

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



APPLICATION FOR GRANTS
UNDER THE

Office of Innovation and Improvement: Magnet Schools Assistance Program CFDA 84.165A

CFDA # 84.165A

PR/Award # U165A130045

Grants.gov Tracking#: GRANT11339085

OMB No. , Expiration Date:

Closing Date: Mar 01, 2013

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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.).

There were problems converting one or more of the attachments. These are: [1245-MSAP Letters of Support.pdf](#)

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="02/28/2013"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="74-6001255"/>	* c. Organizational DUNS: <input type="text" value="0612921240000"/>
--	---

d. Address:

* Street1:	<input type="text" value="4400 W. 18th Street"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Houston"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="TX: Texas"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="77092-8501"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text" value="School Choice"/>
--	--

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

Prefix: <input type="text"/>	* First Name: <input type="text" value="Annetra"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Piper"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="713-556-6785"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email:

Application for Federal Assistance SF-424

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.165

CFDA Title:

Magnet Schools Assistance

*** 12. Funding Opportunity Number:**

ED-GRANTS-123112-001

* Title:

Office of Innovation and Improvement (OII): Magnet Schools Assistance Program CFDA-84.165A

13. Competition Identification Number:

84-165A2013-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

STEMulating Innovation for the 21st Century

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="11,998,372.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="11,998,372.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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 subagreements.
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 (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 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 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.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Annetra Piper</p>	<p>* TITLE</p> <p>Superintendent of Schools</p>
<p>* APPLICANT ORGANIZATION</p> <p>Houston Independent School District</p>	<p>* DATE SUBMITTED</p> <p>02/28/2013</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name

* Street 1 Street 2

* City State Zip

Congressional District, if known:

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

6. * Federal Department/Agency: <input type="text" value="U.S. Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Magnet Schools Assistance"/>
	CFDA Number, if applicable: <input type="text" value="84.165"/>

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

b. Individual Performing Services (including address if different from No. 10a)

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

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

* Signature:

* Name: Prefix * First Name Middle Name

* Last Name Suffix

Title: Telephone No.: Date:

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # U165A130045

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. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

2013 MSAP_GEPA - final.pdf

Add Attachment

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GEPA STATEMENT

The Houston Independent School District (HISD) is the largest public school system in Texas and the seventh-largest in the United States. HISD schools are dedicated to giving every student the best possible education through an intensive core curriculum and specialized, challenging instructional and career programs. HISD is dedicated to educating the whole child providing not only academic support, but emotional support as well. HISD has an ethnic and racial student composition of 63% Hispanic/Latino, 25% African American, 8% White and 4% Asian/Other. Nearly 30% are limited English proficient (LEP), 62% are deemed at-risk, 81% economically disadvantaged and 95% are in Title I programs (2012 – 2013 school year).

The district has been a leader in recruiting, hiring, and training minority candidates, and in developing an administrative and teaching staff that is racially and ethnically balanced. HISD has always sought innovative ways for recruiting teachers who reflect the diverse characteristics of the student and general population. As a matter of board policy, HISD welcomes all potentially effective and committed teachers, regardless of race, language, creed, color, religious affiliations, sex, age, or handicapping conditions.

All candidates for employment are evaluated solely on qualifications for the job, for their areas of expertise, and interest in serving the school, the children, and the community. The district's Alternative Certification Program (ACP) is an example of the innovative strategies for reducing the many barriers that keep potentially good teacher candidates from entering the teaching field. The diversity of demographic and academic backgrounds of the candidates in the HISD-ACP reflects the successes in HISD's hiring practices.

HISD's proposed project, titled *STEMulating Innovation for the 21st Century*, to significantly revise four and add two new STEM magnet schools within HISD, has identified a

total of six schools: four high-poverty and low academic performing magnet schools (i.e., two high schools and two middle schools) that serve high-need students and two new schools, The Energy High School and Empowerment College Prep High School.

The purpose of this proposed program is to:

- reduce minority group isolation in middle and high schools
- provide all students equal opportunity to meet state academic content and student achievement standards
- advance innovative methods and practices promoting diversity and increasing choices in public education
- substantially strengthen students' knowledge of academic subjects and their attainment of tangible and marketable vocational, technological, and professional skills
- fulfill a capacity-building role by providing extensive professional development for staff that will sustain school operations at a high performance level after funding ends
- implement and improve courses of instruction to strengthen students' knowledge of academic subjects and attainment of post-secondary education or productive employment

The Houston Independent School District's Beliefs and Vision and the Strategic Direction calls for the district to ensure that every student has an equal opportunity to quality education programs. The district special education leadership will ensure all students with disabilities who would benefit from the opportunities available, and their parents, are aware of the processes for access and admission to the STEM grant schools.

The project objectives for the whole-school STEM program are as follows:

Objective 1: Reduce minority group isolation in selected STEM programs

Performance Measure 1A: MSAP STEM schools will reduce minority group isolation by 2% in Year 1, 4% in Year 2, and 6% in Year 3 as measured by the previous year's enrollment. Refer to projected enrollment tables in data table 3.

Performance Measure 1B: At each MSAP STEM school, the total number of applicants residing outside the school's attendance zone will increase by 20% per year as measured by the previous year's number of applicants.

Performance Measure 1C: The ethnic composition of the applicant pool at each MSAP STEM school will reflect projections for growth in enrollment at the project schools each year. Refer to projected enrollment tables in data table 3.

Performance Measure 1D: All MSAP STEM schools will develop and implement a targeted recruitment plan each year of the grant.

Performance Measure 1E: To establish a climate which embraces diversity, each MSAP STEM school will initiate a research based program resulting in improvement in student safety as measured by student and parent surveys.

Objective 2: Increase academic achievement rates of all students within each major demographic student group in Reading, Math, and Science in MSAP STEM magnet schools.

Performance Measure 2A: The percentage of MSAP STEM magnet students from major racial and ethnic groups who reach or exceed the proficiency standard on state assessments in reading/language arts will increase by 3% first year, 4% the second year, and 5% in the third year of the grant as compared to the previous year's scores.

Performance Measure 2B: The percentage of MSAP STEM magnet students from major racial and ethnic groups who reach or exceed the proficiency standard on state assessments in math will increase by 3% first year, 4% the second year, and 5% in the third year of the grant as compared to the previous year's scores.

Performance Measure 2C: The percentage of MSAP STEM magnet students from major racial and ethnic groups who reach or exceed the proficiency standard on state assessments in science will increase by 10% in the third year of the project as measured by the previous year's scores.

Performance Measure 2D: All MSAP STEM schools will meet and/or exceed state academic achievement levels in math each year for at least three years after federal funding ends.

Performance Measure 2E: All MSAP STEM schools will meet and/or exceed state academic achievement levels in /reading-language arts each year for at least three years after federal funding ends.

Performance Measure 2F: Each year the district office, campus administration, and instructional staff at each MSAP STEM school will analyze student achievement data to create professional development plans that address identified instructional needs.

Performance Measure 2G: To provide equity and access to resources that will enable parents to assist with academic needs, each MSAP STEM school will increase offerings of parent

Objective 3: Increase industry, university, and community partnerships that will support

Performance Measure 3A: All MSAP STEM schools will develop a memorandum of understanding with at least one partner per year that will support sustainability of the magnet program no less than three years after federal funding ends.

Performance Measure 3B: All MSAP STEM schools will work directly with industry, community, and university partners to create an action plan for providing interactive educational

activities based on the needs of teachers, students, and partners for each year of the project period.

Performance Measure 3C: Implementation of the MSAP STEM based action plan with partners will be monitored and revised by the campus based Shared Decision Making Committee (SDMC) each year of the project.

Objective 4: Implement distinctive curriculum specific to the theme at each MSAP STEM school.

Performance Measure 4A: STEM based curriculum specific to each MSAP STEM school will be purchased/developed and implemented in the magnet specialty classes at each STEM school.

Performance Measure 4B: Core subject teachers will collaborate with the STEM specialist to develop plans which infuse the theme throughout each core subject area and/or grade level to align with the state academic standards, the Texas Essential Knowledge and Skills, the TEKS. Compliance with the developed plan will be evaluated by lesson plans, walk-throughs, and student work.

Performance Measure 4C: Students in the magnet specialty classes will produce at least one project per semester as evidence of ongoing project-based learning.

Objective 5: Increase instructional capacity of specialized and core area teachers to deliver unique, innovative curriculum at each MSAP STEM school.

Performance Measure 5A: Professional development specific to the STEM theme will be provided to the STEM specialists and instructors each year as the new or revised theme is phased in by grade level.

Performance Measure 5B: Classes will be taught by 100% highly qualified teachers who are certified/trained to teach in the specific STEM theme curriculum.

Performance Measure 5C: By the end of the project period professional development on research based instructional best practices will be provided for all instructional staff at the MSAP STEM schools.

Performance Measure 5D: By the end of the project period professional development specific to STEM themes will be provided for all instructional staff at the MSAP STEM schools.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION <input style="width: 90%;" type="text" value="Houston Independent School District"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 50px;" type="text" value="Dr."/>	* First Name: <input style="width: 150px;" type="text" value="Terry"/> Middle Name: <input style="width: 100px;" type="text" value="B."/>
* Last Name: <input style="width: 200px;" type="text" value="Grier"/>	Suffix: <input style="width: 50px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Superintendent of Schools"/>	
* SIGNATURE: <input style="width: 250px;" type="text" value="Annetra Piper"/>	* DATE: <input style="width: 100px;" type="text" value="02/28/2013"/>

Close Form

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

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

Address:

* Street1:
 Street2:
 * City:
 County:
 * State:
 * Zip Code:
 * Country:

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

Email Address:

2. Applicant Experience:

Novice Applicant Yes No Not applicable to this program

3. Human Subjects Research

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

Yes 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:

Add Attachment

Delete Attachment

View Attachment

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

Abstract Narrative

The Houston Independent School District (HISD) through its *STEMulating Innovation for the 21st Century* MSAP proposal, has identified five **goals** which are consistent with the purposes of the Magnet Schools Assistance Program (MSAP): 1) Reduce minority group isolation; 2) Increase academic achievement rates for all students within each major demographic sub-group in Reading, Math, and Science; 3) Increase industry, university, and community partnerships that will support and enhance the innovative magnet theme; 4) Implement distinctive curriculum specific to the theme; and 5) Increase the instructional capacity of specialized and core teachers to deliver unique, innovative curriculum.

Through its *STEMulating Innovation for the 21st Century* proposal, HISD seeks funding to significantly revise four and add two new school magnet programs at the following six schools:

Name of Magnet Schools	Projected Participants	Program/Theme	Title 1
MC Williams Middle School	601	Engineering	Yes
Ryan Middle School	525	Medical and Health Professions	Yes
Furr High School	966	Green Energy	Yes
Kashmere High School	604	Chemical and Process Technology	Yes
The Energy High School	525	Energy	Yes
Empowerment College Prep HS	300	Advanced Technology	Yes

All six schools in the program will implement whole-school STEM programs that address the strands of science, technology, engineering, and mathematics. Each STEM theme has an innovative curricular focus to address local and global industry needs, as well as students' interests, talents, and skills. The overall aim is to increase student achievement for all students.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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Introduction: The Houston Independent School District (HISD) is the largest public school system in Texas and the seventh-largest in the nation, covering 301 square miles within the Greater Houston area. With 279 schools, HISD serves a highly ethnically-, culturally-, linguistically-, and economically-diverse population of 203,354 students, as shown in Table 1. HISD’s proposed project, *STEMulating Innovation for the 21st Century*, has identified a total of six schools: five high-need, high poverty, and low academic performing schools (i.e., three high schools and two middle schools) that serve high-need students and one new high school, the Energy Institute. Through the project, the district seeks to establish four significantly revised and add two new STEM magnet schools within HISD boundaries to serve the Greater Houston area.

All six campuses will be new or significantly revised, whole-school STEM (Science, Technology, Engineering, and Math) magnet programs, meaning every student in those schools will benefit from an instructional approach that emphasizes a rich STEM curriculum. The current magnet programs, at four of the existing HISD schools included in the grant proposal, have struggled to draw students and will be replaced with STEM-based magnets. The proposed six magnet schools are intended to provide families with a wide variety of academically-rigorous, STEM-focused school choice options, while also promoting racial, economic, cultural, and geographic diversity in the Greater Houston area. The selected schools, along with campus demographics, and proposed STEM-based magnet themes are identified in Table 1.

Table 1. Selected Demographics for Proposed High-Need Schools (2012-2013)						
Area	Enrolled (#)	ED (%)	ELL (%)	At- Risk (%)	SpEd (%)	Proposed Magnet Theme
MC Williams MS	468	93	14	59	17	Engineering

Ryan MS	272	95	12	65	21	Medical & Health Professions
Empowerment Prep HS	94	78	█	61	0	Advanced Technology
Furr HS	882	92	11	78	10	Green Energy
Kashmere HS	497	80	4	76	27	Chemical/Process Technology
Energy Institute*	TBD	TBD	TBD	TBD	TBD	Energy

Source: HISD, School Profiles. Note: * denotes a new HISD campus.

Five of the selected six schools have significant isolated minority populations (Ryan MS: 84% African American; Williams MS: 56% African American; Empowerment College Prep HS: 79% African American; Furr HS: 80% Hispanic; and Kashmere HS: 81% African American). The sixth school, the proposed Energy Institute, as a new STEM-based magnet themed high school, does not have any students enrolled at this time, but the district is projecting an estimated enrollment of 175 students in 2013-14. Through the project, HISD seeks to be proactive in enhancing students' opportunities, to provide an impetus for all students, regardless of racial background and economic status, to want to attend the proposed magnet schools.

Priority 1—Need for Assistance

If current demographic trends continue unabated, in 2040 Houston, Texas will be significantly less educated, less economically competitive in the global market place, will have higher poverty rates, and will have a need for greater levels of government assistance. According to the Texas State Data Center, between the years 2000 and 2040, educational attainment in Texas will significantly decrease, with up to 30.1% of adults, aged 25 and older, not having a high school diploma. In 2011 the Brookings Institution found that Houston lacks “enough educated workers to fill all the jobs that local industry creates,” and ranked Houston 94 out of

100, among the nation's largest metropolitan regions, for its education gap among workers (Houston Chronicle, 9/9/11). A 2011 Georgetown University study states the "vast majority of new jobs require higher skills" and post-secondary degrees. It concludes that "a dramatic increase in educational attainment must become a top national priority if we intend to build our labor pool and beat out other countries for the jobs of the future."

In the 2011-2012 academic year HISD recorded its lowest drop-out rate and the highest graduation rate, however, the district must do more to ensure that all students receive a high-quality education and graduate on-time, prepared for their career and/or college of their choice. In HISD, Hispanic students have the lowest graduation rates and the highest dropout rates, are most economically disadvantaged, the most English Language Learners (ELL), and at-risk students. More than 66,000 HISD students perform below grade level in math, while 70,000 HISD students are behind in reading, requiring 2013 summer school remediation for over 70,000 students. Only 11% of African American students and 7% of Hispanic students eventually earn college degrees. In 2008 alone, more than 27,000 children of color living in Houston failed to graduate on time, costing the local economy \$180 million.

Without grant funding, HISD will be unable to significantly revise and restructure six STEM-based magnet programs to ensure that all students are not only college and career ready entering high school, but are also inspired to seize local, national, and global industry opportunities. In an urban district as large and diverse as HISD, with 81% economically disadvantaged students, there is a strong need for the continual effort to reduce minority group isolation in middle and high schools (Purpose 1) and to provide all students equal opportunity to meet state academic content and student achievement standards (Purpose 2). The development and expansion of the six magnet programs proposed in this project will advance innovative methods and practices

promoting diversity and increasing choices in public education in HISD and the City of Houston (Purpose 3). The proposed magnet programs will substantially strengthen students' knowledge of academic subjects and their attainment of tangible and marketable vocational, technological, and professional skills (Purpose 4), and fulfill a capacity-building role by providing extensive professional development for staff that will sustain school operations at a high performance level after funding ends (Purpose 5). Finally, the project will implement and improve courses of instruction to strengthen students' knowledge of academic subjects and attainment of post-secondary education or productive employment (Purpose 6).

Meeting the needs of the diverse HISD student population will result in ever increasing pressures on the budget. While in 2007 and 2012, the Houston community demonstrated support of bond issues, the resources available in these fiscally-tight years are increasingly limited. Rising unemployment rates in the City of Houston significantly decrease the likelihood of the district being able to access additional revenue, and it is politically almost impossible to do.

1(a) The costs of fully implementing the magnet schools project as proposed

The estimate for the total cost of implementing the proposed project includes funds provided by HISD and funds sought through MSAP to support the six schools for a combined total of \$13,429,556. From Table 2, it is evident that the costs of this proposal are considerable, averaging approximately \$4.7 million per year. While HISD will invest financial resources in the project, they are insufficient to implement the project and unilaterally carry out the MSAP purposes at the six selected high-need schools.

Table 2. Estimated Expenses for Project by Cost Category: DISTRICT + MSAP

Cost Category	Year 1	Year 2	Year 3
Personnel & Fringes	\$1,100,653	\$1,120,337	\$1,141,555

Travel	\$388,583	\$363,183	\$368,570
Equipment	\$1,248,808	\$1,634,161	\$1,577,783
Supplies	\$480,612	\$408,242	\$434,499
Contractual	\$758,950	\$504,035	\$503,758
Construction	\$0	\$0	\$0
Other	\$605,976	\$562,546	\$576,219
Indirect Costs	\$107,463	\$107,445	\$107,468
TOTALS	\$4,691,045	\$4,699,949	\$4,709,852

1(b) The resources available ... if funds under the program were not provided

HISD has operated magnet programs for over 40 years beginning as a tool for desegregation. HISD still dedicates significant fiscal resources to magnet schools. However, these resources are insufficient to implement this project without MSAP funding. Existing resources include a magnet programs office staff, a magnet program instructional coordinator in the 113 magnet schools in the district, and direct support to magnet programs in the schools. Furthermore, the HISD budget supports unique curricula and facility demands that many of the magnet programs require, along with the costs of transporting students to and from programs across the city. Since HISD students may apply to any of the district's magnet programs across 301 square miles of greater Houston, this policy creates significant transportation costs.

While the HISD budget is adequate to maintain magnet school operations at current funding levels, the significant revision of four and addition of two magnet schools including major expansion and upgrading, as envisioned in this proposal, is beyond its scope. Table 3 presents figures for the budgetary expenditures that the district anticipates contributing to the operation of the magnet programs at the six schools in this project—fiscal resources that are above and beyond

those devoted to sustaining regular schools. The travel expenses, as indicated in Table 3, are those estimated to provide transportation for students enrolling as magnet students at the six schools in the proposal. The district is conservatively projecting an annual 2% cost increase for staff and transportation to keep pace with the average inflation rate, as set by Consumer Price Index data provided by the U.S. Department of Labor, Bureau of Labor Statistics.

Table 3. Estimated Expenses for Magnet Program by Cost Category: DISTRICT ONLY

Cost Category	Year 1	Year 2	Year 3
Magnet Allocation	\$210,135	\$214,337	\$218,623
Student Transportation	\$257,512	\$262,662	\$267,915
TOTALS	\$467,647	\$476,999	\$486,538

**Magnet funding is allocated to the schools at which time school based magnet advisory committees determine how to best distribute funds to meet program needs.* From the budgetary figures presented in Table 3 above, it is apparent that HISD is committed to the continuing success and development of the six magnet programs in the proposal. However, fiscal resources available to the district are already stressed, as a result of severe budget cuts during the last several years. In January 2011, the State of Texas announced an estimated \$28 billion dollar deficit in the state budget for the 2012-2013 biennium. The portion of the state's deficit budget reduction allocated to public education was \$5.4 billion.

HISD's reduction was \$78 million for the 2011-2012 school year and an additional \$47.1 million for the 2012-2013 school year. The district also needed to account for fixed cost increases related to contractual obligations and other mandatory costs of \$7.9 million to be added to the budget, thereby increasing the estimated deficit to \$55.1 million. During the 2010-2011 and 2011-2012 academic years, the district cut over \$42 million and eliminated over 500

positions in order to balance its budget.

As a result of the public education (K-12) cuts totaling \$5.4 billion statewide, two-thirds of the state's public school districts are suing for more funding because it is not sufficient to "provide adequate public education funding" (Schneider, 2013). It is unclear if the state will be able to replace the funding that was cut for the 2011-2012 and 2012-2013 academic years. The impact of state wide budget cuts on the proposed MSAP project schools was \$266 per student for a combined total of \$482,325.

Compounding these fiscal difficulties, HISD's student population presents increasing challenges with growing numbers of low-income students, ELL students, and students presenting complex needs for exceptional children services. If current trends in public school spending, educational achievement, and family income continue to decline statewide, its forecasted that the mean annual income will drop, poverty will rise, and the percentage of educated workers will decrease. According to Fred Heldenfels, chairman of the Texas Higher Education Coordinating Board, "Texas lags behind the national average in workers between the ages of 25 and 34 with a post-secondary education. There are not enough young workers obtaining a degree to replace the highly-educated workers approaching retirement" in Texas. (Houston Chronicle, January 27, 2013). In order to successfully implement the programs described in this proposal, it will require greater fiscal resources well in excess of those currently available to HISD.

1(c) The extent to which the costs of the project exceed the applicant's resources

The cost of the proposed project greatly exceeds HISD's current resources. At present, any additional resources available to HISD are absorbed by day-to-day operational expenses. Specifically, between 2004 and 2008, HISD had to absorb an additional \$71 million to cover the increasing costs for electricity, rising insurance rates due to Hurricane Ike and other costs

associated with running the school district. These costs continue to increase. In fact, the district is expected to face a \$10 million rise in healthcare costs and almost a \$1 million increase in water costs during the next school year due to the recent rate increase passed by Houston's City Council. For the 2012-2013 district budget, major increases to the General Fund budget included: (1) Salary increases (\$20,000,000); (2) Restoration of the per pupil funding cut for 2011-2012 (\$18,490,403); (3) Utilities (\$5,931,877); (4) Property Insurance (\$3,300,000); (5) Workers Compensation (\$3,147,506); (6) Transfer of Title I Programs to General Fund (\$1,222,765); (7) Technology Maintenance Contracts (\$977,825); and School Offices Reconfiguration (\$682,100).

HISD has bond funds that will support renovations at five HISD schools within the proposed project; however, these funds have already been committed to specific renovation projects and will not directly support the magnet themes. To succeed, this project requires significant additional staffing, extensive professional development, thematic enhancements to the facilities, technology upgrades, instructional materials, and revised curricula. Carrying out the revisions planned in this proposal well exceeds HISD's available resources. Table 4 below, shows the MSAP funds requested in the proposal.

Table 4: Estimated Expenses by Cost Category: MSAP ONLY

Cost Category	Year 1	Year 2	Year 3
Personnel & Fringes	\$990,518	\$1,006,000	\$1,022,932
Travel	\$124,583	\$93,903	\$93,903
Equipment	\$1,248,808	\$1,634,161	\$1,577,783
Supplies	\$420,811	\$353,535	\$385,664
Contractual	\$758,950	\$504,035	\$503,758
Construction	\$0	\$0	\$0

Other	\$348,464	\$299,884	\$308,304
Indirect Costs	\$107,463	\$107,445	\$107,468
TOTALS	\$3,999,597	\$3,998,963	\$3,999,812

The estimated cost of fully implementing magnet programs at the six schools is approximately \$13,429,556 over the three-year period of the grant program—considering both HISD’s contribution to the project schools and this request for MSAP funding. Of the total amount, the school district is able to support approximately \$1,431,184 (11%). To successfully implement the proposed project, HISD is seeking \$11,998,372 (89%) in MSAP funding.

1(d) The difficulty of effectively carrying out the approved plan and the project...

If funded, the *STEMulating Innovation for the 21st Century* Project will significantly revise two high-need middle schools, two high-need high schools, and open two new high school magnet programs by implementing school wide STEM-based programs. The project will have a direct impact on an estimated 225 staff members (instructional and non-instructional)—and a projected 3,536 students, from the targeted campuses, by the third year of the grant. HISD faces significant challenges in carrying out the proposed plans. However, if HISD is to provide higher-quality options for all students, it must meet these challenges. For instance, changing the reputations of these campuses as low-performing schools (e.g., four of the HISD schools missed AYP in 2011-2012) will require a long-term commitment from the district, well beyond the MSAP grant. Revising and or initiating STEM-based program offerings will require significant modifications to the operations at these schools. Also, conducting the professional development and providing the staffing needed to meet new, rigorous STEM-based academic standards is a costly endeavor—both fiscally and in terms of staff time for professional development. With the six schools introducing updated and revised magnet themes, numerous activities must be carried

out to ensure success, including marketing and promoting the programs; provisioning six schools with theme-focused curricula, equipment, materials and supplies; and providing focused, high-quality professional development.

HISD has a long, successful history of providing students and parents with academic choices through its magnet school programs. Building upon that history, this MSAP proposal is designed to look ahead where the future of public education rests, *STEMulating Innovation for the 21st Century*. To adequately prepare students for that future, HISD is seeking MSAP funding.

Priority 4— <i>Promoting Science, Technology, Engineering, and Mathematics (STEM)</i>
--

(a) *Providing students with increased access to rigorous and engaging coursework in STEM.*

All six schools in this proposal will implement distinctive STEM magnet themes that are innovative and specific to the career and workforce needs of local, regional, and global markets. Houston’s economy boasts a diverse business base in energy, aerospace, medicine, and emerging technology fields that serve globally competitive industries. Industry needs include traditional STEM jobs, “STEM-capable” jobs, or positions that require STEM skills. HISD’s proposed unique and innovative STEM magnet themes address the industry needs for engineers, technicians, scientists and mathematicians with backgrounds in health and medicine, sustainable processes and energy related fields

STEM Middle School Academies: Engineering Academy, Medical and Health Professions

STEM Secondary Institutes: The Green School, Chemical and Process Technology Institute, The Energy Institute, and the Advanced Technology Institute.

HISD’s proposal is ambitious and innovative. The proposed model for STEM magnet programs addresses the need to reduce minority group isolation at the selected schools while preparing students with rigorous academics, for careers in STEM industries, which are also in

need of a diverse, highly skilled workforce. The President's Council of Advisors on Science and Technology (PCAST) concluded that there is a large interest and achievement gap among some groups in STEM, and that African Americans, Hispanics, Native Americans, and women are grievously underrepresented in many STEM fields. Their participation in many well-paid, high-growth professions is limited and the nation is deprived of the full benefit of their talents and perspectives. It is important to note that the problem is not just a lack of proficiency among American students; there is also a lack of interest in STEM fields among many students. Recent evidence suggests that many of the most proficient students, including minority students and women, have been gravitating away from science and engineering toward other professions (PCAST, 2010).. Even as the United States focuses on low-performing students, we must devote considerable attention and resources to all of our most high-achieving students from across all groups (PCAST, 2010). HISD's proposal offers a variety of high interest STEM programs with themes that address all areas of STEM, thus providing more curricular options that interest and engage students from multiple backgrounds with varying achievement levels Multiple partners will provide services and opportunities to teachers to assist students traditionally underrepresented in STEM areas such as the partnership with The University of Texas Girls Collaborative, an organization formed by female engineers that will support the STEM/IT specialists with training on engaging female students in STEM coursework.

HISD's proposed model includes middle schools, which are critical to student success. Local, state, and national initiatives focus mainly on early education and secondary education. In reality, many students are lost at the middle school level when they become disengaged and fall behind peers in other countries. The ACT reported, that students' academic readiness for college

and career can be improved when students develop behaviors in the upper elementary grades and in middle school that are known to contribute to successful academic performance (ACT, 2008).

The project provides for vertical alignment between middle and high school STEM programs. To develop content knowledge in STEM fields and prepare students to excel in high school-level advanced courses, HISD will immerse middle school students in the cross-cutting and cross-curricular science, technology, engineering, and math content at the level where student engagement historically begins to decline – the middle.

To continue students on a pathway to college and career, HISD will offer programs at the high school level that include industry certifications, associates degrees in high need STEM fields, and the academic background necessary for students to succeed in STEM related courses at the university level. The President's Council of Advisors on Science and Technology (PCAST) issued a report in February of 2012 citing three factors that contribute to a student's likelihood of matriculating in a STEM field: intellectual engagement and achievement, motivation, and identification in the field. The report recommends improving the teaching of STEM through increasing engagement, providing tools to help students succeed, and diversifying pathways into STEM. These program considerations were built into the **STEMulating Innovation for the 21st Century** proposal, by increasing technology use in the classroom for teachers and students, providing a variety of pathways to explore all areas of STEM at the project schools, and providing engaging math, science, and engineering materials.

Diversity: The number one goal of the MSAP grant is to reduce the isolated minority at the selected schools. HISD's approach addresses the multifaceted need to diversify schools with regard to ethnicity and socio-economic levels of the student population while meeting the academic needs of students from diverse backgrounds. In their study titled, *The Effects of*

Engineering Modules on Student Learning in Middle School Science Classrooms, (Cantrell et al. 2006) analyzed the socio-economic levels of students, their level of engagement, and achievement when utilizing engineering modules. According to the researchers, the achievement gaps for low SES students were diminished (Cantrell et al., 2006). Engaging low-income students in engineering design experiences required the use of tools and materials that provided the students with opportunities that they may not have previously experienced (Cantrell et al., 2006, p.305). Hands-on activities and engagement provided a rich learning experience that resulted in their increased ability to design and build an object and verbalize their conceptual understanding better than they could otherwise do on a pencil/paper test.

The proposed STEM magnet programs will offer inquiry-based, experiential learning to meet the different needs of students who are traditionally underrepresented in STEM fields. This proposal mirrors the National Research Council's recommendations for improvements to the U.S. K-12 STEM Education System.

Academic Achievement: Magnet programs are one of the methods being used to promote innovation, increase engagement, and increase academic achievement. STEM themed programs give students interested in science, technology, engineering and mathematics the opportunity to pursue their favorite subjects. Additionally, since many magnet schools are equipped and supplied with instructional materials needed for hands-on learning (Goldring & Smrekar, 2002), science exploratory lessons are conducted on a regular basis. Goldring & Smrekar found that because of the increased funding and focus on science themed instruction, many math, science, and technology magnets are highly sought after not only by students, but also teachers interested in pursuing their passion,. HISD's management plan outlines STEM-specific curriculum, STEM-related activities and field experiences, as well as a carefully designed professional development

plan for teachers that will increase student achievement in math, reading and science. Core teachers of math, reading, and science will receive a minimum of 60 hours of professional development per year. STEM/IT Specialists at each campus will receive a minimum of 80 hours of professional development during each year of the grant.

STEMulating Innovation for the 21st Century Partnerships:

The President's Council of Advisors on Science and Technology (PCAST 2010) reported positive findings – that the Nation has great strengths from which it can draw. One finding is that, the United States has the most vibrant and productive STEM community in the world, extending from our colleges and universities to our start-up and large companies, to our science-rich institutions, such as museums and science centers. The approximately 20 million people in the United States who have degrees in STEM or healthcare-related fields can be a potentially tremendous asset to U.S. STEM education.

HISD has worked closely with the industry leaders of Houston, which represent the global industries of the 21st century in aerospace, energy, medicine, and emerging technologies to develop the revised themes for the two middle and four high schools. HISD will work in conjunction with industry, local universities, parents, and community leaders to implement the magnet programs as sustainable programs that will evolve with the needs of the students, community, and industry within Houston and beyond. Partners include, but are not limited to, Space Center Houston, Texas Hurricane Center, Offshore Energy Center, Independent Petroleum Association of America, Exxon Mobile, Baylor College of Medicine, University of Houston, and Rice University. Evidence of HISD's commitment to collaborate with industry and organizations that will promote STEM to diverse populations traditionally underrepresented in STEM fields is provided in our letters of support. These partnerships will provide professional development for

teachers, field experiences for students, and increased parent involvement within the six magnet schools.

Implement distinctive curriculum specific to the theme at each magnet school:

Each proposed significantly revised program or new magnet school includes a unique STEM curriculum specifically designed for the middle and high school levels that will lead to increased offerings for high school credit at the middle school level, preparation for advanced level courses in high school, and the opportunity to succeed in the proposed programs at the high school level. Theme-based learning at magnet schools involves an interdisciplinary approach as a primary method of teaching and learning (U.S. Department of Education, Office of Innovation and Improvement, 2004). Thus, magnet teachers will create interdisciplinary units to incorporate individual courses/subjects typically taught separately during the day. The goal is to make these individual courses/subjects more relevant to the student and, thereby, motivate him/her to excel (Hausman & Brown, 2002). This cross-cutting approach will be used in addition to increased offerings of science, integrated technology, engineering, and math. Applied math labs will include technology, instruction in experiential formulas and mathematic investigations at each of the project schools. Project middle schools will develop state of the art STEM resource centers unique to their STEM theme.

The use of technology is integral to this proposal. In order for students to excel in a global economy, they must receive a well-rounded education that includes foreign language and the arts, as well as technology and STEM. The proposal includes Smartboards for classrooms and laptops for students allowing an instructor to teach concepts, modeling as instruction is projected for the entire class, and then blend technology tools into the rotation to differentiate instruction. The infusion of technology will also provide students with access to web based academic

interventions. Access to laptops will allow more students to pursue advanced course work through online or virtual courses.

As the district increasingly moves toward a more ubiquitous digital environment, the district will continue to develop materials to support the shift to a learner-centered environment with supported with technology. Supplemental curriculum, aligned to the state standards, the Texas Essential Knowledge and Skills (TEKS), will be further developed by external partners district purchases will include Infinity project technology kits, Weather Bug, and animation software to support project-based learning.

The project schools will use computer-based comprehensive teaching and learning system that will allow teachers to personalize learning to provide an entryway for schools to transition toward blended learning. In a blended learning model, instruction comes from both the teacher and from a computer-based adaptive system. In a blended learning model, teachers no longer teach to the ‘average’ student, but rather can harness the capacity of the system to identify which students have mastered which skills, and how each student learns best. The district is in the process of identifying which K-12 digital platform will be adopted. The district is seeking funding to implement a one to one laptop initiative will begin with the high schools. This proposal allows the MSAP STEM middle schools to implement this initiative sooner, creating a model implementation for other middle schools. The proposal also includes extensive professional development on blended learning facilitation to ensure success from the onset of the implementation.

To ensure that these learning resources are adaptable and fully accessible to all students, HISD assigns personnel in the Special Education department to work with curriculum writers in order to build in instructional support for Special Education students. In addition, HISD allows

students and parents to access a wealth of digital education materials at home, in their libraries, or in their classrooms with the click of a mouse.

To have the “right” skills to be successful in the 21st Century, students must be able to navigate effortlessly using technology to personalize their learning and improve their performance. Teachers will guide students to their preferred entry point based on their strengths and interests and help them identify learning goals and the steps to achieve them. With ready access to huge repositories of information, students can be designers of their learning and curators of information needed to reach learning goals.

(b) Increasing the opportunities for high-quality preparation of, or professional development for, teachers or other educators of STEM subjects.

The President’s Council of Advisors on Science and Technology concludes, “The most important factor in ensuring excellence is great STEM teachers, with both deep content knowledge in STEM subjects and mastery of the pedagogical skills required to teach these subjects well” (PCAST, 2010). Carefully crafted professional development will meet instructional needs of teachers and administrators and the requirements of each STEM theme. HISD commits to assist and support the administration of each school in developing transformed learning communities at each magnet school with a full, successful theme implementation.

STEM Instructors will engage in intensive professional development from multiple university partners for engineering instruction including, but not limited to the Infinity Project at Southern Methodist University, Pre-AP and AP course training from the College Board, and inquiry based science training from Baylor College of Medicine. Professional development and coaching in math instruction will be provided for math teachers throughout the project. Over one hundred hours of additional math training that includes the appropriate use of technology and

manipulatives is included for teachers at the project schools through Rice University’s School Mathematics Project (RUSMP). HISD is currently seeking bids for training teachers in technology integration to facilitate blending learning practices. Professional Development is outlined in the management plan to systematically implement the magnet theme programs and ensure success for all students.

HISD will organize professional development through university partnerships, specifically for STEM leaders and administrative teams at each of the six STEM schools. To support the school-wide STEM theme, professional development will be tailored to meet the needs of non-science educators to integrate the theme effectively across the curriculum. Specific theme-based training will be continuously provided to STEM instructors to ensure effective implementation of an engaging inquiry-based curriculum. The STEM instructors will have the opportunity to collaborate with industry leaders at conferences, workshops, competitions, and meetings to gain cutting edge information that will be integrated into classroom instruction.

A. Plan of Operation

(i)The Management plan – In developing the management plan for this project, HISD has taken a comprehensive approach to ensure that minority isolation is eliminated, reduced, or prevented; academic achievement rates increase; partnership involvement increases; distinctive STEM curricula is implemented; and teacher capacity in STEM areas is increased. The locus of responsibility for implementation of the plan is multi-tiered to guarantee support from all levels of district management including but not limited to the Parent Engagement, Multilingual, Advanced Academics, and Curriculum Departments, and is integrated into well-established processes and procedures currently practiced. This integration will enable us to leverage grant funds to be used specifically to build a strong foundation for STEM programs, and for recruiting

and engaging groups traditionally underrepresented in the STEM professions. When grant funding has ended, it will also enable us to sustain the programs that have been created.

The management plan will reference the Career and Technology Department throughout the grant implementation. The seven specialists in this department under the Career and Technology department director will support the grant implementation in conjunction with the Grant Coordinator. Grant implementation will also be supported by Teacher Development Specialists (TDS) for ELA, Math, Science, and STEM from the middle and high school offices. The organization chart will reference these CTE and TDS specialists as STEM Coordination.

<u>Objective 1: Reduce minority group isolation in selected STEM programs.</u>			
Objective/Activity	Person(s)/Departments Responsible	Time Frame	Documentation
Meet with local industry, university, and community representatives to identify innovative and emerging STEM career fields.	School Choice Magnet Specialist Assistant Superintendent Career and Technology Department	Pre-Award	Meeting Schedule
Research of diversity in staff local/global industry including projected long term needs.	Career and Technology	Pre-Award	Documented research
Parent/Student surveys on factors weighed to	Office of School Choice- Magnet Specialist	Pre-Award	Surveys/Survey Results

determine school choice.			
Create targeted recruitment plans to promote diversity in the STEM schools	All STEM schools Office of School Choice- Assistant Superintendent Magnet Specialist	Pre-Award	Recruitment Plans
Select research based STEM curriculum for the STEM schools and initiate requests for proposals of vendors for professional development and external evaluation.	Office of School Choice Career and Technology Department Procurement	Pre-Award	Documentation of review and selection of curriculum, RFP's
Design and print new marketing materials. Update websites; create new marketing & promotional videos. Annual School Choice Fair. Continue citywide information campaign. Recruitment at Back to School events/fairs.	All STEM schools, Office of School Choice Assistant Superintendent Magnet Specialist	Beginning in the spring continuing throughout the summer of 2013	Website/marketing products, fliers, recruitment plans
Begin targeted	All STEM schools	Pre-Award	Recruitment plans,

recruitment for new and revised magnet programs.	Magnet Specialist		district and school calendars
Meet with Human Resources Department to launch multimedia recruitment (teacher and administrator)	Office of School Choice- Assistant Superintendent Human Resources	Summer 2013	Highly effective teachers recruited to teach at STEM schools.
Develop Advisory Council	Project Director School Support Officers	Pre-Award	Biannual Meetings sign in sheets & minutes
Themed Summer Bridge STEM camp	All STEM schools CTE Specialists MSAP Project Coordinator	Summer 2013, 2014, 2015	Sign In sheets/Rosters- Curriculum/Student Evaluations
Begin parent meetings/classes to increase parental involvement in academic achievement	All STEM schools, Parent Engagement Dpt.	August 2013	Parent Calendar of Events, Agendas, Sign- In sheets
Purchase or revise marquees to exemplify new or revised STEM magnet themes	All STEM schools Assistant Superintendent	July 2013	Invoices/Receipts

Hire resident muralist to emphasize magnet themes at each STEM school	All STEM schools Assistant Superintendent	Summer 2013	Invoices/Receipts
Magnet Awareness Month	All STEM schools Office of School Choice	November 2013, 2014, 2015	District and School Calendars, sign in sheets
District-wide Magnet Open House	Office of School Choice District Magnet Schools MSAP Project Director MSAP Project Coordinator	November 2013, 2014,2015	District and School Calendars, websites
Open Houses at all Magnet Programs	All STEM schools MSAP Project Coordinator	November 2013, 2014,2015	District and School Calendars, sign in sheets, agenda
Start accepting applications for upcoming school year	District Magnet Schools	November 2013, 2014,2015	District Calendar, websites
Marketing for STEM magnet programs	District Magnet Schools- MSAP Project Coordinator	Ongoing	Marketing plan
Parent Notification- application status mailed	District Magnet Schools	March 2013, 2014, 2015	Parent Notification Letters
Magnet Parent Nights- Regional throughout the district	District Magnet Schools- MSAP Project Director	September – November 2013-2015	District and School Calendars, websites

Transfers are granted and processed	Transfer Department MSAP Project Director	Summer 2013, 2014, 2015	Incoming Magnet Rosters
Create transportation bus routes	Transportation Department MSAP Project Director	Summer 2013, 2014, 2015,	Bus routes
Initiate diversity training-	All STEM schools MSAP Project Coordinator	Spring 2014	Agenda, Sign In-Sheets, Instructional evaluations
<u>Objective 2:</u> Increase academic achievement rates of all students within each major demographic student group in Reading, Math, and Science in selected STEM programs.			
Objective/Activity	Person(s)/Departments Responsible	Time Frame	Documentation
Purchase materials, software, and technology/equipment for applied Math labs, STEM Labs, computer labs, classrooms & resource centers	Office of School Choice All STEM schools Career and Technology MSAP Project Coordinator IT Department	Summer 2013, 2014, 2015	Purchase orders
Training for Integrated technology	All STEM Schools STEM/IT Specialists IT Department Core subject area teachers	Summer 2013, 2014, 2015	Agendas and sign in Sheets
Cultural/linguistic (ELL's)	All STEM schools	August 2013,	Agendas and sign

and data-driven decision making professional development training	MSAP Project Coordinator Contracted Services for training	2014, 2015	in Sheets
Southern Methodist Univ. Infinity Project Engineering Training	All STEM Schools STEM/IT Specialists MSAP Project Coordinator	High schools- Fall 2013 Middle schools Fall 2015	Agendas and sign in Sheets
Rice/ Baylor/College Board, Math/Science, Pre-AP & AP Trainings Any contractual/budget items	All STEM Schools STEM/IT Specialists Math/Science Teachers MSAP Project Coordinator	Summer 2013, 2014, 2015	Agendas and sign in Sheets
District office, campus based administrators, and instructional staff review student achievement data to drive instruction in reading, math, and science.	All STEM schools, Central Office-Research and Accountability and Curriculum departments MSAP Project Coordinator CTE Specialists	August 2013, 2014, 2015	Outline of PD, PLC agendas/minutes, interventions, and instructional plans/ considerations based on data review
College Field Trips	All STEM schools Office of School Choice	September - 2013, 2014, 2015	Attendance Rosters
STEM students participate in SECME competition	All STEM schools, Magnet & CTE Specialists	2013, 2014, 2015	Attendance Rosters

Objective 3: Increase industry, university, and community partnerships that will support and enhance the innovative theme at STEM programs.			
Objective/Activity	Person(s)/Departments Responsible	Time Frame	Documentation
University of Texas Girls Collaborative for STEM-Coordinator Cohort Meetings	Magnet Specialist MSAP Project Coordinator All STEM schools CTE Specialists Magnet Specialist	Biannually	Agendas and sign in Sheets
Pumps & Pipes-Coordinator Cohort Meetings	Magnet Specialist CTE Specialists	Biannually	Agendas and sign in Sheets
Geoforce-Coordinator Cohort Meetings	Office of School Choice CTE Specialists	Biannually 2015, 2016	Agendas and sign in Sheets
STEM symposiums-Community event hosted	All STEM schools Showcase STEM projects	Spring 2014, 2015, 2016	Agendas and sign in Sheets
Partnership/community appreciation events	All STEM schools,	Spring 2014, 2015, 2016	Agendas and sign in Sheets
Partnership outreach	All STEM schools, MSAP Project Coordinator Magnet Specialist Strategic Partnerships	Ongoing	Conference fliers Notes from meetings Follow up-emails

Attendance at STEM specific industry/community/university conferences	STEM instructors CTE Specialists STEM/IT Specialists	Ongoing	Agendas and sign in Sheets
Objective 4: Implement distinctive curriculum specific to the theme at each STEM school.			
Objective/Activity	Person(s)/Departments Responsible	Time Frame	Documentation
Underwater Robotics- Purchase materials, train STEM instructors	Engineering and Health Science middle schools MSAP Project Coordinator CTE Specialists STEM/IT Specialists and Instructors	6 th grade: Summer 2013 7 th grade: Spring 2014 8 th grade: Spring 2015	Purchase orders Agendas & Sign in Sheets
Robotics Purchase materials, train STEM instructors	MSAP Project Coordinator CTE Specialists STEM/IT Specialists and Instructors	Grades: 6 th & 9 th Summer 2013 7 th & 10 th Spring 2014 8 th & 11 th Spring 2015	Purchase orders Agendas & Sign in Sheets
Purchase STEM specific curriculum, resources, and equipment for each	All STEM Schools MSAP Project Coordinator CTE Specialists	Grades 6 th & 9 th Summer 2013	Purchase Orders

unique theme	STEM/IT Specialists	7th & 10 th Spring 2014 8th & 11 th Spring 2015	
Implementation of STEM magnet specialty course	All STEM Schools	Grades: 6 th & 9 th Summer 2013 7th & 10 th Spring 2014 8th & 11 th Spring 2015	Course Offerings list and rosters from each STEM school
Implementation of STEM magnet resource center	All STEM Middle Schools	Beginning Summer/Fall 2013, will then be continuous	Purchase Orders Schedule/ attendance
Course offering for Concepts of Engineering for high school credit	All STEM Middle Schools	8th grade: Fall 2015	Course Offerings list and rosters from each STEM school
Course offering for STEM career exploration for high school credit	All STEM Middle Schools	8th grade: Fall 2015	Course Offerings list and rosters from each STEM school
Baylor Health Science Curriculum Support	STEM/IT Specialist and Instructors	Summer 2013, 2014, 2015	Agendas & Sign in Sheets

Medical Health Science	CTE Specialists		
Objective 5: Increase instructional capacity of specialized and core area teachers to deliver unique, innovative curriculum at each STEM school.			
Objective/Activity	Person(s)/Departments Responsible	Time Frame	Documentation
Theme based Curriculum Training- Instructional staff- campus wide	All STEM schools MSAP Project Coordinator CTE Specialists	August 2013	Agendas & Sign in Sheets
Theme-based Curriculum training core teachers	All STEM schools MSAP Project Coordinator CTE Specialists	Grades 6 th & 9 th Summer 2013 7 th & 10 th Spring 2014 8 th & 11 th Spring 2015	Agendas & Sign in Sheets
Technology Integration Training-Instructional staff-campus wide	All STEM schools CTE Specialists MSAP Project Coordinator IT Department	Beginning Fall of 2013 and continuing throughout the implementation	Agendas & Sign in Sheets
Theme-based curriculum training-	All STEM schools CTE Specialists	Grades 6 th & 9 th	Agendas & Sign in Sheets

STEM instructors- training for curriculum such as, Infinity Project, TGC, Galveston Bay, Baylor CM, Rice Univ., Weatherbug, U of H	MSAP Project Coordinator	Summer 2013 7th & 10 th Spring 2014 8th & 11 th Spring 2015	
STEM /IT Specialists Collaborative Led by CTE Specialists	All STEM schools CTE Specialists	Monthly beginning June 2013	Agendas & Sign in Sheets
Attendance at STEM specific educational conferences	STEM Instructors STEM/IT Specialists CTE Specialists	Ongoing	Conference Agendas

(ii) Effectiveness of the plan to attain specific outcomes –The HISD STEM management plan will benefit our students and communities in numerous interdependent areas. Each component of the plan will support and enrich the other components. The following outcomes will be attained through this plan:

- Reduce minority group isolation in selected STEM programs.
- Increase academic achievement rates of all students within each major demographic student group in Reading, Math, and Science in selected STEM programs.
- Increase industry, university, and community partnerships that will support and enhance the innovative theme at STEM programs.
- Implement distinctive curriculum specific to the theme at each STEM school.

- Increase instructional capacity of specialized and core area teachers to deliver unique, innovative curriculum at each STEM school.

Objective 1: Reduce minority group isolation in each of the six MSAP STEM magnet schools

Performance Measure 1A: MSAP STEM schools will reduce minority group isolation by 2% in Year 1, 4% in Year 2, and 6% in Year 3 as measured by the previous year's enrollment. Refer to projected enrollment tables in data table 3.

Performance Measure 1B: At each MSAP STEM school, the total number of applicants residing outside the school's attendance zone will increase by 20% per year as measured by the previous year's number of applicants.

Performance Measure 1C: The ethnic composition of the applicant pool at each MSAP STEM school will reflect projections for growth in enrollment at the project schools each year. Refer to projected enrollment tables in data table 3.

Performance Measure 1D: All MSAP STEM schools will develop and implement a targeted recruitment plan each year of the grant.

Performance Measure 1E: To establish a climate which embraces diversity, each MSAP STEM school will initiate a research based program resulting in improvement in student safety as measured by student and parent surveys.

Objective 2: Increase academic achievement rates of all students within each major demographic student group in Reading, Math, and Science in MSAP STEM magnet schools.

Performance Measure 2A: The percentage of MSAP STEM magnet students from major racial and ethnic groups who reach or exceed the proficiency standard on state assessments in **reading/language arts** will increase by 3% first year, 4% the second year, and 5% in the third year of the grant as compared to the previous year's scores.

Performance Measure 2B: The percentage of MSAP STEM magnet students from major racial and ethnic groups who reach or exceed the proficiency standard on state assessments in **math** will increase by 3% first year, 4% the second year, and 5% in the third year of the grant as compared to the previous year's scores.

Performance Measure 2C: The percentage of MSAP STEM magnet students from major racial and ethnic groups who reach or exceed the proficiency standard on state assessments in **science** will increase by 10% in the third year of the project as measured by the previous year's scores.

Performance Measure 2D: All MSAP STEM schools will meet and/or exceed state academic achievement levels in math each year for at least three years after federal funding ends.

Performance Measure 2E: All MSAP STEM schools will meet and/or exceed state academic achievement levels in /reading-language arts each year for at least three years after federal funding ends.

Performance Measure 2F: Each year the district office, campus administration, and instructional staff at each MSAP STEM school will analyze student achievement data to create professional development plans that address identified instructional needs.

Performance Measure 2G: To provide equity and access to resources that will enable parents to assist with academic needs, each MSAP STEM school will increase offerings of parent meetings, classes, and attendance by 30% each year as measured by the previous year's offerings and attendance.

<p>Objective 3: Increase industry, university, and community partnerships that will support and enhance the innovative theme at MSAP STEM programs.</p>
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Performance Measure 3A: All MSAP STEM schools will develop a memorandum of understanding with at least one partner per year that will support sustainability of the magnet program no less than three years after federal funding ends.

Performance Measure 3B: All MSAP STEM schools will work directly with industry, community, and university partners to create an action plan for providing interactive educational activities based on the needs of teachers, students, and partners for each year of the project.

Performance Measure 3C: Implementation of the MSAP STEM based action plan with partners will be monitored and revised by the campus based Shared Decision Making Committee (SDMC) each year of the project.

Objective 4: Implement distinctive curriculum specific to the theme at each MSAP STEM school.

Performance Measure 4A: STEM based curriculum specific to each MSAP STEM school will be purchased/developed and implemented in the magnet specialty classes at each STEM school.

Performance Measure 4B: Core subject teachers will collaborate with the STEM/IT specialist to develop plans which infuse the theme throughout each core subject area and/or grade level to align with the state academic standards, the Texas Essential Knowledge and Skills, the TEKS. Compliance with the developed plan will be evaluated by lesson plans, walk-throughs, and student work.

Performance Measure 4C: Students in the magnet specialty classes will produce at least one project per semester as evidence of ongoing project-based learning.

Objective 5: Increase instructional capacity of specialized and core area teachers to deliver unique, innovative curriculum at each MSAP STEM school.

Performance Measure 5A: Professional development specific to the STEM theme will be provided to the STEM/IT specialists and instructors each year as the new or revised theme is phased in by grade level.

Performance Measure 5B: Classes will be taught by 100% highly qualified teachers who are certified/trained to teach in the specific STEM theme curriculum.

Performance Measure 5C: By the end of the project period professional development on research based instructional best practices will be provided for all instructional staff at the MSAP STEM schools.

Performance Measure 5D: By the end of the project period professional development specific to STEM themes will be provided for all instructional staff at the MSAP STEM schools.

(iii) Effectiveness of utilizing resources and personnel—The *STEMulating Innovation* management plan makes optimal use of resources and personnel through integration of STEM management into district management processes and procedures currently in place. HISD's Multilingual Department will ensure that the language acquisition needs of English Language Learners are appropriately addressed and Special Education specialists will ensure that Individualized Education Programs are in place and followed for all students needing Special Education Services. The Advanced Academics Department will support the *STEMulating Innovation* program through student identification and teacher training for gifted and talented students. The HISD Curriculum and Career and Technology Education Departments are to developing innovative STEM curriculum and technical applications for the schools in the program. The Parent Engagement and Student Engagement Departments will assist in student recruitment. The Professional Development Department will create a teacher and administrator training plan that integrates instructional best practices and cultural awareness. The HISD

Accounting Department has developed the budget for *STEMulating Innovation*, and will work with the Project Director and Project Coordinator to ensure that funds are dispersed in a manner most beneficial to students. The MSAP Grant Advisory Committee has worked together with key district personnel from these departments and from the proposed campuses to plan the STEM program. Just as individuals from a broad cross-section of the district have been involved in planning the project, so will they be involved in supporting the STEM schools as they implement the plan. The proposal allows independence and flexibility for principals, teachers, and school decision-making groups, while ensuring that support and oversight will be provided by central office.

The evaluation plan for this project focuses on specific, measurable, high yield objectives. The MSAP Project Director and Project Coordinator will work with an outside evaluator to ensure that all activities related to the grant are monitored, documented, evaluated, and adjusted on a regular basis to achieve the goals of the project. The evaluation plan will then be used to allow us to replicate our successes with this project at other campuses.

(iv) Equal access and treatment for project participants from traditionally under-represented groups -The *STEMulating Innovation* project has been designed to promote inclusiveness and equal access. From the outset, planning has focused on providing a welcoming environment for all members of our school communities. Representatives from the HISD's Multilingual, Special Education, Advanced Academics, Parent Engagement, Curriculum, and Professional Development Departments have worked together to create a plan that integrates individualized instruction and cultural awareness into the STEM curriculum in order to provide a rigorous yet highly accessible experience for all students. The district has also formed a partnership with the Women in Engineering Program (WEP) Texas Girls Collaborative Project (TxGCP) through the

University of Texas and will be working with them to assure that our female students are supported and encouraged to pursue STEM studies and careers.

Addressing the linguistic and socio-affective needs of English Language Learners (ELL's) has long been at the forefront of the district's focus. Two of the district's core initiatives include an effective teacher in every classroom and rigorous instructional standards and supports. These initiatives are supported by several district wide projects. One example is the development of a four-day institute Everyday ExcELLEnce to assist teachers in understanding the cognitive, affective, and linguistic needs of ELL students. This training weaves second language acquisition theory with J. Seidlitz' work *Navigating the ELPS* and includes eight easily implemented routines to develop language in all four skill areas of listening, speaking, reading and writing. Teachers use scaffolding to model specific school learning with the "I do", "We do", and then "You do" framework (Mooney, 1996). Informal progress monitoring allows teachers to monitor comprehension and make informed instructional decisions (Airasian, 2005). To ensure high levels of training implementation, follow-up training will include walkthrough feedback and follow up coaching by the district's Teacher Development Specialists (TDS) and supplemental online support. This training will be offered to all content area teachers at the six proposed magnet schools.

The project will also offer support to campuses to understand cultural competencies. Emphasis will be placed on the pedagogical model of "diversity as a resource". Nieto's (2002) work informs teachers that they need to teach students the "cultural capital" to negotiate society but also make a commitment to become students of their students. In order to build on the strengths of the diverse student population, teachers must view their students and communities as "funds of knowledge" (Moll and Greenberg, 1990). Through improved cultural competencies

teachers will be better able to communicate with students and their families, resulting in increased student achievement and parent involvement. The Anti Defamation League (ADL) will work with the project schools to implement their No Place For Hate program. The ADL provides programs for students, teachers, and parents, to help them thrive in an environment of diversity. Personnel at the project schools will receive training in cultural diversity as well as ongoing training in the subject area.

Personnel in the Office of Special Education Services will serve as advocates for students with disabilities, promoting the individualized education program (IEP) best suited for each student. Parents, as part of a student's IEP Committee, will be able to identify STEM programs and pursue equitable access to these programs that successfully prepare students for a variety of post-secondary school options. The Early College, STEM, and the Energy Engineering programs are all rigorous, high quality, and practical programs that prepare students for well-paying jobs and a bright future. Especially important is that Special Education representatives will participate in recruiting efforts for the STEM grant campuses. The district special education leadership will ensure all students with disabilities who would benefit from the opportunities available, and their parents, are aware of the processes for access and admission to the STEM grant schools. Once enrolled in the magnet program, these students will be supported with the resources required by their IEPs, such as resource teachers, accessible facilities, and assistive technology.

Through its universal testing program, HISD Advanced Academics ensures the appropriate identification and placement of all students who require an advanced, differentiated curriculum. They support STEM instruction and curriculum through a recent alliance with HISD's Curriculum Department, offering input and suggestions in the areas of differentiation and rigor at each grade level and core subject area. This alliance supports the needs of gifted and talented,

(G/T) students and helps maintain student engagement at all levels. Advanced Academics assists Professional Support and Development (PSD) with new teacher training offerings in the area of research and the research process, utilizing the Texas Performance Standards Project, TPSP, as a basis for training. The multitude of approaches currently in use by HISD Advanced Academics serves to ensure that traditionally underrepresented groups are both identified and supported according to individual needs for G/T instruction.

The Parent Engagement Department has worked to ensure that parents have meaningful engagement in the process. A Core Initiative is: Building a Culture of Trust Through Action-Fostering effective, timely, two-way external communication to engage community members and parents. The Parent Engagement Department strengthens the relationship between parents and schools through mutual trust, collaboration, training, and effective communication to ensure the academic and personal success of all HISD students. This department will provide direct services to the six identified schools and will facilitate and coordinate HISD parent involvement activities consistent with the district's core value: "Parents Are Partners."

Traditionally underrepresented groups will be encouraged to enter and remain in the *STEMulating Innovation* program through the absence of entrance requirements and the presence of proactive, individualized remediation combined with rigorous, high-interest curriculum. The combined efforts of various HISD departments will serve to meet the needs of all students enrolled in the program.

(v)Recruitment of students – The Houston Independent School District's Beliefs and Vision and the Strategic Direction calls for the district to ensure that every student has an equal opportunity to quality education programs. The HISD Office of School Choice is dedicated to providing equity in access to quality educational programs for all students, and to this end, has

developed a comprehensive Magnet Recruitment Plan for the district. The grant program schools will also conduct extensive targeted recruiting in addition to the activities listed below.

Magnet Open House - is held each November at the HISD administration building and is open to the entire Houston community. Hundreds of parents, students, and community members attend this event to learn about the choices available through magnet programs. This event is a well-established tradition in the Houston area and regularly receives extensive local media coverage. Each Magnet program is represented by school personnel including the magnet coordinator, administrators, teachers, and sometimes students. Appropriate visuals, displays, and handouts are available for parents and students. Grant program schools will be given a prime location and additional recruiting space at this event in order to encourage parent interest and attract targeted students. In addition to individual school displays, there will also be a display promoting the grant program schools as a whole.

Parent Magnet Awareness Week –is scheduled each year for the week after the Magnet Program Open House. Tours are available at every magnet campus each day as publicized by the school. Grant program schools will publicize additional parent orientation meetings with a focus on the groups currently underrepresented at the school.

Magnet School Career Days -are scheduled every year from October through December. During this time, magnet high school coordinators make program presentations at every HISD middle school giving overview of the Magnet program followed by time to circulate among the schools represented in order to ask questions and gather information. When students in the grant program middle schools reach the 8th grade, they will be provided information on vertical theme alignment with high school programs. High school magnet coordinators will provide guidance concerning which high schools will best fulfill the career preparation goals of these students.

School Choice Fair –is held at the HISD Administration building in April. The fair is designed to assist in the placement of students who are on waiting lists and/or who did not submit first round applications within the magnet timeline. Schools and programs will have booths to display information and distribute literature about their educational programs. Grant program schools will be given a prime location and additional recruiting space at this event in order to encourage parent interest and attract targeted students. In addition to individual school displays, there will also be a display promoting the grant program schools as a whole.

Elementary Magnet Outreach Program –is designed to meet the needs of each community the Magnet school serves as well as reach out to others outside of the base community. Elementary magnet coordinators visit daycares, churches, pre-K programs, community centers and other appropriate organizations to provide information for parents. Parents receive information about secondary schools at this time to plan for continuity for their child’s education.

Campus-Based Recruitment – Each Magnet program has an individually designed recruitment plan outlining strategies to recruit students from throughout the district. Campus based-recruitment plans for the grant program schools will be written in collaboration with staff and community, the Office of School Choice, Parent and Community Engagement, and HISD Print Services communications designers. Recruitment materials and their distribution will be designed to target under-represented groups and to reduce minority isolation. Business partners will provide printed information for distribution on opportunities in their fields. In an effort to help increase enrollment, retention, and stakeholder communication, Rice University Executive Education collaborated with HISD to develop the Strategic Marketing Management Program for School Leaders. The course is designed to enable participants to conduct a marketing strategy audit of their organization and then develop a strategic marketing plan (*Rice News*, February 23,

2012). Principals from all *STEMulating Innovation* schools will participate in this program to better enable them to formulate recruitment plans for their individual campuses.

Intra-STEM Recruitment – In addition to regular recruitment activities, STEM school coordinators will promote vertical alignment through focused activities at feeder (lower level) STEM schools throughout the district. STEM middle schools will hold events for elementary students to visit the middle school campus and observe hand-on STEM activities and participate in STEM-related workshops, contests, and competitions. High school coordinators will do the same for middle school students. STEM elementary, middle, and high school campuses will build and maintain close relationships to ensure alignment, continuity, and guidance for students.

Middle and High School Magnet Parent Nights – These twelve (6 middle school and 6 high school) evening events are designed for fifth and eighth grade students and their families and are intended to inform them about school choice options for middle and high schools. These district-wide evening events are designed to provide greater consistency and continuity of information and support in the areas of school choice options, the magnet application and admission process, magnet dates and deadlines, and selection of a middle school. Magnet and specialty school representatives set up school booths, answer questions, and provide literature about their programs. Each school will provide Spanish interpreters to offer assistance to parents as needed. Future Magnet Parent nights will be held at the grant program schools to promote interest and to allow parents and students to see and experience the new programs in person.

Targeted recruitment we will bring excitement and awareness of the new STEM grant programs throughout communities which might otherwise never have considered them as an option. The goal is to ensure that HISD is the district of choice for all families living within district boundaries and a strong option for those living in surrounding areas. The STEM grant

project schools will attract students who are currently attending private, parochial, charter and home schools and will help reduce the isolation of minority groups. In order to reach all families, information will be distributed at area churches, community centers, parks, and shopping malls. Representatives from the Special Education Department will assist with recruitment in order to ensure that all students have access these high-quality STEM programs. Advanced Academics will universally screen all students at the end of fifth grade to ensure that students who need more challenging coursework will be accommodated. HISD will form relationships with communities and institutions who will communicate our vision in ways that are given the most credence in the areas served including announcements at community gatherings, information distributed at malls and shopping centers, and by word-of-mouth.

Another recruitment tool used by the HISD Office of School Choice is the Magnet website. Through use of the website, parents are able to download applications and access the latest magnet information. The MSAP grant schools will be featured on the website with their own graphic, link, and expanded information, making them easily accessible, immediately noticeable, and attractive to parents and students. MSAP grant schools will also be promoted through traditional media outlets and through the production and distribution of a high-quality recruitment video for each school. The videos will feature a diverse group of students and faculty engaged in high-interest STEM activities.

HISD is pursuing the implementation of an online application and lottery system which will be a valuable asset in managing the process by which students apply to and are accepted into MSAP STEM magnet programs. An automated system will enable the district to process applications more efficiently and equitably, and increase parent confidence in the process. This central application system would enable HISD to maintain and increase equity in access to

programs and to process all applications more efficiently. To accommodate the needs of families without access to technology or the internet, HISD will ensure that convenient computer access and assistance is provided at schools and other locations throughout the community.

B. Quality of Personnel

B(1) The Secretary reviews ... qualifications of the personnel...

The MSAP Project Director, Dave Wheat has an M.E. in Administration and Supervision. Although yet to be named and funded by the grant, for the MSAP Project Coordinator position, the district will seek a candidate whose qualifications and professional background experience include instructional curriculum, desegregation and magnet school programs, and have a strong background in cultural and linguistic competencies. At least three years of exemplary teaching experience will be required along with strong organizational skills.

The six project schools will be led by experienced educational leaders; each campus leader will collectively bring a variety of talents and resources to the project. Of the five existing project schools, 100% of the principals have master's degrees and two have doctorates; one principal will be completing a Doctorate of Educational Administration degree in 2013. In addition, 100% have a variety of certifications, including certifications for the following areas: Principalship, Instructional Leadership, Professional Development and Appraisal System, English Language Arts certification for grades 8-12, and Special Education.

The *STEMulating Innovation for the 21st Century* project's HISD schools are all Title I schools and 100% of teachers providing instruction in these schools are expected to meet the NCLB definition of "highly qualified." Effective teachers for the project schools, including the one campus-based MSAP IT Specialist, and five MSAP STEM Specialists positions, the district will seek staff whose qualifications and professional background experience include instructional

curriculum, desegregation and magnet school programs, and also have a strong background in STEM and/or IT content knowledge, and cultural and linguistic competencies. Teaching in a highly technical, thematically linked environment in which cross curricular projects provide students the opportunity to explore a theme, in this case a STEM related career fields, requires a large breadth of pedagogical knowledge in addition to subject matter expertise. For this reason, the schools included in this innovative project require capable personnel to deliver high caliber instructional coaching, technical support and developmental resources to instructional staff, specifically within the areas of STEM and IT." These individuals must possess exemplary teaching experience, along with strong organizational skills. These individuals will be recruited and selected through the policies and procedures established under the auspices of HISD's Effective Teachers Initiative.

B(2)(i) The project director ... is qualified to manage the project

Dave D. Wheat, Assistant Superintendent of the HISD Office of School Choice, will serve as the project director for the *STEMulating Innovation for the 21st Century* project. Mr. Wheat will devote approximately 25% of his time and effort overseeing the administration and implementation of the project. In his capacity as Assistant Superintendent for the Office of School Choice, Mr. Wheat oversees administration of the district's 113 magnet programs and 39 transfer options with nine magnet central office staff members. Mr. Wheat is well versed in magnet school operations; he has served in his current capacity since August of 2012, and was principal of one of the district's premier magnet schools, Johnston Middle School, for five years.

Mr. Wheat is responsible for collaboratively guiding the implementation of the mission of HISD's magnet programs, which is to provide a broad system of specialized choices designed to meet the needs, interests, and/or talents of the district's diverse, multicultural student population

in a rigorous educational setting. Furthermore, he is responsible for ensuring equitable access to these quality educational programs for all students in all communities in HISD. Mr. Wheat focuses his day-to-day work on the following areas and activities:

- Ensure Diversity of the Student Population – Create and implement a recruitment plan which targets underrepresented populations in magnet programs; implements policies and procedures in the selection process that ensure equitable access for all students.
- Ensure Unique and Innovative Curriculum – Assist magnet schools with developing and implementing a rigorous, innovative, theme-based curriculum.
- Support for Specialized Teaching Staff – Assist magnet schools with developing professional development that aligns to their magnet theme and school improvement plans.
- Acquisition of Dynamic Community Partnerships – Secure partnerships for magnet schools aligned to the region’s industry and community resources and magnet schools’ themes.
- Develop and Implement Technology-Infused Learning – Ensure learner-centered schools through a variety of technology-facilitated learning methods that promote active knowledge creation by students.

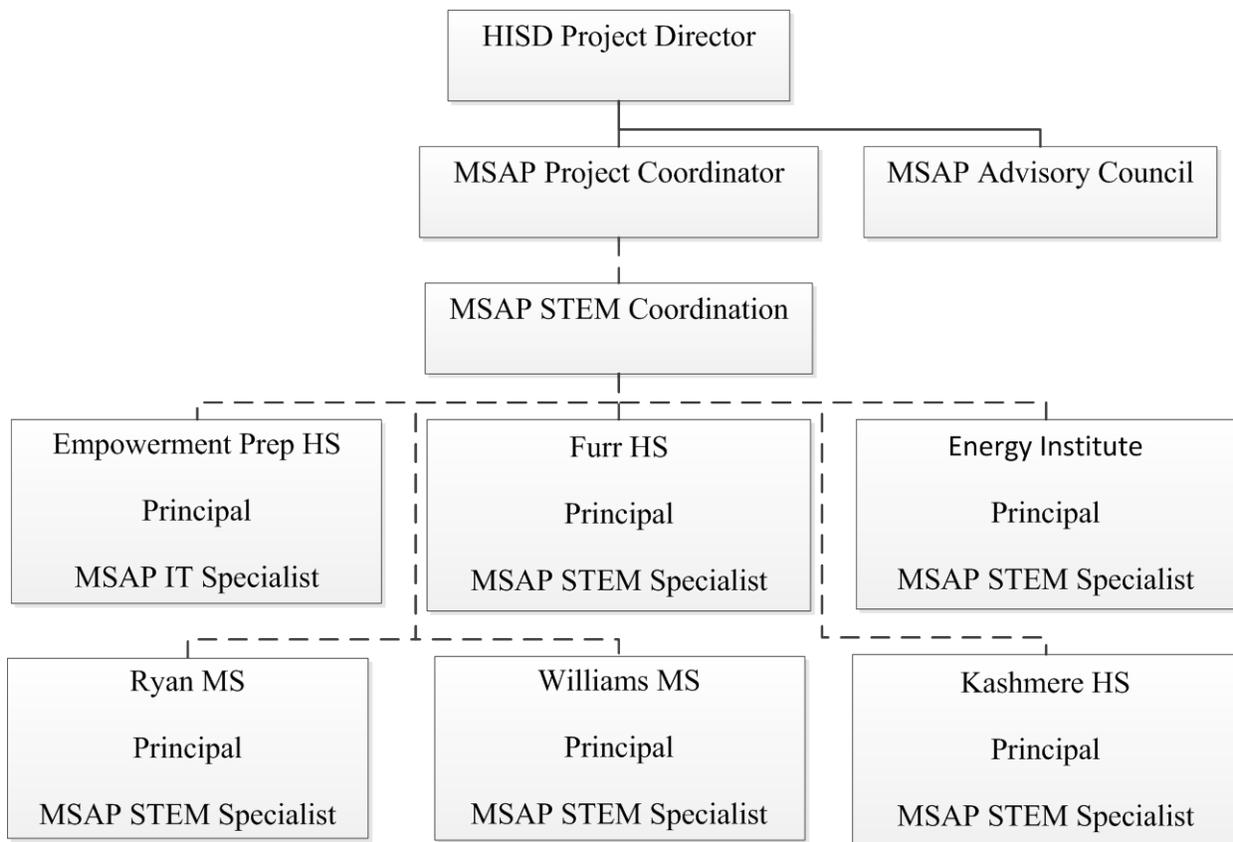
As the former principal of Johnston Middle School, one of the premier magnet schools in HISD, Mr. Wheat is uniquely qualified to serve as project director. Under Mr. Wheat’s collaborative direction, Johnston’s recruitment plan resulted in one of the most diverse student bodies in all of HISD, with African Americans comprising 31.8%, Hispanics 47.2%, Whites 15.1%, and Asians 4.0%. Johnston Middle had no isolated minority. While principal, students’ academic achievement, as measured by the percentage of students meeting proficiency standards on state assessments, increased from 76% to 89% in math and from 64% to 88% in science thus, earning the TEA's highest designation, *Exemplary*, as well as being awarded the prestigious *Blue Ribbon*

Award by the United States Department of Education.

Mr. Wheat will manage the work activities of the MSAP Project Coordinator. Additionally, he will consult with the MSAP staff of the six participating schools. He will also oversee the implementation of the MSAP independent evaluation and MSAP advisory council. He will coordinate magnet school strategies, services, and activities with the principals of the six schools. The principals will supervise MSAP Staff at each school.

The management structure is depicted in the organizational chart below. Within the HISD organizational structure, Mr. Wheat reports to the Chief School Support Officer. Please see the Appendices for Mr. Wheat’s resume.

Organizational Chart for STEMulating Innovation for the 21st Century



B(2)(ii) Other key personnel are qualified to manage the project

An MSAP Project Coordinator, funded by the grant, will coordinate the day-to-day operations of the *STEMulating Innovation for the 21st Century* project. This position will be a 12-month full-time position; 100% of the individual's time and effort will be dedicated to coordinating the *STEMulating Innovation for the 21st Century* project. HISD has not identified the MSAP Project Coordinator; however, the district will seek someone whose qualifications and professional background experience include instructional curriculum, desegregation and magnet school programs, and have a strong background in cultural and linguistic competencies. This position will also require experience in successful parent and student outreach activities in diverse communities. The MSAP Project Coordinator position necessitates someone with successful management skills to assist with the development of program goals and objectives and to ensure their successful implementation. At least three years of exemplary teaching experience will be required along with strong organizational skills.

The MSAP Project Coordinator will work closely with the school-based staff to devise a consistent, targeted recruitment plan with brochures, public services announcements (PSAs) and advertisements tailored for each school and its magnet theme. The targeted recruitment plan will support efforts to reduce minority group isolation in each school. HISD will focus special recruitment efforts on families who have left the traditional public schools (e.g., private schools, home schools, charter schools). HISD boundaries are not contingent with the City of Houston, which includes a number of other public school districts. By extending recruitment efforts to the whole the city, the district expects to reduce minority group isolation at the six project schools through appealing to racial population groups with larger representation in the city than in HISD. Please see the Appendices for a job description.

The MSAP Advisory Council, led by the MSAP Project Director and the MSAP Project Coordinator, will consist of community/industry leaders, parents, project school staff, and district personnel. The Project Director will ask administrators from the project campuses to nominate members. District personnel will be designated by the district School Services Officer. The Project Coordinator will secure community/industry leaders to serve on the council. The advisory council will be informed of the progress of the grant implementation and asked for input on how to further the mission of the implementation based on the goals and objectives in the grant. These key stakeholders will meet a minimum of two times per year, address any strengths and weaknesses in the implementation and create action items to address project needs.

An independent evaluation firm will be funded by the grant and contracted to carry out formative, summative and impact evaluations of the *STEMulating Innovation for the 21st Century* project. This contract will be competitively awarded and will follow HISD's policies and procedures for competitive bidding. HISD has contracted with many of Houston's qualified education evaluation firms on federal and state projects in the past. Qualifications of the successful bidder will include experience with TEA's testing and accountability practices and data structures, understanding of magnet school principles and practices, understanding of diverse student populations and varied theories of learning and pedagogy, and experience with federal program evaluations.

The six project schools will be led by experienced educational leaders; each campus leader will collectively bring a variety of talents and resources to the project. At Ryan Middle School, Principal Jeannine M. Porter provides leadership and instructional support for over 305 students and 21 staff members and has steadily increased the academic performance of its students. Ms. Porter has Principal and Special Education certifications, and will be completing her Doctorate

of Educational Administration degree in 2013. Principal Corey D. Seymour, at Williams Middle School, provides leadership and instructional support for over 443 students and 30 staff members. Dr. Seymour has a Ph.D. in Psychology, as well as Principal, Professional Development and Appraisal System, and Instructional Leadership certifications.

At Furr High School, Principal Bertie A. Simmons provides leadership and instructional support for over 832 students and 48 staff members. Dr. Simmons has an Ed.D. in Educational Administration and Psychology. At Kashmere High School, Principal Amber E. Williams provides leadership and instructional support for over 535 students and 34 staff members. Ms. Williams has an MBA, as well as Principal certification, Professional Development and Appraisal System certification, English Language Arts certification for grades 8-12, and Instructional Leadership certification. At Empowerment College Prep High School, Principal Traci Stewart-Jones provides leadership and instructional support for over 109 students and 8 staff members. Ms. Stewart-Jones has a Master of Education degree, as well as Principal certification, Professional Development and Appraisal System certification, and Instructional Leadership certification. Collectively, the five HISD principals represent major racial categories in HISD. Principal resumes and job descriptions are provided in the Appendices. The principal for the proposed Energy Institute high school will be selected during the summer of 2013.

The six schools will employ Magnet staff (MSAP STEM Specialists at five campuses and one MSAP Information Technology (IT) Specialist at one campus), funded by the grant, in a 10-month, full-time position to oversee day-to-day operations at the respective schools; 100% of this person's time and effort will be devoted to advancing the purposes of the *STEMulating Innovation for the 21st Century* project and magnet theme at the respective schools. These individuals will have specialty expertise in the magnet theme at the schools, along with

qualifications in curriculum development and experience with desegregation principles and practices. An MSAP Information Technology Specialist, at Empowerment College Prep High School, will serve in a similar capacity at the campus, as the MSAP STEM Specialists at the other five schools. Both the MSAP STEM Specialist and the IT Specialist will vary as a 60/40 position, with 60% coordinating and 40% teaching at Empowerment College Prep High School. Please see the Appendices for the job descriptions for the MSAP STEM Specialists and the MSAP IT Specialist.

B(2)(iii) Teachers ... are qualified to implement the special curriculum of the magnet schools

In 2010, HISD launched the Effective Teachers Initiative (ETI), a multi-year program devoted to the goal of having an effective teacher in every HISD classroom so that every HISD student is set up for success. Since 2010—when the Board of Education selected the Effective Teachers Initiative as the first of five core priorities within HISD’s Strategic Direction—the district has been transforming the way it recruits and selects new teachers, provide teachers with the professional support and development they need, and recognize the most effective teachers through expanded career and compensation opportunities.

The teachers at the five HISD schools are experienced and many hold advanced degrees. In 2011-2012, the percentage of teachers with six or more years of experience was 38% at Ryan MS, 33% at Williams MS, 56% at Furr HS, 50% at Kashmere HS and 38% at Empowerment College Prep HS. In 2011-2012, the percentage of teachers with advanced degrees was 19% at Ryan MS, 70% at Williams MS, 42% at Furr HS, 21% at Kashmere HS and 50% at Empowerment College Prep HS. Effective teachers for the Energy Institute will be recruited and selected through policies and procedures established under HISD’s Effective Teachers Initiative.

The *STEMulating Innovation for the 21st Century* project HISD schools are all Title I

schools and 100% of teachers providing instruction in these schools are expected to meet the NCLB definition of “highly qualified.” New teachers hired to work in these magnet schools, including the magnet school instructional coordinators, and other staff hired with grant funds, will be hired in part based on the talents and interests that they bring associated with the magnet theme at the six schools. Additionally, for new and returning teachers, the professional development offerings will be provided to all school staff to develop the skills necessary to implement the specialized curriculum of the magnet schools.

HISD policies also provide additional support to ensure an effective teacher in every classroom. In 2007, the district launched ASPIRE (Accelerating Student Progress: Increasing Results and Expectations), an educational improvement and performance management model. ASPIRE consists of four pillars: 1) developing human capital, 2) informing practice, 3) improving teaching and learning, and 4) recognizing excellence. As part of the ASPIRE model, the district adopted value-added analysis as measured by SAS EVAAS© to assess teacher effectiveness and track student academic progress from year to year. The district uses teacher- and campus-level value-added information as criteria within its ASPIRE Award program, the largest pay-for-performance system in the country. In January 2010, the HISD Board of Education adopted value-added analysis as an additional metric in the district’s teacher appraisal system, the first in the country to add this metric for teacher evaluations and contract decisions.

B(2)(iv) Applicant ensures personnel selection is non-discriminatory

HISD Board of Education policy (DAA[Legal]-B, Update 86, Date Issued: 11/3/2009) states, “The district shall not fail or refuse to hire or discharge any individual, or otherwise discriminate against any individual with respect to compensation, terms, conditions, or privileges of employment on the basis of any of the following protected characteristics: (1) Race, color, or

national origin; (2) Sex; (3) Religion; (4) Age (applies to individuals who are 40 years of age or older); (5) Disability; or (6) Genetic information.” The district addresses factors such as disparate treatment, disparate impact, job qualification, employment postings, harassment of employees, retaliation, notices (i.e., Section 504), age discrimination, sex discrimination (e.g., gender stereotypes, pregnancy, equal pay), religious discrimination, disability discrimination, discrimination based on lack of disability, definition of disability, other definitions (e.g., major life activities, qualified individual, reasonable accommodations), illegal drugs and alcohol, drug testing, alcohol use, military service, and grievance policies, among other factors associated with the policy. HISD prohibits discrimination in employment, as well as access to its programs.

B(3) ... Experience and training in fields related to the objectives of the project...

The key personnel identified in this section and many others who will support the project have varied and complementary experiences and competencies. Resumes and job descriptions found in the Appendices describe individual experience in curriculum development and desegregation, as well as the job description for each specific position. Along with the individuals named above, many others at both the central office and school level will support implementation of the *STEMulating Innovation for the 21st Century* project, including:

- Dr. Terry B. Grier, Superintendent of Schools; Dr. Julie Baker, Chief Academic Officer; Dr. Michele Pola, Chief of Staff; Dr. Lupita Hinojosa, School Services Support Officer; Michael Cardona, Chief Middle Schools Officer; Orlando Riddick, Chief High Schools Officer; Rodney Watson, Chief Human Resources Officer; Allen Summers, Assistant Superintendent, Career and Technical Education (CTE) and College and Career Readiness; Sowmya Kumar, Assistant Superintendent, Special Education; Gracie Guerrero, Assistant Superintendent, Multilingual Programs; Nancy Gregory, Officer, Curriculum and Instruction; Dr. Lance

Menster, Assistant Superintendent; Leadership Development; Beatriz Arnillas, Senior Manager, IT Solutions, Kelly Cine, Senior Manager, Parent Engagement; Caleen Allen, General Manager, Strategic Partnerships; Dr. Venita Holmes, Manager, Research and Accountability; and Annetra Piper, Manager, Grants.

C. Quality of Project Design

(C) (i) Promote Desegregation

The *STEMulating Innovation* program is designed to increase opportunities for students of the district and surrounding districts by offering a variety of STEM programs that will attract a diverse group of students and maintain student interest at a level that will improve academic success. In addition to promoting higher levels of academic achievement, these enhanced STEM programs will help reduce, prevent, or eliminate the isolated minority at each project school by attracting students from ethnicities underrepresented at those campuses. This will move ethnic percentages closer to the district average of 63% Hispanic, 25% African American, 8% White, and 4% Asian/Other. In addition to these ethnic percentages, HISD also has 81% economically disadvantaged, 62% at risk, 30% English Language Learners, and 8% Special Education.

HISD defines the isolated minority at each project school as any group that exceeds the district average for that group by more than 10%. During the period of the grant, HISD proposes to decrease minority isolation at the project schools by 2% the first year, 4% the second year, and 6% in the third year. HISD proposes to increase the overall number of students enrolled at each campus which will allow these programs to benefit from a greater number of students and will reinforce their school and program sustainability.

The projection for year one is lower than for the other years due to the HISD recruiting timeline, the parent response deadline, and the date of notification of the award for the grant.

HISD is currently revising the themes at the project schools in anticipation of the grant and to further the mission of the district to prepare students for a 21st Century global market through STEM education. However, schools began accepting applications for the 2013-2014 school year in November of 2012 and the deadline to submit the first round of applications was on January 11, 2013. Parents will receive notification of application status at their selected schools shortly after the deadline for the grant application in March. Recruitment for the project schools will begin in March to target parents and students who have not committed to a school for the 2013-2014 school year. Although this timeline reduces the available applicant pool for the project schools for the 2013-2014 school year, HISD is confident that the targeted recruitment efforts in year one will result in a modest reduction of the isolated minority and an increase in total enrollment for the project magnet program schools.

In addition to reducing the isolation of racial minorities at the project schools, the *STEMulating Innovation* project will attract girls, English Language Learners, and students of low socio-economic status. The many partnerships and the numerous field experiences included in this program will give these groups, traditionally underrepresented in STEM careers, access to role models and mentors. Computer-based and Personalized Learning Systems (PLS) will enable schools to transition to blended learning, a learning model in which instruction comes from both the teacher and from a computer-based adaptive system. In this model, students benefit from face-to-face time with their teacher, cooperative learning with each other, and an individualized approach to technology that allows them to develop skills, review content material, and interact with high-interest learning activities such as games, songs, and simulations. When the student is ready, formative and summative assessments can be taken and instant feedback provided. The blended learning model eliminates distinctions between groups and instead builds on individual

strengths. PLS is centered on individual learning styles and mastery of content rather than a one-size-fits-all approach that often creates learning gaps for traditionally under-represented groups.

In order to further the accessibility of the curriculum to all students, personnel from the Special Education department will work with curriculum writers to build in instructional support for Special Education students. Students in these programs will be offered the opportunity to take advantage of a city-wide low-cost internet access program offered by the City of Houston as well as the one-on-one laptop program that HISD is seeking to fund to extend learning beyond the classroom. Through personalized instruction we are able to minimize the effects of obstacles that have historically hindered the success of underrepresented groups in STEM fields.

In addition to the curriculum and instructional model, there will be supplemental support provided through organizations such as No Place for Hate, an organization whose goal is to promote understanding and cooperation among people of diverse backgrounds. This organization provides programs for students, teachers, and parents, to help them thrive in an environment of diversity. Personnel at the project schools will receive training in cultural diversity as well as ongoing training in the subject area.

HISD Advanced Academics will work with project schools to reduce minority isolation which includes gender, ELL, Special Education, ethnic, racial, and socio-economic groups through universal testing. All HISD kindergarten and fifth grade students are tested for possible G/T identification and offered services. Parents of kindergarten and fifth grade students who qualify are notified and the student is automatically provided with G/T services. This proactive approach to identification, along with the district's aggressive support of Advanced Placement and Dual Credit classes, will ensure that all students, not only those whose parents are proficient in navigation of the educational system, will be offered opportunities for enriching academic

advancement. Targeted recruitment will also be a key component of the *STEMulating Innovation* plan for reducing minority group isolation. HISD has formed a partnership with Rice University through the Rice Marketing Program, designed for HISD by Rice Executive Education at the Jesse H. Jones Graduate School of Business to apply business marketing models to education. In an effort to help increase enrollment, retention, and stakeholder communication, Rice Executive Education collaborated with HISD to develop the Strategic Marketing Management Program for School Leaders. The course is designed to enable participants to conduct a marketing strategy audit of their organization and then develop a strategic marketing plan (*Rice News*, February 23, 2012). All principals at the project schools will complete this program and together will form a cohort to meet on a regular basis, allowing them to work together to solve common marketing problems and share information on their successes.

Another approach to targeted recruiting is holding recruitment fairs at non-school locations throughout the community, such as shopping malls, community centers, and public events. It has been observed that in HISD school choice is often a family-based decision and parents in the district tend to place a high value on information gathered from family and friends. Many parents trust informal social networks or “grapevines” more than official school information (Ball and Vincent 1998; Berends and Zottola 2009; Holme, 2002). Successful charter schools in the area have found that in order to effectively recruit students, it is necessary to attract a family rather than a single student. For this reason, part of the targeted recruiting program will focus on having a presence in places where families and communities come together, such as neighborhood centers, churches, and public gatherings.

New forms of technology are naturally exciting and fascinating to students; the appeal of the technology coupled with targeted recruitment, will ensure a substantial pool of applicants for

these programs. The greatest strength of the *STEMulating Innovation* program will be its engaging curriculum. Below is a description of each school's program summarizing the curricular programs by grade level, content focus area, and STEM theme for each of the six schools in the proposal.

MC Williams Middle School Engineering Academy
6th Grade Engineering Science
<p>Sixth-grade Engineering Science magnet classes will engage in material science explorations supported by learning materials such as Pitsco STEM Education Material Science modules that focus on inquiry-based learning methods. In support of real-world applications, students will examine the material science applications in offshore technology. Through a valuable partnership with the Offshore Energy Center (OEC), students will have an opportunity to conduct site visits to the OEC and gather first-hand information about equipment used in offshore energy exploration. Unique topics in geosciences will include an exploration of subsea geology of the Gulf of Mexico with foundational science content support through the use of modules such as Pitsco Education geology modules. NASA and Space Center Houston, both partners with <i>STEMulating Innovation</i> schools, will be of special relevance to students as they explore aerospace science through the practical application of fluid dynamics supported by materials such as Pitsco's Flight Technology module.</p> <p>A Weather Bug School Program that combines meteorology and technology will be implemented to integrate real world conditions and data into the classroom. Weather Bug Schools help to raise school awareness in the community through partnerships with local TV meteorologists. Using Weather Bug Achieve, students investigate math, science, geography and technology through real-life weather conditions and lesson plans that align with national and state</p>

education standards. The **Texas Hurricane Center** will provide hurricane research opportunities and professors will share their expertise with students via site visits and webinars.

7th Grade Engineering Mathematics

Seventh-grade magnet classes will focus on alternative or sustainable energy (solar, wind, geothermal, tidal/ocean, fuel cell, and bio-fuel) technologies to provide a broad foundation in associated mathematics that **underlie engineering and the engineering design process**.

Materials such as Pitsco Education Sustainable Engineering modules will be used for calculating efficiencies and students will perform energy audits for solar, wind, fuel-cell, bio-fuel and ocean/tidal renewable energies. In addition, students will conduct their own Leadership in Energy and Environmental Design (LEED) energy analysis of their school building. **A Math computer lab** will be used for intervention, acceleration, and enrichment. Math programs may include but are not limited to Pitsco's Signature Math program which is an example of a blended-learning model that combines one-to-one computing and teacher-led, small-group, hands-on learning activities.

8th Grade Engineering Technology

Eighth-grade Magnet classes will use curriculum such as The Infinity Project's, *Engineering For Today's Intermediate School*, to bring math and science to life and will allow students to earn a high school elective credit. The Infinity Project provides curriculum focused on the relevant application of math and science concepts to electrical, mechanical, environmental, and biomedical engineering. The Infinity Project's *Robots from Concept to Completion module* will be used to guide students through the engineering design process to build autonomous robots to simulate agricultural robotics and automation. An underwater robotics curriculum will give students the opportunity to construct and program underwater robots that will document the health and

development of a fish hatchery system.

Partnerships: Offshore Energy Center, Texas Girls Collaborative Project, NASA, Space Center Houston, Museum of Natural Science, Galveston Bay Foundation

Ryan Middle School Medical and Health Professions Academy

6th Grade Neuroscience

In partnership with Baylor University's College of Medicine (BCM), Baylor College of Medicine, The Learning Brain, neuroscience teaching materials developed at Baylor College of Medicine, curriculum will be implemented 6th grade **magnet classes**. The curriculum teaches neuroscience as it relates to the uniqueness of each person's brain; how the brain enables thinking; the sending of messages throughout the body; how people learn; the senses; how challenging the brain with physical and mental activities helps develop and maintain its structure and function; and how tobacco, alcohol, drugs, and other toxins can harm the nervous system.

7th Grade Scientific Approaches to Problem-Solving

Providing a wealth of support and teaching resources, Baylor's Scientific Decision-making (using evidence to make informed decisions through examples from cardiovascular science) and Think Like an Astronaut (sports medicine, nutrition and fitness) curricula will be implemented in **7th grade magnet classes**. *STEMulating Innovation* schools have valuable partnerships with **Methodist DeBakey Heart Institute, Exxon Mobile, and** local sports teams. Through these partnerships, students will have access to emerging medical technologies in cardiovascular and sports medicine technologies along with presentations from experts in their respective fields. Using cross cutting concepts, through physical education classes, students will have an opportunity to participate in The President's Challenge, which is the premier program of the President's Council on Fitness, Sports, and Nutrition administered through a co-sponsorship agreement with

the Amateur Athletic Union. The President's Challenge helps people of all ages and abilities increase their physical activity and improve their fitness through research-based information, easy-to-use tools, and friendly motivation.

8th Grade – Bioengineering and Health Technologies

Students in the 8th grade magnet elective class will have the opportunity to earn high school credit. Baylor College of Medicine's Think Like an Engineer, Science of Microbes, and Health Science Technologies curricula will be used to deliver hands-on standards-based lessons. Students will use problem solving and engineering design approaches to solve a variety of problems related to aeronautics and flight. Students will be engaged in learner-centered applications of technology to understand microorganisms and mechanisms of diseases. Students will follow the engineering design process to design, construct, and test prosthetic devices, research nano-medical technology as applied to surgical robots, and to explore cardiac medicine technologies. Medical software imaging will be used and students will design and construct a medical bracing prototype. Other projects will use the engineering design process to design, construct, and test assistive technology such as mobility devices (wheelchairs, scooters, walkers). An introduction to common remote operation technologies for cardiac medicine, aerospace, and offshore energy industries will be reinforced by the Pumps and Pipes partnership which will allow students to mimic the real world collaborations between Houston's largest industries (See Pumps and Pipes letter of support).

A Math computer lab will be used for intervention, acceleration, and enrichment. Math programs may include but are not limited to Pitsco's Signature Math program, an example of blended-learning that combine one-to-one computing and teacher-led, small-group, hands-on learning.

Partnerships Baylor College of Medicine, Pumps and Pipes, Methodist DeBakey Heart Institute, Exxon Mobile, NASA, and the University of Houston.

The Green School – Furr High School
Pathways
<p>The Green School, formerly Furr High School, will be restructured around a 21st Century STEM theme critical to local, state, national and international needs – renewable energy. This theme will promote higher achievement and increased rigor school-wide attracting students who are interested in Green Science, Technology, and Engineering careers. The school will consist of the following pathways: Renewable Energy; Environmental Communications; Energy Efficiency Systems.</p>
Features
<p>The Green School will be a leader in innovative green energy, technology, and engineering. A STEM Specialist will lead the transformation of the school into the area’s premier high school for green energy technologies. Students will follow a unique plan of study in a specific Green Energy concentration enabling them to earn an Associate Degree in Engineering Technologies as well as industry certificates. As participants in global research and education, students will participate in discussions about alternative energy, climate change, and other current unique global challenges with industry scientists, researchers, engineers, and students from across the globe. Other unique educational opportunities include STEM competitions. The Green School will focus on career development opportunities to include field studies, ongoing research, college visits, job shadowing, industry webinars, job shadowing, and mentorships.</p>
Facilities & Resources
<p>The school will be undergoing renovations funded by the HISD bond, which will occur according to LEED (Leadership in Energy and Environment Design) School Design. This will ensure an energy efficient building and will be used to equip the school with innovative technology for environmental studies. Classrooms will utilize state of the art electronic and digital technology to</p>

enable teachers to engage students in a technology rich, student centered environment. Magnet classrooms and laboratories will be equipped with theme specific cutting edge industry standard equipment, resources, and technology. The Media Center will provide Green Energy resources and state of the art computer hardware and software, and additional digital resources. A planned HISD initiative will integrate laptops into the classroom and provide an essential tool for internet access at home. Students will use an electronic management system to access assignments, collaborate on projects, and electronically submit work to their teachers. Student will also use electronic journals to track progress toward academic goals.

Partnerships: Texas Hurricane Center; University of Houston’s new STEM center

The Chemical & Process Technology Institute – Kashmere High School

Pathways

The Chemical and Process Technology Institute will be the newly restructured magnet program at Kashmere High School. The school will implement a unique and innovative STEM theme to promote higher achievement and rigor school wide by creating three academies: Chemical Engineering; Environmental Controls; Process Technology.

Features

Distinguishing features include a focus on robotics and automation technologies; clean water and air initiatives; food safety; carbon management; fuels and chemicals, and strategies for clean coal emissions. The Institute will use a variety of instruments that approximate those used in process and manufacturing industries. Students will have varied opportunities to experience the chemical processes through a combination of classroom theory and laboratory courses. Students’ preparation for college level work will be enhanced through a capstone project which asks students to solve practical industry problems. Students will be exposed to experiences offshore and onshore

that can enable them to be productive in a variety of entry-level technician operator positions.

Facilities & Resources

The Institute will implement high need industry educational initiatives led by a STEM Process Technology Specialist, who will be added to the staff. The school will be renovated according to Leadership in Energy and Environment Design (LEED) in order to maximize space efficiency and equip the classrooms and laboratories with theme-specific technology and industry standard equipment. All classrooms will utilize state of the art electronic and digital technology providing teachers with instructional tools necessary to engage students in a technology rich, student-centered environment. The Media Center will provide resources and state of the art computer hardware and software, and additional digital resources. HISD is currently seeking funding for a one-to-one laptop initiative beginning at the high school level that will integrate laptops into the classroom and provide an essential tool for internet access at home. Students will use an electronic management system to access assignments, collaborate on projects, and electronically submit work to their teachers. Student will also use electronic journals to track progress toward academic goals.

Partnerships: Society of Women Engineers, American Chemical Society,

The Energy Institute High School

Pathways

The Energy Institute high school will be a brand new school temporarily housed in the former Holden Elementary School building. The Energy Institute will implement a STEM theme to promote higher achievement and rigor school wide by creating three academies: Geosciences; Energy Alternatives; Offshore Technology.

Features

The Energy Institute will be a leader in ambitious energy educational initiatives led by a new

STEM Energy Specialist. As participants in global research and education, Energy Institute students will participate in discussions about alternative energy, offshore energy production and exploration, oil spill mitigation and response, new drilling technologies, and other current energy initiatives. Targeted programs in each of the STEM areas will allow students the opportunity to follow a unique plan of study in a specific Energy concentration area and enable students to earn an Offshore Drilling Technician Certification. Students will be college and industry career ready upon graduation from high school. Topics of research and study, unique to the Energy Institute are subsea geology and engineering technologies; offshore energy exploration technologies; energy alternatives – bio-fuels, wind, ocean/tidal, solar; underwater robotics; remote imaging; remote communication avenues (from offshore rigs and ships); petrochemical engineering; alternative energy engineering. Other unique educational opportunities consist of STEM competitions including the Marine Advanced Technology Education (MATE-underwater robotics competition), Southeastern Consortium of Minorities in Engineering (SECME).

Facilities & Resources

The Energy Institute will have a STEM Resource Center that will provide Energy (STEM) resources, state of the art computer hardware and software, and additional digital resources. All classrooms will utilize state of the art electronic and digital technology, providing teachers with the instructional tools necessary to engage students in a technology rich, student-centered environment. Magnet classrooms and laboratories will be provided with theme specific cutting edge industry standard equipment, resources, and technology. Grant funds will provide funding to assist with the integration of laptops into the classroom and provide an essential tool for internet access at home. Students will use an electronic management system to access assignments, collaborate on projects, and complete electronic submissions to their teachers. Students will use

electronic journals to track progress toward academic goals.

Partnerships: The Offshore Energy Center; Oceaneering International; BG Group; IPAA; Subsea Tieback Foundation; The Texas Hurricane Center; University of Houston

The Advanced Technology Institute – Empowerment College Prep High School

Pathways

An Advanced Technology Institute High School will be created in the southern region of Houston. The Advanced Technology Institute will implement a STEM theme to promote higher achievement and rigor school wide by creating three academies: Computer Science, Software Engineering, and Robotics and Artificial Intelligence.

Features

The Advanced Technology Institute High School will have a IT specialist who will guide the transformation of the curriculum. Computer Science Academy courses will focus on computer programming, mind controlled prosthetics and robotics. Software Engineering Academy classes will include cyber security software development, CAD and Electric Design Automation. The Robotics and Artificial Intelligence Academy will study mind controlled prosthetics, robotics and special topics in research. Students who qualify to take college classes are taught by college faculty. Students experience college level work and the demands of real college classes. The credits earned are transferable to most four-year colleges.

Facilities & Resources

The Advanced Technology Institutes will have a STEM Resource Center that will provide Energy resources and state of the art computer hardware and software, and additional digital resources. All classrooms will utilize advanced electronic and digital technology that will provide teachers with the instructional tools necessary to engage students in a technology rich, student-centered

environment. Magnet classrooms and laboratories will be outfitted with theme specific cutting edge industry standard equipment, resources, and technology. Students will use an electronic management system to access assignments, collaborate on projects, and complete electronic submissions to their teachers. Students will use electronic journals to track progress. When classes are scheduled at the college campus, students: have full access to all college resources. This allows students to choose from a wide array of courses and take classes with college students.

Partnerships: Partnerships are being developed for the Advanced Technology Institutes with the University of Houston and the Artificial General Intelligence Society.

(C) (ii) Improve Student Academic Achievement for All Students Attending each Magnet School Program - HISD has garnered national attention for its use of value-added data to guide instructional decision-making and differentiated compensation. The district is now seeking to leverage the reform efforts to maximize its impact on student achievement by reaching these student outcomes: 1) becoming the first district to eradicate the racial achievement gap; 2) having 100% of students reading and performing math and other STEM related courses on grade level as measured by Stanford 10 in all grades tested; and 3) leading the nation in NAEP reading and math scores in grades 4 and 8.

The HISD Curriculum, Instruction, and Assessment (CIA) department has developed standards and assessments that prepare students to succeed in college and the workplace and compete in the global economy. HISD uses the Texas College- and Career-Readiness Standards (CCRS) across the curriculum, with a focus on integrating STEM, toward college- and career-readiness. HISD, through a continuous improvement model, has developed and is currently implementing a comprehensive K-12 curriculum fully aligned to the state of Texas standards in science, technology, engineering, and mathematics, literacy and all other core courses. This

curriculum provides opportunities for students at all levels to have access to rigorous learning, including access to college-readiness courses and college-level coursework at the high school level through dual credit, AP, IB or other accelerated coursework. The District curriculum provides the following tools for teachers to provide rigorous, standards-based instruction:

- The **Vertical Alignment Matrix (VAM)** provides a map of the HISD PK-12 curriculum by illustrating the vertical relationship among the Texas Essential Knowledge and Skills (TEKS) student expectations from grade to grade and/or course to course. It delineates the responsibility of instruction and supports the HISD's college-bound/career-ready culture by outlining accountability for student learning.
- The **Scope and Sequence** document serves as a course/grade-level outline, syllabus, or overview. It provides sequencing and pacing of content so that the STAAR-tested curriculum is taught prior to the test administration.
- The **Curriculum Planning Guide** provides a resource for teachers to plan effective instruction. It includes the relevant TEKS, Texas College- and Career Readiness Standards, English Language Proficiency Standards, Key Concepts, Academic Vocabulary, Assessment Connections, Essential Understandings/Guiding Questions, Instructional Considerations and Strategies, and Resources. To ensure that these learning resources are adaptable and fully accessible to all students, specialists in the Special Education, Multilingual, and Advanced Academic Departments worked with CIA curriculum writers to build instructional support for students with identified needs. HISD offers English as a Second Language (ESL) instructional programming for all secondary English Language Learners (ELL's) who require intensive English language and literacy development. In addition, HISD provides students electronic access to a wealth of materials at home, in their libraries, or in classrooms.

- **Literacy & Numeracy Blueprints** serve as a guide to teachers, parents, and students to identify key skills and concepts students should have mastered each year. These documents (available in Spanish) provide suggestions to parents and teachers to support students' academic success.
- **Pacing Calendars** assist teachers to plan and pace instruction using the HISD Curriculum, the CIA Department develops valuable yearly Pacing Calendars. These calendars mirror the Scope and Sequence timelines in a visual format to support effective instructional planning.
- **Unit Planning Guides and Exemplar Units** facilitate the planning and effective delivery of rigorous instruction. Teachers are provided with units of instruction aligned to College and Career Readiness Standards, TEKS, and English Language Proficiency Standards. Instructional units provide teachers with research-based lessons, instructional practices, formative assessments and blended learning tools to provide inquiry-based differentiated instruction.
- **HISD Video Exemplar Project** features exemplary practices where teachers learn to use multiple approaches in the context of their own classrooms. Teachers are able to view and practice reflective discussion and collaborative work using debates, role playing, problem-solving, simulations, Socratic seminar, case studies, concept mapping, concept attainment, STEM pedagogy flipped classroom models, and best practices for curriculum delivery. Virtual teacher-to-teacher conversations will be facilitated across the STEM schools through the newly acquired HISD e-Learn Management System designed to facilitate online, personalized learning and collaboration among teachers and school leaders.

In order to ensure the success of the STEM project, HISD will provide the schools with administrators and staff who have the skills to implement the program successfully. Two core initiatives in the HISD Strategic Plan are “an effective teacher in every classroom” and “an effective principal in every school.” The four key strategies for the Effective Teacher Initiative

are smart recruitment and staffing, useful appraisals, individualized teacher support, and new career pathways. Under HISD's system, the most important criterion for evaluating teacher effectiveness is student performance, which counts for approximately 50% of teachers' summative ratings. Student performance refers to multiple measures including results of the STAAR and Stanford/Aprenda tests. Teacher skills and knowledge that promote student learning are measured by multiple classroom observations following a rubric.

HISD will capitalize on a variety of delivery systems to provide professional growth activities for teachers and administrators, enabling these professionals to maximize their effectiveness through quality support and interaction and skills refinement that will result in improved student achievement. These systems will include school-based professional learning communities, multi-day summer institutes, school-based-coaching and mentoring, on-line collaboration, and support from district staff. Staff development will be provided by a combination of HISD Teacher Development Specialists (TDS) with expertise in math and science, *STEMulating Innovation* partners involved in science, technology, engineering, and math, and vendors with specialized programs. Training will include:

- Baylor College of Medicine (BCM) will provide a STEM Specialist who will deliver science training to the STEM Specialists and science training for teachers at Ryan.
- The Rice University School Mathematics Project (RUSMP) will provide math content training for teachers. RUSMP offers an intensive four-week professional development program in June for teachers from pre-kindergarten through twelfth grade. Teachers gain content and pedagogical knowledge that have been shown to improve instruction and student achievement. University math and science content training programs will build upon the leadership development system for teachers who lack content expertise. In addition, Rice University will continue to work with

HISD to collaboratively design and deliver a leadership development support program for the cohort of Master STEM teachers.

- Partners such as Pumps and Pipes, the University of Texas Girls Collaborative for STEM, and Geoforce will meet with the STEM/IT Specialists to coordinate their efforts in tutoring and mentoring with the needs of the project.
- A contracted STEM consultant will provide a six-hour overview training for all staff at the STEM schools to help them understand the direction the school is taking and how their content area fits in to the overall design. Additionally, STEM Instructors will receive an additional 15 hours of specialized STEM training according to their schools' theme.
- Teachers will participate in the College Board's Springboard math training program. The College Board's SpringBoard® curriculum is back-mapped from the knowledge and skills students need for success in rigorous coursework and Advanced Placement courses, which research has shown to be successful in preparing students for post-secondary math experiences.
- Training in blended learning will be provided by the TDS and outside vendors as new technology is acquired. Additional training in research-based instructional best practices will be provided as needs are identified at each school.

Data-driven decision making is a critical element in ensuring academic achievement for all students in HISD. HISD's Accountability Office assists the schools with the review and disaggregation of campus-level data so that it can be compiled into actionable reports. The Accountability Office provides “just-in-time” data (up-to-the-minute attendance, discipline, grading, and formative assessment reports) and data coaching for campuses and school office members so that campus leaders can make the best instructional decisions. The summative assessment of student achievement in the MSAP STEM project will be based on the results of

the STAAR tests. HISD makes use of assessment data from many sources as formative measures to guide instruction. Formative assessment tools include:

- Stanford/Aprena norm-referenced tests used to establish national comparisons,
- Advanced Placement (AP) testing funded by HISD for all students in AP classes,
- PSAT/ SAT administered by the district; used to advise students with their Graduation Plans,
- Teacher created assessments through EdPlan, iStation, and
- Benchmark testing administered once each semester.

Formative assessing will allow students, teachers, and administrators to judge progress toward meeting STEM objectives by the project, school, and individual student. HISD has partnered with EdPlan to create a formative assessment system which contains rigorous aligned questions which teachers and campuses use to create "quick-check" assessments based on the curriculum being taught. This database is also used to create the district required Benchmark testing administered once each semester. Schools may use EdPlan for creating common assessments administered by departments or grade levels. The district also is developing a Principal and Teacher Dashboard system in partnership with IBM Cognos. These Dashboards allow campus staff to instantly see up-to-date information on student performance (as well as other campus-level needs) which is housed in HISD's data warehouse. The information is updated nightly with the district's student information system (Chancery) to ensure teachers have the most current information possible on their students.

Through project based learning, STEM teachers will design and implement multi-dimensional assessments that provide students with varied opportunities to demonstrate learning and understanding. Students will have the opportunity to choose presentation modes that suit their interests and talents.

In HISD schools, computer-assisted instruction has become essential for diagnosing, addressing, and assessing individual student needs. Students are scheduled into the computer labs to make use of programs such as iStation and Study Island to individualize instruction in reading and math. At the high school level, ninth grade students in the Secondary Reading Initiative classes, students with disabilities taking modified reading assessments, and ELL students at the intermediate, advanced, and transitional ESL instructional levels utilize the iStation reading to provide proscribed instruction. Each high school has a Grad Lab where students can recover credit and take higher level classes. Grad Labs using the APEX system and operated by Grad Lab Coaches will be used to help students at risk of failing or those who wish to accelerate. The graduation coaches help students with the courses, which are designed to "catch them up" for graduation. Programs and licenses have been purchased centrally and at the individual schools. However, access is limited in the computer labs. The STEM project will allow the schools to purchase laptops greatly expanding each school's capability to provide academic interventions.

The *STEMulating Innovation* schools will provide exciting STEM based learning for students who have chosen to attend which will guide the students toward careers of interest to them. Industry, business, and university collaborations such as the LOFT (Latinos on Fast Track) STEM Leadership Symposium and the Southeastern Consortium for Minorities in Engineering (SECME) will provide mentoring and summer training programs which will introduce minority students to possibilities and opportunities in post STEM secondary education. .

All schools have on campus staff trained in identifying and serving students with special needs - English Language Learners, students with disabilities, and students identified as gifted and talented (G/T). Since the STEM program is a whole-school program, all students will be included. And all staff will participate in the STEM training and activities of the schools,

including recruiting efforts. Personnel in the Multilingual, Office of Special Education Services, and Advanced Academics Departments will serve as advocates for these special needs students and will assist I-STEM personnel in ensuring that the program meets the needs of these students. The project-based, hands-on, individualized nature of the STEM programs is especially suited to the needs of these students. Applied Math Labs at each school will give students the opportunity to experience their learning in a concrete format.

(C) (iii) Encourage greater parental decision-making and involvement

HISD is committed to increasing student academic success; but the district needs the support of the community and the parents. A Core Initiative is: Building a Culture of Trust Through Action-Fostering effective, timely, two-way external communication to engage community members and parents. The Parent Engagement Department strengthens the relationship between parents and schools through mutual trust, collaboration, training, and effective communication to ensure the academic and personal success of HISD students. The department will provide direct services to the identified schools and will facilitate and coordinate HISD parent involvement activities consistent with district core value: "Parents Are Partners".

Each school has design essentials and specific plans to increase parent engagement. Project evaluation for all schools includes regular measurement of parent involvement through surveys for parents and maintaining accurate documentation of parent participation in a variety of activities. Across the project, the advisory council at the district level, Superintendents Parent Advisory Committee (SPAC) and the Shared Decision-Making Committees (SDMC's) at each school site, will guide the schools on increasing parent involvement opportunities. Parents may become involved with the school and their children's education in a many ways (e.g., attending school meetings, volunteering to assist with school fundraisers and events, assisting with

mentoring and tutoring programs, participating in parent classes designed to help parents assist children with homework, assist with projects). The goal of the parental involvement program at each campus is to encourage collaboration between the students, parents, schools and community to improve the quality of education for the students through the diversity of ways in which parents can contribute to the school and community.

The proposed parental involvement component is based on research by Joyce Epstein, *School, Family, and Community Partnerships: Caring for the Children We Share* (Epstein 2001). This approach is based on the theory of overlapping spheres of influence. These overlapping spheres define collective responsibilities of home, school, and community for children's learning and academic progress. This approach outlines the research-based framework of six types of involvement, challenges that must be solved for each type of involvement in order to promote engagement for all families and expected outcomes of well-designed and well implemented practices. The grant coordinator will work closely with Parent Engagement Program Specialists to develop parent workshops that pertain to the unique needs of each project school.

Although each project school will be unique in nature, they will all follow the 6 types of parent involvement according to Epstein's framework:

1. *Parenting - Assist families in understanding child and adolescent development, and in setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.* MSAP grant schools in conjunction with the Parent Engagement Department will offer adolescent parenting workshops and provide the content in other formats for parents who can't attend. Resources include, but are not limited to: Houston Community College (HCC); Avance; Neighborhood Centers; Ripley House; and Family Services of Greater Houston.

2. *Communicating - Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.* According to Epstein's model, communication is considered to be: home to school, school to home, and throughout the community. The project schools will extend communication regarding events to community and industry to inform and involve key stakeholders in the implementation of the magnet theme. In addition, cultural and linguistic competency training for instructional staff and linguistically accessible outreach materials and translation services to meet the cultural and linguistic needs of the parents they do or will serve will be provided. Resources include, but are not limited to: translation department; translation devices; developing and distributing communication fliers for events; telephone call out system; and events posted on campus website/marquee.
3. *Volunteering - Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs.* Volunteering will also include times beyond school hours for those supporting school goals, student success, and development of the STEM programs. The project schools can utilize parent volunteers in many ways, e.g., to accompany students on theme based field expeditions, host magnet open house tours for other parents, participate in career day, and serve as judges in STEM competitions. The VIPS (Volunteer in Public Schools) Administrator, within the Parent Engagement Department will work closely with the project schools campus SVC (School Volunteer Coordinator) to ensure that all volunteers are adequately trained to provide the best support to the staff and students on campus. The SVC at each of the six project schools will also be responsible for recruiting and maintaining the volunteer data base. Project schools will promote a culture in which parents feel they are an

integral component. Evidence of the powerful effect family life and environment have on academic success has existed for many decades and is continually reaffirmed in research on the influence of school, family, and community partnerships on student outcomes (Epstein & Sheldon, 2006). Resources include, but are not limited to: A designated VIPS coordinator at each school; Yearly training on VIPS procedure; and attendance at VIPS Recognition Events.

4. *Learning at Home - Involve families with their children in learning activities at home, including homework, other curriculum-related activities, and individual course and program decisions.* Learning at home will include interactive activities linking the STEM curriculum to real life. Interactive homework enables teachers to design and use homework assignments to connect school and home on curriculum related activities (Epstein, Salinas & Van Voorhis, 2001). The district STEM coordinators will work with each campus-based STEM/IT specialist to develop theme-based activities appropriate for students and parents to share at home. The Parent Engagement Program Specialists will develop and deliver customized Parent Prep Academies, a series of courses designed to strengthen families by developing life-long learners. Course offerings provide information and resources to parents that support their efforts to become empowered, engaged, as well as serve as advocates for their child's education. Courses include: PS Connect-HISD Online Grading System, Computers 101, English as a Second Language, Spanish as a Second Language, Homework Success, Naviance-College Career Tracker. Resources available, but not limited to: Parent Prep Academy/Grandparents Prep Academy and Academy Completion Recognition.
5. *Decision Making- Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations.* The Parent Prep Academy at the STEM schools will include the development

of leadership skills within students’ parents to shape the decision making process on campuses and create action plans toward shared goals. Parent will receive appropriate training for creation or further development of PTA/PTO or other parent groups on campus. Parents will have the opportunity to participate in the Parent Leadership Institute in which parents are thoroughly trained on district initiatives and are expected to share this information with their home school in an effort to build capacity and sustainability. Resources available, but not limited: Participation in the Parent Leadership Institute.

6. *Collaborating with Community - Coordinate resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.* The grant coordinator will align district resources and partnerships with community organizations to provide services for students and parents at the project schools. The project schools will include industry partnerships based on magnet themes for field experiences, professional development for teachers, curriculum implementation, and speakers’ series from professionals in related industries. A parent representative from each project school will be encouraged to attend quarterly Parent Leader Meetings to learn of new district community partners that can provide additional school support. Resources available, but not limited to: Parent Leaders Meetings; Houston Public Library; Houston Children’s Museum; Mexican Institute of Greater Houston and Parent Involvement Day Conference.

These six grant schools will closely follow Epstein’s Framework of the Six Types of Parent Involvement as well as promote HISD's core value of “**Parents Are Partners**” to ensure that all students achieve to the highest of their ability with the support of both parents and community.

D. Budget and Resources

HISD has made and will continue to make a significant investment in financial and

nonfinancial resources, as a district priority, to support the *STEMulating Innovation for the 21st Century* project. HISD has adequate facilities and operational resources to support the schools included in this project. District management spent time during the proposal process completing an extensive budget review which resulted in an effective plan to use all resources at hand, including federal, state, and local resources to meet the MSAP goals. Descriptions of the budget and resources are supported by the budget detail and budget narrative. The budget is based on receiving an award with a start date for the performance period being July 1, 2013. If an award is made with a later start date, HISD will seek to recover expenses in the budget that would be incurred before the estimated start data as allowable pre-award costs.

D (1) The adequacy of the facilities that the applicant plans to use

The six schools in this project currently have more than enough classroom space and capacity to accommodate the increased numbers of students targeted in the project outcomes. The school facilities (classrooms, lavatories, common areas) currently meet all applicable regulations (safety, accessibility to disabled, health, fire, asbestos, etc.). HISD will continue to maintain these classrooms to meet all legal and program standards. No new construction is necessary. However, facility upgrades are planned for each of the schools to complement the magnet themes and to be more appealing for the students and families the district desires to attract to these schools. Additionally, bond-supported renovations scheduled during the grant period for five of the schools in this project will significantly enhance the suitability of these facilities for supporting student achievement. These renovations include approximately \$6.8 million for Ryan MS (safety/security system improvement, MEP systems improvement, restroom upgrade, window replacements, and ADA code compliance); \$350,000 for Williams MS (safety/security systems improvements); \$55 million for Furr HS (originally built in 1960, the project will

include a new facility); \$17 million for Kashmere HS (renovations and site improvement); and \$13.5 million for Empowerment College Prep High School. The upgrades will provide a substantial improvement to the schools that will not only make them more attractive to the students and the community, but will help them to be effective learning institutions within the district. Additionally, the new facilities will be created to meet the needs of the magnet program and students that will help the district sustain the magnet program and theme for years to come. The upgrades and changes will not adversely affect the program. The students will continue to receive an excellent education even during the improvements to the buildings.

The MSAP budget includes money for marquees and signage at each school as well as needed aesthetic theme-associated enhancements to school common areas such as decor and display cases. The budget also includes money for each school to upgrade its computer technology laboratories and make the necessary upgrades to classroom and laboratory electrical service to support expanded technology integration. Additionally, each school will extend wireless access nodes throughout the school to support the one-to-one laptop initiative.

D (2) The adequacy of the equipment and supplies that the applicant plans to use

HISD will continue to provide funds to purchase equipment, supplies, textbooks and instructional materials as part of the regular school program. Additional equipment and supplies needed to implement the *STEMulating Innovation for the 21st Century* magnet themes are requested in the MSAP application. The district will also provide funding to supplement the one-to-one laptop initiative. Magnet funds will be leveraged with additional funds and in-kind supplies provided by school partners and/or secured through sources such as grants (see Commitment and Capacity below for more detail).

The equipment, materials, and supplies lists for each school and detailed in the budget

narrative directly support the high-quality magnet theme curricula planned for each school. The description below highlights the main purchases for the schools. Each school will purchase library and media center materials for students and staff. These purchases will be in addition to normal media center purchases and will support specialized magnet curricular requirements.

The schools will use grant funds to purchase computer lab classroom furniture and supplies, software, parent resources, and computer equipment that will support career pathways. The computer lab furniture, equipment, and supplies will support the expansion to whole-school STEM programs, established career pathways and themes. Additionally, each of the schools will purchase laptop carts in order to support the one-to-one laptop initiative where every student will be assigned a computer or laptop. To have the “right” skills to be successful in the 21st Century, students must be able to navigate effortlessly using technology to personalize their learning and improve their performance. The teachers will also receive extensive technology training so they can take advantage of the technology-rich environment in their teaching across the curriculum. Providing every student with a laptop will allow lower-SES students to participate equally in the STEM programs at these schools and thus assist in achieving MSAP purposes.

Each of the schools will purchase, in addition to computer equipment, interactive whiteboards, lab furniture and software, and virtual lab equipment. Each of the schools will purchase supplies and materials specific to their career pathway and STEM theme. For example, schools will be able to purchase digital microscopes and gel electrophoresis supplies, model building supplies, calipers, engineering scales, tool sets, FluidSIM software, large format Plotter printers for engineering drawings and display boards, and AutoCAD software. HISD will continue this initiative in the post-grant period with funding from local, Title I, Perkins and grant funds, as appropriate.

D (3) The adequacy and reasonableness of the project budget in relation to the objectives

The purchase of equipment will be conducted following state guidelines for competitive bidding. The budgets for equipment proposed for the *STEMulating Innovation for the 21st Century* Project were developed using vendor-supplied information and represent the most current prices. If the district is awarded grant funds, it will submit equipment specifications for all hardware items, installation, training, and all other information necessary for competitive bid as appropriate. The district will follow all state fiscal regulations in seeking and awarding bids for planned equipment purchases. Determination of equipment and supply needs was made at the school level with assistance from central office staff and represents discussions of how best to implement the MSAP purposes and magnet themes at the six schools. All equipment, materials and supplies purchased with MSAP grant funds will supplement, and not supplant normal district purchases. The activities described in this proposal are supplemental to all existing programs in HISD. The funds provided through this grant will supplement the existing services or activities required by state law, SBOE, or HISD board policy. All activities of this grant are supplementary to existing structures and will not supplant current programs.

HISD proposes to implement a project of significant complexity that will directly affect approximately 3,536 students by the third year of the performance period of the grant. In the project plan, through the support and commitment of HISD resources, students are directly affected as early as opening day of the 2013-2014 school year. Further, professional development for teachers will commence summer 2013, possibly before the announcement of the grant award is made, demonstrating HISD's commitment to these schools. Costs of this training are included in the MSAP budget proposal with the expectation that if grant funds are awarded, the district will recover these expenses as pre-award costs where permissible.

Programs at each school are costly to initiate and require significant levels of funding to implement them successfully. STEM programming in specific career pathways requires significant investments in teacher professional development and specialized equipment and materials. Additionally, the district has infused technology into each program to provide an engaging learning environment, attract middle class families back to the district, and create a level playing field of experiences for lower-SES neighborhood students. HISD is firmly committed to the success of all students and schools, the best use of its facilities, and the concept that magnet schools make the whole district stronger academically. HISD is suffering budget cuts due to increasing operational costs with reduced revenue from state and local funds; yet its students' needs continue to grow. MSAP funds are critical to achievement of project objectives and fulfillment of the district's commitment to provide quality school choices.

Final school budgets, as they appear in the budget narrative of this document, are summarized in Table 5, and reflect an appropriate distribution of funds across school sites, years, and budget categories. Spending is aligned with whether a magnet program is being initiated or revised and the extent of the revision planned; the phase-in plan of the program (per grade level each year); the technology needs of the schools; the number of students served; the complexity of proposed objectives; and the requirements in terms of personnel, training, and equipment to ensure successful implementation of the theme and programmatic strands. At less than 11% of the total, central operations expenses are reasonable and appropriate to ensure good management of grant funds while providing most of the funding to the school sites where it will have the most impact on students, and be most effective in achieving MSAP purposes. The overall cost of this request per student impacted each year is approximately \$1,131. This is a reasonable investment in creating the new and three substantially revised magnet schools in an urban school district,

and is more cost effective than many similar initiatives nationally.

Table 5. Budget Request by School and Central Operations

SCHOOL	New/ Revised	TIMELINE			FUNDING			TOTALS
		Yr 1	Yr 2	Yr 3	2013-14	2014-15	2015-16	
Williams	Revised	Implement			\$790,125	\$659,609	\$595,566	\$2,045,300
Ryan	Revised	Implement			\$611,486	\$868,931	\$913,101	\$2,393,518
Furr	Revised	Implement			\$531,187	\$423,607	\$372,079	\$1,326,873
Kashmere	Revised	Implement			\$526,826	\$352,701	\$465,978	\$1,345,505
Energy	New	Implement			\$616,242	\$676,106	\$815,573	\$2,107,921
Empower- ment	New	Implement			\$434,729	\$603,728	\$418,780	\$1,457,237
Central Operations (with Indirect)					\$489,001	\$414,281	\$418,736	\$1,322,018
Total (direct + indirect charges)					\$3,999,597	\$3,998,963	\$3,999,812	\$11,998,372

E. Evaluation Plan

(1) Includes methods that are appropriate to the project;

Once HISD has received notification of award acceptance, the Procurement Department will issue a Request for Application (RFA) for an Independent Evaluator. The RFA will reflect the job description outlined previously in this proposal. Through this competitive process an Evaluator will be selected who meets these criteria.

The Evaluator will work with the Project Coordinator and district staff to obtain the data necessary to determine whether objectives have been met. The Grant Director and district staff will serve as a liaison with the various HISD departments (Research, Attendance, School Choice,

Demographics, Curriculum, Staff Development, Parent Involvement, Grants Development) to assist the Evaluator in obtaining needed data and background information. They will also liaise with the Principals and STEM/IT Specialists and/or Magnet Coordinators at each of the project schools to facilitate site visits, hold focus groups, and administer and collect surveys.

In order to provide a complete and accurate evaluation, the Evaluator will visit each school at least once per semester to monitor implementation of the MSAP STEM project. He/She will observe classroom lessons, collaborative planning, and magnet recruiting activities. During the site visit he/she will meet with the school STEM/IT Specialist and/or Magnet Coordinator to review documentation of the status of project activities and to hear plans for the successful completion of these activities. The Evaluator will design a checklist for the Project Coordinator to record and document the management plan at each campus. He/She will gather and analyze test data, design Staff Development evaluations to be completed by participants, and develop surveys which will be administered to staff and partner participants as well as students. He/She will meet with the Project Coordinator at least once a month, maintaining ongoing communication via e-mail and telephone. He/She will prepare written quarterly reports to the Project Director detailing the formative data obtained to that point to aid the Advisory Committee in refining the project. Department of Education Annual Progress and Complete Data Reports will be prepared and submitted as required. The Evaluator will participate in required USDOE conferences/meetings.

(2) Will determine how successful the project is in meeting its intended outcomes, including its goals for desegregating its students and increasing student achievement;

The objectives for *STEMulating Innovation* are as follows:

Objective 1: Reduce minority group isolation in each of the six MSAP STEM magnet schools.
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Performance Measure 1A: MSAP STEM schools will reduce minority group isolation by 2% in Year 1, 4% in Year 2, and 6% in Year 3 as measured by the previous year’s enrollment. Refer to Appendices **Performance Measure 1B:** At each MSAP STEM school, the total number of applicants residing outside the school's attendance zone will increase by 20% per year as measured by the previous year’s number of applicants.

Performance Measure 1C: The ethnic composition of the applicant pool at each MSAP STEM school will reflect projections for growth in enrollment at the project schools each year. Refer to Appendices.

Performance Measure 1D: All MSAP STEM schools will develop and implement a targeted recruitment plan each year of the grant.

Performance Measure 1E: To establish a climate which embraces diversity, each MSAP STEM school will initiate a research-based positive behavior program resulting in improvement in student safety as measured by student and parent surveys.

Objective 2: Increase academic achievement rates of all students within each major demographic student group in Reading, Math, and Science in MSAP STEM magnet schools.

Performance Measure 2A: The percentage of MSAP STEM magnet students from major racial and ethnic groups who reach or exceed the proficiency standard on STAAR in **reading/language arts** will increase by 3% first year, 4% the second year, and 5% in the third year of the grant as compared to the previous year’s scores.

Performance Measure 2B: The percentage of MSAP STEM magnet students from major racial and ethnic groups who reach or exceed the proficiency standard on STAAR in **math** will increase by 3% first year, 4% the second year, and 5% in the third year of the grant as compared to the previous year’s scores.

Performance Measure 2C: The percentage of MSAP STEM magnet students from major racial and ethnic groups who reach or exceed the proficiency standard on STAAR in **science** will increase by 10% in the third year of the project as measured by the previous year’s scores.

Performance Measure 2D: All MSAP STEM schools will meet and/or exceed state academic achievement levels in math each year for at least three years after federal funding ends.

Performance Measure 2E: All MSAP STEM schools will meet and/or exceed state academic achievement levels in **reading/language arts** each year for at least three years after federal funding ends.

Performance Measure 2F: Each year the district office, campus administration, and instructional staff at each MSAP STEM school will analyze student achievement data to create professional development plans that address identified instructional needs.

Performance Measure 2G: To provide equity and access to resources for parents, each MSAP STEM school will increase offerings of parent meetings, classes, and attendance by 30% each year as measured by the previous year’s offerings and attendance.

<p>Objective 3: Increase industry, university, and community partnerships that will support and enhance the innovative theme at MSAP STEM programs.</p>
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Performance Measure 3A: All MSAP STEM schools will develop a memorandum of understanding with at least one partner per year that will support sustainability of the magnet program no less than three years after federal funding ends.

Performance Measure 3B: All MSAP STEM schools will work with industry, community, and university partners to create an action plan for providing interactive educational activities based on the needs of teachers, students, and partners for each year of the project period.

Performance Measure 3C: Implementation of the MSAP STEM based action plan with partners will be monitored and revised by the campus based Shared Decision Making Committee (SDMC) each year of the project.

Objective 4: Implement distinctive curriculum specific to themes at each MSAP STEM school.

Performance Measure 4A: STEM based curriculum specific to each MSAP STEM school will be purchased/developed and implemented in the magnet specialty classes at each STEM school.

Performance Measure 4B: Core subject teachers will collaborate with the STEM/IT Specialist to develop plans infusing the theme throughout each core subject area and/or grade level to align with the state standards, the TEKS. Compliance with the developed plan will be evaluated by lesson plans, walk-throughs, and student work.

Performance Measure 4C: Students in the magnet specialty classes will produce at least one project per semester as evidence of ongoing project-based learning.

Objective 5: Increase instructional capacity of specialized and core area teachers to deliver unique, innovative curriculum at each MSAP STEM school.

Performance Measure 5A: Professional development specific to the STEM theme will be provided to the STEM/IT specialists and instructors yearly as the theme is phased in by grade level.

Performance Measure 5B: Classes will be taught by 100% highly qualified teachers who are certified/trained to teach in the specific STEM theme curriculum.

Performance Measure 5C: Professional development on research-based instructional best practices will be provided for all instructional staff at the MSAP STEM schools.

Performance Measure 5D: By the end of the project period professional development specific to STEM themes will be provided for all instructional staff at the MSAP STEM schools.

Each Performance Measure will be evaluated with as shown in the following chart:

Effectiveness Criteria	Instruments/Data Source	Formative/ Summative	Qualitative / Quantitative
Objective 1: Reduce Isolated Minority	a) Applications b) Application summary c) Enrollment data d) Recruitment plan e) Parent surveys f) Student surveys	a) Formative b) Summative c) Summative d) Formative e) Summative f) Summative	a) Quantitative b) Quantitative c) Quantitative d) Quantitative e) Qualitative f) Qualitative
Objective 2: Increase achievement	a) Benchmark testing b) STAAR test	a) Formative b) Summative	a) Quantitative b) Quantitative
Objective 3: Establish partnerships	a) MOUs b) SDMC minutes	a) Summative b) Formative	a) Quantitative b) Qualitative
Objective 4: Implement thematic curriculum	a) Lesson plans b) Walk-throughs c) Student projects	a) Formative b) Formative c) Summative	a) Qualitative b) Qualitative c) Qualitative
Objective 5: Staff development	a) SD agendas b) Sign-in sheets c) Participant evaluations d) SD training records	a) Formative b) Formative c) Formative d) Summative	a) Quantitative b) Quantitative c) Qualitative d) Quantitative

Objective 1: Each project school will develop a yearly recruitment plan. During site visits the Evaluator will view the documentation of the recruitment plan activities and modifications to the

plan. Magnet Coordinators input data on each applicant into HISD's data management system. Ethnically disaggregated reports will be generated for the Project Coordinator and Evaluator at the end of each enrollment phase. These reports will generate discussions of the need for further targeted recruiting. Parent and student survey results will help the staff understand the factors driving student choice decisions.

Objective 2: During August, in-service the staff will meet to analyze the results from the previous year's State of Texas Assessments of Academic Readiness (STAAR). In grades 3-8, STAAR is administered to all students in reading and math. Science is tested in grades 5 and 8, writing in grade 4 and 7, and social studies in grade 8. High school students take 12 End of Course (EOC) assessments. Results are disaggregated by ethnicity, economic and linguistic needs. Plans for the coming year will be developed to ensure each student's mastery with students placed in tiers to determine the extent of intervention needed. Benchmark testing will be administered two times a year to measure students' progress toward mastery.

Objective 3: As noted previously in the proposal, extensive work has already been done in developing partnerships to enhance the program. Each school will meet with potential partners to develop plans to meet the needs of each partner. Memorandums of Understanding will be created. Each school's Shared Decision Making Committee will review the progress of each partnership annually.

Objectives 4 and 5: Each school will purchase or develop curricula specific to their magnet theme to be implemented by the STEM Instructors. Additionally, core content teachers will work with the Instructors to correlate their content area TEKS with the magnet theme to support the magnet program. Staff development will be provided for administrators, STEM/IT Specialists, and core teachers. HISD maintains on-line data files of each employee's training record. The

records for the project teachers will be printed and kept on file at the schools.

(3) Includes methods that are objective and that will produce data that are quantifiable.

Both quantitative and qualitative data are included in the evaluation. The Evaluator will work with the HISD Research Department and the data clerks at the schools to obtain the following quantitative data for each of the schools:

- Student enrollment
- Parent activity sign-in sheets
- Documentation of teacher certification
- Staff development agendas and sign-in sheets
- State academic and benchmark test data
- Identities of partners for each school
- Minutes of Advisory Committee meetings
- Magnet applications disaggregated by ethnicity

The STEM/IT Specialists will work with the Evaluator and staff to develop the following instruments for obtaining qualitative data:

- Parent surveys
- Student surveys
- Project-based lesson matrices
- Lesson plan, walk-throughs, student work protocols

Evaluation Timeline	Yr 1	Yr 2	Yr 3
Selection of Evaluator	July		
Meeting with Key Personnel to explain procedures	Aug		
Meeting with HISD Research to obtain baseline data	Aug		
Meetings with STEM Project Coordinator	Weekly	Weekly	Weekly
Develop qualitative instruments	Aug		
Site visits - class visitation, school formative data review	Nov, Apr	Nov, Apr	Nov, Apr
Reports to Project Director	Quarterly	Quarterly	Quarterly

Preparation of Annual Progress Report	May	May	May
Analysis of summative data	June-Aug	June-Aug	June-Aug
Preparation of Complete Data Report	Oct	Oct	

F. Commitment and Capacity

F(1) HISD’s commitment and capacity to support the long term success of *STEMulating Innovation for the 21st Century* is grounded in the district’s strong tradition of Magnet programs and propelled by its vision for the future.

F(2)(i) - Commitment: HISD has a precedent of ambitious magnet programs which is supported by the policies of the HISD Board of Education, the Superintendent and his vision for HISD, the families of HISD, the community and business partners. Furthermore, HISD is able to make a commitment to *STEMulating Innovation for the 21st Century* because the racial makeup of the student body points to minority group isolation, the proposed schools are low performing, and HISD has an obligation to prepare students for careers in “in-demand” industries.

HISD introduced magnet schools in 1975 as a tool for racial desegregation. In 1997 the Board of Education removed ethnic guidelines for magnet schools; however, magnets have remained a useful tool for voluntary desegregation. The most recent expansion of magnet programs came in the 2010-2011 school year with five programs in the New Horizon Project. Today, the number of magnet schools has grown to 113, 43 percent of all HISD schools. On February 14, 2013, the HISD Board of Trustees approved the desegregation plan for the six proposed schools representing the next step in eliminating minority group isolation.

HISD’s 33 year tradition of magnet schools has stood the test of time, including changes in school board leadership and district administration. HISD is committed to providing families

with a portfolio of school options to meet students' academic needs and career interests. For some students, attending the school in their neighborhood is the best fit, for others it is a program elsewhere in the district. Regardless of where a child attends school, HISD is committed to providing the highest quality education in a diverse learning environment. For this reason, the district's policy permits all students in the district to apply to any magnet school. HISD funds transportation to and from school to ease the burden on families. This policy maximizes options and minimizes obstacles families face when choosing the best academic fit. Using magnet schools for voluntary integration is also supported by the HISD student assignment plan.

HISD's STEM magnet and specialty programs have a strong record of academic performance. The Health Professions Academy at Ryan Middle School will be a feeder school for the DeBakey High School for Health Professions. DeBakey is a popular choice for students with strong outcomes on the 2011-2012 newly instituted state assessment (STAAR). of Students at DeBakey scored 100% satisfactory in Algebra 1 (82 percent advanced), Geometry and Biology and Algebra 2. Additionally, 100% of Booker T. Washington students, an engineering specialty high school, recorded satisfactory scores on the Geometry STAAR last year (District and School Profiles 2011-2012).

The HISD magnet program has been revitalized under the leadership of Terry B. Grier, Ed.D, who is currently in his fourth year as Superintendent. Prior to Houston, Dr. Grier served as Superintendent of Guilford County Schools in North Carolina and San Diego Unified School District, where he implemented new magnet school programs in both LEAs. In his first year with HISD, Dr. Grier introduced the New Horizons program to the district, an MSAP funded project which expanded the district's commitment to magnet programs and introduced new school

themes. Creating and supporting magnet schools, with relevant and engaging themes, is a top priority for HISD leadership and is seen as a means of increasing the rigor of district schools.

Seeking and being responsive to community input is of utmost concern to HISD when decisions are made concerning new school options. The district is acutely aware that families within Houston city limits have many options when it comes to their children's education. HISD competes with neighboring school districts, private schools and strong charter school organizations to attract and retain students. HISD's matriculation data illustrates a need for more rigorous and engaging options at the middle school level. In 2011, HISD enrolled 15,640 5th grade students. In 2012, HISD enrolled 13,509 6th grade students, representing a loss of 2,131 students between the 5th and 6th grade. In response to both a real and perceived weakness in the academic performance of HISD middle schools, HISD is committed to turning around low performing middle schools by implementing rigorous and engaging magnet programs. The two proposed middle schools, Ryan and M.C. Williams have low test scores and high concentrations of a single minority group. The same holds true for Furr, Kashmere and Empowerment College Prep at the high school level - enrollment has decreased and programming requires restructuring. To serve the communities where these schools are located, as well as offer transfer options to students district-wide, these schools were identified as prime candidates for MSAP funding. Choosing these schools is HISD's response to the community for better options at the middle at high school grade levels. The long term commitment to the new magnet school programs is aided by the commitment solicited from the community through the Parent Engagement Department who will also provide direct services to schools during implementation.

HISD's long-term commitment to *STEMulating Innovation for the 21st Century* comes from the need to better prepare students for the workforce, particularly in fields that are projected

to grow in the city of Houston. ACT data show that fewer than two in ten eighth graders are on target for college-level work (ACT 2008) and a study by the Brookings Institute identifies Houston as an urban metropolis where educational outputs are not aligned to the needs of the local workforce (Brookings Institute, 2012). HISD has assessed the needs of the local economy and identified fields with strong job prospects. The STEM themes are drawn from the industries on which the Houston economy is based: energy, aerospace, coastal science and engineering, technology and medicine (biomedical and sports/rehabilitation). HISD benefits from strong partnerships with the Houston business community, which enables HISD to understand what students will need to know and be able to do, to meet with success in the careers of the future. From this information, HISD is shaping course offerings and curricula of the STEM magnets and is aligning middle and high school programs for continuity of skill and knowledge development.

Finally, many HISD schools do not reflect the diversity of Houston. Students at the six magnet schools are largely of a single ethnic background and each school has a majority racial group that is over-represented by 10% or more compared to the district average. HISD realizes that the composition of these schools is not representative of the culture students will be a part of when they attend college or enter the Houston workforce. Minority isolation in schools restricts the experience students need in communication, relationship building, and cultural awareness that accompany life in Houston and beyond. Through the program, HISD is committing to reach out to families in the school's attendance zone who have opted to send their kids to other schools, as well as to families across the district to increase the diversity of these schools and the interaction of students with those from ethnicities different than their own.

F (2)(ii) Capacity: HISD expects the *STEMulating Innovation for the 21st Century* programs to join the district's long Magnet tradition and be an example for others to follow. HISD is

committed to continue operating the six schools in this project beyond the period of MSAP funding. Sustainability of the plan is based on the following approach - 1. MSAP funds are “start up” costs for transforming six low performing, racially segregated schools. 2. Current budget appropriations will continue to be used for normal operating expenses with only one new school to consider. 3. HISD expects participating schools to bolster revenue by significantly increasing enrollment. 4. HISD has infrastructure and policies in place that will sustain the Magnet programs. 5. HISD has identified supplemental funding sources to provide ongoing support of the programs including grants, higher education and business partners.

The start-up costs of transforming six low-performing and minority-isolated schools into innovative theme programs that attract students district wide, are too great for HISD to accomplish on its own. The infusion of MSAP funds will be used to change the schools to fit the new theme and start fresh in the case of Energy Institute and Ryan Middle. MSAP will fund initial costs including professional development for teaching staff, new equipment for labs, learning centers and classrooms, new books and other materials, field trips, etc. Specialized professional development is critical to ensure magnet teachers are well-trained in the theme industry. Significant funding is allocated to professional development over the three year grant period in order to build internal capacity. In addition to training staff in their content areas, campuses will also be focused on training staff to use student data to adjust instruction and for interventions as needed. HISD is contracting an external evaluator who will monitor the schools’ progress, assess the fidelity of program implementation and the schools’ preparedness to operate independent of MSAP funds. As a key strategy for attracting a diverse student body, MSAP funds will also be utilized to market the new schools, inform the Houston community about the programs, and recruit students from other areas of the city, particularly those of different

ethnicities than the current majority, to apply and attend. Early marketing will set a precedent for the programs' reputations and build enrollment.

A second aspect lending strength to program sustainability is that five of the six schools have current operating budgets which will sustain normal school operations once the grant ends. HISD will leverage MSAP funds for the initial start up, but once new programs are up and running, HISD has the ability to sustain them. After three years of support, each *STEMulating Innovation for the 21st Century* program will rely on its operating budget for personnel, regular PD, supplies and equipment. Specialized PD will build the capacity of the existing staff to adapt curriculum to the school's theme, as well as to support new hires, however, the schools will also be expected to recruit staff based on the required experience to teach the specialized curriculum.

The third pillar of capacity is significantly increased enrollment. The six schools have capacity that far exceeds current enrollment. This sets them up to recruit and admit students from other areas of the district. During the span of the grant, HISD projects a 9.5% increase in enrollment at Furr High School (The Green School), 21.5% increase at Kashmere High School (Process Technology), 137% higher enrollment at Empowerment College Prep High School (Advanced Technology) and a 28.2% rise at M.C. Williams Middle (Medical and Health Professions). Ryan Middle and the Energy Institute will be starting with only one grade level. The district expects that attractive themes, rigorous curriculum, increased diversity, and improved student performance will drive enrollment up which makes the programs more sustainable programmatically and fiscally. Higher enrollment will generate more revenue for the school and district. HISD predicts these programs will attract students to transfer from other HISD schools, which will shift allocations to these schools. The district also aims to bring back students who left HISD, thereby increasing overall revenues for the district. Based on the

predicted increase in enrollment and revenue, principals at the six schools will commit to funding the STEM Specialist or IT Specialist positions using their general fund budget once the grant expires. Enrollment revenue will also allow schools to continue professional development for teachers, provide additional opportunities for interactive learning experiences, better technology, increased exposure to their fields of study, continue blended learning, and extracurricular opportunities.

The fourth area of capacity is the infrastructure and policies HISD have in place to support Magnet schools. The five existing schools will receive a full or partial remodel in the near future funded by the bond initiative. This includes completely new campuses for Furr and Empowerment and a large remodel for Kashmere. Modern facilities attract students, high quality teachers, and will be equipped to support new technology. As part of its commitment to providing school choice, HISD pays for transportation for students to attend school outside of their attendance zone. Transportation is often a barrier to true school choice in many other districts. However, in HISD, providing transportation is an assurance to families that the district is a partner in providing great options. Furthermore, HISD staffs a Magnet Programs Department dedicated to supporting the 113 magnet programs across the district. The Magnet Programs Department supports the specialized curricula of Magnet Schools, provides leadership support via the Assistant Superintendent of School Choice, staffs magnet school coordinators at many campuses, and provides supplies and materials to support the themes.

Policies and infrastructure within the schools also prepare the programs for sustainability. The STEM and IT Specialists will split their time between classroom instruction (40%), while spending 60% of their time on implementation and sustainability, including recruiting students, conducting professional development for cross-curricular integration of STEM themes,

conducting professional learning communities with teachers, and working with administration and the Magnet Office on parent and community engagement. HISD will have an agreement with teachers at participating schools with programs that require the most specialized training, to commit to a minimum of three years at the school to ensure the investment in training to build school-level and teacher-level capacity is not lost due to turnover.

The fifth element of capacity building comes from additional funding sources. Additional financial support is critical to the ongoing success of HISD magnet programs and the district has identified a number of funding sources that will be utilized. This includes obtaining additional state funding, and leveraging partners in higher education and the Houston business community. The state of Texas provides additional financial support to high schools that implement a whole-school program and course sequence. The four participating high schools will receive weighted state funding because of the whole-school magnet format of the proposal. Baylor College of Medicine, a strong partner for HISD, is not only working with the district to develop the programs and curricula for STEM magnet schools, but has also committed to fund a portion of the STEM Specialist at Ryan Middle School during grant implementation and beyond. HISD's capacity to sustain high performing STEM magnets is also bolstered by the local industries. Houston has the second largest number of Fortune 500 companies (CNNMoney.com) and HISD is diligent about forming strong relationships with business partners in the energy, aerospace, engineering and medical sectors, as demonstrated by the numerous Letters of Support. These corporate partners are a source of knowledge and expertise but also offer financial assistance to HISD. The district will utilize corporate partners for field trips, guest lessons from experts in the field, opportunities for teacher development, donations of supplies, equipment and technology

and monetary donations, all to reduce the burden of the specialized cost of STEM theme programming.

Other grant sources provide additional support to HISD schools in the form of entitlement and competitive awards. Title I funds will be leveraged at all five schools to ensure they are staffed with high quality teachers who have the best training and instructional resources on hand to advance the achievement of all students. The district has chosen to fulfill the need for better STEM education and plans to vigorously pursue grant funding for STEM programs offered by the National Science Foundation and others. A unique feature of HISD is its full time staff of successful and experienced grant developers. The Grant Development Department has secured millions of dollars in federal, state, foundation, and corporate funding for the district. Recent examples include \$47,509,528 from the Teacher Incentive Fund; \$32,350,242 from 21st Century Community Learning Centers Program and Texas Title I Priority Schools (TTIPS) amounting to \$ 28,005,054. The Grants Develop Department will provide expertise to the *STEMulating Innovation for the 21st Century* program to generate additional revenue streams during the MSAP funding period and beyond.

STEMulating Innovation for the 21st Century is one way HISD is acting on its commitment to provide Houston families with the best choice in urban education. The cost of transforming six high needs schools, however, will be prohibitive without the support of MSAP. The needs of a large, diverse, and expanding, urban school district are numerous and these six schools represent some of the greatest need. With the infusion of MSAP funds, HISD will provide higher quality, engaging, academically rigorous and economically relevant educational offerings across the district.

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DESEGREGATION PLAN INFORMATION FORMS

Type of Desegregation Plan <i>(Check One & Attach the Appropriate Documents)</i>	
<p><input type="checkbox"/> A Required Plan: A plan that is (1) implemented pursuant to a final order of a court of the United States, or a court of any State, or any other state agency or official of competent jurisdiction and (2) the order requires the desegregation of minority group segregated children or faculty in the elementary and secondary schools of that agency or those agencies.</p> <p><u>Attach the Following Documents</u></p> <ul style="list-style-type: none"> • A copy of the court or agency order that demonstrated that the magnet school(s) for which assistance is sought under the grant are a part of the approved plan. • <u>Note:</u> If the applicant is implementing a previously approved plan that does not include the magnet school(s) for which assistance is requested, the plan must be modified to include the new magnet school(s). The applicant must obtain approval of the new magnet schools, or any other modification to its desegregation plan, from the court, agency or official that originally approved the plan. The date by which proof of approval of any desegregation plan modification must be submitted to the US Department of Education is identified in the closing date notice. <p style="margin-top: 20px;">Any desegregation plan modification should be mailed by June 1, 2013 to:</p> <p>Anna Hinton US Department of Education Office of Innovation & Improvement 400 Maryland Avenue SW, Rm. 4W229 Washington, DC 20202-5970</p>	<p><input checked="" type="checkbox"/> A Voluntary Plan: A plan to reduce, eliminate or prevent minority group isolation that is being implemented (or would be implemented if assistance under the Magnet Schools Assistance Program is made available) on either a voluntary basis or as required under Title VI of the Civil Rights Act of 1964.</p> <p><u>Attach the Following Documents</u></p> <ul style="list-style-type: none"> • A copy of the plan • A copy of the school board resolution adopting and implementing the plan, or agreeing to adopt and implement the plan upon the award of assistance.

HOUSTON INDEPENDENT SCHOOL DISTRICT
PLAN TO ELIMINATE, REDUCE OR PREVENT
MINORITY GROUP ISOLATION

Overview

Since 1970, when a historic court order led to the creation of Houston Independent School District's (HISD's) magnet programs, HISD has promoted the value of diversity and has declared that there can be no achievement gap among children based on ethnicity, race, or socioeconomic status.

School choice remains an integral part of the HISD system. School choice ignites the spirit of competition, motivates excellence, promotes innovation, and empowers parents to match their children with schools that best meet their children's needs, interests, and talents. It is important for HISD to focus more on developing, improving, and using innovative educational tools so that every child at every school has access to instructional programs that best suits his or her unique interests.

Despite developing school assignments and choice programs to reduce minority-group isolation, a growing number of schools provide student education in settings that are racially and socio-economically isolated. To resolve this situation, HISD seeks approval of a plan and resolution to eliminate, reduce, or prevent minority group isolation.

Magnet Schools Assistance Program Project

The application to the United States Department of Education Magnet Schools Assistance Program grant, *STEMulating Innovation for 21st Century Learning*, is designed to enhance, redesign, and/or restructure the programs offered, increase racial and socioeconomic diversity, and reduce

minority-group isolation of students throughout the system. Programs under this project will provide rigorous, enriching learning experiences to students zoned to these schools as well as students from all parts of Houston.

The Houston Independent School District proposes to redesign, restructure, and significantly revise four and add two new magnet schools that would be whole-school STEM magnet programs, meaning every student in these schools would benefit from an instructional approach that emphasizes a rich, innovative STEM curriculum. This proposal ensures that all middle school students are prepared for challenging STEM-related coursework in high school. The inclusion of high school and college level coursework in the outlined plan will not only prepare students for college and career, but will also inspire them to seize the global industry opportunities found in the city of Houston. HISD will provide whole-school STEM magnet programs at the following schools:

The Engineering Academy - M.C. Williams Middle School - located on the north side of Houston, will provide a significantly revised whole school engineering magnet program. Since its inception in 1993, M.C. Williams Middle School has been a Math and Science magnet school. A new school administration and faculty have helped to improve student achievement at the school, but not significantly, partially because the magnet program has been a school-within-a-school model instead of the more effective whole-school model. Currently, only 47 students have elected to be in the magnet program with only 24 students coming from outside of their attendance zone. The program will begin in the 2013-2014 school year with the 6th grade cohort and add a grade each year in subsequent years.

Medical And Health Professions Academy - Ryan Middle School - is currently a school-within-a-school Vanguard (gifted and talented) program, but the school has fewer than 15 students who have been identified as G/T, including both transfer and zoned students. The students who are currently at Ryan will be rezoned to a nearby middle school that is also under capacity. The Ryan middle school location, in close proximity to the nationally acclaimed Michael E. DeBakey High School for Health Professions and the world renowned Texas Medical Center, will become a new, separate and unique magnet school, which in HISD is defined as not having an attendance zone. It will become a whole-school STEM program focused on careers in health and medicine that can lead to admission into DeBakey High School for Health Professions. The program will begin in the 2013-2014 school year with the 6th grade cohort and add a grade each year in subsequent years.

The Green School - Furr High School - is currently an HISD magnet school for Technology and Arts and formerly a magnet school for International Business. Neither the current nor the previous magnet themes have served to attract the students necessary to reduce minority isolation or to prepare students for the thriving Houston employment market. A new, whole-school STEM magnet would provide students of the Furr community, and of all areas of HISD, an opportunity to prepare for a college degree and career in a STEM-related field. Furr High School will implement a whole-school program that includes all four areas of STEM. The program will be implemented by phasing in grades beginning with 9th grade in the fall of 2013.

The Chemical and Process Technology Institute - Kashmere High School's - current magnet theme is Music and Fine Arts. Although this program has a few dedicated students and teachers, it has not been able to attract enough students from across the district to support a thriving program. The number of students in the program has continued to dwindle in recent years; there are currently

only nine students from outside Kashmere's attendance zone in the program. Kashmere High School will implement a whole-school STEM curriculum including all four areas of STEM. The existing magnet structure will be replaced by the new STEM theme. Program implementation will begin by phasing in grades starting with 9th grade in fall 2013.

The Energy Institute High School - will be formed as a brand new school housed temporarily in the former Holden Elementary School building. This whole-school STEM program will incorporate all four STEM components with an emphasis on the energy field to include petroleum and alternative forms of energy. The Energy Institute will not have an attendance zone. Enrollment will begin with 175 9th graders in the 2013-2014 school year. HISD is currently seeking funds to permanently relocate the school to a campus better suited to serve the high school population.

Advanced Technology Institute – Empowerment College Prep High School - will become a new magnet program designed to better meet the needs of students in the southern portion of Houston. The school currently has an enrollment of 98 students, well below the district's standard for early college high schools of 400 students. An enhanced high-interest STEM program will fulfill the potential of this campus to attract and maintain students who have a strong desire to attend college but may have certain gaps in achievement levels in STEM related subjects. The Early College High School model proposed will allow us to intervene during the 9th and 10th grades so that these students will be on a level playing field by 11th grade. The program will begin with 100 9th-graders in the 2013-2014 school year.

All of these programs will use race-neutral selection methods and will offer attractive, viable, and popular choices to students in order to reduce minority group isolation and ensure high quality,

innovative educational offerings for students regardless of where they live in Houston. The significantly revised and new magnet proposals complement the menu of choices HISD provides to ensure students in Houston have the option of attending a school that is racially and socio-economically diverse. Admissions to all of the magnet schools under the Magnet Schools Assistance Program project will be made available to all students annually; no academic criteria, entrance examination, or performance auditions will be used to select students. However, students must meet requirements to remain in the program including passing required courses, maintaining acceptable attendance, maintaining acceptable behavior, and meeting annual requirements.

For the 2013 MSAP grant application, The Houston Independent School District's definition of minority group isolation at a particular school is the following:

"A school is experiencing minority group isolation for a specific race or ethnic group if the percentage enrollment for that racial or ethnic group is at least 10% above the district's 2012-2013 enrollments for that group."

Magnet Programs

Each magnet program accepts, within its enrollment goal, students who have a strong interest in its magnet theme. The following characteristics serve as the underlying framework of the Program:

- Each magnet program strives to provide an ethnically diverse student body so that students gain the experience needed to live in a multicultural society;
- Each magnet program offers an enriched curriculum designed around a specialized theme that meets students' interests, talents, and needs and has relevance in today's society;
- Each magnet program will develop a professional development plan for its teachers that aligns to research-based best practices and the magnet theme; teachers who specialize in the magnet theme will either be hired and/or developed through specialized training.

- Each magnet program will develop industry and community partnerships that align with the school's theme and actively encourage parent, community, and business involvement.
- Each magnet program, with the addition of an increasingly diverse student body, a unique and innovative curriculum, professional development for specialized teachers, and a dynamic array of industry and community partnerships, will improve student achievement.

Importance of Diversity

In accordance with the 2010 Board of Education Declaration of Beliefs and Visions, a diverse, vibrant student population, reflecting Houston's international standing, is an asset. Every student, regardless of culture, ethnicity, language, or economic status, has both equal opportunity and equal access to high-quality education evidenced through results of growth and accountability ratings. There can be no achievement gap among students based on race, ethnicity, or socioeconomic status.

School Choice

In accordance with HISD's Declaration of Beliefs and Visions, school choice ignites the spirit of competition, motivates excellence, promotes innovation, and empowers parents to match their children with the schools that best meet their children's needs, interests, and/or talents:

- HISD will offer a portfolio of schools to meet the needs of its diverse community of students. This includes specialty, magnet, and neighborhood schools.
- Achievement gaps between student groups are unacceptable.
- HISD must be proactive in the early identification of schools that may have too few students enrolled to provide adequate resources.

Nondiscrimination Policy

In line with Board Policy GA (LEGAL)-B, no person shall, on the grounds of race, color, or national origin, be excluded from participation, be denied the benefits of, or be subjected to discrimination under any District program or activity.

Admissions

Admission to all of the magnet schools under the Magnet Schools Assistance Program project will be made available to all students annually; no academic criteria, entrance examination, or performance auditions will be used to select students; however, students must meet requirements to remain in the program, including passing required courses, maintaining acceptable attendance, maintaining acceptable behavior, and meeting annual requirements. In order to be considered for admission, each prospective student will complete and turn in an application by the stated deadline.

The following students will be given first priority for enrollment if they indicate their intent to attend the magnet school:

- Students who currently attend or live in the attendance area of the school;
- Applicants who live outside of the attendance area, but have one or more siblings currently enrolled there;
- Students who reside in the attendance zone of HISD

If sufficient space is available in a program, all applicants for that program will be accepted. Magnet programs having more qualified applicants than space will use a lottery process for final selection into the program. Criteria factors used in the lottery include the following:

- Building Capacity
- Grade level
- Applicants who live outside of the attendance area, but have one or more siblings currently enrolled there

When the school enrollment is at capacity, a waiting pool of applicants will be established. When openings occur, names will be first drawn from the pool of applicants who met application deadlines. If new enrollees are not obtained from this group, names will be drawn from those who completed applications after the initial deadline for submission of applications, followed by applicants from outside of the district.

The following provisions shall apply to magnet applications:

- 1) All completed applications postmarked by the deadline, which is determined annually, shall be processed during Phase I.
- 2) Letters shall be sent to each applicant with program information and qualifying status by the annually established date.
- 3) Each student receiving an acceptance letter shall be responsible for informing the program by the designated date of his or her intent to enroll.
- 4) Applicants who have not responded to the acceptance letter shall be contacted by the coordinator.
- 5) Applicants who do not respond to the coordinator shall be removed from the acceptance list to make those spaces available for other students.

Transfers

Non-zoned students who are accepted into the magnet program shall be granted magnet transfers. Final acceptance of transfers shall be approved by the Student Transfer department. Students with approved magnet transfers shall be locked into their final transfers for one year, effective on the August date specified each year.

Building Capacity

In determining adequate building space, Board Policy CS (EXHIBIT)-X will be used. Some of the items on the checklist for determining adequate building space are as follows:

- Current enrollment;
- Number of student transfers;
- Number of classrooms (permanent and temporary);
- Enrollment, including transfers, does not exceed 95 percent of the building capacity;
- Trend data over the past five years indicating an increase or decrease in enrollment;
- Number of apartment complexes that are opening and closing;
- New single family homes that are being constructed and new neighborhoods that are being platted;
- The population within the attendance boundary is changing (fewer children or new younger families are moving in);
- Nearby schools that are at enrollment capacity.

Magnet Transportation

In accordance with Board Policy CNA3(REGULATION)-X, transportation will be provided to students enrolled in the magnet program. Students eligible for transportation to magnet programs are resident District students who are attending such programs on approved transfers or who reside two or more miles from their assigned campuses. Students eligible for magnet program transportation may be provided roundtrip transportation between District-designated stops and their assigned campuses.

Magnet Recruitment

The Magnet Department organizes and implements district-wide recruitment activities designed to create an ethnically diverse student body. Some of these recruitment strategies include the following:

- Magnet Open House- This event is open to the entire Houston-area community. Individual sessions are held to answer questions that prospective magnet parents and students may have.
- Parent Magnet Awareness Week - This event includes daily tours for parents at each magnet program.
- Magnet School Career days - During this event, magnet high school coordinators make program presentations at all of the HISD middle schools.
- Elementary Magnet Outreach Program - This program is designed to meet the needs of each community the magnet school serves as well as reach out to others outside of the local community. Office of School Choice personnel and elementary magnet

coordinators visit daycares, churches, pre-K programs, community centers, and other appropriate organizations.

- Regional School Choice Fairs – These events are scheduled strategically by the district office, hosted by schools in the various geographic areas of Houston. These events target areas where magnet students are traditionally underrepresented. The Office of School Choice personnel and magnet school coordinators answer questions that prospective magnet parents and students may have.

Monitoring and Compliance

The District will annually monitor and assess the effectiveness of its efforts to attain diversity and efforts to avoid minority group isolation at the magnet schools under the Magnet Schools Assistance Program project. This will include an analysis of:

- The percentage of students at each school from each racial/ethnic group.
- The percentage of socio-economically disadvantaged students at each school (as determined by the free and reduced lunch applications).
- The effectiveness of the District's magnet schools.

RESOLUTION

WHEREAS, the Houston Independent School District (HISD) desegregation court order was amended in 1975 to permit HISD to implement magnet programs as a tool of desegregation; and

WHEREAS, HISD was declared a unitary school system by the District Court in 1983 and affirmed by the Fifth Circuit in 1984, and the HISD operated under a settlement agreement until the agreement expired on September 10, 1989; and

WHEREAS, the student population of HISD is economically, racially, culturally, and geographically diverse and that diversity is valued by the Board; and

WHEREAS, the HISD Board of Education values diversity and believes that students who experience diversity during their education benefit from the experience socially, politically, culturally and are more prepared to contribute positively to a diverse society; and

WHEREAS, the HISD Board of Education believes that providing students and their parents magnet and choice options in schools reduces minority group isolation, promotes diversity, fosters understanding and stimulates the educational community to produce citizens prepared to function successfully in an increasingly diverse society; and

WHEREAS, HISD believes that creating magnet schools at four high schools and two middle schools, all of which face minority group isolation, will further the Board's goal of having integrated schools and reduce minority group isolation;

WHEREAS, HISD believes that providing equity in access to high-quality educational programs and instruction will further the Board's goal of having rigorous outstanding academic programs across the district for all students that best meets his or her unique interests and/or needs;

NOW, THEREFORE, the HISD Board of Education approves the plan to eliminate, reduce, or prevent minority group isolation and endorses the application to the United States Department of Education Magnet Schools Assistance Program grant to enhance the programs offered, to increase the racial and socio-economic diversity and reduce minority group isolation of students throughout the system by creating school-wide magnet programs at James Ryan Middle School; McKinley Williams Middle School; Ebbert Furr High School; Kashmere High School; Empowerment College Prep High School and The Energy Institute. In the event an award of assistance is not made, all program designs will be reviewed and modified as appropriate and in accordance with resources available to the district.

This the 28th day of February, 2013

HOUSTON INDEPENDENT SCHOOL DISTRICT

By: 
Anna Eastman, District 1, Board President

Attest: 
Terry B. Grier, Ed.D. Superintendent of Schools

Table 1: Enrollment Data-LEA Level OMB-1855-0011 Expires 06/30/2013

Check this box if all of the magnet schools included in the program are implementing a magnet program for the first time.

Actual Enrollment (Current School Year - October 1, 2012)														Projected Enrollment (Year 1 of Project - October 1, 2013)																	
Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
																K	27	0.2	623	3.7	3633	21.5	10785	63.7	9		1613	9.5	231	1.4	16921
																1	23		701	3.9	4082	22.5	11736		16		1465	8.1	182	1.0	18175
																2	49		635	3.8	3786	22.8	10692	64.3	16		1296	7.8	165	1.0	16639
																3	33		571	3.5	3843	23.4	10495	63.8	17		1324		170	1.0	16453
																4	35		545	3.4	3663	23.2	10045	63.5	16		1345		161	1.0	15810
																5	41	0.3	534	3.5	3590	23.2	9877		9		1307		110	0.7	15468
																6	29		463	3.5	3157	23.8	8351	63.0	13				105	0.8	13252
																7	34		455	3.4	3335	25.0	8201	61.4	8		1197		120	0.9	13350
																8	34		434	3.3	3232	24.8	7964	61.1	18		1235		115	0.9	13032
																9	66	0.5	484	3.3	3884	26.5	8824	60.2	16		1283	8.8	100	0.7	14657
																10	39		453	3.8	3054	25.6	6940		18		1326	11.1	104	0.9	11934
																11	27		463	4.2	2820	25.8	6359		21		1135		92	0.8	10917
																12	42	0.4	414	4.0	2602	24.9	6269	59.9	20		1051	10.0	70	0.7	10468
																Total	479		6775	3.6	44681	23.9	116500	62.3	197		16711		1725	0.9	187076

Table 1 (continued): Enrollment Data-LEA Level OMB-1855-0011

Check this box if all of the magnet schools included in the program are implementing a magnet program for the first time.

Projected Enrollment (Year 2 of Project- October 1, 2014)															Projected Enrollment (Year 3 of Project - October 1, 2015)																
Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
K	33	0.2	655	3.8	3587	21.0	10918	63.8	5	0.0	1683	9.8	235	1.4	17116	K	35	0.2	674	3.9	3520	20.4	10915	63.2	16	0.1	1772	10.3	333	1.9	17265
1	29	0.2	649	3.7	3895	22.1	11133	63.3	10	0.1	1636	9.3	239	1.4	17591	1	36	0.2	681	3.8	3846	21.6	11270	63.4	5	0.0	1707	9.6	242	1.4	17787
2	25	0.1	722	4.1	3866	22.1	11227	64.3	15	0.1	1420	8.1	186	1.1	17461	2	31	0.2	669	4.0	3689	21.8	10677	63.2	9	0.1	1586	9.4	244	1.4	16905
3	56	0.3	615	3.7	3717	22.6	10522	64.1	17	0.1	1328	8.1	167	1.0	16422	3	28	0.2	700	4.1	3796	22.0	11048	64.1	15	0.1	1455	8.4	189	1.1	17231
4	39	0.2	567	3.6	3679	23.1	10151	63.8	15	0.1	1288	8.1	184	1.2	15923	4	65	0.4	611	3.8	3558	22.4	10178	64.0	14	0.1	1292	8.1	180	1.1	15898
5	38	0.3	540	3.6	3428	22.6	9649	63.7	17	0.1	1311	8.7	161	1.1	15144	5	42	0.3	562	3.7	3443	22.6	9751	63.9	16	0.1	1256	8.2	184	1.2	15254
6	44	0.3	484	3.6	3188	23.7	8469	62.9	10	0.1	1162	8.6	102	0.8	13459	6	41	0.3	489	3.7	3044	23.1	8274	62.8	19	0.1	1166	8.8	149	1.1	13182
7	46	0.4	468	3.6	3102	23.7	8188	62.5	16	0.1	1172	8.9	107	0.8	13099	7	69	0.5	490	3.7	3132	23.5	8304	62.4	12	0.1	1202	9.0	104	0.8	13313
8	43	0.3	462	3.5	3216	24.4	8041	61.0	9	0.1	1284	9.7	129	1.0	13184	8	56	0.4	476	3.7	2991	23.1	8028	62.0	17	0.1	1257	9.7	115	0.9	12940
9	74	0.5	513	3.4	3849	25.3	9231	60.6	22	0.1	1408	9.2	140	0.9	15237	9	94	0.6	547	3.5	3830	24.8	9320	60.4	11	0.1	1464	9.5	157	1.0	15423
10	65	0.5	468	3.9	3024	25.4	7009	59.0	16	0.1	1213	10.2	93	0.8	11888	10	72	0.6	496	4.0	2997	24.2	7332	59.2	21	0.2	1331	10.8	131	1.1	12380
11	42	0.4	428	4.0	2718	25.2	6200	57.4	17	0.2	1294	12.0	97	0.9	10796	11	70	0.7	442	4.1	2962	25.0	6261	58.2	14	0.1	1184	11.0	87	0.8	10750
12	33	0.3	458	4.4	2565	24.4	6302	60.0	19	0.2	1052	10.0	81	0.8	10510	12	51	0.5	423	4.1	2473	23.8	6144	59.1	15	0.1	1200	11.5	86	0.8	10932
Total	567	0.3	7029	3.7	43834	23.3	11704	62.3	188	0.1	17251	9.2	1921	1.0	187830	Total	690	0.4	7260	3.8	43011	22.8	11750	62.3	184	0.1	17872	9.5	2201	1.2	188720

Table 2: Year of Implementation for Existing Magnet Schools included in the Project

School Name	1. Furr High School	2. Kashemere High School	3. Ryan Middle School	4. M. C. Williams Middle School
First Year as a Magnet School	1. 1992	2. 1992	3. 1975	4. 1993
School Name	5.	6.	7.	8.
First Year as a Magnet School	5.	6.	7.	8.

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011 Expires 06/30/13

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

LEA Name | **Houston Independent School District**

School Name | **Furr High School**

Actual Enrollment (Current School Year - October 1, 2012) | **Projected Enrollment (Year 1 of Project - October 1, 2013)**

Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
																K				0										0	0
																1				0										0	0
																2				0										0	0
																3				0										0	0
																4				0										0	0
																5				0										0	0
																6				0										0	0
																7				0										0	0
																8				0										0	0
																9				1.0	47	24.6		71.7			5	2.6		0.0	191
																10				0.0	46	17.0	215	80.8			4	1.5		0.4	266
																11				0.0	36	14.0	208	83.5	1	0.4	3	1.2		0.0	249
																12				0.0		16.0	154	81.9			1.1		0.0	188	
																Total				0.2	159	17.8	714	79.9	1		14	1.6		01	894

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Table 3 (continued): Enrollment Data-Magnet Schools OMB-1855-0011

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment (Year 2 of Project - October 1, 2014)														Projected Enrollment (Year 3 of Project - October 1, 2015)																		
Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	
K																K				0											0	0
1														0		1				0											0	0
2														0		2				0											0	0
3																3				0											0	0
4																4				0											0	0
5																5				0											0	0
6																6				0											0	0
7																7				0											0	0
8																8				0											0	0
9		0.0	3	1.4	68	31.5	139	64.4		0.0	6	2.8		0.0	216	9	0.0	5	1.7	95	32.3	184	62.6			0.0	10	3.4		0.0	294	
10			2	1.0	47	24.6		71.7			5	2.6			191	10			1.4	77	35.8	129	60.0			6	2.8		0.0	215		
11					46	17.3	215	80.8			4	1.5		0.4	266	11			1.0	47	24.6	137	71.7			5	2.6		0.0	191		
12		0.0		0.0	36	14.5	208	83.9	1	0.4		1.2		0.0	248	12	0.0		0.0	46	17.3	215	80.8		0.0	4	1.5	1	0.4	266		
Total	0	0.0	5	0.5	197	21.4	699	75.9	1	0.1	18	2.0	1	0.1	921	0	0.0	10	1.0	265	27.4	665	68.8	0	0.0	25	2.6	1	0.1	966		

Table 4: Feeder School - Enrollment Data

- For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to all magnet schools at a particular grade level (for example, Elementary Feeder School “X” would send students to all of the elementary magnet schools participating in the project, indicate “All” in the “Magnet” column associated with Elementary Feeder School “X”).
- The enrollment data projections for Years 1, 2 and 3 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools in the project are successfully implemented.
- Use additional sheets, if necessary.

LEA Name		Houston Independent School District																													
Schools		Actual Enrollment as of October 1, 2012 (Current School Year)											Projected Enrollment as of October 1, 2013 (Year 1 of Project)																		
FEEDER	MAGNET(S)	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
																						13.4	537	85.6							627
																	95				1836	93.6									1961
																	60	16.5			278	76.6									363
																					15	3.6	393	95.6				0.7			411
																	208	19.5			786	73.6									1068
																	120	6.8			695	39.6	652	37.1				15.3			1756
																					3.3	233									246
																	132				117	9.9	394	33.2			516	43.5		1.9	1185
																					200	98.5									203
																	223	10.5			1781	84.2				85					2114
																	341	27.9			751	61.4				66	5.4				1224
																	136	29.6			278	60.4									460
																	204				32	5.5					250	42.7			586
																					5.1	110	94				0.9				117

Table 4: Feeder School - Enrollment Data (continued)

- For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to all magnet schools at a particular grade level (for example, Elementary Feeder School “X” would send students to all of the elementary magnet schools participating in the project, indicate “All” in the “Magnet” column associated with Elementary Feeder School “X”).
- The enrollment data projections for Years 1, 2 and 3 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools in the project are successfully implemented.
- Use additional sheets, if necessary.

Schools		Projected Enrollment as of October 1, 2014 (Year 2 of Project)											Projected Enrollment as of October 1, 2015 (Year 3 of Project)																		
FEEDER	MAGNET(S)	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
								521	84.2						619						96	15.1	540	84.9						0	636
						110	5.9	1713	92.6						1849						120	6.9	1602	91.7						0	1747
							12.9	305	82						372							9.9	347	85.9						0.2	404
																														0	
								421	99.1						425								460	100						0	460
						193	17.5	826							1104				4.2	189	16.4	863	74.7			54	4.7		0	1155	
				105		682	39.2		40.4				13.5		1738			93	5.5	679	40.1	42.6				201	11.9		0	1694	
								247	97.2						254							1.9	262							0	267
				143	12.1		7.9	367				562	47.5		1183				13.3	69						581	50.7		0	1146	
						226		1765	84.1						2098								232	100						0	232
						226		1765	84.1						2098					237	11.2	1780	84.2			85			0.1	2114	
						353		815	63				5.3		1293					353	26.5		64.6			73	5.5		0	1333	
						121	27.1	284	63.7						446			25	5.5		24.9		67.1				2.4		0	453	
					22.8		2.8		10.5			587	63.7		922			215	26.1		2.8	108	13.1			478				0	824
							1.7	113	98.3						115						116	100							0	116	

Table 4: Feeder School - Enrollment Data

- For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to all magnet schools at a particular grade level (for example, Elementary Feeder School “X” would send students to all of the elementary magnet schools participating in the project, indicate “All” in the “Magnet” column associated with Elementary Feeder School “X”).
- The enrollment data projections for Years 1, 2 and 3 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools in the project are successfully implemented.
- Use additional sheets, if necessary.

LEA Name		Houston Independent School District																														
Schools		Actual Enrollment as of October 1, 2012 (Current School Year)											Projected Enrollment as of October 1, 2013 (Year 1 of Project)																			
FEEDER	MAGNET(S)	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	
																					185	7.4	2271	91.0								2495
																					184	26.5	467	67.3								694
																					420	33.1	794	62.5						1.2	1270	
																						69.9	249	27.8							896	
																					67	4.9		2.2	1263	91.6						1379
																					135	20.8	507	78.0							650	
																					330	65.3		32.9							505	
																					173	13.4	235	18.2			804	62.1	36	2.8	1294	
																					257	16.0	1216	75.6			114				1609	
																					434	54.5		40.1			34				796	
																					523		357	39.2				2.0			910	
																					10.4	340		453	36.4		299	24.0			1245	
																					6.9	743	36.8	1073	53.1		54				2019	
																					804	30.3	1051	39.6		595	22.4	41			2652	
																					1.6	17	27.9	42	68.9				1.6		61	

Table 4: Feeder School - Enrollment Data (continued)

- For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to all magnet schools at a particular grade level (for example, Elementary Feeder School “X” would send students to all of the elementary magnet schools participating in the project, indicate “All” in the “Magnet” column associated with Elementary Feeder School “X”).
- The enrollment data projections for Years 1, 2 and 3 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools in the project are successfully implemented.
- Use additional sheets, if necessary.

Schools		Projected Enrollment as of October 1, 2014 (Year 2 of Project)													Projected Enrollment as of October 1, 2015 (Year 3 of Project)																	
FEEDER	MAGNET(S)	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	
Sam Houston HS						195	15.7	1020	82.3							1240						15.7	1000	83.3							0.0	1201
						193	27.1	483	67.7			34				713					193	27.0	493	68.9			41			0.1	716	
Sharpsteen HS						449	36.5	747	60.8							1229					460		682							0.5	1152	
						602	70.0	239	27.9							858					574	70.1	230	28.1						0.0	819	
			0.0	74	5.5		2.3	1229	91.6		0.0	7	0.5		0.0	1341		0.0	84	6.3	23	1.7	1214	91.8		0.0				0.0	1323	
						148	23.3	475								635					145		460	74.7						0.0	615	
							66.3	157	32.8							478					274	63.3		36.5						0.0	433	
							16.3		14.4			636	65.4			973						16.3		14.4			636	65.4		2.2	973	
						253	17.1	1137	76.8							1480					245	17.2	1123	79.0		43	3.0		0.6	1421		
						373	48.6	356	46.4				4.9			768					308		384	52.3		42			0.0	734		
						464	56.7		40.9				2.0			819					421		312	42.2					0.0	739		
				144	11.8	352	28.8	459	37.6			259	21.2			1221				12.0		30.0	483	38.8		238	19.1		0.0	1245		
					7.8	648	33.5	1082	55.9							1936			163	9.0	547	30.2	1052				2.8		0.0	1814		
				146	5.9	726	29.4	1020	41.3			544	22.0			2468			131	5.6	679	29.1	1006	43.1		506	21.7		0.3	2334		
					1.7	15	25.9	42	72.4							60					16	30.8	36	69.2					0.0	52		

Table 4: Feeder School - Enrollment Data (continued)

- For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to all magnet schools at a particular grade level (for example, Elementary Feeder School “X” would send students to all of the elementary magnet schools participating in the project, indicate “All” in the “Magnet” column associated with Elementary Feeder School “X”).
- The enrollment data projections for Years 1, 2 and 3 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools in the project are successfully implemented.
- Use additional sheets, if necessary.

Schools		Projected Enrollment as of October 1, 2014 (Year 2 of Project)											Projected Enrollment as of October 1, 2015 (Year 3 of Project)																				
FEEDER	MAGNET(S)	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students		
						356	50.1	351	49.4							710					257	46.1	300	53.8							0.0	558	
Wilson Montess									58.3			25	41.7			60								59.1				42.4		0.0	67		
						285	87.2	42	12.8							327					275	87.9		12.1						0.0	313		
Worthing HS						493	86.6		13.0							569							15.6							0.0	488		
Yates HS			0.0		0.0	783		88	10.1		0.0				0.0	873		0.0		0.0	727	89.1	89	10.9		0.0		0.0		0.0	816		

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The attached file can be viewed as an individual component using Application Log menu option.



February 22, 2013

Houston Independent School District
4400 West 18th Street
Houston, Texas 77092-8501

Dear Superintendent Grier,

Space Center Houston is pleased to support the efforts of Houston Independent School District in the start of their science technology, engineering and math school with a space emphasis. This school's proposed curriculum is indeed aligned with the types of programming that will comprise a seamlessly aligned partnership. The school will travel to Space Center Houston to experience several space-related programs including the International Space School at Space Center Houston. This five-day program immerses middle school students in engineering design challenges as they relate to space science to sustain life on Mars.

Space Center Houston, the official visitors' center of NASA's Johnson Space Center is a science museum with an array of distance learning, day programs, overnight programs and specialized science classes for the gifted and talented as well as remedial learner. With its more than 20 programmatic offerings, Space Center Houston assists thousands of schools with motivating and inspiring future generations of scientists, engineers and innovators.

The collaboration between Space Center Houston and Houston Independent School District stands as one of the country's success stories between community entities and the education system. I am pleased that both partners continue to do unique and innovative things for students collaboratively.

Best regards,



Melanie Johnson, Ed.D
Director of Education, Space Center Houston

ExxonMobil
Upstream Research Company
P.O. Box 2189, URC-URC-NW336A
Houston, Texas 77252-2189
713 431 7924 Telephone
713 431 7441 Facsimile

William (Bill) E. Kline
Function Manager
Drilling & Subsurface

ExxonMobil

Terry B. Grier, Ed.D.
Superintendent of Schools
Houston Independent School District
4400 West 18th Street
Houston, Texas 77092

Dear Superintendent Grier,

Recently I had the pleasure and honor of interacting with HISD students at our annual Pumps & Pipes Conference. Below is a photo that captures the cross-disciplinary nature of Pumps & Pipes – me discussing directional drilling technology with bright and curious young people from the DeBakey High School for Health Professions.



Such interactions are critical to developing our future Science, Technology, Engineering and Medical leaders. Therefore, I support HISD's innovative plans for a re-designed STEM middle school program. In my roles as Pumps & Pipes Director and energy research manager, I see first-hand the positive impact of line-of-sight in helping students discover what these career fields have to offer.

Very truly yours,



William E. Kline, Ph.D.

Terry B. Grier, Ed.D.
Superintendent of Schools
Houston Independent School District
4400 West 18th Street
Houston, Texas 77092

Dear Superintendent Grier,

On behalf of the Houston Museum of Natural Science, (HMNS), we are pleased to support the Houston Independent School District (HISD) in their innovative Magnet School Assistance Program grant proposal and their efforts to help students receive the education needed to pursue STEM careers.

The mission of the Houston Museum of Natural Science is to preserve and advance the general knowledge of natural science and to enhance in individuals the knowledge of and delight in natural science and related subjects.

The Museum is able to support the Magnet School Assistance Program by providing educational opportunities such as:

- Teacher staff development
- Field trips to HMNS and other locations related to the academy's focus
- Outreach programs
- Speakers Bureau

The Houston Museum of Natural Science is also willing to create programs to suit the needs of the academies where possible.

The Houston Museum of Natural Science believes that the proposed project is in line with the beliefs of our organization. We are happy to be a part of this innovative initiative.

Sincerely,



Director of Wiess Energy Hall Programming
Houston Museum of Natural Science

Harris County



Precinct One

El Franco Lee
Commissioner

1001 Preston Ave., Suite 950
Houston, Texas 77002
713/755-6111

February 22, 2013

Terry B. Grier, Ed.D.
Superintendent of Schools
Houston Independent School District
4400 West 18th Street
Houston, Texas 77092

Re: Support for funding for 6 STEM Based Magnet Programs

Dear Superintendent Grier:

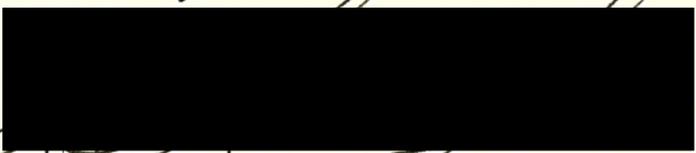
The purpose of this correspondence is to express my full support for funding of the proposed Houston Independent School District (HISD) 6 STEM Based Magnet Programs through the 2013 Magnet School Assistance Program Grant of the Department of Education's Office of Innovation and Improvement.

I am truly encouraged by this proposal inasmuch as it is my understanding that the 6 schools (2 middle schools and 4 high schools) are all situated within the boundaries of Precinct One. As Harris County Precinct One Commissioner, I am well acquainted with the subject schools and have been a supporter and partner of several HISD initiatives during the past twenty plus years.

Moreover, in view of the provisions and opportunities these magnet programs would bring to the students, the precinct would indeed be most pleased to add to the continuation of our various partnership-initiatives within HISD such as the new site expansion of our Learning Center's Traveling Naturalist Environmental program. Many of our partnership achievements with HISD are due to the fact that we share much of the same constituency, and together, we can continue to assist schools in attaining specified program initiatives that will provide educational and technical skills, of which I can personally attest to the vital need.

Again, I am pleased to support this proposal for funding of a much needed initiative that will have a significantly positive impact on our students and schools within the subject areas.

Sincerely,


El Franco Lee
Harris County Commissioner Precinct One

/dmlw



EDUCATION CONSULTING SERVICES, LLC

3226 Alabama Street, Houston, Texas 77004

Office: 713-443-4521 Fax: 713-748-7454

Website: www.ecsllc.biz Blog: www.drreaganflowers.com

February 13, 2013

RE: Partnership Letter: South Early College High School

Dear Dr. Grier:

With this letter, I would like to express my sincere appreciation for the opportunity to partner with the South Early College High School STEM Magnet Program. This partnership aligns with our core values to continue to support the development of STEM pipelines Pre K -20. We have a vested interest with increasing success rates of ethnic-minority and underrepresented students completing undergraduate and graduate degrees to enter the workforce in STEM fields. Our organization considers it an honor and a privilege to have opportunities that allow us to engage and energize students towards STEM professions.

I have been providing innovative educational access to those that may think they are forgotten, not provided an opportunity, underexposed, lost hope, and do not see themselves as leaders in a STEM field for more than ten years. Being a foremost authority on STEM education, my work has been widely acknowledged in education; having been recognized by a global committee of scholars as a WISE-Qatar finalist in 2011, and recently named one of the top 100 Women Leaders in STEM by STEMConnector in 2012, and is the founder of C-STEM Teacher and Student Support Services an organization that has impacted nearly 60,000 students, and generating nearly \$5 million for its programs.

Our partnership with South Early College High School is aligned with our vision and mission of maintaining our status as an “Integrated STEM Education Leader” in the nation. There are tremendous opportunities for students to pursue STEM undergraduate and graduate degree programs. Through this partnership, I agree to participate as a featured “Motivational Speaker” on the STEM Recruiting Tour to select high schools and community colleges.

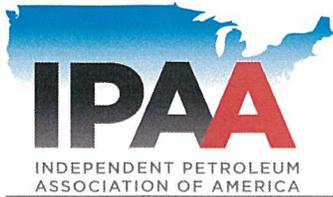
Like South Early College High School, ECS is in the community and doing the work our nation needs to improve the way our students learn and experience communication, science, technology, engineering, and mathematics. Our nation has shifted its focus to the critical needs areas of STEM education with the re-authoring of NCLB to that of the *America Competes’ Act*. This effort ensures that we are not a Nation at Risk and recognizes that economic development in STEM is the key to future innovations and solutions that will secure our future and rightful place globally as a nation. It is crucial that our Pre K-12 schools and colleges are participating in programs that directly impact learning and are in alignment with 21st Century workforce needs.

As the CEO, I work diligently to promote innovation through educational programs in communication, science, technology, engineering, and mathematics. Therefore, I sincerely uphold the ECS partnership with South Early College High School and acknowledge the important role the organization has in education, its impact in the community, and with closing achievement gaps.

Yours in the Journey of Education,

Reagan Flowers, PhD
Founder and CEO

“The World is our Platform . . . Empowering Teachers and Children through STEM is our Mission”



Terry B. Grier, Ed.D.
Superintendent of Schools
Houston Independent School District
4400 West 18th Street
Houston, Texas 77092

February 20, 2013

Dear Superintendent Grier,

On behalf of the Independent Petroleum Association of America (IPAA), we are pleased to support the Houston Independent School District (HISD) in their innovative Magnet School Assistance Program grant proposal and their efforts to assist students in becoming the next generation of talented engineering, geosciences and technology professionals who will become the nation's future leaders within the energy industry.

IPAA has over 9,000 member companies in 46 states that provide 95% of the nation's oil and natural gas and has a grassroots network of over 50,000 supporters of industry activities. Houston is known as "the energy capital of the world" and for the past 7 years, IPAA is proud to have partnered with HISD in establishing the nation's first 4 year Advanced Placement energy programs at Milby High School, Westside High School and the Young Women's College Preparatory Academy.

Transforming career and technical education programs is essential to the success of Texas public school students, preparing an educated workforce and meeting the needs of the community. The IPAA Student Externship Training program exemplifies this concept by allowing students to job shadow with executives within the energy industry. The purpose is for them to gain the necessary math, science and leadership skills needed to secure successful careers for their future.

The IPAA energy program provides students a multidisciplinary advanced learning experience in science, mathematics and the emerging technology concepts they need to pursue professional training/degrees in engineering, geology, geophysics and the global energy management skills needed to work within the energy industry. In the past 3 years, IPAA has provided over \$300,000 in scholarships at leading universities in the areas of engineering, geosciences and technology.

IPAA is eager to continue expanding our partnership with HISD and to provide more students with the opportunity to make math and science more meaningful and relevant by participating in this innovative educational initiative.

Sincerely,


Barry Russell
IPAA President and CEO



THE UNIVERSITY OF TEXAS AT AUSTIN

Women in Engineering Program

January 31, 2013

Terry B. Grier
Superintendent of Schools
Houston Independent School District
4400 West 18th Street
Houston, Texas 77092

Dear Superintendent Grier,

On behalf of the Texas Girls Collaborative Project (TxGCP), I am pleased to support Houston Independent School District (HISD) in their magnet school program efforts and their efforts to attract and excite a diverse population of students.

The Texas Girls Collaborative Project (TxGCP) connects organizations and individuals across Texas committed to informing and motivating girls to pursue careers in science, technology, engineering and mathematics (STEM). Led by the Women in Engineering Program (WEP) at The University of Texas at Austin, the TxGCP brings together Leadership Team and Champions Board leaders as well as potential collaborators from non-profits, K-12 schools, higher education institutions, companies and organizations across the state of Texas.

We look forward to working with HISD on the development and implementation of their magnet school programs in aerospace, coastal science and engineering, energy and medical health science. Collaborative opportunities between TxGCP and HISD include professional development for MSAP grant schools with our Effective STEM Messaging for Girls (and All Students) and Techbridge Role Models Matter workshops. In addition, TxGCP may collaborate with HISD to provide hands-on activity and STEM learning resources, PBS SciGirls™ STEM curriculum and Water Works underwater LEGO® robotics camp curriculum. As the project is implemented we will be available to assist leaders with community connections, hands-on engineering and science curriculum, or community resources that will have the potential to sustain the effort beyond the life of this grant. We are excited about the possibilities this project will have to engage girls in relevant science and engineering projects and expose them to the wide array of science and engineering careers.

We are honored to work with you on this valuable and important project and are committed to ensuring the full participation of women and girls in science, technology, engineering and math and increasing their exposure to the wide range of nontraditional careers in engineering and science. The proposed project holds great promise in helping us implement research proven strategies for doing just that. Thank you for inviting us to support HISD and your magnet school program efforts.

Sincerely,



Tricia Berry, Texas Girls Collaborative Project Director and Women in Engineering Program Director

1 University Station C2100 • ECJ 2.108 • Austin, Texas 78712-0284
Phone 512-471-5650 • Fax 512-232-1885 • <http://www.engr.utexas.edu/wep> • wep@engr.utexas.edu



Office of the Chancellor

January 31, 2013

Terry B. Grier
Superintendent of Schools
Houston Independent School District
4400 West 18th Street
Houston, Texas 77092

Dear Superintendent Grier,

Over 10 years ago, San Jacinto College established an Aerospace Academy in conjunction with public education, business, NASA, and economic development partners. A major focus of the Aerospace Academy is to engage faculty and students in the region in STEM (science, technology, engineering, and mathematics) activities.

San Jacinto College is happy to support Houston Independent School District (HISD) in its efforts to secure grant funding. It is our understanding that the funding would help to establish a magnet school focusing on aerospace. Through our Aerospace Academy, San Jacinto College can provide summer camp opportunities for students attending HISD schools as well as professional development activities for your instructors.

Since NASA Johnson Space Center is located within the San Jacinto College service area and the Aerospace Academy is housed at NASA, field trips can easily be arranged for instructors and students. The scheduling of field trips is flexible and may or may not coincide with the summer camps and professional development opportunities. The summer camps and the instructor professional development activities will be conducted at NASA or at one of the San Jacinto College facilities.

Personnel at the San Jacinto College Aerospace Academy are well qualified to address the needs of both your instructors and students as they pursue studies in the fields of aerospace, energy, engineering, and coastal science. Over the past few years, San Jacinto College has provided numerous summer camps in a variety of areas including robotics, underwater robotics, and maritime; and our Energy Venture Summer Camps targeted at the petrochemical industry are nationally recognized. Additionally, our Aerospace Academy personnel have facilitated several instructor workshops in adapting aerospace topics into the K-12 curriculum and creating the related lesson plans. These workshops are designed for middle school and high school instructors.

We are happy to support you in any way we can and look forward to future collaboration.

Sincerely,


Brenda Henyer, Ed.D.
Chancellor

National Aeronautics and
Space Administration

Lyndon B. Johnson Space Center
2101 NASA Parkway
Houston, Texas 77058-3696



February 20, 2013

Reply to Attn of: AD4-2-13-03AS

To Whom It May Concern:

National Aeronautics and Space Administration's Johnson Space Center (NASA JSC) is a Federal government agency dedicated to using the excitement of human space exploration to advance science, technology, engineering and math (STEM) education within our Nation. We are a vital part of the community continuously working with area schools, colleges and universities, private industry, and other community partners linking communication, providing training facilities and facilitators, and anticipating in many ways to advance science education.

NASA JSC has been a close partner of the San Jacinto College Aerospace Academy for many years. Among other projects, we have collaborated on the very successful NSF National Middle School Aerospace Scholars (NaMAS) program, which exceeded its deliverables in the number of educators who attended and the number of students that participated. Having the Aerospace Academy on the NASA JSC campus allows for excellent collaboration opportunities and has proven to support NASA's vision and mission for STEM education.

NASA JSC Office of Education provides this letter of support for the San Jacinto College (*along with its collaborative partners*), in its effort to advance STEM education. This will support NASA's efforts to attract and retain students in the STEM disciplines.

If this proposal is accepted and as time permits and resources allow, NASA JSC will demonstrate its support by:

- Providing access to NASA facilities per established JSC Protocol Office guidelines.
- Providing access to NASA's Speakers Bureau website which allows schools, universities, and organizations to request volunteers to speak with students and educators.

Thank you for the opportunity to be part of this project.

Sincerely,


Arturo Sanchez NI
Johnson Space Center Office of Education Manager



Oceaneering International, Inc.

11911 FM 529
Houston, Texas 77041-3000
Telephone: (713) 329-4500
Fax: (713) 329-4951
www.oceaneering.com

Terry B. Grier, Ed.D.
Superintendent of Schools
Houston Independent School District
4400 West 18th Street
Houston, Texas 77092

Dear Superintendent Grier,

On behalf of Oceaneering International, Inc., we are pleased to support the Houston Independent School District (HISD)'s quest for a Magnet School Assistance Program grant and their efforts to help students jumpstart their education in the energy sector.

Oceaneering is a global oilfield provider of engineered services and products, primarily to the offshore oil and gas industry, with a focus on deepwater applications. Through the use of its applied technology expertise, Oceaneering also serves the defense and aerospace industries.

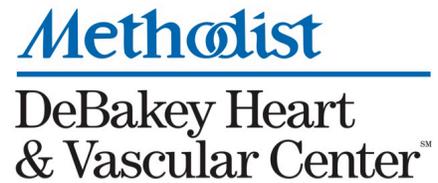
Oceaneering International, Inc. believes that the proposed project is in line with the beliefs of our organization that through promoting the education of our future workforce at an early stage, we will be setting the stage for a more competitive and accelerating workforce for our future. We look forward to understanding how we might be a part of this innovative initiative.

Sincerely,



Joni Huerta
Director, Human Resources
Oceaneering International, Inc.

Terry B. Grier, Ed.D.
Superintendent of Schools
Houston Independent School District
4400 West 18th Street
Houston, Texas 77092



Dear Superintendent Grier,

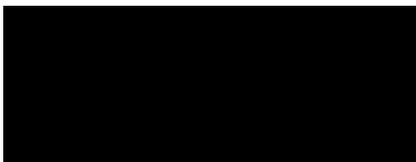
On behalf of *Pumps & Pipes*, a collaboration between Methodist DeBakey Heart and Vascular Center and Houston's energy, aerospace, academic and medical communities, we are pleased to support the Houston Independent School District (HISD) in their innovative proposal to help students develop a line of sight for STEM career opportunities.

The mission of the *Pumps & Pipes* Program is to foster and build unique research opportunities between energy, medicine and aerospace, **Houston's largest industries**, to enhance and develop innovative technologies. The program is a model for cross-industry and cross-discipline collaboration. The *Pumps & Pipes* Conference, now in its seventh year, draws an international audience (see photos on next page). For the past three years, students from the DeBakey High School for Medical Professions have participated in the meeting. Additional information can be found at our website: www.pumpsandpipes.com.

We look forward to partnering with HISD on the development and implementation of their magnet programs in energy, aerospace and medical health science. Collaborative opportunities between HISD's proposed magnet programs and *Pumps & Pipes* include field trips in which students and educators would be exposed to cutting edge technologies and cross cutting concepts that have lead to amazing breakthroughs in science, technology, engineering, and medicine. As this initiative moves forward, we will be available to assist the project schools with opportunities for participation in the *Pumps & Pipes* workshop webcasts and will develop an ongoing conversation on avenues for collaboration.

Pumps & Pipes believes that the proposed project is in line with the beliefs of our organization that through awareness, connections, collaboration, and alliances, "The most exciting breakthroughs of the 21st century will not occur because of technology, but because of an expanding concept on what it means to be human"(John Neisbitt). We are happy to be a part of this innovative initiative.

Sincerely,



Alan B. Lumsden, M.D.
Walter W. Fondren III Distinguished Endowed Chair
Medical Director, Methodist DeBakey Heart & Vascular Center
Chairman, Department of Cardiovascular Surgery



Pumps & Pipes 6: Opportunity Now. Photos showing (upper left) live video feed from Oceaneering ROV showing subsea engineering technology from Deepwater Champion Drillship, Gulf of Mexico; (upper right) son of conference attendee manipulating NASA robotic hand; (lower left) live video feed from Palmer Station Antarctica showing Dr. Scott Parazynski, former astronaut, Chief Medical Officer and Director, UTMB Center for Polar Medical Operations discussing the challenges of long distance telemedicine; (lower right) NASA Lunar Electric Rover on display outside The Methodist Hospital Research Institute.



February 26, 2013

Terry B. Grier, Ed.D.
Superintendent of Schools
Houston Independent School District
4400 West 18th Street
Houston, Texas 77092

Dear Superintendent Grier,

On behalf of BG Group, we are pleased to support HISD in your innovative Magnet School Assistance Program grant proposal. We believe that it is essential that HISD students are afforded opportunities to pursue a higher education. The STEM program creates a wealth of career opportunities, especially in fields that are prominent in the city of Houston.

BG Group, a world leader in natural gas, is active in more than 20 countries on five continents. We are committed to partnering with leading organizations to support STEM education in countries we work in around the world, an approach endorsed by our Board of Directors.

We first began supporting STEM education where we do business in Brazil and the United Kingdom and welcome the opportunity to do so in Houston. By investing in STEM education, we strive to deliver enduring and wider socioeconomic benefits, contribute to opportunities for employment and economic development, and develop the long-term skills needed for the energy industry.

BG Group supports HISD's efforts to implement eight new STEM schools in Houston. We are available to offer industry input as HISD designs the curriculum for the new Energy Institute. We believe that the proposed project is in line with the beliefs of our company and are happy to be part of this innovative initiative.

Sincerely,



David N. Keane
Vice President, Policy and Corporate Affairs
BG Group

David Keane
BG Group Place
811 Main, Suite 3400
Houston, TX 77002
Tel +1 713 599 4000
Fax +1 713-599-4002



February 19, 2013

Terry B. Grier, Ed.D
Houston Independent School District
4400 West 18th Street
Houston, Texas 77092

Dear Superintendent Grier,

The Galveston Bay Foundation (GBF) is pleased to offer its support of the Houston Independent School District's proposal to the Magnet Schools Assistance Program. This program will be very important in maintaining high standards for all students and will meet the interests of students. Enhanced parental involvement will assist in preparing students for post-secondary STEM coursework, and field-based, hands-on learning experiences will highlight emerging technologies in industry sectors.

GBF is a 501(c)(3) non-profit organization established in 1987 under the laws of the State of Texas. For over 25 years, GBF has worked to "preserve, protect, and enhance the natural resources of the Galveston Bay estuarine system for present users and posterity." To accomplish this mission, GBF focuses its efforts in four target areas: advocacy, conservation, education, and research. GBF offers a number of environmental education and outreach opportunities to help citizens (and youth in particular) understand their environment, with a particular focus on the Galveston Bay watershed and ecosystem. GBF's programs help students and other citizens understand the importance of the Galveston Bay estuarine system and how all the seemingly vastly different components—Gulf of Mexico, rivers, lakes, bayous and streams, woodlands, prairies, marshlands, farmlands, urban and suburban areas, etc.—are so incredibly intertwined and interconnected and greatly impact the Bay itself.

A proposed collaboration between GBF and the HISD's Technology Academy can provide the following program options to students. Estimated costs for each are also indicated.

Get Hip to Habitat: Red Drum Hatchery – \$4,250 (2 permanent structures and equipment for maintenance) plus funds for buses and substitute teachers for travel to Sea Center in Lake Jackson to learn about the Texas Hatchery Program, pick up red drum eggs, and release fingerlings in Galveston Bay

Install a permanent tank structure on campus to be utilized in the spring to raise approximately 200,000 red drum eggs to fingerlings for restocking of Galveston Bay. During the rest of the year, the tank can be utilized as a touch tank for education purposes of different species in the bay.

Through this program, students will learn the importance of water chemistry, the basis for the Texas Marine Hatchery Program, causes and effects of impacts on the environment, population count, and journaling via a hands-on related curriculum.

Get Hip to Habitat: Prairie Restoration - \$2,750 (based on 12 pools) plus funds for buses and substitute teachers for travel to UH Coastal Center of harvest of plants and to restoration site

A greenhouse structure will be utilized throughout the year to horticulture native prairie grasses. At the end of the year, students will travel to a prairie restoration site for environmental education and restoration efforts.

Get Hip to Habitat: Wetland Restoration - \$2,300 (water quality testing and maintenance materials and plant stock for set of 12 pools) plus funds for buses and substitute teachers for travel to NRG EcoCenter to harvest plants and to restoration site

Students will harvest grasses in the fall to horticulture until May. Throughout the school year, students will perform weekly monitoring on water quality and plant health. Students will travel to a wetland restoration site for environmental education and restoration efforts.

Bay Ambassadors - \$4,000 (Enviroscape and materials)

Through this program, students will learn about many aspects of Galveston Bay: history, human and natural impacts, non-point source pollution, how it is utilized, how we depend on it, native flora and fauna, and mitigation efforts. Students will treat this as a certification program in order to deliver presentations to other HISD students on their school campus followed by a guided tour to campus interpretation center, low impact wetlands, and red drum hatchery.

Professional Development - \$3,000 (lessons and materials)

Professional development will be conducted in the fall and spring. Each event will contain in-class workshop to gain knowledge of Galveston Bay and its scientific process and delivering environmental lessons, as well as in-field studies to utilize scientific equipment and participate in mitigation efforts.

Interpretation Center – GBF will help with Interpretation Center exhibits that pertain to GBF projects or the Galveston Bay ecosystem. Such help will include interpretive signs; advice on creating, building, and maintaining exhibits; and activities that will utilize different exhibits.

GBF Program Guidance and Assistance - For program guidance and assistance with these programs by GBF staff, the following allocations of time and travel would be required within the grant budget:

- Value of time of assistance from Manager of Education Programs, Rani Henderson: \$11,000
- Value of time of assistance from Education Coordinator, Rachel Barski: \$2,600

GBF looks forward to the opportunity to work with HISD on this important environmental education program associated with the Magnet Schools program. If we can be of further assistance, please do not hesitate to contact us at (281) 332-3381.

Sincerely,



Bob Stokes, President
Galveston Bay Foundation
17330 Highway 3
Webster, TX 77598
281-332-3381



U.S. DEPARTMENT OF COMMERCE
National Oceanic and Atmospheric Administration
NATIONAL OCEAN SERVICE
Office of National Marine Sanctuaries
Flower Garden Banks National Marine Sanctuary
4700 Avenue U, Building 216
Galveston, Texas 77551
(409) 621-5151

February 20, 2013

Terry B. Grier, Ed.D.
Superintendent of Schools
Houston Independent School District
4400 West 18th Street
Houston, Texas 77092

Dear Superintendent Grier,

On behalf of National Oceanic & Atmospheric Administration (NOAA) Flower Garden Banks National Marine Sanctuary, we are pleased to support the Houston Independent School District (HISD) in their innovative Magnet School Assistance Program grant proposal and their efforts to help students increase their competencies in science, technology, engineering and math.

Flower Garden Banks National Marine Sanctuary is one of 14 federally designated underwater areas protected by NOAA's Office of National Marine Sanctuaries, and the only site located entirely in the Gulf of Mexico. Situated 70 to 115 miles off the coasts of Texas and Louisiana, the Flower Garden Banks sanctuary includes underwater communities that rise from the depths of the Gulf of Mexico atop surface expressions of geologic features known as salt domes. The sanctuary staff uses an integrated approach that includes research, education/outreach and resource protection to manage and protect its natural resources. Science and technology are critical aspects of sanctuary management.

There are a variety of NOAA resources that could be incorporated into classroom curricula for any of the schools. There are also possibilities for more direct collaboration with several of the proposed schools. For example, the Technology Academy's animation technology could tie in with interpreting sanctuary resources for the public. Students at the Green Institute might be able to contribute to phytoplankton monitoring in and around the sanctuary. The sanctuary science team's use of remotely operated or automated underwater vehicles might link to a robotics project(s) at the Advanced Technology Institute Early College. Details of such collaborations will depend on the ultimate curriculum of each school and availability of sanctuary staff and resources. We look forward to exploring these possibilities in detail as plans for each of the magnet schools develops.

We look forward to working with HISD on this innovative initiative to achieve mutually beneficial goals.

Best regards,



George P. Schmahl
Sanctuary Superintendent



OFFSHORE ENERGY CENTER

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Richard G. Ghiselin, PE
Qittit Consulting

February 6, 2013

Terry B. Grier, Ed.D.
Superintendent of Schools, HISD
4400 West 18th Street
Houston, Texas 77092

Dear Dr. Grier

We are writing to provide a letter of support for a proposal for the Magnet School Assistance Program Grant

The Offshore Energy Center was founded in 1989 as a non-profit, tax-exempt organization dedicated to increase awareness about the vast energy resources beneath the world's oceans and to chronicle the unique heritage and technological accomplishments of the industry which discovers, develops, produces and delivers these resources in a safe and environmentally responsible way.

The major initiatives of the Offshore Energy Center include: the *Ocean Star Offshore Rig Museum and Education Center*, located in Galveston; the *Pioneers Hall of Fame*, which recognizes the people and technologies that took the petroleum industry to sea; and the *Educational Outreach Program* which is charged with the mission to enhance science and energy curriculum for Houston area children in grades Kindergarten through twelve.

Through our very successful Education Program, the Offshore Energy Center can provide various avenues of collaboration for the Energy Academy including:

Teacher workshops for K – 12th Grade teachers with Energy/Earth Science Curriculum – utilizing our Project E3 – Expanding Energy Education Teacher Guide, with 50 hands-on activities correlated to the Texas Essential Knowledge and Skills (TEKS)

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Sandra Mourton

Executive Director

Offshore Energy Center

200 N. Dairy Ashford, Suite 4119 • Houston, Texas 77079
Phone: (281) 679-8040 • Fax: (281) 544-2441 • www.oceanstaroec.com

Page 2

Traveling trunks (“Knowledge Box” – geared for 5th – 12th grade students and “Playing with Petroleum Kit” geared for K – 5th grades) which include various “hands-on” activities, videos, and books that can be utilized by teachers

Facilitator training for teachers that provides extensive 3-day training on all the above programs so that they can provide workshops for other K – 12 teachers on our behalf

The Mobile Oilfield Learning Unit (MOLU), a traveling exhibit consisting of 6 Mobile units with a total of 24-“hands on activities” geared toward 5th grade and higher, for 48 students at each rotation – that will bring the museum experience to the school.

Note: All our education outreach programs are correlated to the TEKS standards.

Tours and activities for students at the *Ocean Star* Offshore Drilling Rig Museum

We pray that the programs listed above, will afford us the opportunity to continue our collaboration with Houston Independent School district, and more especially, in their proposal for new and revised Energy Academy through the Magnet School Assistance Program Grant. Should you need any further information, please do not hesitate to contact us.

Sincerely


Sandra Mourton
Executive Director



U N I V E R S I T Y of H O U S T O N

Cullen College of Engineering
Department of Civil and Environmental Engineering (www.uh.edu)

N107 Engineering Bldg 1 713/743-4250
Houston, TX 77204-4003 Fax: 713/743-4260

C. Vipulanandan, Ph.D., P.E.
Professor of Civil Engineering
Director of CIGMAT
Director of THC-IT
URL: <http://cigmat.uh.cive.edu>
URL: <http://egr.uh.edu/hurricane>

Phone : (713) 743-4278
Fax: (713) 743-4260
E-mail: CVipulanandan@Uh.edu

February 1, 2013

Terry B. Grier
Superintendent of Schools, HISD
4400 West 18th Street
Houston, Texas 77092

Subject: Collaboration with HISD Magnet School Program

Dear Superintendent Grier:

The intent of this letter is to inform you that the University of Houston and the Texas Hurricane Center for Innovative Technology are very much interested in working with you closely on the Magnet School Program. As you know University of Houston is a Tier 1 University and is a leading institution in the Energy related research in the U.S. The Texas Hurricane Center is the only state of Texas approved research and education center in the area of Hurricanes and Major Disasters. We would like to collaborate in the following areas:

- * Technology/curriculum developing in the Coastal Science and Engineering Academy and Energy Academy
- * Field trip opportunities for Educators and students and also participate in the annual "Hurricane and Major Disasters" Conference held at the University of Houston.
- * Research/data collection opportunities

Looking forward to working with you and your group.

Sincerely yours



C. Vipulanandan (Vipu), Ph.D., P.E.
Professor, Civil and Environmental Engineering
Director of CIGMAT & THC-IT



Texas Hurricane Center
for Innovative Technology



"Join CIGMAT and THC-IT and Progress Through Advanced Research and Education"



February 21, 2013

Terry B. Grier, Ed.D.
Superintendent of Schools
Houston Independent School District
4400 West 18th Street
Houston, Texas 77092

Dear Superintendent Grier,

On behalf of the Bay Area Houston Economic Partnership, or BAHEP, we are pleased to support the Houston Independent School District (HISD) in their innovative Magnet School Assistance Program grant proposal and their efforts to help students advance in curriculum aimed at many of Houston's core industries, including, Aerospace, Healthcare, Energy, Specialty Chemical, and Engineering.

BAHEP is a member-driven organization that provides the leadership to stimulate regional economic development and employment. We engage more than 260 investor companies, business professionals, local governments, and educational institutions, in southeast Texas, to bring about prosperity and a high quality of life for the 1.5 million people who live and work in our region. Our members include business partners encompassing 13 cities, Galveston and Harris Counties, and the Port of Houston Authority. I'm certain that many of BAHEP's members would be interested in partnership opportunities with these magnet schools.

BAHEP believes that the proposed project is in line with the beliefs of our organization that quality public schools traditionally have served well as an attraction for new companies, employees and residents. We are happy to be a part of this innovative initiative.

Sincerely,



Bob Mitchell
President



THE
HARRIS
FOUNDATION

1330 Post Oak Blvd. Ste. 2550
Houston, TX 77056
P 713.877.1731 / F 713.877.8669

Date: February 21, 2013

TO: Department of Education, Office of Innovation-Magnet School Assistance Program

FROM: Dr. Bernard A. Harris Jr., President & Founder – The Harris Foundation

The Harris Foundation supports Houston Independent's School District's (HISD) request for funding from the Department of Education's Office of Innovation to implement science, technology, engineering and math (STEM) related programs for students coming from the North Forest Independent School District. The proposed three-year implementation includes the development of middle school STEM academies, college preparatory programs and high school STEM institutes which could be supported by the enrichment programs of The Harris Foundation.

The Harris Foundation (THF) is a 501 (c) (3), non-profit organization located in Houston, Texas. Founded in 1998, THF's mission is to invest in community-based initiatives in the areas of education, health and wealth. THF supports programs that empower individuals, in particular minorities and others who are economically and/or socially disadvantaged, to recognize their potential and pursue their dreams.

As a partner in this endeavor, The Harris Foundation will work with HISD to create STEM-based programs, in addition to strategically implementing its existing programs in HISD for students arriving from North Forest ISD. These programs could include, but are not limited to the following:

- **Bernard Harris Summer Science Camp:** A two-week summer STEM immersion program for rising sixth, seventh and eighth graders hosted on a college campus.
- **The DREAM Tour:** A motivational STEM program that encourages America's middle school students to both find and achieve their potential by encouraging them to go to college and study STEM as a way to fulfill their dreams.
- **RockIt!:** An innovative financial literacy program built around the concept of the business of managing and marketing a band. Students work in collaborative teams as they learn about basic math concepts, twenty-first century skills and financial principles – all while having fun.

We thank you in advance for your consideration of this grant.

Sincerely,



Dr. Bernard A. Harris, Jr.
President & Founder
The Harris Foundation



UNIVERSITY OF HOUSTON SYSTEM
UNIVERSITY OF HOUSTON

Office of the Senior Vice Chancellor for Academic Affairs
UH System

Office of the Senior Vice President for Academic Affairs and Provost
University of Houston

Terry B. Grier, Ed.D.
Superintendent of Schools
Houston Independent School District
4400 West 18th Street
Houston, Texas 77092

Dear Superintendent Grier,

On behalf of the University of Houston (UH), we are pleased to support the Houston Independent School District (HISD) in their innovative Magnet School Assistance Program grant proposal. As the largest school district in the region, the success of HISD is critical in helping our region develop the skilled workforce required to sustain economic growth and vitality. We are particularly encouraged by HISD's unique approach to develop STEM Magnet Schools at the middle and high-school level as an effective means of engaging students early in the educational talent pipeline and are confident that their efforts will help produce future generations of scientists, engineers, and technical workers for the regional economy.

The University of Houston is the region's leading public research university and has been recognized by U.S. News and World Report, Princeton Review, and Carnegie for academic and research excellence. We share HISD's commitment to promoting STEM education through several key initiatives: UH Energy and UH Health. Both initiatives are focused on enhancing the educational talent pipeline to align with the region's major employers and promoting research into breakthrough innovations that will transform both economic sectors.

It is important to note that UH already partners with HISD in a number of ways. Through a grant from the Greater Texas Foundation, UH works with several of HISD's Early College High Schools to provide advising and financial support to low-income students seeking to complete bachelor's degree programs at UH. UH also promotes the professional development of HISD teachers and administrators with a variety of programs, including those focused on STEM fields. UH also worked closely with HISD and the Independent Petroleum Association of America to establish a magnet program at Lamar High School in Global Energy Management. With the approval of funding from the MSAP program, UH is interested in working with HISD to shape curriculum development at its proposed magnet schools focusing on engineering, energy, health professions, and sustainability. These efforts would be further enhanced by the recent creation of a STEM Center at the University of Houston.

The University of Houston is supportive of HISD proposed project and we look forward to working with them on this important regional initiative.

Sincerely,



Marshall Schott, Ph.D.

Associate Vice President, University Outreach

Terry B. Grier, Ed.D.
Superintendent of Schools
Houston Independent School District
4400 West 18th Street
Houston, Texas 77092-8501



Dear Dr. Grier,

JASON Learning is pleased to partner with the Houston Independent School District in its pursuit of a Magnet School Assistance Grant through the U.S. Department of Education.

JASON Learning is a non-profit organization that connects students to real science and exploration to inspire and motivate them to study and pursue careers in Science, Technology, Engineering and Math (STEM) fields. JASON's STEM curricular experiences are available online with support for a wide variety of devices and Web browsers. The back-end technology systems for cataloging, aligning and presenting views of the resources allows them to be distributed in a variety of formats to support easy in-school and out-of-school/after-school use. Unlike traditional textbooks with a 7-10 year shelf-life, all JASON curricular materials are housed in a robust online platform that is easily updated, ensuring that all content is "evergreen" and reflects the latest scientific and technical breakthroughs. Print editions are easily produced and are available optionally for a nominal cost. All of these resources are fully scalable for an expansive network of partners.

As a partner in this MSAP application, JASON Learning will develop and implement STEM curricula specific to the themes of the participating schools, i.e. the Aerospace Academy will utilize JASON's *Terminal Velocity* and *Mysteries of Earth and Mars* curricula, Coastal Science and Engineering will focus on *Resilient Planet*, and *Climate: Seas of Change*, and the Energy Academy will utilize *Infinite Potential*. All JASON curricula are aligned to Texas state standards.

For this project, JASON Learning commits to the following deliverables:

JASON Coaching Training Workshop

A key aspect of ensuring quality implementation and sustainability of the program is the presence of local JASON experts who can serve as ongoing coaches and mentors to teachers using the program in their classes. For this reason, JASON Learning will conduct a special three-day "JASON Coaching Training Workshop" in advance of the larger teacher training. Eighty-four coaches, 42 per year, will be selected based upon their suitability to serve in this capacity. The coaches will be trained in the same JASON curricula but will receive three days of training instead of two, in order to provide them with more in depth training on the curricula and specific guidance regarding how to serve as mentors and coaches to their colleagues. As such, this training will include all aspects of the teacher training described below, in addition to:

- Modeling of best practices and strategies for training, mentoring and coaching others;
- Hands-on practice developing and presenting training, mentoring and coaching activities;
- Official certification as a JASON Field Trainer;
- Access to JASON's online Field Training Resource Center, including all survey and logistics tools and ongoing mentoring by JASON staff.

JASON Teacher Training Workshops

JASON Learning's comprehensive professional development program is designed to help teachers develop their 21st century teaching skills while learning to use JASON curricula with their students. At JASON workshops, teachers learn about and practice:

- Motivating and inspiring students using JASON's unique "great explorers and great events" curricula;
- Incorporating hands-on, inquiry-based lab investigations;
- Integrating technology and multimedia into lesson plans;
- Teaching strategies to differentiate instruction;
- Reading strategies to improve student literacy;
- Effective classroom management;
- Science content necessary for effective instruction.

Curriculum

- *Resilient Planet* – an ecology unit in which students investigate environmental health and the ecosystem.
- *Infinite Potential* – an energy unit in which students explore challenges of energy generation, storage and consumption and related technologies.
- *Terminal Velocity* – a forces and motion unit in which students learn systems and standards of measurement and how simple machine can solve complex problems.
- *Climate: Seas of Change* – a unit on climate and oceans in which students investigate the role the oceans play in climate and climate change.
- *Mysteries of Earth and Mars* – an earth and space systems unit in which students explore aerospace, and compare Earth to other planets in the solar system.

Online Access

Unlike traditional textbooks with a 7-10 year shelf-life, all materials are housed in a robust online platform that is easily updated, ensuring that all content is “evergreen” and reflects the latest scientific and technical breakthroughs. Each five-to-nine week unit may be used as core curricula or as enrichment.

Afterschool programming

JASON Afterschool is made up of eight multimedia curricula that have been successfully implemented within district-wide after-school programs in large urban areas, YMCAs, Police Athletic and Activity Leagues, and over 100 Boys & Girls Clubs across the United States, impacting hundreds of thousands of youth and informal educators. Curricula feature ocean STEM professionals, hands-on activities, online games, videos, and webcasts with ocean scientists. JASON Afterschool promotes success in after-school settings: 1) the activities are fun and tie back to what students are learning in their classrooms, 2) the curricular and training materials are designed to be flexible and easy-to-use for informal educators who might not have a background in science and/or education, and 3) many of the activities encourage group work, promoting teamwork skills and allowing youth to learn and socialize simultaneously. All afterschool program components are developed in partnership with STEM professionals and youth-serving organizations and tested and refined through rigorous internal and external evaluation processes.

JASON Learning is pleased to provide its unique expertise in STEM program design to this endeavor to bring real scientists and real scientific endeavors to students wherever they are.

Sincerely,



Eleanor Smalley, Ed.D.
Executive Vice President & COO



Baylor College of Medicine

**CENTER FOR EDUCATIONAL
OUTREACH**

ONE BAYLOR PLAZA
MS: BCM411
HOUSTON, TEXAS 77030-3411
713-798-8200
800-798-8244
website: www.ccit.bcm.tmc/ceo

February 20, 2013

Terry B. Grier, EdD
Superintendent of Schools
Houston Independent School District
4400 West 18th Street
Houston, Texas 77092

Dear Superintendent Grier:

On behalf of the Center for Education at Baylor College of Medicine (BCM), I am pleased to provide this letter of support and collaboration for the Houston Independent School District (HISD)'s application to the Department of Education's Magnet School Assistance Program (MSAP). Your proposal to expand and enhance magnet education for Houston students by establishing a health science magnet program at Ryan Middle School builds on the District's long record of success with specialized curricula, and on the 40-year partnership that BCM enjoys with HISD. It also would help to address an important and growing need: preparing students for the rigors of the DeBakey High School for Health Professions (DHSHP).

As you know, BCM and HISD have jointly operated the health sciences magnet program at DHSHP since 1972. This exceptional school provides a challenging, well-balanced college preparatory curriculum and direct experiences in laboratory and health care facilities throughout the Texas Medical Center. Now with almost 6,000 graduates, DHSHP is recognized as one of the finest high schools in the United States. Its 2013 population of 849 students is 48.7% underrepresented minority, 47.9% economically disadvantaged. Almost all (98%) DHSHP graduates obtain postsecondary education. A previous National Blue Ribbon School award recipient, the school is ranked by Houston-based Children at Risk as the #1 high school overall in Greater Houston, and as Houston's #1 high school in science and mathematics. *US News & World Report* ranks DHSHP as #4 in Texas and #36 nationally overall.

BCM and HISD also have collaborated for years to strengthen K-8 science teaching across the District. Hundreds of HISD elementary and middle school teachers have participated in BCM science professional development programs, funded by the National Science Foundation, Howard Hughes Medical Institute, National Institutes of Health, and others. Our partnership continues through a District-wide collaboration through which BCM's Center for Educational Outreach (CEO) provides professional development for approximately 300 elementary and 150 middle school teachers (representing almost 11,000 students) from HISD throughout the year. In addition, BCM provides professional development at HISD's Whidby Elementary School, whose student population is approximately 96% underrepresented minority and 91% economically disadvantaged. Whidby educators receive guidance in creating lessons, teaching strategies, and use of materials and lab equipment. In 2012-13, the program has reached all 517 students and 30 teachers at the school.

Your proposal to create a health sciences magnet program at Ryan Middle School is a logical step and a very clear "fit" for the ongoing partnership between HISD and BCM. It also is very much aligned with the mission of the Center for Educational Outreach at BCM, and we would be pleased to participate. If your application is funded, we would: (1) help to plan the health sciences magnet program and curriculum at Ryan; (2) plan/conduct professional development in science and health for teachers at the school; (3) make available existing middle school science and health curricular content and resources developed by

Terry B. Grier, EdD
February 20, 2013
Page Two

BCM; (4) help to facilitate and evaluate joint activities of Ryan teachers with BCM faculty members; and (5) promote collaboration between Ryan and DeBakey High School for Health Professions teachers and students.

Indeed, we will be happy to contribute in any way possible to the success of the school. Given the close proximity of Ryan to DHSHP and BCM in the Texas Medical Center, your MSAP application represents an important new opportunity to increase Houston students' access to 21st Century careers in medicine, science and the health professions. We are excited to be part of this initiative and look forward to working with HISD in the coming months.

Sincerely,

A large black rectangular redaction box covers the signature area. A small blue cursor arrow is visible at the top center of the redaction.

William A. Thomson, PhD
Director, Center for Educational Outreach
Assistant Dean for Continuing Medical Education
Professor, Allied Health Sciences
Professor, Family and Community Medicine

xc: Nancy P. Moreno, PhD
Barbara Z. Tharp, MS



Subsea Tieback Foundation

January 30, 2013

Subsea Tieback Foundation
c/o Ms. Jeni Hyland
2103 City West Blvd, Ste 500,
Houston, Tx 77042.

Terry B. Grier
Superintendent of Schools
Houston Independent School District
4400 West 18th Street
Houston, Texas 77092

Cc: Don Wells, Andrew Grace

Dear Superintendent Grier,,

The Subsea Tieback Foundation is pleased to support the efforts of the Houston Independent School District's proposal for the Magnet Schools Assistance Program.

This program will be very important in maintaining high standards for all students and will meet the interests of students. Enhanced parental involvement will assist in preparing students for post secondary STEM coursework and field-based and hands-on learning experiences and offerings will highlight emerging technologies in industry sectors.

The Subsea Tieback Foundation, is a non-profit organization devoted to introducing the subsea and offshore engineering careers to students. The goals of HISD's magnet program align with our foundation's mission. We feel we can provide collaboration and support by providing consultations, speakers, demonstrations and sustainability through outreach.

Should your MSAP project be funded for , the Subsea Tieback Foundation will schedule demonstrations for the Energy Academy. The Subsea Tieback foundation looks forward to collaborating with you on this work.

Best of luck with your grant application
Sincerely,

Jeni Hyland
STF – Education Committee Deputy Chairman

The Subsea Tieback Foundation is a domestic non-profit corporation organized to perform charitable activities within the meaning of Internal Revenue Code Section 501(c) (3), and whose mission is to introduce careers in the oil and gas industry specific to offshore and subsea disciplines.



A Partner in Education
2415 Avenue K
Galveston, TX 77550
(409) 770-0722
www.artistboat.org
info@artistboat.org

February 28, 2013

Terry B. Grier, Ed.D.
Superintendent of Schools, HISD
4400 West 18th Street
Houston, TX 77092

Dear Dr. Grier,

Artist Boat is committed to supporting Houston Independent School District's proposal for the Magnet School Assistance Program Grant.

Artist Boat is a non-profit organization (located in Galveston) dedicated to promoting awareness and preservation of coastal margins and the marine environment through the disciplines of the arts and sciences. We have worked with many schools in HISD, Galveston ISD, Pasadena ISD, and other area schools to promote increasing science and ocean literacy through Eco-Art programs integrating art and science. We believe our mission aligns with Houston Independent School District's goal of assuring students obtain the skills that will allow them to be stewards of our coastal community and compete for jobs in the disciplines of sciences so prevalent in our region.

Some of the areas of collaboration with Houston Independent School District' proposal include: training for teachers, partnering on other grant opportunities, providing educational programming after school and during the day, and any other areas that we may be able to provide our expertise in place-based and experiential learning. Many programs are field based and delivered by degreed professionals in the marine biology and fine arts.

We look forward to our continuing partnership through these new educational endeavors.

Sincerely,


Kana Klav
Executive Director

Integrating the arts & sciences for exploration & appreciation of coastal habitats.

Magnet Schools Assistance Program Assurances

In accordance with section 5305(b)(2) of the ESEA, the applicant hereby assures and certifies that it will—

- (A) use grant funds under this part for the purposes specified in section 5301(b);
- (B) employ highly qualified teachers in the courses of instruction assisted under this part;
- (C) not engage in discrimination based on race, religion, color, national origin, sex, or disability in the hiring, promotion, or assignment of employees of the applicant or other personnel for whom the applicant has any administrative responsibility;
- (D) not engage in discrimination based on race, religion, color, national origin, sex, or disability in the assignment of students to schools, or to courses of instruction within the schools, of such applicant, except to carry out the approved plan;
- (E) not engage in discrimination based on race, religion, color, national origin, sex, or disability in designing or operating extracurricular activities for students;
- (F) carry out a high-quality education program that will encourage greater parental decision-making and involvement; and
- (G) give students residing in the local attendance area of the proposed magnet school program equitable consideration for placement in the program, consistent with desegregation guidelines and the capacity of the applicant to accommodate the students.

* * * * *

If the applicant has an approved desegregation plan, the applicant hereby assures and certifies that it is implementing that desegregation plan as approved.



Signature of Authorized
Representative

2/26/13
Date

Table 5: Selection of Students-Competitive Preference 3

Instructions:

For each magnet school included in the project:

- Indicate whether or not academic examination is used as a factor in the selection of students for the magnet school and, if so, how it is used.
- Briefly describe how students are selected (e.g., weighted lottery, first come/first served, etc.). In the description, identify the criteria that are used, if any, in selecting students and indicate how each of those criteria is used in the process.
- If the same process and use of academic criteria applies to more than one of the magnet schools included in the project, in the “Magnet School (s)” identify all of the schools for which the student selection process applies.
- Use additional sheets or space, if necessary.
- Information on the student selection processes used by other magnet schools (i.e., magnet schools that are not included in the project) is not needed.

LEA Name	Houston Independent School District
Magnet School(s):	Furr High School, Kashmere High School, Empowerment College Prep High School, Ryan Middle School, MC Williams Middle School,

Check the appropriate box

- Academic examination is a criterion in the magnet school student selection process.
- Academic examination is not a criterion in the magnet school student selection process.

Describe the student selection process

Admission to any of the magnet schools under the Magnet Schools Assistance Program will be made available to all students annually. Academic criteria, entrance examinations or performance evaluations will not be used to select students. In order to be considered for admission, each prospective student will complete and turn in an application by the stated deadline. Magnet programs that have more applicants than spaces will use a lottery process for determining selection to the program. The following students will be given priority (in this order), if # of applicants exceed space: 1. Students who currently attend the school or live in the attendance area of the school; 2. Applicants who live outside of the attendance area, but who have one or more siblings enrolled in the program, 3. Students from all parts of HISD, 4. Students who reside outside of HISD. For more details, please see attached explanation.

Magnet School(s):	
-------------------	--

Check the appropriate box

- Academic examination is a criterion in the magnet school student selection process.
- Academic examination is not a criterion in the magnet school student selection process.

Describe the student selection process

PR/Award # U165A130045
Page e147

Table 5: Selection of Students – Competitive Preference Priority 3

HISD’s selection process for magnet schools under the Magnet Schools Assistance Program is based on three core beliefs:

1. High quality neighborhood schools will be present in every community throughout the city of Houston.
2. Families are empowered to choose the school that best meets their child’s needs from the portfolio of options offered by HISD, regardless of the zone in which they reside.
3. HISD schools will be ethnically diverse learning environments which prevent minority group isolation and prepare students for college, the workplace, and civic engagement.

Admission to any of the magnet schools under the Magnet Schools Assistance Program will be made available to all students annually. Academic criteria, entrance examinations or performance evaluations will not be used to select students. In order to be considered for admission, each prospective student will complete and turn in an application by the stated deadline. Application procedures for Houston ISD students to the *STEMulating Innovation for the 21st Century* magnet schools will be disseminated to every parent/guardian and available on the Magnet Department website.

If sufficient space is available in a magnet program, all applicants for that program will be accepted. Conduct, attendance, report card grades, disciplinary infractions, IEP status, entrance exams, or auditions will not be used in the selection process. However, the following students will be given priority (in this order), if the number of applicants exceeds the school’s capacity.

1. Students who currently attend the school or live in the attendance area of the school;

2. Applicants who live outside of the attendance area, but who have one or more siblings enrolled in the program (up to 25 percent of remaining spaces);
3. Students from all parts of Houston ISD;
4. Students who reside outside of Houston ISD.

The Houston ISD Board of Education eliminated ethnic guidelines for Magnet schools in 1997; however, each Magnet program strives to maintain an ethnically and socio-economically diverse student population. A diverse learning environment is not only important to prevent minority group isolation, but also to engage students from various Houston communities with one another. Moreover, the city of Houston is a hub for international commerce across many industries and preparing students for the multicultural environment of post-secondary education, the workplace and the international community with which Houstonians engage is vital to students' future. For this reason, magnet schools will strive to maintain at least 20 percent of the total student enrollment from outside of its attendance zone. This will be done through a communications strategy that will inform families, community partners and organizations about the magnet choices available for middle school students.

Magnet programs that have more applicants than spaces will use a lottery process for determining selection to the program. The lottery process will be conducted by a total of four people which is to include the principal who will supervise the process for fairness. The other persons will be selected from the program's staff and/or community. Documentation (sign in sheets) of those present must be submitted to the Magnet Department.

Enrollment will take place in the following order:

1. All students who currently attend the school or live in the attendance area will be enrolled first to determine the available spaces for transfer students.

2. Applicants with a sibling who is enrolled for the next school year will have next priority in the lottery selection. Qualified siblings will take up no more than 25 percent of the available transfer spaces in the magnet entry grades, in accordance with HISD policy. If the number of qualified siblings exceeds 25 percent of the remaining spaces, a lottery will be held among the applicants in this group to determine acceptance. Once the 25 percent of spaces are filled for siblings, the lottery will continue to determine the order in which remaining sibling applicants will be placed on the waitlist.
3. Applicants from other attendance zones within HISD will be selected via lottery to fill the remaining 75 percent of spaces.
4. If spaces remain available after all HISD applicants are selected, the lottery will continue with applicants from outside HISD.

When all available spaces are filled, any remaining applicants will be placed on a wait list. Qualified siblings will be first on the waitlist, in the order determined by the lottery, followed by other HISD applicants in the order determined by the lottery, followed by non-HISD applicants. Applicants from outside of the program's attendance area who submitted an application past the deadline will be added to the end of the wait list according to the date the application was received. Applicants who live in the attendance zone of the school will be enrolled in the program regardless of the date they apply, in accordance with HISD policy.

The magnet program will submit the list of selected students, as well as the wait list to the Magnet Department, by a date that will be annually specified. The magnet program is also responsible for notifying applicants and their families of their status. Wait lists will expire on the first day of school.

Assurances – Non-Construction Programs

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

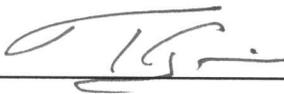
PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

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

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

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. ' ' 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. ' ' 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. ' 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. ' ' 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) ' ' 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. ' ' 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with 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.

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 subagreements.
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 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 OFFICIAL 	TITLE: Superintendent of Schools
APPLICANT ORGANIZATION Houston Independent School District	DATE SUBMITTED 2/26/13

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

Certification Regarding Lobbying

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

* APPLICANT'S ORGANIZATION		
Houston Independent School District		
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE		
Prefix: Dr	First Name: Terrv	Middle Name: R.
* Last Name: Grier	Suffix:	
* Title: Superintendent of Schools		
* SIGNATURE: 	* DATE: 2/26/13	

Statement for Loan Guarantees and Loan Insurance

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

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

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure)

1. Type of Federal Action: a. contract __b.__ b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance	2. Status of Federal Action: a. bid/offer/application __b.__ b. initial award c. post-award	3. Report Type: a. initial filing __a.__ b. material change For material change only: Year _____ quarter _____ Date of last report _____
4. Name and Address of Reporting Entity: ____ Prime ____ Subawardee Tier _____, if Known: Congressional District, if known:	5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime: Congressional District, if known:	
6. Federal Department/Agency:	7. Federal Program Name/Description: Magnet Schools Assistance Program CFDA Number, if applicable: ____ 84.165A ____	
8. Federal Action Number, if known:	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI):	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI):	
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.	Signature: <u></u> Print Name: <u>Terry B. Grier, Ed.D.</u> Title: <u>Superintendent of Schools</u> Telephone No.: <u>713-556-6300</u> Date: <u>2/26/13</u>	
Federal Use Only	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)	

ADDITIONAL ASSURANCES

CERTIFICATIONS

1. CERTIFICATION REGARDING DRUG-FREE WORK-PLACE REQUIREMENTS

The undersigned (authorized official signing for the applicant organization) certifies that it will provide a drug-free workplace in accordance with the Drug-Free Workplace Act of 1988, 45 CFR Part 76, subpart F. The certification set out below is a material representation of fact upon which reliance will be placed when SSA determines to award the grant. If it is later determined that the grantee knowingly rendered a false certification, or otherwise violates the requirements of the Drug-Free Workplace Act, SSA, in addition to any other remedies available to the Federal Government, may take action authorized under the Drug-Free Workplace Act. False certification or violation of the certification shall be grounds for suspension of payments, suspension or termination of grants or government wide suspension or debarment.

The grantee certifies that it will or will not continue to provide a drug-free workplace by:

- (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- (b) Establishing an ongoing drug-free awareness program to inform employees about--
 - (1) The dangers of drug abuse in the workplace;
 - (2) The grantee's policy of maintaining a drug-free workplace;
 - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- (c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a) above;
- (d) Notifying the employee in the statement required by paragraph (a), above, that as a condition of employment under the grant, the employee will:
 - (1) Abide by the terms of the statement; and
 - (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency within ten calendar days after receiving notice under subparagraph (d)(2), above, from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee on whose grant activity the convicted employee was working, unless the Federal agency has designated a central point for the receipt of such notices.

Notices shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 days of receiving notice under subparagraph (d)(2), above, with respect to any employee who is so convicted--

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f), above.

The grantee certifies that, as a condition of the grant, it will not engage in the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance in conducting any activity with the grant.

2. CERTIFICATION REGARDING LOBBYING

Title 31, United States Code, Section 1352, entitled "Limitation on use of appropriated funds to influence certain Federal contracting and financial transactions," generally prohibits recipients of Federal grants and cooperative agreements from using Federal (appropriated) funds for lobbying the Executive or Legislative Branches of the Federal Government in connection with a SPECIFIC grant or cooperative agreement. Section 1352 also requires that each person who requests or receives a Federal grant or cooperative agreement must disclose lobbying undertaken with non-Federal (non-appropriated) funds. These requirements apply to grants and cooperative agreements EXCEEDING \$100,000 in total costs (45 CFR Part 93).

The undersigned (authorized official signing for the applicant organization) certifies, to the best of his or her knowledge and belief, that:

(a) 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.

(b) If any funds other than Federally 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. (If needed, Standard Form-LLL, "Disclosure of Lobbying Activities," its instructions, and continuation sheet are included at the end of this application form.)

(c) 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."

3. CERTIFICATION REGARDING DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

NOTE: In accordance with 45 CFR Part 76, amended June 26, 1995, any debarment, suspension, proposed debarment or other government wide exclusion initiated under the Federal Acquisition Regulation (FAR) on or after August 25, 1995, shall be recognized by and effective for Executive Branch agencies and participants as an exclusion under 45 CFR Part 76.

(a) Primary Covered Transactions

The undersigned (authorized official signing for the applicant organization) certifies to the best of his or her knowledge and belief, that the applicant, defined as the primary participant in accordance with 45 CFR Part 76, and its principals:

(1) are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded by any Federal department or agency;

(2) have not within a 3-year period preceding this proposal been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(3) are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (a)(2) of this certification; and

(4) have not within a 3-year period preceding this application/proposal had one or more public transactions (Federal, State, or local) terminated for cause or default.

Should the applicant not be able to provide this certification, an explanation as to why should be placed under the assurances page in the application package.

(b) Lower Tier Covered Transactions

The applicant agrees by submitting this proposal that it will include, without modification, the following clause titled "**Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion -- Lower Tier Covered Transaction**" (Appendix B to 45 CFR Part 76) in all lower tier covered transactions (i.e., transactions with subgrantees and/or contractors) and in all solicitations for lower tier covered transactions:

Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion -- Lower Tier Covered Transactions

- (1) The prospective lower tier participant certifies by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	* TITLE Superintendent of Schools
* APPLICANT ORGANIZATION Houston Independent School District	* DATE SUBMITTED 2/19/13

Houston ISD

Job Descriptions



Houston Independent School District
Job Description

POSITION TITLE: Grants Administrator / Coordinator		CONTRACT LENGTH: 12M
DATE: 04/30/09		DATE OF LAST REVISION: 02/01/10
JOB CODE: AG0155	PAY GRADE: 28	FLSA EXEMPTION STATUS: E
Job Family - Academics		

JOB SUMMARY
Works closely with pre-award administration, organization, preparation and post-award administration of all grants for elementary, middle and high school campuses and departments. Directs, monitors, implements and manages grant programs and budget functions for districtwide programs, public schools, mandated private schools and neglected and delinquent facilities in coordination with district leadership, including regional office and principals in keeping with federal guidelines.

MAJOR DUTIES & RESPONSIBILITIES	
<i>List most important duties first.</i>	
1.	Maintains budgetary information; prepares reports and evaluation data required for fiscal audit, budget forecasts and assigned academic plans.
2.	Develops, manages, and maintains records and databases of all NCLB funded programs and participating campuses for TEA and federal government use.
3.	Collaborates with the Professional Development, Research and Accountability, Budgeting, and other departments to ensure that district and campus goals are in compliance with federal and state policies and procedures that govern the programs.
4.	Submits required information for appropriate programs in order to assist with the compilation of the Texas Education Agency required Standard Application System.
5.	Plans and implements training for central and regional office staff, principals, and public and/or private school administrators to ensure that program needs and guidelines are met. Develops program handbooks, revises guidelines, provides updates of federal guidelines in accordance with grant laws.
6.	Performs other job-related duties as assigned.



Houston Independent School District
Job Description

EDUCATION Bachelor's Degree
WORK EXPERIENCE 3 to 5 years
TYPE OF SKILL AND/OR REQUIRED LICENSING/CERTIFICATION SAP, Microsoft Office, Chancery Teacher Certification, School Administrator Certification Office equipment (e.g., computer, copier)
LEADERSHIP RESPONSIBILITIES No supervisory or direct people management responsibilities. May provide occasional work guidance, technical advice and training to staff.
WORK COMPLEXITY/INDEPENDENT JUDGMENT Work involves the application of moderately complex procedures and tasks that are quite varied. Independent judgment is often required to select and apply the most appropriate of available resources. Ongoing supervision is provided on an "as needed" basis.
BUDGET AUTHORITY Compiles and organizes data and figures.
PROBLEM SOLVING Decisions are made on both routine and non-routine matters with some latitude, but are still subject to approval. Job is occasionally expected to recommend new solutions to problems and improve existing methods or generate new ideas.
IMPACT OF DECISIONS Decisions have minor, small and possibly incremental impact on the department or facility. Errors are usually discovered in succeeding operations where most of the work is verified or checked and is normally confined to a single department or phase of the organizational activities resulting in brief inconvenience.
COMMUNICATION/INTERACTIONS Collaborate and solve problems - works with others to resolve problems, clarify or interpret complex information/policies, and provide initial screening/negotiations without approval authority. Interactions are typically with customers, senior level professional staff, and managers.
CUSTOMER RELATIONSHIPS Follows through with customer inquiries, requests and complaints. Forwards difficult and non-routine inquiries or requests to appropriate level for resolution.
WORKING/ENVIRONMENTAL CONDITIONS Work is normally performed in a typical interior work environment which does not subject the employee to any hazardous or unpleasant elements. Ability to carry and/or lift less than 15 pounds.



Houston Independent School District

Job Description

POSITION TITLE: Magnet Program Specialist		CONTRACT LENGTH: 12M
DATE: 04/30/09		DATE OF LAST REVISION: 04/18/2011
JOB CODE: AC0780	PAY GRADE: 28	FLSA EXEMPTION STATUS: E
Job Family - Academics		

JOB SUMMARY

Under limited supervision, serves as a subject matter expert in a variety of magnet student areas. Leads in the coordination and implementation of instruction and related services magnet programs in accordance with district procedures and applicable state and federal laws. Administers the Magnet program to ensure that implementation and prescribed activities are carried out in accordance with specified objectives. Plans and develops methods and procedures for implementing magnet programs. Directs and coordinates program activities and collaborates with personnel responsible for specific functions or phase of programs. Confers with staff to explain program and individual responsibilities for function and phases of program. Assist with implementation activities and carrying out program objectives.

MAJOR DUTIES & RESPONSIBILITIES

List most important duties first	
1.	Administers and coordinates districtwide specialized staff training for magnet teachers, support staff, administrators, and parents on specialized instructional strategies for students. Provides subject matter expertise to regional superintendents, executive principals, other regional staff, and school-based staff assigned to implement special populations programs.
2.	Assists with conducting program needs analysis and serves as subject matter expert to collaborate with other departments on developing procedures and practices to service students. Collaborates with central office, regional office, staff, and field agencies to implement a districtwide continuum of instructional services and increase services in general education for students in magnet. Delivers in-class support, model lessons, and coaching of best instructional practices to advance student achievement. Leads the ongoing, districtwide process to collect, review, and submit required compliance documentation to a variety of agencies.
3.	Collaborates with teachers, principals and regional staff regarding magnet services in schools on student placement and evaluation. Monitors systematic collection and analysis of student data to review achievement and evaluate effectiveness of districtwide instruction for students.
4.	Reviews student enrollment and assists region school personnel in the development, enhancement, or overall implementation of programs for the targeted populations.
5.	Reviews, updates, and revises program guidelines and training modules. May provide training services for magnet teachers and program staff.
6.	Performs other job-related duties as assigned.



Houston Independent School District

Job Description

EDUCATION Bachelor's Degree
WORK EXPERIENCE 3 to 5 years
TYPE OF SKILL AND/OR REQUIRED LICENSING/CERTIFICATION PeopleSoft, SAP, Microsoft Office, Chancery Teacher Certification preferred but not required
LEADERSHIP RESPONSIBILITIES No supervisory or direct people management responsibilities. May provide occasional work guidance, technical advice and training to staff.
WORK COMPLEXITY/INDEPENDENT JUDGMENT Work is substantially complex, varied and regularly requires the selection and application of technical and detailed guidelines. Independent judgment is required to identify, select, and apply the most appropriate methods as well as interpret precedent. Position regularly makes recommendations to management on areas of significance to the department. Supervision received typically consists of providing direction on the more complex projects and new job duties and priorities. BUDGET AUTHORITY Analyzes and interprets data and figures.
PROBLEM SOLVING Decisions are made on both routine and non-routine matters with some latitude, but are still subject to approval. Job is occasionally expected to recommend new solutions to problems and improve existing methods or generate new ideas. IMPACT OF DECISIONS Decisions have minor, small and possibly incremental impact on the department or facility. Errors are usually discovered in succeeding operations where most of the work is verified or checked and is normally confined to a single department or phase of the organizational activities resulting in brief inconvenience.
COMMUNICATION/INTERACTIONS Information sharing - gives and receives information such as options, technical direction, instructions and reporting results. Interactions are mostly with customers, own supervisor and coworkers in own and other departments.
CUSTOMER RELATIONSHIPS Takes routine or required customer actions to meet customer needs. Responds promptly and accurately to customer complaints, inquiries and requests for information and coordinates appropriate follow-up. May handle escalated issues passed on from coworkers or subordinates.
WORKING/ENVIRONMENTAL CONDITIONS Work is normally performed in a typical interior work environment which does not subject the employee to any hazardous or unpleasant elements. Ability to carry and/or lift less than 15 pounds.

Job Description: Campus STEM Specialist

The campus based STEM Specialist will be responsible for spearheading the school’s growing body of STEM-centered curricula and co curricular activities, working closely with MSAP school staff to ensure alignment of STEM-based efforts with best practices in the context of the Houston Independent School District School Improvement Framework, and will share and model STEM-based innovations for teachers across the content areas, in addition to promoting all other objectives of the MSAP grant.

MAJOR DUTIES & RESPONSIBILITIES	
	List most important duties first
1.	Responsible to building principal and MSAP Project Coordinator. Serve as liaison between school administration, CTE Specialists, the MSAP Project Coordinator and teachers. This is a hybrid position consisting of forty percent instruction, sixty percent project coordination. Forty percent of the Specialists time will be devoted to instruction and sixty percent will be devoted to development of the MSAP STEM project.
2.	Collaborate with the District MSAP Project Coordinator and classroom teachers in lesson/unit development and implementation. Deliver in-class support through modeling lessons in classrooms, assist teachers through feedback and collaboration in improving upon and further development of lessons, including coaching of best instructional practices to advance student achievement. Leads the ongoing process to collect, review, and submit required compliance documentation to the MSAP Project Coordinator and External Evaluator.

3.	Facilitates weekly PLC meetings to include review of student work and collaboration around teacher lesson/unit planning and development, and to collaborate on strategies to engage students.
4.	Coordinate curriculum development and ongoing redesign efforts, to include scheduling of consultants on campus to maximize contracted services for grant implementation in professional development, classroom instruction, and applicable summer and after school programs.
5.	Works with classroom teachers to develop blended learning through technology to include assessment, differentiated instruction, and digital portfolios.
6.	Works with District MSAP Project Coordinator to order equipment and supplies relevant to the STEM theme within MSAP grant budget timelines and guidelines.
7.	Coordinates parent events, workshops, and activities with District Project Coordinator. Parent Engagement Department and campus based staff.
8.	Will assist Magnet Coordinator with recruitment or will be responsible for recruitment of students if the campus does not have a Magnet Coordinator.
9.	Performs other job-related duties as assigned, including teaching STEM classes no more than 40 percent of the district outlined hours of duty.
10.	Develops STEM Industry partnerships on campus, maximizing student exposure and experiences with industry/community partners.

EDUCATION

Bachelor's degree in Engineering or STEM field preferred. Teacher certification required.

WORK EXPERIENCE

3 to 5 years of recent secondary-level teaching experience and a strong commitment to teaching excellence and student success.

TYPE OF SKILL AND/OR REQUIRED LICENSING/CERTIFICATION

PeopleSoft, SAP, Microsoft Office, Chancery

Teacher Certification in EC-12 Technology Applications, 8-12 Mathematics, 8-12 Science, 8-12 Physical Science/Math/Engineering, or Master Technology Teacher

LEADERSHIP RESPONSIBILITIES

No supervisory or direct people management responsibilities. Will provide work guidance, technical advice, and training to staff.

WORK COMPLEXITY/INDEPENDENT JUDGMENT

Work is substantially complex, varied and regularly requires the selection and application of technical and detailed guidelines. Independent judgment is required to identify, select, and apply the most appropriate methods as well as interpret precedent. Position regularly makes recommendations to management on areas of significance to the department. Supervision received typically consists of providing direction on the more complex projects and new job duties and priorities.

BUDGET AUTHORITY

Analyzes and interprets data and figures. Makes recommendations to MSAP Project Coordinator.

PROBLEM SOLVING

Decisions are made on both routine and non-routine matters with some latitude, but are still subject to approval. Job is occasionally expected to recommend new solutions to problems and improve existing methods or generate new ideas.

IMPACT OF DECISIONS

Decisions have significant impact on the department or facility regarding MSAP implementation of STEM theme.

COMMUNICATION/INTERACTIONS

Information sharing - gives and receives information such as options, technical direction, instructions and reporting results. Interactions are mostly with customers, own supervisor and coworkers in own and other departments.

CUSTOMER RELATIONSHIPS

Takes routine or required customer actions to meet customer needs. Responds promptly and accurately to customer complaints, inquiries and requests for information and coordinates appropriate follow-up. May handle escalated issues passed on from coworkers or subordinates.

WORKING/ENVIRONMENTAL CONDITIONS

Work is normally performed in a typical interior work environment which does not subject the employee to any hazardous or unpleasant elements.

Ability to carry and/or lift up to 15 pounds.

Job Description: Campus IT Specialist

The campus based IT Specialist will be responsible for spearheading the school’s growing body of Integrated Technology centered curricula and co curricular activities, working closely with MSAP school staff to ensure alignment of IT-based efforts with best practices in the context of the Houston Independent School District School Improvement Framework, and will share and model STEM-based innovations for teachers across the content areas, in addition to promoting all other objectives of the MSAP grant.

MAJOR DUTIES & RESPONSIBILITIES	
	List most important duties first
1.	Responsible to building principal and MSAP District Project Coordinator Serve as liaison between school administration, CTE Specialists, the MSAP Project Coordinator, and teachers. This is a hybrid position consisting of forty percent instruction, sixty percent project coordination. Forty percent of the Specialists time will be devoted to instruction and sixty percent will be devoted to development of the MSAP STEM project.
2.	Collaborate with the District MSAP Project Coordinator, CTE Specialists and classroom teachers in lesson/unit development and implementation. Deliver in-class support through modeling lessons in classrooms, assist teachers through feedback and collaboration in improving upon and further development of lessons, including coaching of best instructional practices to advance student achievement. Leads the ongoing process to collect, review, and submit required compliance documentation to the MSAP Project Coordinator and External Evaluator.

3.	Facilitates weekly PLC meetings to include review of student work and collaboration around teacher lesson/unit planning and development, and to collaborate on strategies to engage students.
4.	Coordinate curriculum development and ongoing redesign efforts, to include scheduling of consultants on campus to maximize contracted services for grant implementation in professional development, classroom instruction, and applicable summer and after school programs.
5.	Works with classroom teachers to develop blended learning through technology to include assessment, differentiated instruction, and digital portfolios.
6.	Works with District CTE Specialists and MSAP Grant Coordinator to order equipment and supplies relevant to the STEM theme within MSAP grant budget timelines and guidelines.
7.	Coordinates parent events, workshops, and activities with MSAP Project Coordinator, CTE Specialists, Parent Engagement Department and campus based staff.
8.	Will assist Magnet Coordinator with recruitment or will be responsible for recruitment of students if the campus does not have a Magnet Coordinator.
9.	Performs other job-related duties as assigned, including teaching IT classes, no more than 40 percent of the district outlined hours of duty.
10.	Develops IT Industry partnerships on campus, maximizing student exposure and

experiences with industry/community partners.

EDUCATION

Bachelor's degree in computer science, computer engineering, information technology, management information systems, or related discipline. Teacher certification required.

WORK EXPERIENCE

3 to 5 years of recent secondary-level teaching experience and a strong commitment to teaching excellence and student success.

TYPE OF SKILL AND/OR REQUIRED LICENSING/CERTIFICATION

PeopleSoft, SAP, Microsoft Office, Chancery

(Preferred credentials) Advanced computer programming languages(s), certification in Microsoft networking, or Master of Education

Practical knowledge of LEGO NXT and VEX robotics technology

Possess advanced understanding of hardware, software, and networking components of local and wide area networks

Ability to perform repairs and replacements of hardware (workstations, monitors, printers, etc.)

LEADERSHIP RESPONSIBILITIES

No supervisory or direct people management responsibilities. Will provide work guidance, technical advice, and training to staff.

WORK COMPLEXITY/INDEPENDENT JUDGMENT

Work is substantially complex, varied and regularly requires the selection and application of

technical and detailed guidelines. Independent judgment is required to identify, select, and apply the most appropriate methods as well as interpret precedent. Position regularly makes recommendations to management on areas of significance to the department. Supervision received typically consists of providing direction on the more complex projects and new job duties and priorities.

BUDGET AUTHORITY

Analyzes and interprets data and figures. Makes recommendations to MSAP Project Coordinator.

PROBLEM SOLVING

Decisions are made on both routine and non-routine matters with some latitude, but are still subject to approval. Job is occasionally expected to recommend new solutions to problems and improve existing methods or generate new ideas.

IMPACT OF DECISIONS

Decisions have significant impact on the department or facility regarding MSAP implementation of STEM theme.

COMMUNICATION/INTERACTIONS

Information sharing - gives and receives information such as options, technical direction, instructions and reporting results. Interactions are mostly with customers, own supervisor and coworkers in own and other departments.

Strong communication skills with students, parents, teachers, and various levels of administration (campus-level and district level)

CUSTOMER RELATIONSHIPS

Takes routine or required customer actions to meet customer needs. Responds promptly and

accurately to customer complaints, inquiries and requests for information and coordinates appropriate follow-up. May handle escalated issues passed on from coworkers or subordinates. Demonstrate enthusiasm (for STEM and IT in particular), sense of humor, patience, and self control in dynamic environments.

WORKING/ENVIRONMENTAL CONDITIONS

Work is normally performed in a typical interior work environment which does not subject the employee to any hazardous or unpleasant elements.

Willingness to travel to multiple locations, normally **not** on the same day.

Ability to carry and/or lift up to 15 pounds.

Openings as of 2/18/2013***Principal Selection Pipeline - District Wide***

JobID: 122

Position Type:

Cert. Administrative - Principal/Principal

Closing Date:

Until Filled

Date Posted:

10/18/2012

Location:

District Wide

Date Available:

10/18/2012

PC Number:

12345

Contract Type:

None

Months:

12

Salary Minimum:

\$69,360

Salary Maximum:

\$133,670

Thank you for your interest in serving as a leader in HISD. It is our goal to have a highly effective teacher in every classroom and a highly effective leader on every campus. Please read the following information before applying to this opportunity.

Candidates interested in Principal positions must successfully complete and pass the leadership selection process before interviewing for specific positions on specific campuses. Once you successfully complete all steps, you will be placed in a "pool" of available Principal candidates. The minimum qualifications for principal positions are:

- A masters degree from an accredited college or university
- A Principal/mid-management certification
- A minimum of three (3) years of demonstrated, exemplary teaching experience
- A minimum of three (3) year of demonstrated leadership experience as a Dean or Assistant Principal, or similar high-level leadership role.

Candidates who do not meet the above qualifications will not be considered.

It is your responsibility to create your application through Applitrack and provide us with the details on your certification(s), education and detailed work experience demonstrating your exemplary teaching and leadership experience. If you are a current HISD employee, please be sure to edit and update your application to provide us with your most recent employment. As well, please be sure to provide us with a cover letter that specifically demonstrates why you would be an effective leader on a campus.

Only candidates who successfully pass the application phase will move on to subsequent phases. Additional selection criteria include: an online assessment, a skills demonstration, an in-person interview, a verification of references, and a personnel file review (for internal candidates) and a criminal background check (for external applicants). More details can be found on our [Campus Leadership Selection website](#).

Candidates will be notified of their status via email throughout the process. Only candidates who successfully pass and complete each phase will move on to the next phase. Due to the high-volume of candidates, we are unable to provide specific feedback.

Houston ISD

Resumes

Terry B. Grier

tgrier@houstonisd.org

PROFESSIONAL EXPERIENCE

Superintendent, Houston Independent School District, Houston, Texas (Enrollment: 201,500+ Students)
September 2009 -- Present

Superintendent, San Diego Unified School District, San Diego, California (Enrollment: 132,800+ Students)
March 2008 -- September 2009

Superintendent, Guilford County Schools, Greensboro, North Carolina -- 2000-2008

Superintendent, Williamson County Schools, Franklin, Tennessee -- 1996-2000

Superintendent, Sacramento City Unified School District Sacramento, California -- 1994-November 1995

Superintendent, Akron Public School District Akron, Ohio -- 1991-1994

Superintendent, Darlington County School District Darlington, South Carolina -- 1988-1991

Superintendent, Amarillo Independent School District Amarillo, Texas -- 1987-1988

Superintendent, McDowell County Schools Marion, North Carolina -- 1984-1987

Associate Superintendent, Alexander County Schools Taylorsville, North Carolina -- 1982-1984

High School Principal, St. Pauls City Schools St. Pauls, North Carolina -- 1979-1982

High School Principal, Beaufort County Schools Washington, North Carolina -- 1978-1979

Classroom Teacher, Primary subjects taught: Biology, Health Education; Other duties included:
Assistant principal, class sponsor, department chairman -- 1972-1978

College Adjunct Professor -- University of North Carolina at Greensboro; Nova Southeastern University;
Vanderbilt University; California State University at Sacramento; and East Carolina University

EDUCATION

Doctor of Education, Vanderbilt University -- 1983

Educational Specialist, East Carolina University -- 1980

Master of Arts, East Carolina University -- 1974 & 1977

Bachelor of Science, East Carolina University -- 1972

ACCOMPLISHMENTS

Board of Directors -- The Children's Initiative -- 2008

Board of Directors -- The National Dropout Prevention Network -- 2007-Present

Board of Directors -- The National Public Relations Association -- 2003-2006

Board of Directors -- The Texas Education Reform Foundation -- Present

Distinguished Educator Award -- North Carolina Association of Supervision and Curriculum
Development -- 2003

Effie H. Jones Humanitarian Award -- The American Association of School Administrators -- 2008

ET3 Tech Champion Award -- Congressional Black Caucus -- 2005

Friend of the League Award -- The Horace Mann League of the United States of America, Inc.-- 2004

International Affiliate Overall Excellence Award -- Association of Supervision and Curriculum
Development -- 2005

Leadership Council -- Association of Supervision and Curriculum Development -- 2004-2005

Membership Committee of the College Board -- 2003-2006

North Carolina Superintendent of the Year--North Carolina Association of School Administrators & North
Carolina School Boards Association -- 2008

North Carolina Superintendent of the Year--Visiting International Faculty Program -- 2006

National Coca-Cola Scholars Selection Committee - Coke USA -- 2002-2005

Outstanding Alumni Award -- East Carolina University -- 1995

President--North Carolina Association of Supervision and Curriculum Development -- 2004-2005

President—Tennessee School Public Relations Association -- 1996-1998
President—The Horace Mann League of the United States of America, Inc. -- 1996
Regional Superintendent of the Year - Piedmont Triad Education Consortium -- 2002 & 2007

MEMBERSHIPS

American Association of School Administrators
Association of Supervision and Curriculum Development—Leadership Council
Century Club (Limited to Two Educators from Each State)
Texas Association of School Administrators

PRESENTATIONS

A Look At The Current Status Of Restructuring--National School Boards Convention, San Francisco, California - Spring 1991
Academic Rigor, Advanced Placement, and School Reform—Southern Regional Institute of the College Board, Duluth, Georgia - Fall 2003
Advanced Placement Courses: Academic Opportunity for The Prepared, Not The Elite—United Negro College Fund's Patterson Research Conference, New York City, New York - Fall 2004
Advanced Placement Success Stories: A District Approach—The First Annual AP National Conference, Chicago, Illinois - Summer 2002
Being Assertive Without Being Aggressive—Mississippi Association of Educational Office Personnel State Conference, Jackson, Mississippi - Winter 1988
Brown vs. Board of Education—Fifty Years Later and Still a Dollar Short—The College Board's Southern Regional Meeting, Atlanta, Georgia - Winter 2004
Building Advanced Placement at the District Level—Georgia Department of Education, Warner Robbins, Georgia - Spring 2007
Building Credibility with Community and Staff—American Association of School Administrators National Conference, San Diego, California - Winter 2002
Building Successful K-16 Initiatives—The University of Texas at Austin's Community College Leadership Program, Austin Texas - Fall 2005
Building the Pipeline: Effectively Recruiting and Selecting Tomorrow's Leaders—Wallace Foundation National Conference, New York - Fall 2007
Communication Matters: Superintendent Blueprint—American Association of School Administrators National Conference, San Antonio, Texas - Winter 2005
Danielson's Model of Clinical Supervision—New Berlin School District, New Berlin, Wisconsin - Winter 1999
Designing and Implementing an Image Campaign for Your District—North Carolina School Boards Association's Annual Conference, Greensboro, North Carolina - Fall 2006
Designing High Schools That "Fit" Students—National School Boards Association National Conference, San Diego, California - Spring 2005
Developing Professional Growth Plans—National Academy of School Executives, Destin, Florida - Spring 1986
Early College High School: Meeting the Needs of Gifted Students—American Association of School Administrators National Convention, San Francisco, California - Winter 2003
Early College High School—The Guilford County Experience—North Carolina College Tech Prep Conference, Greensboro, North Carolina - Spring 2004
Engaging High School Students—Council of Great City Schools Annual Fall Conference, Nashville, Tennessee - Fall 2007
Excellence and Equity in Education—Georgia's Leadership Institute for School Improvement Super SAT COLA, Lawrenceville, Georgia - Fall 2004
Expanding Advanced Placement Accessibility—National School Boards Association National Conference, San Francisco, California - Winter 2003
Gaining Student, Parent, and Community Buy-In and Support for Expanding Advanced Placement—National Governor's Association, Vienna, Virginia - Winter 2005
Guilford County Schools' "Cool to be Smart" Advanced Placement Program—The College Board's Middle

Julie Fox Baker, Ph. D.

EDUCATION

The Ohio State University

Ph.D. in Educational Administration
June, 2001

The Ohio State University

M.A. in Educational Administration
August, 1996

Murray State University

B.S. in Mathematics
May, 1993

SKILLS

Leadership and Administration
Project Development and Management
Development and Grants Management
Value-Added Analysis and Interpretation
Quantitative Research

Public Relations and Communications
Human Resource Management
Policy Development
Educational Technology

WORK EXPERIENCE

Houston Independent School District

Chief Academic Officer

August, 2012 – Present

Responsible for curriculum, instruction, assessment, special education services, multilingual and gifted/talented programs, college and career readiness, drop-out prevention and intervention, health and medical services, parent engagement and athletics for the largest district in Texas and the 7th largest district in the state with nearly 280 schools serving 203,000 students. Leads the educational strategy for the district.

Chief Major Projects Officer

February, 2010 – July, 2012

Responsible for leading the strategic initiatives of the district as articulated in its long-term Strategic Direction.

- Co-developed and led the implementation of human capital efforts to improve teacher effectiveness, including a comprehensive teacher appraisal and development system.
- Served as principal lead on school turn-around initiative
- Increased competitive grants secured for the district from \$74 M in 2010 to \$135 M in 2011 and 2012.
- Served as the liaison for the district with the philanthropic community, as well as state and federal agencies on grant-funded programs.

Battelle for Kids
Senior Director

December, 2007 – January, 2010

Served as principal lead on a multi-year, multi-million dollar engagement with the Houston Independent School District to launch and implement a new educational improvement model, called ASPIRE (*Accelerating Student Progress. Increasing Results and Expectations*) which included district-wide training on and support of the understanding and use of value-added analysis and the creation and maintenance of a pay-for-performance system, called the ASPIRE Award program. Led the strategic communications and professional development efforts as well as the management of the overall engagement. Served as the interim ASPIRE Executive Director for nearly 18 months for HISD. Supported other Battelle for Kids engagement and developed several grant and district proposals.

Educational Service Center of Franklin County

Assistant Superintendent, External Relations August, 2005 – November, 2007

Key Accomplishments: Authored more than \$10 million in state and federal grants in fiscal year 2007; provided management of the regional school improvement team; established legislative communications for agency; served as Regional Value-Added Specialist and trained nearly 100 administrators and educators from 20 districts on understanding value-added analysis; chaired the Ohio Learning First Alliance, a nonprofit of the 17 state educational professional associations and the Ohio Department of Education.

State of Ohio, Ohio SchoolNet Commission

Interim Executive Director

August, 2004 - July, 2005

Key Accomplishments: Effectively reported to 13-member Commission; led agency staff; managed agency budget; developed and presented legislative testimony for agency; interpreted state and federal legislation and educational policy; secured biennial budget for fiscal years 2006 and 2007; co-developed and led a successful merger plan of Ohio SchoolNet Commission and the Ohio Educational Telecommunications Network Commission; developed and maintained positive relationships with members of the Ohio General Assembly, state and local agency leaders, school district personnel and businesses; represented Ohio on the State Educational Technology Director's Association (SETDA) and other state organizations and committees.

Chief Programs Officer

September, 2001 – July, 2005

Key Accomplishments: Cooperatively developed and implemented project management practices within the agency; served on agency team to develop business process improvements for human resources and fiscal practices including pay-for-performance compensation plan and contracts management system; led the implementation of a \$3.2M statewide technology leadership training program, Ohio Leadership for Integrating Technology (Ohio LIT), funded by the Bill and Melinda Gates Foundation for school district administrators resulting in professional development of more than 2,000 school and district leaders; developed the strategic programs, products and services plan for the agency; developed the initial research-based practices for the agency to better

understand the access and use of technology in schools and to advocate for additional funding for the agency based on technology lifecycle and the findings from research.

Director of Technical Programs

May, 2000 – September, 2001

Key Accomplishments: Negotiated state contracts and served on a team to develop product catalog with tier one and tier two technology vendors resulting in savings in excess of \$10M per year for school districts; streamlined grant application and review processes; co-developed communications plans for all projects, products and services; co-developed new staffing evaluation and compensation plan; directed to completion school electrical upgrade program, high school interactive video distance learning program and annual programs for school district technology acquisition.

Senior Program Manager

July 1997- April 2000

Key Accomplishments: Implemented the first statewide interactive video distance learning programs; Co-developed video hardware and infrastructure standards; handled fiduciary responsibilities in excess of \$40M; negotiated state contracts with vendors for videoconferencing hardware and networking components; positioned Ohio as a leader in the nation for distance learning access and use; led a 21-member Telecommunity Policy and Oversight Committee comprised of business and educational leaders to direct and oversee the work of one distance learning program; and scaled projects from only a few schools to more than 400 statewide within six years; set direction for program growth.

Graduate Research Associate

August, 1995 – July, 1997

Key Accomplishments: Developed distance learning grant program request for proposals; instituted grant selection process; implemented accountability requirements for grant recipients; crafted communications plans and marketing collateral for programs; and organized the first statewide distance learning conference.

The Ohio State University

Graduate Research Associate

October 1995-August 1996

Team Teacher

1996, 1998

Key Accomplishments: Developed course materials and taught doctoral students research methods; edited and published articles; and tracked trends in educational research in the areas of personnel and compensation.

Union County Middle School

Mathematics Teacher

August 1994-May 1995

Key Accomplishments: Served as a positive role model for students and developed math curriculum and lesson plans that were engaging and effective for seventh- and eighth-grade students; implemented successful classroom management strategies; and establish open communications with parents and school leaders.

Michele M. Pola, Ed.D.
713-556.6011 (w)
[REDACTED]
email: mpola@houstonisd.org

EXPERIENCE

2007-Present

Chief of Staff, Houston Independent School District

- Facilitates coordination and communication among the direct reports of the Superintendent of Schools so that the Superintendent is informed about current issues and areas of need within the district and that the Superintendent's instructions to staff are carried out.
- Serves as the primary liaison between the Superintendent and the Human Resources, Communications, Research and Accountability and Inspector General Departments.
- Oversees staff communication with members of the HISD Board of Education and meetings of the Board of Education through the direct supervision of the Board Services Office. In addition, the position is responsible for maintenance of Board policy and standard practice memoranda and the Superintendent's recommended agenda items through the Policy Administration Department.
- Represents the Office of the Superintendent in the community and district events/meetings.
- Reviews written communications, speeches, and correspondence for the Superintendent and oversees the referral system for both the Superintendent and the Board of Education.

2004-2007

Executive Director, Houston A+ Challenge

- Manage a \$72 million public-private partnership serving Aldine ISD, Alief ISD, Houston ISD, Humble ISD, North Forest ISD, and Spring Branch ISD. Houston A+ is a not-for-profit organization funded by grants from foundations and corporations.
- Direct the Houston A+ Challenge Leadership Academy in partnership with Harvard Business Alumni Club.
- Direct a \$12 million grant from Carnegie Corporation and Bill and Melinda Gates Foundation to design a \$24 million project to restructure all 24 comprehensive Houston ISD high schools.
- Direct an ExxonMobil planning grant for a \$2 million Math Initiative.
- Partner with the University of Houston, University of Houston Downtown, Texas Southern University, University of St. Thomas and Houston Community College System to redesign and restructure teacher preparation programs in collaboration with local schools and districts.
- Convene meeting for all local education and business groups to work in partnership.
- Convene community engagement efforts around changes in public education.
- Support activities to engage district-level professionals in school-level reforms.
- Serve as the public spokesperson and liaison between school districts, community partners, and business.

1999-2004

Associate Director/Program Director, Houston A+ Challenge

- Promoted to Associate Director in 2002.
- Develop and implement \$1 million initiative for 20 schools in six districts for teacher professional development around fine arts, math and science.
- Co-director for \$24 million, large-scale high school redesign initiative in Houston ISD funded in part by Carnegie Corporation of New York and Gates Foundation.
- Manage design of first Early College high school in Texas.

- Design and manage \$2 million Regional High School Reform Initiative in 13 schools in Alief, Spring Branch and Humble ISDs.
- Design, implement and manage \$2 million elementary Fine Arts grant program in five schools in Aldine, Alief, Houston and Spring Branch ISDs.
- Develop National Speaker Series to build capacity in Houston area school districts for whole school reform.
- Develop and administer \$8 million annual Program budget.
- Create Houston's first Peer Review Accountability Process for assessing public schools.
- Continually assess needs of schools and school districts around improving student achievement, then develop initiatives and find resources to meet those needs.
- Build and maintain dozens of partnerships with business, community-based organizations, parent groups.
- Manage, develop and motivate nine-member Program staff.
- Implement and direct first two-year Leadership Academy for school based leaders in Houston area.
- Design and facilitate first ever District Leaders Learner retreats in Houston area.
- Responsible for successful day-to-day operation and motivation of 16-person staff.
- Oversee human relations issues, including annual employee reviews, benefits, insurance.
- Participate in fundraising activities.

1988-1999

Principal, River Oaks Elementary School, Houston Independent School District

- Responsible for all aspects of successful operation of a culturally diverse school for gifted and talented children.
- Facilitate innovative programs and grant writing for continuous learning opportunities involving students, staff, parents and community.
- Include all stakeholders in school decisions and model leadership skills to other principals.
- Brought in all stakeholders to successfully overcome controversy around makeup of student body. Transition school from housing exclusively gifted and talented students to one serving GT and neighborhood students.
- Raised nearly \$800,000 to cover school needs over and above HISD budget allocation:

1986-1988

Assistant Principal, Eliot Elementary, Houston Independent School District

- Assisted the principal in managing all school functions.
- Responsible for development and implementation of educational programs within the school.

1979-1986

Elementary Classroom Teacher, Houston ISD

- Foerster Elementary School
- Sunny Side Elementary School

EDUCATION

- NOVA Southeastern, FL, Ed. D. 1997-2002
- University of Houston at Clear Lake, Mid-Management Administration, 1988
- University of Houston at Clear Lake, M.S. Curriculum and Supervision, 1986
- Lesley College, Cambridge, Massachusetts, B.S. Education, 1979

PROFESSIONAL ACTIVITIES

- Harvard University Change Leadership Group, 2002-2004
- Assessor Training: Selecting & Developing the Twenty-first Century Principal, 2000

- Appointed to Long Range Planning Committee, Texas Elementary Principals and Supervisors Association, 1999
- Developed and conducted training for Houston ISD district principals on school-based Shared Decision Making Committee formation and implementation, 1996-1998
- Annenberg Challenge Lamplighter Program Coordinator, HISD Central District, 1998
- Houston ISD Texaco Principals' Academy
- Texas Elementary Principals and Supervisors Association Academy II, Austin, TX, 1991
- Texas Education Agency Mentor School, 1993-1999
- Appointed to Texas School Improvement Initiative, Texas Education Agency Department of Accountability and School Accreditation, 1993-1996
- Carnegie Foundation conference and study visit, United Kingdom, 1990
- Columbia Writing Institute, 1990
- Dupont Leadership Training, Houston ISD, TX, 1989
- Harvard University Principals' Center, Cambridge, MA, 1989

PUBLICATIONS

- "Creating a Professional Learning Community for Principals" doctorate dissertation, NOVA Southeastern, FL, 2002
- "Taking the Literacy Journey Together," *Primary Voices K-6: Telling Our Stories, Finding our Voices*, National Council of Teachers of English, 2002

PRESENTATIONS

- "Critical Friends Groups," Nooksack (Washington) Independent School District, 2003
- "Vertical Planning," Region IV Education Service Center Conference
- "Sharing Our Strengths," Region IV Education Service Center Mentor School Conference, 1997
- Facilitator, National Conference of Texas, Texas Association of Secondary School Principals and Texas Elementary Principals Association, 1997
- "Facilitated Leadership", Houston ISD Professional Development Conference, 1996

PROFESSIONAL ORGANIZATIONS

- Texas Elementary Principals Association
- National Secondary School Principals
- Houston Association of School Administrators
- Association of Hispanic School Administrators

LUPITA HINOJOSA, Ed.D.

Wk: (713) 556-7285

lhinojos@houstonisd.org

EMPLOYMENT HISTORY

School Services Support Officer **2012- Present**

Houston Independent School District, Office of School Support

The Houston Independent School District is the largest district in Texas and the seventh-largest in the United States. HISD has 279 schools and more than 203,000 students

Supervise and monitor the follow departments:

External Funding, Federal and State Compliance, School Choice, School Accountability, and Parent/Community Assistance

Coach and support department heads, school improvement officers, and principals

Adjunct Professor **2012 - Present**

University of Houston, School of Education, Department of Educational Leadership

Taught graduate level course in *Leadership for Change* and the *Leadership Seminar*

Assistant Superintendent **2010- 2012**

Houston Independent School District, School Choice

Supervise and monitor 114 Magnet programs which includes approximately 45,000 students

Assist in the development and/or restructuring of Magnet programs

Coach and support principals and magnet coordinators to improve magnet programs

Supervise and monitor the transfers of approximately 69,000 students

Supervise and monitor the implementation of \$11.4 million Magnet School Assistance Program (MSAP) federal grant which focuses on the implementation of Montessori, International Baccalaureate, and STEM programs

Executive Principal **2005-2010**

Houston Independent School District, Wheatley Feeder Pattern

Coach and support 12 elementary school principals, 3 middle school principals and one high school principal with approximately 8,000 students

Mentor, coach and support new principals and/or principals in need of assistance

Provide leadership and assist principals in developing strong school goals to improve students' academic achievement

Transformed the feeder pattern from 7 Academically Unacceptable schools to five (5) TEA Exemplary and seven 7 TEA Recognized schools

Middle School Principal **2004-2005**

Houston Independent School District, Fonville Middle School

Managed and led a faculty of 95 and a student population of approximately 1300

Student demographics: 88% Hispanic, 6% African American, 5 White, 97% Economically Disadvantaged, 26% ELL, 77% at risk, 19% mobility

Moved the school from a TEA Academically Unacceptable to a TEA Acceptable school

- Elementary Principal** **1998-2004**
Houston Independent School District, C. E. Barrick Elementary
 Managed and led a faculty of 55-60 and a student population of approximately 875-950
 Student demographics: 93% Hispanic, 5% White, 1% African American, 95% Economically Disadvantage, 65% ELL, 16% mobility
 Moved the school from a TEA Academically Acceptable to TEA Exemplary School
- Instructional Supervisor** **1995-1998**
Houston Independent School District, Southwest District
 Member of the HISD Reading Initiative and Implementation Committee (A Balanced Approach to Reading Program Development)
 Worked with approximately 30 principals to develop ELA, Bilingual and ESL instructional programs for their respective schools
- Assistant Principal** **1994-1995**
Houston Independent School District, Briscoe Elementary
 Supervised teachers and students to assure a safe and nurturing educational environment
 Assisted with overall management of the day-to-day operations of the school
 Provided training to teachers on classroom management and instructional strategies
- Bilingual Teacher / Instructional Coordinator** **1988-1994**
Houston Independent School District, Eliot and Durkee Elementary
 Provided direct instruction to Kindergarten, second and third grade English Language Learners (ELLs)
 Implemented creative, innovative, and research-based teaching strategies and methodologies
 Created and coordinated the school's first Parent Center which not only provided classes for parents, but also offered parents the opportunity to volunteer and support the school
 Led the grade Pk-2 teacher professional learning community

EDUCATION

- | | |
|------|---|
| 2012 | University of Houston, Houston, Texas
Doctor of Education (Ed. D.), Educational Leadership
Dissertation Title: <i>Implications For School Leaders Of The Impact Of Math, Science, And Technology Magnet Programs On Middle School Student Achievement</i> |
| 1995 | University of Houston at Clear Lake, Houston, Texas
Master of Education (M. Ed.), Educational Leadership and Management |
| 1989 | University of Houston, Houston, Texas
Elementary / Bilingual Ed. Certification |
| 1984 | University of Texas at Austin, Austin, Texas
Bachelor of Science (B. S.), Fashion Merchandising |

CERTIFICATIONS

Superintendent (EC-12)
Mid-Management (PK-12)
Elementary Self-Contained (PK-6)
Bilingual / ESL (PK-6)

EDUCATIONAL SERVICE

Grant Reviewer for the Office of Innovation and Improvement Investing in Innovation (i3) Grant
Mentor for Aspiring Principals
Member of the District Advisory Committee to the Superintendent
Harvard University Summer Principal's Academy
Advisory Board for Scholastic, Inc. in the development of "Solares" a Spanish reading program
Member of the HISD Alternative Certification Program Advisory Board
Contributing writer for Houghton Mifflin Company in the development of Spanish reading program
State Math Textbook Adoption Committee- Texas Education Agency (TEA)
Member of the Spanish Texas Primary Reading Inventory Committee- TEA
Grant Reader for the U. S. Office of Bilingual Education and Minority Language Affairs
Member of the HISD Reading Initiative and Implementation Committee
Spanish Texas Essential Knowledge and Skills (TEKS) Review Committee- TEA
Member of the State Dual-Language Committee- Texas Education Agency (TEA)
State Assessment Writer- Texas Education Agency (TEA)
HISD Curriculum Alignment Auditor
Trainer for HISD Alternative Certification Interns
HISD Project ACCESS Curriculum Writer

HONORS

Principal of the Year
Lead Principal for Fonville Feeder Pattern
T. E. A. Exemplary School
National Urban Sites Writing Project
"Who's Who Among College Graduate Students"
Outstanding New Teacher of the Year: Durkee Elementary
HISD Teacher of the Year: Eliot Elementary
HISD Bilingual Teacher of the Year: Eliot Elementary
HISD District XI Bilingual Teacher of the Year
GHAWP Fellow: Greater Houston Area Writing Project
Fellow at the University of Norte Dame Center for Continuing Education

PROFESSIONAL AFFILIATIONS (Currently participating)

Member of Magnet Schools of America
Association of Hispanic School Administrators (Board member)
Association for Supervision and Curriculum Development
Houston Association of School Administrators
Texas Association for Bilingual Education (Vice President, President Elect, President and Past President)
National Association for Bilingual Education (Board member)
Association of Texas Professional Educators

Michael A. Cardona

mcardona1989@tamu.edu

Education: 2011 – Ed.D Co-hort Educational Administration Program – Texas A&M University – College Station
1995 Master of Science, Educational Administration- Texas A&M University - Kingsville
1989 Bachelor of Arts, Political Science - Texas A&M University

Certification: Generic Special Education PK - 12
Mid-Management

Professional Experience

2012 - Present Houston Independent School District Chief School Officer Middle Schools

- Recruit, select, supervise, monitor, and evaluate performance of School Support Officers and office personnel
- Set bold measurable and achievable goals for School Support Officers focused on student academic growth and school safety.
- Provide input to Superintendent of Schools and Chief School Officer in selection and assignment of school administrators.
- Develop an overall strategic plan for middle schools focusing on student academic growth and school safety.
- Define critical issues, identifies resource requirements, and sets measurable and achievable goals focused on student academic growth and school safety.
- Conduct rigorous and accurate evaluations of principals, retaining effective and highly effective principals, and improving or removing poor performers.
- Represent the superintendent of schools as official of the district. Communicate district initiatives and strategies for increasing student achievement and promoting district as a whole.
- Collaborate with School Support Officers to ensure school needs are met.
- Communicate effectively with board members, administrators, teachers, students, parents, community members, and business partners.
- Assist the superintendent of schools and Chief School Officer in formulating and recommending policies and goals for the operation of the district.
- Implemented sixth grade reading initiative with targeted tiered interventions.
- Implemented district wide discipline system in effort to reduce discretionary placements by 25%
- Implemented overage drop out prevention programs
- Assisted with passing of \$1.89 billion dollars school bond program
- Coordinated implementation of overage dropout program at Edison and Jackson MS with HESS Foundation - \$1.2 million dollar three year grant

2009-2012 Robert E. Lee High School Principal North East ISD

- Provide instructional leadership, resources, and materials to support teaching staff
- Administer budgets – Special Education, AARA, Title I, Campus and District
- Supervise activities aimed at improving student and teacher attendance – Start on Time
- Meet with central office specialists to discuss planning and pedagogy
- Implement video presentations with teachers that incorporated self-reflection
- Film weekly video session – Cardona’s Corner
- Create weekly parent newsletter
- Coordinate scheduling between three magnet programs and comprehensive high school
- Coordinate leadership transition of two magnet programs
- Met AYP 2010 and 2011
- Improved Science scores 16% on TAKS during 2009-2010

PR/Award # U465A130048

- Improved Social Studies scores 5% on TAKS during 2009-2010
- Implement cluster wide community event “Lee-esta” incorporating health and wellness
- Implement Organizational Health Initiative designed to improve leadership effectiveness using data
- Coordinate and collaborate with Trinity University as a Professional Development School
- Increase Parent Teacher Association Membership
- Mentor staff members working on Master’s Degree from various universities
- Represent cluster schools during Executive staffing sessions
- High School representative on District Data Coaching Committee
- Coordinate Cluster wide activities including monthly cluster meetings
- Utilize COMPASS data system in all department planning sessions
- Implemented district’s first high school WATCH DOGS (Dads of Great Students) program
- Increased participants taking Advanced Placement Exams
- Increased Advanced Placement exams from 233 in 2009 to 989 exams in 2010
- Achieved National Center for Educational Achievement’s (NCEA) 2011 Higher Performing Schools

2006-2009	Clara Driscoll Middle School	Principal	North East ISD
	<ul style="list-style-type: none"> • Provided instructional leadership, resources, and materials to support teaching staff • Administered budget based on department/classroom needs and goals • Maintained fiscal control and implemented programs based on campus plan • Supervised initiatives aimed at improving student and teacher attendance • Provided feedback to department heads based on benchmark scores and failure rates • Met collaboratively with cluster high schools in promoting students success • Promoted College and Career Readiness through College Friday • Implemented campus family fun night community event • Implemented student recognition program for each grade level • Maintained positive facility environment • Utilized district assessments and TRIAND data to promote success • Achieved Recognized Status 2007, 2008, and 2009 • Met AYP 2007, 2008, and 2009 		
2001 – 2006	Douglas MacArthur High School	Assistant Principal	North East ISD
	<ul style="list-style-type: none"> • 2003 Summer School Principal 		
1999 – 2001	Garner Middle School	Assistant Principal	North East ISD
1996 - 1999	S.J. Davis Middle School	Assistant Principal	San Antonio ISD
1995 - 1996	Martin Luther King Jr. MS	Administrative Assistant	San Antonio ISD
1992 - 1995	Alamo Achievement Center	Teacher/Administrative Assistant	

Areas of Professional Competence

Professional Development/Inservices:

- Classroom Management In-services
- Technology In-services
- 504/Special Education In-services
- Grievance Procedures
- Crisis Management Procedures
- Equity and Excellence for All: Bridging the Gap
- Professional Development Appraisal System – New Teacher Orientation
- Special education – Highly Effective Practices – Secondary Principal’s meeting
- Trinity University – Principals Panel – Undergraduate and Graduate Program students

- University of Texas San Antonio – Principals Panel – Master’s Program students

Training:

- Principal’s Leadership Institute – Harvard University – “Leadership an Ever Evolving Vision”
- Stephen Covey’s 8th Habit Training
- Teacher Perceiver Training – Gallup Organization
- Access: Making the Change
- National Middle School Association – Institute for Middle Level Learning
- Association for Supervision and Curriculum Development National Conference – Learning Beyond Boundaries
- National Dropout Prevention Center National Conference
- Apple Educator Training – Leadership Institute
- The University of Texas School of Law Legal Conference – Austin, Texas
- Strategic Marketing Management for School Leaders – Rice University

Community:

- PTA – National Life Member 2008
- St. Matthews United Methodist Church
- 5th Ward Men’s Enrichment Program – Board Advisor
- Read to your child’s class – Harvard Elementary School

Professional Affiliations:

- Association for Supervision and Curriculum Development
- Association for Latino Administrators and Superintendents
- Principals Center – Harvard University
- Raise Your Hand Texas
- Houston Association of Latino Administrators and Superintendents
- Texas Association of Latino Administrators and Superintendents
- Texas Association of Secondary School Principals

Publications:

- Cardona, Michael A. (2007). Delusions of grandeur. *TESA Connection, (LVI)*, 28-29.

Awards:

- Raise Your Hand Texas – Harvard Principals Center Selectee - 2008
- Superintendents Award Winner – North East ISD – 2008
- Superintendents Award Winner – North East ISD - 2011
- 2011 H.E.B. Excellence in Education – State semi-finalist – Secondary Principal’s Category
- 2012 H.E.B. Excellence in Education – State semi-finalist – Secondary Principal’s Category

Presentations

- 2013 – Magnolia Civic Association – School Safety Seminar – Immaculate Conception Catholic Church
- 2013 - Aspiring to Amazing Increasing Efficiency, Effectiveness and Quality Using Online Learning – Panel Member Texas Capitol Auditorium
- 2013 – Soaring to Success – Career Day Speaker – Burbank Middle School

Orlando P. Riddick



PERSONAL STATEMENT

My educational philosophy and standards have formed over the years based on my formal studies, instructional pedagogy and management experiences. This is coupled by the development of my own three children who have attended public education. Having these multiple perspectives allows me to continually commit to ensuring that all children receive diverse, rigorous and enriching classroom experiences. I believe that all children deserve a rigorous college ready preparation during their time in school so that they can achieve the ability to change our world.

EDUCATIONAL SERVICE

Public Relations

- Excellent oral, written and interpersonal communication skills; with an ability to develop a rapport with individuals from varied backgrounds
- More than eight years of experience in public relations and marketing, serving a variety of clients from major corporations to politicians
- Bilingual (English/Spanish)

Community

- Member of Houston's Lakewood Church
- Member of the Parent Teachers Association of: Walnut Bend Elementary School, Revere Middle School, and Westside High School
- District community representative to both politicians and parents

Technology

- Serve on District Advisory Committee
- Member of Data Governance Council
- Completed University of Texas Technology Immersion Project (intensive six (6) week technology professional development)

Curriculum and Instruction

- Participate on Teacher Evaluation Committee(s)
- Lead Principal Evaluation Committee(s)
- Representative on Curriculum Review Committee(s)
- District Improvement Team
- Mentor and develop new administrators
- Conduct Professional Development Committees
- Academic Dean for a Small Learning Campus with direct coordination
- AVID and UT Austin DANA Center administrator participant

- Participant in the annual Bi-lingual conference and seminar (Fort Worth, Texas)
- Completed Special Education Law program presented by lead attorneys from Ft. Worth, Texas and San Antonio, Texas
- Aligned Thinking Institute participant; leadership model designed to structure and align personal and business mission and goals
- Created scope and sequence for the A. Maceo Smith English Department, in conjunction with the Dallas ISD's goals, resulting in securing "Recognized" state distinction status
- Campus Instructional Leadership Team Member
- Campus Improvement Team Member

Finance/Budgeting

- Created, with quantifying measurable goals for teachers, the allocation for incentive pay as part of 2006-2010 Governor's grant
- Responsible for the budget and resource management ranging from \$10 million to \$1 billion

EDUCATION

2007- Present	The University of Texas	Austin, TX
	<ul style="list-style-type: none"> • Cooperative Superintendency Doctoral Program 	
2002 – 2004	Texas Woman's University	Denton, TX
	<ul style="list-style-type: none"> • Educational Administration Masters Program 	
1994 – 1997	The University of Texas at El Paso	El Paso, TX
	<ul style="list-style-type: none"> • Post- Bachelorette English Literature • Minor: Education 	
1985 - 1992	The University of Texas at El Paso	El Paso, TX
	<ul style="list-style-type: none"> • BA Advertising and Pubic Relations • Minor: Military Science 	

ENDORSEMENTS

Present - 8/2010	Principal	Standard Texas Educator Certificate
Lifetime	Secondary English	Provisional Texas Educator Certificate
2004		Critical Incident Stress Management Group Crisis
2000	Cognitive Coach	University of California Santa Barbara
2004		ILD and PDAS certified
1997		AP and GT certification
1992		Commissioned Officer in the U.S. Army

NOTABLE PROFESSIONAL DEVELOPMENT

TEXAS EDUCATION AGENCY

Participate as a state representative on a committee charged with reviewing and recommending the new principal standards for 2013 and beyond to the State Board of Education and Commissioner of Education. Outcomes for this committee include improving the standards used to determine and assess administrator proficiencies.

RICE UNIVERSITY JESSE H. JONES GRADUATE SCHOOL OF BUSINESS

Completed strategic marketing management accelerated professional development program with over 120 hours. The intent of the program was to devise business strategies aligning resources, both human capital and financial, to support customer satisfaction.

EXPERIENCE K-12

Houston Independent School District - TX**2012- Present**

204,500 Students

Chief High School Officer*Department of School Support, Central Administration*

Directed, coordinated, and supervised the operations and staff members within the Office of High School Education. Responsibilities include directing, supervising, and evaluating the School Support Officers who were responsible for the implementation of all education programs, support services, and business and compliance functions within all high schools. Developed an overall strategic plan for schools aligned to the district's priorities. Implemented and communicated the district's initiatives and strategies used for increasing student achievement and promoting the district as a whole. Oversee \$135 million in operation funds. On an ongoing basis, represent the Superintendent of Schools as a district official.

Lead high school enrollment stabilization to 48,400. Increased the number of high school students graduating to an all time high of 78.5% and lower the drop out rate to an all time low of 11%. Lead community engagement efforts for \$1.89 billion bond referendum, the largest in state history, with an overwhelming passage of 70%. This bond will construct 28 new high schools, one of which will be a unique partnership between Texas Medical Center and another institution. Collaborated with the Curriculum, Instruction, and Assessment department to develop a rigorous K-12 curriculum aligned to state and national standards. Deployed over 20 Teacher Development Specialist to campuses to assist Principals with the development of struggling teachers. Directly managed five School Support Officers, Director, Senior Accountability Specialist, and four office staff members.

RODNEY E. WATSON, PH.D.



PROFILE SUMMARY

Performance-driven, dynamic, and goal-oriented professional, equipped with verifiable success in school transformation, data analysis/needs assessment, program/project development and coordination, funding and budgeting, resource allocation, and professional development, training and supervision. Thrive in establishing and maintaining positive relationship with colleagues, peers, clientele, as well as corporate, private, and government organizations. Self-motivated and hardworking leader recognized for exceptional work ethic as well as persuasive planning, organizational, and leadership skills. Other core strengths include:

- **Transformational:** Adept at conceptualizing and implementing initiatives that contribute to the immediate academic, social, and behavioral success, and improvement of all students; ensuring maximum efficiency of various teaching and learning and supplemental initiatives; as well as resolving associated issues and conflicts.
- **Community Organizer:** Highly commendable performance in organizing and monitoring community outreach programs and events; facilitating various parent, and community student interest based initiatives; as well as contributing to the success of various community outreach and fundraising events.
- **Commitment and Dedication:** Strong commitment in delivering numerous best fitting academic programs advocating research based diverse ideals, student-centered programs, and non-instructional-related initiatives; exhibit unswerving passion to student academic, social and behavioral success.

AREAS OF EXPERTISE

✦ Curriculum & Instruction	✦ Leadership, Training, & Team Building
✦ Education Law and Policy Analysis	✦ Program & Project Development
✦ Community Mobilization	✦ Strategic & Tactical Planning
✦ Research & Reporting	✦ Innovative Programming
✦ Performance Evaluation & Assessment	✦ Organizational Leader/Development

EDUCATION

Doctor of Philosophy: Urban Leadership & Policy Analysis and Curriculum & Instruction ▪ 2007
University of Missouri, School of Graduate Studies ▪ KANSAS CITY, MISSOURI

Education Specialist: Higher Education Administration ▪ 2001
University of Missouri-Kansas City ▪ KANSAS CITY, MISSOURI

Master of Arts: School Counseling and Guidance ▪ 1999
University of Missouri-Kansas City ▪ KANSAS CITY, MISSOURI

Master of Arts: Special Education ▪ 1999
University of Missouri-Kansas City ▪ KANSAS CITY, MISSOURI

Master of Arts: Counseling Psychology ▪ 1999
Webster University ▪ ST. LOUIS, MISSOURI

Bachelor of Arts: Psychology and Music Education ▪ 1996
Northwest Missouri State University ▪ MARYVILLE, MISSOURI

RODNEY E. WATSON, PH.D.



PROFESSIONAL CERTIFICATIONS

Superintendent Certification (May 2012)	Texas Department of Education	2012
K-12 Leadership	Texas Department of Education	2010
K-12 Administration	Missouri Department of Education	2008
Counseling and Guidance	Missouri Department of Education	2007
Special Education	Missouri Department of Education	2006

PROFESSIONAL EXPERIENCE

CHIEF HUMAN RESOURCES OFFICER, HOUSTON INDEPENDENT SCHOOL DISTRICT SEPTEMBER 2012 - PRESENT

- Leads the Human Resources Department to improve the overall talent of the district
- Develops and executes strategic plans, organization wide policies and programs encompassing recruiting, selection, onboarding, succession planning, compensation, and compliance
- Develops, establishes, and analyzes department performance indicators to provide information to the superintendent to develop and modify the district's strategic plan to raise student performance. Facilitates, participates, and develops action plans to implement a succession plan for the district.
- Serves as the primary resource to the superintendent of schools and the Board of Education in the development and interpretation of policies and procedures relating to effective human talent management and staff development. Integrates performance management system, including ASPIRE, with performance appraisals for all employees. Creates and executes an employee relations program/practices that create positive organization culture and enable management effectiveness.
- Forecasts and develops three to five year plans for human talent needs of the district. Directs the planning and administration of the district's compensation program. Directs the consultation process as needed to interpret changes in board policy or administrative procedures. Evaluates trends, including best practices in the education human resources field and employee management, as they pertain to the Human Talent Department and develops appropriate programs to implement. Remains abreast of developments and innovations in human capital.
- Devises comprehensive and effective electronic systems of personnel record keeping in accordance with policies, regulations, and laws affecting the Human Talent department using PeopleSoft and other district wide reporting systems.

CHIEF SCHOOL OFFICER ▪ HOUSTON INDEPENDENT SCHOOL DISTRICT, Houston, TX ▪ MAY 2012 - AUGUST 2012

- Recruits, selects, supervises, monitors, and evaluates the performance of school improvement officers (SIOs) and other office personnel.
- Sets bold, measurable and achievable goals for school improvement officers focused on student academic growth in the schools under their authority, and holds them accountable for achievement of these goals; designs and implements differential retention strategies for rewarding and retaining effective SIOs and exiting ineffective SIOs; assesses SIO performance in such areas as setting bold, measurable and achievable goals for principals, conducting rigorous and accurate evaluations of principals, retaining effective and highly effective principals, and improving or removing poor performers.
- Provides input to the superintendent of schools and the chief academic officer in the selection and assignment of school administrators.
- Represents the superintendent of schools as an official of the district.
- Communicates the district's strategic direction and strategies for increasing student achievement and promoting the district as a whole.
- Collaborates with school improvement officers to ensure school needs are met.

CURRICULUM VITAE

Dave D. Wheat, M.Ed.
Houston Independent School District
Assistant Superintendent, Office of School Choice

Office: Houston Independent School District Phone: (713) 556-6947
4400 West 18th Street Fax: (713) 556-6784
Houston, Texas 77092-8501 dwheat@houstonisd.org

Home:



ACADEMIC PREPARATION:

University of Houston; B.A. in English, 1989: English Teacher Education

University of Houston; M.E., 2003: Administration and Supervision

(Note: completed master's degree through the HISD Secondary Principalship Academy)

TEXAS CERTIFICATIONS:

Principal EC-12, 2003 (2016)

English 6-12, 1989 (Life)

Physical Education 6-12, 1989 (Life)

EXPERIENCE:

HOUSTON INDEPENDENT SCHOOL DISTRICT

2011–Present

Office of School Choice

Assistant Superintendent, 2012-Present

Responsible for collaboratively guiding the mission of the district's magnet programs, which is to provide a broad system of specialized choices designed to meet the needs, interests, and/or talents of the district's diverse, multicultural student population in a rigorous educational setting; responsible for ensuring equity in access to quality educational programs for all students; day-to-day work falls broadly in the following five domains:

- Diversity of the Student Population – create and implement a recruitment plan, which specifically targets underrepresented populations in magnet programs; implement policies and procedures in the selection process which ensure equity of access
- Unique and Innovative Curriculum – assist magnet schools with developing and implementing a rigorous, innovative, theme-based curriculum
- Support for Specialized Teaching Staff – assist magnet schools with developing a professional development plan that aligns to their magnet theme and their school improvement plans
- Acquisition of Dynamic Community Partnerships – secure partnerships for magnet schools that align the region's industry and community resources and themes of the magnet schools

Department of Leadership Development
Interim Assistant Superintendent, 2011-2012

Responsible for developing and implementing a leadership program that yields highly effective leaders who increase student achievement for every student in the Houston Independent School District

Accomplishments:

- Led the revival of the *Summer Leadership Institute*, a three-day event that included all district principals and their leadership teams
- Designed and implemented the first-ever *New and Emerging Leaders Institute*, a four-week event that included all first-year principals and strategically identified future school leaders

KIPP:HOUSTON

June, 2011-September, 2011

Deputy Head of Schools, June, 2011-September, 2011

Responsible for creating a leadership pipeline for the charter network's 19 Houston-based schools

HOUSTON INDEPENDENT SCHOOL DISTRICT

1999–2011

Johnston Middle School, Magnet School for the Performing and Visual Arts

Principal, 2006-2011

Responsible for collaboratively guiding the mission, vision, values and goals of an urban school community, in which 1,486 students, 95 professional staff, and 14 paraprofessionals work for students as part of a professional learning community

Accomplishments:

- Johnston Middle School named 2010 *Blue Ribbon Award* winner by USDE
- Led JMS to TEA *Exemplary* status for first time in school history in 2009-2010
- Led JMS to TEA *Recognized* status for first time in school history in 2008-2009
- Increase in magnet applications from 650 in 2006-2007 to 1,286 in 2010-2011
- Increased number of 8th grade students taking Algebra I from 50 in 2006-2007 to 150 in 2010-2011
- Double-digit increase in percentage of students achieving *commended* status on all five TAKS tests administered since 2006
- TEA Gold Performance Acknowledgements in Reading, Writing, and Social Studies based on TAKS commended performance in 2006-2007, 2007-2008, 2008-2009, and 2009-2010.
- Named host site for *National Middle School Association* national conference in November, 2007; presented best practices in the performing and visual arts, professional learning communities, and small learning communities to teachers and administrators from around the country
- Inducted as an *International Spanish Academy* by the Ministry of Education and Science of the Kingdom of Spain in November, 2007
- Established the JMS Summer Bridge Academy, in which incoming 6th grade students from Kolter, Lovett, Parker, Red, and Anderson Elementaries participate in a week-long orientation in an effort to ease their transition from elementary school to middle school

Hamilton Middle School, 2005-2006

Dean of Students

Leader of 7th grade small learning community, the *Adventurers*; collaboratively supervised teachers and staff in the small learning community (SLC); chaired SLC meetings twice weekly; provided curriculum, instructional, and assessment support for teachers in the SLC; analyzed data with SLC teachers and staff and implemented targeted interventions; collaboratively built a positive culture in the SLC.

Westside High School, 2002-2005

Top 20 Advanced Placement School in Texas; Ranked 456 and 298 in *Newsweek's* Top 1000 schools in the United States; HISD Recognized Campus in 2004-2005

Small School Principal, 2004-2005

Responsible for collaboratively guiding the mission, vision, values and goals of the North 1 (N1) Small School, which consisted of 550 students, 25 teachers, and two other deans of students; successfully established a Duel Credit Academy in which students obtained high school credit and college credit concurrently

Dean of Students, 2003-2004

Responsible for the academic success and progress of 250+ students; fulfilled role of assistant principal and counselor for each student

Principal Intern, 2002-2003

Full-year, paid internship under a master principal, who later became a regional superintendent and is the current Executive Director of Houston A+ Challenge; full-time study of the principalship through participation, observation, and reflection

Sharpstown Middle School, 1999-2002

Teacher

Stakeholder in movement to transform Sharpstown Middle School into small learning communities; Department Chair of physical education

FORT BEND INDEPENDENT SCHOOL DISTRICT

1998-1999

Stephen F. Austin High School

Teacher

Taught American Literature to juniors.

DEER PARK INDEPENDENT SCHOOL DISTRICT

1989-1998

Deer Park High School, 1991-1998

Teacher

Taught American Literature to juniors for five years, and freshmen English and sophomore English survey courses for two years.

J.P. Bonnette Junior High School, 1989-1991

Teacher

Taught integrated Language Arts to 7th graders.

PROFESSIONAL DEVELOPMENT:

Harvard Graduate School of Education *Art of Leadership* Institute (2008)

International Spanish Academy Symposium (2007)

TASSP State Conference (2004)

NASSP National Conference (2003, 2005, 2006)

Alan Summers

Experience

October 2011-present

Assistant Superintendent, Houston ISD

- Responsible for oversight of district-wide college and career readiness initiatives
- Provide leadership for Career and Technical Education, Secondary Counseling and Advising, and P-16 College Readiness departments around
 - Reform of Career and Technical Education programs
 - Student industry certifications
 - Advanced Placement & International Baccalaureate programs
 - College acceptance and scholarships

June-October 2011

Director of Federal & State Compliance, KIPP Houston

- Responsible for the application, negotiation, management, and reporting of federal entitlement program grants
- Facilitated textbook selection, ordering, and inventory
- Supervised PEIMS Compliance Manager and Data Quality Specialist team, and responded to audits from TEA
- Supervised Bilingual/ESL programs for the district
- Served as district testing coordinator for all state-mandated test administrations

2007-2011

Principal, Scarborough High School in Houston ISD

- Responsible for moving campus TEA rating from *Unacceptable* to *Recognized*
- 100% of the Class of 2011 was accepted into a two or four year college or university
- Scholarship awards for the Class of 2011 topped one million dollars
- Student performance on Math TAKS increased 19% points overall and 36% points for the lowest subgroup from 2007 to 2011
- Commended performance on Math TAKS increased 5% points overall and 3% points for the lowest subgroup from 2007 to 2011
- Work collaboratively with nine other high school principals to manage *The High School Collaborative* which brings core content teachers together to examine data, discuss best practices, and plan instruction
- Served as District Mentor Principal for new principals and assistant principals, 2005-2011
- Focused campus efforts on increasing the percentage of commended performance test scores, improving student participation and performance in Advanced Placement courses, and increasing college acceptance and attendance

2002-2007

Principal, Wainwright Elementary in Houston ISD

- Responsible for moving campus TEA rating from *Acceptable* to *Recognized*
- Campus was awarded the *Texas Educator Excellence Award* in 2003, 2004, 2005
- Responsible for instructional, fiscal, and facilities development and oversight
- Attended Harvard Principals' Center Summer Institute, 2004
- Houston Annenberg Challenge John P. McGovern Leadership Class Fellow, 2001-2003
- Presented at the Coalition of Essential Schools Conference, 2004 & 2005

2001-2002

Assistant Principal, Reagan High School in Houston ISD

- Managed and reported for all foundation, federal, and state grants
- Supervising administrator for English & Special Education departments
- Served as administrator for 9th & 10th grade students

1993-2001

Teacher, Wunderlich Intermediate School in Klein ISD

Teacher and Grant Writer, Hamilton Middle School in Houston ISD

Administrative Intern, Johnston Middle School in Houston ISD

- Taught English and Social Skills to 6th – 8th grade students
- Sponsored an award-winning community service team
- Wrote and was awarded 21st Century Community Learning Center grant in the amount of \$350,000
- Wrote and was awarded USDE Dual Language grant in the amount of \$400,000
- Served as interim administrator for one of the instructional houses

Education

2001

University of Houston, Houston, Texas

M.Ed., Administration & Supervision

1990

University of Houston, Houston, Texas

B.A., Sociology, graduated cum laude

References

Available upon request

Sowmya Kumar



Professional Experience:

2010-Present

Houston Independent School District

Assistant Superintendent, Special Education

Ensure districtwide implementation of programs and services for 16,000 students with disabilities in 300 schools.

- Implemented a districtwide data management system for Individualized Education Programs, diagnostic evaluations, and Section 504 plans
- Implemented universal design for learning across the district
- Developed systems to improve consistency of delivering special education services districtwide
- Improved graduation rates and transition services
- Increased inclusive opportunities for students with mild to moderate cognitive disabilities
- Initiated collaboration with departments to include multilingual, college and career readiness, curriculum, athletics, and school support
- Developed online operating guidelines
- Managed a \$170 million budget
- Created systemic efficiencies in a climate of declining resources

1997-2010

Region 4 Education Service Center, Houston, Texas

Education Specialist

Region-wide responsibilities include developing products and providing tools, technical assistance, consultation, and professional development training to assist school leaders in 7 counties, 54 school districts, and 50 charter schools impacting over 1.1 million students in the following areas:

- Understanding and interpreting federal/state rules and regulations for special education and Section 504
- Improving results for low performing schools identified by the state and federal accountability systems
- Learning about, preparing for, and responding to current and future requirements of the statewide accountability, and performance-based monitoring systems
- Understanding and implementing issues related to state and federal special education funding, budgeting, policies and procedures, and charter school procedures
- Understanding, analyzing, and using comprehensive data for systemic district/campus planning and decision-making, and to improve student performance
- Developing strategies for school improvement to meet adequate yearly progress (AYP) under the No Child Left Behind Act (NCLB)
- Conducting program evaluations to improve program effectiveness
- Collaborating, liaising, and networking with the state department of education, and local education agency personnel through meetings and advisory committees
- Developing targeted products to support learning for students in special programs and special education
- Understanding and maintaining compliance with indicators identified in the State Performance Plan for Special Education

1992-1997

Hackettstown Public Schools, Hackettstown, New Jersey

Director of Special Services

District-wide responsibilities included:

- Administering special education, and English as a Second Language programs
- Developing, administering, and monitoring program budgets

- Ensuring program compliance with federal/state rules and regulations
- Serving as the coordinator for Section 504/ADA, and homeless students

1986-1992

Greenwich Township Public Schools, Stewartville, New Jersey
Coordinator of Special Education Services /Educational Diagnostician

District-wide responsibilities included:

- Administering and supervising special education program and personnel
- Establishing and chairing a pre-referral process for intervention assistance to students at-risk
- Participating in the assessment, identification, placement, and Individualized Education Program development process for students with disabilities

1984-1986

Clinton Public School, Clinton, New Jersey
Teacher, Students with Neurological Impairment

Responsibilities included:

- Individualizing instruction for students with neurological and perceptual impairment
- Collaborating with teachers of non-disabled students to provide opportunities for inclusion

1983-1984

Milburn Regional Day School, Milburn, New Jersey
Teacher, Students with Multiple Disabilities

Responsibilities included:

- Instructing students with multiple disabilities including neurological impairment, learning disabilities, and communication impairment
- Using the total communication system to teach students with hearing impairment

1982-1983

The Matheny School, Peapack, New Jersey
Teacher, Life/Work Program

Responsibilities included:

- Instructing students with severe and profound disabilities while serving as a member of a multidisciplinary team of physicians, nurses, occupational therapists, physical therapists, speech pathologists, music therapists, and rehabilitation engineers
- Planning and developing prevocational and vocational programs in collaboration with representatives from the academic and business communities

1979-1982

United Cerebral Palsy, New York, New York
Teacher, Students with Severe/Profound Disabilities

Responsibilities included:

- Planning, developing, and implementing an educational program to meet the individual needs of students with severe/profound disabilities
- Serving on a multi-disciplinary team of therapists, and bio-technologists to meet the communication needs of non-verbal students

Education:

Educational Administration/Supervision

Master of Arts

Bachelor of Arts

Rutgers University
 New Brunswick, New Jersey
 Teachers College, Columbia University
 New York, New York
 Concentration: Special Education
 Queens College, City University
 Flushing, New York
 Concentration: Chemistry

GRACIE GUERRERO, ED.D.

e-mail aguerre5@houstonisd.org

OBJECTIVE

To assist in the educational process of students EC-12th grade, provide necessary staff development, and guide district-wide instruction affecting English Language Learners while pursuing continuous personal advancement

QUALIFICATIONS SUMMARY

- Doctor of Education in Professional Leadership
- Master of Education in School Administration
- Principal Certification
- Teaching Certification
- Superior communication skills; Fluency in English and Spanish
- Goal-oriented and Data-driven
- Flexibility

EXPERIENCE

7/2012-Present Hattie Mae White Educational Support Center Houston ISD-Houston, TX ***Assistant Superintendent for Multilingual Programs***

- Supervise Managers of Elementary and Secondary Bilingual/ESL, Compliance, Migrant Education, and Refugee Programs
- Responsible for district Bilingual & ESL, Migrant, and Refugee programs
- Develop all new Bilingual/ESL programs
- Plan, implement, and conduct staff development pertaining to English Language Acquisition
- Plan, develop, and implement district processes that result in alignment in elementary and secondary multilingual education
- Oversee and coordinate procedures for placement and exiting of students in the Bilingual/ESL programs
- Secure consultants, specialists, and appropriate community resources for administrators and staff to assist in attaining district instructional objectives
- Responsible for district Title III & Title I C budgets/Bilingual & ESL State Allotment

6/2008-7/2012 Curriculum & Instruction Aldine ISD-Houston, TX ***Director of Multilingual Services***

- Supervise Program Directors of Elementary and Secondary Bilingual/ESL
- Responsible for coordinating Bilingual & ESL instructional programs throughout the district
- Develop all new Bilingual/ESL programs
- Develop, maintain, and revise curriculum and assessment documents based on systematic review and analysis
- Plan, implement, and conduct Bilingual/ESL staff development programs
- Work to ensure a high degree of uniformity among elementary and secondary schools in multilingual education
- Coordinate procedures for placement and exiting of students in the Bilingual/ESL programs
- Plan and coordinate parent training and development
- Develop, recruit, and monitor the district's Home Grown program
- Assist in recruitment and placement of Bilingual/ESL teachers
- Secure consultants, specialists, and appropriate community resources for administrators and staff to assist in attaining district instructional objectives
- Complete all local, state, and federal compliance reports on Bilingual/ESL students
- Responsible for district Title III & Title I C budgets/Bilingual & ESL State Allotment
- Supervise the Migrant Education Program
- Coordinate district Foreign Language curriculum
- Plan and deliver district training for Bilingual and ESL certifications
- Coordinate PBMAS interventions and state documentation

7/2004-6/2008 Carmichael Elementary

Aldine ISD-Houston, TX

Principal

- Curriculum Leader KG-4th
- Campus Improvement Facilitator
- PDAS Administrator
- Campus Staffing
- Special Programs Coordinator
- Budget Manager
- Steering Committee Chairperson
- Campus Security and Operation
- Campus and District Staff Development Facilitator and Presenter
- Community and Stakeholder Liaison

6/99-7/2004 Ermel Elementary

Aldine ISD-Houston, TX

Assistant Principal

- Curriculum and Discipline KG-4
- LPAC Professional
- IAT Coordinator
- Bilingual/ESL Program and LEP Facilitator
- Gifted and Talented Program Coordinator
- SASI Administrator
- Textbook Custodian
- Extended Day and Extended Year Program Coordinator
- Region IV ACP Administrator and Coach
- Transportation Facilitator
- Bilingual/ESL and Optional Extended Year Budget
- District, State, and National Staff Development Presenter

6/98-6/99 Sammons Elementary

Aldine ISD-Houston, TX

Bilingual Teacher

- Math Facilitator

7/94-6/98 Oleson Elementary

Aldine ISD-Houston, TX

Bilingual Teacher

- 1997-1998 MacArthur Area Bilingual Teacher of the Year
- 1997-1998 Bilingual Teacher of the year
- 1996-1997 Building Teacher of the Year

TRAINING

- Lead4Ward
- PDAS & ILD
- Response to Intervention (RtI)
- Differentiated & Sheltered Instruction
- Marzano's Classroom Instruction that Works
- Fred Jones Classroom Management and Discipline
- Baldrige Successful Schools Training
- Lezotte Leadership Training
- Running Records & Guided Reading
- Balanced Literacy
- Model Classroom Project

EDUCATION

9/10-5/12	University of Houston	Houston, TX
9/97-7/99	Sam Houston State University	Huntsville, TX
9/94-7/95	University of St. Thomas	Houston, TX
9/92-5/94	University of Houston	Houston, TX

REFERENCES

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

Nancy Gregory

EDUCATION

Principal's Certificate, 2002

M.Ed., University of Texas, San Antonio, 1997

English Graduate Work, North Carolina State University, 1985

English Graduate Work, University of North Carolina, Chapel Hill, 1985

English Graduate Work and Teaching Credentials, Duke University, 1972-1973

B.A. in English, St. Andrew's Presbyterian College, 1971

PROFESSIONAL EXPERIENCE

Curriculum, Instruction and Assessment Officer, Houston ISD, 2011-present

- Oversee revision of District curriculum, Pre-K-12
- Develop formative and summative assessments

Director, Secondary English and Reading Programs, North East ISD, 2009- 2011

- Oversaw literacy programs in District's middle and high schools
- Guided the rewriting of the reading and English curriculum in grades 6-12
- Designed professional development for grades 6-12
- Developed formative and summative assessments for district campuses

Secondary Literacy Specialist, North East ISD, 2003-2009

- Designed staff development for secondary English and reading teachers
- Wrote and presented reading and English curriculum for grades 6-12
- Collaborated with campus leadership teams to analyze student data and implement appropriate instructional practices
- Assisted in development of formative and summative assessments, including benchmarks and common assessments
- Facilitated campus discussions of benchmark and TAKS data
- Mentored new and veteran teachers by providing model lessons and classroom observations
- Worked collaboratively with district ELA director to plan, implement, and evaluate department and district instructional goals
- Participated in Covey Leadership Training: September-October 2007 and April-May, 2007

Independent Educational Consultant/Staff Developer

- Served on Asia Society Literacy Team to design curriculum for the 15 International Studies Schools Network (ISSN), 2007-2009
- Provided staff development for ISSN faculty, 2009
- Presented trainings for National Writing Project as teacher-consultant, 2007- 2011
- Edited ELA passages and test items for Educational Testing Service, Harcourt Educational Measurement, and Pearson Educational Measurement, grades 4-11, 1998-1999
- Designed and presented workshops for South Side ISD and San Antonio ISD, 2007-2008
- Served as senior reviewer and item writer for Connecticut Assessment Proficiency Test, Massachusetts Comprehensive Assessment System (MCAS), Oklahoma Core Curriculum Tests, and Georgia End of Course Tests, 1998-2003
- Wrote teacher training notes to assist in the scoring of open-ended questions for MCAS, 1998-2003
- Selected reading passages for Educational Testing Service for inclusion in the California High School Exit Exam, 2001
- Selected reading passages for Harcourt Educational Measurement for inclusion in Rhode Island State Assessment Program, 1998

English Teacher

The International School of the Americas, 1997-2003

- Taught sophomore Pre-AP and GT classes
- Designed interdisciplinary curriculum for English and history classes
- Rewrote tenth grade portfolio to align it with ISA graduate profile and summative assessments
- Co-sponsored Interact Club to provide students with ongoing opportunities for community service

- Conducted and presented research on school culture, measuring ISA student-teacher relationships and their effect upon student achievement and faculty/student morale
- Served on Staff Development Committee to help principal determine appropriate in-service workshops for faculty

Saint Mary's Hall, San Antonio, Texas, 1989-1997

- Taught middle school Pre-AP and GT classes
- Chaired Vertical Alignment Team
- Co-chaired Faculty Compensation Committee; helped design teacher evaluation instrument to assess teacher effectiveness in order to determine appropriate merit increases

The Ravenscroft School, Raleigh, North Carolina, 1984-1989

- Served as English Department Chair
- Taught middle and high school Pre-AP, AP, and GT classes
- Taught PSAT and SAT preparation classes

The Hun School of Princeton, Princeton, New Jersey, 1973-1981

- Taught freshmen, sophomore and junior Pre-AP, AP, and GT classes
- Designed and taught series of elective courses, including Russian literature, the College Essay, and Grammar and Composition
- Taught PSAT and SAT preparation classes

Clinical Faculty, Trinity University, 1999-2003

- Supervised and mentored three full-year teaching interns and five practicum students

Senior Reviewer, National Board of Professional Teaching Standards, 1999

- Served on 15-member team of ELA teachers from across the country to finalize assessment standards for portfolios submitted by ELA teachers for certification by Board

Department Chair, The Ravenscroft School, Raleigh, North Carolina, 1987-1989

- Evaluated and mentored teachers, grades 4-12
- Assisted with campus-wide standardized testing
- Designed and presented staff development for ELA faculty
- Wrote senior AP English curriculum
- Elected to Headmaster's Advisory Council to serve as liaison between staff and administration
- Selected to serve on Curriculum Council to develop campus improvement plan, evaluate effectiveness of various instructional programs, and coordinate parent involvement in school community

FELLOWSHIPS

San Antonio Writing Project, Invitational Summer Institute, University of Texas San Antonio, 2007

Teachers as Scholars Program, Center for Educational Leadership, Trinity University, spring 2001, 2002

National School Reform Faculty New Coaches Institute, Critical Friends Group Training, summer 2002

CELP (Community Education Leadership Program) Fellowship, 2000

National Endowment for the Humanities Klingenstein Fellowship, 1989

PROFESSIONAL MEMBERSHIPS AND OFFICES

National Council of Teachers of English

Texas Council of Teachers of English Language Arts

San Antonio Area Council of Teachers of English, Vice-President, 2005-2010

Coalition of Reading and English Supervisors of Texas

HONORS

Superintendent's Award, North East ISD, presented for tutoring at-risk students, 2006

Superintendent's Award, North East ISD, presented for curriculum-design work, 2002

National Honor Society speaker, selected by ISA students, 2002

Senior Awards Ceremony speaker, selected by ISA senior class, 2000, 2001

Junior Rite-of-Passage Ceremony speaker, selected by ISA junior class, 2002, 2003

Sophomore Awards Ceremony speaker, selected by ISA sophomores, 2000, 2001, 2002, 2003

ISA Teacher of the Year, 2000

The Ravenscroft School Teacher of the Year, 1988

The Hun School of Princeton Teacher of the Year, 1980

Lance Menster

Email: lmenster@houstonisd.org

PROFESSIONAL EXPERIENCES

- Assistant Superintendent** ***Houston Independent School District (July 2012-Present)***
Provide leadership, vision, and direction for the district's Professional Support and Development team which includes Teacher Development Specialists (TDS), New Teacher Induction, Media and Online Learning, and the district's Alternative Certification Program.
- Senior Manager** ***Houston Independent School District (July 2011-July 2012)***
Provided leadership for the district's team of 72 elementary Teacher Development Specialists (TDS) across the content areas providing job-embedded professional development as a part of the district responsive instructional coaching program.
- Mathematics Manager** ***Houston Independent School District (October 2006-July 2011)***
Facilitated and managed the development and implementation of high quality mathematics teaching and learning in 198 elementary schools as the Manager for Elementary Mathematics in Houston ISD's Curriculum, Instruction, and Assessment Department.
- Education Program Manager** ***Houston Independent School District (July 2003-October 2006)***
Served in a leadership capacity supporting mathematics teaching and learning in Houston ISD—West Region schools. The centerpiece of this work included facilitating the implementation of HISD curricular resources and providing customized professional development for teachers, mathematics specialists, lead teachers, administrators, and parents.
- Non-Profit Program Coordinator** ***The Houston Annenberg Challenge (July 2000-July 2003)***
Performed duties as a PK-12 school reform facilitator for 88 schools in six urban school districts. Worked in partnership with the ExxonMobil Foundation and Houston Independent School District in building the leadership capacity of a team

of Mathematics Specialists. Facilitated ongoing professional development and program design for mathematics specialists, classroom teachers, school administrators, and parents.

Mathematics Consultant *Mount Holyoke College Summer Math for Teachers (Summer 2002, 2004, 2007, and 2008)*

Facilitated *Developing Mathematical Ideas* professional development leadership institutes at Mount Holyoke College in South Hadley, Massachusetts. Responsibilities included providing nationally-known researched-based mathematics professional development to a national audience of mathematics teachers, supervisors, and university faculty as a part of Summer Institute program.

K-5 Math Specialist *Michael Kennedy Elementary, Alief ISD (Aug 1997-July 2000)*

Facilitated elementary mathematics curriculum and programming for an Annenberg Beacon K-5 elementary school. Provided tailored professional development experiences to develop children's mathematical ideas for teachers and parents through coaching structures and facilitating campus and district wide mathematics professional development seminars.

Classroom Teacher *Michael Kennedy Elementary, Alief ISD (Aug 1994-July 1997)*

Facilitated instruction for third and fourth grade students in a multi-age setting by developing differentiated curriculum and teaching strategies in the area of mathematics education. Infused technology into the curriculum using internet resources, multimedia and peripheral software. Served as team leader.

International Teaching *Dept of Defense Schools, Okinawa, Japan (Jan. 1994-May 1994)*

Facilitated instruction in elementary mathematics classrooms as part of an University of Northern Iowa pilot overseas teaching program.

EDUCATION

University of Texas at Austin *Ed.D. (2012 Anticipated Graduation)*
Cooperative Superintendency Program

University of St. Thomas *Master's Degree, Educational Administration (May 2007)*
TX Certification: Principal's Certificate, ILD, PDAS

University of Northern Iowa *Bachelor of Arts Degree, Elementary Education (May 1994)*
Minor: K-6 Reading Education
TX Certifications: K-8, Gifted & Talented, English as Second Language

LEADERSHIP/HONORS

- *Developing Mathematical Ideas* national facilitator
- *Critical Friends Groups*, local and national facilitator
- Rice University School Math Program (RUSMP) Master Teacher
- National mathematics consultant for the Education Development Center in Newton, Mass. and for the Oregon Intel Mathematics Initiative
- Region IV Education Agency www.mathbenchmarks.org revisions project leader
- Pilot facilitator for the professional development module *Reasoning Algebraically about Operations*
- Contributing writer for the Charles Dana Center Middle School Textteams Institute: *Teaching Problem Solving Across the TEKS*
- Advisor and professional development provider for the Children's Museum of Houston mathematics projects
- Written and published numerous articles for the ExxonMobil Foundation's K-5 Mathematics Specialist Initiative
- Summer Math for Teachers, Mount Holyoke College, Leadership Institute staff member
- Presenter and member of the National Council of Teachers of Mathematics (NCTM)
- Presenter and member of the National Council of Supervisors of Mathematics (NCSM)
- Published reviewer of student and teacher resource books including *Math on Call* and *Math at Hand* (Great Source)
- Shared responsibility in the design of the Annenberg Reforming Schools Summer Institute
- Mathematics facilitator of math professional development in Alief, Ft. Bend, and Houston ISD
- Grant Writer securing over \$1,000,000 in professional development resources
- Coordinator of gifted and talented education and summer school programs at Michael Kennedy Elementary
- Texas Education Agency Statewide Parental Involvement Facilitator
- US Department of Education 21st Century Learning Community Grant Reviewer
- National Exemplary Blue Ribbon School Award and contributing writer
- Alief ISD District Educational Improvement Council representative
- Alief ISD New Teacher of the Year Award—1994

L. Beatriz Arnillas, MFA, SPHR – [REDACTED]

Tripled growth in number of open-registration professional development programs for the University of Houston's College of Technology.

Developed and implemented PR strategies that resulted in a 200% growth in masters-level HRD Program's student enrollment in three years.

Developed a new program and added new courses based on the Texas Higher Education Coordination Board "transfer curriculum," increasing the division's revenue by \$260,000 year, not counting summer sessions.

Developed a Service Learning program that ensured free professional services to businesses and non-profits, while provided students will "real-life" learning for academic credit. Program grew by 100% during each of the two years in which I was the Director.

Recruited and achieved 100% retention of adjunct faculty by developing strong engagement levels through affiliation, collaborative leadership, effective feedback processes and team-building events.

Effective Bilingual oral and written communication skills, and able business translator (Spanish/English)

Participated in an institution-wide reorganization process and member of the capital campaign that resulted in (1) preventing the closure of the institution (2) doubling the size of the institution in 5 years, and (3) increasing the endowment to 5 times larger than the original one through a capital campaign.

Designed and developed face-to-face and online development programs for leaders for global Oil and Gas company, including: Introduction to Leadership, Communication for Leaders, Foundations of Leadership, Compensation Essentials, Workplace Accommodations, Frontline Supervisor Training, and Succession Management.

Developed the Halliburton Leadership online Resources page, including online video, book carousels and professional development materials.

Executive Coach to a Director of 1000 Engineers Division in Air/Space Industry - Designed strategies to facilitate team-building, improved communications, effective evaluation processes, communities of practice, and shared leadership that improved "on-time/no-errors" delivery of projects from 70% to 99.8% in 18 months and in the contractor obtaining the highest score ever received by a NASA contractor to date (score increased from 92 pts. to 98 pts.)

Certificates in Mediation, Conflict resolution, Strategic Foresight, Trainer of Trainers, Online Design, Management and Instruction.

Work Experience

Sr Manager IT – Education Solutions

Houston ISD – May 2012 – Present

- Present *IT Educational Solutions'* perspectives to the Chief IT Officer and Sr. IT Managers' Team, to integrate educational needs with IT infrastructure.
- Work in collaboration with the district's Professional Development and Curriculum departments to ensure proper support for teachers and schools, in alignment with Texas curriculum and competencies.
- Recruit, develop, and manage the Educational Solutions IT staff team that: (1) Conducts research of current best Blended-Learning practices in K-12, (2) Provides reports/ratings of products, (3)

Provides the framework for Blended-Learning pilots, and (4) Designs evaluation plans and instruments, and makes recommendations to modify programs to improve effectiveness, to make them scalable, to develop programs' support and sustainability plans.

Senior Global Instructional Developer

Halliburton – January 2011 – April 2012

Design and develop all deliverables for the Global Talent Development programs, including: Talent Selection, Succession Management, Compensation Essentials (for HR professionals and for Leaders), Workplace Accommodation Process, Foundations of Leadership.

Developed the Halliburton on-line leadership resources page (The Leadership Compass)

Awards: Maximizing Value-Added Performance (MVP)

Head, Educational Production & Outreach

University of Houston, College of Technology - January 2007 — Present

- Develop, market, and manage professional development programs (300% growth in 3 years) including:
 - Strategic Foresight (with international participants)
 - The Trainer Certificate Program
 - The ASTD CPLP Examination Preparation blended course
 - Design and Management of e-Learning
- Develop online training for industry (contracts.)
- Recruit members for, and manage the Human Resource Development Advisory Board, whose members deliver expert presentations, provide paid internships and professional programs reviews.
- Design and implement PR strategies to increase visibility of master level programs (resulted in 200% growth in three years.)
- Review and propose effective technology and online applications for learning and training, resulting in cutting-edge “simultaneous” delivery of courses (both face-to-face and remote learners attend live classroom, with video, audio and desktop sharing.)
- Recruit and hire facilitators for non-credit professional development programs.
- Train and supervise part-time employees who develop online teaching and learning materials for department faculty.
- Business, industry and professional organizations liaison, resulting in partnerships with ASTD, HODN, National ASTD, SHRM, International HR Roundtable, and HR Houston which results in greatly increased visibility of program.

Trainer of Trainers

National Coalition Building Institute (NCBI International) -- 1995 — 2008 (13 years)

- Delivered diversity training, conflict resolution processes, and facilitated consensus-building processes between polarized groups in higher education, community and religious organizations and non-profits (Columbia University, Texas A&M, UT, UC Fresno, AARP Southwest, etc.)

Assistant Chair of Fine Arts, Blinn College

- August 2005 — December 2006 (1 year 6 months)
- Gathered data for the program assessment and designed the Strategic Plan.

- Developed two-year transfer curriculum in accordance to Strategic Plan, and based on the Texas Higher Education Coordinating Board (THECB) Transfer Curriculum, producing a 10-fold increment in department's size and income.
- Designed and produced the first fully-online and blended sections in the visual arts program
- Recruited and trained faculty to deliver blended courses to address the need for program's growth and increase enrollment numbers in spite of lack of classroom space.
- Hired, supervised and evaluated adjunct faculty.
- Designed the evaluation plan for the program, faculty and courses, in preparation for SACS accreditation process.
- Designed and delivered faculty development workshops based on adult education/learner-centered principles.

Director of Service Learning (SL,) Blinn College, August 2004 — August 2006

- Scanned nation-wide programs to determine scope of service component for courses.
- Recruited key leaders in the organization to leverage support for new curricular model.
- Developed a leadership team/committee to champion change process.
- Won Chair Academy International Team Leadership Award.
- Designed and developed program, including training, marketing, business partnership model, evaluation plan, recruitment plan and risk management.
- Implemented and evaluated program outcomes based on plan benchmarks.
- Program doubled in size each year, providing professional services to over 50 companies and organizations in the Brazos and Washington Counties (Brenham and Bryan campuses.)

Coordinator of Gender Issues Education, Texas A&M University, Jan. 2001 — Dec. 2003

- Led and managed office of two staff members, two graduate assistants and 10 to 20 volunteers, with a yearly budget of 20 to 30 K (in addition to salaries and benefits.)
- Produced and delivered educational and informational programs, including violence prevention and prejudice reduction workshops.
- Worked with College Station and Bryan city police, District Attorney, and health services professionals in prevention of sexual violence, survivor advocacy and services.
- Mentored and supervised two graduate assistants to education and violence prevention programs related to gender issues in general.
- Maintained and developed the Gender Issues Library, including federal and state legal journals.

Associate Professor of Art, with Tenure

Seton Hill University, 1994 — 2001 (7 years)

- Taught undergraduate general studies, art studios and Women Studies.
- Researched non-toxic printmaking methods and implemented safe curriculum.
- Provide OSHA compliance safety workshops.
- Updated studio equipment and furniture as needed, including designing equipment for new non-toxic methods.
- Creator/Director of the Cultural Competency, Conflict Resolution, and Coalition Building team to improve student satisfaction/retention and prevent/manage risk of law-suits.
- Faculty advisor (Arts programs comprised 25% of student body.)

KELLY NICOLE HELLAND-CLINE

OBJECTIVE

To utilize my extensive experience in the areas of Federal and State program guidelines, curriculum and professional development to effectively manage and supervise the HISD Parent Engagement Department

ADMINISTRATIVE EXPERIENCE

2011-present Houston Independent School District Houston, TX

Senior Manager-Parent Engagement

Manages and directs a strategic and collaborative approach to the delivery and implementation of parent engagement services district wide

Facilitates improved collaboration between the Parent Engagement Department and other district programs and departments serving families within HISD

Provides supervision for the Parent Engagement Specialists, Representatives, the district's Volunteers in Public Schools program and coordinator, and the district's HIPPO program and coordinator.

2003-2011 Region IV Education Service Center Houston, TX

Education Consultant-Instructional Support Services

Specialist- Health and Physical Education, Parent Involvement, Fine Arts, Cultural Diversity, Poverty, Paraprofessional Testing, No Child Left Behind Act

- Developed and delivered professional development workshops

Curriculum Development - Alternative Certification Program

Instructor-The International Program-Mexico

Instructor-Teacher Mentoring Program-TxBess

2000-2003 Region IV Education Service Center Houston, TX

Title I Program Specialist

No Child Left Behind Act-Title Programs

McKinney Vento Homeless Act, OEYP, Private Schools

EDUCATION

1995-1999 York University Toronto, Canada
Masters of Education-Race, Culture and Language

1993-1994 York University Toronto,
Canada **Bachelor of Education**

1985-1988 University of Western Ontario London,
Canada **Bachelor of Arts**

1980-1985 Lester B. Pearson High School Burlington,
Canada **Honors Secondary School Graduation Diploma**

CERTIFICATION

1999 Texas Teacher Certificate Lifetime (K-8)

1998 Washington State Teacher Certificate (K-8)

1994 Ontario Teacher Certificate (K-8)

15711 STABLE VIEW COURT • CYPRESS, TEXAS 77429 • PHONE (281) 246-7756
CELL (832) 971-6183 • E-MAIL KCLINE@ENTOUCH.NET

CALEEN ALLEN

Seasoned Public Relations professional interested in a challenging executive level communications leadership position utilizing my diverse communications expertise background in public/community relations; media relations and training, crisis management consulting, television reporting; magazine publishing; advertising and special event management.

STRENGTHS:

- ❖ Creative, self-motivated, strategic thinker and proven communicator
- ❖ Demonstrated use of strong written and oral communications skills
- ❖ Effective manager accustomed to working in fast-paced and deadline driven environment
- ❖ Accustom to providing strategic public relations counsel to C-Suite management and Board members
- ❖ Solid leadership experience developing collaborative partnerships with major corporations; non-profit organizations; faith-based leaders and civic organizations
- ❖ Experience interacting with elected officials; key community and business leaders
- ❖ Team player with proven track record of working with cross-functional departments
- ❖ Experience developing and maintaining effective relationships with media (print, television, online, trade)
- ❖ Strategic crisis/issues management experience
- ❖ Solid portfolio of national, regional and local generated press coverage
- ❖ Strong knowledge and understanding of Houston business and community climate

EXPERIENCE:

Houston Independent School District (September 2008- current)

General Manager, Strategic Partnerships

Responsible for leading the Community and Corporate relations outreach for Houston ISD, the largest public school district in the State of Texas. Primary function is to establish and manage partnerships with local and national corporations, non-profit organizations and civic groups, higher education institutions, and faith-based organizations to support urban public education. Anchors HISD's weekly television news broadcast, *HISD News* and hosts monthly community affairs program, *Community Connections*. Oversees and manages \$1.3 million department budget and team of 20 employees. Departments include: Community Engagement; Special Events; Information Center and Special Projects.

Allen Communications Group (January 2003-current)

President

Allen Communications Group (ACG) is a certified M/WBE and HUB strategic public and community relations crisis communications and media training firm. The company also provides graphic design; advertising and event planning services. Current and past clientele include, but are not limited to Dow Chemical-Texas operations; Schlumberger, Houston Works USA; Houston Airport System; Sisters Network Inc.; Dr. Camille Cash M.D.; Gulf Coast Community Services Association (GCSSA); *OnyxStyle* Magazine; Houston Can! Academy, the Fountain of Praise 2008 Metamorphosis Women's Conference; TCB Tax Services; Limb Design; and Ellen Ray's Creole Restaurant.

Spectra Energy (Jan 2007- June 2008)

Senior Communications Specialist

Senior level Communications professional for one of North America's leading natural gas companies.

ONYX Style Magazine (November 2002-December 2007)

Founder/Publisher

Publisher of award-winning quarterly lifestyle and social magazine dedicated to capturing the essence of Houston's African American community with a market reach of 100,000 readers.

Nixon & Associates (Feb 2001- current)

Media Training/ Crisis Communications Consultant

Provide media training and crisis communications counsel to Houston natural gas clients for Washington, D.C. based public relations, crisis communications & management consulting firm. Clientele roster includes, but not limited to Kinder Morgan, Center Point Energy, Dynegy, Ocean Energy, and El Paso Energy.

Houston Chronicle (March 2001-June 2002)

Freelance Reporter

Contribute articles to Houston's major daily newspaper community section, *This Week*.

Spaeth Communications, Inc. (November 1999-December 2000)

Vice President/Managing Director, Houston Office

Houston representative for one of the nation's leading Executive media training and strategic communications firms. Provided communication consultation to diverse clientele including, but not limited to Coach USA, Federal Express, and United Way of Texas Gulf Coast, Dynegy, Enron and American General.

Port of Houston Authority, Houston (December 1992—November 1999)

Media Relations Manager

Developed and implemented effective media relations' program for the nation's second-largest Port Authority. Served as primary corporate spokesperson with local, state, national and international media and community; managed \$1 Million department budget; provided media counsel to Port Commission, Executive Director and senior level executives. Responsibilities also included managing the Port's global advertising program and overseeing external communications consultants and contracts. Served as the editor of award-winning monthly *Port of Houston* magazine and *The Port Report* quarterly newsletter.

KFDM-TV, CBS, Beaumont, TX. (1991-1992)

General Assignment Reporter

KRIV-TV, FOX, Houston, TX. (1990-1991)

Freelance General Assignment Reporter

KETK-TV, NBC, Tyler, TX. (1989-1990)

General Assignment Reporter

KCOH-AM, Houston, TX. (1987-1989)

News Announcer/Call-in Producer "Person to Person with Michael Harris"

EDUCATION:

Bachelor of Arts (BA) – Journalism emphasis Broadcast and Public Relations
California State University, Northridge, CA

LEADERSHIP TRAINING:

2010 Center for Houston Leadership Graduate (Spring 2010)

AWARDS & HONORS

- 2012 Contributions in Communications Honoree, The Houston League of Business and Professional Women, Inc.

- 2010 Recognized by *Rolling Out Magazine*, Top 25 Women of Houston

- 2007 Greater Houston YMCA Minority Achiever
IMPACT Award, Wheeler Avenue Baptist Church
Rolling Out Magazine "Forty under Forty" honoree
AKA IEAC Foundation Community Leader honoree
- 2005 Pioneer in Journalism Award, Houston Metropolitan Chapter of Delta Sigma Theta

- 2004 Best Magazine Publisher-Region VII, National Association of Black Journalists

- 1998 Selected as "Women Who Mean Business" - *Minority Business News Houston Magazine*

- 1997 Black Women in Journalism Trailblazer Award, Houston Association of Black Journalists
Letter of Recognition from former Mayor Lee P. Brown, City of Houston
Certificate of Congressional Recognition from Congresswoman Sheila Jackson-Lee

PROFESSIONAL MEMBERSHIPS:

Public Relations Society of America (PRSA)
Job Bank Chair (1999-2001); Outreach/Diversity Chair (1994-1996)
International Association of Business Communicators- Houston chapter (IABC)
National Association of School Public Relations
National Association of Black Journalists (NABJ)
Houston Association of Black Journalists (HABJ)

COMMUNITY/CIVIC MEMBERSHIPS:

Jack and Jill of America, Houston Chapter
The Houston Chapter of the Links, Inc.

COMMUNITY AFFILIATIONS:

Hightower High School-Media Advisory Board (2006-2008)
Julia C. Hester House- Board of Directors (2006-2007)
American Cancer Society- Communications Committee (1996-1999)
United Negro College Fund- PR Committee (1998)
Houston Area Urban League-PR Committee (1998)
Houston Children's Festival –Board of Director's (1996-1998)

LICENSES:

Texas Realtor Sales License (2007-current)

VENITA R. HOLMES, B.A., M.A., M.P.H., Dr.P.H.

SUMMARY

A manager, administrator, and direct services provider in community health and educational institutions with more than twenty years of demonstrated strengths in establishing and building ongoing programs, conducting program evaluations, and managing multiple projects. Expertise is broad in scope as evidenced by successive promotions and leadership assignments within the work environment. Skills include research and evaluation, project management, staff recruitment and training, client relations, psychological testing, individual and family therapy, behavioral science, biostatistics, epidemiology, educational research, educational statistics, graphics design, team building, quality improvement, strategic planning, community organizing, fund development, and volunteer program development. Identified in the registry of Evaluation Researchers by the Institute of Education Science, *What Works Clearinghouse*, for conducting research on the effects of educational interventions.

EDUCATION

Doctorate of Public Health - Community Health Practice
University of Texas Health Science Center, Houston, Texas
May, 1993 – May, 1997

Master of Public Health - Community Health Practice
University of Texas Health Science Center, Houston, Texas
January, 1992 – May, 1993

Master of Arts - Psychology
Columbia University, New York, New York
September, 1976 – July, 1977

Bachelor of Arts - Psychology
Mount Holyoke College, South Hadley, Massachusetts
September, 1972 – May, 1976

EMPLOYMENT

Houston Independent School District June 2005 – present
Office of the Assistant Superintendent, Department of Research and Accountability
Manager – Provides oversight for program evaluations conducted by advanced-level Research Specialists. Oversight of external research conducted in the district. Also responsible for evaluating programs and statistical analysis using complex models to demonstrate effectiveness and efficiency of programs in the district.

Houston Independent School District August 1997 – June 2005
Office of the Assistant Superintendent, Department of Research and Accountability
Research Specialist - Designed and conducted program analysis and evaluations for operational efficiency; planned strategies and timelines needed for evaluations; monitored program operations at the site level to observe and track program progress and practices for local, state, and federal compliance; compiled and analyzed complex data of educational and student support service projects and proposals; calculated statistics; researched literature;

documented program performance to meet the stated goals and objectives; gathered data and information for use in evaluation/research reports; designed surveys; developed competencies in statistical software to perform data analysis function as well as competencies in graphics software (*SPSS, Access, Excel, Filemaker, Pagemaker, Powerpoint, Publisher, Microsoft Project*); coordinated the committee review of external research proposals and grants; served in several leaderships roles, including trainer to co-workers; coordinated *Desk Manual* Program for the department.

University of Phoenix

Houston, Texas

October 2004 – present

Faculty – Provide instruction and mentoring to on-campus and online students in research, statistics, and health care administration.

Travis Jackson & Associates, Inc.

Houston, Texas

March 1997 – August 1997

Associate/Counselor/Staff Psychologist - Conducted psychological assessments, specializing in intelligence and projective tests of children, adolescents and adults with emotional disturbance and mental disorders; provided individual, group, and family therapy for persons with comorbid alcohol drug and mental disorders and with alcohol and drug disorders, only; provided counseling for persons with co-dependency and anger/violence issues; provided education and training for the community regarding chemical dependency and mental illness.

University of Texas School of Public Health

Houston, Texas

August 1994 – May 1997

Developed training for graduate students specializing in the field of Community Health Practice emphasizing operation and management components of a mental health clinic. Organized tours to the clinic as a Community Health project.

**Harris County Mental Health/Mental Retardation Authority
Adult Mental Health Division**

January 1993 – August 1996

Houston, Texas

Program Director - Performed management functions in organizing, planning and directing multiple programs; reviewed, evaluated and controlled subordinate operations in order to effectively and efficiently achieve the goals and objectives of the programs; formulated and interpreted policies of the programs relative to the agency; screened, interviewed and recruited personnel; supervised staff of 30; managed payroll and budgets of over \$2 million; developed and implemented grant proposals; conducted community health training; interfaced and served as liaison with community organizations; developed, evaluated and monitored research projects.

**Harris County Mental Health/Mental Retardation Authority
Adult Mental Health Division**

June 1988 – January 1993

Houston, Texas

Social Service Administrator II - Managed, organized, planned and directed programs; reviewed, evaluated and controlled program operations to achieve program goals and objectives; formulated and interpreted policies of the programs relative to the agency; screened, interviewed and recruited personnel; supervised staff of 25; managed budgets of over \$1 million; planned and implemented grant proposals; provided training to agency and community services organizations; coordinated programs among community agencies and businesses; coordinated and served on task forces for special populations; developed, monitored and evaluated research projects; performed individual, group and crisis counseling.

Harris County Mental Health/Mental Retardation Authority July 1983 – June 1988
Child/Adolescent Division
 Houston, Texas

Staff Psychologist - Administered, scored and interpreted psychological tests; provided individual and family therapy; conducted parenting training; interfaced with school administrators to develop programs for the emotionally disturbed; provided crisis intervention services.

Memphis City Schools July 1979 – April 1981
Berclair Mental Health Center
 Memphis, Tennessee

Psychometrist - Conducted psychological assessments, specializing in intelligence and projective tests of children and adolescents with emotional disturbance; provided individual, group and family therapy within the school setting.

Arlington Developmental Center January 1978 – July 1979
Psychological Services
 Arlington, Tennessee

Psychological Examiner - Performed psychological testing, group and individual therapy and planned programs for persons with mental retardation and developmental disabilities.

LICENSURE

Licensed Professional Counselor Washington, D.C. Nov. 1997 – May 2001

AFFILIATIONS

Houston Good Behavior Game Advisor Counsel September 2010 – present

Houston Museum Program Evaluation Advisory Committee August 2011 – present

TRAININGS

Harvard University Summer Institute for Data Analytics August 6, 2012- August 8, 2012

PEER-REVIEWED PUBLICATIONS

Poduska, Jeanne; Gomez, Mary Jane; Capo, Zeph; Holmes, Venita. Developing a Collaboration with the Houston Independent School District: Testing the Generalizability of a Partnership Model. . Administration and Policy in Mental Health and Mental Health Services Research vol. 39 issue 4 July 2012. p. 258 - 267

Holmes, Venita. (2012). New Digital Energy Game, the Use of Games to Influence Attitudes, Interests, and Student Achievement in Science. ERIC. ED536550. Publication Date: 5/31/2012.

SELECTED PUBLICATIONS

1997 An Evaluation of A Community-Based Program For Homeless Adults With Mental Disorders and Comorbid Alcohol Drug and Mental Disorders, The University of Texas Health Science Center at Houston, School of Public Health.

Annetra Wagner Piper



OBJECTIVE:

To be leader of an innovative organization that will assist in helping students, parents, teachers, administrators and community members to become better equipped to achieve success in the 21st Century.

QUALIFIED BY:

- Published author of fiction
- Co-owner of Abounding Favor Publishing Company
- Providing highly commended grant writing seminars and classes
- Successful technical support of the entire proposal writing process from the inception to submission while ensuring accuracy, appropriateness and adherence to the grant specifications
- Lead Grant development for schools and departments within Houston ISD for the following and other major federal and state grants in excess of \$200 Million:
 - 21st Century Community Learning Center Program Grants
 - Teacher Incentive Fund Grants
 - Investment Capital Fund Grants
 - Texas High School Completion and Success Initiative Grant
 - Even Start Grants
 - Public Charter School Start-Up Grants
 - Reading First Grant
 - Carol M. White Physical Education Grants
 - Smaller Learning Communities Grants
 - Foreign Language Acquisition Program Grants
 - Many other smaller grants
- Currently Project Director of Smaller Learning Communities Grants
- Co-Director of GEAR UP program grant
- Management of Major Federal Grants – 21st Century Community Learning Center and Cooperative for After-school Enrichment (CASE)
- Supervision of Texas Ninth Grade Transition and Intervention Initiative
- Administered budgets in excess Ten Million Dollars (1998 – present)
- Wrote, Developed and Implemented Pilot Program for South District called ‘Youth at Risk’
- Composed and Executed After School Improvement Plan
- Set Up Initial Phase of the 21st Century Community Learning Center Program for the Houston Independent School District – provided model for the USDE
- Provided training/workshops for other out of school/after-school programs for Harris County Department of Education and Houston Independent School District
- Developed strong community/parental/business outreach programs including City of Houston Health and Human Services, Depelchin Children’s Center, City of Houston Parks and Recreation and YWCA
- Expanded structure for program discipline management plan for 21st Century Programs made up of 350+ students and 150+ adults
- Completed Federal Government grant reviews for the United States Department of Education of 21st Century and other grants
- Successful Application for Local Municipal After school Grant Funds

PROFESSIONAL EMPLOYMENT:

September 2004 - present

*Manager
Grant Development Department
Houston Independent School District*

- Communicate with federal, state, and local funders to obtain Requests for Proposals
- Facilitate communication between district personnel and outside agencies for collaboration
- Provide technical assistance and training to district personnel in proposal preparation
- Review all proposals for accuracy, appropriateness, and adherence to district goals and priorities
- Coordinate final review of all proposals before submission
- Develop and maintain database of all district grant activity
- Monitor funded programs to ensure compliance with funding agreements and assist with final reports and evaluations of externally funded programs
- Serve as project manager for Smaller Learning Communities Grant
- Organize the budget and accounting for grants with principals and/or department heads, grant contacts, and the Budget and Accounting Departments, and serve as liaison between the other Central Office Departments (Budgeting, Accounting, Legal, School Administration, and Secondary School Reform) and awarded campuses
- Provide technical assistance for preparation of amendments, programmatic revisions, and clarification on grants funded to the district, and
- Perform other job-related duties as assigned

September 2003 – September 2004

*Grant Coordinator
Grant Development Department
Houston Independent School District*

- Compose board agenda items to support successful grants
- Provide technical assistance to schools and departments in developing grants
- Monitor and record grants through a department database
- Responsible for all grants that pertain to:
 - After school
 - Charter schools
 - Pregnancy Education and Parenting
 - Even Start Family Literacy
 - Departments within the district
 - Reading
 - Multilingual
 - Athletics
 - Safe and Drug Free Schools and Communities
 - Technology
 - Any other department as grant comes up
 - High Schools
- Provide research and supporting data for grants
- Find grants and possible funding sources for schools and departments within the district
- Provide support to schools through meetings – before and after grant application

September 1998 – August 2003

*21st Century Community Learning Center Program
Program Coordinator – HISD
E. O. Smith Education Center
Jane Long Middle School*

- Employed and assessed providers and teachers who work with students, parents, and community

- Assisted staff in promoting student academic achievement through instructional and extra-curricular activities
- Conferred with students, parents, and staff on problems of underachievement, social adjustment, attendance, and discipline
- Developed, coordinated, and implemented after school programs for students, adults, and community
- Disaggregated data of participants within the program and provided reports to funding agencies
- Observed, monitored, and evaluated program goals relative to the Improvement Plan
- Prepared contracts between providers, community partners and the school district.
- Provided oversight and administration of annual budget

November 1983 - 1998

*Teacher – HISD
Dowling Middle School
History Department*

- Provided history instruction to students in grades six, seven, and eight.
- Designed in-school TAAS cluster tutorial
- Composed By-Laws for Inclusion program
- Presented In-services/Workshops on various topics
- Sponsored National Junior Honor Society, Cheerleaders, Peer Mediation, Honor Roll Club, Youth at Risk, Yearbook Club

EDUCATION

Doctorate of Educational Administration and Human Resource Development – Texas A&M; 2015

Masters of Education - Prairie View A & M University; 1994

Bachelor of Science - University of Houston, Central Campus, Houston, Texas; 1983

ENDORSEMENTS AND CERTIFICATIONS

Mid-Management Certification - Prairie View A & M University 1994

Social Studies Composite - University of Houston - 1985

Conversational Spanish - Houston Community College, Houston, Texas

SPECIAL RECOGNITION AND COMMUNITY INVOLVEMENT:

Board Member – ODPEC, Inc. (501(c)3)– Treasurer – 2011 – 2012

Delta Sigma Theta Sorority, Inc. Houston Alumnae Chapter – Treasurer – 2009 - 2011

Top Ladies of Distinction – Houston Chapter – 1st Vice President – 2005 – 2009

Voted Member of Top Ladies of Distinction – Houston Chapter – 2nd Vice President – 2003 - 2005

Member of Delta Sigma Theta Sorority, Inc. – Houston Alumnae Chapter

Member of New Light Christian Center Church – Torchbearer, Personal Ministry

Served as Dean of Faculty – Summerbridge Program – Episcopal High School

Awarded ‘Outstanding Community Leader’ - TLOD Humble/Intercontinental Chapter

Selected as Dowling Middle School – Teacher of the Year (1994-95; 1987-88)

Elected as Secretary of Site Based Decision Making Committee, Dowling Middle School

Selected as member of the Harris County Grand Jury

Board Member of Houston/Harris County Ecumenical Council – ‘Youth at Risk’

Selected as a member of HISD District-wide Textbook committee

Member of Parent organization – Stafford Organization of Parents and Teachers (SOPT)

Member of Stafford High School Athletic Booster Club

Member of Volunteers in Public Schools (VIPS) – Stafford High School

REFERENCES AVAILABLE UPON REQUEST

Jeannine M. Porter

HIGHLIGHTS OF QUALIFICATIONS

Organized, proactive, challenge-driven professional with solid leadership experience in campus administration, classroom management, motivating at-risk students, teambuilding, coaching and mentoring students, key relationship cultivation, discipline management, problem identification and resolutions, finance and budgeting

Certifications: Principal <>Special Education EC-12<>EC-4<>Speech 8-12<>Bus Driving Windows <>Microsoft Word <>Excel <>PowerPoint <>Special Ed Manager<>Chancery

EDUCATION & PROFESSIONAL DEVELOPMENT

TEXAS SOUTHERN UNIVERSITY-Houston, TX
Doctorate of Educational Administration (2013)

TEXAS A&M UNIVERSITY – Texarkana, TX
Master of Education, Educational Administration (2009)

STEPHEN F. AUSTIN STATE UNIVERSITY – Nacogdoches, TX
Master of Arts and Science, Mass Communication-Minor: Education (2006)

STEPHEN F. AUSTIN STATE UNIVERSITY – Nacogdoches, TX
Bachelor of Applied Arts and Science, Double Major: Radio-Television and Speech (2004)

Texas Education Agency
Instructional Leadership Development

Professional Development and Appraisal System

Ruby Payne Training
A Framework for Understanding Poverty

Kathy Fad Training
Differentiated Instruction

Richard DuFour, Rebecca DuFour, Robert Eaker
PL C's at Work Institute

Doug Lemov
Teach Like a Champion

EMPLOYMENT CHRONICLE

James D. Ryan Middle School-Houston ISD

Principal

- Responsible for all functioning and operational aspects of school
- Instructional leader
- Culture change agent
- Dropout Prevention Coordinator

- Master schedule/Student schedules
- Advocate for student/campus needs
- Counseling
- Parental involvement
- SDMC
- Chair Departmental and Grade level PLC's
- Student discipline
- Hiring and maintaining highly qualified teachers
- Data analysis
- Coordinate tutorials geared at specific student deficiencies
- Oversee 21st century after school program
- Foster and maintain community partnerships
- Recruit for Vanguard program
- Control all aspects of school budget
- Appraise teachers and other school personnel
- Present necessary professional development to staff
- Ensure student IEP's are effectively implemented
- Exposing students to collegiate experiences

Sharpstown High School – Houston ISD

Dean of Students, Magnet Coordinator

- Increased enrollment in the Magnet Leadership Academy
- Design marketing materials for recruitment
- Magnet student selected to serve as Page during the 111th United States Congress in Washington D. C.
- Manage all aspects of the Ninth Grade Academy
- Enforce discipline from the student code of conduct for students in my alpha split
- Counsel students
- Member of Principal Appraisal Committee Re-design Task Force Committee for Houston ISD
- Develop four year graduation plans and yearly schedules
- Organize all aspects of the administration of every Texas Standardized test for the entire student body
- Instructional Leader for LOTE, Fine Arts, JROTC, and Physical Education Departments
- Perform PDAS appraisals for LOTE, Fine Arts, JROTC, and Physical Education teachers
- Facilitate Weekly PLC Meetings
- Create Personal Growth Plans for At-Risk Students
- Organize dual credit program
- Maintain open lines of communication with parents, teachers and other staff members
- Motivate teachers and other staff members to achieve their fullest potential
- Formulate decisions based on intellect and common sense for the good of the school and community
- Analyze academic data and use information obtained to support educational decisions
- Interview and select potential staff members
- Design marketing materials for recruitment
- Magnet student selected to serve as Page during the 111th United States Congress in Washington D. C.

Texas Southern University –Houston, TX

Teaching Assistant (Part-time)

- Facilitate weekly Masters Level classes
- Engage students
- Familiarize students with necessary information to pass the TEXES Principal Exam
- Prepare culturally responsive, competent, committed and caring administrators

Hallsville High School – Hallsville, TX

9-12 Grade Resource English Teacher/Varsity Head Girls' Track and Field Coach

- Devise Individualized Education Plan's for each Special Education student
- Prepare weekly lesson plans
- Founding member of Ninth Grade Initiative program
- Member of Hallsville High School's At-Risk Committee
- Member of Hallsville High School's "New High School" Planning Committee
- Implement weekly workouts for track participants
- Control budget and all purchases for the Ladycat Track and Field Team

The Courthouse Athletic Club– Longview, TX

Certified Personal Trainer/ Aerobic Instructor

- Formulate class specific workouts
- Maintain positive relationships with clients
- Motivate clients to succeed and reach their specific personal goals
- Stay informed of constantly changing exercise information

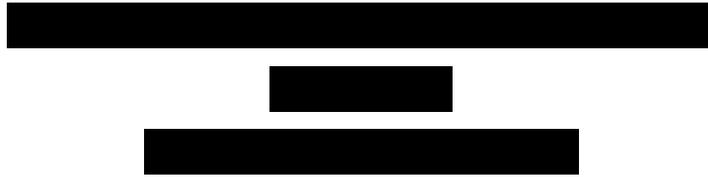
Good Shepherd Medical Center – Longview, TX

Marketing Coordinator

- Organized extensive collection of daily marketing advertisements in all East Texas newspapers
- Planned meetings with Executive and other offices within the hospital
- Coordinated *Hospital Week* picnic attended by entire hospital staff
- Responsible for distributing and selecting *Recognition Week* gifts

References Available Upon Request

Corey D. Seymour, Ph.D.



EXPERIENCE – COLLEGE/UNIVERSITY

2006 – 2007

Remington College

Director of Education/Psychology Professor,

Department of Psychology

Taught beginning level courses in Psychology, Forensic Psychology, and Criminology. Participated in curriculum development, evaluation and revision as requested. Coordinated with appropriate curriculum partners to ensure faculty was trained on all designated curriculum and institutional assessment initiatives. Lead student retention activities that included, contacting absent students, new student orientation, coordinating departmental student academic advising, providing a beginning point of contact for student escalation issues. Ensured department compliance with state Department of Education, accreditation, and company criteria, regulations, and policies.

1989 – 1994

Rice University

Career Services

Provided career planning services to students, alumni, and other persons including the development and delivery of planning and decision making programs. Worked with students, alumni, and other persons to identify and explore career ideas, plans, and goals. Presented overall programs and ideas to campus and community groups to promote ideas of career planning and participation in center events.

Campus Store

Provided customer service to retail customers. Created a customer friendly, well-merchandised and appropriately stocked sales floor. Maintained all customer product information sheets in an accurate and up to date manner. Provided technical support to customers and store staff. Resolved customer service issues related to sales processes.

Athletic Offices

Assisted with the daily operations in the athletic ticket office which included contact with customers over the counter and via the telephone. Made out-going phone calls to season ticket holders and prospects in an effort to increase season ticket sales as well as overall attendance. Used on-line ticketing system to process sales and renewals. Supervised game-day staff during athletic events. Assisted with solicitation of season ticket holders for Football, Basketball and Baseball. Assisted in ticket reconciliation, cash management, data entry, event operations, and player guest management.

EXPERIENCE – K – 12

1994 – Present

HOUSTON INDEPENDENT SCHOOL DISTRICT – (Public)
Principal, M.C. Williams Middle School, Woodson K-8 (2010-Present)
Dean of Students, Paul Revere Middle School (2007-2010)
Summer School Principal, Paul Revere Middle School (2008-2009)
English Teacher, Westbury High School (1994-1998)
Assistant Athletic Director, Westbury High School (1995-1998)

Principal

Provided leadership and supervision in the areas of instructional leadership, staff development, staff evaluation, data analysis, operations, and finance. Under my leadership, school enrollment increased by 12%, 7th and 8th grade reading scores increased 12%, 7th and 8th grade mathematics scores increased 13%, and science scores increased 10%. Performance for African-American students increased 5%, Hispanic students increased 10%, White students increased 16%, students with disabilities increased 18%, economically disadvantaged students increased 8%, and English language learners increased 15%. The number of students enrolled in advanced courses increased 55%. Improved teacher attendance by 35%. Created and implemented a successful scholarship program.

Dean of Students

Provided leadership and supervision in the areas of instructional leadership, staff development, staff evaluation, and data analysis to the departments of English, Math, and Science. Under my leadership, reading scores increased 18%, math scores increased 20% and science scores increased 50%. Served as the chair of the school's School Improvement Committee and decreased school suspensions by 50%. Coordinated the school's 6th grade transition program, which focused on ensuring that rising 6th graders had the basic skills needed to achieve academic success. Coordinated the School/Community Partnership Program to encourage parents and community leaders to provide support to the school in the areas of mentoring and volunteering. Through the program, we increased our PTA membership 75% and enlisted over 175 volunteers. Wrote grants and received donations worth over \$250,000.

Summer School Principal

Provided leadership and supervision in the areas of instructional leadership, staff development, staff evaluation, data analysis, operations, finance, and discipline.

English Teacher

Provided direct instruction to 9th, 10th, 11th and 12th grade students using creative, innovative, and research-based teaching strategies and methodologies. Students averaged a 90% pass rate on the reading assessment test each year and a 95% pass rate on the writing assessment test each year. Created and implemented lesson plans and IEPs for at-risk students that increased student success rate to 90%. Provided classroom instruction to inclusive students. Planned, coordinated and implemented educational programs that improved the graduation rate by 15%.

2002-2005

ST. THOMAS EPISCOPAL SCHOOL – (Private)

Psychology Teacher

Taught seniors AP courses. 75% of the students tested out of beginning level psychology class for college. Classes placed emphasis on the scientific nature of contemporary psychological investigation. Topics discussed included research methods, the biology of behavior, sensation and perception, stress and adjustment, learning, memory, cognition, motivation, emotion, life-span development of behavior, personality, abnormal behavior and its therapies, social behavior and individual differences.

Athletic Director/Coach

Created and implemented actions that restored quality and profitability to school. Spearheaded a capital campaign that raised over \$500,000. Improved student applications by 35%. Generated major gift support for the Department of Athletics, identified, cultivated and solicited major gifts from individuals, corporations and foundations. Assisted coaches and senior campus administrators to acquire critical funding for athletic programs and developed track, basketball and cross country programs that competed for the state championship each year.

EDUCATION

- May 2012 **Doctor of Philosophy**
Psychology
Walden University, Minneapolis, Minnesota
Dissertation Title: *Similarity of Leadership Styles and Level of Motivation and Satisfaction of Basketball Members of an Amateur Athletic Union*
- May 1998 **Master of Education**
Administration & Supervision, Counseling
Texas Southern University, Houston, Texas
Non-Thesis
- May 1994 **Bachelor of Arts**
English; Religion
Rice University, Houston, Texas

ENDORSEMENTS

Principal Certification (Texas)

State Board for Educator Certification
Expiration: June 30, 2018

Professional Development and Appraisal System Certification (Texas)

State Board for Educator Certification
Texas Education Agency (Region IV)

Instructional Leadership Certification (Texas)

State Board for Educator Certification
Texas Education Agency (Region IV)

References Upon Request

BERTIE A. SIMMONS, Ed.D.

UNIVERSITIES AND DEGREES

**Doctor of Educational Administration and Psychology
Texas Southern University, Houston, Texas**

**Master of Educational Administration
Sam Houston State University, Huntsville, Texas**

**Bachelor of Science in Elementary Education
Northwestern State University, Natchitoches, Louisiana**

EMPLOYMENT HISTORY

**Principal, E.L.Furr High School (2000-Present)
HoustonISD, Houston, Texas**

**Interim Principal, Eastwood Charter School
HoustonISD, Houston, Texas**

**Executive Director, National Education Foundation
Nashville, Tennessee**

**Regional Director, Schools Now
Houston, Texas**

**Assistant Superintendent, School Operations
HoustonISD**

**Executive Director, South Area
HoustonISD**

**District Superintendent, District VIII
HoustonISD**

**Associate Superintendent, Area V
HoustonISD**

**Elementary School Principal, Mitchell Elementary
HoustonISD**

**Director, Individually Guided Education
HoustonISD**

**Teaching Strategist
HoustonISD**

**Teacher, Elementary
HoustonISD**

**Teacher, English
Kinder High School, Kinder Louisiana**

PUBLICATIONS

Costa, A. and Kallick, B. (2008). Learning and Leading with Habits of Mind. "A Throwaway School No More." (Chapter 20). Alexandria, VA. ASCD.

Simmons, B. (2001). Wind for New Wings: A Message from Leaders of Today to the Leaders of the New Millennium. Houston, TX. University of Texas Printing Services.

HONORS AND AWARDS

- ◆ **Distinguished Alumni Educator of the Year: Sam Houston State University**
- ◆ **Texas State HEB Secondary Principal of the Year**
- ◆ **Ethel Percy Andrus Legacy Award, American Association for Retired People**
- ◆ **Mentor Principal for HISD Secondary Principal Interns**
- ◆ **Schools Now Apple Award, KHOU TV. Houston, Texas**
- ◆ **Schools Now Spirit of Texas Award, KHOU TV. Houston, Texas**
- ◆ **Recipient of the Young Audiences of Houston Fredell Lack Award for integrating the Arts in Education**
- ◆ **Houston Independent School District Human Relations Award**
- ◆ **Southwest Representative to Educational Testing Services Think Tank**
- ◆ **Houston Independent School District Teacher of the Year**

Traci L. Stewart Jones, M.Ed.

EDUCATION

UNIVERSITY OF HOUSTON, Houston, Texas
Bachelor of Arts, English

PRAIRIE VIEW A & M UNIVERSITY, Prairie View, Texas
Master of Education, Administration and Supervision

WORK EXPERIENCE

Houston Independent School District (1996 – Present)

Empowerment College Preparatory High School (2005 – Present)

High School Principal

- Manage school budgets and finance procedures
- Meet performance goals within designated timelines and under budget
- Develop and monitor curriculum design, implementation and evaluation
- Provide coaching and guidance to employees to support goals of organization
- Develop and implement effective marketing strategies for community engagement
- Analyze/disaggregate teacher-student performance data
- Develop and implement human resources practices to promote the growth of school staff
- Create and promote school-community partnerships
- Represent Houston ISD and effectively communicate district and school initiatives
- Recruit, hire and retain effective teachers (0% employee turnover last two years)
- Facilitate transition and acclimation of new staff to organizational mission, vision and goals
- Monitor campus-wide practices to assess alignment with school and district goals
- Investigate and respond to concerns of parents, teachers and students

Empowerment College Preparatory High School Selected Accomplishments

2012 – Houston ISD High School Principal of the Year Nominee

2011, 2012 – US News & World Report Top High Schools

2010, 2011 – Texas Education Agency Exemplary High School

2008, 2009 – Texas Education Agency Recognized High School

2009 - 2011 – 100% students graduating and 100% College Acceptance

Jack Yates High School (2002 – 2005)

School Improvement Facilitator

- Secured over \$1 million in school improvement grant funding
- Led high school restructuring initiatives
- Designed and monitored professional learning community protocols
- Facilitated stakeholder planning meetings

James Ryan Middle School (1996 – 2002)

Lead Teacher/Language Arts Teacher

- Developed at-risk middle and high school students into effective writers, readers, and communicators
- Assisted colleagues in improving their teaching methods
- Provided exposure to college opportunities to underrepresented students
- Helped students establish an appreciation for various types of literature

Thornton Township School District #205 (1993 – 1996)

Educator, English Language Arts

Thornton Township High School

- Developed and implemented curriculum lessons to meet/exceed student expectations on Illinois state educational standards

SKILLS AND KNOWLEDGE

- Planning; organization; time management; Microsoft Office Suite; problem-solving; effective written and verbal communication; discretion and proficiency with handling sensitive business matters

Amber E. Williams

I have worked with students in many capacities, including as a teacher, as an Instructional Coordinator, as an Assistant Principal, and as a Principal. These experiences, along with my education and training, have equipped me with the ability and desire to successfully lead faculty, staff, and students to success.

Education

Master of Business Administration
Walden University

English Bachelor of Arts
University of Houston

State Certifications

English Language Arts 8-12
Principal Certification
Professional Development and Appraisal
System
Instructional Leadership and Development

Education Experience

June 2012-Present

Principal

Kashmere High School, Houston ISD
6900 Wileyvale Road, Houston, TX 77028

- Conceptualizes the goals, vision, and strategic direction of the school and develops plans to ensure that procedures and schedules are implemented to carry out the total school program
- Identifies the annual objectives for the instructional, extracurricular, and athletic programs of the school
- Ensures that the school program is compatible with the legal, financial and organizational structure of the school district
- Identifies and selects faculty and staff
- Defines the responsibilities and accountability of staff members
- Provides activities to facilitate the professional growth of the school staff and enhance the quality of the instructional program, including professional development, coaching, and training
- Serves as an instructional leader and determines the instructional focus and goals for all content areas as well as solicits and facilitates faculty feedback regarding instructional focus
- Evaluates student progress in the instructional program by maintaining of up-to-date student data and facilitating data-driven decision making
- Maintains inter-school system communication and seeks assistance from central office staff to improve performance
- Maintains good relationships with students, staff, and parents through communication, opportunities for partnership, and providing many opportunities for input
- Encourages the use of community resources, cooperates with the community in the use of school facilities, interprets the school program for the community, and maintains communication with community members
- Manages, directs, and maintains records on the materials, supplies and equipment which are necessary to carry out the daily school routine
- Organizes, oversees, and provides support to the various services, supplies, material, and equipment provided to carry out the school program

August 2010-May 2012

Assistant Principal

Ed White Memorial High School, Bay Area Charter School, Inc.
218 E. Main Street, League City, TX 77573

- District testing coordinator for 3 campuses and campus coordinator for the high school, including STAAR, TAKS, PSAT, and ASVAB

- Title I Coordinator
- College and Career Counselor
- Assisted with the interviewing and selection of highly-qualified staff
- Trained, coached and mentored faculty
- Developed and implemented plans to increase student achievement, increase attendance rates, and increase graduation rates
- Designed and presented professional development for the school faculty
- Appraised faculty using the Professional Development and Appraisal system
- Collected, disaggregated, and analyzed student data to increase student achievement
- Enforced discipline procedures
- Communicated effectively with parents, district personnel and other visitors to campus
- Complied with all federal, state, and local laws, and district initiatives
- Managed the use of the school building, including logistics, maintenance, and improvements

June 2009-June 2010

Principal

Hope Academy – Houston ISD Contract Charter School
3015 N. MacGregor Way, Houston, TX 77004

- Designed and established the school and its programs, such as the strategic direction, curriculum, budget allocations, marketing campaign, and staffing
- Established a mission statement for the school and ensured that the functioning of the school remained consistent with the mission
- Selected and hired highly-qualified school staff
- Trained, coached, and mentored faculty, including alternative certification teachers
- Developed and implemented programs to increase student achievement, increase attendance rates, and increase graduation rates (based on statistics for at-risk students in Houston ISD)
- Established Parents of Hope, a parent organization, and conducted meetings monthly
- Designed and presented professional development for the school faculty
- Appraised faculty using the Professional Development and Appraisal system
- Instituted and directed Professional Learning Communities
- Conducted tutorial classes on weekends in Math and English
- Collected, disaggregated, and analyzed student data to increase student achievement
- Designed policies and strategies to maintain a safe campus
- Developed and enforced discipline procedures
- Communicated effectively with parents, district personnel and other visitors to campus
- Wrote and obtained grants
- Complied with all federal, state, and local laws, as well as Houston ISD board policies and district initiatives

July 2008-May 2009

Instructional Coordinator

Leader's Academy – Houston ISD Contract Charter School
6011 W. Orem Dr., Houston, TX 77085

- Designed and presented professional development for the school faculty
- Coached teachers in the areas of curriculum, instruction, and classroom management
- Appraised faculty using the Professional Development and Appraisal system
- Developed and refined scope and sequence of curriculum to align to state mandated objectives
- Integrated use of virtual curriculum with established best teaching practices
- Implemented and supervised all special programs including 504, Special Education, LEP/ESL
- Instituted and directed Professional Learning Communities
- Conducted tutorial classes on weekends in Math and English
- Testing Coordinator for all state and district-mandated testing

July 2007-July 2008

Instructional Coordinator

ALTA Academy – Houston ISD Contract Charter School
8329 Lawndale, Houston, TX 77012

- Designed and presented professional development sessions
- Coached teachers in the areas of curriculum, instruction, and classroom management
- Developed and refined scope and sequence of curriculum to align to state-mandated objectives
- Actively participated in the Attendance Committee, Corrective Action Committee, and LPAC
- Instituted and directed Professional Learning Communities

August 2004-May 2007

Secondary English Teacher

ALTA Academy – Charter School of Houston ISD
8329 Lawndale, Houston, TX 77012

- English Department Chair
- Developed lesson plans, activities, and assessments aligned to TEKS objectives
- Effectively managed a classroom to promote learning and achievement
- Worked cooperatively with faculty and administration on Shared Decision Making Committee and Scholarship Committee
- Created the school newspaper and directed students participating in its publication
- Senior sponsor and organized senior events and fundraisers
- Increased TAKS scores from 58% to 70% to meet adequate yearly progress and exit school improvement sanctions in English Language Arts
- Awarded Teacher of the Year 2005-2006

Strengths as an Educational Leader

- Creating a strong and pervasive positive campus culture for both students and staff
- Coaching and mentoring staff based on identified strengths and weaknesses
- Developing and presenting professional development sessions
- Effective Classroom Management Trainer with emphasis on managing difficult students
- Creating and implementing effective lesson plans aligned to state-mandated objectives
- Designing and implementing effective TAKS preparation tutorial plans for struggling students
- Skilled use of Microsoft Office Applications, including Outlook, Word, Excel, and PowerPoint
- Training faculty to use Best Teaching Practices and Effective Classroom Strategies

Conferences and Workshops Attended

- Strategic Marketing, Rice University 2012
- Advancing Improvement in Education 2012
- Charter School Association Conference in Galveston, TX 2011
- CScope
- Special Education Law for School Personnel
- Ensuring Effective Instruction in Every Classroom
- Collaborative Realities
- Instructional Practices that Work
- Renaissance Learning National Conference in Orlando, FL 2008
- National Council of Teachers of English in Lexington, KY 2007
- Celebration of Teaching and Learning in New York, NY 2006

Achievements

- Led campuses to increased academic success as demonstrate by student assessment data
- Published writer both in print and online
- Teacher of the Year

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011 Expires 06/30/13

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

LEA Name | **Houston Independent School District**

School Name | **Kashmere High School**

Actual Enrollment (Current School Year - October 1, 2012) | **Projected Enrollment (Year 1 of Project - October 1, 2013)**

Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
K				0										0	0
1				0										0	0
2				0										0	0
3				0										0	0
4				0										0	0
5				0										0	0
6				0										0	0
7				0										0	0
8				0										0	0
9				0.0	106	80.3	25	18.9				0.8		0.0	132
10		0.6		0.0	137	82.0	27	16.2						0.0	167
11				0.0	101	80.2	24	19.0						0.8	126
12				0.0	82	84.5	15	15.5						0.0	97
Total		0.2		0.0	426	81.6	91	17.4			3	0.6		0.2	522

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Table 3 (continued): Enrollment Data-Magnet Schools OMB-1855-0011

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment (Year 2 of Project - October 1, 2014)														Projected Enrollment (Year 3 of Project - October 1, 2015)																	
Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
K																K				0										0	0
1														0		1				0										0	0
2														0		2				0										0	0
3																3				0										0	0
4																4				0										0	0
5																5				0										0	0
6																6				0										0	0
7																7				0										0	0
8																8				0										0	0
9		0.0	2	1.2	115	70.1	415	27.4		0.0	2	1.2		0.0	164	9	0.0	5	3.0	100	61.0	50	30.5			0.0	5	3.0		0.0	160
10					115	78.8	30	20.5				0.7			146	10			2.1	105	71.9	45	30.8					1.4	0.0	155	
11					137	82.0	27	16.2							167	11			0.0	110	65.9		18.0					0.6	0.0	141	
12		0.0		0.0	101	80.2	24	19.2		0.0		0.0	1	0.8	126	12	1	0.8	0.0	118	93.7	27	21.4			0.0	2	1.6		0.0	148
Total	1	0.2	2	0.3	468	77.6	126	20.9	0	0.0	5	0.8	1	0.2	603	Total	1	0.2	8	1.3	433	71.7	152	25.2	0	0.0	10	1.7	0	0.0	604

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Table 6: New or Revised Magnet School Projects-Competitive Preference 2

Instructions:

For each magnet school identified in Tables 1 - 5:

- Briefly describe the nature of the change that is being made to the magnet school program at that school (for example, expansion of program from within school program serving 50 students to whole school program serving 400 students; adding medical sciences within school to complement other within school programs and serve greater total number of students; upgrade thematic curriculum to maintain program attractiveness; replace existing magnet program, etc); and
- Explain the significance of the revision to the magnet school. Relevant information might include, for example, discussion of diminishing effectiveness of the existing program; what would be accomplished or achieved as a result of the revision to the magnet program; the expected benefits or effects that would result from implementation of the revision; the need, if appropriate, to expand from a within school program to a whole program; etc.
- If all of the schools participating in the project are new magnet schools, indicate “No Revised Magnet Schools Participating in the Project” in the first “Nature of Revision or Change to the Magnet School” box.
- Use additional sheets, if necessary.

LEA Name Houston Independent School District

Magnet School:

Nature of Revision or Change to the Magnet School:

Nature of Revision or Change to the Magnet School:

Furr High School Fine Arts Magnet – Revision: Whole school STEM Magnet Program– The Green School

Kashmere High School– Fine Arts Magnet-Revision: Whole school STEM Magnet Program – Chemical & Process Technology Institute

Energy Institute High School– New magnet school: Whole school STEM Magnet Program – Energy Institute

Empowerment College Prep High School– New magnet school: Whole school STEM Magnet Program – Advanced Technology Institute

Explanation of How or Why the Revision is Significant:

STEMulating Innovation for the 21st Century will consist of four high school and two middle school programs. The four high schools are Furr High School, Kashmere High School, Energy Institute High School, and Empowerment College Prep High School.

The Green School – Furr High School is currently an HISD magnet school for Technology and Arts and formerly a magnet school for International Business. Neither the current nor the previous magnet themes have served to attract the students necessary to reduce minority isolation or to prepare students for the thriving Houston employment market. A new, whole school STEM magnet including all four areas of STEM would provide students of the Furr community, students from all areas of HISD, and students from outside of the HISD, an opportunity to prepare for a college degree and career in a STEM-related field. The program will be implemented by phasing in grades beginning with 9th grade in 2013-2014. There will not be admissions criteria, however, students must meet requirements to remain in the program including passing required courses, maintaining acceptable attendance, maintaining acceptable behavior, and meeting annual requirements.

Furr High School will implement a whole-school STEM including all four areas of STEM. The existing fine arts magnet will be replaced by the STEM theme. The program will be implemented by phasing in grades beginning with 9th grade in 2013-2014. There will not be admissions criteria, however, students must meet requirements to remain in the program

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011 Expires 06/30/13

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

LEA Name | **Houston Independent School District**

School Name | **Empowerment College Preparatory High School**

Actual Enrollment (Current School Year - October 1, 2012) | **Projected Enrollment (Year 1 of Project - October 1, 2013)**

Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
K				0										0	0
1				0										0	0
2				0										0	0
3				0										0	0
4				0										0	0
5				0										0	0
6				0										0	0
7				0										0	0
8				0										0	0
9				0.0	71	71.0	28	28.0				1.0		0.0	100
10				0.0	14	82.4		17.6						0.0	17
11				0.0	25	75.8		24.2						0.0	33
12				0.0		88.9		11.1						0.0	9
Total				0.0	118	74.3	40	25.2				0.9		0.0	109

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Table 3 (continued): Enrollment Data-Magnet Schools OMB-1855-0011

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment (Year 2 of Project - October 1, 2014)														Projected Enrollment (Year 3 of Project - October 1, 2015)																	
Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
K																K				0										0	0
1														0		1				0										0	0
2														0		2				0										0	0
3																3				0										0	0
4																4				0										0	0
5																5				0										0	0
6																6				0										0	0
7																7				0										0	0
8																8				0										0	0
9		0.0	2	2.0	68	68.0	28	28.0		0.0	2	2.0		0.0	100	9	0.0		3.0	56	56.0	38	38.0		0.0		3.0	0.0	100		
10					68	68.7	30	30.3				2.0			99	10			2.0	68	68.0	28	28.0				2.0	0.0	100		
11					14	82.4		17.6							17	11			0.0	68	69.4		30.6					0.0	98		
12		0.0		0.0	24	75.0	8	25.0		0.0		0.0		0.0	32	12	0.0		0.0	14	82.4		17.6		0.0		0.0	0.0	17		
Total	0	0.0	2	0.8	174	70.2	69	27.8	0	0.0	3	1.2	0	0.0	248	Total	0	0.0	5	1.6	206	65.4	99	31.4	0	0.0	5	1.6	0	0.0	315

Table 3 (continued): Enrollment Data-Magnet Schools OMB-1855-0011

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment (Year 2 of Project - October 1, 2014)														Projected Enrollment (Year 3 of Project - October 1, 2015)																		
Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	
K																K																
1																1																
2																2																
3																3																
4																4																
5																5																
6			1	0.3	129	36.9	44	12.6				0.3		175	6				1.1	105	56	66	41.7						0	175		
7					144	41.1	31	8.9						175	7				0.6	129	73.7	44	25.1				0.6	0	175			
8															8				0	144	80	31	20					0	175			
9															9																	
10															10																	
11															11																	
12															12																	
Total	0	0	1	0.3	273	78	75	21.4	0	0	1	0.3	0	350	Total	0	0	3	0.6	378	72	141	26.9	0	0	3	0.6	0	0	525		

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011 Expires 06/30/13

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

LEA Name | **Houston Independent School District**

School Name | **M.C. Williams Middle School**

Actual Enrollment (Current School Year - October 1, 2012) | **Projected Enrollment (Year 1 of Project - October 1, 2013)**

Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
K															
1															
2															
3															
4															
5															
6				0	90	46.4	100	51.5						1	194
7				0	95	49.2	94	48.7			2	1	2	1	193
8				0		64	42	33.6			3	2.4		0	125
9															
10															
11															
12															
Total	165	1300	45	0	265	51.8	236	46.1			7	1.4		0.8	512

Table 3 (continued): Enrollment Data-Magnet Schools OMB-1855-0011

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment (Year 2 of Project - October 1, 2014)														Projected Enrollment (Year 3 of Project - October 1, 2015)																				
Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students			
K																K																		
1																1																		
2																2																		
3																3																		
4																4																		
5																5																		
6			5	2.5	95	47.5	95	47.5			5	2.5			200	6			7	3.1	89	38.9	124	54.1			7	3.1		0.9	229			
7					90	46.6	100	51.8						1	194	7			5	2.6	81	41.8	97	50			5	2.6		0	188			
8					75	60	73	58.4			2	1.6	2	1.6	152	8				0	80		100	80			2	1.6	2	1.6	184			
9																9																		
10																10																		
11																11																		
12																12																		
Total	0	0	5	0.9	260	47.6	268	49.1	0	0	9	1.6	4	0.7	546	Total	0	0	12	2	250	41.6	321	53.4	0	0	14	2.3	4	0.7	601			

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011 Expires 06/30/13

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

LEA Name | **Houston Independent School District**

School Name | **Energy High School**

Actual Enrollment (Current School Year - October 1, 2012) | **Projected Enrollment (Year 1 of Project - October 1, 2013)**

Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
K															
1															
2															
3															
4															
5															
6															
7															
8															
9				0	144	82.3	31	17.7						0	175
10				0										0	0
11				0										0	0
12				0										0	0
Total				0	144	82.3	31	17.7						0	175

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e249

Table 3 (continued): Enrollment Data-Magnet Schools OMB-1855-0011

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment (Year 2 of Project - October 1, 2014)														Projected Enrollment (Year 3 of Project - October 1, 2015)																		
Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	Grade Level	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	
K																K																
1																1																
2																2																
3																3																
4																4																
5																5																
6																6																
7																7																
8																8																
9			1	0.3	129	36.9	44	12.6			1	0.3			175	9			2	1.1	105	56	66	41.7			2	1.1	0	175		
10					144	41.1	31	8.9							175	10				0.6	129	73.7	44	25.1				0.6	0	175		
11																11				0		80	31						0	175		
12																12				0									0	0		
Total	0	0	1	0.3	273	78	75	21.4	0	0	1	0.3	0	0	350	9	0	0	3	0.6	378	72	141	26.9	0	0	3	0.6	0	0	525	

Table 4: Feeder School - Enrollment Data

- For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to all magnet schools at a particular grade level (for example, Elementary Feeder School “X” would send students to all of the elementary magnet schools participating in the project, indicate “All” in the “Magnet” column associated with Elementary Feeder School “X”).
- The enrollment data projections for Years 1, 2 and 3 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools in the project are successfully implemented.
- Use additional sheets, if necessary.

LEA Name		Houston Independent School District																													
Schools		Actual Enrollment as of October 1, 2012 (Current School Year)											Projected Enrollment as of October 1, 2013 (Year 1 of Project)																		
FEEDER	MAGNET(S)	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
Attucks																					293										390
Austin																							1638								1746
Bellaire																			505		737	21%	1488	42%			756	21%			3538
Black																					161		499	59%			164				841
Briar Meadow																			15	10%	9	6%	94				39	25%			158
Burbank																					78		1170							1252	
Carnegie Vanguard																			108		78		148				295	46%			636
Challenge ECHS																					53		340							467	
Chavez																			79		351		2401							2905	
Clifton																					222		701	72%			3.4%			973	
Cullen																					357		73							430	
Davis																							1462							1634	
Deady																							785							808	
DeBakey																			353		149						10%			856	
Dowling																				.5%	432		630							1076	

Table 4: Feeder School - Enrollment Data

- For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to all magnet schools at a particular grade level (for example, Elementary Feeder School “X” would send students to all of the elementary magnet schools participating in the project, indicate “All” in the “Magnet” column associated with Elementary Feeder School “X”).
- The enrollment data projections for Years 1, 2 and 3 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools in the project are successfully implemented.
- Use additional sheets, if necessary.

LEA Name		Houston Independent School District																													
Schools		Actual Enrollment as of October 1, 2012 (Current School Year)											Projected Enrollment as of October 1, 2013 (Year 1 of Project)																		
FEEDER	MAGNET(S)	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
East ECHS																							449								480
Eastwood																							460	98%							468
Edison																							419	98%							424
Empowerment																								18%							45
Energized EX M																				.3%	6%	348	93%							373	
Fleming																					348		168							516	
Fondren MS																			64		299	38%	403	51%						787	
Fonville																							1050							1160	
Grady																					91					155	28%			553	
Greg-Lincoln																					170		104	37%						283	
Hamilton																							931	86%		69				1083	
Hartman																					381	28%	966							1367	
Henry																					95	10%	840	87%						966	
Hogg																														730	
Holland																					189	28%	453			25	4%			668	

Table 4: Feeder School - Enrollment Data (continued)

- For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to all magnet schools at a particular grade level (for example, Elementary Feeder School “X” would send students to all of the elementary magnet schools participating in the project, indicate “All” in the “Magnet” column associated with Elementary Feeder School “X”).
- The enrollment data projections for Years 1, 2 and 3 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools in the project are successfully implemented.
- Use additional sheets, if necessary.

Schools		Projected Enrollment as of October 1, 2014 (Year 2 of Project)											Projected Enrollment as of October 1, 2015 (Year 3 of Project)																		
FEEDER	MAGNET(S)	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
East ECHS								460							489				3.7%			460								0%	485
Eastwood								521							525															0%	522
Edison								328							330							310	100%							0%	310
Empowerment C						81%									27						85%									0%	7
Energized EX M						6.3%	359								383						22	403	95%							0%	425
Fleming						369	68%	172							541						388	173								0%	561
Fondren MS						286	35%	408	50%						810						260	33%	411	52%						0%	791
Fonville								1093				36			1212							1056				36				0%	1184
Grady								272	47%			186			584						81	303	50%			195				0%	603
Greg-Lincoln						164	58%								282						145	98								0%	244
Hamilton								868				36			956							875								0%	899
Hartman								976							1330						306	945								0%	1262
Henry						10%	828	87%							953						100	10%	846	86%						0%	979
Hogg						41		667							731						36	629								0%	686
Holland						189		423	66%			29	5%		641						169	27%	413			27	4%		0%	609	

Table 4: Feeder School - Enrollment Data

- For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to all magnet schools at a particular grade level (for example, Elementary Feeder School “X” would send students to all of the elementary magnet schools participating in the project, indicate “All” in the “Magnet” column associated with Elementary Feeder School “X”).
- The enrollment data projections for Years 1, 2 and 3 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools in the project are successfully implemented.
- Use additional sheets, if necessary.

LEA Name		Houston Independent School District																													
Schools		Actual Enrollment as of October 1, 2012 (Current School Year)											Projected Enrollment as of October 1, 2013 (Year 1 of Project)																		
FEEDER	MAGNET(S)	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
HSLECI																					107	19.5	422								548
HSPVA				47															47		118	16.4	169	23.5			369	51.4		1.9	718
Inspired EX W																					206	90.7		9.3							227
Jackson																						14.7	832	83.2							1000
Johnston				48	2.8	549	32.4	871	51.4					202	11.9	21	1.2	1694													
Jones																						68.9	136	30.8						441	
Jordan																					451	52.3	395	45.8						862	
Key																					346	71.8		26.8						482	
Lamar																					978	28.5	1305				900	26.2	67	1.9	3437
Lanier				187		153	10.7	575						488	34		1.9	1436													
Las Americas					11.5		30.3		50.9					7.3			165														
Lee				119	10.5		14.7	778	68.8													119	10.5		14.7	778	68.8				1131
Long				32		69	8.1	739	86.6													32		69	8.1	739	86.6				853
Madison																					817	44.9	971	53.4						1820	
Marshall																					110	13.3	709	86			0.6			824	

Table 4: Feeder School - Enrollment Data (continued)

- For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to all magnet schools at a particular grade level (for example, Elementary Feeder School “X” would send students to all of the elementary magnet schools participating in the project, indicate “All” in the “Magnet” column associated with Elementary Feeder School “X”).
- The enrollment data projections for Years 1, 2 and 3 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools in the project are successfully implemented.
- Use additional sheets, if necessary.

Schools		Projected Enrollment as of October 1, 2014 (Year 2 of Project)											Projected Enrollment as of October 1, 2015 (Year 3 of Project)																		
FEEDER	MAGNET(S)	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	American Indian/ Alaskan Native (Number)	American Indian/ Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African American (Number)	Black or African American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students
HSLECJ						16.8	431	80.4							536							16.2	444	81					0	548	
HSPVA				53		15.3	183	25				375	51.2		733				7.9			194				391	52.4		0.7	746	
Inspired						93.9									262						282	97.2		2.8					0	290	
Jackson						196	18.9	813	78.4						1037						242		821	75.3					0	1091	
Johnston				48	2.7	578	32.6	940	53			197	11.1	9	0.5	1774			48	2.6	593	32.6	980	53.8		200			0	1821	
Jones						274	69.7	119	30.3						393						226	68.9	102	31.1					0	328	
Jordan						54.2	363								807						439	56.9		42.4					0	771	
Key						328	72.6	120	26.5						452						328	75.8	105	24.2					0	433	
Lamar				231	6.6	998		1328	38.1			852	24.4		3488			279	7.8	1027	28.7	1382	38.7			831	23.3		1.5	3573	
Lanier				181	12.5	148	10.3					466	32.3		1443			173	12.1	146	10.2	665	46.4			449			0	1433	
Las Americas					12.3	57	31.8	95	53.1				2.8		179														0	154	
Lee				127		15.9	542	63							860				23.9	108	20.5	270			2.8				0	528	
Long				34		62		781	87.9						889						65	8.1	699	86.7					0	806	
Madison						723	44.9		53.2						1610						616	44.6	730	52.9					0.1	1381	
Marshall						115	14.9	652	84.5						772						115	16	601	83.4			0.7	0	721		

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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SECTION C - BUDGET NARRATIVE

Line item expenses in HISD's budget for the MSAP grant are based on figures and estimates available to the school district at the time the proposal was prepared. It is known that some items such as the district's rate for fringe benefits (e.g., retirement, health and life insurance) will change from year-to-year, as will the estimate for the district's cost-of-living increase in salaries and indirect cost rate. Consultant fees and vendor supplied costs for equipment and materials and supplies are also subject to change. Per the U.S. Department of Education's 'Expanded Authorities', HISD understands that there is flexibility for budget modifications but will maintain close communications with the ED program officer should modifications be significant and/or unusual.

PERSONNEL

The salaries for staff are based on average HISD salaries scheduled to go into effect for the 2013-2014 fiscal year. Salaries include a 3% cost-of-living increase for all staff for each year of the project. Staff training will take place during the summer and the school year. School administrators anticipate that most school year staff training will take place on teacher workdays, pre-service days, and early-release days to create the least disruption for students. Training that occurs on a non-school day or in the summer will be paid at the current HISD rates of \$50 for half-day (3-4 hours) and \$100 for full-day (6-8 hours) training activities. HISD substitute teachers required to support training during the instructional day will be paid at rates of \$12.02 per hour or \$93.11 per 7.75 hour day in Year 1, with a 3% increase for succeeding years. Extra duty pay for staff participating in after-school and Saturday tutorials will be paid at the current HISD rate of \$25/hour. Extra duty pay for staff participating in STEM summer bridge programs outside their contract period will be paid at the rate of \$35/hour.

FRINGE BENEFITS

Fringe benefits for grant funded personnel salaries, overtime, and extra duty are based on HISD Budgeting and Financial Planning Department’s fringe benefit analysis and budget guidelines, and are calculated as a percentage of average salaries. Percentages are divided into professional and support salary categories as summarized in the chart below:

	Professional Salaries		Support Salaries	
	Pay grades 26 & above plus all		Pay grades 25 and below	
Benefits	Salaries	Overtime & Extra Duty Pay	Salaries	Overtime & Extra Duty Pay
Medicare	1.40%	1.45%	1.40%	1.45%
Health and Life Insurance	9.26%		18.47%	
Worker’s Compensation	0.74%		1.47%	
Unemployment Compensation	0.41%		0.82%	
Teacher Retirement	6.68%	6.90%	6.90%	6.90%
Social Security	6.20%	6.20%	6.20%	6.20%
Average Fringe Cost	18.49%	8.35%	29.06%	8.35%

The teacher retirement benefit applies to full or part-time (≥ 20 hours) participating in the Texas Teachers Retirement System. The social security benefit applies to non-Texas Retirement System employees (e.g., aides, part-time employees, and employees on limited assignment).

TRAVEL

Local travel reimbursement is calculated at the current state-approved rate of \$0.565 per mile. Out-of-state or non-local travel funds for known events and destinations are budgeted based on the FY 2013 GSA per diem rate tables. For event travel destinations that were not known at the time of grant application the standard federal domestic subsistence allowance rate of \$46 per day was used. Airfare costs are estimated at mid-week, round-trip airfares to and from the Houston Airport System. Hotel costs are estimated at GSA per diem rates for known destinations or the standard federal domestic rate of \$77 per day if destinations were not known at the time of grant application. Conference registration rates are estimated based on the most recent conference information. Travel costs are subject to change as per diem rates and locations of projected events may vary from year-to-year.

EQUIPMENT

The equipment category includes items with costs that exceed \$500 per unit and library books regardless of cost in accordance with district definitions of capital items. Equipment is budgeted per vendor-supplied quotes or costs supplied by HISD specialists in the Procurement, Technology & Information Systems, and Career & Technical Education Departments; and will be purchased following HISD's policies for equipment purchases. All computer or technology equipment purchased will meet HISD technology specifications for compatibility as determined by the HISD Technology & Information Systems Department and the Career & Technical

Education Department. All computers and specialized technology equipment (e.g., interactive whiteboards, 3D printers, document cameras, student response systems, STEM demonstration training equipment, etc) will be bought on district or state contract whenever applicable and will be maintained by external contractors. Wireless laptops and tablets purchased for project staff and students will be connected to the wireless networks on site. Equipment category costs may be recategorized to materials/supplies if contracted costs fall below the \$500 per unit threshold.

MATERIALS/SUPPLIES

This category includes items that cost under \$500 per item. All supplies and material items will be bought on district or state contract whenever applicable. Prices were quoted from local vendors or HISD specialists in the Procurement, Technology & Information Systems, and Career & Technical Education Departments. Central Office costs in this category include printing costs for essential marketing materials that will promote the project, school, and program with students, families and the community. Costs for printing and graphic design were estimated by the HISD Printing Services and Graphics Design Departments. Material/Supply category costs may be recategorized to equipment if contracted costs fall above the \$500 per unit threshold.

CONTRACTUAL

Contractual needs were identified in support of the initiatives at each school. These services will provide curriculum development training, campus-wide training on integrated STEM culture and collaboration, technology integration, cultural/linguistic diversity training, project evaluation, personalized learning, blended learning, and marketing support. HISD will contract with external trainers when necessary, such as the College Board to deliver SpringBoard Math training to teachers and supporting teacher development specialists.

While estimates for contractual expenses in our budget have been derived from vendor

supplied quotes, HISD will follow state and school district competitive process procedures when it is necessary to put out bids for these services. The vendor eventually selected to provide the service may not be the same as that identified during budget development; however, the vendor will be comparably qualified. The lowest bid will not be the only criterion for selecting vendors; rather, vendors must show evidence that they are able to fulfill the scope and objectives for their role in the MSAP grant.

CONSTRUCTION

No construction costs are anticipated.

OTHER

Other costs relate mainly to thematic programs, and include rates for subscriptions and site licenses, program certifications, membership and association dues and fees to support student participation in competitions, student registrations for exhibits, registration fees for teacher professional development, and other costs associated with school themes and career paths.

SUMMARY BY LOCATION BY CATEGORY

Summary By Location By Category	Year 1	Year 2	Year 3	Total
Personnel				
Houston ISD Central Office	\$77,300	\$79,619	\$82,008	\$238,927
M.C. Williams MS	\$174,480	\$176,706	\$178,998	\$530,184
Ryan MS	\$69,680	\$69,932	\$70,191	\$209,803
Furr HS	\$138,674	\$140,983	\$143,361	\$423,018
Kashmere HS	\$138,674	\$140,983	\$143,361	\$423,018
New HS	\$138,674	\$140,983	\$143,361	\$423,018
Empowerment College Prep HS	\$138,674	\$140,983	\$143,361	\$423,018
Subtotal Personnel	\$876,156	\$890,189	\$904,641	\$2,670,986
Fringe Benefits				
Houston ISD Central Office	\$14,293	\$14,722	\$15,164	\$44,179
M.C. Williams MS	\$21,242	\$21,628	\$22,025	\$64,895
Ryan MS	\$5,819	\$4,881	\$4,902	\$15,602
Furr HS	\$18,252	\$18,645	\$19,050	\$55,947
Kashmere HS	\$18,252	\$18,645	\$19,050	\$55,947
New HS	\$18,252	\$18,645	\$19,050	\$55,947
Empowerment College Prep HS	\$18,252	\$18,645	\$19,050	\$55,947
Subtotal Fringe	\$114,362	\$115,811	\$118,291	\$348,464
Travel				
Houston ISD Central Office	\$10,895	\$10,895	\$10,895	\$32,686
M.C. Williams MS	\$16,628	\$12,168	\$12,168	\$40,964
Ryan MS	\$25,548	\$12,168	\$12,168	\$49,884
Furr HS	\$16,628	\$12,168	\$12,168	\$40,964
Kashmere HS	\$21,628	\$22,168	\$22,168	\$65,964
New HS	\$16,628	\$12,168	\$12,168	\$40,964
Empowerment College Prep HS	\$16,628	\$12,168	\$12,168	\$40,964
Subtotal Travel	\$124,583	\$93,903	\$93,903	\$312,389
Equipment				
Houston ISD Central Office	\$0	\$0	\$0	\$0
M.C. Williams MS	\$247,188	\$263,049	\$177,142	\$687,379
Ryan MS	\$134,388	\$464,357	\$461,820	\$1,060,565
Furr HS	\$173,513	\$144,061	\$90,000	\$407,574
Kashmere HS	\$213,662	\$72,085	\$181,909	\$467,656
New HS	\$320,159	\$368,735	\$512,669	\$1,201,563
Empowerment College Prep HS	\$159,898	\$321,874	\$154,243	\$636,015
Subtotal Equipment	\$1,248,808	\$1,634,161	\$1,577,783	\$4,460,752
Materials/Supplies				
Houston ISD Central Office	\$22,500	\$22,500	\$22,500	\$67,500
M.C. Williams MS	\$84,454	\$51,675	\$74,350	\$210,479
Ryan MS	\$52,573	\$78,310	\$100,114	\$230,997
Furr HS	\$103,120	\$36,000	\$39,250	\$178,370
Kashmere HS	\$69,460	\$43,000	\$46,250	\$158,710
New HS	\$52,204	\$66,500	\$62,750	\$181,454
Empowerment College Prep HS	\$36,500	\$55,550	\$40,450	\$132,500
Subtotal Materials/Supplies	\$420,811	\$353,535	\$385,664	\$1,160,010
Contractual				
Houston ISD Central Office	\$250,050	\$172,600	\$174,200	\$596,850
M.C. Williams MS	\$120,000	\$30,750	\$25,750	\$176,500
Ryan MS	\$206,420	\$144,725	\$164,348	\$515,493
Furr HS	\$53,500	\$49,250	\$45,750	\$148,500
Kashmere HS	\$42,000	\$29,250	\$26,250	\$97,500
New HS	\$43,500	\$39,250	\$34,250	\$117,000
Empowerment College Prep HS	\$43,480	\$38,210	\$33,210	\$114,900

SUMMARY BY LOCATION BY CATEGORY

<i>Subtotal Contractual</i>	\$758,950	\$504,035	\$503,758	\$1,766,743
Construction				
Houston ISD Central Office	\$0	\$0	\$0	\$0
M.C. Williams MS	\$0	\$0	\$0	\$0
Ryan MS	\$0	\$0	\$0	\$0
Furr HS	\$0	\$0	\$0	\$0
Kashmere HS	\$0	\$0	\$0	\$0
New HS	\$0	\$0	\$0	\$0
Empowerment College Prep HS	\$0	\$0	\$0	\$0
<i>Subtotal Construction</i>	\$0	\$0	\$0	\$0
Other				
Houston ISD Central Office	\$6,500	\$6,500	\$6,500	\$19,500
M.C. Williams MS	\$126,133	\$103,633	\$105,133	\$334,899
Ryan MS	\$117,058	\$94,558	\$99,558	\$311,174
Furr HS	\$27,500	\$22,500	\$22,500	\$72,500
Kashmere HS	\$23,150	\$26,570	\$26,990	\$76,710
New HS	\$26,825	\$29,825	\$31,325	\$87,975
Empowerment College Prep HS	\$21,298	\$16,298	\$16,298	\$53,894
<i>Subtotal Other</i>	\$348,464	\$299,884	\$308,304	\$956,652
Federal Direct Charges	\$3,892,134	\$3,891,518	\$3,892,344	\$11,675,996
Indirect Cost Rate (2.761%)	\$107,463	\$107,445	\$107,468	\$322,376
Federal Funding Request	\$3,999,597	\$3,998,963	\$3,999,812	\$11,998,372

Summary By School	Year 1	Year 2	Year 3	Total
Houston ISD Central Office	\$381,538	\$306,836	\$311,268	\$999,642
M.C. Williams MS	\$790,125	\$659,609	\$595,566	\$2,045,300
Ryan MS	\$611,486	\$868,931	\$913,101	\$2,393,518
Furr HS	\$531,187	\$423,607	\$372,079	\$1,326,873
Kashmere HS	\$526,826	\$352,701	\$465,978	\$1,345,505
New HS	\$616,242	\$676,106	\$815,573	\$2,107,921
Empowerment College Prep HS	\$434,729	\$603,728	\$418,780	\$1,457,237

Federal Direct Charges	\$11,675,996
Indirect Cost Rate (2.761%)	\$322,376
Federal Funding Request	\$11,998,372

Houston ISD Central Operations

Houston ISD Central Operations	Year 1	Year 2	Year 3	Total
Personnel				
MSAP Project Coordinator (1.0 FTE, 12 Months)				
<i>Subtotal Personnel</i>				
Fringe Benefits				
Fringe Benefits for MSAP Project Coordinator	\$14,293	\$14,722	\$15,164	\$44,179
<i>Subtotal Fringe</i>	<i>\$14,293</i>	<i>\$14,722</i>	<i>\$15,164</i>	<i>\$44,179</i>
Travel				
Local in-district travel for Project Coordinator (estimated for 250 miles/month at \$0.565/mile)	\$1,695	\$1,695	\$1,695	\$5,085
National travel for Program Director and Project Coordinator to attend Magnet Schools of America annual conference, ED Meetings, and site visits to exemplary schools modeling STEM programs.	\$9,200	\$9,200	\$9,200	\$27,600
<i>Subtotal Travel</i>	<i>\$10,895</i>	<i>\$10,895</i>	<i>\$10,895</i>	<i>\$32,685</i>
Equipment				
	\$0	\$0	\$0	\$0
<i>Subtotal Equipment</i>	<i>\$0</i>	<i>\$0</i>	<i>\$0</i>	<i>\$0</i>
Materials/Supplies				
Support of Advisory Council Functions	\$2,500	\$2,500	\$2,500	\$7,500
Printing for marketing and promotional materials	\$20,000	\$20,000	\$20,000	\$60,000
<i>Subtotal Materials/Supplies</i>	<i>\$22,500</i>	<i>\$22,500</i>	<i>\$22,500</i>	<i>\$67,500</i>
Contractual				
Independent evaluation	\$80,000	\$80,000	\$80,000	\$240,000
Development and distribution of marketing and promotional materials.	\$20,000	\$20,000	\$20,000	\$60,000
Development and implementation of a Magnet student recruiting and application management system. System will include an application website for staff to manage program details and deadlines as well as giving parents access to review program details and complete applications (\$55,500), an audition/test scheduling component (\$5,000), an online teacher recommendation system (\$3,500), parent training videos (\$750), system documentation (\$1,500), 2 days of training (\$3,000), student information system integration (\$5,000), and an on-the-go mobile capability for staff and parents (\$5,000).	\$79,250	\$0	\$0	\$79,250
Cultural/Linguistic Competency training for teachers and key administrators from Seidlitz Educational team specialists. Cost includes two training days and two coaching days per school per year.	\$63,000	\$63,000	\$63,000	\$189,000
Web-based Personalized Learning System to be implemented at participating schools.	\$7,800	\$9,600	\$11,200	\$28,600
<i>Subtotal Contractual</i>	<i>\$250,050</i>	<i>\$172,600</i>	<i>\$174,200</i>	<i>\$596,850</i>
Construction				
	\$0	\$0	\$0	\$0
<i>Subtotal Construction</i>	<i>\$0</i>	<i>\$0</i>	<i>\$0</i>	<i>\$0</i>
Other				

Annual licensing and hosting fees for a Magnet student recruiting an application management system.	\$6,500	\$6,500	\$6,500	\$19,500
<i>Subtotal Other</i>	<i>\$6,500</i>	<i>\$6,500</i>	<i>\$6,500</i>	<i>\$19,500</i>
Federal Direct Charges	\$381,538	\$306,836	\$311,267	\$999,641
Indirect Cost Rate (2.761%)	\$10,535	\$8,472	\$8,595	\$27,602
Federal Funding Request	\$392,073	\$315,308	\$319,862	\$1,027,243

MC Williams Middle School

MC Williams Middle School -- Engineering Academy	Year 1	Year 2	Year 3	Total
Personnel				
STEM Instructional Specialist (1.0 FTE, 12 Months) w/3% average salary increase per year	██████	██████	██████	██████
Extra duty pay for teacher to attend training at SMU during the Summer. 2 teacher per year X 5 full days X \$100 district standard daily training rate.	\$1,000	\$1,000	\$1,000	\$3,000
Extra duty pay for teachers to attend required STEM, Rice University math & sciences Pre-AP/AP training, and other program related training beyond regular hours of employment during the school year or after their contract period. District standard rates are \$100 for full day (6-8 hours) and \$50 for half day (3-4 hours).	\$18,500	\$18,500	\$18,500	\$55,500
Substitute Teacher Pay for Teachers attending training during their regular hours of employment during the school year. Daily rate for a certified Associate Teacher is \$93.11.	\$8,380	\$8,631	\$8,890	\$25,901
Extra duty pay (extended time) for teachers and overtime for support staff for a 4-week Summer Bridge Program. Average non-contract period hourly rate for teachers of \$35/hour.	\$41,800	\$41,800	\$41,800	\$125,400
Extra duty pay for teachers to support an after-school STEM program. Cost based on M-Th, 2-hour and Saturday 4-hour program supported by 5 teachers at \$25 EDP rate.	\$39,000	\$39,000	\$39,000	\$117,000
Subtotal Personnel	\$174,480	\$176,706	\$178,998	\$530,184
Fringe Benefits				
Fringe Benefits for STEM Instructional Specialist	\$12,166	\$12,531	\$12,907	\$37,605
Fringe Benefits for Extra-Duty Pay for Teachers for training	\$1,628	\$1,628	\$1,628	\$4,885
Fringe Benefits for Substitute Teachers	\$700	\$721	\$742	\$2,163
Fringe Benefits for Extra Duty Pay for Summer Bridge Program	\$3,490	\$3,490	\$3,490	\$10,471
Fringe Benefits for After School STEM Program EDP	\$3,257	\$3,257	\$3,257	\$9,770
Subtotal Fringe	\$21,242	\$21,628	\$22,025	\$64,895
Travel				
Travel for 8th Grade Engineering Class Teachers to attend training at Southern Methodist University in Dallas, TX: 5 days at standard per diem rates.	\$2,474	\$2,474	\$2,474	\$7,422
National Math Conference annual attendance.	\$1,600	\$1,600	\$1,600	\$4,800
National Science Conference annual attendance.	\$1,600	\$1,600	\$1,600	\$4,800
In-district travel for STEM teachers and key administrators to attend local training and business/community partner conferences at 2013 mileage reimbursement rate of 56.5 cents per mile.	\$2,034	\$2,034	\$2,034	\$6,102
Out of district visits by staff to exemplary schools modeling STEM magnet/career pathway programs. Cost based on 2 three day trips by 5 staff in Year 1 and 1 trip in Years 2 and 3 at standard 2013 GSA per diem costs.	\$8,920	\$4,460	\$4,460	\$17,840
Subtotal Travel	\$16,628	\$12,168	\$12,168	\$40,964
Equipment				

MC Williams Middle School

Interactive whiteboards with student response systems, document cameras, digital projectors, and ancillary equipment for 44 classrooms and labs. Costs include installation, testing, and labor, as well as multi-year service plan. \$7,303 per system average using approved bid vendors.	\$87,636	\$80,333	\$80,333	\$248,302
Wireless Mobile Laptop Cart (30-users) (x3): 1 cart per year @ \$36,660 each. Plus extra battery, carrying case, computrace, and filter for home use to support the 1-to-1, computer-to-student, initiative @ \$6,213 per 30 user cart.	\$42,873	\$42,873	\$42,873	\$128,619
Ipad Carts (30 user): 2 in Year 1 for 6th Grade and Science class, 1 in Year 2 for 7th Grade, and 1 in Year 3 for 8th Grade. Powersync cart @ \$2,599 each. Ipad 2 10-pack with Applecare+ @ \$4,580 each. Plus MacBook Pro (x1 @ 1,497)) for teacher to manage/control instruction.	\$35,672	\$17,836	\$17,836	\$71,344
Applied Math Computer Lab (30 students, 1 teacher) (x2): 1 lab each for Year 1 and Year 2. 62 iMac computers @ \$1,497 each.	\$46,407	\$46,407	\$0	\$92,814
Printers (x6): 2 black and white small workgroup laser printers per computer technology lab @ \$550 per printer.	\$1,100	\$1,100	\$1,100	\$3,300
Weather Bug	\$10,000	\$0	\$0	\$10,000
Interdisciplinary Engineering Resource Center	\$5,000	\$0	\$0	\$5,000
Wind Tunnel	\$5,500	\$0	\$0	\$5,500
Pitsco Engineering Science Modules.	\$5,500	\$0	\$0	\$5,500
MagLev vehicle and track kits.	\$1,500	\$0	\$0	\$1,500
Greenhouse.	\$5,000	\$0	\$0	\$5,000
Web Cam Cameras (x2).	\$1,000	\$0	\$0	\$1,000
Wind Turbine.	\$0	\$22,000	\$0	\$22,000
Solar Panel System.	\$0	\$12,500	\$0	\$12,500
Pitsco Green Energy Modules.	\$0	\$10,000	\$0	\$10,000
3D Printers (x3):	\$0	\$30,000	\$0	\$30,000
Training/Learning Application Server.	\$0	\$0	\$35,000	\$35,000
Subtotal Equipment	\$247,188	\$263,049	\$177,142	\$687,379
Materials/Supplies				
Infinity Project Technology Kit (x16) for 8th Grade Engineering Class: 1 kit per computer, 2 students per computer.	\$6,384	\$0	\$0	\$6,384
Lego Mindstorms NXT Kits for 8th Grade Engineering Class (x10): 1 kit per 3 students)	\$2,660	\$0	\$0	\$2,660
Lego Mindstorms Educator Resource Sets (x10): 1 kit per 3 students.	\$760	\$0	\$0	\$760
Estes Alpha III Rocketry Kit for 8th Grade Engineering Class (x2): 1 kit per 15 students.	\$500	\$0	\$0	\$500
EFTIS Series I Student Manuals for 8th Grade Engineering Class (x30): 1 manual per student	\$750	\$0	\$0	\$750
EFTIS Series II Student Manuals for 8th Grade Engineering Class (x30): 1 manual per student	\$750	\$0	\$0	\$750
General lab, engineering lab, and curriculum consumable Materials & Supplies.	\$20,500	\$25,500	\$32,500	\$78,500
Summer School Program instructional materials & supplies	\$3,500	\$3,500	\$3,500	\$10,500

MC Williams Middle School

Library books, magazine subscriptions and multimedia resources; hardcopy and electronic; related to STEM and the school's career pathways.	\$8,500	\$8,500	\$8,500	\$25,500
Support of Advisory Council functions.	\$2,500	\$2,500	\$2,500	\$7,500
Aesthetic Development: Thematic enhancements and internal décor to common areas, library, and lobby to emphasize magnet theme.	\$3,500	\$3,500	\$0	\$7,000
Printers (x7): black and white laser printers for department chairs @ 475 each	\$0	\$3,325	\$0	\$3,325
Scanners (x6): 2 scanners per computer technology lab @425 each	\$850	\$850	\$850	\$2,550
Biofuel Corn Garden supplies and materials.	\$3,000	\$0	\$0	\$3,000
Supplemental Textbooks to support curriculum.	\$7,500	\$0	\$0	\$7,500
Graphing Calculators (x30):	\$0	\$3,000	\$0	\$3,000
Mindstorms Education EV3 and NXT Robotics kits and supplies. Year 3	\$0	\$0	\$10,000	\$10,000
VEX Education Robotics Design kits and supplies.	\$0	\$0	\$7,500	\$7,500
BOTBALL Robotics kits and supplies.	\$0	\$0	\$1,500	\$1,500
Waterbotics Robotics kits and supplies.	\$0	\$0	\$3,000	\$3,000
Raspberry Pi Computer Board and Accessories (x30):	\$0	\$0	\$3,500	\$3,500
Supplemental Textbooks to support curriculum.	\$5,000	\$0	\$0	\$5,000
Red Drum Hatchery equipment.	\$4,250	\$0	\$0	\$4,250
Wetland Restoration equipment	\$2,300	\$0	\$0	\$2,300
Prairie Restoration equipment	\$2,750	\$0	\$0	\$2,750
Bay Ambassador Program	\$4,000	\$0	\$0	\$4,000
STEM related educational apps for iPads. Many are free downloads from iTunes, but some require a one-time fee to download. Costs vary.	\$1,000	\$1,000	\$1,000	\$3,000
Signage: Exterior signage and marquee improvements announcing magnet school theme.	\$3,500	\$0	\$0	\$3,500
Subtotal Materials/Supplies	\$84,454	\$51,675	\$74,350	\$210,479
Contractual				
Consultant services for curriculum development training, campus-wide training on integrated STEM culture and collaboration, technology integration, engineering design, smartboard, and cultural/linguistic diversity training, etc.	\$25,000	\$15,000	\$7,500	\$47,500
Contractual Services for No Place for Hate program training and resources.	\$2,500	\$750	\$750	\$4,000
Contractual Services with College Board to deliver SpringBoard Math training to teachers and supporting teacher development specialists. Cost based on Year 1 Initial Teacher training consists of 3 consecutive 6 hour days plus an administrator workshop and Years 2/3 Advanced Teacher training consisting of 2 consecutive 6 hour days plus an advanced administrator workshop	\$10,000	\$7,500	\$7,500	\$25,000
Consultant services for campus-wide training regarding pedagogical approaches to technology integration in the classroom across the curriculum.	\$5,000	\$7,500	\$10,000	\$22,500

MC Williams Middle School

Consultant Services for implementation of a blended Learning model of instruction in the middle schools. This one-time cost includes project management, readiness assessments, model design, content selection, and professional development.	\$77,500	\$0	\$0	\$77,500
Subtotal Contractual	\$120,000	\$30,750	\$25,750	\$176,500
Construction				
	\$0	\$0	\$0	\$0
Subtotal Construction	\$0	\$0	\$0	\$0
Other				
Curriculum licensing fee for 5-year period.	\$5,000	\$0	\$0	\$5,000
Annual site license for Lego Mindstorms Software	\$325	\$325	\$325	\$975
Registration Fees for Teacher professional development: 8th Grade Engineering Teacher @ SMU,	\$2,000	\$2,000	\$2,000	\$6,000
Fees and dues for students to participate in field lessons, field-based learning experiences, and student competitions -- i.e. Science Fair, Rainbow Challenge, Odyssey of the Mind, Girls in STEM, Southeast Consortium for Minorities in Engineering competitions, etc	\$4,500	\$4,500	\$4,500	\$13,500
Registration fees for teachers and key administrators to attend STEM specific training.	\$5,000	\$5,000	\$5,000	\$15,000
Engineering software annual site license for iMac computer technology labs.	\$1,500	\$1,500	\$1,500	\$4,500
Site License for Waterbotics curriculum. Licensing includes training for teachers with the Texas Girls Collaborative Project.	\$0	\$0	\$1,500	\$1,500
Registration fees for teachers to attend Pre-AP/AP training in math and sciences. Cost based on average Rice University Summer Institute registration costs of \$525 per course.	\$5,250	\$5,250	\$5,250	\$15,750
Registration fees for teachers to attend Pre-AP/AP training in math and sciences. Cost based on average Rice University Summer Institute registration costs of \$525 per course.	\$10,500	\$10,500	\$10,500	\$31,500
Digital curriculum and learning tools to support blended learning platform.	\$68,700	\$51,200	\$51,200	\$171,100
Blended Learning annual fees: Blended classroom platform and annual support to manage student access to content and provide analysis to teachers.	\$23,358	\$23,358	\$23,358	\$70,074
Subtotal Other	\$126,133	\$103,633	\$105,133	\$334,899
Federal Direct Charges	\$790,125	\$659,609	\$595,566	\$2,045,300
Indirect Cost Rate (2.761%)	\$21,816	\$18,212	\$16,444	\$56,472
Federal Funding Request	\$811,941	\$677,821	\$612,010	\$2,101,772

Ryan Middle School

Ryan Middle School -- Medical & Health Professions	Year 1	Year 2	Year 3	Total
Personnel				
Baylor College of Medicine STEM Instructional Specialist (1.0 FTE, 12 Months) w/3% average salary increase per year. See Contracted Services Section.	\$0	\$0	\$0	\$0
Extra duty pay for teacher to attend training at SMU during the Summer. 2 teacher per year X 5 full days X \$100 district standard daily training rate.	\$1,000	\$1,000	\$1,000	\$3,000
Extra duty pay for teachers to attend required STEM, Rice University math & sciences Pre-AP/AP training, and other program related training beyond regular hours of employment during the school year or after their contract period. District standard rates are \$100 for full day (6-8 hours) and \$50 for half day (3-4 hours).	\$18,500	\$18,500	\$18,500	\$55,500
Substitute Teacher Pay for Teachers attending training during their regular hours of employment during the school year. Daily rate for a certified Associate Teacher is \$93.11.	\$8,380	\$8,631	\$8,890	\$25,901
Extra duty pay (extended time) for teachers and overtime for support staff for a 4-week Summer Bridge Program. Average non-contract period hourly rate for teachers.	\$41,800	\$41,800	\$41,800	\$125,400
Subtotal Personnel	\$69,680	\$69,932	\$70,191	\$209,803
Fringe Benefits	\$0			
Fringe Benefits for STEM Instructional Specialist	\$0	\$0	\$0	\$0
Fringe Benefits for Extra-Duty Pay for Teachers for training	\$1,628	\$669	\$669	\$2,966
Fringe Benefits for Substitute Teachers	\$700	\$721	\$742	\$2,163
Fringe Benefits for Extra Duty Pay for Summer Bridge Program	\$3,490	\$3,490	\$3,490	\$10,471
Subtotal Fringe	\$5,819	\$4,881	\$4,902	\$15,602
Travel				
Travel for 8th Grade Engineering Class Teacher to attend training at Southern Methodist University in Dallas, TX: 5 days at standard per diem rates.	\$2,474	\$2,474	\$2,474	\$7,422
National Math Conference annual attendance.	\$1,600	\$1,600	\$1,600	\$4,800
National Science Conference annual attendance.	\$1,600	\$1,600	\$1,600	\$4,800
In-district travel for STEM teachers and key administrators to attend local training and business/community partner conferences at 2013 mileage reimbursement rate of 56.5 cents per mile.	\$2,034	\$2,034	\$2,034	\$6,102
Out of district visits by staff to exemplary schools modeling STEM magnet/career pathway programs. Cost based on 2 three day trips at standard per diem costs.	\$8,920	\$0	\$0	\$8,920
Out of district visits by staff to exemplary schools modeling STEM magnet/career pathway programs. Cost based on 2 three day trips by 5 staff in Year 1 and 1 trip in Years 2 and 3 at standard 2013 GSA per diem costs.	\$8,920	\$4,460	\$4,460	\$17,840
Subtotal Travel	\$25,548	\$12,168	\$12,168	\$49,884
Equipment				
Interactive whiteboards with student response systems, document cameras, digital projectors, and ancillary equipment for classrooms and labs (x5). Costs include installation, testing, and labor, as well as multi-year service plan. \$7,303 per system average using approved bid vendors.	\$36,515	\$0	\$0	\$36,515

Ryan Middle School

Wireless Mobile Laptop Cart (30-users) (x18): Each cart costs \$36,660 each. Plus extra battery, carrying case, computrace, and filter for home use to support the 1-to-1, computer-to-student, initiative @ \$6,213 per 30 user cart.	\$42,873	\$385,857	\$342,984	\$771,714
Medical/Health Technology Lab equipment and furniture to supporting anatomy, physiology, and health science technology strands. Costs include but are not limited to microscopes for bacteriology/histology (x30), anatomical models (x7), hospital bed set (x1), classroom medical supply storage cabinets (x3), medical linen cart (x1), simulation suit (x1), student workstations (x4), and 3D enabled LCD projector, CPR mannequin (x1), etc	\$55,000	\$68,500	\$92,000	\$215,500
Interdisciplinary Engineering Resource Center	\$0	\$10,000	\$0	\$10,000
Ipad Cart (30 user): Powersync cart @ \$2,599. Ipad 4th Generation 10-pack with Applecare+ @ \$7,580 each. Plus MacBook Pro (x1 @ 1,497) for teacher to manage/control instruction.	\$0	\$0	\$26,836	\$26,836
Subtotal Equipment	\$134,388	\$464,357	\$461,820	\$1,060,565
Materials/Supplies				
Medical/Health Biotechnology Lab supplies (i.e. blood pressure cuffs, clinical tympanic and glass thermometers, stethoscopes, vital sign machines, blankets and bed linens, wheel chair, etc)	\$12,435	\$5,000	\$5,000	\$22,435
Biotechnology and other science classroom/lab supplies and materials to include curriculum modules	\$5,126	\$21,785	\$21,785	\$48,695
Classroom/lab safety equipment and kits (i.e. aprons, goggles, eyewash station, hand protectors, etc)	\$513	\$1,025	\$1,025	\$2,563
General lab and curriculum consumable Materials & Supplies.	\$5,000	\$15,000	\$20,000	\$40,000
Summer School Program instructional materials & supplies	\$3,500	\$3,500	\$3,500	\$10,500
Library books, magazine subscriptions and multimedia resources; hardcopy and electronic; related to STEM and the school's career pathways.	\$2,500	\$2,500	\$2,500	\$7,500
Support of Advisory Council functions.	\$2,500	\$2,500	\$2,500	\$7,500
Crime Science Investigation Kits.	\$2,500	\$0	\$0	\$2,500
Pitsco Forensic Science Kits.	\$2,500	\$0	\$0	\$2,500
Genetics Garden materials and supplies to establish.	\$5,000	\$0	\$0	\$5,000
Supplemental Textbooks to support curriculum.	\$7,500	\$0	\$0	\$7,500
Pitsco Health Care Kits.	\$0	\$5,000	\$0	\$5,000
Pitsco Health Science Kits.	\$0	\$5,000	\$0	\$5,000
Sports Medicine Equipment.	\$0	\$2,500	\$0	\$2,500
Anatomical Models.	\$0	\$8,000	\$0	\$8,000
Aesthetic Development: Thematic enhancements and internal décor to common areas, library, and lobby to emphasize magnet theme.	\$0	\$3,500	\$3,500	\$7,000
Graphing Calculators (x30):	\$0	\$3,000	\$0	\$3,000
Signage: Exterior signage and marquee improvements announcing magnet school theme.	\$3,500	\$0	\$0	\$3,500
Mindstorms Education EV3 and NXT Robotics kits and supplies.	\$0	\$0	\$10,000	\$10,000
Pitsco Intelligent Systems Kits and Supplies.	\$0	\$0	\$5,000	\$5,000
Heart Models.	\$0	\$0	\$5,000	\$5,000

Ryan Middle School

Raspberry Pi Computer Board and Accessories (x30)	\$0	\$0	\$3,500	\$3,500
Digital Video Cameras.	\$0	\$0	\$5,000	\$5,000
Infinity Project Technology Kit (x16) for Engineering Class: 1 kit per computer, 2 students per computer.	\$0	\$0	\$6,384	\$6,384
Lego Mindstorms NXT Kits for Engineering Class (x10): 1 kit per 3 students)	\$0	\$0	\$2,660	\$2,660
Lego Mindstorms Educator Resource Sets (x10): 1 kit per 3 students.	\$0	\$0	\$760	\$760
Estes Alpha III Rocketry Kit for Engineering Class (x2): 1 kit per 15 students.	\$0	\$0	\$500	\$500
EFTIS Series I Student Manuals for Engineering Class (x30): 1 manual per student	\$0	\$0	\$750	\$750
EFTIS Series II Student Manuals for Engineering Class (x30): 1 manual per student	\$0	\$0	\$750	\$750
Subtotal Materials/Supplies	\$52,573	\$78,310	\$100,114	\$230,997
Contractual				
Consultant services for curriculum development training, campus-wide training on integrated STEM culture and collaboration, technology integration, engineering design, smartboard, and cultural/linguistic diversity training, etc.	\$10,000	\$15,000	\$25,000	\$50,000
Contracted Service with Baylor College of Medicine to provide a STEM Instructional Specialist. The MSAP grant will fund the average salary (\$65,800) and fringe benefits (\$11,020) for Year 1 with 3% increase per year. Baylor College of Medicine will fund the balance of the salary and fringe.	██████	██████	██████	██████
Contractual Services for No Place for Hate program training and resources.	\$2,500	\$750	\$750	\$4,000
Contractual Services with Baylor College of Medicine for 2 days of orientation and planning for grade level teachers at the start of the school year with additional professional development during the school year and following summer as grade levels are added. Instruction provided by BCM's Center for Educational Outreach. Costs calculated at \$250 per teacher per full day/\$175 per teacher per half day and includes consumable workshop supplies and evaluation.	\$10,000	\$18,750	\$25,000	\$53,750
Contracted Services with Baylor College of Medicine for teacher professional development to conduct the Summer Bridge Program (\$5,000) and the kits and consumable supplies for the students attending (\$400-\$750 per kit). Training to be conducted on two Saturdays and one full day.	\$14,600	\$14,600	\$14,600	\$43,800
Contractual Services with College Board to deliver SpringBoard Math training to teachers and supporting teacher development specialists. Cost based on Year 1 Initial Teacher training consists of 3 consecutive 6 hour days plus an administrator workshop and Years 2/3 Advanced Teacher training consisting of 2 consecutive 6 hour days plus an advanced administrator workshop.	\$10,000	\$7,500	\$7,500	\$25,000

Ryan Middle School

Consultant services for campus-wide training regarding pedagogical approaches to technology integration in the classroom across the curriculum.	\$5,000	\$10,000	\$10,000	\$25,000
Consultant Services for implementation of a blended Learning model of instruction in the middle schools. This one-time cost includes project management, readiness assessments, model design, content selection, and professional development.	\$77,500	\$0	\$0	\$77,500
Subtotal Contractual	\$206,420	\$144,725	\$164,348	\$515,493
Construction				
	\$0	\$0	\$0	\$0
Subtotal Construction	\$0	\$0	\$0	\$0
Other				
Curriculum licensing for 5-year period.	\$5,000	\$0	\$0	\$5,000
Fees and dues for students to participate in field lessons, field-based learning experiences, and student competitions -- i.e. Science Fair, Rainbow Challenge, Odyssey of the Mind, Girls in STEM, Southeast Consortium for Minorities in Engineering competitions, etc	\$4,500	\$4,500	\$4,500	\$13,500
Registration fees for teachers and key administrators to attend STEM specific training.	\$5,000	\$5,000	\$5,000	\$15,000
Medical Imaging and other software required for the medical and health sciences magnet program.	\$0	\$0	\$5,000	\$5,000
Registration fees for teachers to attend Pre-AP/AP training in math and sciences. Cost based on average Rice University Summer Institute registration costs of \$525 per course.	\$10,500	\$10,500	\$10,500	\$31,500
Digital curriculum and learning tools to support blended learning platform.	\$68,700	\$51,200	\$51,200	\$171,100
Blended Learning annual fees: Blended classroom platform and annual support to manage student access to content and provide analysis to teachers.	\$23,358	\$23,358	\$23,358	\$70,074
Subtotal Other	\$117,058	\$94,558	\$99,558	\$311,174
Federal Direct Charges	\$611,486	\$868,931	\$913,101	\$2,393,518
Indirect Cost Rate (2.761%)	\$16,884	\$23,992	\$25,211	\$66,087
Federal Funding Request	\$628,370	\$892,923	\$938,312	\$2,459,605

Furr High School

Furr High School -- The Green School	Year 1	Year 2	Year 3	Total
Personnel				
STEM Instructional Specialist (1.0 FTE, 12 Months) w/3% average salary increase per year	██████	██████	██████	██████
Extra duty pay for teacher to attend training at SMU during the Summer. 2 teacher per year X 5 full days X \$100 district standard daily training rate.	\$1,000	\$1,000	\$1,000	\$3,000
Extra duty pay for teachers to attend required STEM/career pathways curriculum, project based learning, SIOP, Rice University math & sciences Pre-AP/AP training, and cultural diversity training and planning sessions beyond regular hours of employment during the school year or after their contract period. District standard rates are \$100 for full day (6-8 hours) and \$50 for half day (3-4 hours).	\$18,900	\$18,900	\$18,900	\$56,700
Substitute Teacher Pay for Teachers attending training during their regular hours of employment during the school year. Daily rate for a certified Associate Teacher is \$93.11.	\$11,173	\$11,508	\$11,854	\$34,535
Extra duty pay (extended time) for teachers and overtime for support staff for a 4-week Summer Bridge Program. Average non-contract period hourly rate for teachers.	\$41,800	\$41,800	\$41,800	\$125,400
Subtotal Personnel	\$138,674	\$140,983	\$143,361	\$423,018
Fringe Benefits				
Fringe Benefits for STEM Instructional Specialist	\$12,166	\$12,531	\$12,907	\$37,605
Fringe Benefits for Extra-Duty Pay for Teachers for training	\$1,662	\$1,662	\$1,662	\$4,985
Fringe Benefits for Substitute Teachers	\$933	\$961	\$990	\$2,884
Fringe Benefits for Extra-Duty Pay for Summer Bridge Program	\$3,490	\$3,490	\$3,490	\$10,471
Subtotal Fringe	\$18,252	\$18,645	\$19,050	\$55,947
Travel				
National Math Conference annual attendance.	\$1,600	\$1,600	\$1,600	\$4,800
National Science Conference annual attendance.	\$1,600	\$1,600	\$1,600	\$4,800
Travel for Engineering Teachers to attend training at Southern Methodist University in Dallas, TX: 5 days at standard per diem rates.	\$2,474	\$2,474	\$2,474	\$7,422
In-district travel for STEM teachers and key administrators to attend local training and business/community partner conferences at 2013 mileage reimbursement rate of 56.5 cents per mile.	\$2,034	\$2,034	\$2,034	\$6,102
Out of district visits by staff to exemplary schools modeling STEM magnet/career pathway programs. Cost based on 2 three day trips by 5 staff in Year 1 and 1 trip in Years 2 and 3 at standard 2013 GSA per diem costs.	\$8,920	\$4,460	\$4,460	\$17,840
Subtotal Travel	\$16,628	\$12,168	\$12,168	\$40,964
Equipment				
Wireless Mobile Laptop Cart (30-users) (x2): 1 cart per year @ \$36,660 each. Plus extra battery, carrying case, computrace, and filter for home use to support the 1-to-1, computer-to-student, initiative @ \$6,213 per 30 user cart.	\$42,873	\$42,873	\$0	\$85,746
Demonstration equipment	\$50,000	\$0	\$0	\$50,000

Furr High School

Circuits and breadboards	\$15,000	\$0	\$0	\$15,000
Solar Panels	\$11,500	\$0	\$0	\$11,500
Solar Data Collector (x1)	\$8,000	\$0	\$0	\$8,000
Safety Equipment	\$20,000	\$0	\$0	\$20,000
Laptop Computers for 9th Grade core teachers	\$17,655	\$0	\$0	\$17,655
Table Saws (x5)	\$2,495	\$0	\$0	\$2,495
Tool Combo Kits (x10)	\$5,990	\$0	\$0	\$5,990
Wind Tubines (x2)	\$0	\$22,000	\$0	\$22,000
Wind Data Collector (x1)	\$0	\$8,000	\$0	\$8,000
Digital Oscilloscopes (x30)	\$0	\$15,000	\$0	\$15,000
Chromatography Equipment: Gas chromatographs (x2) and a mass spectrometer (x1)	\$0	\$31,000	\$0	\$31,000
Spectroscopy Equipment: Spectometers (x10)	\$0	\$17,000	\$0	\$17,000
Autotitrator (x1)	\$0	\$7,000	\$0	\$7,000
Air Compressor, 80 gallon, 2 stage (1)	\$0	\$1,188	\$0	\$1,188
Instumentation Trainers (x2)	\$0	\$0	\$90,000	\$90,000
Subtotal Equipment	\$173,513	\$144,061	\$90,000	\$407,574
Materials/Supplies				
Supplemental Textbooks to support the curriculum (two classroom sets of 30 each)	\$6,000	\$0	\$0	\$6,000
General lab, engineering lab, and curriculum Materials & Supplies to support cross-curricular projects, service learning projects, field-based learning, and work-based learning experiences.	\$10,000	\$15,000	\$21,750	\$46,750
Analytical Chemistry Materials and Supplies: Includes but not limited to cuvets, burets, waste storage containers, indicators, probes.	\$40,000	\$3,000	\$3,000	\$46,000
Summer School Program instructional materials & supplies	\$3,500	\$3,500	\$3,500	\$10,500
Library books, magazine subscriptions and multimedia resources; hardcopy and electronic; related to STEM and the school's career pathways.	\$8,500	\$8,500	\$8,500	\$25,500
Aesthetic Development: Thematic enhancements and internal décor to common areas, library, and lobby to emphasize career pathways.	\$3,500	\$3,500	\$0	\$7,000
Support of Advisory Council functions.	\$2,500	\$2,500	\$2,500	\$7,500
Shop/Lab equipment to include but not limited to portable air compressors (x10), nail guns (x15), drill kits (x10), ratchet kits (x15), die grinder kits (x20), neck saw angle grinder kits (x15), air hose and retractable reels (x10), router kits (x20), orbit sanders (x20), circular saws (x20), roofing coil nailer (x15), fast coil siding nailer (x10), etc	\$25,620	\$0	\$0	\$25,620
Signage: Exterior signage and marquee improvements announcing magnet school theme.	\$3,500	\$0	\$0	\$3,500
Subtotal Materials/Supplies	\$103,120	\$36,000	\$39,250	\$178,370
Contractual				

Furr High School

Consultant and Contracted services for curriculum development training, campus-wide training on integrated STEM culture and collaboration, lead4ward Knezek curriculum workshops, Seidlitz sheltered instruction plus, project based learning, and cultural/linguistic diversity training.	\$30,000	\$25,000	\$21,500	\$76,500
Contracted Maintenance on lab equipment and trainers: 2 preventive maintenance services per year.	\$6,000	\$6,000	\$6,000	\$18,000
Contractual Services for No Place for Hate program training and resources.	\$2,500	\$750	\$750	\$4,000
Contractual Services with College Board to deliver SpringBoard Math training to teachers and supporting teacher development specialists. Cost based on Year 1 Initial Teacher training consists of 3 consecutive 6 hour days plus an administrator workshop and Years 2/3 Advanced Teacher training consisting of 2 consecutive 6 hour days plus an advanced administrator workshop.	\$10,000	\$7,500	\$7,500	\$25,000
Consultant services for campus-wide training regarding pedagogical approaches to technology integration in the classroom across the curriculum.	\$5,000	\$10,000	\$10,000	\$25,000
Subtotal Contractual	\$53,500	\$49,250	\$45,750	\$148,500
Construction				
	\$0	\$0	\$0	\$0
Subtotal Construction	\$0	\$0	\$0	\$0
Other				
Industry Certifications and Accreditation fees and expenses	\$5,000	\$0	\$0	\$5,000
Fees and dues for students to participate in field lessons, field-based learning experiences, and student competitions -- i.e. Science Fair, Rainbow Challenge, Odyssey of the Mind, Girls in STEM, Southeast Consortium for Minorities in Engineering competitions, etc	\$4,500	\$4,500	\$4,500	\$13,500
Registration fees for teachers and key administrators to attend STEM specific training.	\$7,500	\$7,500	\$7,500	\$22,500
Registration fees for teachers to attend Pre-AP/AP training in math and sciences. Cost based on average Rice University Summer Institute registration costs of \$525 per course.	\$10,500	\$10,500	\$10,500	\$31,500
Subtotal Other	\$27,500	\$22,500	\$22,500	\$72,500
Federal Direct Charges	\$531,187	\$423,607	\$372,079	\$1,326,873
Indirect Cost Rate (2.761%)	\$14,667	\$11,696	\$10,274	\$36,637
Federal Funding Request	\$545,854	\$435,303	\$382,353	\$1,363,510

Kashmere High School

Kashmere High School -- Chemical & Process Technology Institute	Year 1	Year 2	Year 3	Total
Personnel				
STEM Instructional Specialist (1.0 FTE, 12 Months) w/3% average salary increase per year	██████	██████	██████	██████
Extra duty pay for teacher to attend training at SMU during the Summer. 2 teacher per year X 5 full days X \$100 district standard daily training rate.	\$1,000	\$1,000	\$1,000	\$3,000
Extra duty pay for teachers to attend required STEM, career pathways curriculum training and planning sessions, and Rice University math & sciences Pre-AP/AP training beyond regular hours of employment during the school year or after their contract period. District standard rates are \$100 for full day (6-8 hours) and \$50 for half day (3-4 hours).	\$18,900	\$18,900	\$18,900	\$56,700
Substitute Teacher Pay for Teachers attending training during their regular hours of employment during the school year. Daily rate for a certified Associate Teacher is \$93.11.	\$11,173	\$11,508	\$11,854	\$34,535
Extra duty pay (extended time) for teachers and overtime for support staff for a 4-week Summer Bridge Program. Average non-contract period hourly rate for teachers.	\$41,800	\$41,800	\$41,800	\$125,400
Subtotal Personnel	\$138,674	\$140,983	\$143,361	\$423,018
Fringe Benefits				
Fringe Benefits for STEM Instructional Specialist	\$12,166	\$12,531	\$12,907	\$37,605
Fringe Benefits for Extra-Duty Pay for Teachers for training	\$1,662	\$1,662	\$1,662	\$4,985
Fringe Benefits for Substitute Teachers	\$933	\$961	\$990	\$2,884
Fringe Benefits for Extra Duty Pay for Summer Bridge Program	\$3,490	\$3,490	\$3,490	\$10,471
Subtotal Fringe	\$18,252	\$18,645	\$19,050	\$55,947
Travel				
National Math Conference annual attendance.	\$1,600	\$1,600	\$1,600	\$4,800
National Science Conference annual attendance.	\$1,600	\$1,600	\$1,600	\$4,800
Travel for Engineering Teachers to attend training at Southern Methodist University in Dallas, TX: 5 days at standard per diem rates.	\$2,474	\$2,474	\$2,474	\$7,422
In-district travel for STEM teachers and key administrators to attend local training and business/community partner conferences at 2013 mileage reimbursement rate of 56.5 cents per mile.	\$2,034	\$2,034	\$2,034	\$6,102
Out of district visits by staff to exemplary schools modeling STEM magnet/career pathway programs. Cost based on 2 three day trips by 5 staff in Year 1 and 1 trip in Years 2 and 3 at standard 2013 GSA per diem costs.	\$8,920	\$4,460	\$4,460	\$17,840
Consultant services for campus-wide training regarding pedagogical approaches to technology integration in the classroom across the curriculum.	\$5,000	\$10,000	\$10,000	\$25,000
Subtotal Travel	\$21,628	\$22,168	\$22,168	\$65,964
Equipment				

Kashmere High School

Wireless Mobile Laptop Cart (30-users) (x2): 1 cart for Year 1 and Year 2 @ \$36,660 each. Plus extra battery, carrying case, computrace, and filter for home use to support the 1-to-1, computer-to-student, initiative @ \$6,213 per 30 user cart.	\$42,873	\$42,873	\$0	\$85,746
Applied Math Technology Lab (x1): 30 student and 1 teacher desktop computers	\$23,134	\$0	\$0	\$23,134
Interactive whiteboards with student response systems, document cameras, digital projectors, and ancillary equipment for 7 classrooms and labs. Costs include installation, testing, and labor, as well as multi-year service plan. \$7,303 per system average using approved bid vendors.	\$0	\$29,212	\$21,909	\$51,121
Lab equipment and trainers including but not limited to a Glass Distillation Training Unit, Split Case Cut-Away equipment, Distillation Tower, Acrylic Boiler Model, Fixed Tube Sheet Multi-pass static model, Diaphragm Pump, Single Phase Electric Motor, Cut-Away Valves, a Pump Demonstration Training Model, and a Rack Control Valve.	\$100,000	\$0	\$0	\$100,000
Laptop Computers for 9th Grade core teachers and the Concepts of Engineering Teacher	\$17,655	\$0	\$0	\$17,655
General Industrial Safety Equipment for demonstration (\$30,000).	\$30,000	\$0	\$0	\$30,000
Instrumentation/Process Trainers in Year 4 (x4 @ \$40,000)	\$0	\$0	\$160,000	\$160,000
Subtotal Equipment	\$213,662	\$72,085	\$181,909	\$467,656
Materials/Supplies				
Supplemental Textbooks to support the curriculum (two classroom sets of 30 each)	\$6,000	\$0	\$0	\$6,000
Hydrodynamic Kits (classroom set of 30)	\$2,700	\$0	\$0	\$2,700
General lab and curriculum consummable materials & Supplies to support cross-curricular projects, service learning projects, field-based learning, and work-based learning	\$10,000	\$15,000	\$21,750	\$46,750
Materials to extend network infrastructure and wireless access points. Cost estimate at \$1,138 per drop. No construction costs.	\$22,760	\$0	\$0	\$22,760
Summer School Program instructional materials & supplies	\$3,500	\$3,500	\$3,500	\$10,500
Library books, magazine subscriptions and multimedia resources; hardcopy and electronic; related to STEM and the school's career pathways.	\$8,500	\$8,500	\$8,500	\$25,500
Consummable safety demonstration equipment supplies.	\$10,000	\$10,000	\$10,000	\$30,000
Aesthetic Development: Thematic enhancements and internal décor to common areas, library, and lobby to emphasize career pathways.	\$3,500	\$3,500	\$0	\$7,000
Support of Advisory Council functions.	\$2,500	\$2,500	\$2,500	\$7,500
Subtotal Materials/Supplies	\$69,460	\$43,000	\$46,250	\$158,710
Contractual				
Consultant and contracted services for curriculum development training, campus-wide training on integrated STEM culture and collaboration, Pre-AP/ AP training in math and sciences, and cultural/linguistic diversity training, etc.	\$20,000	\$15,000	\$12,000	\$47,000

Kashmere High School

Contracted Maintenance on lab equipment and trainers: 2 preventive maintenance services per year.	\$6,000	\$6,000	\$6,000	\$18,000
Contractual Services for No Place for Hate program training and resources.	\$2,500	\$750	\$750	\$4,000
Contractual Services with College Board to deliver SpringBoard Math training to teachers and supporting teacher development specialists. Cost based on Year 1 Initial Teacher training consists of 3 consecutive 6 hour days plus an administrator workshop and Years 2/3 Advanced Teacher training consisting of 2 consecutive 6 hour days plus an advanced administrator workshop.	\$10,000	\$7,500	\$7,500	\$25,000
Signage: Exterior signage and marquee improvements announcing magnet school theme.	\$3,500	\$0	\$0	\$3,500
Subtotal Contractual	\$42,000	\$29,250	\$26,250	\$97,500
Construction				
	\$0	\$0	\$0	\$0
Subtotal Construction	\$0	\$0	\$0	\$0
Other				
Simulation software annual subscription/site license for 30 licenses beginning in Year 2	\$0	\$8,000	\$8,000	\$16,000
Industry Certifications and Accreditation fees and expenses	\$5,000	\$0	\$0	\$5,000
Fees and dues for students to participate in field lessons, field-based learning experiences, and student competitions -- i.e. Science Fair, Rainbow Challenge, Odyssey of the Mind, Girls in STEM, Southeast Consortium for Minorities in Engineering competitions, etc	\$4,500	\$4,500	\$4,500	\$13,500
Registration fees for teachers to attend Pre-AP/AP training in math and sciences. Cost based on average Rice University Summer Institute registration costs of \$525 per course.	\$10,500	\$10,500	\$10,500	\$31,500
Registration fees for STEM teachers and key administrators to attend the annual 4-day Offshore Technology Conference to include the Energy Education Institutes' teacher workshop and the HS student STEM event. Cost based on 2013 registration fee rates. Kashmere HS to coordinate registration for all HSs.	\$3,150	\$3,570	\$3,990	\$10,710
Subtotal Other	\$23,150	\$26,570	\$26,990	\$76,710
Federal Direct Charges	\$526,826	\$352,701	\$465,978	\$1,345,505
Indirect Cost Rate (2.761%)	\$14,546	\$9,739	\$12,866	\$37,151
Federal Funding Request	\$541,372	\$362,440	\$478,844	\$1,382,656

New High School

New High School -- The Energy Institute	Year 1	Year 2	Year 3	Total
Personnel				
STEM Instructional Specialist (1.0 FTE, 12 Months) w/3% average salary increase per year	██████	██████	██████	██████
Extra duty pay for teacher to attend training at SMU during the Summer. 2 teacher per year X 5 full days X \$100 district standard daily training rate.	\$1,000	\$1,000	\$1,000	\$3,000
Extra duty pay for teachers to attend required STEM, career pathways curriculum training and planning sessions, and Rice University math & sciences Pre-AP/AP training beyond regular hours of employment during the school year or after their contract period. District standard rates are \$100 for full day (6-8 hours) and \$50 for half day (3-4 hours).	\$18,900	\$18,900	\$18,900	\$56,700
Extra duty pay (extended time) for teachers and overtime for support staff for a 4-week Summer Bridge Program. Average non-contract period hourly rate for teachers.	\$41,800	\$41,800	\$41,800	\$125,400
Substitute Teacher Pay for Teachers attending training during their regular hours of employment during the school year. Daily rate for a certified Associate Teacher is \$93.11.	\$11,173	\$11,508	\$11,854	\$34,535
Subtotal Personnel	\$138,674	\$140,983	\$143,361	\$423,018
Fringe Benefits				
Fringe Benefits for STEM Instructional Specialist	\$12,166	\$12,531	\$12,907	\$37,605
Fringe Benefits for Extra-Duty Pay for Teachers for training	\$1,662	\$1,662	\$1,662	\$4,985
Fringe Benefits for Extra Duty Pay for Summer Bridge Program	\$3,490	\$3,490	\$3,490	\$10,471
Fringe Benefits for Substitute Teachers	\$933	\$961	\$990	\$2,884
Subtotal Fringe	\$18,252	\$18,645	\$19,050	\$55,947
Travel				
National Math Conference annual attendance.	\$1,600	\$1,600	\$1,600	\$4,800
National Science Conference annual attendance.	\$1,600	\$1,600	\$1,600	\$4,800
Travel for Engineering Teachers to attend training at Southern Methodist University in Dallas, TX: 5 days at standard per diem rates.	\$2,474	\$2,474	\$2,474	\$7,422
In-district travel for STEM teachers and key administrators to attend local training and business/community partner conferences at 2013 mileage reimbursement rate of 56.5 cents per mile.	\$2,034	\$2,034	\$2,034	\$6,102
Out of district visits by staff to exemplary schools modeling STEM magnet/career pathway programs. Cost based on 2 three day trips by 5 staff in Year 1 and 1 trip in Years 2 and 3 at standard 2013 GSA per diem costs.	\$8,920	\$4,460	\$4,460	\$17,840
Subtotal Travel	\$16,628	\$12,168	\$12,168	\$40,964
Equipment				
Wireless Mobile Laptop Cart (30-users) (x18): Cost per cart @ \$36,660 each. Plus extra battery, carrying case, computrace, and filter for home use to support the 1-to-1, computer-to-student, initiative @ \$6,213 per 30 user cart.	\$85,746	\$300,111	\$385,857	\$771,714

New High School

Applied Math Technology Lab (x1): 30 student and 1 teacher desktop computers.	\$23,134	\$0	\$0	\$23,134
Mobile interactive whiteboards with student response systems, document cameras, digital projectors, and ancillary equipment for 5 classrooms and labs. Costs include installation, testing, and labor, as well as multi-year service plan. \$6,812 per system average using approved bid vendors.	\$13,624	\$13,624	\$6,812	\$34,060
Lab equipment and trainers consisting of but not limited to a Glass Distillation Training Unit, Split Case Cut-Away equipment, Distillation Tower, Acrylic Boiler Model, Fixed Tube Sheet Multi-pass static model, Diaphragm Pump, Single Phase Electric Motor, Cut-Away Valves, a Pump Demonstration Training Model, a Rack Control Valve, etc.	\$100,000	\$0	\$0	\$100,000
Instrumentation Trainers in Year 4 (x3 @ \$40,000)	\$0	\$0	\$120,000	\$120,000
General Industrial Safety Equipment for demonstration (\$30,000).	\$30,000	\$0	\$0	\$30,000
Demonstration equipment.	\$50,000	\$0	\$0	\$50,000
Laptop Computers for 9th Grade core teachers	\$17,655	\$0	\$0	\$17,655
Chromatography Equipment: Gas chromatographs (x2) and a mass spectrometer (x1)	\$0	\$31,000	\$0	\$31,000
Spectroscopy Equipment: Spectrometers (x10 @ \$1,700)	\$0	\$17,000	\$0	\$17,000
Autotitrator (x1).	\$0	\$7,000	\$0	\$7,000
Subtotal Equipment	\$320,159	\$368,735	\$512,669	\$1,201,563
Materials/Supplies				
Supplemental Textbooks to support the curriculum (two classroom sets of 30 each)	\$6,000	\$0	\$0	\$6,000
Infinity Project Technology Kit for Engineering Design (x16): 1 kit per computer, 2 students per computer, plus teacher computer.	\$6,384	\$0	\$0	\$6,384
Lego Mindstorms NXT Kits for Engineering Design (x10): 1 kit per 3 students)	\$2,660	\$0	\$0	\$2,660
Lego Mindstorms Educator Resource Sets for Engineering Design (x10): 1 kit per 3 students.	\$760	\$0	\$0	\$760
Mindstorms Education EV3 and NXT Robotics kits and supplies. Year 3	\$0	\$0	\$10,000	\$10,000
Engineering Our Digital Future textbook for Engineering Design: Classroom set of 30 textbooks (x1)	\$2,100	\$0	\$0	\$2,100
Engineering Design I Student Manual (x30): 1 manual per student.	\$750	\$0	\$0	\$750
Engineering Design II Student Manual (x30): 1 manual per student.	\$1,050	\$0	\$0	\$1,050
VEX Education Robotics Design kits and supplies.	\$0	\$0	\$7,500	\$7,500
BOTBALL Robotics kits and supplies.	\$0	\$0	\$1,500	\$1,500
Waterbotics Robotics kits and supplies.	\$0	\$0	\$3,000	\$3,000
Raspberry Pi Computer Board and Accessories (x30):	\$0	\$0	\$3,500	\$3,500

New High School

STEM related educational apps for iPads. Many are free downloads from iTunes, but some require a one-time fee to download. Costs vary.	\$1,000	\$1,000	\$1,000	\$3,000
General STEM lab and curriculum Materials & Supplies to support cross-curricular projects, service learning projects, field-based learning, and work-based learning experiences.	\$10,000	\$15,000	\$21,750	\$46,750
Summer School Program instructional materials & supplies	\$3,500	\$3,500	\$3,500	\$10,500
Materials to extend network infrastructure and wireless access points. Cost estimate at \$1,300 per drop and bandwidth supporting 34 computers per drop. No construction costs are included.	\$0	\$32,500	\$0	\$32,500
Library books, magazine subscriptions and multimedia resources; hardcopy and electronic; related to STEM and the school's career pathways.	\$8,500	\$8,500	\$8,500	\$25,500
Aesthetic Development: Thematic enhancements and internal décor to common areas, library, and lobby to emphasize career pathways.	\$3,500	\$3,500	\$0	\$7,000
Support of Advisory Council functions.	\$2,500	\$2,500	\$2,500	\$7,500
Signage: Exterior signage and marquee improvements announcing magnet school theme.	\$3,500	\$0	\$0	\$3,500
Subtotal Materials/Supplies	\$52,204	\$66,500	\$62,750	\$181,454
Contractual				
Consultant and contracted services for curriculum development training, campus-wide training on integrated STEM culture and collaboration, engineering design, and cultural/linguistic diversity training, etc.	\$20,000	\$15,000	\$10,000	\$45,000
Contracted Maintenance on lab equipment and trainers: 2 preventive maintenance services per year.	\$6,000	\$6,000	\$6,000	\$18,000
Contractual Services for No Place for Hate program training and resources.	\$2,500	\$750	\$750	\$4,000
Consultant services for campus-wide training regarding pedagogical approaches to technology integration in the classroom across the curriculum.	\$5,000	\$10,000	\$10,000	\$25,000
Contractual Services with College Board to deliver SpringBoard Math training to teachers and supporting teacher development specialists. Cost based on Year 1 Initial Teacher training consists of 3 consecutive 6 hour days plus an administrator workshop and Years 2/3 Advanced Teacher training consisting of 2 consecutive 6 hour days plus an advanced administrator workshop.	\$10,000	\$7,500	\$7,500	\$25,000
Subtotal Contractual	\$43,500	\$39,250	\$34,250	\$117,000
Construction				
	\$0	\$0	\$0	\$0
Subtotal Construction	\$0	\$0	\$0	\$0
Other				
Simulation software annual subscription/site license for 30 licenses beginning in Year 2	\$0	\$8,000	\$8,000	\$16,000

New High School

Engineering Design 5-Year Curriculum Licence.	\$5,000	\$0	\$0	\$5,000
Fees and dues for students to participate in field lessons, field-based learning experiences, and student competitions -- i.e. Science Fair, Rainbow Challenge, Odyssey of the Mind, Girls in STEM, Southeast Consortium for Minorities in Engineering competitions, etc	\$4,500	\$4,500	\$4,500	\$13,500
Registration fees for teachers to attend Pre-AP/AP training in math and sciences. Cost based on average Rice University Summer Institute registration costs of \$525 per course.	\$10,500	\$10,500	\$10,500	\$31,500
Registration fees for teachers and key administrators to attend STEM specific training.	\$5,000	\$5,000	\$5,000	\$15,000
Annual site license for Lego Mindstorms Software	\$325	\$325	\$325	\$975
Engineering software annual site license for iMac computer technology labs.	\$1,500	\$1,500	\$1,500	\$4,500
Site License for Waterbotics curriculum. License includes training for teachers with the Texas Girls Collaborative Project.	\$0	\$0	\$1,500	\$1,500
<i>Subtotal Other</i>	\$26,825	\$29,825	\$31,325	\$87,975
Federal Direct Charges	\$616,242	\$676,106	\$815,573	\$2,107,921
Indirect Cost Rate (2.761%)	\$17,015	\$18,668	\$22,518	\$58,201
Federal Funding Request	\$633,257	\$694,774	\$838,091	\$2,166,122

Empowerment College Prep High School

Empowerment College Prep High School -- Advanced Technology Institute	Year 1	Year 2	Year 3	Total
Personnel				
Information Technology Specialist/Trainer (1.0 FTE, 12 Months) w/3% average salary increase per year				
Extra duty pay for teacher to attend training at SMU during the Summer. 2 teacher per year X 5 full days X \$100 district standard daily training rate.	\$1,000	\$1,000	\$1,000	\$3,000
Extra duty pay for teachers to attend required STEM training, Rice University math & sciences Pre-AP/AP training, and career pathways training beyond regular hours of employment during the school year or after their contract period. District standard rates are \$100 for full day (6-8 hours) and \$50 for half day (3-4 hours).	\$18,900	\$18,900	\$18,900	\$56,700
Substitute Teacher Pay for Teachers attending training during their regular hours of employment during the school year. Daily rate for a certified Associate Teacher is \$93.11.	\$11,173	\$11,508	\$11,854	\$34,535
Extra duty pay (extended time) for teachers and overtime for support staff for a 4-week Summer Bridge Program. Average non-contract period hourly rate for teachers.	\$41,800	\$41,800	\$41,800	\$125,400
Subtotal Personnel	\$138,674	\$140,983	\$143,361	\$423,018
Fringe Benefits				
Fringe Benefits for IT Specialist	\$12,166	\$12,531	\$12,907	\$37,605
Fringe Benefits for Extra-Duty Pay for Teachers for training	\$1,662	\$1,662	\$1,662	\$4,985
Fringe Benefits for Substitute Teachers	\$933	\$961	\$990	\$2,884
Fringe Benefits for Extra Duty Pay for Summer Bridge Program	\$3,490	\$3,490	\$3,490	\$10,471
Subtotal Fringe	\$18,252	\$18,645	\$19,050	\$55,947
Travel				
National Math Conference annual attendance.	\$1,600	\$1,600	\$1,600	\$4,800
National Science Conference annual attendance.	\$1,600	\$1,600	\$1,600	\$4,800
Travel for Engineering Teachers to attend training at Southern Methodist University in Dallas, TX: 5 days at standard per diem rates.	\$2,474	\$2,474	\$2,474	\$7,422
In-district travel for STEM teachers and key administrators to attend local training and business/community partner conferences at 2013 mileage reimbursement rate of 56.5 cents per mile.	\$2,034	\$2,034	\$2,034	\$6,102
Out of district visits by staff to exemplary schools modeling STEM magnet/career pathway programs. Cost based on 2 three day trips by 5 staff in Year 1 and 1 trip in Years 2 and 3 at standard 2013 GSA per diem costs.	\$8,920	\$4,460	\$4,460	\$17,840
Subtotal Travel	\$16,628	\$12,168	\$12,168	\$40,964
Equipment				
Wireless Mobile Laptop Cart (30-users) (x9): 3 carts for Year 1, 4 for Year 2, and 2 for Year 3 @ \$36,660 each. Plus extra battery, carrying case, computrace, and filter for home use to support the 1-to-1, computer-to-student, initiative @ \$6,213 per 30 user cart.	\$128,619	\$171,492	\$128,619	\$428,730

Empowerment College Prep High School

Laptop Computers for 9th Grade core teachers and the Concepts of Engineering Teacher	\$17,655	\$0	\$0	\$17,655
Mobile interactive whiteboards with student response systems, document cameras, digital projectors, and ancillary equipment for 8 classrooms and labs. Costs include installation, testing, and labor, as well as multi-year service plan. \$6,812 per system average using approved bid vendors.	\$13,624	\$27,248	\$13,624	\$54,496
Applied Math Technology Lab (x1): 30 student and 1 teacher desktop computers	\$0	\$23,134	\$0	\$23,134
Robotics Lab Equipment to include but not limited to VEX Robot Starter Kits (X30 @ \$1,000) and TETRIX Education Base Sets (x2 @ \$600), etc	\$0	\$65,000	\$0	\$65,000
Training/Learning Server	\$0	\$35,000	\$0	\$35,000
Artificial Intelligence Spaces for Robotics	\$0	\$0	\$12,000	\$12,000
Subtotal Equipment	\$159,898	\$321,874	\$154,243	\$636,015
Materials/Supplies				
General lab and curriculum consumable Materials & Supplies to support cross-curricular projects, service learning projects, field-based learning, and work-based learning experiences.	\$10,000	\$15,000	\$21,750	\$46,750
Robotics Kits and Supplies to include but not limited to , Engineering win NI Lav View (x2 @\$300), Minds-I Robot Kits (x30 @ \$75), Minds-I Scre Adapter Kits (x30 @ \$15), Minds-I 2WD Racecar Kits with Electronics (x30 @ \$ 225), Minds_I Channel Transmitter module 4X4 & 6X6 kits, etc.	\$0	\$12,150	\$4,200	\$16,350
Materials to extend network infrastructure and wireless access points. Cost estimate at \$1,300 per drop and bandwidth supporting 34 computers per drop. No construction costs are included.	\$0	\$10,400	\$0	\$10,400
Summer School Program instructional materials & supplies	\$3,500	\$3,500	\$3,500	\$10,500
Library books, magazine subscriptions and multimedia resources; hardcopy and electronic; related to STEM and the school's career pathways.	\$8,500	\$8,500	\$8,500	\$25,500
Supplemental Textbooks to support the curriculum	\$5,000	\$0	\$0	\$5,000
Aesthetic Development: Thematic enhancements and internal décor to common areas, library, and lobby to emphasize career pathway.	\$3,500	\$3,500	\$0	\$7,000
Support of Advisory Council functions.	\$2,500	\$2,500	\$2,500	\$7,500
Signage: Exterior signage and marquee improvements announcing magnet school theme.	\$3,500	\$0	\$0	\$3,500
Subtotal Materials/Supplies	\$36,500	\$55,550	\$40,450	\$132,500
Contractual				
development training, campus-wide training on integrated STEM culture and collaboration, and cultural/linguistic diversity training, etc.	\$20,000	\$15,000	\$10,000	\$45,000

Empowerment College Prep High School

Contractual Services for No Place for Hate program training and resources.	\$2,500	\$750	\$750	\$4,000
Contractual Services with College Board to deliver SpringBoard Math training to teachers and supporting teacher development specialists. Cost based on Year 1 Initial Teacher training consists of 3 consecutive 6 hour days plus an administrator workshop and Years 2/3 Advanced Teacher training consisting of 2 consecutive 6 hour days plus an advanced administrator workshop.	\$10,000	\$7,500	\$7,500	\$25,000
Contractual Services for VEX Robotics Programming on-site training of teachers and staff.	\$5,980	\$4,960	\$4,960	\$15,900
Consultant services for campus-wide training regarding pedagogical approaches to technology integration in the classroom across the curriculum.	\$5,000	\$10,000	\$10,000	\$25,000
Subtotal Contractual	\$43,480	\$38,210	\$33,210	\$114,900
Construction				
	\$0	\$0	\$0	\$0
Subtotal Construction	\$0	\$0	\$0	\$0
Other				
Industry Certifications and Accreditation fees and expenses	\$5,000	\$0	\$0	\$5,000
Fees and dues for students to participate in field lessons, field-based learning experiences, and student competitions -- i.e. Science Fair, Rainbow Challenge, Odyssey of the Mind, Girls in STEM, Southeast Consortium for Minorities in Engineering competitions, etc	\$4,500	\$4,500	\$4,500	\$13,500
Registration fees for teachers to attend Pre-AP/AP training in math and sciences. Cost based on average Rice University Summer Institute registration costs of \$525 per course.	\$10,500	\$10,500	\$10,500	\$31,500
Registration fees for VEX Robotic Programming Online Training.	\$998	\$998	\$998	\$2,994
Classroom license for use of robotics educational materials	\$300	\$300	\$300	\$900
Subtotal Other	\$21,298	\$16,298	\$16,298	\$53,894
Federal Direct Charges	\$434,730	\$603,728	\$418,780	\$1,457,238
Indirect Cost Rate (2.761%)	\$12,003	\$16,669	\$11,563	\$40,235
Federal Funding Request	\$446,733	\$620,397	\$430,343	\$1,497,473



May 25, 2012

Robert Scott
Commissioner

101912
DR TERRY B GRIER, SUPERINTENDENT
HOUSTON ISD
4400 W 18TH ST
HOUSTON, TX 77092-8501

SUBJECT: Indirect Cost Rates for July 1, 2012, through June 30, 2013

Dear DR. GRIER:

The Division of Federal Program Compliance at the Texas Education Agency (TEA) calculates, approves, and maintains the federal indirect cost rate for local educational agencies (LEAs) that receive federally funded grants. The approved rate allows LEAs to recover any indirect costs incurred in the administration of federal grants. TEA uses financial data from each LEA's Annual Financial and Compliance Report to calculate the indirect cost rate.

The Division of Federal Program Compliance has calculated the indirect cost rates that will be effective for the period from July 1, 2012, through June 30, 2013. The indirect cost rate for your LEA for this period is as follows:

Restricted Indirect Cost Rate: (applies to federal grant programs with a "supplement not supplant" statutory requirement)	2.761
Nonrestricted Indirect Cost Rate: (applies to federal grant programs that are <i>not</i> subject to the "supplement not supplant" statutory requirement)	16.555

For detailed information regarding TEA's calculation method, please refer to the Financial Accounting and Reporting Module (FAR) of the Texas Education Agency Financial Accountability System Resource Guide, Section 1.6.1. The FAR is available online at <http://www.tea.state.tx.us/index4.aspx?id=1222>.

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

If you have any questions related to the indirect cost rates, please contact Dina Hernandez in the Division of Federal Program Compliance at (512) 463-9127.

Sincerely,



Mara Ash, Senior Director
Division of Federal Program Compliance

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

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Houston Independent School District

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	876,156.00	890,189.00	904,641.00	0.00	0.00	2,670,986.00
2. Fringe Benefits	114,362.00	115,811.00	118,291.00	0.00	0.00	348,464.00
3. Travel	124,583.00	93,903.00	93,903.00	0.00	0.00	312,389.00
4. Equipment	1,248,808.00	1,634,161.00	1,577,783.00	0.00	0.00	4,460,752.00
5. Supplies	420,811.00	353,535.00	385,664.00	0.00	0.00	1,160,010.00
6. Contractual	758,950.00	504,035.00	503,758.00	0.00	0.00	1,766,743.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	348,464.00	299,884.00	308,304.00	0.00	0.00	956,652.00
9. Total Direct Costs (lines 1-8)	3,892,134.00	3,891,518.00	3,892,344.00	0.00	0.00	11,675,996.00
10. Indirect Costs*	107,463.00	107,445.00	107,468.00	0.00	0.00	322,376.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	3,999,597.00	3,998,963.00	3,999,812.00	0.00	0.00	11,998,372.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) 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 %.

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)