

U.S. Department of Education

Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Opening Doors Expanding Opportunities

CFDA # 84.377C

PR/Award # S377C170019

Grants.gov Tracking#: GRANT12340320

OMB No. , Expiration Date:

Closing Date: Feb 13, 2017

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

02/13/2017

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Houston Independent School District

* b. Employer/Taxpayer Identification Number (EIN/TIN):

74-6001255

* c. Organizational DUNS:

0612921240000

d. Address:

* Street1:

4400 W. 18th Street

Street2:

* City:

Houston

County/Parish:

* State:

TX: Texas

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

77091-8501

e. Organizational Unit:

Department Name:

Division Name:

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

Prefix:

Dr.

* First Name:

Annetra

Middle Name:

* Last Name:

Piper

Suffix:

Title:

Organizational Affiliation:

* Telephone Number:

713-556-6785

Fax Number:

* Email:

apiper@houstonisd.org

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Application for Federal Assistance SF-424			
* 9. Type of Applicant 1: Select Applicant Type: <input type="text" value="G: Independent School District"/> Type of Applicant 2: Select Applicant Type: <input type="text"/> Type of Applicant 3: Select Applicant Type: <input type="text"/> * Other (specify): <input type="text"/>			
* 10. Name of Federal Agency: <input type="text" value="Department of Education"/>			
11. Catalog of Federal Domestic Assistance Number: <input type="text"/> CFDA Title: <input type="text"/>			
* 12. Funding Opportunity Number: <input type="text" value="ED-GRANTS-121416-001"/> * Title: <input type="text" value="Office of Elementary and Secondary Education Opening Doors, Expanding CFDA Number 84.377C"/>			
13. Competition Identification Number: <input type="text" value="84-377C2017-1"/> Title: <input type="text"/>			
14. Areas Affected by Project (Cities, Counties, States, etc.): <input type="text"/> <input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/>			
* 15. Descriptive Title of Applicant's Project: <input type="text" value="Project 'Reinventing Urban Schools in Houston' (RUSH)- Project RUSH"/>			
Attach supporting documents as specified in agency instructions. <input type="button" value="Add Attachments"/> <input type="button" value="Delete Attachments"/> <input type="button" value="View Attachments"/>			

Application for Federal Assistance SF-424	
16. Congressional Districts Of:	
* a. Applicant: <input type="text" value="TX-018"/>	* b. Program/Project: <input type="text" value="TX-009"/>
Attach an additional list of Program/Project Congressional Districts if needed.	
<input type="text"/>	<input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/>
17. Proposed Project:	
* a. Start Date: <input type="text" value="10/01/2017"/>	* b. End Date: <input type="text" value="11/30/2019"/>
18. Estimated Funding (\$):	
* a. Federal	<input type="text" value="1,499,641.00"/>
* 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="1,499,641.00"/>
* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?	
<input type="checkbox"/> a. This application was made available to the State under the Executive Order 12372 Process for review on <input type="text"/> .	
<input checked="" type="checkbox"/> b. Program is subject to E.O. 12372 but has not been selected by the State for review.	
<input type="checkbox"/> c. Program is not covered by E.O. 12372.	
* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If "Yes", provide explanation and attach	
<input type="text"/>	<input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="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)	
<input checked="" type="checkbox"/> ** 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: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Richard"/>
Middle Name: <input type="text" value="A."/>	
* Last Name: <input type="text" value="Carranza"/>	
Suffix: <input type="text"/>	
* Title: <input type="text" value="Superintendent of Schools"/>	
* Telephone Number: <input type="text" value="713-556-6023"/>	Fax Number: <input type="text"/>
* Email: <input type="text" value="HISDSuperintendent@houstonisd.org"/>	
* Signature of Authorized Representative: <input type="text" value="Annetra Piper"/>	* Date Signed: <input type="text" value="02/13/2017"/>

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

OMB Number: 1894-0008
Expiration Date: 06/30/2017

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	6,250.00	238,000.00	238,000.00			482,250.00
2. Fringe Benefits	1,200.00	42,060.00	42,060.00			85,320.00
3. Travel	0.00	12,477.00	12,477.00			24,954.00
4. Equipment	0.00	102,500.00	50,000.00			152,500.00
5. Supplies	0.00	134,000.00	134,000.00			268,000.00
6. Contractual	15,000.00	225,000.00	150,000.00			390,000.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	0.00	17,000.00	17,000.00			34,000.00
9. Total Direct Costs (lines 1-8)	22,450.00	771,037.00	643,537.00			1,437,024.00
10. Indirect Costs*	522.00	31,048.00	31,047.00			62,617.00
11. Training Stipends						
12. Total Costs (lines 9-11)	22,972.00	802,085.00	674,584.00			1,499,641.00

***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: 07/01/2016 To: 06/30/2017 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): Texas Education Agency

The Indirect Cost Rate is 7.90%.

- (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).
- (4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages? ☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
- (5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☒ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 7.90%.

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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 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						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						
SECTION C - BUDGET NARRATIVE (see instructions)						

ED 524

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.

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Prescribed by OMB Circular A-102

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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.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Annetra Piper	Superintendent of Schools
APPLICANT ORGANIZATION	DATE SUBMITTED
Houston Independent School District	02/13/2017

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
4040-0013

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: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="N/A"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text"/> Zip <input type="text"/> Congressional District, if known: <input type="text"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="N/A"/>	7. * Federal Program Name/Description: <input type="text"/> CFDA Number, if applicable: <input type="text"/>	
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 <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
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: <input type="text" value="Annetra Piper"/> * Name: Prefix <input type="text" value="Mr."/> * First Name <input type="text" value="Richard"/> Middle Name <input type="text" value="A."/> * Last Name <input type="text" value="Carranza"/> Suffix <input type="text"/> Title: <input type="text"/> Telephone No.: <input type="text"/> Date: <input type="text" value="02/13/2017"/>		
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NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 03/31/2017

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

GEPA_2017 Opening Doors Expanding Opportun

Add Attachment

Delete Attachment

View Attachment

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GEPA STATEMENT

The Houston Independent School District (Houston ISD) is the largest public school system in Texas and the seventh-largest in the nation, covering 333 square miles within the Greater Houston area. With 283 schools, Houston ISD serves a highly ethnically-, culturally-, linguistically-, and economically-diverse population of 215,157 students. Houston ISD has been identified as a high-need local educational agency (LEA) based on the U.S. Census Bureau's 2015 Small Area Income and Poverty Estimates (SAIPE) for school districts. Residing within the District's geographic boundaries are 78,939 children, ages 5 to 17 that live below the federal poverty level. The federal poverty level percentage for Houston ISD at 32.1%, exceeds the average for the state of Texas at 22%.

Most of Houston ISD's students (76%) are identified as economically disadvantaged (ED) and receive free and reduced price meals; in addition, 64% are identified as students at risk for educational failure, and 30% are English language learners (ELL) who speak more than 106 languages. Compared to Texas overall, Houston ISD has higher percentages of economically disadvantaged, ELL, and at-risk students. In Texas, the Texas Education Agency (TEA) identifies persistently low-performing School Improvement Program (SIG) schools as Priority schools or Focus schools; for the 2016-2017 academic year, Houston ISD has 47 Focus schools (23 elementary, 13 middle, 7 high, and 4 other—such as early childhood centers and K-8 campuses) and 27 Priority schools (15 elementary, 3 middle, 7 high, and 2 other).

Houston ISD has great potential to deliver on the expectations of the Opening Doors, Expanding Opportunities program with the proposed project, entitled ***Project Reinventing Urban Schools in Houston (Project RUSH)***. Through the proposed project, Houston ISD seeks to develop a pilot program that will enable it to create a **Blueprint** to identify replicable, evidenced-based best practices to increase socioeconomic diversity and overcome educational inequity at all

schools by (1) Implementing policies designed to increase socioeconomic diversity; (2) Expanding and deepening meaningful parent and community involvement and engagement; (3) Leveraging community resources to provide wrap-around services; and (4) Expanding the number of high-achieving schools that are designed to attract substantial numbers of students from different socioeconomic backgrounds.

The proposed project's targeted communities in Houston have high levels of families living below the federal poverty level, low educational attainment among adults age 25 and older, and high unemployment rates (U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates). The average poverty rate for families in Houston is 29%, compared to 25% for Texas, and 22% for the U.S., based on the most recent data from the U.S. Census Bureau. Among Houston's adults, aged 25 and older, who never graduated from high school, the average is 23%, which is higher than the averages for Texas (18%), and the U.S. (13%). Houston also has a large percentage of residents, at 47%, where English is not spoken at home. Besides low socioeconomic status (SES), other factors such as the students' home language and parents' backgrounds may contribute to achievement gaps in learning (Ford, 2013).

Houston ISD has always sought innovative ways for recruiting teachers who reflect the diverse characteristics of the student and general population. 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. 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 in the District 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 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's 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 model schools and programs designed through the Blueprint.

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 type="text" value="Houston Independent School District"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Richard"/> Middle Name: <input type="text" value="A."/>
* Last Name: <input type="text" value="Carranza"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Superintendent of Schools"/>	
* SIGNATURE: <input type="text" value="Annetra Piper"/>	* DATE: <input type="text" value="02/13/2017"/>

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 08/31/2017

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	<input type="text" value="Noelia"/>	<input type="text"/>	<input type="text" value="Longoria"/>	<input type="text"/>

Address:

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

Phone Number (give area code)

Fax Number (give area code)

Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☒ No ☐ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

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

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

Add Attachment

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:

Project Abstract

Application: Application for new Grants Under the Opening Doors, Expanding Opportunities Program (CFDA 84.377C)

Name of Applicant: Houston Independent School District (Houston ISD)

Project Name: Project Reinventing Urban Schools in Houston (RUSH)

Project Objectives and Activities: The proposed project will include the following objectives and activities: (1) Create a Quality Blueprint for Socioeconomic Diversity that is feasible for implementation; (2) Increase student achievement: By the end of the grant period, the achievement gap at the model schools between students of low socioeconomic status and students of high economic status will decrease by 10%; (3) Through Blueprint's implementation by 2025-2026, the achievement gap between students of low socioeconomic status and students of high economic status will decrease by 30% at the low-performing schools; (4) By the end of 2026, student achievement for all demographic groups will increase by at least 10%, as measured by baseline data at the implementation of the Blueprint; (5) Increase the Socioeconomic Diversity of Low Performing Schools: By the year 2025-2026, the percentage of higher socioeconomic status students who enroll in schools with majority of low socioeconomic status students will increase by 20%; (6) By the end of the year 2026, 50% of the low socioeconomic SIG schools will be at parity with District socioeconomic percentages; and (7) Increase industry, university, and community partnerships that will support and enhance the innovative themes at low performing, low income schools.

Applicable Priorities: Absolute Priority 1: Increasing Socioeconomic Diversity in Schools; Absolute Priority 3: Improving Schools by Increasing Student Diversity—Blueprint and

Preimplementation; and Competitive Preference Priority 1: Blueprint for Inter-District Efforts to Increase Student Diversity.

Proposed Project Outcomes: Houston ISD desires to increase student achievement, make the lives of all students better, and ensure that students are prepared for college, the workplace, and the global economy. Through the proposed project, Houston ISD seeks to develop a pilot program that will enable it to create a **Blueprint** to identify replicable, evidenced-based best practices to increase socioeconomic diversity and overcome educational inequity at all schools by (1) Implementing policies designed to increase socioeconomic diversity; (2) Expanding and deepening meaningful parent and community involvement and engagement; (3) Leveraging community resources to provide wrap-around services; and (4) Expanding the number of high-achieving schools that are designed to attract substantial numbers of students from different socioeconomic backgrounds.

Number of Participants: 1,215 in two pilot schools, 14,422 in 27 Priority schools, 37,280 in 47 Focus schools, and 215,627 in Houston ISD.

Number and Location of Proposed Sites: 283 schools within boundaries of Houston ISD, including Attucks Middle School and Edison Middle School (pilot schools), 27 Priority schools, and 47 Focus schools.

Project Narrative File(s)

* Mandatory Project Narrative File Filename: 2017 Opening Doors Project Narrative_Final.pdf

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

View Mandatory Project Narrative File

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

Add Optional Project Narrative File

Delete Optional Project Narrative File

View Optional Project Narrative File

Introduction: The Houston Independent School District (Houston ISD) is the largest public school system in Texas and the seventh-largest in the nation, covering 333 square miles within the Greater Houston area. With 283 schools, Houston ISD serves a highly ethnically-, culturally-, linguistically-, and economically-diverse population of 215,157 students, as shown in Table 1. Houston ISD has been identified as a high-need local educational agency (LEA) based on the U.S. Census Bureau’s 2015 Small Area Income and Poverty Estimates (SAIPE) for school districts. Residing within the District’s geographic boundaries are 78,939 children, ages 5 to 17 that live below the federal poverty level. The federal poverty level percentage for Houston ISD at 32.1%, exceeds the average for the state of Texas at 22%.

Table 1. Demographics for Houston ISD and Texas (2015-2016)									
Communities	Enrolled	AA	A/O	H	W	ED	SWD	ELL	At-Risk
Houston ISD	215,627	25%	5%	62%	8%	76%	7%	30%	64%
Texas	5,284,252	13%	6%	52%	29%	59%	9%	19%	50%

Source: Houston ISD, Facts and Figures & PEIMS Report, 2015-2016; TEA, 2015-2016 TAPR Report. AA– African American, H– Hispanic, A/O – Asian/Other, W – White, ED– Economically Disadvantaged, SWD– Students with Disabilities, ELL– English Language Learners.

Need for Project

1. The magnitude or severity of the problem to be addressed

Most of Houston ISD’s students (76%) are identified as economically disadvantaged (ED) and receive free and reduced price meals; in addition, 64% are identified as students at risk for educational failure, and 30% are English language learners (ELL) who speak more than 106 languages. Compared to Texas overall, Houston ISD has higher percentages of economically disadvantaged, ELL, and at-risk students. In Texas, the Texas Education Agency (TEA) identifies persistently low-performing School Improvement Program (SIG) schools as Priority schools or

Focus schools; for the 2016-2017 academic year, Houston ISD has 47 Focus schools (23 elementary, 13 middle, 7 high, and 4 other—such as early childhood centers and K-8 campuses) and 27 Priority schools (15 elementary, 3 middle, 7 high, and 2 other).

Table 2. Demographics for Targeted Schools, Houston ISD and Texas (2015-2016)									
Communities	Enrolled	AA	A/O	H	W	ED	SWD	ELL	At-Risk
Priority Schools	14,422	63%	1%	35%	1%	85%	13%	17%	73%
Focus Schools	37,280	32%	1%	64%	3%	87%	9%	34%	75%
Houston ISD	215,627	25%	5%	62%	8%	76%	7%	30%	64%
Texas	5,284,252	13%	6%	52%	29%	59%	9%	19%	50%

Source: Houston ISD, PEIMS Report, 2015-2016; TEA, 2015-2016 TAPR

As shown in Table 2, the District's Priority and Focus schools compared to Houston ISD and Texas tend to have the following characteristics: (1) Higher percentages of minority student enrollment; (2) Higher percentages of economically disadvantaged students; and (3) Higher percentages of students at-risk for educational failure.

The magnitude of the problem of socioeconomic segregation and the resulting low academic achievement, as demonstrated by the District's Priority and Focus schools, cannot be over-stated. As shown in Table 3, most of Houston ISD's schools are high poverty schools or schools with high levels of socioeconomic segregation (defined as between 75-100% economically disadvantaged); during the 2015-2016 academic year, 74% or 207 schools were high poverty schools. Additionally, the District's Priority and Focus schools have higher rates of high poverty schools in the 80% to 100% range than Houston ISD overall. Increasingly, socioeconomic segregation, or the concentration and separation of children from high-income families and low-income families is resulting in a growing achievement gap (Owens, Reardon,

and Jencks, 2016).

Table 3. Economically Disadvantaged (ED) Rates for Houston ISD (2015-2016)						
ED Rates	Houston ISD (N=283)		Priority Schools (N=27)		Focus Schools (N=47)	
Ranges:	#	%	#	%	#	%
90% to 100%	116	41%	12	51%	24	44%
80% to 89%	71	25%	7	34%	16	26%
70% to 79%	31	11%	4	4%	2	15%
60% to 69%	31	8%	4	11%	5	15%
50% to 59%	10	4%	0	0%	0	0%
0% to 49%	32	11%	0	0%	0	0%
Total Schools	283	100%	27	100%	47	100%

Source: Houston ISD, PEIMS Report, 2015-2016.

There is a pattern of low-academic achievement in Houston ISD's Priority and Focus schools. As shown in Table 4, the students at the 27 Priority and 47 Focus schools tend to have lower levels of academic achievement than their peers in Houston ISD on the State of Texas Assessments of Academic Readiness (STAAR) tests for all grades and core subjects in which the students are tested. The pattern of low academic achievement is also present among the economically disadvantaged students of the Priority and Focus schools compared to their peers districtwide. Among all students and the economically disadvantaged (ED) students at the Priority and Focus schools, Table 4 shows there are significant achievement gaps on their STAAR performance for the 2015-2016 school year: (1) The difference is 19% between all students districtwide and all students in the Priority schools; (2) The difference is 15% between all ED students districtwide and all ED students in the Priority schools; (3) The difference is 13%

between all students districtwide and all students in the Focus schools; and (4) The difference is seven percent between all ED students districtwide and all ED students in the Focus schools.

Table 4. Percent Met Standard on STAAR Tests for All Grades Tested (Spring 2016)*					
Houston ISD (N=283)		Priority Schools (N=27)		Focus Schools (N=47)	
All Students	ED Students	All Students	ED Students	All Students	ED Students
69%	65%	50%	50%	56%	58%

Source: TEA, 2015-16 TAPR Report. *STAAR results show sum of all grades & subjects tested.

1. Proposed project will focus on serving or addressing the needs of disadvantaged individuals.

If the current demographic trends of socioeconomic segregation and decreasing educational attainment continue unabated, by 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 (Murdock et al., 2008). Between the years 2000 and 2050, educational attainment in Texas is projected to significantly decrease and is still on a trajectory to be poorer and less competitive in the global economy (Isensee, 2015). In the 2015-2016 academic year, Houston ISD recorded its lowest drop-out rate at 10.9%, from 22.1% in 2007, while the high school graduation rate increased from 64.3% in 2007 to 82% in 2015; Houston ISD still lags behind Texas' high school graduation rate of 89% (TEA, 2015-2016 TAPR Report). 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 Houston ISD, ELL students have the lowest graduation rate at 50.4% and have the highest dropout rate at 24.8%; the 2015 graduation rate for economically disadvantaged students is 82%, but their 2015 four-year dropout rate is 11.5%. Students that do not graduate from high school tend to be from low SES backgrounds with poor grades (Reardon, 2011).

The proposed project's targeted communities in Houston have high levels of families living below the federal poverty level, low educational attainment among adults age 25 and older, and high unemployment rates (U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates). The average poverty rate for families in Houston is 29%, compared to 25% for Texas, and 22% for the U.S., based on the most recent data from the U.S. Census Bureau. Among Houston's adults, aged 25 and older, who never graduated from high school, the average is 23%, which is higher than the averages for Texas (18%), and the U.S. (13%). Houston also has a large percentage of residents, at 47%, where English is not spoken at home. Besides low socioeconomic status (SES), other factors such as the students' home language and parents' backgrounds may contribute to achievement gaps in learning (Ford, 2013).

Combining the poverty of these communities with the limited resources of families, along with the challenges that come with it—"financial insecurity, high rates of violence and crime, and mental and physical health problems" (EdBuild, 2016, p. 8)—can cause problems to grow exponentially when supports are absent within schools. The Priority and Focus (SIG) schools show many compelling needs that poverty and socioeconomic segregation make worse, and if not addressed, may lead the students to fail and not live up to their full potential (Morsy and Rothstein, 2015). While poverty and its related problems are more likely to exacerbate the educational disadvantages experienced by children (Coley and Baker, 2013; Liu, 2016), "socioeconomic segregation is rising in America's schools, in part because of the structure of education funding (EdBuild, 2016). Residential segregation by income (or socioeconomic segregation) has been increasing "the past three decades across the United States and in 27 of the nation's 30 largest major metropolitan areas", including in the city of Houston (Fry and Taylor, 2012, p.2); Houston is one of the most racially diverse and segregated cities in the country

(Levin, 2015) and is also economically segregated by income (O’Connell and Howell, 2016; Hagerty, 2016). In a 2012 study published by the Pew Research Center of the 10 largest metropolitan areas in the U.S., Houston ranked third with 37% of lower-income households residing in majority lower-income census tracts and Houston ranked first with 24% of upper-income households residing in majority upper-income census tracts; according to the same 2012 Pew Research Center report, Houston also ranked highest in residential segregation by income among the 10 largest metropolitan areas (Fry and Taylor, 2012).

Segregation by income (or socioeconomic segregation) in Houston has adversely impacted many Houston ISD schools due to the geographic concentration of income inequality in certain communities and the limited resources available to these schools and the families of these communities. For example, financial resources available to the District are already stressed, as a result of severe budget cuts due to budget deficits at the state level during the last several years that has decreased total per pupil spending available for Houston ISD schools; in 2014, Houston ISD’s total per pupil spending (\$8,451) was lower than Texas (\$8,593) and the U.S. (\$11,009) (U.S. Census Bureau, 2014). Additionally, low SES families tend to have low incomes, live in poverty, and often lack access to government programs designed to help them (Lynch, 2014); the limited resources of low SES parents means their modest incomes make it more challenging to support their families and to provide for their children (National Women’s Law Center, 2016). While low SES may present challenges to students’ educational experiences, “when low-income students have the rare opportunity to attend well-integrated school districts, they can benefit from positive peer effects that come from attending schools with their better-off peers” (EdBuild, 2016, p. 8).

There is a lack of equitable access to excellent educators and school administrators.

Effective teachers have a significant impact on school culture and equity and how they affect students, especially with greater impact in the early grades (Sammons and Bakkum, 2011); teacher turnover and ineffectiveness have a dramatic and adverse effect on students' academic success (Kini and Podolsky, 2016; Ronfeldt et al., 2012). Based on a districtwide analysis, many of Houston ISD's high-need schools have significantly-lower percentages of effective and highly effective teachers. Novice teachers and teachers with one-to-five years of teaching experience tend to have the highest exit rates from the District (Houston ISD, 2016, page 41). During the 2015-2016 school year, 45% of the teachers of the Priority schools had five years or less teaching experience, while 46% of the teachers of the Focus schools had five years or less of teaching experience. The high rates of teachers with five or fewer years of teaching experience at the Priority and Focus schools affirms Houston ISD's strong need to offer various types of professional development (PD) to teachers across the District.

Based on a districtwide analysis, there are several significant needs that have been identified that contribute to the lack of socioeconomic diversity and low academic achievement present in many Houston ISD schools; these include the following: (1) There is a need to provide rigorous academic offerings, such as advanced academic (e.g., IB, AP, and dual credit) and quality extracurricular activities for all students, since they are unevenly distributed across schools; (2) There is a need to optimize campus-based staffing decisions involving teachers, administrators, and other essential support staff, since they are unevenly distributed across schools; (3) There is a need to increase partnerships with community organizations who provide much needed student and family supports, including wrap-around services, since they are unevenly distributed across schools; (4) There is a need to provide instructional resources and technology, since they are unevenly distributed across schools, including the absence of internet

connectivity in the homes of low-income students; (5) There is a need to provide professional development for teachers and administrators regarding cultural and socioeconomic diversity, sensitivity, and responsiveness; (6) There is a need to evaluate and revise District policies by how well they facilitate socioeconomic diversity across schools so that resources and supports are more equitably distributed; (7) There is a need to create a school community culture across schools where students take accountability for their lives and are provided with the skills to do that in alignment with parental and community values; and (8) There is a need to facilitate and provide more opportunities for parent and community engagement that contributes to the educational success of all students which is currently unevenly distributed across schools.

3. Specific gaps or weaknesses have been identified and will be addressed

To identify gaps or weaknesses in services, infrastructure, or opportunities, Houston ISD conducted a district-wide analysis, using a variety of data collection methods, of schools across the District (**Absolute Priority 1**). The Priority and Focus (SIG) schools were also analyzed and compared to Houston ISD. The District's Priority and Focus schools exemplify the many gaps or weaknesses in services and infrastructure that are provided to Houston ISD students. In fact, most of Houston ISD's schools (i.e., 74% or 207 schools) are high poverty schools or schools with high levels of socioeconomic segregation, defined as between 75-100% economically disadvantaged. The Priority and Focus (SIG) schools are located and serve neighborhoods that are some of the poorest and socioeconomically segregated in Houston.

For the proposed project, Houston ISD plans to build on its current infrastructure of supports, but notes that many improvements are still needed to address the many challenges and issues that the District's high need, high-poverty schools encounter daily, as a result of socioeconomic segregation and limited resources. Site-based management, at the campus level,

allows District schools to make their own campus decisions; however, many times this means that each campus may differ in the types and breadth of services that they can provide for all students at the respective schools. Due to staffing decisions made by administrators within budgetary constraints, many campuses are hindered in their effectiveness to address all students' needs. The low SES children of high poverty schools in many cases encounter a school environment with barriers to equitable access to community and school resources (Lynch, 2014).

Meeting the needs of the highly ethnically-, culturally-, linguistically-, and economically-diverse population of 215,157 students will result in ever increasing pressures on the budget for the foreseeable future. The resources available in these fiscally-tight years are increasingly limited, based on the "adjusted per-pupil expenditures (PPE)"—an analysis that accounts for regional cost differences. During 2016-2017 academic year, Houston ISD experienced an unprecedented budget shortfall of \$95-million due to the current State of Texas public school (K-12) funding structure. Under Chapter 41 of the Texas Education Code, the state school finance system requires districts designated as "property-wealthy" to send tax dollars back to the state—a process known as "recapture" and commonly referred to as "Robin Hood" in Texas. The money is then re-distributed to districts deemed to be "property-poor", as well as to the state's general fund for use in non-education purposes. Although 76% of Houston ISD students come from low-income families, the District under the public school (K-12) funding structure is considered to be "property-wealthy" through the state's current funding formula because of rising property values throughout the city of Houston. On May 13, 2016, the Texas State Supreme Court ruled that the current system is constitutional, even though it is flawed (Garrett, 2016). Overall, recapture further syphons badly needed funding away from Houston ISD schools and further exacerbates their budgetary constraints, while diminishing their effectiveness to address all students' needs.

The quality of effective campus leadership has a significant impact on school culture and equity (Habegger, 2008; Villarreal, 2001), teacher turnover and effectiveness (Beteille, Kalogrides, and Loeb, 2011), and student success (Leithwood et al., 2004), especially at high-need schools (Seashore-Louis et al., 2010). The issue of principal turnover in Houston ISD schools was recently raised through a series of community interviews and focus groups (Hazard, Young, Attea and Associates, 2016). A 2010 study on principal turnover in Texas found that the average principal tenure was less than five years and that the length of tenure decreased as the school level increased (e.g., 4.96 years at elementary schools, 4.48 years at middle schools, and 3.83 years at high schools) (Blazer, 2010). An analysis of the principal turnover rates in Houston ISD for 2015-2016 shows: (1) Priority schools' principals have an average of 3.7 years of experience at their current campus; (2) Focus schools' principals have an average of 2.7 years of experience at their current campus; and (3) High poverty schools with the lowest academic ratings have principals with an average of 1.2 years of experience at their current campus. Low student achievement and teacher turnover can be improved by better educating school leaders (Kini and Podolsky, 2016).

Parents' knowledge and attitudes about academic achievement, college access, and career development can be barriers to their children's success within the school setting (EdBuild, 2016). According to the Houston Center for Literacy, students coming from low-income families represent a substantial at-risk group due to barriers in language, resources, and access to basic services as seen in inner city schools, compared to more affluent areas. Low-income parents/caregivers are often unable to help their children succeed in school, which is a risk factor for continued multigenerational illiteracy and further reliance on society for support (National Women's Law Center, 2016, p. 1).

There are several significant gaps and weaknesses that have been identified that contribute to the lack of socioeconomic diversity and low academic achievement present in many Houston ISD schools; these include the following: (1) Many high poverty schools, especially the Priority and Focus schools, are less likely to provide students access to rigorous academic offerings and quality extracurricular activities due to budgetary constraints and access to community resources, compared to more affluent schools; (2) The Priority and Focus schools tend to be staffed by less experienced administrators, teachers and other essential support staff, compared to more affluent schools, so more targeted professional development mentoring, and coaching opportunities are needed, including in cultural and socioeconomic diversity, sensitivity, and responsiveness; (3) The Priority and Focus schools tend to have fewer partnerships with community organizations and the business community, compared to more affluent schools; (4) The Priority and Focus schools, due to budgetary constraints and less access to community resources compared to more affluent schools, are increasingly challenged to provide instructional resources and technology, while their low income families are less likely to afford to provide access to resources at home to support the education of their children; (5) The District's policies regarding socioeconomic diversity across schools need to be evaluated to see if they need to be created or revised so that resources and supports are more equitably distributed; and (6) The Priority and Focus schools, due to budgetary constraints, barriers to parent and community engagement, and less access to community resources compared to more affluent schools, find it more challenging to create school climates where students take accountability for their lives and are provided with the skills to do that in alignment with parental and community values. Through the successful implementation of the project, Houston ISD will be able to develop a Blueprint to increase socioeconomic diversity and academic achievement,

expand academic rigor, as well as, implement systems of support for all students. The proposed project will serve as a catalyst for systemic changes that will positively impact all students with significant and positive life-changing outcomes.

Significance

1. The potential contribution of the proposed project to increased knowledge or understanding of educational problems, issues, or effective strategies

Three decades of research have demonstrated that schools can improve academic outcomes and other measures of success for children who live in poverty (Barr & Parrett, 2007; Education Trust, 2002; Teddlie & Stringfield, 1993). The push toward socioeconomic and racial integration is perhaps the most important challenge facing American public schools. Segregation impedes the ability of children to prepare for an increasingly diverse workforce; to function tolerantly and enthusiastically in a globalizing society; to lead, follow, and communicate with a wide variety of consumers, colleagues, and friends. The democratic principles of this nation are impossible to reach without universal access to a diverse, high quality, and engaging education. (Potter, Quick, & Davies, 2016). Houston ISD has the potential to contribute to an increased knowledge or understanding of education problems, issues, or effective strategies by the creation of a Blueprint and the pre-implementation strategies that focus on developing, improving, and using innovative educational tools so that every child at every school has access to the instructional program that best suits his or her unique interests (**Absolute Priority 3**).

Because Houston ISD is committed to providing a high-quality education for every child, regardless of where they live or what school they choose to attend, the District's efforts will be concentrated and focused in order for students to have a chance to improve. Nationally, data indicates that high-performing, high-poverty schools are demonstrating that the successful

education of children who live in poverty can significantly counter many barriers posed by poverty and improves student's lives. With signature programs and schools with unprecedented connections to corporations in our city, our schools are preparing students to enter the global workforce. The journey from pre-K student to Global Graduate is supported every step of the way by the vision of a Houston ISD graduate who is: a Leader, a Critical Thinker, a College-Ready Learner, Adaptable and Productive, a Responsible Decision Maker and a Skilled Communicator.

Education is a strong answer in reducing the socio-economic disparities between racial and ethnic groups (Murdock, 2002). For the most part, low-income and minority students are less likely to have the opportunity to enroll in challenging academic courses with the end result being that fewer low-income and minority high school graduates are academically ready for college" (Pennington, 2004). By high school, low-performing students are so far behind in their educational career that, with each passing year that they are not performing on grade level that they are increasingly at risk of educational failure; the multitude of challenges that these students encounter must be addressed earlier in their educational careers. The proposed project will gather data and support the position that "educators must *both* become knowledgeable about issues related to poverty in the broader society *and* take action where they can have the most influence--in their own schools and school system" (Parrett & Budge, p. 2, 2012).

The proposed project will potentially contribute to the national understanding that diverse schools produce educational and lifelong benefits, enhancing students' civic values, improving student learning and preparation for employment, and increasing educational opportunities. Diverse schools can provide students with deeper ways of thinking, higher aspirations, and positive interactions with students of other races and ethnicities. These can be experiences that

translate into positive, long-term benefits for living and working in diverse settings.

The proposed project will work within the framework supported by Potter, et al, that “if we are to make meaningful strides toward increased school integration—by both race and social class—we need policymakers and communities to adopt voluntary integration plans alongside ongoing desegregation litigation. (Potter, Quick, Davies, p. 5, 2016). Moving forward, the Blueprint will support socioeconomic strategies that can be important practical solutions for school districts, especially urban schools, considering diversity policies now or in the near future. Houston ISD’s proposed project will ignite systemic change through a Blueprint that will address the needs of all students, both lower socioeconomic and higher socioeconomic status, to improve outcomes in targeted, high-poverty, high-need schools through a research-based, replicable model that can be implemented to transform the climate and culture of all schools.

2. The proposed project is likely to build capacity to address the needs of the target population

The proposed project is designed to raise the expectations for student performance. The belief is that if students are offered programs that demand a higher level of performance, students will rise to the occasion. If they receive mediocre content, the perception will be that is all that is expected of them. Targeted students possess the ability to perform; however, many schools have not been able to obtain resources and personnel necessary to offer such opportunities. Most parents desire success for their children, but are unsure of what it looks like or how to go about it. Preparing these students for college and offering those opportunities will set the tone for the community. Once the community begins to see generations of students moving on to higher levels of education, it will quickly become the status quo, hence raising the expectations.

Through the proposed project, the District is likely to provide, expand, and improve services that will address the needs of not only the model schools, but the overall district. The

District will develop a Blueprint to increase socioeconomic integration for improving student academic outcomes at all Houston ISD schools by increasing the socioeconomic diversity of the students (**Absolute Priority 3**).

Using the Blueprint, we will be able to identify replicable, evidenced-based best practices and structural/process strategies to increase socioeconomic integration and overcome educational inequity at all schools (e.g. overcoming or mitigating barriers to socioeconomic diversity, per-pupil funding allocations, policies designed to increase socioeconomic diversity, expanding and deepening meaningful parent and community involvement and engagement, leveraging community resources to provide wrap-around services, and expanding the number of high-achieving schools that are designed to attract substantial numbers of students from different socioeconomic backgrounds) (**Absolute Priority 1**).

Quality of the Project Design

1. Potential and planning for the incorporation of project purposes beyond the grant period

Potential: Houston Independent School District (Houston ISD) desires to increase student achievement, make the lives of the students better, and ensure that students are prepared for college, the workplace, and the global economy. As the data in Table 2 show, Houston ISD has several schools that are Priority or Focus schools. Houston ISD must quickly and swiftly make changes to the system in order to engage students. Houston ISD has great potential to deliver on the vision and Blueprint of the proposed project, entitled ***Project Reinventing Urban Schools in Houston (Project RUSH)***. For example, Houston ISD is the first two-time winner in the country of The Broad Prize for Urban Education, which each year recognizes the public school system that has demonstrated the greatest overall performance and improvement in student achievement while reducing achievement gaps among low income and underserved

students (2002 and 2013). Houston ISD has the potential and the capacity to incorporate the ideals of the Opening Doors, Expanding Opportunities grant within the District during the creation of the Blueprint and beyond the grant period.

Houston ISD has several departments that will work to assist the District in its efforts to increase student achievement and provide leadership, technical assistance, and serve in essential roles within the scope of the project. The following departments will work collaboratively to provide district-wide technical assistance in the creation of the Blueprint: (1) **Grants Department** will focus on finding additional grant funds to support the project and to provide general grants management and assistance; (2) **Research and Accountability Department** will assist in accessing data for all formative and summative evaluation reports, as well as the student demographic data that will be used in the Blueprint; (3) **Accounting, Budgeting, and Procurement Departments** will aid in managing budgets, tracking of expenses, ensuring purchases follow EDGAR laws; (4) **Legal Department** will assist in the development and approval of contracts with all external consultants and vendors; (5) **Information Technology Department** will provide a secure, robust technology infrastructure, to support both learning in the schools, and the rigorous assessment and analysis necessary to meet the district's educational and operational goals; (6) **Curriculum and Development Department** will provide district-wide support and guidance to school administrators, teachers, parents, and students regarding all curriculum information using a rigorous core curriculum based on state guidelines and provide all Houston ISD teachers with access to a powerful professional development network (e.g., continuous learning opportunities, individualized coaching support for teachers, video exemplars and effective practices, literacy routines, online/blended learning environment) that meets their individual needs to support the District's vision of effective teaching and rigorous learning in

every classroom; (7) **The College and Career Readiness Department** is committed to providing higher education access to all HISD students and works closely with campuses and district departments to create and maintain a college-bound culture throughout the district. The department also works with schools to help students to gain knowledge, skill sets, and behaviors needed to compete successfully in the technologically-advanced workplace that the global economy presents. (8) **Family and Community Engagement Department** will provide schools with support, assistance, and professional development for school administrators and teachers to build the capacity, tools, and strategies of school-based staff to effectively engage their students, families, and surrounding communities; (9) **Student Support Services Department** will assist schools by providing support to sustain the social-emotional growth and health and wellness of all students and their families to improve their academic outcomes so that they will graduate from high school on time and are college and career ready; (10) **Communications Department** will use multiple platforms to share information and engage HISD students, staff, parents, and community members, such as through the District's website and social media channels, as well as work with schools to help them create robust, interactive, and informative websites; (11) **Special Education Services Department** will provide supports to students with disabilities, ages three to 21, and their families in gaining college/career readiness and independent living skills through active engagement in grade level curriculum; (12) **Multilingual Programs Department**, through its four major divisions (Title III, Bilingual/English as a Second Language, Migrant Education, and Refugee), will serve all Houston ISD schools by providing expertise, guidance, support, and training necessary to educate English Language Learners and by guiding campus administrators and training teachers so that there are highly effective teachers in all Bilingual/ESL classrooms; (13) **Leadership Development Department** will lead the

District's efforts to develop, recruit, and retain highly effective leaders who increase student achievement for every student; (14) The **Schools Office** is responsible for oversight and management of the schools and provides professional support for school leadership; (15) **Human Resources Department** is responsible for administering, supervising, and developing all areas of human resources management in HISD; and (16) **School Choice Department** will oversee the District's efforts to offer students and their families multiple education options, which include neighborhood schools, Magnet programs, specialty schools such as career academies, early college high schools, and charter schools. This project and the creation of the Blueprint will be led by the School Choice Department.

Houston ISD has also been the recipient of several federal, state, and local grants in which it successfully incorporated current initiatives within the district into the grant opportunity in order to expand the support that is provided to students. A few examples of these grants at the federal, state, and local level include: (a) *Race to the Top – District* - Serving grades K – 12, this project focuses on improving teaching and learning in order to directly improve student achievement and educator effectiveness, personalize learning, close achievement gaps, and prepare each student for college and their careers; (b) *Magnet Schools Assistance Program* - Houston ISD has been the recipient of the 2010 and 2013 Federal Magnet Schools Assistance program Grants. These federal funds were used to start up eleven specialized magnet programs in inner city Houston. Four of the eleven have become nationally recognized through Magnet Schools of America; (c) *21st Century Community Learning Center Program* has improved student performance and classroom behavior through academic enrichment, recreation, arts, character development, tutoring and homework support. School-day attendance has increased as a result of student participation in the program; (d) *Texas Home Visitors Program* – This

program provides support to parents of preschool youngsters by providing strategies on how to build a stronger reader before the child begins kindergarten; (e) *Houston Endowment Foundation* provides funding to support counselors and college access coordinators for several high schools. These individuals work with students to help them prepare for college and careers. These are just a few of the large scale projects the District supports.

Planning: Through this project, Houston ISD will create a Blueprint and plan pre-implementation strategies (**Absolute Priority 3**) that will detail the vision it has for the District, showing what the District and schools will look like when the project is completed. The following description outlines the components of the Blueprint.

(1) Principal standard – Incorporate the Core values and Core initiatives: Houston ISD will provide effective, equitable, understandable, and respectful, culturally-proficient, quality education and services that are responsive to diverse students' and families' needs. This standard will support the District's core initiatives of: 1) An Effective Teacher in Every Classroom; 2) An Effective Principal in Every School; 3) Rigorous Instructional Standards and Supports; 4) Data-Driven Accountability; and 5) A Culture of Trust through Action. These core initiatives drive the goal of increasing academic achievement of all children by improving rigor, improving quality, and providing equity of access to rigorous courses that reflect challenging academic standards.

(2) Governance, Leadership, and Staffing: Houston ISD will encourage and sustain organizational governance and leadership that promotes educational equity through policy, practices, and allocated resources. Houston ISD is led by a committed and concerned board of education, guided by *Beliefs and Visions* - a statement of HISD's instructional and operational philosophy. This board meets several times a month during the school year to adopt, review, and modify policies and to receive input from staff and the community. This group is elected by

citizens within the community. The board creates policies that guide the work of the District. Copies of the policies that will support this project are included as an attachment. The board of education also hires the superintendent who leads and provides vision for the District. Houston ISD progressively decentralizes administrative authority and has established critical decision-making and accountability at the campus level. Human Capital is focused on increasing the number of teachers and leaders who are highly effective in teaching students and will continue to recruit, promote, and support a culturally- and linguistically-diverse governance, leadership, and workforce that are responsive to the population being served. Houston ISD believes it should:

- (1) Empower schools to customize their programs to meet student needs and to be autonomous and accountable for performance;
- (2) Offer school choice while ensuring equity of resources;
- (3) Value and cultivate the knowledge and skills of personnel, especially teachers and principals;
- and (4) Seek meaningful engagement with the community in all major decisions.

Finally, high expectations of student achievement is paramount to realizing the success that is expected from this project (Routman, 2014).

(3) Engagement, Continuous Improvement, and Accountability: Houston ISD will establish culturally- and linguistically-appropriate goals, policies, and strategies, and infuse them throughout the District's planning and operations. In addition to providing a culturally proficient opportunity for all students, Houston ISD will conduct ongoing assessments of the students' progress and provide continuous quality improvement activities. In order to do this, Houston ISD will collect and maintain accurate and reliable demographic data, including socioeconomic information, to monitor and evaluate the impact of the project, during the Pre-implementation phase, on equity and outcomes and to inform service delivery.

Houston ISD will conduct regular assessments of parent, student, and community needs

and use the results to plan and implement services that respond to the cultural and linguistic diversity of populations in the school areas. Within this project, Houston ISD will partner with the teachers, parents, students, and community to design, implement, and evaluate policies, practices, and services to ensure the appeal and appropriateness to all groups. Through Houston ISD's Communications Department, progress in implementation and sustainability will be provided to stakeholders, constituents, and the general public.

(4) Marketing Strategy: Houston ISD will create a marketing and promotion strategy in the Blueprint that will demonstrate the value of the programs that will be implemented in these communities. The strategy will be multi-faceted. A component of this strategy will include updating District and school websites, creating new marketing and promotional videos, door placards, billboards, and radio and television spots, as well as social and print media. Recruitment plans will also be a component of the marketing strategy. Marketing will be the responsibility of the program manager, the schools, and the Blueprint Advisory Committee.

Intra-district Strategies – Houston ISD is a school choice District. As part of its commitment to providing school choice, Houston ISD pays for transportation for students to attend school outside of their attendance zone (see board policy attachment). Transportation is often a barrier to true school choice in many other districts. However, in Houston ISD, providing transportation is an assurance to families that the district is a partner in providing great options. 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.

Additionally, an income map, created by the city of Houston (see attachment), shows that in Houston, there are many areas around the city that are being “gentrified.” Gentrification in Houston brings high income families into recently low income urban areas. The map,

highlighting high income areas (the green section) and low income areas (the yellow section), show how close these communities are to one another, many of them living near schools in the community. Many middle and upper income families that are moving into the city have an opportunity to allow their students to attend these low income focus and priority schools; however, they are choosing to send their students to schools in other communities. This project welcomes students from every community in the city, but its focus is not on getting students to leave their neighborhood schools, but rather to make these schools so attractive that the families that live in or near these schools will choose to send their children to a nearby school that happens to have high concentrations of students in poverty.

Inter-district Strategies (Comp. Pref. Priority 2) – Houston ISD has a written policy regarding inter-district transfers that demonstrates that students from outside of the District are welcome to attend District schools and is aligned to state guidelines. According to Texas Education Code - TEC §25.036, any student, other than a high school graduate, who is under 21 years of age and eligible for enrollment on September 1, may transfer to another Texas school district, provided that both the receiving district and the applicant's parent, guardian, or person having lawful control agree in writing to the transfer. Non-resident transfer status will be granted on a space available basis. An application for an out-of-District transfer must be filed prior to October 1 of the school year for which the transfer is requested. Houston ISD created Board Policy FDA (see attached) which identifies district guidelines and policy regarding inter-district transfers. Schools below 95% of building capacity may accept out-of-District students if space is available and no resident student's application for transfer has been denied due to lack of space.

(5) Pilot: In order to determine the feasibility of the blueprint, vision, and plan for the District, Houston ISD will create model campuses at two middle schools within the district.

These schools were chosen because they are representative of schools within the District from the Priority and/or Focus lists and have high percentages of students receiving free and reduced priced meals. For this project, middle schools were chosen because it was felt that this group is the gateway to success in high school (Bottoms, et al., 2008). An analysis of schools included multiple demographic data, including ethnicity, at risk status, poverty status, and school success. An analysis was also completed to determine school capacity as the goal is not to move students from these neighborhood schools, but to make these schools so attractive that students from high income families, inside and outside of the District, desire to attend. Both schools have the capacity (space) to accommodate many more students than their current enrollment.

Table 5. Demographics for Targeted Schools (2015-2016)										
Communities	Enrolled	Space	AA	A/O	H	W	ED	SWD	ELL	At-Risk
Attucks MS	488	1140	73%	1%	25%	1%	87%	19%	13%	77%
Edison MS	727	1172	1%	0%	98%	1%	94%	13%	31%	78%

Source: Houston ISD Federal and State Compliance Report, 2015 -16; PEIMS Report, 2015-2016; TEA, 2015-2016 TAPR

The plan is to create schools that are exciting, innovative, and well-marketed so that the community knows what is offered at the schools. At **Attucks Middle School**, the plan is to create a science, technology, engineering, arts, and mathematics (STEAM) program (Fredette, 2013). There are no other middle schools of this nature in the District. There has been a long history of arts and science integration in the world. STEM activities use creativity to build skills for children (Oner, et al., 2016). Imagine being a student who can create a drone to use during a production or a student who creates music using technology. Currently, Attucks has been designated by the state education agency as a T-STEM Academy. T-STEM Academies are rigorous secondary schools focusing on

improving instruction and academic performance in science and mathematics-related subjects and increasing the number of students who study and enter STEM careers. T-STEM Academies are demonstration schools and learning labs that develop innovative methods to improve science and mathematics instructions. Through this project, Attucks MS will include the arts as well, in order to create a project-based, hands-on approach to learning. Additionally, Attucks MS is unique in that it offers at least five courses where students may earn high school credits. Attucks MS will also offer the International Baccalaureate® (IB) Middle Years Programme (MYP) for its students. **Edison Middle School** will create a school similar to the Energy Institute High School in Houston ISD. Edison MS will blend the exploration of energy careers with cutting-edge education and connect a rich learning experience through project-based learning. Although not guaranteeing students that they will automatically be enrolled in Energy HS based on their participation in the program at Edison, students will have an opportunity to learn many of the programs and initiatives that are created through the program at Energy, including hands-on, project-based programs. Edison Middle School students will have an opportunity to learn by doing, by investigating, and by problem solving. Creativity will be the standard and the expectation. Edison Middle School will also offer the International Baccalaureate® (IB) Middle Years Programme (MYP) for its students. These programs were chosen because they will increase student achievement for all students and should attract students in higher socioeconomic groups. The idea is to make these schools so attractive that they will be a beacon for the community whereby students and teachers will want to be a part and parents will feel welcome.

To evaluate success, the District has created the following goals and objectives for the program. These goals and objectives will also be incorporated into the Blueprint:

Goal 1: Create a Quality Blueprint for Socioeconomic Diversity

Objective 1.1: By the end of the grant period, Houston ISD will produce a Blueprint that will be feasible for implementation.

Objective 1.2: By the end of the grant period, Houston ISD will be prepared to implement the Socioeconomic Diversity Blueprint.

Goal 2: Increase student achievement

Objective 2.1: By the end of the grant period, the achievement gap at the model schools between students of low socioeconomic status and students of high economic status will decrease by 10%.

Objective 2.2: By 2025 - 2026, the achievement gap between students of low socioeconomic status and students of high economic status will decrease by 30% at the low-performing schools.

Objective 2.3: By the end of 2026, student achievement for all demographic groups will increase by at least 10%, as measured by baseline data at the implementation of the Blueprint.

Goal 3: Increase the Socioeconomic Diversity of Low Performing Schools

Objective 3.1: By the year 2025 - 2026, the percentage of higher socioeconomic status students who enroll in schools with majority of low socioeconomic status students will increase by 20%.

Objective 3.2: By the end of the year 2026, 50% of the low socioeconomic SIG schools will be at parity with District socioeconomic percentages.

Objective 3.3: Increase industry, university, and community partnerships that will support and enhance the innovative themes at low performing, low income schools.

2. *The proposed project will integrate with or build on similar or related efforts*

Similar or related efforts: Houston ISD has a long, successful history of providing students and parents with academic choices through its magnet school programs and offers a robust portfolio of schools that allows families to choose the school that best meets their child's academic needs and interests. As previously stated, several of the District's magnet schools have

become nationally recognized through Magnet Schools of America; therefore, Houston ISD has the capacity to create programs that attract students to the innovative programs available in the District. For example, one school, formerly known as Ryan Middle School, had extremely low academic achievement and extremely high percentages of students in poverty. Houston ISD, through its magnet program, was able to turn the school around. Baylor College of Medicine Academy at Ryan has currently met standard for several years in a row and has received the following state academic distinction designations: Academic Achievement in English-Language Arts/Reading; Academic Achievement in Mathematics; Academic Achievement in Science; Academic Achievement in Social Studies; Top 25 Percent: Student Progress; Top 25 Percent: Closing Performance Gaps; and Postsecondary Readiness. The economically disadvantaged rate at this school is 59.1% as compared to the district rate of 76% (TEA, 2015-16). This school is located in one of the lowest socioeconomic communities in the city. Houston ISD also has other notable schools that attract students - DeBakey High School for Health Professions is ranked #29 in the National Rankings and earned a gold medal, based on their performance on state-required tests and how well they prepare students for college (U. S. News and World Report, 2016) and Carnegie Vanguard High School ranked 9th out of the more than 2,300 high schools from across the country that made the *America's Most Challenging High Schools* list.

Finances: Although Houston ISD is having a challenging year due to recapture, the District has plans to address improving equity at low income and low performing schools. In 2015-2016 and prior years the district distributed funds on a two-tier formula. If a campus was 74.99% or less economically disadvantaged they received \$269 per student and if they were 75% or more economically disadvantaged they received \$300 per student. In 2016-2017, the district changed to a progressive scale by which as a campus' economically disadvantaged percentage

grew, their allocated per student amount grew as well. The aim is to drive funding to campuses with the highest concentrations of economically disadvantaged students.

The district's general fund budgets are driven by a weighted formula by which students identified and served as economically disadvantaged/at-risk receive an additional 15% funding and for students in bilingual programs, they receive an additional 10% in funding. However this is not a progressive scale on concentration, it is the same rate per student.

The Board of Education and the district are concerned about equity in our most disadvantaged schools and are in discussion regarding much needed wrap-around services for students throughout the district. The mechanism has not been fully decided, but the district is committed to getting funds in the hands of the school that have the highest student need. A funding strategy to address equity will be included in the design of the Blueprint. In order to bring in more funding to support these schools, the district will continue to do the following: a) seek additional funding from outside sources; b) connect with community partners to encourage supporting students and schools; and c) continue to review local funds to ensure they are used equitably for the students. These plans will be included in the Blueprint.

3. The proposed project will establish linkages with other appropriate agencies

Currently, Houston ISD has reached out to several entities to support the work of the District, especially as it pertains to increasing student achievement and socioeconomic diversity. Houston ISD has established the following linkages: *City of Houston, Office of Education Initiatives* - collaborates with many regional partners to impact education in the Houston area. In this project, the Director of Education Initiatives will work with the District to help make connections to needed resources and will ensure that a representative from her office be a part of the Blueprint Advisory Committee. *City of Houston, Planning and Development Department* -

partners with decision-makers and the community to ensure needs and interests are aligned to the city's growth and change. They will provide demography maps for the project to help the District understand where communities are growing and will assign a representative to be a part of the Blueprint Advisory Committee. *The Houston Arts Partners* - works with over 27 arts groups and school districts to provide arts enrichment for schools. *SECME, Inc.* will support STEM initiatives in the District. These are just a few of the partners that will assist the District.

For the children in the targeted communities, there are also barriers to healthcare. Houston ISD desires to improve the lives of youth and their families by creating a partnership with strong community stakeholders, both from the public and private sectors, designed to promote health and access to healthcare in the community, such as: *Texas Children's Hospital (TCH)* - this program will offer health screening for obesity and diabetes-related illnesses for students and will assign a representative to be a part of the Blueprint Advisory Committee; *City of Houston Department of Health and Human Services Project Saving Smiles (PSS)* will provide dental screenings, dental sealants, fluoride varnish, and oral health education for participating students with parental consent, and ensure that a representative be a part of the Blueprint Advisory Committee. Each of these partners and agencies have provided a letter of support or commitment to the project. As the District continues to create the Blueprint, it will continue to seek appropriate partners for the work.

4. The extent to which the proposed project encourages parental involvement.

For this project, Houston ISD has already begun to reach out to parents regarding what they would like to see in a program that could attract them to attend, especially students and families that typically would not attend these low income schools. The grant will leverage technology for parents so that they can be engaged in the school, as well as provide additional

services for parents, such as baby sitting and other services. The information they provided will help guide the Blueprint. Additionally, many of the parents agreed that they would participate in the changes that the District strives to make to encourage diversity and to increase student achievement. Parents will be invited to sit on the Advisory Committee as important participants.

In partnership with the District's Family and Community Engagement (FACE) Department, all schools will be provided with the technical assistance and knowledge to redesign how parents are engaged, at the school level, to better support the education of their children. The FACE Department supports schools in the District in several ways and through this project will provide: (1) Targeted one-on-one support for schools to build their engagement practices around their school community; (2) Academic Parent-Teacher Teams (APTT) that empowers parents to prepare their children at home for academic success; (3) Professional Development to schools to build capacity to effectively engage families around student learning; (4) Home Instruction for the Parents of Preschool Youngsters (HIPPY) program to provide instruction to parents of three-to-five-year-olds to support the development of their child's literacy and promote school readiness; and (5) Targeted District- and school-level two-way communication strategies to exchange meaningful information with parents. A member of the FACE Department will also be an important component of the Blueprint Advisory Committee.

Quality of Project Personnel

Houston ISD and all providers participating in the proposed project are equal opportunity employers. All candidates for employment are evaluated solely on qualifications for the job, areas of expertise, and interest in developing the academic skills of students. Job vacancies will be widely advertised to ensure a diverse applicant pool. Houston ISD also guarantees that project services, such as professional development for teachers and administrators are equally accessible

to all appropriate staff. Hiring for project positions will be in accordance with federal and Texas laws, as well as Houston ISD's Equal Employment Opportunity policies.

1. The qualifications, including relevant training and experience, of the project director

Noelia Longoria, Assistant Superintendent of the Houston ISD Office of School Choice, will serve as the project director for the proposed project. Ms. Longoria will devote approximately 25% of her time and effort overseeing the administration and implementation of the project. As Assistant Superintendent for the Office of School Choice, Ms. Longoria oversees administration of the District's school choice programs and 39 transfer options with nine central office staff members. Ms. Longoria will manage the work activities of the Program Manager for both model schools and the districtwide development of the Blueprint for the proposed project and oversee the implementation of the project's advisory committee to ensure a variety of diverse perspectives toward the development of the Blueprint. Ms. Longoria has more than 16 years of experience in educational leadership and has a Master's Degree in Educational Administration and in Guidance and Counseling. Ms. Longoria has certifications in Teacher, Principal, and Counseling; and Teacher Appraisal and Development training.

2. The qualifications, including relevant training and experience, of key project personnel.

A Program Manager, funded by the grant, will coordinate the day-to-day operations of the proposed project. The position will be a 12-month full-time position; 100% of the individual's time and effort will be dedicated to coordinating the proposed project. Houston ISD has not identified the Program Manager; the District will seek someone whose qualifications and professional background experience include instructional curriculum, school choice programs, and has 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 Program Manager will work closely with central-office and school-based staff and community partners to develop a viable, research-based, and sustainable model and districtwide Blueprint ready for implementation. The Program Manager will also develop and implement a targeted city-wide recruitment plan to support efforts to increase socioeconomic integration across Houston ISD schools. The Program Manager, along with the Project Director, will oversee the project's community advisory council to ensure a variety of diverse perspectives toward the development of the Blueprint for the districtwide socioeconomic integration of schools; the advisory committee will consist of community and industry leaders, parents, and school and District personnel. These key stakeholders will meet a minimum of quarterly per year—during the grant period—to address any strengths and weaknesses in the implementation and create action items to address the project's needs.

The principals of Attucks and Edison will be assisted at their respective schools by a campus-based Grants Administrator to assist and implement all project activities; the two Grants Administrators, yet to be named, will be selected from existing staff of both schools by the Principals. The Principals will seek someone whose qualifications and professional experience include teaching, knowledge of school choice programs, and have a strong background in STEM content knowledge and in cultural and linguistic competencies. This position will also require experience in successful parent and student outreach activities in diverse communities. Each Grants Administrator will work closely with the participating Principals to ensure that the project activities are implemented with fidelity. (See Appendices for the resumes or job descriptions).

Two board members will volunteer to serve on the project's advisory council. Currently **Ms. Jolanda Jones**, Second Vice President, District IV and **Ms. Diana Dávila**, First Vice President, District VIII will serve in this capacity. They will devote time to this project to ensure

its success and serve as key members. Several District-level key personnel and departments are supporting the proposed project; the project will also have two co-sponsors to provide districtwide leadership to ensure its success on time and within budget, including the following:

Dr. Grenita Lathan, Chief Academic Officer, provides leadership and oversees a number of critical areas in the District, including elementary and secondary curriculum and development, advanced academics, multilingual programs, college and career readiness, special education, grants, student assessment, and research and accountability. She will devote 10% of time, in-kind, to this project and serve as a District Co-Sponsor and as a key member of the proposed project's advisory committee. **Mr. Mark Smith**, Chief of Student Support Services, provides leadership and oversees the delivery of social, emotional, physical, and academic support and wrap-around services that students need to succeed. He will devote 10% of time, in-kind, to this project and serve as a District Co-Sponsor and as a key member of the proposed project's advisory committee. **Mrs. Annie Wolfe**, Officer of Secondary Curriculum and Development and **Mr. Lance Menster**, Officer of Elementary Curriculum and Development support curricular enhancements and assistance with the District's online curricular alignment resource. **Mr. Adam Stephens**, Officer of Advanced Academics, provides leadership and oversees advanced academic programs in the District, including Advanced Placement Programs, International Baccalaureate Programs, and STEM Integration and Sustainability. **Mr. Glenn Reed**, General Manager of Budgeting and Financial Planning, provides leadership and oversees school-based budgeting, special revenue budgeting, and budget operations and review in the District. **Dr. Annetra Piper**, Manager of the **Grants Department**, will provide assistance in generating additional funding resources and general grants management. **Dr. Venita Holmes**, Manager of Research and Accountability, provides leadership and oversees the District's research efforts.

Unless indicated, these key personnel will devote 10% of time, in-kind, to this project.

3. *The qualifications, including relevant training and experience, of project consultants*

For the proposed project, all consultants or subcontractors will be competitively awarded contracts and will follow Houston ISD's policies and procedures for competitive bidding. Houston ISD has contracted with many qualified consultants or subcontractors on federal and state projects in the past. The qualifications of successful bidders will include proven experience within the scope of work required by the awarded contract and compliance with the District's procurement policies and procedures. References are required from all consultants or subcontractors from schools with which they have worked. The District shall appropriate funds that will be used, pursuant to administrative regulations set forth by the Superintendent, to procure the required goods and/or services. The authority to obligate District funds to an agency outside of Houston ISD is vested in the Superintendent, or his designee, with the authority to purchase or contract to purchase materials, supplies, equipment, and services; to lease equipment and facilities necessary for educational programs and District operations; and to contract for renovations and construction. District policy requires all contracts must be signed by the Superintendent or his/her designee.

All contractors and vendors desiring to do business with the Houston ISD and/or to participate on Houston ISD contracts shall be required to comply with Board policy. All vendors and contractors doing business with the Houston ISD shall provide all persons with equal opportunity without regard to race, color, sex, citizenship, ethnic or national origin, age, disability, medical status, military status, veteran status, marital status, sexual orientation, gender identity or expression, genetic information, ancestry, or any legally protected status.

Quality of the management plan

1. The adequacy of the management plan to achieve the objectives of the proposed project

The responsibility for implementation of the plan is multi-tiered to guarantee support from all levels of district management and is integrated into well-established processes and procedures currently practiced. This integration will enable Houston ISD to leverage grant funds to be used specifically to build a strong foundation for the programs and for recruiting and engaging groups traditionally underrepresented in specialized professions. Once the grant period ends, funding to serve the increase of students per campus will mean additional average daily attendance (ADA) funds for schools to support the additional services.

Clearly Defined Project Responsibilities – The management plan will consist of a Project Director (25%) providing oversight of a Program Manager, who will dedicate 100% of his/her time to this project. The Program Manager, paid with grant funds, will be responsible for overseeing the development of the Blueprint and the planning project on the campuses. Each campus will have a Grants Administrator to oversee the program at their campus. The Grants Administrator will be paid with grant funds.

Timelines, and milestones for accomplishing project tasks

Major Activities	Timeline	Responsibility	Milestones
Submit awarded grant to Board of Education (approval/acceptance)	October 2017	Grants Department	Approved project available to begin to serve students
Hire Qualified Program Manager	November 2017	Project Director, Human Resources	Position vacancy filled
Hire Qualified campus based grant administrators	November 2017	Human Resources, Project Director,	Position vacancy filled

Major Activities	Timeline	Responsibility	Milestones
		Program Manager	
Select members to serve on Advisory Committee	January 2018	Project Director, Program Manager	Creating community relationships
Advisory Committee will begin quarterly meetings with all stakeholders	March, 2018 Ongoing, over the grant period	All stakeholders	Developing Blueprint, planning, to determine program
Parent/Student surveys on school preferences	April 2018	Campus based grant administrators	Family involvement used for developing Blueprint
Advisory Committee will meet with local industry, university, and community for support	June 2018	All stakeholders	Development of Blueprint and submission of board policy recommendations
Parent/Student surveys on factors weighed to determine school choice.	July 2018	All stakeholders	Surveys/Survey Results shared with school board and community members
Select research based STEAM and Energy curriculum for the STEAM and Energy	July 2018	STEM and Science Department managers	Developing Blueprint, schools are prepared to deliver high quality services

Major Activities	Timeline	Responsibility	Milestones
schools and initiate requests for proposals or professional development and external evaluation.			
Design and develop a plan to market and advertise new programs at both schools	July 2018	All stakeholders	Developing Blueprint to attract more students, parents and families
Purchase or revise marketing tools to exemplify new themes	July 2018	All stakeholders	Developing Blueprint to attract more students, parents and families
Purchase supplies	July 2018	Grant Administrator	Schools are set up to provide high quality services
Provide Professional Development PD for IBMYP Strategies	August 2018 Ongoing	Curriculum Department	Developing Blueprint to integrate STEAM strategies
Provide PD for Energy Strategies	August 2018 Ongoing	Science Department	Developing Blueprint to integrate Energy strategies
Provide PD for STEAM Strategies	August 2018 Ongoing	Science and Arts Departments	Developing Blueprint, to integrate STEAM strategies
Provide PD for Cultural Competence	August 2018 Ongoing	School Choice Departments	Fewer students receiving referrals to office

Major Activities	Timeline	Responsibility	Milestones
Pilot programs begin at model schools	August 2018	Principals Program Manager Grants Administrator	Documented evidence of students transferring to model schools by socioeconomic status
Final report is submitted to the funding agency	90 days after grant period	Project Director Project Evaluator	Report completed and Blueprint submitted

2. A diversity of perspectives are brought to bear in the operation of the proposed project

In developing the management plan for this pilot project, Houston ISD will take a comprehensive approach to ensure that low SES isolation is eliminated, reduced, or prevented; academic achievement rates increase; partnership involvement increases; IBMYP and distinctive STEM/STEAM curricula is implemented; and teacher capacity in STEM/STEAM and IB areas are increased. The model schools will have planning meetings with community members to get input about what programs are wanted in the community, and how they will operate. During planning, members from the model schools' communities will participate in discussions on what programs should be offered and develop criteria for student placement in programs. Schools may host Community Meetings to give community members opportunities to voice concerns monthly. School administration would provide input on an ongoing basis during SDMC monthly meeting.

Students and parents at the schools will be given opportunities to give input. For example, they may be asked to participate in a **local** planning council, which will give them an opportunity to make recommendations to the leadership team on behalf of the student body regarding curriculum related activities, projects, field experiences, and other events that promote

learning. Ongoing and onsite professional development, PBL trainings, Flow chart of teacher teams showing roles and responsibilities and working towards common vision. During planning, teachers at the model schools will receive program specific and differentiated professional development to meet the varied learning needs and goals of staff to ensure students achievement is maximized.

Adequacy of resources

The extent to which the budget is adequate to support the proposed project.

Houston ISD proposes to create a blueprint that will put into action a pilot project of significant complexity that will directly affect students of all low-income, low performing schools in Houston ISD, by using Attucks and Edison middle schools as treatment schools in the model design. This project focuses on services that will be beneficial to all Houston ISD students, including special needs students, minority, and ELL students. The budget is sufficient in order for the program to achieve its objective to develop, expand, and improve education within the District to provide instruction in the areas of Energy and STEAM.

The proposed budget is reasonable, and cost-effective to support the Blueprint and Pre-implementation phase of this project. The costs are very reasonable based on the number of services provided and the types of supports students will receive during the life of the grant. In the design of this project, Houston ISD worked with partners and vendors to ensure that the potential services of this proposed project are reasonable, will meet the objectives, and can make a significant difference in the lives of the children and the community. Professional development will be provided for teachers to prepare students to be effective, motivated, and successful. The budget is sufficient for the Project Director to attend a mandatory conference. The 2-month pre-planning budget includes start-up costs for marketing, and payroll for the project manager. The

2-year budget includes salaries and fringe benefits that are reasonable and based on Houston ISD's salary structure. The cost of contracted services, supplies and material, capital outlay, marketing, and other operating cost for the program are extremely reasonable, and are adequate to support this project. The pilot component of the proposed project will begin on August 2017.

Each year of this grant, Houston ISD is committed to making a significant investment in financial and nonfinancial resources to support the proposed project. The created Blueprint for this project will impact Houston ISD schools for generations to come.

2. The costs are reasonable in relation to the objectives, design, and potential significance

In the design of this project, Houston ISD will work with partners, the community, and contracted service providers in an effort to ensure that the potential services of the proposed project are reasonable and will meet the objectives and design of this project and can make a significant difference in the lives of the students in Houston ISD schools. The project will provide direct services to determine how well the blueprint is being implemented, and will be beneficial to students of all socioeconomic statuses, special needs students, minority, and ELL students. Students that attend schools that are socioeconomically integrated encounter more favorable academic, cognitive and social benefits than children in racially isolated schools (The Century Foundation, 2017). **Absolute Priority 1** Because of our belief in the significance of this project, Houston ISD and its partners will assume many of the costs of the project, including some professional development, curriculum, and technology training costs. These project costs will be adequate to achieve the significant gains in student achievement that are projected in the proposal because they are based upon the known results of current efforts at the schools. The budget is sufficient for the program to achieve its objective of creating a Blueprint for preparing

students to be confident, motivated, and successful problem solvers, and to provide innovative professional development of instructional staff.

3. The adequacy of support, including facilities, equipment, supplies, and other resources

Houston ISD facilities (classrooms, lavatories, common areas) currently meet all applicable regulations (safety, accessibility to disabled, health, fire, asbestos, etc.). Houston ISD campuses have enough classroom space to accommodate additional, functional classrooms, including science and computer labs. Houston ISD campuses are equipped with 21st century technology designed to improve student achievement. A district-wide **HUB**, gives campuses access and a storage point by which collaboration, curriculum, instruction, and communication takes place for staff, students, and parents; the HUB will house everything the district needs to personalize instruction and learning, such as digital textbooks, teacher resources, student, school, and district data, instructional exemplars, student assignments and work products, educational resources for students, and non-cognitive resources to meet the needs of all learners.

Houston ISD will continue to maintain these classrooms to meet all legal and program standards. Houston ISD will continue to provide funds to purchase equipment, supplies, textbooks and instructional materials as part of the regular school program. Each of the schools will purchase supplies and materials specific to their theme. For example, Attucks and Edison will offer IB classes, which will require candidacy and startup fees. Determination of equipment and supply needs will be made at the school level with assistance from central office staff and represents discussions of how best to plan themes at both schools. All materials and supplies purchased with grant funds will supplement, and not supplant normal district purchases. The activities described in this proposal are supplemental to all existing programs in HISD.

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

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Houston ISD – Project Reinventing Urban Schools in Houston (RUSH)

Logic Model – Theory of Action

Assumptions: *The community will support the district's plan.*
The district has the capacity to implement the Blueprint with fidelity.

Goal(s): Goal 1: Increase student achievement
 Goal 2: Increase socioeconomic diversity in the schools
 Goal 3: Reduce the social and emotional challenges of the target population

INPUTS	ACTIVITIES	OUTPUTS*	SHORT TERM OUTCOMES *	MEDIUM TERM OUTCOMES*	LONG TERM OUTCOMES*
Professional Development	Provide high quality teacher and leader development related to school themes	Increase in the number of students who do better in school	The number of students who rate school as exciting will increase by 20% as measured by surveys	Number of students who meet standard on the state assessment will increase by 50%	50% of the graduating class of students will go to college in a field related to the school theme.
Partnerships	Provide mentorships to students in the program	Students behaving better	Number of students in OSS/ISS will decrease by 15%.	Number of students needing to receive social emotional support services will decrease by 50%.	90% of the students graduate on time with their peers.
Partnerships	Provide funding to the schools in the district.	Purchase of more resources for the schools	Number of students who advance to the next grade level will increase by 20%.	Student achievement increases by 20%	90% of the students graduate on time with their peers.
Personnel	Hire highly effective teachers to teach at the high poverty schools.	Increase in the number of students who do better in school	Number of students who meet standard on the state assessment will increase by 25%	Number of participating students who meet standard on the state assessment will increase by 50%	80% of the participating students will meet standard on the state assessment

Houston ISD – Project Reinventing Urban Schools in Houston (RUSH)

INPUTS	ACTIVITIES	OUTPUTS*	SHORT TERM OUTCOMES *	MEDIUM TERM OUTCOMES*	LONG TERM OUTCOMES*
Policy	Provide a focus in district policy to promote economic diversity	More students will have access to more socio-economically diverse schools	Number of students who meet standard on the state assessment will increase by 25%	Number of students who meet standard on the state assessment will increase by 50%	Increased student achievement
Wrap-around services	Provide services to support the social emotional needs of students	Decrease in the number of student absences	Number of students who advance to the next grade level will increase by 20%.	Student achievement increases by 20%	90% of the students graduate on time with their peers.
Curriculum Department, including Advanced Academics (IB, AP, dual credit)	Provide services to support the academic needs of teachers and students	Increase in the number of strategies the teacher can use in the classroom	Number of students who advance to the next grade level will increase by 20%.	Student achievement increases by 20%	90% of the students graduate on time with their peers.
Blueprint	Create a blueprint that will guide the design of diversity	Smooth integration of strategies in schools	Number of students who meet standard on the state assessment will increase by 25%	Number of students who meet standard on the state assessment will increase by 50%	Increased student achievement
Project-based learning (PBL)	Provide strategies to support the academic needs of students	Increase student interest and engagement in the classroom	Number of students who advance to the next grade level will increase by 20%.	Student achievement increases by 20%	90% of the students graduate on time with their peers.

Houston ISD – Project Reinventing Urban Schools in Houston (RUSH)

INPUTS	ACTIVITIES	OUTPUTS*	SHORT TERM OUTCOMES *	MEDIUM TERM OUTCOMES*	LONG TERM OUTCOMES*
Parent Engagement	Parents and community work together to improve student achievement	80% of participating families and partners will meet monthly to improve student achievement	Increased percentage of students who advance to the next grade level	80% of participating students on grade level	Increased student achievement
Advisory council	Provide guidance in the development of the Blueprint	Smooth integration of strategies in schools	Number of students who meet standard on the state assessment will increase by 25%	Number of students who meet standard on the state assessment will increase by 50%	Increased student achievement
Technology	Students will use the technology to increase their skills using PBL techniques	100% of students will have access to technology that will help increase coursework understanding	90% of students learn how to use technology in a meaningful and educationally enriching way	Number of students who meet standard on the state assessment will increase by 50%	Increased student achievement
Cultural Proficiency	Cultural proficiency will help teachers and students engage with one another in a meaningful way without bias.	Decrease in number of student referrals to the office	Number of students who advance to the next grade level will increase by 20%.	Student achievement increases by 20%	Increased student achievement

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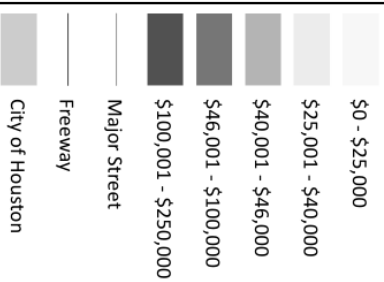
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2015 Median Household Income



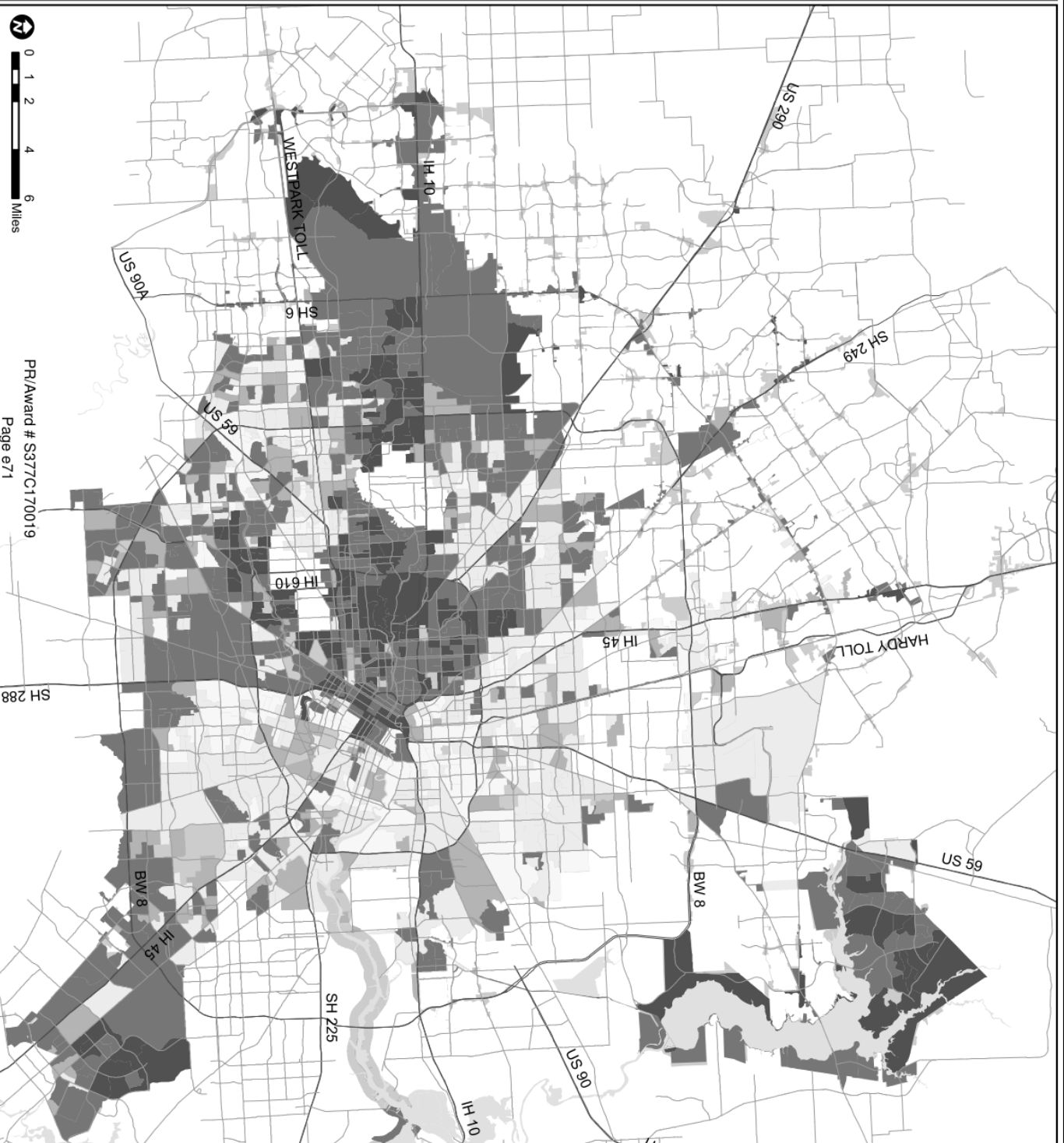
Median Household Income for City of Houston is \$46,187

Source: City of Houston GIS Database, ACS 2011-2015
 Note: Areas in gray have populations too small to tabulate
 Date: February 2017

This map is made available for reference purposes only and should not be substituted for a survey product. The City of Houston will not accept liability of any kind in conjunction with its use.



PLANNING & DEVELOPMENT DEPARTMENT



PR/Award # S377C170019
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TIER 3 - MAGNET AND HOME FIELD ADVANTAGE

MAGNET PROGRAM TRANSFERS (Tier 3)

Chancery Code: MA

Description: The Magnet program offers students choices from among a number of specialized educational programs. Each provides both strong academic studies and a specialty enrichment program. Specialties are varied enough to meet the needs, interests, and talents of students from Kindergarten through grade 12. Pre-kindergarten magnet programs are only available at the Dual Language, Montessori and Mandarin Chinese schools.

Selection of Eligible Schools: The Houston Independent School District adopted Magnet Programs as a tool for desegregation in 1975. In 1997 the ethnic guidelines were eliminated. Currently there are 111 magnet programs approved by the HISD Board.

In coordination with the Office of School Support, the Office of School Choice will annually review magnet enrollment goals, taking into account building capacities, school enrollments, and space available to determine the number of magnet transfer students who may be accepted.

Procedures for Applying: Application procedures for Houston ISO students are provided to every parent/guardian and are available on the HISD Magnet website. Current dates and deadlines are available from the Office of School Choice. The Magnet school program for which an application is made must have available space to accommodate the transfer. Once a Magnet transfer student is enrolled in the Magnet program, no other transfer for that student may be granted during that school year. All transfers require a one-year commitment.

Selection Criteria

- + Acceptable conduct and attendance
- + HISD residency
- + Proof of HISD employment if Out of District and applying in Phase I
- + Non-HISD employee Out-of-district Magnet transfers are limited. (No Non-HISD employee out of district transfers shall be accepted into separate and unique schools (SUS) magnet programs. See Out-of-district Magnet transfer description.)
- + Other criteria specific to the Magnet school
- + Submission of an application to the Magnet school via online, in person or U.S. mail
- + The completed application processed by the Magnet school
- + Parents notified via the online application system, U.S. mail and/or by the Magnet school

Approval Required: The Office of School Choice finalizes the approval of all transfers into Magnet programs.

- + To ensure equal access to Magnet programs for all students, Magnet coordinators are responsible for assisting parents and students with all acceptance procedures, such as completing applications, whether they are paper or online, and securing test records. In some cases, the Magnet coordinator may need to initiate such assistance.

School Guidelines, 2014-2015
HISD Transfer Procedures

- + Although ethnic guidelines were eliminated by Board action in 1997, each Magnet program strives to maintain both an ethnic and socio-economic diverse student body so that students gain the experience needed to live in a multicultural society. Magnet schools also strive to maintain at least 20% of the total student enrollment from outside their attendance zone.
- + Applications to Magnet programs may be submitted throughout the year; however, students will be accepted into a program only within HISD's applications timelines.
- + Elementary Vanguard Magnet programs will use the established GT criteria (see §XIX).
- + Applicants to Montessori Magnet programs beyond second grade, pending Committee decision, must have previous Montessori experience/education.
- + Applicants to Dual Language and Language Immersion Magnet programs beyond second grade must have previous experience in such programs or demonstrate a level of proficiency on a language test in the targeted language.
- + Applicants to PK programs will be accepted if eligible per the state PK guidelines.
- + It will be up to the discretion of the school whether to promote or retain a student.
- + The District shall implement grade advancement requirements in accordance with 19 Administrative Code Chapter 101, Subchapter BB and the TEA procedures outlined in the official Grade Placement Committee (GPC) Manual, published annually by TEA

A Grade Placement Committee will determine by unanimous decision, in accordance with the standards for promotion/retention established by the Board that the student is likely to perform at grade level. In order to determine grade retention or promotion, the Grade Placement Committee is required to consider:

- (a) The recommendation of the student's teacher,
 - (b) . The student's grades,
 - (c) The student's assessment scores, and
 - (d) Any other necessary academic information
- + Each Secondary Magnet program (except Vanguard and Magnet Schools Assistance Program-MSAP grant schools) will screen its own applications, using only the current printed district wide, theme-based selection criteria.

Middle school: Fine arts programs will use an initial screening to determine student's eligibility to audition. The requirements include an overall classroom grade average of 78 and a conduct grade average of S for the previous school year and first grading period of the current school year. Final screening is based on audition(s) in the appropriate art areas.

XVIII. HISD TRANSFER PROCEDURES

State law and HISD Board Policy permit the transfer of students between school districts (Interdistrict Transfers) and the transfer of students from one school facility within the district to another facility within the district (Intradistrict Transfers). A federal court order, Civil Action 5281, prohibits approval of Interdistrict transfers of out-of-district students if the effect of such transfers will change the majority or minority percentage of the school population, based on average daily attendance in the district by more than one percent (1%) in either the sending or receiving district or the home or receiving school.

Any student who wishes to attend a school other than the one to which the student is zoned must present an approved transfer form at the time of enrollment. All transfers are for a full year, require a full-year commitment, and must be reviewed annually. Accepting a transfer does not negate a parent's right to enroll their child at their zoned campus, even if the child began the school year at a school of choice on a transfer. The parent or guardian may not, however, apply for a second transfer during the school year.

Specific instructions on Transfer Renewals are on pages 31 to 33 of this chapter. Please note that non-renewal of transfers requires early notice to parents.

As part of the district's transfer procedures, parents may appeal a transfer decision to an Appeals Committee which is authorized under Board Policy and must act on all appeals.

Board policy places student transfers in priority order:

Tier 1 - To Comply with No Child Left Behind (NCLB)

- + Adequate Yearly Progress (AYP) Transfer
- + Homeless Student Transfer
- + Unsafe School Transfer
- + Violent Crime Victim (VCV) Transfer

Tier 2 - To Comply with Texas Education Code

- | | |
|----------------------------------|--------------------------------|
| + Bilingual Education | + DAEP |
| + Career and Technical Education | + JJAEP |
| + Grandparent in District | + Public Education Grant (PEG) |
| | + Special Education |

Tier 3 - Transfers

- + Magnet
- + Home Field Advantage

Tier 4 - Local Policy

- | | |
|----------------------|--|
| + Alternative School | + Dual language |
| + Appeals | + Grades 61718 |
| + Boundary Option | + Hardship |
| + Capped School | + International Baccalaureate |
| + Contract Charter | + Life Skill Program for Student Parents |
| + HISD Charter | + Principal's Agreement |

Tier 5 - Space-Available

Tier 6 - Out of District



Texas Education Agency

Commissioner Mike Morath

1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • tea.texas.gov

May 1, 2016

101912

Kenneth R Huewitt, Interim Superintendent
Houston ISD
4400 W 18th St.
Houston, Texas, 77092-8501

Subject: School Year 2016-2017 (Fiscal Year 2017) Local Education Agency
Approved Indirect Cost Rates

To the Administrator Addressed:

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

TEA, as the cognizant agency for your LEA, has approved your school year 2016-2017 indirect cost rates. The LEA's indirect cost rates for school year 2016-2017 are effective July 1, 2016, through June 30, 2017.

Rate Type	Rate
Restricted Indirect Cost Rate	7.907%
Unrestricted Indirect Cost Rate	13.074%

LEAs may claim their restricted indirect cost rate for federal grant programs with a "supplement, not supplant" requirement while the unrestricted indirect cost rate may be used with federal grant programs that are not subject to "supplement, not supplant" requirements. For additional information and guidance on calculating the maximum indirect cost rate amount to claim for a particular grant, refer to the Indirect Cost Handbook, available on the [Grant Management Resources](#) page of the TEA website in the Handbooks section.

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

If you have any questions related to the indirect cost rates, please contact the Division of Federal Fiscal Compliance and Reporting at (512) 463-9127.

Sincerely,

(b)(6)

Ed Santiago, Senior Director
Division of Federal Fiscal Compliance and Reporting

Unrestricted Indirect Cost Rate *BASE

Modified total direct costs, consisting of all direct salaries and fixed costs, supplies, services, travel and subgrants and subcontracts up to the first \$25,000 of each subgrant or subcontract.

Modified total direct costs excludes capital expenditures including capital project funds, (capitalized land, buildings, and equipment), capital outlay not included in a capital projects fund; debt including debt service fund and debt service not included in a debt service fund; TRS On-Behalf payments; Medicaid Part D payments; food and milk costs in a school food service program; monetary judgements against the district/school; payments to fiscal agents and member districts of a shared services arrangement; subgrants and subcontracts over the first \$25,000 of each subgrant or subcontract; and intergovernmental transfers/charges.

Restricted Indirect Cost Rate *BASE

Modified total direct costs, consisting of all direct salaries and fixed costs, supplies, services, travel and subgrants and subcontracts up to the first \$25,000 of each subgrant or subcontract. In addition, all indirect salaries, fixed costs, and expenses related to chief executive officers.

Modified total direct costs excludes capital expenditures including capital project funds, (capitalized land, buildings, and equipment), capital outlay not included in a capital projects fund; debt including debt service fund and debt service not included in a debt service fund; TRS On-Behalf payments; Medicaid Part D payments; food and milk costs in a school food service program; monetary judgements against the district/school; payments to fiscal agents and member districts of a shared services arrangement; subgrants and subcontracts over the first \$25,000 of each subgrant or subcontract; and intergovernmental transfers/charges.

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BELIEFS AND VISION	<p>The Board's Declaration of Beliefs and Vision for the Improvement of the District is as follows:</p>
MANDATE FOR CHANGE HUMAN CAPITAL	<p>The District's greatest strength is its human capital. The personal, face-to-face contact between teacher and child will always be the central event in education. Changes in the District's structure, governance, and policies underscore the importance of this relationship; that is, through reform, they exist to support the relationship. In addition, the District sets high expectations for school leadership to inspire creative thinking and innovative approaches that lead to instructional and operational excellence.</p> <ol style="list-style-type: none">1. Employees identified as high performers using value-added data should be rewarded. The District must establish levels of compensation and differentiated salaries driven by performance, value-added data, and accountability for all employees.2. Reform measures must focus on higher standards for recruitment and selection, job performance and compensation, and professional development and career planning and must provide employees with a viable career path within the organization.
SCHOOL EMPOWERMENT	<p>Schools must be empowered to develop and implement the methods that best achieve their unique and individual instructional goals. The District is fully committed to a decentralized system of schools, giving principals the authority over the educational and operational systems. In such a system, the Board of Education remains accountable to the public for high-quality educational services for all children. The Board provides guidance and support to schools by establishing clear, consistent Districtwide goals, high standards and expectations, and effective systems of evaluation; but the individual school is held accountable for innovation and instructional results within those Districtwide parameters.</p> <p>The Board believes that:</p> <ol style="list-style-type: none">1. Principals are the leaders of the decision-making process affecting their schools, and their leadership is measured not only by results but also by their collaboration with teachers, parents, and the community.2. Recognizing that schools are where decisions should be made and that successful decentralization is a function of leadership capacity at the school level, the District will establish a tiered system of differentiated autonomy focusing on instructional competencies, budget, and business operational systems. Schools demonstrating higher levels of student per-

formance, innovation, and operational excellence (including school safety) are further empowered with greater autonomy and decision making. However, other schools may need greater support and guidance; and until they reach acceptable levels of performance, the District must manage for them critical areas such as curriculum, professional development, and operational systems. When guidance over decision making is needed, structured interventions will help develop the competencies toward greater autonomy. Annual performance monitoring of instruction, operations, and attractiveness to the community served will determine the level of principal autonomy or central office intervention at the school.

SCHOOL CHOICE

School choice must remain 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 the schools that best meet their children's needs. It is important for the District to focus more on developing, improving, and using innovative educational tools so that every child at every school has access to the instructional program that best suits his or her unique interests.

Equal access to instructional excellence requires adequate and equitable allocation of resources. That, in turn, requires fair funding formulas. The District shall remain a system of schools rather than a school system where every campus offers the same programs.

1. The District will offer a portfolio of schools to meet the needs of its diverse community of students. All schools, whether they are specialty, magnet, or neighborhood, will be accountable to identify educational and programmatic standards, including a common core of academic subjects, approved by the administration and the Board of Education. All students are expected to meet those standards.
2. Achievement gaps between student groups are unacceptable. Closing achievement gaps requires unequal resources for unequal needs. Weighted funding allocations address individual differences, allowing the money to follow the child in accordance with his or her unique instructional needs and thereby ensuring access to the resources that enhance student achievement.
3. The District must be proactive in the early identification of schools that may have too few students enrolled to provide adequate resources. The District must be ready to provide the school with appropriate interventions.

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MEANINGFUL
ENGAGEMENT

Meaningful engagement is defined as actively listening to constructive input, collecting and exchanging information, and sharing outcomes. The Board of Education understands and appreciates the need for constructive engagement with both the community and District employees and will aggressively solicit their opinions and ideas without relinquishing its responsibility as an elected body. As a publicly funded entity, the District must maintain open and respectful relationships, both internally and externally, and be a model for a service-oriented culture. Schools belong to the people; communities will be engaged in the decision-making process.

1. Everyone in the District, including the Board and the Superintendent, must be responsive to the District's diverse communities. Consistent, meaningful two-way communication with those who support the District as well as those with differing philosophies is essential to establishing public trust and confidence. The District shall provide parents and the public (and, where appropriate, students) with formal, structured systems for input into decision making that sets high achievement standards for all children.
2. All employees must be encouraged to play a more active, visible role in representing the District to the community.

CHANGE IN ACTION

For nearly two decades, the District's Board of Education has been guided successfully by an uncompromising statement of its beliefs and its visions for improving education in Houston. We, the 2009 Board of Education, will continue to move the District forward. We will work openly and creatively with administrators, teachers, parents, and community leaders to put in action this new mandate for change.

Change is essential if we are to make our children's education our very highest priority. We, alone, cannot affect school reform; and we, alone, cannot simply demand it. As our predecessors clearly understood, meaningful improvement is not a top-down exercise. It must include and involve everyone at all levels of the organization and the community. We pledge to seek input and ownership by those who will be most affected by reform and restructuring in the District, and we will guide the Superintendent to ensure that the District is collaborative on issues of such importance to the entire community. This is a solemn pledge, and it is a privilege to accept this great responsibility on behalf of the children of Houston.

DECENTRALIZATION

The District shall decentralize. Effectiveness requires that decision making be placed as close as possible to the teacher and the student. Decisions should be made in schools; accordingly, principals

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shall be the leaders of that decision-making process. To accomplish this goal:

1. The Board will provide guidance and support to local schools by establishing clear goals, high standards, and effective systems of evaluation, while at the same time giving schools maximum freedom to develop and implement the methods that best achieve those goals.
2. The central office shall turn the traditional management pyramid upside down and become an enabler rather than an enforcer. Its role shall be to train, consult, provide resources, and evaluate.
3. The individual school shall be the unit of accountability and improvement.
4. Schools shall be responsive to their communities, providing parents and members of the community (and where appropriate, students) with formal, structured input into decision making.
5. Schools shall be given control over budgets, delivery of curriculum, teaching methodologies, and personnel, provided they are led by a strong and effective principal, function as a team, and collaboratively develop a vision and a plan to achieve that vision.

The following core beliefs and principles shall guide District decentralization:

1. Academic success is paramount;
2. All resources shall be at the schools unless managerial issues such as efficiency dictate otherwise;
3. The District shall pursue a goal of equity in funding;
4. Accountability and resource allocation decisions shall be matched (linked); and
5. Good sense shall guide implementation.

PURPOSE AND
STRATEGIC INTENT

The District exists to strengthen the social and economic foundation of Houston by assuring its youth the highest quality elementary and secondary education available anywhere.

The District's strategic intent shall be to earn so much respect from the citizens of Houston that the District becomes their prekindergarten–grade 12 educational system of choice.

BOARD GOALS

The District's primary goal is to increase student achievement.

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PRIMARY GOAL 1: INCREASE STUDENT ACHIEVEMENT	Additional goals are established in support of increasing student achievement, as follows:
GOAL 2: IMPROVE HUMAN CAPITAL	The District seeks to create a performance culture that values employees who are result-oriented, talented, innovative thinkers; individuals who strive to increase student achievement and contribute to the reformation of public education.
GOAL 3: PROVIDE A SAFE ENVIRONMENT	The District shall create a safe environment conducive to learning for all students and provide safety and security measures at District schools and facilities, and while attending District-related events.
GOAL 4: INCREASE MANAGEMENT EFFECTIVENESS AND EFFICIENCY	The District shall have a decentralized organizational structure that will promote autonomy and innovation in schools. With a Districtwide commitment to performance over compliance and a shared accountability system in place, the District shall employ best practices of administrative principles to make optimal use of District resources and taxpayer dollars.
GOAL 5: IMPROVE PUBLIC SUPPORT AND CONFIDENCE IN SCHOOLS	The schools belong to the people; hence, the Board, administration, and support staff are public servants who exist to support the schools and the relationship between teachers, students, and parents. Public confidence will increase as the District increases transparency, accountability at all levels, and meaningful engagement of the community.
GOAL 6: CREATE A POSITIVE DISTRICT CULTURE	The District's clearly articulated purpose shall serve as the catalyst for creating a powerful sense of community and a shared direction among personnel, parents, students, and the public. Because the District realizes the value of investing in human capital, the District will work to attract and retain the best teachers and staff members and create working conditions in which their talents can flourish.
CORE VALUES	<p>The District's core values are as follows:</p> <p>Safety Above All Else.</p> <p>Safety takes precedence over all else. A safe environment shall be provided for every student and employee.</p> <p>Student Learning is the Main Thing.</p> <p>All decisions and actions, at any level, focus on and support the "main thing," which is effective student learning.</p> <p>Focus on Results and Excellence.</p> <p>Each employee shall focus on results and excellence in individual and organizational efforts.</p>

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Parents are Partners.

Parents are valued partners in the educational process, serving as the child's teacher in the home. All school and District activities will give proper consideration to the involvement of parents.

Common Decency.

The District shall be responsive and accountable to the public and its employees. Community members and employees shall receive respectful and courteous treatment.

Human Capital.

Through recruitment, retention, dismissal, and professional development programs, the District will work to make sure students are served by the top talent available, from teachers to superintendents.

BOARD MONITORING
SYSTEM

The Board Monitoring System (BMS) is the mechanism used to measure and communicate the District's progress toward achieving the District goals through systematic, timely information prepared by or at the direction of the Superintendent. The Board monitors the effectiveness and efficiency of instructional programs and operations by reviewing the information, directing the Superintendent to make modifications that promote maximum achievement for all students, and allocating resources in support of the District's goals. All District efforts shall position the District to be a district of choice offering safe schools that provide consistent and rigorous education. [See BAA(EXHIBIT)]

The information provided within the BMS is the key element in the strategic planning, continuous improvement, education and training, retention and separation, and recognitions through its alignment with the Superintendent's appraisal and driving the areas of focus for the District improvement plan, school improvement plans, department plans, and individual employee goals.

The information presented as part of the BMS will be communicated by the Superintendent to the Board on a predetermined schedule. Information pertaining to Districtwide student standardized tests shall be communicated via formal reports upon data availability. [See BAA(EXHIBIT)]

The following are the specific, actionable measures that shall be provided to the Board on an annually recurring basis for ongoing monitoring and trend reporting in the areas of rigorous education in reading and mathematics, consistency and safety. The intent is to provide a holistic view of the District. The metrics provided herein

shall be reviewed semiannually with revisions made through formal Board action. [See BE1(REGULATION)]

Rigorous Education - Student Achievement

- Percent of Students at STAAR Standard (grades 3–8) Reading Level III
- Percent of Students at STAAR Standard (grades 3–8) Reading Level II
- Percent of Students at STAAR Standard (grades 3–8) Reading Level I
- Percent of Students at STAAR Standard (grades 3–8) Math Level III
- Percent of Students at STAAR Standard (grades 3–8) Math Level II
- Percent of Students at STAAR Standard (grades 3–8) Math Level I
- Percent of Students at Level III - Advanced Academic Performance - STAAR Reading EOC Standard (grades 9–12)
- Percent of Students at Level II - Satisfactory Academic Performance - STAAR Reading EOC standard (grades 9–12)
- Percent of Students at Level I - Unsatisfactory Academic Performance - STAAR Reading EOC standard (grades 9–12)
- Percent of Students at Level III - Advanced Academic Performance - STAAR Math EOC Standard (grades 9–12)
- Percent of Students at Level II - Satisfactory Academic Performance - STAAR Math EOC standard (grades 9–12)
- Percent of Students at Level I - Unsatisfactory Academic Performance - STAAR Math EOC standard (grades 9–12)
- Percent of Students at or Above 50th percentile (NRT kindergarten–grade 8) Reading
- Percent of Students at or Above 50th percentile (NRT kindergarten–grade 8) Math
- Districtwide EVAAS Scores - Mean NCE Gain across Grades Relative to Growth Standard
- Rigorous Education - College and Career Readiness:
 - Students Enrolling in Higher Education Within One Year of High School Graduation (NSC)

- Students Scored at or above 1110 on the SAT Critical Reading and Mathematics Sections Combined
- Students Scored at or above benchmark scores on the PSAT
- Rigorous Education - Graduation and Dropout:
 - Four-Year Cohort Graduation Rate
 - Percent of Students in a High School Cohort Who Dropped Out
- Rigorous Education - Perception Survey:
 - Percent of Parents Satisfied with Rigorous Education
 - Percent of Students Who Feel Challenged with Course-work
- Consistency – Students:
 - Percent of Students Satisfied with Teachers Having High Expectations
- Consistency – Teachers:
 - Percent of Highly Effective Teachers Who are Retained (EVAAS and/or EOC)
 - Percent of Ineffective Teachers Who are Exited (EVAAS and/or EOC)

Consistency – Principals:

- Percent of Principals Satisfied with Central Office Services

Consistency – Parents:

- Percent of Parents Satisfied with Consistent Education

Safety - Levels of Offenses/Overview:

- Level III Offenses - Suspension and/or Optional Removal to a Disciplinary Alternative Education Program
- Level IV Offenses - Required Placement in a Disciplinary Alternative Education Program
- Level V Offenses - Expulsion for Serious Offenses
- Number of Bullying Incidents

Safety and Environment - Perception Survey

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- Percent of Parents Satisfied with Safety
- Percent of Parents Satisfied with Environment
- Percent of Students Satisfied with Safety
- Percent of Students Satisfied with Environment
- Percent of Teachers Satisfied with Safety
- Percent of Teachers Satisfied with Environment
- Percent of Principals Satisfied with Safety
- Percent of Principals Satisfied with Environment

CENTRAL OFFICE
ACCOUNTABILITY
SYSTEM

The overall goal of the District's central office accountability system is to provide resources and services to schools in an efficient and timely manner that promotes schools' progress in achieving their educational missions as measured by the BMS. [See above]

Specifically, the objectives of the District central office accountability system are to:

1. Establish and monitor progress toward performance indicators for each central office department, including evaluations of each departmental improvement plan goals and objectives;
2. Determine which central office departments are meeting the District's objectives through the use of "customer" surveys; and
3. Determine whether central office departments that are failing to meet the objectives require assistance, reorganization, and/or replacement.

The District shall provide innovative and engaging programs to attract, retain, and empower students in a rich academic environment. Directly aligned with the Board's Beliefs and Visions, the District's magnet schools embody the mandates for change on school choice, decentralization, school empowerment, and meaningful engagement. The Board commits to inclusion and equality in educational attainment, ownership, and engagement in the District's magnet programs, and the District shall not support patterns of exclusion and inequality.

DEFINITIONS

The following definitions are used herein:

1. Community – In this policy is defined as the overall District jurisdictional boundary and may be referred to as the greater Houston area.
2. Magnet School – Defined in this policy, Magnet Schools are unique to Neighborhood Schools with 'Themes' in that they seek to draw students from outside the school's attendance zone using specified criteria. These schools receive magnet funding and provide transportation to non-zoned students.
3. Vanguard Magnet – While all District schools have Vanguard programs designed to serve the special needs of G/T students, there are, in addition to the Vanguard programs provided at all District schools, some schools that have a Vanguard Magnet program. There is a separate application for Magnet Vanguard programs. Qualified students can apply and, once accepted, receive transportation.
4. Neighborhood Vanguard Programs/Gifted and Talented (G/T) – Vanguard programs serve G/T identified students in neighborhood schools. Vanguard schools are addressed in separate policies. [See FDB(LOCAL) and EHBB(LOCAL)]
5. Neighborhood School – A school that serves its zoned population of students. A neighborhood school may offer specialized programming and can accept transfers if space is available but does not receive transportation or extra funding from the District.
6. Separate and Unique – A magnet school that does not have a defined attendance zone to the overall District jurisdictional boundary. This magnet school is also referred to as a dedicated or standalone magnet.

SCHOOLS AND TYPES OF PROGRAMS

The magnet program in the District offers students a portfolio of kindergarten–grade 12 engaging, academically rigorous, and theme-based choices. The program seeks to recruit and draw a socioeconomically and ethnically diverse student body from

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throughout the District with the ultimate goal of the student population reflecting the diversity of the District's metropolitan community.

The District's magnet schools and/or programs can be structured in the following ways:

- Elementary school – Application and, when applicable, testing for appropriate program. [See EHBB(LOCAL)]
- Secondary school – May require more specific qualifications for entrance, as identified by magnet theme or unique standalone magnet school, and is subject to auditions and/or portfolio for fine art programs. Secondary fine arts programs with auditions and/or portfolios are exempt from lottery process.

PROGRAM
CHARACTERISTICS

The District's magnet programs shall develop engaging curricula that meet the learning, wellbeing and civic needs of the District's student population and economic demands of the community. Each magnet program shall identify the following characteristics in the initial proposals as well as maintain the characteristics for evaluation on an ongoing basis:

1. Academic achievement and intellectual entrepreneurship as its core goals, enhanced by thematic programming, teaching philosophies, and real world experiences;
2. An enriched curriculum designed around a specialized theme or philosophy;
3. A socioeconomically and ethnically diverse student body;
4. Increased student access to the program through the District's awareness activities, communication, and transfer procedures in order to meet the magnet enrollment goal of 20 percent (or 100 students per grade level, whichever is less in secondary schools) of the students, who must be from outside the school's attendance zone;
5. Actively involves parent, community, and business partnerships; and
6. Demonstrate school expenditures in support of the program. [See FUNDING SYSTEM, below]

MEASURES OF
SUCCESS AND
ACCOUNTABILITY

The District shall track and use school performance and hold leadership accountable for results including but not limited to:

- Student academic outcomes aligned with the Board Monitoring System and/or current accountability standards; and

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- Magnet enrollment goal of 20 percent (or 100 students per grade level, whichever is less in secondary schools) of the students, who must be from outside the school's attendance zone.

FUNDING SYSTEM

Equal access to instructional excellence requires fair and equitable resources. Board-approved, program funding systems shall be created that take into account program costs, unique themes, and innovation. Board-approved funding shall also be distributed to various magnet programs or themes based on a program or theme's needs via the annual budget allocation process and/or via a rotating capital allocation system. Annually, program funding shall be reviewed by the Board and any changes to the allocations are subject to Board approval as part of the overall budget process. Magnet students are eligible for transportation. [See CNA series]

ESTABLISHING A
MAGNET PROGRAM

Schools interested in establishing a magnet program shall submit a written proposal to the Office of School Choice. The proposal shall include the following elements:

- Program specifics;
- Building capacity, which accommodates the magnet enrollment goal of 20 percent (or 100 students per grade level, whichever is less in secondary schools) of the students, who must be from outside the school's attendance zone; and
- Financial sustainability.

The District may identify new programs in alignment to the District strategic plan. The community shall always be involved in the creation, maintenance, and sun-setting of a magnet program.

MODIFYING AN
EXISTING MAGNET
PROGRAM

A magnet program should have a clear focus and be sustainable across many years recognizable as a brand for the campus. Major modifications that substantially change a program, such as impacting funding or changing theme, require Board approval and at least one transition year for planning and communication.

Continued improvement should be an ongoing mindset and shall naturally require frequent, minor changes to programs. Community meetings must be offered to gather input and suggestions from the magnet school's community at the beginning and end of each school year. The community's input and suggestions shall be reviewed and retained by the school.

SUN-SETTING A
MAGNET PROGRAM

The District shall track and monitor school performance and hold school leadership accountable for results. The standards referenced herein, as well as the criteria outlined in the proposal, must be maintained for a magnet program to retain its status, funding,

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(LOCAL)

STUDENT
APPLICATION,
SELECTION, AND
ADMISSION PROCESS

and transportation. Changes in status shall require a transparent review process with a clear time line for implementation prior to the student application process.

Qualifications for entering a magnet program are specific to each program and consistent by magnet theme. Entrance to elementary programs is based on available space. The entrance criteria and process shall be transparent, made readily available and easily accessible to the public with the key elements of objectivity, impartiality, fairness, and equity while complying with state and federal laws.

When there are more qualified applicants than space available, a school-specific lottery shall be used to select students.

The District shall operate a database to implement a Districtwide application process and track acceptance of students to individual programs.

[Reference: U.S. Department of Education, Office of Innovation and Improvement, Innovations in Education: Creating Successful Magnet Schools Programs, Washington, D.C., 2004]

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.

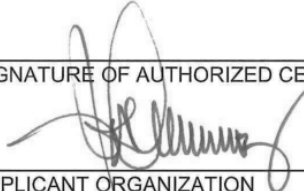
PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

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.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE Superintendent of Schools	
APPLICANT ORGANIZATION Houston Independent School District		DATE SUBMITTED 2/9/17

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

Table of Contents for Project Narrative

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Appendices includes the following attachments:

- **Abstract**
- **Budget and Budget Narrative**
- **Logic Model**
- **GEPA Statement**
- **Resumes and Job Descriptions**
- **References**
- **Houston ISD Indirect Cost Letter**
- **Houston ISD Board Policies**
- **City of Houston Median Household Income Map (2015)**
- **Evidence of Existing Diversity Policy for Houston ISD**
- **Letters of Support**
- **Assurances**



February 8, 2017

Mr. Richard A. Carranza
Superintendent of Schools
Houston Independent School District
4400 W. 18th Street
Houston, Texas 77092

RE: Support for HISD's Opening Doors, Expanding Opportunities Proposal

Dear Mr. Carranza:

On behalf of Eye Care for Kids Foundation and our work with Houston Independent School District (HISD) and school nurses, I am writing to express our strong support for HISD's Opening Doors, Expanding Opportunities grant proposal for federal funds. We are fortunate to have worked with the many diverse staff and students of the district since our founding in 1998 by providing free vision screening to the schools and with the school nurses' help connecting low-income, uninsured children with a free eye exams and glasses from volunteer doctors in their neighborhood. Our mission is to empower children to reach their full education and social potential through vision. Good health is important for children to be able to function effectively in their education setting. Up to 80% of early learning is visually-based and good vision health has been proven to help children do better both academically and socially. We are working with HISD staff to continue to improve both these efforts and outcomes.

We strongly support the education of our children and understand that a solid education helps provide better jobs, better pay, and more choices for our community. Through the Opening Doors, Expanding Opportunities proposal, we have the strong potential to support youth to be ready for entry into high-demand, high-growth jobs in several of Houston's most thriving industries, including medicine, shipping, energy, manufacturing, computer technology, and the arts. Through this project, HISD will provide students with a strong foundation in math, science, engineering and technology, along with other programs that are of interest to students and their families at every income level. This project supports the effective implementation of strategies that will build a blueprint for integrating higher income students and low income students in the same school environment. I believe that this project will close critical gaps in our education system, because it is designed to build upon local innovation and demonstrate how HISD can personalize education for students in our schools and transform education.

We support this project and look forward to working together for the common good, which includes quality educational programming and good health. I am committed to supporting HISD in this effort and will serve as a resource. We are proud to be a part of this great city and continue our partnership with Houston ISD to ensure that the children of Houston experience success. The district's work in the Opening Doors, Expanding Opportunities grant proposal supports the innovative and transformative efforts our community seeks.

With appreciation

(b)(6)

Ellen Efsic
Executive Director

9660 Hillcroft, Suite 325, Houston, TX 77096

PR Award # S377C170019
p 713.728.5437 f 713.728.9304 e info@eyecareforkids.org w www.eyecareforkids.org
Page 699

Michele L. Williams
Executive Director



223 James P. Brawley Dr. SW
Box 1806
Atlanta, GA 30314

February 9, 2017

Mr. Richard A. Carranza
Superintendent of Schools
Houston Independent School District
4400 W. 18th Street
Houston, Texas 77092

RE: Support for Houston ISD's Opening Doors, Expanding Opportunities Proposal

Dear Mr. Carranza:

The Southeastern Consortium for Minorities in Engineering (SECME, Inc.) has consistently supported Houston ISD for many years and is in full support of the District's Opening Doors, Expanding Opportunities grant proposal for federal funds. SECME, Inc., a 501 (c) 3 national organization, with a chapter located in the city of Houston, provides student mentoring, competitions and college-readiness, along with educator professional development to interest and engage minority students in STEM post-secondary and career opportunities.

SECME, Inc. actively partners with Houston ISD, providing programs through a grant from Exxon-Mobil that allows planning and implementation meetings to improve academic achievement of minority students. We strongly support the infusion of STEM into these schools for the children in the city of Houston. Exposure to the science and math related programs is important for children to be able to excel educationally, especially students of poverty. The program is also effective in attracting middle and upper class students because of the nature of the subject.

We understand that Houston ISD will provide students with a high level foundation in math, science, engineering and technology, along with other programs that are of interest to students and their families at every income level, we are excited to be included in this process. This project supports the effective implementation of strategies that will build a blueprint for integrating higher income students and low income students in the same school environment. We believe that this project will close critical gaps in the education system, because it is designed to build upon local innovation and demonstrate how Houston ISD can personalize education for students in our schools and transform education.

SECME, Inc. supports this project and looks forward to working with Houston ISD and serving on the Advisory Board. We are committed to supporting Houston ISD in this effort and will serve as a resource. We are committed to the students and our partnership with Houston ISD to ensure that the children of Houston experience success.

(b)(6)

Michele Williams
Executive Director



CITY OF HOUSTON

Sylvester Turner

Mayor

P.O. Box 1562
Houston, Texas 77251-1562

Telephone – Dial 311
www.houstontx.gov

Mr. Richard A. Carranza
Superintendent of Schools
Houston Independent School District
4400 W. 18th Street
Houston, Texas 77092

RE: Support for HISD's Opening Doors, Expanding Opportunities Proposal

Dear Mr. Carranza:

I am writing to express my support for the Houston Independent School District (HISD) Opening Doors, Expanding Opportunities grant proposal for federal funds. Houston is fortunate to be a culturally rich city, and the city of Houston actively partners with school districts and community organizations to further the educational goals for our city.

As Director of Education Initiatives, appointed by the Mayor of Houston, I strongly support the education of our children and I understand that a solid education helps provide better jobs, better pay, and choices for our community. Through the Opening Doors, Expanding Opportunities proposal, HISD and its partners have the strong potential to educate youth to be qualified for entry into high-demand, high-growth jobs in several of Houston's most thriving industries, including medicine, shipping, energy, manufacturing, computer technology, and the arts.

Through this project, HISD will provide students with a strong foundation in math, science, engineering and technology, along with other programs that are of interest to students and their families at every income level. This project supports the effective implementation of strategies that will build a blueprint for integrating higher income students and low income students in the same school environment. I believe that this project will close critical gaps in our education system, because it is designed to build upon local innovation and demonstrate how HISD can personalize education for students in our schools and transform education.

We support all educational entities in the City of Houston collaborating and working together for a common good and quality educational programming. I am committed to supporting HISD in this effort and will serve as a resource. I am proud to be a part of this great city and continue our partnership to ensure that Houston is a healthy and vibrant city, with a strong workforce and thriving economy. The district's success in the Opening Doors, Expanding Opportunities grant proposal supports the innovative and transformative efforts our community seeks.

Sincerely,

(b)(6)

Juliet Stipeche
Director of Education Initiatives
City of Houston

Council Members: Brenda Stardig Jerry Davis Ellen R. Cohen Dwight A. Boykins Dave Martin Steve Le Greg Travis Karla Cisneros
Robert Gallegos Mike Laster Larry V. Green Mike Knox David W. Robinson Michael Kubosh Amanda Edwards Jack Christie
PR/Award # 6877-CH76-010



HOUSTON INDEPENDENT SCHOOL DISTRICT

Hattie Mae White Educational Support Center
4400 West 18th Street • Houston, Texas 77092-8501

Mechiel Rozas
Director, Secondary Literacy

www.HoustonISD.org
www.twitter.com/HoustonISD

January 30, 2017

To whom it may concern,

It is with great pride that I recommend Attucks Middle School for the International Baccalaureate Programme. Attucks is a school full of over 500 eager and bright students who will benefit personally and academically from the depth of instruction developed through the authorizations process which will ultimately allow students to make connections between their studies and the world around them.

I was privileged to lead an IB campus in a nearby district and I have witnessed personally the effect the learner profile can have on students. Inquiring, knowledgeable and principled students can and will change the world that lies before them. Abilities to communicate in an open-minded stance grows more important every day as we increase the modes of communication and the global politics at play. Risk-taking is innate for most teenage students but taking risks in their vision for what is possible in their lives and the world around them is essential. I know that Attucks Middle School, a campus where over almost 90% of the students are considered "at risk", would blossom as students are recognized for the gifts that they are.

Attucks Middle School is a reflection of the community around it. Seventy three percent of the students are African American. Twenty percent of the student body receive special education services which is above the national average of ten percent. What is extraordinary about Attucks is the student body and the staff. The students as mentioned before are bright and eager learners. The staff, led by Renita Perry is energetic and ready for anything that will improve the lives of their students.

We first began working with Ms. Perry last year and we piloted a literacy initiative. As part of the middle school literacy project, Attucks tracked the text reading of their students and strengthened their pedagogy around reading comprehension and relevancy. As a result, Attucks students score much higher in our district literacy benchmarks and went against the district trend by maintaining more students in Tier I and decreasing the number of students in Tier III. This year as we officially launched Literacy in the Middle, Ms. Perry and her team have been a model campus. We were able provide almost 400 books for classroom libraries to teachers of core content. They are one of four campuses selected for a digital Nook project and they premiered and brand new library in January. It is an honor to recommend Attucks Middle School to the International Baccalaureate Programme. Should you need any information in support, please do not hesitate to ask.

Sincerely,

(b)(6)

Mechiel Rozas, Director of Secondary Literacy
Secondary Curriculum and Development

Young Audiences Arts for Learning

Houston

Founder
Fredell Lack

President
Mark Farrell

President Elect
Katherine Veletos

VP of Development
Judy Liu

VP of Education
Beatrice Graham

Treasurer
W. Wells McGee

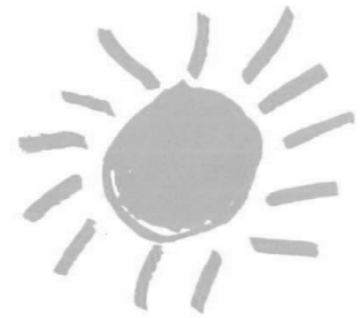
Secretary
Mark Cueva

Directors
Austin Bultes
Leslie D. Blanton
Byron C. Cherry
Rodolfo Cooper, III
Lillian M. Flurry
John Ella Fowler
William J. Hill
Don Hobson
Carey Jordan
Patti Keplinger
Josie Morgan
Julianne Moorad
Dr. Susan S. Osterberg
Nicholas Phillips
Rhonda Robert, Ph.D.
Frank Sharp

Advisory Board
Sharon Bryan
Margaret Buescher
Juan (Tony) Castilleja, Jr.
Martha Gonzalez
Peter McStravick
Eddy Rogers, Jr.

STEAM Advisory Committee
Juan A. (Tony) Castilleja, Jr.
Paul A. Cannings, Jr.
William E. "Billy" Cohn, MD
Scotia Daugherty
Chris Hutchison
Mariam Manuel
LaKeisha McGowen
Julianne Moorad
Padma Narayan, PhD
Pat Paris
Rickey Polidore
Sam Schnuer
Lisa Shorb

Education Committee
Taneka Anderson
Francine Beckman
Mary Black
LuAnne Carter
Donna Kay Farr
Carol Herron
Neda Khan
Dr. Susan Osterberg
Rickey Polidore
Janet Rarick
Carol Salva
Mary Neeley Stevens
Astra Zono



February 9, 2017

Mr. Richard A. Carranza
Superintendent of Schools
Houston Independent School District
4400 W. 18th Street
Houston, Texas 77092

RE: Support for HISD's Opening Doors, Expanding Opportunities Proposal

Dear Mr. Carranza:

I am writing to express our support for the Houston Independent School District (HISD) Opening Doors, Expanding Opportunities grant proposal for federal funds. Young Audiences, Inc. of Houston a 501 (c)3 nonprofit organization, is now celebrating 61 years of providing services and programs that allow for creative learning and exploration through the arts to over 237,800 children across the city of Houston and decades of research proving the impact of the arts on student learning, engagement, and attendance. We are fortunate to be a leader in this culturally rich and diverse city, and our organization actively partners with school districts, community groups, and citizens to further the educational and art-focused goals of our city. Young Audiences of Houston serves as the fiscal agent and managing partner for Houston Arts Partners, www.houstonartspartners.org.

Houston Arts Partners, comprised of 27 Houston arts organizations and school districts that contribute every year, was first formed by Young Audiences of Houston and several school districts in response to budget cuts which drastically affected arts education access. Originally implemented to facilitate the expansion of arts access for students and demonstrate the powerful effects of arts-infused learning for students and teachers, the HAP partnership continues to collectively further this effort. We strongly support education and arts access for the children in the city of Houston. Exposure to the arts is important for children to be able to excel academically.

Understanding that through this project, HISD will provide students with a strong foundation in math, science, engineering and technology, along with other programs that are of interest to students and their families at every income level, we are excited that the arts will be a part of this focus. This project supports the effective implementation of strategies that will build a blueprint for integrating higher income students and low-income students in the same school environment. We believe that this project will close critical gaps in our education system, because it is designed to build upon local innovation and demonstrate how HISD can personalize education for students in our schools and transform education.

We support this project and look forward to working with Houston ISD and serving on the Advisory Board. We are committed to supporting HISD in this effort and will serve as a resource. We are proud to be a part of this great city and continue our partnership with Houston ISD to ensure that the children of Houston experience success.

Sincerely,

(b)(6)

Mary Curry Mettenbrink
Executive Director

PR/Award # S377C170019



CITY OF HOUSTON

Houston Health Department

Sylvester Turner

Mayor

Stephen L. Williams, M.Ed., MPA
Director
Houston Health Department
8000 N. Stadium Drive
Houston, Texas 77054-1823

T. 832-393-5169
F. 832-393-5259
www.houstontx.gov
www.houstonhealth.org

February 9, 2017

Richard A. Carranza
Superintendent
Houston Independent School District (HISD)
4400 West 18th Street
Houston, TX 77092

Re: Support for HISD's *Opening Doors, Expanding Opportunities* Proposal

Dear Mr. Carranza:

The Houston Health Department (HHD) strongly supports HISD's proposal for the federally funded *Opening Doors, Expanding Opportunities* grant. The City of Houston, through the HHD, actively partners with HISD, community groups, and citizens, to enhance the educational and health capacities of Houston.

Through this project, HISD will provide students with a strong foundation in math, science, engineering and technology, along with other programs that are of interest to students and their families within socioeconomic levels. The project supports the effective implementation of strategies that will build a blueprint for integrating higher income students with lower income students in the same school environment. Through the *Opening Doors, Expanding Opportunities* grant, there is an opportunity to support and prepare youth for readiness into high-demand, high-growth jobs in Houston, e.g., medicine, energy, shipping, manufacturing, computer technology, arts, etc. HHD trusts the project will close critical gaps and build upon local innovation to demonstrate how HISD can personalize education for its students and transform education for them.

In support of the *Opening Doors, Expanding Opportunities* grant and in addressing Healthy People 2020 oral health goals, HHD's Bureau of Oral Health looks forward to working with HISD for the common good, which includes quality educational programming and good health. Once annually for the duration of the grant period, the Bureau of Oral Health through its Project Saving Smiles (PSS) outreach, will provide primary preventive oral health services (protective dental sealants, fluoride varnish and oral health education) to Edison and Attucks Middle Schools eighth (8th) grade students.

In providing the three-prong primary prevention, HHD will address the following three (3) Health People 2020 objectives:

1. OH-1.3: Reduce the proportion of adolescents aged 13-15 years with dental caries experience in their permanent teeth
2. OH-8: Increase the proportion of low income children and adolescents who received and preventive dental service during the past year
3. OH-12.3: Increase the proportion of adolescents aged 13-15 years who have received dental sealants on one or more of their permanent molar teeth

HHD is committed and honored to be a source of support and resource for HISD when awarded the *Opening Doors, Expanding Opportunities* grant opportunity. HHD remains dedicated in ensuring the success of Houston's children and looks forward to the collaboration of this innovative and transformative grant opportunity for Houston's future leaders.

For questions or further information regarding the collaboration with the Bureau of Oral Health, please contact Johanna DeYoung, DDS at 832-393-4876 or johanna.deyoung@houstontx.gov.

Sincerely,

(b)(6)

Stephen L. Williams, M. Ed., MPA
Director
Houston Health Department

Annetra Wagner Piper

(b)(6)

OBJECTIVE:

To be leader in 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 \$550 Million:
 - Race to the Top – District Grant
 - 21st Century Community Learning Center Program Grants
 - School Improvement Grants
 - Teacher Incentive Fund Grants
 - Magnet School Assistance Program 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
- Past 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; Expected 2016

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 – ATLF – 2014 - current

Board Member – ODPEC, Inc. (501(c)3)– Treasurer – 2011 – 2013

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

Past Member of Parent organization – Stafford Organization of Parents and Teachers (SOPT)

Past Member of Stafford High School Athletic Booster Club

Past Member of Volunteers in Public Schools (VIPS) – Stafford High School

REFERENCES AVAILABLE UPON REQUEST

ANNIE WOLFE

(b)(6)

Experience

Officer, Secondary Curriculum and Professional Development • August 2014 - Present
Houston Independent School District • 4400 W. 18th Street Houston, TX



Lead at team of 93 staff including curriculum directors, curriculum managers, instructional coaches and instructional technologists. Priorities include grades 6-12 curriculum, assessment, and digital content alignment to Texas TEKS, as well as professional learning to support content development, pedagogy development, PowerUp (the district's one-to-one high school laptop initiative), and Literacy in the Middle (a literacy initiative for grades 6-8).

Lead Facilitator, Instructional Technology • November 2012 – August 2014
Gwinnett County Public Schools • Suwanee, Georgia



Supported the district's K-12 curriculum department in the implementation of the BYOD (Bring Your Own Device) initiative as well as the new teaching and learning platform, D2L (Desire to Learn). Led a group of over 100 teacher leaders to create the first digital content for GCPS, supporting the vision of personalized learning.

Instructional Coach/Math Specialist/Literacy Leadership • August 2011 – November 2012
Creekland Middle School, Gwinnett County Public Schools • Lawrenceville, Georgia

Developed and implemented the school's first Literacy Leadership Team, working to emphasize reading and writing across all content areas in grades 6-8. Developed intervention programs for struggling math students and taught intervention courses to ensure matriculation of struggling 8th graders to high school. Led the cluster's first vertical mathematics team to plan and prepare for the implementation of new Common Core math standards.

Online Course Developer and Online Teacher • January 2010 – August 2012
Gwinnett Online Campus, Gwinnett County Public Schools • Lawrenceville, Georgia

Developed innovative math elective courses with project-based learning components for the district's online learners. Taught the course to 6th, 7th, and 8th graders, 100% online.

Online Course Developer • January 2006 – August 2006
Georgia Virtual School • Atlanta, Georgia

Developed curriculum for secondary English/Language Arts courses.

Teacher • August 2003 – August 2011
Creekland Middle School, Gwinnett County Public Schools • Lawrenceville, Georgia

Taught 7th grade Language Arts (100% meeting or exceeding on CRCT) and 6th grade mathematics (over 90% meeting or exceeding on CRCT). 96% passing rate for 8th grade math summer school.

PR/Award # S377C170019

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Practicum/Teach Abroad ▪ January 2003 – April 2003
Georgia State University ▪ Vlissingen, Netherlands

Taught high school level mathematics and language arts courses through an affiliation with Hogeschool, Zeeland. Reviewed translated materials for university professors.

Education

The University of Texas at Austin
June 2016-present ▪ **Ed.D. (in progress) Cooperative Superintendency Program**

University of Georgia
December 2008 ▪ **M.Ed. Educational Policy and Administration (GPA 3.97)**
▪ Cum Laude

Georgia State University
May 2003 ▪ **B.S.Ed. Middle Grades Math and English/Language Arts (GPA 3.6)**
▪ Faculty Scholar

(b)(6)

Professional Work

Education Week- "Flood of Open Education Resources Challenged Educators" By Michele Molnar

<http://www.edweek.org/ew/articles/2016/01/13/flood-of-open-education-resources-challenges-educators.html>

Houston Chronicle- "Digital conversion surges in HISD as other districts move more slowly" By Ericka Mellon

<http://www.houstonchronicle.com/news/education/article/Digital-conversion-surges-in-HISD-as-other-6447826.php>

Urban Special Education Leadership Collaborative Presenter 2014 – Houston, TX
Universal Design for Learning

<http://www.urbancollaborative.org/sites/default/files/files/houston2isdfall2014.pdf>

Learning Impact Leadership Institute Panelist 2015 – Atlanta, GA
Personalized Learning

Digital Learning Day, Teaching and Learning Conference 2015 - Washington, DC
PowerUp Digital Conversion, Live Interview with Rehema Ellis

Other affiliations include the following: GCEN (Global Cities Education Network, Asia Society), COSN (Consortium for School Networking), IMS Global, ISTE, and Council of Great City Schools.

Lance Menster
Houston Independent School District
Ryan Professional Development Center

(b)(6)

PROFESSIONAL EXPERIENCES

- | | |
|---------------------------------------|--|
| Assistant Superintendent | <i>Houston Independent School District (July 2012-Present)</i>
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 | <i>Houston Independent School District (July 2011-July 2012)</i>
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 | <i>Houston Independent School District (October 2006-July 2011)</i>
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 | <i>Houston Independent School District (July 2003-October 2006)</i>
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 | <i>The Houston Annenberg Challenge (July 2000-July 2003)</i>
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

Mayra A. Hernandez

(b)(6)

OBJECTIVE

To obtain a position as a principal that will provide me with opportunities to enrich the lives and enhance the learning goals of students. As a team member, I can utilize my experience and administrative skills to greatly achieve school academic success.

EDUCATION

Sam Houston State University, Huntsville, TX **December 2009**
Master's Degree in Educational Administration

University of Houston-Downtown, Houston, TX **December 2000**
Bachelor of Arts Degree in Interdisciplinary Studies

Houston Community College System, Houston, TX **June 1997**
Associate Degree in Arts

EXPERIENCE

Edison Middle School, Houston, TX **2016 - Present**
Principal

- Managing policies, regulations and procedures to ensure all students are supervised in a safe learning environment.
- Guides the character of the school and serves as a model for staff.
- Dedicated to helping students achieve personal and academic success.
- Develops and implements plans to increase student achievement, increase attendance, and graduation rates.
- Complies with federal, state, and local laws and Board policies and procedures.
- Communicates, collaborates and builds strong relationship with key holders.
- Develops and maintains quality data, a balanced budget and operational systems control closely tied to instructional priorities.

Davila Elementary School, Houston, TX **2012- 2016**
Principal

- Managing policies, regulations and procedures to ensure all students are supervised in a safe learning environment.
- Guides the character of the school and serves as a model for staff.
- Dedicated to helping students achieve personal and academic success.
- Develops and implements plans to increase student achievement, increase attendance, and graduation rates.
- Complies with federal, state, and local laws and Board policies and procedures.
- Communicates, collaborates and builds strong relationship with key holders.
- Develops and maintains quality data, a balanced budget and operational systems control closely tied to instructional priorities.

Davila Elementary School, Houston, TX**2011-2012****Assistant Principal**

- Campus Test Coordinator (includes disaggregating and analyzing TAKS, Stanford, Aprenda, TPRI/TEJAS LEE scores).
- Teacher Appraiser – Certified in PDAS/ILD. Evaluate 30% of the teachers on campus.
- Assist with planning, development, implementation, and evaluation of the School Improvement Plan.
- Coordinate Title I, Part A Program
- Skilled in presenting professional development workshops campus wide.

Sherman Elementary School, Houston, TX**2010 - 2011****Instructional Coordinator**

- Campus Test Coordinator (includes disaggregating and analyzing TAKS, Stanford, Aprenda, TPRI/TEJAS LEE scores).
- Teacher Appraiser – Certified in PDAS/ILD. Evaluate 30% of the teachers on campus.
- Assist with planning, development, implementation, and evaluation of the School Improvement Plan.
- Coordinate Title I, Part A Program
- Skilled in presenting professional development workshops campus wide.

Reading Intervention Teacher**2009-2010**

- Conduct small group and one-on-one tutorials for struggling students in 3rd through 5th grade in core content areas.

Teacher Specialist**2003-2009**

- Coaching teachers in Best Practices to enhance student engagement within the classroom.
- Proficient in creating instructional calendars for campus.
- Skilled in presenting professional development workshops campus wide.

Fourth Grade Bilingual Teacher**2001-2003**

- Fourth Grade Team Leader
- Bilingual Teacher of the Year (2003-2004)

ADDITIONAL SKILLS

- Bilingual in English and Spanish
- State Board Certified 1st – 8th grade
- State Board Principal Certified
- Word, Excel, Power point, Internet

AWARDS

- **Principal Leadership Award**

January 2016

Noelia Longoria

Objective

To obtain a leadership position that utilizes my skills in campus transformation, personnel management, staff and student development at the district level.

District –Level Leadership Positions

HOUSTON INDEPENDENT SCHOOL DISTRICT EXPERIENCE

2016-present Office of School Choice

Assistant Superintendent

- Responsible for collaboratively guiding the mission of the district's magnet program, which is to provide a broad system of specialized choices to meet the needs and interest of district's diverse population
- Ensure equity and access to quality educational program for all students
- Oversee the magnet application process and for all 120 HISD magnet schools
- Implement and communicate HISD magnet policy

2015-2016 Secondary School Office 2

School Support Officer

- Collaborate and mentor principals in over 10 HISD campuses
- Implement the districts positioning statement and ensure rigorous instruction
- Resolved parent and community concerns
- Work with CSO, SSOs, and Academic Leadership team to implement, monitor, and maintain appropriate compliance measures

2014-2015 High School Office

School Support Officer

- Coach and mentor six High School Principals with a total of over ten thousand students.
- Improve Math, Reading and school safety programs
- Implement the districts positioning statement and ensure rigorous instruction
- Reduce retentions and drop outs and increase graduates

2013-2014 Middle School Office

Lead Principal

- Coach and mentor two principals and serve as a principal
- Coached and supported a school out of Improvement Required status
- Improve Math, Reading and school safety programs
- The three schools under my leadership were awarded added value through Aspire as 4th, 5th and 7th in the middle school level

Campus-Level Leadership Contributions

2010-2014 Daniel Ortiz Middle School Houston, TX

Principal

- Added value as one of the top 5 schools through Aspire for 3 years
- Awarded Broad Model School for HISD for 2012-2013
- Prioritized staff training needs and organized plans for individual and staff-wide professional development
- Analyzed common assessment results, standardized test results, and other data points in order to target interventions to ensure the academic success of all students
- Managed the campus grade level administrators to confirm student management systems were compliant, specifically student discipline and grade level attendance

- Facilitated trainings for teachers and campus leaders to include rigorous instruction, the implementation of student management systems, and the utilization of data to drive instruction
- Examined lesson plans and gave feedback weekly, verifying that staff members used effective strategies during lesson delivery
- Developed and oversaw the master scheduling process
- Established testing schedule for all assessments and secured that all materials/programs were prepared previous to administration of assessment
- Conducted weekly teacher observations and walk-throughs and followed up with both one-on-one and written feedback
- Spearheaded campus-hiring practices to make certain that effective teachers were in each classroom
- Facilitated Professional Learning Communities (PLCs) in core subjects
- Coordinated marketing and partnerships with surrounding schools and communities
- Executed and organized the implementation of the first Ortiz GED/ESL classes offered to parents
- Led departments in the development and alignment of rigorous lessons, which were the source of grade level gains on state assessments
- Established effective grade level pacing calendar and disaggregated assessment data, which contributed to a campus gain on high stake assessments
- Oversaw a 4 million dollar budget as the Campus Budget Coordinator

2005–2009

Chavez High School

Houston, TX

Dean Of Instruction

- Utilized campus data to choose resources and select staff development
- Coordinated and facilitated Professional Learning Communities
- Coordinated AP classes and teacher syllabus and certifications for College Board
- Revised department lesson plans and facilitated trainings during PLCs
- Coordinated and organized classroom instructional walk throughs for instruction. Evaluated classroom instruction for alignment with expected learning objectives and experiences.
- Coordinated interventions during school and after school
- Developed and managed campus tutorials and summer school program
- Master Schedule Coordinator
- Small Learning Communities Coordinator
- Test Coordinator of state and national assessments
- ESL/LEP Coordinator

FORT BEND INDEPENDENT SCHOOL DISTRICT EXPERIENCE

Dean of Instruction	2001-2005	Willowridge High School
Lead Counselor Liaison	1999-2000	Elkins High School
High School Counselor	1996-2000	Elkins High School
Middle School Counselor	1993-1996	Lake Olympia Middle School
High School Choral Director	1984-1993	Willowridge High School
Elementary Music Teacher	1983-1984	Ridgemont Elementary
Middle School Choral Director	1980-1982	Missouri City Middle School

Professional Training

University Of Houston – Victoria	1999	Sugar Land, TX
▪ Master Of Education - Educational Administration		
Texas Southern University – Fort Bend	1993	Houston, TX
▪ Master Of Education - Guidance and Counseling		
Southwest Texas University	1980	San Marcos, TX
▪ Bachelors of Music Education		

Certifications

Principal; Counselor and Music Education K-12; ILD; PDAS and HISD Teacher Appraisal and Development.

Awards

Region IV Principal of the Year 2014; HISD Principal of the Year 2014; HISD Principal of the Year 2012

Renita Forbes Perry

(b)(6)

OBJECTIVE

To obtain a position that utilizes my leadership, curriculum knowledge, data analysis, energy, passion and talents to promote teaching and learning where students are academically ready to embark upon their post-secondary aspirations.

EDUCATION

Bachelor of Arts in English as a Second Language, May 2002

Union University, Jackson, Tennessee

Certification: *ESL Education PreK – 12*

Masters of Science in Leadership and Policy Studies, August 2007

University of Memphis, Memphis, Tennessee

Certification: *Beginning Administration License, PreK – 12*

Educational Specialist Degree in Curriculum and Instruction, August 2010

Union University, Germantown, Tennessee

LANGUAGES

Bilingual educator with communication skills in Spanish (oral).

PROFESSIONAL EXPERIENCE

Houston Independent School District

June 2015 – present

PRINCIPAL

Crispus Attucks Middle School

- Met Standard under TEA guidelines and received commendation in Reading for Spring 2016
- Received more than 9 grants totaling nearly \$20,000
- Formed community partners with Kappa Alpha Psi, Fraternity, Texas Southern University, University of Houston, Galveston Bay Foundation
- STEM Advisory Committee with South Early College High School

Shelby County Schools & Memphis City Schools

August 2002 – June 2015

PRINCIPAL

Treadwell Elementary School & Millington Middle School

- Led school in being removed from High Priority Status with 10% gains in Language Arts & Math during first year as Principal
- Developed School Wide Writing Program at Treadwell Elementary School Program where TCAP Writing scores have improved from 46% proficient to over 80%
- Acquired a relationship with Bellevue Baptist Church where they became official School Adopter

- Named a Paragon School for Memphis City Schools for Turnaround Elementary Schools
- Transitioned Millington Middle School from Shelby County Schools to Millington Municipal School District

ASSISTANT PRINCIPAL

Millington & Germantown Middle Schools

Hickory Ridge Elementary Schools

- Fulfilled responsibilities as outlined in SCS policy and as directed by principal
- Developed Data Room and data analysis protocol for faculty and staff
- Supported the school-wide academic program as guided and facilitated by the principal

NEW LEADERS FOR NEW SCHOOLS

Resident Principal (Robert R. Church Elementary)

- Developed Math Program to assist school in improving Math TCAP scores
- Assisted Principal at Dr. William Herbert Brewster Elementary school in opening school to include ordering school furniture, supplies, technology, etc, hiring of certificated positions, and developing school's vision and mission

TEACHER (English as a Second Language)

Cordova Middle, Hickory Ridge, & Kirby Middle Schools

Kate Bond, Rivercrest, Germantown, & Macon-Hall Elementary Schools

- Developed and started new ESL programs in the schools
- Developed and implemented quality lessons for ELL (English Language Learners) with various language proficiencies
- Provided regular education teachers with teaching and assessment strategies for ELLs
- Assessed students using district and state mandated tests with the necessary accommodations
- Acted as a liaison between parents, administration, teachers, and students

Independent Consulting

August 2010 – December 2010

CONSULTANT

Boston Public Schools

- Designed an interactive Data Room for district personnel to include Executive Leadership Team, School Administrators, and teachers
- Developed and presented high quality professional development regarding the utilization of the data room to the BPS' Executive Leadership Team

PROFESSIONAL DEVELOPMENT WORKSHOPS

- Worksheets Don't Grow Dendrites (4 Days)– Dr. Marcia Tate
- Research for Better Teaching (7 Days) – Dr. Jon Saphier
- Efficacy Institute (4 Days)– Dr. Jeff Howard
- Creating School-Wide Formative Assessments (5 Days)– Paul Bambrick-Santoyo
- Establishing Professional Learning Communities (4 Days)– Rick Dufour
- Diversity Training (5 Days) – Noli and Porter & John Singleton

- K-3 Literacy: The Big 5 – Reading First Conference
- Integrating Math and Science – NCTM Conference
- Sheltered Instruction Observation Protocol – (SIOP) – English as a Second Language

MILITARY EXPERIENCE

- United States Navy, 1991 -1994, Cryptologic Technician, Honorable Discharge

HONORS AND INTERESTS

- Germantown High School's Touchdown Club Officer & Member – 2009 - 2015
- Memphis City Schools' Paragon Schools Award 2009
- Memphis Principals' Literacy Leadership Fellows (Memphis City Schools) 2007
- Assistant Principal Laureate (Memphis City Schools) 2007
- Who's Who Among American Colleges and Universities
- Union University's Student Teacher of the Year 2002
- Alpha Kappa Alpha Sorority, Incorporated
 - Secretary – 2002 to 2004
 - Assistant Secretary – 2005 to 2007
- Worldwide Traveler – (Japan, Amsterdam, Morocco, and Spain)



Houston Independent School District

Job Description

POSITION TITLE: Grants Administrator		CONTRACT LENGTH: 12M
DATE: 04/30/09		DATE OF LAST REVISION: 02/01/10
JOB CODE: AC0155	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

	List most important duties first
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 preferred, School Administrator Certification preferred 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: Manager, Grant		CONTRACT LENGTH: 12M
DATE: 04/30/09		DATE OF LAST REVISION: 07/02/14
JOB CODE: AC0145	PAY GRADE: 30	FLSA EXEMPTION STATUS: E
Job Family – College and Career Readiness		

JOB SUMMARY

Manages, and leads post-award planning, organization, preparation, and administration of a major grant project for elementary, middle, and high school campuses and/or departments. Contacts school and administrative staff to ensure grant compliance with regulatory, funding agency, and policy requirements. Provides technical support to campuses. Coordinates initiatives in grant project; oversees schools' and district preparation and submission of reports within grant compliance regulation; monitors grant budgets and expenditures. Advises on budget issues.

MAJOR DUTIES & RESPONSIBILITIES

	List most important duties first
1.	Administers technical assistance and training to district personnel in grant project; assures appropriateness and adherence to district goals.
2.	Monitors funded program for compliance, advises and guides schools on the application of grant funding policies, regulations, and procedures; manages and oversees the progress of each school in meeting program goals and campus-based objectives within the grant.
3.	Oversees the technical assistance for preparation of amendments, programmatic revisions, and clarification on grants funded to the district, and develops and maintains specialized databases and systems for recording and tracking grant progress.
4.	Develops program goals/guidelines and supervises the implementation of the grants within the district. Monitors funded program for compliance with agreements and develops final
5.	To provide program oversight and monitor project activities. Completes all final reports
6.	Performs other job-related duties as assigned.



Houston Independent School District

Job Description

EDUCATION

Bachelor's Degree

WORK EXPERIENCE

5 to 7 years

TYPE OF SKILL AND/OR REQUIRED LICENSING/CERTIFICATION

PeopleSoft, SAP, Microsoft Office, Chancery
Office equipment (e.g., computer, copier)

LEADERSHIP RESPONSIBILITIES

Manages. Accomplishes the majority of work objectives through the management of direct reports. Provides day-to-day direction to staff; may become directly involved, as required, to meet schedules and resolve problems. Responsible for assigning work, meeting completion dates, interpreting and ensuring application of policies and procedures. Receives assignments in the form of objectives, with goals and the process by which to meet goals. Provides input to hiring, performance, and budget.

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

Specifies requirements for a plan and/or budget.

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 moderate impact to the facility/department or division, causing increased satisfaction or dissatisfaction; producing efficiencies or delays; promoting or inhibiting personal intellectual or professional development; and/or contributing to financial gain or expense. Errors may be serious, usually not subject to direct verification or check, causing losses such as improper cost calculations, overpayment or improper utilization of labor, materials or equipment. Effect usually confined to the organization itself and is short term.

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

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.



Houston Independent School District

Job Description

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Houston ISD: Project Reinventing Urban Schools in Houston (RUSH)

Activity	2 months	Year 1	Year 2	Total
<i>Payroll</i>				
District Level				
1 FTE Program Manager to provide oversight of the project @ \$75,000 per year plus one month during planning	\$ 6,250	\$ 75,000	\$ 75,000	\$ 156,250
Attucks MS				
One FTE for a campus based grants administrator to provide oversight of the day to day operations on the school campus @ \$60,000	\$ -	\$ 60,000	\$ 60,000	\$ 120,000
choice school-based programs. Twenty teachers x 25 hours x \$25 per hour	\$ -	\$ 12,500	\$ 12,500	\$ 25,000
Extra-duty pay for before or after school programs for tutorials and/or student support (4 teachers x 3 days per week x \$25 hour x 1 hour per day x 30 weeks)	\$ -	\$ 9,000	\$ 9,000	\$ 18,000
Edison MS				
One FTE for a campus based grants administrator to provide oversight of the day to day operations on the school campus @ \$60,000	\$ -	\$ 60,000	\$ 60,000	\$ 120,000
choice school-based programs. Twenty teachers x 25 hours x \$25 per hour	\$ -	\$ 12,500	\$ 12,500	\$ 25,000
Extra-duty pay for before or after school programs for tutorials and/or student support (4 teachers x 3 days per week x \$25 hour x 1 hour per day x 30 weeks)	\$ -	\$ 9,000	\$ 9,000	\$ 18,000
Payroll Total	\$ 6,250	\$ 238,000	\$ 238,000	\$ 482,250
<i>Fringe Benefits</i>				
District Level				
1 FTE Program Manager to provide oversight of the project @ \$75,000 per year plus one month during the planning period x 20% fringe benefits	\$ 1,200	\$ 15,000	\$ 15,000	\$ 31,200

Houston ISD: Project Reinventing Urban Schools in Houston (RUSH)

Activity	2 months	Year 1	Year 2	Total
Attucks MS				
One FTE for a campus based grants administrator to provide oversight of the day to day operations on the school campus @ \$60,000 x 20% fringe benefits	\$ -	\$ 12,000	\$ 12,000	\$ 24,000
Extra-duty pay for teachers for professional development for choice school-based programs. Twenty teachers x 25 hours x \$25 per hour x 9% fringe benefits	\$ -	\$ 1,125	\$ 1,125	\$ 2,250
Extra-duty pay for before or after school programs for tutorials and/or student support (4 teachers x 3 days per week x \$25 hour x 1 hour per day x 30 weeks) x 9% Fringe	\$ -	\$ 810	\$ 810	\$ 1,620
Edison MS				
One FTE for a campus based grants administrator to provide oversight of the day to day operations on the school campus @ \$60,000 x 20% fringe benefits	\$ -	\$ 12,000	\$ 12,000	\$ 24,000
Extra-duty pay for teachers for professional development for choice school-based programs. Twenty teachers x 25 hours x \$25 per hour x 9% fringe benefits	\$ -	\$ 1,125	\$ 1,125	\$ 2,250
Extra-duty pay for before or after school programs for tutorials and/or student support (4 teachers x 3 days per week x \$25 hour x 1 hour per day x 30 weeks) x 9% Fringe	\$ -	\$ 810	\$ 810	\$ 1,620
Fringe Total	\$ 1,200	\$ 42,060	\$ 42,060	\$ 85,320
Contracted Services				
Attucks				
Professional development for teachers to work with students on increasing student achievement	\$ -	\$ 75,000	\$ 50,000	\$ 125,000
Edison				
Professional development for teachers to work with students on increasing student achievement	\$ -	\$ 75,000	\$ 50,000	\$ 125,000

Houston ISD: Project Reinventing Urban Schools in Houston (RUSH)

Activity	2 months	Year 1	Year 2	Total
District Level				
Marketing and promotion strategies during the Blueprint and pre-implementation period.	\$ 15,000	\$ 75,000	\$ 50,000	\$ 140,000
Total Contracted Services	\$ 15,000	\$ 225,000	\$ 150,000	\$ 390,000
Supplies and Materials				
District				
Supplies and materials to support the Blueprint	\$ -	\$ 9,000	\$ 9,000	\$ 18,000
Attucks				
Supplies and materials to support the STEAM project - includes STEM and the arts		\$ 50,000	\$ 50,000	\$ 100,000
Supplies and materials to support the IB Programme		\$ 12,500	\$ 12,500	\$ 25,000
Edison				
Supplies and materials to support the energy project		\$ 50,000	\$ 50,000	\$ 100,000
Supplies and materials to support the IB Programme		\$ 12,500	\$ 12,500	\$ 25,000
Total Supplies and Materials	\$ -	\$ 134,000	\$ 134,000	\$ 268,000
Travel				
Project Director to attend mandatory project directors meeting in Washington, DC for three nights	\$ -	\$ 1,477	\$ 1,477	\$ 2,954
schools.	\$ -	\$ 200	\$ 200	\$ 400
Travel to high quality exemplary programs, i.e. High Tech High. Project Director, Program Manager, two principals, two campus grants administrators, and two people from the Advisory Committee to attend. The costs will include hotel, per diem, and ground transportation for three days, plus airfare.	\$ -	\$ 10,800	\$ 10,800	\$ 21,600
In-district travel for the grants administrator to work with community (Attucks)	\$ -	\$ 200	\$ 200	\$ 400
In-district travel for the grants administrator to work with community (Edison)	\$ -	\$ 200	\$ 200	\$ 400

Houston ISD: Project Reinventing Urban Schools in Houston (RUSH)

Activity	2 months	Year 1	Year 2	Total
<i>Total Travel</i>	\$ -	\$ 12,477	\$ 12,477	\$ 24,954
Other Operating Costs				
The Middle Years Registration - Attucks	\$ -	\$ 8,500	\$ 8,500	\$ 17,000
The Middle Years Registration - Edison		\$ 8,500	\$ 8,500	\$ 17,000
<i>Total Other Operating Costs</i>	\$ -	\$ 17,000	\$ 17,000	\$ 34,000
Capital Outlay				
Computers for computer lab to support students success. For student use (25) @ \$750 each - Attucks		\$ 18,750	\$ -	\$ 18,750
Computers for computer lab to support students success. For student use (25) @ \$750 each - Edison		\$ 18,750	\$ -	\$ 18,750
Other STEM-related capital items, i.e. drones (Attucks)		\$ 10,000	\$ 10,000	\$ 20,000
Other energy industry related technology items (Edison)		\$ 10,000	\$ 10,000	\$ 20,000
Library books to support literacy at the school (Attucks)		\$ 5,000	\$ 5,000	\$ 10,000
Library books to support literacy at the school (Edison)		\$ 5,000	\$ 5,000	\$ 10,000
Upgrades to the data system to track and use information to support the Blueprint.		\$ 35,000	\$ 20,000	\$ 55,000
Total Capital Outlay	\$ -	\$ 102,500	\$ 50,000	\$ 152,500
Total Direct Program	\$ 22,450	\$ 771,037	\$ 643,537	\$ 1,437,024
Indirect costs @ 7 %	\$ 522	\$ 31,048	\$ 31,048	\$ 62,617
Total Program Costs	\$ 22,972	\$ 802,085	\$ 674,585	\$ 1,499,641