



Austin Succeeds AISD School Board Candidate Questionnaire

Leadership & Governance

1. What perspectives or experiences do you bring to the school board and what is your broader vision for the district? *Please cite both the challenges and opportunities for Austin ISD that you would like to address as a trustee.*

I began my career as a high school social studies teacher (world history and psychology), varsity wrestling coach, and middle-school soccer coach. I understand the pressure placed on teachers and our leaders have a responsibility to ensure the systems they create enable every teacher to successfully support every student. Education is my passion and the focus of the organization I founded is on helping schools and districts implement innovative and sustainable changes to improve the lives and outcomes of all students. I have spent the past 7 years supporting education leaders at every level (teacher leaders, principals, directors, chiefs, and superintendents) and across multiple states and dozens of districts to design better systems for better results.

I moved to Austin to work at the Texas Education Agency (TEA) to support school districts across our great state. Through my time at the agency, I saw a lot of great work being done to design systems that work for all kids. However, some districts, like Austin, let its unaligned values and misguided priorities get in the way of what was best for the students and families who must be the primary stakeholder served. As the manager of district strategy and innovation at TEA, I had the privilege to work closely with over a dozen districts across Texas (El Paso, Ft Worth, San Antonio, Spring Branch, Galveston, Brownsville, Manor, Richardson, and Midland, to name several). While the primary stakeholders that I worked with in these districts were the superintendent and innovation leaders, it also required working with board members in each district to understand their concerns and coach them through an understanding of change management within the school system.

Before moving to Austin, I worked as a school district administrator for Lawrence Public Schools in Massachusetts working closely with the deputy superintendent and chief redesign officer to design and implement systemic change across our 30+ schools. At the time of my employment, Lawrence had about 14,000 students with 81% designated as “high-needs” and 36% English Language Learners.

As the manager of special projects and strategic planning in Lawrence, I was the district’s lead administrator in implementing a \$2.9 million/year Pre-K expansion at 2 new community-centered early childhood centers. This expansion was designed to be a new option and was only available to students at a certain percentage of the federal poverty guidelines. While most of the district pre-k options were only available for



half-days and for the 180-day school year, the pre-k expansion that we implemented was a full day (8 hours) and year-round (250 days). These hours of operation enabled our parents and families to better plan for their children around work schedules that do not often align with the school calendar. This experience has been one of the most successful systemic change efforts with a focus on equity that I have led.

One of the most important lessons I take from my experiences is that there is always something to learn from every school and district. We must move forward in understanding that the systemic issues that plague AISD from its foundation are not dissimilar to the issues in most metropolitan area school districts across the country. Once elected, I look forward to serving as an experienced resource for every community, other board members, and our entire district to create effective and sustainable changes that meet the unique needs of each student.

Broader vision for AISD

Based on our equity challenges, decreasing enrollment challenges, and loss of community trust challenges, we have a strong opportunity to generate profound systemic change in Austin ISD. With its size, socioeconomic diversity, geographic location in a major tech hub, and a critical mass of community members who are begging for positive change, there is no excuse why Austin cannot become a model, innovative urban school district that truly works to serve every student and family based on their needs and wants.

With a focus on equity, we should start by addressing the structures that form the foundation of our district related to root causes and move past the identification of symptoms as the best way to affect sustainable change. The two structures that I believe should be addressed first include our enrollment system and our school funding system.

Enrollment should be based on the district working to provide each student and family with the specific academic option that best meets their needs. We have an opportunity here to redesign Austin's education system to finally work for everyone, and I believe that takes place when the district asks our students and families two questions and then acts on those. Question 1 is "what are your community/neighborhood needs and wants?" Responses to this question should serve as a guide for the district in how to implement differentiated community services at every school/community center across our city, focused specifically on the needs of the neighborhood where the building is located. Question 2 is "what are your academic needs and wants?" Responses to question 2 from across the city should act as a guide for the district to begin a process for redesigning schools based on



what families and students are asking for. We will be able to establish more high-quality programs and options for all of our students and more appropriate community services specific to their requests if we don't focus on meeting both those needs in the same building for every student. However, we should focus efforts to ensure that our students of color and others who have been systematically marginalized are supported in any redesign process to access any campus and/or program in the district.

In terms of school-based funding, I am a proponent of moving away from a staff allocation formula form of funding towards a weighted student-based funding formula. I believe that this system creates more transparency with the community in terms of understanding how physical dollars are equitably distributed based on students' needs and not based on schools and staff. Before Nicole Conley left the district, she presented this vision to me and the other members of the Budget and Finance Advisory Committee. Included in her comments was the district's intention to research and potentially adopt a student-based budgeting system. I believe we need to ensure this conversation does not get lost in the shuffle with the Superintendent transition as enrollment and funding are two of the most structured variables in our district's system of institutional racism.

2. How long have you been in the Austin ISD community and what is your history in advocating for changes or improvements in the district? *Include specific examples, like organizing groups for a specific purpose, advocating for a particular policy, lobbying for/against a particular change in state/district policy, etc.*

I have been living in the Austin community for 4 years. In my role at TEA, I met several times with AISD leadership to discuss different system-level supports available for the district to join. More formally, I began my advocacy work with AISD as a member of the district's Boundary Advisory Committee (BAC) and Budget and Finance Advisory Committee. My experience on the BAC served as the "final straw" for me in determining my desire to launch a campaign to serve on the AISD Board of Trustees. I feel confident in stating that the purpose of the committee (and attendance boundaries in general) is to justify the perpetuation of racial and economic segregation. This experience, along with an understanding of how a well-designed controlled choice enrollment system paired with a cyclical school redesign process can tackle inequities to access, opportunities, and funding and give communities a tangible role in the design of our school models serve as the basis for the foundational changes we should be discussing in Austin

3. Describe how you see the current relationship between the board and these key stakeholders and how should it change, if at all:

Superintendent



As a body, the board's relationship with the current and newly appointed superintendent is yet to be determined. The board will likely work to draft a superintendent score card and use that as an accountability tool.

Effective governance of the district requires staying out of the weeds and focusing on driving change and leading from the community by ensuring community members are strategically brought into the decision-making process. The most critical responsibility of the board is goal setting and accountability. I am a proponent of the Lone Star Governance model of board accountability as it significantly prioritizes a focus on student outcomes and growth. As a trustee, I will work tirelessly to ensure we, as effectively as possible, are able to collaborate with the community to draft clear and transparent SMART goals with clear and transparent constraints that the district must operate within.

Teachers

I believe the board's current relationship with teachers varies significantly. However, during our current crisis related to COVID-19 it appears that the board's relationship with teachers is more tenuous than normal.

The board should work with the administration and hold them accountable to empower the educators at each campus in our district. Site-based educator decision making should be more formally structured and codified in a distributive leadership model. Teachers and principals must be empowered to design and lead their schools. No one knows the needs of students and families better than the teachers and campus leaders responsible for their growth and success. This system would truly value our educators as professionals and move our district towards respecting them as such.

Families/community

Formally, the main point of connection between the board and the district is the time offered for members of the community to call in and leave pre-recorded messages for the board to listen to during board meetings. Additionally, individual members of the board make themselves available to the community by other means. The current board also spends more minutes in executive session, not allowing the community into the conversation, than most other boards I have experienced.

I plan to perform the role of trustee with a focus on inclusively bringing the entire community into the functions of the board. This inclusion means creating new systems for interacting with the community to ensure broader reach. Without a thoughtful codified system, it will be difficult to hold the board members accountable to not continue to focus on the pre-existing power structures. Currently, unless you



have the privilege to be able to attend board meetings, you are offered little to no voice in this district. It does not have to be that way and this input is an appropriate issue for a governing board to address. What we must do to start is have open dialogue and conversation around the question “How can we thoughtfully and effectively offer an opportunity for every resident of Austin ISD to respond to high-level district decisions”?

I would be a proponent for utilizing the AISD smart phone application for creating a real time opportunity for members of the community to provide feedback to specific decisions the district may make, pose questions, make reports, etc. This app (available in multiple languages along with paper copies available at campuses) could be a clear and tangible way, with broader access for community members, to engage with the district more thoughtfully on critical matters.

Other board members

Currently, based on perceptions, the board members often operate on a “go along to get along” mentality without regard for how that continues to perpetuate status quo and lose trust with the community. This engagement is evident in how they voted in the school closure process, how they moved through the secretive superintendent search, how they initially responded to one board member’s misogynistic comments towards a district administrator, the amount of time they spend in executive session, how they respond to public comment, etc.

As a trustee, I will advocate for reserving executive sessions for the most confidential or legally required situations. I will focus less on portraying a false narrative to the community and more on holding myself and my fellow trustees accountable to the work and I will do so publicly. I will also be sure to not violate Open Meeting Law while being as open and transparent as possible.

4. Define educational and racial equity. How will you use an equity lens in your policy decision-making? *If you have a specific example of an equitable/inequitable policy directly related to Austin ISD, please include it here.*

Educational equity is ensuring that regardless of a student’s race (racial equity), family income, ability, and self-identities there are no predictable outcomes or results regarding a student’s education. Equity includes, but is not limited to, access to schools and programs, discipline rates, tracking, identification of special needs, dropout rates, attendance rates, graduation rates, funding allocations, school closures/changes, etc. I will focus every decision I make as a trustee on equity in relation to student outcomes.

Within AISD, I always worked to think critically with an equity lens while serving on the Boundary Advisory Committee. Having the boundary discussion separate from the school closures discussion felt very wrong given the valid emotions behind both. My experiences on this advisory committee served to push me into this campaign for the



Austin ISD Board. Addressing the issue of equitable access to schools and programs in AISD means addressing how we think about enrollment. That starts with repairing a broken transfer system.

Additionally, we must engage in a comprehensive equity audit, managed by a third-party. A well-designed audit should address at least three key elements of the system's logic model: the inputs the system deploys, the outputs the system creates from the implementation of inputs, and the realized outcomes measurable at the end of each cycle. This equity audit must explore and directly address inequities related to race, income, ability, and self-identities. This process should have been started months ago and using the shutdown as an excuse for why it could not begin tells me that the current board and administration is not clear on how an audit is conducted and willfully did not prioritize it. This process will create a systematic way for school leaders – principals, the superintendent, curriculum directors, teacher leaders, etc. – to assess the degree of equity or inequity and implicit bias present in written policies, practices, and procedures.

I support anti-racism and cultural proficiency in AISD administrators, staff, and teachers. I would specifically support the adoption of a Framework like the Massachusetts Framework for Safe and Supportive Schools in order to ensure that we had a clear method of accountability for all in adopting a continuous improvement mindset. The adoption of any Framework or method of accountability would go through a rigorous community vetting process to ensure all voices are codified in the work. Further, I believe the district has an obligation to bring as many people and organizations into the conversation of what it means to maintain a safe and supportive environment. That includes bringing in after school providers, emergency first responders, pediatricians, etc. into key conversations.

5. One of the major responsibilities of being a Trustee involves approving the budget. What are your current thoughts on how the budget is allocated and how would you change it, if at all, to support the students who need resources the most? How would you determine the best way to allocate resources? *Please be specific around where you think more resources are needed and where you would acquire more resources to support those students and communities that are underfunded and/or in higher need.*

The current system for most of the school funding in AISD is based on a staffing allocation formula depending upon the student population in each building. I am a proponent of a thoughtful and well-designed student-based budgeting system to enable a more transparent and equitable.

In a student-based budgeting system, the district can use a weighted student formula as a way of allocating the district's resources to schools based on assigning weights to student needs. Weights are assigned to student characteristics, identities, and needs and applied district wide. Examples include grade level, English Language



Learners, student ability and severity, and poverty level, etc. The greater the need, however that is determined in collaboration with the community, the higher the weight. A per pupil amount would be calculated based on the total pool of funding allocated to schools and the total weighted enrollment. Schools would then receive a budget based on their projected enrollment multiplied by the associated student per pupil amounts. Allocations are not based on what schools have historically received or a staffing allocation model. Principals then have the opportunity to create budgets to be within their total allocation, including staffing, and non-salary costs. To increase allocations, schools would have to increase overall enrollment and/or serve more students with greater needs. This system creates a more transparent and equitable approach by funding students--not buildings, not adults--but students and where they go to school. Creating a student-based funding system would require a significant investment in systems and professional development (enrollment projections, scenario planning, and principal training) prior to launching but given the sincere focus on dismantling inequities within our system, it is likely worth it.

6. What metrics should we be looking at to determine student and district success and to guide the policy decisions that the Austin ISD board makes?

We must begin with an honest and open conversation about what we mean by "student success". We should work together to objectively define student success and district success and explicitly seek to identify clear metrics and measure against that definition. I believe any measure of success must look at postsecondary access and opportunities. The only true way to look at this is longitudinally across graduating classes because we know that what students accomplish after graduating from school is more important than what they accomplish on a test while in school. As a former teacher, I have seen growth in my students that did not result in an improved score on a state assessment and vice versa. That being said, it is still important to measure some common assessments, so we can confirm where academic gaps exist. I am a proponent of local accountability systems where AISD would design and develop an accountability system or school performance framework for ourselves that makes sense based on the local context and needs of the community and is done in a way that preempts any state intervention and in accordance with current laws (HB 22-85R). I would further push this concept out to our schools to best understand how student success should be measured. It is important that this still results in a highly transparent system that values accountability with clear actions to be put in place depending on goal progress. Some examples of measures that could be included in an AISD designed accountability system include, where students go after they leave our schools, student mobility, parent, and student satisfaction, and more. These metrics are just a start and all these measures must be analyzed across our subgroups based on race, income, ability, and self-identities. Professionally, I have worked with several districts to support their own designs of a local accountability system or school performance framework. Any step forward must be done transparently and with the support of the community.



Policymaking

7. What are your thoughts on Austin ISD's current pandemic plan regarding student learning and a potential return to in-person instruction? What, if any, changes need to be made to ensure that distance learning better meets the needs of all students and that students, teachers, and staff are safe when in-person instruction resumes?

It is important to note that I do not believe there is any one right answer that will make everyone happy. We need to be focusing our energy on understanding every need of our students, families, and staff and identifying ways that we can meet each of those needs. The updated third draft of the AISD Open for Learning Plan incorporates most of what I would expect and want to see. So long as we are prioritizing safety and not forcing anyone into any situation that they are uncomfortable with, while focusing on the needs of our individual students first, then we are moving in the right direction.

What is concerning to me is the lack of information related to educator/staff support. This gap may be more of an internal communication but if it exists it should be added into the school reopening plan. There are many members of the community that are concerned for our employees and would like to know how we plan on supporting them. What is the process for teachers who want to volunteer to return to campus? Are they receiving any supplemental pay or an emergency stipend? If not, they should, assuming the district has the funds available (hopefully additional Federal aid will arrive in the coming days) Are they being held harmless on sick days if they test positive for COVID-19? If not, they should. Will they be required to pay out of pocket expenses for COVID-19 related medical expenses? If they are, they should not. Are we requiring teachers to teach both face to face and virtually? If we are, I strongly recommend that we work to ensure no teacher is serving both in person and virtual students.

Another area of concern to me that appears to be missing from the current reopening plan is related to school culture. This important variable relating to the success of both students and staff does become negated by a virtual learning situation. The reopening plan identifies the district's professional school counselors as responsible for creating safe, supportive, inclusive school learning environments through the counseling program. These professionals cannot be solely responsible for creating a culture of safe and supportive environments. I would like to see AISD further flesh out a plan for intentionally building and maintaining a positive school culture (whether virtual or in person) with a focus on being safe and supportive for every student.

8. School closures are a contentious issue. What does your decision-making process look like for making impactful decisions and how would you go about deciding on future school changes? *Please also include specific thoughts around the 2019 School Changes Plan released by the District.*

I think we need to start by being transparent and upfront with the community about the areas of district decision-making that they will be brought into. We should work



with the community to develop this “list”. Any structural changes to the district, including school closures, must be in the set of district decisions that require intentional community vetting and feedback and that must be built into the process upfront.

We need to work to understand that our school buildings are more than just classrooms for education purposes, they are also community centers. When we close a school for any reason, we need to understand that we are simultaneously closing a community center that many come to rely on for different purposes. I do not believe that the best academic option for every student will always be the school that is closest to their home. Even if a school needs to close its doors to academics (for any reason), every effort should be taken to ensure that its role as a community center can be maintained or even expanded. For too long (or forever) the system has disregarded the needs of our Black and Brown Austin residents. In fact, the system is perfectly designed to get the results that it is currently getting for them. To protect the educational opportunities for systematically marginalized communities, we need to redesign the system explicitly with their voice since the original system that we are still working from was designed to keep them down and perpetuate a school to prison pipeline. Regarding what resources should be available to the families affected by the school closures, I would need to listen to those members of the community and make explicit policy changes.

In terms of the specific School Changes plan, I agree with the analysis completed by the district’s Chief Equity Officer, Dr. Stephanie Hawley, that the lack of clarity about the methodology used to identify schools for closure was a major problem and continues to remain a problem. Processes and transparency matter when making decisions and for this reason, at the least, I would have voted “no” on the enacted plan.

Having served on AISD’s boundary advisory committee and done some work professionally around enrollment systems with districts, I see Austin’s under-enrollment and over-enrollment issues (leading to school closures) as a side effect of strict attendance boundaries. The current system requires us to constantly need to address over and under enrollment in individual campuses. If we took the time to listen to student, family, and community demands we could create options across our city that appeal to a much broader population of students. By focusing on the needs and demands of these groups and creating a flexible but well-structured enrollment system we could avoid many over and under enrollment issues in the first place. However, as district wide enrollment shifts, we will see the need to either build new schools or repurpose existing schools with a focus on student and community needs. None of these decisions should be made in a vacuum and appropriate lead time must be built in to work our community and neighborhoods.



9. Which policies do you support to improve diverse teacher recruitment, retention, and compensation in Austin ISD and how would you reward and retain teachers who demonstrate their proficiency in the classroom?

Many of the issues that I have experienced with recruitment in school districts relates to systems and timelines. My experience includes moving up the timeline for recruitment and hiring but to do this well you must also have a better understanding of what positions will need to be filled. I am a proponent of incentivizing teachers who may retire or resign to give notice much earlier than they normally would. This change gives a district like Austin the ability to be much more strategic in recruitment efforts and provides time to effectively recruit more educators of color. It allows the district to compete with state-authorized charters for the highest quality teachers. Additionally, we must intentionally recruit potential teacher candidates from HBCUs and HSIs and it should not be limited to schools in the Central Texas region. We must take advantage of the fact that Austin is a very desirable city to move to and work in to create conditions that would entice new and experienced teachers from across the country to come and educate our students.

Our teachers are our first responders in schools, and they need to be treated as such. At every level, teachers must be supported with differentiated professional development opportunities that they take part in designing and self-selecting in collaboration with their school leaders. Differentiation here means ensuring that we are supporting each teacher where they are in their development and not assuming that they all need the same support. While it goes without saying that teacher pay is hideously disrespectful across the board, we must acknowledge that every system is perfectly designed to get the results it gets. In this case, the system has almost always been designed to increase teacher pay in seniority based steps and despite our best efforts at the state (which we shouldn't stop) they will likely never increase overall teacher pay to a proper level. We must rethink the system. If we want different results, there is no status quo stone that should remain unturned. While I am an advocate for rethinking the teacher pay structure, this conversation should take place with teachers, teacher leaders, school leaders, unions, and other critical stakeholders. I believe that one way to begin to move beyond a seniority-based system that values the unique skills different teachers bring to the table is to create additional positions besides the common master teacher position. There should be a mechanism for promoting a highly effective teacher without removing them from the classroom.

10. What is your background and knowledge of the complexities of special populations of students in Austin ISD and what programs/policies do you support to serve these students? *Please address specific special populations of students, including special education students, bilingual/ELL students, low-income students, and Black, Indigenous, and students of color.*

We must give students and families a voice and guarantee equity in access and opportunities for all, regardless of race, income, ability, & self-identities. I am a



proponent of creating and implementing a cyclical school redesign process that brings the voice of every special population to the table. This inclusion is critical since the system at its foundation was built without their voice and was designed to uphold a white middle- to upper-class power dynamic. I am running to represent all of the Austin ISD, and I recognize that I will have to go further than most because of my background to prove that I am a champion and advocate for every student.

For our students of varying abilities, we need to first understand that providing special education services is about more than just meeting federal and state legal/reporting requirements. We need to focus on providing a differentiated quality education to all students regardless of ability. We are already othering students by grouping and tracking within General Education and Special Education when we should be talking about this in terms of specialized instruction. We should be talking about how we work towards providing developmentally appropriate education to all students in an environment that works to continuously become less restrictive with careful planning to incorporate teacher, student, and family support.

I am not familiar with all of the details around the current Special Education situation (described by many I have spoken to as a crisis) in AISD. However, I have already begun speaking with parent and community advocates and I look forward to learning more as I speak with various educators and more community members. My goal as a trustee will be to listen, learn, and be a trusted advocate who is committed to inclusion and continuous improvement.

It was great to see Austin ISD as one of the ten leading districts in the nation with the My Brother's Keeper (MBK) initiative. Sadly, that initiative lost momentum after President Obama left office. There are many ways that we can encourage the best works of MBK to continue in the district. For example, we know that Hispanic and African American males are more likely to drop out of school. We need to further develop and enhance systems to ensure that our schools develop the necessary and wanted support to engage and educate all students. By offering additional school options and customized community centers across AISD with a focus on neglected neighborhoods, we can provide greater opportunities for BIPOC students and families.

My own experience as a district administrator was in a district with 31% of students being English Language Learners and 71% of students identifying a language other than English as their first language. While the vast majority of those students identified Spanish as their first language, it highlighted the need for a district to go well beyond just translation and bilingual education as the means for creating equitable access to the district for students and families identifying any language as their first. This includes enrollment and registration supports, intentional school visits at the families' convenience, access to additional learning time in math and English literacy, and first access to the highest quality early childhood educational options available.



AISD's equity audit must identify every area where the district can improve access and opportunities, regardless of a student's or family's native language. Finally, as a heterosexual, cisgender, white male, I do not have all of the answers here and am interested in creating a system that is flexible in design to ensure we can structurally meet the equitable needs of every student. I look forward to using my privilege and experience in navigating our inequitable systems to help elevate and prioritize the voices of all marginalized people into spaces where they have been frequently overlooked and ignored. I commit to establishing community based working groups and listening over talking while using the skills I've developed in my career to govern the operationalization of the great ideas that have been and will continue to come from across our communities. I believe we need to establish a clear, accessible, and secure community voting/feedback system to bring in community feedback more formally.

11. From a policy perspective, how would you leverage SB1882 and HB3 to benefit Austin ISD? *Please be specific around your thoughts on both pieces of legislation and your policy plans you would champion as a Trustee.*

SB1882

I believe SB 1882 partnerships have the potential to be an effective tool to improve access and opportunities for students. Like any tool, it is only effective when used appropriately and intentionally. I would not use the experience at Mendez Middle School as an example of the effective use of this tool. The district did not want to do it and thus it could never be successful. This partnership was the result of a last-ditch effort by the district to not be taken over through the state's accountability laws. Change that is not desired will never be effective or sustainable. For me, a strong use of the 1882 partnership tool is to fill specific gaps in the district's capacity to provide certain programs and options to students and families. The board approved partnership with EasterSeals is a good example of a positive use case benefitting an overlooked student population in the district. No school district can be perfect at internally providing every needed option all of the time for every student and these partnerships have the ability to solve that issue. For example, there are many community-based organizations that are able to offer a higher quality early childhood education because that is all they do. It is all they spend their time seeking to improve practice in. Rather than spending the time, money, and effort trying to build an internal system it may be more prudent for a district to establish a partnership with an organization that is capable of coming in for that need. At the end of the day, partnership schools are AISD schools with AISD students and are held to the same, if not stricter, accountability standards. Anyone willing to completely remove a tool that could have positive impacts on students and families is not someone who is making decisions that prioritizes students.

HB3



Although all teacher salaries increased via the minimum salary schedule (MSS), consider rewarding AISD's most effective teachers by paying them up to six figure salaries via the teacher incentive allotment. The district's initial approach to the TIA was misguided and unprofessional and did not meet the rigorous bar of other districts throughout the state. You cannot just apply for a grant and believe you are entitled to it. System change takes time and effort. It should be a board priority to pass policies that enable staff to develop a strong, aligned system so teachers can earn the salary they deserve from the TIA.

Bring childcare services, full-day Pre-K and drop-out prevention services to the lowest income neighborhoods in the district (using the state's socioeconomic block system) via increases in comp ed funding. Set up a comp ed advisory committee to determine where these funds should go.

Make free full-day Pre-K a reality for every eligible student in the district by taking advantage of the early education allotment, Use the funds to support the creation of early childhood literacy and mathematics proficiency plans. Also use the funds to send all new teachers to reading academies.

Maximize AISD revenues by crafting a solid CCMR readiness plan. For every economically disadvantaged student who graduates CCMR ready, that results in \$5,000. Non economically disadvantaged students graduating CCMR ready results in \$3,000. Calculate this potential funding increase by identifying the number of seniors in AISD district to see how much funding AISD could earn if they graduated each of these students CCMR ready.

Create more innovative high school models (P-STEM, P-TECH, early college high schools, etc.) using the CTE allotment to build on existing areas of excellence in the district since some of this work has already been taking place.