e., equity goal 1: comparably high graduation rates and other student outcomes) reflected an overall acknowledgment of the equity issue in the district.
Perceived Barriers to Equity Goal 1: Comparably High Graduation Rates and Other Student Outcomes

In addition to rating AISD’s achievement of equity practices related to equity goal 1 (i.e., comparably high graduation rates and other student outcomes) on the Equity Self-Assessment Survey, stakeholders also provided feedback on the issues they perceived as barriers to achieving this equity goal. Review of feedback revealed five potential perceived barriers to the district achieving equity in student outcomes (Figure 1).

Figure 1.
Perceived Barriers to Achieving Equity Goal 1: Comparably High Graduation Rates and Other Student Outcomes
Stakeholders identified five potential barriers to achieving equity goal 1.

Source. Austin Independent School District Equity Self-Assessment Survey

Characteristics of the perceived barriers to equity goal 1. For each of the five potential perceived barriers to equity goal 1, a number of characteristics were identified as possible explanations why the barriers might be perceived as obstacles to the district achieving equity in student outcomes.

Inequities of the academic environment. Comments connected to this equity goal 1 barrier revealed numerous characteristics related to the perception that the academic environment could be a barrier to achieving equity in student outcomes. These environmental characteristics included access to coursework, standardized test bias, well-focused literacy/biliteracy plans, cultural competency, school choice, tutoring and additional options for students off track, academic rigor for all student populations, availability of smaller class sizes for students challenged to learn in a regular size classroom, equitable access to technology and other resources, communication, and availability or awareness of school sponsored opportunities and programs.

Teacher quality inequities. Comments connected to this equity goal 1 barrier revealed numerous characteristics related to the perception that teacher quality could be a barrier to achieving equity in student outcomes. These teacher characteristics included differentiation of need by student group; teacher expectations of students; cultural compe-
tency; equitable teaching experience and teacher quality across schools; and knowledge about achieving student engagement, serving special student populations, serving diverse student populations, graduation requirements, and data driven instruction.

Focus of professional staff support. Comments connected to this equity goal 1 barrier revealed numerous characteristics related to the perception that the focus of professional staff could be a barrier to achieving equity in student outcomes. These professional staff characteristics included timesharing between student-oriented roles and other job functions, a focus on academic plans/goals, and support time assisting students and parents through the postsecondary application process.

Family knowledge and resources. Comments connected to this equity goal 1 barrier revealed numerous characteristics related to the perception that family knowledge and resources could be a barrier to achieving equity in student outcomes. These family characteristics included home environment and resources, transportation, socioeconomic status, languages other than English spoken, knowledge and understanding of how to be successful in education system, family involvement and support, and family education level.

Student preparedness for academic success. Comments connected to this equity goal 1 barrier revealed numerous characteristics related to the perception that student preparation could be a barrier to achieving equity in student outcomes. These student characteristics included academic skills and academic preparedness, attendance, engagement, socioeconomic status, languages other than English spoken, disciplinary issues, drop out, first-generation college in their family, and emotional or psychological stress.

Current Research on Equity in Student Achievement

Theoharis and Haddix (2011) found conversations about racial disparities in education were not particularly helpful to school leaders when critical questioning was absent and challenges were not presented. This seemed particularly true for school leaders who did not share racial and cultural norms with their student populations. To address this issue, school leaders must recognize how race and racism affect equitable academic access and can impede efforts toward closing the achievement gap. Theoharis and Haddix recommended school leaders consider the ways that race and racism were and are present in their own life experiences, and reflect on the differences between themselves and the students they serve. However, it was not sufficient to simply identify inequity based on race (e.g., by simply noting the gaps in STAAR passing rates between White and African American students). Leaders must identify the underlying assumptions behind the disparities to begin dismantling them.

Galloway and Ishimaru (2015) also emphasized that strong educational leadership for social justice and equity is critical to establishing inclusive and equitable education. They suggested school leaders provide evidence of changes in equity-focused processes and learning conditions, in addition to reporting student achievement outcomes in their schools. In this process, leaders would provide evidence of how they addressed barriers to academic achievement for various student groups in their schools.
**Actions for Equity in Student Achievement**

Table 1 summarizes findings from examining student achievement data, perceived barriers to equity identified from the equity self-assessment, and the administrative action steps being taken to achieve equitable student outcomes.

<table>
<thead>
<tr>
<th>AISD achievement data</th>
<th>Perceived barriers to equitable student outcomes</th>
<th>Actions for equitable student outcomes</th>
</tr>
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<tbody>
<tr>
<td>Gaps are increasing between special education students and their peers on several academic outcomes.</td>
<td>Inequities of the academic environment</td>
<td>Identify underlying assumptions and reasons behind disparities in African American student achievement</td>
</tr>
<tr>
<td>Gaps persist between White students and their Hispanic and African American peers on several academic outcomes; the gaps are the largest between White and African American students.</td>
<td>Teacher quality issues</td>
<td>Develop a plan to reduce gaps in African American student achievement</td>
</tr>
<tr>
<td>Gaps narrowed between ELLs and their peers in STAAR reading and writing, but widened between ELLs and their peers in STAAR math.</td>
<td>The focus of professional staff</td>
<td>Develop comprehensive curriculum planning process</td>
</tr>
<tr>
<td>Gaps in graduation rates narrowed slightly between Hispanic and White students, males and females, and ELLs and their peers, but widened between African American and White students.</td>
<td>Family knowledge and resources</td>
<td>Incorporate equity into goal setting in AISD</td>
</tr>
<tr>
<td>District stakeholders had the lowest overall mean rating for achieving comparably high student outcomes on the self-assessment.</td>
<td>Student preparedness for academic success</td>
<td>Review and develop AISD's equity policy</td>
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*Source. Gap Analysis, Equity Report, and Equity Self-Assessment Survey*

**Administrative action steps.** AISD administration is taking the following action steps for achieving equity in student achievement.

1. **Identify underlying assumptions and reasons behind disparities in African American student achievement.** District leaders should take steps to identify and understand the assumptions underlying the disparities that exist among African American students in the district.

Status. The district is providing increased opportunities for staff to convene to explore and discuss assumptions and reasons for disparate achievement. The district has increased its offerings of cultural competency training to increase the capacity of district staff to be reflective of the role their assumptions may play in district inequities.
2. Reduce gaps in African American student achievement. Based on findings and feedback from the Equity Project, the district will develop a plan to address African American students' achievement. Furthermore, the development and implementation of this plan will be considered a superintendent's initiative as part of the 2016–2017 superintendent's evaluation.

Status. The district has researched best practices for developing plans to address achievement gaps. For the review, the district selected the framework developed by the Council of Great City Schools (Casserly, Lewis, Simon, Uzzell, & Palacios, 2012).

3. Develop a comprehensive curriculum planning process. Based on the findings of the curriculum audit, the district will initiate discussion with the board about the findings and action steps in the final report. The district is working toward developing a comprehensive curriculum planning process.

Status. This step is in progress, and the district plans to discuss with the board the curriculum audit and audit report at a future board meeting.

4. Incorporate equity into goal setting. Based on results from the Equity Self-Assessment, the district will define "equity in AISD" and set equity goals and measures.

Status. The board started a discussion about equity during their February and March 2015 board meetings but did not agree on a definition. Defining equity in AISD is part of ongoing discussion.

The administration has worked to incorporate equity goals and will continue this discussion through the strategic plan and scorecard development and refinement process. The current strategic plan includes achievement gap and equity goals as part of the indicators for the district.

5. Review and develop AISD's equity policy. Based on best practices and the absence of any policy regarding equity, the administration will review—and possibly recommend to the board—policy for addressing equity, including but not limited to developing a policy to address equity, equity goals, and a shared understanding of equity.

Status. The Board of trustees has started a discussion on equity in AISD and continues work to address AISD's equity policy and incorporate changes at the district level.

What is already being done at AISD?

AISD Literacy Plan. The AISD Literacy Plan focuses on strengthening core instruction with a balanced literacy approach and goal of all students reading and writing on grade level (AISD Strategic Plan, strategy 3.1A). The plan encompasses literacy and has the following three approaches: (a) throughout the day, with specific district-wide literacy strategies in all content areas; (b) inside the language arts classroom, with recommended class schedules (for general education, ESL, and dual language, and vertically aligned instructional norms); and (c) beyond the school day, with community partnership projects. Designated literacy leads oversee and support the efforts for every campus in
AISD, and provide professional development opportunities and resources to ensure quality implementation.

*Community schools.* Community schools embrace the idea that parents, teachers, administrators, local government, nonprofits, and community partners should help plan and improve neighborhood schools, thus creating a community around each school to make sure that school is doing well. In partnership with these organizations, the district continues to look at how to expand this model, including current work with Austin Voices to expand into the Lanier vertical team.

*Technology innovation centers.* The district is working to establish approximately nine technology innovation centers (e.g., three in North, three in Central, and three in South Austin) at campuses that have already begun to demonstrate an innovative learning practice that solves part of the idealized, reinvented classroom challenge. The practices are not superficial changes; rather, they solve more fundamental issues in practice (e.g., flexibility of time, space, pace of learning). Curriculum and instruction must shift to embrace interdisciplinary connections, problem-based learning, and increased student voice and choice. The practices need to focus on engagement to improve attendance and enrollment. An innovation has to be reproducible at other campuses.

*My Brother’s Keeper (MBK).* Austin is one of 50 cities in the United States implementing the MBK Success Mentors Initiative to address chronic absenteeism through mentors who promote school success and safety. The goal of the MBK Success Mentors Initiative is to reach as many chronically absent 6th and 9th graders as possible by matching chronically absent male students of color with school-linked mentors to improve their attendance and achievement. Nine AISD schools (i.e., Gus Garcia YMLA, Martin Middle School, Mendez Middle School, Webb Middle School, Eastside Memorial High School, Lanier High School, LBJ ECHS, Reagan ECHS, and Travis ECHS) are implementing this initiative during the 2016–2017 school year. Each school will host an MBK kick-off where identified students are provided with free backpacks and are matched with their school success mentors.

*Classroom libraries.* The year 1 focus for the AISD Literacy Plan is daily structured independent reading. This is a key time for teachers to maximize strategic, individualized instruction while students actively read and discuss books and other texts. To support the year 1 focus, all language arts classrooms are receiving carefully curated classroom library books, which include a wide variety of grade- and language-appropriate (including Spanish), culturally relevant fiction, nonfiction, and content-area texts. All students have access to classroom library books, school library collections, and e-books, as well as specialized reading support platforms for students identified with dyslexia.

*Certified Academic Language Therapy (CALT).* The district is implementing an initiative to ensure that at least one certified academic language therapist is housed on every campus to provide targeted and effective interventions for students with dyslexia. Fifty-three campuses currently have one staff member who does CALT or has a staff member engaged in the CALT training. The district is implementing an in-house training model
to increase the number of staff members who are CALT certified, with the goal of having at least one on every campus in AISD.

**What is already being done at AISD campuses?**

The core vision of AISD’s strategic plan for 2015 through 2020 is reinvention of the urban school experience. The strategic plan has been named Urban Education 2.0 (UE 2.0). At a recent UE 2.0 meeting, principals identified and shared their own campus practices that they believed were effective in addressing academic achievement challenges for students in their schools. Campus practices included emphases on teacher support, parent engagement, and student learning.

**Teacher support.** Most of the identified practices in this area focused on teachers’ professional development opportunities and support. Principals reported teacher mentoring, teacher professional learning communities (PLCs), and teacher data use as effective ways to address the academic achievement for all learners. District staff have been providing professional development activities for teachers to deliver interventions for high-academic-needs students, to deliver specific academic content, and to implement innovative instructional practices. District staff also are working to recruit/retain high-quality teachers.

**Parent engagement.** Principals believed parent engagement is essential to increasing the academic achievement of students. Many principals engaged parents in think tanks, parent "coffee talks," and parent education nights. The goal of all these activities was to empower parents to take an active role in their child’s education.

**Student learning.** Finally, principals reported using academic programs (e.g., Advancement Via Individual Determination [AVID], micromessaging1, universal screening and diagnostics, and flexible tutoring schedules) to identify and support students’ learning needs.

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1 Micromessaging to reach and teach every student™ is an educator professional development program developed by the National Alliance for Partnerships in Equity (NAPE) to address gender and culturally based implicit biases that occur in the classroom and that are manifested through micromessages. For more information see www.NAPE.org.
Discipline

Summary of AISD Discipline Data

*Discipline rate findings from the gap analysis and equity report.* Findings from the gap analysis (Schmitt et al., 2016) showed that disciplinary placement/removal rates remained stable at the district level over the past 3 years, but patterns were not the same for each student group. Gaps in disciplinary removal/placement rates narrowed between students in SPED and their peers, and between males and females. However, disciplinary placement/removal gaps widened between African American and White students.

*Discipline findings from the Equity Self-Assessment Survey: Equity goal 3.* On the Equity Self-Assessment Survey, district stakeholders rated 12 equity questions within equity goal 3 (i.e., equitable treatment and disciplinary policies and practices). Cumulatively across the equity issues, stakeholders rated equitable treatment and practices, on average, 3.01 of 4 (where 3 = *Somewhat* and 4 = *To a great extent*). Despite the relatively high overall rating for goal 3, the lowest-rated individual equity question in the self-assessment was in response to the following: Are referrals for disciplinary action proportionate by race and poverty of students? This item had a mean rating of 2.12 of 4 (where 2 = *Not much* and 3 = *Somewhat*).

*Additional discipline rate gap analyses.* Additional gap analyses were conducted for the purpose of this report. These additional discipline rate gap analyses examined discretionary removals, home suspensions, and in-school suspensions for each school level and student group. Because the gap analysis (Schmitt et al., 2016) used a combined disciplinary placement/removal rate, while the school performance index (Schmitt, 2016) from the equity report used the percentage of students not disciplined, and because low ratings were found for disciplinary actions on the Equity Self-Assessment Survey, further inquiry into patterns of discipline was conducted.
Discretionary removals. Overall rates of discretionary removals in AISD declined over the past few years. With the general drop in discretionary removal rates, gaps between students also seemed to narrow. The narrowing of gaps in discretionary removal rates was most notable between SPED students and their peers, and between African American and White students (Figure 2).

Figure 2.
Gap Analysis of Discretionary Removals, by School Level and Student Group
An overall drop was found in discretionary removal rates; the gap narrowed between special education students and their peers and between African American and White students.

Source: AISD student records
Home suspensions. Overall, rates of home suspensions in AISD dropped slightly over time. Most gaps between students remained stable, with the exception of a narrowing of the home suspension gap between middle school and high school students (Figure 3).

Figure 3.
Gap Analysis of Home Suspensions, by School Level and Student Group

Rates of home suspensions in AISD dropped subtly over time; the gap narrowed between middle school and high school students.

Source. AISD student records
In-school suspensions. Overall, rates of in-school suspensions in AISD dropped slightly over time. Most gaps between students remained stable, with the exception of a widening of the in-school suspension gap between middle school and high school students (Figure 4).

Figure 4.
Gap Analysis of In-School Suspensions, by School Level and Student Group
Rates of in-school suspensions in AISD dropped slightly over time; the gap widened between middle school and high school students.

Percentage With In-School Suspension, by Student Group

Source. AISD student records
Summary of discipline rate findings from the gap analyses, equity report, and Equity Self-Assessment Survey: The triangulation of data from the gap analyses, equity report, and Equity Self-Assessment Survey revealed findings congruent across sources. In review:

- Gaps in disciplinary placements/removals remained somewhat stable over time, narrowing between most student groups, but widening between African American and White students.
- Rates of discretionary removals, home suspensions, and in-school suspensions dropped slightly over time.
- Discretionary removal gaps narrowed between SPED students and their peers, and between African American students and White students.
- Gaps between middle and high schools appeared to decrease for home suspension but increased for in-school suspensions.
- The overall high rating of equity goal 3 (i.e., equitable treatment and disciplinary policies and practices), coupled with the low rating on the singular item regarding disciplinary equity for race/poverty, seemed an accurate self-assessment of disciplinary gaps in the district.

Perceived Barriers to Equity Goal 3: Equitable Treatment and Disciplinary Policies and Practices

In addition to rating AISD’s achievement of equity practices related to equity goal 3 (i.e., equitable treatment and disciplinary policies and practices) on the Equity Self-Assessment Survey, stakeholders also provided feedback on the issues they perceived as barriers to achieving this equity goal. Review of feedback revealed four potential perceived barriers to the district achieving equity in student treatment and disciplinary policies (Figure 5).

Figure 5. Perceived Barriers to Achieving Equity Goal 3: Equitable Treatment and Disciplinary Policies and Practices
Stakeholders identified four potential barriers to achieving equity goal 3.

Source. Austin Independent School District Equity Self-Assessment Survey
Characteristics of the perceived barriers to equity goal 3. For each of the four potential perceived barriers to equity goal 3, a number of characteristics were identified as possible explanations why the barriers might be perceived as obstacles to the district achieving equity in student outcomes.

Institutional disproportionalities. Comments connected to this equity goal 3 barrier revealed numerous characteristics related to the perception that institutional disproportionalities could be a barrier to achieving equity in student discipline. These institutional characteristics included the proportionality of disciplinary rates across student populations, systemic institutional disproportionalities for student groups, understanding the root causes of disciplinary referrals, and the match in demographic characteristics between the students/community served and the campus/central office staff.

Ongoing professional development needs. Comments connected to this equity goal 3 barrier revealed numerous characteristics related to the perception that professional development needs could be a barrier to achieving equity in student discipline. These professional development need characteristics included customer service training, campus-based cultural competency programming, central office cultural competency programming, mandates across all staff for cultural competency training, leadership preparation in cross-cultural competence, teacher training on working with all student populations, coordinated district-wide efforts, conflict resolution training, competing priorities with staff development time, and parent training in cross-cultural competence.

Lack of district-wide support for cultural competency. Comments connected to this equity goal 3 barrier revealed numerous characteristics related to the perception that cultural competency could be a barrier to achieving equity in student discipline. These cultural competency characteristics included district-wide efforts to support training, demographic inequities across campuses, counselor apathy in some schools, challenges changing individual belief systems, intercampus inequities in awareness of cultural competency, mentoring, supports to address behavior proactively, voice and forums for discussions about cultural competencies, and the match between practice and policy.

Lack of institutional social and emotional learning (SEL) practices. Comments connected to this equity goal 3 barrier revealed numerous characteristics related to the perception that SEL practices could be a barrier to achieving equity in student discipline. These SEL characteristics included awareness of bullying, uniform increase in SEL instruction, starting SEL instruction at earlier grades, restorative justice training, SEL training for parents, and SEL practices as integral parts of day-to-day routines.
Current Research on Equity in Student Discipline

A multitude of studies have documented racial inequity in the area of school discipline. National and state data showed stable patterns of disproportionality in school discipline over the past 30 years, mostly for African American students. Furthermore, males were more likely than females to receive disciplinary sanctions, regardless of race/ethnicity (Gregory, Skiba, & Noguera, 2010; Hilberth & Slate, 2011). Skiba et al. (2008) emphasized the importance of examining the issues of race and culture to create and sustain change in racial and ethnic disciplinary disparities.

Many of these studies also described the complex relationship between academic performance and discipline. School disciplinary practices (i.e., suspensions and/or expulsions) contributed to lower academic performance and were strong predictors of dropping out or not graduating on time (Gregory et al., 2010). Additionally, Asian and White students scored higher on academic assessments than did African American, Hispanic, and Native American students. Students who struggled academically over time had lower academic self-confidence and engagement levels than did those who did not struggle, contributing to a greater number of school disruptions. Although low academic achievement was highly correlated with disciplinary infractions, these patterns alone did not explain disproportionality between student groups with regard to discipline infractions.

Many strategies to address these issues may offer promise; however, little research has been conducted on specific interventions for reducing the discipline gap. Freiberg and Lapointe (2006) studied 40 school-based programs targeting the reduction disciplinary problems in schools. They found effective programs:

- emphasized students' learning and self-regulation,
- encouraged "school connectedness" and "caring and trusting relationships" between teachers and students, and
- increased students' positive experiences through the reduction of punitive reactions to misbehavior.

Carter, Skiba, Arredondo, and Pollock (2014) offered recommendations for removing disciplinary disparities in schools; these recommendations required continued awareness of how the inequalities were created, as well as commitment to resolving the disparities. The recommendations implored practitioners to move beyond a discussion about racial disparities in the area of school discipline and to address problems of race and racism systemically throughout the schools and community. To be effective in addressing racial disparities, Carter et al. stated that participants must examine disaggregated data to determine where racial/ethnic differences occurred and comprehensively discuss the contexts and interactions in which those data occurred. Custom interventions, based on the context, should be crafted to reduce the identified disparities and closely monitored to evaluate the impact of the interventions.
**Actions for Equity in Student Discipline**

Table 2 summarizes findings from examining student discipline data, perceived barriers to equity identified from the equity self-assessment, and the administrative action steps being taken to achieve equitable student treatment.

### Table 2.
**Summary of Data, Barriers, and Actions Associated With Student Discipline**

<table>
<thead>
<tr>
<th>AISD discipline data</th>
<th>Perceived barriers to equitable student treatment</th>
<th>Actions for equitable student treatment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gaps in disciplinary placements/removals narrowed between most student groups, but widening between African American and White students.</td>
<td>Institutional disproportionalities</td>
<td>Implement strategies to reduce disciplinary disparities in AISD</td>
</tr>
<tr>
<td>Rates of discretionary removals, home suspensions, and in-school suspensions dropped subtly over time for all students.</td>
<td>Ongoing professional development needs</td>
<td>Change the AISD recess policy</td>
</tr>
<tr>
<td>Discretionary removal gaps narrowed between SPED students and their peers, and between African American students and White students.</td>
<td>Lack of district-wide support for cultural competency</td>
<td>Evaluate SEL program implementation and related program components (e.g., restorative practice and mindfulness)</td>
</tr>
<tr>
<td>Gaps between middle and high schools appeared to decrease with home suspension but increased with in-school suspensions.</td>
<td>Lack of institutional SEL practices</td>
<td>Improve cultural proficiency and SEL training</td>
</tr>
<tr>
<td>The overall high rating of equitable treatment and discipline policies by district stakeholders, coupled with the low rating on the singular item regarding disciplinary equity for race/poverty seemed an accurate self-assess disciplinary gaps in the district.</td>
<td></td>
<td></td>
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</table>

*Source. Gap analysis, equity report, and Equity Self-Assessment Survey*

**Administrative action steps.** AISD administration is taking the following action steps for achieving equity in student discipline.

1. **Implement strategies and interventions to reduce the disciplinary equity gap in AISD.**

   Based on the findings of the equity study, review of policy, and self-assessment, the district will develop a plan to address discipline and equity in discipline in AISD. AISD will work with Texas Appleseed, a nonprofit public justice organization, to develop recommendations to address disparities in discipline, changes to policy, and training in regard to disciplinary policies and practices for staff. The district will convene a working group to review suspensions in Pre-K through 2nd grade and determine changes to policies and practices.
Status. AISD has connected with Texas Appleseed regarding discipline practices and procedures in AISD. Thus far, these have been informal meetings to review data and discuss practices.

2. *Change the AISD recess policy.* Based on best practices, the AISD recess policy should be changed to ensure at least 30 minutes of unstructured recess everyday for all students that cannot be taken away due to disciplinary reasons. The recess time should fit into students’ existing school day schedules without extending their total time at school.

Status. AISD recess policies have been changed accordingly for the 2016–2017 school year.

3. *Evaluate SEL program implementation.* Based on the equity self-assessment, questions have arisen regarding the efficiency and fidelity of implementation district wide of our SEL Program. The district will evaluate the SEL Program both for fidelity of implementation and for effectiveness in reducing disciplinary actions. SEL’s restorative practices and mindfulness program components also should be evaluated. Plans for this evaluation work should be addressed in the next school year.

Status. DRE is currently evaluating SEL as part of their yearly schedule. The evaluation addresses questions on fidelity of implementation.

4. *Improve cultural competency and SEL training.* Based on the equity self-assessment, access to training and the effectiveness of training and professional development opportunities need additional support. Based on feedback through sharing this plan with AISD principals and staff, it was concluded that any changes must start in the classroom, and that all staff, including teachers, would benefit from training in cultural competencies and from understanding perceptions and the basis from which to address changing behaviors. The district will work to mandate training in both cultural competencies and SEL practices for all staff, teachers, and administrators.

Status. The professional development plan includes training opportunities for cultural competencies and No Place for Hate. SEL provides training to staff on the model and on SEL strategies in the classroom. The district is looking at additional options for cultural competencies. The scorecard also has an indicator that would require all staff to receive cultural competencies training. Other options and opportunities will be reviewed by the respective teams to see how training options can be expanded to ensure all staff receive relevant training.

*What is already being done at AISD?*

*Recess policy.* Recess has been identified as among the best opportunities to promote and incorporate more physical activity into a child’s day (Springer, Tanguturi, Ranjit, Skala, & Kelder, 2013). Elementary school children who had more minutes of recess time were found to have better classroom behavior than those who had less time. Children who engage in additional activity breaks during the day have been found to focus better on academic tasks than do children who are less active. In addition to the physical activity benefits of recess time, both structured and unstructured play have been shown
to provide a range of physical, social, emotional, problem-solving, and other cognitive benefits for children. Administration has crafted a policy recommendation for board approval, with the intention of implementing a required 30 minutes of unstructured play in addition to the 135 minutes of structure physical activity for all students in full-day prekindergarten through 5th grade.

*Social and emotional learning.* SEL is a research-driven approach based on the tenets of self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Students learn critical life skills (e.g., recognizing and managing emotions, solving problems effectively, and establishing positive relationships). The district is moving into the next stage of SEL implementation, which includes a deep integration of SEL into core teaching and learning in every classroom, maximizing implementation of SEL on every campus, and ensuring seamless delivery systems of intervention and SEL support.

The SEL team has received training in restorative practices, specifically related to community building circles. These circles are designed to ensure that all voices in the classroom are heard. In addition, all campus administrators have been trained in the research behind adverse childhood experiences (ACES) and how trauma affects students’ behavior and learning.

*What is already being done at AISD campuses?*

At a recent UE 2.0 meeting, principals identified and shared their own campus practices that they believed were effective in addressing students’ disciplinary challenges. Staffs’ practices included providing multiple professional development opportunities for teachers on restorative practice, SEL, student trauma, cultural competence, mindfulness, and bullying prevention. Staff also were reevaluating students’ disciplinary practices and focusing on academic support in long-term in-school-suspension (ISS) instances. Principals reported that better collaboration with SPED teachers and Community in Schools (CIS) staff was especially helpful in addressing students’ needs and reducing disciplinary issues. Principals also were revising campus policies (e.g., dress codes and fighting) and monitoring consistency in school-wide disciplinary procedures to ensure equitable disciplinary practices.
Program Access

Summary of AISD Program Access Data

Program access findings from the Equity Self-Assessment Survey: Equity goal 2. On the Equity Self-Assessment Survey, district stakeholders rated nine equity questions within equity goal 2 (i.e., equitable access and inclusion). This section of the survey had the highest overall rating, which was 3.29, where 3 = Somewhat and 4 = To a great extent. A high degree of consistency was found across the ratings of individual equity items within goal 2, with a minimum rating of 3.15 and maximum of 3.55.

Additional program access gap analyses. Additional gap analyses were conducted for the purpose of this report. These additional program access gap analyses included inclusion in magnet schools, advanced placement (AP), and gifted and talented (GT) participation for each school level and student groups. The gap analysis (Schmitt et al., 2016) and the equity report (Schmitt, 2016) did not specifically explore academic program access. Consequently, to supplement the findings from the Equity Self-Assessment Survey, additional gap analyses were conducted in the area of program access and inclusion.

Magnet school enrollment. Enrollment in magnet schools was explored. This included enrollment at Ann Richards, Kealing, Fulmore, and LASA in 2013–2014, 2014–2015, and 2015–2016. Gaps in inclusion in magnet schools remained stable over time, with the largest persistent gaps between ELLs and their peers, between SPED students and their peers, and between White students and both African American and Hispanic students (Figure 6).
Figure 6.
Gap Analysis of Magnet School Participation, by School Level and Student Group
The greatest gaps existed in magnet school participation between White students and their African American and Hispanic peers; ELL and SPED students had the lowest rates of magnet school participation.

Percentage Enrolled in Magnet Program, by Student Group

Source: AISD student records
AP, IB, and dual credit program participation. Students’ participation in AP, international baccalaureate (IB), and dual credit programs was explored for the 2013–2014, 2014–2015, and 2015–2016 school years. These programs were only offered at the high school level. Gaps between student groups in participation in AP, IB, and dual credit courses were consistent across school years. Large gaps in participation persisted between economically disadvantaged students and their peers, between ELLs and their peers, between SPED students and their peers, and between White students and both African American and Hispanic students (Figure 7).

Figure 7.
Gap Analysis of AP, IB, and/or Dual Credit Program Participation, by School Level and Student Group
The greatest gaps existed in AP, IB and/or dual credit program participation between White students and their African American and Hispanic peers. ELL and SPED student had the lowest AP, IB, and/or dual credit program participation rates.

Percentage Enrolled in AP, IB, and/or Dual Credit Program, by Student Group

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>DISTRICT</td>
<td>49.4%</td>
<td>51.9%</td>
<td></td>
</tr>
<tr>
<td>ECODIS</td>
<td>39.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED</td>
<td>15.5%</td>
<td>17.5%</td>
<td>5.3%</td>
</tr>
<tr>
<td>ELL</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>FEMALE</td>
<td>54.7%</td>
<td>46.5%</td>
<td></td>
</tr>
<tr>
<td>MALE</td>
<td>57.1%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFRICAN AMERICAN</td>
<td>66.9%</td>
<td>70.0%</td>
<td></td>
</tr>
<tr>
<td>HISPANIC</td>
<td>41.6%</td>
<td>44.3%</td>
<td></td>
</tr>
<tr>
<td>WHITE</td>
<td>28.5%</td>
<td>29.3%</td>
<td></td>
</tr>
</tbody>
</table>

Source. AISD student records
*GT program participation.* Students’ participation in programs in the GT program was explored for the 2013–2014, 2014–2015, and 2015–2016 school years. Participation rates in GT programs showed slight gains over time. However, gaps between student groups remained stable. Large gaps persisted between elementary schools and both middle and high schools, between economically disadvantaged students and their peers, between ELLs and their peers, between SPED students and their peers, and between White students and both African American and Hispanic students (Figure 8).

**Figure 8.**
*Gap Analysis of GT Program Participation, by School Level and Student Group*

There was an overall drop in discretionary removal rates; the gap narrowed between special education students and their peers and between African American and White students.

*Percentage of GT Program Participation, by Student Group*

Source: AISD student records
TASA curriculum audit results. The Texas Association of School Administrators (TASA) curriculum auditors developed five standards against which to test the AISD curriculum. One of the five standards was an audit of equity in access to curriculum that was explicitly included in the curriculum audit to align it with the equity work of the district. The equity in access to curriculum standard assessed whether "the school district demonstrates internal consistency and rational equity in its program development and implementation" (TASA, 2016).

The auditors "found that students do not have equal access to certain programs, nor do they have equal access to the curriculum" (TASA, 2016). Using the percentage of free-and-reduced lunch (FRL) as an indicator, the auditors looked at participation in GT and STAAR results and found unequal access, compared with access for the campus population of FRL. In closing, TASA stated,

Overall, the auditors found that although district leaders are strongly committed to equity and success for all students, unequal access to programs still persists, and a number of personnel perceive that equity is not apparent across the system. Inequities in the curriculum taught to students at different schools were also noted, with the greatest difference in the level or rigor of that curriculum.

Summary of program access findings from the gap analyses, Equity Self-Assessment Survey, and TASA curriculum audit. Triangulation of data from the gap analyses, Equity Self-Assessment Survey, and TASA curriculum audit revealed some inconsistencies between stakeholders' perceptions of equitable access and both the district data and the TASA curriculum audit. When compared, the perceptions of access and inclusion held by the stakeholders who responded to the survey reflected a more positive view of program access than was supported by the data. The major findings included:

- The district stakeholders' self-assessment rating of equity in this area (i.e., equity goal 2: equitable access and inclusion) had the highest overall mean rating of all three equity goals self-assessed and reflected a perception not aligned with the gap data and curriculum audit.

- Gaps between student groups with respect to magnet school enrollment persisted overtime, with the largest gaps between ELLs and their peers, between SPED students and their peers, and between White students and both African American and Hispanic students.

- Gaps between student groups with respect to AP, IB, and dual credit program participation persisted overtime, with the largest gaps between economically disadvantaged students and their peers, between ELLs and their peers, between SPED students and their peers, and between White students and both African American and Hispanic students.

- Overall rates of GT participation increased in the district. However, large gaps in participation persisted between elementary schools and both middle and high schools, between economically disadvantaged students and their peers, between ELLs and their peers, between SPED students and their peers, and between White students and both African American and Hispanic students.
- The TASA curriculum audit found access to programs was unequal for economically and non-economically disadvantaged students.
- The TASA curriculum audit also found inequities in the curriculum taught to students at different schools, with the greatest difference associated with the level or rigor of the curriculum.

**Perceived Barriers to Equity Goal 2: Equitable Access and Inclusion**

In addition to rating AISD’s achievement of equity practices related to Equity Goal 2: Equitable access and inclusion on the Equity Self-Assessment Survey, stakeholders also provided feedback on the issues they perceived as barriers to achieving this equity goal. Review of feedback revealed five potential perceived barriers to the district achieving equity in student access and inclusion (Figure 9).

![Diagram of Perceived Barriers to Achieving Equity Goal 2: Equitable Access and Inclusion](image)

*Source: Austin Independent School District Equity Self-Assessment Survey*

**Characteristics of the perceived barriers to equity goal 2.** For each of the five potential perceived barriers to equity goal 2, a number of characteristics were identified as possible explanations why the barriers might be perceived as obstacles to the district achieving equity in student access and inclusion.

**Inequities of the academic environment.** Comments connected to this equity goal 2 barrier revealed numerous characteristics related to the perception that the academic environment could be a barrier to achieving equity in student access and inclusion. These environmental characteristics included academic rigor for all student populations, awareness of college and career readiness at earlier grades, equitable course access, school choice, equitable access to technology, differentiation of need by student group, equitable resources for all student groups, district-wide understanding of
inclusion, diversity of campus advisory groups, and tutoring support that spans student with basic needs to student in advanced coursework.

_School staff efficacy._ Comments connected to this equity goal 2 barrier revealed numerous characteristics related to the perception that staff efficacy could be a barrier to achieving equity in student access and inclusion. These staff efficacy characteristics included availability of non-teaching professional support staff at all campuses, knowledge about serving all student populations, teacher quality, student expectations, staff workload, and staff time constraints.

_Limited community engagement & partnership._ Comments connected to this equity goal 2 barrier revealed numerous characteristics related to the perception that community engagement and partnership could be a barrier to achieving equity in student access and inclusion. These community characteristics included community partnering and relationship building; effective modes (and languages) of communication; parent-teacher communication; parent-school communication; equitable access to technology; meeting times accommodating of work schedules; and community education about the academic options available to students, the resources available for applying to college, and the challenges different populations of students face.

_Family and community knowledge and resources._ Comments connected to this equity goal 2 barrier revealed numerous characteristics related to the perception that family and community knowledge and resources could be a barrier to achieving equity in student access and inclusion. These family and community characteristics included community involvement, parent involvement and support, family education level, family and community socioeconomic status, language barriers (recognized and unrecognized), parent knowledge of the education system/process, and technology access at home.

_Student preparedness for academic success._ Comments connected to this equity goal 2 barrier revealed numerous characteristics related to the perception that student preparation could be a barrier to achieving equity in student access and inclusion. These student characteristics included: student academic skills and academic preparedness, student work ethic, and student mobility rate.
Current Research on Equity in Student Program Access

Hanley and Noblit (2009) suggested that programming must be responsive to the racial and cultural needs of students if it is to promote academic and life success. They stated, There is sufficient evidence to argue that culturally responsive programming and positive racial identity can promote achievement and resilience. Programs can be designed to develop these linkages and to more generally promote the wider project of racial uplift in [African, Latino, Asian, and Native American] communities. The approach will need to be systemic and directly address issues of racism and deficit thinking. Designing programs based on recognizing and building capacity in students, communities, educators, and schools will be necessary.

This view has implications for the district programming.

AP courses provide rigorous academic instruction and help students earn college credit before entering college by reducing time and costs, consequently increasing their chances of college enrollment and graduation. Students who are Hispanic or African American are more often underrepresented than are other student groups in AP courses in schools with comprehensive offerings of AP courses. They often do not have access to AP courses in schools with high minority and low socioeconomic status (SES) student populations (Barnard-Brak, McGaha-Garnett, & Burley, 2011; Hallett & Venegas, 2011). This lack of access to AP courses puts students at a disadvantage with respect to being prepared for and pursuing higher education in a timely manner.

Increasing the number and variety of courses can create greater access; however, increased equity for all student populations comes through a combination of course offerings and course quality (Hallett & Venegas, 2011). Disparities exist between the quality of AP courses offered in schools with higher percentages of economically disadvantaged students and in schools with lower percentages of economically disadvantaged students. If students are not given the same quality of coursework and instruction, they will be at a disadvantage when taking AP exams and enrolling in college courses. Districts must invest in professional development opportunities for teaching and counseling staff as part of developing a rigorous AP program.

Dual enrollment is frequently considered a cost-effective method of expanding opportunity for both economically disadvantaged and academically gifted students. However, studies show inequitable program participation in dual credit programs (Museus, Lutovsky, & Colbeck, 2007). White and Asian students participated in dual enrollment at disproportionately high levels compared with their African American and Hispanic peers. Students who were not economically disadvantaged participated at much higher rates than did those categorized as economically disadvantaged.

To guarantee that dual enrollment programs have equitable access and opportunity, several factors should be considered. A dual enrollment policy must be in place, with a focus on equitable access to dual enrollment programs. The needs of economically disadvantaged students (Museus et al., 2007) should be considered when forming policy so these students are not unintentionally excluded. Museus et al. suggested conducting
a review of individual students’ applications to determine which students may be qualified, and then expanding opportunities for those who have the prerequisite proficiencies but who may not have exceptional academic records or test scores. In consideration of equity, efforts should be made to provide information about the program to economically disadvantaged or first-generation students and their parents, who may not be familiar with the opportunity or enrollment processes. After students are enrolled, academic support should be provided to assist those who may have difficulty adjusting to the college-level work or environment.

Creating greater equity in the identification of students for GT programs is another challenge. On average, students from Native American, African American, Hispanic, and low-income families have lower academic achievement test outcomes than do their White, Asian, and higher-income peers (Peters & Engerrand, 2016). ELLs often have lower scores on assessments used for GT identification than do native speakers. Low scores not only may be indicative of individual students’ level of proficiency, but also may be influenced to some extent by language differences between versions of the assessments.

To address equity concerns in GT identification, schools need more than simple adjustments to current school policies, procedures, and assessments (Esquierdo & Arreguín-Anderson, 2012). The restructuring of the GT access and inclusion program requires a strong focus on educating and informing teachers, parents, and the community about the characteristics and identification process of gifted students from all backgrounds.
Actions for Equity in Program Access

Table 3 summarizes findings from examining student program access data, perceived barriers to equity identified from the equity self-assessment, and the administrative action steps being taken to achieve equitable program access and inclusion.

Table 3.
Summary of Data, Barriers, and Actions Associated With Students’ Program Access

<table>
<thead>
<tr>
<th>AID access and inclusion data</th>
<th>Perceived barriers to equitable access and inclusion</th>
<th>Actions for equitable access and inclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>District stakeholders had the highest mean rating for achieving equitable access and inclusion on the self-assessment.</td>
<td>Inequities of the academic environment</td>
<td>Implement application process changes for all AID application-based programs</td>
</tr>
<tr>
<td>Gaps in magnet school enrollment persist between ELLs and their peers, between SPED students and their peers, and between White students and both African American and Hispanic students.</td>
<td>School staff efficacy</td>
<td>Review magnet school policy and acceptance criteria; implement changes at LASA and Kealing</td>
</tr>
<tr>
<td>Gaps in AP, IB, and dual credit program participation persist between SPED students and their peers, and between White students and both African American and Hispanic students.</td>
<td>Limited community engagement and partnership</td>
<td>Analyze root-causes of student enrollment and course completion</td>
</tr>
<tr>
<td>Although overall GT participation is increasing, GT participation gaps persist between elementary schools and both middle and high schools, between economically disadvantaged students and their peers, between ELLs and their peers, between SPED students and their peers, and between White students and both African American and Hispanic students.</td>
<td>Family and community knowledge and resources</td>
<td>Address enrollment and participation in GT program and other advanced academic programs to ensure participation is representative of the student population</td>
</tr>
<tr>
<td>The TASA curriculum audit found unequal program access between economically and non-economically disadvantaged students, as well as, inequities in curriculum rigor across schools.</td>
<td>Student preparedness for academic success</td>
<td></td>
</tr>
</tbody>
</table>

Source. Gap analysis, TASA curriculum audit, and Equity Self-Assessment Survey

Administrative action steps. AID administration is taking the following action steps for achieving equity in program access.

1. Implement application process changes for all AID application-based programs.

Based on the self-assessment, the district will review and change the application process
for magnet and other application-based programs. Best practices show that a single application for all programs could increase access and ease for interested students.

Status. An innovation and design team has been created to review the current applications and suggest a single application process. In addition, the innovation and design team is looking at the possibility of the application being made both on paper and digitally online.

2. Review magnet school policy and acceptance criteria. Based on the self-assessment and data on students who apply and are accepted to magnets, the district will review its magnet policy and criteria for selection into magnet programs.

Status. The innovation and design team is examining the criteria used for magnet applications for LASA and Kealing, including the process and how the district prepares students for applying to these schools. Groups at each campus have met to discuss possible changes to increase representation in the magnet programs. Later in the school year, the innovation and design team will share recommendations to ensure the district achieves equity and diversity in the application and selection process.

3. Analyze root-causes of student enrollment and course completion. Achieving equity will involve reviewing the current enrollment and course completion data. Principals will complete a root-cause analysis of the data together. After the root-cause analysis has been completed, each school will create an action plan that addresses the issues identified. In addition, data dashboards will be developed to track campus plans and advanced academic data.

Status. Review of enrollment and course completion data is underway. Principals have reviewed the district- and school-specific data as a group. During the next principals’ meetings, they will develop action plans, including measurable outcomes to close the gap. Plans will include academic and guidance supports.

4. Address enrollment and participation in GT program to ensure participation in GT program is representative of the student population. A plan will be created to address enrollment and participation in the GT program. The plan will include targets and goals based on expectations set by the Department of Education Office of Civil Rights for GT programs. In addition, the district will address how it determines who is selected, and how information about selection, identification, and participation is shared.

Status. The district has developed an innovation and design team to assess systems and processes and to collaborate on the design of new solutions that will have an impact on GT services at the district, campus, and classroom level. The charge is to address equity and to expand the identification of and participation in programs and services for students in GT and advanced academics.

What is already being done at AISD campuses?

At a recent UE 2.0 meeting, principals identified and shared their own campus practices that they believed were effective in addressing students’ program access. Some were
providing professional development opportunities for teachers to better understand characteristics of GT students and to implement instructional differentiation and interventions for students at risk, and to address the attitudes and biases of staff. Principals also were implementing micromessaging and growth mindset trainings. Some principals reported they were actively identifying underrepresented student groups to participate in GT, career and technical education (CTE), and AVID programs and creating more academic opportunities through clubs and free SAT, ACT, and TSI tutoring outside school hours. Principals identified parent engagement as important to academic program inclusion, and reported holding parent information meetings at new and additional times and providing academic advising sessions for parents.
Summary and Next Steps

The data collection and analyses conducted to explore equity in AISD revealed several important issues to consider in the education of all students. The gap analyses and equity study showed glaring gaps in achievement and access for students, especially African American students and economically disadvantaged students. To prepare all students for college, career, and life, it is imperative to put structures in place to address these barriers and gaps. Based on the feedback from the self-assessment, it is clear that while many believe the district is doing an adequate job at addressing equity, they also feel that more work remains to be done. Part of this work includes the need to address issues and barriers at the classroom level, not just at the school or district level.

This shift to the classroom level would include fundamental changes in how the district supports and trains teachers, staff, and administrators. The district will work to support principals and campuses so they can provide support to teachers and staff at the classroom level. This is not just a shift in philosophy, but also a shift in thinking and recognizing how the actions of staff affect students, including students of color or with low SES.

In addition to the three themes looked at in this report, the district briefly reviewed and heard feedback on other interconnected areas. These included the racial and demographic makeup of staff, access to prekindergarten, and shared accountability. Although not explicitly stated in the district’s equity goals and project plan, the review also looked at students receiving SPED services and students identified as ELLs. Future research could continue this review to see how these students’ access, discipline, and achievement differ from those of other students. These two groups will be part of the data report and school performance index.

In order to ensure progress towards district equity, an innovation design team should be formed to review the requirements and continuously monitor progress towards the equity goals. Progress should be assessed using a phase-in methodology.

The district’s equity project plan, and the suggestions and projects mentioned within, have been incorporated into the work plans and strategic plan of the district. Many of these projects will be developed over the next year, with the goal of implementing them as soon as possible.

AISD’s DRE staff will continue to support the district’s work related to equity. A fully updated district gap analysis will be available in December 2016. Modifications and improvements to the school performance and instructional services indices, created as part of the equity study, were explored. These indices will be modified, and an updated district summary will be available in early Spring 2017. In future years, DRE staff also will determine how evaluation plans can incorporate the study of equity project activities and ideas to measure the efficacy and successfulness of these programs. In a similar manner, the Equity Self-Assessment Survey could be administered a second time to the same groups to measure if and how equity perceptions have changed.
References


Budget Narrative File(s)

* Mandatory Budget Narrative Filename: Budget_Narrative_AISO.pdf

Add Mandatory Budget Narrative  Delete Mandatory Budget Narrative  View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative  Delete Optional Budget Narrative  View Optional Budget Narrative
**Budget Narrative: Opening Doors and Expanding Opportunities in Austin ISD**

Austin ISD requests $1,498,573 over a two-year grant period to conduct a blueprint and pre-implementation activities as part of the *Opening Doors, Expanding Opportunities* grant application.

Austin ISD’s proposed project will begin on the first day of the district’s fiscal year, July 1, 2017 and consist of two fiscal years: July 1, 2017-June 30, 2018 (Year 1) and July 1, 2018-June 30, 2019 (Year 2).

**Personnel:** A Project Coordinator will be hired to oversee day-to-day operations of grant activities including coordinating committee meetings and other outreach efforts, managing contracts with external partners, and budget development and fiscal management. A Research Analyst within the district’s Department of Research and Evaluation will collect and analyze data for the needs assessment and blueprint process, including the development, deployment, and analysis of a survey of District 1 families, and assist in progress monitoring and required reporting to the Department. Personnel salaries are computed with a 3% annual increase. In Year 1, the project will leverage a part-time hourly employee to clean the survey forms, and in Year 2 campus leadership teams (estimated to consist of three total staff – principal, assistant principal, and counselor) will receive supplemental pay for attending summer-time professional development (estimated at 4.5 days, $15 per hour).

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Coordinator</td>
<td>87,500</td>
<td>90,125</td>
</tr>
<tr>
<td>Research Analyst</td>
<td>69,000</td>
<td>71,070</td>
</tr>
<tr>
<td>Part-time hourly</td>
<td>1,500</td>
<td></td>
</tr>
<tr>
<td>Supplemental Pay</td>
<td></td>
<td>43,740</td>
</tr>
<tr>
<td><strong>Personnel Total</strong></td>
<td>158,000</td>
<td>204,935</td>
</tr>
</tbody>
</table>

**Benefits:** Austin ISD provides staff standard benefits, including FICA at 7.65%, retirement at 8.35% for a total of 16%, and health insurance at $6,396 per FTE.

<table>
<thead>
<tr>
<th>Benefits</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary Fringe</td>
<td>25,280</td>
<td>25,791</td>
</tr>
<tr>
<td>Insurance for Salaried Employees</td>
<td>12,792</td>
<td>12,792</td>
</tr>
<tr>
<td>Supplemental Pay Fringe</td>
<td></td>
<td>6,998</td>
</tr>
<tr>
<td><strong>Benefits Total</strong></td>
<td>38,072</td>
<td>45,582</td>
</tr>
</tbody>
</table>

**Travel:** In Year 1, district and/or campus staff, parents, and community members will visit districts that are implementing diversity strategies to inform blueprint development. Costs were estimated using U.S. General Services Administration (GSA) rates and are based on 8 to 10 people traveling, for two to three-day site visits at $1,000 per person per site visit (including travel, lodging, and per diem).

<table>
<thead>
<tr>
<th>Travel</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Visits</td>
<td>30,000</td>
<td></td>
</tr>
<tr>
<td>Travel Total</td>
<td>30,000</td>
<td>--</td>
</tr>
</tbody>
</table>

**Supplies:** In Year 1, supply costs are estimated to include: food/refreshments for at least 10 community collaboration and stakeholder events, Scantron survey forms (as part of parent survey), and computer-related equipment to supply the needs of two new employees.
Budget Narrative: Opening Doors and Expanding Opportunities in Austin ISD

<table>
<thead>
<tr>
<th>Supplies</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food/Refreshments</td>
<td>6,500</td>
<td>--</td>
</tr>
<tr>
<td>Scantron survey forms</td>
<td>6,000</td>
<td>--</td>
</tr>
<tr>
<td>Computer related equipment</td>
<td>3,600</td>
<td>--</td>
</tr>
<tr>
<td><strong>Supplies Total</strong></td>
<td><strong>16,100</strong></td>
<td><strong>--</strong></td>
</tr>
</tbody>
</table>

**Contractual:** In Year 1, Austin ISD will contract with a skilled facilitator to assist in the community engagement process for the project’s blueprint. In Year 2, Austin ISD will contract with a consultant to lead a marketing campaign to highlight special programs currently in the district. The proposed project will also have a contract to enhance the district’s website, creating more user-friendly tools for parents. Contracted services will upgrade the district’s existing transfer software, anticipating an increased demand for choice, a potential lottery for Innovation Schools, and ongoing maintenance of a centralized application system. Finally, Austin ISD will contract with skilled providers of professional development that specialize in cross-cultural competency (culturally relevant curriculum and pedagogy, asset-based approaches), mitigating implicit bias (e.g. micro-aggressions), and practices and policies (e.g. tracking). Costs for contractual services were estimated based on similar, historical contracts as well as through consultation with Denver Public Schools.

<table>
<thead>
<tr>
<th>Contracts</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Collaboration Facilitator</td>
<td>100,000</td>
<td></td>
</tr>
<tr>
<td>Marketing campaign</td>
<td></td>
<td>100,000</td>
</tr>
<tr>
<td>Website enhancements / parent-facing tools</td>
<td>100,000</td>
<td></td>
</tr>
<tr>
<td>Centralized application system</td>
<td></td>
<td>200,000</td>
</tr>
<tr>
<td>Professional development</td>
<td></td>
<td>85,000</td>
</tr>
<tr>
<td><strong>Contracts Total</strong></td>
<td><strong>100,000</strong></td>
<td><strong>485,000</strong></td>
</tr>
</tbody>
</table>

**Other:** Austin ISD has budgeted funds to pilot the Innovation Schools program. Costs were estimated based on Dallas ISD, where funds are awarded to schools through an application process. Funds for the proposed project could be used by a single school over three years, as is the case in Dallas, or could be open to additional schools with less funds awarded per school. Funds could be used for such activities as professional development (e.g. Montessori training and certification), redesign of classrooms (e.g. makerspaces), etc.

<table>
<thead>
<tr>
<th>Other</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovation School Implementation Funds</td>
<td>--</td>
<td>350,000</td>
</tr>
<tr>
<td><strong>Other Total</strong></td>
<td><strong>--</strong></td>
<td><strong>350,000</strong></td>
</tr>
</tbody>
</table>

**Total Costs:** Austin ISD has an indirect cost rate of 4.965% through the Texas Education Agency.

<table>
<thead>
<tr>
<th>Direct Costs</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Costs Total</td>
<td>342,172</td>
<td>1,085,517</td>
</tr>
<tr>
<td>Indirect Costs Total</td>
<td>16,989</td>
<td>53,896</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>359,161</td>
<td>1,139,412</td>
</tr>
</tbody>
</table>

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