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Applicant Background

IDEA Public Schools has successfully grown its high-performing public charter network from one campus established in Donna, Texas, in 2000 to 51 schools operating across three regions of Texas—Rio Grande Valley, San Antonio, and Austin—17 years later. IDEA’s continued **expansion includes the first-ever health professions secondary school in the city of Austin and the first comprehensive public charter magnet school in the country focused on building a STEM pipeline from pre-K-12 by gradually building knowledge and skills related to health professions, culminating in high school.** When the school’s graduates begin their careers in the mid-21st century, IDEA Comprehensive Health Professions will have significantly increased the pipeline and diversity of local talent to become physicians, allied health care practitioners, and other health professionals in Central Texas.

Today, IDEA is proving that through an evidence-based, individualized learning program and scalable school model, a high-quality charter management organization (CMO) can broaden its impact across rural and urban communities while continually improving student achievement. IDEA has been awarded the prestigious **Broad Prize for Public Charter Schools**, which honors the CMO that has demonstrated **the most outstanding overall student performance and improvement among the country’s largest urban CMOs** while also reducing achievement gaps for students of color and students from low-income backgrounds. Data analyzed to determine CMO finalists¹ included student demographics; high school graduation rates; SAT/ACT scores and participation rates; Advanced Placement participation and passing rates; and performance and improvement on state standardized

¹ <http://broadfoundation.org/the-broad-prize-for-public-charter-schools/>

assessments, including comparisons of CMO and state performance, proficiency and advanced proficiency trends, achievement gap calculations, numbers of students tested, and performance on college-readiness measures.

Being publicly recognized by the Broad Foundation for the ongoing, high-quality work that IDEA teachers and school leaders do to produce significant improvements in student achievement is an honor. IDEA has also been validated by Stanford University's Center for Research on Education Outcomes (CREDO) study, selected as a portfolio member of the Charter School Growth Fund, and lauded by the *Washington Post*, which ranked all six of IDEA's high schools in the top 1% of high schools in the nation.² IDEA was recognized among "America's Most Challenging High Schools" for the second consecutive year with four campuses ranked in the top 20. IDEA College Prep Mission was the district's top performer, placing 12th in the country.

Not only does IDEA Public Schools have an unrivaled history of growing to scale with quality, it also has the breadth and depth of partnerships, public and private funding support, and human capital expertise to ensure the successful operation of all its schools, current and planned, once additional funds have been raised for school construction and startup. **IDEA seeks Magnet Schools Assistance Program (MSAP) funds to create a specialized health professions magnet school in Austin, Texas**, that will continue to elevate student achievement to the highest standards and increase socioeconomic diversity while also serving as a model for a new kind of open-enrollment magnet school operated by a CMO of IDEA's scale. **IDEA will use MSAP funding to provide cutting-edge STEM and comprehensive health professions**

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<https://apps.washingtonpost.com/local/highschoolchallenge/schools/2016/list/national/>
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programming, staff, transportation, and equipment that would otherwise be out of reach for the students to be served.

Need for the Project

Need to reduce minority isolation and increase socioeconomic diversity in public Schools

Almost half of public elementary school students in the U.S. attend schools in which the majority of students are from low-income households, and Black and Hispanic students are concentrated in these schools. Despite relatively higher academic performance for its students of color, this isolation also is true for IDEA Public Schools. Purposefully, the CMO has located in neighborhoods with high concentrations of students who have been historically underserved—many of whom are students of color living at or below the poverty level – to significantly boost the academic outcomes for these students and to provide them with an opportunity to attend a high-performing, college-focused school. IDEA has proven this model across Texas since the organization’s inception in 2000, and is now seeking to serve a more socioeconomically, racially and ethnically diverse student body.

Study after study shows high concentrations of poverty correlate with lower academic achievement, and a new analysis of reading and math test score data from across the country confirms just how much socioeconomic conditions matter.³ Children in school districts with the highest concentrations of poverty score an average of more than four grade levels below children in the wealthiest districts, and the largest gaps between White children and their minority

3

classmates emerge in some of the wealthiest communities (Berkeley, CA; Chapel Hill, NC; Evanston, IL). There are also large achievement gaps in **Austin**, the city IDEA is targeting for this new magnet program, which **has an average gap of 47 points on the National Assessment of Educational Program (NAEP)**⁴ between students who qualify for the Free and Reduced-price Lunch (FRL) Program and those who do not. In fact, **among Texas’ largest cities, Austin Independent School District’s achievement gaps between FRL and non-FRL are the widest** (Austin: 47 points; Houston 31 points; Dallas: 22 points). In a 2015 study by Florida and Mellander, Austin was named as the most economically segregated metro-city in the US.⁵ **Among the U.S.’s 21 largest cities, Austin’s FRL/non-FRL gap is third-highest**—only Atlanta and Chicago are worse. **Austin’s gap between African American and White student proficiency is even greater at 57 points—again the largest of any major Texas city and the fourth-largest of 21 comparison cities** (see Other Attachments for more detail on all cities compared.) These facts have gone largely unnoticed because Austin ISD’s higher income, white students perform well enough to boost the district’s overall NAEP performance, but what emerges clearly in NAEP and other data is the extent to which race and class are inextricably linked and how that connection is exacerbated in school settings.⁶

This study, together with “Guidance on the Voluntary Use of Race to Achieve Diversity and

⁴ NAEP results serve as a common metric for all states and selected urban districts, and provides a clear picture of student progress over time. <http://nces.ed.gov>

⁵ <https://www.texastribune.org/2015austin-most-economically-segregated-metro-area/>

⁶ “Money, Race, and Success: How Your School District Compares,” Rich, M., Cox, A., and Bloch, M. New York Times, April 29, 2016.

Avoid Racial Isolation in Elementary and Secondary Schools”⁷ proved to be key motivations for developing IDEA’s voluntary desegregation plan. As the latter document states, “Providing students with diverse, inclusive educational opportunities from an early age is crucial to achieving the nation’s educational and civic goals... Racially diverse schools provide incalculable educational and civic benefits by promoting cross-racial understanding, breaking down racial and other stereotypes, and eliminating bias and prejudice.”

Although IDEA has been successfully sending 100% of its low-income students of color to college for the last 10 years, the time has come to create a school that reduces ethnic, racial, and economic isolation, and opens up new opportunities for all students in Austin, Texas.

Need for an open-enrollment magnet school in Austin, Texas

There is clear disproportionality of racial, ethnic, and socioeconomic diversity enrollment occurring in the Austin Independent School District’s (Austin ISD) current magnet school offerings. Austin ISD, the largest school district in the city, operates three academically-focused magnet schools to which **students must apply by submitting a copy of their current report card, state testing scores, teacher recommendations, and a student-created essay**. In these magnet schools students are required to **take an admissions test to apply for each program** and receive scores for each component of this multi-part application. The three academic schools are:

⁷ US Department of Justice, Civil Rights Division and US Department of Education, Office for Civil Rights. <http://www2.ed.gov/about/offices/list/ocr/docs/guidance-ese-201111.pdf>

- Fulmore Magnet Program, a school-within-a-school at Fulmore Middle School, focusing on **law, government, and humanities** (as Texas’ state capital, Austin is the seat of government for the state);
- Kealing Magnet Program, a school-within-a-school at Kealing Middle School, where students take magnet-level classes in **math, science, English language arts, and social studies**, specialty magnet electives, and five different **world languages**; and
- Liberal Arts and Science Academy (LASA) High School, where student groups research, design, implement and present projects in the **sciences and humanities**.

In addition, Austin ISD operates McCallum Fine Arts Academy, the district’s **fine arts intensive** magnet high school program. Admission to McCallum includes report cards, an application form, a letter of recommendation from a language arts teacher and a math teacher, a letter of recommendation from a fine arts teacher or private instructor, and an audition/interview in their desired area of concentration (visual art, music, theater, dance, or cinematic arts).

Demographics for each of these schools, as compared with the district as a whole and the state of Texas, are detailed in the following table:

	Total	African American	Asian	Hispanic	White	Low-
Fulmore MS	367	2.7%	1.9%	52.0%	36.8%	39.2%
Kealing MS	809	1.1%	14.8%	17.8%	59.7%	8.0%
LASA HS	1,002	1.7%	17.4%	21.4%	55.4%	11.9%
McCallum HS	477	5.5%	3.1%	22.2%	63.9%	13.6%
Austin ISD		8.0%	3.7%	59.5%	25.9%	59.9%

State of Texas	12.6%	3.9%	52.0%	28.9%	58.8%
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Each of these magnet programs serves a student population that is ethnically and economically out of balance with both the district and the state. Though the students in the Austin ISD are largely Hispanic and low-income, the district’s magnet schools are mostly filled with White students from more affluent families. In three of the district’s four magnet programs, less than a quarter of the students are Hispanic, although Hispanics make up 60% of the district’s student body. Even fewer low-income students are admitted to magnet schools, and Black students made up just 1% in two of the schools though they are 8% of the district. Even Austin ISD’s Liberal Arts and Science Academy comes up short, despite being housed at LBJ High School, which teaches mostly students of color who are low-income.

“In a society that says they value diversity, we see in the Advanced Placement classes and magnet programs there isn’t that diversity, at least not that’s reflected in the city or the communities where these magnet programs exist,” said Kazique Prince, a consultant in cultural competency programs who ran for the Austin school board last year. “I definitely see them as valuable, but in their current form they aren’t serving as many people of diverse backgrounds as possible.”

“It’s an issue,” said Edmund Oropez, Chief Schools Officer at Austin ISD. “We see the numbers, too, and there is underrepresentation.”⁸

⁸Taboada, M. “Poor, minority students missing out on Austin’s popular magnet programs.” 2.08.2015. Accessed at <http://www.statesman.com/news/news/local-education/poor-minority-students-missing-out-on-austins-popu/nj67L/>

IDEA Public Schools seeks to reduce racial and socioeconomic isolation in Austin by establishing the first-ever pre-K–12 open-enrollment magnet public charter school, thereby combining its highly effective academic model with a specialized STEM focus from pre-K–grade 5 and a health professions focus for grades 6-12. IDEA Comprehensive Health Professions will further diversify IDEA’s Austin schools as it targets an enrollment. See the following chart for student enrollment percentage by ethnicity for current schools and the proposed Health Professions Magnet School.

Entity	African American	Asian	Hispanic	White	Low-
Austin ISD	8.0%	3.7%	59.5%	25.9%	59.9%
State of Texas	12.6%	3.9%	52.0%	28.9%	58.8%
IDEA Austin	4.0%	0.9%	94.0%	1.1%	94.0%
<i>IDEA Comprehensive</i>	<i>10%</i>	<i>5%</i>	<i>55%</i>	<i>30%</i>	<i>60%</i>

IDEA Comprehensive Health Professions will dramatically increase the racial and socioeconomic diversity of magnet schools in Austin by providing a high-quality, college-preparatory in downtown Austin via a **whole-school magnet approach with targeted student recruitment, a diverse staff and a culturally-sustaining program.** IDEA’s open enrollment models means that **a student’s background and previous academic experience will not be criteria for selection.** IDEA will create a truly integrated school that not only reduces minority isolation but also provides the students with a rigorous, college prep education. **This combination of the IDEA Comprehensive Health Professions Magnet recruiting a more diverse student body and IDEA’s record of academic rigor and success with all students is the crux of this proposal.**

Need for an Open Enrollment Health Professions Magnet School in Austin, Texas

Access to health professionals in Texas. According to calculations conducted by the US Department of Health and Human Services, 132 Texas counties have a shortage of 484 primary care doctors across the state. Federal data also show 99 counties have a shortage of dental care providers, and 202 have a shortage of mental health care providers⁹. Of Texas' 254 counties, 138 did not have a pediatrician, and 144 did not have a gynecologist or obstetrician.¹⁰

Compounding the issue is a widely documented lack of diversity among health professionals. Although minority populations (African American, Hispanic or Latino, American Indian or Alaska Native, and Hawaiian or Pacific Islander) comprise 30% of the US population, they are only 13.5% of the physician workforce. This number is increasing but is still not keeping pace with the nation's changing demographics. For instance, African Americans represent 13% of the population but only account for 4% of physicians.¹¹ In Austin's Travis County, of the 2,139 total physicians, 1,587 are White (74.2%), 283 are Asian (13.2%), 46 African American (2.2%), 216 are Hispanic (10%), and only 7 are American Indian or Alaska Native (<3/10 of 1%). This disparity is not confined to this corner of the healthcare arena but pervades a wide range of health professions, including dental and veterinary medicine, the latter of which is 96.5% White,

⁹ <http://tcdd.texas.gov/interactive-map-shows-shortage-of-doctors-in-rural-texas/>

¹⁰Data as of September 2011. <https://www.texastribune.org/library/data/texas-shortage-health-care-providers/>

¹¹ Association of American Medical Colleges (AAMC) "Diversity in the Physician Workforce: Facts & Figures 2014." Accessed at <https://www.aamc.org/data/workforce/reports/439214/workforcediversity.html>

according to the Bureau of Labor Statistics.¹²

It is necessary, then, to foster an interest in the comprehensive health professions from a young age and to encourage students' career explorations in these areas. Students who are introduced to STEM-related careers in general and to the health professions in particular—by a high-performing network of schools that sends 100% of its graduates to college each year—can go on to pursue any number of health-related career fields in their post-secondary experience. IDEA is well situated to help even more students pursue their passions in these fields.

Strength of IDEA partnerships. Austin, TX, is the home to a number of hospitals. The **University of Texas at Austin's Dell Medical School** is the first medical school in almost 50 years to be built from the ground up at a top tier Association of American Universities research university. The medical school was established in 2012 through a public-private partnership with the city of Austin, and it welcomed its first class of 50 students in June of 2016. The Dell Medical School is interested in creating a vital, inclusive health ecosystem and facilitating a model healthy city. IDEA Public Schools has already begun to forge partnerships with The University of Texas, Dell Medical School, as well as partners from **Seton Healthcare, the UT Austin School of Nursing, The UT System Institute for Transformational Learning, and the Health Portfolio Director for the Michael and Susan Dell Foundation, as well as Austin's community colleges.** See pages 86-91 for more information on these partners.

The only major Texas city without a health professions magnet school. Several districts in Texas operate health professions high schools: Debakey High School for Health Professions in

¹² <http://www.theatlantic.com/business/archive/2013/11/the-33-whitest-jobs-in-america/281180/>

the Houston Independent School District (Houston ISD), Health Careers High School in San Antonio ISD, the Academy for Health Professionals in South Texas ISD, and School of Health Professions in Dallas ISD, for example. Additionally, Houston ISD operates a new middle school program known as Baylor College of Medicine Academy at Ryan (a Magnet School Assistance Program grant recipient in 2013 whose leader is a consultant to this project) and an allied health school-within-a-school magnet at Jane Long Middle School. **However, no other charter management organization (CMO) in Texas currently operates a magnet school, no other health professions magnet school in Texas serves students from pre-Kindergarten through grade 12, and no health professions magnet schools currently operate in the city of Austin. IDEA Public Schools will be the first to do all three.**

Expanding Opportunity in Austin’s Crescent of Inequality. IDEA Comprehensive Health Professions also is a unique opportunity to train and place much-needed health professionals in Austin neighborhoods that need them the most. According to an analysis by the Kirwan Institute for the Study of Race and Ethnicity, Austin is becoming more and more a tale of two cities.¹³ “There is a stark geographic opportunity divide in our community,” wrote Frank Fernandez, former Executive Director of Green Doors, an affordable housing non-profit in Austin that commissioned the study.¹⁴ “It is a crescent of inequality that spans from North Central Austin over Interstate 35 into East Austin and finishes its reach into far South Austin. Opportunity-poor neighborhoods tend to have much higher crime, poverty and unemployment rates and much

¹³ http://www.kirwaninstitute.osu.edu/reports/2013/04_2013_Austin-reported.pdf

¹⁴ <http://www.mystatesman.com/news/news/opinion/fernandez-map-shows-austins-crescent-of-inequality/nXyBn/>

lower household income, educational attainment, and property values.” These same neighborhoods also have much worse health outcomes.

Exacerbating the challenge is the fact that **less than 6% of the students who are low-income and grow up in Austin’s Crescent of Inequality – part of the target recruitment area for IDEA Comprehensive Health Profession – are graduating from college.**¹⁵ This means that few, if any, students from neighborhoods in the crescent have the academic skills or background for a career in the health professions. In fact, according to unofficial data from the University of Texas at Austin, **not a single student in the inaugural class of 50 to attend the new Dell Medical School is from East Austin.** IDEA Comprehensive Health Professions will change this reality by creating **a pipeline of local and diverse talent to become physicians, allied health care practitioners, and other health professionals** with strong foundational knowledge in public health who are more likely to practice in their community, which include Austin’s most underserved neighborhoods.

Data-driven targeted recruitment to reverse the “Crescent Inequality” is an intentional process. In order to make the proposed school accessible to the underserved students in these neighborhoods, the IDEA team will implement a data-driven targeted recruitment plan that employs demographic data to better identify potential students, use culturally-relevant messaging to reflect the diversity of the students, execute the plan at a community based level and focus on being retention-obsessive in every stage of the recruitment, admissions and enrollment process to ensure the students who are accepted in our program reflect the Austin’s demographics. Our data-driven targeted recruitment strategy begins with answering the following questions:

¹⁵ <https://www.texastribune.org/education/public-education/8th-grade-cohorts/county/travis/>

1. Who are the children we should be targeting for recruitment to the school?
2. What agencies and community partnerships exist that can help us find these children?
3. What are the best ways to recruit these children?

The answers to these questions, then, inform our branding, messaging, philanthropic and community-based partnerships, retention strategies and action steps of recruitment plan. See pages 37-42 for a detailed discussion on recruitment.

Competitive Preference Priority 1—Need for Assistance

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

The need for a health professions magnet school in central Austin is clear. Designing and implementing a vibrant early education STEM curriculum, and developing a pathway to invigorating health-focused educational opportunities at the secondary level will allow IDEA to attract the diverse family and student populations necessary to improve racial, ethnic, and socioeconomic diversity in central Austin.

IDEA Public Schools is requesting \$14,999,444 million for two years of planning/startup plus three years of operations of IDEA Comprehensive Health Professions. This total includes a .15 FTE Project Director (SVP of Schools in Austin), a .10 FTE VP of Community in Austin, a 1.0 FTE Project Manager, two school leaders (pre-K – 5 and 6-12) and an Assistant Principal of Operations for the two planning/startup years), and .50 FTE Program Designer to ensure that the health profession vision is realized. Additionally, instructional personnel including teachers and co-teachers are requested for the first three years of operations. Personnel and fringe costs range from 38% - 83% of the budget, or 73% of the total requested.

The other four major cost items are specialized health professions teaching **equipment**, virtual reality tools, and three 15-passenger vans for student outreach (7% of the total request);

curriculum **supplies and materials**, books, technology, science lab equipment, textbooks and workbooks, teacher training materials, and other supplies (8% of the total request); and **contracted services**, including architectural consultancy, program design, Dell Medical School Summer Camp and potential year-round partnership, professional development for all teachers, and a high-quality external evaluation of the project's success (9% of the total request). **None of these items would be available to IDEA Austin students were it not for the grant possibility available from the Magnet Schools Assistance Program.**

(b) The resources available to IDEA Public Schools to carry out the project if funds under the program were not provided

The planning and implementation for the creation of IDEA Comprehensive Health Professions is well under way. In order to create a professional health sciences magnet school, with all the specialty needs that an education like this necessitates, funding needs remain. Resources provided by MSAP will bring the vision of a true open-enrollment, diverse, health-focused learning environment from design to reality. Additionally, three Austin foundations – the KLE Foundation, the Michael and Susan Dell Foundation, and the Roddy Holden Foundation – have pledged to contribute to IDEA's magnet school proposal for a total of \$2.7MM in additional funding needed to improve the school site for a professional health sciences focus, signaling community buy-in and enthusiasm for this project. This private funding is necessary, but insufficient to open the school. **The MSAP funding will support the staffing, operations, planning, professional development, and transportation costs, as well as the specialty instructional costs (health professions lab equipment, medical technology, virtual reality experiential training programs), that would otherwise be out of reach for IDEA Public Schools, even in light of the additional contributions from the three foundations.**

(c) The extent to which costs of the project exceed IDEA’s resources

Already, Austin public charter schools all together, including IDEA, have waiting lists of more than 11,000 students, and demand continues to grow. This means that IDEA must be aggressive and relentless in its search for additional resources, including resources to support its vision to bring a true open-enrollment, socioeconomically diverse magnet school to Central Austin. Although IDEA has the resources to expand its current academic model and private funding for construction costs for expansion, without Federal grant funding this much-needed specialty program would not otherwise be available to IDEA and the greater Austin community.

In fact, a health professions magnet school would require approximately \$150 extra per pupil during the first three years of the school’s operation than IDEA’s original expansion model, due to the particular expense of launching a health sciences-focused magnet outlined above including specialty magnet programming, technology, and equipment. After MSAP funding ends, IDEA will be able to continue support for the program, including covering all core instructional expenses, based on our proven financial model for sustainability of new schools.

(d) The difficulty of effectively carrying out the approved plan and the project for which assistance is sought, including consideration of how the design of the magnet schools project impacts IDEA’s ability to successfully carry out the approved plan

Experience in school model design, implementation and replication

IDEA was granted a state public charter in 2000 and has experience in delivering a highly effective instructional model. It replicated its first campus, established in Donna, Texas, in 2005.

This replication was the first piece of “The 2012 Plan,” which had a goal of launching 22 IDEA

schools across the Rio Grande Valley in seven years and instead launched 28 schools. Similarly IDEA had **planned to launch 56 schools in its 2017 plan** by the 2017-2018 school year and is now on track to have 61 schools in operation by the 2017-2018 school year. **When IDEA sets out to achieve a growth plan, it not only achieves the growth goal for the plan, but often exceeds it and student performance follows.** The Comprehensive Health Professions in on the growth plan and IDEA plans to locate the magnet school near downtown Austin, to best reach the diverse population goals set in this application. As part of this grant application, the first year of the grant will include planning, hiring of key staff, establishing key partnerships with in the health and higher education communities, and refining community, parent, and student outreach campaigns, and beginning site work on the school.

Experience developing cutting-edge programs

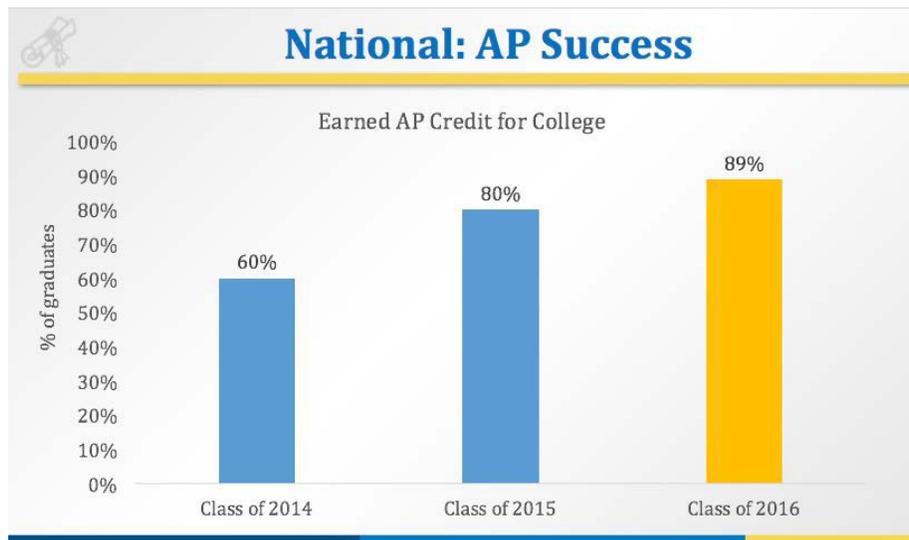
IDEA Comprehensive Health Professions will build on the solid foundation of IDEA's cutting-edge instructional model and strong organizational capacity. Founded on a robust set of research-based programs and practices, coupled with several years of student achievement data showing its hybrid model works, **IDEA is revolutionizing individualized learning at scale. This means blending high-intensity, teacher-led instruction and transitioning to student-driven learning, both complemented with technology-assisted individualized, adaptive learning programs.** At the high school level, IDEA implements a rigorous "AP for All" program, which has *all* students take 11 Advanced Placement courses by the time they graduate. IDEA's goal inside this program is that 35% of its high school students become AP Scholars, meaning they have earned qualifying scores of 3, 4, or 5 on at least 3 AP course exams.

IDEA has demonstrated that all students can excel when given the chance and the support, and **when prepared and educated in this environment *college truly is possible for all.*** AP

accolades for the 2015-16 school year include:

- The percentage of AP Scholars increased by **133%**;
- The total of AP Scholars increased by **154%**; and
- **132%** more AP tests were taken than the previous school year.

During the 2015-16 school year, 89% of all IDEA high school students earned AP credit for college.



In this respect, expanding IDEA’s impact and reach is significant; IDEA has proven the model over and over again, year after year, across three regions of the state. This continues as IDEA embarks on a new journey: opening the first-ever pre-K–12 open-enrollment public charter health professions magnet school.

IDEA Comprehensive Health Professions will have a **STEM focus at the Academy level**, which encompasses grades pre-K through 5. This will narrow to a more specific **health and allied health professions focus at the College Preparatory level**, which encompasses grades 6-12. The difficulties around integrating a health professions focus with current instructional models, along with implementation of cutting-edge technology and resources are challenging, but not impossible. Several partnerships with key health, education, and community

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organizations will significantly mitigate the difficulties and risks. These include health profession communities across Texas, instructional specialists in the health field, the Advisory Board in Austin that IDEA has already established in anticipation of bringing this idea to fruition, NMSI, institutions of higher education and partnerships with successful health-sciences magnets such as Debakey and former MSAP grantee Ryan Middle School. The partnerships will be supported by the **strong operational and financial model** IDEA has honed during the past 15 years of successful operation, replication, and expansion.

Experience developing STEM-focused schools

The curriculum comprehensive health magnet public charter school will draw from the success of other STEM schools in the IDEA public charter network. At the elementary level, IDEA San Benito Academy, located in the IDEA's Rio Grande Valley region, transitioned to a STEM Academy in the 2016-17 school year. The decision for this transition was based on high demand for after-school programs in robotics and coding that school leaders wanted to provide to every student in the school. IDEA San Benito Academy is, in effect, blazing a trail for the structure of elementary-level STEM coursework at IDEA Comprehensive Health Professions, and school leaders will draw heavily from their example. Tricia Noyola, the former principal at IDEA San Benito who launched the STEM Academy, will manage the principal who will lead IDEA Comprehensive Health Professions (see Management Plan Section).

All IDEA secondary schools provide students with a strong foundation in STEM, particularly through IDEA's AP for All curriculum. This rigorous academic environment sees *every* student at IDEA take 11 Advanced Placement courses during their high school career, including multiple courses in math and science such as AP Calculus, AP Chemistry, and AP Biology. Students can also take additional coursework beyond the 11 base AP courses, which could include

AP Environmental Science and AP Calculus BC. In 2016, IDEA was honored with a highly competitive Public Charter School Program Non-State Educational Agencies Dissemination grant to share its AP for All success with others across the nation.

As further evidence of IDEA’s readiness to establish a STEM-related magnet school is the success of the network’s four STEM-focused secondary schools. IDEA College Preparatory Alamo, IDEA College Preparatory Mission, IDEA College Preparatory San Benito, and IDEA College Preparatory San Juan are all **designated Texas Science, Technology, Engineering, and Math (T-STEM) Academies** (<http://tea.texas.gov/T-STEM/>). Each of these secondary schools—which must be **schools of choice with no requirements for enrollment** such as test scores, essay questions, etc.—had to complete a rigorous designation process in order to earn T-STEM Academy status. Now that they are so designated, these campuses are provided with professional development and technical assistance to serve as demonstration schools and learning labs to showcase innovative instructional methods that integrate technology and engineering into science and mathematics instruction. These schools implement the T-STEM Design Blueprint (<http://www.tstemblueprint.org/>) which specifies a non-negotiable list of core program requirements in the following areas:

1. Mission-driven Leadership;
2. T-STEM Culture;
3. Student Outreach, Recruitment, and Retention;
4. Teacher Selection, Development, and Retention;
5. Curriculum, Instruction, and Assessment;
6. Strategic Alliances; and
7. Academy Advancement and Sustainability.

Each of the benchmark areas further specifies multiple Program Requirements and indicators for each. An example of a completed T-STEM Blueprint is in the Other Attachments, and an example of the detail for Benchmark 1 is provided in the graphics that follow:

1. BENCHMARK: Mission-Driven Leadership

1.1 Program Requirement: Mission and Vision

- 1.1.A Develops a shared mission and vision, which is aligned with the T-STEM mission and vision, and which reflects a consensus among superintendent, board members, design team, staff, students, parents, and community/business partners on how the Academy promotes STEM-literate graduates to support the Texas Science Technology Engineering and Mathematics Initiative.
- 1.1.B Develops an *Annual Action Plan (AAP)* of goals and resources aligned to the Academy's mission and vision, the T-STEM Blueprint, and STEM-literacy; with the AAP regularly monitored and assessed.

1.2 Program Requirement: Leadership and Governance

- 1.2.A Establishes a Design Team and defines the role the team plays in the planning and development of the T-STEM Academy prior to implementation.
- 1.2.B Develops an Academy Leadership Team and identifies the internal role each member will play in the design, governance, operations, accountability, curriculum development, professional development, etc., as well as their external role in collaborating with the design team, outreach, and other key interest groups for continuous monitoring and improvement of the T-STEM Academy plan.
- 1.2.C Develops and demonstrates support from an Advisory Board consisting of representatives from the Academy, school board, district, community, higher education, and STEM businesses to support and guide facility requirements, resource acquisition, curriculum development, internships, externships, and student/community outreach to ensure a successful 6th-20th STEM academic and career pipeline.
- 1.2.D Incorporates into Annual Action Plan goals for participation and leadership of students, teachers, parents, business and community partners, institutions of higher education, and T-STEM Coaches and Centers.
- 1.2.E Delineates a mission-driven decision-making structure and organization chart that is clear and understood by all stakeholders.
- 1.2.F Defines the academy leader's level of autonomy in supervising the Academy.
- 1.2.G Uses data to inform all leadership decisions and to annually review and revise the mission-driven T-STEM Academy Annual Action Plan.

1.3 Program Requirement: Program Review and Evaluation

- 1.3.A Integrates and assesses the level of mission-driven and data-driven decision making evident in the daily work of the Academy.
- 1.3.B Implements a process for program review and formative evaluation to achieve mission goals that includes metrics such as attendance, demographics, and student achievement.

1.4 Program Requirement: Leadership Development and Collaboration

- 1.4.A For 6th – 12th campuses, middle school and high school leadership teams regularly collaborate to advance 6-12 alignment and student retention in STEM.
- 1.4.B Participates and collaborates with the T-STEM Centers and T-STEM Coaches to support the transformation of STEM teaching methods, teacher preparation, and instruction to support continuous development and the achievement of long-term T-STEM goals.
- 1.4.C Actively participates in the T-STEM Network by collaborating with other T-STEM Academies, engaging in leadership development opportunities, utilizing T-STEM Centers' resources, and promoting broad dissemination of promising practices to improve student achievement.

IDEA Comprehensive Health Professions will use the T-STEM Blueprint as a model for creating a rigorous health professions-focused academic pathway and will contract with expert consultants to ensure a cutting-edge coordinated school health model design and a comprehensive health professions program design that is fully integrated and appropriately scaffolded. Additionally, school leaders will use the T-STEM Academies Design Blueprint Rubric, which assists schools in creating a roadmap for benchmarks, program requirements, and indicators to facilitate the school’s growth along a continuum (Developing, Implementing, Mature, and Role Model). The complete Rubric can be found in the Other Attachments T-STEM Blueprint document. Please also see Section B, Project Design, for specifics on what the STEM curriculum will include at IDEA Comprehensive Health Professions.

Partnerships

Key to IDEA’s ongoing success in Advanced Placement teaching and learning is the network’s highly effective partnership with NMSI, which will continue through the final design and development of IDEA Comprehensive Health Professions. Please see the Appendix for their attached letter of support for this MSAP application. Please also see pages 86-91 for details regarding IDEA Public Schools’ partnerships with the **University of Texas at Austin’s Dell Medical School and the UT School of Nursing, Seton Healthcare, and the Health Portfolio Director for the Michael and Susan Dell Foundation.** Discussions are underway with Austin Community College for health-related partnerships, including dual credit offerings to expand student interest, exploration and career options.

Competitive Preference Priority 2 – New or Revised Magnet Schools Projects and Strength of Evidence to Support Proposed Projects

IDEA Public Schools will carry out a new magnet schools project

IDEA Comprehensive Health Professions is a new and unique magnet school program. Not only is it a new magnet school but it also is a new open-enrollment public charter school that will be the first of its kind in IDEA Public Schools' portfolio of high-performing pre-K–12 schools.

IDEA Comprehensive Health Professions will have a **STEM focus at the Academy level**, which encompasses grades pre-K through 5. This will narrow to a more specific **health and allied health professions focus at the College Preparatory level**, which encompasses grades 6-12. **The curriculum for this comprehensive health professions magnet public charter school will draw from the success of other STEM schools in the IDEA public charter network**, along with research and consultation from successful health professions magnet schools in other public districts.

IDEA Public Schools relies on data-driven analysis and research to justify all interventions and curricular offerings at IDEA Comprehensive Health Professions and throughout the district. The two academic citations presented here are illustrative and not an exhaustive list of the research or evidence of promise that establishes a causal link between the critical inputs used to create IDEA Comprehensive Health Professions and the critical outputs presented in our logic model.

Citation 1:

Brown, R. S., & Choi, K. (2015). Measuring the causal effect of the National Math Science Initiative's College Readiness Program (CRESST Report 847). Los Angeles: University of California, Los Angeles, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).

Citation Outcomes: “Measuring the causal effect of the National Math and Science Initiative’s college readiness program” finds that, “NMSI students had **substantial and significant increases** in both AP test taking and qualifying scores earning for all students.” The study looked at AP test data from a total of 287 treatment schools (NMSI cohort schools) plus 10,097 non-treatment schools. In addition to increases in test taking and qualifying scores, significant effects for both over the baseline were found for female students and minority students when analyzed separately. The more conservative estimate of the treatment for all subgroups, all tests, and both outcomes (increased test-taking and qualifying scores), was .64 (Figure 11, Page 25), showing substantial positive causal impact.

Relevance to Proposed Project: One of the inputs IDEA believes is central to its students’ success is the opportunity to take relevant and challenging collegiate-level courses in high school. Not only is high school rigor a strong predictor of college success, especially for minority students¹⁶, but students who earn credit for college courses in high school may pay less tuition and have fewer course requirements than their non-Advanced Placement (AP)-enrolled peers. **Both the rigor and the credit, a.k.a. reduced tuition, will contribute to the likelihood of the racial, ethnic, and socioeconomic diversity of alumni from IDEA Comprehensive Health Professions finishing college with a health professions major in four years.**

Specifically, research proves that students who take and pass AP coursework are more likely to succeed in college than their non-AP peers.¹⁷ For that reason, IDEA Comprehensive Health

¹⁶ Additional information:

<http://www.edweek.org/ew/articles/2010/10/13/07readiness.h30.html>

¹⁷ Additional information: <http://collegeready.rice.edu/ap-and-college-readiness>

Professions will continue to partner with the National Math and Science Initiative (NMSI) to ensure all health professions students will take (and pass) no fewer than 11 AP exams throughout high school. This includes multiple courses in math and science such as AP Calculus, AP Chemistry, and AP Biology. The paper cited above, published in August 2015, confirmed the findings that NMSI's AP model will lead our students to more AP credits, and in turn, more success in college.

The second component of IDEA Comprehensive Health Professions that will lead to students' success in college and in life is the integrated learning environment that will stem from the plan to desegregate the school population. IDEA Public Schools has a long history of serving students in high-needs communities, and the combination of IDEA's reputation, the location of IDEA Comprehensive Health Professions, and IDEA's recruiting strategy will ensure that this critical population of minority and low-socioeconomic students is also present at the school.

Citation 2:

Bowman, A., & Stewart, D. (2014). Precollege Exposure to Racial/Ethnic Difference and First Year College Students' Racial Attitudes. Teachers College Record 116 (10) 1-20.

Citation Outcomes: Researchers Bowman and Stewart used a quantitative survey to examine, "attitudes, precollege environments, and other indicators," of 3,924 entering first-year college students at 28 colleges across the country. Included in the sample were approximately equal numbers of Asian American, Black, Hispanic, and White students. Structural equation modeling was conducted and found that, "exposure to racial/ethnic difference in student's precollege neighborhoods and schools predict high school interracial friendships, which in turn predict their complex racial attitudes and approach to the college experience."

Relevance to Proposed Project: The authors build off of a consistent body of research proving that pre-college exposure to race leads to positive mixed race experiences post-graduation by exploring whether and how the impact of college interracial interactions might vary depending upon students' precollege exposure to diversity. Independent of the type of outcome and type of precollege diversity measure, the relationship between college interracial interactions and college satisfaction, emotional well-being, and race-related perceptions were strongest among students who had greater precollege exposure to racial/ethnic diversity after controlling for covariates.

This suggests that students who have had more pre-college exposure to diversity have an easier time adjusting to—and actually enjoying-- diversity in college. What's further is that students who had more pre-college exposure to diversity, experience higher levels of college satisfaction and satisfaction with intrapersonal relationships. **IDEA Public Schools alumni who graduated from schools where the majority of students are Hispanic and low-income are currently graduating from college at six times the national average for their demographic.** From work with the external evaluators on IDEA's GEAR UP grant, evidence suggests that current offerings in traditional IDEA schools do not prepare students for the **social interactions** they will have at Tier I and Tier II colleges, which are among the most competitive institutions of higher education. Put simply, **graduates of IDEA's traditional schools have had relatively little exposure to White and affluent students, and this is a cause of stress and discomfort for minority students as they adjust to college.** The citation and research presented here suggest that the students of IDEA Comprehensive Health Professions will fare even better than traditional IDEA alumni in a diverse collegiate student body insofar as they will be more likely to adapt and integrate due to their pre-college exposure to diversity at this MSAP school.

The students analyzed in both studies were of various races and income levels, including significant numbers of Hispanic and African American students, much like the students of IDEA Public Schools. **The two citations provided here represent a larger body of research that connects Advanced Placement coursework with college success, and exposure to diversity with college satisfaction and emotional well-being. These constructs are foundational to the logic model behind IDEA Comprehensive Health Professions.**

Competitive Preference Priority 3 – Selection of Students

IDEA Public Schools will select students to attend magnet schools by lottery rather than through academic examination

Admissions. As is indicated in IDEA’s Voluntary Desegregation Plan (attached), IDEA Comprehensive Health Professions will accept a diverse group of students who have a strong interest in the health professions magnet theme. **Admissions to IDEA Comprehensive Health Professions are made available on an open-enrollment basis. An aggressive, multi-lingual/-modal outreach campaign to parents, students, and communities will be launched to expand IDEA’s reach and to build awareness of IDEA’s brand to the diverse populations sought for attendance at the school. No academic criteria, entrance examination, or performance auditions will be used to select students.** This is a critical strategy to ensure the school boosts diversity and reduces minority isolation. The approach also is consistent with IDEA’s mission of “college for *all* children.”

IDEA’s general **admissions process** is outlined here for the public to review on its website: <http://www.ideapublicschools.org/parents/admissions-and-enrollment-process>. New students and incoming siblings for the 2017-18 school year must complete a simple, one-page student application between October 1 and January 27 in the year prior to enrollment (example: October

1, 2016 – January 27, 2017 students can apply online

(<https://apply.ideapublicschools.org/index.html>), by phone, or in person.

Random lottery. Whenever IDEA Public Schools receives more applications than spots available, IDEA is required by state law to **randomly select students. This ensures that any student has an equal opportunity to attend, regardless of their background or previous academic performance.** A random lottery will be held the last Saturday in January to determine which students will fill spots available at each IDEA school.

Student selection. Students **randomly selected** through the lottery are encouraged to attend the Welcome to IDEA Event with their families to learn more about the school, and to meet teachers and fellow students. Students must then officially enroll at IDEA Public Schools through registration events held at convenient locations and times across the community. Students **not selected** in the lottery will be placed on a **wait list**. The applications of students on the wait list will remain on file the remainder of the following school year. The order of the wait list will be randomly determined. Students are then selected from the wait list if a spot becomes available at an IDEA school. Students **not selected** will need to reapply, again, between October 1 and the end of January as described above.

Competitive Preference Priority 4—Increasing Racial Integration and Socioeconomic Diversity

It's not uncommon to find public schools across the country with students isolated by race and income. Socioeconomic and racial segregation have significant independent effects that limit

educational opportunities for students, and they often occur in tandem.¹⁸ Both racial and socioeconomic integration are critical for closing achievement gaps.¹⁹ Howard (2015) provides instructive guidance that shows that racial and socioeconomic diversity in the classroom can provide students with a range of cognitive and social benefits. On average, students in socioeconomically and racially diverse schools—regardless of a student’s own economic status—have stronger academic outcomes than students in schools with concentrated poverty.²⁰ It shouldn’t be a surprise then that poor students at mixed-income racially diverse schools perform better than poor students at high-poverty schools.²¹ Decreasing socioeconomic and racial segregation to one-half the national average is associated with a ten-percentage-point increase in high school graduation rates.²² Additionally, attending a diverse school can help

¹⁸ Orfield, G., Kucsera, J., & Siegel-Hawley, G. (2012). E pluribus... separation: Deepening

¹⁹ Howard, T. C. (2015). Why race and culture matter in schools: Closing the achievement gap in America's classrooms. Teachers College Press.

²⁰ “Education and Socioeconomic Status Factsheet.” <http://www.apa.org/pi/ses/resources/publications/factsheet-education.aspx>. Accessed April, 8, 2017.

²¹ Harris, D. (2008). Educational outcomes of disadvantaged students: From desegregation to accountability. In H. F. Ladd & E. B. Fiske (Eds.), Handbook of research in education finance and policy (pp. 551–572). New York: Routledge.

²² Kahlenberg, Richard D. The Future of School Integration: Socioeconomic Diversity as an Education Reform Strategy. New York: Century Foundation Press, 2012. 10.

reduce racial bias and counter stereotypes.²³

IDEA will employ the following strategies to increase racial integration and socio economic diversity:

1. Create a specialty magnet schools focused on pre-K -12 Health Professions, beginning with a foundational STEM program in elementary school, with a goal of drawing a diverse racial and socioeconomic base of students.
2. Finalize selection of a school site in central Austin, TX that is near both lower- and upper-income neighborhoods on Austin's east and west sides respectively.
3. Conduct deliberate targeted recruitment of underrepresented student groups to maintain an ethnically and socioeconomically diverse student body by leveraging a broad range of community partners.
4. Engage families in activities that facilitate and promote community cohesion and celebrate diversity. This includes collecting demographic data of participants in the activities to ensure proportional participation by diverse groups within the school community.
5. Provide programming to the school community challenge stereotypes and their implicit biases toward people of different races and ethnicities.
6. Regularly monitor and adjust student groupings based on data to ensure that all students are appropriately supported and challenged.
7. Provide extra support or enrichment in different subjects, allowing teachers to meet

²³ Pettigrew, T. F., & Tropp, L. R. (2006). A meta-analytic test of intergroup contact theory. *Journal of personality and social psychology*, 90(5), 751.

different students' needs.

(a) Desegregation

(1) IDEA Public Schools will recruit students from different social, economic, ethnic, and racial backgrounds into the magnet school

Unpacking school segregation data

The nation's overall school enrollment is growing more racially and socioeconomically diverse and, at the same time, displaying deepening patterns of segregation. Two decades ago, roughly 33% of black and Latino students attending traditional public schools were enrolled in intensely segregated educational setting—schools where 90-100% of their fellow students were from minority racial backgrounds (Orfield, 2009). More recently, about 40% of black and Latino students were enrolled in similar settings (Orfield, 2009). Schools with high concentrations of poverty—a phenomenon that often overlaps with racial isolation—are also on the rise. The share of schools where at least three-quarters of students were eligible for free or reduced-price meals rose from 12 percent in 2000 to 17 percent in 2008 (Aud et al., 2011). Because segregated school environments continue to be linked to a variety of educational harms, including diminished academic achievement and depressed graduation rates (Linn & Welner, 2007; Orfield, Frankenberg & Garces, 2008), these trends profoundly impact educational opportunity and outcomes for fast-growing and historically disadvantaged groups of students.²⁴

Learning from institutional enrollment and segregation by race in magnet and charter schools

²⁴ Siegel-Hawley, Genevieve and Erica Frankenberg, "Reviving Magnet Schools: Strengthening a Successful Choice Option," Feb 2012, page 7.

In 2008-09, federal data from the National Center for Education Statistics indicated that more than 2.5 million students enrolled in magnet schools across the nation, up from just over two million students five years earlier. Magnet programs enrolled more than twice the number of students served by public schools, making magnets by far the largest sector of choice schools. Compared to traditional public schools, both public charter and magnet programs enrolled a larger share of black and Latino students. More than thirty percent of students attending magnet and public charter schools were black in 2008-09, compared to roughly 15 percent of students attending traditional public schools. Latino students made up a larger percentage of the magnet enrollment (29.0%) than either the public charter enrollment (25.4%) or the traditional public school enrollment (21.8%). On the other hand, public charter schools enrolled considerably higher shares of white students than magnet programs, though both choice sectors served a far smaller percentage of white students than traditional public schools.

Given the differences in aggregate racial composition, it follows that patterns of racial segregation in magnet and non-magnet schools also differ. Research consistently documents high levels of segregation for black and Latino students in traditional public schools. In 2008-09, federal data showed that 35% of black students and nearly 43% of Latino students enrolled in traditional public schools attend intensely segregated minority settings. Likewise, high levels of segregation for black and Latino students exist in magnet and public charter schools. In the same year, a full 70 percent of black public charter school students attended intensely segregated minority schools (where 90-100% of students are from minority racial backgrounds), compared to just 50 percent of black magnet school students. And though 35 percent of all public charter school students attended majority white public charter schools settings, just 10 percent of black

public charter students did the same.²⁵

Desegregation and redistribution of resources are required as Austin, TX mirrors national trends

A recently released report by a task force convened by Austin’s Mayor on Institutional Racism and Systemic Inequities describes how Austin’s dark history of racial segregation has tracked other communities. “Our history includes pivotal moments where we as a community chose segregation and inequitable distribution of resources and opportunities. In the earliest years, we had schools for Black students and schools for White students. Within a few years, we also established separate schools for the growing Hispanic/Latino population. Once divided Black/White, we were further divided into Black/Brown/White racial lines. In the last half century, we have informally, but in real numbers, maintained a de facto segregated reality because most school boundaries follow neighborhood lines and our neighborhood communities remain largely segregated. This time, Black and Hispanic/Latino students are grouped together, while most Whites are educated together. This way, Whites can be schooled as a majority, even in otherwise minority majority school districts.²⁶

The majority of school segregation today occurs between different school districts rather than

²⁵ Siegel-Hawley, Genevieve and Erica Frankenberg, “Reviving Magnet Schools: Strengthening a Successful Choice Option,” Feb 2012, pages 9-10.

²⁶ Mayor’s Task Force on Institutional Racism and Systemic Inequities Final Report, Austin TX: March 31, 2017, page 7, accessed at

<https://assets.documentcloud.org/documents/3535977/IRSI-Task-Force-Final-Report.pdf?redirect=true>

within a single district (Clotfelter, 2004; Reardon & Yun, 2005). Policies designed to bridge district boundary lines or school attendance zones thus become a critical component of efforts to reduce racial isolation. Magnet schools — indeed most schools of choice — are not limited by traditional school zones that usually encompass nearby neighborhoods. Some programs are also designed to attract students from multiple school districts. IDEA is uniquely positioned to pursue this approach since its charter from the Texas Education Agency allows students from multiple districts surrounding Austin to attend IDEA Comprehensive Health Professions. As such, school choice can provide important opportunities for lessening the segregating impact of attendance zone and district boundaries²⁷ and “[a]ttending heterogeneous schools leads to a greater ability to work with and understand people of backgrounds different than one’s own, and to more fully participate in a rapidly changing democratic society.”²⁸ Desegregation studies generally find that students in racially diverse schools will have positive attitudes and achieve social ties with students from other racial groups, provided that the right conditions exist.

Through the design and implementation of the proposed school, IDEA’s leaders seek to promote better outcomes for our students through racial and socioeconomic integration by “[c]onsciously seeking a socioeconomic mix by locating [the school in an] economically integrated neighborhoods, drawing students from multiple school districts...” IDEA’s proposal to open a health professions schools will reduce minority group isolation and improve

²⁷ Siegel-Hawley, Genevieve and Erica Frankenberg, “Reviving Magnet Schools: Strengthening a Successful Choice Option,” Feb 2012, page 15.

²⁸

socioeconomic diversity through the implementation of three specific deliberate strategies that directly address longstanding trends of school segregation in Austin and nationwide.

Well-designed outreach and recruitment activities reduce minority isolation

Effective outreach has also been shown to contribute to successful integration efforts. Frankenberg and Siegel-Hawley (2008) conclude that “[s]chools that outreach to prospective students were more likely to have experienced increasing integration over the last decade, while one-quarter of those without special outreach were one race schools.” They also found that non-competitive admissions policies and lower teacher turnover were associated with greater integration rates. Finally, they found that the existence of clear desegregation goals were a good indicator of whether a school would be integrated. The figures of these schools without desegregation plans were “considerably higher than those schools that do have desegregation – less than 3% of those are considered to be predominately of one race.”²⁹

While Texas regulations prohibit considering demographics in the selection of students, we can ensure our student recruitment strategies focus on communities in and around the school that are weighted toward our preferred demographic targets. In fact, racially-targeted outreach is

²⁹ Frankenberg, Erica; Siegel-Hawley, Genevieve; & Orfield, Gary. (2008). *The Forgotten Choice? Rethinking Magnet Schools in a Changing Landscape*. UCLA: The Civil Rights Project / Proyecto Derechos Civiles. Retrieved from: Frankenberg, Erica; Siegel-Hawley, Genevieve; & Orfield, Gary. (2008). *The Forgotten Choice? Rethinking Magnet Schools in a Changing Landscape*. UCLA: The Civil Rights Project / Proyecto Derechos Civiles. Retrieved from: <http://escholarship.org/uc/item/5p42n2np>

explicitly recognized by Justice Kennedy’s controlling opinion as a legal mechanism to enhance the racial diversity of all schools. Outreach to families, and communities, is an important component in providing all children equal access to magnet school opportunities (Wells & Crain, 1997; Fuller, Elmore & Orfield, 1996). Students cannot be selected for magnet schools if they do not know about them and submit applications by the relevant deadline. In addition, since information about schools is often passed through networks among parents (Holme, 2002), outreach to different sectors of the community can help ensure that a broad range of students know about the different magnet school opportunities a district may offer. In particular, more than 65% of schools with outreach described their programs as substantially integrated or experiencing increasing integration, by far the largest share of schools in that category. By contrast, one quarter of schools without some form of special outreach were considered largely one-race schools, which was much higher than the share of one-race schools (5%) that did outreach to attract students.

IDEA Public Schools will enhance its student recruitment strategy to ensure a diverse student body

IDEA will take deliberate and measured steps to recruit students from all ethnic and socioeconomic groups and will be especially mindful of its outreach to female students and students of color, especially students who are Hispanic and African American. All three groups are traditionally underrepresented in STEM and health courses and careers. As noted in IDEA’s Voluntary Desegregation Plan, attached:

IDEA Comprehensive Health Professions will also conduct outreach efforts and/or targeted marketing to encourage those not likely to participate in a STEM or Comprehensive Health Professions specialized academic program. For example, girls are under-represented in

STEM courses and may be less likely to participate due to a variety of social and academic factors. Therefore, IDEA will conduct targeted outreach to include girls, Hispanic, and African American students such as including females and students of color in print and media campaigns and in outreach and family awareness events.

IDEA Comprehensive Health Professions’ deliberate data-driven targeted recruitment activities. At IDEA Public Schools, student recruitment is a shared effort between campuses, the operations team, and IDEA’s headquarters staff. During the planning phase, the two school Principals will drive grassroots marketing efforts based on demographic data that are tailored to reaching Austin-area families in the available grade levels (ex: Year 1—pre-K, K, 1, and 6). Deliberate outreach efforts include door-to-door visits, visiting common gathering places like grocery stores, and working with local non-profit organizations to leverage community events. IDEA’s Regional Director of Operations will assist the new school leaders in developing and launching a comprehensive student recruitment strategy while the marketing team places ads, television and radio spots, and coordinates student recruitment events for launch and scaling campuses. The recruitment strategy will be carefully tailored to prioritize neighborhoods and community organizations of the target student demographic. For example, IDEA’s recruitment team will work with the Austin Area Urban League (whose Chief Executive Officer, Teddy McDaniel serves on the IDEA Austin Regional Board), a historical African American civil rights organization, to recruit both African American students and staff. Partnerships with the League of United Latin American Citizens (LULAC) and the Austin Hispanic Chamber of Commerce can provide similar recruitment opportunities. The following table provides specific strategies for each student demographic priority given Austin’s unique context: **Moreover, the recruitment team will review at least weekly the demographic data of applicants—collected at the point**

of application—to adjust recruitment strategies to better reflect the deliberate targeted mix of students.

Current IDEA Austin Demographic	Goal IDEA Health Professions Demographic	Recruitment Tactic	Rationale for Recruitment Tactic
4% African American	10% African American	Radio stations with larger African American listenership, social media, African American churches ads in flyers and in communities experiencing African American population growth in Austin. Key Partner: Austin Area Urban League.	Population of African Americans is decreasing in Austin’s central core as some of these families move north (to Pflugerville) and east (to Manor). Both communities are within IDEA charter attendance boundaries. Targeted recruiting for both students and staff will focus on these areas to increase African American representation.
0.9% Asian	5% Asian	Utilize Vietnamese, Chinese, and possible Burmese language recruitment materials. Place health professions flyers at Asian-led businesses. Key Partner:	There is a large Vietnamese population in north east Austin of recent immigrants: http://www.austintexas.gov/sites/default/files/files/Planning/asians_by_origin.pdf

		Austin Asian American Chamber of Commerce.	Asian-led businesses are growing rapidly in the northeast section of the city and serve predominantly Asian clientele in these neighborhoods: http://www.austintexas.gov/page/top-ten-demographic-trends-austin-texas
94% Hispanic	55% Hispanic	Recruitment at existing IDEA schools, recruitment at Latino/Hispanic businesses. Key Partners: LULAC, Hispanic Chamber of Commerce	Careful balance of time and energy and resources for this demographic given IDEA’s roots with this community in Austin and statewide. If needed ads and promotion on Spanish radio and television stations in Austin.
1.1% White	30% White	Recruitment in west Austin businesses with flyers and materials at churches and youth sports leagues. Align with Austin ISD magnet recruitment to make IDEA Comprehensive Health	IDEA’s representation of White students is low, limiting peer “windows.” This also will be a careful balance as not to “over-recruit” this new demographic.

		Professions an option for White families and students. Key Partners: White IDEA staff members.	
94% Low Income	60% Low Income	Recruitment in West Austin businesses with flyers and materials at churches and youth sports leagues. More low-income pre-K students (in smaller pre-K cohort) and higher upper-income Kinder students (for regular size K cohort). Key Partners: Private child care centers.	Because Texas subsidizes pre-K only for low-income families, IDEA would recruit cohort of pre-K students that is smaller and relatively lower income. The following year, the school would attract higher-income families for the Kinder year, which would result in a more mixed-income elementary school that would continue through the secondary program.

IDEA Public Schools will also apply promising practices of other magnet schools, including organizing and implementing student recruitment activities designed to create an ethnically and economically diverse student body. Example recruitment strategies include the following:

- **Community partners and local agency referrals:** IDEA will reach out to local agencies, such as the Urban League and LULAC mentioned above to promote the school

and to assist with targeted recruitment.

- **Magnet Open House:** This event will be open to the entire Austin-area community. Individual sessions will be held to answer questions that prospective magnet parents and students may have. RSVPs, disaggregated by demographic subgroups, will be managed to ensure progress toward priority targets.
- **Parent Magnet Awareness:** This event includes daily tours for parents upon request.
- **Magnet Outreach Program:** This program is designed to reach out to others outside of the school's immediate neighborhood. School leaders and IDEA staff will visit daycares, churches, pre-K programs, community centers, and other organizations as appropriate to inform the larger Austin community of the school's programs and structures.

IDEA Comprehensive Health Professions' Attendance Boundary. IDEA Comprehensive Health Professions has been informed by the research showing the benefits of racial and economic integration³⁰. In particular, the U. S. Department of Education's Office for Civil Rights' research stating that the academic achievement of students at racially isolated schools often lags behind their peers at more diverse schools are exactly the statistics IDEA intends to change. **IDEA is a lottery-based open enrollment charter school and is not limited to a defined neighborhood.**

School site selection strategy

IDEA Comprehensive Health Professions will be strategically located to attract a racially and economically diverse student body, avoid racial isolation, and meet community demand for IDEA schools. What's more, the school is open to students from a number of

³⁰ Guidance on the Voluntary Use of Race to Achieve Diversity and Avoid Racial Isolation in Elementary and Secondary Schools.

Austin-area school districts, including Austin, Pflugerville, Round Rock, Manor, and Del Valle. Students from these communities attending one of the six existing IDEA Austin schools along with similar students on the wait list are examples of geographically and demographically diverse support. In 2016, more than three students applied for every one available seat at IDEA Rundberg and at a faster rate than any new IDEA campus opened in 2015. IDEA Allan, the flagship campus in Austin, received approximately 2,000 applications) than any school in IDEA's Rio Grande Valley region. **As of April 1, 2017 IDEA Austin had a waiting list of 1,500 students and the number is expected to climb to more than 3,000 by June 1.**

According to research conducted by the Texas Tribune, at least 11,000 students are waiting for a high-quality public charter school seat to open in the city of Austin. Due to this city's hyper economic and racial segregation along the central I-35 corridor, IDEA seeks to locate IDEA Comprehensive Health Professions near this highway in order to draw an economically diverse student body—a strategy which is most likely to lead to racial diversity as well. ***This approach to diversity by design has also seen African American enrollment increase 113% in the past three years from 2.4% to 5.1% at IDEA's now six Austin schools.***

As outlined in the Needs section, pages 4-15, and as shown in the comparative³¹ table below, IDEA will design and implement a strategy for a diverse student population that is more closely aligned with State of Texas averages than with the city's traditional public school district. **The student population targets for IDEA's magnet school allow all students in the city of Austin a chance to attend a racially and socioeconomically diverse school. School is expected to be**

³¹ Source data for Austin ISD and State of Texas demographics: TX Academic Performance Report 2015-16

built in geographic area of the 78723 zip code, but is surrounded by and will primarily draw students from the following zip codes: 78752, 78754, 78753, 78659 and 78731.

	African	Asian	Hispanic	White	Low-
Austin ISD	7.8%	3.8%	58.8%	26.6%	57.4%
State of Texas	12.6%	4.0%	52.2%	28.5%	59.0%
IDEA Comprehensive	10%	5%	55%	30%	60%

IDEA Comprehensive Health Professions will work to serve students from mixed-income neighborhoods and will continue to recruit students from different social, economic, ethnic, and racial backgrounds in accordance with the Voluntary Desegregation Plan IDEA developed in 2016 and refined in 2017 (see Desegregation Plan Attachment), *which includes Diversity, Equity, and Inclusion strategies*. IDEA understands that school location is key to serving the broader range of diversity IDEA wishes to attract.

(2) IDEA’s plan will foster interaction among students of different social, economic, ethnic, and racial backgrounds in classroom activities, extracurricular activities, or other activities in the magnet school

IDEA’s Health Professions magnet school will challenge institutional racism in Austin and foster interaction among student of socioeconomic, ethnic, and racial backgrounds

In regard to institutional segregation in the Austin schools, the Austin Monitor³² reports, “Austin’s public school system is often described as a tale of two districts: one that is predominantly white and wealthier, and another that is mostly low-income students of color. The report found that racial and socioeconomic divide is grounded in historic institutional racism seen in many major educational decisions throughout the history of Austin’s public schools.” Based on this report, a review of the literature and evidenced based programming, we will address the four key areas listed below to mitigate institutional segregation where it is most visible and present a discussion of each.

- 1. launching a whole school model to increase access to quality educational programs;**
- 2. recruitment of students and faculty and staff that reflect a diverse student body;**
- 3. designing and implementing a culturally sustaining curriculum; and**
- 4. ongoing professional development will address cultural competency training for educators at all levels**

Launching a whole-school model to increase access to quality educational programs

IDEA Comprehensive Health Professions’ overall school design will be a preK-12 whole magnet focused on the health professions and is rooted in strong theory that supports desegregation. Whole school magnets are those that are dedicated to a singular academic focus (e.g. fine arts, science, and math) whereas a school-within-school is typically a magnet program

³² <https://www.austinmonitor.com/stories/2017/04/heres-austin-wants-solve-institutional-racism/>

located within a non-magnet public school. Frankenberg et al (2008)³³ guide that the most important factor to achieving integration goals is “whole magnet” schools and not schools within schools, like the other magnets in Austin. Additionally, their study highlights the data that indicate whole school magnets have been found to be more diverse than school-within-a-school magnets. Given our commitment to establishing and maintain a diverse student body, we will collect data from school community events, extracurricular activities, etc. to ensure that—even though we have a whole school design—activities have proportionate and integrated representation. This means presenting classroom and extracurricular activities to students using methods that are accessible to all students, and setting participation targets with an equitable distribution across student subgroups. For example, IDEA Health Professions school leaders will ensure that comparable numbers of boys and girls participate in coding class, and that Hispanic and white students have similar levels of engagement in after-school clubs and sports. To support this strategy, the IDEA Comprehensive Health Professions evaluation will collect both quantitative and qualitative data – disaggregated by socioeconomics, race, and gender – about the participation of students in classroom and extracurricular activities. This will include formative evaluation reports to the support the school’s team making in-the-field adjustments to improve equitable participation and ultimately increase the level of interaction among students of different backgrounds in programming.

³³ Frankenberg, Erica and Genevieve Siegel-Hawley. “The Forgotten Choice? Rethinking Magnet Schools in a Changing Landscape,” November 2008.

Overall plan for the recruitment of students and teachers that reflect a diverse student body

IDEA is committed to diversity, equity, and inclusion. Our vision is to equip IDEA Public Schools with the diversity, equity and inclusion knowledge, skills, beliefs, values and systems necessary to achieve its mission and vision at scale, ensuring that this equity-seeking institution is equitable. Our intent is simultaneously ambitious and simple: to achieve social justice. IDEA does this directly and indirectly by:

- **DEMOCRATIZING COLLEGE:** Building a school system that achieves college access, persistence and completion results for low-income students of color equal to or greater than those of high-income students;
- **PUSHING WHAT IS POSSIBLE:** Achieving these results then pushes the prevailing ideology about what is possible for low-income students, allowing IDEA’s staff to share best practices, and positively influence more low-income students in doing so; and
- **LEVERAGING TALENT:** Creating a great place to work that harnesses leadership that achieves student outcomes.

While results matter greatly in achieving impact, in pursuing social justice *how* IDEA achieves results also matters greatly. What good is it winning a championship if winning comes at the expense of our sportsmanship? With this in mind, achieving IDEA’s mission and vision will require staff to both understand and live into achieving results as well as how we achieve results. IDEA cannot set out to achieve social justice if the organization either (1) occupies social injustice and/or (2) does nothing about it. The outputs of this strategic direction intend to:

- Support students in mastering the skills necessary for the social-rigors of college. This includes personal identity, social identity groups, emotional intelligence, values-based decision making & leadership, college identity, cultural competence.
- Support leaders in mastering the skills necessary to (1) lead from and achieve social justice, while (2) supporting students in mastering the skills necessary for the social rigors of college.
- Create an organization that is a **model of democracy, fairness, diversity, equity, and inclusion, illuminated to us by data.**

As a first step to actualize this vision, intent, and strategic direction, the IDEA

Comprehensive Health Professions’ design team has developed a diversity, equity, and inclusion framework utilizing the definitions listed below.

- **Diversity** – Affirming difference among all peoples and perspectives among the school community
- **Equity** – Fairness in access to resources, treatment by others and opportunities for the future.
- **Inclusion** – An environment of respect, involvement, and connection among individuals where difference are harnessed to create more value for both the individual and the community

One of the tools we use to help these definitions come to life for future teachers and classmates is using the phraseology “that prioritize mirrors and windows” in the school community. This means **mirrors** are people (teachers and classmates), as well as educational content and pedagogy that reflect a student’s culture and reality and help her understand herself.

Windows are also people, content, and pedagogical approaches that offer a student a view into

someone else’s experience. IDEA Comprehensive Health Professions will have both mirrors and windows in all aspects of the school. Facilitating this culture within the school community is supported by the research that Cobb and her team of researchers completed regarding the benefits of magnet schools versus non-magnet schools. In addition to increased academic performance, they also found socio-emotional benefits, including:

- stronger peer support for academic achievement;
- more encouragement and support for college attainment;
- greater classroom attendance; and
- closer friendships between minority students and white students.

IDEA commits to recruit and hire a diverse representative faculty and staff. IDEA designed the following strategies for the recruitment of a diverse high quality faculty and staff. See the chart below for a list of recruitment and cultivation strategies and measures of recruitment strategies.

IDEA Public Schools Recruitment & Selection Strategies

Assessing Recruitment Landscape Strategies
<ul style="list-style-type: none"> • Identify potential partnerships with university and professional organizations that serve • Learn more about the experience of minority students by attending events on local • Identify and meet with faculty members that are advisors/gatekeepers for marginalized

- Collaborate with organizations/bridge programs that support students from low income

Outreach & Prospect Cultivation Strategies

- Target outreach to university student organizations or professional organizations that
- Develop targeted recruitment campaigns at HBCUs to increase brand awareness and
- Prioritize building relationships with prospects of color beyond 1:1 meeting, what drives
- Utilize marketing resources that are most in alignment with equity, respect for

Additionally, IDEA will act on recommendations from the Mayor’s Task Force on Institutional Racism and Systemic Equities such as: hiring teachers and faculty of color in cohorts or clusters – creating a climate of inclusion, and offering stipends, loan forgiveness, and grants as incentives specifically targeting teachers and faculty of color. Additionally, we will leverage the City of Austin’s efforts to facilitate citywide gatherings to bring people of color in education together across district and college/universities lines and set up information sessions to promote the school and employment opportunities.

Recruiting a diverse student body. While state regulations prohibit us from considering demographics as an admission criteria, we have put measures in place ensure our student recruitment strategies focus on communities in and around the school that are weighted toward

our preferred student demographic targets. For a detailed discussion of data-driven targeted student recruitment, see page 38. Additionally, IDEA is committed to weekly progress monitoring of student applications during the recruitment process we seek to ensure we're tracking toward recruitment targets.

Designing and instituting a culturally sustainable core curriculum to promote cultural competence

At IDEA, we are working to ensure that all students in pre-K-12 have opportunities to engage in curriculum daily that is culturally sustaining. Currently, we are reviewing the core curriculum to identify opportunities to integrate more culturally sustaining pedagogy, meaning that our pedagogies be “more than responsive of or relevant to the cultural experiences and practices of young people—it requires that they support young people in sustaining the cultural and linguistic competence of their communities while simultaneously offering access to dominant cultural competence.”³⁴. Therefore, IDEA is modifying its core curriculum so that all students, pre-K - 12, will have culturally sustaining pedagogy daily. Specific examples of our curricular shifts are:

- A. IDEA’s course New Road To & Through College 2 for sophomore students will be dedicated to social justice and service learning. This course includes lessons devoted to (1) educational inequity, (2) the systematized oppression of low-income and people of color in the United States, (3) social identity groups, (4) emotional intelligence, and (5) diversity and inclusion competency.

³⁴ Paris, Django. “Culturally Sustaining Pedagogy: A Needed Change in Stance, Terminology, and Practice.” Queensland University of Tech on April 23, 2012

- B. to The IDEA program team will audit and refine the teaching of (1) Slavery, (2) The Civil Rights Movement, (3) The Women’s Movement, (4) The Chicano Movement, (5) The LGBTQA Movement, and (6) The Education Reform Movement.
- C. One of the IDEA Austin high schools will be piloting an Ethnic Studies course at one of our Austin high schools, in partnership Stanford University.
- D. The IDEA program team also will codify the approach to teaching important historical events, differentiated among elementary, middle and high schools, we are adding a focus on (1) 16 de Septiembre, (2) National Coming Out Day, (3) MLK Day, (4) Black History Month (5) Cinco De May, and (6) Proof Point Day (during which first-generation college students receive recognition).
- E. IDEA will host an annual, regional/district-wide Social Justice Fair in which all students conduct research, write a report, and develop a presentation to share with stakeholders for the chance to win scholarship money.
- F. The approach to character development at IDEA Public Schools will be refined and systematized.
- G. Hispanic/Latino and black music, voice, dance and the arts will be better integrated into the IDEA system-wide pre-K-12 schedule.
- H. In keeping with the Mayor’s task force recommendations, we are planning an elementary unit of study for all students, that teaches students about Austin’s history of inequity.

IDEA deploys a cutting-edge educational model that moves students from a high-intensity teacher-led instruction to a student-driven program, while enhancing the individualization of instruction with technology-assisted learning. IDEA seeks to remove the

barriers to the achievement by understanding and holding high expectations for all students. IDEA's philosophy is to **design** a tight, replicable pre-K-12 program model, getting students on-grade level in order to lead them to **college preparedness and graduation**. Beginning schools with **pre-K leads students to higher academic readiness and success** in the upper grades. As IDEA expands, it will continue to prioritize the most **academically at-risk students** (those at risk of failing due to one or more socioeconomic barriers). This approach ensures that *every* child receives individualized instruction that prepares them academically for IDEA's rigorous secondary-level college-preparatory environment where 100% of IDEA students have been accepted to a college or university every year for ten consecutive years. **Unlike most traditional public schools that have multiple tracks for students—college preparatory, career readiness, general education, etc., IDEA has only one track for all students—college.** All regular core curriculum and specialized magnet program coursework, all educational and extracurricular activities, and all other offered opportunities will be open to **all students**, as appropriate to their age, **regardless of socioeconomic background, home language, or ability**. No attempt will be made to separate or segregate students based on any classification other than to meet their individualized academic needs. Students will regularly interact in small- and large-group settings, by grade level, and for whole-school activities.

Ongoing professional development will address cultural competency training for educators at all levels

At IDEA, we know that cultural competence is the key to thriving in culturally diverse classrooms and schools. The National Education Association³⁵, guides, "Cultural competence is

³⁵ <http://www.nea.org/tools/30402.htm>

the ability to successfully teach students who come from a culture or cultures other than our own. It entails developing certain personal and interpersonal awareness and sensitivities, understanding certain bodies of cultural knowledge, and mastering a set of skills that, taken together, underlie effective cross-cultural teaching and culturally responsive teaching. Cultural competence doesn't occur as a result of a single day of training, or reading a book, or taking a course. Educators become culturally competent over time, but researchers suggest some places to start.” According to researchers at Brown University³⁶, culturally responsive teaching is characterized by: communicating high expectations, learning within the context of culture, culturally-responsive curriculum, teachers as facilitators, student-centered instruction, and developing a positive perspectives on parents and families.

According to research by the UCLA Civil Rights Project about diversity in magnet schools, there is a correlation between diverse student bodies and the level of race relations training³⁷. Leading from a place of social justice, diversity, equity and inclusion starts with leaders, and it starts with learning. IDEA Comprehensive Health Professions will offer professional development opportunities that support this learning.

A. Design and pilot our first Diversity, Equity, and Inclusion (DEI) professional development series for leaders, e.g. “Leadership for Social Justice at IDEA Public Schools.” The tenets of

³⁶ Ladson-Billings, G. (1994). *The dreamkeepers*. San Francisco: Jossey-Bass Publishing Co.

³⁷ Frankenberg, Erica; Siegel-Hawley, Genevieve; & Orfield, Gary. (2008). *The Forgotten Choice? Rethinking Magnet Schools in a Changing Landscape*. UCLA: The Civil Rights Project / Proyecto Derechos Civiles. Retrieved from:
<http://escholarship.org/uc/item/5p42n2np>

this learning will include: individual identity, social identity groups, emotional intelligence, history of oppressed peoples in the United States, social justice judgment calls, and leading and managing across lines of difference.

- B. Confirm a canon of diversity, equity, and inclusion literature with facilitation guides that schools and departments can use with their teams.
- C. Host an opt-in book study: *The Art of Critical Pedagogy* by Jeff Duncan-Andrade (Fall, 2016), *Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools* by Glenn E. Singleton (Spring, 2017), *Dreamkeepers* by Gloria Ladson-Billings (Summer, 2017).
- D. Engage DEI School, Regional & Departmental Councils, creating a space for our community to discuss issues that facilitate awareness. This will also provide a forum for real-time issues related to race, class and privilege as well as reflect and examine practices throughout our organization related to DEI.
- E. Facilitate conversations about race, class, privilege, diversity, inequity, exclusion and oppression as one, simple tactic that fosters learning throughout the organization.

(3) IDEA Public Schools will ensure equal access and treatment for eligible project participants who have been traditionally underrepresented in courses or activities offered as part of the magnet school, e.g., women and girls in STEM courses, and disabled students

IDEA Comprehensive Health Professions is a key lever for **improving access for traditionally underrepresented groups** to a rigorous education and health professions by a) offering STEM programming in elementary grades and health professions school models in secondary grades to increase the representation of people of color in health professions; and b)

providing a college preparatory program to all students, regardless of their socioeconomic background or previous academic experience.

According to the US Department of Health and Human Services most Texas counties have a health professional shortage.³⁸ Compounding the issue is a widely documented lack of diversity among health professionals. In Austin’s Travis County, 74% of physicians are white, 13% are Asian, and only 2.2% are African American and 10% are Hispanic. It is necessary, then, to foster an interest in the comprehensive health professions from a young age and to encourage students’, especially students of color. Students who are introduced to health education in K-12 education will have a greater likelihood to pursue any number of health-related career fields in their post-secondary experience. IDEA will provide this introduction to traditionally underrepresented students, especially the majority of students at IDEA Comprehensive Health Professions who will be Hispanic and African American.

This is consistent with IDEA’s mission of preparing all students from underserved communities for success in college and citizenship. IDEA is committed to developing students with the academic, social, and leadership characteristics needed to apply, matriculate, and succeed in a four-year college or university. *All* students include and especially means students with disabilities, English Learners, students of color, and students from low-income backgrounds.

Specific strategies to improve access to college by IDEA students, who have been traditionally underserved, are grounded in IDEA’s Core Values, the foundation of every aspect of IDEA’s programs and how its learning communities operate. The Core Values are based on

³⁸ <http://tcdd.texas.gov/interactive-map-shows-shortage-of-doctors-in-rural-texas/>

the belief that **closing the achievement gap and ensuring college success is the best way to help our students succeed in life, contribute to their communities, and overcome obstacles they face.** Achieving this requires the following beliefs and behaviors:

1. **NO EXCUSES:** We control our destiny. What we do during the day matters more than poverty, parent education level, or other external factors.
2. **WHATEVER IT TAKES:** Through continuous improvement we achieve ambitious results. The most successful at IDEA seek feedback, pour over data, identify root causes, and implement solutions.
3. **100% EVERY DAY:** Our mission and goals apply to 100% of our students 100% of the time. Creating opportunities that didn't exist isn't easy and it requires that people give their best every day.
4. **SWEATING THE SMALL STUFF:** The difference between excellence and mediocrity lies in paying attention and caring about the countless details that go into effective execution.
5. **TEAM AND FAMILY:** As the source of strength for our organization, we are committed to attracting and developing high caliber people.

In accordance with these Core Values, IDEA Public Schools has a longstanding commitment to educational excellence and equitable access. All educational programs are open to all students. All district buildings are accessible to individuals with physical disabilities. Students requiring special education, bilingual, or English as a second language (ESL) services are provided with individual educational plans and are served in the least-restrictive settings, including the regular classroom whenever possible.

Diverse learners: students with disabilities. IDEA offers a robust special education program that serves pre-K – 12 students in developmentally appropriate and inclusive

instructional groups in accordance with their Individual Education Plans (IEPs). This often means Direct Instruction math and reading groups for pre-K - 2, individualized Critical Student Intervention supports in math and reading for students in grades 3-7, and core content support for students in grades 8-12 during an individualized instruction/ACT test preparation period known as Catalyst. In addition, IDEA high schools offer a Content Mastery period for students needing additional support to pass End-of-Course exams as a graduation requirement. The majority of IDEA schools offer life skills classes, and IDEA has also seen an increase in the past few years of autistic, emotionally disturbed, and intellectually disabled students (See Appendix I.5 for examples of programming for this student group). Overall, 4.8% of IDEA students are served by Special Education programs, but ***IDEA dedicates 6.8% of its teaching force to ensure these students' Individual Education Plans (IEPs) are met and that all students are served in the least-restrictive educational environment.*** Some IDEA schools serve Special Education populations that are higher than the state average of 8.6% (IDEA Allan College Prep: 10.5% and IDEA South Flores College Prep: 9.1%). During the last three years, IDEA's Special Education population has grown by 230% as the overall student population has grown by 133%—proof that word is spreading about IDEA's program. When opening IDEA Comprehensive Health Professions, school leaders and teachers will work with families to ensure they have information about available special populations program, which generally leads to an increase in program enrollment. IDEA works to help students build reading and math levels through the differentiated Direct Instruction (DI) curriculum in grades PK-2. Oftentimes, this level of early support for new Kindergarten students leads to some students being exited from Special Education by third grade, thereby lowering IDEA's overall Special Education population.

Cultural and Language Diversity: English Learners (EL). The proportion of IDEA

students served by ELL programs (34.9% in 2015-16) is 16.4 percentage points, or 89%, higher than the percent of ELL students statewide (18.5%). IDEA serves a greater percentage of ELL students than the region of Austin (11.4%).

The following graphic compares the various populations and subgroups of students at IDEA as a whole, the Education Service Center (ESC) Regions IDEA serves, (Regions 1, 13, and 20—3 of 20 such ESCs in the state of Texas, each serving dozens of districts within its region), all Texas public charter schools, and the entire state of Texas including public charters.

Evidence of Diverse Populations Served³⁹

INDICATOR (2015 DATA)	IDEA	All TX Charters	State of TX	RGV Reg. 1	Austin Reg. 13	San Antonio Reg. 20
% Low-income	86.1	69.1	58.8	83.7	47.3	62.1
% English-lang. Learners	34.9	21.7	18.2	36.6	16.0	11.4
% Special Education	4.7	6.5	8.5	8.1	9.7	9.5
% African American	2.6	20.1	12.6	0.3	7.0	6.1
% Hispanic	93.6	57.8	52.0	97.5	46.9	71.1
% White	2.6	15.6	28.9	1.6	38.6	18.7

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

Materials used with students, families, or as part of professional development activities are examined to ensure fairness and appropriateness for diverse audiences in terms of ethnic/cultural

³⁹ Sources: 2015-16 Texas Academic Performance Report (IDEA Public Schools) and Texas Education Agency 2015 Snapshot (all other columns).

and socioeconomic backgrounds, sex, disabling conditions, language minority status, age, etc. The district translates every document that is sent home to parents and guardians into Spanish for its students and families. These range from the Principals' weekly newsletters to three annual issues of Impact magazine⁴⁰ which are mailed to all IDEA families. In addition, all enrollment and informational documents are also produced in English and in Spanish.

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

(4) The effectiveness of all other desegregation strategies proposed by IDEA Public Schools for the elimination, reduction, or prevention of minority group isolation in elementary schools and secondary schools with substantial proportions of minority students

Commitment to Third-Party Evaluation of Desegregation Efforts

For this Magnet Schools Assistance Program initiative, IDEA has engaged Copia Consulting LLC to conduct a thorough project qualitative and quantitative evaluation, which includes the following three research questions (from a total group of ten, see the others on page 133)

⁴⁰ See an example in English here:

https://issuu.com/ideapublicschools/docs/impact_v16final_English

specifically designed to evaluate the effectiveness of IDEA’s desegregation strategies:

1. What key challenges did the project staff face in implementing the program? How did these challenges differ by target population (e.g., teachers, students, parents) and sub-groups (e.g., race/ethnicity/language sub-groups)? How were these addressed over the course of the program?
2. How did student demographics and achievement compare to Austin ISD’s reported results? Copia will also evaluate the degree to which the goal of reducing minority group isolation and its related two objectives were achieved:
 - a. Increase the representation of students who are low-income and of color in magnet programs compared to Austin ISD magnets; and
 - b. Reduce minority group isolation of students at IDEA Public Schools in Austin
3. How did students from varying demographic groups hear about the school and how can IDEA further refine student recruitment activities to move closer to the target student demographic makeup?

Please see Section E for more detail on Copia Consulting and their carefully designed evaluation plan and how it will influence/inform other policy and operational considerations at IDEA Public Schools as an organization and specifically at IDEA Comprehensive Health Professions.

Voluntary desegregation policy and related systems

As Damon Williams (2013) describes in his book “Strategic Diversity Leadership,” institutional racism is addressed by continually analyzing our institutional systems. All individuals in a system must work together to prioritize and sustain racial equity. Such projects endure over time when senior leadership “[contributes] to the process by creating a broad institutional vision, redirecting resources to implement that vision and requiring plan

development and accountability from individuals at multiple levels. [Only they] can focus attention and prioritize diversity in a manner sufficient enough for institutional changes to be deep, pervasive and ultimately transformative."⁴¹

An explicit policy might include the presence of diversity goals, whereby a magnet program maintains a conscious directive to promote diversity. More indirect policies center on the ability to access school choice, which can be curtailed by a number of factors. Awareness of choice options, for example, is critical and may require special outreach to communities that lack access to mainstream social and informational networks⁴².

This theory has significantly influenced the development of IDEA's Voluntary Desegregation Plan. For example, IDEA's CEO, Superintendent, Fiduciary, and Regional Advisory Board members have not only reviewed and approved the plan, but also dedicated resources to open the school. What's more, the recruitment strategy is intentional about ensuring that information about the school is distributed to the priority demographic groups, including by partnering with community-based organizations that represent and serve the students and families.

The role of teachers

⁴¹ Mayor's Task Force on Institutional Racism and Systemic Inequities Final Report, Austin TX: March 31, 2017, page 14, accessed at

<https://assets.documentcloud.org/documents/3535977/IRSI-Task-Force-Final-Report.pdf?redirect=true>

⁴² Siegel-Hawley, Genevieve and Erica Frankenberg, "Reviving Magnet Schools: Strengthening a Successful Choice Option," Feb 2012

Both the racial composition of faculty members and the training of teachers for diverse schools have been important elements of fully desegregating schools and ensuring that diverse schools are able to effectively educate students from all backgrounds. Having a racially diverse staff is important for students of all backgrounds.⁴³ Today in Austin, the schools are visibly segregated with the notable difference being that in the days of formal segregation we had more non-White teachers serving non-White students.”⁴⁴ “This is evident in the mismatch of teacher demographics to the diversity of student populations in Austin schools. The best data available on teacher demographics for the region indicates that our K-12 Hispanic/Latino students comprise 47% of our student population, yet only 20% of teachers in the region are Hispanic/Latino, compared to White students who only comprise 37% of our student population in Central Texas, with an overwhelming 73% of all teachers in the K-12 system in the region who are White.”⁴⁵ This lack of staff diversity in our schools creates a cultural "mismatch"

⁴³ Metz, M. H. (2003). *Different by design: The context and character of three magnet schools*. Teachers College Press.

⁴⁴ Mayor’s Task Force on Institutional Racism and Systemic Inequities Final Report, Austin TX: March 31, 2017, page 7, accessed at

<https://assets.documentcloud.org/documents/3535977/IRSI-Task-Force-Final-Report.pdf?redirect=true>

⁴⁵ Mayor’s Task Force on Institutional Racism and Systemic Inequities Final Report, Austin TX: March 31, 2017, page 7, accessed at

<https://assets.documentcloud.org/documents/3535977/IRSI-Task-Force-Final-Report.pdf?redirect=true>

between teachers and students. Gay, 1993; Gregory, Skiba, & Noguera, 2010; Ladson-Billings, 1995 indicate that this "mismatch" is detrimental to students of color.⁴⁶ Part of the cultural mismatch is also aspirational: how welcoming the environment at the school is to diversity, how safe and nurturing it is for students of color to grow and thrive as students, and who they see in positions of authority and responsibility in their school or college/university?

IDEA's strategies to build a diverse staff

Research presented by Frederick Hess and David Leal (1997) indicates that the percentage of minority faculty has a significant positive relationship with overall college matriculation rates in urban school districts across the nation. IDEA strives to have the diversity of its school leadership and teaching staff reflect the diversity of its student population and local communities. To this end, IDEA has recruited and trained a body of principals who are 59% Hispanic and 12% African American. Principal in Residence (PIR) cohorts from the past five years have also been growing increasingly diverse (recruiting more people of color) each year as IDEA expands its model—from 43% PIRs of color in 2012-13 to 74% in 2016-17. Lastly, IDEA's teaching staff is 79% Hispanic, 15% white, 5% African American, and 1% Asian.

IDEA Comprehensive Health Professions will pilot and iterate the following strategies with the aim of establishing a productive set of incentives to recruit and hire a representative faculty and staff:

⁴⁶ Mayor's Task Force on Institutional Racism and Systemic Inequities Final Report, Austin TX: March 31, 2017, page 8, accessed at

<https://assets.documentcloud.org/documents/3535977/IRSI-Task-Force-Final-Report.pdf?redirect=true>

1. Hiring teachers and faculty of color in cohorts or clusters – creating a climate of inclusion.
2. Leverage the City of Austin’s efforts (as described in the Task Force Report on Institutional Racism and Systemic Inequities) to facilitate citywide gatherings to bring people of color in education together across district and college/universities
3. Offering stipends, loan forgiveness, and grants as incentives specifically targeting teachers and faculty of color.

Teacher retention

While training is important, the stability of teachers, particularly after schools invest in further development for these teachers, is also important for magnet and non-magnet schools alike. This may be even more significant for magnet schools with a particular educational theme, which, in combination with any training teachers may receive about race relations and teaching children of poverty, means that these teachers may be more difficult to replace. Lower rates of turnover are associated with more extensive integration of magnet schools, while higher rates of teacher turnover are found in magnet schools with decreasing integration levels and racial isolation. IDEA teacher retention is improving every year and reached 85% in 2015-16. The fact that low teacher turnover is correlated with high levels of student integration, along with IDEA’s improving teacher retention is a positive trend to meet the academic and diversity objectives of IDEA’s first magnet school.

Partnering with local institutions of high education

Several benefits have been identified for pursuing magnet school-higher education partnerships⁴⁷. Research indicates that these partnerships often provide access to additional

⁴⁷ Integrated Magnet Schools: Outcomes and Best Practices, Institute of Metropolitan Opportunity at University of Minnesota Law School, December 2013. Page 30

resources to use in addressing their critical needs and specialized content. When combined with AP courses, dual credit coursework expands health-related fields of study that students may explore thus increasing interest and access. Dual-enrollment programs have been linked to a higher high school graduation rates and increase the likelihood that students will enroll in an institution of higher education. Dual-enrollment classes often save students money on tuition upon matriculation to college. Additionally, the partnership with the institution of higher education provides a smoother transition between high school and college and provides first-hand exposure to college-level work while still in high school. As described in the response to Competitive Preference Priority 1, IDEA is pursuing partnerships with Austin Community College and UT Austin for health-related partnerships, including dual credit offerings to expand student interest, exploration, and career options.

(b) Quality of Project Design

(1) IDEA Comprehensive Health Professions will improve student academic achievement for all students attending the magnet school program and will increase student academic achievement in the program offered

Across its network, IDEA serves a high-need student population in disadvantaged communities where the student success data is grim. Six-year college graduation rates are tragically low for students who are low-income in the regions that IDEA serves—the Rio Grande Valley (17%), San Antonio (11%), and Austin (6%).⁴⁸ For 16 years and 11 graduating classes, IDEA has been changing this storyline for low-income, minority students across South and Central Texas. **With the establishment of IDEA Comprehensive Health Professions, IDEA**

⁴⁸ <https://www.texastribune.org/education/public-education/8th-grade-cohorts/>

has the opportunity to bring its model to all students interested in a high-quality STEM and Health Professions education, from pre-K through 12th grade.

The IDEA Comprehensive Health Professions School will:

1. Reduce minority group isolation

- a. Increase the representation of students who are low-income and of color in magnet programs; and
- b. Reduce minority group isolation of students at IDEA Public Schools in Austin.

Magnet	Total	African	Asian	Hispanic	White	Low-
Fulmore MS	367	2.7%	1.9%	52.0%	36.8%	39.2%
Kealing MS	809	1.1%	14.8%	17.8%	59.7%	8.0%
LASA HS	1,002	1.7%	17.4%	21.4%	55.4%	11.9%
McCallum HS	477	5.5%	3.1%	22.2%	63.9%	13.6%
Austin ISD		8.0%	3.7%	59.5%	25.9%	59.9%
State of Texas		12.6%	3.9%	52.0%	28.9%	58.8%
IDEA Austin		4.0%	0.9%	94.0%	1.1%	94.0%
<i>IDEA Comprehensive</i>		<i>10%</i>	<i>5%</i>	<i>55%</i>	<i>30%</i>	<i>60%</i>

2. Increase academic achievement in Reading/Language Arts

- a. Each year of the funding period, at least 90% of pre-K-2nd grade students will end the year on or above grade level in Reading/Language as measured by their individual progress through the Direct Instruction curriculum;

- b. Reading achievement targets (Level II = Passing, Level III = Commended) for students by grade level⁴⁹ during the project period are as follows:

Achievement Level	Year 1	Year 2	Year 3	Year 4	Year 5
Grade 3, Level II	NA	90%	90%	90%	90%
Grade 3, Level III	NA	25%	30%	30%	30%
Grade 4, Level II	NA	NA	90%	90%	90%
Grade 4, Level III	NA	NA	25%	30%	30%
Grade 5, Level II	NA	NA	NA	90%	90%
Grade 5, Level III	NA	NA	NA	25%	30%
Grade 6, Level II	90%	90%	90%	90%	90%
Grade 6, Level III	25%	30%	30%	30%	30%
Grade 7, Level II	NA	90%	90%	90%	90%
Grade 7, Level III	NA	25%	30%	30%	30%
Grade 8, Level II	NA	NA	90%	90%	90%
Grade 8, Level III	NA	NA	25%	30%	30%
English I, EOC	NA	NA	NA	90%	90%
English II, EOC	NA	NA	NA	90%	90%

3. Increase academic achievement in Mathematics

- a. Each year of the funding period, at least 90% of pre-K-2nd grade students will end the year on or above grade level in Math as measured by their individual progress through the Direct Instruction curriculum;

⁴⁹ IDEA will open with students in grades K, 1, 2, and 6 and will add a grade each year until full pre-K -12 enrollment is reached.

- b. Mathematics achievement targets for students by grade level during the project period are as follows:

Achievement Level	Year 1	Year 2	Year 3	Year 4	Year 5
Grade 3, Level II	NA	90%	90%	90%	90%
Grade 3, Level III	NA	25%	30%	30%	30%
Grade 4, Level II	NA	NA	90%	90%	90%
Grade 4, Level III	NA	NA	25%	30%	30%
Grade 5, Level II	NA	NA	NA	90%	90%
Grade 5, Level III	NA	NA	NA	25%	30%
Grade 6, Level II	90%	90%	90%	90%	90%
Grade 6, Level III	25%	30%	30%	30%	30%
Grade 7, Level II	NA	90%	90%	90%	90%
Grade 7, Level III	NA	25%	30%	30%	30%
Grade 8, Level II	NA	NA	90%	90%	90%
Grade 8, Level III	NA	NA	25%	30%	30%
Algebra I, EOC	NA	NA	NA	90%	90%

4. Increase academic achievement in Science

- a. For students by grade level during the project period are as follows:

Achievement Level	Year 1	Year 2	Year 3	Year 4	Year 5
Grade 5, Level II	NA	NA	NA	90%	90%
Grade 5, Level III	NA	NA	NA	25%	30%
Grade 8, Level II	NA	NA	90%	90%	90%
Grade 8, Level III	NA	NA	25%	30%	30%

Achievement Level	Year 1	Year 2	Year 3	Year 4	Year 5
Biology, EOC	NA	NA	NA	90%	90%

5. Increase the capacity and retention of core curriculum and comprehensive health professions teachers

- a. Each year of the project period, at least 95% of all teachers will achieve proficiency in at least five priority rows in the Guidepost for Excellent Teaching (GET) Rubric (see Other Attachments); and
- b. IDEA Comprehensive Health Professions will achieve the annual staff retention goal of 85%.

The **district logic model** below depicts how the input components will ensure that IDEA meets its overall goals of the health professions campus, specifically that it will be able to 1) Achieve College-Ready Student Results as measured by student growth, student achievement and college matriculation and success; 2) Build a Strong and Sustainable Organization, evaluated by indicators such as teacher retention, organizational health measurement, average daily attendance and student persistence; and 3) Achieve the Mission at Scale by growing schools and increasing the number of high-quality seats for low-income students.

IDEA has long proven its model works with low-income minority students and holds as one of its long-term goals that IDEA Alumni return from top-tier universities to become leaders in their communities.

With this MSAP-funded specialty school, IDEA will have the chance to prove its model in a mixed-income, racially diverse environment. The **district and school logic models** are as follows (see next pages):

IDEA Public Schools District Logic Model

Resources and Inputs	Outputs	Outcomes	Long-term Goal
<p>Cutting-edge, consistent program model across schools enables rapid scaling</p> <p>Unprecedented programming to support students to and through college</p> <p>Human capital pathways develop and support great teachers and leaders</p> <p>Deep engagement with highest-need communities</p> <p>Performance management ensures organizational and individual goals aligned</p> <p>Strong operational and financial management</p>	<p>Achieve the mission at scale:</p> <ul style="list-style-type: none"> 51 schools with nearly 30,000 students enrolled in 2016-17 100% of students matriculate to an institution of higher education <p>Build a strong and sustainable organization:</p> <ul style="list-style-type: none"> 85% teacher retention 85% / 45% of employees who agree / strongly agree with organizational strength measure 97.5% average daily attendance 90% student persistence 	<p>Student growth:</p> <ul style="list-style-type: none"> An increase in percent of students who met or exceeded “student progress” measure as defined by the state 90% of students end the year on or above grade level in reading 95% of students end the year on or above grade level in language 92% of students end the year on or above grade level in math <p>Student achievement:</p> <ul style="list-style-type: none"> 90% of students earn Level II (passing) on STAAR/EOC exams 30% of students earn Level III (commended) on STAAR/EOC exams Average ACT score of 22 35% of graduates named AP Scholars <p>College matriculation and college success:</p> <ul style="list-style-type: none"> 100% of graduates accepted to a 4-year college or university 100% of graduates matriculate to college/university 65% of students graduate college in 4 years and 85% graduate in 6 years 	<p>IDEA alumni return from top-tier universities and become leaders in their communities</p> <p>IDEA becomes the largest educator of low-income college graduates in the state of Texas by producing 1,625 college graduates annually by 2024, as compared to the largest public school district in Texas producing approximately 1,500 college graduates</p> <p>Create transformational change for low-income students and communities; IDEA alumni will earn approximated \$1M more over their lifetimes than the non-college going peers</p>
Context			
<p>High-need student population in disadvantaged communities:</p> <ul style="list-style-type: none"> 8% college graduation rate in Rio Grande Valley 34% of students in San Antonio are college-ready 31% of students are English-language Learners 86% of students are economically disadvantaged 94% of students are Hispanic 		<p>High demand for an IDEA education:</p> <ul style="list-style-type: none"> Overall wait list 132,000 San Antonio wait list: 700 Austin wait list: 1,300 Rio Grande Valley wait list: 11,000 	

IDEA Comprehensive Health Professions Logic Model

Resources and Inputs	Outputs	Outcomes	Long-term Goal
<p>3 full-time, 3 part-time district staff</p> <p>\$9.5 million in MSAP funds (3 yrs)</p> <p>Knowledge about evidence-based strategies</p> <p>Strong IDEA Headquarters and regional leadership</p> <p>Strong school leadership with neuroscience education/background</p> <p>IDEA’s proven academic model and experience scaling from one to 51 high-performing public charter schools; combined with a specialized health professions curriculum</p> <p>Strong partnerships and Advisory Board in Austin</p> <p>At least 50 hours of high-quality bi-weekly and quarterly prof development for all teachers each year</p> <p>A rigorous curriculum that leads to successful Advanced Placement test scores in critical subject areas; math and science</p> <p>Exposure to health professions and related content via volunteer opportunities, internships, summer away programs, and practicums</p> <p>A student body of mixed socioeconomic status and race</p>	<p>State-of-the-art STEM/ comprehensive health professions pre-K -12 model public charter magnet school in an underserved community</p> <p>Increased capacity of teachers to deliver a specialized curriculum --pre-K – 5: STEM; --6-12: Health Professions</p> <p>Create ~1,600 new high-quality pre-K -12 open-enrollment seats for students</p> <p>Student mastery in subjects related to health professions, e.g. math and science</p> <p>Development of motor skills, critical thinking skills, interpersonal skills, and professionalism,</p> <p>Increase interactions of low-income minority students’ with higher-income, non-minority students, contributing to their preparation for success in highly selective colleges and universities</p>	<p>Short-term: Reduce minority group isolation at the campus and district levels; promote equality and cultural awareness in and out of school</p> <p>Students earn college credit in high school for mastery of advanced placement concepts in science and math</p> <p>Students graduate from ICHP “prepared” for a career in the health professions, as measured by SAT subject areas tests in Math and Science (including Biology Ecological and Molecular as appropriate) and ACT composite scores as well as subject specific test scores in math and science</p> <p>Medium term: ICHP graduates are the first in their community to graduate college in 4 years with a health professions concentration</p>	<p>ICHP alumni is a significant factor in improving health outcomes in Austin’s “Crescent of Inequality” and distribution of service providers in health professions</p> <p>ICHP students serve their community through health professions and allied health careers</p> <p>Create transformational change for low-income students and communities; IDEA alumni will earn approximated \$1M more over their lifetimes than the non-college going person</p>
Context			
<p>IDEA Austin: 92% Hispanic enrollment; 4% African American; 4% other</p> <p>2/3 English-language Learners (ELLs)</p> <p>95% economically disadvantaged</p>	<p>Austin: Shifting demographics have brought more upper-income, non-minority students into area schools</p> <p>Poverty concentrated <i>inside</i> “Crescent of Inequality” and opportunity contracted <i>outside</i> “Crescent of Inequality”</p> <p>Austin Independent School District magnet schools serve a primarily white, higher-income student population; schools’ academic requirements limit access by most minority and low-income students</p>	<p>State of Texas: No magnet schools in Texas lead by public charter management organization (CMO)</p> <p>No open enrollment/ lottery health professions schools in Texas</p> <p>No preK-12 magnet or public charter health professions schools in Texas</p>	

IDEA will replicate and expand a cutting-edge, consistent instructional model

To achieve the goals as noted in the logic models as well as the objectives and outcomes of this magnet public charter school project, IDEA will replicate its cutting-edge instructional model that is the foundation for **pre-K through 12 student success** and serves as a foundation for **postsecondary preparation and success**.

All curricula are vetted and approved by the program team before they are used in an IDEA school. Curricula that are not supported by formal research proving the validity, reliability, and impact of an approach are not implemented district-wide. The What Works Clearinghouse is one tool that IDEA utilizes to evaluate potential curricula.⁵⁰

Founded on a comprehensive review of research-based programs and practices, coupled with four years of student achievement data showing its hybrid model works, **IDEA is revolutionizing individualized learning at scale⁵¹, blending high-intensity, teacher-led**

⁵⁰ The others are 1) conversing, partnering, and reviewing best practices with other public charters; 2) academic research and journals; and 3) internal pilot and reviews of impact before broad dissemination. These strategies supplement the WWC (<http://ies.ed.gov/ncee/wwc>) research as it is a relatively limited warehouse focusing on literacy and math with high barriers to entry in terms of the time to produce quality research, the expected rigor of the evaluations, and the resources necessary to be considered eligible for entry.

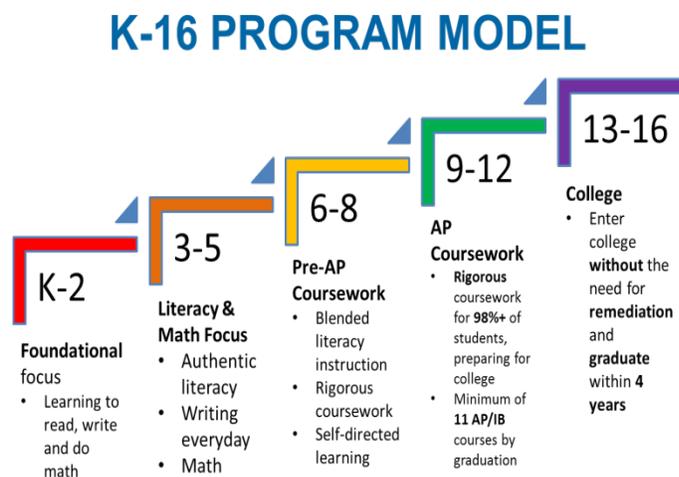
⁵¹ Evidence of Promise: Personalized Learning—Evaluation of Rocketship Education’s use of DreamBox Learning’s online mathematics program (Wang & Woodworth) concluded

instruction and transitioning with student-driven learning, both complimented with technology-assisted individualized, adaptive learning programs.

IDEA’s curriculum model builds toward college graduation

IDEA teaches on a K-16 continuum (expanding to pre-K in Austin starting in 2017), which means everything IDEA does is focused on and aligned to the end goal of *college graduation*. IDEA’s elementary, secondary, and college readiness/preparation programs, therefore, are not isolated; rather, each is the building block for the next.

In grades K-2, IDEA focuses on foundational learning, which heavily emphasizes basic literacy (fluency, decoding, etc.) and mathematics. In these grades, we use a combination of



Direct Instruction (DI), led by teachers to accelerate student growth and academic achievement in literacy, and **personalized learning**, supported by highly individualized technology-assisted instruction.

The DI model emphasizes carefully planned lessons presented in small increments and

that students participating in personalized learning improved achievement compared to students who did not. (*Randomized controlled trial*)

focused instruction around clearly defined teaching tasks. DI is based on the theory that, by using clear instruction and teaching to mastery, teachers can accelerate learning for all students—high performers as well as those with learning disabilities. DI’s impact has been reviewed by and meets WWC standards (evidence of promise). In a study by Gunn et al,⁵² the efficacy of supplemental instruction in decoding skills for Hispanic and Non-Hispanic students in Early Elementary School was studied in a random control trial setting and students receiving the intervention were found to have performed significantly better on word attack, word identification, oral reading fluency, vocabulary, and reading comprehension. The effectiveness of instruction was not linked to a particular demographic or sub-population; the intervention was impactful for all students.

IDEA Public Schools has partnered with the **National Institute for Direct Instruction (NIFDI)** to faithfully implement the DI core curriculum. Students are taught reading, language, and math in discrete lessons, and their progress is analyzed on a weekly basis to ensure appropriate growth. Teachers and school leaders receive ongoing support from NIFDI, including an extensive initial three-week summer staff development, ongoing school visits, and weekly data conference calls to discuss the progress of every student (see Other Attachments).

Personalized learning at IDEA features school wide use of adaptive technology programs such as DreamBox²⁰ and Reasoning Minds that tailor instruction for each student to his or her instructional level and customize remediation, accelerating learning in areas of a student’s own academic weaknesses. Literacy instruction is supplemented with Accelerated Reader, the

⁵² Evidence of Promise: <http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=417>

(random control trial)

structure of which allows students to choose reading material appropriate to their individual reading level, as assessed by AR diagnostics and subsequent assessments.

This blended and individualized learning model differs from traditional elementary school instruction, in that students are rapidly promoted to new lesson groups, based on weekly data reports reviewed by teachers and school leaders. This system of continuous evaluation of mastery ensure that students are capable of growing more than one grade level in a content area in a given year. School leaders will review the demographic data of groups at least weekly to ensure that the strategy does not contribute, but rather reduces minority group isolation.

In grades 3-5, Direct Instruction is used as a supplemental intervention for students who still need decoding and fluency help. Students continue to participate in personalized learning in mathematics to build their problem-solving and critical thinking skills and to incorporate more writing into this core subject. Language Arts instruction in these grades focuses on reading, writing, and crafting oral arguments. IDEA expects that all Academy students will leave fifth grade on or above grade level standards in reading and math, the achievement of which prepares them for success at IDEA’s College Prep (secondary) level. **At all grades, K-5**, students also participate in physical education, science, and social studies in structured settings, but the focus at this level remains on math and reading.

Due to IDEA’s unprecedented programming to support students to and through college, its **College Prep** results in **grades 6-12** far surpass those of surrounding traditional public school districts. Since IDEA’s inception, 99% of graduates have matriculated to a college or

university.⁵³

Every College Prep campus implements a course schedule that ensures all students are prepared to do college level course-work, and in fact, they have the opportunity to do college-level coursework while still in high school. An overview of the courses that all IDEA students are required to take and some examples of additional coursework is provided in the Other Attachments.

In addition to core content curriculum guides for math, science, English/language arts, humanities, and Spanish; providing instructional coaching to teacher leaders and high-need teachers; writing and study skills across the content areas (AVID beginning in 9th grade) an intervention period is utilized at all IDEA schools in grades 8-12. This daily 60-minute instructional block is coordinated by a campus interventionist, who reviews recent formative assessment results and places students into groups with an appropriate intervention based on current data. Some student learning needs are addressed through larger groups working with individualized software while other needs are met through small group tutoring with highly skilled content specialists. These small groups allow teachers to target specific areas for re-teaching in math and ELA as well as advanced science courses. Grade team leaders are able to determine proper placement of students every two weeks based on formative data reports available in IDEA's learning management system.

⁵³ This statistic does not include students who have chosen to delay matriculation in order to participate in religious mission trips or military service before starting college.

However, this caveat has only applied to three students in last years' cohort of over 500 seniors.

Culture of academic rigor. IDEA has contracted with the **National Math and Science Initiative (NMSI)** for intensive coaching and teacher support to further increase academic rigor. NMSI provides teacher support, curricular support, money for incentives, and program management with the goal of maximizing the number of students who pass Advanced Placement (AP) exams while strengthening AP participation. Formal, externally referenced research found the program is associated with increased AP course and exam taking, increases in the number of students with high ACT/SAT scores, and increases in college matriculation.⁵⁴ **Today, NMSI's program is in just 1.5% of high schools in the country but accounts for 7.4% of the country's increase in qualifying AP exams in math, science and English.**

In NMSI program schools, the average increase in AP qualifying scores in English, math and science is 79% in the first year—11 times the national average for a single-year change in qualifying scores— and 137% after three years, almost six times the national three-year average increase of 24%. The numbers are even more impressive for underrepresented groups: qualifying scores for African-American and Hispanic students average an increase of 107% in math; female students average an increase of 84%, 12 times the national average.⁵⁵ IDEA Public Schools' partnership with NMSI brings NMSI's transformative program to approximately

⁵⁴ Evidence of Promise: National Bureau of Economic Research, Working Paper No. 15722, Kirabo Jackson, 2010: <http://www.nber.org/papers/w15722> (*Quasi-experimental study*)

⁵⁵ "Increasing the Achievement and Presence of Underrepresented Minorities in STEM Fields," National Math and Science Initiative. Accessed at: [https://www.nms.org/Portals/0/Docs/white Paper/NACME%20white%20paper.pdf](https://www.nms.org/Portals/0/Docs/white%20Paper/NACME%20white%20paper.pdf)

14,000 high-need, at-risk, economically disadvantaged students who attend grades 9-12 and partake in closing the achievement gap for students of all backgrounds through a rigorous college preparatory AP classroom environment. The implementation of the NMSI College Readiness Program will further boost academic rigor, increasing rates of college persistence and completion. IDEA will implement this initiative at all full-scale College Prep sites.

Strong connection to college experience. Three specific elements of IDEA’s program are focused on preparing students to matriculate to college:

- ***College counselor support***⁵⁶: Beginning in 6th grade, college counselors provide a college preparation course sequence to students on the value of going to college, how they need to plan ahead to be accepted to college, identifying top choice colleges, applying to college, and paying for college. The AVID⁵⁷ curriculum is implemented in high school. In addition to supporting strong writing and study skills, the AVID program has a four-year sequence of coursework that supports students through the college selection and application process.

⁵⁶ Evidence of Promise: College Counselors | Counseling and college matriculation: Does the availability of counseling affect college-going decisions among highly qualified first-generation college-bound high school graduates?- Found first generation students with access to low student-counselor ratios have higher rates of attending four year universities. *(Randomized controlled trial)*

⁵⁷ Evidence of Promise: Schoolwide Impact and AVID| (Watt, Powell, Mendiola & Cossio)- Quasi experimental study found that AVID schools saw an improvement in advanced course enrollment, students graduating on advanced graduation plans, AP/IB testing, and high school graduation or completion rates. *(Quasi-experimental study)*

- ***College experiences/field lessons:*** At the end of each school year, students in 6th through 11th grades visit colleges and universities across the United States. The purpose of the field lessons is to make the idea of college tangible for every student. Each student visits at least 20 colleges prior to graduation. Students will be exposed to college life first-hand, helping them make the best decision on the specific school they would like to attend.
- ***Requirement for college acceptance before receiving a diploma:*** All IDEA students must be accepted into a college prior to receiving their high school diploma. This milestone is celebrated at College Signing Day for all seniors. During this event, seniors announce the college they have selected, in front of family, friends, and community members that have supported them through their IDEA experience.

Robust college matriculation and support. Each student is supported through the process of applying to college and applying for financial aid. Parents are supported through the process as well, the vast majority whom have not attended college themselves. College counselors on each campus engage in individual problem solving in partnership with seniors to ensure that they are accepted into college and that they enroll and matriculate. Once in college, IDEA provides its former students with targeted support to ensure that they persist.

IDEA will implement a Pre-K-12 Health Profession Program Beginning with STEM in the Elementary Grades

IDEA Comprehensive Health Professions will provide a comprehensive and challenging academic and health professions-focused educational program that will excite, motivate, and encourage students to pursue postsecondary health-related degrees and careers. At all levels, the school will be college-focused.

The **elementary program** will build students' excitement, interest, and skills in STEM as

well as student confidence in STEM-related careers in addition to increasing academic achievement in all areas. Students will add an engineering rotation to their weekly schedules, in addition to adding a STEM class at the end of the day. In their STEM class, students will focus on the real-life scientific knowledge they need to master engineering. Students will receive three times as much STEM instruction as students in local schools.

The **middle school program** will feature project-based learning and research in the fields of neuroscience and psychology, scientific decision-making, and foundations in biotechnology and bioengineering. Students will explore diverse, up-to-date topics in science and medicine. Core content area courses will feature readings and discussions of current healthcare-related problems, heritable and communicable diseases, genetics, bioinformatics, medical innovations, personalized medicine, and environmental health and behavior, to name a few. Students will gain experience in scientific thinking, particularly in framing questions, collecting information, analyzing data, considering choices, risks and tradeoffs, and ultimately making the best decisions based on evidence.

The IDEA Comprehensive Health Professions **high school program**, will feature a “4 x 4 curriculum” (four years each of math, science, social studies, and English/language arts). Consistent with IDEA’s existing AP for All high school model, all students will take 11 Advanced Placement courses, including multiple courses in math and science such as AP Calculus, AP Chemistry, and AP Biology. In addition, IDEA Comprehensive Health Professions will feature:

- A health professions and allied health-focused elective curriculum: Principles of Health Science; Health Sciences I; Practicum in Health Science I (Medical Laboratory Assisting, Dental Science/Assisting, and Patient Care Science), Practicum in Health Science II

(Advanced Health Science, World Health/Biomedical Engineering) Anatomy and Physiology, and Allied Health Professions, etc.;

- Unique opportunities and direct exposure to medical institutions and professionals;
- In-the-field lessons, tours, and hands-on educational experiences at the University of Texas at Austin's Dell Medical School, the UT School of Nursing, Seton Healthcare, and other medical and healthcare institutions and agencies;
- Opportunities for internships and/or mentorships with working health professionals; and
- College visits that include an emphasis on STEM degrees, pre-medical training, and related health professions studies.

In both middle and high school, select IDEA Comprehensive Health Professions students will join other students from neighboring school districts to participate in Health Sciences Summer Camps lead by the Dell Medical School. The two week-long science camps provide unique educational experiences including an opportunity for students to earn CPR certification and participate in rotations in biology, chemistry and clinical skills labs.

Student activities take place in the same clinical simulation labs where medical and nursing students are trained, and participants learn to administer IVs, perform phlebotomies and intubations, take vital signs, and deliver newborns, among other activities. They also perform live neuroscience experiments and learn how 3D technology can aid modern medicine.

Student activities include:

- Rotations into medical classrooms and interactions with community health professionals;
- Participation in human cadaver dissection;
- Exposure to a range of instruction in clinical simulation labs;
- Clinical scenarios in which students learn how medical professionals think and interact

with members of a health care team;

- Hands-on demonstrations of how professionals utilize echocardiography and ultrasonography to diagnose diseases;
- Neuroscience and chemistry experiments and 3D technology demonstrations;
- Demonstrations of how artificial hearts and LVAD (left ventricular assists devices) function;
- Instruction from UT pre-med students about study skills and tips; mentoring and counseling by pre-health professions students; and advice about healthy eating from Whole Foods' community outreach division.
- Fun activities at UT Austin in the Texas Union and Gregory Gym.

Student participants are selected by school guidance counselors (there is no formal application process), and scholarships are available. In fact, the participation of IDEA students in the program significantly increased the student diversity of the summer camp.

(2) IDEA Public Schools has the resources to operate the project beyond the length of the grant

Multi-year financial and operating model and accompanying plan

Current financial models project a \$3.2MM funding gap—between public resources and actual costs—per campus for IDEA Austin to be filled by philanthropy. By year three of an IDEA campus, the student population generates adequate state revenue to cover the school's operating costs, including annualized debt service, thereby making the campus financially sustainable. The MSAP grant will cover additional programmatic and other costs unique to IDEA Health Professions. These resources will allow the IDEA model to continue to reach financial sustainability in year 3 of the school. As stated in the narrative explanation for

Competitive Preference Priority 1, regarding IDEA’s financial model, annual deficits incurred to start up each new preK - 12 school are summarized as follows:

TIMELINE	ACTIVITIES	FINANCIAL MODEL
Planning Year -1 Grant Year 1 2017-18	Planning year; hire project manager; select school leaders for pre-K-5 and 6-12; establish partnerships with area hospitals, clinics, and other health organizations; establish Comprehensive Health Professions Advisory Board; locate and acquire school site; complete building design; expand Dell Medical School Health Professions Summer Camp; engage with consulting firm to develop coordinated school health model within IDEA framework	-\$1,196,646
Launch Year 0 Grant Year 2 2018-19	Begin construction of Phase 1 building; continue expanding number of students served at Dell Medical School Health Professions Summer Camp; finalize sequence of specialized curriculum for elementary and middle schools; recruit founding students, hire founding teachers and operations staff	-\$298,570

TIMELINE	ACTIVITIES	FINANCIAL MODEL
Launch Year 1 Grant Year 3 2019-20	Open with pre-K-1 and 6 (~500 students); begin operating Dell Medical School Health Professions Summer Camp at new campus and finalize student enrollment at camp; purchase and install major equipment	-\$583,089
Launch Year 2 Grant Year 4 2020-21	pre-K-2, 6-7 (~700 students)	-\$234,728
Launch Year 3 Grant Year 5 2021-22	pre-K-3, 6-8 (~900 students); middle school fully enrolled; finalize sequence of specialized curriculum for high school; purchase and install major equipment; hire teachers for first year of high school	+\$197,982
2022-23	pre-K-4, 6-9 (~1,100 students); elementary school fully enrolled; first year of high school	Sustainable
2023-24	pre-K-10 (~1,300 students)	
2024-25	pre-K-11 (~1,400 students); first student internships in comprehensive health professions begin	
2024-25	pre-K-12 (~1,500 students); school fully enrolled; first class graduates	

New sites take seven years after launching to reach full enrollment and three years to become financially sustainable. IDEA Comprehensive Health Professions will fund facilities

construction with private bond financing supplemented by philanthropic investments already committed. The IDEA district, however, requires additional support for all non-construction costs, including specialty magnet programming, staffing, professional development, technology, and equipment.

Beyond start-up costs and the five years of MSAP funding, IDEA will use weighted per-pupil funding from the State, as well as Federal Title funds, to continue the operations of IDEA Comprehensive Health Professions. Furthermore, IDEA will seek state and federal grants to expand and strengthen the magnet school’s academic programs, teacher training and support, and other related initiatives as deemed appropriate by IDEA’s Chief Advancement Officer and Development team.

Demonstrated commitment of project partners

In addition to IDEA’s school-, regional-, and district-based leadership detailed in Section D, **IDEA Comprehensive Health Professions will benefit from a distinguished Advisory Board composed of innovative, influential leaders in the medical and health professions.** Most notable among these are professionals from the University of Texas at Austin’s Dell Medical School—the first medical school in nearly 50 years to be built from the ground up at a top tier Association of American Universities (AAU) research university. UT Austin’s Dell Medical School, located in downtown Austin, welcomed its first class of 50 students in June 2016. To date, the following Dell Medical School professionals have been invited or have agreed to serve on IDEA’s Comprehensive Health Professions Advisory Board in Austin:

Reg Baptiste, Director of Pre-Health Professions, University of Texas at Austin Dell Medical School (Accepted)

Dr. Reg Baptiste develops and oversees programs focused on introducing the health sciences to middle school, high school and UT Austin undergraduate students. He also works to increase diversity in the health-care workforce by exposing students from underprivileged and historically underserved backgrounds to various health-care professions. Dr. Baptiste, an Austin cardiothoracic surgeon, received his MD from Baylor College of Medicine.

Dr. Baptiste also manages the Dell Medical School's Health Sciences Summer Camp Launched in the summer of 2015 in partnership with the Austin Independent School District, the Dell Medical School Health Sciences Summer Camps provide an opportunity for middle and high school students to learn about the various health professions and take part in hands-on health sciences experiments.

In 2016, an expanded program includes partnerships with school districts throughout central Texas, including Austin ISD, Del Valle ISD, Eanes ISD, Lake Travis ISD, Leander ISD, Pflugerville ISD, Round Rock ISD and **IDEA Public Schools**. The two week-long science camps—one for 100 high school students and one for 100 middle school students—provide unique educational experiences including an opportunity for students to earn CPR certification and participate in rotations in biology, chemistry and clinical skills labs.

Eddie Erlandson, Leadership Advisor, University of Texas at Austin Dell Medical School

(Accepted)

Dr. Eddie Erlandson is a nationally recognized executive coach and leadership expert. After decades of work with CEOs and executives in a wide range of fields, he is bringing his experience to the Dell Medical School. Here, Dr. Erlandson serves on the school's faculty and help craft the unique curriculum designed to create physician leaders who are as comfortable taking on transformational health challenges as they are caring for patients.

He also serves as executive coach to Dell Medical School's inaugural Dean, Dr. Clay Johnston, and the senior leadership team as they focus a wealth of leadership experience and skills on the school's mission of revolutionizing the way people get and stay healthy in this community and beyond.

In addition to the members from the Dell Medical School, the Advisory Board will include:

Aliyah Hussaini, Health Portfolio Director at the Michael and Susan Dell Foundation

(Accepted)

Dr. Hussaini is responsible for the foundation's efforts to improve childhood health and wellness through proven strategies and partnerships with a broad range of traditional and non-traditional partners. She focuses primarily on increasing the access to and equity of healthy eating and physical activity opportunities, generating demand for healthy options, and supporting healthy behaviors and environments. Also core to her work is the management of the foundation's investments in the Central Texas medical community.

Aliya completed undergraduate degrees in biology and economics at Swarthmore College, medical school at the University of Illinois at Chicago, pediatrics residency and chief residency at Yale New Haven Children's Hospital, and fellowship training as a Robert Wood Johnson Clinical Scholar at the University of Pennsylvania, where she also earned a master's degree in Health Policy Research.

In addition to her work at the foundation, Aliya is a practicing pediatrician at People's Community Clinic in Austin.

The Health Professions Advisory Board will be a subcommittee of IDEA's Regional Advisory Board in Austin. The role of the Regional Advisory Board is to further the mission, vision, and goals of IDEA in Austin by acting as an advocate for the organization, increasing

visibility in the community, contributing expertise, supporting staff and augmenting fund raising efforts. IDEA will continue to identify and recruit best-fit representatives from partnering organizations to join the Advisory Board as the school expands.

In addition to her role on the Advisory Board and on behalf of the Michael and Susan Dell Foundation, Dr. Hussaini committed \$1,000,000 to support IDEA Health Professions. Describing the investment in a recent blog post⁵⁸, she said:

IDEA has been relentless in making the connections that bring partners like local and surrounding school districts, health career training and education partners, and other education and health stakeholders to the table. That pursuit of partnership and dedication to sharing what works, will mean that the investment we make with IDEA Comprehensive Health Professions will have impact well beyond a single entity. Through this work, we hope to support one strategy that will result in more inclusive access to opportunity in Austin – what’s exciting to us is how many outstanding partners have the very same goal.

Alexa Stuijbergen, PhD, RN, FAAN, or Designee (Accepted)

Dr. Stuijbergen, Dean of the UT School of Nursing, received her PhD in Nursing from The University of Texas at Austin, her MSN from the University of Texas at El Paso, and her BSN from Creighton University in Omaha, Nebraska. Dean Stuijbergen has been involved in research related to health promotion for persons with chronic and disabling conditions for more than 20 years. She has taught content related to health promotion, chronic conditions, and rehabilitation in undergraduate and graduate courses, authored numerous articles on the subject, and served on national committees for the Rehabilitation Nursing Foundation, the National MS Society and the

⁵⁸ <https://www.msdf.org/blog/2016/10/new-health-professions-school-austin/>

National Institutes of Health. Dr. Stuijbergen chaired the Adult Work Group for the DHHS Advisory Subcommittee to generate health promotion objectives for persons with disabilities for inclusion in Healthy People 2010 and she served as Chair (2011-2013) of the Nursing and Related Clinical Sciences Scientific Review Group for the National Institutes of Health. Her center grants and research projects studying health promotion in adults with chronic disabling conditions (multiple sclerosis, post-polio syndrome, and fibromyalgia) have been funded for over \$11.8 million by the National Institute of Nursing Research, the Center for Medical Rehabilitation Research, the National Institute of Child Health and Human Development, and the Office of Research on Women's Health at the National Institutes of Health. She served as the Director of the NIH-funded Center for Health Promotion and Disease Prevention Research in Underserved Populations (2000-2011). Dr. Stuijbergen is presently (2015-2019) serving as a member of the National Advisory Council on Nursing Research at the National Institutes of Health. She is also the James R. Dougherty, Jr. Centennial Professor in Nursing and holds the Laura Lee Blanton Chair in Nursing.

Lindsey Warren-Davis, Licensed Family Psychiatric Mental Health Nurse Practitioner, Seton Hospital System. (Accepted)

Lindsey Warren-Davis, PHMNP, RN is a licensed Family Psychiatric Mental Health Nurse Practitioner with over 35 years of clinical and managerial experience in the psychiatric arena. She has worked extensively in the development of pediatric behavioral health programming, with an emphasis on service delivery and process improvement. She particularly enjoys the challenge of working with families as part of a multidisciplinary team.

The biographies of the **IDEA Austin Regional Advisory Board** are included in the Resumes of Key Personnel Attachment.

Evidence of broad support from stakeholders critical to the project’s long-term success

The table below summarizes the broad base of support IDEA Comprehensive Health Professions has already assembled by stakeholder type. As with the Advisory Board, IDEA will continue to build upon this stakeholder support during implementation and beyond.

Stakeholder Type	Entity and Commitment
<i>Medical/Health Organization/Agency</i>	<ul style="list-style-type: none"> • University of Texas at Austin, Dell Medical School • University of Texas at Austin, School of Nursing • Seton Healthcare
<i>Funders</i>	<ul style="list-style-type: none"> • KLE Foundation (\$1,600,000) • Michael and Susan Dell Foundation (\$1,000,000) • Roddy Holden Foundation (\$100,000)
<i>Research, Academic, and Professional Development Partners</i>	<ul style="list-style-type: none"> • National Institute for Direct Instruction ⁵⁹(NIFDI) – Provide direct support for administrators, teachers, and coaches through the key features of a successful Direct Instruction implementation. • UT System Institute for Transformational Learning – Provide professional development in mobile learning, personalized instruction, competency-based learning, and learning analytics. • National Math and Science Initiative (NMSI) – Provide teacher and student online resources and content-based professional development to foster student achievement and interest in

⁵⁹ <http://www.nifdi.org/>

Stakeholder Type	Entity and Commitment
	mathematics and science.
<i>Community</i>	<ul style="list-style-type: none"> • Communities in Schools – Provide wrap-around supports for highest-need students attending IDEA Comprehensive Health Professions • Austin Child Guidance Center – Provide targeted mental health services to students

(3) The training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services

Recruiting, selecting, and retaining the best teaching talent is the most important thing IDEA does to ensure that its students are getting a world-class education. Once IDEA schools have the right staff in place, leaders improve the quality of instruction and student achievement results through the rigor and frequency of IDEA’s educator evaluation system. **This three-phase system known internally as the Staff Development Cycle** includes the following:

1. **Goal-setting** at the beginning of each school year (August – September). Set in conjunction with the educator’s manager (principal, assistant principal of instruction, or teacher leader), these goals guide the educator throughout the year, providing structure for observations, professional development, and reflection on teaching practice. Goals

focus on student achievement, growth, persistence, and graduation.

2. Mid-year (October – December) brings the **2 x 2 conversation**, the purpose of which is to provide an opportunity for staff members and managers to give each other feedback on their performance early in the annual cycle. In preparation for the meeting, staff will identify their two greatest strengths and their two areas of development with the framework of the current tool, the Guideposts for Excellent Teaching (GET) rubric (for instructional staff, see Appendix), Leadership Competencies (for non-instructional staff), and Core Values (for all staff). Each manager will prepare a similar form that identifies strengths/areas for growth for themselves and their direct report. During the meeting, both the staff member and manager have an opportunity to give feedback to one another on his/her strengths and areas for growth.
3. Finally, between April and June, there is the **end-of-year annual performance review** in which the teacher completes a reflection, noting their practice on each of the Guideposts for Excellent Teaching (GET) competencies as well as the IDEA Core Values. Following the completion of this form, the manager completes a similar form. Both forms, once submitted, can be viewed by both the staff member and the manager. During the meeting, the manager explains his/her thinking and discusses the information with the staff member before assigning the overall rating. Student achievement results on state exams and end-of-year (EOY) IDEA exams are a key part of each IDEA teacher's evaluation. Every IDEA teacher, no matter what subject area (core, ancillary, or specialty) has quantifiable student achievement goals that are reviewed at their EOY performance review meeting.

Staff members at IDEA Public Schools are committed to continuously improving and this formal staff development cycle aims to provide structured opportunities for professional growth. IDEA also expects that each staff member will have more than just these three opportunities to get feedback on their performance, through classroom observations, data conversations, team meetings, and other informal interactions with district leaders and colleagues. Even in informal settings, the feedback should be grounded in our shared competencies – the Guideposts for Excellent Teaching Rubric, IDEA’s Leadership Competencies, and our organizational Core Values.

Teachers and instructional leaders at IDEA Comprehensive Health Professions will participate in a rigorous annual training and development sequence lead by IDEA’s Instructional Coaching Team. Whereas teachers participate in New Teacher Institute (NTI), new principals and assistant principals for instruction take part in Coaching Academy. The scopes and sequences provide intensive training and development during the summer, periodic sessions throughout the school year, and are followed-up by in-the-field, real-time coaching and feedback. Both NTI and Coaching Academy cover both pedagogical and content-based support (See Other Attachments).

In addition to the rigorous staff development cycle all IDEA core content and specialty teachers will participate in, along with NIT and Coaching Academy, IDEA Comprehensive Health Professions STEM and health professions specialty teachers will benefit from training sourced from the following providers:

- **Health Occupations Students of America (HOSA) (<http://hosa.org/node/11>):** HOSA is an international student organization recognized by the U.S. Department of Education and the Health Science Education (HSE) Division of ACTE. HOSA’s two-fold mission

is to promote career opportunities in the health care industry and to enhance the delivery of quality health care to all people. HOSA's goal is to encourage all health science instructors and students to join and be actively involved in the HSE-HOSA Partnership. HOSA provides a unique program of leadership development, motivation, and recognition exclusively for secondary, postsecondary, adult, and collegiate students enrolled in health science education and biomedical science programs or have interests in pursuing careers in health professions.

IDEA Comprehensive Health Professions teachers and school leaders will learn how to use HOSA as a powerful instructional tool integrated into the HSE and health science related curriculum and classroom. Teachers and advisors will also benefit from HOSA's free e-learning resources, which include courses in biology and life science, food and nutrition, health and safety, and medicine; Massachusetts Institute of Technology (MIT) Open Courseware, which includes courses in health and medicine, biology, cognitive science, and psychology; and the Open Education Consortium, a worldwide community of hundreds of higher education institutions and organizations committed to advancing education in biology, health sciences, technical allied health, and psychology;

- **Project Lead the Way** (<https://www.pltw.org/our-programs>): Project Lead The Way provides a comprehensive approach to STEM Education. Through activity-, project-, and problem-based curriculum, PLTW gives students in kindergarten through high school a chance to apply what they know, identify problems, find unique solutions, and lead their own learning. For educators, our engaging, rigorous teacher professional development model provides tools to empower students and transform the classroom into a

collaboration space where content comes to life. PLTW includes the following courses and programs, complete with professional development in the following:

- **PLTW Launch**, problem solving and critical thinking for **K – 5**: Students apply STEM knowledge, skills, and habits of mind, learning that it is OK to take risks and make mistakes;
- **PLTW Gateway**, an engineering, biomedical, and computer science curriculum for **middle school** students: Rigorous and relevant experiences through activity-, project-, and problem-based learning. Students use industry-leading technology to solve problems while gaining skills in communication, collaboration, critical-thinking, and creativity; and **three programs for high school students, including:**
 - **PLTW Engineering**, which is about applying engineering, science, math, and technology to solve complex, open-ended problems in a real-world context. Students focus on the process of defining and solving a problem, not on getting the "right" answer. They learn how to apply STEM knowledge, skills, and habits of mind to make the world a better place through innovation and have opportunities to develop highly transferable skills in collaboration, communication, and critical thinking, which are relevant for any coursework or career;
 - **PLTW Biomedical Science**: Case-based scenarios that allow students to explore a range of careers in biomedical sciences as they learn content in the context of real-world, hands-on activities, projects, and problems; and

- **PLTW Computer Science**, which prepares students for careers that require computational thinking; and
- **Baylor College of Medicine** (<https://www.bcm.edu/community/educational-outreach>):
More than 40 years ago, Baylor partnered with the Houston Independent School District to create the first high school for health professionals in the nation. Now called the Michael E. DeBakey High School for Health Professions, the school offers students access to a scientifically rigorous secondary education. A magnet high school, it received the gold medal award from *U.S. News & World Report* and is recognized today as one of the strongest college preparatory high schools in Texas. The success of this program helped launch an array of education initiatives at Baylor starting in kindergarten and progressing through graduate school and beyond. Today, the DeBakey High School for Health Professions serves as a national model and assists other school districts to establish similar health professions programs. This Baylor program and partnership will form the foundation with IDEA's partnership with the Dell Medical School. The founding school leader leading this partnership is also a consultant on this project (see Management Plan).

Magnet School Assistance Program funding will support training from these and other sources during the grant period.

(4) IDEA Comprehensive Health Professions is supported by strong theory

In addition to the two studies which form the foundational evidence of promise for this project as required by the grant guidelines and as noted in the narrative for Competitive Preference Priority 5, the following four citations have been selected from more extensive

research done by the IDEA Comprehensive Health Professions Project Planning Team as proof that the model and programs proposed in this application are supported by strong theory.

Research Area: Magnet Programs and Desegregation

Implications for School Leaders of the Impact of Math, Science, and Technology Magnet Programs on Middle School Student Achievement

<http://eric.ed.gov/?q=Do+Magnet+Schools+Boost+achievement+&id=ED548519>

Findings: Although many national studies have been conducted on the effectiveness of magnet programs, there is limited research involving math, science, and technology magnet schools and their influence on student academic performance, especially at the middle school level. The purpose of this study was to determine whether a statistical difference existed between those students' academic achievement who participated in math, science, and technology magnet programs in middle school and those who did not. Specifically, this study explored possible differences of students' academic achievement in math and science as measured by the state achievement test as a function of participation in a math, science, and technology magnet program and non-magnet program for the full three years of middle school (i.e., sixth-through eighth-grade). In addition, this study examined if ethnicity, socioeconomic, and/or gender have a moderating effect on math and/or science achievement. This study was conducted in a large urban school district in Texas. The test scores of a total of 1,551 eighth grade students who had participated in math, science, and technology magnet programs and non-magnet programs for the full three years of middle schools were analyzed. To measure student achievement, the math and science Texas Assessment of Knowledge and Skills (TAKS) exams were examined. [NOTE: TAKS has since been replaced by the STAAR exam.] In general, the students who participated in the magnet programs had higher math and science achievement as measured by the TAKS

exams. There are several conclusions and recommendations as a result of this research. In general, it is recommended that district leaders must carefully analyze and place great emphasis upon the following areas: (a) the financial cost of adequately funding a magnet program; (b) the accountability standards; and (c) the ultimate goal of magnet programs. This research has demonstrated in a general framework that magnet programs do produce higher achieving students. Therefore, appropriate, immediate, and necessary steps must be taken to ensure equity in access to high quality magnet programs for all students.

Research Area: Heath Professions Schools

Characteristics of Health Professions Schools, Public School Systems, and Community-based Organizations in Successful Partnerships to Increase the Numbers of Underrepresented Minority Students Entering Health Professions Education

http://journals.lww.com/academicmedicine/Abstract/2003/05000/Characteristics_of_Health_Professions_Schools..8.aspx

Results: Successful partnerships included professional schools that had a commitment to community service. Successful leaders could work in both cultures of the professional and public schools. Attitudes of respect and listening to the needs of partners were essential. Public school governance supported innovation. Happenstance and convergence of interests played significant roles in partnership development. The most telling statement was “We did it, together.”

Conclusions: This study identifies characteristics associated with smoothly working partnerships, and barriers to successful program development. Successful partnerships can form

the basis on which educational interventions are built. The study is limited by the definition of success used, and its focus on one funded program. The authors were unable to identify outcomes in terms of numbers of children influenced by programs or instances in which lasting changes in health professions schools had occurred.

Research Area: STEM in High School/STEM in College

Why Students Choose STEM Majors: Motivation, High School Learning, and Postsecondary Context of Support

<http://aer.sagepub.com/content/early/2013/07/09/0002831213488622.abstract>

This study draws upon social cognitive career theory and higher education literature to test a conceptual framework for understanding the entrance into science, technology, engineering, and mathematics (STEM) majors by recent high school graduates attending 4-year institutions. Results suggest that choosing a STEM major is directly influenced by intent to major in STEM, high school math achievement, and initial postsecondary experiences, such as academic interaction and financial aid receipt. Exerting the largest impact on STEM entrance, intent to major in STEM is directly affected by 12th-grade math achievement, exposure to math and science courses, and math self-efficacy beliefs—all three subject to the influence of early achievement in and attitudes toward math. Multiple-group structural equation modeling analyses indicated heterogeneous effects of math achievement and exposure to math and science across racial groups, with their positive impact on STEM intent accruing most to White students and least to underrepresented minority students.

Research Area: Simulation Based Learning/Project Based Learning

Effects of problem-based learning: a meta-analysis

<http://www.sciencedirect.com/science/article/pii/S0959475202000257>

IDEA Comprehensive Health Professions: An open-enrollment magnet public charter 100 school

Results: This meta-analysis has two aims: (a) to address the main effects of problem based learning on two categories of outcomes: knowledge and skills; and (b) to address potential moderators of the effect of problem based learning. The authors selected 43 articles that met the criteria for inclusion: empirical studies on problem based learning in tertiary education conducted in real-life classrooms. The review reveals that there is a robust positive effect from PBL on the skills of students. This is shown by the vote count, as well as by the combined effect size. Also no single study reported negative effects. A tendency to negative results is discerned when considering the effect of PBL on the knowledge of students. The combined effect size is significantly negative. However, this result is strongly influenced by two studies and the vote count does not reach a significant level. It is concluded that the combined effect size for the effect on knowledge is non-robust. As possible moderators of PBL effects, methodological factors, expertise-level of students, retention period and type of assessment method were investigated. This moderator analysis shows that both for knowledge- and skills-related outcomes the expertise-level of the student is associated with the variation in effect sizes. Nevertheless, the results for skills give a consistent positive picture. For knowledge-related outcomes the results suggest that the differences encountered in the first and the second year disappear later on. A last remarkable finding related to the retention period is that students in PBL gained slightly less knowledge, but remember more of the acquired knowledge.

(c) Quality of Management Plan

(1) The management plan will achieve IDEA Comprehensive Health Professions objectives on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks

IDEA Public Schools is a fiscally sound and responsible local education agency (LEA) with

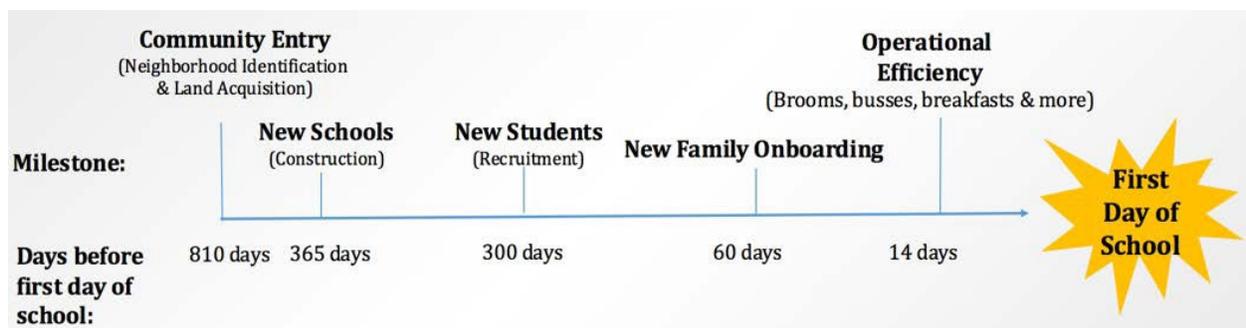
IDEA Comprehensive Health Professions: An open-enrollment magnet public charter 101 school

sufficient management capability—including a senior leadership team to support the rapid growth of its highly successful public charter school model while steadily and simultaneously increasing student achievement. IDEA has one public charter, issued by the Texas Education Agency, and files amendments for expansion, which have been approved each year. To meet its goals of scale and quality, the CMO provides schools with critical operational support during the start-up phase summarized on the following page.

Launching a new IDEA magnet school

New school start-up services. Successfully starting a school is a complex process, the success of which is contingent upon the coordination of diverse efforts. Each new school is officially approved by the IDEA senior leadership team and the IDEA Board of Directors and authorized by the state public charter authorizer 18 months in advance of scheduled opening. For new regions, IDEA begins laying the foundation with business, community, and philanthropic leaders up to 30 months in advance.

Before approving the opening of additional schools, IDEA assesses the performance of existing schools, the need/demand for future schools, and the capacity of the organization to support growth. Once that approval occurs with final sign-off by the Board of Directors, IDEA’s Beginning of Year project team, a cross-functional team with a leader from every functional area, prepares and plans for the start of school to create a seamless launch or re-opening of all schools.



IDEA Comprehensive Health Professions: An open-enrollment magnet public charter 102 school

With 51 schools currently in operation, IDEA has learned what things are necessary when launching schools and has created a “School in a Box” that has the tools and resources an Assistant Principal of Operations (APO) needs to successfully open a school. This kit contains these lessons learned and planning tools to help circumvent past mistakes and plan for a smooth launch. Likewise, IDEA’s Principals in Residence (PIRs) work through a series of deliverables that are designed to articulate their academic and cultural school vision for the school they will soon lead (See Other Attachments for PIR Overview). These activities, together with marketing support for teacher and student recruitment, stimulate community support by educating the community about IDEA and about school choice, initiate the student enrollment process, and prepare staff for operating the school. Community support takes many forms, including but not limited to engaging with neighborhood organizations, chambers, local movements (such as neighborhood revitalization efforts), and local leaders.

Facilities Acquisition

Due to lower labor cost and availability of land in the Valley, IDEA prefers to build its campuses from the ground up (greenfield) to control the quality of construction and the safety of its staff and students. In the case of the San Antonio, Austin, and Tarrant County regions, IDEA has and will continue to assume the same approach, while being opportunistic when considering repurposing existing buildings, as it is roughly 25% less expensive than building from the ground up in these regions. Although there are few such opportunities in the Rio Grande Valley, IDEA expects that a larger, urban market will allow for repurposed sites as they have taken advantage of in Austin—for example, converting a bowling alley into a school.

IDEA’s Chief Operating Officer oversees the acquisition and construction process, working

with the each region's senior leaders and a third party construction management consultant to assess locations for suitability for a school as well as the community to align with IDEA's mission. After a site is secured, the COO leads the public bid process for construction and contracts with a reputable construction firm after public bids.

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

Additionally, the Human Assets office leads IDEA's efforts to attract, develop, and retain highly talented and committed educators. Prioritizing and elevating the strategic human capital efforts, this team reflects an understanding that human capital is IDEA's most important and most precious asset.

Developing end-to-end human capital practices is a shared responsibility among all district leaders. Principals, assistant principals, and other managers in the field are best positioned to impact the actual performance and experiences of staff members, especially as IDEA grows. Therefore, every manager in the organization receives training to continually improve their hiring, coaching, and retention practices and is supported in doing so by the Human Assets team. The Human Assets team manages recruitment, selection, onboarding, staff development, evaluation, and staff retention.

For new schools, the Human Assets office first and foremost plays a critical role in teacher hiring. The Human Assets Office's main goal in teacher hiring is to screen as many high quality

candidates as possible for principals so that they have a wide pool of highly qualified applicants from which to choose. **Currently IDEA receives seven applicants for every teacher opening.**

In addition to an i3 grant in 2010 to create these human capital systems IDEA also received an Educator Excellence Innovation Project (EEIP) grant from the Texas Education Agency, which it used to further develop its Teacher Career Pathway system of recognition and reward. The purpose of the EEIP is to improve educator effectiveness in Texas public schools through the funding of innovative practices that target the entire timeline of a teacher’s

	2012-13	2013-14	2014-15	2015-16
# Teachers	576	676	852	1,044
Retention Rate	72%	76%	84%	85%

career. IDEA’s innovative approach has greatly increased district-wide teacher retention and overall staff satisfaction even as IDEA’s teaching force more than doubled. In fact, IDEA is on track to replicate the 85% teacher retention target from 2015-16 in 2016-17.

In summary, IDEA’s HQ leaders will support IDEA Comprehensive Health Professions in the following four ways:

1. Providing new school start-up services for all new schools including facilities acquisition;
2. Accessing top talent for all school leadership, instructional, and operational roles;
3. Providing ongoing academic, financial, and operational support via a strong central office; and
4. Ensuring effective governance and oversight.

(i) IDEA’s project management responsibilities, timelines, and milestones

IDEA will achieve the objectives of the proposed project on time and on budget with established processes and an experienced management team. The tables that follow illustrate the key program activities, responsibilities, timelines, and milestones for each year of this MSAP project that will ensure fidelity to the IDEA school launch model, adherence to program budget,

and the timely accomplishment of all specialized magnet school program goals and objectives.

(Note: Q1 = June, July, August = Summer Training; Q2 = September, October, November = Fall in Academic Calendar / First Quarterly Benchmark Assessment; Q3 = December, January, February = Winter in Academic Calendar / 2nd and 3rd Quarterly Benchmarks; Q4 = March, April, May = Spring in Academic Calendar / State and AP Assessments.)

Major Activities and Milestones—Year 1 (17-18)	Position(s)	Timeline
<p>Announce notice of MSAP grant award to IDEA’s Austin learning communities; meet with stakeholders including teachers, business community, professionals, and service beneficiaries to review goals, objectives, activities, and budget as appropriate</p>	<p>Superintendent, VP of Community and SVP of Schools for Austin</p>	<p>Q2</p>
<p>Leadership: Confirm SVP of Schools, Austin as the Project Director (PD) to be responsible for compliance and reporting related to this initiative</p>	<p>Supt</p>	<p>Q2</p>
<p>Project Management: Confirm and hire Project Manager (PM) and new school Principals (pre-K – 5 and 6-12)</p>	<p>PD</p>	<p>Q2</p>
<p>Progress Monitoring: Implement reporting procedures, timelines, and methods. This will include formative evaluation progress reports and progress towards hiring goals to the advisory and governing boards, as well as stakeholders group.</p>	<p>PD; PM</p>	<p>Q2-Q3</p>
<p>Stakeholder Engagement: Consult with medical, business, and community partners to implement and actualize the project; convene quarterly Comprehensive Health Professions Advisory Board meetings; recruit additional Advisory Board members</p>	<p>SLT; PD; PM</p>	<p>Ongoing</p>

Learn Best Practices: Travel to model health professions magnet schools such as Ryan Middle School and Debakey High School in Houston to network and learn from best practices	PD, PM, Principals	Q2-Q4
Build Program: Purchase/receive/store/distribute/install supplies, materials, technology, and specialized equipment to support project implementation	PD, PM, Principals of new school	Q2-Q4
Evaluation: Contract and begin planning year and data gathering for third party evaluation	SLT, PD	Q2-Q4
Reporting: Complete interim financial and management reports; share with stakeholders via board meetings	PD, CFO	Q2, Q4 or as required
Budget Management: Begin budget cycle with all schools and departments	CFO and team	Q3
Share Planning Results: Disseminate planning results of MSAP project to US Dept. of Education, national and local stakeholders, education/ business/community partners, and others	SLT, PD, PM, Business Office	Q4 or as required

Major Activities and Milestones—Year 2 (18-19)	Position(s)	Timeline
Evaluation: Update baseline community and demographics and other data	PD; PM	Q1

Major Activities and Milestones—Year 2 (18-19)	Position(s)	Timeline
Stakeholder Engagement: Consult with medical, business, and community partners to implement and actualize the project; continue quarterly Advisory Board meetings	SLT; PD	Ongoing
Recruit Diversity: Begin robust recruiting program of diverse staff in Austin with extensive informational and orientation sessions for students and families. Recruit Students (~500). This will include door-to-door outreach, as well as earned and paid media	Principals, Assistant Principals for Instruction and Operations	Q2-Q3
Build Program: Purchase/receive/store/distribute/install additional supplies, materials, technology, and specialized equipment to support project implementation	PD, Principals of new school	Q2-Q4
Recruiting Diversity (Continued): Hire new teachers and staff for 2018: Grades pre-K, K, 1, and 6; contract with or hire specialized instructors for health professions education program; school fully staffed by April 2019	Principals and Assistant Principals	Q3-Q4
Reporting: Complete interim financial and management reports; share with stakeholders via board meetings	PD, CFO	Q2, Q4 or as required
Budget Management: Begin budget cycle with all schools and departments	CFO and team	Q3

Major Activities and Milestones—Year 2 (18-19)	Position(s)	Timeline
Share Planning Results: Disseminate planning results of MSAP project to US Dept. of Education, national and local stakeholders, education/ business/community partners, and others	SLT, PD, PM, Business Office	Q4 or as required

Major Activities and Milestones—Year 3 (19-20)	Position(s)	Timeline
Professional Development: Intensive teacher and leader training (New Teacher Institute and Coaching Academy)	Principals, Assistant Principals, Teachers	Q1
IDEA Comprehensive Health Professions launches August 2019 with ~500 students in four grades (pre-K – 1 and 6); core and specialized academic program begins	PD, Principals, Teachers	Q1
Bi-Weekly: Begin academic progress monitoring through weekly DI mastery tests (PK-1) and IDEA-generated bi-weekly assessments in 6 th grade	Principals, Assistant Principals Teachers	Q1-Q4
Quarterly: Gather interim data on progress toward goals and objectives; archive project artifacts, reports, and data; continue to meet with project partners and Advisory Board for implementation and staffing support	PD	Q1-Q4

<p>Recruit Students (~250 for Grades preK and 6 in 2020-21 school year). This will include door-to-door outreach, as well as earned and paid media</p>	<p>Principal and Assistant Principal for Operations</p>	<p>Q3 and Q4</p>
<p>Semi-annually: School leaders and teachers/instructional leaders attend training and development programs to strengthen core content and specialized teachers’ instructional capacity</p>	<p>PD, Principals</p>	<p>Q1-Q4</p>
<p>Semi-annually: Gather formative data on academic program effectiveness; conduct summative evaluation of project; share results with IDEA learning community stakeholders, and report findings to USDOE</p>	<p>PD</p>	<p>Q1-Q4</p>
<p>Recruiting Diversity: Hire new teachers and staff for 2020-21: Grades 2 and 7; contract with or hire specialized instructors for health professions education program; school fully staffed by April 2020</p>	<p>Principal and Assistant Principal of Operations</p>	<p>Q3 – Q4</p>
<p>Annually: Submit interim annual program report to the USDOE; recruit additional students in Q1-Q2 until full scale in Year 7 of scaling model</p>	<p>PD</p>	<p>TBD</p>

Major Activities and Milestones—Year 4 (20-21)	Position(s)	Timeline
Professional Development: Intensive teacher and leader training (New Teacher Institute and Coaching Academy) for new instructional staff at IDEA Comprehensive Health Professions	Principals, Assistant Principals, Teachers	Q1
Recruit Students (~250 for Grades PK and 6 for 2021-22 school year). This will include door-to-door outreach, as well as earned and paid media	Principal and Assistant Principal for Operations	Q1 and Q2
Bi-Weekly: Begin academic progress monitoring through weekly DI mastery tests (PK-2) and IDEA-generated bi-weekly assessments in 6 th and 7 th grade	Principals, Assistant Principals Teachers	Q1-Q4
Quarterly: Gather interim data on progress toward goals and objectives; archive project artifacts, reports, and data; continue to meet with project partners and Advisory Board for implementation and staffing support	PD	Q1-Q4
Semi-annually: School leaders and teachers/instructional leaders attend training and development programs to strengthen core content and specialized teachers' instructional capacity	PD, Principals	Q1-Q4
Semi-annually: Gather formative data on academic program effectiveness; conduct summative evaluation of project; share results with IDEA learning community stakeholders, and report findings to USDOE	PD	Q1-Q4

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<p>Recruiting Diversity: Hire new teachers and staff for 2021-22: Grades 3 and 8; contract with or hire specialized instructors for health professions education program; school fully staffed by April 2021</p>	<p>Principals and Assistant Principals</p>	<p>Q3 – Q4</p>
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<p>Major Activities and Milestones—Year 5 (21-22)</p>	<p>Position(s)</p>	<p>Timeline</p>
<p>Professional Development: Intensive teacher and leader training (New Teacher Institute and Coaching Academy) for new instructional staff at IDEA Comprehensive Health Professions</p>	<p>Principals, Assistant Principals, Teachers</p>	<p>Q1</p>
<p>Recruit Students (~250 for Grades PK and 6 for 2022-23). This will include door-to-door outreach, as well as earned and paid media</p>	<p>Principal and Assistant Principal for Operations</p>	<p>Q1 and Q2</p>
<p>Bi-Weekly: Begin academic progress monitoring through weekly DI mastery tests (PK-2) and IDEA-generated bi-weekly assessments in 6th – 8th grade</p>	<p>Principals, Assistant Principals, Teachers</p>	<p>Q1-Q4</p>
<p>Quarterly: Gather interim data on progress toward goals and objectives; archive project artifacts, reports, and data; continue to meet with project partners and Advisory Board for implementation and staffing support</p>	<p>PD</p>	<p>Q1-Q4</p>

<p>Semi-annually: School leaders and teachers/instructional leaders attend training and development programs to strengthen core content and specialized teachers’ instructional capacity</p>	<p>PD, Principals</p>	<p>Q1-Q4</p>
<p>Semi-annually: Gather formative data on academic program effectiveness; conduct summative evaluation of project; share results with IDEA learning community stakeholders, and report findings to USDOE</p>	<p>PD</p>	<p>Q1-Q4</p>
<p>Recruiting Diversity: Hire new teachers and staff for 2022-23: Grades 4 and 9; contract with or hire specialized instructors for health professions education program; school fully staffed by April 2022</p>	<p>Principal and Assistant Principal of Instruction</p>	<p>Q3 – Q4</p>
<p>End of funding period: Gather final data on effectiveness; conduct summative project evaluation; share results with stakeholders, and report findings to USDOE</p>	<p>PD</p>	<p>TBD</p>

(2) IDEA Public Schools will ensure a diversity of perspectives is brought to bear in the operation of IDEA Comprehensive Health Professions, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate

Guiding vision

Ensuring a diversity of perspectives fosters a set of diverse voices and builds a culture in which differences of opinion are encouraged. Differences and diversity are valued, and are the norm at IDEA Comprehensive Health Professions. Classroom and school leaders model the expectation that healthy debate is embraced around issues and ideas. Ongoing DEI training and education will be provided to students and classroom and school leaders.

Program planning

At IDEA Public Schools, stakeholder involvement and input from **administrators, teachers, parents, students**, and others is sought routinely as a matter of course. During the development of this MSAP grant application, IDEA's VP of Community for Austin brought together, informed, and sought feedback from a broad array of IDEA's instructional and operational leaders on every aspect of the proposal from fundraising supports to program design and implementation timeline.

Stakeholder engagement included parents of existing and prospective IDEA parents; teachers at IDEA schools and at health professions schools throughout Texas; members of the health community (from hospital executives to front-line medical personnel); large employers in Austin, some of whom serve on the IDEA Austin Advisory Board; and families who receive both medical and educational services. Consistent with IDEA's Diversity, Equity, and Inclusion

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framework, IDEA's leaders took care to reflect upon and adjust the level of racial, ethnic, and other characteristics of the engaged stakeholders.

This diverse group met individually and one-on-one several times between summer of 2016 through the spring of 2017 to design a magnet school program that reflects and supports IDEA's plan for increasing academic rigor and reducing ethnic and economic isolation. Each meeting also involved representatives from IDEA's Development, Grant Management, Academic Programming, and Data Analysis teams.

District- and campus-level support and guidance

IDEA will employ the following structures to ensure IDEA Comprehensive Health Professions is established and implemented with fidelity, program partners and beneficiaries receive timely feedback, all feedback is incorporated into a continuous improvement cycle, and magnet school operations benefit from a diversity of perspectives:

- Bi-monthly Project Management Team meetings:** The Project Director (see following section) will use this time to gather feedback and input from school principals; monitor and adjust project activities; recruit, onboard, and support all Advisory Board members; and cascade information from district and regional executives;
- Weekly School Leadership Team meetings:** Campus-based meetings with the two campus Principals, Assistant Principal of Instruction, Assistant Principal for Operations, the Academic Counselor, and key instructional staff will occur in support of project implementation, monitoring, and adjustment; and
- Annual assessment of organizational health (campus and regional levels):** IDEA monitors organizational health each semester, and results are officially reported as part of the annual organizational health survey of all staff, parents, and students. In addition, IDEA

Comprehensive Health Professions will seek input, specifically, on this project's perceived effectiveness from students, parents, and community partners, as appropriate, as well as via Principal's weekly check-ins with the grade-level teams and individual teachers in order to ensure a diversity of perspectives and to solicit input from project beneficiaries. Parents will be involved in roundtable meetings with principals and the SVP of Schools.

Ongoing community-based input and support for implementation

In addition to support from IDEA's HQ, Regional Office, and School Leaders, IDEA Comprehensive Health Professions will benefit from two advisory boards. The first is IDEA Austin's Regional Advisory Board that meets at least quarterly to provide strategic guidance about IDEA's performance, growth, and community engagement in Austin. Two of the regional advisory board members—Al Lopez (Chair) and Dr. Richard Reddick, a national expert on Diversity in Education—served on the [City of Austin Mayor's Task Force on Institutional Racism and System Equities](#)⁶⁰ IDEA's VP of Community will leverage the expertise of these two board members, combined with the principles of the task force, to ensure that the school lives into the desegregation commitments and is a tool for disassembling institutional racism and inequities in both the educational and health systems.

The second source of community input is an expert Health Professions Advisory Board, comprised of distinguished health professionals, business leaders, and community members who seek to support IDEA's efforts to establish this first-of-its-kind open enrollment magnet public charter school. Please see pages 86-91 for a list of Health Professions Advisory Board partners and the Regional Advisory Board members noted in the Key Personnel Resumes Attachment.

The IDEA VP of Community for Austin will continue to build relationships in the Austin

⁶⁰ <http://kut.org/post/austin-mayor-announces-task-force-dismantle-institutional-racism>
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health, higher education, and medical community and invite other key leaders to contribute to this exciting and important educational partnership. Engaging these stakeholders and ensuring a diversity of perspectives means not only a set of diverse voices, but also building a culture in which differences of opinion are encouraged

(d) Key Project Personnel

(1) The project director is qualified to manage the project

The **Project Director** for this Magnet Schools Assistance Program project will be Tricia Noyola, **Senior Vice President of Schools** of IDEA Public Schools in Austin. Tricia manages IDEA's principals in Austin, as well as all instructional and operational work. Prior to leading schools in Austin, Tricia served as principal of IDEA San Benito Academy in the Rio Grande Valley. Due to her leadership, the school's passing scores increased by 12% among the general population and by more than 20% among all Limited English Proficiency scholars. IDEA San Benito Academy also received every single academic distinction for which the school was eligible from the Texas Education Agency. Every single member of Tricia's lead team has been promoted to Principal in Residence and are first-in-line to become future IDEA principals. Prior to leading IDEA San Benito, Tricia managed teacher and leader hiring for IDEA and Central Texas. She started her career teaching middle school English Language Arts with Teach For America, where 91% of her students passed the state exam, an improvement from 40% before she arrived at her placement.

As SVP of Schools of a rapidly scaling IDEA region, Tricia is best suited to assume the role of Project Director. Her roles will be 1) to ensure that IDEA's structures, systems, processes, and staff provide schools with critical operational and instructional support, allowing school leaders to focus on developing their staff and driving ambitious student achievement results; and

2) to ensure that all project outcomes and objectives are achieved on time and within budget. She will also ensure that IDEA's proven core curriculum is seamlessly integrated with the specialized health professions magnet curriculum as IDEA Comprehensive Health Professions is established and grows to full enrollment. The budget narrative reflects that Tricia will allocate **15%** of her time to this project.

IDEA will also hire a **full-time Project Manager**, with magnet school experience, to work with the Project Director to broaden the partnership base and to communicate with and coordinate partners and the Advisory Board. At all stages of project implementation and management, the Project Manager will oversee adherence to all policies and procedures relating to the following: magnet school status, policies; and operations; maintaining fiduciary and financial responsibility for all grant activities; keeping accurate accounting data, records, and archiving of supporting documentation for all charges; preparing and submitting written expenditure reports in coordination with the project manager; certifying expenses are true and correct; classifying and reporting the accounting transactions properly; and procurement records. The budget narrative reflects that the Project Manager will allocate **100%** of his/her time to this project.

Additionally, the **VP of Community in Austin**, Larkin Tackett, leads the organization's external relations and growth in the Austin region, which includes engaging community leaders, families, and key stakeholders. Prior to joining IDEA, Larkin served as the director of Place-Based Initiatives in the US Department of Education's Office of Innovation and Improvement (OII) as part of the Broad Residency. In D.C., he managed the Promise Neighborhoods program and led the Department's place-based strategy to leverage public and private resources to support comprehensive education reform in high-poverty neighborhoods. The key to success of Promise Neighborhoods projects are comprehensive, community partnerships, and Larkin is highly

experienced in building, developing, and managing these collaborations. During his time at the Department, participated in MSAP program activities, which was also implement by OII staff, including learning from practitioners and experts working on school desegregation around the country. Larkin also worked at the Texas Department of Housing and Community Affairs and served as legislative director for Texas State Senator Judith Zaffirini and committee director for California State Senator Dean Florez. He began his career as an eighth grade social studies and journalism teacher at Eliza Miller Jr. High School in West Helena, Arkansas, a small town in the Mississippi Delta. Larkin serves on the board of the Center for the Study of Social Policy, an organization that works to secure equal opportunities and better futures for all children and families, especially those most often left behind. The budget narrative reflects that Larkin will allocate **10%** of his time to this project.

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

Special health professions magnet school advisor

IDEA has secured the support of Dr. Jyoti Malhan, Principal of the Baylor College of Medicine Academy at Ryan Middle School, a magnet school in Houston Independent School District, to serve as a special advisor to IDEA Comprehensive Health Professions. Dr. Malhan has provided guidance and support monthly since the IDEA team visited her campus in fall 2016. As a 2013 MSAP recipient, Dr. Malhan is among the initial champions of the IDEA Comprehensive Health Professions as a magnet school. What's more, she is committed to continuing to serve as an advisor for the school design, leader recruitment, and program implementation. Prior to founding Ryan Magnet, Dr. Malhan cofounded the magnet school, Young Women's College Preparatory Academy and served as the Dean of Instruction there for two years. Both schools have been recognized as exemplary magnet programs and have attracted

local, state and national attention as model schools to replicate. She also served as a magnet coordinator for two years at the High School for Engineering Professions at Booker T Washington High School and a teacher for five years. Jyoti Malhan has nearly two decades of experience as an educator in private and public schools (see Dr. Malhan’s resume in the Key Personnel Attachment).

School leadership

High-quality school leaders with proven experience inspiring student learning and producing achievement results are key to IDEA’s ability to grow to scale with quality. In 2012, IDEA Public Schools established a Leadership Residency program to create a pathway for future IDEA school leaders to learn about leadership roles and develop their plans for eventually moving into a position on the school lead team at an existing or new IDEA school. It is important that IDEA Principals and leaders reflect the diversity of IDEA students. To this end, IDEA has recruited and trained a body of Principals that are 77% Hispanic and 7% African American. Principal in Residence (PIR) cohorts from the past four years have also been growing increasingly diverse (recruiting more people of color) each year as IDEA expands its model:

2012-13	2013-14	2014-15	2015-16	2016-17
3 of 7 PIRs 43%	4 of 8 PIRs 50%	9 of 15 PIRs 60%	20 of 25 PIRs 80%	23 of 31 PIRs 74%

Please see the attached Principal in Residence document for more information on this unique school leader training program.

While more than half of the past leadership residents have been sourced from internal promotions, IDEA also recruits high-quality talent from outside the organization, including:

1. Principals and Assistant Principals from high-performing schools that serve a demographic similar to IDEA’s student population;
2. Instructional coaches from traditional Independent School Districts;
3. Nationally-recognized school leaders; and
4. Recent alumni from high-performing, instructionally-focused graduate schools.

For IDEA Comprehensive Health Professions, the recruitment team will prioritize teachers and leaders with experience working in magnet schools.

Selected leadership residents become a fundamental part of their existing school lead team by shadowing members of the team. They also assume significant management responsibilities that

- Address key needs at the campus of residence;
- Leverage individualized strengths and integrate them with other lead team strengths; and
- Provide leadership residents with “stretch assignments” that give the resident experience in unfamiliar aspects of school leadership.

Leadership residents receive regular coaching from their mentor principal and the Director of Leader Development, as well as meet periodically as an entire cohort across the IDEA district for school visits and trainings. Over the course of a school year, they can expect to spend an average of 4+ days per week on their residency campus. When leadership residents are selected to lead a school, they will gradually decrease time spent on the residency campus to 1-2 days per week during the spring semester.

By implementing an internal Leadership Residency program, IDEA is able grow with quality. This will translate into new high-quality school seats that meet the demands of the families in all IDEA regions who want a better option for their children.

An overview of the school leadership structure for this one-of-a-kind magnet public charter school is as follows:

Principals: As a school designed to serve students across 14 grade levels, pre-Kindergarten through grade 12, IDEA Comprehensive Health Professions will have two principals: one for the elementary (Academy) school, grades pre-K-5, and one for the secondary (College Prep) school, grades 6-12. The principals will be managed by Austin’s Senior Vice President of Schools, who oversees all schools in this geographic region. The Senior VP of Schools reports directly to the Superintendent, and the entire school leadership team’s focus is on teaching to realize gains in student achievement.

District and regional leaders have already identified one of the two Leadership Residents who is a strong candidate to become a founding school leader for IDEA Comprehensive Health Professions. Mera Dougherty, currently the Assistant Principal of Instruction at IDEA Rundberg Academy in Austin, brings a wealth of personal and professional experience to the leadership of this specialized school. In addition to a broad base of K-3 grade teaching experience at three public charter schools in Brooklyn, Harlem, and Austin, Mera also taught at the Lang Youth Program at Morgan-Stanley Children’s Hospital in New York City. **She has the potential to be one of the few leaders of a health professions magnet school with actual experience in the health professions herself.** Prior to her entree into public education through Teacher U at Hunter College, Mera earned a Bachelor of Science in Neuroscience and Behavior from Columbia University—initially entering college interested in medicine and then falling in love with education, making her a perfect fit to lead this first-ever, innovative magnet public charter in the city of Austin. In addition to time spent in her current role, her educational leadership skills have been honed through two years as a grade-level chair and manager at KIPP

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Austin Leadership Elementary and through her current service chairing the TFA Austin Alumni Association Board.

IDEA will choose the Leadership Residents to lead IDEA Comprehensive Health Professions within six months of MSAP funding, with prior experience in a magnet school environment strongly preferred.

Assistant Principal of Operations (APO): Both campus principals will collaborate to hire an APO who will oversee non-instructional employees and non-instructional operations and processes across both levels of the magnet school. The APO will ensure that all logistical needs are met without involving the school principals or distracting them from their essential duties as the instructional leaders and culture builders.

In addition to the principals and campus' shared APO and facilities manager, IDEA Comprehensive Health Professions will have an interventionist who supports individualized learning, an academic counselor, and an Assistant Principal of Instruction (API) who supports the principal in building teaching practice among the faculty. At full scale, the school will also have a college counseling team made up of a Director and three counselors, and two APIs. The counselors will be play a specialized role at the Comprehensive Health Professions School by connecting high school juniors and seniors not only with community internships in health profession such as primary, mental, and public health, but also identify college and universities with health majors. Both primary and secondary schools have standard staffing structures that enable them to implement IDEA's proven academic program with fidelity. Principals manage their staffing and budget decisions and are empowered to alter their staffing plan to meet their needs with HQ input and approval.

Key IDEA HQ personnel

IDEA's headquarters (central office) supports all IDEA schools in four ways including:

1. Providing new school start-up services for all new schools including facilities acquisition;
2. Accessing top talent for all school leadership, instructional, and operational roles;
3. Providing ongoing academic, financial, and operational support via a strong central office;
and
4. Ensuring effective governance and oversight.

IDEA Comprehensive Health Professions will be supported throughout the project period and beyond by the following key IDEA HQ staff:

JoAnn Gama, IDEA Co-founder and Superintendent, is responsible for supporting the leadership teams in all IDEA schools as they implement the instructional program. She manages the VPs of Schools. This team is responsible for creating a strategy to ensure school-level goals are met and for training school personnel to ensure they are on track to reach their goals. JoAnn received the prestigious Peter Jennings Award for Civic Leadership in 2009 and was appointed to President Barack Obama's White House Commission on Educational Excellence for Hispanics in 2010.

IDEA has a robust **Program Team**, managed by the **Chief Program Officer, Dolores Gonzales**. Dolores works directly with campus leadership teams as well as classroom teachers and co-teachers. She oversees the elementary program, secondary program, and individualized learning and assessment departments, and ensures the delivery of high-quality instructional resources, instructional coaching, and support for special populations to all IDEA campuses. Before becoming Chief Program Officer, Dolores was the Director of Special Education for two years and Vice President of Student Support Services for four years at IDEA Public Schools. She

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and her team, which already includes staff and curriculum development partners in Advancement Placement (AP) courses in math, biology, and chemistry, will lead the design and adoption of the comprehensive health professions curriculum.

Irma Muñoz is the Chief Operating Officer and her team oversees several functions: marketing and communications, student recruitment, information technology, data management, transportation, child nutrition, facilities maintenance, and school operations. This team drives strategic development centrally for these functions and supports execution at the school level. They negotiate contracts, provide technical training, and build management capacity to ensure efficiency and allow the school teams to invest more time on instruction. Irma and her team will ensure the school building meets the unique needs of the health professions school.

Jamey Roberts, Chief Human Assets Officer, leads IDEA's human capital strategy and work. This includes hiring the highest quality staff members, supporting employee professional growth, and retaining our talented staff, including overseeing IDEA's innovative Teacher Career Pathway, which recognizes and rewards our most effective teachers. Jamey and his team will recruit the second Principal in Residence for the comprehensive health professions school and design any unique training required for the staff.

Wyatt Truscheit, Chief Financial Officer, is responsible for all aspects of IDEA's financial operations, including capital markets, banking and treasury, financial and management accounting, financial reporting, budgeting, payroll, benefits administration, procurement, risk management, human resources administration, and financial regulatory compliance. As CFO, he oversees the Business Office, which manages Finance and HR Administration and Construction. These responsibilities are critical to the day-to-day function of the schools and the organization itself. The business office maintains a dual focus on 1) customer satisfaction by attaining highly

satisfied customers through a proactive, and responsive to customer needs; and 2) efficiency through an effective and systematic financial management approach. Wyatt chairs the Budget and Finance Committee of the IDEA Board of Directors. He will be responsible for the financing and acquisition of the comprehensive health professions school building.

Sam Goessling, Chief Advancement Officer, is responsible for overseeing the advancement team's \$70 million 2017 growth campaign and building partners and advocates for IDEA across each of its regions. Sam also works with partner organizations, who advocate for IDEA and other high-performing public charter schools at the federal, state, and local levels. In addition to managing financial growth, Sam leads IDEA's exploratory work in selecting new regions for IDEA Public Schools beyond the 2017-2018 school year. He and his team oversee the development of grant applications such as this one and will work closely with the VP of Community in Austin to develop the community partnerships essential to the school.

Philip Garza, Chief College and Diversity Officer, sets the vision and strategy for everything IDEA does to send students to and through college, thus achieving its vision of becoming the number one producer of low-income college graduates. He also ensures that IDEA is the most diverse, equitable, inclusive high-performing organization, period.

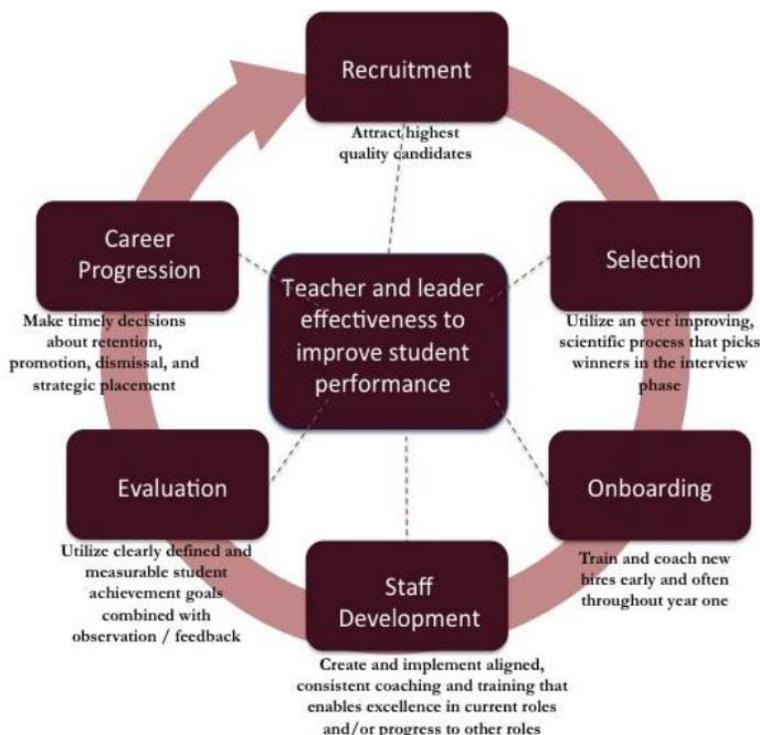
In addition to leveraging the comprehensive health professions knowledge and skills of the Advisory Board for curriculum development, **the Project Director and Project Manager will dedicate significant time working with the National Coalition for School Diversity and National Equity Assistance Centers to build IDEA's capacity to effectively implement the project's desegregation activities.**

(3) Teachers who will provide instruction for IDEA Comprehensive Health Professions are qualified to implement the school’s magnet curriculum

Recruiting, selecting, and retaining the best teaching talent is the most important thing IDEA does to ensure that its students are getting a world-class education. Once IDEA schools have the right staff in place, leaders improve the quality of instruction and student achievement results through the rigor and frequency of IDEA’s educator evaluation system.

In 2010, IDEA was the only Texas recipient of a \$5M Investing in Innovation (i3) Development Grant. As a result, IDEA and a traditional public school district in South Texas collaborated to develop a best in class, comprehensive and coherent human capital system that addresses all phases of the talent pipeline. i3 funding enhanced IDEA’s practices in six key areas: Recruitment, Selection, Onboarding, Staff Development, Evaluation, and Career Progression (see graphic).

From IDEA’s evaluation-embedded Core Values that guide recruitment, to the Teacher Selection Tool and Profiles that guide selection, through the totality of the existing evaluation system and rating that helps IDEA identify potential teacher and school leaders (career progression), IDEA’s human capital management system is



arguably strong, well-conceived, and supported by some of the best thinking in the education field.

Recruitment. Sources of new hires come from a variety of sources, including internal referrals, IDEA co-teachers (when ready to promote to teacher of record), university partnerships, recruiter networking events, marketing, alternative certification programs, and online sources myedmatch.com and haystack.com.

Current Advisory Board members will introduce IDEA's leaders to additional good-fit members. IDEA Comprehensive Health Professions will leverage the skills, talents, and connections of these generous volunteers to further build the school's community partnership base and to recruit specialized instructors with a background in health professions. The Advisory Board will be crucial to developing a high-quality pipeline of talented individuals to which IDEA would not otherwise have access. The partnerships and connections available through the Advisory Board members will also provide IDEA Comprehensive Health Professions with access to knowledgeable, skilled, healthcare professionals and health professions educators.

Teacher Selection Process. IDEA's goal for every classroom to have a high-quality teacher on the first day of school requires a **rigorous, multi-phase teacher selection process** that includes an application and phone interview (both conducted by the staffing team), a final interview, sample lesson, and reference check (conducted by the campus team). For IDEA Comprehensive Health Professions, this will apply equally to core curriculum and specialized instructors at all levels, pre-K through 12. During the teacher selection process, IDEA verifies strengths and probes weaknesses in its identification of the **seven competencies** it believes an ideal candidate possesses: Mission Fit, Record of Results, Flexibility/Adaptability, Sweating the

Small Stuff, Motivating and Influencing, Resiliency, and a Growth Mindset. The following table illustrates the Competency Map, noting at which phase of the teacher selection process evidence of each competency is sought.

Section	Mission Focus	Record of Results	Growth Mindset/ Continuous Improvement	Motivating & Influencing	Flexibility/ Adaptability	Sweating the Small Stuff	Resiliency
Application	✓	✓	✓	✓		✓	✓
Phone Interview	✓	✓	✓		✓	✓	✓
Final Interview	✓	✓	✓	✓	✓	✓	
Sample Teach			✓		✓	✓	
Reference Check	✓	✓	✓	✓	✓	✓	✓

Crucial to the selection process is the sample lesson, structured for the applicant’s desired teaching level (elementary or secondary). For example, a candidate for a secondary teaching position receives three content-specific objectives, chooses one, and prepares a lesson plan. During a 5-minute sample teach session, the hiring committee plays the role of students then provides actionable feedback, after which the candidate re-teaches. Throughout this process, the committee is looking for the candidate’s articulation of the planning process, attitude regarding feedback, and ability to immediately modify accordingly.

Hiring. Based on the collective results of this multi-step, multi-team process, IDEA’s talent recruiters, in partnership with the school leaders, will take action as indicated in the graphic at right.

Timeline. IDEA’s goal is to have 100% of Academy (elementary-level) hires complete by mid-May and 100% of College Prep (secondary) hires complete by mid-June.

IDEA's Program and Human Assets teams will collaborate on the hiring of staff and development of curriculum that meets the unique needs of the comprehensive health professions. With advice and consultation from IDEA's advisor for magnet schools, as well as the Advisory Board representing the primary, mental, and public health professions, **the IDEA team will select staff with core competencies that prepare students for success in an IDEA school generally, and a health professions magnet school specifically.** In addition, the Dell Medical School and other community partners create a unique opportunity to create and adopt curriculum and materials that the staff will use to prepare students for success in college and the health professions.

What's more, IDEA's track record of serving students of color from disadvantaged backgrounds and the diverse student body the school is expected to serve will equip the personnel of the project to implement desegregation strategies. Using IDEA's DEI tenant Learning for Leaders, the Project Director will ensure that all staff working at IDEA Comprehensive Health Professions will receive development on individual identity, social identity groups, and emotional intelligence; access a cannon of DEI literature, and engage in the Austin Regional DEI Council—a community forum to discuss race, class, privilege, diversity, equity, and inclusion, especially as it relates Austin's legacy of segregated schools.

(e) Quality of Project Evaluation

IDEA will contract with an objective third-party evaluator to conduct a rigorous evaluation of this MSAP grant proposal, thereby preserving integrity and reducing bias in the evaluation results. The external evaluation will be conducted by Copia Consulting, LLC, an Austin-based, HUB-certified research firm with more than ten years of experience evaluating multiple federal and state grants. These grant evaluations include i3 grants, Race to the Top grants, Charter

School Expansion grants, TIF grants, GEAR UP grants, and many others. More generally, Copia partners have more than 20 years of experience developing and managing programs in the arenas of education, juvenile justice and child welfare in addition to their research backgrounds.

This mixed-methods evaluation will utilize both quantitative and qualitative research methods to collect and analyze multiple data sources to assess project objectives, with the goal of increasing the validity of the analysis. The evaluation will include both an implementation fidelity analysis and an impact analysis. Additionally, it will include an exploratory analysis of the mediating factors related to the outcomes of interest, namely, reducing minority group isolation, increasing academic achievement, and increasing students' perceptions and intentions to pursue Health and Science careers.

Research questions

The evaluation activities will be designed to answer the following research questions:

Implementation Fidelity

1. To what extent are the program interventions implemented as designed? What, if any, modifications were made, and to what extent did those modifications affect outcomes, especially related to the project's primary outcomes related to reducing minority group isolation?
2. What key challenges did the project staff face in implementing the program? How did these challenges differ by target population (e.g., teachers, students, parents) and sub-groups (e.g., race/ethnicity/socioeconomic status/language/gender)? How were these addressed over the course of the program?
3. In what ways did the community partnerships associated with the school either benefit or hinder implementation?

4. How did variables such as student achievement, student persistence, disciplinary referrals, parent involvement, campus climate, and teacher satisfaction/retention change over the years of operation?

Impact analysis

1. Does the MSAP program reduce minority group isolation and increase desegregation relative to other IDEA schools and other Austin-area magnet schools?
2. Does the MSAP program result in a more diverse school staff relative to other IDEA schools and other Austin-area magnet schools?
3. Does the MSAP program increase students' achievement in Reading, Mathematics, and Science?
4. Does the MSAP program change students' perceptions of and/or increase intentions to pursue a Health or Science related career?
5. Do increases in diversity result in increases in student achievement? (Confirmatory research question)

Exploratory analysis

1. What are the key mediators to the outcomes of interest in this MSAP program (e.g. recruitment strategies, parent buy-in, parent involvement, teacher effectiveness, teacher perceptions of health disciplines, effective partnerships, effective stakeholder engagement, especially among diverse groups of stakeholders with diverse perspectives, etc.)?

(1) The methods of evaluation will, if well-implemented, produce evidence of promise

Methods

Research methodologies will include correlations, Analysis of Variance testing (ANOVAs), t-tests for significance, and regression analysis with controls for observed covariates such as race/ethnicity, socioeconomic status, and gender. Data will be analyzed by grade level to enable understanding of how age and other grade-specific factors might contribute differentially to student outcomes. Data will also be analyzed over time to enable understanding of how dosage and duration might contribute differentially to student outcomes. This design thus relies on two sources of variation to inform analyses: comparisons across grade levels and comparisons over time. By year 5 of the MSAP program, longitudinal analyses will be possible, enabling more sophisticated methods. Though the MSAP program described here precludes an experimental, randomized design, the evaluation will still yield strong results that will lead IDEA to understand the extent to which the intervention is effective and should be replicated. To this end, the confirmatory impact evaluation will use a quasi-experimental design (QED) matched treatment and comparison groups assessing the impact of diversity on students' academic outcomes to produce **Evidence of Promise**. Other IDEA district schools in Austin are natural comparison schools, as they will take the same beginning and end of year reading and math exams, and student and school level covariate data will be readily available from IDEA's data team. To avoid selection bias, the study will employ matched treatment and control conditions and 1:1 propensity score matching (PSM) using nearest neighbor matches without replacement to match students on the following covariates: FRL eligibility, ELL status, minority status, gender, and prior academic achievement. Recent empirical studies comparing the results of randomized control trials and quasi-experimental designs using PSM found that when a pretest of the outcome is used as a matching criterion and the two groups do not diverge significantly on

matching variables, PSM can substantially eliminate bias in estimating causal effects in quasi-experiments and replicate the findings of experimental designs.⁶¹ Hierarchical linear modeling (HLM) will be used to posit a three-level model with students nested in classes nested in schools, with the estimated effect being the coefficient on a measure of class-level diversity (impact analysis Q5 above), while controls for observed covariates including beginning of year achievement results. For the exploratory analysis, a multi-level mediation method also using HLM described in Zhang, Zyphur, & Preacher (2009) will be applied to test how mediating factors influence the outcomes of interest. The results from this evaluation could be analyzed with other case-studies of similar programs to assess the similarities and differences in outcomes, adding to the literature surrounding effective Magnet program design and implementation, i.e. evidence of promise.

Reporting

As mentioned previously, Copia Consulting will be integrated into the fabric of this MSAP project, and will provide comprehensive formative reports to IDEA leadership twice annually, which will include both qualitative and quantitative findings from the implementation, impact, and exploratory analyses. The reports will include performance feedback from all data collected inclusive of application and enrollment data, End-of-Year and statewide testing, survey data, interviews, focus groups, observations and document reviews. Quantitative data related to each goal and performance measure will be analyzed at the end of each academic year, beginning in Year 3, and integrated with qualitative data for a comprehensive annual report. Each annual

⁶¹ Bifulco, Cobb & Bell, 2009; Cook, Shadish, and Wong, 2008; Cook & Steiner, 2010; Cook, Steiner, & Pohl, 2009).

report will build upon the previous report, so that the full perspective across the three years of operation will be included in the final summative report.

Feedback loops

In the spirit of continuous improvement, which is a defining component of Copia's culture, Copia principals will continuously seek feedback from IDEA in monthly meetings, and will also conduct a 360 Year in Review meeting annually to ensure the partnership is functioning to its highest potential. Communication between evaluators and program operators is a key element of success, both informal and formal. Copia and IDEA will conduct monthly phone calls to review all program and evaluation functions, and will meet additionally as needed or as scheduled. Copia has a deep understanding of IDEA's mission, model and prior successes as a result of ten years of evaluation activities related to federal grants, and as such brings a deep knowledge of organizational strengths and challenges. Copia will make changes to evaluation design plans and components as needed, based on feedback from IDEA, programmatic changes and/or special requests, with the overarching goal being the creation of a magnet school that equalizes opportunity through diversity, high quality educational services and innovative practices.

Implementation fidelity

Copia will focus on establishing the foundation for an implementation study in year one and year two of the grant by interviewing key personnel, observing meetings, professional development sessions, etc., and will measure implementation fidelity beginning in 2019 when the first students enter the magnet school. Copia will interview key personnel and community partners at the beginning and end of each year, conduct focus groups with prospective applicants, and will observe meetings, professional development, and any other grant-related activities as they occur throughout the first year. The aim of these initial evaluation activities is to ensure the

program is being implemented with fidelity even before students enter the classroom; to inform IDEA leadership of what is working and what is not, to foresee any potential barriers to success, and to recommend strategies for overcoming these barriers, ensuring milestones are achieved in a timely and efficient manner. Though students will not be in seats in this initial evaluation period, Copia's role is to be an active partner throughout this phase, bringing a data-based third party perspective to the decision making process. To the extent warranted, Copia will look beyond the data collected to back any findings and recommendations that need further corroboration from the literature. Beginning in the 2019-20 school year, when students enter the school in grades pre-K-2 and 6, Copia will incorporate a number of evaluation activities designed to further inform the implementation process. This will include the following:

- Interviews with campus leaders and teachers, as well as classroom observations to document program goals and activities, the influence of training on teacher activities, and challenges faced by teachers in applying what they learned
- Focus groups with teachers, students and parents designed to elicit feedback regarding satisfaction levels, successes and challenges, effectiveness of communication strategies and other significant program components
- Teacher, parent and student surveys to collect implementation data regarding school climate, perceptions and attitudinal outcomes, issues, concerns and overall satisfaction

Copia will conduct a minimum of eight to ten focus groups at various intervals throughout the year beginning in 2019. The findings from the focus groups will be used to provide formative feedback to school leaders in addition to providing information for the yearly and final reports.

Interviews and focus groups during the site visits will provide a means to collect rich qualitative

information that is not readily measured through multiple choice questions or quantitative assessments. These data will be useful for developing a more complete understanding of complex issues and possible solutions.

Researchers will also observe school activities, inclusive of professional development sessions, parent meetings, special events and other relevant activities using structured protocols. Observations will allow researchers to document the nature of the activities and evaluate the fidelity with which the program is implemented, and the extent to which programming goals are achieved.

Copia researchers will interview key personnel at each of the participating campuses and partner organizations each year to build baseline knowledge around the program design, goals and objectives, perceived outcomes, lessons learned, and challenges faced in launching and stabilizing the program. Copia will develop a semi-structured interview protocol with detailed subjects and questions; however, the format will be open-ended and the questions will foster discussion rather than simply obtaining specific responses to questions. The major advantage of this method is that collected data are more systematic and comprehensive than informal conversational interviews, while the tone of the interview still remains conversational.

During the planning phase of the project, detailed protocols for the surveys, interviews and focus groups will be developed in close consultation with IDEA's regional and HQ staff. The development of the focus group and interview questions will be guided by known best practices research and will carefully integrate directed and expansive questions, starting and ending scripts as well as consent procedures. All tools and surveys created by Copia researchers will adhere to National Culturally and Linguistically Appropriate Services (CLAS) Standards.

Researchers will construct a data-capture form for each data-collection occasion that includes

data synthesized from interviews, focus groups, and document reviews from each site visit. The data-capture form will be organized around analytic categories or topics that reflect the key program components. This analysis will allow researchers to identify and report emerging themes or trends, to note commonalities or differences across clusters or schools, and to inform subsequent data collection. When appropriate, this qualitative data will be quantified to demonstrate overarching and emerging data trends.⁶² Findings will be corroborated with quantitative data described above.

In order to assess fidelity of implementation, Copia will utilize the following five dimensions:⁶³

1. **adherence**—whether the components of the intervention are being delivered as designed;
2. **duration**—the number, length, or frequency of sessions implemented;
3. **quality of delivery**—the manner in which the implementer delivers the program using the techniques, processes, or methods prescribed
4. **participant responsiveness**—the extent to which participants are engaged by and involved in the activities and content of the program; and
5. **program differentiation**—whether critical features that distinguish the program from the comparison condition are present or absent during implementation.

Regular monthly meetings will occur between the IDEA Team and Copia Consulting to ensure the evaluation team has open lines of communication with the IDEA Team, is apprised of

⁶² Guest et al, 2011.

⁶³ Dane & Schneider, 1998; Dusenbury, Brannigan, Falco, & Hansen, 2003

any new initiatives or modifications to the MSAP program, and contributes to these efforts by providing data-based insights and recommendations. Formative memos detailing any significant findings or observations will be provided twice annually throughout the life of the grant.

Formative memos may also contain recommendations or questions designed to create reflection and positive changes in implementation practice.

(2) The methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible

There are three overarching objectives in this MSAP program that correspond directly to performance measures related to intended program outcomes. Below is a list of the indicators, measures, data sources, data collection responsibilities, and frequency of data collection by outcome. All instruments used in the impact evaluation on program outcomes have a history of producing valid and reliable data.

OUTCOME: Reduce Minority Group Isolation

Indicators	Performance Measures	Data Source	Data Collection	Frequency
a. Increase the representation of students who are low-income and of color in magnet programs compared to Austin ISD magnets;	Increase (decrease) of enrollment of identified groups	Enrollment tables for MSAP school; Publically available enrollment data for Magnet schools in AISD	IDEA Data Team	Years 3-5; Annually
b. Reduce minority group isolation of students at IDEA Public Schools in Austin	Increase (decrease) of enrollment of identified groups; Increase (decrease) of identified groups in applicant pool	Enrollment data for MSAP school; Enrollment data for IDEA school district; Applicant pool data for MSAP school; Applicant data for IDEA school district	IDEA Data Team	Years 3-5; Semi-annually; during the application process and post-"snapshot" day

OUTCOME: Increase academic achievement in Mathematics, Science, and Reading/Language Arts

Indicators	Performance Measures	Data Source	Data Collection	Frequency
a. Each year of the funding period, at least 90% of pre-K-2nd grade students will end the year on or above grade level in Reading/Language and Math as measured by their individual progress through the Direct Instruction curriculum;	EOY achievement relative to grade level standards	DI Reading, Language, and Math Mastery	IDEA Data Team	Years 3-5 BOY, MOY, EOY
b. How many 3 rd -12 th Students will reach reading, math, and science achievement targets (Level II = Passing, Level III = Commended) for each grade level throughout the project;	EOY achievement relative to grade level standards	Texas STAAR statewide testing	IDEA Data Team	Years 3-5; 3 Interim Assessments ; 1 Annual EOY Assessment

OUTCOME: Increase students' perceptions of and intentions to pursue Health and Science Related Careers

Indicators	Performance Measures	Data Source	Data Collection	Frequency
Increase in students' perceptions of scientists	Increase in students' responses to questions such as "I think scientists are..." "especially intelligent" "family oriented" etc.	Students perceptions of stereotypes of science	Copia Consulting	Years 3-5; Semi-annually; BOY and EOY
Increase in students' intentions to pursue a science career	Increase in students' responses to Likert scale questions like "In your future career, how likely is it that you will..." "get an advanced degree in science" etc.	Career intentions in science scale	Copia Consulting	Years 3-5; Semi-annually; BOY and EOY
Increase in students' perceptions of social equality in science	Increase in students' responses to Likert scale questions like "People of all ethnic groups do receive equal employment opportunities in science";	Social equality perceptions of science scale	Copia Consulting	Semi-annually; BOY and EOY

	<p>"Women and men do receive equal employment opportunities in science"</p>			
<p>***Survey Scales adapted from from Nassar-McMillan, Wyer, Oliver-Hoyo, and Schnieder (2011); see article for reliability ratings and an explanation of the sound psychometric properties of the instrument.</p>				

In addition to the qualitative and quantitative data related to student performance and perceptions, Copia Consulting will collective qualitative data regarding the project’s priority related to recruiting diverse students and staff, as well as engaging diverse stakeholders. This will include observing and provide feedback about the recruitment progress monitor process, and analyzing demographic data (i.e., race, ethnicity, socioeconomic status, language, gender, etc.) of the stakeholders and the participation levels disaggregated by this data participation. Formative memos from the Copia to the IDEA Team will include specific feedback about the recruitment and diverse stakeholder engagement.

Copia Consulting will collect the qualitative data described in (1) and will also facilitate the Perceptions of STEM Careers Survey described in (2). For the academic achievement measures, IDEA Public Schools will collect the data related to each of these performance measures and will provide the data in a specified format to Copia Consulting by an agreed upon deadline. Data from IDEA Public Schools will be cross-validated with state sources and triangulated with qualitative data to ensure its consistency and accuracy.

For the exploratory analysis of mediating factors, Copia will evaluate the relationships among the data collected in (1) the implementation analysis to (2) the impact analysis. The

advantage of the exploratory analysis is that it gives Copia the opportunity to connect the implementation study with the impact study to do more than just inform whether or not the program is being implemented with fidelity or is achieving the intended outcomes; instead it will shed light on the “levers” that IDEA has to influence outcomes. For example, if teacher satisfaction is found to be a mediating factor in student achievement, IDEA will be informed of this relationship and have the opportunity to improve teacher satisfaction, in turn resulting in improving student achievement. The analysis and resulting findings from all three studies will be included in the annual report, beginning in the 2019-2020 school year.

As mentioned previously, Copia Consulting will provide comprehensive formative reports to IDEA leadership twice annually. The reports will include performance feedback from all research methodologies, inclusive of interviews, focus groups, survey data, observations and document reviews. Quantitative data related to each goal and performance measure will be analyzed at the end of each academic year, beginning in Year 3, and integrated with qualitative data for a comprehensive annual report. Each annual report will build upon the previous report, so that the full perspective across the three years of operation will be included in the final summative report.

Evaluation Timeline

	Time Period				
	Y1 (2017-2018)	Y2 (2018-2019)	Y3 (2019-2020)	Y4 (2020-2021)	Y5 (2021-2022)
Start Up Activities	<ul style="list-style-type: none"> • Interviews w/key personnel • Site selection • Interviews w/community partners • Observations at special events • Focus groups with prospective applicants 	<ul style="list-style-type: none"> • Staff hiring • Construction • Professional development 	<ul style="list-style-type: none"> • ICHP launches grades pre-K-2 and 6 	<ul style="list-style-type: none"> • Add grades 3 and 7 • Curriculum development 	<ul style="list-style-type: none"> • Add grades 4 and 8 • Finalize health professions curriculum for HS
Methods, Data Collection and Distribution	<ul style="list-style-type: none"> • Qualitative data from interviews, document reviews, planning sessions, recruiting and marketing efforts 	<ul style="list-style-type: none"> • Qualitative data from interviews, observations, implementation fidelity measures • Quantitative data from applications and enrollment 	<ul style="list-style-type: none"> • Quantitative data analysis on diversity and student achievement • School Site Visits: Interviews, Focus Groups, Classroom Observations Professional Development, Observations, Parent Activity Observations, and Implementation Fidelity Reviews 		
	Interviews with ICHP Leadership and Administration				
	Review of planning documents				
				Teacher, Parent & Student Focus Groups and Surveys Quantitative Teacher and Student Outcomes Analysis	
Reports					QED Confirmatory Outcome Analysis; Cumulative Findings Report
<ul style="list-style-type: none"> • Formative Feedback • Annual Reports summarizing interim outcomes analysis and recommendations for action 					

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(3) The methods of evaluation to which the costs are reasonable in relation to the objectives, design, and potential significance of the project

The evaluation of the magnet school model proposed herein is both comprehensive and rigorous. It includes both qualitative and quantitative analyses with the specific goal of determining whether it is effective, why it is effective, and for whom it is most effective. These methodologies will allow us to produce Evidence of Promise that will facilitate both replication and scaling up. The total cost of the evaluation represents 4% of the overall budget, which is reasonable given the level of detail and statistical modeling required to carry out the analysis and the emphasis on potential national significance and Evidence of Promise standards.

The cost of the evaluation is further minimized by the fact that Copia Consulting is based in Austin, Texas and will not require any reimbursements for travel expenses related to the evaluation.