

# Navigating ADSY

## Financial Requirements:

### Considerations for Successfully Accessing Additional Days School Year Funds



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## INTRODUCTION

In 2020, the Texas Education Agency launched its Additional Day School Year (ADSY) grant program as well as a Planning and Execution Program (PEP), which included an intensive set of supports for participating LEAs.<sup>1</sup> Like all public education programs, LEAs must meet multiple requirements and follow specific processes to access ADSY funds. Drawing from lessons from ADSY's first year, this guide is intended to cover the main topics and special nuances LEAs need to consider when planning to add additional days to their school calendars with the help of ADSY funding. The document also includes links to additional guidance and resources and information about ADSY PEP. We hope system, program, and finance leaders alike can use this resource to further understand how to take full advantage of ADSY funding and related supports to create sustainable extended year options for students.

## ADSY BASICS

In 2019, the Texas legislature passed House Bill 3 (HB-3), which provides a half day of formula funding for school systems that add up to 30 instructional days to elementary school calendars starting in the 2020-21 school year.<sup>2</sup> LEAs can apply for ADSY funding for one or more elementary campuses or for an entire district, and can add extra days in one of three ways:

### 1. Voluntary Summer Learning (VSL)

Districts and charters can add a summer program to offer additional instruction and enrichment open to all or a targeted subset of students. The VSL option is part of ADSY PEP.

### 2. Intersessional Programming

Districts and charters can add days, spaced out over the full year, for enrichment and targeted instruction with a subset of students. The Intersessional option is not part of ADSY PEP.

### 3. Full Year Redesign (FYR)

Districts and charters can extend the school-year calendar to 210 days and redesign the daily teacher and student experience. For teachers, this means less instructional time per day and more time for planning and breaks. For students, this means more time for enrichment activities and brain breaks each day. The FYR option is part of ADSY PEP.

HB-3 adds **half-day of formula funding** for school systems that want to add up to 30 instructional days (beyond a **minimum 180 days**) to any of their elementary schools (grades **PK-5**).

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<sup>1</sup> For more information on PEP, see the Appendix.

<sup>2</sup> More details on ADSY and HB-3 can be found at: <https://tea.texas.gov/academics/learning-support-and-programs/additional-days-school-year>

Districts can implement one or more ADSY models as long as they are implemented at different campuses. For instance, a district might implement FYR at one elementary school and Intersessional Programming at another school. In addition, ADSY days are not compulsory; HB-3 states that students cannot be required to attend them. Accordingly, attendance is estimated and tracked separately for ADSY days.

*Consider:* While campuses participating in ADSY may have different calendars and attendance reporting, they can choose to maintain the same grading periods schedule as other schools in the districts; some grading periods either at the beginning or end of the school year will have more days. In 2020-21, several LEAs added ADSY days to the beginning of the first grading period, keeping the second, third, and fourth grading periods in sync with the rest of the district schools.

ADSY funding is highly flexible and relatively easy to access. There are, however, several essentials that must be in place for school systems to qualify for and draw down ADSY funds. LEAs must:

- Serve students within grades PreK-5 (all or some subset)
- Ensure that schools running ADSY programs have a campus academic calendar with 180 instructional days, not including staff development waivers
- Ensure that schools running ADSY programs have a campus academic calendar with at least 75,600 minutes
- Be willing to add up to 30 additional ADSY days to the 180 instructional days in a campus’s academic calendar; ADSY days must be at least half days and include two hours of academic instruction
- Host ADSY days on separate days from regular instructional calendar days
- Have a certified teacher deliver at least two hours of instruction on dedicated ADSY days

Use the checklist on page 13 to make sure you have completed key steps to access ADSY funds.

## THE 180 INSTRUCTIONAL DAYS REQUIREMENT

Participating schools must have a 180-day base academic calendar to access ADSY funding. For many schools and districts, meeting this requirement means adding instructional days to the school year for ADSY campuses. For instance, if a district has an approved school calendar for 177 instructional days, it must add three more days to target schools' calendars to draw ADSY funds. For school year 2021-22, LEAs participating in ADSY PEP could request Texas COVID Learning Acceleration Supports (TCLAS) funding to help cover the cost of adding up to five days to fulfill the a 180-day calendar requirement (Decisions 7c and 8c).<sup>3</sup>

**The 180-day calendar requirement is only for schools attended by students participating in an ADSY program.** Schools whose students do not participate in ADSY can maintain a calendar with less than 180 days. If ADSY is intended only for a grade or two, the **whole school** must operate on a 180 instructional days calendar.

### SUSTAINING THE 180-DAY CALENDAR

In providing supplemental funding for 5 additional days through TCLAS, TEA is giving LEAs time to find a more permanent way to fund a 180-day calendar. In 2020-21, 5 of 22 LEAs participating in the initial ADSY PEP cohort added between 4-9 days to their calendars to reach the 180 baseline. All did so by converting planned professional development days to instructional days.

*Consider:* In LEAs where some schools will operate for 180-days and others for fewer, separate, board-approved calendars for ADSY and non-ADSY schools are needed. Separate entries for the Student Information System and Public Education Information Management System are also needed for each calendar option. Some LEAs have found it easier to address changes to calendars at the district level rather than school level.

**Districts can choose to consolidate ADSY programs so that students enrolled in multiple schools attend a program at a central location.** In this circumstance, all home campuses for students attending ADSY programs – not just the location of programming – must have a 180-day instructional calendar. Reimbursement for additional days will go to the campus in which the student is officially enrolled, even if the program is hosted at a different location.<sup>4</sup>

**Funding is not the only consideration in moving to a 180-day instructional calendar.** Increasing the number of instructional days in the school year impacts many stakeholders, including staff and families. Gaining the support of those impacted by the change is key to implementing a successful ADSY strategy.

*Consider:* Teacher contracts or agreements may need to be adjusted as districts extend their school calendars. In most cases, a district can require its teachers to work the extra days if it provides additional compensation for the extra time required. In cases where

<sup>3</sup> See the Appendix for more information.

<sup>4</sup> See the [ADSY FAQ](#), question 1c.

contracts cannot be amended, a district can enter into short-term agreements with new/additional teachers to support the extra time.

## BUDGETING FOR ADSY

Budgeting for ADSY is the process of translating your plans for a longer year into cost and revenue components. This includes identifying the additional costs, identifying and calculating available resources and/or revenues, and then filling gaps between costs and revenues. Each step is discussed below.

Tools are available to support LEAs in budgeting for VSL and FYR.

### Estimating ADSY Costs

As LEAs design their extended-year programs, they will need to estimate the number of students that will attend, as well as any additional programmatic costs (e.g., staff, facilities, supplies, curriculum, technology, etc.). Staff is the largest cost driver in any ADSY program.

Since ADSY days are non-compulsory, student meals are not eligible for reimbursement through the National School Lunch Program. LEAs can apply to the Child and Adult Food Care Program (CAFPC) through the Texas Department of Agriculture for meal reimbursement on ADSY days. VSL programs can access the Summer Food Service Program.

*Consider:* The full cost of ADSY programs varies significantly across models. For example, VSL and Intersessional costs may be lower than those for FYR since summer and Intersessional programs may be targeted towards specific students, can operate for less than a full instructional day, and require fewer staff.

### Estimating Funding from ADSY

ADSY provides one-half day of formula funding to districts operating academic programming for at least two hours on their added days. The exact amount of ADSY reimbursement varies from district to district. ADSY funding follows the state aid formula, which takes into account various factors, including the needs of participating students. TEA estimates that on average, districts will be reimbursed for ADSY at a rate of \$25 per day per student. This is based on the state average per-pupil funding of \$9,500.

*Consider:* To calculate a more precise reimbursement estimate based on your district or school's per pupil funding, use your LEA's most recent [Summary of Finances Report](#) to:

1. Calculate total state and local funding by adding lines 11 (M&O collections), 47 (FSF), 48 (ASF), and subtracting line 54 (recapture).
2. Divide the total result by line 1 (ADA), to get the per-student amount.
3. Divide the yearly per-student amount by 180 to get the daily per-pupil rate, and divide that by 2 to get the daily ADSY rate.

You can also check with your finance office, which may have more up-to-date information on state and local revenues in local state aid templates.

### Filling ADSY Funding Gaps

Districts must find other resources to cover any costs above and beyond ADSY's reimbursement rate. For the next several years, LEAs will have the option of using Elementary and Secondary School Emergency Relief (ESSER) funds to pay for any remaining balance between expanded learning costs and ADSY reimbursements. This is a well-timed opportunity that districts should certainly seize.

- **ESSER: The Short-Term Solution.** ESSER funds are flexible and can be used by districts to support a safe and productive return to school, making them an ideal source for filling any ADSY funding gaps. The ESSER III requirements call for states to set aside one percent of their funds for summer. An additional five percent must be dedicated to implementing evidence-based interventions such as extended day or year, afterschool, or summer learning or enrichment programs, which aligns with VSL and FYR efforts.

### ESTIMATING ADSY COSTS: LESSONS FROM VSL PEP GRANTEES

A budget analysis from the first cohort of VSL PEP participants shows that the cost of summer programs ranged from \$30 to \$46 per-student day with an average of \$38. These costs were based on a full 6- to 7-hour student day. TEA, meanwhile, estimates a reimbursement rate of \$25 per student day. This means that districts will need to make up the difference between their costs and the reimbursement provided by ADSY. In the case of the averages, this amounts to \$13 per student per day.

This [summer program budget builder](#) can help your district estimate how much your program may cost and what portion of those costs will be covered by ADSY funds.

*Consider:* It is important to recognize that ESSER funds are temporary. Districts using ESSER will eventually need to find a more permanent option for covering gaps in funding for extended-year programs.

- **STACKING FUNDS: A Longer Term Solution.** ADSY was designed with the idea that districts will stack funding – use various public and private revenue sources together – to fully fund extended-year programs. For instance, schools receiving 21<sup>st</sup> Century (21CCLC/Texas ACE) funds can use those in conjunction with ADSY funds to cover the costs of summer programming.<sup>5</sup> LEAs can also use:

TEA's [Summer Learning Program Budgeting Guidance](#) is an in-depth resource on stacking ADSY and other funds to support affordability and sustainability.

- Funds from federal programs including Title I, II, III, IV, and IV-A.
- State funding sources like State Compensatory Education funds, Early Literacy, Early Child Allotment, the Teacher Incentive Allotment, and funds for summer programming for English learners.
- Other LEA funds from general budgets, either repurposed or reallocated. If LEAs are interested in repurposing funds, there are several pathways to explore, including phasing out funding for programs that are minimally effective and instead dedicating those resources to extended learning. LEAs may also consider adopting new programs or policies to free up staffing resources (e.g., a retirement incentive program or increased class sizes).
- Private funds that do not carry prohibitive restrictions such as grants from a local foundation.

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<sup>5</sup> See [TEA's Summer Learning Program Budgeting Guidance](#).

## STACKING FUNDING: USING 21CCLC AND ADSY TO SUPPORT VSL

Districts and charter schools receiving 21CCLC (Texas ACE) funds can consider if and how those and ADSY funds could be joined to create a robust summer program. For instance, it is allowable for districts to use ADSY funding for part of the day (e.g., to cover the academic portion of the day) and then use 21CCLC funds to cover other hours (e.g., enrichment time).

LEAs should also consider:

- Districts considering this option should coordinate with TEA to determine whether the proposed summer program will require revised operating schedules and/or an amendment to their Texas ACE grant.
- All proposed options must be driven by results of a comprehensive assessment of student and family needs and demonstrate a path toward increased student academic outcomes.
- TEA can only provide flexibility in program-specific requirements; all federal statutory requirements – like supplement, not supplant – must be met. In addition, only those activities charged to the grant will be reported in the program’s tracking system.

## REIMBURSEMENT

ADSY funds are received by districts as general funds through TEA’s usual reimbursement cycle based on the average daily attendance (ADA) on ADSY days.

**For districts that are able to project ADSY ADA in the biennial counts that occur on even-numbered years**, reimbursement will happen throughout the year in which services are provided, along with regular dispersal of state funds. Final adjustments, to account for actual ADA, will be made during a special December ADSY settle-up.<sup>6</sup>

**For districts that do not project ADSY ADA** — which is likely the case for most districts drawing down on ADSY funds in 2021 — full reimbursement will happen during the December settle-up in the year the ADSY days are reported.

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<sup>6</sup> For additional information on ADSY reporting and reimbursement, see [TEA’s FAQs, question 5](#).

### Attaching a Summer Program to a School Year

New VSL programs must choose which school year the program will fall in or attach to — either the end of one year or the beginning of the next. There are several factors to weigh:

- A district can only make this choice once; if you select to add your VSL program to the end of the school year VSL days will always be at the end of the school year. The same holds for choosing beginning of new year; once the choice is made, an LEA is locked in.
- Whichever year the program attaches to must have an approved 180-day instructional calendar.
- ADA may vary depending upon to which school year the program is attached. For example, if an LEA operates a VSL program in summer 2022 and attaches it to the end of the school year, its rising 5<sup>th</sup> graders for that year will have already graduated 5<sup>th</sup> grade by the time the program runs. These students may not want (or be invited) to attend the summer program at their elementary school. K-8 schools, however, may easily be able to recruit these students to a summer program.

### SY2021-2022 Grade Levels Eligible for ADSY Reimbursement, by Potential Program Year

Student grades as of SY2021-2022	Pre-PK	PK	K	1	2	3	4	5
2022 VSL program attached to SY2021-2022 Eligible Students								
2022 VSL program attached to SY2022-2023 Eligible Students								

If the 2022 VSL program is attached to the beginning of the 2022-2023 school year, it can serve students who will begin PK through fifth grade in the fall. LEAs choosing this option will want to consider a recruitment strategy that targets its youngest students, who have not yet been enrolled in school.

- Reimbursement timelines also vary depending on the year to which a program is attached. See 3 below to learn more.

### Reimbursement Process:

1. **Estimate the number of students that will participate in ADSY.** On even-numbered years, if possible, ADSY per pupil projections should be submitted in October to December via the Foundation School Program (FSP) Attendance Projection Subsystem. Initial funding for ADSY days will be a direct result of the submitted ADA estimate. Programs starting on an odd year do not have the option of projecting attendance.

*Consider:* Attendance projections are for PreK to 5<sup>th</sup> grade students during the school year to which the ADSY program is attached (i.e., reported).

- 2. **Provide actual ADA for ADSY.** For LEAs implementing ADSY, attendance information is uploaded in the August PEIMS Extended Year submission of the school year to which the program days are attached. Here LEAs report the campuses participating in ADSY, as well as ADA for students and teachers.
- 3. **Receive reimbursement.** Just like reimbursement for regular instructional days, reimbursement for ADSY is based on projected enrollment and dispersed with other state funds. Any discrepancies between projected and actual ADSY attendance are addressed during the end-of-year PEIMS settle-up.

For LEAs that cannot or do not project enrollment, ADSY participation is reported in the August PEIMS Extended Year Submission and reimbursed in the same calendar year.

*Consider:* If an LEA participating in ADSY during the 2021-22 school year submitted its projected ADSY attendance in the last biennium reporting (late 2020), then it will receive PEIMS ADSY reimbursement throughout the 2021-22 school year along with regular payments from TEA. The LEA will then report actual ADSY attendance figures during the August 2022 Extended Year Submission and TEA will settle up on actual costs in late Fall 2022. If the LEA did not project ADSY attendance in December 2020, it will still report its ADSY attendance in PEIMS during the August 2022 Extended Year Submission and will be reimbursed during the late fall 2022 settle-up.

ADSY School Year 2021-22 Reimbursements Examples

ADSY FYR SY2021-22	Reimbursement SY 2021-22 with other TEA funds	Report Actual ADSY ADA in August 2022 PEIMS Extended Year Submission	Final Reimbursement Settle Up Late Fall 2022
Projected ADSY ADA by Dec 2020			
ADSY ADA Not Projected			

ADSY VSL Summer 2021	Attached to beginning or end of the year?	Reimbursement SY 2021-22 with other TEA funds	Report Actual ADSY ADA in August 2022 PEIMS Extended Year Submission	Final Reimbursement Settle Up Late Fall 2022	Approximate Number of Months Until Settle Up
Projected ADSY ADA by Dec 2020	Beginning				16
ADSY ADA Not Projected	Beginning				16
Projected ADSY ADA by Dec 2020	End				4
ADSY ADA Not Projected	End				4

*Consider:* LEAs attaching their VSL program to the beginning of a school year will have a longer reimbursement wait time than those attaching it to the end. This has important cashflow implications for LEAs, as they will need to be positioned to cover ADSY costs until reimbursement is received.

## SUPPLEMENT, NOT SUPPLANT

Supplement, not supplant rules apply to ADSY funds. ADSY funds must be used to increase the level of services and not replace federal, state, and local funds currently used for similar activities. If an LEA has an existing summer program, for example, they must allocate as much funding to it as in previous years, but can use ADSY funds to expand their offerings. LEAs cannot use ADSY funds to pay for any program activity required by state law, State Board of Education (SBOE) rules, or local board policy. Finally, state or local funds may not be decreased or diverted for other uses merely because of the availability of ADSY funds.<sup>7</sup> For more information on supplement, not supplant and how to stack funds for ADSY, check out TEA's [Summer Learning Program Budgeting Guidance](#).

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<sup>7</sup>Texas Education Agency. [General and Fiscal Guidelines](#).

## ADSY FINANCING READINESS CHECKLIST

Are you ready for ADSY? Use this checklist to gauge where you are in your plans for financing ADSY programs, and what’s left to do. Use the guidance to help complete any remaining steps.

	YES	NO
1. We know which ADSY model we will implement (FYR, Intersessional, or VSL) and at which schools.	<input type="checkbox"/>	<input type="checkbox"/>
2. We have or will adopt the required board-approved 180-day instructional calendar.	<input type="checkbox"/>	<input type="checkbox"/>
• We have the support of families and staff at target schools	<input type="checkbox"/>	<input type="checkbox"/>
• We are working closely with the school board to support the change to a new calendar	<input type="checkbox"/>	<input type="checkbox"/>
• We have identified and/or secured funds for adding any needed days to the calendar	<input type="checkbox"/>	<input type="checkbox"/>
3. We have a rough estimate of the costs of the ADSY program(s).	<input type="checkbox"/>	<input type="checkbox"/>
• We understand the costs associated with ADSY	<input type="checkbox"/>	<input type="checkbox"/>
• We have engaged leadership from our business or finance office in ADSY planning	<input type="checkbox"/>	<input type="checkbox"/>
4. We have estimated how much additional revenue will be needed to support our ADSY program.	<input type="checkbox"/>	<input type="checkbox"/>
• We have reviewed TEA’s <a href="#">Summer Learning Program Budgeting Guidance</a> to further understand how funds can be stacked to make ADSY programming more affordable	<input type="checkbox"/>	<input type="checkbox"/>
5. We understand and are comfortable with ADSY reimbursement processes and timelines.	<input type="checkbox"/>	<input type="checkbox"/>
• We understand when we will be reimbursed for ADSY participation, what we need to report to receive funds, and when those reports are due	<input type="checkbox"/>	<input type="checkbox"/>
• If we plan to operate a summer program, we have decided to which school year we will attach our program	<input type="checkbox"/>	<input type="checkbox"/>
6. Families and staff are engaged in the design and implementation of our ADSY program.	<input type="checkbox"/>	<input type="checkbox"/>

## APPENDIX: ADSY PLANNING AND EXECUTION PROGRAM

ADSY PEP supports LEAs in their ADSY planning through grants and access to technical assistance providers. ADSY PEP participants, in turn, commit to an intensive planning process and meeting criteria above and beyond the basic ADSY requirements. ADSY PEP only supports districts establishing VSL or FYR programs.

### ADSY PEP Requirements

Cohort Criteria	ADSY PEP VSL Cohort	ADSY PEP FYR Cohort
Instructional Criteria	<ul style="list-style-type: none"> <li>Add 25 to 30 additional half days of instruction (ADSY days) to the 180 instructional days in a campus’s academic calendar</li> <li>Deliver at least three hours of academic instruction and three hours of enrichment on dedicated ADSY days</li> </ul>	<ul style="list-style-type: none"> <li>Design a cohesive 210-day program</li> <li>Update daily master schedule to increase planning time for teachers and brain breaks for students</li> <li>Add additional days on front-end of school year (e.g., start school year in July) so a 210-day program can be completed in time for STAAR test</li> </ul>
Target Students	<ul style="list-style-type: none"> <li>Campuses may target a subset of students or all students on a campus for the summer learning experience</li> </ul>	<ul style="list-style-type: none"> <li>Campuses typically target all students on the campus for a full 210-day calendar</li> <li>Campuses may offer a 180-day track and a 210-day track within a school</li> <li>There must be at least a full classroom of students participating in the 210-day track to make the option feasible</li> </ul>
Target Teachers	<ul style="list-style-type: none"> <li>Instructional minutes of ADSY days must be taught by a certified Texas teacher</li> <li>It is recommended that teachers be assigned students in a grade level they have taught previously during the school year</li> <li>Participants must develop a rigorous selection process to recruit high performing and motivated teachers</li> </ul>	<ul style="list-style-type: none"> <li>Students participating in 210-day program must remain with the same teacher throughout the 210-day school year</li> </ul>

## ADSY PEP and TCLAS

In school year 2021-22, ADSY PEP became part of a larger state initiative—the Texas COVID Learning Acceleration Supports (TCLAS) grant, which uses a combination of state general revenue and federal ESSER III funds to accelerate student learning via five core strategies.<sup>8</sup> School day/calendar redesign and strong summer program represent two of three options under the TCLAS strategy: More Time.

- TCLAS Decision 7 provides additional financial support and technical assistance for districts seeking to implement the FYR model.
- TCLAS Decision 8 provides additional financial support and technical assistance for districts seeking to implement the VSL model.

Financial support and technical assistance for both options involve:

- a) Membership in a facilitated learning community and access to expert technical assistance to design and implement a strategic plan (i.e., ADSY PEP)
- b) Funding to pay for a program manager to support ADSY planning and implementation
- c) Up to 5 days of state funding (\$52 per day per student) to support adjustments to a 180-day calendar for participating campuses; this funding will be available for up to 2 years<sup>9</sup>

Participation in the facilitated learning community is required to take advantage of other opportunities. For example, for a district to receive funding to cover additional days to meet the 180-day requirement, it must first commit to participating in the learning community – and the additional criteria for ADSY PEP participants noted on the prior page.

As of August 2021, TCLAS applications are closed so LEAs cannot apply for participation in ADSY PEP. However, all LEAs are still eligible to draw down on ADSY funds if they meet the ADSY requirements.

If districts did not apply for and/or receive funds from TCLAS, they can still draw down ADSY funds as long as they meet the requirements of the program. LEAs wishing to implement the Intersessional model using ADSY do not have the option of doing so through TCLAS, which only supports VSL and FYR models.

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<sup>8</sup> For more information on TCLAS Decisions 7 and 8, see pages 34-37 of [The Texas COVID Learning Acceleration Supports \(TCLAS\) Overview](#).

<sup>9</sup> See pages 34-37 of [The Texas COVID Learning Acceleration Supports \(TCLAS\) Overview](#).