

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

FY 2022 Javits Application Package

CFDA # 84.206A

PR/Award # S206A220047

Grants.gov Tracking#: GRANT13594825

OMB No. 1894-0006, Expiration Date: 02/29/2024

Closing Date: Apr 11, 2022

PR/Award # S206A220047

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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: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="04/11/2022"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
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State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="REDACTED"/>	* c. UEI: <input type="text" value="REDACTED"/>
--	--

d. Address:

* Street1:	<input type="text" value="4000 S. IH 35 Frontage Rd"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Austin"/>
County/Parish:	<input type="text" value="Travis"/>
* State:	<input type="text" value="TX: Texas"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="78704-7420"/>

e. Organizational Unit:

Department Name: <input type="text" value="Advanced Academics"/>	Division Name: <input type="text"/>
---	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Michelle"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Wallis"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="REDACTED"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

G: 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:

84.206

CFDA Title:

Javits Gifted and Talented Students Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-021622-001

* Title:

Office of Elementary and Secondary Education (OESE): Well-Rounded Education Programs: Jacob K. Javits Gifted and Talented Students Education (Javits) Program, Assistance Listing Number 84.206A

13. Competition Identification Number:

84-206A2022-2

Title:

FY 2022 Javits Competition

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

Add Attachment

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*** 15. Descriptive Title of Applicant's Project:**

Austin ISD NAVIGATES: Nurturing Academic Visions with Gifted and Talented Education Students

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text"/>	
* b. Applicant	<input type="text"/>	
* c. State	<input type="text"/>	
* d. Local	<input type="text"/>	
* e. Other	<input type="text"/>	
* f. Program Income	<input type="text"/>	
* g. TOTAL	<input type="text"/>	

*** 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: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

Applicant: Austin Independent School District

16. CONGRESSIONAL DISTRICTS:

- a. Applicant: TX-021
- b. Program/Project: TX-010, TX-021, TX-025, TX-035

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

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 to 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 benefit (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 ICDOcketMgr@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
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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 <input style="width: 90%;" type="text" value="Austin Independent School District"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 50px;" type="text" value="Dr."/>	* First Name: <input style="width: 150px;" type="text" value="Mary"/> Middle Name: <input style="width: 100px;" type="text"/>
* Last Name: <input style="width: 200px;" type="text" value="Thomas"/>	Suffix: <input style="width: 50px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Exec Director, State & Federal Accountability"/>	
* SIGNATURE: <input style="width: 250px;" type="text" value="Michelle Wallis"/>	* DATE: <input style="width: 100px;" type="text" value="04/11/2022"/>

**U.S. Department of Education Supplemental Information for the SF-424
Application for Federal Assistance**

1. Project Director:

Prefix: Dr.	* First Name: Elizabeth	Middle Name:	* Last Name: Severance	Suffix:
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Project Director Level of Effort (percentage of time devoted to grant): 40

Address:

* Street1:	4000 S. IH-35 Frontage Rd
Street2:	
* City:	Austin
County:	Travis
* State:	TX: Texas
* Zip Code:	78704-7420
Country:	USA: UNITED STATES

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

* Email Address:


Alternate Email Address:

2. New Potential Grantee or Novice Applicant:

a. Are you either a new potential grantee or novice applicant as defined in the program competition's notice inviting applications (NIA)?

Yes No

3. Qualified Opportunity Zones:

If the NIA includes a Qualified Opportunity Zones (QOZ) Priority in which you propose to either provide services in QOZ(s) or are in a QOZ, provide the QOZ census tract number(s) below:

<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

4. 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) #(s): 1 2 3 4 5 6 7 8

No Provide Assurance #(s), 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

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Abstract

An abstract is to be submitted in accordance with the following:

1. Abstract Requirements

- Abstracts must not exceed one page and should use language that will be understood by a range of audiences.
- Abstracts must include the project title, goals, and expected outcomes and contributions related to research, policy, and practice.
- Abstracts must include the population(s) to be served.
- Abstracts must include primary activities to be performed by the recipient.
- Abstracts must include subrecipient activities that are known or specified at the time of application submission.

For research applications, abstracts also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that the 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, and dependent, independent, and control variables, as well as 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:

Austin ISD NAVIGATES
Project Abstract

The proposed project, entitled “Austin ISD NAVIGATES: Nurturing Academic Visions with Gifted and Talented Education Students,” hereinafter referred to as “Austin ISD NAVIGATES,” will be implemented by the Austin Independent School District (AISD). This project meets the Absolute Priority of “Identification of, and Provision of Services to, Gifted and Talented Students Who May Not Be Identified through Traditional Assessment Methods.” Project activities will expand access to Gifted and Talented (GT) services through evidence-based strategies designed to improve identification of historically underrepresented populations, including Hispanic students, Black students, English Learners (referred to in AISD as Emergent Bilinguals), students experiencing poverty, and students with disabilities. Our project will address the identification and provision of services to GT students who may not be identified and served through traditional assessment methods by focusing on: (1) improving and expanding the screening process to target underserved populations; (2) providing professional learning for teachers and educators; (3) engaging and informing parents and families about opportunities; and (4) enhancing curriculum supports for gifted and high ability students.

Austin ISD NAVIGATES addresses all three competitive priorities. In order to meet competitive priority one and build capacity and sustainability to identify and serve students with disabilities, AISD will collaborate with district staff from Special Education, Multilingual Education, and Dyslexia and 504 to develop and incorporate new modules into our annual required GT teacher training courses. The training will enable teachers to better identify and support gifted students who are children with disabilities. In order to meet competitive priority two, Austin ISD NAVIGATES will utilize a nonverbal universal screener with the goal of improving identification of students with disabilities, who may be neurodivergent, or have

learning differences. Competitive priority three will be achieved through ensuring expanded access for underserved students, especially underserved GT students, to benefit from the engaging and enriching opportunities in our district, including, but not limited to advanced courses, magnet programs, dual credit and Early College High Schools, after school enrichment programs, robotics clubs, visual and performing arts, and project-based learning.

Austin ISD is the largest school district in Travis County, the sixth largest in Texas and 39th largest in the United States. It serves the City of Austin, which has led the nation in population growth for nearly a decade. The rapid growth of the city has led to a “prosperity paradox,” whereby there is a sharp divide between a growing high-wealth sector of the community and an even faster-growing high-poverty sector. This growth has strained all areas of education, including gifted and talented education. Persistent underrepresentation among underserved populations will be addressed through our project objectives and activities.

By meeting the absolute and competitive priorities and targeting the four areas of GT identification and services, we anticipate the following outcomes. We will increase the number of students newly identified as gifted and talented, as well as increase the number of underserved students. We will also ensure services are provided to newly identified students, including underserved students. We will also monitor and ensure our GT students continue to have academic growth, as measured by making gains on state assessments in math, science, and reading. We will increase the number of teachers and other educators who receive training to enable them to better identify and improve instruction for gifted and talented students. Furthermore, our project will collaborate with families to strengthen the school-family relationship to better support all students, and especially students with disabilities and other historically underserved populations.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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](#)

**AUSTIN ISD NAVIGATES:
Nurturing Academic Visions with Gifted and Talented Education Students**

CFDA 84.206A
Applicant: Austin Independent School District

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Project Narrative

ABSOLUTE PRIORITY

The proposed project, entitled “Austin ISD NAVIGATES: Nurturing Academic Visions with Gifted and Talented Education Students,” hereinafter referred to as “Austin ISD NAVIGATES,” will be implemented by the Austin Independent School District (AISD). This project meets the Absolute Priority of “Identification of, and Provision of Services to, Gifted and Talented Students Who May Not Be Identified through Traditional Assessment Methods.” Project activities will expand access to Gifted and Talented (GT) services through evidence-based strategies designed to improve identification of historically underrepresented populations, including students who are Hispanic, Black, experiencing poverty, or English Learners (referred to in AISD as Emergent Bilinguals) and students with disabilities. Our project addresses the identification and provision of services to GT students who may not be identified and served through traditional assessment methods by focusing on (1) improving and expanding the screening process to target underserved populations; (2) providing teacher and educator professional learning; (3) engaging and informing parents and families about opportunities; and (4) enhancing curriculum supports for gifted and high ability students. Robust monitoring and evaluation of the project activities will be conducted during the project length. AISD will target 29,000 students across 67 Title I campuses to improve identification and services, and strengthen the GT program across the district, including historically underrepresented populations.

COMPETITIVE PRIORITY 1: TRAINING PERSONNEL IN IDENTIFICATION AND SERVICES TO STUDENTS WITH DISABILITIES

To build capacity and sustainability to identify and serve students with disabilities, AISD will collaborate with district staff in the Special Education, Multilingual Education, and Dyslexia

and Section 504 teams to develop and incorporate new modules into our annual required GT teacher training courses. These modules will reflect research on how giftedness presents differently in students with disabilities to help teachers better identify and support gifted students with disabilities. New GT Specialists will provide campus-specific training at Title I campuses and campuses where equity gaps are the largest. The project will develop additional curriculum support for students with disabilities to ensure they receive services after identification.

COMPETITIVE PRIORITY 2: IDENTIFICATION AND SERVICES TO STUDENTS WITH DISABILITIES

Austin ISD NAVIGATES will increase identification of students with disabilities, and improve the services available to them. Through collaboration with the district Dyslexia/Section 504, Special Education, and the Multilingual Education teams, we will approach identification and services with an asset-based approach. Targeting Title I campuses will ensure a focus on improved identification and services to historically underrepresented students. Austin ISD NAVIGATES includes a nonverbal universal screener with a goal of improving identification of students with disabilities, who may be neurodivergent, or have learning differences.

Existing resources and department collaborations will ensure services supplement and complement current district efforts. AISD's Director of Advanced Academics, in the Office of Academics, will lead Austin ISD NAVIGATES. The Office of Academics includes the Multilingual Education, Special Education, and Section 504/Dyslexia teams which builds sustainability to increase identification and improve provision of services for GT students who may not be identified through traditional assessment methods currently utilized in AISD.

COMPETITIVE PRIORITY 3: PROMOTING EQUITY IN STUDENT ACCESS

AISD offers multiple advanced educational resources and opportunities, including, but not limited to advanced courses, magnet programs, dual credit and Early College High Schools, after school enrichment programs, visual and performing arts, and project-based learning. We will ensure expanded access for underserved students to benefit from these engaging and enriching academic opportunities. Our project services will promote education and adequacy in resources across elementary, middle, and high school, and in out-of-school-time settings.

To ensure all students are served by effective teachers, all teachers employed in AISD must have teacher certification. AISD prioritizes recruitment of educators whose demographics match the students they will serve, including Hispanic, Black, and bilingual teachers. Financial incentives are provided for both bilingual and National Board Certified Teachers to attract high quality educators. In alignment with the Texas Education Agency’s (TEA) State Plan for the Education of Gifted/Talented Students, AISD requires that all students identified as GT receive services from a teacher who completes an annual GT training (TEA, 2019).

SELECTION CRITERION 1: NEED FOR PROJECT

a) Magnitude and severity of the problem to be addressed

Austin ISD is the largest school district in Travis County, the sixth largest in Texas and 39th largest in the United States. It serves the City of Austin, which has led the nation in population growth for nearly a decade. The rapid growth of the city has led to a “prosperity paradox” in the city and county, whereby there is a sharp divide between a growing high-wealth sector of the community and an even faster-growing high-poverty sector. This growth has strained all areas of education, including gifted and talented education.

The persistent underrepresentation of low-income, African-American, Latinx, and English Learners students in gifted and talented education is heightened by the changing demographics in American public education (Peters, Gentry, Whiting, & McBee, 2019) and Austin in particular. Nationally, the percentage of students with limited English proficiency (LEP) is 9.4%; however, in AISD that percentage is more than three times that amount at 30% currently. Although our English learners are 30% of our district population, they account for only six percent of our district Gifted and Talented population, which indicates a negative representation gap of 24 percent. Furthermore, although our district population is 50 percent low-income, our GT population is only 28% low-income, which indicates a negative representation gap of 22 percent. With these historically underrepresented populations growing in our district, it is critical we address these gaps in GT identification and services. Table 1 includes the demographics for our district, and highlights differences in demographics by Title I status. It should be noted that our demographics for all populations include Pre-K 3 and Pre-K 4 students, although they are not part of our gifted and talented population.

Table 1: Austin ISD Demographics and Demographics for Title I and non-Title I campuses

Population	# Enrolled	% Low-income	% English Learners	% Hispanic	% Black	% Special Education	% Dyslexia	% Gifted & Talented
Austin ISD Demographics	74,763	50%	30%	54%	6%	14%	8%	13%
Title 1 Campuses	29,682	84%	55%	79%	10%	16%	7%	8%
Non-Title 1 Campuses	45,081	28%	13%	38%	4%	12%	9%	17%

b) Addressing identified gaps and weaknesses

Austin ISD NAVIGATES aims to increase the number of historically underrepresented students that are identified as gifted and talented as well as to improve the services and curriculum support for those students. An equitable program would have the percentage of the gifted and talented population match the percentage of the district population (Ford, 2015). The 20% rule, which is used in Texas, is the standard for evaluating GT representation among different student groups. Because Austin ISD is 54% Hispanic, 54% of Austin ISD’s GT population *should* be Hispanic. Since only 37% of our GT population is Hispanic, our district currently has a 17% equity gap for Hispanic students. Table 2 provides current data on the equity gaps of historically underserved populations. The underserved populations in AISD’s GT program are economically disadvantaged, Hispanic, English language learners, and Special Education. AISD will target four major challenges: the screening process, professional development, parent/family outreach, and curriculum supports to expand access to GT services through evidence-based strategies designed for historically underrepresented populations.

Table 2: Underrepresentation in Gifted and Talented in Austin ISD

Student Groups	% of district	% of GT	Equity Gap
Economically Disadvantaged	49%	28%	21%
African-American	6%	4%	2%
Hispanic	54%	37%	17%
English Language Learners	30%	7%	23%
Special Education	14%	3%	11%
Section 504	11%	11%	0%

Our current process for screening relies heavily on parent and family referrals. By incorporating a nonverbal universal screener and more family outreach before the screening process, referrals and parent permission for GT testing should increase. Furthermore,

professional learning includes the requirements from the Texas Education Agency’s State Plan for the Education of Gifted/Talented students, but has limited information on identifying twice exceptional students, students with disabilities, or English language learners. Yearly, we will refine the referral process based on parent and teacher feedback and new research and trends.

Providing additional information to parents and teachers will improve our screening process. We are currently limited in the curriculum support and enhancement we provide to GT students. Grant funding will enable us to extend, enhance, and enrich our curriculum and learning experiences for GT students, especially our historically underserved students.

Screening Process	The traditional referral and screening process is not designed for our district’s growing and changing population.
Professional Development	Teachers and administrators need additional PD to ensure they understand GT characteristics and how they can vary by population in order to better identify and support these students academically.
Parent & Family Outreach	Parents/Families need more information about the GT program and its opportunities to refer students and grant permission for testing.
Curriculum Supports	Advanced curriculum is insufficiently differentiated for GT students and needs to be improved to support academic progress and growth.

SELECTION CRITERION 2: QUALITY OF THE PROJECT DESIGN

a) Specified and measurable goals, objectives, and outcomes

The Austin ISD NAVIGATES interventions are designed to increase underserved students identified as GT, especially English learners, students with disabilities or who are economically disadvantaged. Austin ISD will ensure equitable access and participation for students, teachers, and parents regardless of gender, race, national origin, color, disability, or age; which satisfies Section 427 requirements of GEPA. To ensure progress toward the 8 Javits GPRA measures, AISD has developed specific, measurable project goals and time-based objectives.

Javits GPRA	Project Objectives	Measures
1. The number of students newly identified as gifted and talented under the program	<p><u>Project Objective 1:</u> Increase the percentage of students identified as gifted and talented in Austin ISD.</p> <p><u>Project Objective 2:</u> Expand family outreach and develop family resources.</p>	<p><u>1A.</u> By 2027, the percentage of students in Austin ISD identified as gifted and talented will be 18% of the district population.</p> <p><u>1B.</u> By 2023, 90% of 2nd graders will participate in a universal screener.</p> <p><u>2A.</u> By 2027, increase the number of parent resources to 50.</p> <p><u>2B.</u> By 2027, provide communication to 95% of newly identified students’ families</p>
2. The number of underserved students newly identified as gifted and talented under the program	<p><u>Project Objective 3:</u> Increase the percentage of underserved students newly identified as gifted and talented in Austin ISD.</p> <p><u>Project Objective 4:</u> Expand family outreach to families of English Learners and students with disabilities</p>	<p><u>3A.</u> By 2027, decrease equity gap to 10% for underserved groups</p> <p><u>3B.</u> By 2027, increase underserved student referrals by 30%, using school year 2022-23 as baseline</p> <p><u>4A.</u> By 2025, increase Spanish resources to 50</p> <p><u>4B.</u> By 2027, increase resources in languages other than English to 90.</p>
3. The percentage of students newly identified as gifted and talented under the program who were served under the program	<p><u>Project Objective 5:</u> Create enrichment opportunities for newly identified students.</p> <p><u>Project Objective 6:</u> Retain newly identified and all students identified as gifted and talented</p>	<p><u>5A.</u> By 2023, and annually thereafter, create 4 enrichment opportunities.</p> <p><u>6A.</u> By 2026, decrease student furlough and exits by 30%, using school year 2022-23 as a baseline</p>
4. The percentage of underserved students newly identified as gifted and talented under the program who were served by the program	<p><u>Project Objective 7:</u> Create differentiated enrichment activities for underserved students newly identified, including students with disabilities and English language learners.</p>	<p><u>7A.</u> By 2023, and annually thereafter, create 2 differentiated opportunities, specifically targeting underserved student populations: students with disabilities and English language learners</p>
5. Of the students served	<p><u>Project Objective 8:</u> Increase</p>	<p><u>8A.</u> By 2025, 70% of GT students, in</p>

<p>under the program who were in tested grades, the percentage who made gains on State assessments in mathematics</p>	<p>GT students, in tested grades, who make gains on State assessments in math. <u>Project Objective 9:</u> Develop math curriculum supports to enhance academic growth</p>	<p>tested grades, will make gains on math State Assessments. <u>8B.</u> By 2027, 80% of GT students , in tested grades, will make gains on math State assessments. <u>9A.</u> By 2027, increase math extension resources to 3 per unit in K-8.</p>
<p>6. Of the students served under the program who were in tested grades, the percentage who made gains on State assessments in science</p>	<p><u>Project Objective 10:</u> Increase GT students,in tested grades, who make gains on State assessments in science. <u>Project Objective 11:</u> Develop science curriculum supports to enhance academic growth</p>	<p><u>10A.</u> By 2025, 70% of GT students, in tested grades, will make gains on State Assessments in science. <u>10B.</u> By 2027, 80% of GT students, in tested grades, will make gains on State assessments in science. <u>11A.</u> By 2027, increase science extension resources to 3 per unit in K-8.</p>
<p>7. Of the students served under the program who were in tested grades, the percentage who made gains on State assessments in reading</p>	<p><u>Project Objective 12:</u> Increase GT students, in tested grades, who make gains on State assessments in reading <u>Project Objective 13:</u> Develop Humanities curriculum supports to enhance learning outcomes</p>	<p><u>12A.</u> By 2025, 70% of GT students, in tested grades, will make gains on State Assessments in science. <u>12B.</u> By 2025, 80% of GT students, in tested grades, will make gains on State Assessments in science. <u>13A.</u> By 2027, increase humanities extension resources to 2 per unit in K-12.</p>
<p>8. The number of teachers and other educators who received services that enable them to better identify and improve instruction for gifted and talented students</p>	<p><u>Project Objective 14:</u> Increase GT training options for campus staff and staff who serve children with disabilities <u>Project Objective 15:</u> Provide Campus GT Committee training to promote holistic and equitable student placement decisions</p>	<p><u>14A.</u> By 2024, 80% of campuses will have 75% of staff complete a GT training module. <u>14B.</u> By 2027, 95% of campuses will have 80% of staff complete a GT module. <u>15A.</u> By 2024, 80% of campus GT committee members will complete GT committee training. <u>15B.</u> By 2027, 95% of campus GT committee members will complete GT committee training</p>

b) Appropriate design of the project- improving identification and services

To reach project goals AISD will utilize a four-pronged approach to impact the screening process, parent and family outreach, professional development, and curriculum supports.

The Screening Process

Research has demonstrated that relying on parent or teacher referrals for gifted and talented services will lead to inequities in the gifted and talented population (Lamb, Boedeker, & Kettler, 2019; Peters, et al., 2019). Therefore, our project will expand the annual student referral pool through multiple approaches. To better identify underrepresented populations such as English language learners and economically disadvantaged students, we will look for additional measures such as beginning of the year assessments to create an “automatic” referral, which has been shown to increase identification (Lamb et. al, 2019).

Prior to the September parent/teacher conferences, we will provide schools with a list of district student referrals based on the most recent NWEA MAP reading and math scores. We will provide the assessment forms, along with a teacher script in English and Spanish, to support GT referral conversations between the parent and teacher to encourage parents to grant permission for testing at the conference. We will also partner with AISD Translation and Interpretation Services for support of conversations and materials in languages beyond English and Spanish. After year one, we will survey teachers and parents of newly identified GT students to understand how we can improve the GT referral process for new students and families.

Another change to our screening process will be to administer a NonVerbal universal screener for all students in second grade, which will also minimize potential teacher bias or family misinformation (Ricciardi, Haag-Wolf, & Winsler, 2020; Lu, Weinberg, & McCormick, 2020; Lamb et.al, 2019). One of the advantages in utilizing a universal screener is the ability to

develop school-level norms, instead of only district-level norms. In a district as diverse as AISD, using district-level norms will continue to mask disparity in student outcomes and performance. Creating school-level norms will allow the district to always be able to find a school's top five or top ten percent of its population (Carman, Walter, & Bartsch, 2020). Additionally, a universal screener has shown positive outcomes for English language learners, which is one of our target populations due to the current large equity gap/underrepresentation index (Lamb et al, 2019).

Parent and Family Outreach

Beyond improving and expanding our screening processes, our project aims to expand resources available to parents and families in English and Spanish. Researchers have noted that economically disadvantaged families and minority families often have less access to information about gifted identification or services (Lu, et al., 2020). We will work with the Parent Support Specialists (PSSs) at the Title 1 schools to discuss the methods that are most successful when communicating with families to create a district plan. We will collaborate with the AISD translation team to provide resources in Spanish. We will also ensure the parent resources are compliant with 508 visual impairment requirements, since we have a large blind and visually impaired community in our city. Beginning in year two, we will expand the number of resources for families in languages other than English and Spanish. The education resources will provide suggestions on how to support their gifted children at home and include topics such as understanding the unique social and emotional needs of gifted children and preparing gifted children for middle and high school. We will host in-person events in communities where there is a higher rate of economic need and secure translation services for families in different languages other than English. Engaging families in the process will improve GT identification for all diverse student groups.

As our project aims to increase and improve the identification of students with disabilities, we will engage in targeted parent and family outreach to families with special education, Dyslexia, or Section 504 students. These families may not realize that their child's learning disability is masking their giftedness. Additional outreach to these historically underserved students and families will enable our project to be successful in meeting this competitive priority.

Professional Development

Teachers have an important role in supporting GT identification and providing academic support. However, teacher preparation programs do not always include specialized training for identifying gifted students or how to support these students. Teachers can unintentionally approach historically underserved students with a deficit mindset (Lamb et. al, 2019). GT training for teachers, principals, and counselors is required in Texas. In AISD, GT training is monitored at the district level, and campus training reports are shared annually.

Our project aims to increase the number of teachers and campus staff who complete GT training annually to extend the range and scope of our program to improve parent and family outreach. Our project will ensure that all GT course options, provided by AISD, will include new modules about identifying students with disabilities, English language learners, and economically disadvantaged students. Our new training modules will include state, district, and campus equity data to frame the need for change in how we refer, identify, and support GT students from underserved populations. We will include new research studies and recommendations from experts in the field and extend opportunities within the training for teachers to provide feedback and recommendations to expand our collaborative efforts across the district. Beyond the state's requirement of teachers, we will also make these training modules

available to campus and district leaders. In the first two years, we will have one 6 hour GT Update training available to all teachers and staff; this will provide one clear message about the district's focus on Equity, Access, and Inclusion with all district stakeholders. Beginning in year three, more training topics will be available, but each option will intentionally continue to include Equity, Access, and Inclusion data and resources.

In AISD, each campus has a GT Advocate who oversees the GT program on campus and works directly with the district office. The GT Advocate is also the lead of the Campus GT Committee that makes student placement decisions, and is comprised of teachers, principals, and counselors. Texas requires that members of the GT committee “are current with the six-hour training update” (TEA, 2019). In year one, we will revise the committee training to reflect changes to our assessment practices and include ways to increase the identification of underserved students to ensure a clear district focus. It is critical each committee member understands how to view each student's assessment data using a holistic approach that takes into account special considerations for students from underserved populations. For schools with a larger equity gap, a GT Specialist will provide ongoing guidance to ensure the committee makes equitable student placement decisions.

Curriculum Supports

As our project aims to increase the number of underserved students identified as GT, we also need to provide services to all identified students. Curriculum interventions and supports have been shown to support the achievement of gifted students (Van Tassel-Baska, 2018). The ability to ensure all students receive differentiated instruction tailored to their individual needs and academic ability is critical to the success of any GT program (Johnson, Simonds, & Voss, 2021). We will survey teachers to determine which current AISD GT academic resources are

most effective and which need to be retired or revised. Our grant funded GT Specialists will write GT curriculum that is aligned with our district Humanities and STEM curriculum, as well as collaborate with special education teachers and teachers of English language learners. Each summer, new curriculum documents will be written to increase the amount of curriculum support provided to schools. The AISD translation team will translate student facing items into Spanish for Dual Language classrooms. Translations would occur annually after curriculum writing. In addition, we will include details about the new curriculum in training to ensure teachers use the curriculum effectively to promote student gains on state assessments.

Our project design utilizing these four approaches will enable our project to identify more historically underrepresented populations of students, as well as serve them to ensure their academic growth and achievement.

c) Building capacity beyond the grant

Over the five years of implementation, Austin ISD NAVIGATES will improve GT identification and services while building capacity and sustainability through developing online professional learning using the AISD Learning Management System (LMS), Canvas. Modules will provide training on how to better identify students with disabilities and students from historically underserved populations, such as economically disadvantaged, English language learners, Black and Hispanic students, and students with disabilities. The new curriculum supports will continue to benefit GT students, and improve outcomes for high ability students, not yet identified. The program will also provide for more parent communication resources to be developed and translated into languages beyond English that can be used as we continue to expand family outreach. Austin ISD NAVIGATES will also result in establishing an improved communication system between parents and teachers, campus parent support specialists, and

among the district and the greater school district community. By cultivating and strengthening communication among all stakeholders, we will strengthen our efforts in identifying and supporting gifted students from all student groups in our district, especially students with disabilities.

d) and e) Incorporation of Current Research Literature in AISD's Evidence-Based Approach

This project incorporates current research literature on the importance of gifted and talented programming and on strategies to improve identification and services for historically underserved students (Goings & Ford, 2017). Furthermore, our project draws on studies with strong and promising evidence, as determined by the What Works Clearinghouse. See our attached Evidence Form and Works Cited for additional research literature consulted during the development of this proposal.

The importance of diversifying gifted and talented populations has been a growing educational research area. To accomplish the goal of equity in GT, significant changes are required. Our project design incorporates four strands that have been shown to be effective in making change, across multiple educational settings (Gubbins, Siegle, Peters, Carpenter, Hamilton, McCoach, Puryear, Langley, & Long, 2020; Briggs, Reis, & Sullivan, 2008). A consistent theme in the literature is the need to modify current referral and assessment processes (Gubbins et al., 2020; Lamb, et al., 2019). The benefits of utilizing a universal screener for finding historically underrepresented populations may counteract teacher bias and/or family misinformation (Lamb, et al., 2019). A key service in our project is implementing a nonverbal universal screener in the first year, to see if nonverbal assessments do a better job of reaching our historically underserved populations. Furthermore, a universal screener allows for the creation of

local norms- at the campus level which have been shown to be effective in highly diverse districts and populations (Lamb et al., 2019). By using the Naglieri Nonverbal Ability Test (NNAT3), our project is supported by promising evidence showing that a nonverbal assessment can provide a neutral assessment, “ideal for use with a diverse student population,” (Carman, Walther, & Bartsch, 2020, p.174).

Additionally, our project understands the value of the parent/family connection and research (Jones, 2018; Lockhart & Mun, 2020). We will draw on existing literature to provide new opportunities for our parents and families to be engaged (Mun, Ezzani, & Yeung, 2021). In AISD, we have a wide variety of languages spoken at home so will add resources in different languages to reach our growing population of families who speak a language other than English.

Also, teachers need training on ways to identify culturally, linguistically, and economically diverse (CLED) students (Ford, 2015). Confronting teacher bias and misconceptions about how giftedness presents differently across populations will increase identification for diverse groups. Research has demonstrated the importance of differentiating curriculum in the classroom for gifted students (Van-Tassel-Baska, 2018; Ford, 2015).

Our project includes promising research to support continued academic achievement after students are identified. Strong evidence supports incorporating a growth mindset curriculum on how intelligence is not fixed (Yeager, et al., 2019); our curriculum will include performance mindsets to support academic progress for traditionally underrepresented populations.

f) System for feedback and continuous improvement

A Planning and Evaluation Coordinator in AISD’s Office of Innovation and Development will support this project as a .75 FTE (30 hours per week) for the entire length of the grant. The coordinator will use formative and summative approaches to monitor fidelity of

program implementation as well continuous improvement and program evaluation, using a quasi-experimental design, incorporating quantitative and qualitative data. Evaluation activities will track the goals and progress measures met. Guided by the grant reporting requirements, this coordinator will ensure evaluation and research activities are aligned with grant project goals.

A data collection, analysis, and reporting timeline will be developed by the planning and evaluation coordinator and Project Director. An annual evaluation review will indicate areas of need in program implementation as warranted and ensure evaluation and reporting requirements are met. Evaluation staff will communicate regularly with grant and program staff to ensure timely collection and data reporting. Student-level data will be collected via AISD's student data management system. The planning and evaluation coordinator and GT data processor will utilize Human Capital Platform (HCP) and other data processing software to monitor teacher training completion and administer surveys to assess the effectiveness of the training in meeting project goals and teacher needs. Annual surveys and other methods (such as focus groups) will determine usage levels of GT curriculum developed through this project. Fidelity of project implementation and student-level data will be monitored at both the campus and district level.

The planning and evaluation coordinator will develop tools the GT Specialists and Project Director will utilize to monitor implementation and guide continuous improvements through analysis of campus-level data. The evaluation coordinator will collect qualitative data through surveys, focus groups, and/or interviews to inform the understanding of needs and lived experiences that, in combination with quantitative data, may inform decision-making and strategy modification.

SELECTION CRITERION 3: QUALITY OF THE MANAGEMENT PLAN

a) Adequacy of management plan to achieve project objectives on time and within budget

The Austin ISD NAVIGATES project is a comprehensive effort that will improve identification and services for underrepresented students. A management plan’s strength lies in the commitment of district leadership to maximize the potential in reducing GT equity gaps. The Advanced Academics Director will provide quarterly updates to the Chief of Academics and the Chief of School Leadership to ensure a high level of accountability. An annual progress report will be shared with the Superintendent and Board of Trustees in a public, televised meeting.

Utilizing organizational and operational structures, the goals and objectives established can be achieved in the five-year grant timeline with efficacy, efficiency, and sustainability.

Table 3: Milestones, Major Activities, Key Responsibilities	Year 1 SY 22-23	Year 2 SY 23-24	Year 3 SY 24-25	Year 4 SY 25-26	Year 5 SY 26-27
GT Specialists create new modules about underserved GT students in professional learning		Aug.			
Project Director hires and onboards 3.0 GT Specialists	Nov.				
Project Director hires 0.75 Planning and Evaluation Coordinator	Nov.				
Planning and evaluation coordinator finalizes annual project evaluation plan, including timing of quant. and qual. data collection	Dec.				
GT Specialists offer Family outreach workshop	Nov.	Sept.	Quarterly	Quarterly	Quarterly
GT Specialists create parent conference script		Aug.			
Planning and Evaluation Coordinator Share GT data at Title I Faculty Meetings	Quarterly	Quarterly	Quarterly	Quarterly	Quarterly
Advanced Academics advertises referral Window and Process		Sept.	Sept.	Sept.	Sept.
Campuses operate Gifted and Talented referral window		Sept.	Sept.	Sept.	Sept.

Table 3: Milestones, Major Activities, Key Responsibilities	Year 1 SY 22-23	Year 2 SY 23-24	Year 3 SY 24-25	Year 4 SY 25-26	Year 5 SY 26-27
GT Specialists and coordinators provide workshop for parents	Oct.	Sept.	Sept.	Sept.	Sept.
GT Coordinators develop NNAT3 practice materials	Oct.				
AISD Translation Department translates NNAT3 practice materials		Aug.			
Planning and evaluation coordinator gather NWEA MAP data for district student referrals	Oct.	Oct.	Oct.	Oct.	Oct.
GT Advocates administer 2nd grade Universal Screener		Oct.	Oct.	Oct.	Oct.
GT Advocates administer testing for additional referred students	Nov.	Nov	Nov	Nov	Nov
Campus GT Committee identifies new GT students	Dec.	Dec.	Dec.	Dec.	Dec.
GT Coordinators provide parent sessions for new students	Jan.	Jan.	Jan.	Jan.	Jan.
GT Specialists provide parent sessions for all students	Mar.	2x year	2x year	2x year	2x year
GT Specialists create parent resources for website	April	Summer	Summer	Summer	Summer
AISD Translation department translates Parent resources in Spanish	Fall	Annually	Annually	Annually	Annually
AISD Translation department translates resources in other languages		June-Aug.	Annually	Annually	Annually
GT Specialists and GT Coordinators create new GT Curriculum		June	June	June	June
Planning and evaluation coordinator and project director monitor student performance data	Feb.	Feb.	Feb.	Feb.	Feb.
GT Specialists arrange out of school options	Mar.	Mar.	Mar.	Mar.	Mar.

Table 3: Milestones, Major Activities, Key Responsibilities	Year 1 SY 22-23	Year 2 SY 23-24	Year 3 SY 24-25	Year 4 SY 25-26	Year 5 SY 26-27
GT Coordinators and GT Specialists Organize Student or Campus Showcase	May	May	May	May	May
Planning and evaluation coordinator writes annual evaluation report	Jun.	Jun.	Jun.	Jun.	Jun.
Project Director shares report outcomes with Leadership	Jul.	Jul.	Jul.	Jul.	Jul.

b) Adequacy of procedures for ensuring feedback and continuous improvement

As indicated in the evaluation section, ongoing procedures for continuous program improvement will direct future implementation based on findings. Program data will be collected using AISD’s Advanced Case Management Tool and monitored according to the evaluation plan developed by the Planning and Evaluation Coordinator and Project Director during Year One. Program monitoring and evaluation results will be disseminated to provide new information relevant to increasing the identification of and services to historically underserved students.

Our evaluation plan will incorporate fidelity of process and implementation and outcome data. The planning and evaluation coordinator will review campus and district data to lead to continuous improvement in project approach and activities, such as parent outreach, referrals, screenings, assessments of student growth, professional development, and services provided. The coordinator will review the strands to identify patterns, trends, and growth, and use data-driven decision-making in accordance with grant project goals and objectives. The evaluation plan will be finalized in year one and revisited annually to ensure optimal program success.

c) Time commitments of Project Director and key personnel

This project will strengthen and enlarge the team to ensure services are provided effectively to expand AISD priorities. The locally funded Project Director will dedicate 40% of their time to this project. The two locally funded existing GT Coordinators will dedicate 30% of

their time to supporting this project. The grant-funded GT Specialists will dedicate 100% of their time (40 hours per week each, year-round) to the project. The Planning and Evaluation Coordinator will dedicate 75% of their time (30 hours per week, year-round) to the project.

SELECTION CRITERION 4: QUALITY OF PROJECT SERVICES

a) Quality and sufficiency of services

Our project design addresses four areas of quality GT programming and services: screening process, family and parent outreach, professional development, and curriculum support. This section outlines the quality and sufficiency of services within these categories.

Screening Process

Naglieri Nonverbal Ability Test (NNAT3): The major adjustment involves adding a universal screener. The Naglieri Nonverbal Ability Test (NNAT3) helps to remove additional language barriers for English Learners and considers appropriate color combinations for students with color/visual impairments. The online NNAT3 assessment will also be used with kindergarten and 1st grade student referrals, as all students are assigned an iPad or Chromebook.

NWEA Measuring Academic Progress (MAP): We will adjust the assessment calendar to collect student referrals during the window when AISD has scheduled elementary parent and teacher conferences. Teachers at Title I schools will receive a list of district student referrals based on the most recent NWEA MAP reading and math test scores to increase the number of historically underserved students screened.

Parent and Family Outreach

To support our underserved populations, we will target outreach to Title I campuses, provide resources in Spanish and other languages, and offer parent sessions across the district.

Multi-Campus Family Outreach Events: GT Specialists will create presentations to help parents understand the value of GT education. Presentations will include Social and Emotional Learning needs of gifted children and an overview of the assessment process. We will target events at Title I schools, but invite other schools. When parents are better informed about what GT means, they will be more likely to provide permission for students to participate in the assessment process, thus increasing the number of students referred to the screening process.

Scripts and Resources for Teachers: GT Specialists will create scripts to support parent teacher conference conversations and increase permission rates for students to test. Additional teacher resources will be shared in professional development and on the internal website.

Professional Learning

Austin ISD's GT training has been offered online for multiple years, leveraging our learning management system, Canvas. AISD utilizes an online system, Human Capital Platform (HCP) to monitor teacher training completion, and annual reports are shared with schools. The goal of this project is to increase the number of teachers and staff who complete GT training to expand support of our objective of decreasing equity gaps in our gifted and talented program.

Additional modules in online courses: GT specialists will create new training modules, to support the Austin ISD NAVIGATES goals. The modules will be included in state required and district provided training for teachers, principals, and counselors. Opportunities will be provided for participants to share suggestions on improving GT services and identification across AISD.

Campus Specific Presentations: Presentations will be provided at Title I schools and any schools with GT equity gaps, to work directly with teachers and principals as a way to increase understanding and improvements that target GT services and identification efforts. Presentations will be individualized based on specific campus needs and will be provided throughout the year.

Curriculum Supports

This project will support additional curriculum enhancements to ensure once identified, gifted students receive a differentiated curriculum to support yearly academic growth. We will also support enrichment experiences and out-of-school activities or clubs.

Curriculum extension: GT specialists will write advanced level curriculum options in alignment with AISD Humanities and STEM curriculum. Collaboration with the special education team will ensure curriculum is provided for students with disabilities. Spanish documents will support dual language schools and teachers will provide ongoing feedback.

Enrichment experiences: Additional enrichment resources will be provided to expand curriculum options available directly to students and teachers. Teachers will select the appropriate enrichment options for GT students that will be offered quarterly.

b) Ensuring equal access and treatment to traditionally underrepresented populations

Targeted outreach and support will occur at Title I campuses; however, all campuses have underrepresented populations so this project will provide equal access to services across the district. Key personnel will collaborate with the multilingual education, special education, and Section 504/Dyslexia teams to ensure our underserved populations have access to opportunity.

c) Impact of the services on traditionally underrepresented populations

Providing these services will increase identified GT students in underserved student populations with an emphasis on the three groups with large equity gaps in AISD: Hispanic, English Language Learners, and students experiencing poverty. However, the district intent is to expand assessment opportunities to all student groups and will include a focus on testing Black, special education, and 504 students. The impact of services will be monitored via academic growth on NWEA MAP tests, state assessments, and social and emotional learning indicators.

SELECTION CRITERION 5: QUALITY OF PROJECT PERSONNEL

a) Qualifications of Austin Javits Project Director

The Austin ISD NAVIGATES Project Director, Dr. Elizabeth Severance, will be responsible for the overall implementation and will dedicate 40% of time to the daily operations (planning, administering, staff selection and supervision, budget development, and fiscal management) of the project. Dr. Severance, the AISD Director of Advanced Academics, has overseen federal grant projects, including the USDE GEAR UP grant. (See attached resume.)

Austin ISD NAVIGATES will also be supervised by the Assistant Superintendent for Student Programs, Dr. Suzanne Villalpando who brings 20 years of experience in education as a teacher, campus and district administrator with experience in our state educational agency.

b) Qualifications, including relevant training and experience of key personnel

Gifted and Talented (GT) Coordinators (2): The locally funded AISD GT Coordinators have advanced degrees and over 15 years of GT experience. (Please see attached resumes.) Their support of the GT specialists in design of parent outreach, curriculum writing, professional development and data-informed decision making will be critical for grant success.

Gifted and Talented (GT) Specialists (3): The 3 grant funded GT Specialists will support and monitor new program services, including professional development, curriculum writing, family outreach, and assessment processes. (See attached job description.)

Planning and Evaluation Coordinator (0.75): The grant funded Planning and Evaluation Coordinator is a 0.75 (30 hours per week) position that will evaluate information to help plan programs; assist in data collection and tracking; analyze data and interpret results; write evaluation reports; provide information as required to decision makers; help stakeholders understand and apply data and research findings. (See attached job description.)

SELECTION CRITERIA 6: ADEQUACY OF RESOURCES

a) Adequacy of support from applicant organization

The Austin ISD NAVIGATES project is built on a foundation of over 20 years of Advanced Academics and its GT program. AISD is committed to implementing innovative projects to better serve the needs of its changing populations. Austin ISD will leverage and incorporate a number of supports from across the district, including but not limited to:

- Local funding for three key personnel: the project director and two GT coordinators.
- Each campus has a GT Advocate, who oversees the GT program; they will work directly with the project director, GT coordinators, and GT Specialists on all project measures.
- The AISD Learning Management System is used to build and share professional learning and curriculum resources across the district.
- Collaboration with Multilingual Education, Special Education, and the 504/Dyslexia departments will support improving identification for students with disabilities.
- Austin ISD's Parent Support Specialists are an established support system for Title I campuses. Partnering with this team will improve parent and family outreach efforts.
- The curriculum created will be supplemented with support from district Humanities and STEM curriculum experts to ensure TEKS (Texas Essential Knowledge and Skills) and aligned enrichment and extension curriculum development.

b) Extent to which budget is adequate to support project

The annual requested budget of approximately \$600,000 is adequate to support the Austin ISD NAVIGATES project and meet our stated goals and project objectives. The majority of the budget will fund new staff members to improve and expand services, which are designed with the goal of sustainability once grant funding has ended. Furthermore, the nonverbal

universal screener will be utilized for all second graders, as well as any referred kindergarten and first graders. The budget incorporates opportunities for professional learning of key project personnel to ensure the team can network and stay current on best practices in GT education.

c) Reasonable costs in relation to persons served and anticipated benefits

With an approximate annual budget of [REDACTED] and estimated 10,500 (current GT population) student participants, the cost per student is less than [REDACTED] which is reasonable since it includes support to teachers and families not included in the participant count. Purchasing these services on the open local market would cost considerably more than the cost projected.

This cost effectiveness is possible due to the district's strategy to leverage existing resources and improve coordination of efforts to more effectively identify and serve our target population: historically underrepresented students in gifted and talented programming. The plan presented in this proposal combines a strategic use of new resources aimed at building services capacity with improved coordination and capacity building across the district with numerous contributions by existing providers. Implementation of Austin ISD NAVIGATES will also further strengthen collaborations across departments and is likely to give the impetus to the creation of additional advanced and accelerated experiences and curriculum across the district.

Other Attachment File(s)

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Austin Independent School District

Other Attachments

1. Resumes of Key Personnel
 - a. Dr. Elizabeth Severance, Grant Project Director and Director of Advanced Academics
 - b. Debi Torres, District Gifted Education Coordinator
 - c. Victoria Kelly, Advanced Academics Programs (GT) Coordinator
2. Job Descriptions
 - a. Project Specialist – Gifted and Talented (“GT Specialist”)
 - b. Planning and Evaluation Coordinator
3. Works Cited

Elizabeth J. Severance, PhD



SKILLS

- Experienced educational program leader with program evaluation experience
- Proficient with Microsoft Office Suite, Google for Education, Canvas, and Forecast 5 Analytics
- Building relationships across departments to support student success
- Managing Federal grants including reports and compliance requirements

EDUCATION

Ph.D. in Educational Leadership (Higher Ed), Graduate Certificate in Program Evaluation

University of Texas at San Antonio San Antonio, TX 2020

- Dissertation: Beyond “a labor of love”: Exploring the experiences of college advising professionals in Central Texas

M.P.A., Graduate Certificate in Nonprofit Administration and Leadership

University of Texas at San Antonio San Antonio, TX 2010

- Final Research: Financial aid and college graduation rates in Texas: A complicated relationship

B.A. in Psychology, Minor in Educational Studies (Urban Education)

Macalester College St. Paul, MN 2005

WORK EXPERIENCE

Director of Advanced Academics

Austin Independent School District Austin, TX 2021- Present

- Oversee the Gifted and Talented Program, Advanced Placement/Advanced Courses, International Baccalaureate, AVID, and GEAR UP for 109 campuses
- Monitor and ensure compliance for state Gifted and Talented Funds
- Review student data to measure academic progress within all my student programs
- Evaluate, revise, and implement new standardized processes within programs to better serve historically underserved student populations
- Facilitate communication between leadership and staff who directly support campuses/students
- Support and expand professional learning opportunities with gifted and talented, AVID, Advanced Placement, and college readiness
- Collaborate and coordinate with Department of Research and Evaluation for annual reports, surveys, and focus groups

GEAR UP Austin Project Director

Austin Independent School District Austin, TX 2018-2021

- Implement and direct the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) federal Austin grant serving 2,500 students in the class of 2024
- Hire, supervise, evaluate, and support 10 campus-based facilitators
- Oversee [REDACTED] federal budget and [REDACTED] matching budget while managing contracts
- Co-lead the District’s College, Career, and Military Readiness (CCMR) Support Team

DEBI TORRES

ACCOMPLISHED SCHOOL DISTRICT
ADMINISTRATOR AND EDUCATOR



CONTACT



[Redacted]



[Redacted]



[Redacted]
[Redacted]

QUALIFICATIONS

Professional public school educator committed to supporting continuous improvements in schools for all children with expertise in Professional Development, Curriculum and Instruction, Gifted and Talented Education, Language and Literacy, Bilingual/ESL Education, Differentiated Instruction, Blended Learning, Social and Emotional Learning, and Diversity and Equity. Dedicated, innovative, and respected leader with excellent communication, technology, and organizational skills.

EDUCATION

Bachelor's of Science:

Major: Elementary Education

Minor: English

University of Texas- Pan American
Edinburg, TX

Master's Degree: Instructional Leadership

Concordia University-Texas

Austin, TX

HONORS

GT Advocate of the Year Award:

Texas Association of the Gifted and Talented

District Teacher of the Year Semi-finalist:

Austin Independent School District

Campus Teacher of the Year:

Austin Independent School District

McAllen Independent School District

National Board Certification:

First middle school teacher to earn
certification in the Austin Independent School
District

EXPERIENCE

DISTRICT GIFTED EDUCATION COORDINATOR

Austin Independent School District | 2004 to present

- Develop and lead professional development courses for teachers, counselors, and principals.
- Monitor state and district accountability to support all schools and foster improvements with priority schools.
- Improve and promote GT Screening with focus on closing equity gaps for African American and Hispanic students.
- Create GT and Advanced curriculum resources, teacher and parent resources, manage internal district website.
- Support campuses with improving GT services through a comprehensive data analysis to create a campus action plan.

TEACHER

Austin Independent School District | 1992 - 2004

- Bowie High School: Pre-AP English and ESL teacher
- Lamar Middle School: English Language Arts and Social Studies teacher; academic, honors, and inclusion classes
- Widen and Allan Elementary Schools: Reading Recovery, 3rd/4th grade, 4th grade Bilingual teacher

McAllen Independent School District | 1991 - 1992

- Milam Elementary School: Reading Recovery teacher

Edcouch-Elsa Independent School District | 1989 - 1991

- JFK Elementary School: 1st grade Bilingual, GT pull-out teacher

CERTIFICATION

TEXAS TEACHER CERTIFICATION

Elementary English: grades 1-8
Elementary Self-Contained: grades 1-8
Secondary English: grades 6-12
Secondary English Language Arts: grades 6-12
Bilingual/ESL: grades 1-12
Gifted and Talented Supplemental: grades 1-12

NATIONAL BOARD TEACHER CERTIFICATION

Early Adolescence English Language Arts

SENG

Trained SENG Model Parent Group Facilitator

SKILLS

- Skilled in developing and leading in-person, online, and blended learning classes and presentations for teachers, principals, and counselors
- Confident oral speaker; strong communication, presentation, writing, and editing skills (Native English speaker and fluent Spanish speaker)
- Experienced in designing websites, webinars, newsletters, monitoring tools, and data reports
- Proficient with multiple technology systems/programs including PC, Mac, Google Suite, Microsoft products, Smartsheet, Zoom, TEAMS, graphic design tools, online assessment platforms, learning programs and apps

GT TRAINER

Develop and lead online and asynchronous professional learning courses for more than 2000 teachers, principals, and counselors annually.

Topics include:

- Supporting English Learners and Diverse Populations
- Recognizing and Closing Equity Gaps
- Differentiation and Personalized Learning
- Advanced Learners in the Dual Language Classroom
- Effective Curriculum Models and Resources
- Supporting the Whole Child
- Understanding Performance Mindsets
- High-Impact Instructional Techniques
- Cultivating Self-Directed Learners
- Supporting Twice-Exceptional Students
- Motivating Underachievers To Achieve
- GT Foundations Training for teachers (state required 30-hour training)
- GT Foundations Training for principals and counselors (state required 6-hour training)

CONFERENCE PRESENTATIONS

TEXAS ASSOCIATION FOR THE GIFTED AND TALENTED (TAGT)

- 2022- Strategic Planning to Close GT Equity Gaps
- 2019- Strategic Planning: Equity, Access, and Inclusion
- 2017- Equity Through Online GT Assessments
- 2013- Intelligence Doesn't Equal Maturity
- 2012- Supporting Creative Thinkers
- 2007- Addressing Global Issues with Deep Thinkers
- 2006- Helping Kids Deal with Global Issues

NATIONAL ASSOCIATION FOR GIFTED CHILDREN (NAGC)

- 2007- Addressing Global Issues with Deep Thinkers
- 2006- The Inquiry Method: The Power of Wonderment in Science
- 2006- Academic English for Advanced English Learners

SUPPORTING THE EMOTIONAL NEEDS OF THE GIFTED (SENG)

- 2006- Recognizing, Respecting, and Responding to the Needs of Multiculturally Gifted Students

Victoria Kelly

EDUCATION

- **M.S.Ed Leadership in Technology Integration & Mind, Brain, & Teaching**, Johns Hopkins University, Baltimore (2018)
- **Master Teacher, University of Texas, Austin**, College of Liberal Arts & College of Natural Science (2002)
- **B.A. English Literature**, Minor in Anthropology, Texas State University, San Marcos (1996)
- **National Faculty Fellow**, National Faculty-Smithsonian Institution Program, Austin/Washington, D.C. (1999-2000)

RELATED CERTIFICATION & TRAINING

- **Texas Teacher Certification**, English Language Arts, 6-12, Lifetime Certification
- **Strategic Instructional Model (“SIM”) International Certification**, University of Kansas Center for Research on Learning, 2010-2011

SOFT SKILLSET

Award-winning, strong, experienced educational leader with proven communication skills, collaboration oriented, cross-functional problem-solver with team and colleagues, background in cognitive behavioral system development and support, technology leadership and integration, research translation from theory to application and measurement, detail-oriented, organized, motivated and motivating, continually learning new skills in changing contexts, supportive and resourceful, and desires to be a part of a dynamic community of learners preparing for a global life-experience

HARD SKILLSET

e-learning design, learning management systems, data retrieval and analysis, 504, SpED, and 508 compliance, Microsoft Suite, GitHub, Smartsheets, project development and execution, strategic project planning, tracking, and execution, video editing, website development, social-media management, technology enthusiast, VR/XR application development and research, fluent in English and basic Spanish and French

EXPERIENCE

Advanced Academics Programs Coordinator, District Office, Austin ISD, (2015-present)

Supervise and develop Advanced Placement, International Baccalaureate, and gifted education programs, extensive technology integration management and coordination of district, state, and federal policies and laws, rules, and regulations as they relate to advanced curriculum and program development, experience designing e-learning courses for organization of 6000+ instructors and support personnel, management of learning management systems, 508 compliance, advise secondary level and collegiate advanced curriculum and program development, instructional technology integration, technical instruction and support for principals, teachers, and district leadership. Responsible for public communication in developing advanced curriculum and program practices.

Advanced Academics Coordinator, Clint Small Middle School, Austin ISD (2012-2015)

Coordinated programs and systems in alignment with the Texas State Plan for the Education of Gifted & Talented Students at the “exemplary” level, coordinated the development and activities of the GT Decision-Making Committee in liaison with Advanced Academic Services district supervisor, designed, implemented, and assessed campus-level advanced academics programming, designed, delivered, and evaluated professional development and created the “Innovation Lab” for independent studies, coordinated and evaluated parent and community communications, developed and coordinated enrichment programs.

Teacher Leader, People to People Ambassador Programs Leadership Summit, Harvard, Boston, MA (July, 2013)

Designed and implemented small group instruction based on the leadership skills found in *The Seven Habits of Highly Effective People* and *Profiles in Courage*, collaborated in community service opportunities in the Boston community, provided feedback and support to participants in achieving their social and academic goals during their summer in the leadership program at Harvard.

Instructional Design Coach/Cognitive Coach, Round Rock ISD (2009-2012)

Designed and implemented instructional initiatives and support across content areas, designed and facilitated professional development and cognitive coaching for all faculty in response to data, coordinated assessment of programs, supervised compliance with state laws, collaborated with instructional staff to provide resources and support, coordinated grant writing with instructional teams, designed e-learning opportunities for instructional staff, created digital video resources demonstrating learning strategies to enhance instruction.

Teacher, 8th grade English Language Arts, Ridgeview MS, Round Rock ISD (2002-2009)

Teacher, 7th/8th grade English Language Arts, Paredes MS, Austin ISD (1999-2002)

Teacher, 9th/11th grade English Language Arts, Johnston HS, Austin ISD (1996-1999)

RECOGNITIONS

- Teacher of the Year, Ridgeview Middle School, RRISD (2007-2008)
- Teacher of the Year, Paredes Middle School, AISD (1999-2000)
- Teacher of the Year, Johnston High School, AISD (1998-1999)
- \$5000 Education Grant Awarded, Literacy in Math Labs, RRISD (June 2011)
- \$2900 Education Grant Awarded, Writers’ Workshop w/ Technology, RRISD (October 2008)
- \$2500 Education Grant Awarded, Science: More is Better, RRISD (October 2008)
- Red Apple Award for Innovation in Teaching, AISD, (May 1999)

PROFESSIONAL ORGANIZATIONS

- American Psychological Association (2016-present)
- American Education Research Association (2016-present)
- Phi Delta Kappa (1999-present)
- Delta Kappa Gamma (2000-present)
- National Council for Teachers of English (1996-present)
- Association for Supervision & Curriculum Design (1999-present)
- SIM International Professional Developers’ Association (2011-present)

**AUSTIN INDEPENDENT SCHOOL DISTRICT
JOB DESCRIPTION
JOB TITLE: PROJECT SPECIALIST – GIFTED AND TALENTED**

Pay Grade:
Job Code: 13797

FLSA Status: Exempt
Revised: 4/7/2022

AUSTIN ISD EQUITY STATEMENT:

Austin ISD is committed to developing shared definitions and expectations of equity across our District that are consistent with our Board priorities. The definition of equity from the National Equity Project will guide our transformational work.

- *Educational equity means that each child receives what they need to develop to their full academic and social potential. Working Towards Educational Equity:*
- *Ensuring equally high outcomes for all participants in our educational system; removing the predictability of success or failures that currently correlates with any social or cultural factor:*
- *Interrupting [Disrupting] inequitable practices, examining biases, and creating inclusive multicultural school environments for adults and children; and*
- *Discovering and cultivating the unique gifts, talents and interests that every human possesses. <https://nationalequityproject.org/>*

-Austin ISD Board President, February 2019

MINIMUM QUALIFICATIONS:

A Bachelor's degree in Education or related field from an accredited college or university is required. A Master's degree in Education, curriculum or instruction, or related field is preferred. This position requires five (5) years of teaching experience. Bilingual candidates are preferred.

SKILL REQUIREMENTS:

This position is responsible for supporting the implementation of the U.S. Department of Education Javits Grant. This position requires knowledge of current education and instructional theories, methodologies, techniques, and principles. Incumbent must have the ability to coordinate projects and programs for a substantial number of schools, students, and families. Incumbent must be able to communicate effectively, work with others as a team, organize and maintain records, evaluate performance and provide constructive feedback, and manage time and resources effectively and efficiently. Work requires creativity and adaptive thinking to match program objectives.

JOB PURPOSE AND RESPONSIBILITY:

Incumbent is responsible for providing leadership in the design and coordination of activities/projects and collaboration efforts, implementation and evaluation of the Javits program/grant which are directly linked to the educational initiatives of individual schools and the district to improve gifted and talented identifications, as well as services.

**AUSTIN INDEPENDENT SCHOOL DISTRICT
JOB DESCRIPTION
JOB TITLE: PROJECT SPECIALIST – GIFTED AND TALENTED**

Pay Grade:
Job Code: 13797

FLSA Status: Exempt
Revised: 4/7/2022

ESSENTIAL FUNCTIONS:

- Work with school staffs and administrators to identify and address specific program/project needs for continuous improvement
- Provide leadership in a team of staff members to develop a comprehensive implementation plan for gifted and talented, which address the needs of students and families in the district.
- Monitor evaluation design and coordinate the evaluation components of grants.
- Design and implement professional development to a diverse program staff.
- Manage public relations and outreach to students and families: prepare newsletters, media contact, student workshops, family events.
- Organize, facilitate and present Gifted and Talented information sessions to students, parents, community, and educational partners.
- Monitor and modify program implementation of activities, as needed, to meet program goals and objectives
- Analyze data to make recommendations and decisions for future programming.
- Prepare reports, complete data analysis, analyze needs, document specifications and manage multiple projects and deadlines.
- Provide an exceptional customer experience for all AISD stakeholders with intentional and professional practices that promote a culture of respect and focus on achieving equitable outcomes.

OTHER DUTIES AS ASSIGNED:

AUSTIN INDEPENDENT SCHOOL DISTRICT
JOB DESCRIPTION
JOB TITLE: PROJECT SPECIALIST – GIFTED AND TALENTED

Pay Grade:

FLSA Status: Exempt

Job Code: 13797

Revised: 4/7/2022

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

PHYSICAL EFFORT AND WORK ENVIRONMENT:

This position involves working in a normal office setting with no unusual physical demands or exposure to hazardous situations. This position may involve rare exposure to blood or body fluids. Regular attendance is required for this position. This position may require in-District travel.

PERSONAL WORK RELATIONSHIPS:

This position reports directly to the Director of Advanced Academics. Incumbent will provide information and status reports and/or receive instruction and guidance. Incumbent has significant contact with principals, teachers, parents and other school staff to offer guidance, exchange information, and develop programs. Incumbent may also maintain contacts within the community to develop programs and utilize additional instructional methodologies.

**AUSTIN INDEPENDENT SCHOOL DISTRICT
JOB DESCRIPTION
JOB TITLE: PROJECT SPECIALIST – GIFTED AND TALENTED**

Pay Grade:
Job Code: 13797

FLSA Status: Exempt
Revised: 4/7/2022

The Austin Independent School District, as an equal opportunity educational provider and employer, does not discriminate on the basis of race, color, ethnicity, religion, national origin, gender, disability, sexual orientation, genetic information, gender identity, or gender expression or any other basis protected by law in educational programs or activities that it operates or in employment decisions.

AUSTIN ISD JOB DESCRIPTION

JOB TITLE:	PLANNING AND EVALUATION COORDINATOR	PAY GRADE:	AP5
JOB CODE:		FLSA STATUS:	EXEMPT
		DATE REVISED:	02/23/2022 HC

AUSTIN ISD EQUITY STATEMENT:

Austin ISD is committed to developing shared definitions and expectations of equity across our District that are consistent with our Board priorities. The definition of equity from the National Equity Project will guide our transformational work.

- *Educational equity means that each child receives what they need to develop to their full academic and social potential. Working Towards Educational Equity:*
 - *Ensuring equally high outcomes for all participants in our educational system; removing the predictability of success or failures that currently correlates with any social or cultural factor:*
 - *Interrupting [Disrupting] inequitable practices, examining biases, and creating inclusive multicultural school environments for adults and children; and*
 - *Discovering and cultivating the unique gifts, talents, and interests that every human possesses.*
- <https://nationalequityproject.org/>

-Austin ISD Board President, February 2019

MINIMUM QUALIFICATIONS:

A Master's degree from an accredited university or college with graduate hours in statistics, measurement, research design, programming or other coursework related to program evaluation is required. A Ph.D. in an area related to educational evaluation and/or research is preferred. Three (3) years of experience in a program evaluation-related field and/or applied research is required.

SKILL REQUIREMENTS:

Successful candidates must possess strong skills in data gathering, research, evaluation, and communication. The ability to work collaboratively with colleagues and community members and contribute to a positive team culture is required. This position requires excellent writing skills and experience with proposal development, technical and non-technical writing, editing skills, and the creation of evaluation plans to assess program impact. Technical skills including design and implementation of program evaluation plans is required. Familiarity with statistical software, data visualization tools (e.g., Tableau), and Microsoft Word and Excel is required. Incumbent will have an excellent track record of communicating results or findings to various audiences and is familiar with data storytelling and visualization techniques. Experience programming reports, modeling, and survey development and administration **is required**. Incumbent must be a team-player, systems thinker, and realistic project manager, comfortable balancing multiple priorities and executing in a fast-paced work environment. This position may focus in a particular subject area and knowledge of and experience in that area is preferred. Employees in this position must be able to read, write, and speak/communicate in English in order to receive and to provide work-related information in a timely manner to others.

JOB PURPOSE AND RESPONSIBILITY:

This position is a member of the Office of Innovation and Development team that supports Austin ISD students, staff and families through strategic planning and design, partnerships, and resource development. Incumbent is primarily responsible

for the design and implementation of evaluations of grant-funded programs, data collection and analysis in support of programs and planning efforts and sharing results through reports and other presentations to funders, District and program leaders and community members. This position will lead and support continuous program improvement and strategic planning efforts for programs and the district overall. The work of this position will communicate impact, areas for growth, and support data-driven decision-making.

ESSENTIAL FUNCTIONS:

- Assist in strategy development and program design by conducting landscape analyses, reviewing, and synthesizing relevant findings in the field and compiling and analyzing data from existing sources.
- Use data appropriately to communicate rationale for strategy through storytelling and data visualization.
- Work collaboratively with program leadership and stakeholders to develop logic models/theories of change, formulate evaluation questions, identify measurable objectives.
- Support development of grant proposals including:
 - Writing, project management and developing plans for program evaluation.
 - Providing data to inform strategy and expertise specific to formative and summative research and evaluation designs.
- Implement program evaluations including review of existing data sources, design or selection of evaluation tools, collection and analysis of data and interpretation of results.
- Collaborate within community organizations and institutions of higher education.
- Continue to stay up to date and familiar with Austin ISD data systems, standards, and policies
- Communicate findings and/or results effectively including:
 - Presentations, summaries, recommendations for implementation and future areas of study that can be used by program staff, District decision-makers, and funders and partners to drive decisions
 - Presentations to program and campus staff, Austin ISD Executive Leadership and Trustees, the Austin Ed Fund board, community groups and caregivers.
 - Required grant reporting.
- Manage vendors completing research, evaluation and/or analysis projects from design to completion.
- Communicate effectively and maintain positive, productive relationships with school and other central office staff.
- Participate in ongoing training and professional growth to expand knowledge and skills in the areas of research and evaluation, as well as areas of particular interest to the office and/or District (e.g., college and career, enrichment, family engagement, and wellness/whole child).
- Contribute to a positive and inclusive climate among department staff by exhibiting model behavior and supporting appropriate interactions among colleagues.
- Provide an exceptional customer experience for all AISD stakeholders with intentional and professional practices that promote a culture of respect and focus on achieving equitable outcomes.

OTHER DUTIES AS ASSIGNED:

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

PHYSICAL EFFORT AND WORK ENVIRONMENT:

This position involves working in a normal office environment. Computer use is required, and prolonged use may result in repetitive hand motion. This position may involve rare exposure to blood or body fluids. Regular attendance is required for this position.

PERSONAL WORK RELATIONSHIPS:

This position will report to Planning and Evaluation Supervisor and will communicate regularly with members of the Office of Innovation and Development Team, Austin ISD program staff and leadership, campus staff and community partners. Interaction and presentation of information to Austin ISD Executive Leadership, Trustees, community partners and Austin Ed Fund Board Members is expected. From time to time, the position may facilitate or manage work done by other staff or vendors. This is a grant-funded position.

The Austin Independent School District, as an equal opportunity educational provider and employer, does not discriminate on the basis of race, color, ethnicity, religion, national origin, gender, disability, sexual orientation, genetic information, gender identity, or gender expression or any other basis protected by law in educational programs or activities that it operates or in employment decisions.

I have read & acknowledge the job description above.

Employee Signature:

Date:

June 17, 2021

227901
Austin ISD
Dr. Stephanie Elizalde, Superintendent
4000 S Ih 35 Frontage Rd
Austin, Texas 78704

Subject: School Year 2021–2022 (Fiscal Year 2021) Local Educational Agency
Approved Indirect Cost Rates

To the Administrator Addressed:

TEA’s Federal Fiscal Compliance and Reporting (FFCR) Division reviews, approves, and negotiates indirect cost rates for local educational agencies (LEAs). The approved indirect cost rate allows the LEA to recover indirect costs incurred in the administration of federal grants.

As the cognizant agency for your LEA, TEA has approved your restricted and unrestricted indirect cost rates for school year 2021–2022. The restricted rate is used for grant programs covered by a supplement, not supplant provision. The unrestricted rate is used for grant programs without such a provision. (You can find detailed information on the supplement, not supplant provision in the [Supplement, Not Supplant Handbook](#), posted in the “Related Content” section of the [ESSA Program Compliance](#) page of our website.)

The following rates for school year 2021–2022 are effective July 1, 2021, through June 30, 2022:

Rate Type	Rate
Restricted Indirect Cost Rate	5.218%
Unrestricted Indirect Cost Rate	13.667%

Please forward a copy of this indirect cost rate notification to your business office/manager, federal fund coordinators, and administrators.

If you have any questions related to the indirect cost rates, please contact the FFCR Division at Compliance@tea.texas.gov.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

Austin Independent School District

Budget Narrative

	Year 1 (1-12)	Year 2 (13-24)	Year 3 (25-36)	Year 4 (27-48)	Year 5 (49-60)
Personnel					
Fringe Benefits					
Travel					
Equipment					
Supplies					
Contracts					
Other					
SubTotal					
Indirect Cost					
Total Cost					

Personnel: Years 1-5: AISD will hire **3 full-time GT Specialists** whose duties will be to provide leadership in the design and coordination of activities/projects and collaboration efforts, implementation, and evaluation of the grant project which are directly linked to the educational initiatives of individual schools and the district to improve gifted and talented identification and services. These employees will spend 100% of their time (40 hours per week, year-round) on the project. Average annual salary for this position in Year 1: [REDACTED].

Years 1-5: AISD will hire a **.75 Planning and Evaluation Coordinator** who will oversee continuous improvement and evaluation of the project. This employee will spend 75% of their time (30 hours per week, year-round) on the project. Average annual salary for 75% of this position in Year 1: [REDACTED].

The annual salaries for these positions reflect a cost of living adjustment of 1% adjustment from year to year for the duration of the grant period.

Years 1-5: AISD will pay the GT Advocate on each of 120 campuses in AISD an annual lump-sum payment/stipend in the amount of [REDACTED] annually.

Fringe: AISD will provide fringe benefits to employees funded by this grant as follows: [REDACTED] for health insurance, [REDACTED] for short-term disability, [REDACTED] for life insurance; 7.65% FICA, 0.75% workers compensation, and 11.8% Teachers Retirement System, totaling 20.2%.

Travel: Years 1-5: Staff supporting the grant will travel to two conferences to receive professional learning in support of the goals of the Javits grant: the Texas Association of Gifted and Talented (TAGT) Leadership Summit and/or the TAGT Gifted + Equity Conference. Each is held in a large city in Texas. Rates for travel costs were based on travel to Dallas, Texas, for 3 days/2 nights from Austin based on GSA.gov. Lodging: [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Supplies: Year 1: Laptops for 4 grant-funded employees : [REDACTED]. Based on Austin ISD Strategic Supply Agreement 2022 for Dell Latitude 5520 Laptop, including a 3 year warranty.

Annually for Years 1-5: Office supplies (pens, pencils, sticky notes, staples, paper clips, binders, planners, etc.) [REDACTED]. Annual book studies for GT advocates and other educators on 120 campuses + 30 Central Office staff, such as *Start Seeing and Serving Underserved Gifted Students* [REDACTED]).

Y1 and Y2: Estimated [REDACTED] for supplies for curriculum and /training supplies, with decrease to [REDACTED] in Y3-Y5.

Contracts: AISD will follow the procedures for procurement under 2 CFR 200.317 - 200.326 as well as procedures required by the state of Texas and AISD Board of Trustees.

Years 1-5: Universal screener x 6,900 students (based on total # of second grade students in Austin ISD plus additional 900 for Kinder and 1st grade students upon referral). Cost based on estimate for NNAT received from Pearson of [REDACTED]. Contract for curriculum support: [REDACTED] estimated cost.

Other: Years 1-5: Estimated cost of [REDACTED] annually for enrichment activities (e.g., field trips) for GT students at Title I campuses, refreshments for family outreach events, and other supportive activities.

Indirect Costs: AISD has an approved restricted indirect cost rate agreement of 5.218% issued by the Texas Education Agency with the U.S. Department of Education as the federal cognizant

agency. The current agreement is valid July 1, 2021 - June 30, 2022. The rate applies to all expenditures including the first [REDACTED] of any contract.



U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information
 See Instructions.

OMB Number: 1894-0017
 Expiration Date: 07/31/2023

Applicant Information

Legal Name:

Austin Independent School District

1. Project Objective:

Increase the percentage of students identified as gifted and talented in Austin ISD.

1.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
By 2027, the percentage of students in Austin ISD identified as gifted and talented population will be 18% of the district population.	GPRA	13,500	/	75,000	18.00

1.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
By 2023, 90% of 2nd graders will participate in a universal screener for gifted and talented	PROJECT	5,850	/	6,500	90.00

2. Project Objective:

Expand family outreach and develop family resources.

2.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
By 2027, increase number of parent resources to 50.	PROJECT	50	/		

2.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
By 2027, provide communication to 95% of newly identified students' families.	PROJECT	475	/	500	95.00

**U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information**

3. Project Objective:

Increase the percentage of underserved students newly identified as gifted and talented in Austin ISD.

3.a. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
By 2027, decrease equity gap to 10% for underserved groups.	GPRA		10 / 100	10.00

4. Project Objective:

Expand family outreach to families of English Language Learners and students with disabilities.

4.a. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
By 2025, increase Spanish resources to 50.	PROJECT	50	/	

4.b. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
By 2027, increase resources in languages other than English to 90	PROJECT	90	/	

5. Project Objective:

Create enrichment opportunities for newly identified students.

5.a. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
By 2023, and annually thereafter, create 4 enrichment opportunities	GPRA	4	/	

6. Project Objective:

Retain newly identified and all students identified as gifted and talented

PR7Award # S206A220047

**U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information**

6.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By 2026, decrease student furloughs and exits by 30%, using school year 2022-2023 as a baseline.	PROJECT		30 /	100	30.00

7. Project Objective:

Create differentiated enrichment activities for underserved students newly identified, including students with disabilities and English language learners.

7.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By 2023, and annually thereafter, create 2 differentiated opportunities, specifically targeting underserved student populations: students with disabilities and English language learners.	GPRA	2	/		

8. Project Objective:

Increase GT students, in tested grades, who make gains on State assessments in math.

8.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By 2025, 70% of GT students, in tested grades, will make gains on math State assessments.	GPRA		70 /	100	70.00

8.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By 2025, 80% of GT students, in tested grades, will make gains on math State assessments.	GPRA		80 /	100	80.00

9. Project Objective:

Develop math curriculum supports to enhance academic growth.

**U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information**

9.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By 2027, increase math extension resources to 3 per unit in K-8.	PROJECT	3	/		

10. Project Objective:

Increase GT students, in tested grades, who make gains on State assessments in science.

10.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By 2025, 70% of GT students, in tested grades, will make gains on science State assessments.	GPRA		70 /	100	70.00

10.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By 2027, 80% of GT students, in tested grades, will make gains on science State assessments.	GPRA		80 /	100	80.00

11. Project Objective:

Develop science curriculum supports to enhance academic growth.

11.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By 2027, increase science extension resources to 3 per unit in K-8.	PROJECT	3	/		

12. Project Objective:

Increase GT students, in tested grades, who make gains on State assessments in reading.

**U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information**

12.a. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
By 2025, 70% of GT students, in tested grades, will make gains on reading State assessments.	GPRA		70 / 100	70.00

12.b. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
By 2025, 80% of GT students, in tested grades, will make gains on reading State assessments.	GPRA		80 / 100	80.00

13. Project Objective:

Develop humanities curriculum supports to enhance learning outcomes.

13.a. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
By 2027, increase humanities extension resources to 2 per unit in K-12.	PROJECT	2	/	

14. Project Objective:

Increase GT training options for campus staff and staff who serve children with disabilities.

14.a. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
By 2024, 80% of campuses will have 75% of staff complete a GT training module.	GPRA		80 / 100	80.00

14.b. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
By 2027, 95% of campuses will have 75% of staff complete a GT training module.	GPRA		95 / 100	95.00

15. Project Objective:

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**U.S. Department of Education
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Provide Campus GT Committee training to promote holistic and equitable student placement decisions.

15.a. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
By 2024, 80% of campus GT committee members will complete GT Committee Training.	PROJECT		80 / 100	80.00

15.b. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
By 2027, 95% of campus GT committee members will complete GT Committee Training.	PROJECT		95 / 100	95.00

INSTRUCTIONS GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION

PURPOSE

Applicants must submit a **GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION** via Grants.gov or in G5 when instructed to submit applications in G5. This form collects project objectives and quantitative and/or qualitative performance measures at the time of application submission for the purpose of automatically prepopulating this information into the U.S. Department of Education's (ED) automated Grant Performance Report form (ED 524B), which is completed by ED grantees prior to the awarding of continuation grants. Additionally, this information will prepopulate into ED's automated ED 524B that may be required by program offices of grant recipients that are awarded front loaded grants for their entire multi-year project up-front in a single grant award, and will also be prepopulated into ED's automated ED 524B for those grant recipients that are required to use the ED 524B to submit their final performance reports.

GENERAL INSTRUCTIONS

Applicant Information

- **Legal Name:** The legal name of the applicant that will undertake the assistance activity will prepopulate from the Application Form for Federal Assistance (SF 424 Form). This is the organization that has registered with the System for Award Management (SAM). Information on registering with SAM may be obtained by visiting www.Grants.gov.

Project Objectives Information and Related Performance Measures Data

Your grant application establishes project objectives stating what you hope to achieve with your funded grant project. Generally, one or more performance measures are also established for each project objective that will serve to demonstrate whether you have met or are making progress towards meeting each project objective.

- **Project Objective:** Enter each project objective that is included in your grant application. When completing this form in Grants.gov, a maximum of 26 project objectives may be entered. Only one project objective should be entered per row. Project objectives should be numbered sequentially, i.e., 1., 2., 3., etc. If applicable, project objectives may be entered for each project year; however, the year to which the project objective applies must be clearly identified as is presented in the following examples:
 1. **Year 1.** Provide two hour training to teachers in the Boston school district that focuses on improving test scores.
 2. **Year 2.** Provide two hour training to teachers in the Washington D.C. school district that focuses on improving test scores.
- **Performance Measure:** For each project objective, enter each associated quantitative and/or qualitative performance measure. When completing this form in Grants.gov, a maximum of 26 quantitative and/or qualitative performance measures may be entered. There may be multiple quantitative and/or qualitative performance measures associated with each project objective. Enter only one quantitative or qualitative performance measure per row. Each quantitative or qualitative performance measure that is associated with a particular project objective should be labeled using an alpha indicator. Example: The first quantitative or qualitative performance measure associated with project objective "1" should be labeled "1.a.," the second quantitative or qualitative performance measure for project objective "1" should be labeled "1.b.," etc. If applicable, quantitative and/or qualitative performance measures may be entered for each project year; however, the year to which the quantitative and/or qualitative performance measures apply must be clearly identified as is presented in the following examples:

- 1.a. **Year 1.** By the end of year one, 125 teachers in the Boston school district will receive a two hour training program that focuses on improving test scores.
- 2.a. **Year 2.** By the end of year two, 125 teachers in the Washington D.C. school district will receive a two hour training program that focuses on improving test scores.

- **Measure Type:** For each performance measure, select the appropriate type of performance measure from the drop down menu. There are two types of measures that **ED** may have established for the grant program:

1. **GPRA:** Measures established for reporting to Congress under the Government Performance and Results Act; and

2. **PROGRAM:** Measures established by the program office for the particular grant competition.

In addition, you will be required to report on any project-specific performance measures (**PROJECT**) that you established in your grant application to meet your project objectives.

In the **Measure Type** field, select one (1) of the following measure types: **GPRA; PROGRAM; or PROJECT.**

- **Quantitative Target Data:** For quantitative performance measures with established quantitative targets, provide the target you established for meeting each performance measure. Only quantitative (numeric) data should be entered in the Target boxes. If the collection of quantitative data is not appropriate for a particular performance measure (i.e., for **qualitative** performance measures), please leave the target data boxes blank.

The Target Data boxes are divided into three columns: **Raw Number; Ratio, and Percentage (%)**.

For performance measures that are stated in terms of a single number (e.g., the number of workshops that will be conducted or the number of students that will be served), the target data should be entered as a single number in the **Raw Number column** (e.g., **10** workshops or **80** students). Please leave the **Ratio and Percentage (%) columns** blank.

For performance measures that are stated in terms of a percentage (e.g., percentage of students that attain proficiency), complete the **Ratio column**, and leave the **Raw Number and Percentage (%) columns** blank. The **Percentage (%)** will automatically calculate based on the entered ratio. In the **Ratio column** (e.g., **80/100**), the numerator represents the numerical target (e.g., the number of students that are expected to attain proficiency), and the denominator represents the universe (e.g., all students served).



**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 09/30/2023

Name of Institution/Organization

Austin Independent School District

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel								
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs*								
11. Training Stipends								
12. Total Costs (lines 9-11)								

***Indirect Cost Information (To Be Completed by Your Business Office):** If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify):
 The Indirect Cost Rate is %.
- (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).
- (4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
- (5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
- (6) For Training Rate Programs (check one) -- Are you using a rate that:
 Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or, Is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?

PR/Award # S206A200047

Name of Institution/Organization Austin Independent School District	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel								
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs								
11. Training Stipends								
12. Total Costs (lines 9-11)								

SECTION C - BUDGET NARRATIVE (see instructions)

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Name of Institution/Organization Austin Independent School District	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
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IF APPLICABLE: SECTION D - LIMITATION ON ADMINISTRATIVE EXPENSES

(1) List administrative cost cap (x%):

(2) What does your administrative cost cap apply to? (a) indirect and direct costs or, (b) only direct costs

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. Fringe Benefits Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. Travel Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. Contractual Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. Construction Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6. Other Administrative	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7. Total Direct Administrative Costs (lines 1-6)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8. Indirect Costs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9. Total Administrative Costs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10. Total Percentage of Administrative Costs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

ED 524



**U.S. Department of Education
Evidence Form**

OMB Number: 1894-0001
Expiration Date: 05/31/2022

1. Level of Evidence

Select the level of evidence of effectiveness for which you are applying. See the Notice Inviting Applications for the relevant definitions and requirements.

- Demonstrates a Rationale
 Promising Evidence
 Moderate Evidence
 Strong Evidence

2. Citation and Relevance

Fill in the chart below with the appropriate information about the studies that support your application.

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>Jones, C. (2018). SPARK Early Literacy: Testing the Impact of a Family-School-Community Partnership Literacy Intervention. <i>School Community Journal</i>, 28(2), 247-264. Retrieved from https://ies.ed.gov/ncee/wwc/study/90325</p>	<p>P. 252- The article outlines how they ensure family engagement is achieved through a parent partner or outreach specialist. P. 253- "...a demonstrated positive working relationship between the home and school is shown to have an added literacy benefit for low-income children..." Although we are not focusing directly on literacy outcomes, we do want to ensure academic gains in reading, math, and science. We draw on this research to support the need for building a school-family connection like we will do with our family engagement component.</p>	<p>The study population was 95% low-income and the majority historically underserved. This research has relevance to our district, which has a lower number of low-income students, but serves a majority of historically underserved populations. The study participants were K-2 students, which includes the 2nd graders that we intend to target with a nonverbal universal screener.</p>
<p>Sato, E., Rabinowitz, S., Gallagher, C., & Huang, C.-W. (2010). Accommodations for English language learner students: The effect of linguistic modification of math test item sets (NCEE 2009-4079). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U. S. Department of Education. Retrieved from: https://ies.ed.gov/ncee/wwc/Study/71975</p>	<p>This final report showed statistically significant findings that linguistic modification on math assessment led to improved math achievement for English language learners. This research supports our project design to use a nonverbal assessment for the screening of underserved students, such as English Language learners or other students with disabilities. The nonverbal assessment is a language modification for potential gifted and talented students. Page 8 of the report describes how linguistic modifications are "intended to increase student access to tested content by minimizing the language load associated with the text...that could place certain groups of students at a disadvantage..." Our project incorporates a nonverbal assessment to address this concern and is supported by strong evidence.</p>	<p>The study population was 100% hispanic- which is the majority of our district and one of our targeted, underserved populations. Their study population was 23% English language learners, which is similar to our district population of 30%.</p>
<p>Yeager, D.S., Hanselman, P., Walton, G.M. et al. (2019). A national experiment reveals where a growth mindset improves achievement. <i>Nature</i> 573, 364-369, doi:10.1038/s41586-019-1466-y, retrieved from: https://ies.ed.gov/ncee/wwc/Study/89219</p>	<p>This randomized controlled trial found that students exposed to additional learning that intellectual abilities are not fixed had stronger GPA in 9th grade and a higher GPA in math courses specifically. This research guides our project design to use a nonverbal assessment to address this concern and is supported by strong evidence.</p>	<p>The study population of 9th graders aligns with our curriculum supports for students in 9th grade and beyond. Although this study was 24% Hispanic and 76% Not Hispanic, its findings are applicable to our population and provide strong evidence that findings can be replicated in our project.</p>

	about growth mindset in our parent and family outreach.	
Roschelle, J., Shechtman, N., Tatar, D., Hegedus, S., Hopkins, B., Empson, S., Knudsen, J., & Gallagher, L. (2010). Integration of technology, curriculum, and professional development for advancing middle school mathematics: Three large-scale studies. <i>American Educational Research Journal</i> , 47(4), 833-878. Retrieved from: https://eric.ed.gov/?id=EJ906914 Retrieved from https://ies.ed.gov/ncee/wwc/Study/78623	This study incorporated reviews of interactive curriculum and professional development and "addressed both replicability of findings and robustness across Texas settings, with varied teacher characteristics and student characteristics" (p. 833). This study supports our approach to develop additional enhanced digital curriculum supports to increase math achievement. We use this "strong evidence" finding in designing our project to incorporate additional curriculum enhancements across science and reading to lead to students making gains on state assessments in math, science, and reading.	This study takes place in Texas, where our project will occur. The study population of 1621 students in grades 7-8 are 44% Hispanic and 56% Not Hispanic. The large Hispanic population is similar to our project's population of 54% Hispanic.
Bradshaw, C. P., Pas, E. T., Bottiani, J. H., Debnam, K. J., Reinke, W. M., Herman, K. C., & Rosenberg, M. S. (2018). Promoting cultural responsivity and student engagement through double check coaching of classroom teachers: An efficacy study. <i>School Psychology Review</i> , 47(2), 118-134 Retrieved from: https://eric.ed.gov/?id=EJ1181996 , retrieved from: https://ies.ed.gov/ncee/wwc/Study/89495	This study included three components, and we are focusing on the "professional development trainings addressing culturally responsive practices." One strategy to increase the identification and service of underserved populations, is to ensure more professional development for teachers, especially on how culturally, linguistically, and economically diverse (CLED) students may exhibit giftedness differently. Professional development for teachers; also included specific classroom coaching. P.121 provides a description of the type of professional development utilized, "connection to the curriculum refers to tangibly linking all elements of lesson planning and classroom instruction to students' cultural background and promoting a partnership between teacher and student..." This research informs our project design and the importance of designing professional development with these concepts. Furthermore, the article shares, (p.121), "There is a focus in this professional development on strategies for optimizing the teachers' enthusiasm, caring, and willingness to help students meet academic and behavioral challenges, as well as ways to learn more deeply about their students."	The study population included majority white, female teachers, which matches the majority of teachers in Austin ISD. Therefore, we can hope to expect the same positive findings by implementing similar practices in our project.

Instructions for Evidence Form

1. **Level of Evidence.** Check the box next to the level of evidence for which you are applying. See the Notice Inviting Applications for the evidence definitions.
2. **Citation and Relevance.** Fill in the chart for each of the studies you are submitting to meet the evidence standards. If allowable under the program you are applying for, you may add additional rows to include more than four citations. (See below for an example citation.)
 - a. **Research/Citation.** For Demonstrates a Rationale, provide the citation or link for the research or evaluation findings. For Promising, Moderate, and Strong Evidence, provide the full citation for each study or WWC publication you are using as evidence. If the study has been reviewed by the WWC, please include the rating it received, the WWC review standards version, and the URL link to the description of that finding in the WWC reviewed studies database. Include a copy of the study or a URL link to the study, if available. Note that, to provide promising, moderate, or strong evidence, you must cite either a specific recommendation from a WWC practice guide, a WWC intervention report, or a publicly available, original study of the effectiveness of a component of your proposed project on a student outcome or other relevant outcome.
 - b. **Relevant Outcome(s)/Relevant Finding(s).** For Demonstrates a Rationale, describe how the research or evaluation findings suggest that the project component included in the logic model is likely to improve relevant outcomes. For Promising, Moderate and Strong Evidence, describe: 1) the project component included in the study (or WWC practice guide or intervention report) that is also a component of your proposed project, 2) the student outcome(s) or other relevant outcome(s) that are included in both the study (or WWC practice guide or intervention report) and in the logic model (theory of action) for your proposed project, and 3) the study (or WWC intervention report) finding(s) or WWC practice guide recommendations supporting a favorable relationship between a project component and a relevant outcome. Cite page and table numbers from the study (or WWC practice guide or intervention report), where applicable.
 - c. **Project Component(s)/Overlap of Population and/or Settings.** For Demonstrates a Rationale, explain how the project component(s) is informed by the research or evaluation findings. For Promising, Moderate, and Strong Evidence, explain how the population and/or setting in your proposed project are similar to the populations and settings included in the relevant finding(s). Cite page numbers from the study or WWC publication, where applicable.

EXAMPLES: For Demonstration Purposes Only (the three examples are not assumed to be cited by the same applicant)

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C. B., & Smither Wulsin, C. (2016). <i>Teaching secondary students to write effectively</i> (NCEE 2017-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: https://ies.ed.gov/ncee/wwc/PracticeGuide/22. This report was prepared under Version 3.0 of the WWC Handbook (p. 72).</p>	<p>(Table 1, p. 4) Recommendation 1 ("Explicitly teach appropriate strategies using a Model – Practice – Reflect instructional cycle") is characterized as backed by "strong evidence."</p> <p>(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 reported statistically significant and positive impacts of this practice on genre elements, organization, writing output, and overall writing quality.</p>	<p>(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 were conducted on students in grades 6 through 12 in urban and suburban school districts in California and in the Mid-Atlantic region of the U.S. These study samples overlap with both the populations and settings proposed for the project.</p>

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2017, February). Transition to College intervention report: Dual Enrollment Programs. Retrieved from https://ies.ed.gov/ncee/wwc/Intervention/1043. This report was prepared under Version 3.0 of the WWC Handbook (p. 1).</p>	<p>(Table 1, p. 2) Dual enrollment programs were found to have positive effects on students' high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college, and these findings were characterized by a "medium to large" extent of evidence.</p>	<p>(pp. 1, 19, 22) Studies contributing to the effectiveness rating of dual enrollment programs in the high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college domains were conducted in high schools with minority students representing between 32 and 54 percent of the student population and first generation college students representing between 31 and 41 percent of the student population. These study samples overlap with both the populations and settings proposed for the project.</p>
<p>Bettinger, E.P., & Baker, R. (2011). <i>The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring</i>. Stanford, CA: Stanford University School of Education. Available at https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf</p> <p>Meets WWC Group Design Standards without Reservations under review standards 2.1 (http://ies.ed.gov/ncee/wwc/Study/72030).</p>	<p>The intervention in the study is a form of college mentoring called student coaching. Coaches helped with a number of issues, including prioritizing student activities and identifying barriers and ways to overcome them. Coaches were encouraged to contact their assignees by either phone, email, text messaging, or social networking sites (pp. 8-10). The proposed project for Alpha Beta Community College students will train professional staff and faculty coaches on the most effective way(s) to communicate with their mentees, suggest topics for mentors to talk to their mentees, and be aware of signals to prevent withdrawal or academic failure.</p> <p>The relevant outcomes in the study are student persistence and degree completion (Table 3, p. 27), which are also included in the logic model for the proposed project.</p> <p>This study found that students assigned to receive coaching and mentoring were significantly more likely than students in the comparison group to remain enrolled at their institutions (pp. 15-16, and Table 3, p. 27).</p>	<p>The full study sample consisted of "13,555 students across eight different higher education institutions, including two- and four-year schools and public, private not-for-profit, and proprietary colleges." (p. 10) The number of students examined for purposes of retention varied by outcome (Table 3, p. 27). The study sample overlaps with Alpha Beta Community College in terms of both postsecondary students and postsecondary settings.</p>

Paperwork Burden Statement: 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. The valid OMB control number for this information collection is 1894-0001. The time required to complete this information collection is estimated to vary from 1 to 4 hours per response, with an average of 1.5 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to the Office of Innovation and Improvement, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202

PR/Award # S206A220047