U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

CHARTER SCHOOLS PROGRAM - REPLICATION AND EXPANSION OF HIGH-QUALITY CHARTER SCHOOLS (84.282M)
CFDA # 84.282M
PR/Award # U282M100007

OMB No. 1894-0006, Expiration Date:
Closing Date: JUL 07, 2010

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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.).

OMB No.4040-0004 Exp.01/31/2012

Application for Federal Assistance SF-424 Version 02

* 1. Type of Submission	* 2. Type of Application:	* If Revision, select appropriate letter(s):
[ ] Preapplication	[X] New	
[X] Application	[ ] Continuation	* Other (Specify)
[ ] Changed/Corrected Application	[ ] Revision	

* 3. Date Received:	4. Applicant Identifier:
7/7/2010	

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
NA	NA

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: IDEA Public Schools

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
742948339	003041915

d. Address:

* Street1:	505 Angelita Drive
Street2:	Suite 9
* City:	Weslaco
County:	
State:	TX
Province:	
* Country:	USA
* Zip / Postal Code:	78596

e. Organizational Unit:

Department Name:	Division Name:

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

Prefix:	* First Name:	Susanna
Middle Name:	A	

* Last Name:	Crafton
Suffix:	
Title:	Chief Development Officer
Organizational Affiliation:	
* Telephone Number:	(956)377-8224 Fax Number: (956)447-3796
* Email:	SUSANNA.CRAFTON@IDEAPUBLICSCHOOLS.ORG

Application for Federal Assistance SF-424 Version 02

9. Type of Applicant 1: Select Applicant Type:

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282M

CFDA Title:

Charter Schools Program - Replication and Expansion of High-Quality Charter Schools (84.282M)

*** 12. Funding Opportunity Number:**

ED-GRANTS-052410-001

Title:

Charter Schools Program - Replication and Expansion of High-Quality Charter Schools

13. Competition Identification Number:

Title:

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

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

IDEA Public Schools Expansion

Attach supporting documents as specified in agency instructions.

Attachment:
Title :
File :

Attachment:
Title :
File :

Attachment:
Title :
File :

Application for Federal Assistance SF-424 Version 02

16. Congressional Districts Of:
* a. Applicant: TX-015 * b. Program/Project: TX-015

Attach an additional list of Program/Project Congressional Districts if needed.
Attachment:
Title : Congressional Districts of Project IDEA
File : C:\Users\Robert G\Documents\Work\IDEA\Congressional Districts of Project IDEA.doc

17. Proposed Project:
* a. Start Date: 10/1/2010 * b. End Date: 9/30/2015

18. Estimated Funding ($):

a. Federal	**$ 14318838**
b. Applicant	**$ 3958647**
c. State	**$**
d. Local	**$ 0**
e. Other	**$**
f. Program Income	**$ 0**
g. TOTAL	**$ 18277485**

*** 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.
[X] c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

[ ] Yes [X] No

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)**

[X] **** 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:	Mr.	* First Name:	Thomas
Middle Name:			
* Last Name:	Torkelson		
Suffix:			

Title: President and CEO of IDEA Public Schools

* Telephone Number:	(956)377-8000	Fax Number:

* Email: THOMAS.TORKELSON@IDEAPUBLICSCHOOLS.ORG

* Signature of Authorized Representative:	* Date Signed:

Application for Federal Assistance SF-424 Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

Congressional Districts of Project

TX-015
TX-027

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
IDEA Public Schools

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)	Total (f)
1. Personnel	$ 408,434	$ 0	$ 0	$ 3,384,221	$ 2,200,000	$ 5,992,655
2. Fringe Benefits	$ 64,336	$ 880,777	$ 1,447,847	$ 0	$ 0	$ 2,392,960
3. Travel	$ 11,000	$ 0	$ 721,071	$ 0	$ 0	$ 732,071
4. Equipment	$ 547,722	$ 0	$ 0	$ 0	$ 0	$ 547,722
5. Supplies	$ 284,680	$ 1,198,427	$ 0	$ 0	$ 0	$ 1,483,107
6. Contractual	$ 26,390	$ 0	$ 1,119,749	$ 0	$ 0	$ 1,146,139
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 7,320	$ 1,800,796	$ 0	$ 0	$ 0	$ 1,808,116
9. Total Direct Costs (lines 1-8)	$ 1,349,882	$ 3,880,000	$ 3,288,667	$ 3,384,221	$ 2,200,000	$ 14,102,770
10. Indirect Costs*	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
11. Training Stipends	$ 370	$ 215,698	$ 0	$ 0	$ 0	$ 216,068
12. Total Costs (lines 9-11)	$ 1,350,252	$ 4,095,698	$ 3,288,667	$ 3,384,221	$ 2,200,000	$ 14,318,838

***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? [X] Yes [ ] No
(2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2010 To: 6/30/2011 (mm/dd/yyyy)

Approving Federal agency: [ ] ED [X] Other (please specify): Texas Education Agency The Indirect Cost Rate is 2.18%
(3) 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 0%

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
IDEA Public Schools

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 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)	Total (f)
1. Personnel	$ 0	$ 1,500,000	$ 0	$ 0	$ 0	$ 1,500,000
2. Fringe Benefits	$ 0	$ 0	$ 1,000,000	$ 0	$ 0	$ 1,000,000
3. Travel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
4. Equipment	$ 1,458,647	$ 0	$ 0	$ 0	$ 0	$ 1,458,647
5. Supplies	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
6. Contractual	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
9. Total Direct Costs (lines 1-8)	$ 1,458,647	$ 1,500,000	$ 1,000,000	$ 0	$ 0	$ 3,958,647
10. Indirect Costs	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 1,458,647	$ 1,500,000	$ 1,000,000	$ 0	$ 0	$ 3,958,647

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

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

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

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

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

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

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

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

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

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

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.

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

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

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

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

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

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

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

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

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

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

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

Signature of Authorized Certifying Representative:
Name of Authorized Certifying Representative: Thomas Torkelson
Title: President and CEO of IDEA Public Schools
Date Submitted: 06/14/2010

Approved by OMB 0348-0046 Exp.

Disclosure of Lobbying Activities

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

1. Type of Federal Action: [ ] Contract [ ] Grant [ ] Cooperative Agreement [ ] Loan [ ] Loan Guarantee [ ] Loan Insurance	**2. Status of Federal Action:** [ ] Bid/Offer/Application [ ] Initial Award [ ] Post-Award	**3. Report Type:** [ ] Initial Filing [ ] Material Change **For Material Change only:** Year: 0Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: [X] Prime [ ] Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: - **Congressional District, if known:**	**5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:** Name: Address: City: State: Zip Code + 4: - **Congressional District,** if known:	
6. Federal Department/Agency:	**7. Federal Program Name/Description:** CFDA Number, if applicable:	
8. Federal Action Number, if known:	**9. Award Amount,** if known: $0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	**b. Individuals Performing Services** (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.	Name: Thomas Torkelson Title: President and CEO of IDEA Public Schools Applicant: IDEA Public Schools Date: 06/14/2010	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

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 any 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 or 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
IDEA Public Schools

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: First Name: Thomas Middle Name:

Last Name: Torkelson Suffix:

Title: President and CEO of IDEA Public Schools

Signature: _____ Date: 06/14/2010

ED 80-0013 03/04

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve 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.

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. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, 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, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

Attachment:
Title : IDEA GEPA
File : C:\Users\Robert G\Documents\Work\IDEA\IDEA GEPA.doc

Equitable Access and Participation (GEPA 427 Statement)

IDEA Public Schools prepares students from underserved communities for success in college and citizenship, and is committed to developing students with the academic, social, and leadership characteristics needed to apply, matriculate, and succeed in a four-year college or university. IDEA's approach to education is one focused on college preparation for all children. All IDEA Public Schools operate under a set of principles known as "The Seven Rs" (Rigor, Relevance, Relationship and Respect, Responsibility, Reflection, and Results), which govern behavior, curriculum and culture at the school.

Throughout its history, IDEA's proven college preparatory approach has made a lasting difference in the lives of hundreds of students. In a region with a high school dropout rate that hovers at fifty percent, IDEA's battle cry of "College for all children - No excuses!" rings loud and clear. IDEA transforms the far off dream of college acceptance, matriculation, and graduation into reality. All IDEA students are on the college track, participating in International Baccalaureate curriculum and taking Advanced Placement courses. All IDEA schools are in the process of pursuing authorization (or have already been authorized) with the International Baccalaureate organization. IDEA students also participate in the Road to College curriculum beginning in sixth grade. Beginning in third grade, IDEA students go on college field lessons. The trips can last as little as a day or as much as a week, taking students to college and university campuses, museums, and historical sites.

IDEA Public Schools has a longstanding commitment to educational excellence and equity. All educational programs are open to all students. All district buildings are accessible to the physically handicapped. Students requiring special education, bilingual, or English as a second language (ESL) services are provided with individual educational plans and are served in regular classroom whenever possible.

District staff members ensure that students, teachers, family members, etc., have equitable access to and opportunities to participate in IDEA's programs without regard to age, color, creed, disability, marital status, national origin, race, religion, sex, or sexual orientation. Transportation is provided for students and, in many cases, families so that they may attend school and district events.

Materials used with students, families, or as part of professional development activities are examined to ensure fairness and appropriateness for diverse audiences in terms of ethnic/cultural and socioeconomic backgrounds, sex, disabling conditions, language minority status, age, etc. The district translates key documents into Spanish for its students and families.

Fair Employment Practices: IDEA adheres to hiring practices, which avoid discrimination on the basis of age, color, creed, disability, marital status, national origin, race, religion, sex, or sexual orientation. IDEA follows procedures designed to encourage applications from traditionally under-represented groups. District schools and programs seek to hire staff with outstanding educational and professional qualifications who have a demonstrated ability to work effectively with staff, students, families, and other community members from varied ethnic/cultural and socioeconomic backgrounds.

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
	JoAnn		Gama	

Address:

* Street1: 505 Angelita Drive
Street2: Suite 9
* City: Weslaco,
County:
* State: TX* Zip / Postal Code: 78596 * Country: **USA**

* Phone Number (give area code)	Fax Number (give area code)
(956)377-8000	

Email Address:

2. Applicant Experience

Novice Applicant [ ] Yes [ ] No [X] Not applicable

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project period?

[ ] Yes [X] No

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

[ ] Yes Provide Exemption(s) #:

[ ] No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:
Title :
File :

Project Narrative

Abstract

Attachment 1:
Title: **IDEA CSP Abstract - FINAL B** Pages: **1** Uploaded File: **C:\Users\Robert G\Documents\Work\IDEA\IDEA CSP Abstract - FINAL B.pdf**

Applicant: IDEA Public Schools, 505 Angelita Drive, Suite 9, Weslaco, TX 78596

Contact: Susanna Crafton, Chief Development Officer, 956.377.8000; Susanna.Crafton@ideapublicschools.org

IDEA Public Schools is located in the Rio Grande Valley of Texas along the state's border with Mexico. Ninety-seven percent of the community is Hispanic; South Texas, specifically the Rio Grande Valley, has the highest concentration of Latinos in the United States. According to 2008 US Census data, 33.53% of all families live in households at or below the poverty level.

A waiting list of over 12,500 students is testament alone that IDEA is in demand and that the people of South Texas want the best for their children. This CSP proposal from IDEA Public Schools meets competitive preference priorities 1 (serving a low-income student population) and 3 (contributing matching funds) and, when funded, will provide financial support to grow IDEA from a system of 16 school and an enrollment of 6,839 to 38 schools and a full-scale enrollment of 25,935—more than tripling the number of students impacted by IDEA's proven and award-winning education system.

Project Goals: 1) Achieve College-Ready Student Results; 2) Build a Strong and Sustainable Organization; 3) Grow to Scale with Quality.

New Schools Launched Each Grant Year:

School Type	Year 1	Year 2	Year 3	Year 4	Year 5
Secondary (6-12)	**2**	**3**	**2**	**2**	**2**
Primary (K-5)	**2**	**3**	**2**	**2**	**2**

Total Project Cost: $156,483,570

State/Local/Other Funds Committed: $124,286,089 (79.4% of total project cost)

Total Grant Request: $14,318,838 (9.2% of total project cost)

Matching Funds Committed: $3,958,647 (2.5% of total project cost; 27.6% of request)

Project Narrative

Priorities

Attachment 1:
Title: **IDEA CSP Priorities - FINAL D** Pages: **12** Uploaded File: **C:\Users\Robert G\Documents\Work\IDEA\IDEA CSP Priorities - FINAL D.pdf**

Competitive Preference Priority 1 –- Low-Income Demographic (up to 10 points)

All IDEA Public Schools serve a student population that is economically disadvantaged as indicated by the percent of students eligible for participation in the Federal Free/Reduced Price Meals program.

IDEA DONNA Academy: 80% College Prep: 90%	**IDEA QUEST (McAllen/Edinburg)** Academy: 55% College Prep: 73%
IDEA FRONTIER (Brownsville) Academy: 99% College Prep: 96%	**IDEA SAN BENITO** Academy: 75% College Prep: 98%
IDEA MISSION Academy: 94% College Prep: 91%	**IDEA SAN JUAN** Academy: 82% College Prep: 90%
IDEA ALAMO Academy: enrollment in process for August 2010 opening College Prep: enrollment in process for August 2010 opening	**IDEA PHARR** Academy: enrollment in process for August 2010 opening College Prep: enrollment in process for August 2010 opening

Competitive Preference Priority 3 –- Matching (up to 10 points)

IDEA Public Schools has a pledge from the Walton Family Foundation for $250,000 per school in implementation year 0 (planning/start-up). In addition, IDEA Public Schools has signed grant agreements specifically for the expansion of our model with two other private philanthropic organizations. The proposed allocation of these funds will provide matching dollars for this CSP initiative as indicated below:

Source of Secured Match	Grant Year 1	Grant Year 2	Grant Year 3
Charter School Growth Fund	$1,200,000		
Bill and Melinda Gates Foundation	$258,647	$500,000	$500,000
Walton Family Foundation		$1,000,000	500,000
TOTAL MATCH BY YEAR	**$1,458,647**	**$1,500,000**	**$1,000,000**

TOTAL PROJECT COST	ALL MATCH	TOTAL GRANT REQUEST	TOTAL LOCAL/ OTHER FUNDS
$156,483,570	$3,958,647	$14,318,838	$124,286,089
100.0%	2.5%	9.2%	79.4%
Match as a percent of grant request: 27.6%			

Invitational Priority:

Applicants that demonstrate through participant, achievement, and outcome data for students with disabilities and English learners –

(1) Prior success in improving educational achievement and outcomes for students with disabilities and English learners; and

(2) That the model they propose to replicate or expand serves students with disabilities and English learners at rates comparable to the rates of students with disabilities and English learners in the LEAs in which their schools operate.

Indicator[1]	IDEA	Region I ESC	All TX Charters	State of TX Including Charters
STUDENTS				
1. % African American	**1**	0	28	14
2. % Hispanic	**94**	97	51	48
3. % White	**4**	2	17	34
4. % Other	**2**	1	4	4
5. % Economically Disadvantaged	**76.4**	84.9	69.5	56.7
6. % Limited-English Proficient	**23**	38	15	17
7. % Special Education	**4**	8	8	9
8. % Bilingual/ESL Education	**22**	36	14	16
9. Attendance Rate (2007-08)	**97.7**	95.7	94.0	95.5
10. Annual Dropout Rate Gr 7-8 (2007-08)	**0.0**	.02	1.3	0.3

[1] Source of data for the following chart: Texas Education Agency--

http://ritter.tea.state.tx.us/perfreport/snapshot/ (IDEA Public Schools) and

http://ritter.tea.state.tx.us/perfreport/snapshot/2009/state.html (other); accessed on June 8, 2010.

2008-09 TAKS % STUDENTS PASSING[2]				
11. All Tests Taken	**80**	68	65	74
12. Reading/ELA	**94**	87	87	91
13. Writing	**96**	93	92	93
14. Mathematics	**86**	79	74	82
15. Science	**85**	71	67	78
16. Social Studies	**98**	90	87	93
17. African American	**81**	*82*	58	62
18. Hispanic	**79**	68	67	68
19. White	**80**	*86*	73	86
20. Economically Disadvantaged	**78**	66	61	65
21. Exit-level Cumulative Pass Rate	**96**	82	59	86

(i) Demonstrated success increasing achievement and attainment for all students

As evidenced by indicators #1 - #13 on page 9, IDEA Public Schools serves a student population that is majority Hispanic (94%), economically disadvantaged (76.4%), and Limited-English Proficient (23%)/Bilingual/ESL (22%). This combination of obstacles to success in a rigorous college-preparatory program located in the Rio Grande Valley of Texas seems daunting, if not impossible, to many educators and the public at large, but the committed teachers and leaders of IDEA Public Schools welcome the challenge to do what other districts in the area believe cannot be done: exceed expectations and actual academic performance without excuse for student background, family educational attainment, or socio-economic level. **In 2008-09,**

[2] Texas Assessment of Academic Skills—state criterion-referenced exam; % passing is summed across all grade levels

more of IDEA's students passed all tests taken (cumulatively) as well as each subject-specific test (individually) of the state criterion-referenced exam known as TAKS (Texas Assessment of Academic Skills) than all students in the 45 comparison districts in Region 1 Educational Service Center, students in all charters combined, and students in the entire state *including* charters (indicators #11 - #16)—80% passed all tests taken; 94% passed reading/ELA; 96% passed writing; 86% passed mathematics; 85% passed science; and 98% passed social studies. These scores represent a significant achievement over those of the three comparison groups—as many as 18 percentage points above. **When broken out by student subgroup, IDEA bested all but two of the indicators (% African American and % white passing) across the three levels of comparison[3]:** 81% of African American students (just one point lower than Region 1), 79% of Hispanic students, 80% of white students, and 78% of economically disadvantaged students (11 percentage points higher than the entire state average) passed the TAKS exam, beating other comparison groups by five to 23 percentage points. **Even on the rigorous and daunting exit-level exam, IDEA's students prevailed**, with 96% passing—26 percentage points (31.7%) higher than Region 1, 37 percentage points (62.7%) higher than all Texas charters combined, and 9-10 percentage points (10%) higher than the average in the entire state. **And the progress of IDEA's students has only skyrocketed as**

[3] Only Region 1 ESC's average scores for African American and Other students were higher, because the other districts cumulatively enroll a slightly lower percentage of these students (<1% and 1%, respectively), making even minor academic gains for these groups appear disproportionately greater. IDEA enrolls only 1% African American and 2% other nationalities, rendering actual differences among these student groups negligible.

indicated by just-released 2009-10 data provided in the tables on pages 18-21.

(ii) Demonstrated success in closing historic achievement gaps for subgroups

(1) Performance (school-wide and by subgroup) on statewide tests of all charter schools operated or managed by the applicant as compared to all students in other schools in the State and as compared with other schools serving similar demographics of students

The academic performance of students, district-wide and by subgroup, has been verified through data presented in previous charts and the related narrative explanations, but it bears repeating that IDEA has, in only ten years of operations, defied the naysayers and the "tradition" of low achievement in this challenging region and has blown the doors off of what was previously thought possible through its unique educational approach and the dedication of its committed staff. **Furthermore, IDEA enthusiastically anticipates the Texas Education Agency rating/designation of ALL its campuses as Exemplary schools for 2009-10. We are extremely proud to report that no other district in the Rio Grande Valley and no other charter school with as many campuses as IDEA's has achieved that distinction prior to this year.**

While detailed student achievement data by subject and grade level for each IDEA campus is included in Appendix 5, the following points provide a summary of the level of student achievement and educational excellence that IDEA is known for throughout the Valley:

All Academy campuses (elementary, grades K-5):

- Balanced literary program includes phonemic awareness, phonics, vocabulary, fluency, and comprehension; Spanish language and literature class for all students; required parent-student-teacher-principal contract; will be rated as an Exemplary school in 2010 by the TEA.

All College Preparatory campuses (secondary, grades 6-12):

- College preparatory classes for all students; required yearly community service; focused on results—IB, Pre-AP, AP; Road to College Success classes provided for all high school students; students will visit over 25 colleges and universities prior to graduating; students must be accepted to a four-year college or university to graduate from high school; will be rated as an Exemplary school in 2010 by the TEA.

IDEA Donna[4]: In existence since 2000, this flagship campus serves students in grades K-12.

- **IDEA Academy Donna**: 80% economically disadvantaged; over 91% of all students in grades 3-5 passed reading and math TAKS (state exam) in 2010; 100% of all students in grade 4 passed writing; 96% of all students in grade 5 passed science.
- **IDEA College Preparatory Donna**: 90% economically disadvantaged; the only school in the Valley authorized to offer the Middle Years Programme of the International Baccalaureate Organization to students in grades 6-10; authorized to offer the Diploma Programme to students in grades 11-12 (February 2009). With this authorization, IDEA College Preparatory Donna became the first Title I school in the nation to adopt the International Baccalaureate program for its entire student population. Students will graduate with both the Texas High School Diploma and the IB Diploma, which will give them college credit and worldwide recognition for their studies. In 2010, over 87% of all students in grades 6-11 passed reading/ELA and math TAKS; over 96% of students in grades 10 and 11 passed science; 100% of students in grades 10 and 11 passed social studies.

[4] Donna, Mission, San Benito, and San Juan are all city names; Frontier is located in the city of Brownsville, and Quest serves the cities of McAllen and Edinburg.

- **Recently ranked as the #1 Top Performing High School in the Rio Grande Valley, #3 in Texas and #13 in the United States.** ("America's Best High Schools 2010", U.S. News and World Report)

IDEA Frontier (Brownsville): Founded in 2006, serves students in grades K-12.

- **IDEA Frontier Academy:** 99% economically disadvantaged; in 2010, over 84% of all students in grades 3-5 passed reading and math TAKS; 100% of all students in grade 4 passed writing; 92.7% of all students in grade 5 passed science.
- **IDEA Frontier College Preparatory:** 96% economically disadvantaged; in 2010, over 85% of all students in grades 6-11 passed reading/ELA and math TAKS; 100% of all students in grade 10 passed all four subjects of the TAKS; more than 97% of students in grade 11 passed all four subjects, including 100% passing in ELA, math, and social studies.

IDEA Mission: Founded in 2008; will serve students in grades K-2 and 6-10 in 2010-11.

- **IDEA Academy Mission:** 94% economically disadvantaged; this campus is growing and will not have students who test at the state exam level until 2011-12.
- **IDEA Academy College Preparatory:** 91% economically disadvantaged; operates a Texas Science, Technology, Engineering, and Mathematics (T-STEM) grant from the Texas Education Agency; student and family college counseling and ACT/SAT preparation; Spanish/English instruction promoting bilingualism/biliteracy; academic competitions and fairs

IDEA Quest (McAllen/Edinburg): Founded in 2006, serves students in grades K-12.

- **IDEA Quest Academy:** 55% economically disadvantaged; over 93% of all students in grades 3-5 passed math and reading TAKS (state exam) in 2009-10, and 99% passed

science.

- **IDEA Quest College Preparatory:** 73% economically disadvantaged; 100% of all 11th grade students passed all four TAKS exams (ELA, math, social studies, and science); 100% of all 10th graders passed ELA TAKS; 100% of all 8th graders passed social studies TAKS; passing rates for all other grades and subjects exceeded 90% in 18 out of 19 instances.

IDEA San Benito: Founded in 2008; will serve students in grades K-2 and 6-10 in 2010-11.

- **IDEA Academy San Benito:** 75% economically disadvantaged; this campus is growing and will not have students who test at the state exam level until 2011-12.
- **IDEA College Preparatory San Benito:** 98% economically disadvantaged; awarded a T-STEM grant from the Texas Education Agency which funds two dual-enrollment engineering classes for all 9th and 10th graders in partnership with University of Texas at Brownsville.

IDEA San Juan: Founded in 2009; will serve students in grades K-1, 6-7, and 9-10 in 2010-11.

- **IDEA Academy San Juan:** 82% economically disadvantaged; this campus is growing and will not have students who test at the state exam level until 2012-13.
- **IDEA College Preparatory San Juan:** 90% economically disadvantaged; interscholastic boys' and girls' athletic program in soccer, basketball, volleyball, and track; awarded a T-STEM grant from the Texas Education Agency; in 2010, over 99% of all students in grade 6 and 100% of all students in grade 9 passed both the reading and math TAKS exam.

Regarding performance by the district as a whole, the following table illustrates the just-released (June 2010) data on the statewide TAKS exam, and although comparison data for the

other four groups is not yet available, IDEA's success in the face of ever-increasing standards and passing thresholds is apparent. An astonishingly high percentage of students—in some cases, an unprecedented 84.7%--on every IDEA Public School campus in every grade level achieves at the Commended level of performance on the state TAKS exam. ACT's "The Forgotten Middle" and Ed Fuller's "Are Texas Middle School Students Prepared for High School? Examining the Effect of Middle School on High School Outcomes" specifically link 8th grade outcomes, including commended levels of performance, to college readiness.

2009-10 TAKS Passing Rates - IDEA Public Schools (All Campuses Combined)

Subject	% Passing	% Commended[5]	# Tested	# Passing	# Commended
3rd Math	95.6%	38.6%	295	282	114
4th Math	94.5%	36.6%	254	240	93
5th Math	92.8%	52.2%	249	231	130
6th Math	95.4%	39.0%	672	641	262
7th Math	91.4%	30.2%	557	509	168
8th Math	87.5%	29.5%	455	398	134
9th Math	98.0%	36.7%	501	491	184
10th Math	98.4%	34.4%	253	249	87
11th Math	98.7%	35.4%	158	156	56
3rd Reading	95.9%	48.5%	295	283	143
4th Reading	92.1%	26.8%	254	234	68
5th Reading	94.4%	36.7%	251	237	92

[5] Commended level of performance means that scale scores are at least 2400 in that subject. Statewide, only about 37% of students score at the commended level in a given subject.

Subject	% Passing	% Commended[5]	# Tested	# Passing	# Commended
6th Reading	98.2%	45.5%	673	661	306
7th Reading	97.5%	41.8%	555	541	232
8th Reading	95.0%	54.6%	456	433	249
9th Reading	99.6%	50.5%	505	503	255
10th ELA	100.0%	24.5%	253	253	62
11th ELA	99.4%	43.6%	156	155	68
4th Writing	99.6%	45.3%	256	255	116
7th Writing	98.4%	51.4%	551	542	283
8th Soc Stud	99.8%	60.3%	456	455	275
10th Soc Stud	99.6%	76.9%	255	254	196
11th Soc Stud	100.0%	73.6%	159	159	117
5th Science	96.4%	50.6%	253	244	128
8th Science	98.7%	37.6%	458	452	172
10th Science	98.0%	24.7%	255	250	63
11th Science	97.5%	27.7%	159	155	44

(All campuses, all grade levels)					
Subject	**% Passing**	**% Commended**	**# Tested**	**# Passing**	**# Commended**
Reading/ELA	97.1%	43.4%	3398	3300	1475
Math	94.2%	36.2%	3394	3197	1228
Soc Stud	99.8%	67.6%	870	868	588
Science	97.9%	36.2%	1125	1101	407
Writing	98.8%	49.4%	807	797	399

Overall	96.5%	42.7%	9594	9263	4097
Overall Elementary -- by subject area					
Subject	**% Passing**	**% Commended**	**# Tested**	**# Passing**	**# Commended**
Rdg/ELA	94.3%	37.9%	800	754	303
Math	94.4%	42.2%	798	753	337
Science	96.4%	50.6%	253	244	128
Writing	99.6%	45.3%	256	255	116
Overall	95.2%	42.0%	2107	2006	884
Overall Secondary - by subject area					
Subject	**% Passing**	**% Commended**	**# Tested**	**# Passing**	**# Commended**
Rdg/ELA	98.0%	45.1%	2598	2546	1172
Math	94.1%	34.3%	2596	2444	891
Soc Stud	99.8%	67.6%	870	868	588
Science	98.3%	32.0%	872	857	279
Writing	98.4%	51.4%	551	542	283
Overall	96.9%	42.9%	7487	7257	3213

Overall -- by subject area (all campuses, all grade levels)					
Subject	**% Passing**	**% Commended**	**# Tested**	**# Passing**	**# Commended**
Rdg/ELA	97.1%	43.4%	3398	3300	1475
Math	94.2%	36.2%	3394	3197	1228
Soc Stud	99.8%	67.6%	870	868	588
Science	97.9%	36.2%	1125	1101	407
Writing	98.8%	49.4%	807	797	399

Overall	96.5%	42.7%	9594	9263	4097

Project Narrative

Project Narrative

Attachment 1:
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A. QUALITY OF THE ELIGIBLE APPLICANT

IDEA Public Schools:

- Recognized as Best Small School District in the State of Texas, 2009;
- Peter Jennings Award for Civic Leadership given to CEO/Co-founder Tom Torkelson, Co-founder JoAnn Gama, and Jeremy Beard by Teach For America, May 2009;
- Rated as Recognized[1] by the Texas Education Agency in 2009, with three Exemplary Schools;
- All IDEA schools and the district as a whole are expected to be rated Exemplary by TEA in 2010;
- 100% of IDEA students have enrolled in a four-year college or university upon graduation; 96% of these students are still enrolled. More than 75% of these students are the first in their families to go to college.
- Total Institutional Scholarship awarded to seniors at IDEA College Preparatory Donna: $877, 982; Total Institutional Aid: $1,193,508; Total Private Scholarships: $110,050; Grand Total: $2,181,540.

History and Expansion

IDEA Academy was conceived by Tom Torkelson and JoAnn Gama, on assignment with Teach for America, at the end of their first year of teaching. Immersed in a school that was poorly organized, lacked a focus on student achievement, and provided too few students an academic path that was leading them to college, Tom and JoAnn began to search for solutions to

[1] The Texas Education Agency rates each school and district as Academically Unacceptable, Academically Acceptable, Recognized, or Exemplary.

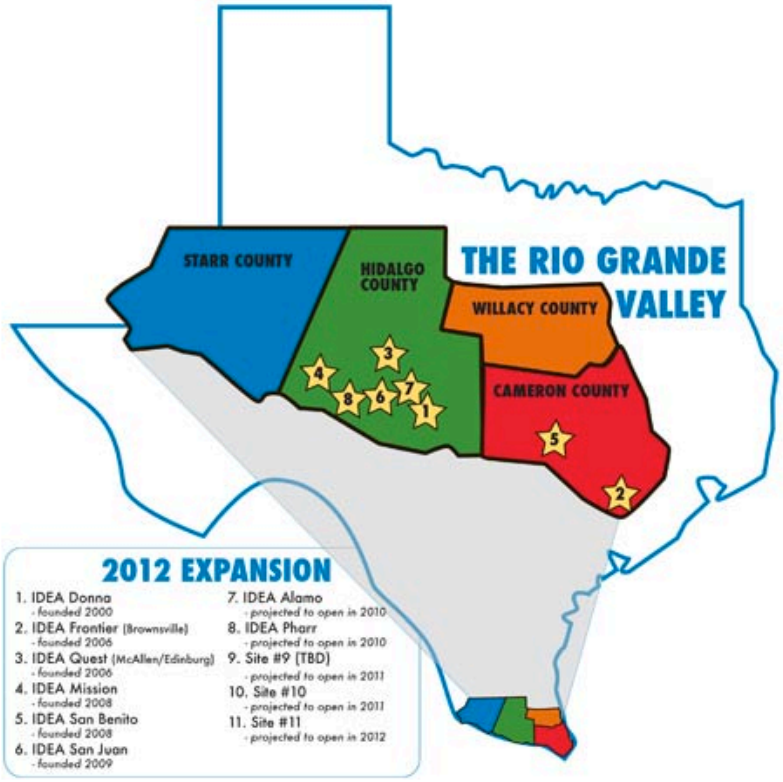
these problems.

Together they crafted a school design model to rapidly accelerate student learning and close the achievement gap. With a proposal in hand and hundreds of names on a petition, the local school board was persuaded to approve the program. The vision of the program, soon named the Individuals Dedicated to Excellence and Achievement (IDEA) Academy, was simple: any student would be offered admission provided they and their parents signed a contract that clearly articulated program expectations. For students, this meant a pledge to hold themselves to high standards of personal conduct, stay at school longer each day, complete up to two hours of homework, and call their teacher at home if they were struggling or having challenges. The teachers canvassed the neighborhood, going door-to-door to meet with parents and recruit students willing to attend school for an additional two hours each day and who were willing to commit to at least one hour of homework each night. All the stakeholders in the IDEA Academy were unified by the belief that there were no quick, easy methods to enhance student achievement; high quality instruction from teachers and intense effort from students were the only ways to achieve sustained improvement.

The program achieved impressive results; test scores soared and parents were amazed at the positive changes in their children. Parents, students, and teachers wanted the program to expand to sixth, seventh, and eighth grade to create a bridge from elementary to high school. Crowded into a classroom one evening in Spring 1999, nearly one hundred parents and teachers tried to persuade district administrators to expand the program to include the middle school years.

In the Fall of 1999, Tom Torkelson led the effort to gain state charter approval so that students, parents, and teachers could regain autonomy and chart a more certain path to college success. In August of 2000 the persistence paid off; the IDEA Academy became an independent state charter school, serving students in grades four through seven. The following school year eighth grade was added. In 2003, IDEA launched its primary school and high school, both adding one grade per year.

In 2004, the IDEA founders and the Board of Directors decided upon an expansion strategy that would ensure all students across South Texas have access to an IDEA school. The first step was to launch two new high schools—one in Brownsville, the other in the McAllen-Edinburg area – that extended the IDEA experience to an additional 800 students.



Since then, IDEA has experienced rapid growth, with over 6,800 students enrolled for the start of the 2010-11 academic year in sixteen schools in eight communities throughout the Valley, spanning Cameron and Hidalgo counties.

Each year, the desire to register into an IDEA school grows exponentially. By the end of the 2009-10 year, the waitlist exceeded 12,500. The demand for excellent public schools is clear, and IDEA leaders intend to do everything in their power to provide them. Funding through the

Charter School Program would allow IDEA Public Schools to add an additional twenty-two schools in eleven communities, bringing enrollment to nearly 26,000 students when all schools reach full scale in 2018-19.

CURRENT	**2005-06**	**2006-07**	**2007-08**	**2008-09**	**2009-10**	**2010-11**		
Enrollment	896	2,073	2,714	3,945	5,493	6,839		
Growth	+36%	+131%	+31%	+45%	+39%	+25%		
PROJECTED	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**
Enrollment	9,250	12,778	16,237	19,689	22,819	24,501	25,535	25,935
Growth	+35%	+38%	+27%	+21%	+16%	+7%	+4%	+2%

Growth Strategy

At full scale, including IDEA's existing 16 schools in eight communities plus 22 additional schools in eleven communities, IDEA Public Schools will serve nearly 26,000 students across the Rio Grande Valley. A core component of IDEA's strategy is to have a material impact on the communities it serves. While an enrollment of 26,000 students will make IDEA equivalent in scale of a mid-sized Valley school district, it will enroll 6.5% of the students in Region 1. Additionally, it will materially increase the population of students enrolled in charter schools across Texas. According to the Texas Charter School Association, approximately 75,000 students attend one of 370 charter schools today, so the IDEA growth plan expands this enrollment by 19,000 students, or 25%.

Incentivizing Change through Competition

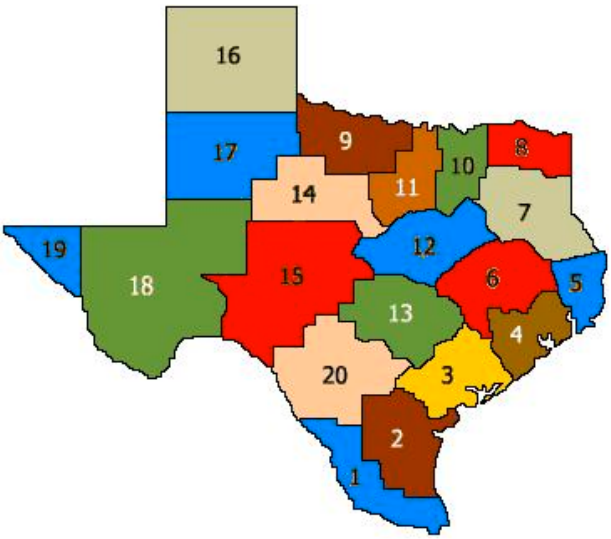
Competitive, market forces will emerge as students leave the district to attend IDEA or demand that our district provide a similarly high quality education. Our location in a relatively

rural school ecosystem means that our presence is felt with even one school. Our current enrollment of nearly 1,400 students at the flagship campus represents nearly 10% of the enrollment of the local district's market share. As we grow in selected communities, our goal is to reach at least 10% market share, which creates an external incentive for district improvement. It is also possible that sufficient market share can be achieved in a particular neighborhood or a specific feeder pattern of schools, if not the wider district. The result is that all students, whether or not they attend IDEA, receive the benefits of a rigorous, college preparatory education.

Encouraging Support for Effective Reform Movements

As an organization doing that which has never been attempted before—creating a system of high achieving college preparatory schools in rural border communities—IDEA is a true trailblazer from whom other charter schools can learn (both from the successes and missteps). The mere act of creating 38 high achieving charter schools will greatly increase the number of such charters that currently exist in Texas, which is critical to the long-term success of the reform movement. Combined with the efforts of similarly high-achieving CMOs across the nation, IDEA's success will stimulate further reform.

Evidence of success with all students across all areas



Texas is divided into 20 Educational Service Centers, or ESC Regions. IDEA Public Schools is located in Region 1, which serves 557 schools from 45 LEAs in the Rio Grande Valley, along Texas's border with Mexico.

The chart on the next three pages compares data from IDEA Public Schools

with that of all Region 1 schools, all Texas charters, and all schools in the entire state of Texas including charters. The chart includes student achievement and other data that, together with explanatory text on pages 10-12 and 14-18, clearly illustrates IDEA Public Schools' success in the following areas as required by the CSP grant guidelines:

- Significantly increasing student academic achievement and attainment for all students;
- Closing historic achievement gaps for student subgroups;
- Achieving results for low-income and minority students that are significantly above the average academic achievement results for such students in the State;
- Performance (school-wide and by subgroup) on statewide tests of all charter schools operated by IDEA as compared to all students in other schools in the state;
- Annual student attendance rate; and
- High school graduation rates.

Narrative interpretations of the data as well as additional information to more fully delineate IDEA's astounding success in these and other areas follow this chart, which begins on the next page.

Indicator[2]	IDEA	Region I ESC	All TX Charters	State of TX Including Charters
STUDENTS				
1. % African American	**1**	0	28	14
2. % Hispanic	**94**	97	51	48
3. % White	**4**	2	17	34
4. % Other	**2**	1	4	4
5. % Economically Disadvantaged	**76.4**	84.9	69.5	56.7
6. % Limited-English Proficient	**23**	38	15	17
7. % Special Education	**4**	8	8	9
8. % Bilingual/ESL Education	**22**	36	14	16
9. Attendance Rate (2007-08)	**97.7**	95.7	94.0	95.5
10. Annual Dropout Rate Gr 7-8 (2007-08)	**0.0**	.02	1.3	0.3
2008-09 TAKS % STUDENTS PASSING[3]				
11. All Tests Taken	**80**	68	65	74
12. Reading/ELA	**94**	87	87	91
13. Writing	**96**	93	92	93

[2] Source of data for the following chart: Texas Education Agency--

http://ritter.tea.state.tx.us/perfreport/snapshot/ (IDEA Public Schools) and

http://ritter.tea.state.tx.us/perfreport/snapshot/2009/state.html (other); accessed on June 8, 2010.

[3] Texas Assessment of Academic Skills—state criterion-referenced exam; % passing is summed across all grade levels

Indicator[2]	IDEA	Region I ESC	All TX Charters	State of TX Including Charters
14. Mathematics	**86**	79	74	82
15. Science	**85**	71	67	78
16. Social Studies	**98**	90	87	93
17. African American	**81**	*82*	58	62
18. Hispanic	**79**	68	67	68
19. White	**80**	*86*	73	86
20. Economically Disadvantaged	**78**	66	61	65
21. Exit-level Cumulative Pass Rate	**96**	82	59	86
ACTUAL EXPENDITURES				
22. Total Operating Expenditures Per Pupil	**$8,483**	$8,735	$8,138	$8,342
23. % Instructional	**44**	56	51	58
24. % School Leadership	**8**	5	8	6
25. % Other Operating	**20**	21	12	19
26. Total Instructional Expenditures Per Pupil	**$3,701**	$4,891	$4,191	$4,819
27. % Regular Education	**71**	56	64	60
28. % Special Education	**5**	12	13	16
29. % Accelerated Education	**22**	19	19	12

(i) Demonstrated success increasing achievement and attainment for all students

As evidenced by indicators #1 - #13 on page 9, IDEA Public Schools serves a student population that is majority Hispanic (94%), economically disadvantaged (76.4%), and Limited-English Proficient (23%)/Bilingual/ESL (22%). This combination of obstacles to success in a

rigorous college-preparatory program located in the Rio Grande Valley of Texas seems daunting, if not impossible, to many educators and the public at large, but the committed teachers and leaders of IDEA Public Schools welcome the challenge to do what other districts in the area believe cannot be done: exceed expectations and actual academic performance without excuse for student background, family educational attainment, or socio-economic level. **In 2008-09, more of IDEA's students passed all tests taken (cumulatively) as well as each subject-specific test (individually) of the state criterion-referenced exam known as TAKS (Texas Assessment of Academic Skills) than all students in the 45 comparison districts in Region 1 Educational Service Center, students in all charters combined, and students in the entire state *including* charters** (indicators #11 - #16)—80% passed all tests taken; 94% passed reading/ELA; 96% passed writing; 86% passed mathematics; 85% passed science; and 98% passed social studies. These scores represent a significant achievement over those of the three comparison groups—as many as 18 percentage points above. **When broken out by student subgroup, IDEA bested all but two of the indicators (% African American and % white passing) across the three levels of comparison[4]:** 81% of African American students (just one point lower than Region 1), 79% of Hispanic students, 80% of white students, and 78% of economically disadvantaged students (11 percentage points higher than the entire state average)

[4] Only Region 1 ESC's average scores for African American and Other students were higher, because the other districts cumulatively enroll a slightly lower percentage of these students (<1% and 1%, respectively), making even minor academic gains for these groups appear disproportionately greater. IDEA enrolls only 1% African American and 2% other nationalities, rendering actual differences among these student groups negligible.

passed the TAKS exam, beating other comparison groups by five to 23 percentage points. **Even on the rigorous and daunting exit-level exam, IDEA's students prevailed**, with 96% passing—26 percentage points (31.7%) higher than Region 1, 37 percentage points (62.7%) higher than all Texas charters combined, and 9-10 percentage points (10%) higher than the average in the entire state. **And the progress of IDEA's students has only skyrocketed as indicated by just-released 2009-10 data provided in the tables on pages 18-21.**

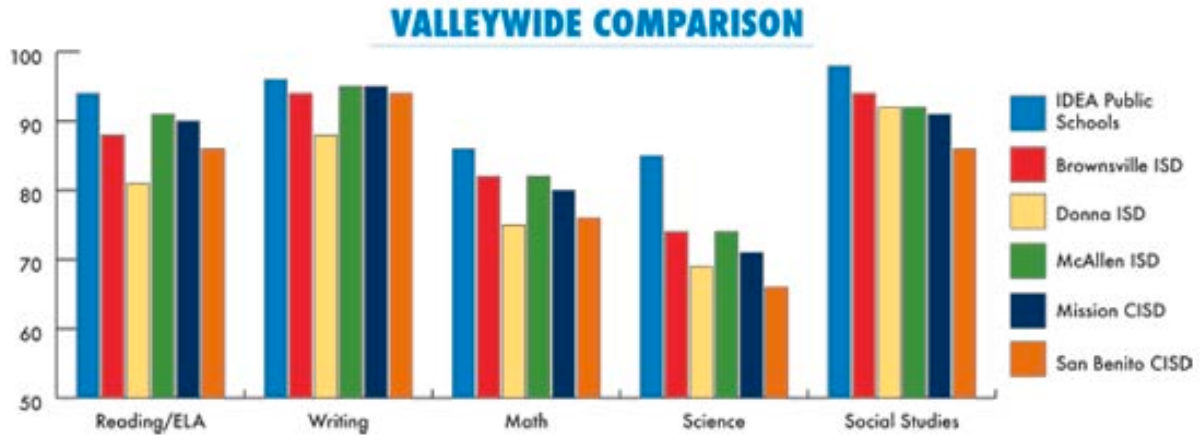
(ii) Demonstrated success in closing historic achievement gaps for subgroups

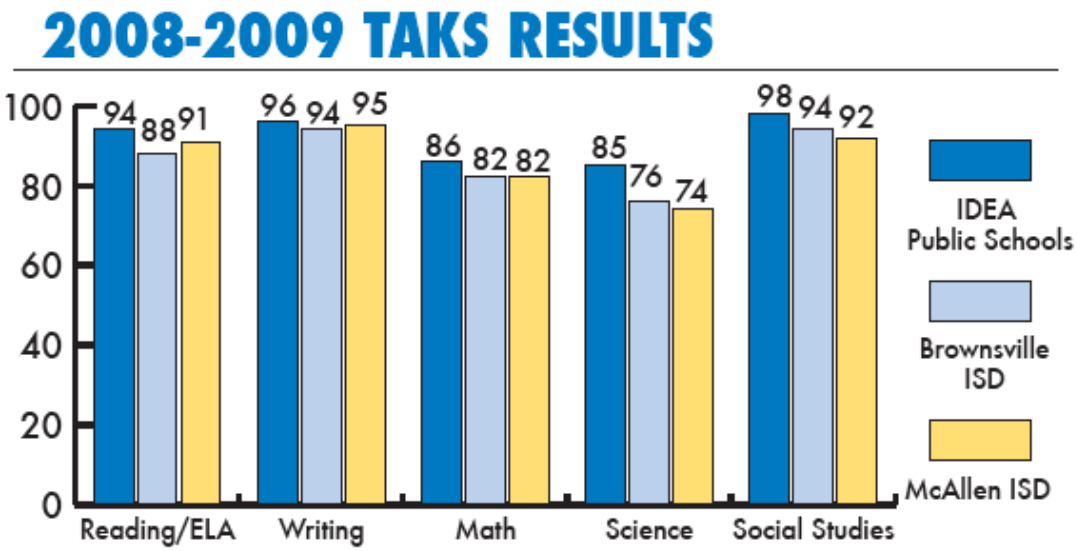
As was evident from the first 13 indicators in the table beginning on page 9 and the narrative detail the followed, **IDEA Public Schools has ample evidence that it has significantly increased student academic achievement and attainment for all students as well as closed historic achievement gaps for student subgroups no matter what type of school or district group is used in comparison**. The keys to success in these areas are a system-wide culture of "No Excuses!" and extended time for instruction. As shown in indicators #22, #27, and #29, Texas Education Agency data confirms that IDEA Public Schools allocates more total operating expenses per pupil (#22: $8,483) than two of the three comparison groups and dedicates a higher percent to regular education (#27: 71%) and accelerated instruction (#29: 22%) than all three of the comparison groups presented here. Also important to note is **that IDEA spends 24% ($1,190) *less* per pupil than the average of all schools in Region 1 (#26), yet gets significantly greater academic results (#11-#21).**

(iii) Achieved results for low-income and minority students that are significantly above average academic achievement results for such students in the State

Serving the same student population as local districts, IDEA demonstrates what is possible. The following graphs demonstrate in another form how IDEA has consistently outperformed

surrounding local districts' results on standardized tests. These graphs represent a sum total of all students in all grade levels; the data for upper grades, whereby IDEA has educated students for successive years is even more dramatic.





While TAKS scores tell a portion of the story, more impressive is what our students achieve on the gold standard of rigor, Advanced Placement (AP) tests. By the end of their sophomore year, 100% of our students have already taken, and over 70% have passed, at least one AP test.

Alongside closing the achievement gap, civic responsibility is a core component to student education in IDEA Public Schools. It is critical that students who benefit from an IDEA Public School both complete college and give back to underserved communities. As students return to

South Texas, they will create a vibrant professional class that understands the importance of personal responsibility, achievement, civic engagement, and supporting under-represented students attempting to become first generation college graduates.

Combined with explicit instruction in good citizenship during school, students become members of the alumni network upon graduation and are kept engaged through college and their professional careers, participating in structured activities to ensure IDEA alumni truly are making an impact.

(1) Performance (school-wide and by subgroup) on statewide tests of all charter schools operated or managed by the applicant as compared to all students in other schools in the State and as compared with other schools serving similar demographics of students

The academic performance of students, district-wide and by subgroup, has been verified through data presented in previous charts on pages 9-10 and the related narrative explanations, as well as school-wide on pages 15-21, but it bears repeating that IDEA has, in only ten years of operations, defied the naysayers and the "tradition" of low achievement in this challenging region and has blown the doors off of what was previously thought possible through its unique educational approach and the dedication of its committed staff. **Furthermore, IDEA enthusiastically anticipates the Texas Education Agency rating/designation of ALL its campuses as Exemplary schools for 2009-10. We are extremely proud to report that no other district in the Rio Grande Valley and no other charter school with as many campuses as IDEA's has achieved that distinction prior to this year.**

While detailed student achievement data by subject and grade level for each IDEA campus is included in Appendix 5, the following points provide a summary of the level of student achievement and educational excellence that IDEA is known for throughout the Valley:

All Academy campuses (elementary, grades K-5):

- Balanced literary program includes phonemic awareness, phonics, vocabulary, fluency, and comprehension; Spanish language and literature class for all students; required parent-student-teacher-principal contract; will be rated as an Exemplary school in 2010 by the TEA.

All College Preparatory campuses (secondary, grades 6-12):

- College preparatory classes for all students; required yearly community service; focused on results—IB, Pre-AP, AP; Road to College Success classes provided for all high school students; students will visit over 25 colleges and universities prior to graduating; students must be accepted to a four-year college or university to graduate from high school; will be rated as an Exemplary school in 2010 by the TEA.

IDEA Donna[5]: In existence since 2000, this flagship campus serves students in grades K-12.

- **IDEA Academy Donna**: 80% economically disadvantaged; over 91% of all students in grades 3-5 passed reading and math TAKS (state exam) in 2010; 100% of all students in grade 4 passed writing; 96% of all students in grade 5 passed science.
- **IDEA College Preparatory Donna**: 90% economically disadvantaged; the only school in the Valley authorized to offer the Middle Years Programme of the International Baccalaureate Organization to students in grades 6-10; authorized to offer the Diploma Programme to students in grades 11-12 (February 2009). With this authorization, IDEA College Preparatory Donna became the first Title I school in the nation to adopt the

[5] Donna, Mission, San Benito, and San Juan are all city names; Frontier is located in the city of Brownsville, and Quest serves the cities of McAllen and Edinburg.

International Baccalaureate program for its entire student population. Students will graduate with both the Texas High School Diploma and the IB Diploma, which will give them college credit and worldwide recognition for their studies. In 2010, over 87% of all students in grades 6-11 passed reading/ELA and math TAKS; over 96% of students in grades 10 and 11 passed science; 100% of students in grades 10 and 11 passed social studies.

- **Recently ranked as the #1 Top Performing High School in the Rio Grande Valley, #3 in Texas and #13 in the United States.** ("America's Best High Schools 2010", U.S. News and World Report)

IDEA Frontier (Brownsville): Founded in 2006, serves students in grades K-12.

- **IDEA Frontier Academy:** 99% economically disadvantaged; in 2010, over 84% of all students in grades 3-5 passed reading and math TAKS; 100% of all students in grade 4 passed writing; 92.7% of all students in grade 5 passed science.
- **IDEA Frontier College Preparatory:** 96% economically disadvantaged; in 2010, over 85% of all students in grades 6-11 passed reading/ELA and math TAKS; 100% of all students in grade 10 passed all four subjects of the TAKS; more than 97% of students in grade 11 passed all four subjects, including 100% passing in ELA, math, and social studies.

IDEA Mission: Founded in 2008; will serve students in grades K-2 and 6-10 in 2010-11.

- **IDEA Academy Mission:** 94% economically disadvantaged; this campus is growing and will not have students who test at the state exam level until 2011-12.
- **IDEA Academy College Preparatory:** 91% economically disadvantaged; operates a Texas Science, Technology, Engineering, and Mathematics (T-STEM) grant from the

Texas Education Agency; student and family college counseling and ACT/SAT preparation; Spanish/English instruction promoting bilingualism/biliteracy; academic competitions and fairs

IDEA Quest (McAllen/Edinburg): Founded in 2006, serves students in grades K-12.

- **IDEA Quest Academy:** 55% economically disadvantaged; over 93% of all students in grades 3-5 passed math and reading TAKS (state exam) in 2009-10, and 99% passed science.
- **IDEA Quest College Preparatory:** 73% economically disadvantaged; 100% of all 11th grade students passed all four TAKS exams (ELA, math, social studies, and science); 100% of all 10th graders passed ELA TAKS; 100% of all 8th graders passed social studies TAKS; passing rates for all other grades and subjects exceeded 90% in 18 out of 19 instances.

IDEA San Benito: Founded in 2008; will serve students in grades K-2 and 6-10 in 2010-11.

- **IDEA Academy San Benito:** 75% economically disadvantaged; this campus is growing and will not have students who test at the state exam level until 2011-12.
- **IDEA College Preparatory San Benito:** 98% economically disadvantaged; awarded a T-STEM grant from the Texas Education Agency which funds two dual-enrollment engineering classes for all 9th and 10th graders in partnership with University of Texas at Brownsville.

IDEA San Juan: Founded in 2009; will serve students in grades K-1, 6-7, and 9-10 in 2010-11.

- **IDEA Academy San Juan:** 82% economically disadvantaged; this campus is growing and will not have students who test at the state exam level until 2012-13.
- **IDEA College Preparatory San Juan:** 90% economically disadvantaged;

interscholastic boys' and girls' athletic program in soccer, basketball, volleyball, and track; awarded a T-STEM grant from the Texas Education Agency; in 2010, over 99% of all students in grade 6 and 100% of all students in grade 9 passed both the reading and math TAKS exam.

Regarding performance by the district as a whole, the following table illustrates the just-released (June 2010) data on the statewide TAKS exam, and although comparison data for the other four groups is not yet available, IDEA's success in the face of ever-increasing standards and passing thresholds is apparent. An astonishingly high percentage of students—in some cases, an unprecedented 84.7%--on every IDEA Public School campus in every grade level achieves at the Commended level of performance on the state TAKS exam. ACT's "The Forgotten Middle" and Ed Fuller's "Are Texas Middle School Students Prepared for High School? Examining the Effect of Middle School on High School Outcomes" specifically link 8th grade outcomes, including commended levels of performance, to college readiness.

2009-10 TAKS Passing Rates - IDEA Public Schools (All Campuses Combined)

Subject	% Passing	% Commended[6]	# Tested	# Passing	# Commended
3rd Math	95.6%	38.6%	295	282	114
4th Math	94.5%	36.6%	254	240	93
5th Math	92.8%	52.2%	249	231	130
6th Math	95.4%	39.0%	672	641	262
7th Math	91.4%	30.2%	557	509	168

[6] Commended level of performance means that scale scores are at least 2400 in that subject. Statewide, only about 37% of students score at the commended level in a given subject.

Subject	% Passing	% Commended[6]	# Tested	# Passing	# Commended
8th Math	87.5%	29.5%	455	398	134
9th Math	98.0%	36.7%	501	491	184
10th Math	98.4%	34.4%	253	249	87
11th Math	98.7%	35.4%	158	156	56
3rd Reading	95.9%	48.5%	295	283	143
4th Reading	92.1%	26.8%	254	234	68
5th Reading	94.4%	36.7%	251	237	92
6th Reading	98.2%	45.5%	673	661	306
7th Reading	97.5%	41.8%	555	541	232
8th Reading	95.0%	54.6%	456	433	249
9th Reading	99.6%	50.5%	505	503	255
10th ELA	100.0%	24.5%	253	253	62
11th ELA	99.4%	43.6%	156	155	68
4th Writing	99.6%	45.3%	256	255	116
7th Writing	98.4%	51.4%	551	542	283
8th Soc Stud	99.8%	60.3%	456	455	275
10th Soc Stud	99.6%	76.9%	255	254	196
11th Soc Stud	100.0%	73.6%	159	159	117
5th Science	96.4%	50.6%	253	244	128
8th Science	98.7%	37.6%	458	452	172
10th Science	98.0%	24.7%	255	250	63
11th Science	97.5%	27.7%	159	155	44

(All campuses, all grade levels)					
Subject	**% Passing**	**% Commended**	**# Tested**	**# Passing**	**# Commended**
Reading/ELA	97.1%	43.4%	3398	3300	1475
Math	94.2%	36.2%	3394	3197	1228
Soc Stud	99.8%	67.6%	870	868	588
Science	97.9%	36.2%	1125	1101	407
Writing	98.8%	49.4%	807	797	399
Overall	96.5%	42.7%	9594	9263	4097
Overall Elementary -- by subject area					
Subject	**% Passing**	**% Commended**	**# Tested**	**# Passing**	**# Commended**
Rdg/ELA	94.3%	37.9%	800	754	303
Math	94.4%	42.2%	798	753	337
Science	96.4%	50.6%	253	244	128
Writing	99.6%	45.3%	256	255	116
Overall	95.2%	42.0%	2107	2006	884
Overall Secondary - by subject area					
Subject	**% Passing**	**% Commended**	**# Tested**	**# Passing**	**# Commended**
Rdg/ELA	98.0%	45.1%	2598	2546	1172
Math	94.1%	34.3%	2596	2444	891
Soc Stud	99.8%	67.6%	870	868	588
Science	98.3%	32.0%	872	857	279
Writing	98.4%	51.4%	551	542	283
Overall	96.9%	42.9%	7487	7257	3213

Overall -- by subject area (all campuses, all grade levels)					
Subject	**% Passing**	**% Commended**	**# Tested**	**# Passing**	**# Commended**
Rdg/ELA	97.1%	43.4%	3398	3300	1475
Math	94.2%	36.2%	3394	3197	1228
Soc Stud	99.8%	67.6%	870	868	588
Science	97.9%	36.2%	1125	1101	407
Writing	98.8%	49.4%	807	797	399
Overall	96.5%	42.7%	9594	9263	4097

(2) Annual student attendance and retention rates (school-wide and by subgroup), and comparisons with other similar schools

At IDEA Public Schools, student attendance is high, and the failure rate is low. This table reflects district-wide and subgroup **attendance rates** for IDEA as well as rates for the 45 districts in the Region 1 ESC and the state as a whole.

Attendance	**IDEA**		**Region 1 ESC**		**State**	
	2006-07	**2007-08**	**2006-07**	**2007-08**	**2006-07**	**2007-08**
Overall	**97.3%**	**97.7%**	95.6%	95.7%	95.5%	95.5%
African American	**98.4%**	**98.5%**	96.3%	96.7%	95.0%	95.1%
Hispanic	**97.4%**	**97.7%**	95.6%	95.6%	95.3%	95.4%
White	**96.6%**	**97.0%**	95.7%	95.7%	95.7%	95.6%
Econ. Disadvantaged	**97.4%**	**97.7%**	95.5%	95.6%	95.2%	95.2%
LEP	**97.7%**	**97.8%**	95.9%	96.1%	96.3%	96.4%
At-risk	**97.5%**	**97.6%**	95.0%	95.1%	94.6%	94.7%

Due to the way the Texas Education Agency reports data for all districts, regions, and the

state itself, attendance data for these entities by subgroup is only available for the school years 2006-07 and 2007-08. As is evident from this table, IDEA's attendance rates for these two years are higher in every instance and for every subgroup, even as enrollment at IDEA increased.

As an LEA, IDEA's **attendance rates** for 2008-09 and 2009-10 are as follows:

Attendance	2008-09	2009-10
Overall	97.3%	97.4%
African American	97.9%	98.3%
Hispanic	97.3%	97.4%
White	96.7%	96.7%
Econ. Disadvantaged	97.3%	97.4%
LEP	97.5%	97.2%
At-risk	97.4%	97.4%

The next table details current **retention (failure) rates** for students by grade level:

2008-09 Retention (Failure)	IDEA	Region 1 ESC	State
Kindergarten	**0.8%**	2.3%	2.6%
Grade 1	**4.3%**	6.9%	5.5%
Grade 2	**3.5%**	4.7%	3.2%
Grade 3	**3.4%**	3.4%	2.5%
Grade 4	**2.0%**	1.8%	1.3%
Grade 5	**1.0%**	1.8%	1.9%
Grade 6	**0.3%**	0.9%	0.9%
Grade 7	**0.3%**	1.7%	1.4%
Grade 8	**3.1%**	2.0%	1.7%

As data from this table shows, IDEA Public Schools holds back a smaller percent of students in Kindergarten and grade 1 than does Region I ESC and the state as a whole. Beginning with grade 2, IDEA holds back slightly more students than does the state, but less than Region 1, whose percent it equals by grade 3. IDEA's student failure rate in grade 4 is slightly above yet in line with Region 1's and then falls below both Region 1 and the state in grades 5-7.

As illustrated in the student achievement data previously presented (and available in more detail in Appendix 5), the work done to strengthen and ensure student achievement at these crucial grades proves worthwhile. In order to ensure that students' academic foundations are sufficient to prepare them for the rigorous level of college preparatory work in grades 9-12, IDEA retains just over 3% of students in grade 8 (as compared with 1.7% across the state), a number that may very well decrease commensurately as IDEA Public Schools expand, as more students enroll at the elementary levels and are promoted with higher overall academic skills, and as the total number of students enrolled in IDEA schools increases.

(3) High school graduation rates, college attendance rates, and college persistence rates (school-wide and by subgroup) of students attending IDEA schools

To date, the flagship IDEA campus in Donna, Texas has graduated four classes of seniors, 100% of whom enrolled in a four-year college or university. Three-fourths of all IDEA graduates are first-generation college students. Also as of this date, 97% of all IDEA students who entered college are still enrolled, dramatically outpacing national averages for college attendance and college retention in low-income, Hispanic, and first-generation demographics. In 2015, IDEA will send 1,000 students to college every year; by 2019 the annual number of students to college will nearly double to 1,900. The students of the Rio Grande Valley have made their desires clear, as depicted by their achievement rates and the numbers of students

waiting for enrollment.

Additional data demonstrating that IDEA Public Schools graduates more college-ready students in every subgroup (see footnote) than either Region 1 or the state is clearly shown in the table on the next page. Specifically, IDEA's growth from 2007 to 2008 in the areas of English/Language Arts (25 percentage points, or 66%), mathematics (10 percentage points, or 12%), and both subjects (34 percentage points, or 117%) is impressive as is student growth by subgroup: Hispanic (34 percentage points, or 126%); economically disadvantaged (36 percentage points, or 164%). Clearly, IDEA's academic approach yields success across the board.

College-ready Graduates	**IDEA**		**Region 1**[7]		**State**	
	2007	**2008**	**2007**	**2008**	**2007**	**2008**
ELA	**38%**	**63%**	40%	49%	49%	59%
Mathematics	**83%**	**93%**	48%	52%	56%	58%
Both Subjects	**29%**	**63%**	27%	34%	37%	44%
African American	*[8]	*	24%	34%	19%	25%
Hispanic	**27%**	**61%**	26%	33%	25%	32%
White	*	*	49%	59%	49%	57%
Econ. Disadvantaged	**22%**	**58%**	24%	30%	21%	28%
At-risk	*	**20%**	11%	14%	12%	15%

[7] Source: Texas Education Agency; region and state data for 2008-09 and 2009-10 not available.

[8] * Fewer than 30 students in this category mean data is not available.

B. ASSISTING EDUCATIONALLY DISADVANTAGED STUDENTS

Assisting educationally disadvantaged students to meet or exceed State academic content standards and State student academic achievement standards and to graduate college- and career-ready.

Chad Richardson, professor of sociology at the University of Texas Pan-American, describes the Rio Grande Valley (the Valley), where Texas meets Mexico, as a region where "rural meets urban, traditional confronts modern, enormous wealth grinds against abject poverty, and First World meets Third." Ninety-seven percent of the community is Hispanic; South Texas, specifically the Rio Grande Valley, has the highest concentration of Latinos in the United States. Ninety-seven percent of the community is Hispanic; South Texas, specifically the Rio Grande Valley, has the highest concentration of Latinos in the United States. According to 2008 US Census data, 33.53% of all families live in households at or below the poverty level.

A large number of students live in *colonias*—unincorporated communities located within 150 miles of the Texas-Mexico border...with a population of less than 10,000...that has a majority population composed of individuals and families of low and very low income, who lack safe, sanitary and sound housing, together with basic services such as potable water, adequate sewage systems, drainage, streets and utilities,[9] which hinders many aspects of their lives, including their ability to study outside of the classroom.

In this place of contradictions, one thing is certain: public education in the Valley is under undeniable pressure to serve an expanding high-need student population with an extremely limited educator pool. Consider the staggering needs of the student population in the Valley:

- Just over half (50.2%) of all households in Hidalgo County have an annual income less

[9] Texas Dept. of Housing & Community Affairs: http://www.tdhca.state.tx.us/oci/background.jsp

than $25,000 compared to 30.6% of households across the state. Only 9.4% of all households in Hidalgo County have annual incomes over $75,000 compared to 21% at the state level. (Encore study, pg. 33)

- The median family income in Hidalgo County of $26,009 compared to the state average of $39,927. (Encore, pg. 34)
- The proportion of the Hidalgo County population over the age of 25 with at least a high school degree is 50.5%, compared to 68.0% for the entire South Texas region, and 75.7% for the state (THECB, 2007b). In 2000, one third (33.8%) of Hidalgo County adult residents had less than a 9th grade education, nearly three times the state average of 11.5%. Only 30.3% of Hidalgo County residents had attended some form of college or higher, while the state average is 50.8% (Encore study, pg. 33).

"In 2002, the Office of the Texas Comptroller of Public Accounts stated that the population of the 16-county area of South Texas from Del Rio to Brownsville grew from 535,000 inhabitants in 1970 to more than 1.3 million in 2000. Because of NAFTA and other economic changes in the area, jobs also grew at a staggering rate, from 177,000 full time jobs in 1970 to 535,000 full time jobs in 2000 (Texas Comptroller of Public Accounts, 2002). The Comptroller predicted that both population and job growth in the Valley would lead the rest of the State through 2005. The highest job growth, however, was predicted to be in industries relying on a well-trained and highly educated workforce."[10]

However, decades of poverty and ineffective public schools have conspired to perpetuate

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[10] Texas Valley Communities Foundation, (2009), Understanding the Perception of College Readiness in the Rio Grande Valley of Texas, page 31.

poor college-going rates among Valley residents. Too many students in the Rio Grande Valley are far behind their peers in more affluent communities. By the time students enter middle school, the majority are already three to four years below grade level. With over 97% of students qualifying for the federal free lunch program, parents cannot afford private alternatives to their regularly zoned schools. The Donna Independent School District, in whose geographic zone the original IDEA Academy is located, ranks in the bottom 1% of all Texas school districts in terms of per-capita wealth.

Though the locally reported high school dropout rate is 1.4%, there is currently a statewide movement to alter the manner in which the dropout rate is formulated. A simpler indicator of educational success is frightening: there are 1,031 high school freshman in the local school district, but only 722 seniors, indicating that 30% of students who begin high school do not make it to their senior year four years later. Even fewer graduate, with fewer still attending a post-secondary institution.

Analysis of college entrance data is equally disturbing. While 68.7% of high school students (Class of 2008) in the Donna Independent School District took the ACT or SAT, only 3.4% scored at criterion—a designation indicating preparation for post-secondary education. Simple calculations from 2008-09 data show that in a district with 14,558 total students, only 24 seniors graduated from high school meeting ACT/SAT criterion.[11] Data from all of Region I, which encompasses the Rio Grande Valley, Laredo, and a smattering of other small districts, indicate similar findings, with approximately 5% of students meeting ACT/SAT criterion.

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[11] All testing and drop-out data is from the 2007-08 school year and is available from the Texas Education Agency at http://www.tea.state.tx.us/cgi/sas/broker.

It is this intense need that provides IDEA with a mandate for educational reform. Without IDEA, too many students would be trapped in a school system that fails to prepare them for the rigors of a four-year college or university. It is within this context that IDEA provides a service in high demand from the community. In the nine academic years since the opening of the first campus in 2001, IDEA has grown from 150 students to over 6,800 students in August 2010, and is currently maintaining a waiting list of over 12,500 students from all over the Rio Grande Valley. IDEA is expanding rapidly, adding additional grades each year at current campuses not yet at scale, as well as opening new schools with grades K-2, 6 and 9.

In 2012-13, IDEA will serve more than 12,000 students. In 2014-15, IDEA Public Schools will serve nearly 20,000 students and will send more than 1,000 students to college annually. When all IDEA 38 schools are at full scale (serving students in grades K-12, system-wide), IDEA will serve nearly 26,000 students from communities throughout the Rio Grande Valley. In 2018-19, IDEA will send nearly 2,000 students to college every year, which nearly matches the number of graduates in the Rio Grande Valley's largest school district, Brownsville ISD—a district that currently enrolls 48,542 students. This is especially notable when viewed in light of Brownsville's enrollments in grades 9 (4,311) vs. 12 (2,367)—an apparent loss of 45% of their freshman class.

IDEA Public Schools is quickly emerging as a driving force in the charter school arena, both in terms of size and success. In US News and World Report "Best High Schools 2010", IDEA's Donna campus was ranked as the top high school in the Rio Grande Valley, the #3 high school in Texas, the #3 charter school in the nation and #13 high school in the nation. Magnify the significance of that achievement by the fact that Donna, Texas is one of the poorest regions in the country, and that the students IDEA serves most likely began their studies several grade

levels behind and afflicted by the many ravages of poverty and system-wide discrimination. IDEA is honing in on highly effective strategies for closing the achievement gap among Latino students and English Language Learners (ELL), and the Rio Grande Valley has provided the ideal laboratory in which to refine those strategies and magnify the results.

By setting these high expectations for all students, IDEA's school culture is focused on closing the achievement gap for low income, minority students from rural communities across South Texas and beyond. Moreover, ensuring growth is managed efficiently and with quality also bears potentially life-altering impact for the children and families of the Rio Grande Valley.

Programmatic Model

IDEA Public Schools prepares students from underserved communities for success in college and citizenship, and is committed to developing students with the academic, social, and leadership characteristics to apply, matriculate, and succeed in a four-year college or university. IDEA does this through a high-quality, focused approach to teaching and learning that is derived from the rigorous International Baccalaureate model, a unique and powerful school culture of high expectations for all, small school size, and partnership with parents. A key component of success is the strong goal orientation of students, teachers, and all staff, allowing an uncommon frequency, depth and breadth of conversations around individual progress toward goals. With an intentional, data driven approach to teaching and learning, and an organizational culture that rewards academic achievement through a strong focus on students' individualized performance goals, IDEA students continue to outperform their peers on numerous measures of student achievement. The school model developed at IDEA Academy and IDEA College Preparatory has been used to launch ten new schools over the past four years, with four more schools opening in August 2010. Having completed this expansion, IDEA's senior leadership team has further

clarified core components; some of which provide a framework within which individual school principals have flexibility to innovate, and others of which simply replicated with little variation from campus to campus.

IDEA Framework: the 7 Rs

1. **RIGOR:** All students, regardless of race, ethnicity, or economic background take challenging preparatory courses that will enable them to succeed at the four-year college or university of their choice. This means that the only track offered to students is one of college preparation. When AP or IB courses are offered for a specific grade and content, those courses are the only option and compulsory for all students. In the process, students use higher-order thinking, creativity, decision-making, problem solving, reasoning, and an understanding of how to learn.
2. **RELEVANCE:** A powerful college-going culture is created at each school. Students rally around the vision of working hard to ensure they have access to the four-year college or university of their choice. As students progress through middle and high school, visits to colleges around the country, college-information seminars for parents, and visits from IDEA alumnus focus these efforts. In addition, the IB/AP-focused curriculum places importance on original, student-created projects, work, and presentations that imbibe schoolwork with a sense of purpose and authenticity.
3. **RELATIONSHIPS AND RESPECT:** IDEA schools are characterized by a strong rapport between students and faculty. Small school size and small grade level teams ensure students don't get lost in the shuffle. The size of the school is further contracted as student cohorts meet weekly with faculty advisors in smaller groups.
4. **RESPONSIBILITY:** Students and families make a choice to attend IDEA schools, and

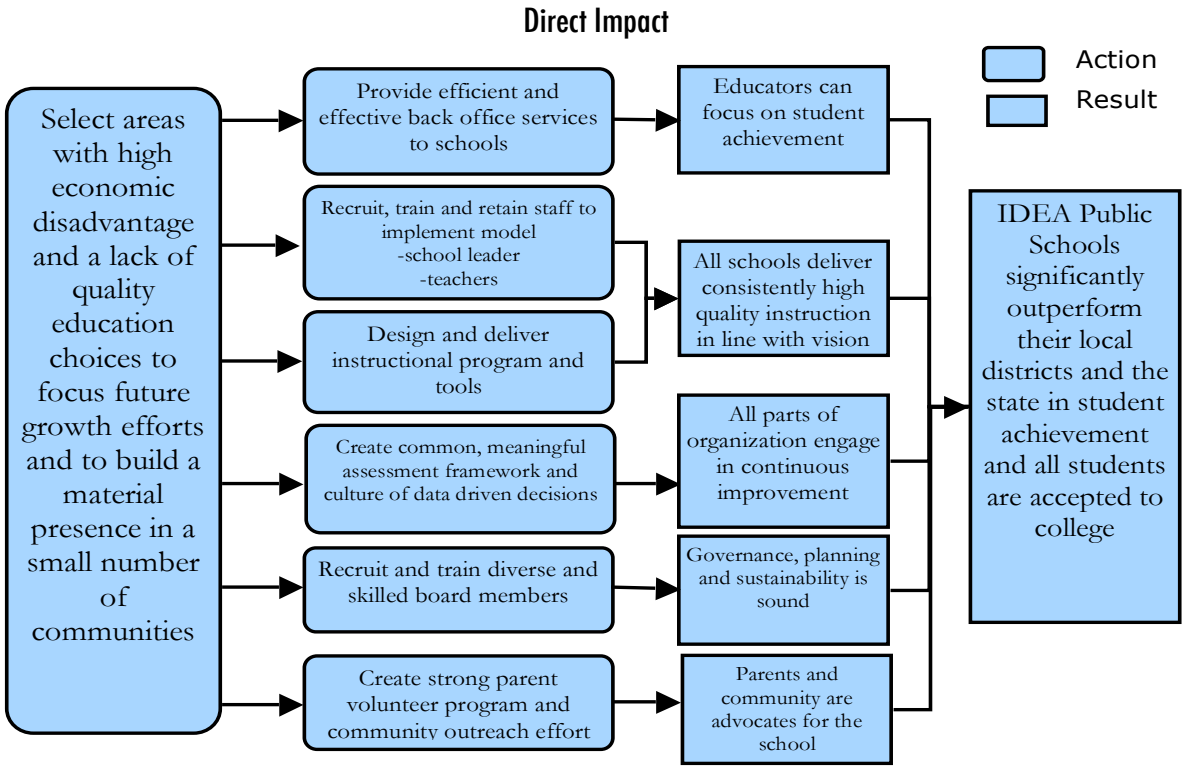
consequently must pledge to maintain high standards of personal conduct and responsibility. Students learn the relationship between their choices and the resulting consequences. Similarly, each school leader has the obligation and power to make necessary decisions in personnel and budget to ensure the success of the school. Every teacher and member of the IDEA community is responsible for every student's success.

5. **REFLECTION:** Significant chunks of time are set aside so that faculty may plan, reflect on practice, pore over student work, refine assessment tools, and analyze data to ensure that best teaching practices become universal. This professional learning community fosters a culture of continuous improvement and creates strong leaders at all levels. As students critically assess their own work, they revise to create an academic portfolio that showcases improvement and high quality work.
6. **RESULTS:** Enormous gains in student achievement and universal college matriculation are the bottom line. Common assessment tools are used among IDEA schools, and the results are shared publicly with the community and within our schools. We do not make excuses when we fall short—we identify challenges and find solutions.
7. **REAL TIME:** To realize the vision of all students succeeding in a four-year college or university, more time on task is necessary. To close the achievement gap and accelerate academic progress, the IDEA school day extends into the early evening, select Saturdays and summer sessions. Graduates will complete the highest recommended credit hours for graduation.

Direct Impact

To catalyze change on a broad level, IDEA must first focus on what it can impact directly: IDEA schools, students, and families. IDEA schools must continue to significantly outperform

their local districts and the state in student achievement, and all students must be accepted to and matriculate to college.



To achieve this impact IDEA will continue to select areas with high economic need and a lack of quality education choices as the focus of future growth. IDEA intends to build a material presence in a small number of communities. Through focus, IDEA can more rapidly create the indirect impact of raising communities' expectations for education. Operationally, this strategy of geographic focus is intended to permit growth to be carefully controlled and to take advantage of sharing between school campuses to the greatest extent possible.

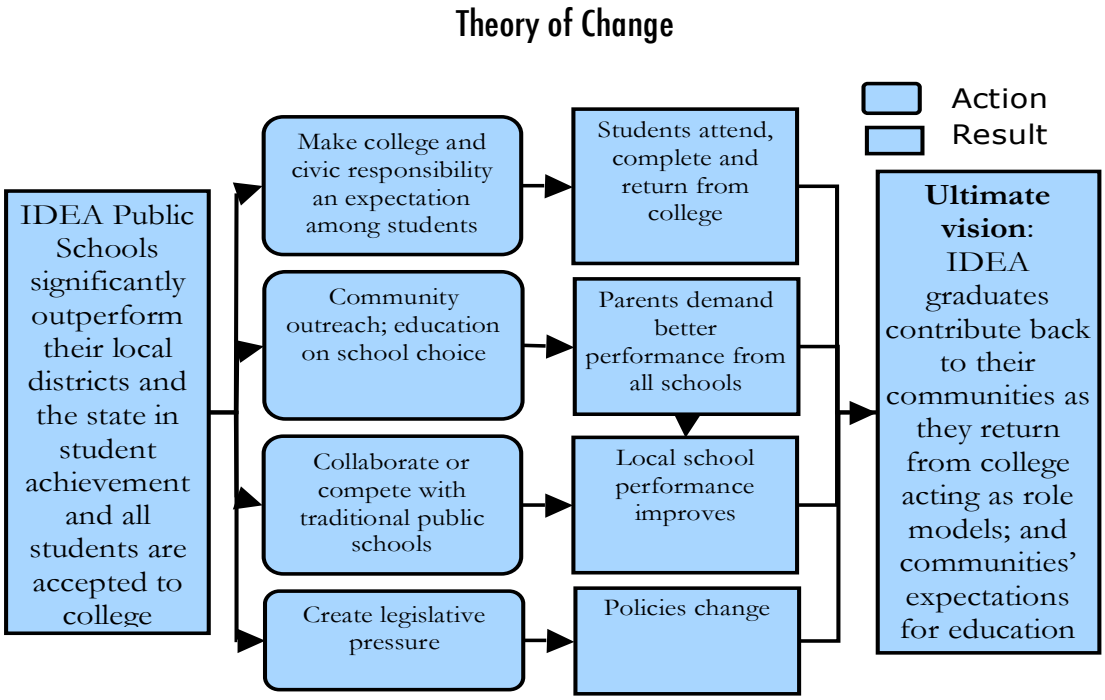
To create a larger network of high performing schools, IDEA must:

- Build schools that deliver consistently high quality instruction;
- Create school environments where educators are able to focus on student achievement, not paperwork and regulations;

- Make continuous improvement a cornerstone of the organization's culture;
- Ensure that governance, planning and sustainability are sound; and
- Create advocates for the school out of parents and community members.

Theory of Change

IDEA also intends to achieve an impact greater than that which it has on the lives of the students and families it directly serves by: building civic responsibility in students, generating demand from parents, creating district change, and driving legislative change.



This theory of change acknowledges that extending the expectation of college attendance to a larger segment of the South Texas community will significantly change the social, political, and economic landscapes of the community. For example, consider the **economic impact** on one individual's work life earnings related to education level according to the U. S. Census. Students with no high school diploma are expected to earn $1.1 million over their lifetime while those with a high school diploma will do only marginally better at $1.3 million. By contrast,

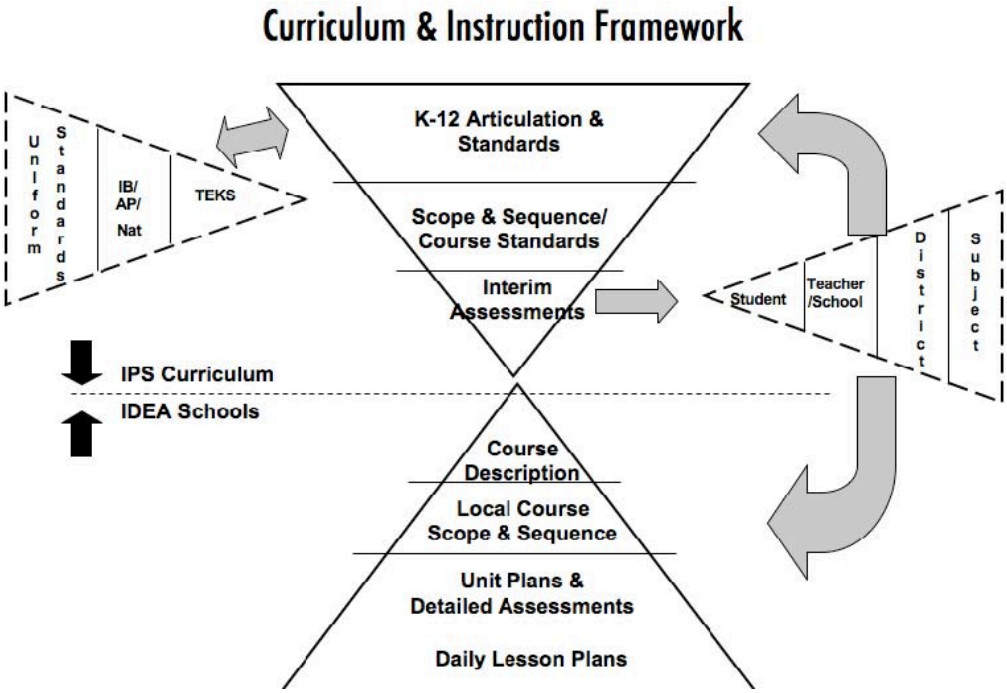
students who complete a Bachelor's degree will earn $2.4 million over their lifetime--$2.8 million with a Master's.

As students return to South Texas, they will create a vibrant professional class that understands the importance of personal responsibility, achievement, civic engagement, and supporting under-represented students attempting to become first generation college graduates.

C. PROJECT DESIGN

IDEA's Curriculum Framework

IDEA views curriculum along a continuum, moving from a general philosophy or approach on the "loose" end, towards highly specified, prescriptive, and scripted approach on the "tight" end. The IDEA curriculum falls in the middle on this continuum, specifying what is taught at each grade level and identifying the most effective instructional practices to deepen student engagement and understanding. Coupled with a sophisticated student assessment model, and a system of student interventions, our approach is represented graphically:



Above the Line: The framework begins with clearly defined, highly specific learning targets and goals for each grade level, based on a synthesis of state, national, IB/AP and local standards. From here quarterly scopes and sequence have been developed for each grade level and subject, which represent teaching and learning priorities—priorities that are limited in number to ensure students can achieve a deep, enduring understanding of content and skills taught. Five cumulative interim assessments ensure quality of instruction and curriculum, and allow a method to compare trends across schools.

Below the Line: Using the Understanding by Design backward planning model, supplemented with the IB Planning Process, teachers translate the framework into units, daily lessons, and teacher made assessments, thus allowing for creativity and innovation within a highly structured, consistent framework.

The IDEA approach to Spanish- and English-Language Fluency

IDEA's proximity to the border combined with our binational, bicultural heritage creates linguistic opportunities for our students. Because students must be fluent and confident in English to access the American dream, all core content areas are taught in English, beginning in Kindergarten. However, it is also true that students who are bilingual and biliterate are better equipped to succeed in our increasingly interconnected world economy. Therefore, beginning in kindergarten, all students participate in Spanish Language courses. Whether native speakers of English or Spanish, this approach provides thirteen years of daily instruction to ensure students are able to think, write, talk, listen, and appreciate our nation's dominant language, as well another important world language.

Elementary Approach

Students from low-income backgrounds historically enter school far behind their peers in

literacy development. The IDEA model ensures students get on track quickly and that all students are able to read on grade level by the end of first grade. The elementary program then prepares students for the accelerated academic courses they will take in middle school; by the time students reach 7th grade, they must be ready for pre-algebra, followed by algebra in 8th grade. This accelerated track ensures that students are ready for IB High Level Mathematics or AP Calculus B by the time they are high school seniors.

Secondary Academic Model

With a strong literacy and math model in the elementary grades, the majority of IDEA students enter middle and high school on and above level in reading and writing. Students begin taking courses for high school credit in 8th grade, and students have access of up to 12 AP or IB courses, which provide the potential to earn over one year of college credit. Students take five years of high school science and math, four years of English and History/Social Studies, and up to five years of Spanish (or through two levels of AP Spanish).

Road to College

The majority of IDEA students will be the first in their family to attend college, and in many cases, the first to graduate high school. Academic success is only one part of our students' preparation for college readiness. To ensure students and their families have the necessary knowledge and skills regarding college acceptance, matriculation and success, our model requires a greater level of support. To this end, our Road to College model includes study skills beginning in 6th grade, parent sessions beginning in 9th grade, and assistance with the FAFSA, at least two college applications, and applications for grants and scholarships.

Results: A focus on data and student achievement

A comprehensive, sophisticated data analysis system permits teachers and school leaders to

know exactly which objectives each student has learned. After each interim assessment (administered district-wide every six weeks), principals meet individually with teachers to identify the objectives that are not being met, and they work together to refine the teaching approach before that objective is re-taught. This also allows school principals to quickly intervene with teachers not meeting student performance standards. More observations and feedback, additional training on curricular programs, and coaching from peers usually lead to a quick turnaround for faculty.

In addition to internally developed (and annually refined) assessments, IDEA evaluates student performance (and therefore teacher impact) through the lens of nationally normed assessments including NWEA. Utilizing both absolute and growth measures, a robust series of individualized student performance targets are established and assessed annually. The combination of local, state and national assessment data provides a complete evaluation of the effectiveness and rigor of our curriculum and instructional model.

(i) Project goals, objectives, and outcomes to be achieved

In order to actualize the direct impact and theory of change aforementioned, the expansion efforts must be executed with incredible fidelity to the proven IDEA model and with an intentional focus on key organizational priorities to ensure that the growth efforts meet IDEA's quality standards. Therefore, the goals and related outcomes and objectives for this project are aligned with the goals, objectives, and outcomes of IDEA Public Schools as indicated here:

GOAL 1: ACHIEVE COLLEGE-READY STUDENT RESULTS

Objectives and Outcomes:

- Exemplary System Rating from TEA
- 100% of graduates are accepted to and enter a 4-year college or university

- 100% of K-2 students are on grade level in reading by the end of the school year

As each school opens with grades K-2 and 6 and 9 and will add a grade level each year (see table on page 41), the degree to which Goal 1 is achieved will be measured by additional objectives and outcomes each year as appropriate to the grade levels that exist for that campus. Examples of these measures include the following:

- **Math/Reading/Writing/Science:** the percent of students in grades K-2 who are on grade level, who demonstrate one year's growth, who score at grade level or higher, who pass the TAKS exams (as tested at that grade level/subject), who achieve commended performance on TAKS exams, who pass the end-of-course (EOC) exams (as tested at that grade level/subject), and who meet their growth goal.
- **Other Academic Areas:** percent of student passing end-of-year Spanish exams, percent passing TAKS-a, TAKS-m, TAKS-alt (alternative versions for Special Education)
- **College Readiness:** percent of high school students on track to graduate in four years, accepted to and entering a 4-year college/university, who apply to at least two colleges, who complete FAFSA on time and accurately, who take at least four AP/IB courses, who earn at least a three or higher on two or more AP exams, who earn at least a 4 on one or more AP exams, who take the ACT/SAT, and the average score on the ACT/SAT.

GOAL 2: BUILD STRONG AND SUSTAINABLE ORGANIZATION

Objectives and Outcomes:

- At least $5 million in matching funds raised, 2010-2015
- At least 97.5% Average Daily Attendance
- At least $3 million in revenue over expenses
- At least 90% of employees agree and 60% strongly agree that IDEA Public Schools is a

good place to work

- At least 90% of teachers are retained

These fundraising, budgeting/revenue, and employee satisfaction/retention objectives and outcomes are a subset of the overall direction for Goal 2 at IDEA as an LEA and relate specifically to IDEA's expansion plans and this CSP initiative.

GOAL 3: GROW TO SCALE WITH QUALITY

Objectives and Outcomes:

- 20 schools in operation by 2011; 26 schools in operation by 2012; 30 schools in operation by 2013; 34 schools in operation by 2014; 38 schools in operation by 2015
- 100% of principal vacancies filled with a candidate that meets standards by June 1 each year
- 95% of expected teacher vacancies filled with a candidate that meets standard by June 1 each year
- Student enrollment exceeds 8,250 by 2011; Student enrollment exceeds 12,000 by 2012; Student enrollment exceeds 15,500 by 2013; Student enrollment exceeds 18,500 by 2014; Student enrollment exceeds 21,500 by 2015
- At least 95% of K-5 students persist from beginning of one school year to the next
- At least 92% of 6-12 students persist from beginning of one year to the next

These operational/growth, student retention/persistence, and hiring objectives and outcomes are a subset of the overall direction for Goal 3 at IDEA as an LEA and relate specifically to IDEA's expansion plans and this CSP initiative.

(ii) Design for implementation and replication of project activities or strategies

School model and launch timeline

IDEA builds schools toward a K-12 model, which is designed to maintain the characteristics that make small schools effective, facilitate consistently high student achievement, and achieve financial sustainability after four years. The K-12 prototype is composed of an Elementary school and a Secondary school, which will share some resources. At full size, each school is financially sustainable from state and federal monies allotted on a per-pupil basis.

A school is "launched" a year before students are actually in classrooms, and is "opened" the first day students arrive for classes. The year-long launch (internally called "Year 0") provides time for the New School Leaders to shadow a mentor school leader for on-the-job training and deep introduction to the unique IDEA organizational culture. In the second half of Year 0, New School Leaders spend less time on their "host campus" and more time building their own school, including recruiting students, faculty, and staff, and completing facilities and budget planning.

Launch Timeline/Phase-in		**Number of Schools of Each Type Per Grant Year**					
Phase	**School Type**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**TOTAL SCHOOLS**
Year 0	Secondary	2	3	2	2	2	**11**
	Primary	2	3	2	2	2	**11**
Year 1	Secondary		2	3	2	2	**9**
	Primary		2	3	2	2	**9**
Year 2	Secondary			2	3	2	**7**
	Primary			2	3	2	**7**
Year 3	Secondary				2	3	**5**
	Primary				2	3	**5**
Year 4	Secondary					2	**2**
	Primary					2	**2**

The general model for expansion within a region is to open a lower and upper school simultaneously, in close enough proximity to each other so that common cafeteria, recreational, library, and computer lab spaces may be shared. The school openings offer specific grade level entry points: kindergarten, first, and second grade in primary; sixth and ninth in secondary, with one grade level added each year as shown in the table below.

Level	**Implementation Year**				
	Year 0	**Year 1**	**Year 2**	**Year 3**	**Year 4**
Elementary	Planning/ Launch	K-2	K-3	K-4	**K-5***
Secondary		6, 9	6-7, 9-10	**6-8***, 9-11	6-8, **9-12***

* = Full implementation at that level—elementary, middle, high.

This deliberate growth means that schools have a large number of new students entering the school at only one grade level so that school culture can be shaped and curricular rigor maintained. It also allows school leaders to build internal capacity as they increase enrollment.

New Site Selection

The selection matrix for identifying future sites for IDEA schools takes into account need, demand, and economic feasibility. **High need areas** are those low-income communities and neighborhoods whose students attend schools with low levels of achievement. In assessing need, high school achievement, followed by middle and primary school achievement is examined. Need is further heightened if student access to existing charter and magnet schools is limited. **Demand** is present when polling parents, students, community and business leaders indicate a high level of interest in a charter school in their community and there is a high likelihood that enrollment targets can be attained. For a new school to be **economically feasible**, some of the following characteristics are necessary: school facilities are available at a reasonable cost or can be acquired with significant financial assistance from community stakeholders; new school

proximity to existing IDEA schools enable sharing food and transportation services, and specialized personnel; partnerships with school districts or communities enable efficient auxiliary services; financial commitment from individual donors, the philanthropic or business community, or local municipalities; and sufficient demand exists to meet student enrollment targets.

The Talent Pipeline: Problem/Solution

IDEA schools are currently located in Hidalgo and Cameron Counties of South Texas. Only 12.9% of adults in Hidalgo County in 2000 who were age 25 and older held a bachelor's degree or higher. In Cameron County, only 13.4% held an advanced degree. School districts in more affluent parts of the state, such as Dallas (Dallas County, 27% held advanced degree), Houston (Harris County, 26.9%), and Austin (Travis County, 40%) have a much larger pool of adults with advanced degrees from which both industry and schools can successfully recruit applicants. IDEA does not have that luxury.

IDEA will need to hire 600 teachers for new positions, more than 540 teachers to fill vacancies left by promotions and attrition, 11 new principals, and almost 30 new academic coaches during the five-year CSP grant period. Therefore, our human talent strategy must enable us to compete not only against area and state school districts for talented applicants to fill our teacher and leadership needs, but also against industries in the Rio Grande Valley that also require a college-educated workforce. Broadly, IDEA's teacher recruitment plans include the following:

- Ensure our recruitment team attracts and flags for immediate selection the best teachers to our organization, yet explicitly messages the rigorous, selective nature of our hiring process to discourage low-quality applicants from infiltrating and overwhelming the pool;

- Bring more excellent individuals—particularly those with a math and science background—into the teaching profession;
- Implement a more robust technology platform to track all candidates from application to offer, then to acceptance or declination;
- Strengthen partnerships with non-traditional suppliers of teachers such as Teach For America and departments of math, science, and engineering within colleges or universities;
- Recruit from colleges in states with a surplus of teachers and a declining or slow-growing student population;
- Assess which messages and spokespeople best recruit different segments of the talent pool; and
- Assess the sources of our top teachers and double-up recruitment efforts within these markets

To ensure a steady supply of excellent teachers, and by extension school leaders, IDEA has formed a strategic partnership with Teach For America-Rio Grande Valley. Teach For America recruits our nation's top college students from all academic backgrounds to commit to teach two years in an under-served community. Over the next four years, IDEA plans to place over 100 Teach For America corps members at its schools.

Onboarding

Traditional training for teachers is typically inadequate to prepare them to succeed in creating a powerful classroom culture as they close the achievement gap. Modeling our training program after the program used by Teach For America, IDEA will design and implement a more robust multi-week training for all new teachers to the organization. This program will combine elements of our organization's history, culture, and future growth plans so that teachers gain a broad perspective, as well as a deep sense of belonging. Moreover, the focus of the program will

be on the essential elements of our academic model along with the core attributes of effective teaching. This onboarding plan will use master teachers from our own district, instructional coaches, and expert facilitators to train and support our teachers in a differentiated manner, accounting for grade-level and content needs, as well as novice and experienced teachers. The program will align with our teacher continuum that outlines expectations and evaluation criteria so that teachers have a clear idea of what is excellent teaching and how they can ensure every student succeeds.

School Leader Recruitment

Our future school leader pipeline is tied directly to our teacher pipeline. It is often our most talented, successful teachers who are cultivated for school leadership, hence our intensive focus on recruiting and selecting from a talented applicant pool.

With a focus on recruiting outstanding candidates—preferably from within the communities in which the schools will open—IDEA will select and train individuals to open and lead new schools. The recruitment and application process begins in the fall, selection takes place in the spring, and leadership training occurs over the summer.

After an intensive summer of study, school leaders spend the following academic year completing coursework online as they work diligently to lay the groundwork for opening their own schools. There is additional training provided to new school leaders by IDEA staff, which include: leadership and management skills in line with the "professional learning communities" model, best practices in education that are consistent with the International Baccalaureate framework, budget and finance, faculty and staff selection, student recruitment, assessment and evaluation, implementation of the IDEA model, board development, and lead-teacher training. Following summer coursework, the new school leaders will work alongside experienced leaders

on learning rotations at other successful schools, will complete their school design models, and will lay the groundwork to launch their schools.

CMO Support

IDEA is committed to making human capital development a top priority. Prior to the 2007-08 school year, our Human Resource department consisted of one staff position that mostly worked in a very traditional role addressing benefits and general hiring procedures. This past year, IDEA hired a Vice President of Human Resources who has begun to make strong strides towards building the capacity of this department. There are now four professional positions with two support staff in place to address multiple needs in the areas of recruitment, retention and evaluation. In addition, a Human Resource committee has been added to our board and our current board Vice-Chair and our former board Vice-Chair (who is also the national COO for Teach for America) are engaged on this issue broadly, and this project specifically.

Hiring, training and retaining qualified teachers and administrators are high priorities for charter schools. At IDEA, the CMO selects, hires, and trains individuals to launch and operate new schools and works with school leaders to recruit a talented pool of prospective faculty, yet the school leader has complete responsibility for making the hiring decision.

D. MANAGEMENT PLAN

(i) CSP project management responsibilities, timelines, and milestones

The following table illustrates the key program activities, responsibilities, timelines, and milestones for year 1 of the project that will ensure fidelity to the program model, adherence to program budget, and the timely accomplishment of all program goals and objectives. Subsequent tables present the projected management framework for years 2-5.

Major Activities and Milestones—Year 1	Position(s)	Timeline
Announce notice of grant award to project partners; Meet with project partners and stakeholders to review goals, objectives, activities, and budget	Superintendent/ CEO and Senior Leadership Team (SLT)	Q1
Identify/designate/hire Project Director (PD) to be responsible for compliance and reporting related to this initiative	CEO	Q1
Update baseline demographics and other data	PD; Chief Schools Officer (CSO)	Q1
Establish reporting procedures, timelines, and methods	PD	Q1-Q2
Consult with business and community partners to implement and actualize CSP expansion; identify and allocate matching funds	SLT; Chief Development Officer (CDO)	Q1-Q4
Direct matching funds to project activities; continue to identify additional private matches for sustainability	Chief Financial Officer (CFO), CDO	Q1-Q4
Contract with consultants and other service providers as appropriate	PD, CSO, CFO, CDO	Q2-Q4
Purchase/receive/store/distribute/install supplies, materials, and equipment to support project implementation	PD, Principals of new schools	Q1-Q4
Hire new teachers and staff for schools opening in 2011-12	Principals	Q3-Q4

Major Activities and Milestones—Year 1	Position(s)	Timeline
Baseline project data on participants, schools, and students gathered for initial assessment.	PD	Q1
Complete interim financial and management reports; share with stakeholders via board meetings	PD, CFO	Q2, Q4 or as required
Disseminate results of project to US Dept. of Education, national and local stakeholders, education/ business/ community partners, and others	PD	Q4 or as required

Major Activities/Milestones—Years 2-5	Position(s)
Quarterly: Gather interim data on progress toward goals and objectives; archive project artifacts, reports, and data	PD
Semi-annually: School leaders and teacher/instructional leaders apply to, are selected for, and attend training and development programs for the purpose of staffing new schools	CSO
Semi-annually: Gather formative data on expansion effectiveness; conduct summative evaluation of project; share results with IDEA learning community stakeholders, and report findings to US Department of Education (USDOE)	PD
Annually: Submit interim annual program reports to the USDOE	PD
End of funding period: Gather final data on effectiveness; conduct summative evaluation of project; share results with IDEA learning community stakeholders, and report findings to USDOE	PD

(ii) Business plan for increasing, sustaining, and ensuring the quality and performance of charter schools beyond the initial period of Federal funding

Managing individual schools

Principals: Each K-12 unit has two principals: one for the elementary, who reports to the Executive Elementary Principal, and one of the secondary school, who reports to the Chief Schools Officer. Principals' time is best used as a talent cultivator: hiring the best teachers, overseeing their development and training on how to implement the IDEA curriculum and intervention model and in observing classroom instruction and providing consistent, direct feedback to improve teaching impact and ultimately student performance. Using IDEA's Interim Assessment data, principals are able to pin-point the specific objective an individual teacher's students are failing to master and provide coaching on re-teaching the objectives and identifying the students that would benefit from individual intervention and/or remediation.

Operations Manager: The K-12 school operations manager oversees non-instructional employees and non-instructional operations and processes. The operations manager ensures that all logistical needs are met without involving the school principal or distracting her from her essential duties as instructional leader and culture builder. To aid in this, the COO works directly with the operations directors from all schools to problem-solve challenges and ensure seamless integration of CMO services and campus needs.

Facilities

Due to the variable quality of construction in the Valley, IDEA prefers to build its campuses from the ground up to ensure the quality of construction and the safety of its staff and students. Only under extremely extenuating circumstances would IDEA choose to lease an existing structure, though the population growth in the region means that very few schools have closed and would, therefore, have a suitable facility available for IDEA to lease.

The IDEA Chief Operations Officer selects the sites on which new schools will be built, bids

out for architectural services and construction, and then contracts with a reputable construction project management firm, which then oversees and interfaces with contractors regarding timely completion of all tasks. New schools are technically under construction for four years because IDEA only builds facilities as needed for that year as grade levels are phased in at the elementary and secondary schools respectively. This protracted construction period means that many schools are simultaneously under construction; therefore, it is more efficient to have an experienced company manage the many subcontractors needed to complete facilities construction. Large investments in facilities are under warranty in order to minimize related costs to IDEA Public Schools. These warranties ensure that contractors must pay in the event of unforeseen issues, damages, or malfunctions. (See also New Site Selection, page 41.)

Once the school is opened, IDEA's Director of Facilities is responsible for school maintenance. Each campus also has a Facilities Manager who manages custodial staff, interfaces with site-based contractors, and troubleshoots related issues. The Facilities Manager and custodial staff all have performance goals related to cleanliness of campus and the cost to maintain the campus per square foot, thus tying their performance reviews to specific, measurable goals and objectives.

Central office/Charter Management Organization (CMO) operational model

IDEA Public Schools is a fiscally sound and responsible LEA with sufficient management capability—including a senior leadership team to support the rapid growth of its highly successful charter school model while steadily and simultaneously increasing student achievement. To meet its goals of scale and quality the CMO provides schools with critical operational support. IDEA focuses on core operations that will result in:

- Consistently high quality schools;

- A financially sound organization;
- Talent cultivation; and
- Economic and operational efficiencies associated with scale.

The **core operations** include managing the quality and consistency of the academic program; providing new school start-up services; providing operational support; and providing financial support and oversight.

Managing the Quality and Consistency of the Academic Program

Because individual schools impact the academic reputation of the entire network, the CMO works in close collaboration with each school leader. The CMO mandates system-wide tools to measure academic achievement and overall school effectiveness to ensure quality control and identify schools not meeting IDEA standards, so that the CMO team may help get the school back on track: in most cases this means providing technical assistance to school leaders and more training for teachers, in rare cases it will include replacing the school leader. The CMO provides a common curricular framework, student assessment system and the training needed for effective implementation; provides detailed analysis of interim assessment data and training on how to use this data to inform classroom instruction and individual student intervention / remediation when necessary; and provides training and monitors implementation of the college placement and college counseling model.

Providing New School Start-Up Services

Successfully starting a school is a complex process, the success of which is contingent upon the coordination of diverse efforts. The CMO's major tasks for new school start up are:

- Assisting school leaders in efforts to forge relationships with community leaders, elected officials, local businesses, and other community stakeholders;

- Training school leaders in basic management of the physical plant to ensure safety and preservation through regular and preventative maintenance;
- Processing the charter application or expansion request; and
- Providing a training model whereby school leaders create a powerful school culture amongst faculty, staff, students, and their families.

These activities, together with marketing support for teacher and student recruitment, stimulate community support by educating the community about IDEA and about school choice, initiate the student enrollment process, and prepare staff for operating the school.

Operational Support

Unlike standalone charters, IDEA schools benefit from the support of being in a system. The CMO provides services for cafeteria, transportation, textbooks, materials and equipment purchasing, information technology infrastructure, and information management systems. This minimizes administrative bureaucracy for principals and teachers. CMO staff provides support to the schools in areas of their functional expertise. For example, the director of transportation will work with the school bus drivers to create routes and bus stops for students, and the computer/network technicians will support the central network that provides ongoing communication as well as technology planning and establish and maintain technology protocols.

Financial Support and Oversight

All school budgets are approved by the CMO. Salary schedules are set by the CMO, though school leaders are given a degree of flexibility and autonomy to ensure they can recruit and retain the best teaching talent. The CMO provides the financial accounting software (SkyWard) used by each campus, which directly roles up to the central system. As enrollment changes or state revenues fluctuate, the CMO ensures that school budgets are modified and adjusted

accordingly.

To the extent that schools are not meeting financial and academic performance targets, the central office will take an assertive role to make changes necessary to ensure school success.

Governance

All schools within the CMO are under the same charter, which is overseen by one governing board. In each successive year since its inception in 2000, the IDEA Board of Directors has become more engaged in the organization's strategic planning and more involved in assisting the CEO in executing its growth plan, particularly in the areas of finance and community relations. In addition to the responsibilities and oversight detailed in state law, the board provides input and agrees on:

- **Growth Strategy:** The board of directors has ultimate authority in formally approving plans for growth and expansion. More important than approval, however, is the board's role in helping craft the plan. There is an annual strategic planning session with the board and senior staff in which key milestones for the upcoming year are developed and formally approved. Part of the planning session includes board members working directly with staff to help refine and execute parts of the plan in which the members have deep expertise and knowledge. In this way, effectiveness of the staff, whose knowledge on highly technical, non-education matters is sometimes limited, is greatly enhanced;
- **Facilities:** Two members of the board of directors are major real estate developers. Their assistance in managing construction plans and projects is instrumental. They directly work with the COO to help actively manage these projects;
- **Financing:** The Board Chair is the Wells Fargo Managing Director and the Treasurer is Senior Vice-President of Lone Star Bank. Another member is a school auditor and CPA.

Along with the CFO and CEO, the Finance Committee of the board reviews financials, helps craft long-term modeling and projections, and assist in the bond financing process; and

- **Evaluation:** The Board conducts the annual evaluation of the CEO, based on clear annual organizational performance targets previously described. In addition, members of the Board of Directors, the senior leadership team, and school principals complete an anonymous survey on the "softer" management skills / styles that are key to organizational leadership.

Human Resources/Personnel Management

The Human Resources and Personnel Management team provides robust teacher recruitment services; manages all employee files including teacher contracts, benefits and performance evaluations; and develops and refines IDEA's teacher selection model.

The Human Resource Department's main goal in teacher hiring is to place as many high quality resumes as possible in principals' hands so that they have a wide pool of applicants from which to choose. The HR department does not offer employment; only a principal can hire a teacher for their staff. Please also see pages 42-45 regarding the talent pipeline and need; school leader recruitment, selection, and training; management of individual schools; teacher recruitment; and onboarding.

(iii) Financial and operating model; commitment and support

Multi-year financial and operating model

Viability based on state and federal funds is of fundamental importance to IDEA. Under the existing education model, each school achieves public funding solvency in its fourth year after opening, and the central services provided by the CMO are sustainable based on school fees

within five years.

The following table provides a financial overview of the first five years of a model K-12 unit and shows IDEA's model for reaching sustainability on each new campus by year four of full operation.

Each school opened has approximately a $1 million gap over the first four years of operation, assuming all enrollment targets are met and state funding remains constant. The following table shows the funding gap by implementation phase and grant year.

Annual Gap Per Campus Type During CSP Project Period

School Type	Year 0	Year 1	Year 2	Year 3	Year 4
Secondary	-$541,755	-$451,679	-$91,836	-$25,550	$187,538
Primary	-$599,920	-$215,297	-$7,454	-$16,057	$276,391

During year 4 of operation, each school reaches full enrollment and, therefore, achieves financial sustainability. For a recap of the number of schools IDEA plans to phase in during this CSP grant period, please see the table on page 40. For a complete description of and detailed charts regarding the total funding gap and phase-in process, please see the Budget Narrative.

There are three strategic economic drivers that permit IDEA to operate efficiently while achieving unprecedented student achievement results:

1. **We Invest in Teaching:** IDEA believes in investing more staff with direct teaching responsibility than in central office, administrative, and clerical and other support staff positions. When confronted with limited financial resources, IDEA strategically decides to fund teaching positions and maintain a very lean central office function.
2. **We Keep CMO Costs Down:** IDEA charges its schools only 8% in CMO fees, which they are able to sustain with regular per-pupil and public funding sources after year 3 of

operation.

3. **We Manage to High Standards:** A lean organizational structure, low CMO fee, and rigorous and specific performance goals at every level of the organization mean that IDEA gets more results with less overhead than any other district or charter school.

In addition to these three core components, IDEA's campuses are able to attain publicly funded sustainability after four years of operations by organizing around the following:

1. **Shared Facilities:** Small schools are more expensive, in part because costly capital investments must be spread over few students. By housing a lower and upper school on contiguous property, common areas such as library, cafeteria, gymnasium, computer lab, and outdoor space can be shared, thus lowering the per-pupil expenditure required.
2. **Class Size:** While the schools themselves are intimate learning environments, IDEA's practice of 30 students per classroom allows us to achieve more with less. Class size is the single biggest variable that determines whether or not our schools are fiscally solvent. A powerful school culture, a highly structured environment, and clear expectations for student conduct combined with strong teachers and principals coached on individualized instruction make high student performance possible in spite of a slightly increased student to teacher ratio.

As you can see from additional financial information provided in Appendix 6, IDEA has long demonstrated its financial responsibility and continues to be good stewards of public and private funding so that more students every year can experience an ever-increasing level of academic success and college readiness.

Demonstrated commitment of current and future partners

Over the past ten years, IDEA has consistently outperformed state and district averages on

objective measures of student achievement, drawing regional, state, and national attention and awards. These honors have afforded IDEA the ability to enlist strong stakeholder support from individuals, corporations, and foundations locally, regionally and nationally. To date, IDEA has raised $27 million from the following investors, all of whom are pleased with the growth and achievement of IDEA Public Schools thus far and many of whom have indicated an interest in future funding opportunities and partnerships. IDEA will continue to expand and enroll students as long as there is an ongoing demand.

Charter School Growth Fund: $7,100,000	Texas High School Project: $5,200,000
Texas Education Agency, TSTEM: $782,353	Walton Family Foundation: $4,920,000
The Bill and Melinda Gates Foundation: $3,500,000	The Meadows Foundation: $417,000
The Michael and Susan Dell Foundation: $4,800,000	The Brown Foundation: $500,000
Total Pledged Support: $27,000,000	

Evidence of broad support from key stakeholders

IDEA has garnered significant recognition for its success to-date. After visiting the Rio Grande Valley, **Bill Gates** pointed to IDEA as an example of "top-line results" that can be achieved and should be replicated when support is given for all students to become successful (Comments to Forum on Education, November 2008).

Secretary of Education Arne Duncan pointed to IDEA as a "great charter school" because it is helping introduce competition and innovation into the education system (Address at the National Alliance for Public Charter Schools Conference, June 2009).

IDEA was visited by over **40 Texas State Legislators**, including **Speaker of the House** Joe Straus (January 2009).

U. S. Senator John Cornyn (Spring 2009), **Governor** Rick Perry (Fall 2002), and **Texas**

Commissioner of Education Robert Scott visited IDEA to announce their support for charter schools.

IDEA works with key leaders in Texas, including the **Texas High School Project, the Big 8 Council of Superintendents, the Texas Higher Education Coordinating Board and the Texas Education Agency** to design the next generation statewide P-16 data system. IDEA offers the CMO perspective as to what a model data management and information system must include to provide useable data to improve teaching and learning.

Tom Torkelson, IDEA CEO and Founder, served as **Chairman of the 2007 National Charter Schools Conference.**

(iv) Plan for closing charter schools supported, overseen, or managed by the applicant that do not meet high standards of quality

For schools not meeting high standards of quality, IDEA Public Schools first utilizes the "Turnaround method" as described in the US DOE's School Improvement Grants. At the end of the 2008-09 academic year, after student achievement, financial, and human resources data indicated that one of IDEA's new campuses was significantly lagging behind the high academic and operational standards set for all IDEA schools, the Superintendent replaced the school leader and removed ineffective teachers and staff. At the mid-point of the 2009-10 academic year, the apparent lack of evidence that students, teachers, and school operations were progressing at an aggressive, reform-based pace failed to inspire confidence in the leadership and its direction, the IDEA Superintendent again replaced the school leader and removed the lowest-performing teachers. District leaders are now confident that the most recent leadership change, together with the rigorous IDEA academic and operational models previously described, will provide the structure that the campus needs to reach its intended goals. This school went from

"Academically Acceptable" in 2008-09 to "Exemplary" in 2009-10.

A second option would be to broaden IDEA's partnership with surrounding local school districts. If the failing IDEA school was located in a district that was performing better than the IDEA school, IDEA would approach the school district to take back the school as a district charter. This would afford the students the continued option of choice, but would ensure a stronger academic environment. IDEA has already begun exploring unique partnership opportunities with surrounding school districts that would increase the quality of teaching and learning in both LEAs. For example, IDEA and Pharr-San Juan-Alamo Independent School District have designed an end-to-end human capital pipeline project that, if funded, would benefit both districts equally.

(v) The qualifications, training, and experience of key project personnel

Project Director/Director of CSP Compliance and Reporting, To Be Hired/Designated: 100% of time to the project. Reports to JoAnn Gama, Chief Operations Officer.

Implementation of this Charter School Program expansion initiative is the ultimate responsibility of the IDEA Public Schools CEO and his administrative team of C-level staffers. There is no division between this grant and the overall strategy to grow the IDEA model. In addition to the Chief Officers of Operations, Finances, Schools, Development, and People and Systems (bios follow), a full-time Project Director will assume primary responsibility for compliance and reporting related to this CSP initiative. The Director of CSP Compliance and Reporting will collaborate with and be supported by the CEO and his team to accomplish the following: Coordination, scheduling, and facilitation of quarterly business and community input meetings to ensure feedback and continuous improvement in the operation of this Charter School Program; Coordination of related efforts and with other appropriate community, state, and

federal resources; Collection and archiving of project artifacts; Assurance that the activities of the project are accomplished on time and within budget; Adherence to all Federal, State, and local/district policies, procedures, and reporting timelines; Ongoing monitoring of project activities, implementation, and effectiveness; and Assistance with data collection in support of project evaluation.

Qualifications for this position include a four-year degree in education or a related field; at least three years exemplary teaching experience, preferably at IDEA Public Schools; prior experience managing large projects or coordinating district-level programs; and the full support of both the IDEA Superintendent/CEO, the Chief Operations Officer and the Chief Schools Officer.

CEO/organization leadership and key project personnel

Tom Torkelson, Co-founder and Chief Executive Officer: 10% in-kind to the project

Qualifications: Bachelor's degree in Economics from Georgetown, Washington, DC; former Teach For America Corps Member, 1997-99; youngest-ever charter school founder; board member, University of Texas-Pan American Foundation, McAllen Chamber of Commerce, Encore (community-based foundation on college readiness)

Key Responsibilities: Oversee and guide strategic vision for IDEA Public Schools; direct and facilitate senior leadership team

JoAnn Gama, Co-founder and Chief Operations Officer: 15% in-kind to the project

Qualifications: Bachelor's degree in International Relations from Boston University; Master's degree in Educational Administration, UT-Pan American; former Teach For America Corps Member (ESL), 1997-99; former Teacher of the Year

Key Responsibilities: Oversee new site development, facilities and maintenance,

transportation, and food service as well as campus operations and enrollment services. **JoAnn will serve as the point person on the Senior Leadership Team for this CSP initiative. Her full bio is included in the Appendix.**

Martin Winchester, Chief Schools Officer: 15% in-kind to the project

Qualifications: Bachelor's degree in History and English from University of North Carolina at Charlotte; Master's degrees in History from University of Minnesota and in Educational Administration from UT-Pan American; former Teach For America Corps Member (ELA); former Executive Director, TFA-Rio Grande Valley; awarded $1 million from US Dept. of Education to found the HEROES Academy in Pharr, TX; served as teacher and school leader for three years; former teacher, team leader, mentor coordinator, and director of talent development for IDEA Public Schools

Key Responsibilities: Oversee all school leaders including those in year 0, the Academic Services Team, and talent development.

Finances, Development, and Human Resources/Systems

IDEA Public Schools is committed to the cost-effective implementation of this and every project it undertakes and realizes that this commitment extends beyond the resources to be acquired with grant funds to include a much broader range of human, financial, infrastructure, facility, volunteer, and in-kind resources and support. Managing resources effectively includes continually assessing, updating, and communicating the need for such resources and monitoring and adjusting project activities to bring them into alignment with these needs.

At all stages of project implementation and management, the project will involve IDEA administrative business office and development staff who will oversee adherence to all policies and procedures relating to the following: maintaining fiduciary and financial responsibility for

all grant activities; keeping accurate accounting data, records, and archiving of supporting documentation for all charges; requesting funds through the automated payment request systems; preparing and submitting written expenditure reports in coordination with the project manager; certifying expenses are true and correct; classifying and reporting the accounting transactions properly; and procurement records.

The financial/development/human resources/systems team is composed of the following senior staff members whose qualifications and contributions to the success of this CSP initiative are summarized in the following table:

Wyatt Truscheit, Chief Financial Officer: 15% in-kind to the project

Qualifications: Bachelor's degrees in Government from Valparaiso University and Accounting from University of Missiouri***;*** Master's degree in Business Administration from Baylor University***;*** Served in various senior level financial positions over the past 25 years specializing in entrepreneurial, multi-location, accelerated growth organizations (notably as Vice President with Enterprise Rent-a-Car and as Chief Financial Officer in the private equity sector).

Key Responsibilities: Oversee all finance, accounting, and capital market activities as well as all budgeting and human resource functions.

Susie Crafton, Chief Development Officer: 15% in-kind to the project

Qualifications: Bachelor's degree in English from Michigan State University; Master's degree in Student Affairs Administration from Michigan State University; former Director of Development for KIPP, Inc. (Houston); Project Manager for Center for Reform of School Systems, conducting a two-year, comprehensive school board training and consulting program for sixteen major urban school districts across the US.

Key Responsibilities: Oversee the securing of public and private revenue and the timely and accurate compliance and expenditure reporting associated with formula funding, competitive grants, and funding from private philanthropy and individuals.

Irma Munoz, Chief People and Systems Officer: 10% in-kind to the project

Qualifications: Bachelor's degree in Sociology from University of California-Davis; Master's degree in Public Policy from Harvard University; 10 years of corporate finance in the private sector both domestic and abroad; Led variety of research efforts including a study of education expectations in the Rio Grande Valley funded by the Bill and Melinda Gates Foundation

Key Responsibilities: Oversee the marketing and public relations functions, teacher and student recruitment, as well as information technology infrastructure and student information management.

CONCLUSION

In only ten years, IDEA Public Schools has proven on multiple levels and by a myriad of indicators that it has the financial model, experienced leadership, qualified staff, unflagging dedication, and academic strength to make a real and lasting impact in the lives of students, parents, and families in the Rio Grande Valley of Texas. A waiting list of over 12,500 students is testament alone that IDEA is in demand and that the people of South Texas want the best for their children. Funds from this Charter School Program expansion grant will allow IDEA to grow from a system of 16 schools and an enrollment of 6,839 to 38 schools and a full-scale enrollment of 25,935—more than tripling the number of students impacted by IDEA's proven and award-winning education system. IDEA is ready. The people of the Valley are ready. The time is now.

Project Narrative

Section 1 - Other Attachments: Resumes/Curriculum Vitae

Attachment 1:
Title: **CSP IDEA Key Personnel Bio** Pages: **1** Uploaded File: **C:\Users\Robert G\Documents\Work\IDEA\CSP IDEA Key Personnel Bio.pdf**

Upon notice of funding, IDEA Public Schools will hire a full-time Project Director who will manage reporting and compliance for this CSP initiative. The Project Director will report to the Chief Operations Officer, JoAnn Gama, who is responsible for new site development.

JOANN GAMA BIOGRAPHY

JoAnn Gama, Co-Founder and Chief Operations Officer of IDEA Public Schools, was born and raised in the north side of Houston. After graduating from Sam Houston High School in 1993, JoAnn attended Boston University on a full scholarship.

In 1997, she joined Teach For America, a national corp of outstanding recent college graduates who commit two years to teach in public schools in low-income communities, and moved to Donna, Texas. In Donna, Texas, JoAnn taught 4th and 5th grade English as a Second Language. After one successful year of teaching, JoAnn was nominated by her peers as her campus Teacher of the Year.

In 1998, JoAnn Co-founded the IDEA Academy in the Donna Independent School District, along with Thomas Torkelson. After one year as a "school within a school" JoAnn and Tom applied for a state charter and opened up the IDEA Academy Charter School with grades 4 - 8 in August 2000. The IDEA Academy was founded on the principle that students need to stay in school longer, work harder and take more challenging classes in order to succeed in a four year college or university.

During the expansion years of the IDEA Academy, JoAnn made the decision to enroll in graduate school. She attended the University of Texas, Pan American in the evenings and in 2 ½ years earned her master's degree in Educational Leadership.

Within 3 years, the IDEA Academy expanded to include a primary school encompassing grades K – 3, and a high school encompassing grades 9 – 12. During this time JoAnn served IDEA Academy in the role of school principal. In 2005 when IDEA decided to replicate and open additional schools, JoAnn moved in the position of Chief Operations Officer overseeing transportation, food service, maintenance and facilities, consturction and new site development. Today, IDEA has 16 schools in 8 communities with over 6,600 students enrolled. JoAnn has served IDEA as the COO for the past 4 years.

In May 2009, Gonzales, along with IDEA colleagues Tom Torkelson (Rio Grande Valley '97) and Jeremy Beard (Los Angeles '96), received the Teach For America Peter Jennings Award for Civic Leadership, given to alumni who exhibit great leadership in the effort to expand educational opportunity.

JoAnn lives in McAllen, Texas, with her husband Juan and their three year old son, Gael.

Project Narrative

Section 2 - Other Attachments: Letters of Support

Attachment 1:
Title: **CSP support letter IDEA _2_[1]** Pages: **0** Uploaded File: **C:\Users\Robert G\Documents\Work\IDEA\CSP support letter IDEA _2_[1].pdf**

Charter School Growth Fund
Helping public education thrive.

July 1, 2010

Mr. Arne Duncan
Secretary of Education
Office of the Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

I am writing to support IDEA's proposal for Charter Schools Program (CSP) – Replication and Expansion of High-Quality Charter Schools funding. As President and CEO of The Charter School Growth Fund ("CSGF"), I can attest to the outstanding academic program IDEA operates on behalf of underserved students in the Rio Grande Valley in Texas.

IDEA was accepted into the CSGF portfolio in 2006. CSGF is a non-profit venture capital fund that was founded by national philanthropists in 2005 to transform K-12 education by investing in innovative public school models that work for underserved students. CSGF's mission is to invest philanthropic venture capital in the nation's highest performing charter school operators to dramatically expand their impact on low income and minority students. CSGF provides financing, business planning support, coaching and other non-monetary resources that its portfolio members require to build networks of high-performing schools. CSGF invests in CMOs that deliver outstanding academic results with students; that can scale to serve thousands of students quickly; and that are capable of achieving sustainability on public revenues. Over the past five years, a forward-looking group of respected national foundations contributed $86M to CSGF's first fund, which is invested in over 20 non-profit charter school operators that will serve approximately 105,000 additional students by 2015.

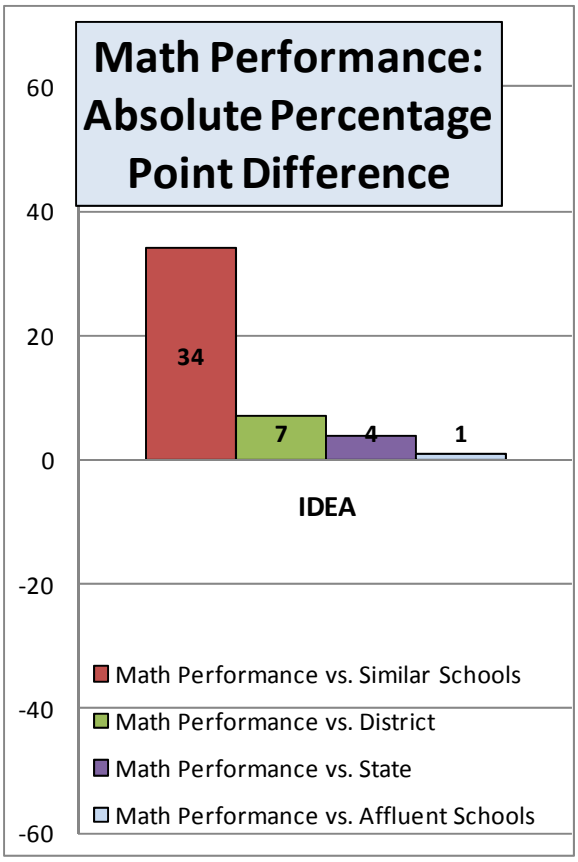
IDEA was selected as one of 24 members of CSGF's portfolio from nearly 350 applicants. IDEA went through a rigorous evaluation process that entailed an extensive review of standardized state assessment and national norm-reference test data; detailed due diligence around the organization's leadership capacity; and a careful analysis of the organization's business plan. Based on our survey of applicants, IDEA is among the highest performing school operators in the nation, measured in terms of both academic achievement and scalability. A summary of CSGF's analysis of IDEA's most recent data follows:

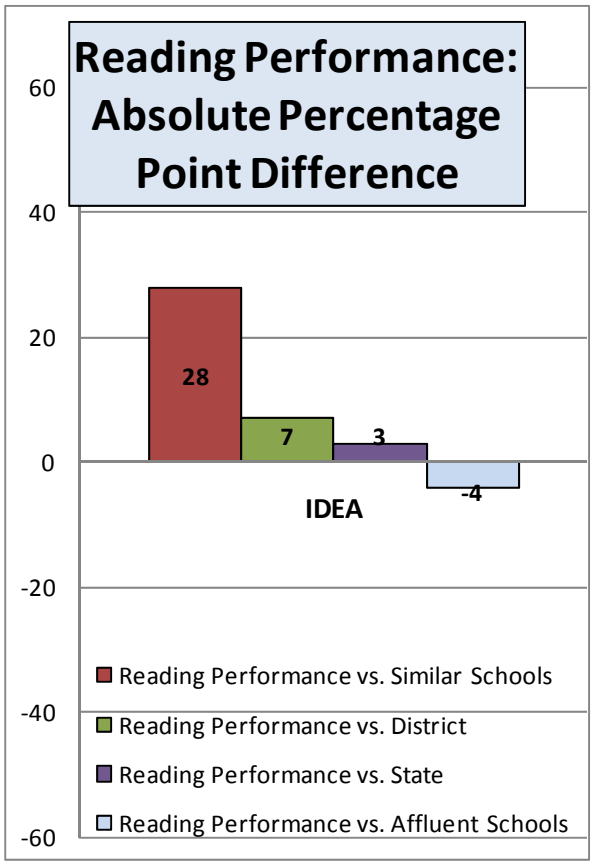
350 Interlocken Boulevard, Suite 390, Broomfield, Colorado 80021 P: 303.217.8090 F: 303.531.7344 www.chartergrowthfund.org

Academic Achievement

The following charts illustrate the performance of IDEA versus four comparison groups in ascending order of difficulty:

(1) *Similar students*, shown in the red bars, displays the results of IDEA versus a hypothetical school with similar demographics generated through a regression model developed by CSGF[1].
(2) *District average*, shown in the green bars, displays the results of IDEA versus schools in surrounding school districts. It is important to note that IDEA serves a population that is approximately 80% FRL and 96% minority, much higher than the surrounding districts.
(3) *State average*, shown in blue bars, displays the results of IDEA versus schools across Texas. As noted above, IDEA serves a population that is approximately 80% FRL and 96% minority, much higher than Texas overall.
(4) *Affluent students*, shown in the light blue bars, displays the results of IDEA versus the performance of a hypothetical school with no FRL or minority students generated through a regression model developed by CSGF[1]. There are very few schools in the country serving a high percentage of low income and minority students that have completely closed this achievement gap.





[1] CSGF developed a regression model for predicting state test performance based on demographics through a regression analysis of over 3,000 schools across the U.S. The regression analysis found a significantly high correlation of test performance based on the percentage of minority and low income students. Through this analysis and a state test alignment study, CSGF can compare portfolio member state test performance to hypothetical schools with specific demographics and compare results across organizations from different states.

As these charts show, IDEA is enabling its students to outperform similar peers, surrounding districts, and Texas by impressive margins in both mathematics and reading. In addition, IDEA has closed the math achievement gap with affluent students and very nearly closed the reading achievement gap with affluent students. This is an extremely uncommon level of performance in public schools serving predominantly low-income students.

Growth and Scalability

The following chart outlines IDEA's track record of scaling quickly to meet the needs of underserved students in the community while sustaining impressive academic outcomes:

Organization Facts			Enrollment					Compounded Annual Growth		
Portfolio Member	Year Founded	Portfolio Entry Year	Enrollment at Time of Portfolio Entry	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	1 Year: 2008-09 to 2009-10	3 Year: 2006-07 to 2009-10	Since Portfolio Entry
IDEA	1999	2006	2,052	2,073	2,631	3,778	5,435	44%	38%	28%

In 2006, CSGF committed $7.75 million to help enable IDEA to serve more students. In the coming year, CSGF intends to provide $1.2 million of its investment, subject to IDEA achieving certain milestones. CSGF intends to make its upcoming grant installment available as a potential match for any CSP funding that is awarded to IDEA.

Based on the data presented above, we believe that IDEA is a strong candidate for CSP funding. We believe that IDEA has the potential to catalyze transformative change in K-12 education in Texas and be a vanguard for demonstrating what is possible in K-12 education in our country.

Sincerely,

Kevin Hall
CEO and President
The Charter School Growth Fund

Project Narrative

Section 3 - Other Attachments: Proof of Non-Profit Status, or not for-profit status

Attachment 1:
Title: **501(c)(3) IDEA Public Schools** Pages: **1** Uploaded File: **C:\Users\Robert G\Documents\Work\IDEA\501(c)(3) IDEA Public Schools.pdf**

IRS Department of the Treasury
Internal Revenue Service
P.O. Box 2508, Room 4010
Cincinnati OH 45201

In reply refer to: 4077556534
Nov. 13, 2009 LTR 4168C 0
74-2948339 000000 00
00029578
BODC: TE

IDEA PUBLIC SCHOOLS
% THOMAS E TORKELSON
505 ANGELITA DR STE 9
WESLACO TX 78596-4694

020083

Employer Identification Number: 74-2948339
Person to Contact: SHARON LENARD
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your Oct. 27, 2009, request for information regarding your tax-exempt status.

Our records indicate that your organization was recognized as exempt under section 501(c)(3) of the Internal Revenue Code in a determination letter issued in June 2000.

Our records also indicate that you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section(s) 509(a)(1) and 170(b)(1)(A)(ii).

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely yours,

Cindy Westcott

Cindy Westcott
Manager, EO Determinations

Project Narrative

Section 4 - Other Attachments: Schools Operated by Applicant

Attachment 1:
Title: **Schools Operated by applicant - IDEA** Pages: **11** Uploaded File: **C:\Users\Robert G\Documents\Work\IDEA\Schools Operated by applicant - IDEA CSP.pdf**

Absolute Priority 1 –- Schools Operated by Applicant

IDEA Public Schools currently operates 12 schools at 6 campuses; 4 additional schools on 2 additional campuses will open in August 2010. Each campus is composed of an elementary and secondary school with separate principals, teachers, and student bodies. The campus shares an Operations Director, Facility Manager, and a few support positions as well as a few common facility spaces (like eating and recreation space).

All 16 current schools are operated under one charter agreement with the Texas Education Agency (LEA District # 108-807). All schools have unique Campus Numbers assigned by the Texas Education Agency per the charter agreement.

Documentation of the information above is detailed in the table below:

Campus Information	School	Grades Offered by School	TEA Assigned Campus Number	Principal	Operations Director
IDEA DONNA 401 S. First St. Donna, TX 78537	Academy	K – 5	108807-101	Pablo Mejia	Alberto Castillo
	College Prep	6 – 12	108807-001	Christina Escamilla	
IDEA FRONTIER 2800 S. Dakota Brownsville, TX 78521	Academy	K – 5	108807-103	Roberta Harris	Nelda Garcia
	College Prep	6 – 12	108807-003	Rolando Posada	
IDEA MISSION 1600 S. Schuerbach Rd. Mission, TX 78572	Academy	K-5	108807-104	Bethany Solis	Melissa Rojas
	College Prep	6-12	108807-004	Erika Acheson	
IDEA QUEST 14001 N. Rooth Rd. Edinburg, TX 78541	Academy	K-5	108807-102	Marissa Falcon	Cassandra Flores
	College Prep	6-12	108807-002	Jose Luis Deleon	
IDEA SAN BENITO 2151 Russell Lane San Benito, TX 78586	Academy	K-5	108807-105	Stephanie Ramirez	Luis Soloria
	College Prep	6-12	108807-005	Carrie Sauceda	
IDEA SAN JUAN 200 N. Nebraska San Juan, TX 78589	Academy	K-5	108807-106	Hilda Helsing	Ramon Ponce
	College Prep	6-12	108807-006	Sam Goessling	
IDEA ALAMO 327 E. SH 495 Alamo, TX 78516	Academy	K-5	108807-107	Angie Arizmendi	David Padilla
	College Prep	6-12	108807-007	Jonathan Caine	
IDEA PHARR 600 E. Las Milpas Pharr, TX 78577	Academy	K-5	108807-108	Sonia Aguilar	Ernie Cantu
	College Prep	6-12	108807-008	Edgar Rodriguez	

CONTRACT FOR CHARTER

This contract is executed the 21st day of June 2000 between the Texas State Board of Education (the "Board") and I.D.E.A. Academy ("Charterholder") for an open-enrollment charter to operate a Texas public school to be known as The I.D.E.A. Academy.

General

1. Definitions. As used in this contract:

   "Charter" means the open-enrollment charter, as provided by Subchapter D, Chapter 12, Texas Education Code (TEC), granted by this contract.

   "Charterholder" means the sponsoring entity identified in the charter application.

   "Charter school" means the open-enrollment charter school. Charterholder agrees to operate as provided in this contract. The charter school is a Texas public school.

   "Agency" means the Texas Education Agency.

2. The Charter. This contract grants to Charterholder an open-enrollment charter under Subchapter D, Chapter 12, TEC. The terms of the charter include: (a) this contract; (b) applicable law; (c) Request for Application #701-00-006; (d) any condition, amendment, modification, revision or other change to the charter adopted or ratified by the Board; (e) all statements, assurances, commitments and representations made by Charterholder in its application for charter, attachments or related documents, to the extent consistent with (a) through (d); and (f) assurance by Charterholder, evidenced by execution of this contract, that no false information was submitted to the Agency or the Board by Charterholder, its agents or employees in support of its application for charter.

3. Authority Granted by Charter. The charter authorizes Charterholder to operate a charter school subject to the terms of the charter. Action inconsistent with the terms of the charter shall constitute a material violation of the charter.

4. Alienation of Charter. The charter may not be assigned, encumbered, pledged or in any way alienated for the benefit of creditors or otherwise. Charterholder may not delegate, assign, subcontract or otherwise alienate any of its rights or responsibilities under the charter. Any attempt to do so shall be null and void and of no force or effect; provided, however, that Charterholder may contract at fair market value for services necessary to carry out policies adopted by Charterholder or the governing body of the charter school. Charterholder may not engage or modify the

terms of the engagement of a private management company without approval by the Board in accordance with Paragraph 7 of this contract.

5. Term of Charter. The charter shall be in effect from June 21, 2000 through June 20, 2005, unless renewed or terminated.

6. Renewal of Charter. On timely application by Charterholder in a manner prescribed by the Board, the charter may be renewed for an additional period determined by the Board. The charter may be renewed only by written amendment approved by vote of the Board and properly executed by its chair.

7. Revision by Agreement. The terms of the charter may be revised with the consent of Charterholder by written amendment approved by vote of the Board. For purposes of this paragraph, the terms of the charter include, among other provisions, specifications concerning the school's governance structure, characteristics of the educational program to be offered, and the location, type and number of facilities at which the school will operate. The commissioner of education ("the commissioner") may revise the charter on a provisional basis during an interim between Board meetings; however, such action shall expire unless ratified by the Board at its next regular meeting. Nothing in this paragraph limits the authority of the Board or the commissioner to act in accordance with other provisions of this contract.

Students

8. Open Enrollment. Admission and enrollment of students shall be open to any person who resides within the geographic boundaries stated in the charter and who is eligible for admission based on lawful criteria identified in the charter. Total enrollment shall not exceed 500 students. The charter school's admission policy shall prohibit discrimination on the basis of sex, national origin, ethnicity, religion, disability, academic or athletic ability, or the district the student would otherwise attend. Students who reside outside the geographic boundaries stated in the charter shall not be admitted to the charter school until all eligible applicants who reside within the boundaries have been enrolled.

9. Public Education Grant Students. Charterholder shall adopt an express policy providing for the admission of, and shall admit under such policy, students eligible for a public education grant, including those students who reside outside the geographic area identified in the charter application, under Subchapter G, Chapter 29, TEC.

10. Non-discrimination. The educational program of the charter school shall be nonsectarian, and shall not discriminate against any student or employee on the basis of race, creed, sex, national origin, religion, disability or need for special education services.

11. Children with Disabilities. The charter school is a "local educational agency" as defined by federal law. Charterholder must comply with the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §1401, et seq., and implementing regulations; Section 504 of the Rehabilitation Act

of 1973 ("Section 504"), 29 U.S.C.§794, and implementing regulations; Title II of the Americans with Disabilities Act, 42 U.S.C. §12131-12165, and implementing regulations; Chapter 29, TEC, and implementing rules; and the many court cases applying these laws. For example:

(a) Child Find. Charterholder must adopt and implement policies and practices that affirmatively seek out, identify, locate, and evaluate children with disabilities enrolled in the charter school or contacting the charter school regarding enrollment, and must develop and implement a practical method to determine which children with disabilities are currently receiving needed special education and related services. For each eligible child, Charterholder must develop and offer an individualized education plan appropriate to the needs of that student.

(b) Free Appropriate Public Education. Charterholder must provide a free appropriate public education to all children with disabilities otherwise eligible to enroll in the charter school. If the program, staff or facilities of the charter school are not capable of meeting the needs of a particular child, Charterholder must implement changes necessary to accommodate the child at the charter school. If reasonable accommodations would be insufficient to enable the child to benefit from the charter school's program, Charterholder must, at its own expense, place the child at an appropriate school.

(c) Services to Expelled Students. Charterholder must continue to provide a free appropriate public education to a child with disabilities even after expelling or suspending the child for valid disciplinary reasons. This obligation to serve the child continues until the end of the school year.

(d) Monitoring. The charter school's implementation of the laws governing education of children with disabilities will be monitored for compliance by the United States Department of Education, Office of Special Education Programs; the United States Department of Education, Office of Civil Rights; the Texas Education Agency; and others. This monitoring activity includes responding to complaints, random on-site inspections and other investigations by the enforcing agencies, and will result in corrective actions imposed on Charterholder by these agencies for all discrepancies found.

(e) Due Process Hearings. The charter school's implementation of the laws governing education of children with disabilities will, in addition, be subject to court supervision via litigation against Charterholder brought by individuals affected by the actions of the charter school. The cost of this litigation can be substantial.

Notice: These are only a few of the charter school's legal responsibilities in this area, included here for illustrative purposes only.

12. Student Performance and Accountability. Charterholder shall satisfy Subchapters B, C, D, and G of Chapter 39 of the TEC, and related Agency rules, as well as the student performance accountability criteria stated in its application for charter. Charterholder shall annually provide in a manner and form defined by the commissioner a written evaluation of

the charter school's compliance with the statements, assurances, commitments and representations made by Charterholder in its application for a charter, attachments, and related documents.

13. Criminal History. Charterholder shall take prompt and appropriate measures if Charterholder or the charter school, or any of their employees or agents, obtains information that an employee or volunteer of the charter school or an employee, officer, or board member of a management company contracting with the charter school has a reported criminal history that bears directly on the duties and responsibilities of the employee, volunteer, or management company at the school. Charterholder further represents that the Board and the Agency shall be notified immediately of such information and the measures taken.

14. Reporting Child Abuse or Neglect. Charterholder shall adopt and disseminate to all charter school staff and volunteers a policy governing child abuse reports required by Chapter 261, Texas Family Code. The policy shall require that employees, volunteers or agents of Charterholder or the charter school report child abuse or neglect directly to an appropriate entity listed in Chapter 261, Texas Family Code.

15. Notice to District. Charterholder shall notify the school district in which the student resides within three business days of any action expelling or withdrawing a student from the charter school.

16. School Year. Charterholder shall adopt a school year with fixed beginning and ending dates.

Financial Managment

17. Fiscal Year. Charterholder shall adopt a fiscal year beginning September 1 and ending August 31.

18. Financial Accounting. Unless otherwise notified by the Agency, Charterholder shall comply fully with generally accepted accounting principles ("GAAP") and the Financial Accountability System Resource Guide, Bulletin 679 or its successor ("Bulletin 679") published by the Agency in the management and operation of the charter school.

19. Federal Requirements. Failure to comply with Internal Revenue Service withholding regulations shall constitute a material violation of the charter.

20. Workers' Compensation. Charterholder shall extend workers' compensation benefits to charter school employees by (1) becoming a self-insurer; (2) providing insurance under a workers' compensation insurance policy; or (3) entering into an agreement with other entities providing for self-insurance.

21. Annual Audit. Charterholder shall at its own expense have the financial and programmatic operations of the charter school audited annually by a certified public accountant holding a permit from the Texas State Board of Public Accountancy. Charterholder shall file a copy of the annual audit report, approved by Charterholder, with the Agency not later than the

120th day after the end of the fiscal year for which the audit was made. The audit must comply with Generally Accepted Auditing Standards and must include an audit of the accuracy of the fiscal information provided by the charter school through PEIMS. Financial statements in the audit must comply with Government Auditing Standards and the Office of Management and Budget Circular 133.

22. Attendance Accounting. To the extent required by the commissioner, Charterholder shall comply with the "Student Attendance Accounting Handbook" published by the Agency; provided, however, that Charterholder shall report attendance data to the Agency at six-week intervals or as directed by the Agency.

23. Foundation School Program. Distribution of funds to the charter school under Section 12.106, TEC, is contingent upon Charterholder's compliance with the terms of the charter. Charterholder is ineligible to receive Foundation School Program funds prior to execution of this contract by the Board. Within 30 days of receiving notice of overallocation and request for refund under Section 42.258, TEC, Charterholder shall transmit to the Agency an amount equal to the requested refund. If Charterholder fails to make the requested refund, the Agency may recover the overallocation by any means permitted by law, including but not limited to the process set forth in Section 42.258, TEC.

24. Tuition and Fees. Charterholder shall not charge tuition and shall not charge a fee except that it may charge a fee listed in Subsection 11.158(a), TEC.

25. Assets of Charter. Charterholder shall not apply, hold, credit, transfer or otherwise make use of funds, assets or resources of the charter school for any purpose other than operation of the charter school described in the charter.

26. Indebtedness of Charter. Charterholder shall not incur a debt, secure an obligation, extend credit, or otherwise make use of the credit or assets of the charter school for any purpose other than operation of the charter school described in the charter.

27. Interested Transactions. All financial transactions between the charter school and (a) Charterholder; (b) an officer, director, or employee of Charterholder or of the charter school; or (c) a person or entity having partial or complete control over Charterholder or the charter school shall be separately and clearly reflected in the accounting, auditing, budgeting, reporting, and record keeping systems of the charter school. Charterholder shall not transfer any asset of the charter or incur any debt except in return for goods or services provided for the benefit of the charter school at fair market value.

28. Non-Charter Activities. Charterholder shall keep separate and distinct accounting, auditing, budgeting, reporting, and record keeping systems for the management and operation of the charter school. Any business activities of Charterholder not directly related to the management and operation of the charter school shall be kept in separate and distinct

accounting, auditing, budgeting, reporting, and record keeping systems from those reflecting activities under the charter. Any commingling of charter and non-charter business in these systems shall be a material violation of the charter.

Governance and Operations

29. Non-Profit Status. Charterholder shall take and refrain from all acts necessary to be and remain in good standing as an organization exempt from taxation under Section 501(c)(3), Internal Revenue Code. If Charterholder is incorporated, it shall in addition comply with all applicable laws governing its corporate status. Failure to comply with this paragraph is a material violation of the charter, and the Board may act on the violation even if the Internal Revenue Service, Secretary of State, or other body with jurisdiction has failed to act.

30. Records Retention and Management. Charterholder shall implement a records management system that conforms to the system required of school districts under the Local Government Records Act, Section 201.001, et seq., Local Government Code, and rules adopted thereunder; provided, however, that records subject to audit shall be retained and available for audit for a period of not less than five (5) years from the latter of the date of termination or renewal of the charter.

31. PEIMS Reporting. Charterholder shall report timely and accurate information to the Public Education Information Management System (PEIMS), as required by the commissioner.

32. Conflict of Interest. Charterholder shall comply with any applicable prohibition, restriction or requirement relating to conflicts of interest. If an officer or board member of Charterholder or of the charter school has a substantial interest, within the meaning of Chapter 171, Local Government Code, in a transaction, such interest shall be disclosed in public session at a duly called meeting of the governing body prior to any action on the transaction.

33. Disclosure of Campaign Contributions. Charterholder shall adopt policies that will ensure compliance with the disclosure requirements of State Board of Education Operating Rule 4.3 or its successor.

34. Indemnification. Charterholder shall hold the Board and Agency harmless from and shall indemnify the Board and Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising out of, or in connection with wrongful acts of Charterholder, its agents, employees, and subcontractors.

35. Failure to Operate. Charterholder shall operate the charter school for the full school term as described in the charter application in each year of the charter contract. Charterholder may not suspend operation for longer than 21 days without a revision to its charter, adopted by the Board, stating that the charter school is dormant and setting forth the date on which operations shall resume and any applicable conditions.

Charterholder may not suspend operation of the school for a period of more than three days without mailing written notice to the parent or guardian of each student and to the Agency at least 14 days in advance of the suspension. Suspension of operations in violation of this paragraph shall constitute abandonment of this contract and of the charter.

36. Charter School Facility. Charterholder shall have and maintain throughout the term of the charter a lease agreement, title or other legal instrument granting to Charterholder the right to occupy and use one or more facilities suitable for use as the charter school facilities described by the charter. During any period of dormancy granted by the Board, this requirement may be waived by the Board. Facilities occupied and used as charter school facilities shall comply with all applicable laws, including, but not limited to, the Texas Architectural Barriers Act, Article 9102, Vernon's Texas Civil Statutes.

Enforcement

37. Agency Investigations. The commissioner may in his sound discretion direct the Agency to conduct investigations of the charter school to determine compliance with the terms of the charter or as authorized in the Texas Education Code or other law. Charterholder, its employees and agents shall fully cooperate with such investigations. Failure to timely comply with reasonable requests for access to sites, personnel, documents or things is a material violation of the charter.

38. Commissioner Authority. The commissioner in his sole discretion may take any action authorized by Section 39.131, TEC , Chapter 29, TEC, or Chapter 42, TEC relating to the charter school. Such action is not "adverse action" as used in this contract. Charterholder, its employees and agents shall fully cooperate with such actions. Failure to timely comply with any action authorized by Section 39.131, TEC or Chapter 29, TEC is a material violation of the charter.

39. Adverse Action. The Board in its sole discretion may modify, place on probation, revoke or deny timely renewal of the charter for cause ("adverse action"). Each of the following shall be cause for adverse action on the charter: (a) any material violation of the terms of the charter listed in paragraphs 2, 3, and 20; (b) failure to satisfy generally accepted accounting standards of fiscal management; or (c) failure to comply with an applicable law or rule.

This Agreement

40. Entire Agreement. This contract, including all referenced attachments and terms incorporated by reference, contains the entire agreement of the parties. All prior representations, understandings and discussions are merged into, superseded by and canceled by this contract.

41. Severability. If any provision of this contract is determined by a court or other tribunal to be unenforceable or invalid for any reason, the remainder

of the contract shall remain in full force and effect, so as to give effect to the intent of the parties to the extent valid and enforceable.

42. Conditions of Contract. Execution of this contract by the Board is conditioned on full and timely compliance by Charterholder with: (a) the terms, required assurances and conditions of Request for Application #701-00-006; (b) applicable law; and (c) all commitments and representations made in Charterholder's application and any supporting documents (to the extent such commitments and representations are consistent with the terms of this contract).

43. No Waiver of Breach. No assent, express or implied, to any breach of any of the covenants or agreements herein shall waive any succeeding or other breach.

44. Venue. Any suit arising under this contract shall be brought in Travis County, Texas.

45. Governing Law. In any suit arising under this contract, Texas law shall apply.

46. Authority. By executing this contract, Charterholder represents that it is an "eligible entity" within the meaning of Section 12.101 (a), TEC. Charterholder shall immediately notify the Board of any legal change in its status, which would disqualify it from holding the charter, of any violation of the terms and conditions of this contract, or of any change in the chief operating officer of the Charterholder. Charterholder further represents that the person signing this contract has been properly delegated authority to do so.

Entered into this 21st day of June, 2000.

Texas State Board of Education

Chase Untermeyer

By Chase Untermeyer, Chairman

Charterholder

Thomas E. Tokelson

(signature/date)

Chairperson, Governing Board of Charterholder

Thomas E. Tokelson

(Printed Name

Thomas E. Tokelson

(signature/date)

Chief Operating Officer, Charterholder

Thomas E. Tokelson

(Printed Name)

TEXAS EDUCATION AGENCY

1701 North Congress Ave.★ Austin, Texas 78701-1494 ★ 512/463-9734 ★ FAX: 512/463-9838 ★ http://www.tea.state.tx.us

Shirley J. Neeley, Ed.D.
Commissioner

June 2, 2006

Dr. Jonathan Becker, Chair
IDEA Academy, Inc.
1009 Hester Ave.
Donna, TX 78537

Re: Charter Renewal for IDEA Academy

Dear Dr. Becker:

I am pleased to inform you that the charter renewal is approved for IDEA Academy with a contract ending date of July 31, 2010. After renewal, the charter contract shall consist of the following:

- the representations and assurances made by the charter holder in the original request for application under the standard application system;
- the original contract for charter, as signed by the charter holder and the State Board of Education;
- any condition, amendment, modification, revision, or other change to the charter approved by the State Board of Education or the commissioner of education;
- the final renewal application, on file with the Division of Charter Schools, including any revisions required by the agency and any amendments to the charter made through the renewal application; and
- all statements, assurances, commitments and representations made by the charter holder in its application for charter renewal and its attachments or related documents, to the extent that these documents are consistent with those listed above.

Note that this contract is contingent upon legislative authorization and that the contract and the funding under it may be modified or even terminated by future legislative act. Furthermore, state and federal laws and rules may periodically be adopted, amended, or repealed and all such changes applicable to the charter holder or its charter school(s) may modify this contract, as of the effective date provided in the law or rule. Nothing in this contract shall be construed to entitle the charter holder to any privilege or benefit, including any funding, but in accordance with state and federal laws in effect and as they may in the future be amended. A contract term that conflicts with any state or federal law or rule is superseded by the law or rule to the extent that the law or rule conflicts with the contract term.

"Good, Better, Best–never let it rest–until your good is better–and your better is BEST!"

To acknowledge acceptance of this renewed contract, the chair of the charter holder board must sign below and return the entire original document to TEA's Division of Charter Schools, William B. Travis Building Room 5-107, 1701 North Congress Avenue, Austin, Texas 78701-1494. The charter holder should keep a copy of the document for its files. Please contact the Division of Charter Schools at (512) 463-9575 with any questions.

Sincerely,

Shirley J. Neeley, Ed.D.
Commissioner of Education

cc: Thomas E. Torkelson, Superintendent

I the undersigned hereby certify that the governing body of the charter holder has accepted and agreed to the charter renewal agreement for IDEA Academy as outlined in the foregoing letter and has authorized me to sign below.

Agreed and Accepted:

_____ _____

Jonathan Becker
Chair, IDEA Academy, Inc.

Date

Project Narrative

Section 5 - Other Attachments: Student Academic Achievement

Attachment 1:
Title: **CSP Attachment 5 - TAKS results by school** Pages: **19** Uploaded File: **C:\Users\Robert G\Desktop\IDEA CSP Student Academic Achievement.pdf**

GR/SUBJECT	IDEA DONNA		IDEA QUEST		IDEA FRONTIER		IDEA MISSION		IDEA SAN BENITO		IDEA SAN JUAN	
3rd Grade												
Reading	91.3%	42.3%	96.9%	56.7%	100.0%	46.8%						
Math	93.3%	26.0%	94.8%	39.2%	98.9%	52.1%						
4th Grade												
Writing	100.0%	42.9%	99.0%	46.0%	100.0%	48.3%						
Reading	92.8%	22.7%	93.0%	33.0%	89.5%	22.8%						
Math	95.9%	38.1%	95.0%	35.0%	91.2%	36.8%						
5th Grade												
Reading	92.0%	33.0%	97.9%	41.2%	92.6%	35.2%						
Math	92.0%	50.0%	97.9%	59.4%	84.9%	43.4%						
Science	96.0%	42.0%	99.0%	66.3%	92.7%	38.2%						
6th Grade												
Reading	97.4%	41.0%	98.3%	48.7%	100.0%	49.5%	96.1%	37.9%	98.2%	48.2%	99.1%	46.9%
Math	90.6%	35.0%	94.1%	37.0%	98.2%	44.0%	91.3%	33.0%	99.1%	44.1%	99.1%	40.7%
7th Grade												
Writing	98.3%	56.9%	97.4%	56.0%	100.0%	43.4%	98.1%	56.7%	99.0%	60.2%		
Reading	97.4%	41.7%	99.1%	49.6%	99.1%	35.7%	92.5%	37.4%	99.0%	44.2%		
Math	88.8%	23.3%	90.7%	35.6%	94.6%	30.4%	87.9%	27.1%	95.2%	34.6%		
8th Grade												
Reading	95.6%	59.3%	94.0%	54.7%	92.4%	50.5%	96.9%	63.1%	98.2%	42.9%		
Math	87.6%	27.4%	87.2%	29.9%	85.7%	32.4%	93.8%	30.8%	83.6%	25.5%		
Soc Stud	99.1%	66.7%	100.0%	68.6%	100.0%	34.0%	100.0%	76.9%	100.0%	58.9%		
Science	99.1%	45.6%	98.3%	33.9%	99.0%	34.3%	98.5%	32.3%	98.2%	41.1%		
9th Grade												
Reading	100.0%	54.1%	99.0%	51.5%	100.0%	45.7%	98.1%	48.1%	100.0%	46.7%	100.0%	52.9%
Math	97.2%	38.9%	97.1%	29.1%	98.9%	41.3%	98.1%	30.8%	93.3%	51.1%	101.0%	34.7%
10th Grade												
ELA	100.0%	27.6%	100.0%	19.8%	100.0%	24.5%						
Math	98.4%	30.6%	97.5%	39.5%	100.0%	35.4%						
Soc Stud	100.0%	84.7%	98.8%	62.7%	100.0%	81.3%						
Science	99.2%	22.6%	95.2%	16.9%	100.0%	43.8%						
11th Grade												
ELA	98.7%	47.4%	100.0%	44.4%	100.0%	33.3%						
Math	97.5%	36.7%	100.0%	44.4%	100.0%	20.6%						
Soc Stud	100.0%	79.7%	100.0%	73.9%	100.0%	58.8%						
Science	96.2%	30.4%	100.0%	34.8%	97.1%	11.8%						

Part I – District Level: Student Performance for the District Compared to the State's Percent of Students Tested, Student Achievement by Proficiency Level, 2007-08, 2008-09,
For IDEA PUBLIC SCHOOLS (108807)

Grade 3 Reading

		District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In District)	Percent of Students in District at Each Achievement Level		
					% Not Meeting Standard(Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Groups	**Year**						
All Students	**2007-08**	93	92	99	7	58	35
	2008-09	93	93	>99%	7	58	35
Native American	**2007-08**	*	94	*	*	*	*
	2008-09	*	94	*	*	*	*
Asian/Pacific Islander	**2007-08**	*	97	>99%	*	*	*
	2008-09	*	97	>99%	*	*	*
African American	**2007-08**	*	89	*	*	*	*
	2008-09	*	88	*	*	*	*
Hispanic	**2007-08**	92	90	99	8	62	30
	2008-09	92	91	>99%	8	60	32
White	**2007-08**	94	97	>99%	6	18	76
	2008-09	*	97	>99%	*	*	*
Female	**2007-08**	93	94	>99%	7	49	44
	2008-09	94	94	>99%	6	62	32
Male	**2007-08**	92	91	98	8	68	24
	2008-09	92	92	>99%	8	54	37
Special Education	**2007-08**	80	78	>99%	20	70	10
	2008-09	71	85	>99%	29	43	29
Limited English Proficient	**2007-08**	86	88	98	14	70	16
	2008-09	89	89	>99%	11	68	21
Economically Disadvantaged	**2007-08**	90	89	99	10	66	23
	2008-09	90	90	>99%	10	63	27
Migrant	**2007-08**	*	84	*	*	*	*
	2008-09	*	84	*	*	*	*

Part I – District Level: Student Performance for the District Compared to the State's Percent of Students Tested, Student Achievement by Proficiency Level, 2007-08, 2008-09, For IDEA PUBLIC SCHOOLS (108807)

Grade 3 Mathematics

		District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In District)	Percent of Students in District at Each Achievement Level		
					% Not Meeting Standard(Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Groups	**Year**						
All Students	**2007-08**	83	82	>99%	17	49	34
	2008-09	83	83	>99%	17	53	30
Native American	**2007-08**	*	83	*	*	*	*
	2008-09	*	86	*	*	*	*
Asian/Pacific Islander	**2007-08**	*	94	>99%	*	*	*
	2008-09	*	95	>99%	*	*	*
African American	**2007-08**	*	71	*	*	*	*
	2008-09	*	74	*	*	*	*
Hispanic	**2007-08**	81	80	>99%	19	50	31
	2008-09	82	80	>99%	18	55	27
White	**2007-08**	94	90	>99%	6	41	53
	2008-09	92	91	>99%	8	23	69
Female	**2007-08**	86	82	>99%	14	53	33
	2008-09	84	83	>99%	16	52	32
Male	**2007-08**	78	83	>99%	22	44	34
	2008-09	83	84	99	17	53	30
Special Education	**2007-08**	55	68	>99%	45	36	18
	2008-09	86	74	>99%	14	64	21
Limited English Proficient	**2007-08**	73	78	>99%	27	52	21
	2008-09	77	79	>99%	23	54	23
Economically Disadvantaged	**2007-08**	79	77	>99%	21	52	27
	2008-09	80	78	99	20	56	23
Migrant	**2007-08**	*	73	*	*	*	*
	2008-09	*	75	*	*	*	*

Part I – District Level: Student Performance for the District Compared to the State's Percent of Students Tested, Student Achievement by Proficiency Level, 2007-08, 2008-09, For IDEA PUBLIC SCHOOLS (108807)

Grade 4 Reading

		District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In District)	Percent of Students in District at Each Achievement Level		
					% Not Meeting Standard(Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Groups	**Year**						
All Students	**2007-08**	75	82	99	25	54	22
	2008-09	87	84	99	13	56	30
Native American	**2007-08**	*	84	*	*	*	*
	2008-09	*	86	*	*	*	*
Asian/Pacific Islander	**2007-08**	*	93	*	*	*	*
	2008-09	*	93	89	*	*	*
African American	**2007-08**	*	74	*	*	*	*
	2008-09	*	77	*	*	*	*
Hispanic	**2007-08**	75	77	99	25	53	22
	2008-09	86	80	99	14	59	26
White	**2007-08**	*	91	*	*	*	*
	2008-09	94	92	>99%	6	35	59
Female	**2007-08**	81	84	>99%	19	50	31
	2008-09	92	86	99	8	57	35
Male	**2007-08**	70	80	98	30	57	13
	2008-09	81	81	99	19	55	26
Special Education	**2007-08**	20	63	91	80	*	*
	2008-09	64	69	>99%	36	*	*
Limited English Proficient	**2007-08**	45	69	95	55	*	*
	2008-09	78	74	98	22	62	16
Economically Disadvantaged	**2007-08**	72	75	99	28	53	19
	2008-09	85	78	99	15	60	25
Migrant	**2007-08**	*	67	*	*	*	*
	2008-09	*	72	*	*	*	*

Part I – District Level: Student Performance for the District Compared to the State's Percent of Students Tested, Student Achievement by Proficiency Level, 2007-08, 2008-09, For IDEA PUBLIC SCHOOLS (108807)

Grade 4 Mathematics

		District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In District)	Percent of Students in District at Each Achievement Level		
					% Not Meeting Standard(Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Groups	**Year**						
All Students	**2007-08**	74	83	99	26	52	22
	2008-09	85	85	>99%	15	49	37
Native American	**2007-08**	*	83	*	*	*	*
	2008-09	*	85	*	*	*	*
Asian/Pacific Islander	**2007-08**	*	95	*	*	*	*
	2008-09	*	95	>99%	*	*	*
African American	**2007-08**	*	73	*	*	*	*
	2008-09	*	76	*	*	*	*
Hispanic	**2007-08**	73	80	99	27	53	20
	2008-09	84	83	>99%	16	50	33
White	**2007-08**	*	90	*	*	*	*
	2008-09	*	91	>99%	*	*	*
Female	**2007-08**	76	83	>99%	24	50	26
	2008-09	86	85	99	14	46	41
Male	**2007-08**	72	83	98	28	54	18
	2008-09	84	85	>99%	16	52	32
Special Education	**2007-08**	18	63	>99%	82	9	9
	2008-09	86	71	>99%	14	64	21
Limited English Proficient	**2007-08**	43	75	95	57	38	5
	2008-09	75	79	>99%	25	49	25
Economically Disadvantaged	**2007-08**	71	78	99	29	54	18
	2008-09	83	80	>99%	17	50	33
Migrant	**2007-08**	*	74	*	*	*	*
	2008-09	*	78	*	*	*	*

Part I – District Level: Student Performance for the District Compared to the State's Percent of Students Tested, Student Achievement by Proficiency Level, 2007-08, 2008-09, For IDEA PUBLIC SCHOOLS (108807)

Grade 5 Reading

		District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In District)	Percent of Students in District at Each Achievement Level		
					% Not Meeting Standard(Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Groups	**Year**						
All Students	**2007-08**	91	89	>99%	9	66	25
	2008-09	90	89	>99%	10	67	23
Native American	**2007-08**	*	91	*	*	*	*
	2008-09	*	89	*	*	*	*
Asian/Pacific Islander	**2007-08**	*	95	*	*	*	*
	2008-09	*	95	*	*	*	*
African American	**2007-08**	*	85	*	*	*	*
	2008-09	*	85	*	*	*	*
Hispanic	**2007-08**	91	86	>99%	9	66	25
	2008-09	90	85	>99%	10	67	22
White	**2007-08**	*	95	*	*	*	*
	2008-09	*	95	*	*	*	*
Female	**2007-08**	90	90	>99%	10	62	28
	2008-09	98	90	>99%	2	75	23
Male	**2007-08**	92	88	>99%	8	71	22
	2008-09	81	88	>99%	19	57	23
Special Education	**2007-08**	80	69	>99%	20	60	20
	2008-09	50	78	>99%	50	40	10
Limited English Proficient	**2007-08**	89	72	>99%	11	*	*
	2008-09	77	72	>99%	23	68	9
Economically Disadvantaged	**2007-08**	90	84	>99%	10	66	24
	2008-09	90	84	>99%	10	70	20
Migrant	**2007-08**	*	76	*	*	*	*
	2008-09	*	76	*	*	*	*

Part I – District Level: Student Performance for the District Compared to the State's Percent of Students Tested, Student Achievement by Proficiency Level, 2007-08, 2008-09, For IDEA PUBLIC SCHOOLS (108807)

Grade 5 Mathematics

		District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In District)	Percent of Students in District at Each Achievement Level		
					% Not Meeting Standard(Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Groups	**Year**						
All Students	**2007-08**	84	88	>99%	16	47	36
	2008-09	92	90	>99%	8	57	35
Native American	**2007-08**	*	89	*	*	*	*
	2008-09	*	88	*	*	*	*
Asian/Pacific Islander	**2007-08**	*	96	*	*	*	*
	2008-09	*	97	*	*	*	*
African American	**2007-08**	*	80	*	*	*	*
	2008-09	*	83	*	*	*	*
Hispanic	**2007-08**	83	85	>99%	17	48	35
	2008-09	92	87	>99%	8	57	35
White	**2007-08**	*	94	*	*	*	*
	2008-09	*	95	*	*	*	*
Female	**2007-08**	85	88	>99%	15	52	33
	2008-09	94	90	>99%	6	56	38
Male	**2007-08**	82	87	>99%	18	42	40
	2008-09	89	90	>99%	11	57	32
Special Education	**2007-08**	80	64	>99%	20	*	*
	2008-09	70	78	>99%	30	60	10
Limited English Proficient	**2007-08**	70	74	>99%	30	59	11
	2008-09	86	78	>99%	14	64	23
Economically Disadvantaged	**2007-08**	83	83	>99%	17	50	33
	2008-09	90	86	>99%	10	58	33
Migrant	**2007-08**	*	78	*	*	*	*
	2008-09	*	81	*	*	*	*

Part I – District Level: Student Performance for the District Compared to the State's Percent of Students Tested, Student Achievement by Proficiency Level, 2007-08, 2008-09, For IDEA PUBLIC SCHOOLS (108807)

Grade 5 Science

		District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In District)	Percent of Students in District at Each Achievement Level		
					% Not Meeting Standard(Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Groups	**Year**						
All Students	**2007-08**	77	78	>99%	23	44	33
	2008-09	85	82	>99%	15	41	43
Native American	**2007-08**	*	83	*	*	*	*
	2008-09	*	85	*	*	*	*
Asian/Pacific Islander	**2007-08**	*	89	*	*	*	*
	2008-09	*	92	*	*	*	*
African American	**2007-08**	*	67	*	*	*	*
	2008-09	*	73	*	*	*	*
Hispanic	**2007-08**	76	73	>99%	24	43	33
	2008-09	85	77	>99%	15	42	43
White	**2007-08**	*	89	*	*	*	*
	2008-09	*	92	*	*	*	*
Female	**2007-08**	72	76	>99%	28	45	27
	2008-09	85	80	>99%	15	42	42
Male	**2007-08**	83	81	>99%	17	42	42
	2008-09	85	84	>99%	15	40	45
Special Education	**2007-08**	40	55	>99%	60	20	20
	2008-09	70	61	>99%	30	50	20
Limited English Proficient	**2007-08**	56	54	>99%	44	30	26
	2008-09	77	61	>99%	23	55	23
Economically Disadvantaged	**2007-08**	73	71	>99%	27	40	32
	2008-09	82	75	>99%	18	41	41
Migrant	**2007-08**	*	63	*	*	*	*
	2008-09	*	67	*	*	*	*

Part I – District Level: Student Performance for the District Compared to the State's Percent of Students Tested, Student Achievement by Proficiency Level, 2007-08, 2008-09, For IDEA PUBLIC SCHOOLS (108807)

Grade 6 Reading

		District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In District)	Percent of Students in District at Each Achievement Level		
					% Not Meeting Standard(Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Groups	**Year**						
All Students	**2007-08**	91	90	>99%	9	46	45
	2008-09	95	90	>99%	5	47	48
Native American	**2007-08**	*	92	*	*	*	*
	2008-09	*	92	*	*	*	*
Asian/Pacific Islander	**2007-08**	*	96	>99%	*	*	*
	2008-09	*	96	>99%	*	*	*
African American	**2007-08**	*	86	*	*	*	*
	2008-09	*	87	*	*	*	*
Hispanic	**2007-08**	91	87	>99%	9	46	45
	2008-09	95	87	>99%	5	49	45
White	**2007-08**	*	95	>99%	*	*	*
	2008-09	*	96	>99%	*	*	*
Female	**2007-08**	93	93	>99%	7	42	52
	2008-09	95	91	>99%	5	52	44
Male	**2007-08**	89	87	>99%	11	51	38
	2008-09	94	89	>99%	6	43	51
Special Education	**2007-08**	63	66	>99%	37	58	5
	2008-09	67	73	>99%	33	56	11
Limited English Proficient	**2007-08**	77	69	>99%	23	52	26
	2008-09	78	68	98	22	57	20
Economically Disadvantaged	**2007-08**	90	85	>99%	10	50	40
	2008-09	94	86	>99%	6	50	44
Migrant	**2007-08**	*	78	*	*	*	*
	2008-09	67	78	>99%	33	50	17

Part I – District Level: Student Performance for the District Compared to the State's Percent of Students Tested, Student Achievement by Proficiency Level, 2007-08, 2008-09, For IDEA PUBLIC SCHOOLS (108807)

Grade 6 Mathematics

		District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In District)	Percent of Students in District at Each Achievement Level		
					% Not Meeting Standard(Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Groups	**Year**						
All Students	**2007-08**	80	79	>99%	20	41	39
	2008-09	84	79	>99%	16	48	36
Native American	**2007-08**	*	80	*	*	*	*
	2008-09	*	81	*	*	*	*
Asian/Pacific Islander	**2007-08**	88	94	>99%	13	13	75
	2008-09	*	94	>99%	*	*	*
African American	**2007-08**	*	67	*	*	*	*
	2008-09	*	69	*	*	*	*
Hispanic	**2007-08**	79	75	>99%	21	41	38
	2008-09	83	75	>99%	17	49	34
White	**2007-08**	93	87	>99%	7	40	53
	2008-09	92	88	>99%	8	42	50
Female	**2007-08**	83	80	99	17	40	43
	2008-09	86	80	>99%	14	51	35
Male	**2007-08**	77	78	>99%	23	42	35
	2008-09	81	78	>99%	19	44	37
Special Education	**2007-08**	37	49	>99%	63	*	*
	2008-09	67	59	>99%	33	50	17
Limited English Proficient	**2007-08**	64	59	>99%	36	46	18
	2008-09	78	61	>99%	22	54	24
Economically Disadvantaged	**2007-08**	79	72	>99%	21	43	36
	2008-09	81	73	>99%	19	50	32
Migrant	**2007-08**	*	68	*	*	*	*
	2008-09	67	66	>99%	33	33	33

Part I – District Level: Student Performance for the District Compared to the State's Percent of Students Tested, Student Achievement by Proficiency Level, 2007-08, 2008-09, For IDEA PUBLIC SCHOOLS (108807)

Grade 7 Reading

		District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In District)	Percent of Students in District at Each Achievement Level		
					% Not Meeting Standard(Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Groups	**Year**						
All Students	**2007-08**	93	84	>99%	7	57	36
	2008-09	88	84	>99%	12	59	29
Native American	**2007-08**	*	87	*	*	*	*
	2008-09	*	87	*	*	*	*
Asian/Pacific Islander	**2007-08**	*	93	>99%	*	*	*
	2008-09	*	93	>99%	*	*	*
African American	**2007-08**	*	78	*	*	*	*
	2008-09	*	79	*	*	*	*
Hispanic	**2007-08**	93	79	>99%	7	60	33
	2008-09	88	78	>99%	12	59	29
White	**2007-08**	93	91	>99%	7	43	50
	2008-09	*	91	>99%	*	*	*
Female	**2007-08**	95	87	>99%	5	58	37
	2008-09	88	86	>99%	12	55	33
Male	**2007-08**	92	81	>99%	8	57	35
	2008-09	88	81	>99%	12	64	24
Special Education	**2007-08**	86	57	>99%	14	*	*
	2008-09	86	61	>99%	14	68	18
Limited English Proficient	**2007-08**	91	47	>99%	9	71	20
	2008-09	61	48	>99%	39	53	8
Economically Disadvantaged	**2007-08**	91	77	>99%	9	62	29
	2008-09	88	77	>99%	12	63	25
Migrant	**2007-08**	*	67	>99%	*	*	*
	2008-09	*	67	*	*	*	*

Part I – District Level: Student Performance for the District Compared to the State's Percent of Students Tested, Student Achievement by Proficiency Level, 2007-08, 2008-09, For IDEA PUBLIC SCHOOLS (108807)

Grade 7 Mathematics

		District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In District)	Percent of Students in District at Each Achievement Level		
					% Not Meeting Standard(Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Groups	**Year**						
All Students	**2007-08**	85	75	99	15	69	16
	2008-09	79	78	>99%	21	62	17
Native American	**2007-08**	*	78	*	*	*	*
	2008-09	*	78	*	*	*	*
Asian/Pacific Islander	**2007-08**	*	93	>99%	*	*	*
	2008-09	*	93	>99%	*	*	*
African American	**2007-08**	*	63	*	*	*	*
	2008-09	*	66	*	*	*	*
Hispanic	**2007-08**	86	69	99	14	71	15
	2008-09	79	73	>99%	21	63	16
White	**2007-08**	71	85	>99%	29	50	21
	2008-09	83	87	>99%	17	61	22
Female	**2007-08**	86	76	99	14	71	15
	2008-09	76	79	>99%	24	56	20
Male	**2007-08**	85	74	>99%	15	68	18
	2008-09	83	77	>99%	17	69	14
Special Education	**2007-08**	43	43	>99%	57	36	7
	2008-09	50	56	>99%	50	45	5
Limited English Proficient	**2007-08**	74	46	95	26	54	20
	2008-09	69	55	>99%	31	67	2
Economically Disadvantaged	**2007-08**	82	66	99	18	69	13
	2008-09	79	71	>99%	21	63	16
Migrant	**2007-08**	*	61	83	*	*	*
	2008-09	*	67	*	*	*	*

Part I – District Level: Student Performance for the District Compared to the State's Percent of Students Tested, Student Achievement by Proficiency Level, 2007-08, 2008-09, For IDEA PUBLIC SCHOOLS (108807)

Grade 8 Reading

		District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In District)	Percent of Students in District at Each Achievement Level		
					% Not Meeting Standard(Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Groups	**Year**						
All Students	**2007-08**	99	93	99	1	36	63
	2008-09	96	94	>99%	4	39	58
Native American	**2007-08**	*	95	*	*	*	*
	2008-09	*	96	*	*	*	*
Asian/Pacific Islander	**2007-08**	*	97	88	*	*	*
	2008-09	*	96	>99%	*	*	*
African American	**2007-08**	*	91	*	*	*	*
	2008-09	*	93	*	*	*	*
Hispanic	**2007-08**	99	90	>99%	1	38	61
	2008-09	96	92	>99%	4	40	56
White	**2007-08**	*	97	>99%	*	*	*
	2008-09	*	98	>99%	*	*	*
Female	**2007-08**	*	95	99	*	*	*
	2008-09	97	95	>99%	3	39	58
Male	**2007-08**	98	92	99	2	42	56
	2008-09	96	93	>99%	4	38	57
Special Education	**2007-08**	90	73	>99%	10	70	20
	2008-09	80	82	>99%	20	75	5
Limited English Proficient	**2007-08**	94	62	94	6	39	55
	2008-09	81	67	>99%	19	57	24
Economically Disadvantaged	**2007-08**	99	90	99	1	46	52
	2008-09	95	91	>99%	5	43	52
Migrant	**2007-08**	*	85	*	*	*	*
	2008-09	*	85	>99%	*	*	*

Part I – District Level: Student Performance for the District Compared to the State's Percent of Students Tested, Student Achievement by Proficiency Level, 2007-08, 2008-09, For IDEA PUBLIC SCHOOLS (108807)

Grade 8 Mathematics

		District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In District)	Percent of Students in District at Each Achievement Level		
					% Not Meeting Standard(Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Groups	**Year**						
All Students	**2007-08**	87	80	>99%	13	62	25
	2008-09	90	83	>99%	10	61	29
Native American	**2007-08**	*	83	*	*	*	*
	2008-09	*	85	*	*	*	*
Asian/Pacific Islander	**2007-08**	88	94	>99%	13	25	63
	2008-09	*	95	>99%	*	*	*
African American	**2007-08**	*	68	*	*	*	*
	2008-09	*	73	*	*	*	*
Hispanic	**2007-08**	86	75	>99%	14	64	23
	2008-09	90	80	>99%	10	63	27
White	**2007-08**	94	89	>99%	6	56	38
	2008-09	82	92	>99%	18	50	32
Female	**2007-08**	89	81	>99%	11	64	24
	2008-09	87	83	>99%	13	63	25
Male	**2007-08**	84	79	99	16	59	25
	2008-09	92	83	>99%	8	59	33
Special Education	**2007-08**	50	46	>99%	50	*	*
	2008-09	70	66	>99%	30	60	10
Limited English Proficient	**2007-08**	74	47	97	26	54	20
	2008-09	61	57	>99%	39	42	19
Economically Disadvantaged	**2007-08**	84	72	99	16	64	20
	2008-09	88	77	>99%	12	63	25
Migrant	**2007-08**	*	68	*	*	*	*
	2008-09	86	72	>99%	14	57	29

Part I – District Level: Student Performance for the District Compared to the State's Percent of Students Tested, Student Achievement by Proficiency Level, 2007-08, 2008-09, For IDEA PUBLIC SCHOOLS (108807)

Grade 8 Science

		District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In District)	Percent of Students in District at Each Achievement Level		
					% Not Meeting Standard(Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Groups	**Year**						
All Students	**2007-08**	86	67	>99%	14	55	31
	2008-09	82	71	>99%	18	51	31
Native American	**2007-08**	*	72	*	*	*	*
	2008-09	*	76	*	*	*	*
Asian/Pacific Islander	**2007-08**	*	85	>99%	*	*	*
	2008-09	*	88	>99%	*	*	*
African American	**2007-08**	*	54	*	*	*	*
	2008-09	*	58	*	*	*	*
Hispanic	**2007-08**	86	57	>99%	14	56	29
	2008-09	82	63	99	18	53	28
White	**2007-08**	94	82	>99%	6	56	38
	2008-09	86	86	>99%	14	41	45
Female	**2007-08**	88	65	>99%	12	61	27
	2008-09	78	69	>99%	22	50	28
Male	**2007-08**	83	69	>99%	17	48	35
	2008-09	87	74	>99%	13	52	35
Special Education	**2007-08**	60	40	>99%	40	50	10
	2008-09	40	50	>99%	60	35	5
Limited English Proficient	**2007-08**	83	23	>99%	17	74	9
	2008-09	56	31	>99%	44	47	8
Economically Disadvantaged	**2007-08**	84	55	>99%	16	62	22
	2008-09	79	61	99	21	52	27
Migrant	**2007-08**	*	47	*	*	*	*
	2008-09	57	52	>99%	43	14	43

Part I – District Level: Student Performance for the District Compared to the State's Percent of Students Tested, Student Achievement by Proficiency Level, 2007-08, 2008-09, For IDEA PUBLIC SCHOOLS (108807)

Grade 10 English Language Arts

		District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In District)	Percent of Students in District at Each Achievement Level		
					% Not Meeting Standard(Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Groups	**Year**						
All Students	**2007-08**	97	86	>99%	3	80	18
	2008-09	97	87	>99%	3	74	24
Native American	**2007-08**	*	86	*	*	*	*
	2008-09	*	90	*	*	*	*
Asian/Pacific Islander	**2007-08**	*	93	*	*	*	*
	2008-09	*	93	*	*	*	*
African American	**2007-08**	*	80	*	*	*	*
	2008-09	*	83	*	*	*	*
Hispanic	**2007-08**	97	81	>99%	3	80	18
	2008-09	97	82	>99%	3	74	23
White	**2007-08**	*	91	*	*	*	*
	2008-09	*	93	*	*	*	*
Female	**2007-08**	*	89	>99%	*	*	*
	2008-09	97	90	>99%	3	67	30
Male	**2007-08**	93	82	>99%	7	80	13
	2008-09	98	84	>99%	2	81	17
Special Education	**2007-08**	*	58	*	*	*	*
	2008-09	78	62	>99%	22	*	*
Limited English Proficient	**2007-08**	*	45	>99%	*	*	*
	2008-09	81	45	>99%	19	69	13
Economically Disadvantaged	**2007-08**	98	79	>99%	2	78	20
	2008-09	97	81	>99%	3	76	21
Migrant	**2007-08**	*	75	*	*	*	*
	2008-09	*	76	*	*	*	*

Part I – District Level: Student Performance for the District Compared to the State's Percent of Students Tested, Student Achievement by Proficiency Level, 2007-08, 2008-09, For IDEA PUBLIC SCHOOLS (108807)

Grade 10 Mathematics

		District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In District)	Percent of Students in District at Each Achievement Level		
					% Not Meeting Standard(Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Groups	**Year**						
All Students	**2007-08**	89	62	99	11	57	32
	2008-09	87	65	>99%	13	58	29
Native American	**2007-08**	*	63	*	*	*	*
	2008-09	*	69	*	*	*	*
Asian/Pacific Islander	**2007-08**	*	86	*	*	*	*
	2008-09	*	88	*	*	*	*
African American	**2007-08**	*	45	*	*	*	*
	2008-09	*	49	*	*	*	*
Hispanic	**2007-08**	89	53	99	11	57	32
	2008-09	86	57	>99%	14	59	28
White	**2007-08**	*	75	*	*	*	*
	2008-09	*	77	*	*	*	*
Female	**2007-08**	93	62	98	7	70	23
	2008-09	85	65	>99%	15	63	22
Male	**2007-08**	83	62	>99%	17	37	47
	2008-09	89	64	>99%	11	52	37
Special Education	**2007-08**	*	30	*	*	*	*
	2008-09	63	39	>99%	38	50	13
Limited English Proficient	**2007-08**	90	28	>99%	10	70	20
	2008-09	75	32	>99%	25	56	19
Economically Disadvantaged	**2007-08**	90	50	>99%	10	59	31
	2008-09	88	54	>99%	13	60	28
Migrant	**2007-08**	*	47	*	*	*	*
	2008-09	*	50	*	*	*	*

Part I – District Level: Student Performance for the District Compared to the State's Percent of Students Tested, Student Achievement by Proficiency Level, 2007-08, 2008-09, For IDEA PUBLIC SCHOOLS (108807)

Grade 10 Science

		District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In District)	Percent of Students in District at Each Achievement Level		
					% Not Meeting Standard(Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Groups	**Year**						
All Students	**2007-08**	78	63	99	22	65	14
	2008-09	84	65	99	16	67	17
Native American	**2007-08**	*	69	*	*	*	*
	2008-09	*	75	*	*	*	*
Asian/Pacific Islander	**2007-08**	*	82	*	*	*	*
	2008-09	*	84	*	*	*	*
African American	**2007-08**	*	47	*	*	*	*
	2008-09	*	50	*	*	*	*
Hispanic	**2007-08**	78	52	99	22	65	14
	2008-09	84	54	99	16	66	18
White	**2007-08**	*	80	*	*	*	*
	2008-09	*	82	*	*	*	*
Female	**2007-08**	77	60	98	23	66	11
	2008-09	78	62	99	22	69	9
Male	**2007-08**	80	66	>99%	20	63	17
	2008-09	91	68	>99%	9	64	27
Special Education	**2007-08**	*	35	*	*	*	*
	2008-09	63	41	>99%	38	50	13
Limited English Proficient	**2007-08**	70	19	>99%	30	*	*
	2008-09	75	21	>99%	25	69	6
Economically Disadvantaged	**2007-08**	80	49	>99%	20	67	13
	2008-09	83	52	>99%	17	65	18
Migrant	**2007-08**	*	41	*	*	*	*
	2008-09	*	42	*	*	*	*

Footnotes

Student Achievement results are rounded to the nearest whole percent.

Special formats ('*', >99%, <1%, 'n/a') are used in order to comply with the Family Educational Rights and Privacy Act (FERPA).
For detailed information, please see the **Explanation of NCLB School Report Card Data Masking Rules:**

- *http://ritter.tea.state.tx.us/ayp/2009/src_masking.html*.

Contact Information

Questions regarding Part I of the No Child Left Behind School Report Card should be directed to the Division of Performance Reporting.
Contact us at (512) 463-9704 or *performance.reporting@tea.state.tx.us*.

Project Narrative

Section 6 - Other Attachments: Supplemental Organizational Budgets and Financial Information

Attachment 1:
Title: **IDEA 2010-11 draft org budget[1]** Pages: **8** Uploaded File: **C:\Users\Robert G\Documents\Work\IDEA\IDEA 2010-11 draft org budget[1].pdf**

A	I	J	K	L	M	N	O	P	Q	R	S
				DONNA		QUEST		FRONTIER		MISSION	
2	IDEA PUBLIC SCHOOLS 2010-11 BUDGET	IDEA	HQ	ACADEMY	COLLEGE PREP	ACADEMY	COLLEGE PREP	ACADEMY	COLLEGE PREP	ACADEMY	COLLEGE PREP
3	YEAR IN OPERATION			1999-00	1999-00	2004-05	2004-05	2004-05	2004-05	2007-08	2007-08
3	CAMPUS ORGANIZATION CODE		701 - 999	101	001	102	002	103	003	104	004
	KEY INFORMATION										
4	2009-10 Actual Enrollment	5,359		658	737	684	608	584	526	292	334
5	Projected 2010-11 Enrollment	6,626		600	755	600	668	550	628	324	461
6	% of attendance			97.5%	97.5%	97.0%	96.9%	97.5%	97.2%	95.9%	97.4%
7	**Projected 10-11 Average Daily Attendance (ADA)**	**6,439**		**585**	**736**	**582**	**647**	**536**	**610**	**311**	**449**
8	Projected 2010-11 High School Enrollment (Grade 9-12)	1,724			419		332		292		125
9		3,781					647		610	311	449
							17%		16%	8%	12%
10	% Per ADA Organizational-Wide	100%		9%	11%	9%	10%	8%	9%	5%	7%
11	% Per Site			44%	56%	47%	53%	47%	53%	41%	59%
14											
15	**Special Populations:**										
16	Compensatory Education (Eco Dis)	5,198		526	660	374	443	521	561	276	421
17	Bilingual Education / ELL	1,439		239	65	163	26	334	76	171	43
18	Special Education	277		30	43	18	25	18	30	4	19
19	% Per Eco Disadvantage	100%		10%	13%	7%	9%	10%	11%	5%	8%
20	% Per Bilingual/ English Language Learners	100%		17%	4%	11%	2%	23%	5%	12%	3%
21	% Per Special Ed	100%		11%	16%	6%	9%	6%	11%	2%	7%
22											
23	Core Teachers Includes Expansion	276		24	28	24	27	22	25	20	19
24	Other Teachers	126		11	17	11	15	9	15	2.5	10
25	**Total Teachers**	**402**		**35**	**45**	**35**	**42**	**31**	**40**	**22.5**	**29**
26	Co-Teachers (Aides)	72.5		14	4	4	3	10	0.5	2	1
27	Administrative / Student Services	68.0		3.5	8	3.5	6.5	2.5	6.5	3.4	5.6
28	Clerical Support	59.6		4.5	5	4	4	4.5	4.75	2.4	4.8
29	**Totals**	**602**		**57.0**	**62.0**	**46.5**	**55.5**	**48.0**	**51.75**	**30.3**	**40.4**
30											
31	**REVENUE BUDGET**										
32	**Total State Aid Revenue Per Student ADA**	**$ 7,790**		**$ 7,833**	**$ 7,680**	**$ 7,330**	**$ 7,292**	**$ 7,776**	**$ 7,808**	**$ 7,866**	**$ 8,253**
33	11 Regular Block Grant + 99 per Student Enrolled	$ 6,364		$ 6,168	$ 6,117	$ 6,152	$ 6,115	$ 6,019	$ 6,262	$ 6,357	$ 6,749
34	Less: Categorical Funds	$ -	$ -	-	-	-	-	-	-	-	-
35	11 Regular Block Grant	$ 34,504,290	$ -	$ 3,096,153	$ 3,858,667	$ 3,071,101	$ 3,391,148	$ 2,758,103	$ 3,287,752	$ 1,694,386	$ 2,617,047
36	23 Special Education and Mainstream	$ 1,654,689	$ -	$ 179,442	$ 256,575	$ 104,619	$ 150,690	$ 106,706	$ 177,991	$ 26,467	$ 115,231
37	24 Compensatory Education	$ 5,892,286	$ -	$ 596,282	$ 748,187	$ 423,973	$ 502,192	$ 590,614	$ 635,959	$ 312,878	$ 477,253
38	25 Bilingual ESL	$ 788,764	$ -	$ 130,993	$ 35,387	$ 89,460	$ 14,458	$ 183,316	$ 41,896	$ 93,692	$ 23,461
39	34 Transportation	$ 571,650	$ -	$ 51,933	$ 65,349	$ 51,667	$ 57,463	$ 47,605	$ 54,189	$ 27,584	$ 39,861
40	411 Technology Allotment	$ 171,104	$ -	$ 15,544	$ 19,560	$ 15,465	$ 17,200	$ 14,249	$ 16,220	$ 8,256	$ 11,931
41	428 High School Allotment	$ 103,106	$ -	$ -	$ 25,059	$ -	$ 19,856	$ -	$ 17,463	$ -	$ 7,476
42	99 State Aid from Non-categorical Funds	$ 6,476,954	$ 719,752	$ 512,203	$ 644,523	$ 509,577	$ 566,744	$ 469,520	$ 534,457	$ 280,861	$ 413,515
43	**Total State Aid**	**$ 50,162,844**	**$ 719,752**	**$ 4,582,552**	**$ 5,653,306**	**$ 4,265,861**	**$ 4,719,751**	**$ 4,170,113**	**$ 4,765,928**	**$ 2,444,125**	**$ 3,705,774**
44											
45	**NCLB FEDERAL FUNDS**										
46	204 ESEA Title IV, Safe & Drug Free	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
47	211 Title I - Fund 211, Improving Basic Education	$ 2,022,215	$ 234,472	$ 180,914	$ 227,003	$ 128,635	$ 152,367	$ 179,195	$ 192,952	$ 94,928	$ 144,800
48	224 IDEA Part B, Special Education	$ 602,156	$ 115,000	$ 45,322	$ 64,804	$ 26,424	$ 38,060	$ 26,951	$ 44,956	$ 6,685	$ 29,104
49	255 Title V, Teacher & Principal	$ 388,195	$ 388,195	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
50	262 Title II, Enhancing Educ. Through Technology	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
51	263 Title III, Limited English Proficient	$ 137,406	$ -	$ 22,819	$ 6,165	$ 15,584	$ 2,519	$ 31,934	$ 7,298	$ 16,322	$ 4,087
52	**Total NCLB Federal Funds**	**$ 3,103,471**	**$ 737,667**	**$ 249,056**	**$ 297,971**	**$ 170,643**	**$ 192,946**	**$ 238,080**	**$ 245,207**	**$ 117,935**	**$ 177,991**
53											
54	**STIMULUS - FEDERAL FUNDS**										
55	279 Stimulus - Title II, Part D, Technology Roll-over	$ 40,355	$ -	$ 3,666.16	$ 4,613.25	$ 3,647.36	$ 4,056.54	$ 3,360.64	$ 3,825.44	$ 1,947.24	$ 2,813.94
56	283 Stimulus - IDEA B Formula, Special Ed No Roll-over	$ 106,422	$ 106,422.00	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
57	285 Stimulus - Title I Part A, 211 Roll-over	$ 444,000	$ 150,000.00	$ 26,709.21	$ 33,609.09	$ 26,572.24	$ 29,553.26	$ 24,483.44	$ 27,869.62	$ 14,186.29	$ 20,500.53
58	**Total Stimulus Funds**	**$ 590,777**	**$ 256,422**	**$ 30,375**	**$ 38,222**	**$ 30,220**	**$ 33,610**	**$ 27,844**	**$ 31,695**	**$ 16,134**	**$ 23,314**
59											
60	**STATE GRANTS AND DONATIONS**										
61	404 Student Success Iniciatives (SSI) - will apply	$ 22,766	$ 22,766	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
62	409 Math Coaches, Roll-over	$ 125,536	$ 125,536	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
72	409 Texas High School Initiative	$ 797,880	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
63	429 DATE, Roll-over, will apply	$ 200,699	$ 200,699	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
64											
65	**FEDERAL GRANTS**										
66	274 GEAR UP	$ 90,000	$ -	$ -	$ 90,000	$ -	$ -	$ -	$ -	$ -	$ -
67											
68	**PRIVATE GRANTS**										
69	166 Gala Fundraising Campaign (College Field Lessons)	$ 100,000	$ -	$ -	$ 24,304	$ -	$ 19,258	$ -	$ 16,937	$ -	$ 7,251
70	167 Give Me 5 Fundraising Campaign	$ 40,000	$ 40,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
71	169 Scholarship Fund	$ 10,000	$ 10,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
73	490 Charter School Growth Fund (CSGF)	$ 1,200,000	$ 1,200,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

A	I	J	K	L	M	N	O	P	Q	R	S
				DONNA		QUEST		FRONTIER		MISSION	
2	IDEA PUBLIC SCHOOLS 2010-11 BUDGET	IDEA	HQ	ACADEMY	COLLEGE PREP	ACADEMY	COLLEGE PREP	ACADEMY	COLLEGE PREP	ACADEMY	COLLEGE PREP
3	YEAR IN OPERATION			1999-00	1999-00	2004-05	2004-05	2004-05	2004-05	2007-08	2007-08
3	CAMPUS ORGANIZATION CODE		701 - 999	101	001	102	002	103	003	104	004
74	491 Bill Melinda Gates Foundation (BMGF)	$ 1,448,647	$ 258,647	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
75	493 Walton	$ 2,200,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
76	496 Michael Susan Dell Foundation (MSDF) Performance Management (PMG)	$ 70,000	$ 70,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
77	496 Michael Susan Dell Foundation (MSDF) EXPANSION	$ 1,000,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 133,334	$ -
78	**Total Grants and Donations**	**$ 7,305,528**	**$ 1,927,648**	**$ -**	**$ 114,304**	**$ -**	**$ 19,258**	**$ -**	**$ 16,937**	**$ 133,334**	**$ 7,251**
79											
80	**TECHNOLOGY**										
81	420 - 5949 E-rate Reimbursement	$ 1,277,053	**$ 287,809**	**$ 89,870**	**$ 113,087**	**$ 89,410**	**$ 99,440**	**$ 82,381**	**$ 93,775**	**$ 47,734**	**$ 68,980**
82											
83	**CHILD NUTRITION PROGRAM (CNP)**										
84	240 - 5751 Cafeteria Revenue	$ 530,561	$ -	$ 20,676	$ 20,956	$ 17,930	$ 17,930	$ 17,679	$ 17,679	$ 8,590	$ 10,378
85	240 - 5921 NSLP Breakfast Reimbursements	$ 1,503,257	$ -	$ 196,425	$ 199,086	$ 170,332	$ 170,332	$ 167,951	$ 167,951	$ 81,604	$ 98,587
85	240 - 5922 NSLP Lunch Reimbursements	$ 1,503,257	$ -	$ 196,425	$ 199,086	$ 170,332	$ 170,332	$ 167,951	$ 167,951	$ 81,604	$ 98,587
86	Total CNP Revenue	**$ 3,707,355**	**$ -**	**$ 413,526**	**$ 419,128**	**$ 358,594**	**$ 358,594**	**$ 353,580**	**$ 353,580**	**$ 171,798**	**$ 207,552**
87	**Total Revenues**	**$ 66,147,028**	**$ 3,929,298**	**$ 5,365,379**	**$ 6,636,018**	**$ 4,914,728**	**$ 5,423,599**	**$ 4,871,998**	**$ 5,507,122**	**$ 2,931,059**	**$ 4,190,862**
88	**HQ Management Fee**	**$ -**	**$ 3,887,021**	$ (364,643)	$ (449,747)	$ (339,722)	$ (375,690)	$ (331,500)	$ (378,741)	$ (182,878)	$ (279,246)
89	**Total Revenue**	**$ 66,147,028**	**$ 7,816,319**	**$ 5,000,736**	**$ 6,186,271**	**$ 4,575,005**	**$ 5,047,909**	**$ 4,540,498**	**$ 5,128,381**	**$ 2,748,181**	**$ 3,911,616**
90	**Total Revenues per ADA**	**$ 10,272**	**$ -**	**$ 8,548**	**$ 8,404**	**$ 7,861**	**$ 7,799**	**$ 8,467**	**$ 8,401**	**$ 8,845**	**$ 8,712**

A	I	J	K	L	M	N	O	P	Q	R	S
				DONNA		QUEST		FRONTIER		MISSION	
2	IDEA PUBLIC SCHOOLS 2010-11 BUDGET	IDEA	HQ	ACADEMY	COLLEGE PREP	ACADEMY	COLLEGE PREP	ACADEMY	COLLEGE PREP	ACADEMY	COLLEGE PREP
3	YEAR IN OPERATION			1999-00	1999-00	2004-05	2004-05	2004-05	2004-05	2007-08	2007-08
3	CAMPUS ORGANIZATION CODE		701 - 999	101	001	102	002	103	003	104	004
92	OPERATING EXPENDITURES										
93	Campus Operating Expenditures	103.00%	3% ^adj. Sal. Step	3% ^adj. Sal. Step	3% ^adj. Sal. Step	3% ^adj. Sal. Step	3% ^adj. Sal. Step	3% ^adj. Sal. Step	3% ^adj. Sal. Step	3% ^adj. Sal. Step	3% ^adj. Sal. Step
94	6100 Current School Staffing, Includes Stipends	$ 24,081,484	$ -	$ 2,467,255	$ 3,251,293	$ 2,243,410	$ 2,562,297	$ 2,252,065	$ 2,421,731	$ 1,234,177	$ 1,758,986
95	6100 Expansion School Teacher Staffing	$ 4,144,499	$ -	$ -	$ -	$ -	$ 147,701	$ -	$ 188,402	$ 206,856	$ 210,545
96	6112 Substitutes for Teachers & Professional	$ 384,632	$ -	$ 35,000	$ 45,000	$ 37,000	$ 38,000	$ 34,000	$ 40,000	$ 7,708	$ 29,000
97	6116 X-Duty/OT Teachers, Tutoring, Afterschool	$ 359,217	$ -	$ 23,400	$ 34,582	$ 34,000	$ 25,000	$ 36,020	$ 45,781	$ -	$ 33,676
98	6121 X-Duty/OT Support Personnel, Tutoring, Afterschool	$ 40,932	$ -	$ 5,500	$ 2,208	$ -	$ 5,000	$ 3,000	$ 1,831	$ -	$ 1,347
99	6122 Substitute of Support Personnel	$ 11,511	$ -	$ 1,170	$ 1,472	$ 1,000	$ 2,000	$ 1,073	$ 1,221	$ 621	$ 898
100	6200-6499 School Discretionary	$ 4,564,685	$ -	$ 364,594	$ 588,074	$ 280,300	$ 220,742	$ 227,597	$ 394,018	$ 132,600	$ 296,126
101	6200-6499 Org 699 Summer School	$ 196,568	$ -	$ 19,550	$ 18,403	$ 14,550	$ 16,182	$ 38,400	$ 15,260	$ 7,768	$ 11,225
102	420 Reserve of FSP @ 1%	$ 465,137	$ -	$ 45,580	$ 56,218	$ 42,465	$ 46,961	$ 41,438	$ 47,343	$ 22,860	$ 34,906
103	Total Campus Operating Expenditures	$ 34,248,664	$ -	$ 2,962,049	$ 3,997,251	$ 2,652,725	$ 3,063,884	$ 2,633,592	$ 3,155,588	$ 1,612,590	$ 2,376,709
104											
105	10-11 School Staffing per ADA	$ 4,383		$ 4,218	$ 4,417	$ 3,855	$ 4,187	$ 4,200	$ 4,276	$ 4,638	$ 4,386
106	10-11 Budgeted School Discretionary per ADA	$ 739	$ -	$ 657	$ 824	$ 507	$ 366	$ 496	$ 670	$ 452	$ 685
107	09-10 School Discretionary Expenditures per ADA, as of June 2010	$ 562		$ 395	$ 501	$ 309	$ 292	$ 252	$ 548	$ 609	$ 777
108											
109	Auxiliary & Headquarter Allocations										
110	34 Transportation	$ 3,466,241	$ -	$ 336,400	$ 367,168	$ 346,640	$ 356,697	$ 288,024	$ 333,613	$ 188,769	$ 231,658
111	35 Child Nutrition Program	$ 3,707,356	$ -	$ 413,526	$ 419,128	$ 358,594	$ 358,594	$ 353,580	$ 353,580	$ 171,798	$ 207,552
112	51 Maintenance	$ 3,742,333	$ -	$ 370,028	$ 433,303	$ 256,853	$ 277,686	$ 264,961	$ 292,194	$ 191,300	$ 263,941
113	53 Technology	$ 1,627,992	$ -	$ 147,899	$ 186,107	$ 147,141	$ 163,648	$ 135,574	$ 154,325	$ 78,555	$ 113,519
114	53 Licensing	$ 750,550		$ 68,186	$ 85,800	$ 67,836	$ 75,446	$ 62,504	$ 71,148	$ 36,216	$ 52,336
115	53 Telecomminications / Networking - E-Rate	$ 1,470,766	$ 287,809	$ 107,469	$ 135,232	$ 106,918	$ 118,912	$ 98,513	$ 112,138	$ 57,081	$ 82,487
116	53 Data	$ 622,931	$ -	$ 56,592	$ 71,211	$ 56,302	$ 62,618	$ 51,876	$ 59,051	$ 30,058	$ 43,437
117	53 MSDF PMG	$ 70,000	$ 70,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
118	41 Marketing	$ 340,000	$ -	$ 30,888	$ 38,868	$ 30,730	$ 34,177	$ 28,314	$ 32,230	$ 16,406	$ 23,708
119	33 Health Services	$ 149,366	$ -	$ 13,570	$ 17,075	$ 13,500	$ 15,014	$ 12,439	$ 14,159	$ 7,207	$ 10,415
120	12 Library Services	$ 415,239	$ 288,000	$ 11,559	$ 14,546	$ 11,500	$ 12,790	$ 10,596	$ 12,062	$ 6,140	$ 8,872
121	6221 Tuition Assistance	$ 50,000	$ 50,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
122	XX School Performance Bonus for hitting staffing & academic goals	$ 700,000	$ 700,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
123	6117 Longevity Bonus	$ 50,000	$ 50,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
124	XX Headquarters	$ 5,634,307	$ 5,634,307	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
125	Total Auxiliary & Headquarter Allocations	$ 22,797,081	$ 7,080,116	$ 1,556,117	$ 1,768,437	$ 1,396,013	$ 1,475,583	$ 1,306,381	$ 1,434,499	$ 783,530	$ 1,037,926
126											
127	Auxiliary & Headquarter Allocations per ADA	$ 3,540		$ 2,660	$ 2,402	$ 2,399	$ 2,280	$ 2,436	$ 2,350	$ 2,522	$ 2,312
128											
129	Total Operating Expenditures	$ 57,045,745	$ 7,080,116	$ 4,518,166	$ 5,765,689	$ 4,048,738	$ 4,539,467	$ 3,939,973	$ 4,590,087	$ 2,396,120	$ 3,414,635
130	Total Operating Exp Per ADA	$ 8,859		$ 7,723	$ 7,832	$ 6,957	$ 7,013	$ 7,347	$ 7,520	$ 7,712	$ 7,605
131	Surplus (Deficit) BEFORE Debt Service	$ 9,101,283	$ 736,203	$ 482,571	$ 420,583	$ 526,267	$ 508,442	$ 600,525	$ 538,295	$ 352,061	$ 496,981
132											
133	NON-OPERATING EXPENDITURES										
134	Debt Interest Expenditures Per Site										
135	6521 2010 Bond Payment Interest	1,329,878									
136	6521 2007, 2009 Bond Payment Interest	$ 3,527,410	$ 35,178	########	########	########	########	########	########	########	########
137	6523 Note Payment Interest	$ 5,629	$ -	######	########	######	########	######	########	##	########
138	420 6522 Capital Lease Interest	$ 67,186	$ 55,576	######	########	######	########	######	########	##	########
139	Total Debt Interest Expenditures Per Site (For illustration purposes only)	$ 4,930,103	$ 90,754	$	$ 576,531	$	$ 444,316	$	$ 529,937	$	$ 514,408
140											
141	Debt Interest Expenditures Per Campus										
142	6521 2010 Bond Payment Interest	$ 1,329,878	-								
143	6521 2007, 2009 Bond Payment Interest	$ 3,527,410	$ 35,178	$ 252,869.67	$ 318,194.33	$ 207,566	$ 230,852	$ 245,083	$ 278,980	$ 210,384	$ 304,024
144	6523 Note Payment Interest	$ 5,629	$ -	$ 831	$ 1,046	$ 888	$ 988	$ 877	$ 999	$ -	$ -
145	420 6522 Capital Lease Interest	$ 67,186	$ 55,576	$ 1,590	$ 2,000	$ 1,904	$ 2,118	$ 1,870	$ 2,128	$ -	$ -
146	Total Debt Interest Expenditures Per Campus	$ 4,930,103	$ 90,754	$ 255,290	$ 321,241	$ 210,358	$ 233,958	$ 247,830	$ 282,107	$ 210,384	$ 304,024
147											
148	Other Non-Operating Expenditures										
149	6449 Depreciation Expense	$ 2,378,267	100,553	$ 203,007	$ 92,681	$ 225,407	$ 233,010	$ 241,080	$ 249,931	$ 137,702	$ 185,641
150	6524 2007 Bond Issuance Cost Amortization Allocation	$ 43,731	-	$ 6,401	$ 8,147	$ 5,249	$ 5,919	$ 4,757	$ 6,391	$ 1,295	$ 1,863
151	6524 2009 Bond Issuance Cost Amortization Allocation	$ 35,890	682	$ -	$ -	$ -	$ -	$ 810	$ 913	$ 2,584	$ 5,132
152	6524 2010 Est. Bond Issuance Cost Amortization Allocation	$ 40,000	-	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
153	6525 2007 Bond Premium Amortization Allocation	$ (7,974)	-	$ (1,167)	$ (1,485)	$ (957)	$ (1,079)	$ (867)	$ (1,165)	$ (236)	$ (340)
154	6525 2009 Bond Discount Amortization Allocation	$ 4,621	88	$ -	$ -	$ -	$ -	$ 104	$ 118	$ 333	$ 661
155	6525 2010 Est. Bond Discount Amortization Allocation	$ 6,000	-	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
156	6200 - 6400 Expansion Costs for New Schools	$ 868,458	-	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
157	Total Other Non-Operating Expenditure	$ 3,368,993	$ 101,323	$ 208,241	$ 99,343	$ 229,699	$ 237,850	$ 245,884	$ 256,187	$ 141,678	$ 192,958
158											
159	Total Expenditures	$ 65,344,840	$ 7,272,193	$ 4,981,697	$ 6,186,272	$ 4,488,796	$ 5,011,274	$ 4,433,688	$ 5,128,381	$ 2,748,182	$ 3,911,617
160	Total Operating & Non-Operating Expenditures per ADA	$ 10,148	$ -	$ 8,516	$ 8,404	$ 7,713	$ 7,742	$ 8,268	$ 8,401	$ 8,845	$ 8,712
161											
162	Surplus (Deficit) AFTER Debt Service	$ 802,188	$ 544,126	$ 19,039	$ (0)	$ 86,210	$ 36,635	$ 106,810	$ 0	$ (0)	$ (0)
163	*THE FOLLOWING IS FOR INFORMATION ONLY*										
164	CAPITAL ITEMS - Expansion / Over 5K per Item										
165	420 1500 Capital items Allotments	$ -	-	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
166	420 1500 Capital Allotments - Transportation	$ 471,000	-	$ 1,908	$ 2,401	$ 25,570	$ 28,439	$ 25,132	$ 28,608	$ 21,462	$ 31,015

A	I	J	K	L	M	N	O	P	Q	R	S
				DONNA		QUEST		FRONTIER		MISSION	
2	IDEA PUBLIC SCHOOLS 2010-11 BUDGET	IDEA	HQ	ACADEMY	COLLEGE PREP	ACADEMY	COLLEGE PREP	ACADEMY	COLLEGE PREP	ACADEMY	COLLEGE PREP
3	YEAR IN OPERATION			1999-00	1999-00	2004-05	2004-05	2004-05	2004-05	2007-08	2007-08
3	CAMPUS ORGANIZATION CODE		701 - 999	101	001	102	002	103	003	104	004
167	420 1500 Capital Allotments - CNP	$ 441,155	-	$ -	$ -	$ -	$ -	$ -	$ -	$ 108,289	$ 108,289
168	420 1500 Capital Allotments - Maintenance	$ 112,440	24,000	$ -	$ -	$ 6,000	$ 6,000	$ -	$ -	$ -	$ -
169	420 1500 Capital Allotments - Technology	$ 4,708,941	1,196,970	$ -	$ -	$ -	$ 131,968	$ -	$ 124,421	$ 303,105	$ 451,089
170	**Total for Capital items**	$ 5,733,536	$ 1,220,970	$ 1,908	$ 2,401	$ 31,570	$ 166,406	$ 25,132	$ 153,028	$ 432,857	$ 590,393
171											
	AVAILABLE FOR DEBT SERVICE PER SITE										
172	2121 2010 Bond Payment - Principal	$ -									
173	2121 2007 Bond Payment - Principal	$ 700,000	$ -	$	232,868	$	178,778	$	178,454	$	50,552
174	2122 Note Payment - Principal	$ 47,709	$ -	$	15,904	$	15,903	$	15,902	$	-
175	199 2130 Capital Lease - Principal	$ 355,914	$ 86,824	$	87,826	$	90,620	$	90,644	$	-
176	**Total Debt Principal Per Site (For illustration purposes only)**	**$ 1,103,623**	**$ 86,824**	**$**	**336,598**	**$**	**285,301**	**$**	**285,000**	**$**	**50,552**
177											
178	**AVAILABLE FOR DEBT SERVICE**										
179	420 2121 2010 Bond Payment - Principal	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
179	420 2121 2007 Bond Payment - Principal	$ 700,000	$ -	$ 103,115	$ 129,753	$ 84,641	$ 94,137	$ 83,456	$ 94,998	$ 20,675	$ 29,877
180	420 2122 Note Payment - Principal	$ 47,709	$ -	$ 7,042	$ 8,862	$ 7,529	$ 8,374	$ 7,437	$ 8,465	$ -	$ -
181	199 2130 Capital Lease - Principal	$ 355,914	$ 86,824	$ 38,890	$ 48,936	$ 42,903	$ 47,717	$ 42,391	$ 48,253	$ -	$ -
182	**Total Debt Principal**	**$ 1,103,623**	**$ 86,824**	**$ 149,047**	**$ 187,551**	**$ 135,074**	**$ 150,227**	**$ 133,283**	**$ 151,717**	**$ 20,675**	**$ 29,877**
183											
184	**Total Debt Service**	**$ 6,033,726**	**$ 177,578**	**$ 404,338**	**$ 508,791**	**$ 345,432**	**$ 384,185**	**$ 381,114**	**$ 433,823**	**$ 231,059**	**$ 333,901**
185	**Debt as % of Total Revenue**	9.1%									
186	**Debt Service Expense per ADA**	**$ 937**		**$ 691**	**$ 691**	**$ 594**	**$ 594**	**$ 711**	**$ 711**	**$ 744**	**$ 744**

T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE
SAN BENITO		SAN JUAN		ALAMO		PHARR		EDINBURG		WESLACO	
ACADEMY	COLLEGE PREP	ACADEMY	COLLEGE PREP	ACADEMY	COLLEGE PREP	ACADEMY	COLLEGE PREP	ACADEMY	COLLEGE PREP	ACADEMY	COLLEGE PREP
2007-08	2007-08	2008-09	2008-09	2009-10	2009-10	2009-10	2009-10	2010-11	2010-11	2010-11	2010-11
105	005	106	006	107	007	108	008	109	009	110	010
292	324	98	222	-	-	-	-	-	-	-	-
300	461	200	431	100	224	100	224	5	11	5	11
95.7%	97.4%	97.2%	97.5%	97.5%	97.5%	97.5%	97.5%	97.5%	97.5%	97.5%	97.5%
287	**449**	**194**	**420**	**98**	**218**	**98**	**218**	**5**	**11**	**5**	**11**
	125		207	-	112	-	112	-	-	-	-
287	449	194	420	98		98	218				
8%	12%	5%	11%	3%	0%	3%	6%				
4%	7%	3%	7%	2%	3%	2%	3%	0.08%	0.17%	0.08%	0.17%
39%	61%	32%	68%	31%	69%	31%	69%	31%	69%	31%	69%
219	317	163	386	73	165	73	20	0	0	0	0
53	16	73	50	20	44	20	44	0	0	0	0
3	33	8	21	4	9	4	9	0	0	0	0
4%	6%	3%	7%	1%	3%	1%	0%	0%	0%	0%	0%
4%	1%	5%	4%	1%	3%	1%	3%	0%	0%	0%	0%
1%	12%	3%	8%	1%	3%	1%	3%	0%	0%	0%	0%
12	20	8	20	4	10	5	8				
2	11	2.6	7.68	1	3	3	5				
14	**31**	**10.6**	**27.68**	**5**	**13**	**8**	**13**				
10	2	9.3	3.7	4	0	4	1				
3.5	4.5	2.8	4.7	4	3	2	4				
2.5	2	1.8	4.8	2.5	2.5	4.5	5				
30.0	**39.5**	**24.5**	**40.88**	**15.5**	**18.5**	**18.5**	**23.0**				
$ 7,290	**$ 8,178**	**$ 8,307**	**$ 7,481**	**$ 7,134**	**$ 7,751**	**$ 8,056**	**$ 6,585**	**$ -**	**$ -**	**$ -**	**$ -**
$ 6,144	$ 6,792	$ 6,783	$ 5,926	$ 5,825	$ 6,404	$ 6,748	$ 5,992	$ -	$ -	$ -	$ -
-	-			-		-				-	-
$ 1,499,541	$ 2,636,346	$ 1,139,641	$ 2,103,250	$ 478,163	$ 1,197,414	$ 568,103	$ 1,107,474		$ -	$ -	$ -
$ 18,380	$ 195,150	$ 48,680	$ 127,351	$ 22,748	$ 50,956	$ 22,748	$ 50,956	$ -	$ -	$ -	$ -
$ 248,262	$ 359,356	$ 184,780	$ 437,576	$ 82,754	$ 187,047	$ 82,754	$ 22,419	$ -	$ -	$ -	$ -
$ 29,293	$ 8,582	$ 40,284	$ 27,677	$ 10,844	$ 24,290	$ 10,844	$ 24,290	$ -	$ -	$ -	$ -
$ 25,487	$ 39,861	$ 17,258	$ 37,305	$ 8,656	$ 19,388	$ 8,656	$ 19,388	$ -	$ -	$ -	$ -
$ 7,629	$ 11,931	$ 5,166	$ 11,166	$ 2,591	$ 5,803	$ 2,591	$ 5,803	$ -	$ -	$ -	$ -
$ -	$ 7,476	$ -	$ 12,380	$ -	$ 6,698	$ -	$ 6,698	$ -	$ -	$ -	$ -
$ 264,402	$ 413,516	$ 179,031	$ 387,003	$ 89,791	$ 201,134	$ 89,792	$ 201,134	$ -	$ -	$ -	$ -
$ 2,092,993	**$ 3,672,219**	**$ 1,614,838**	**$ 3,143,708**	**$ 695,546**	**$ 1,692,730**	**$ 785,487**	**$ 1,438,162**	**$ -**	**$ -**	**$ -**	**$ -**
$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
$ 75,324	$ 109,030	$ 56,063	$ 132,762	$ 25,108	$ 56,751	$ 25,108	$ 6,802	$ -	$ -	$ -	$ -
$ 4,642	$ 49,290	$ 4,518	$ 65,543	$ 5,302	$ 11,876	$ 5,302	$ 11,876	$ -	$ -	$ -	$ -
$ 0	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0	$ -	$ -	$ -	$ -
$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
$ 5,103	$ 1,495	$ 7,018	$ 4,821	$ 1,889	$ 4,231	$ 1,889	$ 4,231	$ -	$ -	$ -	$ -
$ 85,069	**$ 159,815**	**$ 67,599**	**$ 203,127**	**$ 32,299**	**$ 72,858**	**$ 32,299**	**$ 22,910**	**$ -**	**$ -**	**$ -**	**$ -**
$ 1,799.24	$ 2,813.94	$ 1,218.29	$ 2,633.52	$ 611.03	$ 1,368.70	$ 611.03	$ 1,368.70	$ -	$ -	$ -	$ -
$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
$ 13,108.06	$ 20,500.53	$ 8,875.68	$ 19,186.12	$ 4,451.53	$ 9,971.44	$ 4,451.53	$ 9,971.44	$ -	$ -	$ -	$ -
$ 14,907	**$ 23,314**	**$ 10,094**	**$ 21,820**	**$ 5,063**	**$ 11,340**	**$ 5,063**	**$ 11,340**	**$ -**	**$ -**	**$ -**	**$ -**
$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
$ -	$ -	$ -	$ 417,880	$ -	$ 380,000	$ -	$ -	$ -	$ -	$ -	$ -
$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
$ -	$ 7,251	$ -	$ 12,007	$ -	$ 6,497	$ -	$ 6,497	$ -	$ -	$ -	$ -
$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

1. Revenue Projection 06.22.10 v8 90%.xls

T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE
SAN BENITO		SAN JUAN		ALAMO		PHARR		EDINBURG		WESLACO	
ACADEMY	COLLEGE PREP	ACADEMY	COLLEGE PREP	ACADEMY	COLLEGE PREP	ACADEMY	COLLEGE PREP	ACADEMY	COLLEGE PREP	ACADEMY	COLLEGE PREP
2007-08	2007-08	2008-09	2008-09	2009-10	2009-10	2009-10	2009-10	2010-11	2010-11	2010-11	2010-11
105	005	106	006	107	007	108	008	109	009	110	010
$ -	$ -	$ -	$ 190,000	$ -	$ 500,000	$ -	$ 500,000	$ -	$ -	$ -	$ -
$ -	$ -	$ -	$ 200,000	$ 250,000	$ 250,000	$ 250,000	$ 250,000	$ 250,000	$ 250,000	$ 250,000	$ 250,000
$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
$ 133,333	$ -	$ 233,333	$ -	$ 250,000	$ -	$ 250,000	$ -	$ -		$ -	
$ 133,333	**$ 7,251**	**$ 233,333**	**$ 819,887**	**$ 500,000**	**$ 1,136,497**	**$ 500,000**	**$ 756,497**	**$ 250,000**	**$ 250,000**	**$ 250,000**	**$ 250,000**
$ 44,106	**$ 68,980**	**$ 29,865**	**$ 64,557**	**$ 14,978**	**$ 33,552**	**$ 14,978**	**$ 33,552**	**$ -**	**$ -**	**$ -**	**$ -**
$ 9,410	$ 11,970	$ 7,223	$ 9,163	$ 3,082	$ 3,410	$ 3,092	$ 3,411	$ 697	$ 697	$ 697	$ 697
$ 89,396	$ 113,714	$ 68,619	$ 87,050	$ 29,283	$ 32,391	$ 29,375	$ 32,402	$ 6,624	$ 6,624	$ 6,624	$ 6,624
$ 89,396	$ 113,714	$ 68,619	$ 87,050	$ 29,283	$ 32,391	$ 29,375	$ 32,402	$ 6,624	$ 6,624	$ 6,624	$ 6,624
$ 188,203	**$ 239,398**	**$ 144,462**	**$ 183,264**	**$ 61,649**	**$ 68,192**	**$ 61,842**	**$ 68,214**	**$ 13,945**	**$ 13,945**	**$ 13,945**	**$ 13,945**
$ 2,558,611	**$ 4,170,976**	**$ 2,100,190**	**$ 4,436,362**	**$ 1,309,535**	**$ 3,015,169**	**$ 1,399,669**	**$ 2,330,674**	**$ 263,945**	**$ 263,945**	**$ 263,945**	**$ 263,945**
$ (165,928)	$ (280,637)	$ (127,670)	$ (248,114)	$ (54,649)	$ (133,189)	$ (61,844)	$ (112,824)	$ -	$ -	$ -	$ -
$ 2,392,683	**$ 3,890,339**	**$ 1,972,521**	**$ 4,188,248**	**$ 1,254,886**	**$ 2,881,979**	**$ 1,337,825**	**$ 2,217,850**	**$ 263,945**	**$ 263,945**	**$ 263,945**	**$ 263,945**
$ 8,334	**$ 8,664**	**$ 10,147**	**$ 9,967**	**$ 12,871**	**$ 13,196**	**$ 13,721**	**$ 10,155**	**$ -**	**$ -**	**$ -**	**$ -**

T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE
SAN BENITO		SAN JUAN		ALAMO		PHARR		EDINBURG		WESLACO	
ACADEMY	COLLEGE PREP	ACADEMY	COLLEGE PREP	ACADEMY	COLLEGE PREP	ACADEMY	COLLEGE PREP	ACADEMY	COLLEGE PREP	ACADEMY	COLLEGE PREP
2007-08	2007-08	2008-09	2008-09	2009-10	2009-10	2009-10	2009-10	2010-11	2010-11	2010-11	2010-11
105	005	106	006	107	007	108	008	109	009	110	010
3% ^adj. Sal. Step	3% ^adj. Sal. Step	3% ^adj. Sal. Step	3% ^adj. Sal. Step	3% ^adj. Sal. Step	3% ^adj. Sal. Step	3% ^adj. Sal. Step	3% ^adj. Sal. Step	3% ^Sal. Step	3% ^Sal. Step	3% ^Sal. Step	3% ^Sal. Step
$ 959,781	$ 1,754,959	$ 740,840	$ 1,562,475	$ 219,098	$ 281,073	$ 238,883	$ 133,160	$ -	$ -	$ -	$ -
$ 212,955	$ 199,585	$ 206,783	$ 446,886	$ 334,203	$ 774,822	$ 408,811	$ 636,950	$ 42,500	$ 42,500	$ 42,500	$ 42,500
$ 12,000	$ 20,000	$ 10,600	$ 27,680	$ 5,000	$ 13,000	$ 4,644	$ 26,000	$ -	$ -	$ -	$ -
$ 500	$ 35,000	$ 1,230	$ 31,517	$ 9,600	$ 16,380	$ 1,230	$ 31,300	$ -	$ -	$ -	$ -
$ 861	$ 10,500	$ 583	$ 1,261	$ 4,800	$ 1,092	$ 293	$ 655	$ 500	$ 500	$ 500	$ 500
$ -	$ -	$ 389	$ 840	$ 195	$ -	$ 195	$ 437	$ -	$ -	$ -	$ -
$ 133,346	$ 152,606	$ 201,652	$ 325,047	$ 118,895	$ 516,235	$ 145,282	$ 365,945	$ 32,902	$ 17,911	$ 32,902	$ 17,911
$ 6,303	$ 11,225	$ 4,860	$ 10,506	$ 2,438	$ 5,460	$ 2,438	$ 12,000	$ -	$ -	$ -	$ -
$ -	$ 35,080	$ 15,959	$ 31,014	$ 6,831	$ 16,649	$ 7,730	$ 14,103	$ -	$ -	$ -	$ -
$ 1,325,746	**$ 2,218,955**	**$ 1,182,895**	**$ 2,437,226**	**$ 701,060**	**$ 1,624,711**	**$ 809,505**	**$ 1,220,550**	**$ 75,902**	**$ 60,911**	**$ 75,902**	**$ 60,911**
$ 4,085	**$ 4,353**	**$ 4,875**	**$ 4,782**	**$ 5,675**	**$ 4,835**	**$ 6,643**	**$ 3,526**	**$ -**	**$ -**	**$ -**	**$ -**
$ 486	**$ 365**	**$ 1,062**	**$ 799**	**$ 1,244**	**$ 2,389**	**$ 1,515**	**$ 1,731**	**$ -**	**$ -**	**$ -**	**$ -**
$ 455	**$ 857**	**$ 1,751**	**$ 1,706**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
$ 128,052	$ 173,926	$ 73,534	$ 163,115	$ 126,339	$ 74,038	$ 125,539	$ 82,929	$ 13,920	$ 20,980	$ 13,920	$ 20,980
$ 188,203	$ 239,398	$ 144,462	$ 183,264	$ 61,649	$ 68,192	$ 61,842	$ 68,214	$ 13,945	$ 13,945	$ 13,945	$ 13,945
$ 210,910	$ 430,989	$ 142,038	$ 236,481	$ 56,901	$ 120,490	$ 38,280	$ 110,724	$ 4,747	$ 17,880	$ 4,747	$ 17,880
$ 72,584	$ 113,519	$ 49,148	$ 106,241	$ 24,650	$ 55,216	$ 24,650	$ 55,216	$ -	$ -	$ -	$ -
$ 33,463	$ 52,336	$ 22,659	$ 48,980	$ 11,364	$ 25,456	$ 11,364	$ 25,456	$ 568	$ 1,250	$ 568	$ 1,250
$ 52,742	$ 82,487	$ 35,713	$ 77,198	$ 17,911	$ 40,122	$ 17,911	$ 40,122	$ 896	$ 1,970	$ 896	$ 1,970
$ 27,774	$ 43,437	$ 18,806	$ 40,652	$ 9,432	$ 21,128	$ 9,432	$ 21,128	$ -	$ -	$ -	$ -
$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
$ 15,159	$ 23,708	$ 10,264	$ 22,188	$ 5,148	$ 11,532	$ 5,148	$ 11,532	$ -	$ -	$ -	$ -
$ 6,660	$ 10,415	$ 4,509	$ 9,747	$ 2,262	$ 5,066	$ 2,262	$ 5,066	$ -	$ -	$ -	$ -
$ 5,673	$ 8,872	$ 3,841	$ 8,303	$ 1,927	$ 4,315	$ 1,927	$ 4,315	$ -	$ -	$ -	$ -
$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
$ 741,220	**$ 1,179,088**	**$ 504,974**	**$ 896,170**	**$ 317,583**	**$ 425,554**	**$ 298,355**	**$ 424,701**	**$ 34,076**	**$ 56,025**	**$ 34,076**	**$ 56,025**
$ 2,582	**$ 2,626**	**$ 2,598**	**$ 2,133**	**$ 3,257**	**$ 1,949**	**$ 3,060**	**$ 1,945**	**$ 6,990**	**$ 5,224**	**$ 6,990**	**$ 5,224**
$ 2,066,966	$ 3,398,043	$ 1,687,870	$ 3,333,396	$ 1,018,642	$ 2,050,265	$ 1,107,860	$ 1,645,251	$ 109,978	$ 116,936	$ 109,978	$ 116,936
$ 7,199	**$ 7,568**	**$ 8,682**	**$ 7,932**	**$ 10,448**	**$ 9,388**	**$ 11,363**	**$ 7,533**	**$ -**	**$ -**	**$ -**	**$ -**
$ 325,717	$ 492,296	$ 284,651	$ 854,851	$ 236,244	$ 831,714	$ 229,965	$ 572,599	$ 153,967	$ 147,008	$ 153,967	$ 147,008
			265,976		265,976		265,976		265,976		265,976
########	##########	########	##########	########	##########	########	##########	##	##########	##	##########
##	##########	##	##########	##	##########	##	##########	##	##########	##	##########
##	##########	##	##########	##	##########	##	##########	##	##########	##	##########
$	**534,025**	**$**	**447,782**	**$**	**630,200**	**$**	**630,200**	**$**	**265,976**	**$**	**265,976**
		$ 84,126	$ 181,850	$ 82,091	$ 183,884	$ 82,091	$ 183,884	$ 83,117	$ 182,858	$ 83,117	$ 182,858
$ 208,281	$ 325,744	$ 57,503	$ 124,303	$ 112,415	$ 251,809	$ 112,415	$ 251,809	$ -	$ -	$ -	$ -
$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
$ 208,281	**$ 325,744**	**$ 141,629**	**$ 306,153**	**$ 194,506**	**$ 435,693**	**$ 194,506**	**$ 435,693**	**$ 83,117**	**$ 182,858**	**$ 83,117**	**$ 182,858**
$ 113,377	$ 158,910	$ 141,725	$ 58,842	$ 32,922	$ 73,278	$ 32,922	$ 73,278	$ 3,720	$ 8,280	$ 3,720	$ 8,280
$ 1,446	$ 2,262	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
$ 2,548	$ 5,132	$ 1,148	$ 2,441	$ 2,247	$ 5,002	$ 2,247	$ 5,002	$ -	$ -	$ -	$ -
$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 6,200	$ 13,800	$ 6,200	$ 13,800
$ (264)	$ (412)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
$ 328	$ 661	$ 148	$ 314	$ 289	$ 644	$ 289	$ 644	$ -	$ -	$ -	$ -
$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 930	$ 2,070	$ 930	$ 2,070
$ -	$ -	$ -	$ 487,102	$ 6,279	$ 317,096	$ -	$ 57,981	$ -	$ -	$ -	$ -
$ 117,436	**$ 166,552**	**$ 143,022**	**$ 548,699**	**$ 41,738**	**$ 396,020**	**$ 35,459**	**$ 136,905**	**$ 10,850**	**$ 24,150**	**$ 10,850**	**$ 24,150**
$ 2,392,683	$ 3,890,339	$ 1,972,520	$ 4,188,247	$ 1,254,886	$ 2,881,979	$ 1,337,825	$ 2,217,850	$ 203,945	$ 323,944	$ 203,945	$ 323,944
$ 8,334	**$ 8,664**	**$ 10,147**	**$ 9,967**	**$ 12,871**	**$ 13,196**	**$ 13,721**	**$ 10,155**	**$ -**	**$ -**	**$ -**	**$ -**
$ (0)	$ 0	$ 0	$ 0	$ (0)	$ 0	$ 0	$ 0	$ 60,000	$ (60,000)	$ 60,000	$ (60,000)
$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
$ 20,437	$ 31,963	$ 8,541	$ 18,463	$ 35,040	$ 78,490	$ 35,040	$ 78,490	$ -	$ -	$ -	$ -

T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE
SAN BENITO		SAN JUAN		ALAMO		PHARR		EDINBURG		WESLACO	
ACADEMY	COLLEGE PREP	ACADEMY	COLLEGE PREP	ACADEMY	COLLEGE PREP	ACADEMY	COLLEGE PREP	ACADEMY	COLLEGE PREP	ACADEMY	COLLEGE PREP
2007-08	2007-08	2008-09	2008-09	2009-10	2009-10	2009-10	2009-10	2010-11	2010-11	2010-11	2010-11
105	005	106	006	107	007	108	008	109	009	110	010
$ 112,289	$ 112,289	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
$ -	$ -	$ 9,150	$ 9,150	$ 14,535	$ 14,535	$ 14,535	$ 14,535	$ -	$ -	$ -	$ -
$ 298,210	$ 451,089	$ 39,570	$ 85,667	$ 19,989	$ -	$ 19,989	$ 44,465	$ 241,002	$ 530,203	$ 241,002	$ 530,203
$ 430,936	$ 595,341	$ 57,261	$ 113,280	$ 69,564	$ 93,025	$ 69,564	$ 137,490	$ 241,002	$ 530,203	$ 241,002	$ 530,203
$	59,348	$	-	$	-	$	-	$	-	$	-
$	-	$	-	$	-	$	-	$	-	$	-
$	-	$	-	$	-	$	-	$	-	$	-
$	**59,348**	**$**	**-**	**$**	**-**	**$**	**-**	**$**	**-**	**$**	**-**
$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
$ 23,147	$ 36,201	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
$ 23,147	**$ 36,201**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
$ 231,428	**$ 361,945**	**$ 141,629**	**$ 306,153**	**$ 194,506**	**$ 435,693**	**$ 194,506**	**$ 435,693**	**$ 83,117**	**$ 182,858**	**$ 83,117**	**$ 182,858**
$ 806	**$ 806**	**$ 729**	**$ 729**	**$ 1,995**	**$ 1,995**	**$ 1,995**	**$ 1,995**	**$ 17,050**	**$ 17,050**	**$ 17,050**	**$ 17,050**

Project Narrative

Section 7 - Other Attachments: Additional Information

Budget Narrative

Budget Narrative

Attachment 1:
Title: **CSP Budget Narrative - FINAL D** Pages: **15** Uploaded File: **C:\Users\Robert G\Documents\Work\IDEA\CSP Budget Narrative - FINAL D.pdf**

IMPLEMENTATION PHASE-IN			Number of Schools of Each Type Per Grant Year						
Phase	**School Type**		**Grant Year 1**	**Grant Year 2**	**Grant Year 3**	**Grant Year 4**	**Grant Year 5**	**Total Schools**	
Year 0	Secondary		2	3	2	2	2	**11**	
	Primary		2	3	2	2	2	**11**	
Year 1	Secondary			2	3	2	2	**9**	
	Primary			2	3	2	2	**9**	
Year 2	Secondary				2	3	2	**7**	
	Primary				2	3	2	**7**	
Year 3	Secondary					2	3	**5**	
	Primary					2	3	**5**	
Year 4	Secondary						2	**2**	
	Primary						2	**2**	
FUNDING GAP BY SCHOOL TYPE									
Phase	**School Type**	**Annual Gap Per School**	**Grant Year 1**	**Grant Year 2**	**Grant Year 3**	**Grant Year 4**	**Grant Year 5**		
Year 0	Secondary	$541,755	$1,083,510	$1,625,265	$1,083,510	$1,083,510	$1,083,510		
	Primary	$599,920	$1,199,840	$1,799,760	$1,199,840	$1,199,840	$1,199,840		
Year 1	Secondary	$451,679		$903,358	- $1,355,037	$903,358	$903,358		
	Primary	$215,297		$430,594	$645,891	$430,594	$430,594		
Year 2	Secondary	$91,836			$183,672	$275,508	$183,672		
	Primary	$7,454			$14,908	$22,362	$14,908		
Year 3	Secondary	$25,550				$51,100	$76,650		
	Primary	$16,057				$32,114	$48,171		
Total Gap			**$2,283,350**	**$4,758,977**	**$4,482,858**	**$3,998,386**	**$3,940,703**	**$19,464,274**	

SUMMARY OF ALL EXPENSES/MATCH/REQUEST:

TOTAL PROJECT COST	ALL MATCH	TOTAL REQUEST	TOTAL LOCAL/OTHER
$156,483,570	**$3,958,647**	$14,318,838	$124,286,089
100.0%	**2.5%**	9.2%	79.4%

Match as a percent of grant request: 27.6%

Sources of Match: Charter School Growth Fund, Bill and Melinda Gates Foundation, Walton Family Foundation

				GRANT YEAR→ 2010-11	2011-12	2012-13	2013-14	2014-15
				IMPLEMENTATION YEAR→ 0	1	2	3	4
P&L FOR ONE SECONDARY SCHOOL:								
Revenue from Foundations, Other	zero for this model							
Food Service Activity	per student enrolled	basic exp	$501	$-	$114,851	$228,061	$339,937	$390,378
Athletic Activity	zero							
Miscellaneous Revenues from Intermediate sources	zero							
Foundation School Program Act	per ADA	State	7,340.00	$-	$1,649,545	$3,294,739	$4,939,775	$5,706,034
State Program Revenues Distrib								
Teacher Retirement/TRS Care -O	pass through							
School Breakfast Program	rolled into 5751 - total CNP			$-	$-	$-	$-	$-
National School Lunch Program	rolled into 5751 - total CNP							
Federal Revenues Distributed b		Federal	304.72	$-	$68,257	$132,492	$193,046	$216,707
Title I - Fund 211			194.80					
Title II - Fund 262			1.96					
Title III - Fund 263			17.62					
ESEA Title IV - Fund 204			-					
IDEA Part B - Fund 224			90.34					
Federal Revenues Distributed D	rolled into 5929							
Total revenues:				**$-**	**$1,832,653**	**$3,655,292**	**$5,472,757**	**$6,313,119**
Salaries or Wages for Substitutes	per instructional staff	salary cola	$1,395	$-	$16,614	$31,064	$52,602	$60,114
Salaries or Wages for Teachers	per instructional staff	salary cola	$2,000	$-	$23,819	$44,536	$75,415	$86,185
Salaries	instructional and admin	built in		$95,667	$856,374	$1,383,429	$2,193,336	$2,441,061
Salaries for Wages for Support	manual trades	built in		$1,250	$69,351	$170,650	$246,616	$355,125
TOTAL PERSONNEL				**$96,917**	**$966,158**	**$1,629,680**	**$2,567,968**	**$2,942,485**
Employee Allowances	set at zero							
Social Security/Medicare	percent of 6112-6129	built in	7.65%	$7,414	$73,911	$124,671	$196,450	$225,100
Group Health and Life Insurance	per full time staff	basic exp	$3,192	$6,295	$79,241	$138,792	$212,240	$252,869

				GRANT YEAR→ IMPLEMENTATION YEAR→	2010-11 0	2011-12 1	2012-13 2	2013-14 3	2014-15 4
Workers' Compensation	percent of 6112-6129	built in	0.15%		$145	$1,449	$2,445	$3,852	$4,414
Teacher Retirement/TRS Care-On	zero last year								
Unemployment Compensation	percent of 6112-6129	built in	0.76%		$737	$7,343	$12,386	$19,517	$22,363
Teacher Retirement/TRS Care	percent of 6112-6129	built in	0.55%		$533	$5,314	$8,963	$14,124	$16,184
TOTAL FRINGE					**$15,124**	**$167,258**	**$287,256**	**$446,182**	**$520,929**
Travel and Subsistence-Employee	per inst/admin staff	basic exp	$2,000		$3,778	$42,942	$71,223	$109,723	$123,403
Travel and Subsistence-Student	per student enrolled	basic exp	$180		$-	$41,247	$81,906	$122,084	$140,200
TOTAL TRAVEL					**$3,778**	**$84,189**	**$153,129**	**$231,807**	**$263,603**
Building Purchase, Construction									
Vehicles	per route	basic exp	$12,500		$27,069	$20,769	$21,247	$28,980	$7,412
Furniture, Equipment and Software ($5K+)									
Technology and Telecomm	fixed start-up + ongoing accrual				$98,584	$8,746	$10,902	$11,967	$11,881
Fixed Assets-Furniture and Equip									
Kitchen and Cafeteria	fixed start up; % of rev	built in			$-	$12,288	$7,658	$-	$1,562
Classroom Furniture	build up	basic exp			$68,590	$85,212	$87,590	$66,106	$25,380
Non-classroom furniture	per new inst and admin employee		$450		$850	$8,792	$6,141	$8,294	$2,510
Technology	build up	basic exp			$142,539	$210,715	$183,260	$136,131	$3,352
Library Books and Media	fixed				$12,500	$12,500	$25,000		
TOTAL EQUIPMENT					**$350,132**	**$359,023**	**$341,798**	**$251,478**	**$52,097**
Gasoline and Other Fuels for V	per bus route	basic exp	$8,000		$-	$13,994	$30,524	$47,868	$66,533
Supplies for Maintenance and/o	per square foot	basic exp	$0.78		$1,300	$7,980	$15,420	$27,838	$40,344
Textbooks	per student enrolled	basic exp	$10		$-	$2,292	$4,550	$6,782	$7,789
Reading Materials	per student enrolled	basic exp	$25		$-	$5,729	$11,376	$16,956	$19,472
Reserved for Future State Defic.	set to zero								
Testing Materials	per student enrolled	basic exp	$3		$-	$687	$1,365	$2,035	$2,337
Food	% of CNP revenue	built in	0.392		$-	$45,022	$89,400	$133,255	$153,028
Non-Food	% of CNP revenue	built in	0.0392		$-	$4,502	$8,940	$13,326	$15,303
USDA Donated Commodities	rolled into non-food								
Food Service Supplies	% of CNP revenue	built in	0.0098		$-	$1,126	$2,235	$3,331	$3,826

				GRANT YEAR→ IMPLEMENTATION YEAR→	2010-11 0	2011-12 1	2012-13 2	2013-14 3	2014-15 4
Supplies and Materials-Locally	roll into 6399								
General Supplies									
CNP	% of CNP revenue	built in	0.0245		$-	$2,814	$5,588	$8,328	$9,564
Instructional materials	fixed	basic exp			$65,000	$71,099	$77,966	$49,783	$18,071
Office supplies	per grade and per teacher	basic exp			$-	$7,668	$13,694	$21,625	$23,959
Missing 6399 vs. Donna campus example	per student	basic exp	$120		$-	$27,498	$54,604	$81,390	$93,467
TOTAL SUPPLIES & MATERIALS					**$66,300**	**$190,410**	**$315,662**	**$412,518**	**$453,693**
Professional Services	per student	basic exp	$440.00		$-	$5,245	$9,817	$16,640	$19,035
Staff Tuition and Related Fees	per salaried staff	basic exp	$75		$92	$1,506	$2,524	$3,976	$4,521
Student Tuition - Public Schools	per 11th and 12th enrollment	basic exp	$25		$-	$-	$-	$2,428	$4,720
Student Tuition-Other than Pub	per 11th and 12th enrollment	basic exp	$25		$-	$-	$-	$2,428	$4,720
Education Service Center Service	per instructional staff	basic exp	$50		$-	$596	$1,116	$1,891	$2,163
Contracted Maintenance and Rep	per square foot	basic exp	$1.20		$2,000	$12,277	$23,723	$42,828	$62,068
Utilities	per square foot	basic exp	$2.65		$4,417	$27,112	$52,389	$94,578	$137,067
Rentals-Operating Leases	per student	basic exp	$120.00		$-	$27,498	$54,604	$81,390	$93,467
Miscellaneous Contracted Service	per square foot	basic exp	$0.49		$817	$5,013	$9,687	$17,488	$25,344
TOTAL CONTRACTUAL					**$7,326**	**$79,248**	**$153,860**	**$263,647**	**$353,104**
Insurance and Bonding Costs	per square foot	per sq foot	$0.50		$833	$5,115	$9,885	$17,845	$25,862
Reclassified Transportation Ex	set to zero								
Dues	per instructional staff	basic exp	$80		$-	$954	$1,785	$3,025	$3,461
Miscellaneous Operating Costs	per square foot	basic exp	$0.72		$1,200	$7,366	$14,234	$25,697	$37,241
Interest on Bonds	percent total revenue	built in	12.00%		$-	$219,918	$438,635	$656,731	$757,574
HQ fee	percent of revenue	built in	8.0%		$-	$146,612	$292,423	$437,821	$505,050
TOTAL OTHER OPERATING					**$2,034**	**$379,966**	**$756,962**	**$1,141,118**	**$1,329,187**
Extra Duty Pay/Overtime	included in 6118	salary cola	$4,800		$-	$57,166	$106,887	$180,996	$206,844
Extra Duty Pay Para profession	per hourly staff	salary cola	$193		$145	$914	$1,893	$2,592	$3,641
TOTAL TRAINING STIPENDS					**$145**	**$58,080**	**$108,780**	**$183,588**	**$210,484**

				GRANT YEAR→ IMPLEMENTATION YEAR→	2010-11 0	2011-12 1	2012-13 2	2013-14 3	2014-15 4
Total expenses (excluding bond principal):				**$541,755**	**$2,284,332**	**$3,747,128**	**$5,498,307**	**$6,125,582**
Net income				**$(541,755)**	**$(451,679)**	**$(91,836)**	**$(25,550)**	**$187,538**
P&L FOR ONE PRIMARY SCHOOL:								
Revenue from Foundations, Other	zero for this model							
Food Service Activity	per student enrolled	basic exp	$501	$-	$153,818	$209,808	$268,292	$329,355
Athletic Activity	zero							
Miscellaneous Revenues from Intermediate sources	zero							
Foundation School Program Act	per ADA	State	7,340.00	$-	$2,209,212	$3,031,038	$3,898,673	$4,814,081
State Program Revenues Distrib.	zero for this model							
Teacher Retirement/TRS	pass through							
School Breakfast Program	rolled into 5751 total CNP			$-	$-	$-	$-	$-
National School Lunch Program	rolled into 5751 total CNP							
Federal Revenues Distributed b	per student enrolled	Federal	$304	$-	$91,200	$121,600	$152,000	$182,400
Title I - Fund 211								
Title II - Fund 262								
Title III - Fund 263								
ESEA Title IV - Fund 204								
IDEA Part B - Fund 224								
Federal Revenues Distributed D	rolled into 5929							
Total revenues:				**$-**	**$2,454,230**	**$3,362,446**	**$4,318,965**	**$5,325,837**
Salaries or Wages for Substitutes	per instructional staff	salary cola	$1,395	$-	$32,078	$40,798	$52,119	$60,114
Salaries or Wages for Teachers	per instructional staff	salary cola	$2,800	$-	$64,386	$81,888	$104,611	$120,659
Salaries	instructional and admin	built in		$78,667	$1,133,234	$1,414,339	$1,819,039	$2,062,913
Salaries for Wages for Support	manual trades from	built in		$1,133	$89,565	$159,270	$199,559	$303,847

				GRANT YEAR→ IMPLEMENTATION YEAR→	2010-11 0	2011-12 1	2012-13 2	2013-14 3	2014-15 4
	staff build up								
TOTAL PERSONNEL				**$79,800**	**$1,319,263**	**$1,696,294**	**$2,175,329**	**$2,547,532**	
Employee Allowances	set at zero								
Social Security/Medicare	percent of 6112-6129	built in	7.65%	$6,105	$100,924	$129,766	$166,413	$194,886	
Group Health and Life Insurance	per full time staff	basic exp	$3,192	$4,823	$114,409	$146,888	$184,426	$221,507	
Workers' Compensation	percent of 6112-6129	built in	0.15%	$120	$1,979	$2,544	$3,263	$3,821	
Teacher Retirement/TRS Care-On	zero last year								
Unemployment Compensation	percent of 6112-6129	built in	0.76%	$606	$10,026	$12,892	$16,532	$19,361	
Teacher Retirement/TRS Care	percent of 6112-6129	built in	0.55%	$439	$7,256	$9,330	$11,964	$14,011	
TOTAL FRINGE				**$12,093**	**$234,593**	**$301,421**	**$382,599**	**$453,587**	
Travel and Subsistence-Employee	per inst/admin staff	basic exp	$500	$722	$15,813	$19,383	$24,265	$27,333	
Travel and Subsistence-Student	per student enrolled	basic exp	$37	$-	$11,355	$15,489	$19,806	$24,314	
TOTAL TRAVEL				**$722**	**$27,168**	**$34,871**	**$44,071**	**$51,647**	
Building Purchase, Construction	assumes bond payments cover this cost								
Vehicles	per route	basic exp	$12,500	$22,931	$17,594	$17,998	$24,550	$6,279	
Furniture, Equipment and Software									
Technology and Telecomm	fixed			$83,511	$11,714	$10,029	$9,445	$10,024	
Fixed Assets-Furniture and Equip									
Kitchen and Cafeteria	fixed start up; % rev ongoing	built in	0.40%	$-	$16,458	$7,045	$-	$1,317	
Classroom Furniture	build up	basic exp		$87,854	$32,635	$37,571	$42,718	$26,285	
Non-classroom furniture	per new inst and admin employee		$450	$650	$13,567	$2,885	$3,993	$2,258	
Technology	build up	basic exp		$203,783	$147,719	$84,124	$93,023	$16,517	
Library Books and Media				$25,000					
TOTAL EQUIPMENT				**$423,729**	**$239,685**	**$159,653**	**$173,729**	**$62,681**	
Gasoline and Other Fuels for V	per bus route	basic exp	$8,000	$-	$18,742	$28,081	$37,780	$56,132	
Supplies for Maintenance and/o	per square foot	basic exp	$0.78	$1,040	$6,383	$12,334	$22,266	$32,269	
Textbooks	per student enrolled	basic exp	$10	$-	$3,069	$4,186	$5,353	$6,571	
Reading Materials	per student enrolled	basic exp	$60	$-	$18,414	$25,117	$32,118	$39,428	

				GRANT YEAR→ IMPLEMENTATION YEAR→	2010-11 0	2011-12 1	2012-13 2	2013-14 3	2014-15 4
Reserved for Future State Defic.	set to zero								
Testing Materials	per student enrolled	basic exp	$3	$-	$921	$1,256	$1,606	$1,971
Food	% of CNP revenue	built in	0.392	$-	$60,297	$82,245	$105,171	$129,107
Non-Food	% of CNP revenue	built in	0.0392	$-	$6,030	$8,224	$10,517	$12,911
USDA Donated Commodities	rolled into non-food							
Food Service Supplies	% of CNP revenue	built in	0.0098	$-	$1,507	$2,056	$2,629	$3,228
Supplies and Materials-Locally	roll into 6399							
General Supplies								
CNP	% of CNP revenue	built in	0.0245	$-	$3,769	$5,140	$6,573	$8,069
Instructional materials	fixed	basic exp		$75,000	$26,598	$29,303	$32,118	$13,143
Office supplies	per grade and per teacher	basic exp		$-	$12,736	$15,430	$20,047	$23,862
Missing 6399 vs. Donna campus example	per student	basic exp	$120	$-	$36,828	$50,233	$64,236	$78,856
TOTAL SUPPLIES & MATERIALS				**$76,040**	**$195,293**	**$263,605**	**$340,413**	**$405,548**
Professional Services	per instructional staff	basic exp	$590.00	$-	$13,580	$17,289	$22,108	$25,524
Staff Tuition and Related Fees	per salaried staff	basic exp	$75	$83	$1,785	$2,407	$3,136	$3,684
Student Tuition - Public Schools	per 11th and 12th enrollment	basic exp						
Student Tuition-Other than Pub	per 11th and 12th enrollment	basic exp						
Education Service Center Service	per instructional staff	basic exp	$60	$-	$1,381	$1,758	$2,248	$2,596
Contracted Maintenance and Rep	per square foot	basic exp	$1.20	$1,600	$9,820	$18,975	$34,255	$49,645
Utilities	per square foot	basic exp	$2.65	$3,533	$21,685	$41,903	$75,647	$109,632
Rentals-Operating Leases	per student	basic exp	$120.00	$-	$36,828	$50,233	$64,236	$78,856
Miscellaneous Contracted Service	per square foot	basic exp	$0.49	$653	$4,010	$7,748	$13,988	$20,272
TOTAL CONTRACTUAL				**$5,869**	**$89,089**	**$140,313**	**$215,618**	**$290,208**
Insurance and Bonding Costs	per square foot	basic exp	$0.50	$667	$4,092	$7,906	$14,273	$20,685
Reclassified Transportation Ex	set to zero							
Dues	per instructional staff	basic exp	$80	$-	$1,841	$2,344	$2,998	$3,461
Miscellaneous Operating Costs	per square foot	basic exp	$0.72	$960	$5,892	$11,385	$20,553	$29,787
Bond Principal								
Interest on Bonds	total revenue	built in	12.50%	$-	$306,779	$420,306	$539,871	$665,730

				GRANT YEAR→ IMPLEMENTATION YEAR→	2010-11 0	2011-12 1	2012-13 2	2013-14 3	2014-15 4
HQ fee	total revenue	none	8%	$-	$196,338	$268,996	$345,517	$426,067
TOTAL OTHER OPERATING				**$1,626**	**$514,942**	**$710,937**	**$923,212**	**$1,145,730**
Extra Duty Pay/Overtime	included in 6118	salary cola	$2,100	$-	$48,290	$61,416	$78,459	$90,494
Extra Duty Pay Para profession	per hourly staff	salary cola	$100	$40	$1,203	$1,390	$1,592	$2,019
TOTAL TRAINING STIPENDS				**$40**	**$49,492**	**$62,806**	**$80,051**	**$92,513**
Total expenses				**$599,920**	**$2,669,527**	**$3,369,901**	**$4,335,022**	**$5,049,446**
Net Income:				**$(599,920)**	**$(215,297)**	**$(7,454)**	**$(16,057)**	**$276,391**
Campus location system-wide income/(loss):				$(1,141,675)	$(666,976)	$(99,290)	$(41,607)	$463,928

SUMMARY OF EXPANSION BUDGET (FROM PRECEDING PAGES):

IMPLEMENTATION YEAR→	0	1	2	3	4
One Secondary School	**Grant Year 1**	**Grant Year 2**	**Grant Year 3**	**Grant Year 4**	**Grant Year 5**
TOTAL PERSONNEL	$96,917	$966,158	$1,629,680	$2,567,968	$2,942,485
TOTAL FRINGE	$15,124	$167,258	$287,256	$446,182	$520,929
TOTAL TRAVEL	$3,778	$84,189	$153,129	$231,807	$263,603
TOTAL EQUIPMENT	$350,132	$359,023	$341,798	$251,478	$52,097
TOTAL SUPPLIES & MATERIALS	$66,300	$190,410	$315,662	$412,518	$453,693
TOTAL CONTRACTUAL	$7,326	$79,248	$153,860	$263,647	$353,104
TOTAL OTHER OPERATING	$2,034	$379,966	$756,962	$1,141,118	$1,329,187
TOTAL TRAINING STIPENDS	$145	$58,080	$108,780	$183,588	$210,484
Total expenses (excluding bond principal):	**$541,755**	**$2,284,332**	**$3,747,128**	**$5,498,307**	**$6,125,582**
Net income	**$(541,755)**	**$(451,679)**	**$(91,836)**	**$(25,550)**	**$187,538**
IMPLEMENTATION YEAR→	0	1	2	3	4
One Primary School	**Grant Year 1**	**Grant Year 2**	**Grant Year 3**	**Grant Year 4**	**Grant Year 5**
TOTAL PERSONNEL	$79,800	$1,319,263	$1,696,294	$2,175,329	$2,547,532
TOTAL FRINGE	$12,093	$234,593	$301,421	$382,599	$453,587
TOTAL TRAVEL	$722	$27,168	$34,871	$44,071	$51,647
TOTAL EQUIPMENT	$423,729	$239,685	$159,653	$173,729	$62,681
TOTAL SUPPLIES & MATERIALS	$76,040	$195,293	$263,605	$340,413	$405,548
TOTAL CONTRACTUAL	$5,869	$89,089	$140,313	$215,618	$290,208
TOTAL OTHER OPERATING	$1,626	$514,942	$710,937	$923,212	$1,145,730
TOTAL TRAINING STIPENDS	$40	$49,492	$62,806	$80,051	$92,513
Total expenses	**$599,920**	**$2,669,527**	**$3,369,901**	**$4,335,022**	**$5,049,446**
Net Income:	**$(599,920)**	**$(215,297)**	**$(7,454)**	**$(16,057)**	**$276,391**

BREAKDOWN OF EXPANSION BUDGET AND GRANT-SPECIFIC COSTS BY GRANT YEAR & IMPLMENETATION PHASE:

Grant Year 1 • 2010-11

2 secondary, 2 primary schools in implementation year 0

PLEASE NOTE:

The budget table on pages 2-8 details the total expansion funding gap for ONE secondary and ONE primary school. As per the table on page 1, IDEA will establish 2-3 campuses of each type (4-6 schools per year) during each year of the funding period. The table below and on each subsequent page, 11-14, provides the totals by ED 524 budget category for the grant period, and includes total expenses, IDEA's cash match, the grant request, and local/other funds.

In addition to the expansion costs from pages 2-8, this budget includes grant-specific costs: a full-time Project Director to manage compliance and reporting, 18% fringe for this position, and $2,000 in grant-related travel to required meetings, for a total of $354,563

GRANT YEAR 1	GRANT-SPECIFIC COSTS		EXPANSION NEED	TOTAL EXPENSES	MATCH	GRANT REQUEST	LOCAL/OTHER FUNDS
1. PERSONNEL	Project Director	$55,000	$353,434	$408,434		$408,434	$0
2. FRINGE BENEFITS	PD Fringe (18%)	$9,900	$54,436	$64,336		$64,336	$0
3. TRAVEL	Travel to grant meetings	$2,000	$9,000	$11,000		$11,000	$0
4. EQUIPMENT			$1,547,722	$1,547,722	$1,458,647	$89,075	$0
5. SUPPLIES & MATERIALS			$284,680	$284,680		$284,680	$0
6. CONTRACTUAL			$26,390	$26,390		$26,390	$0
7. CONSTRUCTION			$-	$-		$0	$0
8. OTHER			$7,320	$7,320		$7,320	$0
9. TOTAL DIRECT (1-8)			*$2,282,981*	*$2,349,882*	*$1,458,647*	*$891,235*	*$0*
10. INDIRECT COSTS			$-	$-		$0	$0
11. TRAINING STIPENDS			$370	$370		$370	$0
12. TOTAL COSTS (9-11)		*$66,900*	*$2,283,350*	***$2,350,252***	*$1,458,647*	***$891,605***	*$0*

Grant Year 2 • 2011-12

3 secondary, 3 primary schools in implementation year 0
2 secondary, 2 primary schools in implementation year 1

GRANT YEAR 2	GRANT-SPECIFIC COSTS		SCHOOLS IN YEAR 0	SCHOOLS IN YEAR 1	TOTAL EXPENSES	MATCH	GRANT REQUEST	LOCAL/ OTHER FUNDS
1. PERSONNEL	Project Director	$56,650	$530,151	$4,570,844	$5,157,645	$1,500,000		$3,657,645
2. FRINGE BENEFITS	PD Fringe (18%)	$10,197	$81,654	$803,703	$895,554		$880,777	$14,777
3. TRAVEL	Travel to grant meetings	$2,000	$13,500	$222,715	$238,215			$238,215
4. EQUIPMENT			$2,321,583	$1,197,416	$3,518,999			$3,518,999
5. SUPPLIES & MATERIALS			$427,020	$771,407	$1,198,427		$1,198,427	$-
6. CONTRACTUAL			$39,585	$336,675	$376,260			$376,260
7. CONSTRUCTION			$-	$-	$-		$-	$-
8. OTHER			$10,980	$1,789,816	$1,800,796		$1,800,796	$-
9. TOTAL DIRECT (1-8)			*$3,424,473*	*$9,692,574*	*$13,185,895*	*$1,500,000*	*$3,879,999*	*$7,805,895*
10. INDIRECT COSTS			$-	$-	$-		$-	$-
11. TRAINING STIPENDS			$554	$215,143	$215,698		$215,698	$-
12. TOTAL COSTS (9-11)		*$68,847*	*$3,425,027*	*$9,907,717*	***$13,401,592***	*$1,500,000*	*$4,095,697*	*$7,805,895*

Grant Year 3 • 2012-13

2 secondary, 2 primary schools in implementation year 0
3 secondary, 3 primary schools in implementation year 1
2 secondary, 2 primary schools in implementation year 2

GRANT YEAR 3	GRANT-SPECIFIC COSTS		SCHOOLS IN YEAR 0	SCHOOLS IN YEAR 1	SCHOOLS IN YEAR 2	TOTAL EXPENSES	MATCH	GRANT REQUEST	LOCAL/ OTHER FUNDS
1. PERSONNEL	Project Director	$58,350	$353,434	$6,856,266	$6,651,948	$13,919,997			$13,919,997
2. FRINGE BENEFITS	PD Fringe (18%)	$10,503	$54,436	$1,205,554	$1,177,354	$2,447,847	$1,000,000	$1,447,847	$-
3. TRAVEL	Travel to grant meetings	$2,000	$9,000	$334,072	$375,999	$721,071		$721,071	$-
4. EQUIPMENT			$1,547,722	$1,796,124	$1,002,903	$4,346,749			$4,346,749
5. SUPPLIES & MATERIALS			$284,680	$1,157,110	$1,158,535	$2,600,325			$2,600,325
6. CONTRACTUAL			$26,390	$505,012	$588,346	$1,119,749		$1,119,749	$-
7. CONSTRUCTION			$-	$-	$-	$-		$-	$-
8. OTHER			$7,320	$2,684,724	$2,935,798	$5,627,842			$5,627,842
9. TOTAL DIRECT (1-8)			*$2,282,981*	*$14,538,862*	*$13,890,884*	*$30,783,581*	*$1,000,000*	*$3,288,667*	*$12,574,916*
10. INDIRECT COSTS			$-	$-	$-	$-		$-	$-
11. TRAINING STIPENDS			$370	$322,715	$343,172	$666,257			$666,257
12. TOTAL COSTS (9-11)		*$70,852*	*$2,283,350*	*$14,861,577*	*$14,234,057*	***$31,449,837***	*$1,000,000*	*$3,288,667*	*$13,241,173*

Grant Year 4 • 2013-14

2 secondary, 2 primary schools in implementation year 0
2 secondary, 2 primary schools in implementation year 1
3 secondary, 3 primary schools in implementation year 2
2 secondary, 2 primary schools in implementation year 3

GRANT YEAR 4	GRANT-SPECIFIC COSTS	SCHOOLS IN YEAR 0	SCHOOLS IN YEAR 1	SCHOOLS IN YEAR 2	SCHOOLS IN YEAR 3	TOTAL EXPENSES	MATCH	GRANT REQUEST	LOCAL/ OTHER FUNDS
1. PERSONNEL	Project Director: $60,100	$353,434	$4,570,844	$9,977,922	$9,486,594	$24,448,894		$3,384,221	$20,064,67
2. FRINGE BENEFITS	PD Fringe (18%): $10,818	$54,436	$803,703	$1,766,031	$1,657,562	$4,292,550			$4,292,55
3. TRAVEL	Travel to grant meetings: $2,000	$9,000	$222,715	$563,999	$551,758	$1,349,472			$1,349,47
4. EQUIPMENT		$1,547,722	$1,197,416	$1,504,355	$850,414	$5,099,907			$5,099,90
5. SUPPLIES & MATERIALS		$284,680	$771,407	$1,737,803	$1,505,862	$4,299,751			$4,299,75
6. CONTRACTUAL		$26,390	$336,675	$882,520	$958,530	$2,204,114			$2,204,11
7. CONSTRUCTION		$-	$-	$-	$-	$-			
8. OTHER		$7,320	$1,789,816	$4,403,697	$4,128,661	$10,329,494			$10,329,49
9. TOTAL DIRECT (1-8)		*$2,282,981*	*$9,692,574*	*$20,836,326*	*$19,666,658*	*$52,024,181*	*$0*	*$3,384,221*	*$47,639,96*
10. INDIRECT COSTS		$-	$-	$-	$-	$-		$-	
11. TRAINING STIPENDS		$370	$215,143	$514,758	$527,277	$1,257,549			$1,257,54
12. TOTAL COSTS (9-11)	*$72,918*	*$2,283,350*	*$9,907,717*	*$21,351,084*	*$19,666,658*	***$53,281,730***	*$0*	*$3,384,221*	*$48,897,50*

Grant Year 5 • 2014-15

2 secondary, 2 primary schools in implementation year 0
2 secondary, 2 primary schools in implementation year 1
2 secondary, 2 primary schools in implementation year 2
3 secondary, 3 primary schools in implementation year 3
2 secondary, 2 primary schools in implementation year 4 (self-sustaining)

GRANT YEAR 5	GRANT-SPECIFIC COSTS	SCHOOLS IN YEAR 0	SCHOOLS IN YEAR 1	SCHOOLS IN YEAR 2	SCHOOLS IN YEAR 3	TOTAL EXPENSES	MATCH	GRANT REQUEST	LOCAL/ OTHER FUNDS
1. PERSONNEL	Project Director: $61,903	$353,434	$4,570,844	$6,651,948	$14,229,891	$25,868,020		$2,658,647	$23,209,37
2. FRINGE BENEFITS	PD Fringe (18%): $11,143	$54,436	$803,703	$1,177,354	$2,486,344	$4,532,979			$4,532,97
3. TRAVEL	Travel to grant meetings: $2,000	$9,000	$222,715	$375,999	$827,637	$1,437,351			$1,437,35
4. EQUIPMENT		$1,547,722	$1,197,416	$1,002,903	$1,275,621	$5,023,662			$5,023,66
5. SUPPLIES & MATERIALS		$284,680	$771,407	$1,158,535	$2,258,793	$4,473,415			$4,473,41
6. CONTRACTUAL		$26,390	$336,675	$588,346	$1,437,795	$2,389,206			$2,389,20
7. CONSTRUCTION		$-	$-	$-	$-	$-			
8. OTHER		$7,320	$1,789,816	$2,935,798	$6,192,991	$10,925,925			$10,925,92
9. TOTAL DIRECT (1-8)		*$2,282,982*	*$9,692,575*	*$13,890,884*	*$28,709,071*	*$54,650,557*	*$0*	*$2,658,647*	*$51,991,9*
10. INDIRECT COSTS		$-	$-	$-	$-	$-			
11. TRAINING STIPENDS		$370	$215,143	$343,172	$790,916	$1,349,601			$1,349,60
12. TOTAL COSTS (9-11)	*$75,046*	*$2,283,350*	*$9,907,717*	*$14,234,057*	*$29,499,987*	***$56,000,158***	*$0*	*$2,658,647*	*$53,341,5*