

Application Coversheet

Name of Proposed School: UTPB STEM Academy Expected Opening Date: Fall, 2014

Note: The name of the school must include the name of the college or university operating the school.
See TEC, §12.155.

Name of College or University: University of Texas of the Permian Basin

Chairperson of Governing Body of Sponsoring Entity: Paul Foster

Chief Executive Officer of Sponsoring Entity: Dr. Francisco Cigarolla Cigarolla

CEO/Superintendent of Proposed Charter School: TBD

Applicant Mailing Address (this address will be used for contact regarding this application): 4901 E. University Blvd.
Odessa, Texas 79762

Physical Address of Proposed Administrative Office: **REVISED DURING CONTINGENCY PROCESS.**
SEE INSERT.

Number of Campuses Being Requested: 2

Physical Address of Each Proposed Campus (Please include street address, city, state, zip, and county.). If the specific address is unknown at this time, please provide the county and general location of the proposed campus:

Odessa Campus: 4901 E. University Blvd., Odessa, Texas; Midland Campus: Midland County, TBD

Contact Name: Juli D'Ann Ratheal Contact E-mail Address: ratheal_j@utpb.edu

Contact Phone #: 432-552-2530 Contact Fax #: 432-552-3530

State maximum enrollment and check all grade levels to be served for each school year.
(By Year 3, at least one grade in which the state assessments are administered must be offered.)

Year 1: Maximum Enrollment: 700

☐ Pre-K3 ☐ Pre-K4 ☒ K ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

Year 2: Maximum Enrollment: 1600

☐ Pre-K3 ☐ Pre-K4 ☒ K ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

Year 3: Maximum Enrollment: 1800

☐ Pre-K3 ☐ Pre-K4 ☒ K ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

Year 4: Maximum Enrollment: 2000

☐ Pre-K3 ☐ Pre-K4 ☒ K ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8 ☒ 9 ☐ 10 ☐ 11 ☐ 12

Year 5: Maximum Enrollment: 2200

☐ Pre-K3 ☐ Pre-K4 ☒ K ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8 ☒ 9 ☒ 10 ☐ 11 ☐ 12

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. In accordance with TEC §12.120, I further certify that no members of the governing body of the sponsoring entity or of the proposed charter school or any officers or employees of the proposed school have been convicted of a misdemeanor involving moral turpitude or of any felony. I understand that incomplete applications will not be considered.

W. David Watts 9-18-13 W. David Watts
(BLUE INK) Signature of College/University President Date Printed Name

Juli D. Ratheal 9-18-13 Juli D'Ann Ratheal
(BLUE INK) Signature of Application Preparer Date Printed Name

With what company is the application preparer associated? _____ Was preparer paid? ☐ Yes ☒ No

Salvo, Rick

From: Juli D'Ann Ratheal [ratheal_j@utpb.edu]
Sent: Tuesday, November 19, 2013 2:53 PM
To: Salvo, Rick
Subject: Re: Grades Served and Maximum Enrollment

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Yes, that would be the maximum enrollment when we reach full operation.

Juli

----- Original message -----

Date: Tue, 19 Nov 2013 20:28:39 +0000
From: "Salvo, Rick" <Rick.Salvo@tea.state.tx.us>
Subject: Grades Served and Maximum Enrollment
To: "Juli D'Ann Ratheal" <ratheal_j@utpb.edu>

Dr. Ratheal,

Per our phone conversation moments ago, I understand that the application submitted by the University of Texas of the Permian Basin, to operate the UTPB STEM Academy seeks a charter approved to serve grades K - 12 with a maximum student enrollment of 3,900 students when fully operational.

Please confirm this understanding.

Thank you,

Rick Salvo, Program Specialist

Division of Charter School Administration

Texas Education Agency

Phone: (512) 463-9789

Fax: (512) 463-9732

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Salvo, Rick

From: Juli D'Ann Ratheal [ratheal_j@utpb.edu]
Sent: Tuesday, December 10, 2013 11:47 AM
To: Salvo, Rick
Subject: Application Coversheet

Rick,
Please not the following correction to the application cover sheet:
I would like to confirm that the maximum enrollment at capacity will be 3900 students spanning Kindergarten through 12th grade. Realistically, the enrollment may be lower but our foreseeable maximum enrollment should not exceed 3900 once we are fully operational with grades K-12.

Thanks,

Juli

Dr. Juli D'Ann Ratheal

Assistant Vice President of Research and Dean of Graduate Studies
Associate Professor of Mathematics Education
Grant Director/Principal Investigator
University of Texas of the Permian Basin
Office: MB 1208B
Phone: (432) 552-2530
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The University of Texas of the Permian Basin

University Charter School Application

Table of Contents

Application Coversheet	1
Applicant Checklist	2
Application Section	4
1. Statement of Need	5
2. Vision of the School	6
3. Community Support	8
4. Educational Plan	9
5. Special Needs Students and Programs	23
6. Geographic Boundary	23
7. Admissions and Enrollment Policies	24
8. Governance	27
9. Human Resources Information.....	30
10. Business Plan	34
Attachments Section.....	40
Attachment A - Published Notice of Public Hearing.....	41
Attachment B - Synopsis of Public Hearing	42
Attachment C-Special Education Assurances and Development of Policies and Procedures.....	47
Attachment D - Signed Certified Mail Receipt Cards	49
Attachment E - Notarized Biographical Affidavits	53
Attachment F - Organizational Chart.....	69
Attachment G - Supplemental Human Resources Information Forms	70
Attachment H - Audit Report	89
Attachment I - Documentation Verifying All Sources of Funding.....	138
Attachment J-Documentation Verifying All Sources of Funding NOT Requiring Repayment.....	141
Attachment K - Start-Up Budget.....	142
Attachment L - Budget for First Five Years of Operation	150
Attachment M- Combines 5 Year Budget.....	155
Attachment N - Negotiated Service Agreement(s).....	176
Attachment O - Certificate of Occupancy of Equivalent Certificate	177
Attachment P - Negotiated Lease Agreement(s)	178
Attachment Q- Bilingual Education, ESL, Section 504, and Dyslexia Assurances	179
Attachment R- General Application of Assurances for Federal Programs	181
Attachment S- Special Assurances Document	184
Attachment T- State Board of Educator Disclosure of Campaign Contributions form	187

Applicant Checklist

UTPB STEM Academy

The University of Texas of the Permian Basin

Name of Proposed School

College or University Name

This checklist MUST be completed and submitted as part of the application to ensure that the applicant has provided all of the information required by the RFA.

Application

- ☒ Application Coversheet
- ☒ Table of Contents
- ☒ Applicant Checklist (*this document*)

Application Sections (*All questions in each section must be answered completely.*)

- ☒ 1. Statement of Need
- ☒ 2. Vision of the School
- ☒ 3. Community Support
- ☒ 4. Student Goals
- ☒ 5. Educational Plan
- ☒ 6. Special Needs Students and Programs
- ☒ 7. Geographic Boundary
- ☒ 8. Admissions and Enrollment Policies
- ☒ 9. Governance
- ☒ 10. Human Resources Information
- ☒ 11. Business Plan

Attachments A - M

- ☒ A. Published Notice of Public Hearing
- ☒ B. Synopsis of Public Hearing
- ☒ C. Signed Certified Mail Receipt Cards
- ☒ D. Notarized Biographical Affidavits
- ☒ E. Organizational Chart
- ☒ F. Supplemental Human Resources Information Forms
- ☒ G. Audit Report
- ☒ H. Documentation Verifying All Sources of Funding
- ☒ I. Start-Up Budget
- ☒ J. Budget for Year One of Operation
- ☒ K. Negotiated Service Agreement(s)
- ☒ L. Certificate of Occupancy or Equivalent Certificate
- ☒ M. Negotiated Lease Agreement(s), Deed(s) to Property, Earnest Money Contract(s), or Purchase Agreement(s)

Assurance Documents and Required Campaign Contribution Form - Completed and Signed

- ☒ 1. Special Education Assurances and Development of Policies and Procedures
- ☒ 2. Bilingual Education/ESL, Section 504, and Dyslexia Assurances
- ☒ 3. General Application of Assurances for Federal Programs
- ☒ 4. Special Assurances Document
- ☒ 5. State Board of Education Disclosure of Campaign Contributions form

The CEO of the sponsoring entity acknowledges the following:

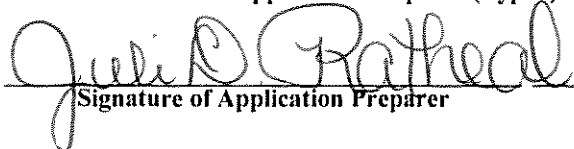
- ☒ 1. The application and 8 copies submitted are printed single-sided and at least one copy has been retained for the organization's records.
- ☒ 2. Applications must be received by Document Control at the Texas Education Agency by the stated deadline in the Request for Application in order to be considered.
- ☒ 3. All submissions become the property of the Texas Education Agency and will not be returned.

Juli D'Ann Ratheal

W. David Watts

Name of Application Preparer (Typed)

Name of College/University President (Typed)

 9/24/13

Signature of Application Preparer

Date

 9/24/13

Signature of College/University President

Date

The University of Texas of the Permian Basin
University Charter School Application

Application Section

The University of Texas of the Permian Basin

University Charter School Application

1. Statement of Need

a) Discuss why members of the sponsoring entity believe that the proposed school is needed and why they believe that sufficient demand exists to make the school viable.

The University of Texas of the Permian Basin's College of Education and College of Arts and Sciences are currently involved in significant projects in area school districts.

In both Ector and Midland counties there are significant educational challenges impacting opportunities for students to attend post-secondary education especially in the Science, Technology, Engineering, and Mathematics (STEM) related fields. The percent of the population holding at least a bachelor's degrees within the two counties are below the state average of 26% especially in Ector county. Currently, the percentages for Ector and Midland county are 13% and 24% respectively.

There are 28,398 students enrolled in Ector County ISD and 22,501 in Midland ISD. We have observed the issues facing public schools and have analyzed population data to determine that over 6,000 public school-aged children have already opted out of public education and chosen private and home school alternatives. In conversations with community and parent representatives, we have determined that there are a significant number of families seeking schools that provide more choice and flexibility. They are also seeking approaches that will maximize postsecondary opportunities.

Discussions with area district leaders, both traditional and charter, provide additional evidence that there is an urgent need in the area for an additional charter. According to one local charter school, they currently have over 150 students per grade level on waiting lists and receive inquiries from parents seeking additional educational choices for their children on a constant basis. Also, many traditional neighborhood schools in Odessa are over-flowing and having to turn children away or bus them to other locations. This over-crowding is a result of the "oil-boom" that has occurred in the Permian Basin and is expected to continue for several decades before leveling off. During the Odessa public meeting, both the Ector County ISD Superintendent and one of the ECISD board members stated they believed competition is good and would provide an additional stimulus for ECISD to continue to improve.

The proposed structure of the **UTPB STEM Academy** Charter School will deploy a hybrid approach to curriculum deployment. This model is based upon the UT Tyler Innovation Academy Charter Model that is in its second year in East Texas. Under this structure, students will receive a significant proportion of the curriculum online in students' homes. In addition, students will receive face-to-face instruction in interdisciplinary project based learning, fine arts and physical education. The online component of the academy allows for the flexibility that parents are seeking, and the project based learning component has been shown to improve student achievement by increasing opportunities for application and "real-world" learning. Nationwide, STEM education is being prioritized and due to its current economic growth, the Permian Basin region has seen significant interest in increasing STEM education at all levels. UTPB has responded to this demand at the university level by 1) strengthening existing STEM programs, 2) implementing a new degree in Petroleum Engineering, 3) two new graduate degrees in Mathematics and Computer Science, and 4) offering four-year undergraduate STEM

The University of Texas of the Permian Basin

University Charter School Application

degrees for a total of \$10,000. However, meeting the STEM needs of our region, state and nation will not be met if these initiatives are primarily introduced at the post-secondary level. UTPB's commitment to STEM education is more comprehensive in nature and the commitment is to increase the interest in STEM fields beginning in the elementary grades and guiding those students through seamless transitions into post-secondary education. The **UTPB STEM Academy** will serve as a K-16 systemic model for STEM education for the region, state, and nation.

b) Explain how the charter school model will enhance the academic outcomes for students.

Although we cannot mandate parental involvement in a child's education, we believe that there exists a direct correlation between the level of parental involvement in a student's education and the success of that student. By implementing a hybrid model, we provide more flexibility, individualized instruction, current technologies, and increased opportunities for parental involvement through online learning. Online also provides a mechanism to engage the university community of experts in K-12 education. In the face-to-face portion, we are able to focus on high level application of concepts, as well as improved pro-social interactions between adults and children. Adult interaction will include contact with college students providing role models for students enrolled in the school. The project based learning approach has been well documented in research to increase both academic outcomes and "soft" skills of students. Many of our STEM professors have expressed a desire to serve on the charter's board and to be involved in the planning, design, and implementation of projects that the students will navigate through in order to develop a deep, conceptual understanding of the learning objectives.

2. Vision of the School

a) In succinct terms, describe the educational philosophy and pedagogy of the proposed school.

The **UTPB STEM Academy** is based on the UT Tyler Innovation Academy Model. This model is grounded in the Texas STEM Academy Blueprint and guided by the beliefs that increasing parental involvement, high-level application of concepts, flexibility, and cross-disciplinary interactions of content all lead to significantly improved student achievement. Furthermore, we believe that the knowledge and skills acquired through project based learning are critical to success in post-secondary endeavors. Finally, we believe that online learning allows for student choice, flexibility in scheduling and more individualized instruction for each student, all of which are critical factors to student success. We believe that these approaches more closely match the training and expectations of the work place and better mirror the world today's students live in each day.

b) Discuss the educational innovations that will distinguish this school from other schools.

As noted above, the **UTPB STEM Academy** will employ a hybrid model of curriculum deployment. This model will include virtual learning through an online system and face-to-face interactions geared around project based learning. This hybrid model will allow for significant

The University of Texas of the Permian Basin

University Charter School Application

innovations in flexibility of scheduling and individualized educational plans for each student. The online system that the school will employ will assess a student's ability in each curricular area and allow for individualized instruction. All of this will be done in the proven framework of the T-STEM Academy Blueprint. The Ingenuity Center at the University of Texas at Tyler is one of seven TEA funded STEM Centers involved in innovations in STEM education and support of T-STEM Academies and has already agreed to provide training and support to UTPB.

c) Provide three to five core values or beliefs, with succinct explanations, to guide the operation of the proposed school.

The Core Values of the Innovation Academy T-STEM Model are:

- The cornerstone of the Academy learning is student engagement and exposure to innovation and design in STEM-focused instruction and learning that models real-world contexts.
- The T-STEM initiative aims to closely align K-12 curriculum with admission requirements of competitive colleges and the STEM qualifications for 21st century jobs.
- In an effort to ensure fidelity to the model, the academy will use the T-STEM Design Blueprint, Rubric, and Glossary as a guidepost to build and sustain the school and address the seven benchmarks: 1) mission driven leadership; 2) school culture and design; 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.
- There are key elements for success that all T-STEM Academies possess and are hallmarks of the Innovation Academy Model. Successful implementation of the T-STEM Blueprint requires that the school work towards these key elements and behaviors. The key elements include:
 - Written mission and vision statement
 - Master schedule for advising and teacher planning
 - Curriculum that will accelerate students so they can enroll in dual credit courses in high school
 - MOUs with T-STEM Centers to provide professional development and assure fidelity

d) List business and fiscal risk factors, with brief explanations, that could jeopardize the viability of the proposed school. Also, list success factors, again with brief explanations, that the sponsoring entity believes outweigh the risks.

As is the case with all school districts, the Academy is at risk of fiscal failure. The most significant areas of risk lie in fiscal mismanagement and lack of enrollment. In the area of fiscal management, the Academy must ensure that revenues from the state exceed costs. More importantly, since the Academy must use savings from efficiency to finance growth and facilities, the administration must ensure that the Academy not only maintains positive cash flows, but that savings meet future demands for growth.

As a university charter, the business affairs of the academy will be overseen by the business office of UTPB. Regular meetings will be held, and accounts will be monitored to ensure the fiscal health of the academy.

The University of Texas of the Permian Basin

University Charter School Application

As a charter school, the academy must ensure that enrollments are maintained at a level to ensure fiscal health. Because the school is open-enrollment and represents a school of choice, the academy is constantly subject to enrollment fluctuations, and a significant decrease in enrollment could have a negative effect on the financial health of the academy.

Two factors outweigh this risk. First, there exists a very healthy demand for schools of choice in the attendance area. A survey of area school of choice, both public and private, revealed significant waiting lists at most schools. Second, as a charter school, all employees are considered at-will. In an extreme situation, where enrollment suddenly dropped significantly, the Academy could reduce the size of its teaching force without the contract obligations of a traditional school. Again this represents only a worst case scenario, and the former factor is the expected outcome for the Academy. We fully believe that the school will be able to maintain a healthy waiting list and that facility constraints will be the largest limiting factor of the school. We expect to have more demand than our facilities will be able to accommodate, and we look forward to the challenge of attempting to finance the growth that our waiting list will demand.

3. Community Support

a) Describe the community where the school will be located and explain why this location was selected. Include the types of resources available in the community.

The proposed **UTPB STEM Academy** will be housed in Odessa at 4901 E University Boulevard. The university's main campus is located here, and there are a number of facilities that will be utilized for the school's main functions. These facilities will be used to allow the school to draw from a large geographic area. Students will be allowed to attend face-to-face classes at the campus. The university has existing programming throughout the area. Midland is the proposed site of an additional campus that is expected to be opened in the second year of the charter.

The UTPB campus was chosen as the main hub for the proposed charter school due to existing infrastructure. The main campus of the university is located in Odessa giving the academy ready access to administration, Human Resource offices, and Accounting offices. Additionally, the university has existing partnerships with informal educational entities such as Petroleum Museum, Museum of the Southwest, Ellen Noel Art Museum, Presidential and Leadership Museum, Commemorative Air Force Museum, and the Wagner-Noel Performing Arts Center. The university intends to partner with these entities in the development and implementation of project-based learning.

Odessa is the capital of Ector County, a county of approximately 124,325. Almost 55,000 of these individuals are school aged children, and are enrolled in one of the six school districts in the county. Ector County is composed of 73.69% white, 4.61% black and 19.7% Hispanic, and 2 % other persons. This stands in stark contrast to the largest school district: Ector County ISD which is 23.8% white, 4.1% black, 69.7% Hispanic and 2.4% other. Midland County is composed of 77.32% white, 6.98% black and 3.7% Hispanic, and 12% other persons. Consequently, the largest school district: Midland ISD is 31.1% white, 8.4% black, 57.8% Hispanic and 2.7% other. Over 6,000 students have left the public schools opting for home-schooling or one of the counties private or charter schools.

The University of Texas of the Permian Basin

University Charter School Application

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SEE INSERT.

b) Provide information on the manner in which community groups have been involved and will continue to be involved in the charter school planning process. Include the type of community groups and the type of services they will provide.

UTPB has consulted with parents, informal educational entities, school districts, and business partners. UTPB will include 2 parents and 1 business member on the UTPB charter school board. UTPB will partner with informal educational entities to develop projects as part of the project base learning portion of the school.

d) Provide the number of community members, not affiliated in any way with the sponsoring entity or the proposed charter school, who attended the public hearing.

Odessa: 2

Midland: 1

Additionally, UTPB president, Dr. David Watts, personally met or spoke with major community leaders, business and education, about UTPB's proposed charter school design. Dr. Watts is a strong leader among all educational entities in the region and is known for his devotion to K-20 education.

4. Educational Plan

a) Describe the educational programs to be offered, including special education and bilingual education/English as a second language (BE/ESL). Clearly explain in succinct terms the specific curricular program that the school, if authorized, will provide to students and the ways in which the charter staff, board members, and others will use these programs to maintain high expectations for and the continuous improvement of student performance. Clearly state how the Texas Essential Knowledge and Skills (TEKS) will be incorporated into classroom instruction and assessment.

The school will provide an instructional program that is modeled after the T-STEM Academy Blueprint but is adapted for a K-6 campus. This instructional model, for all grade levels, will be grounded in the Texas Essential Knowledge and Skills (TEKS), which are the state scope. The TEKS will be sequenced to provide a meaningful and aligned curriculum focused on STEM concepts. Through project based learning (PBL) students will work toward answering a driving question that produces many student "need to knows" directly related to the TEKS chosen. Teachers will provide workshops for students to develop their knowledge related to these particular TEKS and assess individual and group deliverables through a rating scale process. Student deliverables will come together during the PBL to culminate as a product that demonstrates each student's level of mastery with the particular TEKS and will be assessed through a rubric. Since the school is set up as a blended learning model, students will also complete skills practice related to these particular TEKS throughout the PBL during their time at home, which will be assessed for individual mastery. Through PBL, all students will have opportunities for remediation and acceleration of instruction during class as well as during their time at home. Special Education student's IEP goals will be directly tied to their grade level TEKS and project based learning experiences. The bilingual education and/or english as a

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Dr. Watts met/spoke with the following community leaders and organizations prior to the public hearings:

- Midland ISD and ECISD Superintendents
- ECISD Board Member, Steve Brown
- Chamber of Commerce, Mike George
- 25 members of the ECISD Foundation Board and Director, Celeste Potter
- Renee Earls, Chairman of the ECISD Foundation Board
- Collin Sewell of the Education Foundation and owner of Sewell Ford
- Ex-Superintendent of ECISD, Hector Mendez
- UTPB Development Board Members
- College of Education Advisory Board
- ECISD School Board President, Ray Beaty, who was enthusiastic and supportive
- Pat Canty, Odessa American publisher (Odessa's local paper)
- John Ben Shepherd Advisory Council
- Tryon Lewis, State Representative
- Senator Kel Seliger

Prior to the public hearings, I met with:

- UTPB Faculty Senate
- Individual Faculty members
- Security
- Safety
- Physical Plan
- Accounting
- Business Affairs

The University of Texas of the Permian Basin

University Charter School Application

second language program will be incorporated into the overall instructional model by providing integrated experiences for language instruction within the classroom setting and through assignments completed at home. Teachers will build into the PBLs supports for all types of learners. The specific benchmarks adopted from the T-STEM Academy Blueprint include, but are not limited to:

Benchmark 5: Curriculum

Program Requirement 5.1: Rigor

- a. Curriculum, instruction and assessment are aligned.
- b. The Academy develops a detailed curriculum scope and sequence for the core disciplines.
- c. The scope and sequence demonstrates vertical alignment of content areas to the state standards.
- d. Assessment, aligned to the state standards and the curriculum, provides timely feedback on gaps in student comprehension.
- e. The Academy supports the success of all students to take and pass four years of high school math and four years of high school science.

Program Requirement 5.2: STEM Curriculum

- a. The delivery of innovative curricular programs related to science, technology, engineering and math are well defined and aligned to state standards.
- b. Performance assessments are aligned to state standards.
- c. The Academy develops a plan for accelerating student achievement, particularly for low income and underserved students in math and science.
- d. The Academy develops a plan for bringing together math and science teachers, higher education faculty and private business employees together for continued discussion on expanding the T-STEM work.
- e. The Academy incorporates work-based, contextual learning with a global perspective into the curriculum.
- f. The Academy participates in extra-curricular academic activities centered on math, science, and technology, such as UIL, robotics and math competitions or science fairs.
- g. The Academy requires all students to complete an internship primarily focused in the state's economic development clusters and/or a senior project or capstone project, presentation, and defense.

Benchmark 6: Instruction

Program Requirement 6.1: Shared Practices

- a. Instruction is data driven.
-

The University of Texas of the Permian Basin University Charter School Application

- b. Teachers understand and effectively utilize tools and strategies to examine assessment results and refine instruction.
- c. The Academy has a structure for shared teacher responsibility and accountability for student learning across programs, content areas and classroom.
- d. Instruction is organized around clear expectations and state performance standards—students and teachers know what is expected of them.
- e. Teachers use an aligned scope and sequence that coordinates the integration of content areas and aligned resources.
- f. Teachers use high quality curricular materials that are aligned with state standards.

Program Requirement 6.2: STEM Education Integration

- a. The Academy promotes instructional strategies that integrate the teaching of STEM in a way that challenges students to innovate and invent.
- b. T-STEM coursework requires students to demonstrate their understanding of these disciplines in an environment that models real world contexts for learning and work.
- c. The Academy uses problem-based and project-based learning with a set of specific learning outcomes to support student learning.
- d. The Academy offers innovative programs that are aligned with state and/or national standards, related to science, technology, engineering and math, and employed as instructional tools.
- e. Work-based, contextual learning is delivered using applied and collaborative learning.

Program Requirement 6.3: Literacy Plan

- a. School staff is committed to the belief that all students must become competent readers, writers and speakers. Instructional tasks are focused to accomplish this goal.
- b. Teachers connect content material to student lives and students share these connections through written and spoken communication.
- c. The Academy explicitly fosters widespread use of literacy strategies.
- d. The Academy selects appropriate curriculum and instructional materials for STEM education and core content discipline-based teaching and learning to meet the literacy needs of the students.

Program Requirement 6.4: Technology Integration

- a. Technology is integrated into the Academy culture, curriculum, teaching strategies and daily operations for students and staff.
 - b. All students have access to technology and media resources that support and enhance learning.
-

The University of Texas of the Permian Basin

University Charter School Application

Program Requirement 6.5: Assessment

- a. Diagnostic, ongoing and end of semester assessments for all students drive instructional decisions.
- b. State standards are used to develop common benchmark assessments.
- c. Student readiness assessments to determine and address gaps in learning are employed.
- d. Student information systems track progress.

In addition, specifically address each of the following:

**** Describe the manner in which the science curriculum will meet the laboratory and field investigation requirement as follows:***

- 80% for students in Kindergarten and grade one;
- 60% for students in grades two and three;
- 50% for students in grades four and five; and
- 40% for students in grades six through twelve.

All PBL's will be focused on STEM concepts and heavy in science curriculum. Students will be involved in hands on, exploratory, investigative, and laboratory components during most of their class time throughout the projects. These components will meet or exceed the designated requirements.

**** Describe the educational program and the setting that will be used to offer courses to meet the requirements for physical education.***

The school will employ a physical education teacher for approximately every 160 students, which will allow for a 20:1 student to teacher ratio during 30-minute daily PE classes, which will meet the requirements for physical education. Alternatively or in addition, the PBL's which incorporate physical education TEKS could meet this requirement based on daily physical education requirements as well.

**** Describe the educational program and the setting that will be used to offer courses to meet the requirements in fine arts, health education, technology applications, and, to the extent possible, languages other than English.***

The school will employ a teacher certified in the area of fine arts, health education, technology applications and foreign language for approximately every 160 students, which will meet the requirements for course offerings. Since the students will participate in PBL experiences that are multi-disciplinary, fine arts, health education, and technology applications TEKS will be integrated into each PBL. When the school adds upper grade levels, foreign language will also be incorporated into the PBLs, as well as, other more specific course offerings.

The University of Texas of the Permian Basin

University Charter School Application

b) Describe how the teaching methods to be used will provide a rigorous and relevant academic program and state the reasons for choosing them, explaining how the methods enhance student learning and promote high expectations for all students. Include information about materials, strategies, techniques, procedures, and differentiated instruction to be used to meet the needs of the student population, including students above and below grade level, with disabilities and requiring BE/ESL services, and clearly state the number of instructional hours per day that will be afforded to students.

The school will adopt a variety of research based teaching and learning models that will work in conjunction with one another to provide a rigorous and relevant academic program grounded in methods that enhance student learning and promote high expectations for all student including those with disabilities and those requiring BE/ELS services. The school's instructional program will be modeled after the T-STEM Academy Blueprint, utilize PBL, and provide a blended learning model for students.

The T-STEM Academy Blueprint will serve as a guide for benchmarks, program requirements, and indicators to facilitate school growth along the Blueprint Rubric Continuum of Developing, Implementing, Mature, and Role Model schools. Each Academy may differ in their areas of strength as evidenced by their self-evaluation and resulting Annual Action Plan; however, the following is a list of core program requirements that are non-negotiable:

Benchmark 1: Mission-Driven Leadership

- Annual Action Plan
- Design Team, Leadership Team, Advisory Board

Benchmark 2: T-STEM Culture

- Small School
- Individual Growth Plan with Texas Higher Education Coordinating Board (THECB) College and Career Readiness Standards
- Distinguished Graduation Plan
- Dual Credit and/or AP and/or IB
- MOU

Benchmark 3: Student Outreach, Recruitment, and Retention

- Marketing Plan
- Open Access/Lottery
- Distinguished Graduation Plan

Benchmark 4: Teacher Selection, Development, and Retention

- Collaborative recruiting process for selecting highly qualified teachers
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The University of Texas of the Permian Basin

University Charter School Application

- Professional development model with continuous learning
- Teacher externships
- Common planning time within the structure of the school day

Benchmark 5: Curriculum, Instruction, and Assessment

- Develops integrated STEM curriculum, assessment, and instruction for the Academy
- Internship and/or capstone
- Project based and problem based curriculum, instruction, and assessment

Benchmark 6: Strategic Alliances

- Family/school partnership plan
- Community/business advisory board
- MOU's with higher education

Benchmark 7: Academy Advancement and Sustainability

- Budget/business plan
- Five year strategic plan
- STEM professional development

Project Based Learning (PBL) will be the vehicle by which students are exposed to rigorous and relevant academic endeavors. Students will spend four instructional hours per day in a face-to-face classroom setting participating in PBL experiences. Teachers will work collaboratively during the students' at home time to develop multi-grade and multi-disciplinary PBLs focused on STEM disciplines and grounded in the Texas Essential Knowledge and Skills (TEKS), 21st Century Skills, and the Texas College and Career Readiness Standards (CCRS). When developing PBLs, teachers will always start with a combination of these standards. From these standards a student 'need to know' is predicted along with development of a driving question and enduring understanding. After which a culminating product with deliverables, entry launch and entry document are designed. All projects are designed to simulate problem solving of real world problems as close as within the local community or as far away as remote third world countries. Through PBL, students will develop a global perspective and sense of the interconnectedness of the core disciplines and the world around them. Students will view each PBL as an opportunity to explore social, economic, political, and cultural influences on the problem solving process. Since PBL focuses heavily on research, literacy development is integrated into the curriculum seamlessly. For the lower grade levels a balanced literacy program including guided reading, readers workshop, writers workshop, etc. will develop students who are prepared to further develop their literacy skills through PBL. Students in middle grade levels will become competent readers through constant exposure to a variety of literary genres through PBL research. They will become competent writers through integrated

The University of Texas of the Permian Basin University Charter School Application

experiences documenting their research and findings through PBL deliverables. Also they will become competent speakers through presenting their research and findings through PBL presentations. Each piece works together to provide each student a rigorous and relevant academic focus. As the academy adds upper grade levels, students will experience PBL through dual enrollment coursework designed to foster college and career readiness.

The blended learning model will provide students a way to experience the flipped classroom and learn in a variety of environments. It will also provide teachers time during the day to participate in collaborative planning and STEM professional development. Teachers will use a set of shared practices to meet students' diverse learning needs. All instructional decisions will be data driven and teachers will utilize tools and strategies to examine assessment results and refine instruction. A connected scope and sequence will be developed for each of the core content areas so that projects can easily be developed to explore connections across disciplines. Students will spend four instructional hours per day in a face-to-face classroom setting and the rest of their school day will be completed at home. This will allow teachers to "flip" the classroom. The flipped classroom will deliver instruction on new concepts outside of the classroom through an online Learning Management System (LMS) prior to application of the concepts through PBL in the classroom setting. Students will watch lessons, lectures and videos, explore websites, read articles, etc. before coming to class to engage in application of the content. This will ensure all students have the proper background knowledge needed to experience success in the classroom. It will also ensure that as students engage with the content the teachers are available to facilitate their learning. All students will be provided with an electronic device by the school that will be used as a tool to access online resources. The school will use a LMS, such as Edmodo or Odyssey Ware, to provide students with easy to access flipped assignments. This LMS will also contribute to important diagnostic, ongoing assessment of state standards by providing students with vertically and horizontally aligned skills practice that focuses on the core content. The LMS will pre-assess student mastery on specific skills, assign lessons targeted to those specific skills, and post-assess student mastery. If a student does not master the content after the assigned lesson the LMS will assign remediated lessons and post-assess student mastery again. For students who master specific skills during the pre-assessment the LMS will assign accelerated lessons for the student. The LMS will provide personalized instruction to fulfill each students Individualized Education Plan (IEP).

c) Describe the planned academic assessment program, including the process to be used to determine baseline achievement levels of students and the methods of measurement to be used.

The school will use components of the assessment benchmark of the T-STEM Academy Blueprint, see above Program Requirement 6.5: Assessment, along with many other assessment tools and techniques. Diagnostic, ongoing assessment will drive all instructional decisions and will be the primary means of informal assessment of knowledge and skills. Student knowledge will be assessed through Project Based Learning (PBL) checklists, rating scales, and rubrics based on classroom performance, individual and group deliverables, presentations, and final products. This portfolio style assessment will capture a student's growth in a variety of areas not usually tested on standardized exams. 21st Century Skills development will be carefully assessed to show long-term growth in the areas of critical thinking,

The University of Texas of the Permian Basin University Charter School Application

communication, collaboration, creativity, information media and technology skills, as well as, life and career skills. Students will work independently during their time at home on skill development of the Texas Essential Knowledge and Skills (TEKS) included in the current project as well as spiraling skill practice of already taught skills. An online Learning Management System (LMS), such as or Odyssey Ware, will provide content aligned with the TEKS for student skill development in the same format and at the same level of rigor as the State of Texas Assessments of Academic Readiness (STAAR). The LMS will require students to take pre-assessments before accessing online content and post-assessments after completing the content lessons and activities. The system will determine gaps in student learning and provide additional, varied, and/or remediated online content and activities based on assessments results. The built in assessments will also provide for periodic benchmarking of student progress toward TEKS mastery.

d) If applicable, describe strategies to ensure that the educational program will effectively prepare students to enter kindergarten on or above grade level including a successful transition from prekindergarten.

The school will only serve students beginning in kindergarten; therefore, will not be able to ensure all students are on or above grade level when entering their kindergarten year. Due to this successful transition into kindergarten will be a strong focus for the school. Although the school understands that it cannot require parents to participate in anyway, the number one predictor of successful transition to kindergarten is parental involvement. Families will be invited to participate in focus groups used to support their children's transition to kindergarten. Parents of older students will be encouraged to mentor parents of kindergarten students to help them better prepare their children for school. Open house events and/or pre-enrollment classroom visits will be held to allow parents and children to gain experience into what the school day will be like. Teachers will be encouraged to make direct contact and/or visit students at home before they enter school to establish a positive relationship with families. Parent orientations will be held and pamphlets will be distributed to share tips on things parents can do at home to better prepare their children for the start of school. The school will also provide accelerated instruction for the students who lack pre-requisite skills needed for school success. Accelerated instruction programs will focus on vocabulary development, phonic recognition and math mindedness.

e) Describe strategies to be used to prepare all students to meet state graduation requirements, including students with disabilities and those requiring BE/ESL services.

The school will ensure that students are given the opportunity to receive instruction in all classes needed to meet state graduation requirements. Students with disabilities and those requiring BE/ESL services will be provided additional academic supports to ensure their success. All teachers and support staff will be educated about graduation requirements and kept up to date on any and all changes. Parents will be provided a variety of opportunities to learn about graduation requirements and will be encouraged to take part in the annual creation and evaluation of individual education and/or graduation plans for their children. Although we understand that parents are not obligated in any way to take part in their children's education plans, we plan to provide as many opportunities as possible for them to be involved if they

The University of Texas of the Permian Basin

University Charter School Application

choose to do so. We strongly believe that collective support is the key to a student being academically prepared and graduating on time.

f) Discuss the academic and enrichment support that will be provided to engage or reengage students in school.

Project Based Learning (PBL) will be used as the primary instructional model of the school. Students will participate daily in a variety of high-interest, real-world, hands-on projects focused on Science, Technology, Engineering, and Math (STEM) Texas Essential Knowledge and Skills (TEKS) and 21st Century Skills. The students will develop their own 'need to know' which will drive their learning throughout the PBL. While at school students will consistently work together in teams and/or groups and have encouragement and support from teammates, as well as, teachers and support staff. Active student engagement will be the norm instead of the exception as a result of the school's instructional model. The school will host a variety of opportunities for families to celebrate learning together, if they choose to do so, including but not limited to:

- Family Science and Math Nights
- Picnics in the Park
- Outdoor Movie Showings
- Reading Round Ups
- Student Presentations

A strong partnership will be built between the school, community, and university, as collaboration with higher education is a hallmark of the school. Students will also be provided the opportunity to participate in a variety of after school enrichment activities and field experiences related to the PBLs. These include but are not limited to the following:

- Museum Tours
 - City Sightseeing Excursions
 - Art Exhibits
 - Science and Math Competitions
 - Photography Scavenger Hunts
 - Interest Clubs
 - Leadership Conferences
 - Social Gatherings
 - Community Service Activities
 - Recreational Sports Teams
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The University of Texas of the Permian Basin

University Charter School Application

g) Discuss the instructional strategies to be used to target college and/or career readiness.

One thing that sets university charters apart from traditional charter schools is the strong partnership between the charter school and the parent university. The school faculty will regularly partner with university faculty to explore new and innovative curricular practices and review and/or conduct research on their effects on college readiness. Thus the mindset of the school faculty will always include instructional strategies used to target college and/or career readiness. We also plan to partner with the teacher preparation program so that students are constantly exposed to university students as role models. Project Based Learning (PBL) is grounded in three sets of specific standards that are used to assess skill mastery and student growth. The Texas Essential Knowledge and Skills (TEKS), the 21st Century Skills, and the Texas College and Career Readiness Standards (CCRS), which include English Language Arts, Mathematics, Science, Social Studies, and Cross-Disciplinary Standards. All projects are developed with these specific standards in mind and assessed on how students perform in these particular areas. University faculty will be an integral part of the PBL student presentation process as well. The university faculty members will be utilized as experts in a variety of fields serving as guest lecturers, project critics, authentic audience members, and more. As the school expands into upper grade levels we plan to incorporate university coursework through a strong dual credit program through The University of Texas of the Permian Basin.

h) If the sponsoring entity has not committed to serving a minimum of 100 students at all times, explain fully why such a number is not optimum and/or attainable.

The school has committed to serving a minimum of 100 students or more during its first year of operation. According to our research, the surrounding community will easily support an additional school of this size and this is an attainable number of students.

i) State the maximum teacher-to-student ratio to be maintained by the proposed school and the rationale for maintaining this ratio.

Due to the Project Based Learning (PBL) instructional model of the school students will not be confined to traditional classroom spaces where there are four walls and one teacher; therefore, the student to teacher ratio will be maintained on a whole school basis. The school will ensure that a 22:1 student to teacher ratio across the campus population is maintained. Actual ratios when experiencing PBL will vary depending on group and individual student needs. The very nature of PBL lends itself toward individualized and/or small group instruction. The student to teacher ratio will be much smaller, closer to 5:1, during instructional workshops, but could be slightly larger during facilitated group work times.

j) Describe any unique curricular experiences to be offered by the proposed school, including extracurricular activities (e.g., athletics, clubs, and organizations), that will be offered.

Project Based Learning (PBL) experiences by their very nature are unique since many are multi-disciplinary, mostly hands-on, and tied to solving real world problems. Through PBL students will be immersed into a learning environment rich with collaboration, questioning, critical thinking, research, creativity, technology, problem solving, and communication. To further

The University of Texas of the Permian Basin University Charter School Application

enrich the students PBL experiences other unique curricular and extra-curricular programs will be offered such as a robotics program. The robotics program will implement Lego style robotics at the lower grade levels where students will learn basic programming and engineering skills. For the upper grade levels Vex Robotics will be implemented so that students can compete in design challenges and performance tests. A robotics program is only one of many unique curricular experiences that will be implemented to enrich the PBLs.

Extracurricular activities will play a large role in the overall enrichment of the student's learning experiences. Due to the blended learning model half of the student's school day will be at home. During this time students will have opportunities to participate in extracurricular activities sponsored by the school such as robotics, science and math competitions, clubs and organizations, field experiences and more. The school will also provide information on additional non-school sponsored activities to parents who choose to provide their children additional extracurricular and/or enrichment activities that are not conducive to whole school involvement. All extracurricular activities will be designed to provide enrichment of student learning within Project Based Learning (PBL) experiences and/or ensure development of well-rounded life experiences. As the school expands into upper grade levels the addition of lifetime and/or individual sports such as golf, cross country, and tennis will be considered.

k) Describe plans to provide personal attention and guidance to all students.

Personalization of learning will be a beneficial part of the school's overall instructional model. Every student's learning experience will be personalized through an Individualized Education Plan (IEP), which will include what will be learning and how it will be learned. Each student will have adequate and individualized preparation to master the Texas Essential Knowledge and Skills (TEKS) through Project Based Learning (PBL) experiences in the classroom and through an online learning management system during the at home portion of their day. Students will also have time to focus on the development of their 21st Century Skills in a way that allows them to build confidence in their abilities. Personalizing learning for each student develops all areas of their intelligence including social, emotional, and academic. All students will also be assigned an advisor teacher who will meet with them in a small group setting daily. This advisory group will stay together for the entire year and concentrate on nurturing positive, long-term relationships with one another and focus on conflict resolution, character education, career exploration and teambuilding.

l) If the proposed school will offer a gifted and talented program, describe it.

Since the school's instructional program will be modeled after the T-STEM Academy Blueprint, will primarily use Project Based Learning (PBL), and will focus on individualizing curriculum for all students there is not an anticipated need for a separate gifted and talented program. Each student will have opportunities to accelerate at their own pace within individual subjects during the at home portion of their school day. Students will also be placed in multi-grade learning groups during the school day, which will allow additional opportunities for accelerated learning.

m) Describe any plans to partner with other public or private agencies for the provision of student activities.

The University of Texas of the Permian Basin University Charter School Application

The school plans to partner with a variety of departments within The University of Texas of the Permian Basin including but not limited to: Applied Arts and Sciences, Communication, Computer Science, Education, Kinesiology, Pre-Engineering and more. In addition, ... (may need to be done by whoever is working on partnerships piece)

n) Describe any strategies to be used that will enhance parental or community involvement in the educational opportunities of the students.

Since the school will use a blended learning model, parental involvement will naturally be enhanced. Parents will have the opportunity to be as involved as much as they are willing to during the at home portion of the students learning day. Students will use an online Learning Management System (LMS), such as Edmodo or Odyssey Ware, to retrieve and submit assignments to teachers during the afternoon time. Parents who choose to be highly involved in their children's educational journey will have all afternoon to facilitate their children's learning as they work on assignments through the online LMS. Teachers will also be available via email or video conferencing to assist students when needed.

The surrounding community, as well as the university, will be involved in most all Project Based Learning (PBL) experiences in some way. Projects will engage the community and/or university in a variety of ways. First, projects will focus addressing real world problems faced locally, which could produce solutions beneficial to the community and/or university. Second, field experiences used to enrich the students learning during the project will be concentrated locally. Third, local experts in the fields of science, technology, engineering, and math (STEM), business, fine arts, civics and more will be utilized to provide real world feedback to students in relation to their final products and presentations.

o) Describe plans for program evaluation and explain the ways in which results will be used to improve instructional programs for all students.

Similar to The University of Texas at Tyler Innovation Academy (UTTIA), the academy will work to become a TEA STEM designated school once high school grades are included. The school will work alongside UTTIA to modify the T-STEM Academies Design Blueprint Rubric (found in the attachments) to include elementary and middle school grade appropriate criteria. The school will use this rubric along with other additional criteria to examine its programming in the area of student achievement to ensure:

- Ongoing feedback and formative evaluation will be integrated into all aspects of the teaching and learning process to ensure data-driven decision-making.
 - Formative and summative program evaluations will be measured on a specific continuum targeted at improving teaching and learning.
 - Data analysis will occur as part of the formative and summative program evaluations.
 - Outside evaluators will be included in the program evaluation to ensure objectivity.
 - School leadership will participate in a variety of T-STEM Center professional development opportunities that support teaching and learning in STEM fields such as the Leadership Coaching Program and the T-STEM Network among others.
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The University of Texas of the Permian Basin University Charter School Application

p) Other than the indicators of the state accountability rating and accreditation systems, identify and discuss specific measurable indicators in each of the following areas:

- *Student progress over time;*
- *Student engagement (e.g., attendance, continuous enrollment in school); and*
- *Readiness for postsecondary success.*

To ensure student progress over time we will not only use the state accountability rating and accreditation systems but also a variety of elements from the T-STEM Academy Blueprint including, but not limited to:

- Students are provided with an individual STEM-focused graduation plan that addresses THECB College and Career Readiness standards and is regularly reviewed and revised with the student, counselor, and family.
- Student high quality work is celebrated through student exhibits on-site, web-based, and/or in state and national forums.
- The Academy has a scope, sequence, and pacing guide for vertically and horizontally aligned curriculum centered on state standards, career and college readiness standards, STEM integration, and industry expectations.
- Students successfully complete four years of mathematics, four years of science, and four years of STEM electives and graduate on the recommended or distinguished high school graduation plan.
- The Academy has an assessment and intervention plan that addresses gaps in student achievement and areas for extension.
- Students have opportunities to demonstrate their understandings of STEM concepts through performance-based assessments.
- The Academy tracks and reports student progress through student information systems.

To ensure student engagement we will use attendance data, as well as a variety of elements from the T-STEM Academy Blueprint including, but not limited to:

- The Academy addresses in the Annual Action Plan and strategic plan the details for remaining small allowing for personalization and maintaining collaborative learning communities of students.
 - Students have a flexible school day with blocks of times that support student learning (tutorials, collaboration, meetings).
 - Students participate in a non-graded student advisory program that is regularly scheduled, noted in the master calendar/schedule, and focuses on personalizing the student experience, (builds relationships with students and parents, develops character, and fosters global literacy).
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The University of Texas of the Permian Basin University Charter School Application

- Students have opportunities to exercise choice and voice within a relevant and rigorous context.
- Students participate in orientation sessions and/or summer bridge programs to facilitate successful transition into rigorous college-prep curriculum and a STEM focused classroom environment.
- Students have opportunities to engage in purposeful school-sponsored activities.

To ensure student readiness for postsecondary success we will implement a variety of elements from the T-STEM Academy Blueprint including, but not limited to:

- Students graduate prepared to pursue postsecondary level coursework and careers in science, technology, engineering, and math.
- The Academy includes grades 6-12 or actively works with feeder middle schools to develop interest in STEM education.
- The Academy has a plan for student success on college entrance exams.
- Students and families are provided high-quality, college-preparatory tools.
- The Academy has a partnership with a college or university for mentoring, fostering a college-going culture, and the provision of college level courses/dual credit, teacher training, etc.
- Students graduate with 12 to 30 college credits through multiple educational pathways such as dual credit, International Baccalaureate (IB) concurrent enrollment, articulated credit and/or Advanced Placement (AP).
- Students gain college credits that map to the economic workforce clusters: semiconductor industry, information and computer technology, micro-electromechanical systems, manufactured energy systems, nanotechnology, and/or biotechnology, etc.

q) Outline goals for students and describe methods used to measure success toward each goal.

Specific student and academy goals from the T-STEM Academy Blueprint are outlined in detail above. As previously mentioned, the T-STEM Academies Design Blueprint Rubric is intended to serve as a road map for benchmarks, program requirements, and indicators to facilitate individual STEM Academy growth along the Continuum of Developing, Implementing, Mature, and Role Model. The school will use the T-STEM Academies Design Blueprint Rubric to complete a self-assessment of fidelity to the T-STEM Academy Design Blueprint prior to and following each academic year. Additionally, the school will coordinate with key stakeholders to develop recommendations for maintaining/expanding areas of strength and for addressing areas for growth in the Annual Action Plan (AAP).

University of Texas of the Permian Basin

K12 Charter School Application Addendum

1) How will the T-STEM Academy Blueprint be adapted to meet the needs of an elementary school?

There is evidence that more than 1/3 of boys and girls begin losing interest in STEM by the time they reach 4th grade. The current blueprint that is posted at tstemblueprint.org is geared for MS/HS. The Texas STEM Centers have been working with consultants for CFT to modify the blueprint for elementary schools. This work is still in progress and a recent draft modified blueprint for elementary is attached. As T-STEM academies seek to impact their feeder schools the natural progression has been to move the model downward into the lower grades. A natural outcome of this downward progression is that schools can use modified versions of the Blueprint to guide the development of elementary schools with a STEM focus.

UTPB has been working closely with the Ingenuity Center at UT Tyler to develop their plan for the proposed charter. The Ingenuity Center also works closely with the Innovation Academy at UT Tyler which is also a charter and serves as a laboratory for designing an Elementary STEM Academy. One goal of the Innovation Academy was to implement with fidelity the blueprint in all areas that were applicable. This allowed research staff at the Ingenuity Center to document successes and pitfalls and then propose adaptations to the blueprint to assure appropriateness for elementary students. The blueprint is a flexible document and most benchmarks are applicable to the elementary setting.

The following summarizes modifications.

Benchmark	Modified	Description of Modification
Mission Driven Leadership	Yes	Modify to have P-12 focus in 1.2C, 1.4 A
Culture and Design	Yes	Postsecondary success section 2.3 is modified to focus on STEM Readiness in Middle/High School Example: Position students to be ready for Algebra by 8 th grade, etc.
Student Outreach, Recruitment, Retention	YES	3.1 B becomes inclusive of P-12. 3.3 B is modified to address transitions from Elementary to Middle School.
Teacher Selection, Development and Retention	YES	4.1 A and 4.1 B changed to be P-12
Curriculum, Assessment, and Instruction	YES	5.1 D; 5.2 C Change to focus on preparing students to be on an accelerated path to be ready for Algebra in 8 th Grade, etc. 5.5 modified to address the teaching of Reading

		and Writing
Strategic Alliances	YES	6.3A Changes dual credit to assuring school has pipeline of teachers with STEM focus. 6.3 B Change to focus on meaningful relationships with universities in a non-credit relationship
Sustainability	NO	

Benchmark 1: Mission-Driven Leadership

1.1 B Annual Action Plan

1.2 A, B, C Design Team, Leadership Team, Advisory Board

Benchmark 2: Culture and Design

2.1.A Small school

2.1.F IGP with Texas Higher Education Coordinating Board (THECB) College and Career Readiness Standards

2.3.A Middle school STEM career exploration and counseling for transition and course selection for 6-12 course pathways, and integration of the Governor's economic workforce clusters and Achieve Texas STEM cluster

2.3.C Pre-AP, accelerated, or courses for high school credit (middle grades); and dual credit, articulated concurrent enrollment, AP or IB courses

2.3.E MOU with IHE for dual credit

Benchmark 3: Student Outreach, Recruitment, and Retention

3.1.A Marketing plan

3.2.A Open access/lottery

3.3.B Summer bridge and orientation sessions

Benchmark 4: Teacher Selection, Development, and Retention

4.1.D Collaborative recruiting process for selecting highly qualified teachers

4.2.B Professional development model with continuous learning

4.2.C Job-embedded continuous learning with an emphasis on workforce opportunities

4.3.B Common planning time within the structure of the school day

Benchmark 5: Curriculum, Instruction, and Assessment

5.1 A Integrated STEM curriculum, assessment, and instruction aligned to state standards

5.2 F Internship and/or capstone for high school

5.3 C Project-based and problem-based curriculum, instruction, and assessment

Benchmark 6: Strategic Alliances

6.1 A Family/school partnership plan

6.2 A, B Community/business advisory board

6.3 A MOU with IHE for dual credit

Benchmark 7: Advancement and Sustain

- 2) **How will project based learning (PBL) be adapted to meet the needs of elementary aged children? In particular, how will PBL be adapted to meet students in kindergarten through second grade, and early and struggling readers?**

Project Based Learning (PBL) will be structured the same in the lower grade levels, but will include much more targeted skills development and scaffolding of prerequisite skills. PBL process facilitation will be more structure and in depth (as compared to

higher grades) with a combination of student directed learning and some teacher directed instruction in small groups. Since PBL is grounded in constructivist theory, students will still have a multitude of opportunities for exploratory learning in laboratory type settings even at the lower grade levels, including kindergarten through second grade. Although, the overall structure of the classroom will be somewhat different to meet the needs of elementary aged children. In general, a K-2 classroom will be self-contained and will work on only one multi-disciplinary PBL at a time. A schedule of PBL activities will be utilized to provide efficiency of time during the four hours of instruction and to ensure all core subject areas have sufficient instructional attention. Learning station rotations will provide opportunities for individual skills development and practice, teacher directed small group instruction, self-directed exploration of topics, group collaboration, and more. This will include time spent on reading instruction through a balanced literacy program. Through the utilization of guided reading groups the teacher will be able to accurately identify the reading levels of all students and in the process identify struggling readers. Reading groups will also allow the teacher time to provide targeted instruction to meet individual student needs. During guided reading groups, instruction on print awareness, phonological awareness, phonics, vocabulary development, comprehension, fluency, and more will be addressed with students on an instructional reading level. Other instructional strategies such as readers workshop and literature circles will be utilized for higher-level readers in the lower grade levels. Response to Intervention (RTI) through increased duration and frequency of instruction will be utilized for students not meeting expectations. Shared writing and writers workshop will be utilized for writing instruction as part of the balanced literacy program focusing on written conventions, handwriting, capitalization, punctuation, spelling, and more. Similar to guided reading, guided math will provide the same instructional environment for math instruction to the lower grade levels. All of these strategies will compliment and enhance the students learning through the PBL environment. Students identified as not making adequate progress will be invited to participate in afternoon intervention sessions with dedicated intervention staff.

- 3) **On page 20 of the application, it is mentioned that the T-STEM blueprint and rubric will be used to evaluate student achievement. The T-STEM documents are designed to evaluate the school as a whole, how will the school monitor individual student achievement.**

The T-STEM blueprint will evaluate the school as a whole, which will help the school identify overall areas of strengths and weaknesses. Individual student achievement will be monitored portfolio style through a variety of ways including, but not limited to, PBL checklists, rating scales, rubrics, deliverables, presentations and products, as well as, online pre and post assessments, home lab assignments (reflections, worksheets, games, quizzes, labs, etc.), classroom quizzes, hands-on labs, written exams, benchmark tests (Need to Knows) and more. All of the above evaluation methods will be directly related to the skills taught within the Project Based Learning (PBL) experiences. Each PBL rubric will reflect all of the forms of assessment used for each Texas Essential Knowledge and Skill (TEKS) taught within the PBL. Response to Intervention (RTI) will be used for students not meeting expectations on specific TEKS. All assessment tools will be coded to the individual TEKS/SE being assessed and communicated using a standards-based reporting instrument.

4) Please provide a narrative description of how the charter school will meet the needs of ESL/Bilingual and Special Education students in a PBL environment.

The school will employ a teacher who is trained and certified in English as a Second Language (ESL) and/or Bilingual instruction. The ESL/Bilingual certified teacher will provide support to students identified as ESL/Bilingual through PBL within the classroom setting as needed. These students will develop a personal 'need to know' by which the teacher will differentiate instruction based on their individual needs. An interventionist will also provide targeted interventions designed to help ESL/Bilingual students succeed within the classroom through PBL focusing on pronunciation, grammar, vocabulary and more. The school will also employ a teacher who is trained and certified in Special Education instruction. The Special Education certified teacher will provide support to students identified as Special Education within and/or outside the classroom setting per the students Individualized Education Plan (IEP). Other specialized personnel will also provide additional related services as needed, such as dyslexia instruction, occupational therapy, speech therapy, etc.

5) Please provide a description of how HB5 will impact the implementation of the charter school.

UTPB will ensure that at least one endorsement will be made available to high school students. If only one endorsement is available it will be the multi-disciplinary endorsement. It is the plan of UTPB to offer the STEM endorsement as well. UTPB will hope to offer other endorsements as the school grows. UTPB will align courses and curriculum offered to create maximum opportunities under each endorsement. An example of maximum opportunity may be creating an engineering strand within the STEM endorsement. If UTPB elects to populate an engineering strand, UTPB will create the opportunity for both Middle and High School students to take PLTW middle and high school courses. These courses along with basic dual credit courses would allow the average student to graduate and enter into college as a sophomore. If the engineering choice continues, the student can conceivably graduate from college in three years with an engineering degree. Other strands and endorsements will ultimately reach into the middle school years to prepare students for their chosen strand or endorsement. To further maximize the opportunities for the engineering strand, UTPB could elect to offer Trigonometry and Technical writing to seniors if approved by TEA.

One portion of House Bill 5 suggests that each school district will need to partner with a higher education entity in the event that they have seniors that have not passed EOC assessments. UTPB will work with the charter and approve college preparatory curriculum for high school teachers working with students who do not pass all EOC's.

UTPB will also diligently work with each student, each year of High School to ensure they are aware of endorsement choices, the benefits of higher education opportunities, and financial opportunities for college and will work to ensure students are trained and informed to fill out FAFSA reports. Endorsement choices will be indicated in writing by the ninth grade with the understanding change of endorsement can be made. Appropriate signs will be placed in the counselor's office, principal's office and each administrative building. In addition UTPB will provide written notification of all opportunities.

UTPB is also aware that future ratings may depend on percentage of students successfully completing the curriculum requirements for the distinguished level, the requirements for an endorsement, and the number of students who satisfy the TSI benchmarks.

UTPB will also ensure that the school develop and administer personal graduation plans as described under Section 28.0212 and 28.02121. This will also include a personal graduation plan for each student in middle school who does not perform satisfactorily on a state assessment and will include educational goals, diagnostic information and instructional programs. It will also address the participation of parent and or guardian.

UTPB may take advantage of the opportunity described in House Bill 5 Section 28.002 b-9 and the commissioners approval allow students to gain fine art credits by participating in a community based fine arts program whether on or off campus.

UTPB will offer all courses mandated for the foundation high school program. It has not been determined if UTPB will take advantage of the combined world history/world geography option.

6) Please provide more information on how extracurricular activities will be offered in a blended setting.

The school will offer extracurricular activities in addition to and in conjunction with blended learning. Activities that lend themselves to blended learning, such as technology, coding, device repair, engineering and design and robotics will be offered in such fashion that not only will the students engage with offsite instructors via the internet, but the activities will be designed in a way that promotes individual growth and exploration, allowing for each student to progress to the next level of learning at their own desire and pace. In areas where the content or activity does not lend itself to the blended environment, the school may allow more traditional means of engaging students, such as art, music and theatre. It will be an expectation of all teachers to engage in service outside of classroom duties. For some, this will include sponsorship of extracurricular activities. These activities will be offered after normal school hours and will be open to all students to participate.

The school will also provide extracurricular services via partnerships with external entities such as after school providers. In addition to enrichment and extracurricular activities, academic assistance will be offered via homework help centers that will be run via a service such as SKYPE or FaceTime, employing teachers or specially trained interns that can provide guidance in the content areas needed. Efforts will be made to ensure that extracurricular activities enhance the curricular pursuits of the school.

- 7) As part of the T-STEM Academy blueprint, HS students are to be offered AP and IB courses to ensure students have the opportunity for advanced and accelerated studies. How will the charter school provide opportunities for advanced and accelerated studies in the K-6 grades?**

Project Based Learning (PBL) by its very nature allows for differentiation of instruction including advanced and accelerated studies for all students. Student voice and choice is the part of the PBL structure that allows students to research topics and develop products in as much detail as they see fit, so long as they meet project requirements. For subject specific accelerated study students will be provided opportunities to work beyond their grade level in any subject area independently via the Learning Management System or online environment. For example, a fourth grade student may be ready to work past fourth grade material in Math but not in the other subject areas. This student's Individualized Education Plan (IEP) can reflect this by setting goals, which are above grade level for the student in Math only. The student will have the opportunity to work at their own pace, through the fourth grade math online curriculum and continue to work through the fifth grade math online curriculum as well. Flexible scheduling will also allow for students to be placed in PBL groups with peers of their same grade level or with peers a grade level below or above them, depending on their individual academic needs.

- 8) On Page 15, there is a discussion of the use of content delivery systems such as Odysseyware. How will the school ensure that all of the Texas Essential Knowledge and Skills are covered?**

The school will utilize a scope and sequence including all Texas Essential Knowledge and Skills to plan Project Based Learning (PBL) experiences for students. Natural connections within the TEKS will drive multi-disciplinary projects but single subject projects may be implemented if natural connections do not occur within the scope and sequence cycles. A cross-reference charting system will be used to ensure coverage of all TEKS in each subject area, as well as, spiraling of readiness and process standards throughout PBLs. National online programs utilized, such as Odysseyware, will be adapted and/or modified to ensure coverage of grade specific TEKS practice during the at home portion of the day through the use of TEKS correlation documents. Other teacher developed practice materials will target specific TEKS instruction as well. Ultimately, all assignments will be coded to indicate which TEKS/SE is being covered and

assessed. These will then be communicated through a standards-based reporting instrument. This will allow the administration to easily identify any standards that are not covered in sufficient depth and make adjustments as necessary.

9) How will the school ensure that data security is maintained in the use of external content providers?

Each student and teacher maintains an independent account with third party vendors including only basic user information which is segregated from any sensitive information contained within the school's SIS (Student Information System). Access to third party sites requiring login or the transmission of FERPA data is to be conducted over HTTPS/SSL (Port 443), with a valid server security certificate.

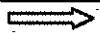
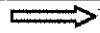
Coordination of any required communications between school IT assets and a third party will be performed by the school's technical staff. This would include activities such as account creation (mass or individual). Transmission mechanisms between the school and third party services will be conducted via industry standard security protocols, such as SSL, FTPS, or other security protocols. User data is obfuscated where possible and referred to by internal id. All external providers will be contractually bound to implement current data security measures such as data encryption during transmission and while data is at rest.

In the event of lost or stolen passwords, the school's technical staff is to be notified immediately. The staff will work with the student/teacher and the third party site to recover/change the password and assess the integrity of the account in question.

10) Please provide a table showing each of the T-STEM Academy Blueprint Benchmarks with a description of how the school will meet each one.

Table showing each of the T-STEM Academy Blueprint Benchmarks with a description of how the Academy will meet each one.

Keep in mind that each Academy may differ in their approach to meeting the Benchmarks. However, unlike schools that are seeking to transform to meet the Blueprint, the school was designed around the Blueprint. Below is a table that provides examples of how the academy will meet the benchmarks.

(D) Developing  (I) Implementing (R) Role Model  (M) Mature	Planning Year	Year I	Year II	Year III	Year IV
Benchmark 1: Mission and Vision					
1.1.A Mission-Driven Leadership	D	I	I	M	R
1.1.B Mission-Driven Leadership	D	I	I	M	R
1.2.A-C Leadership and Governance	I	I	M	M	R
1.2.D-G Leadership and Governance		D	I	M	R
1.3.A-B Program Review and Evaluation		D	I	M	R
Benchmark 2: Culture and Design					
2.1.A-C Personalization	D	I	M	R	R
2.1.D-F Personalization	D	I	M	M	R
2.2. Culture	D	I	M	R	R
2.3. Postsecondary Success (College and Career)		D	D	I	M
Benchmark 3: Student Outreach, Recruitment, and Retention					
3.1 -3.2 Recruitment and Open Access	D	I	M	M	R
3.3 Student Support and Retention	D	I	I	M	R
Benchmark 4: Teacher Selection, Development, and Retention					
4.1 Highly Qualified Teachers	D	I	M	R	R
4.2 Teacher Support and Development	D	D	I	M	R
4.3 Teacher Retention	D	I	I	M	R
Benchmark 5: Curriculum, Instruction, and Assessment					
5.1 Rigor	D	D	I	I	M
5.2 STEM-focused Curriculum	D	D	I	I	M
5.3 Instructional Practices	D	I	I	M	R
5.4 STEM Education Integration	D	I	M	M	R
5.5 Literacy	D	I	M	M	R
5.6 Assessment	D	I	M	R	R
Benchmark 6: Strategic Alliances					
6.1 Parent and/or Family Participation	D	I	M	M	R
6.2-6.3 Business and School Community; Institutions of Higher Education	D	D	I	M	M
6.4 Communication with Alliance Members and Stakeholders					
Benchmark 7: Advancement and Sustainability					
7.1 -7.2 Strategic Planning; Continuous Improvement and Evaluation	D	D	I	M	M
7.3 -7.4 Sustainability and Growth; and Program Advancement		D	D	I	M

Texas Science, Technology Engineering and Mathematics

Benchmark 1: Mission-Driven Leadership

Program Requirement 1.1 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.

Key Element for Success	Example Artifacts
• Written mission and vision statement	• Minutes, agenda, and title and signatures from meeting(s) with key stakeholders to develop mission and vision • Survey data to validate key stakeholders know mission and vision • Decision-making discussion notes that refer to key elements of mission and vision • Mission and vision posted throughout Academy, on website, and in marketing materials
Developing	
1. Mission/vision is and aligned with T-STEM Blueprint. 2. Mission and vision used in the decision making process. 3. Mission and vision is known by all staff. 4. Mission and vision is scheduled to be reviewed for improvement.	The Mission and Vision of the school is presented in the charter application. The Mission and Vision will be posted to the website. Because this is a new school, the Blueprint served as the defining document for the development of the Mission and Vision. All employees and parents will receive training concerning the Blueprint. It is the guiding document for the Academy. The school board will also receive training and all decisions and modifications around Mission and Vision will have to pass the “Blueprint Test”. In other words the school board and administration will have to demonstrate how decisions are in line with the Blueprint. All employees and Board Members will receive training on the Blueprint. Parents will have the opportunity to receive training on the Blueprint. The Mission and Vision will be reviewed annually by all employees and the board. Improvements will be made taking in account changes in state policy, local context, and to best meet the needs of students served.

Texas Science, Technology Engineering and Mathematics

Benchmark 1: Mission-Driven Leadership

Program Requirement 1.1 Mission and Vision

1.1.B Develops and incorporates an *Annual Action Plan* (AAP) into the Campus/School Improvement Plan 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.

Key Element for Success	Example Artifacts
AAP incorporated into Campus/School improvement plan	- Minutes, agenda, and attendee title and signatures from meeting(s) with key stakeholders to develop, review, and revise AAP - Resource (human and fiscal capital) allocation annotated in AAP - Decision-making discussion notes that refer to elements of AAP - Evaluation data to indicate attainment of goals in AAP

Developing	
1. AAP is developed with input from key stakeholders.	Each year an AAP will be developed with input from employees, appropriate university personnel, board members, parents, appropriate businesses and students. This will occur each Spring for the following academic year.
2. AAP addresses STEM-literacy and the T-STEM benchmarks.	Because the school was designed around the Blueprint planning will focus on preparing students who are STEM College Ready.
3. AAP is used in the – decision making process.	AAP will be a guiding document to assist administration and the board in making data driven decisions. This will occur in a Spring Board meeting annually. Updates from the superintendent will occur at each board meeting.
4. AAP is monitored or assessed.	Monitoring the AAP will be the responsibility of the Superintendent. Outcomes will be assessed annually and presented to the Board during the summer/fall Board meetings.
5. Mission specific and measurable goals.	All goals will be measurable. A goal is to refine measures that are GEPRA compliant to position the school as a model and increase likelihood of external funding when available.

Texas Science, Technology Engineering and Mathematics

Benchmark 1: Mission-Driven Leadership

Program Requirement 1.2 Leadership and Governance

- 1.2.A** Establishes a design team (DT) 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 (LT) 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 (AB) 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, internship, externships, and student/community outreach to ensure a successful 6th-20th STEM academic and career pipeline.

Example Artifacts

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| <ul style="list-style-type: none"> • Job descriptions and roles for DT, LT, and AB • Minutes/action items from meetings of the DT, LT, and AB • Signatures & roles/titles sign off on AAP • Annual turnover rates in DT & LT • Lists of subcommittees, such as student, parent, IHE, facilities, outreach/partnerships • Frequency of meetings | <ul style="list-style-type: none"> • Meetings with T-STEM Coaches • Meetings with T-STEM Centers • High performing examples such as individual & organizational skill building & learning • Annual calendar of regularly scheduled mtgs. for DT/LT/AB • Examples of sharing of effective & innovative practices • Resources that identify shifts in STEM, education & industry • Technology manual, PBL rubric expectations |
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Developing

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| 1. Design Team (DT) established. | The design team is currently established. It is the authors of the charter. It also includes personnel from the Ingenuity Center (STEM Center). Once the school is opened, the design team will expand to include administration, teachers, and stakeholders. |
| 2. Leadership Team (LT) established. | The leadership team will be established as described in the charter. The design team has been working with the Ingenuity Center to provide T-STEM support and will continue during the start-up of the school. |
| 3. Advisory Board (AB) established. | The academy will develop an advisory board that builds on the strengths of UTPB and will leverage existing advisory boards for colleges to provide input and support for the academy. |
| 4. Some evidence of fidelity to implementation. | The academy charter was designed with the blueprint as its core driving document. The academy will self-assess annually using the T-STEM Rubric and will also have the Ingenuity Center review the findings to assure fidelity. |

Texas Science, Technology Engineering and Mathematics

Benchmark 1: Mission-Driven Leadership

Program Requirement: 1.2 Leadership and Governance

- 1.2.D** Incorporates 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 into Campus/School Improvement Plan.
- 1.2.E** Delineates a mission-driven decision-making structure and organizational 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 (AAP).

Key Element for Success		Example Artifacts
• Organizational chart with responsibilities.		• Academy Annual Action Plan • Written expectations of what data to use and how data will be used – data sources • Succession planning • Policy creation, enforcement, monitoring and evaluation protocols • Financial audit • Minutes/action items from site based committees, etc. • Protocols for meetings and minutes • Student, parent, teacher, stakeholder satisfaction surveys • Student-led facilities tours and student developed/led clubs ex: robotics, student council, student mentors • Information available on website and number of web hits
Developing		
1. Annual Action Plan participation of distributed leadership.	As described earlier, the charter will develop an annual action plan. The Charter will serve as the initial implementation plan and a more traditional action plan will be created based on first year baseline data. The school will have some achievement data if students transfer from another public school that can be used the first year.	
2. Academy creates a decision-making organizational chart that, at a minimum, addresses the autonomy of the Academy leader.	The academy will serve as a lab school and as such data driven decision making is built into the design of the academy. The issue of autonomy is also already built in as there is not a traditional school counterpart.	
3. Decisions are researched and validated with some data.	Student achievement data, college readiness data, observational data etc. will be collected to provide data for decision making.	

Benchmark 1: Mission-Driven Leadership

Program Requirement: 1.3 Program Review and Evaluation

Texas Science, Technology Engineering and Mathematics

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.	
Key Element for Success	Example Artifacts
• Mission is posted and can be articulated by teachers, staff, students, key stakeholders, etc.	• Student intervention plans • Classroom observations protocols and schedule • Peer-reviews • Student artifact reflections • Student, parent, community survey • Scheduled time for staff to implement program review (Reflect, Revise, Act Cycle). • Meeting/input from T-STEM Coaches, T-STEM Centers, district personnel, and other key stakeholders • Teacher, counselors, content coaches, and leadership journal notes indicating action based on reflective practice • Defined metrics such as TAKS data, # of National Merit Scholars, college acceptance rates, attendance, demographics, AP scores, college entrance scores, etc.
Developing	
1. Data-driven and mission-driven decision making. 2. Process for program review.	The mission of the school will be posted on the website and also in student, teacher, and parent handbooks. The Blueprint Rubric will serve as the primary tool for reviewing the school in regards to being a mature academy. The goal is to be a model academy that other schools choose to emulate. The academy will host data workshops to provide stake holders, staff, and external partners to be involved in the program review. The review itself will be structure similar to accreditation review like SACS.

Texas Science, Technology Engineering and Mathematics

Benchmark 1: Mission-Driven Leadership

Program Requirement: 1.4 Leadership Development and Collaboration

- 1.4.A** Participates and collaborates with the T-STEM Centers and T-STEM Coaches to support the transformation of STEM teaching methods, teacher preparation, instruction and P-12 alignment to support continuous development and the achievement of long-term T-STEM goals.
- 1.4.B** Participates in the T-STEM Network by collaborating with other T-STEM Academies, utilizing T-STEM Centers' resources, and promoting broad dissemination and adoption of promising practices to improve student achievement.
- 1.4.C** Actively participates in leadership development opportunities available through the T-STEM Network.

Key Element for Success		Example Artifacts	
• MOUs with T-STEM Centers		• Academy submissions to the T-STEM newsletter • Academy member attendance at T-STEM conferences • AAP includes Academy member's participation in T-STEM conferences • Calendar of collaboration dates with T-STEM Centers and T-STEM Coaches • Documentation of T-STEM Centers' resources (PDIS, technical assistance, student internships, etc.)	
Developing			
1. Members of the Leadership team attend T-STEM leadership conferences and cluster meetings.		UTPB is already planning to attend the TSTEM Conference in Dallas in 2014. In addition, the academy will be receiving intensive training from the Ingenuity Center, one of the T-STEM Centers for Texas. Academy will also attend cluster meetings.	
2. Academy leadership collaborates with T-STEM Centers and T-STEM Coaches.		UTPB is already collaborating with the Ingenuity Center and its coaches. UTPB already has an MOU in place with UT Tyler's Ingenuity Center. Once established UTPB will also contribute to T-STEM newsletters, etc. UTPB also plans to collaborate with the Texas Tech T-STEM Center in the future.	

Texas Science, Technology Engineering and Mathematics

Benchmark 2: Culture and Design

Program Requirement: 2.1 Personalization

- 2.1.A** Addresses in AAP and strategic plan the details for remaining small, allowing for personalization maintaining collaborative learning communities of students.
- 2.1.B** Plans and implements a non-graded student advisory program that is regularly scheduled, noted in the master calendar/schedule, and focuses on personalizing the student experience, (builds relationships with students and parents, develops character, and fosters global literacy).
- 2.1.C** Develops a process for hearing and responding to student voice.

Key Elements for Success	Example Artifacts
• Student IGPs w/ CCRS • Master schedule for advisory • Student enrollment	• Opportunities for orientation, sharing, and team building activities both on- and off-site • Advisory class curriculum • Student goal setting and reflection logs • Teacher mentors assigned to students • Pre- and post-assessments of advisory class goal • Students sit on advisory board and/or have voice in student work products, clubs, competitions, governance, and course offerings • School wide activities to build/share culture • Student ambassadors serving as classroom greeters and/or guide tour groups • Teacher/student ratios, actual class sizes • Surveys documenting students' elective requests

Developing	
1. District and Academy resources are allocated to ensure teaching staff and facilities remain small. 2. Student advisory is regularly scheduled and focuses on relationships, building school capital, developing, and fostering global literacy.	Charter outlines a teacher/student ratio that reflects a small school. Facilities will be designed to maintain a small environment which should result in a waiting list of students to assure financial stability for the small school approach. Students will be provided an advisory period. See the Master Schedule.

Texas Science, Technology Engineering and Mathematics

Benchmark 2: Culture and Design

Program Requirement: 2.1 Personalization

- 2.1.D** Arranges for a flexible school day with blocks of time that support student learning (tutorials, collaboration, meetings).
- 2.1.E** Celebrates high quality student work through student exhibits on-site, web-based, and/or in state and national forums.
- 2.1.F** Provides every student with an individual STEM-focused graduation plan (IGP) (upon entering the T-STEM Academy) that addresses THECB College and Career Readiness Standards, and is regularly reviewed and revised with the student, counselor, and family.

Example Artifacts

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| <ul style="list-style-type: none"> • Honor roll, grade level/school-wide celebrations • Classroom and building displays • Number of students participating in student exhibits • Agendas/signatures for IGP meetings with students and family | <ul style="list-style-type: none"> • IGP, record folder/portfolio, 6th-14th course plan • Master schedule, tutoring schedule • Minutes/action items from site based committees, etc. • Website showcasing student work |
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Developing

1. Academy develops a flexible schedule that supports student success.	The Innovation Academy Model is a blended PBL learning model and was specifically designed to provide flexibility in scheduling. As the model is refined interventions will be developed to support student success.
2. Academy regularly schedules for students to share their knowledge and work products.	Teachers are expected to use PBL as the primary pedagogical approach. They will participate in extensive PBL training to assure that PBL as delivered by T-STEM is implemented with fidelity. The Ingenuity Center is providing the training for UTPB as well as immersion experiences so teachers can experience the model prior to the start of school.
3. Academy develops IGP for each student that addresses STEM pathways, THECB College and Career Readiness Standards.	All students will receive an IGP.

Texas Science, Technology Engineering and Mathematics

Benchmark 2: Culture and Design

Program Requirement: 2.2 Culture

- 2.2.A** Collaborates with stakeholders to develop a new handbook or modify the existing handbook with clear procedures, policies, and consequences that support the development of a strong T-STEM culture.
- 2.2.B** Involves all stakeholders in developing a culture of respect, responsibility, trust, and meaningful adult and peer relationships throughout the Academy in order to foster positive student identities.
- 2.2.C** Creates a professional learning community environment of collaboration, teaming, and high expectations among administrators, teachers, and stakeholders, with a focus on and a commitment to the learning of each student.

Example Artifacts

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| <ul style="list-style-type: none"> • Handbook, attendance/discipline goals/data • Customs and celebrations, modeling lessons for respect, responsibility, trust • Student, teacher, parent surveys address culture • Sharing of ideas and strategies and joint problem-solving are widespread. • School-developed common vocabulary for evidence of “good teaching” | <ul style="list-style-type: none"> • PLC protocols and expectations (meeting times, book studies, goals, results based on interventions, reflections on results – new actions, etc.) • Collaborative planning of learning and teaching activities • Widespread teamwork involving teachers and support staff • Peer walkthroughs, lesson evaluations, and critical friends reflections |
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Developing

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| <p>1. Handbook is developed to address, student, parent expectations and a culture of respect, responsibility and trust.</p> | <p>The handbook will be modeled on the Innovation Academy handbook for UT Tyler and modified for Odessa context. The IA handbook addresses all of the above bulleted items.</p> |
| <p>2. Professional Learning Community (PLC) is developed which supports staff devoting effort, energy, time, and resources into incorporating valuable new strategies into their practice.</p> | <p>The academy is designed to provide meaningful teacher professional development and growth. A PLC will be embedded in the academy and all teachers will participate as part of professional learning and will be addressed in their evaluation.</p> |

Texas Science, Technology Engineering and Mathematics

Benchmark 2: Culture and Design

Program Requirement: 2.3 Postsecondary Success (College and Career)

- 2.3.A** Prepares students who graduate for postsecondary level coursework and careers in science, technology, engineering, and mathematics by 1) providing STEM career exploration and counseling for transition and course selection for 6-12 course pathways, and 2) the integration of the Governor's economic workforce clusters and Achieve Texas STEM clusters: semiconductor industry, information and computer technology, micro-electromechanical systems, manufactured energy systems, nanotechnology, biotechnology, chemist, and engineering: aerospace, electronic, mechanical, environmental, and biomedical.
- 2.3.B** Develops a plan for student success on postsecondary entrance exams.
- 2.3.C** Provides high-quality, college preparation for students and families.
- 2.3.D** Creates higher education partnerships to provide mentoring, college-level courses/dual credit, professional development and technical assistance, and to foster a college-going culture.
- 2.3.E** Enrolls each student in 12-30 college course credits through multiple educational pathways such as dual credit, International Baccalaureate, concurrent enrollment, articulated credit, and/or Advanced Placement.
- 2.3.F** Provides systematic and individual tiered support to ensure that all students graduate with at least 12-30 college credits.

Key Elements for Success	Example Artifacts
- Schedule that reflects dual credit/AP/IB courses - STEM focused 6-12 course pathways - MOUs with IHE for Academy visits, counseling for parents and students re: enrollment procedures, etc.	- Transcript beyond state requirements - STEM career counseling for middle grades, college nights, college visits, financial aid and application seminars - Multiple college credit pathways in Academy (summer opportunities, core and elective content w/college credit, etc.) - Intervention strategies for tiered support - Number and percentage of students enrolled in college credit courses - Student and parent college readiness plan/checklist - Governor's economic workforce clusters and/or Achieve Texas STEM clusters included in course pathways - Number and percentage of students on target to graduate under the distinguished graduation plan - Number and percentage of students on target to transition to high school STEM pathway
Developing	
1. Develops plan to ensure student success in middle school to high school and high school to college transition. 2. Partners with higher education and other organizations to offer at least 12-30 college credits.	The IA will focus on college readiness. In order to maximize student opportunities for college, the curriculum will be designed to prepare students to be ahead of a traditional P-12 school. For example, we expect to vertically align and develop the curriculum to try and accelerate students so they are prepared for Algebra in 8th grade. We want students to be STEM College ready. The Engineering curriculum is very sequential at universities and Calculus is a prerequisite for many courses in the sequence. The more students that are Calculus complete or Calculus ready will save students and parent's time and money in pursuit of a STEM degree. By definition, the academy is part of a higher education institution.

Texas Science, Technology Engineering and Mathematics

Benchmark 3: Student Outreach, Recruitment, and Retention

Program Requirements: 3.1 Recruitment and 3.2 Open Access

- 3.1.A** Develops structures and processes for marketing and recruitment to encourage participation from underrepresented students and families (transportation or plans for transportation to the school, child care for family events, and translation of all recruitment and marketing materials).
- 3.1.B** Includes grades 6-12 or actively works with feeder middle or elementary schools to develop student interest in STEM education.
- 3.1.C** Develops a systemic recruitment plan that includes students, parents, counselors, teachers, district, and community.
- 3.2.A** Develops an admission policy to include an open access, lottery-based selection process that encourages applications from all students. The application will not be based on state assessment scores, discipline history, teacher recommendation, minimum GPA, or other requirements that would be used to limit selection.
- 3.2.B** Consists of a population that is 50% or greater economically disadvantaged and underrepresented students.

Key Element for Success	Example Artifacts
Written admission policy and application with lottery explained	- Recruitment schedule and locations (schools, churches, community centers, etc.) - Brochures and marketing items - Brochures and marketing in Spanish, English and/or relevant second language - Survey data (community input, enrollment trends, etc.) - STEM feeder school crosswalk recruiting curriculum - Plan to recruit with feeder schools - Documented support efforts (transportation, child care, etc.) - Needs assessment

Developing	
1. Academy details a plan and process for marketing to and recruiting from appropriate communities and feeder schools to reach high need and underrepresented students.	Ector county is a high needs county. As a public charter we plan to serve the children of our community. The fact the school is part of UTPB is in itself a marketing plus. Marketing will include advertising through multiple media venues.
2. Academy has at least 50% economically disadvantaged and underrepresented students, via an open, lottery based admission policy, where the application <i>does not</i> include requirements that might deter students such as TAKS, grades, teacher recommendation, discipline, or attendance.	Our goal is to serve all students. The school will employ a lottery as described in the charter application.

Texas Science, Technology Engineering and Mathematics

Benchmark 3: Student Outreach, Recruitment, and Retention

Program Requirement: 3.3 Student Support and Retention

- 3.3.A** Develops and implements systemic, tiered strategies for student support and retention (outreach, early intervention strategies, mentoring, tutoring, counseling, and other supports for academic and socio-emotional growth).
- 3.3.B** Hosts orientation session(s) and summer bridge program(s) in elementary and middle grades to facilitate successful student transition into rigorous college-prep curriculum and a STEM focused classroom environment, and develops retention plans to ensure advancement through STEM middle and high school grade pathway. Facilitate successful student transition into rigorous college-prep curriculum and a STEM focused classroom environment.
- 3.3.C** Provides all students (6-12) with opportunities and the expectation to assume roles of leadership and responsibility within the classroom, Academy, and community.
- 3.3.D** Provides all students (6-12) access and expectations to engage in purposeful school-sponsored activities.
- 3.3.E** Hosts parent seminars to develop deep understanding and commitment to the rigor of college readiness and the high expectations of a STEM Academy.

Example Artifacts

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| <ul style="list-style-type: none"> • Student, parent, staff contracts • Student retention and persistence plan encompassing middle grades through graduation • Orientation and bridge agendas for elementary and middle grade transition points • Lists of clubs, service learning projects, and planned competitions • Exit interviews | <ul style="list-style-type: none"> • IGP's minutes from persistence meetings, retention/attrition data • Program adjustments due to student and community voice • Copies of trainings and participation of parents/community • Satisfaction/interest surveys from students, parents, community, staff, etc. |
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Developing

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| <p>1. Academy develops a strategic plan for student retention and persistence, and maintains persistence rates above 70%.</p> | <p>The academy will develop a strategic plan for retention and persistence.</p> |
| <p>2. Academy develops student orientation/summer bridge program(s) for elementary to middle and middle to high school STEM, student clubs, and plans for external activities and competitions.</p> | <p>The academy will provide a summer camp for new and continuing students similar to those at the Innovation Academy in Tyler. There will also be opportunities for student/parent programs to try and engage the family. The school will develop clubs and other activities to engage students beyond the school day.</p> |
| <p>3. Students can select from a small number of leadership opportunities available.</p> | <p>Students will have the opportunity to participate in leadership. These opportunities will be developed with input from the advisory board.</p> |
| <p>4. Academy creates STEM Academy orientation for parents and stakeholders.</p> | <p>All students and parents will have multiple opportunities to attend orientation in the summer and during the first week of school (modified session).</p> |

Texas Science, Technology Engineering and Mathematics

Benchmark 4: Teacher Selection, Development, and Retention

Program Requirement: 4.1 Highly Qualified Teachers

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| 4.1.A | Recruits and selects highly qualified secondary and postsecondary faculty who possess extensive subject knowledge, and are willing to incorporate project based learning (PBL), and integrative STEM pedagogy. |
| 4.1B | Recruits and selects highly qualified secondary and postsecondary faculty who utilize relational knowledge in developing culturally responsive classrooms that successfully build self-efficacy with traditionally underrepresented students. |
| 4.1.C | Develops teacher job descriptions and requirements that incorporate integrative content practice and research-based actions/strategies that demonstrate commitment to success for underrepresented students. |
| 4.1.D | Uses a collaborative recruitment and selection process that includes Academy leaders, teachers, key stakeholders, T-STEM Centers, and T-STEM Coaches. |
| 4.1.E | Designs or employs innovative programs to support the recruitment and selection of highly qualified STEM teachers. |

Example Artifacts

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| <ul style="list-style-type: none"> • Written recruiting plan • Interview questions and rubrics • Academy has hiring authority (is not required to hire from pool unless best candidate) • Advertisement for positions (STEM listservs, social networking sites etc) • Interview panel consists of staff, key stakeholders, etc. • Teacher turnover rates | <ul style="list-style-type: none"> • Needs assessment • Evaluation results of recruiting measures • Feedback from candidates regarding interview process • Teacher effectiveness surveys from students, peer staff, administrators, and parents • Student achievement and school participation numbers (clubs, competitions, etc.) per teacher |
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Developing

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| 1. Academy has authority to hire “best” qualified for goals of the Academy and STEM blueprint requirements. | The academy will utilize a three step process to assure that the best teachers are hired. This will include a review of a video of teaching, a Skype interview and a in=person interview if warranted. In essence, every teacher is a first year teacher even if they are experienced in traditional settings. It is important in meeting the culture and instructional benchmarks that teacher buy-in to the PBL approach. |
| 2. Academy develops a collaborative interview process. | In the initial year, hiring will be conducted by UTPB but in subsequent years there will be a hiring committee that includes multiple stakeholders in hiring. The approach will be similar to how university faculty are hired. |
| 3. Job descriptions are developed for all positions serving the Academy. | UTPB requires that job descriptions are created prior to posting. |

Texas Science, Technology Engineering and Mathematics

Benchmark 4: Teacher Selection, Development, and Retention

Program Requirement: 4.2 Teacher Support and Development

4.2.A	Develops a PD plan for a sustained professional development model of continuous learning based on student results, teacher development, and the short- and long-term goals of the Academy.
4.2.B	Adopts a systemic professional development model of continuous learning that addresses prioritized needs as informed and evaluated by multiple sets of quantitative and qualitative data (student assessment data, instructional/classroom evaluations, technological developments, workforce demands, demographic changes, and community/societal expectations and needs).
4.2.C	Sustains a PLC by instituting job-embedded ongoing opportunities for continuous learning, peer coaching/mentoring, STEM externships, and participation in STEM teacher and leader cadres for teachers and administrators (research-based practices, content competence, new instructional strategies, technology integration, reflective inquiry, and student artifact analysis).
4.2.D	Provides ongoing professional development for counselors, teachers, staff, and parents on strategies that support students to ensure success in a rigorous course of study, such as: IGP, interventions, and interpersonal and academic success strategies.
4.2.E	Ensures that school-based, integrative STEM coaches are available and accessible to support both teachers and students in research-based practices, content competence, interdisciplinary STEM teaching and learning, reflective inquiry, college readiness standards, and state standards integrated with STEM industry expectations.
4.2.F	Builds teacher and administrator expertise in developing, teaching, learning, and assessing STEM cross-content curriculum.

Example Artifacts

• PD plan • Coach job descriptions, calendar of trainings • Professional Learning Community • Vertical planning dates/outcomes	• School-wide student outcomes, criteria for quality work, etc. • Partnerships, number, length, results of teacher externships • Well-developed curriculum with supporting website and podcasts • Facilitates STEM sessions at T-STEM Best Practices Conference
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Developing

1. Develops PD plan with clear pedagogy expectations, aligned with mission goals, teacher needs, and student needs.	Each faculty member will be provided with a PD plan. The plan will be individualized to reflect the mission, goals, and needs. The PD plan will also align with the teacher evaluation and promotion plan.
2. Develops a PLC plan that identifies ways in which teachers will work in collaborative teams to build shared knowledge and formative/summative data.	The PLC plan will be aligned to the PBL planning. Teachers will have common planning and PLC time designed to develop pedagogical content knowledge. The time will also be used to assess students and develop individual student growth plans.
3. Teacher/Student Support: Coaches motivate and support instruction and curriculum development aligned to Academy mission and vision.	The Ingenuity Center will provide coaching and coach training to build capacity for the UTPB Academy.

Texas Science, Technology Engineering and Mathematics

Benchmark 4: Teacher Selection, Development, and Retention

Program Requirement: 4.3 Teacher Retention

- 4.3.A** Provides for flexibility in instructional practices to promote creativity and innovation while maintaining accountability.
- 4.3.B** Provides a common planning time, within the structure of the school day, for teachers to support results-driven, team-focused professional learning, and cross-curricular collaboration.
- 4.3.C** Adopts and implements a plan for new teachers to include orientation, induction, acculturation, mentoring, professional development, and administrative support.
- 4.3.D** Provides opportunities for ongoing professional development to improve teachers' content knowledge, technology embedded instruction, integrative STEM pedagogy, college and career readiness standards, instructional strategies for ensuring a successful P-20 pipeline, and leadership capacity.
- 4.3.E** *Annual Action Plan* includes a creative teacher incentive plan that provides release time and other incentives, such as stipends or bonuses, for teachers to contribute to and lead T-STEM education efforts (journal articles, conference presentations, attend T-STEM trainings and cluster meetings, contribute to T-STEM newsletter, and populate Academy press releases).

Key Element for Success		Example Artifacts	
• Master schedule with common planning time		• Orientation checklists (facilities tour, email, website expectation, discipline, attendance, management, culture, instruction, STEM, etc.) • Incentive plan ex: stipends, extended contract • Scheduling changes for release time, flexible instruction, etc., • Annual staff retention percentages • Academy press releases, T-STEM website stories • Participation in STEM trainings and convenings • Participation in T-STEM Network and Center PDI trainings and convenings • Needs assessment and individual PD plans • Evidence of variety of instructional strategies adapted to student needs • Teacher mentoring	
Developing			
1. Incentive plan with teacher input regarding flexible schedule, innovative instruction, and release time.	Teachers will be provided the opportunity to advance in the organization similar to the process university faculty are rewarded. As teachers the metrics will be different than a professor but the goal is to provide a culture of the academy which will reinforce the college prep nature of the school. Teachers will be expected to develop professionally through the process.		
2. Common planning time within the school day focuses on PLC collaboration.	As described in the charter application, PLC and planning time are built in to the schedule.		
3. Develops an orientation plan aligned to Academy mission and vision, and teacher enculturation.	New teachers will participate in a multi-week orientation and training the summer prior to teaching. Except on rare cases all new teachers will go through this process. A rare case would include health or spousal transfer that causes a teacher to be hired prior to the start of school or during a semester. In the event that occurs the individual would receive heavy dose of coaching.		

Texas Science, Technology Engineering and Mathematics

Benchmark 5: Curriculum, Instruction, and Assessment

Program Requirement: 5.1 Rigor

Example Artifacts

• Course syllabi, lesson plans, unit lessons, PBL, scope, sequence, pacing guides • Lessons include STEM standards, state standards, national standards, college and career readiness standards, 21st century skills • Benchmark schedule, course passing rates, retention rates	• Student portfolios, IGPs, counseling, advising, college crosswalk, and feedback loop • Plans for PSAT, Accuplacer, CTE, interventions, etc. • Horizontal and vertical alignment of curriculum
<i>In Benchmark 5, all program requirements are scored individually. There are no separate metrics. Assess the level of implementation for the program requirements below according to the standards to the right.</i>	
5.1.A Aligns curriculum, instruction, and assessment (such as, but not limited, THECB CCRS, national and state standards, content, context, culture, cognitive level, competencies, skills, processes, 21st century skills, and STEM synthesis). 5.1.B Develops a scope, sequence, and pacing guide for a vertically and horizontally aligned curriculum centered on state standards, career and college readiness standards, STEM integration, and industry expectations. 5.1.C Develops an assessment and intervention plan to address gaps in student achievement and areas for extension. 5.1.D Supports and encourages all students to successfully complete four years of mathematics, four years of science, and four years of STEM electives in order to graduate college ready on the recommended or distinguished high school graduation plan. 5.1.E Offers pre-AP, accelerated, or courses for high school credit (middle grades); dual credit, articulated concurrent enrollment, AP or IB courses (secondary grades) that all students will graduate with 12-30 college credit hours. 5.1.F Establishes curriculum expectations, monitoring, and accountability mechanisms that are reflectively revised to ensure a constancy of mission purpose (aligned resource allocation, integrated STEM curriculum development, teacher professional growth, and student results).	Curriculum will be aligned to the TEKS and CCRS. In addition to these content and skills standards, the curriculum will address 21st Century skills. The curriculum will also be aligned to prepare students to enter college. The curriculum will be vertically aligned to help accelerate kids to meet more of the CCRS and be STEM College Ready. The school will provide RTI to assure students are meeting achievement goals. The curriculum assumes that students are on the college track. In addition, students will have opportunities for dual enrollment in college. UTPB offers Dual Enrollment and Dual Credit. Students in 8th grade will be able to enroll in HS courses when appropriate to assure room in the HS years for dual credit opportunities. Each student will have an individualized plan to maximize advanced coursework opportunities. There will be a robust student success initiative,

Texas Science, Technology Engineering and Mathematics

Benchmark 5: Curriculum, Instruction, and Assessment

Program Requirement: 5.2 STEM-focused Curriculum

Example Artifacts

• Defined engineering coursework (Infinity Project, PLTW) • Student journals, student presentations, peer performance assessment rubrics, and peer mentors • Self-paced learning, student contracts, progress reports, exit interviews, parent/teacher/student conferences • Lessons include work force clusters, expert practitioners, field-based learning, research of current issues, PBLs, guest speakers, differentiation, intervention and acceleration plans, student choice	• Number of offerings and number of students participating in co-curricular activities, clubs, academic teams, and competitions (UIL, Brain Bowl, Science Olympiad, Model UN, FIRST, BEST, Vex etc.) • Design conceptual internships, identify STEM opportunities, business partners, scientific organizations, and universities • IGP w/capstone project (research, annual review, and analysis) • Scope and sequence of courses and interventions to increase 8th grade Algebra readiness
<i>In Benchmark 5, all program requirements are scored individually. There are no separate metrics. Assess the level of implementation for the program requirements below according to the standards to the right.</i>	
5.2.A Delivers innovative STEM programs that are well-defined, embed critical thinking and problem solving, innovation and invention, and are aligned to state and/or national standards and industry expectations. 5.2.B Develops performance-based and project-based assessments aligned to these innovative programs and state/national/industry standards. 5.2.C Develops and implements a plan for supporting accelerated student achievement, including 8th grade Algebra readiness for students with demonstrated deficiencies or proficiencies in mathematics and science to promote all students graduating ready for enrollment in credit-bearing postsecondary courses. 5.2.D Incorporates into the curriculum work-based, contextual learning with a global perspective. 5.2.E Participates in extracurricular academic activities centered on science, technology, engineering, and mathematics. 5.2.F Requires all students to complete an internship, and/or a STEM-related senior capstone project, presentation, and defense focused in the state's STEM-related economic development clusters (biotechnology, engineering, photonics, biomedical, etc.).	The nature of PBL lends itself to developing critical thinking and problem solving skills. Teachers will develop projects that are assessed with rigorous rubrics that are aligned with standards. Students will also have real world deliverables to improve work readiness and build individual responsibility and accountability. The goal is to accelerate student achievement to allow students to take advantage of college credit opportunities in high school. Students will have to meet college ready scores to take advantage. PBL by design will require that projects are real-world. Students will have opportunities to participate in academic extracurricular activities such as robotics. Students will be provided capstone opportunities. These may occur in industry or at the university.

Texas Science, Technology Engineering and Mathematics

Benchmark 5: Curriculum, Instruction, and Assessment

Program Requirement: 5.3 Instructional Practices

Example Artifacts

• Peer observations, mentors, cross-curricular teams • Walkthroughs, observations, model lessons • Data informs scaffolding, reteaching, and extension • Team planning that defines student products, assessments, rubrics, and standards for cross-curricular and other PBLs, teacher research on STEM field expectations, current issues, and technology.	• Student presentations include digital materials, peer and internal/external expert evaluation • Academy teachers have mentors at university and industry level that provide input to curriculum development • Year-at-a-glance checklist documenting course coverage of state standards, 21st century skills, college readiness standards throughout grading period
<i>In Benchmark 5, all program requirements are scored individually. There are no separate metrics. Assess the level of implementation for the program requirements below according to the standards to the right.</i>	
5.3.A Incorporates data-driven instruction.	A variety of data sources will be used to provide data on the effectiveness of instruction.
5.3.B Creates an environment for shared teacher responsibility and accountability for student learning across programs, content areas, and classrooms.	Because students are assigned projects teachers must share responsibility and coordinate activities to meet the TEKS.
5.3.C Organizes instructional expectations around problem-based and project-based learning with clearly defined learning outcomes for students and teachers that address state and national performance standards, college and career readiness standards, and industry expectations.	The curriculum will be delivered as a PBL. The PBL model will utilize all of the elements of PBL as seen in the Buck Institute and in schools such as New Tech replication sites.
5.3.D Ensures teachers' use of the aligned scope and sequence and integration across the disciplines.	The academy requires that teachers use the aligned curriculum and projects.
5.3.E Ensures teachers' use of high-quality curricular materials aligned with state and national standards, college and career readiness standards, and industry standards.	Materials will be selected on how well they meet the TEKS, the CCRS and the model of delivery.
5.3.F Provides opportunities for students to exercise choice and voice within a relevant and rigorous context.	The nature of PBL builds in student voice within a relevant and rigorous context.

Texas Science, Technology Engineering and Mathematics

Benchmark 5: Curriculum, Instruction, and Assessment

Program Requirement: 5.4 STEM-Education Integration

Example Artifacts

• PBL - Project Based Learning • Systemic expectations for number of presentations per class, documentation of students presenting to internal and external panels	• Design teams, group projects, multiage projects, simulations, robotics teams, green teams, • Project scenarios based on real-world issues, (Future City, FIRST, Odyssey of the Mind, etc.)
<i>In Benchmark 5, all program requirements are scored individually. There are no separate metrics. Assess the level of implementation for the program requirements below according to the standards to the right.</i>	
5.4.A Promotes instructional strategies that challenge students to think critically, innovate and invent to solve real-world, contextual problems.	PBL and blended-learning strategies will be utilized to mirror how instruction has evolved at the university level. This will free-up more class time to devote to addressing critical issues rather than rote learning. Students will have access to the resources of a university in addition to those at a typical high school. STEM literacy is a central element in the structure of the STEM academy. STEM has its own vocabulary and writing styles and these will be embedded. Students will work in teams similar to how engineering firms are organized. Students will also be held accountable individually. Technology will be embedded into the school. Students will have access to innovative technologies just like in a corporate setting.
5.4.B Exposes students to critical readings in STEM related fields and requires students to demonstrate their understanding of STEM disciplines in a work-based, contextual environment.	
5.4.C Offers standards-based STEM programs that incorporate integrative STEM literacy and innovative instructional tools.	
5.4.D Promotes applied and collaborative learning, and provides students with opportunities to present/defend their work to peers, community, industry, and university leaders.	
5.4.E Promotes a rich culture that incorporates a natural use of current technologies to enhance instruction, curriculum, teaching, and learning, and STEM literacy.	

Texas Science, Technology Engineering and Mathematics

Benchmark 5: Curriculum, Instruction, and Assessment

Program Requirement: 5.5 Literacy

Example Artifacts

- Academy-developed process in place to identify STEM and content relevant vocabulary and just-in-time literature - Plan for vertical and horizontal expectations, per grade level, of STEM vocabulary and relevant literature - Literature and language rich environment which includes technical language journals, articles, periodicals, current events newspapers, online resources, webinars, and texts	- STEM focused strategies and activities such as word walls, student journals, literature circles, mock trials, student forums, debates - Stakeholder input into selection of STEM instructional materials student goals and reflections (literacy in STEM, 21st century skills, technology, etc.) - Integrative instruction and instructional materials
<i>In Benchmark 5, all program requirements are scored individually. There are no separate metrics. Assess the level of implementation for the program requirements below according to the standards to the right.</i>	
5.5.A Promotes technologically proficient and scientifically literate students with highly developed academic vocabulary and STEM technical vocabulary.	Students will develop STEM vocabulary and technical writing skills. These elements will be embedded in all projects.
5.5.B Graduates 21st century literate students proficient in: English, reading, speaking, writing, numeracy, arts, health, sciences, and world languages; government, civics, history, and geography; environmental science; global awareness; information, communications, and media technology; and financial, economic, business, and entrepreneurship.	In addition to meeting the TEKS, students will also develop 21st century skills that are embedded in the projects.
5.5.C Selects appropriate STEM curriculum and culturally relevant instructional materials that foster widespread use of literacy strategies within the STEM curriculum.	In collaboration with STEM experts and T-STEM Centers, the academy will review its materials annually in an effort to manage the rapid change of STEM. The school must stay current as innovations and new science evolve.
5.5.D Provides opportunities for students to demonstrate the relevancy of the content through reading, writing, speaking, and presenting.	Project deliverable will mirror the academic and workplace. Students will be required to demonstrate multiple modes of communication.

Texas Science, Technology Engineering and Mathematics

Benchmark 5: Curriculum, Instruction, and Assessment Program Requirement: 5.6 Assessment		
Example Artifacts		
• Data informs instruction, plan for gaps and extension • Curriculum aligned with standards, STEM, industry, and higher education • Formative, diagnostic, & summative assessments, lesson redesign • Student artifact reflection is used to inform diagnostic tools and processes • Pre/post tests, cumulative folders, parent conferences, parent portal, student learning logs • Pre-assessments/ post-assessments, course offerings for interventions, grades, end of course exams, student presentations, narrative assessments, oral assessments, product based assessment		• IGPs, progress reports, student information sheets, home visits, parent conferences, PEIMS info, call logs, counseling schedule/visits • Student designed projects, project rubrics, peer reviews, panel reviews, adult/expert reviews • Project lists knowledge & skills, 21st century skills and levels of skill mastery; course syllabus provides list of performance-based assessments; PD for teachers on developing PBLs
<i>In Benchmark 5, all program requirements are scored individually. There are no separate metrics. Assess the level of implementation for the program requirements below according to the standards to the right.</i>		
5.6.A Uses diagnostic, ongoing, and vertically and horizontally aligned formative and summative assessments for all students to drive instructional decisions.		In addition to the two allowed benchmark assessments faculty will use multiple assessments embedded in projects to assess student progress and drive instruction. There will be two benchmark assessments each year. Students will also be provided with strategies to self-access in the effort to take the focus away from a “grade” and instead on “what do I know” and “what do I need to know” The plan is to use Skyward. Performance assessments are built into each project so that students must demonstrate skills not just cite knowledge.
5.6.B Uses state and national standards, college and career readiness standards, industry standards, and STEM program requirements to develop common benchmark assessments.		
5.6.C Employs student readiness assessments or diagnostics to identify and address gaps in learning.		
5.6.D Tracks and reports student progress using student information systems.		
5.6.E Uses performance-based assessments that allow students to demonstrate their understandings of STEM concepts.		

Texas Science, Technology Engineering and Mathematics

Benchmark 6: Strategic Alliances

Program Requirement: 6.1 Parent and/or Family Participation

- 6.1.A** Includes in the Annual Action Plan a school/family/student partnership plan that is culturally responsive in reflecting the needs and demographics of the student population.
- 6.1.B** Provides opportunities to educate students/parents on STEM Academy expectations such as parental engagement, college connections, scholarship opportunities, mentorships, etc.
- 6.1.C** Establishes multiple pathways of parental communication with the Academy such as regularly scheduled parent conferences, newsletters, websites, campus visits, etc.
- 6.1.D** Provides opportunities for parents to share responsibility for high student performance and school decision making.

Example Artifacts

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| <ul style="list-style-type: none"> • Documents in Spanish and English • Service learning and field projects for students and families, culturally responsive pedagogy • Schedule of parental involvement events | <ul style="list-style-type: none"> • Parent Sessions and # attending (college readiness, financial aid, rigor, careers etc.) • Parent conferences, website hits, satisfaction surveys |
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Developing

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| 1. Develops family engagement plans. | The university is deeply engaged in the community. The expectation is no different for the school. Although parents cannot be required to participate, the academy will provide a number of family engagement activities and opportunities for parents to volunteer, serve on stakeholder committees, and have co-learning opportunities with their children. |
| 2. Strategic communications with parents and families. | In addition to progress reports and report cards the academy will utilize a “contact” program to provide monthly communications. There will also be a robust website with calendars and other features to engage parents. There will also be regularly scheduled meetings for parents. |
| 3. Parent participation on school committees and leadership positions. | Parents will have multiple opportunities to serve on boards and advisory committees as well as school committees to better be engaged with the school and their children. |

Benchmark 6: Strategic Alliances

Program Requirements: 6.2 Business and School Community

6.3 Institutions of Higher Education

6.4 Communication with Alliance Members and Stakeholders

- 6.2.A** Identifies and secures key business, industry, and community partners to support STEM Academy efforts (mentorships, service learning projects, etc.).
- 6.2.B** Develops, implements, monitors, evaluates, and revises AAP to introduce, inform, and engage business and community partners.
- 6.2.C** Identifies and secures key business and industry partners to provide STEM-related job shadowing, internships, and externships for students and teachers.
- 6.3.A** Develops a Memorandum of Understanding (MOU) for dual credit.
- 6.3.B** Creates innovative pathways with higher education partners for students to obtain college credit (online resources, virtual courses, distance learning, shared professor, etc.).
- 6.3.C** Develops partnerships to support a college going culture and to provide STEM graduates access to college support services (college trips, college entrance aid, GEAR UP and P-20 initiatives).
- 6.3.D** Develops, implements, monitors, evaluates, and revises AAP efforts with institutions of higher education.
- 6.4.A** Annual Action Plan provides opportunities for ongoing exchanges between Academy staff, design team, and stakeholders.
- 6.4.B** Informs advisory members and stakeholders of Academy success in promoting the STEM college and career pipeline by tracking Academy graduates' college and career experiences.

Example Artifacts

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| <ul style="list-style-type: none"> Number of student/teacher internships, job shadowing, mentorships, externships, etc. Marketing outreach plan and materials Website info, discussion boards, podcasts, webinars, minutes, etc. Dual credit MOU | <ul style="list-style-type: none"> Agreements for crosswalk services with universities, campus visits, P-20 committee meetings, AAP for alliances Student Tracking protocols and storing system for after high school MOUs, college credit course offerings |
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Developing

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| <p>1. Initiates partnerships with business, community, and industry.</p> | <p>The university already has a number of partnerships with industry, government, and education entities. Students will have multiple opportunities to be engaged in campus culture.</p> |
| <p>2. Initial contact made and some support is provided by higher education organizations. Some courses are available to enhance STEM curriculum integration.</p> | <p>UTPB is a higher education institution so this element is a given.</p> |
| <p>3. Academy has a plan to track graduate students for college and career experiences.</p> | <p>It our hope that students will stay at UTPB. However, all students will be tracked and as appropriate accelerated to maximize college opportunities prior to High School graduation.</p> |

Benchmark 7: Advancement and Sustainability

Program Requirements: 7.1 Strategic Planning

7.2 Continuous Improvement and Evaluation

- 7.1.A** Develops a 3-5 year strategic plan that aligns Academy mission and vision to STEM Blueprint Program Requirements (budget, year-by-year rollout of grade levels to be served, STEM pathways, projected staffing needs, instructional technology and resources, and appropriate facilities allocation through full enrollment.)
- 7.1.B** Develops strategic plan in collaboration with design team, T-STEM Centers, T-STEM Network, T-STEM, District Personnel, etc.
Provides annual analysis, review, and revision of strategic plan and develops Annual Action Plan with key stakeholders.
- 7.1.D** Addresses sustainability in the strategic plan.
- 7.1.E** Plans and participates in opportunities to network and share experiences related to the school design and implementation process.
- 7.2.A** Annually reviews strategic plan and Annual Action Plan to ensure Academy meets high expectations across a broad range of performance measures as indicated by Academy mission and vision, and STEM Blueprint Program Requirements.
- 7.2.B** Annually reviews instructional and intervention plan to ensure continual growth on all of the required state accountability measures.
- 7.2.C** Develops internal indicators and checklists unique to the Academy to measure continuous improvement towards student performance goals and the state of the Academy.

Example Artifacts

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| <ul style="list-style-type: none"> 3-5 year strategic plan Annual Action Plan Documents networking participation/leadership and number of staff participating Log of participation in T-STEM network | <ul style="list-style-type: none"> Protocols and timelines for review of strategic plan and AAP Internal indicators and checklists to measure Academy's goal(s) attainment |
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Developing

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| <p>1. Mission, vision, goals, objectives, and strategic plans correspond with the operation of the Academy.</p> | <p>The academy will develop a strategic plan that aligns to the STEM Rubric and with the university strategic plan. We see the academy as a P-14 entity and it must be well aligned.</p> |
| <p>2. Develops continuous improvement processes/protocols with indicators and checklists.</p> | <p>The academy will develop a continuous improvement process that is flexible to deal with changes in code and with educational innovations. For example, the RTOP can be used to inform how well PBL is being implemented.</p> |

Texas Science, Technology Engineering and Mathematics

Benchmark 7: Advancement and Sustainability

Program Requirements: 7.3 Sustainability and Growth

7.4 Program Advancement

- 7.3.A** Maintains a fiscally responsible balanced budget.
- 7.3.B** Ensures that strategic plan and Annual Action Plan addresses the commitment of the Academy to continually invest in professional development for personnel (STEM pedagogy, best practices in teaching and learning, innovative course development, etc.).
- 7.3.C** Develops a plan for sustaining the Academy beyond the grant funding period to include strategic pursuit of additional grant opportunities.
- 7.3.D** Preserves the components of the small learning community (student voice, PLC for staff, parent/community/industry/higher education involvement, etc.).
- 7.4.A** Develops Academy grant writing initiatives with universities, T-STEM Centers, industry, etc.
- 7.4.B** Works with universities, T-STEM Centers, IHEs to validate effectiveness of Academy's innovative curriculum, instruction, and assessment as evidenced by student readiness for college, career, and STEM industry.

Example Artifacts

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| <ul style="list-style-type: none"> Budget/audit report developed and reviewed by campus leadership team Log of grant writing initiatives and success rate Strategic plan and Annual Action Plan allocate resources to remain a SLC Documentation of input and review by external experts of curriculum, instruction, assessment, resources, etc. Resources set aside for continuous professional development (time, funds, peer observations, etc.) | <ul style="list-style-type: none"> Logs of professional development and results/changes Campus centered protocols and processes for budget requests, review, and allocations Plans for annual Academy growth, staffing, facilities, budget, etc. |
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Developing

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| 1. Maintains a balanced budget. | As a university budgets will be maintained in accordance with TEA and UT policies. There will be an annual external audit. |
| 2. Develops contacts for alternative funding sources such as grants and other monetary awards. | As a lab school there will be numerous opportunities for seeking grants. We will work with our development office to seek gifts. |
| 3. Grant applications and grant writing professionals are included in the staff of STEM academy. | The faculty at UTPB regularly submit grant applications. |

The University of Texas of the Permian Basin University Charter School Application

5. Special Needs Students and Programs

The University of Texas of the Permian Basin will comply with state and federal requirements regarding special needs students and programs. Please see the *Special Education Assurances Development of Policies and Procedures Statement* located in attachment C of this application.

6. Geographic Boundary

a) State whether the proposed charter school will be operated on a campus of the college or university or in the county in which the campus of the college or university is located. In addition, provide the physical address (if identified) of the proposed charter school. See TEC, §12.152.

The UTPB STEM Academy will be operated on the campus of The University of Texas of the Permian Basin and its satellite campus in Midland.

Odessa Campus:

The University of Texas of the Permian Basin
4109 E. University
Odessa, TX. 79762

Midland Campus:

The University of Texas of the Permian Basin – UTPB Midland Campus
1400 N FM 1788
Midland, TX 79707

b) List the school districts from which the proposed charter school will accept students. If the charter school will accept students from only a portion of a school district or districts, state exactly what the boundary will be.

REGION XVIII EDUCATION SERVICE CENTER

RICHARD MILBURN ACADEMY
MIDLAND ISD
MIDLAND ACADEMY CHARTER SCHOOL
GREENWOOD ISD
ECTOR COUNTY ISD
COMPASS ACADEMY CHARTER SCHOOL
HARMONY SCIENCE ACADEMY

c) If the proposed charter school will have a “transfer policy” in accordance with 19 TAC, §100.1207(e) (i.e., it will admit students who reside outside of the geographic boundary just described), once all eligible applicants who reside within the geographic boundary have submitted a timely application and have been enrolled, list the school districts from which the proposed charter school will accept transfer students.

The UTPB STEM Academy will not accept transfer students.

The University of Texas of the Permian Basin

University Charter School Application

7. Admissions and Enrollment Policies

a) Specify the period (both the beginning and ending dates) during which applications for admission will be accepted. *TEC, §12.117, requires that a charter school establish a reasonable application deadline for the submission of applications for admission. The application period should not be "year-round" or extend for most of the year.*

The school will accept applications beginning in March of each year. The deadline for applications for each school year will April 15th. If by the close of business, more students have applied for admission that space will allow, a lottery will be conducted. Each student will have an equal chance of admission. The lottery will indicate each student that is admitted as well as a sequence for those students placed on the waiting list. After the lottery is held, applications will be accepted on first-come, first-served basis.

b) Describe the procedures to be followed in conducting a lottery when a grade or class is oversubscribed. *Under federal law, a charter school must admit students through a random selection process if the number of applications for a grade or class exceeds the number of available spaces. If the number of applications does not exceed the number of available spaces, a lottery is not required.*

If on April 15th of each year, applications for new students exceed the schools chartered capacity, a public lottery will be held. The applicants will be divided into grades. The names will be placed into randomizing software for student selection. The selection process will include a waiting list should space become available. All students will have an equal chance of being admitted.

When a space becomes available the contact information provided on a potential student's application will be used to contact the parent or guardian. The parent or guardian must respond to The University of Texas of the Permian Basin staff within 48 hours of the notification to accept or decline the space. If there is no response, the next potential student on the list will be notified of an opening.

c) If the charter school will exempt from the lottery returning students, the siblings of returning students, and/or the children of the school's founders and staff (so long as the total number of students allowed constitutes only a small percentage of the total enrollment) as permitted by the federal non-regulatory guidance on the charter school program, state the categories of applicants that will be exempted. *Note that students who attended a private school before it became a public charter school are not to be considered "returning students" and may not be given priority in admission to the charter school. Also note that the federal guidance allows only the siblings of currently enrolled students and children of the founders and staff as long as it comprises only a small percentage of the enrollment.*

The school will exempt returning students and the siblings of returning students. Additionally, the school will exempt the children of employees of UTPB as long as the total number of exempt students constitutes only a small percentage of the total enrollment.

d) Specify the approximate date on which a lottery will be conducted if required.

The University of Texas of the Permian Basin

University Charter School Application

The lottery, when needed, will be held the last week of April.

e) State whether a waiting list will be developed for the applicants who were not admitted through the lottery. If a waiting list will be used, describe the process.

A waiting list will be created through the lottery process. All of the applicants will be placed into randomizing software and the results of the randomization process will be maintained by the school. Each student will be assigned a position by the software, and students in positions exceeding the capacity of the school will make up the waiting list based on the lottery. After that, additional students will be entered into the waiting lists on a first come first served basis. Any students remaining on the waiting lists for the duration of the school year will be placed back into the following year's lottery.

f) If the school will accept applications that are submitted outside of the designated application period, describe how the school will treat such applications.

The school will accept applications outside of the regular application window. If a lottery was implemented, students will be added to the end of the waiting list on a first come, first served basis. If no lottery was implemented, the students will be enrolled in the school up to the school's capacity. Once the capacity is met, students applying after the application period will be added to the waiting list on a first come, first served basis.

g) Provide the non-discrimination statement that will be included in the proposed school's admissions policy. TEC, §12.111(a)(6) requires that a charter school's admissions policy include a statement that the school will not discriminate in admissions based on gender, national origin, ethnicity, religion, disability, academic ability, athletic ability or artistic ability or the district the child would otherwise attend.

It is the policy of The UTPB Stem Academy not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of The UTPB Stem Academy to support districts as they provide a free, appropriate education to all students consisting of regular and special education and related aides and services in career and technology education programs that are designed to meet individual educational needs of disabled persons as adequately as the needs of non-disabled persons are met and are based upon adherence to provisions set forth in 34 CFR 104.33-104.36; 34 CFR 104.31-104.40; (see also standards under V-C, V-D, V-E, V-F, V-G, and V-H).

It is the policy of The UTPB Stem Academy not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

The UTPB STEM Academy will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs. For information about your rights or grievance procedures, contact the school Superintendent.

REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.

Salvo, Rick

From: Juli D'Ann Ratheal [ratheal_j@utpb.edu]
Sent: Monday, December 16, 2013 3:40 PM
To: Johnson, Karen; Salvo, Rick
Cc: lascano_r@utpb.edu
Subject: Re: Governance Area Information
Attachments: Admin Policy Revision for Academy.docx

APPROVED DURING CONTINGENCY PROCESS

Importance: High

Please disregard the previous email and attachment and go with this version to replace the 7(g) section of the application dealing with admissions.

Thanks,
Juli

Dr. Juli D'Ann Ratheal

Assistant Vice President of Research and Dean of Graduate Studies Associate Professor of Mathematics
Education Grant Director/Principal Investigator University of Texas of the Permian Basin
Office: MB 1208B
Phone: (432) 552-2530
FAX: (432) 552-3530

--- Original message ---

>Date: Mon, 16 Dec 2013 15:21:10 -0600 (CST)
>From: Juli D'Ann Ratheal <ratheal_j@utpb.edu>
>Subject: Governance Area Information
>To: "Johnson, Karen" <Karen.Johnson@tea.state.tx.us>, "Salvo, Rick"
><Rick.Salvo@tea.state.tx.us>
>
>Good Afternoon,
>
>I have attached the revised narrative for section 7(g) on page 24.
>
>Rick...the curriculum revisions are near completion...hoping to have those to you today or tomorrow at the latest.
>
>Thanks,
>Juli
>
>
>Dr. Juli D'Ann Ratheal
>
>Assistant Vice President of Research and Dean of Graduate Studies
>Associate Professor of Mathematics Education Grant Director/Principal
>Investigator University of Texas of the Permian Basin
>Office: MB 1208B
>Phone: (432) 552-2530
>FAX: (432) 552-3530
>

It is the policy of The UTPB Stem Academy not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. The UTPB STEM Academy will strictly abide by TEC 12.11(a)(5) which prohibits "discrimination in admission policy on basis of sex, national origin, ethnicity, religion, disability, academic, artistic, or athletic ability, or the district the child would otherwise attend." The Academy reserves the right to exclude a student who has a documented history of a criminal offense, a juvenile court adjudication, or discipline problems under Subchapter A, Chapter 37, TEC § 12.111(6).

It is the policy of The UTPB Stem Academy to support districts as they provide a free, appropriate education to all students consisting of regular and special education and related aides and services in career and technology education programs that are designed to meet individual educational needs of disabled persons as adequately as the needs of non-disabled persons are met and are based upon adherence to provisions set forth in 34 CFR 104.33-104.36; 34 CFR 104.31-104.40; (see also standards under V-C, V-D, V-E, V-F, V-G, and V-H).

It is the policy of The UTPB Stem Academy not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

The UTPB STEM Academy will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs. For information about your rights or grievance procedures, contact the school Superintendent.

APPROVED DURING CONTINGENCY PROCESS

The University of Texas of the Permian Basin University Charter School Application

h) If the proposed school will specialize in performing arts, discuss whether applicants will be required to demonstrate artistic ability for admission to the school.

The school will not specialize in performing arts.

i) State whether the school will exclude from admission students with documented histories of any of the types of misconduct listed in TEC, §12.111(6). TEC, §12.111(a)(6) authorizes a charter school to exclude a student who has a documented history of a criminal offense, a juvenile court adjudication, or discipline problems under TEC Subchapter A, Chapter 37. Note that TEC, §12.131 requires that the governing body of an open-enrollment charter school adopt a code of conduct for its district or for each campus.

The school will exclude from admission students with documented histories of any of the types of misconduct listed in TEC, §12.111(6).

j) Describe the manner in which the proposed school will admit students under TEC, §25.001. Include the information that an applicant must provide in order to establish eligibility for admission. Note that applicants may not be required to provide transcripts or other academic records until after they are offered admission and are enrolling.

An online application will be available. The information needed to complete the application will include:

- Date of application
- Student Name
- Address
- Birth Date
- Phone Contact #1
- Phone Contact #2
- Email Address
- Parent/Guardian Name
- Parent/Guardian Address
- Name of Public School of Residence
- Is the student currently enrolled and attending the school above?
- Grade currently enrolled in
- Did your child complete the previous school year?

The University of Texas of the Permian Basin University Charter School Application

- If yes, with what school?
- If no, when and where was the last school attended?
- Has your child ever been convicted of a criminal offense, or received a juvenile court adjudication?
- If yes, please explain.
- Prior to withdrawing from the previous school, was your child expelled or assigned to the district alternative education program?
- If yes, please explain.

By submitting the online application, the parent/guardian verifies that all information is true to the best of your knowledge. Any information that is falsified may prevent your child from being admitted to The UTPB Stem Academy.

k) Describe the manner in which the proposed school will enroll students under TEC, §25.002 and 19 TAC, §129.1. Include the information that an enrolling student must provide beyond what is required by TEC, §25.002. Note that a student may not be precluded from enrolling due to the charter school's failure to receive information required by TEC, §25.002.

The school will require that an enrolling student provide all of the information that is required by TEC, §25.002.

8. Governance

Governing Body of the Sponsoring Entity

a) List the members of the governing body of the sponsoring entity.

The University Of Texas System Board Of Regents is the sponsoring entity of the charter school. Current members are Paul Foster (Chairman), Wm. Eugene Powell (Vice Chairman), R. Steven Hicks (Vice Chairman), Nash M. Horne, Robert L. Stillwell, Alex M. Cranberg, Wallace L. Hall Jr., Brenda Pejovich, Ernesto Aliseda, Jeffery D. Hildebrand.

b) Disclose whether the sponsoring entity has been sanctioned by any state regulatory agency.

The sponsoring entity has not been sanctioned by any state regulatory agency.

c) Describe the methods to be used to inform charter school parents, students, and employees about procedures for receiving and responding to complaints.

Complaint procedures will be found in policy. The complaint procedure will include three levels that will require the complainant to seek initial remedies to the complaint with the employee who was involved with the concern. The initial remedy must be sought within 15 days of the

The University of Texas of the Permian Basin University Charter School Application

knowledge of the action that caused concern. If unresolved, the complainant has an additional 15 days to request in writing a meeting with the campus administrator. The meeting with the campus administrator will be considered Level 1. The Level 1 complaint will be with the campus administration, and if the complaint is unresolved, the complainant may appeal to the superintendent and/or faculty member responsible for oversight at Level 2 within 15 days of the campus administrator's decision. If the complainant still does not feel the issue has been resolved, a Level 3 complaint may be sent in writing within 15 days of the Level 2 decision. The complainant will be heard in a lawfully called and posted meeting of the governing body of the charter school. The governing body of the charter

d) Describe the following elements of the governance structure of the governing body of the sponsoring entity.

1) the officer positions designated;

The governing body of the sponsoring entity has a chairman and two vice-chairmen

2) the manner in which officers are selected and removed from office;

The Board of Regents, the governing body for The University of Texas System, is composed of ten members who are appointed by the Governor and confirmed by the Senate.

3) the manner in which members of the governing body are selected and removed from office;

The Board of Regents are appointed by the Governor and confirmed by the Senate.

4) the manner in which vacancies on the governing body are filled;

The Board of Regents are appointed by the Governor and confirmed by the Senate

5) the term for which members of the governing body serve; and

The Board of Regents is scheduled for six years each

6) whether the terms are to be staggered.

The terms are staggered, so that three member's terms will usually expire on February 1 of odd numbered years

Governing Body of the Charter School (if different from the governing body of the sponsoring entity)

e) If a governing body of the charter school exists, list the members.

There is not a current governing body of the charter school. The following STEM and COE have agreed to serve on the board: Dr. Juli D'Ann Ratheal, Associate Professor of Mathematics and

The University of Texas of the Permian Basin

University Charter School Application

AVP of Research and Graduate Studies; Dr Tracie Gibson, Assistant Professor of Biology, Dr Roy Hurst, Professor of Science Education, Dr. Luis Trueba, Assistant Professor of Mechanical Engineering; Dr. Yolanda Salgado, Assistant Professor of Bilingual Education.

f) If a governing body of the charter school exists, describe the powers or duties delegated to it by the governing body of the charter holder. *Non-delegable duties are listed in 19 TAC, §100.1033(c)(6)(C).*

The governing body of the charter holder (sponsoring entity) delegates all powers and duties to the governing body of the charter school other than non-delegable duties as listed in 19 TAC 100.1033(c)(6)(C).

The charter school board members and school officers will receive annual training as required in 19 Texas Administrative Code (TAC), Chapter 100.

g) Describe the following elements of the governance structure of the governing body of the charter school:

1) the officer positions designated;

The governing body of the charter school will have a President, Secretary, and other officers as the board may deem necessary.

2) the manner in which officers are selected and removed from office;

Reorganization of the board shall occur at the first meeting after the appointment of charter board members.

3) the manner in which members of the governing body are selected and removed from office;

The Charter Council is responsible to set policy and procedures that ensure best practices are consistent with the vision of the charter school. Collaboration with members of the school community will ensure best practices with gifted educators and administrators. The Charter Council is composed of University of Texas Permian Basin Faculty and Administrators, community members, parents, and eventually student representatives. The board will be selected as follows:

- a. Faculty members and board president will be appointed by the President
- b. Two STEM faculty members of UTPB College of Arts and Sciences
- c. Two faculty members from the College of Education.
- d. Two parent representatives shall be nominated and voted upon by parents using an anonymous online voting procedure.
- e. One STEM Education faculty

4) the manner in which vacancies on the governing body are filled;

The University of Texas of the Permian Basin

University Charter School Application

Vacancies will be filled through the process outlined above.

5) the term for which members of the governing body serve; and

Each parent member will be on two-year terms with one of the members rotating off each year. The presidential appointments will be for two years, with half of the appointments rotating off each year.

6) whether the terms are to be staggered.

Terms will be staggered when there are two representatives for the group (for example, Parents and College of Education faculty).

The school board is the policy making authority for the charter school. They will be regularly provided with information regarding student and school performance through both state and local accountability measures. These will include:

- *Student and school performance;*
- *Student attendance accounting reporting requirements;*
- *Compliance with generally accepted accounting principles and generally accepted standards of fiscal management;*
- *Compliance with special education and bilingual education/English as a second language program requirements;*
- *Reporting requirements, including those through the Public Education Information Management System; and*
- *Reporting annual school and student performance to students, parents, and the public*

In addition, the targets regarding student and school performance will be included in the superintendent's annual evaluation.

Other Governance

h) Describe the extent to which any private entity, including any management company, other nonprofit group, other governmental agency and/or any other educational organization will be involved in the operation of the charter school. Identify any members of the governing board or officers of the charter school who are affiliated with all such entities.

There are no private entities, management companies, nonprofit groups, or other governmental agencies/educational agencies involved with the operation of the charter school.

9. Human Resources Information

b) Describe how the charter holder board will maintain responsibility for and oversight of:

- 1) student and school performance;**
-

The University of Texas of the Permian Basin

University Charter School Application

There will be ongoing measures of academic success using various software and rubrics developed through Project Based Learning (PBL). Other available options are products such as Oddeseyware and Plato. Students will also self-assess along a PBL model designed to make them both familiar with standardized testing and inform them of progress. Curriculum-based assessments will assist in determining whether students need interventions to ensure mastery objectives. Students will take the STAAR tests, which will provide public data for determining school performance. In addition, teachers will collaborate on a weekly basis to determine best supportive measures for students who may need interventions. Workshop type remediation using school staff with groups will be ongoing

2) management and administrative practices;

The Charter Board will set policies and procedures to be carried out by a school superintendent. The superintendent will report information regarding school performance to the board. Open and Ongoing communication will occur between the charter board and the superintendent. The charter Board will be responsible for evaluating the superintendent.

3) student attendance accounting reporting requirements;

Student attendance will be taken daily at a set time. Attendance will be taken via software such as Skyward or RSCCC. Online curriculum usage will be logged by the curriculum supplier and monitored by the student's instructor.

4) compliance with special education and bilingual education/English as a second language (BE/ESL) program requirements;

The charter school will comply with all state and federal laws in providing services for special education and limited English proficient students.

5) financial accounting reporting requirements, including grant reporting requirements;

The charter board will oversee the financial policies and procedures of the charter. The University of Texas Permian Basin will oversee grant reporting requirements. UTPB will also oversee the fiscal manager of the charter school. All purchases, payroll and other expenses will have final approval from UTPB. The board will annually approve a financial audit based on GASB accounting principles.

6) reporting requirements, including those through the Public Education Information Management System (PEIMS);

The charter school will have a PEIMS administrator who will undergo training and provide services in addressing reporting requirements. The charter will use a TEA friendly software such as Skyward or RSCCC to report all required information. The budget will justify the training, personnel and software.

7) reporting annual school and student performance to students, parents, and the public;

The University of Texas of the Permian Basin University Charter School Application

The charter school will report annually student performance within legal guidelines regarding AYP and AEIS.

8) distributing to parents information related to the qualifications of each teacher of the program, including any professional or educational degree held by each teacher, a statement of any certification under Subchapter B, Chapter 21, held by each teacher, and any relevant experience of each teacher.

Parents will receive a letter at the start of each year and upon employment of any new teacher within the year, information about the education and certification of each teacher.

e) Describe the current responsibilities and the qualifications of the college or university faculty member directly responsible for the implementation of the educational program.

Two faculty members will have the responsibility of the implementation of the education program: Drs. Juli D'Ann Ratheal and Frank Hernandez.

Juli D'Ann Ratheal, Ed.D., is an Associate Professor of Mathematics and Mathematics Education, Assistant Vice President of Research, and Dean of Graduate Studies at the University of Texas of the Permian Basin. Her research interests include school safety, teaching to diverse student populations, promoting critical thinking, and designing high-quality professional development for STEM teachers. Dr. Ratheal has over thirty years of experience in education within the state of Texas including classroom teaching and campus administration. She has led over four million dollars in state and federal grant initiatives all aimed at improving K-12 STEM instruction. She works closely with STEM teachers through Region 18 and has served as vice president on the Texas Council of Teachers of Mathematics for the past two years. She is currently the UTPB project director of an NSF Mathematics and Science Partnership collaborative grant aimed at improving middle school teacher's conceptual understanding of mathematics. She also currently directs a Teacher Quality grant that is working with regional middle and high school mathematics teachers and a grant that will eventually fund scholarships to allow over 50 mathematics and science teachers to a masters degree at UTPB in STEM education. Dr. Ratheal has a M.S. in education and mathematics from Texas Tech University, an M.S. in School Administration from Texas A&M in Kingsville, and an Ed.D. from Texas Tech University in Administration and Mathematics Education.

Frank Hernandez, Ph.D., is an Associate Professor and Dean in the College of Education at the University of Texas of the Permian Basin. His research interests include the intersection of identity and school leadership and teaching, equity and social justice, the principalship, and Latinos and school leadership. His work has been published in top tier journals such as *Educational Administrative Quarterly*, *Journal of School Leadership*, and *Education and the Urban Society*. During his 15 years in public education, Dr. Hernandez has served as a classroom teacher, an assistant principal, a principal, and a district coordinator of multicultural programming throughout several Midwestern urban school districts. Dr. Hernandez has a Ph.D. in Educational Leadership & Policy Analysis from the University of Wisconsin-Madison.

The University of Texas of the Permian Basin

University Charter School Application

f) Describe professional development opportunities that will be offered to school officers.

School officers will be required to undergo training in all areas affected by their purview. Board members will go through all applicable training for school boards. Officers such as principals, directors and other administrators will go through administrative training in fiscal management, ARD's, 504's, school law, campus testing coordination and other applicable trainings.

g) Explain the method(s) and timelines that will be used to evaluate school officers; designate the responsible party for the evaluations.

The charter board is responsible for evaluating the superintendent on an annual basis, preferably in January. The superintendent is responsible for evaluating other administrators on campus. Campus administrators will be evaluated in February of each year. The charter board will either develop an evaluation tool comparable to widely used evaluations or use a template provided by TASA.

Each school officer will be annually evaluated by the superintendent. The evaluation will have two major components. The first component will evaluate the degree to which the officer has met the expectation of the position as outlined in the employee job description. The second major component will include annual goals and objectives co-developed by the superintendent and the employee. The degree to which these goals and objectives were met will be evaluated as part of the annual evaluation. Student performance measures will be included as an integral part of each of the two components of the evaluations.

Teachers and Other Instructional Staff

i) Explain the manner in which the school will distribute to parents information related to the qualifications of each teacher, including any degrees or certifications held and any relevant experience. (Note that TEC, §12.130 requires charter schools to provide the parent or guardian of each student enrolled in the school written notice of the qualifications of each teacher employed by the school.)

The charter school will distribute letters to the parents of each child at the start of each year, and upon employment of new teachers. The letter will outline the qualification and certification of each teacher.

j) Describe professional development opportunities that will be offered to teachers and other instructional staff.

As a part of the unique design of the charter school, extensive professional development will be provided during the summer for each new teacher. The first summer professional development will encompass 4-6 weeks as determined by the superintendent. External trainers will be used to teach specific strategies in Project Based Learning design and rubrics, latest technology and software usages, student social skills, school culture, curriculum, classroom management and crisis management. Other opportunities will be offered during the afternoon collaboration periods to enhance and sharpen existing skills and to target immediate needs.

k) Explain the method(s) and timelines that will be used to evaluate teachers and other instructional staff. Designate the responsible party for the evaluations.

The superintendent is responsible for evaluation of all personnel. Formative evaluations will be done with walk-throughs, student data, and parent and student surveys. A formal summative

The University of Texas of the Permian Basin

University Charter School Application

evaluation will be completed the second semester of each year for teachers. PDAS or comparable evaluations will be used.

PEIMS Coordinator, Student Attendance Staff, and Other Staff

m) Describe professional development opportunities that will be offered to the PEIMS coordinator, student attendance staff, and any other staff not already addressed.

PEIMS and other training will be provided by the regional service center, or by contracting with qualified outside personnel to give one on one training.

n) Explain the method(s) and timelines that will be used to evaluate the PEIMS coordinator, student attendance staff, and any other staff not already addressed. Designate the responsible party for the evaluations.

The superintendent is responsible for evaluation of all staff. Evaluations will be based on templates provided by UTPB for support personnel. Evaluations will be done in the spring.

The PEIMS coordinator, student attendance staff, and staff other than teachers will be evaluated on an annual basis by their direct supervisor which will focus on the elements of their job description. Each evaluation will be objective based and developed through shared dialogue between the supervisor and the employee. Each year, the supervisor shall complete a job description review with the employee no later than halfway through the year to ensure clear communication regarding the expectations of the position.

10. Business Plan

Start Up of Charter School Operations

a) Describe how the charter school will maintain administrative, business, financial, payroll, personnel and other records separate from those of the college or university.

The charter school will be a semi-autonomous organization within the UTPB system. Financial Accounts will be separate from those of the university, and records will be maintained within the Charter school. There will be a part-time business manager that will oversee the accounts payable and payroll operations. Duplicate records for purchasing and payroll will exist within the university.

b) Describe the role of the college or university's business office in the financial operations of the charter school. (See TEC, §12.154[6].)

The university's business office will execute the financial operations of the charter school under the direction of the charter school business manager.

c) Provide a statement describing the projected amounts of start-up funding. The statement must identify the amount of each source of funds and the specific source of funding (e.g., private donor, charitable foundation, local government, state/federal agency).

In order for us to recruit students and start-up operations, prepare our facilities and educational offerings, the School requires a minimum funding of approximately \$ 100,000. TEA offers a

The University of Texas of the Permian Basin University Charter School Application

start-up grant (\$600,000) that is available in May. Therefore we need Board of Regents approval in order to obtain SBOE approval in November to be eligible to submit a grant proposal in December. In the event that we are unable to gain approval prior to January, UTPB has committed to in-kind matching funds of \$100,000 that can be used to start-up the Charter. These funds will be used to make minor renovations to our existing facilities, hire additional instructors, etc.

UTPB hopes to receive a startup grant of 600,000.00. UTPB has 150,000.00 in-kind funding if needed.

6112- Salaries or wages for substitute teachers: No substitute teachers will be required during the start-up period.

6119- Salaries or wages for teachers and other professional personnel: \$61,000 has been allotted for the payment of professional personnel to perform the start-up functions. This includes professional development in PBL and the necessary curriculum development required to implement the OdesseWare and/or other appropriate electronic tools.

6121- Extra duty pay/overtime support personnel: Not applicable during the start-up phase.

6129- Salaries or wages to support personnel: We anticipate the need for clerical support for the purposes of enrolling students, answering phones, and providing general office support. \$5,000 was based on 42 days of support.

6149- Employee benefits: UTPB uses 27% as the figure to address the benefits of the employee. This percentage includes within it the amounts for worker's compensation, TRS, and unemployment insurance.

6219- Professional services: Professional training will be provided by UT Tyler on a contracted basis for 80,000.

There will be a need for several professional services during the first year. These include computer set-up and maintenance, professional development, and other training related to administrative preparation.

80,000 dollars has been allocated to include professional development services. The UTPB STEM academy will contract with an approved T-STEM academy coach to provide professional development and technical assistance in the implementation of the T-STEM Academy Blueprint and best-practices in project-based learning. It is anticipated that \$80,000 will be needed for this contract. Additional professional development initiatives will be provided by in-house personnel from the Ingenuity Center at UT Tyler.

6239- Education service center services: The UTPB STEM Academy will use Skyward and other contracted services for PEIMS training and related administrative requirements.

6259- Utilities: Not applicable during the start-up phase.

6269- Rentals: Not applicable during the start-up phase.

6299- Miscellaneous contracted services: This is an estimate to cover minimal legal support.

The University of Texas of the Permian Basin

University Charter School Application

6319- Supplies for Maintenance and/or Operations: This is an estimate based on potential needs to complete minor renovations on existing facilities.

6329- Reading materials: Reading materials to support both basic literacy and project-based learning will be purchased.

6339- Testing materials: Testing materials to support STAAR preparation. Project-based learning requires consumable materials for its role in the learning process. In addition, computer hardware/software will be purchased.

6399- General supplies: Project-based learning requires consumable materials for its role in the learning process. In addition, computer hardware/software will be purchased.

The current model will require at least 4 hours of instructional time on the campus. Although there will be assignments, some of which may be online, at home, there will be a place for students without adequate technology at home to complete assignments at The University of Texas at Permian Basin facilities. The technology purchased for these activities are under general supplies.

6411- Travel and subsistence employee only: Professional development that requires travel is expected. In addition, superintendent travel to the various campus sites is included.

i) Describe the process by which the annual budget of the charter school will be adopted.

The annual budget will be developed with input from faculty, staff, and the parent council under the supervision of the superintendent. The charter board will have budget workshops to provide input. The charter board will adopt the budget in an August board meeting.

Management Company and Other Contracted Services

m) Describe the manner in which an annual audit of the financial and programmatic operations of the program is to be conducted.

The charter board will approve an external auditor at a lawfully called board meeting. The external auditor will conduct the audit and report to the board. The audit will be sent to all entities required by law.

n) Identify any organization(s) and/or individual(s) that will provide financial accounting, payroll, and/or tax accounting services for the proposed charter school.

There will be autonomous accounts for the charter school, but many of the financial services will be provided by the university business office under the direction of a charter school business manager

o) Discuss the qualifications of the organization(s) and/or individual(s). Include a list of any current or former clients that were charter schools.

The university business office has experience with accounts payable and payroll. The business manager has experience with school accounting practices. None of these entities have had current or former clients that were charter schools.

The University of Texas of the Permian Basin

University Charter School Application

q) Indicate whether the charter holder will adopt the provisions of Texas Education Code (TEC), Chapter 44, Subchapter B, as the process for awarding a contract for the construction, repair, or renovation of a structure, road, highway, or other improvement or addition to real property. 30 SAS 543-13 RFA 701-13-102 If so, the provisions of TEC, Chapter 44, Subchapter B, will control in lieu of Subchapter B, Chapter 271, Texas Local Government Code.

The school will use Subchapter B, chapter 271, Texas Local Government Code

Financial Accounting System

r) Identify and discuss the capabilities of the financial accounting software (i.e., the complete name of the software application and the software version) that the proposed charter school will use.

The charter school will use two financial software pieces. Skyward will be used to report all information, expenditures and payroll to TEA. PeopleSoft will be used by the University. A bridge software will be used to allow the two software to interact with one another.

Skyward software is a state-of-the-art school administrative software system. It offers a comprehensive range of powerful student applications written specifically for school districts throughout the state of Texas. The following systems are included:

- Discipline
- Attendance accounting
- Grade Reporting (Elementary and Secondary)
- PEIMS- Public Education Information Management System
- Registration
- S.H.A.R.E. – Student Health Assessment, Records and Evaluation
- SEMS – Special Education Management System
- Student Scheduling
- Test Scores
- txConnect
- txGradebook

The business software related to Skyward includes the following:

- Accounts Receivable
- Amended Budget
- Asset Management
- Budget Preparation
- Check Reconciliation
- Financial Accounting
- Human Resources
- Payroll
- PEIMS- Public Education Information Management System
- Requisitions

Skyward, provides workshops, training and telephone support for these applications.

Student Attendance Accounting

The University of Texas of the Permian Basin

University Charter School Application

s) Identify the student attendance accounting software (i.e., the complete name of the software application and the software version) that the proposed charter school will use, and discuss the software's ability to produce the required reports and track student-related data required in PEIMS.

The charter school will use Skyward which is an approved TEA provider of information for PEIMS and other required reports.

Facility Management

t) Provide the physical address of the facility to be used by the proposed charter school and describe the facility.

The charter school will be on the UTPB campus. Exact location is to be determined.

u) Describe how the facility is currently used or how it was used in the past.

The charter school will be placed in a new modular building designed to meet the needs of the school.

v) Explain why the site will be a suitable facility for the proposed charter school.

The provider of the building will aid in designing a modular building that will be suitable for the instructional model already outlined.

w) Discuss plans to ensure that school facilities are accessible to disabled persons.

The building and placement will meet all ADA requirements by law.

x) Discuss the necessity of renovating and/or repairing the facility to ensure compliance with applicable building and/or occupancy codes and to make the facility ready for school operations. Identify the dollar amounts of any renovations and repairs.

New modular buildings will meet all current codes. No renovation or repair is anticipated.

z) Discuss any progress, partnership developments or future steps towards the acquisition of a facility and/or land.

Not applicable

bb) Identify the individuals who negotiated the lease or purchase of the facility on behalf of the lessor or seller and the sponsoring entity. Note any relationships or business affiliations between the individuals identified above

Not applicable

cc) Identify all other organizations or individuals that will be using the facility in addition to the proposed charter school

There is no anticipated usage by other organizations
Transportation and Food Service

The University of Texas of the Permian Basin University Charter School Application

dd) Describe provisions for transportation for students served by the charter school. Pursuant to federal law, the school must provide transportation to students eligible for special education and related services as required by their Individualized Education Program (IEP).

Transportation will not be provided for charter school students, unless specifically stated in a student's IEP. The transportation would then be contracted out.

ee) Describe provisions for food service, if any, for students served by the charter school, including plans for free or reduced lunch and breakfast programs. If 10% of the students qualify for free or reduced breakfast, the school is required by Texas Education Code §33.901 to provide a breakfast program for those students. For additional information, refer to <http://www.squaremeals.org>.

If 10% of the students qualify for free or reduced breakfast, the school is required by Texas Education Code §33.901 to provide a breakfast program for those students. Food service will not be provided unless 10% or more of students are eligible for free/reduced

The University of Texas of the Permian Basin
University Charter School Application

Attachments Section

The University of Texas of the Permian Basin University Charter School Application

Attachment A - Published Notice of Public Hearing

MIDLAND REPORTER-TELEGRAM, SATURDAY, SEPTEMBER 7, 2013

The University of Texas of the Permian Basin

Information: UTPB STEM K-12 Charter School Public Hearing

The University of Texas of the Permian Basin is proposing to apply to the Texas Education Agency (TEA) for authorization to start an open-enrollment University Charter School with a focus in STEM (science, technology, engineering, and math) education. The proposed charter school, the UTPB STEM Academy, would initially serve students in grades K-6 starting fall 2014 and would add an additional grade each year through 12th grade. The school would expand until it reaches K-12 and would offer high school diplomas to graduates. The proposed charter school would follow a "hybrid" model which entails four hours a day of project based-learning, including fine arts and physical education, in a face-to-face format at school with the remainder of the day delivered online to the students at home. Students would experience rigorous, in-depth curriculum through engaged, learner-centered activities and rich online instruction aimed at developing a deep conceptual understanding of the TEKS (Texas Essential Knowledge and Skills). Initially, the UTPB STEM Academy would be located on the UTPB campus with possible expansion to Midland in later years. A team of UTPB faculty met with a model university charter at the University of Texas at Tyler and with TEA, receiving encouragement to proceed and submit an application. For additional information please contact Dr. Juli D'Ann Rameal at jrameal@utpb.edu. Parents and community members are encouraged to attend a public meeting of the proposed charter school.

Meetings will be held at the following dates and locations:

- September 9, 2013 in the UTPB Multi-Purpose room 2130, 6:00 pm - 7:00 pm.
- September 10, 2013 at UTPB CEED Building room 1202, 6:00 pm - 7:00 pm.

SATURDAY, SEPTEMBER 7, 2013

CLASSIFIED

OFFICIAL AMERIC



The University of Texas of the Permian Basin Information: UTPB STEM K-12 Charter School Public Hearing

The University of Texas of the Permian Basin is proposing to apply to the Texas Education Agency (TEA) for authorization to start an open-enrollment University Charter School with a focus in STEM (science, technology, engineering, and math) education. The proposed charter school, the UTPB STEM Academy, would initially serve students in grades K-6 starting fall 2014 and would add an additional grade each year through 12th grade. The school would expand until it reaches K-12 and would offer high school diplomas to graduates. The proposed charter school would follow a "hybrid" model which entails four hours a day of project based-learning, including fine arts and physical education, in a face-to-face format at school with the remainder of the day delivered online to the students at home. Students would experience rigorous, in-depth curriculum through engaged, learner-centered activities and rich online instruction aimed at developing a deep conceptual understanding of the TEKS (Texas Essential Knowledge and Skills). Initially, the UTPB STEM Academy would be located on the UTPB campus with possible expansion to Midland in later years. A team of UTPB faculty met with a model university charter at the University of Texas at Tyler and with TEA, receiving encouragement to proceed and submit an application. For additional information please contact Dr. Juli D'Ann Rameal at jrameal@utpb.edu. Parents and community members are encouraged to attend a public meeting of the proposed charter school.

Meetings will be held at the following dates and locations:

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The University of Texas of the Permian Basin University Charter School Application

Attachment B - Synopsis of Public Hearing

University of Texas of the Permian Basin

Public Meeting- UTPB Charter School

UTPB Multi-Purpose Room

September 9, 2013

Dr. Watts made a quick introduction of himself and Dr. Juli D'Ann Ratheal.

Juli Ratheal began her presentation with an intro to Charter. She then explained how innovative learning will give parents an alternative.

The primary focus will be child engagement and this will be offered starting from Kinder up to sixth grade. For those parents who work late they will have an accommodation where they can pay \$10 a day for the after school educational program and children will be able to work on assignments and be guided by education students that will be hired for this purpose only. Unfortunately there will be no busing since it will be the parent's responsibility to take and pick up their child from school. There will be cross grade collaboration which will be Project Based Learning. The students will have the same projects just at different grade levels. It will consist of a rigorous online curriculum and will have the same services as any other public school.

The students will not have to purchase any books because they will be able to access everything they need to read online. Everything will be paperless with a minimum of maybe one box of paper. Ratheal explained how it will be student centered and there will be no desk. Every student will be furnished with computers and tablets, the environment will be very rich in technology. Many students are not meant for this environment whether they have a different learning style and they will inform the parents to consider changing route. The difference from a

public school will be that there will be extreme parent interactive and the teacher guidance will be limited. Everything has to be processed by before December 15 because that is when the start up grant will begin. Ratheal is very excited and hopes more people will show up at the next meeting.

Question: Will you base the school year in traditional school year calendar or common?

Ratheal: We are going to set it up as the school year calendar; it will match the calendar of Ector County simply because there will be mixing and matching of everything.

Question: Where you talk about the student that says all by means, that's what I'll like to know. Is it Cornell notes where they have to write in the side and write questions? Ratheal: Yes, *they will have a project summary page and before they start, they will sit down and see what they know.* As the kids start the project they will know some of the ground work but as they get into it they might have questions. Yet, the teacher isn't going to tell them there're going to have to research it themselves.

Question: If I have a child, my husband and I both work, what kind of program can you offer or will there be one to accommodate the parents? Ratheal: Yes, it's not set yet but what they do is the parents pay \$10 an afternoon and the kids will stay to work on homework but the teacher won't help them because they will be working in professional developing projects. They will hire education students to come in and help each other.

University of Texas of the Permian Basin

Public Meeting- UTPB Charter School

The Center for Energy and Economic Diversity, Midland Campus

September 10, 2013

Rey Lascano made a quick introduction of himself and Dr. Juli D'Ann Ratheal.

Juli Ratheal began her presentation with an introduction over Charter Schools. She then went on to explain how innovative learning will give parents an option.

JR- The focus will be child engagement, which will be offered to kindergartners through sixth graders. Accommodations will be made for parents who work late, such as a \$10 fee a day for the after school educational program where the students will be allowed to work on assignments and seek the guidance of after school tutors. Unfortunately transportation will not be provided, it will be the parent's responsibility to drop off and pick up their child from school each day.

Cross grade collaboration will be used as a teaching tool, for example sixth graders will have to present their projects to the younger students leading into Project Based Learning. The students will have similar projects throughout the different grade levels. Services will be the same as any other public school although it will consist of a rigorous online curriculum.

Students will be able to access the materials needed online meaning they will not have to purchase any books. Most activities will require little paper, although a minimum of one box of

paper is needed per year. Dr. Ratheal explained how classes would be student centered. The environment will be rich in technology; every student will be equipped with either a computer or tablet, which they will be allowed to use at home. Certain students may struggle in this environment due to different learning styles; in this case, parents will be informed to consider changing as needed. Now the main difference between the Charter School and the Public Schools is the parents will have to be very much involved in their students study while the teachers are completing their professional development. Everything must be processed before December 15 because that is when the start up grant will begin.

Question: How is the building going to be paid for? Is the grant that is being applied going to pay for the building? JR- The building is going to be paid over the years. The grant that is being applied for will pay for furniture, desks if needed, and lockers only.

Question: Since every student will only have access to computers and tablets, how will the younger students who are barely starting school use their fine motor skills? JR- We do not have an exact approach yet, but we have been looking for options in which this concern is identified using various approaches.

The University of Texas of the Permian Basin University Charter School Application

Attachment C- Special Education Assurances and Development of Policies and Procedures

Sponsoring Entity: The University of Texas of the Permian Basin

Proposed Charter School Name: UTPB STEM Academy

**Eighteenth Generation Charter Application
Special Education Assurances and Development of Policies and Procedures**

Pursuant to the Individuals with Disabilities Education Improvement Act (IDEA 2004) Section 613 (a) (1), each charter school must have on file with the Texas Education Agency (TEA) a plan that provides assurances that it has in effect policies, procedures and programs consistent with State policies and procedures governing special education. Charter schools are required to develop plans using the online Legal Framework for the Child-Centered Process following the guidance below. Posting plans on the Legal Framework is not required, but is strongly encouraged.

Electronic Submission

Region 18 Education Service Center (ESC) in coordination with other ESCs provides leadership to the State in the electronic development of charter policies and procedures through the online **Legal Framework for the Child-Centered Process Phase IV: "Charting the Course"** (Legal Framework-Phase IV) at <http://framework.esc18.net/>.

Applicant Assurance Statement

The sponsoring entity's CEO must sign the assurance statement below certifying that the proposed charter school will have in place upon opening the above-described special education policies and procedures. Once the contract is issued and a county district number is assigned, the charter holder will develop its policies and procedures through the online Legal Framework.

Future Updates to Policies and Procedures

Charters will use the Legal Framework for developing and submitting updated policies and procedures assurances in the future. Guidance from ESCs on updates to policies and procedures will be ongoing.

Technical Assistance

For questions concerning or information about the electronic submission of charter policies and procedures, please consult with your regional ESC special education contact at <http://www.tea.state.tx.us/special.ed/escinfo/contact.html>.

Assurance Statement

By signing below, the sponsoring entity assures that the proposed charter school will have in place prior to opening policies and procedures that ensure implementation of IDEA 2004 and all federal regulations, Texas laws, State Board of Education (SBOE) rules, and commissioner's rules concerning students with disabilities receiving special education services and further assures that any future amendments to the regulations, laws, and rules will be incorporated into policies and procedures and implemented by the charter school.

Juli D'Ann Ratheal
Printed Name of Sponsoring Entity Board Chair

Juli D'Ann Ratheal
Signature of Sponsoring Entity Board Chair
(must sign in blue ink)

9/24/13
Date

SAS 539-13
RFA 701-13-101

The University of Texas of the Permian Basin
University Charter School Application

Attachment D - Signed Certified Mail Receipt Cards

SENDER: COMPLETE THIS SECTION

- Complete Items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Jill Lankford
Midland Academy CH School
500 N. Baird St.
Midland, TX 79701

2. Article Number:

(Transfer from service label)

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *B. Olivas*☐ Agent☐ Addressee

B. Received by (Printed Name)

B. Olivas

C. Date of Delivery

9-20-13

D. Is delivery address different from item 1?

If YES, enter delivery address below:

☐ Yes☐ No

3. Service Type

☐ Certified Mail☐ Express Mail☐ Registered☐ Return Receipt for Merchandise☐ Insured Mail☐ C.O.D.

4. Restricted Delivery? (Extra Fee)

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1. Article Addressed to:

Debra Steward
Compass Academy
1111 Bigewood Avenue
Odessa, TX 79761

2. Article Number:

(Transfer from service label)

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *Anna Valdez*☐ Agent☐ Addressee

B. Received by (Printed Name)

Anna Valdez

C. Date of Delivery

9-23

D. Is delivery address different from item 1?

If YES, enter delivery address below:

☐ Yes☐ No

3. Service Type

☐ Certified Mail☐ Express Mail☐ Registered☐ Return Receipt for Merchandise☐ Insured Mail☐ C.O.D.

4. Restricted Delivery? (Extra Fee)

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1. Article Addressed to:

Dr. Ryder Warren
Midland ISD
615 W. Missouri Avenue
Midland, TX 79701

2. Article Number:

(Transfer from service label)

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102595-02-M

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *Anita Werner*☐ Agent☐ Addressee

B. Received by (Printed Name)

Anita Werner

C. Date of Delivery

9-23-13

D. Is delivery address different from item 1?

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1. Article Addressed to:

Thomas Crowe
ECISO
802 N. Sam Houston
Odessa, TX 79761

2. Article Number:

(Transfer from service label)

PS Form 3811, February 2004

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A. Signature

 X *Tom Crowe*
☐ Agent

☐ Addressee

B. Received by (Printed Name)

Tom Crowe

C. Date of Delivery

9-20

D. Is delivery address different from item 1?

☐ Yes

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3. Service Type

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☐ Express Mail

☐ Registered

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☐ C.O.D.

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1. Article Addressed to:

DJ Hittinger
Richard Milburn Academy
2525 N. Grandview #600
Odessa, TX 79761

2. Article Number:

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A. Signature

 X *Olivia Lane*
☐ Agent

☐ Addressee

B. Received by (Printed Name)

C. Date of Delivery

D. Is delivery address different from item 1?

☐ Yes

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1. Article Addressed to:

Ariel Elliot
Greenwood High School
2700 Fm 1379
Midland, TX 79706

2. Article Number:

(Transfer from service label)

PS Form 3811, February 2004

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A. Signature

 X *K. Bigley*
☐ Agent

☐ Addressee

B. Received by (Printed Name)

K. Bigley

C. Date of Delivery

D. Is delivery address different from item 1?

☐ Yes

If YES, enter delivery address below:

☐ No

3. Service Type

☐ Certified Mail

☐ Express Mail

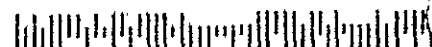
☐ Registered

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1. Article Addressed to: Dr. Soner Tarim Harmony Science Academy 9312 W. Sam Houston Pkwy S Houston, TX 77099		B. Received by (Printed Name) _____ C. Date of Delivery <u>9/28/13</u> D. Is delivery address different from item 1? ☐ Yes If YES, enter delivery address below: ☐ No	
2. Article Number (Transfer from service label)		3. Service Type ☐ Certified Mail ☐ Express Mail ☐ Registered ☐ Return Receipt for Merchandise ☐ Insured Mail ☐ C.O.D.	
PS Form 3811, February 2004		4. Restricted Delivery? (Extra Fee) ☐ Yes	
Domestic Return Receipt		102595-02-M-1540	

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20 SEP 2013 17:11 GRAND DISTRICT	First-Class Mail Postage & Fees Paid USPS Permit No. G-10
• Sender: Please print your name, address, and ZIP+4 in this box • University of Texas of the Permian Basin Continuing Education/Outreach 4901 E University Blvd Odessa, TX 79762	

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Total Postage & Fees	\$ 6.77



Sent To **Debra Steward**
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City, State, ZIP+4 **Odessa, TX 79761**

PS Form 3800, August 2006

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Total Postage & Fees	\$ 6.77



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City, State, ZIP+4 **Odessa, TX 79761**

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Total Postage & Fees	\$ 6.77



Sent To **Thomas Crowe**
Street, Apt. No., or PO Box No. **802 N. Sam Houston**
City, State, ZIP+4 **Odessa, TX 79761**

PS Form 3800, August 2006

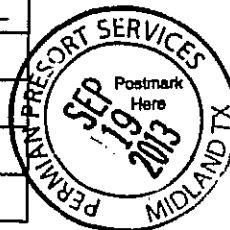
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Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$ 6.77



Sent To **Jill Lankford**
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City, State, ZIP+4 **Midland, TX 79701**

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Return Receipt Fee (Endorsement Required)	2.55
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$ 6.77



Sent To **Dr. Ryder Warren**
Street, Apt. No., or PO Box No. **615 W. Missouri Ave.**
City, State, ZIP+4 **Midland, TX 79701**

PS Form 3800, August 2006

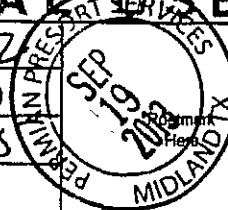
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Return Receipt Fee (Endorsement Required)	2.55
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$ 6.77



Sent To **Dr. Soner Tarim**
Street, Apt. No., or PO Box No. **9312 W. Sam Houston Phwy S.**
City, State, ZIP+4 **Houston, TX 77099**

PS Form 3800, August 2006

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Return Receipt Fee
(Endorsement Required)
Restricted Delivery Fee
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3.10
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53



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Certified Fee	3.10
Return Receipt Fee (Endorsement Required)	2.55
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$ 6.77



Sent To Ariel Elliot
 Street, Apt. No.,
 or PO Box No. 2700 Fm 1379, Greenwood HS
 City, State, ZIP+4 Midland, TX 79706

PS Form 3800 August 2006

See Reverse for Instructions

7009 1410 0000 6267 8087

The University of Texas of the Permian Basin
University Charter School Application

Attachment E - Notarized Biographical Affidavits

Salvo, Rick

From: Juli D'Ann Ratheal [ratheal_j@utpb.edu]
Sent: Tuesday, December 10, 2013 1:43 PM
To: Salvo, Rick
Subject: Notarized Biographical Affidavits

Rick,

In response to information request due to incomplete affidavits, the following UTPB faculty will serve on the UTPB STEM Academy Board which should have been checked on all 5 of the affidavits:

- ✓ Dr. Juli D'Ann Ratheal, Associate Professor of Mathematics Education, Board President
- ✓ Dr. Roy Hurst, Professor of Science Education, Board Member
- ✓ Dr. Tracie Gibson, Assistant Professor of Biology, Board Member
- ✓ Dr. Luis Trueba, Assistant Professor of Mechanical Engineering, Board Member
- ✓ Dr. Yolanda Salgado, Assistant Professor of Bilingual Education, Board Member

Thanks,

Juli

Dr. Juli D'Ann Ratheal

Assistant Vice President of Research and Dean of Graduate Studies
Associate Professor of Mathematics Education
Grant Director/Principal Investigator
University of Texas of the Permian Basin
Office: MB 1208B
Phone: (432) 552-2530
FAX: (432) 552-3530

APPROVED DURING CONTINGENCY PROCESS

**College or University Applicant Biographical Affidavit Form
(MUST BE TYPED and NOTARIZED)**

Check all that apply:

☒ Member of the governing body of the sponsoring entity (managing body for the charter school)

Note that a member of the governing body of the college or university must only complete this form if: (1) he or she is also a member of the governing body of the charter school and (2) the membership of the governing body of the charter school is not identical to the membership of the governing body of the college or university.

☐ School officer: _____ (State position as defined in TEC, §12.1012)

Full Name of the College or University: The University of Texas of the Permian Basin

Full Name of Proposed Charter School: UTPB STEM Academy

In connection with the above-named organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

IF ANSWER IS "NO" OR "NONE", SO STATE.

1. Full Name (Initials Not Acceptable) Yolanda Salgado

2. Have you ever had your name changed or used another name? ☒ Yes ☐ No

If yes, give reason for the change: Divorce

Maiden name (if female): Carrasco

Other names used at any time: Acosta

3. Current home address: 2006 Orlando Dr. Odessa, Tx. 79763

4. Current home telephone number: (432) 332-8026

5. Education: Dates, Names, Locations and Degrees

College: Associates of Arts 5/87 Glendale Community College (Az) Bachelor of Science Az. State University 5/1999,

Graduate Studies: Masters of Arts-Bilingual/ESL UTPB 8/2000, Ph.D Curriculum & Instruction (Bilingual/ESL) 5/2008

Others: CDA Child Development Associate Central Az. College 5/97

6. List membership(s) in professional societies and associations:

The National Association for Bilingual Educators
Texas Association for Bilingual Education
WTABE West Texas Association for Bilingual Education
National Association of Professional Women
Association of Teacher Education
Alliance for Multilingual Multicultural Education
Hispanic Chamber of Commerce
YMCA Board

REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.

7. List complete employment record, including self-employment (up to and including present jobs, positions, directorates or officerships) for the past 10 years. Please include dates, employers, addresses and positions held:

The University of Texas of the Permian Basin: 8/2002 Lecture/Title III Grant Coordinator - 6/2008 to present Bilingual/ESL Program Coordinator; Grant Assistant Director - 5/2012 to present Bilingual/ESL Program Coordinator; Assistant Professor

8. List all businesses or organizations of which you are a partner or in which you have a majority interest:

YMCA Community Board
Odessa Hispanic Chamber of Commerce
Hispanic Heritage of Odessa
Odessa LULAC Council

9. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters. Please include dates, charter schools/charter holders, addresses and positions held:

None

10. List all previous experience with any charter school management company. Please include dates, management company, address and position held:

None

11. List any professional, occupational, or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. State date license was issued, issuer of license, date terminated, reasons for termination:

3/1997 CDA Credential AZ State
2/2002 State Board of Educator Certification (1-8
4/2003 State Board of Educator Certification (Principal)

12. During the last 10 years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked?

☐ Yes ☒ No

If yes, give details:

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes ☒ No

If so, give details:

14. Have you ever been adjudged bankrupt? ☐ Yes ☒ No If so, please provide the following information.

Number of times adjudged bankrupt:

Date of each bankruptcy judgment:

Description of the circumstances surrounding each bankruptcy:

15. Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

☐ Yes ☒ No

If so, give details:

Dated and signed this 20 day of September, 2013

I hereby certify under penalty of perjury that I am acting on my own behalf and that the foregoing statements are true and correct to the best of my knowledge and belief.

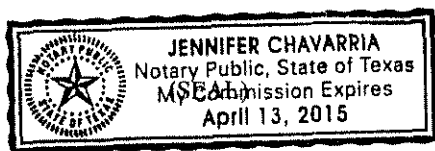
Yolanda Salgado
(Signature of Affiant)

VERIFICATION

State of Texas
County of Ector

On this day, Yolanda Salgado (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 20 day of September, 2013.



Jennifer Chavarria
(Notary Public)

My commission expires April 13, 2015

**College or University Applicant Biographical Affidavit Form
(MUST BE TYPED and NOTARIZED)**

Check all that apply:

☒ Member of the governing body of the sponsoring entity (managing body for the charter school)

Note that a member of the governing body of the college or university must only complete this form if: (1) he or she is also a member of the governing body of the charter school and (2) the membership of the governing body of the charter school is not identical to the membership of the governing body of the college or university.

☐ School officer: _____ (State position as defined in TEC, §12.1012)

Full Name of the College or University: University of Texas of the Permian Basin

Full Name of Proposed Charter School: UTPB STEM Academy

In connection with the above-named organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

IF ANSWER IS "NO" OR "NONE", SO STATE.

1. Full Name (Initials Not Acceptable) Juli D'Ann Ratheal

2. Have you ever had your name changed or used another name? ☒ Yes ☐ No

If yes, give reason for the change: Marriage

Maiden name (if female): Ratheal

Other names used at any time: Womack, Daughtry

3. Current home address: 3904 77th Street Lubbock, Texas 79423

4. Current home telephone number: 432-770-8445

5. Education: Dates, Names, Locations and Degrees

College: Texas Tech University, BS Education and Mathematics 1984

Graduate Studies: Texas A&M Kingsville, MS School Adm. 1990; Texas Tech University EdD Adm. & Mathematics 2002

Others: _____

6. List membership(s) in professional societies and associations:

Society of Research Administrators, American Association of Graduate Deans, Mathematical Association of America, National Council of Teachers of Mathematics, Texas Council of Teachers of Mathematics, Texas Association of Secondary School Principals

7. List complete employment record, including self-employment (up to and including present jobs, positions, directorates or officerships) for the past 10 years. Please include dates, employers, addresses and positions held:

University of Texas of the Permian Basin: 2008 current; Assistant Professor of Mathematics Education; Associate Professor of Mathematics Education; Program Director for Graduate Mathematics; Dean of Graduate Studies & Associate VP of Research

West Texas A&M University: 2002-2008: Assistant Professor of Mathematics Education

8. List all businesses or organizations of which you are a partner or in which you have a majority interest:

n/a

9. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters. Please include dates, charter schools/charter holders, addresses and positions held:

None

10. List all previous experience with any charter school management company. Please include dates, management company, address and position held:

None.

11. List any professional, occupational, or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. State date license was issued, issuer of license, date terminated, reasons for termination:

Mid-Management Administration, Texas and Colorado, PK-12

Secondary Mathematics, Texas and Colorado, 6-12

Elementary Mathematics 1-8

Elementary Self-Contained 1-8

12. During the last 10 years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked?

☐ Yes ☒ No

If yes, give details:

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes ☒ No

If so, give details:

14. Have you ever been adjudged bankrupt? ☐ Yes ☒ No If so, please provide the following information.

Number of times adjudged bankrupt:

Date of each bankruptcy judgment:

Description of the circumstances surrounding each bankruptcy:

15. Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

☐ Yes ☒ No

If so, give details:

Dated and signed this 18 day of September, 2013
I hereby certify under penalty of perjury that I am acting on my own behalf and that the foregoing statements are true and correct to the best of my knowledge and belief.

Juli Rathcal
(Signature of Affiant)

VERIFICATION

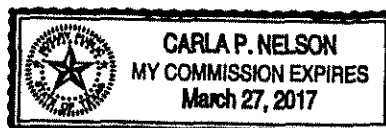
State of Texas
County of Ector

On this day, Juli Rathcal (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 18th day of September, 2013.

Carla P. Nelson
(Notary Public)

(SEAL)



My commission expires 3-27-17

(MUST BE TYPED and NOTARIZED)

Check all that apply:

☒ Member of the governing body of the sponsoring entity (managing body for the charter school)

Note that a member of the governing body of the college or university must only complete this form if: (1) he or she is also a member of the governing body of the charter school and (2) the membership of the governing body of the charter school is not identical to the membership of the governing body of the college or university.

☐ School officer: _____ (State position as defined in TEC, §12.1012)

Full Name of the College or University: University of Texas of the Permian Basin

Full Name of Proposed Charter School: UTPB STEM Academy

In connection with the above-named organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

IF ANSWER IS "NO" OR "NONE", SO STATE.

1. Full Name (Initials Not Acceptable) Tracie Moniece Gibson

2. Have you ever had your name changed or used another name? ☐ Yes ☒ No

If yes, give reason for the change: None

Maiden name (if female): None

Other names used at any time: None

3. Current home address: 4315 Esmond Drive - Apt # 2102

4. Current home telephone number: none

5. Education: Dates, Names, Locations and Degrees

College: Bachelors 1991 Cornell College, Mount Vernon, Iowa, 52314

Graduate Studies: Masters 1996 and Ph.D. 2000 Purdue University, West Lafayette, Indiana 47907

Others: none

6. List membership(s) in professional societies and associations:

Professional Society membership: The American Society for Cell Biology and The American Association for the Advancement of Science.

REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.

officerships) for the past 10 years. Please include dates, employers, addresses and positions held:

August 2007-present. University of Texas-Permian Basin. Biology Department. Odessa, Texas
Position: Assistant Professor (tenure track)

July 2005- May 2007. Purdue University. Department of Biological Sciences. West Lafayette, Indiana, 47907
Position: Assistant Visiting Professor

August 2003 – July 2005. Salk Institute for Biological Studies-Infectious Disease Laboratory. La Jolla, California 92037.
position: Post doctorate Fellow
Advisor: John A.T. Young

8. List all businesses or organizations of which you are a partner or in which you have a majority interest:

None

9. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters. Please include dates, charter schools/charter holders, addresses and positions held:

None

10. List all previous experience with any charter school management company. Please include dates, management company, address and position held:

None

11. List any professional, occupational, or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. State date license was issued, issuer of license, date terminated, reasons for termination:

none

12. During the last 10 years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked?

☐ Yes ☒ No

If yes, give details:

none

an offense listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes ☒ No

If so, give details:

none

14. Have you ever been adjudged bankrupt? ☐ Yes ☒ No If so, please provide the following information.

Number of times adjudged bankrupt:

none

Date of each bankruptcy judgment:

none

Description of the circumstances surrounding each bankruptcy:

none

15. Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

☐ Yes ☒ No

If so, give details:

None

Dated and signed this 18 day of September, 2013.

I hereby certify under penalty of perjury that I am acting on my own behalf and that the foregoing statements are true and correct to the best of my knowledge and belief.

Tracie M. Nelson
(Signature of Affiant)

VERIFICATION

State of

Texas

County of

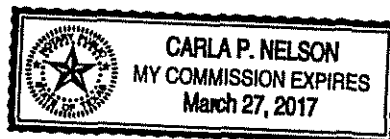
Ector

On this day, Tracie M. Nelson (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 18th day of September, 2013.

Carla P. Nelson
(Notary Public)

(SEAL)



My commission expires 3-27-17

**College or University Applicant Biographical Affidavit Form
(MUST BE TYPED and NOTARIZED)**

Check all that apply:

☒ Member of the governing body of the sponsoring entity (managing body for the charter school)

Note that a member of the governing body of the college or university must only complete this form if: (1) he or she is also a member of the governing body of the charter school and (2) the membership of the governing body of the charter school is not identical to the membership of the governing body of the college or university.

☒ School officer: School Board Member (State position as defined in TEC, §12.1012)

Full Name of the College or University: The University of Texas of the Permian Basin

Full Name of Proposed Charter School: UTPB STEM Academy

In connection with the above-named organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

IF ANSWER IS "NO" OR "NONE", SO STATE.

1. Full Name (Initials Not Acceptable) Luis Trueba Jr.

2. Have you ever had your name changed or used another name? ☐ Yes ☒ No

If yes, give reason for the change: _____

Maiden name (if female): _____

Other names used at any time: None

3. Current home address: 6500 Eastridge Rd. Apt. 69, Odessa, TX 79762

4. Current home telephone number: 915-241-7656

5. Education: Dates, Names, Locations and Degrees

College: 1993 B.S. Metallurgical Engineering, The University of Texas at El Paso

Graduate Studies: 2003 Ph.D. Metallurgical Engineering, University of Missouri-Rolla

Others: None

6. List membership(s) in professional societies and associations:

National Association of Corrosion Engineers (NACE)
American Nuclear Society (ANS)

REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.

7. List complete employment record, including self-employment (up to and including present jobs, positions, directorates or officerships) for the past 10 years. Please include dates, employers, addresses and positions held:

8/2011 - Present, The University of Texas of the Permian Basin, Odessa, Texas, Assistant Professor, Mechanical Engineering
6/2005 - 8/2011, The University of Texas at El Paso, El Paso, Texas, Assistant Professor, Metallurgical Engineering
8/2001 - 6/2005, Trine University, Angola, Indiana, Assistant/Associate Professor, Mechanical Engineering

8. List all businesses or organizations of which you are a partner or in which you have a majority interest:

None

9. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters. Please include dates, charter schools/charter holders, addresses and positions held:

None

10. List all previous experience with any charter school management company. Please include dates, management company, address and position held:

None

11. List any professional, occupational, or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. State date license was issued, issuer of license, date terminated, reasons for termination:

1996, Engineer in Training, Louisiana, not terminated

12. During the last 10 years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked?

☐ Yes ☒ No

If yes, give details:

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes ☒ No

If so, give details:

14. Have you ever been adjudged bankrupt? ☐ Yes ☒ No If so, please provide the following information.

Number of times adjudged bankrupt:

Date of each bankruptcy judgment:

Description of the circumstances surrounding each bankruptcy:

15. Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

☐ Yes ☒ No

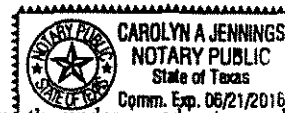
If so, give details:

Dated and signed this 19th day of September, 2013.
I hereby certify under penalty of perjury that I am acting on my own behalf and that the foregoing statements are true and correct to the best of my knowledge and belief.

[Signature]
(Signature of Affiant)

VERIFICATION

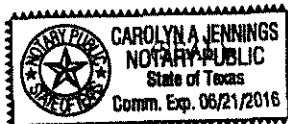
State of Texas
County of Ector



On this day, Sept 19, 2013 (name of affiant) appeared before me, the undersigned notary public and depose that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this Sept 19, 2013 day of 2013

[Signature]
(Notary Public)



My commission expires 6/21/2016

**College or University Applicant Biographical Affidavit Form
(MUST BE TYPED and NOTARIZED)**

Check all that apply:

☒ Member of the governing body of the sponsoring entity (managing body for the charter school)

Note that a member of the governing body of the college or university must only complete this form if: (1) he or she is also a member of the governing body of the charter school and (2) the membership of the governing body of the charter school is not identical to the membership of the governing body of the college or university.

☐ School officer: _____ (State position as defined in TEC, §12.1012)

Full Name of the College or University: The University of Texas of the Permian Basin

Full Name of Proposed Charter School: UTPB STEM Academy

In connection with the above-named organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

IF ANSWER IS "NO" OR "NONE", SO STATE.

1. Full Name (Initials Not Acceptable) Roy Whitford Hurst

2. Have you ever had your name changed or used another name? ☐ Yes ☒ No

If yes, give reason for the change: _____

Maiden name (if female): _____

Other names used at any time: _____

3. Current home address: 1807 Devonshire Court, Midland, TX 79705

4. Current home telephone number: (432) 570-1859

5. Education: Dates, Names, Locations and Degrees

College: 1975, Whitman College, Walla Walla WA, Bachelor of Arts

Graduate Studies: 1986, Eastern Oregon University, La Grande OR, Master of Science

Others: 1994, The University of Southern Mississippi, Hattiesburg MS, Doctor of Philosophy

6. List membership(s) in professional societies and associations:

National Association of Biology Teachers
National Science Teachers Association
Association of Science Teacher Educators

7. List complete employment record, including self-employment (up to and including present jobs, positions, directorates or officerships) for the past 10 years. Please include dates, employers, addresses and positions held:

1995-current; The University of Texas of the Permian Basin; 4901 E University Blvd, Odessa TX; Professor

8. List all businesses or organizations of which you are a partner or in which you have a majority interest:

None

9. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters. Please include dates, charter schools/charter holders, addresses and positions held:

None

10. List all previous experience with any charter school management company. Please include dates, management company, address and position held:

None

11. List any professional, occupational, or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. State date license was issued, issuer of license, date terminated, reasons for termination:

Teaching license for middle school and secondary science; issued 1977 by the state of Oregon; updated and still valid.

12. During the last 10 years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked?

☐ Yes ☒ No

If yes, give details:

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes ☒ No

If so, give details:

14. Have you ever been adjudged bankrupt? ☐ Yes ☒ No If so, please provide the following information.

Number of times adjudged bankrupt:

Date of each bankruptcy judgment:

Description of the circumstances surrounding each bankruptcy:

15. Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

☐ Yes ☒ No

If so, give details:

Dated and signed this 19th day of September, 2013.
I hereby certify under penalty of perjury that I am acting on my own behalf and that the foregoing statements are true and correct to the best of my knowledge and belief.

Roy Hurst
(Signature of Affiant)

VERIFICATION

State of Texas
County of Ector

On this day, Roy Hurst (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 30th day of September, 20013

Jennifer Chavarria
(Notary Public)

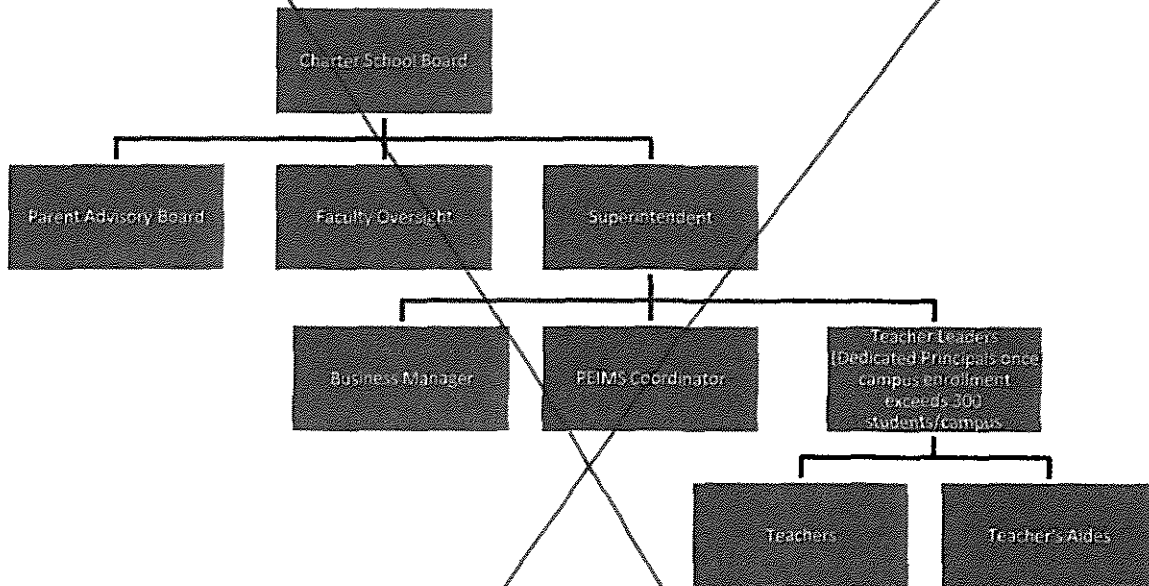
My commission expires April 13, 2015



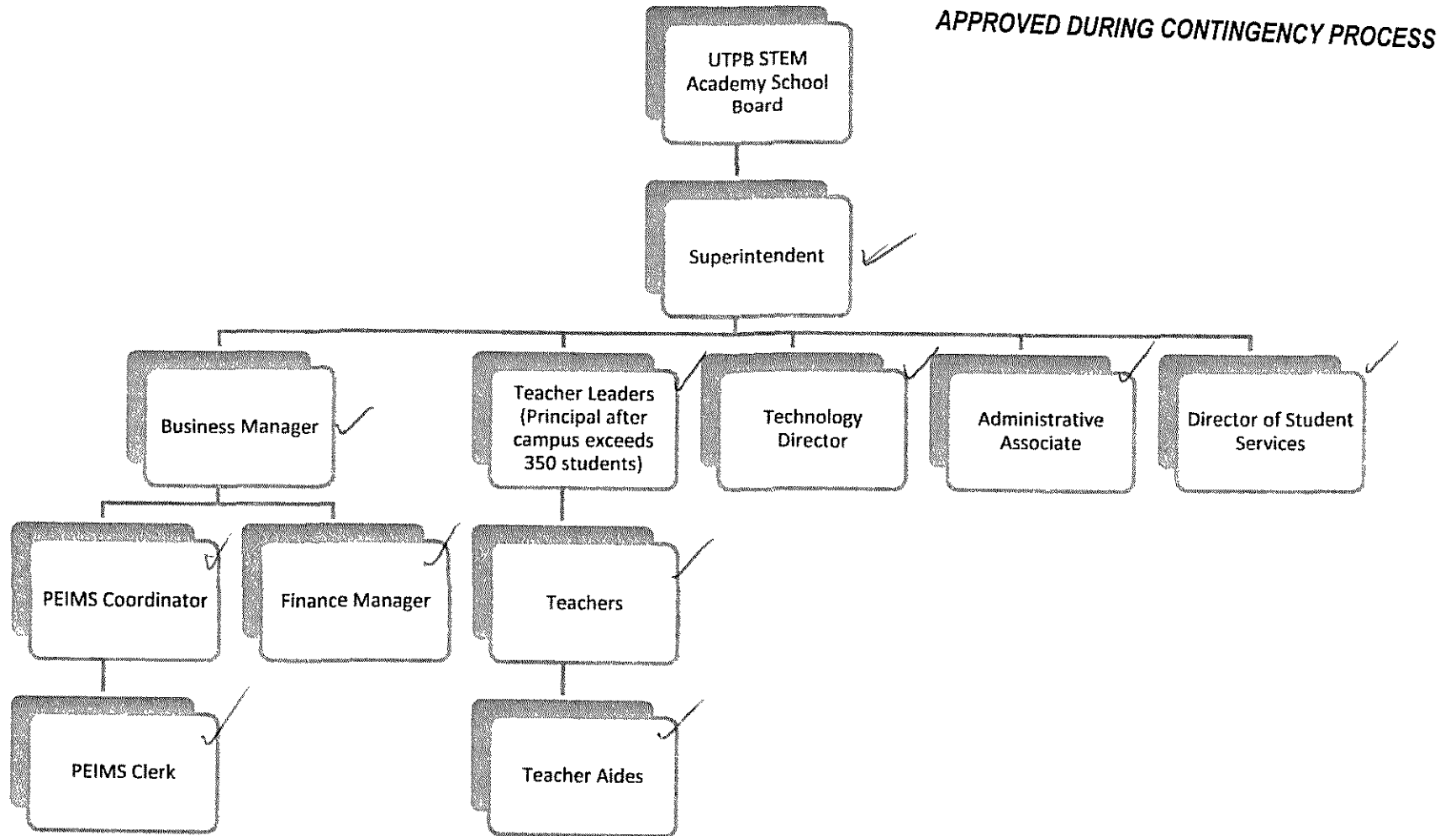
The University of Texas of the Permian Basin University Charter School Application

Attachment F - Organizational Chart

REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.



UTPB STEM Academy Organizational Chart



The University of Texas of the Permian Basin University Charter School Application

Attachment G - Supplemental Human Resources Information Forms

**College or University Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

APPROVED DURING CONTINGENCY PROCESS

ANY areas left blank will result in the application being deemed "INCOMPLETE" during process.

Enter the name of the sponsoring entity: University of Texas of the Permian Basin

Enter the name of the proposed charter school: UTPB STEM Academy

Position: CEO/Superintendent

Reports to: School Board

Salary Range: 80,000-110,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Cell Phone

Proposed Location (City and County): Odessa, Ector County

Number of Students anticipated in year one: 320

In year five: 700

Minimum Qualifications Required:

Education Required:

Master's degree from an accredited institution as recognized by the Texas Higher Education Coordinating Board.

Experience Required:

None

Certification Required:

Principal certificate or equivalent. Complete an approved superintendent educator preparation program and be recommended for certification by that program. Satisfactorily complete an exam based on the standards required for the Superintendent Certificate.

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA_Ask_TED_Web_Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Ector County	068901	Odessa	29,649	214,000
Midland Academy Charter School	165802	Midland	490	105,000
Grady ISD	156905	Martin	232	97,860

**College or University Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

APPROVED DURING CONTINGENCY PROCESS

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

**College or University Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

APPROVED DURING CONTINGENCY PROCESS

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA_AskTLED/Web/Forms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Ector County	068901	Odessa	29,649	86,000-130,000
Midland Academy Charter School	165802	Midland	490	45,000-60,000
Grady ISD	156905	Martin	232	61,950

APPROVED DURING CONTINGENCY PROCESS

College or University Charter Application Supplemental Human Resources Information Form (MUST be typed)

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity: University of Texas of the Permian Basin

Enter the name of the proposed charter school: UTPB STEM Academy

Position: Business manager

Reports to: Superintendent

Job Duties: List up to 10 key duties this individual will perform.

1. Ensures that the accounting procedures within the school meet all federal, state and local requirements
2. Develop all charter financial reporting including monthly Board and annual financial reports
3. Collect revenues, monitor cash flow of charter funds
4. Develop, implement and oversee annual charter budget in collaboration with the superintendent
5. Ensure that all student activity accounts operate in accordance with Board Policy
6. Oversee payroll system meeting all requirements
7. Maintain proper purchasing system that maximizes charter resources
8. Maintain a risk management program
9. recommend and secure proper levels of insurance coverage, inventory and appraisal documents
10. Assure that all financial, enrollment, state/federal grant audits are conducted as required.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

**College or University Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

APPROVED DURING CONTINGENCY PROCESS

ANY error will result in the application being deemed "INCOMPLETE" during the review process.

the name of the sponsoring entity: University of Texas of the Permian Basin

Enter the name of the proposed charter school: UTPB STEM Academy

Position: Teacher-Leader

Reports to: Superintendent

Salary Range: 45,000-75,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

n/a

Proposed Location (City and County): Odessa, Ector County

Number of Students anticipated in year one: 280

In year five: 700

Minimum Qualifications Required:

Education Required: Master's degree

Experience Required: Two years as classroom teacher

Certification Required: Texas principal or other appropriate certificate

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Ector County	068901	Odessa	29,649	43,000-61,000
Midland Academy Charter School	165802	Midland	490	41,000-51,000
Grady ISD	156905	Martin	232	36,000-51,000

**College or University Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity: University of Texas of the Permian Basin

Enter the name of the proposed charter school: UTPB STEM Academy

Position: Teacher-Leader

Reports to: Superintendent

Job Duties: List up to 10 key duties this individual will perform.

1. Development and evaluation of educational and innovative instructional programs that include technology
2. Communicate effectively, deal fairly with persons from diverse backgrounds and promote positive learning environment
3. Participate in development of campus improvements plans with staff, parents, and community members.
4. Help principal maintain and track progress on campus performance objectives and academic excellence indicators
5. Observe employee performance, record observations, and conduct evaluation conferences.
6. Help plan daily school activities by participating in development of class schedules, teacher assignments @ other activities.
7. Assist with safety inspections and safety-drill practice activities, and comply with all laws
8. Report and monitor student's attendance and maintain inventory
9. Ensure students are supervised at all times, school rules are uniformly observed, and conduct parent/teacher conferences.
10. Participate in professional development to improve skills related to job assignment.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

APPROVED DURING CONTINGENCY PROCESS

APPROVED DURING CONTINGENCY PROCESS

**Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity: University of Texas of the Permian Basin

Enter the name of the proposed charter school: UTPB STEM Academy

Position: Technology Director

Reports to: Superintendent

Salary Range: 50,000-60,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

n/a

Proposed Location (City and County): Odessa, Ector County

Number of Students anticipated in year one: 320

In year five: 700

Minimum Qualifications Required:

Education Required:

Bachelors degree in computer science or related field.

Experience Required:

Minimum eight years experience within information technology experiencing in the following products: Sybase, HP-UNIX, Power Builder/Visual Basic, Networking.

Certification Required:

None

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA/AskJED/WebForms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Ector County	068901	Odessa	29,649	51,840-77,760
Midland Academy Charter School	165802	Midland	490	43,385
Grady ISD	156905	Martin	232	33,000

**College or University Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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APPROVED DURING CONTINGENCY PROCESS

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

APPROVED DURING CONTINGENCY PROCESS

College or University Charter Application Supplemental Human Resources Information Form (MUST be typed)

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity: University of Texas of the Permian Basin

Enter the name of the proposed charter school: UTPB STEM Academy

Position: Administrative Associate Reports to: Superintendent

Salary Range: 32,000-40,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

n/a

Proposed Location (City and County): Odessa, Ector County

Number of Students anticipated in year one: 320 In year five: 700

Minimum Qualifications Required:

Education Required: High School Diploma

Experience Required: None

Certification Required: None

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Ector County	068901	Odessa	29,649	25,914-38,887
Midland Academy Charter School	165802	Midland	490	29,295-46,668
Grady ISD	156905	Martin	232	33,000

**College or University Charter App.
Supplemental Human Resources Information
(MUST be typed)**

APPROVED DURING CONTINGENCY PROCESS

ANY areas left blank will result in the application being deemed "INCOMPLETE" and will not be processed.

Enter the name of the sponsoring entity: University of Texas of the Permian Basin

Enter the name of the proposed charter school: UTPB STEM Academy

Position: Administrative Associate

Reports to: Superintendent

Job Duties: List up to 10 key duties this individual will perform.

1. Maintains work flow by studying methods; implementing cost reductions; and developing reporting procedures.
2. Creates/revises procedures by analyzing operating practices, record keeping, forms control, office layout, and budget.
3. Develops administrative staff by providing information, educational opportunities, and experiential growth opportunities.
4. Resolves administrative problems by coordinating preparation of reports, analyzing data, and identifying solutions.
5. Ensures operation of equipment by preventive maintenance; call for repairs, maintaining inventories, evaluate new inventory
6. Provides information by answering questions and requests.
7. Maintains supplies inventory by check stock, anticipating needed supplies, placing and expediting orders; verify receipts.
8. Completes operational requirements by scheduling and assigning administrative projects; expediting work results
9. Maintains professional/technical knowledge by attending educational workshops; reviewing pro. publications; networking
10. Contributes to team effort by accomplishing related results as needed.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

**College or University Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance given to the individual in this position. In none, please state N/A

APPROVED DURING CONTINGENCY PROCESS

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA_AskTEDWebForms/Home.aspx. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Ector County	068901	Odessa	29,649	25,914-38,887
Midland Academy Charter School	165802	Midland	490	29,295-46,668
Grady ISD	156905	Martin	232	33,000

**College or University Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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APPROVED DURING CONTINGENCY PROCESS

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

APPROVED DURING CONTINGENCY PROCESS ty Charter Application
 --- Resources Information Form
 (MUST be typed)

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity: University of Texas of the Permian Basin

Enter the name of the proposed charter school: UTPB STEM Academy

Position: PEIMS Coordinator

Reports to: Business Manager

Salary Range: 30,000-40,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

n/a

Proposed Location (City and County): Odessa, Ector County

Number of Students anticipated in year one: 320

In year five: 700

Minimum Qualifications Required:

Education Required:

48 college hours preferred

Experience Required:

Two years of data entry experience in school district administrative support position requiring collecting and entering data; experience using coding systems.

Certification Required:

None

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/LEA/AskTED/WebForms/Home.aspx>. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Ector County	068901	Odessa	29,649	35,000-61,000
Midland Academy Charter School	165802	Midland	490	30,000-45,000
Grady ISD	156905	Martin	232	33,000-41,000

**College or University Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

APPROVED DURING CONTINGENCY PROCESS

ANY areas left blank will result in the application being deemed "INCOMPLETE" and will not be reviewed.

Review process.

Enter the name of the sponsoring entity: University of Texas of the Permian Basin

Enter the name of the proposed charter school: UTPB STEM Academy

Position: PEIMS Coordinator

Reports to: Business Manager

Job Duties: List up to 10 key duties this individual will perform.

1. Coordinate collection, integration and formatting of data required for PEIMS submissions
2. Work cooperatively with all all offices and staff to collect, organize and format data to submit.
3. Run, edit, reports and verification checks on data to ensure accuracy of information.
4. Distribute edits and reports to appropriate staff for analysis, verification and corrections.
5. Submit complete and accurate PEIMS data in TEA prescribed format to ESC for processing.
6. Verify data submitted to TEA and submit corrections in a timely manner.
7. Receive PEIMS related information from ESC and TEA; disseminate to other staff in a timely manner.
8. Attend regional PEIMS workshops and disseminate information to appropriate staff.
9. Comply with policies established by federal and state law, State Board of Education rule and local board policy.
10. Compile, maintain and file all physical and computerized reports, records and other required documents.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

**College or University Charter Applicat.
Supplemental Human Resources Information .
(MUST be typed)**

APPROVED DURING CONTINGENCY PROCESS

ANY areas left blank will result in the application being deemed "INCOMPLETE"

review process.

Enter the name of the sponsoring entity: University of Texas of the Permian Basin

Enter the name of the proposed charter school: UTPB STEM Academy

Position: Finance Manager

Reports to: Business Manager

Salary Range: 40,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

n/a

Proposed Location (City and County): Odessa, Ector County

Number of Students anticipated in year one: 320

In year five: 700

Minimum Qualifications Required:

Education Required:

Bachelors degree or higher.

Experience Required:

Good accounting experience and tax knowledge desirable.

Certification Required:

CPA, ACCA, ACA, CIMA

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/LEAAskTED/WebForms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<u>Ector County</u>	<u>068901</u>	<u>Odessa</u>	<u>29,649</u>	<u>28,239-42,367</u>
<u>Midland Academy Charter School</u>	<u>165802</u>	<u>Midland</u>	<u>490</u>	<u>53,895</u>
<u>Grady ISD</u>	<u>156905</u>	<u>Martin</u>	<u>232</u>	<u>33,000</u>

**College or University Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter set

**REVISED DURING CONTINGENCY PROCESS
SEE INSERT**

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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Classification Title: Financial Manager

Classification Code: 9185

FLSA Status: Exempt

Optional Retirement Program Eligible: no

APPROVED DURING CONTINGENCY PROCESS

General Description:

To provide advanced administrative and supervisory skills and abilities in the management of the Financial Reports section in a large department. Responsible for supervising accounting personnel in performance of accounting or financial management support functions. Oversees staff effort on annual financial report. Responsible for reviewing accounting classification structure to ensure financial integrity for reporting purposes. Interprets and ensures compliance with federal, state and University policy. Determines impact of policy statements on the department and recommends distribution of policy statements to the department heads. Establishes standards for documentation of each accounting function. Analyzes section work load and determines work priority. Assigns duties and oversees work progress. Initiates accounting action necessary to carry out administrative instructions. Verifies coding of journal vouchers. Sets criteria for management reporting. Analyzes data processing needs to improve productivity. Works with programmers and analysts to develop new system specifications. Performs related duties as required. May study accounting techniques and procedures and suggest improvements. Supervises and assists in preparation of statistical reports. Assists with departmental support and prepares periodic service reviews. May determine and measure performance effectiveness. Complete special projects as requested.

License, Certification and Registration:

None.

Typical Evidence of Required Knowledge and Skills:

Demonstration of the competencies listed in the Competencies Profile typically acquired through: a Bachelor's Degree in Finance, Accounting, Business Administration or related fields. Certification as a Public Accountant (CPA) may substitute the Bachelor's degree. Five years of experience performing accounting or financial analysis work and the university's Transition to Management Certificate (or equivalent).

APPROVED DURING CONTINGENCY PROCESS

College or University Charter Application Supplemental Human Resources Information Form (MUST be typed)

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity: University of Texas of the Permian Basin

Enter the name of the proposed charter school: UTPB STEM Academy

Position: Teacher

Reports to: Teacher Leader

Salary Range: 45,000-55,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

n/a

Proposed Location (City and County): Odessa, Ector County

Number of Students anticipated in year one: 320

In year five: 700

Minimum Qualifications Required:

Education Required: Bachelor's degree of related subject from accredited university.

Experience Required: Experience is preferred but not necessary for hiring.

Certification Required: Passing all segments of the appropriate TExES / ExCET.

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA_AskTED/WebForms/Home.aspx. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Ector County	068901	Odessa	29,649	43,200-55,700
Midland Academy Charter School	165802	Midland	490	29,416-42,592
Grady ISD	156905	Martin	232	29,416-42,592

**College or University Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity: University of Texas of the Permian Basin

Enter the name of the proposed charter school: UTPB STEM Academy

Position: Teacher

Reports to: Teacher Leader

APPROVED DURING CONTINGENCY PROCESS

Job Duties: List up to 10 key duties this individual will perform.

1. Instructs students in citizenship and basic subject matter utilizing course of study as adopted by the Board of Education.
2. Develop lesson plans and instructional material to provide individualized and small group instruction to meet needs of student.
3. Establishes and maintains standards of student behavior needed to achieve a functional learning atmosphere in the classroom.
4. Evaluate student's academic and social growth, keeps appropriate records, and prepares progress reports.
5. Creates an effective environment for learning through functional and attractive displays, bulletin boards, and interest centers.
6. Maintains professional competence through in-service education activities provided by professional growth activities.
7. Selects and requisitions books and instructional aids; maintains required inventory records.
8. Administers group standardized tests in accordance with state testing program.
9. Participates in curriculum development programs as required.
10. Participates cooperatively with the appropriate administrator to develop the method by which the teacher will be evaluated.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

**College or University Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to given to the individual in this position. In none, please state N/A.

n/a

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

APPROVED DURING CONTINGENCY PROCESS

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA_AskTED/WebForms/Home.aspx. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Ector County	068901	Odessa	29,649	86,000-130,000
Midland Academy Charter School	165802	Midland	490	45,000-60,000
Grady ISD	156905	Martin	232	61,950

**College or University Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity: University of Texas of the Permian Basin

Enter the name of the proposed charter school: UTPB STEM Academy

Position: PEIMS Clerk

Reports to: PEIMS Coordinator

Job Duties: List up to 10 key duties this individual will perform.

1. Coordinate collection, integration and formatting of data required for PEIMS submission
2. Work cooperatively with all offices and staff to collect, organize and format data to submit
3. Run, edit, reports and verification checks on data to ensure accuracy of information
4. Distribute edits and reports to appropriate staff for analysis, verification and corrections
5. Submit complete and accurate PEIMS data in TEA prescribed format to ESC for processing.
6. Verify data submitted to TEA and submit corrections in a timely manner
7. Receive PEIMS related information from ESC and TEA; disseminate to other staff in a timely manner
8. Attend regional PEIMS workshops and disseminate information to appropriate staff
9. Comply with policies established by federal and state law, State Board of Education rule and local board policy
10. Compile, maintain and file all physical and computerized reports, records and other required documents.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

APPROVED DURING CONTINGENCY PROCESS

**College or University Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

as left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position: Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one: In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA_AskTED/WebForms/Home.aspx. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Ector County	068901	Odessa	29,649	12,896-18,272
Midland Academy Charter School	165802	Midland	490	12,896-18,272
Grady ISD	156905	Martin	232	12,896-18,272

**College or University Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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APPROVED DURING CONTINGENCY PROCESS

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.

**College or University Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process

Enter the name of the sponsoring entity: University of Texas of the Permian Basin

Enter the name of the proposed charter school: UTPB STEM Academy

Position: CEO/Superintendent Reports to: Charter Holder Board of Directions

Salary Range: \$110,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

n/a

Proposed Location (City and County): Odessa, Ector County

Number of Students anticipated in year one: 320 In year five: 700

Minimum Qualifications Required:

Education Required: Masters Degree or higher

Experience Required: At least 5 years of classroom teaching experience, successful tenure as campus-level principal and/or central office administrator, knowledge of budgeting, strong skills in educational leadership, strong background in student performance, and good communication skills.

Certification Required: None

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA_AskTED_Web/Forms/Home.aspx. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Ector County	068901	Odessa	29,649	103,200-154,800
Midland Academy Charter School	165802	Midland	490	96,000
Grady ISD	156905	Martin	232	95,00

**College or University Charter Application
Supplemental Human Resources Information Form
(MUST be completed)**

ANY areas left blank will result in the application being considered incomplete.

"COMPLETE" during the review process.

Enter the name of the sponsoring entity:

Perman Basin

Enter the name of the proposed

STEM Academy

Position: CEO/Superinte.

Reports to:

Charter Holder Board of Directions

Job Duties: List up to 10 key duties this individual will perform.

1. Ensures that the accounting procedures within the school meet all federal, state and local requirements
2. Develop all charter financial reporting including monthly Board and annual financial reports
3. Collect revenues, monitor cash flow of charter funds
4. Develop, implement and oversee annual charter budget in collaboration with the superintendent
5. Ensure that all student activity accounts operate in accordance with Board Policy
6. Oversee payroll system meeting all requirements
7. Maintain proper purchasing system that maximizes charter resources
8. Maintain a risk management program
9. recommend and secure proper levels of insurance coverage, inventory and appraisal documents
10. Assure that all financial, enrollment, state/federal grant audits are conducted as required.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

**College or University Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity: University of Texas of the Permian Basin

Enter the name of the proposed charter school: UTPB STEM Academy

Position: Administrative Associate

Reports to: Superintendent

Salary Range: 32,0

**REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.**

List any other potential form of remuneration (i.e., c. memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

n/a

Proposed Location (City and County): Odessa, Ector County

Number of Students anticipated in year one: 320 In year five: 700

Minimum Qualifications Required:

Education Required: High School Diploma

Experience Required: None

Certification Required: None

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA_AskTED.Web/Forms/Home.aspx. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Ector County	068901	Odessa	29,649	25,914-38,887
Midland Academy Charter School	165802	Midland	490	29,295-46,668
Grady ISD	156905	Martin	232	33,000

College or University Charter Application
Supplemental Human Resources

ANY areas left blank will be considered "INCOMPLETE" during the review process.
REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.

Enter the name of the sponsoring entity: University of Texas of the Permian Basin

Enter the name of the proposed charter school: UTPB STEM Academy

Position: Administrative Associate

Reports to: Superintendent

Job Duties: List up to 10 key duties this individual will perform.

1. Coordinate collection, integration and formatting of data required for PEIMS submission
2. Work cooperatively with all offices and staff to collect, organize and format data to submit
3. Run, edit, reports and verification checks on data to ensure accuracy of information
4. Distribute edits and reports to appropriate staff for analysis, verification and corrections
5. Submit complete and accurate PEIMS data in TEA prescribed format to ESC for processing.
6. Verify data submitted to TEA and submit corrections in a timely manner
7. Receive PEIMS related information from ESC and TEA; disseminate to other staff in a timely manner
8. Attend regional PEIMS workshops and disseminate information to appropriate staff
9. Comply with policies established by federal and state law, State Board of Education rule and local board policy
10. Compile, maintain and file all physical and computerized reports, records and other required documents.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

College or University
Supplemental

Application
Information Form

ANY areas

REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.

Information being deemed "INCOMPLETE" during the review process.

Enter

sponsoring entity:

University of Texas of the Permian Basin

Enter the name of the proposed charter school:

UTPB STEM Academy

Position: Director of Student Services

Reports to: Superintendent

Salary Range: 65,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

n/a

Proposed Location (City and County): Odessa, Ector County

Number of Students anticipated in year one: 320

In year five: 700

Minimum Qualifications Required:

Education Required:

Masters Degree in education, school administration, curriculum or related field.

Experience Required:

Teaching experience in related education specialty, and previously functioned in a supervision or administrative capacity.

Certification Required:

None

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA_AskTED/Web/Forms/Home.aspx. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Ector County	068901	Odessa	29,649	79,580-119,520
Midland Academy Charter School	165802	Midland	490	53,895
Grady ISD	156905	Martin	232	42,000

**College or University Charter Application
Elemental Human Resources Information Form
(MUST be typed)**

ANY area

result in the application being deemed "INCOMPLETE" during the review process.

the sponsoring entity: University of Texas of the Permian Basin

name of the proposed charter school: UTPB STEM Academy

Position: Director of Student Services

Reports to: Superintendent

Job Duties: List up to 10 key duties this individual will perform.

1. Coordinate collection, integration and formatting of data required for PEIMS submission
2. Work cooperatively with all offices and staff to collect, organize and format data to submit
3. Run, edit, reports and verification checks on data to ensure accuracy of information
4. Distribute edits and reports to appropriate staff for analysis, verification and corrections
5. Submit complete and accurate PEIMS data in TEA prescribed format to ESC for processing.
6. Verify data submitted to TEA and submit corrections in a timely manner
7. Receive PEIMS related information from ESC and TEA; disseminate to other staff in a timely manner
8. Attend regional PEIMS workshops and disseminate information to appropriate staff
9. Comply with policies established by federal and state law, State Board of Education rule and local board policy
10. Compile, maintain and file all physical and computerized reports, records and other required documents.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

**College or University Charter Application
Supplemental Human Resources Information Form
(Must be completed)**

ANY areas left blank will result in the application being rejected during the review process.
**REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.**

Enter the name of the sponsoring entity: University of Texas at ...

Enter the name of the proposed charter school: UTPB STEM Academy

Position: Technology Director

Reports to: Superintendent

Salary Range: 50,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

n/a

Proposed Location (City and County): Odessa, Ector County

Number of Students anticipated in year one: 320

In year five: 700

Minimum Qualifications Required:

Education Required:

Bachelors degree in computer science or related field.

Experience Required:

Minimum eight years experience within information technology experiencing in the following products: Sybase, HP-UNIX, Power Builder/Visual Basic, Networking.

Certification Required:

None

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA_AskTED.Web/Forms/Home.aspx. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Ector County	068901	Odessa	29,649	51,840-77,760
Midland Academy Charter School	165802	Midland	490	43,385
Grady ISD	156905	Martin	232	33,000

**College or University Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

1. **REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.**
2.
3.
4.
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If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

**College or University Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "INCOMPLETE"

review process.

Enter the name of the sponsoring entity: University of Texas of the Permian

Enter the name of the proposed charter school: UTPB STEM Academy

Position: PEIMS Clerk

Salary Range: 32,000

REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

n/a

Proposed Location (City and County): Odessa, Ector County

Number of Students anticipated in year one: 320 In year five: 700

Minimum Qualifications Required:

Education Required: High School Diploma or GED

Experience Required: Two years of data entry experience.

Certification Required: None

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Ector County	068901	Odessa	29,649	86,000-130,000
Midland Academy Charter School	165802	Midland	490	45,000-60,000
Grady ISD	156905	Martin	232	61,950

**College or University Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the applica

**REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.**

process.

Enter the name of the sponsoring entity: Universit

Enter the name of the proposed charter school: UTPB STEM Academy

Position: PEIMS Clerk

Reports to: Superintendent

Job Duties: List up to 10 key duties this individual will perform.

1. Coordinate collection, integration and formatting of data required for PEIMS submission
2. Work cooperatively with all offices and staff to collect, organize and format data to submit
3. Run, edits, reports and verification checks on data to ensure accuracy of information
4. Distribute edits and reports to appropriate staff for analysis, verification and corrections
5. Submit complete and accurate PEIMS data in TEA prescribed format to ESC for processing.
6. Verify data submitted to TEA and submit corrections in a timely manner
7. Receive PEIMS related information from ESC and TEA; disseminate to other staff in a timely manner
8. Attend regional PEIMS workshops and disseminate information to appropriate staff
9. Comply with policies established by federal and state law, State Board of Education rule and local board policy
10. Compile, maintain and file all physical and computerized reports, records and other required documents.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

**College or University Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being

ing the review process.

Enter the name of the sponsoring

Enter the name of the proposer

**REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.**

Position: Finance Manager

Reports to: Superintendent

Salary Range: 40,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

n/a

Proposed Location (City and County): Odessa, Ector County

Number of Students anticipated in year one: 320

In year five: 700

Minimum Qualifications Required:

Education Required:

Bachelors degree or higher.

Experience Required:

Good accounting experience and tax knowledge desirable.

Certification Required:

CPA, ACCA, ACA, CIMA

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Ector County	068901	Odessa	29,649	28,239-42,367
Midland Academy Charter School	165802	Midland	490	53,895
Grady ISD	156905	Martin	232	33,000

**College or University Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY blank will result in the application being deemed "INCOMPLETE" during the review process.

REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.

Name of the sponsoring entity: University of Texas of the Permian Basin

Name of the proposed charter school: UTPB STEM Academy

Position: Finance Manager

Reports to: Superintendent

Job Duties: List up to 10 key duties this individual will perform.

1. Coordinate collection, integration and formatting of data required for PEIMS submission
2. Work cooperatively with all offices and staff to collect, organize and format data to submit
3. Run, edit, reports and verification checks on data to ensure accuracy of information
4. Distribute edits and reports to appropriate staff for analysis, verification and corrections
5. Submit complete and accurate PEIMS data in TEA prescribed format to ESC for processing.
6. Verify data submitted to TEA and submit corrections in a timely manner
7. Receive PEIMS related information from ESC and TEA; disseminate to other staff in a timely manner
8. Attend regional PEIMS workshops and disseminate information to appropriate staff
9. Comply with policies established by federal and state law, State Board of Education rule and local board policy
10. Compile, maintain and file all physical and computerized reports, records and other required documents.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

**College or University Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being

rejected during the review process.

**REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.**

Enter the name of the sponsoring entity:

Basin

Enter the name of the proposed

Academy

Position: Teacher-Leader

Reports to: Superintendent

Salary Range: 40,000-75,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

n/a

Proposed Location (City and County): Odessa, Ector County

Number of Students anticipated in year one: 320

In year five: 700

Minimum Qualifications Required:

Education Required:

Master's degree

Experience Required:

Two years as classroom teacher

Certification Required:

Texas principal or other appropriate certificate

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Ector County	068901	Odessa	29,649	43,000-61,000
Midland Academy Charter School	165802	Midland	490	41,000-51,000
Grady ISD	156905	Martin	232	36,000-51,000

College or University
Supplemental

Application
Information Form

ANY areas left blank

being deemed "INCOMPLETE" during the review process.

Enter the name

**REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.**

by:

University of Texas of the Permian Basin

Enter the name

proposed charter school:

UTPB STEM Academy

Position: Teacher-Leader

Reports to: Superintendent

Job Duties: List up to 10 key duties this individual will perform.

1. Development and evaluation of educational and innovative instructional programs that include technology
2. Communicate effectively, deal fairly with persons from diverse backgrounds and promote positive learning environment
3. Participate in development of campus improvements plans with staff, parents, and community members.
4. Help principal maintain and track progress on campus performance objectives and academic excellence indicators
5. Observe employee performance, record observations, and conduct evaluation conferences.
6. Help plan daily school activities by participating in development of class schedules, teacher assignments @ other activities.
7. Assist with safety inspections and safety-drill practice activities, and comply with all laws
8. Report and monitor student's attendance and maintain inventory
9. Ensure students are supervised at all times, school rules are uniformly observed, and conduct parent/teacher conferences.
10. Participate in professional development to improve skills related to job assignment.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

**College or University Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being considered "INCOMPLETE" during the review process.

**REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.**

Enter the name of the sponsor:

the Permian Basin

Enter the name of the principal:

UTPB STEM Academy

Position: PEIMS coordinator

Reports to: Superintendent

Salary Range: 30,000-40,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

n/a

Proposed Location (City and County): Odessa, Ector County

Number of Students anticipated in year one: 320

In year five: 700

Minimum Qualifications Required:

Education Required:

48 college hours preferred

Experience Required:

Two-Four years experience in school district administrative support position requiring collecting and entering data; experience using coding systems

Certification Required:

none

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA_AskTED_Web/Forms/Home.aspx. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Ector County	068901	Odessa	29,649	35,000-61,000
Midland Academy Charter School	165802	Midland	490	30,000-45,000
Grady ISD	156905	Martin	232	33,000-41,000

College or University Charter
Supplemental Human Resources
(MUS)

Application Form

ANY areas left blank will result in the application

being deemed "INCOMPLETE" during the review process.

Enter the name of the sponsoring entity:

of the Permian Basin

Enter the name of the proposed

STEM Academy

Position: PEIMS coordinator

Reports to: Superintendent

Job Duties: List up to 10 key duties this individual will perform.

1. Coordinate collection, integration and formatting of data required for PEIMS submission
2. Work cooperatively with all offices and staff to collect, organize and format data to submit
3. Run, edit, reports and verification checks on data to ensure accuracy of information
4. Distribute edits and reports to appropriate staff for analysis, verification and corrections
5. Submit complete and accurate PEIMS data in TEA prescribed format to ESC for processing.
6. Verify data submitted to TEA and submit corrections in a timely manner
7. Receive PEIMS related information from ESC and TEA; disseminate to other staff in a timely manner
8. Attend regional PEIMS workshops and disseminate information to appropriate staff
9. Comply with policies established by federal and state law, State Board of Education rule and local board policy
10. Compile, maintain and file all physical and computerized reports, records and other required documents.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

**College or University Charter Application
Supplemental Human Resources Form
(MUST be completed)**

ANY areas left blank will result in the application being considered incomplete during the review process.

Enter the name of the sponsoring entity: _____

_____ of the Permian Basin

Enter the name of the principal: _____

_____ IPB STEM Academy

Position: Business manager

Reports to: Superintendent

Salary Range: 40,000-60,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

n/a

Proposed Location (City and County): Odessa, Ector County

Number of Students anticipated in year one: 320

In year five: 700

Minimum Qualifications Required:

Education Required:

Bachelor's degree

Experience Required:

public finance preferred

Certification Required:

none

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA_AskTED_Web/Forms/Home.aspx. Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
<u>Ector County</u>	<u>068901</u>	<u>Odessa</u>	<u>29,649</u>	<u>86,000-130,000</u>
<u>Midland Academy Charter School</u>	<u>165802</u>	<u>Midland</u>	<u>490</u>	<u>45,000-60,000</u>
<u>Grady ISD</u>	<u>156905</u>	<u>Martin</u>	<u>232</u>	<u>61,950</u>

**College or University Charter Application
Supplemental Human Resources Information Form
(MUST be typed)**

ANY areas left blank will result in the application being deemed "Incomplete" during the review process.

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

1.
2.
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10.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

The University of Texas of the Permian Basin
University Charter School Application

Attachment H - Audit Report



John Keel, CPA
State Auditor

State of Texas Financial Portion of the
Statewide Single Audit Report
for the Year Ended
August 31, 2012

February 2013
Report No. 13-555



State of Texas Financial Portion of the
**Statewide Single Audit Report for the
Year Ended August 31, 2012**

SAO Report No. 13-555
February 2013

Overall Conclusion

In our audit opinion dated February 21, 2013, we concluded that the basic financial statements for the State of Texas presented fairly, in all material respects, the financial position and activities of the State for the fiscal year ended August 31, 2012. The Office of the Comptroller of Public Accounts published our audit opinion as part of the Comprehensive Annual Financial Report for fiscal year 2012, which it has posted on its Web site at <http://www.window.state.tx.us/finances/pubs/cafr/>.

The financial statements provide a comprehensive view of the State's financial activities during the fiscal year and an overall picture of the financial position of the State at the end of the fiscal year. The State successfully contends with significant complexities in preparing its basic financial statements. Compiling financial information and ensuring its accuracy for more than 200 state agencies and higher education institutions is a major undertaking.

The financial statements convey the use of approximately \$120.5 billion during the fiscal year, a decrease of \$4.1 billion or 3.3 percent since the prior fiscal year.¹ The State's assets on August 31, 2012, totaled \$231.4 billion, an increase of \$19.5 billion or 9.2 percent since the prior fiscal year. The State's cash and cash equivalents increased by \$10.1 billion since the prior fiscal year. The State sold approximately \$9.8 billion in State of Texas Tax and Revenue Anticipation Notes on August 21, 2012; that amount was approximately the same amount the State sold in the prior fiscal year.

Basic Financial Statements

The State's basic financial statements include both government-wide and fund financial statements:

- Government-wide financial statements display information about the State as a whole, except for its fiduciary activities.
- Fund financial statements for the State's governmental and proprietary funds provide information on the major funds individually and nonmajor funds in the aggregate. Fiduciary statements include financial information for fiduciary funds.

¹ The \$120.5 billion in annual expenditures exceeded the \$96.1 billion appropriated for fiscal year 2012 primarily because:

- Certain expenditures (such as higher education institutions' expenditures of funds held outside of the State Treasury) are included in the Comprehensive Annual Financial Report but are not included in the General Appropriations Act.
- The Comprehensive Annual Financial Report presents actual expenditures of federal funds, while the General Appropriations Act presents estimated amounts for federal funds.
- The Comprehensive Annual Financial Report is presented on an accrual basis, while the General Appropriations Act is presented primarily on a cash basis.

Auditing financial statements is not limited to reviewing the numbers in those statements. Conducting this audit also requires the State Auditor's Office to obtain a sufficient understanding of the agencies and higher education institutions and their operating environments—including obtaining an understanding of the internal controls over systems and processes that the agencies and higher education institutions use to record their financial activities—to assess the risk of material misstatement of the financial statements. Through that effort, auditors identified specific weaknesses in information technology access controls that the Texas Education Agency should correct to improve the reliability of its financial information. Those weaknesses are discussed in Chapter 2-A of this report.

The State Auditor's Office also audited the State's Schedule of Expenditures of Federal Awards (SEFA) in relation to the Comprehensive Annual Financial Report for fiscal year 2012. The Office of the Comptroller of Public Accounts prepares the SEFA by using SEFA data from all state agencies and higher education institutions that made federal expenditures during the fiscal year. The State Auditor's Office and KPMG LLP (KPMG) audited the processes for preparing SEFA information at 17 agencies and 13 higher education institutions. That audit work included following up on SEFA findings identified in audits of prior fiscal years at 3 agencies and 9 higher education institutions. Auditors identified errors related to the SEFA information at 3 agencies and 7 higher education institutions. Those errors are discussed in Chapter 2-B of this report.

To avoid duplication of effort, the State Auditor's Office relies on KPMG's testing of the internal controls over certain systems and processes. While testing the State's compliance with federal requirements, KPMG identified a material weakness in the managed care program at the Health and Human Services Commission that was caused by inadequate segregation of duties and the use of a manual calculation process for payments to managed care organizations. The managed care program is material to the State's financial statements, and total payments to managed care providers for fiscal year 2012 totaled approximately \$9 billion. The material weakness KPMG identified is related to both financial processes and federal compliance. As of April 2012, the managed care program includes approximately 85 percent of the individuals covered by Medicaid in Texas. For more information see finding 13-14 in *State of Texas Federal Portion of the Statewide Single Audit Report for the Fiscal Year Ended August 31, 2012*, by KPMG.

The State Auditor's Office conducts this audit so that the State can comply with federal legislation (the Single Audit Act Amendments of 1996); state statute (Texas Government Code, Section 403.013(c)); and grant requirements to obtain an opinion regarding the fair presentation of its basic financial statements and a report on internal controls related to those statements. The results of this audit are used primarily by companies that review the State's fiscal integrity to rate state-issued bonds, the Legislature, and by federal agencies that award grants.

Key Points

The financial systems and controls at the agencies audited enable the State to prepare materially accurate basic financial statements.

The financial systems and controls at the four agencies audited and included in this report (the Health and Human Services Commission, the Office of the Comptroller of Public Accounts, the Texas Education Agency, and the Texas Workforce Commission) enable the State to prepare materially accurate basic financial statements.

However, auditors identified weaknesses in information technology access controls at the Texas Education Agency.

Certain agencies and higher education institutions should strengthen their processes for preparing and reporting information on their SEFAs.

Auditors identified errors significant to the accuracy of the SEFAs prepared by 10 (33 percent) of the 30 agencies and higher education institutions at which SEFA information was audited. Those errors were caused by a lack of adequate preparation and review of SEFA information at those agencies and higher education institutions. In addition, some higher education institutions incorrectly prepared their SEFAs by award year instead of by fiscal year for federal funds from the Student Financial Assistance cluster of federal programs.

Auditors communicated less significant financial reporting or SEFA issues to management of certain agencies and higher education institutions in writing.

Summary of Management's Responses

The agencies and higher education institutions generally agreed with the recommendations in this report.

Summary of Information Technology Review

Auditors reviewed the significant accounting and information systems at the agencies audited. Specifically, auditors identified systems that compiled and contained data used to prepare the Comprehensive Annual Financial Report and then reviewed basic data protection controls such as security, access, application development and control, and data recovery. As discussed in the detailed findings, auditors identified certain user access control weaknesses at the Texas Education Agency. Correcting those weaknesses will help to ensure the reliability of that agency's financial information.

Summary of Objective, Scope, and Methodology

The audit objective was to determine whether the State's basic financial statements present fairly, in all material respects, the balances and activities for the State of Texas for the fiscal year ended August 31, 2012.

The Statewide Single Audit is an annual audit for the State of Texas. It is conducted so that the State complies with (1) the Single Audit Act Amendments of 1996 and Office of Management and Budget (OMB) Circular A-133 and (2) state statute requiring that an audited Comprehensive Annual Financial Report be provided to the Governor.

The scope of the financial portion of the Statewide Single Audit included an audit of the State's basic financial statements and a review of significant controls over financial reporting and compliance with applicable requirements.

The scope of the federal compliance portion of the Statewide Single Audit included an audit of the State's SEFA, a review of compliance for each major program, and a review of significant controls over federal compliance. The State Auditor's Office contracted with KPMG to provide an opinion on compliance for each major program and internal control over compliance. The State Auditor's Office provided an opinion on the State's SEFA. Information on the federal compliance portion of the Statewide Single Audit is included in a separate report entitled *State of Texas Federal Portion of the Statewide Single Audit Report for the Fiscal Year Ended August 31, 2012* by KPMG.

The audit methodology consisted of collecting information, identifying risk, conducting data analyses, performing selected audit tests and other procedures, and analyzing and evaluating results against established criteria. Auditors assessed the reliability of data by (1) performing electronic tests of required data elements, (2) reviewing existing information about data and the systems that produced the data, and (3) interviewing agency officials knowledgeable about data. Auditors determined that the data was sufficiently reliable for the purposes of this audit.

Contents

Independent Auditor's Report 1

Chapter 1	
Summary of Auditor's Results	2
Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards.....	3

Schedule of Findings and Responses 7

Chapter 2	
Financial Statement Findings	8

Chapter 2-A	
The Texas Education Agency Should Strengthen Access Controls	8

Chapter 2-B	
Agencies and Higher Education Institutions Should Strengthen Their Review of Their Schedules of Expenditures of Federal Awards	10

Chapter 3	
Federal Award Findings and Questioned Costs	20

Summary Schedule of Prior Audit Findings 21

Chapter 4	
Summary Schedule of Prior Audit Findings	22

Chapter 4-A	
The Health and Human Services Commission Should Strengthen Controls Over Payments and Eligibility for Public Assistance Programs	23

Chapter 4-B	
The Office of the Comptroller of Public Accounts Should Strengthen Information Security Controls	25

Chapter 4-C	
The Department of Transportation Should Strengthen Controls Over Information Technology	26

Chapter 4-D	
Agencies and Higher Education Institutions Should Strengthen Their Review of Their Schedules of Expenditures of Federal Awards	28

Appendices

Appendix 1	
Objective, Scope, and Methodology	34

Appendix 2	
Agencies and Higher Education Institutions Audited	38

Independent Auditor's Report

*State of Texas Financial Portion of the
Statewide Single Audit Report for the
Year Ended August 31, 2012*

Summary of Auditor's Results

Financial Statements

- | | |
|--|-------------|
| 1. Type of auditor's report issued: | Unqualified |
| 2. Internal control over financial reporting: | |
| a. Material weakness identified? | No |
| b. Significant deficiencies identified not considered to be material weaknesses? | Yes |
| c. Noncompliance material to financial statements noted? | No |

Federal Awards

A finding regarding the Schedule of Expenditures of Federal Awards for fiscal year 2012 was included in Chapter 2-B of this report. All other fiscal year 2012 federal award information was issued in a separate report (see *State of Texas Federal Portion of the Statewide Single Audit Report for the Fiscal Year Ended August 31, 2012*, by KPMG LLP).



**Report on Internal Control over Financial Reporting and on Compliance and Other
Matters Based on an Audit of Financial Statements Performed
in Accordance with Government Auditing Standards**

The Honorable Rick Perry, Governor
The Honorable Susan Combs, Comptroller of Public Accounts
The Honorable David Dewhurst, Lieutenant Governor
The Honorable Joe Straus III, Speaker of the House of Representatives
and
Members of the Texas Legislature
State of Texas

We have audited the financial statements of the governmental activities, the business-type activities, each major fund, and the aggregate discretely presented component unit and remaining fund information of the State of Texas as of and for the year ended August 31, 2012, and have issued our report thereon dated February 21, 2012. Our report includes a reference to other auditors. Except as discussed in the following paragraph, we conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Other auditors audited the financial statements of the entities listed below in the section titled "Work Performed by Other Auditors." This report does not include the results of the other auditors' testing of internal control over financial reporting and compliance and other matters that are reported on separately by those other auditors. The financial statements of the Texas Local Government Investment Pool (TexPool) were not audited in accordance with *Government Auditing Standards*.

We have chosen not to comply with a reporting standard that specifies the wording to be used in discussing restrictions on the use of this report. We believe the use of such wording is not in alignment with our role as a legislative audit function.

Internal Control Over Financial Reporting

Management of state agencies and higher education institutions is responsible for establishing and maintaining effective internal control over the State's financial reporting. In planning and performing our audit, we considered the State's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the State's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the State's internal control over financial reporting.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above. However, as described in the accompanying schedule of findings and responses, we identified certain deficiencies in internal control over financial reporting that we consider to be significant deficiencies. A significant deficiency is a deficiency or a combination of deficiencies in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Summary of Findings	
Agency or Higher Education Institutions	Finding Numbers
Texas Education Agency	13-555-01
Multiple agencies and higher education institutions	13-555-02

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the State's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we reported to management of the entities audited in writing.

Work Performed by Other Auditors

The State Auditor's Office did not audit the entities and funds listed in the table below. These entities were audited by other auditors.

Entities Audited by Other Auditors	Scope of Work Performed
Texas Lottery Commission	An audit of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of the Texas Lottery Commission was conducted as of and for the year ended August 31, 2012.
The University of Texas System	An audit of the consolidated balance sheet of the University of Texas System, as of and for the year ended August 31, 2012 and 2011, and the related statements of revenues, expenses, and changes in net assets and of cash flows for the year then ended was conducted.
Texas Local Government Investment Pool (TexPool)	An audit of the statements of pool net assets and the related statements of changes in pool net assets of TexPool was conducted as of and for the years ended August 31, 2012, and August 31, 2011.

This report, insofar as it relates to the entities listed in the table above, is based solely on the reports of the other auditors.

Other Work Performed by the State Auditor's Office

We issued opinions on the following financial statements, which are consolidated into the basic financial statements of the State of Texas:

- *A Report on the Audit of the Teacher Retirement System's Fiscal Year 2012 Financial Statements* (State Auditor's Office Report No. 13-009, November 2012).
- *A Report on the Audit of the Employees Retirement System's Fiscal Year 2012 Financial Statements* (State Auditor's Office Report No. 13-012, December 2012).
- *A Report on the Audit of the Department of Housing and Community Affairs' Fiscal Year 2012 Financial Statements* (State Auditor's Office Report No. 13-014, December 2012).
- *A Report on the Audit of the Permanent School Fund's Fiscal Year 2012 Financial Statements* (State Auditor's Office Report No. 13-015, December 2012).
- *A Report on the Audits of the Fiscal Year 2012 Financial Statements of the Department of Transportation, the Central Texas Turnpike System, and the Texas Mobility Fund* (State Auditor's Office Report No. 13-016, January 2013).
- *A Report on the Audit of the Office of the Fire Fighters' Pension Commissioner's Fiscal Year 2012 Financial Statements* (State Auditor's Office Report No. 13-017, January 2013).

Management's responses to the findings identified in our audit are included in the accompanying schedule of findings and responses. We did not audit management's responses and, accordingly, we express no opinion on them.

This report is intended for the information and use of the Governor, the Legislature, audit committees, boards and commissions of the State, federal awarding agencies, and pass-through entities. However, this report is a matter of public record, and its distribution is not limited.

Sincerely,

John Keel, CPA
State Auditor

February 21, 2013

Schedule of Findings and Responses

*State of Texas Financial Portion of the
Statewide Single Audit Report for the
Year Ended August 31, 2012*

Financial Statement Findings

This chapter identifies the significant deficiencies related to the financial statements that are required to be reported in accordance with *Government Auditing Standards*.

Chapter 2-A

The Texas Education Agency Should Strengthen Access Controls

Issue 1

The Texas Education Agency Should Strengthen Access Controls for Its Database Servers

Reference No. 13-555-01

Type of finding: Significant Deficiency

The Texas Education Agency (Agency) did not terminate access to its database servers in a timely manner. Auditors identified five active user accounts that belonged to personnel who were no longer employed by the Agency. Two of those 5 personnel had separated from the Agency 11 months prior to when auditors tested those user accounts; the remaining personnel had separated from the Agency 9 months, 6 months, and 3 months prior to when auditors tested those user accounts. Additionally, the Agency did not change the password for a database server account after the individual responsible for that account left the Agency.

The Agency removed the five user accounts discussed above and changed the password for the database server account discussed above after auditors brought those matters to its attention.

Title 1, Texas Administrative Code, Section 202.20(1), requires agencies to protect information resources against unauthorized access, disclosure, modification, or destruction, whether accidental or deliberate, as well as to assure the availability, integrity, utility, authenticity, and confidentiality of information. Not terminating the access of former employees increases the risk of inappropriate modification or compromise of data.

Recommendations

The Agency should:

- Routinely monitor user access to its database servers to protect information resources.
- Immediately deactivate user accounts when the employment of personnel ends.

- Immediately change passwords for database server accounts that the Agency does not deactivate when personnel responsible for those accounts leave the Agency.

Management's Response

Status as of 02/12/2013: All Recommendations Implemented

Contact: Chief Information Officer

Management agrees with the findings.

As noted above, the Agency removed the five user accounts and changed the password for the Financial School Program (FSP) database server account after auditors brought those matters to its attention. The Agency will follow a documented process for the DBAs to maintain and regularly monitor a secured internal list of all FSP database privileged user accounts and passwords.

Recommendation #1: At a minimum, TEA DBAs will follow the documented process to review the FSP database privileged user accounts list and update and/or remove inactive accounts during each fiscal year.

Recommendation #2: Following the documented process, TEA DBAs will immediately deactivate FSP user accounts upon official notification of an employee's termination of employment.

Recommendation #3: Following the documented process, TEA DBAs will immediately change passwords for database server accounts upon official notification of an employee's termination of employment.

Agencies and Higher Education Institutions Should Strengthen Their Review of Their Schedules of Expenditures of Federal Awards

Reference No. 13-555-02

(Prior Audit Issues 12-555-05, 11-555-17, 10-555-26, and 09-555-19)

Type of finding: Significant Deficiency

Schedule of Expenditures of Federal Awards (SEFA)

Each agency, college, and university that expends federal awards is required to prepare a Schedule of Expenditures of Federal Awards (SEFA). Federal awards include federal financial assistance and federal cost-reimbursement contracts that non-federal entities receive directly from federal awarding agencies or indirectly from pass-through entities [Office of Management and Budget (OMB) Circular A-133, Section .105].

Federal financial assistance includes any assistance that non-federal entities receive or administer in the form of grants, loans, loan guarantees, property (including donated surplus property), cooperative agreements, interest subsidies, insurance, food commodities, direct appropriations, and other assistance [OMB Circular A-133, Section .105].

Source: *Reporting Requirements for Annual Financial Reports of State Agencies and Universities*, Office of the Comptroller of Public Accounts.

The agencies and higher education institutions discussed below did not appropriately prepare or adequately review their fiscal year 2012 Schedules of Expenditures of Federal Awards (SEFAs) (see text box for additional information). Therefore, the SEFAs those agencies and higher education institutions submitted to the Office of the Comptroller of Public Accounts (Comptroller's Office) contained errors.

The 3 agencies and 7 higher education institutions discussed below reported \$2.66 billion in federal expenditures, or 5 percent of the total federal expenditures the State of Texas reported for fiscal year 2012. The errors listed below were not material to the fiscal year 2012 SEFA for the State of Texas or to the fiscal year 2012 Comprehensive Annual Financial Report for the State of Texas. However, collectively, these errors represent control weaknesses that could be significant to the State's SEFA.

Department of Public Safety

On its SEFA, the Department of Public Safety (DPS):

- Incorrectly included \$54,896 in expenditures for one Catalog of Federal Domestic Assistance (CFDA) program on its SEFA.
- Incorrectly excluded \$278,458 in expenditures for 6 CFDA's on its SEFA.
- Incorrectly classified \$17,711 in expenditures on its SEFA.
- Reported \$1,157,834 using revenue instead of expenditures for 3 CFDA's on its SEFA.
- Could not provide adequate supporting documentation for adjustments it made to 5 CFDA's totaling \$2,156,595.
- Understated federal revenue by \$269,043 in the notes to its SEFA due to the errors identified above.
- Overstated deferred revenue by \$12,072 in the notes to its SEFA due to the errors identified above.

Recommendations

DPS should:

- Improve the preparation process for its SEFA to help ensure that it prepares its SEFA correctly and that the SEFA it submits to the Comptroller's Office is complete and accurate.
- Strengthen its review process to help ensure that it prepares its SEFA correctly and that the SEFA it submits to the Comptroller's Office is complete and accurate.
- Maintain adequate supporting documentation for all expenditures it reports on its SEFA.
- Use expenditure data to report all CFDA's on its SEFA.

Management's Response

The Department agrees with the four recommendations. DPS converted to a new accounting system (USAS) in 2012, this was the first Schedule of Expenditure of Federal Award (SEFA) produced from that system. While USAS provides an improved accounting structure, and reporting for DPS's \$442 million of 2012 federal funds, we did experience some challenges as the result of the conversion.

DPS will take steps to:

- *Improve the preparation process for its SEFA to help ensure that we prepare our SEFA correctly and that the SEFA submitted to the Comptroller's Office is complete and accurate.*
- *Strengthen the review process to help ensure that we prepare the SEFA correctly and that the SEFA submitted to the Comptroller's Office is complete and accurate.*
- *Maintain adequate supporting documentation for all expenditures reported on the SEFA.*
- *Use expenditure data to report all CFDA's on the SEFA.*

Implementation Date: November 2013

Responsible Person: Deputy Assistant Director, Grants and Accounting

Office of the Attorney General

Program Income

Program income is gross income received that is directly generated by a federally funded project during the grant period. Program income includes income from fees for services performed.

Source: U. S. Office of Management and Budget Compliance Supplement 2012, Part 3 Compliance Requirements, June 2012.

The Office of the Attorney General (OAG) incorrectly excluded \$10,890,726 in expenditures paid from program income for one CFDA from its SEFA (see text box for additional information).

Recommendation

The OAG should strengthen its review process to help ensure that it prepares its SEFA correctly and that the SEFA it submits to the Comptroller's Office is complete and accurate.

Management's Response

We believe the SEFA was prepared in accordance with the State's requirements and instructions. Total agency expenditures and revenues, including program income, were reported accurately on the operating statement (Exhibit II) of the Annual Financial Report. However, based on the auditor's recommendation, we will ensure that the program income is also included on the SEFA in the future. Management has already initiated additional review procedures to ensure program income is reported on the SEFA in the future.

Implementation Date: Already Implemented

Responsible Person: Director of Accounting

Parks and Wildlife Department

The Parks and Wildlife Department (Department) used information from the Uniform Statewide Accounting System (USAS) to prepare its SEFA and the notes to its SEFA. However, the Department was unable to reconcile information in its internal accounting system with information in USAS, and the total fiscal year 2012 expenditures of federal funds recorded in each of those two systems differed by approximately \$300,000.

The Comptroller of Public Accounts' *Reporting Requirements for Fiscal Year 2012 Annual Financial Reports for State Agencies and Universities* requires each state agency to ensure and certify that its financial data correctly reflects its financial position as of August 31, 2012, as recorded in USAS and the agency's internal accounting system.

Recommendation

The Department should reconcile its internal accounting system with USAS.

Management's Response

TPWD agrees with the audit finding as it relates specifically to SEFA reporting and reconciliation and will implement the recommendation put forth by the SAO. TPWD currently conducts reconciliation of GL revenues and expenditures from the internal accounting system with revenue and expenditure information in USAS. However, in response to the recent SEFA review in fall 2012, TPWD has redefined how to properly classify billing expenditures by fiscal year (FY) and is currently developing a reconciliation process to tie invoiced expenditures directly to revenue reimbursements.

Implementation Date: These modified procedures will be put in place during FY13 and should increase efficiencies and enhance the agency's ability to properly reconcile federal expenditures in the internal accounting system to federal revenues in USAS, consistent with SEFA reporting.

Responsible Person: TPWD Grants and Contracting Director

Texas Southern University

On its SEFA, Texas Southern University (TSU) incorrectly reported expenditures for three CFDA's in the Student Financial Assistance Cluster of federal programs using award year instead of fiscal year. As a result, it incorrectly included \$1,866,335 in expenditures on its SEFA. Additionally, TSU incorrectly included \$2,625 in expenditures for another CFDA. Those errors caused TSU to overstate federal revenue by \$1,863,710 in the notes to its SEFA.

Recommendation

TSU should strengthen its review process to help ensure that it prepares its SEFA correctly and that the SEFA it submits to the Comptroller's Office is complete and accurate.

Management's Response

Management is in agreement and will take appropriate steps to make changes to accommodate this recommendation.

Effective FY13 TSU – Business Affairs department will collaborate with all responsible areas involved in the recording of expenditures and the review of SEFA. We will make procedural and process changes to ensure future SEFA expenditures are reported correctly. Specifically, federal student assistance expenditures will be reported in the SEFA on a fiscal year basis instead of award year basis. Additional review of Student Financial Assistance Year-End

adjustments relating to federal programs expenditure will be completed. Finally, analysis and verification prior to submission of the final numbers for SEFA reporting will be completed to provide adequate controls and ensure accurate reporting.

Implementation Date: April 1, 2013

Responsible Persons: Director Research Financial service and Director Business Affairs

University of North Texas

On its SEFA, the University of North Texas (UNT):

- Incorrectly reported expenditures for four CFDA's in the Student Financial Assistance Cluster of federal programs using award year instead of fiscal year. As a result, UNT (1) incorrectly included \$6,257,520 and (2) incorrectly excluded \$278,738 in expenditures on its SEFA. UNT also incorrectly included \$6,255,520 of those expenditures in the notes to its SEFA and understated federal revenue by \$276,738 in the notes to its SEFA.
- Could not provide adequate support for excluding \$361,374 in expenditures from its SEFA. UNT asserted that it excluded those expenditures because it had a vendor relationship with other state entities; however, UNT could not provide support for that assertion.

Recommendations

UNT should:

- Strengthen its review process to help ensure that it prepares its SEFA correctly and that the SEFA it submits to the Comptroller's Office is complete and accurate.
- Confirm all pass-throughs and vendor relationships with other state entities and maintain documentation of those pass-throughs and vendor relationships.

Management's Response

We concur with the auditor's findings and recommendations. Financial aid reporting procedures will be modified to ensure compliance with GASB 33 and the State Comptroller's reporting requirements for SEFA. Pass-thru confirmation processes will be modified to ensure the collection and retention of documentary evidence supporting our reporting assertions.

Implementation Date: Reporting cycle ending August 31, 2013

Responsible Person: Associate Vice President for Finance and Controller

The University of Texas at Arlington

On its SEFA, the University of Texas at Arlington (UT-Arlington):

- Incorrectly classified \$160,980,077 in expenditures as Federal Family Education Loans (CFDA 84.032) on its SEFA and in the notes to its SEFA when it should have classified those expenditures as Federal Direct Student Loans (CFDA 84.268).
- Incorrectly reported expenditures for one CFDA in the Student Financial Assistance Cluster of federal programs using award year instead of fiscal year. As a result, UT-Arlington incorrectly excluded \$3,067,329 in expenditures from its SEFA and from the notes to its SEFA.
- Incorrectly classified \$9,900 in expenditures on its SEFA.
- Did not identify (\$218) in expenditures as American Recovery and Reinvestment Act expenditures on its SEFA.
- Overstated federal pass-through revenue by \$50,394 in the notes to the SEFA. That occurred because UT-Arlington incorrectly reported revenue received from vendor relationships with other state entities as federal pass-through revenue.
- Incorrectly listed (\$454) in expenditures as federal revenue received from a vendor relationship with the federal government, rather than as other reconciling items, in a note to its SEFA.
- Did not include in its SEFA a note regarding depository libraries for government publications.

Recommendations

UT-Arlington should:

- Strengthen its review process to help ensure that it prepares its SEFA correctly and that the SEFA it submits to the Comptroller's Office is complete and accurate.
- Prepare and submit all required notes to its SEFA to the Comptroller's Office.

Management's Response

UTA will strengthen its review process to help ensure that the SEFA is complete and accurate.

Now that we are aware of the Depository Library we will include it in our notes.

Implementation Date: We will have these responses implemented for our FY2013 SEFA report.

Responsible Person: Director of Financial Reporting

The University of Texas at Austin

On its SEFA, the University of Texas at Austin (UT-Austin):

- Incorrectly classified \$878,521 in expenditures related to 7 CFDA's as part of the Research and Development cluster of federal programs.
- Incorrectly reported expenditures for one CFDA in the Student Financial Assistance Cluster of federal programs using award year instead of fiscal year. As a result, UT-Austin incorrectly included \$238,338 in expenditures on its SEFA and in the notes to its SEFA.

Recommendation

UT-Austin should strengthen its process for identifying CFDA's that are part of the Research and Development cluster of federal programs to help ensure that it includes only appropriate CFDA's in that cluster on its SEFA.

Management's Response

This CFDA expenditure discrepancy did not occur due to inadequate preparation or review of the 2012 Schedules of Expenditures of Federal Awards. The decision to defer Pell was intentional due to the fact that the tuition and fee revenue that is paid by Pell is deferred except for the number of class days that occur in the fiscal year. To properly match revenues and expenses, a decision was made by UT System to defer the related scholarship expenses to properly match the scholarship expense with the revenues for those class days. Now that it has been brought to our attention that GASB 33 requires us to recognize Pell when all eligibility requirements are met, we will no longer defer Pell and will recognize it in the award year.

Implementation Date: This will occur in 2013.

Responsible Person: Finance Manager

The University of Texas at El Paso

On its SEFA, the University of Texas at El Paso (UT-El Paso):

- Incorrectly reported expenditures for seven CFDA's in the Student Financial Assistance Cluster of federal programs using award year instead of fiscal year. As a result, UT-El Paso (1) incorrectly included \$1,070,902 in expenditures on its SEFA and (2) incorrectly excluded \$253,570 in expenditures from its SEFA. UT-El Paso also incorrectly included \$839,817 in expenditures in the notes to its SEFA and understated federal revenue by \$22,485 in the notes to its SEFA.
- Did not include in its SEFA a note regarding depository libraries for government publications.

Recommendations

UT-El Paso should:

- Strengthen its review process to help ensure that it prepares its SEFA correctly and that the SEFA it submits to the Comptroller's Office is complete and accurate.
- Prepare and submit all required notes to its SEFA to the Comptroller's Office.

Management's Response

We concur with the findings.

The finding related to the Student Financial Aid Cluster was a result of incorrect parameters set in the Banner system for the report. The download will be corrected for this year's SEFA.

Implementation Date: August 31, 2013

Responsible Person: Interim Director of Financial Aid

The finding related to the depository library is easily correctable as the language will simply be added to the SEFA notes for the Year ending August 31, 2013.

Implementation Date: August 31, 2013

Responsible Person: Associate Vice President of Business Affairs/Comptroller

The University of Texas - Pan American

On its SEFA, the University of Texas – Pan American (UT-Pan American) incorrectly reported expenditures for one CFDA in the Student Financial Assistance Cluster of federal programs using award year instead of fiscal year. As a result, UT-Pan American incorrectly excluded \$10,220,346 in expenditures on its SEFA and in the notes to its SEFA.

Recommendation

UT-Pan American should strengthen its review process to help ensure that it prepares its SEFA correctly and that the SEFA it submits to the Comptroller's Office is complete and accurate.

Management's Response

Management concurs with the Audit Finding and Recommendation. UT Pan American will continue to strengthen its review process to help ensure that the SEFA is prepared correctly and that the SEFA submitted to the Comptroller's Office is complete and accurate.

UT Pan American will change its reporting methodology to reflect fiscal year total activity instead of award year total activity for the Financial Assistance Cluster Federal Direct Student Loans (CFDA #84.268) as SEFA New Loans Processed and in the SEFA Notes.

Implementation Date: June 30, 2013

Responsible Person: Associate Comptroller

The University of Texas Southwestern Medical Center

On its SEFA, the University of Texas Southwestern Medical Center (UTSWMC):

- Incorrectly reported expenditures for three CFDA's in the Student Financial Assistance Cluster of federal programs using award year instead of fiscal year. That caused \$484,877 in expenditures to be incorrectly included on the SEFA and \$396,811 in expenditures to be incorrectly excluded from the SEFA, and the notes to the SEFA incorrectly reflected the net difference of \$88,066.

- Did not identify \$20,360 in expenditures related to one CFDA as part of the Research and Development cluster of federal programs.

Recommendation

UTSWMC should strengthen its review process to help ensure that it prepares its SEFA correctly and that the SEFA it submits to the Comptroller's Office is complete and accurate.

Management's Response

Expenditures will be included for Student Financial Assistance within the SEFA and in the notes to the SEFA based on fiscal year criteria rather than award year criteria. The net effect of utilizing the award year rather than fiscal year to report expenditures resulted in an overstatement of expenditures reported on the SEFA of approximately .04%.

CFDA 93.847 was erroneously included in a non-research cluster which represented one award out of a total of approximately 700 awards on the SEFA. Awards are reviewed at the time that they are created to ensure proper setup and reviewed at year end to ensure that expenditures identified as research in the accounting system are also reflected on the SEFA within the research cluster. Further reviews will be included by reviewing descriptive text of CFDA numbers to further enhance current reviews to ensure that CFDA numbers are included in the proper cluster on the SEFA.

Implementation Date: August 31, 2013

Responsible Person: Assistant Vice President Accounting and Post Awards Administration

Federal Award Findings and Questioned Costs

A finding regarding the Schedule of Expenditures of Federal Awards for fiscal year 2012 was included in Chapter 2-B of this report. All other fiscal year 2012 federal award information was issued in a separate report. See *State of Texas Federal Portion of the Statewide Single Audit Report for the Fiscal Year Ended August 31, 2012*, by KPMG LLP.

Summary Schedule of Prior Audit Findings

*State of Texas Financial Portion of the
Statewide Single Audit Report for the
Year Ended August 31, 2012*

Summary Schedule of Prior Audit Findings

Federal regulations (Office of Management and Budget Circular A-133) state that "the auditee is responsible for follow-up and corrective action on all audit findings." As part of this responsibility, the auditees report the corrective actions they have taken for the findings reported in:

State of Texas Financial Portion of the Statewide Single Audit Report for the Year Ended August 31, 2007 (State Auditor's Office Report No. 08-555, April 2008).

State of Texas Financial Portion of the Statewide Single Audit Report for the Year Ended August 31, 2008 (State Auditor's Office Report No. 09-555, April 2009).

State of Texas Financial Portion of the Statewide Single Audit Report for the Year Ended August 31, 2009 (State Auditor's Office Report No. 10-555, March 2010).

State of Texas Financial Portion of the Statewide Single Audit Report for the Year Ended August 31, 2010 (State Auditor's Office Report No. 11-555, February 2011).

State of Texas Financial Portion of the Statewide Single Audit Report for the Year Ended August 31, 2011 (State Auditor's Office Report No. 12-555, February 2012).

The Summary Schedule of Prior Audit Findings (for the year ended August 31, 2012) has been prepared to address these responsibilities.

The Health and Human Services Commission Should Strengthen Controls Over Payments and Eligibility for Public Assistance Programs

Issue 1

The Health and Human Services Commission Should Strengthen Controls Over Payment Processing

Reference No. 12-555-01
(Prior Audit Issues 11-555-01 and 10-555-01)

Type of finding: Material Weakness

The Health and Human Services Commission (Commission) continues to have inadequate controls to address risks related to system and server access, security over sensitive documentation, and physical security over computing resources.

Additionally, the Commission does not review interfaced payment transactions prior to releasing those transactions for payment into the Uniform Statewide Accounting System (USAS). The weekly interfaced payment transaction batch sizes during fiscal year 2011 ranged from approximately 5,600 transactions to more than 45,700 transactions. The large volume of payment transactions and the lack of review and approval increase the risk that a payment error could go undetected.

As the State Auditor's Office reported in March 2010², the issues in the payment process represent a material weakness. The Commission completed an audit to address this material weakness in February 2011. The results of the Commission's audit confirmed the existence of the issues the State Auditor's Office reported in March 2010. As a result of the Commission's audit, the Commission performed in-depth analysis and documented processes and controls related to the payment process. The Commission made significant progress in identifying and strengthening controls over the payment process during fiscal year 2011. To reduce the severity of the weakness, the Commission indicated that it implemented additional improvements in the payment processing controls structure after the end of fiscal year 2011. The Commission also indicated that it is committed to additional improvements to further ensure that payment data is secure, accurate, complete, and appropriately authorized.

To minimize the risks associated with disclosure, auditors communicated details regarding these issues directly to the Commission.

² See *State of Texas Financial Portion of the Statewide Single Audit Report for the Year Ended August 31, 2009*, State Auditor's Office Report No. 10-555, March 2010.

Corrective Action and Management's Responses

Corrective action was taken

Issue 2

The Health and Human Services Commission Should Review User Accounts and Business Rules in Its Premiums Payable System

Reference No. 12-555-02
(Prior Audit Issues 11-555-04, 10-555-09, and 09-555-13)

Type of finding: Significant Deficiency

Premiums Payable System (PPS)

PPS is an internal system the Commission uses to determine risk group placement for clients who are eligible to receive managed care services. Business rules within PPS direct clients into the appropriate risk groups based on various eligibility attributes.

Texas Integrated Eligibility Redesign System (TIERS)

TIERS is a browser-based system that supports eligibility determination and benefits calculation for Medicaid, Temporary Assistance to Needy Families, the Supplemental Nutrition Assistance Program, and Medicaid for Elderly People with Disabilities.

Auditors identified certain control weaknesses related to user access and business rules in the Commission's Premiums Payable System (PPS).

During fiscal year 2011, the Commission developed a process for reviewing user access and developed and implemented a review of the business rules in PPS. However, the Commission did not conduct the user access review, and it did not document its review of the business rules.

In addition, in fiscal year 2011, the Commission did not correct a risk group's business rules that the State Auditor's Office determined were incorrect in fiscal year 2010. The assignment of clients to that risk group in PPS relies on eligibility determinations made in the Texas Integrated Eligibility Redesign System (TIERS), and issues with TIERS cause incorrect risk group assignment in PPS. As a result, 957 individuals whose age may have exceeded program eligibility requirements were enrolled in that risk group during fiscal years 2010 and 2011, and the Commission paid approximately \$2.6 million in premiums for those individuals.

Without reviewing the eligibility data for those 957 individuals, the Commission cannot identify whether it paid appropriate premiums related to those individuals or whether it should place those individuals into a different risk group or Medicaid service model.

Corrective Action and Management's Responses

Corrective action was taken.

The Office of the Comptroller of Public Accounts Should Strengthen Information Security Controls

Issue 1

The Office of the Comptroller of Public Accounts Should Strengthen Access Controls for Treasury Division Automated Systems

Reference No. 12-555-03

(Prior Audit Issues 11-555-08, 10-555-15, 09-555-02, and 08-555-01)

Type of finding: Significant Deficiency

Since April 2008, the State Auditor's Office has reported that the Office of the Comptroller of Public Accounts (Comptroller's Office) has allowed internal system program developers to have access to production data for its Treasury Division's automated systems.³

The Comptroller's Office allows two internal system program developers to have access to production data for the Treasury Division's automated systems. These systems were developed using a programming language that has limited security options. After auditors brought this issue to the Comptroller's Office's attention during the audit of fiscal year 2007, the Treasury Division reduced the number of program developers who had this access from 15 to 2. The Treasury Division is in the process of replacing its automated systems with another application that can be implemented with more advanced security features. It also has strengthened controls over access to its automated systems.

Title 1, Texas Administrative Code, Section 202.20(1)

Information resources residing in the various state agencies of state government are strategic and vital assets belonging to the people of Texas. These assets shall be available and protected commensurate with the value of the assets. Measures shall be taken to protect these assets against unauthorized access, disclosure, modification, or destruction, whether accidental or deliberate, as well as to assure the availability, integrity, utility, authenticity, and confidentiality of information. Access to state information resources shall be appropriately managed.

The Texas Administrative Code requires agencies to take measures to protect data from unauthorized access, disclosure, modification, or destruction, whether accidental or deliberate (see text box). Granting excessive access and not providing for proper segregation of duties increases the risk of fraud, data corruption, potential service disruption, and loss of state revenue. Because the Treasury Division processes billions of dollars in revenue, the loss of even a single day's interest due to data manipulation or destruction would affect state revenue. However, nothing came to auditors' attention to indicate that automated systems had been compromised.

³ See *State of Texas Financial Portion of the Statewide Single Audit Report For the Year Ended August 31, 2010*, State Auditor's Office Report No. 11-555, February 2011; *State of Texas Financial Portion of the Statewide Single Audit Report For the Year Ended August 31, 2009*, State Auditor's Office Report No. 10-555, March 2010; *State of Texas Financial Portion of the Statewide Single Audit Report For the Year Ended August 31, 2008*, State Auditor's Office Report No. 09-555, April 2009; and *State of Texas Financial Portion of the Statewide Single Audit Report For the Year Ended August 31, 2007*, State Auditor's Office Report No. 08-555, April 2008.

Corrective Action and Management's Responses

Corrective action was taken.

Chapter 4-C

The Department of Transportation Should Strengthen Controls Over Information Technology

Issue 1

The Department of Transportation Should Strengthen Its Management of Access to Certain Financial Systems

Reference No. 12-555-04
(Prior Audit Issues 11-555-07 and 10-555-01)

Type of finding: Significant Deficiency

To protect the integrity of its information resources, the Department of Transportation (Department) should strengthen its management of access to certain financial systems.

The Department should strengthen its reviews of system access.

In its compliance monitoring report guidelines, the Department has established specific criteria and guidelines for reviewing user access to systems. The Department's Technology Services Division (TSD) provides quarterly reports covering access to applicable systems to the Department's offices of primary responsibility (OPR). The OPRs are responsible for reviewing those reports, determining whether access is appropriate, and taking appropriate action to correct access as needed. In addition, the Department's *Information Security Manual* requires Department districts, divisions, offices, and regions (DDOR) to maintain documentation of annual access reviews and provide a summary of annual access reviews to TSD.⁴

The Department does not maintain summaries of reviews of user access as required by its *Information Security Manual*. As a result, the Department does not have sufficient evidence that it performs reviews of user access and takes appropriate action as needed. Maintaining such documentation would help demonstrate the effectiveness of user access reviews, enhance Department management's assurance that systems are secure, and help ensure that the Department complies with its security policy.

The Department should strengthen its management of system access.

The Department does not have adequate controls to prevent users from performing system administrator activities, including migrating code to the production environment. Auditors tested system administrator access to the server that houses the Department's Revenue Logging System (DLOG) and

⁴ OPRs are "owners" of certain information technology applications. There may be more than one OPR in a DDOR.

determined that five programmers, one systems analyst, and the manager of the programmers had system administrator level access.

The Department's *Information Security Manual* states that system administrator privileges should be restricted to persons responsible for system administration management or security. Complying with that requirement can help to limit the possibility of unauthorized or undetected access to, modification of, disclosure of, or destruction of data. Compliance also can help to ensure user accountability.

In testing two Department automated systems and the server that houses them, auditors also identified the following:

- Three domain administrators who were no longer employed by a contractor still had super user access to the server that houses the Department's Right of Way Information System (ROWIS) and DLOG.
- Four users who were no longer employed by the Department still had access to DLOG. Auditors identified this same issue in the audit of fiscal year 2010, when three former Department employees still had access to DLOG (see *State of Texas Financial Portion of the Statewide Single Audit Report for the Year Ended August 31, 2010*, State Auditor's Office Report No. 11-555, February 2011).
- Two users had certain access rights to the Automated Purchasing System when those access rights were not necessary based on the users' job duties.
- One user has duplicate user IDs to access the server that houses ROWIS and DLOG.
- Two user accounts with access to the server that houses DLOG could not be identified as belonging to valid users.

User accounts associated with users whose employment has been terminated, users with inappropriate access, and user accounts that cannot be traced to a valid user increase the risk of unauthorized or undetected access to, modification of, disclosure of, or destruction of Department information. The Department's *Information Security Manual* states:

Access controls protect [Department] information resources against unauthorized disclosure, modification, or destruction. Varying levels of control ensure that only authorized users access [Department] software systems or sensitive data. When a user's employment status or job functions change, a user's access authorization must be removed or modified appropriately and immediately.

Without adequate review and monitoring of user access, users with inappropriate access to Department information resources may go undetected and unaddressed.

Corrective Action and Management's Responses

Partially implemented. See current year finding 2012-2 in A Report on the Audits of the Fiscal Year 2012 Financial Statements of the Department of Transportation, the Central Texas Turnpike System, and the Texas Mobility Fund (State Auditor's Office Report No. 13-016, January 2013).

Chapter 4-D

Agencies and Higher Education Institutions Should Strengthen Their Review of Their Schedules of Expenditures of Federal Awards

Reference No. 12-555-05

(Prior Audit Issues 11-555-17, 10-555-26, and 09-555-19)

Type of finding: Significant Deficiency

Schedule of Expenditures of Federal Awards (SEFA)

Each agency, college, and university that expends federal awards is required to prepare a Schedule of Expenditures of Federal Awards (SEFA). Federal awards include federal financial assistance and federal cost-reimbursement contracts that non-federal entities receive directly from federal awarding agencies or indirectly from pass-through entities [Office of Management and Budget (OMB) Circular A-133, Section .105].

Federal financial assistance includes any assistance that non-federal entities receive or administer in the form of grants, loans, loan guarantees, property (including donated surplus property), cooperative agreements, interest subsidies, insurance, food commodities, direct appropriations, and other assistance [OMB Circular A-133, Section .105].

Source: *Reporting Requirements for Annual Financial Reports of State Agencies and Universities*, Office of the Comptroller of Public Accounts.

The agencies and higher education institutions discussed below did not appropriately prepare or adequately review their fiscal year 2011 Schedules of Expenditures of Federal Awards (SEFAs) (see text box for additional information). Therefore, the SEFAs these agencies and higher education institutions submitted to the Office of the Comptroller of Public Accounts (Comptroller's Office) contained errors.

The 3 agencies and 9 higher education institutions discussed below reported \$3.0 billion in federal expenditures, or 4.7 percent of the total federal expenditures the State of Texas reported for fiscal year 2011. The errors listed below were not material to the fiscal year 2011 SEFA for the State of Texas or to the fiscal year 2011 Comprehensive Annual Financial Report for the State of Texas. However, collectively, these errors

represent control weaknesses that could be significant to the State's SEFA.

Adjutant General's Department

The Adjutant General's Department (AGD) did not have documented policies and procedures for the preparation of its SEFA and, during this audit, it provided multiple revisions of its SEFA. The AGD also prepared its SEFA using federal revenue, rather than federal expenditures, and it was unable to provide documentation to support that its federal expenditures reconciled with

its federal revenue. Office of Management and Budget (OMB) Circular A-133 requires entities to report all federal awards expended by federal program (Catalog of Federal Domestic Assistance [CFDA] number) in their SEFAs.

Based on the method the AGD used to prepare its SEFA, auditors determined that the AGD incorrectly classified \$5,710,983 in expenditures for four CFDA numbers on its SEFA. In addition, the AGD incorrectly classified \$662,000 in the deferred revenue note to its SEFA.

Corrective Action and Management's Responses

Corrective action was taken.

Department of Public Safety

For two CFDA numbers, the Department of Public Safety (DPS) incorrectly reported \$183,420,993 as direct expenditures on its SEFA, rather than as pass-through expenditures to non-state entities. DPS also did not submit a deferred revenue note to its SEFA to the Comptroller's Office until auditors brought this matter to its attention.

Corrective Action and Management's Responses

See current year finding 13-555-02.

Department of Rural Affairs

During fiscal year 2011, the functions of the Department of Rural Affairs (DRA) were taken over by two other state agencies. As a result of that transition, DRA did not include \$57,022,459 in expenditures for one CFDA number on its SEFA. Because that error was a result of the transition, it is not expected to occur again. In addition, DRA incorrectly reported \$3,572,810 as pass-through expenditures to non-state entities, rather than as direct expenditures, on its SEFA. Effective October 1, 2011, DRA became part of the Department of Agriculture.

Corrective Action and Management's Responses

Corrective action was taken.

Texas A&M International University

Texas A&M International University (TAMIU) prepared its SEFA (except for the Student Financial Assistance cluster of federal programs) using federal revenue, rather than federal expenditures, and it was unable to provide documentation to support that its federal expenditures reconciled with its federal revenues. OMB Circular A-133 requires entities to report all federal awards expended by federal program (CFDA number) in their SEFAs. TAMIU also incorrectly classified \$35,000 in expenditures for one CFDA number and listed expenditures of \$4,512 as Medicare Part D, rather than as Consolidated Omnibus Budget Reconciliation Act (COBRA), in a note to its SEFA.

Corrective Action and Management's Responses

Corrective action was taken.

Texas A&M University System Health Science Center

The Texas A&M University System Health Science Center (TAMU-HSC) did not include the ending balance of previous years' loans of \$3,772,040 for one CFDA number in a note to its SEFA.

Corrective Action and Management's Responses

Corrective action was taken.

Texas Southern University

Texas Southern University (TSU) incorrectly reported \$549,776 as pass-through expenditures to non-state entities, rather than as direct expenditures, on its SEFA. It also did not include the ending balance of previous years' loans of \$2,007,245 for one CFDA number in a note to its SEFA.

Corrective Action and Management's Responses

See current year finding 13-555-02.

The University of Texas at Arlington

The University of Texas at Arlington (UT-Arlington):

- Incorrectly included \$514 in expenditures for one CFDA number.

- Incorrectly excluded \$68,593 in expenditures for two CFDA numbers.
- Incorrectly double-counted \$1,925,248 in expenditures for ten CFDA numbers.
- Incorrectly classified \$145,948,425 in expenditures on its SEFA. \$145,927,625 of those expenditures were also incorrectly classified in the notes to its SEFA.
- Incorrectly classified \$1,758,872 in expenditures as part of the Research and Development cluster of federal programs.

Corrective Action and Management's Responses

See current year finding 13-555-02.

The University of Texas at Austin

The University of Texas at Austin (UT-Austin) incorrectly classified \$233,448 in expenditures as part of the Research and Development cluster of federal programs. Additionally, UT-Austin incorrectly included \$20,896,963 in expenditures on its SEFA and in the notes to its SEFA.

Corrective Action and Management's Responses

See current year finding 13-555-02.

The University of Texas at El Paso

The University of Texas at El Paso (UTEP) incorrectly classified expenditures in the wrong CFDA numbers for three CFDA's. The State Auditor's Office previously reported the same issue in February 2011 (see *State of Texas Financial Portion of the Statewide Single Audit Report for the Year Ended August 31, 2010*, State Auditor's Office Report No. 11-555, February 2011). For fiscal year 2011, UTEP incorrectly classified \$2,027,759 in expenditures for those same three CFDA numbers on its SEFA.

Corrective Action and Management's Responses

See current year finding 13-555-02.

The University of Texas Health Science Center at San Antonio

The University of Texas Health Science Center at San Antonio (UTHSC-SA):

- Incorrectly classified \$47,638,508 in expenditures as Federal Family Education Loans (CFDA number 84.032) on its SEFA and in the notes to its SEFA when it should have classified those expenditures as Federal Direct Student Loans (CFDA number 84.268).
- Incorrectly reported expenditures in the Student Financial Assistance Cluster of federal programs using award year instead of fiscal year. As a result, it (1) incorrectly included \$307,914 in expenditures on its SEFA and in the notes to its SEFA and (2) incorrectly reported the ending balance of previous years' loans, resulting in an understatement of \$13,315 in the notes to its SEFA.
- Incorrectly excluded \$21,641 from the deferred revenue note to its SEFA.

Corrective Action and Management's Responses

Corrective action was taken.

The University of Texas - Pan American

The University of Texas – Pan American (UT-Pan Am) incorrectly classified \$1,131,763 in expenditures as American Recovery and Reinvestment Act expenditures on its SEFA. It also did not include the ending balance of previous years' loans of \$6,641,174 for one CFDA number in the notes to its SEFA. In addition, UT-Pan Am included \$6,974,567 in student loan expenditures in a note to its SEFA; however, the type of note in which UT-Pan Am included those expenditures was not applicable to student loan expenditures.

Corrective Action and Management's Responses

See current year finding 13-555-02.

The University of Texas Southwestern Medical Center

The University of Texas Southwestern Medical Center (UTSWMC):

- Incorrectly classified \$23,596,710 in expenditures as Federal Family Education Loan (CFDA number 84.032) on its SEFA and in the notes to its SEFA when it should have classified those expenditures as Federal Direct Student Loans (CFDA number 84.268).

- Incorrectly classified \$2,652 in expenditures on its SEFA as Kidney Diseases, Urology and Hematology Research (CFDA number 93.849), when it should have classified those expenditures as Diabetes, Digestive, and Kidney Diseases Extramural Research (CFDA number 93.847).

Corrective Action and Management's Responses

See current year finding 13-555-02.

Appendices

Appendix 1

Objective, Scope, and Methodology

Objective

The audit objective was to determine whether the State's basic financial statements present fairly, in all material respects, the balances and activities for the State of Texas for the fiscal year ended August 31, 2012.

The Statewide Single Audit is an annual audit for the State of Texas. It is conducted so that the State complies with the Single Audit Act Amendments of 1996 and Office of Management and Budget (OMB) Circular A-133 and Texas Government Code, Section 403.013(c).

Scope

The scope of the financial portion of the Statewide Single Audit included an audit of the State's basic financial statements and a review of significant controls over financial reporting and compliance with applicable requirements. The opinion on the basic financial statements, published in the Comprehensive Annual Financial Report for the fiscal year ended August 31, 2012, was dated February 21, 2013.

The scope of the federal compliance portion of the Statewide Single Audit included an audit of the State's Schedule of Expenditures of Federal Awards (SEFA), a review of compliance for each major program, and a review of significant controls over federal compliance. The State Auditor's Office contracted with KPMG LLP to provide an opinion on compliance for each major program and internal control over compliance. The State Auditor's Office provided an opinion on the State's SEFA. Information on the federal compliance portion of the Statewide Single Audit is included in a separate report entitled *State of Texas Federal Portion of the Statewide Single Audit Report for the Fiscal Year Ended August 31, 2012*, by KPMG LLP.

Methodology

The audit methodology consisted of collecting information, identifying risk, conducting data analyses, performing selected audit tests and other procedures, and analyzing and evaluating the results against established criteria.

Auditors assessed the reliability of the State's data by (1) performing electronic tests of required data elements, (2) reviewing existing information about data and the systems that produced the data, and (3) interviewing agency officials knowledgeable about data. Auditors determined that the data was sufficiently reliable for the purposes of this audit.

Information collected and reviewed included the following:

- Agency and higher education institution policies and procedures.
- Agency and higher education institution systems documentation.
- Agency and higher education institution accounting data.
- Agency and higher education institution year-end accounting adjustments.
- Agency and higher education institution fiscal year 2012 annual financial reports.
- Agency and higher education institution fiscal year 2012 SEFA submissions to the Office of the Comptroller of Public Accounts.

Information systems reviewed included the following:

- Agency and higher education institution internal accounting systems.
- Uniform Statewide Accounting System (USAS).
- State Property Accounting (SPA) system.

Procedures and tests conducted included the following:

- Evaluating automated systems controls.
- Performing analytical tests of account balances.
- Comparing agency and higher education institution accounting practices with Office of the Comptroller of Public Accounts' reporting requirements.

Criteria used included the following:

- Texas statutes.
- Texas Administrative Code.
- General Appropriations Act (82nd Legislature).
- The Office of the Comptroller of Public Accounts' policies and procedures.
- Office of the Comptroller of Public Accounts' *Reporting Requirements for Annual Financial Reports of State Agencies and Universities*.
- Agency and higher education institution policies.
- U. S. Office of Management and Budget Circular A-133.

- Generally accepted accounting principles as established by existing authoritative literature including, but not limited to, literature published by the Governmental Accounting Standards Board and the Financial Accounting Standards Board.

Project Information

Audit fieldwork was conducted from June 2012 through December 2012. Except as discussed in the following paragraph, we conducted this audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions based on our audit objectives. We believe that the evidence obtained provides a reasonable basis for our findings and conclusions based on our audit objectives.

We have chosen not to comply with a reporting standard that specifies the wording to be used in discussing restrictions on the use of the report. We believe this wording is not in alignment with our role as a legislative audit function.

The following members of the State Auditor's staff performed the audit work:

- Brianna C. Lehman, CPA (Project Manager)
- William J. Morris, CPA (Assistant Project Manager)
- Robert Pagenkopf (Assistant Project Manager)
- Robert H. (Rob) Bollinger, CPA, CFE
- John Boyd, CIDA
- Robert Burg, CPA, CFE
- Jason Carter, MBA
- Michelle DeFrance, CPA
- Lauren Godfrey, CIA, CGAP
- Rachel Lynne Goldman, CPA
- Anna Howe
- Jules Hunter, CPA, CIA
- Joyce Inman, CGFM

- Tracy L. Jarratt, CPA, CISA
- Michael Kames
- Robert G. Kiker, CGAP
- Thomas Andrew Mahoney, CGAP
- Edgar Flores-Morales
- Laura Nienkerk, MAcy, CIA
- Cecile Norton
- Fabienne Robin
- Anthony W. Rose, MPA, CPA, CGFM
- Kendra Shelton, CPA
- Steven M. Summers, CPA, CISA, CFE
- Dennis Ray Bushnell, CPA (Quality Control Reviewer)
- Michelle Ann Duncan Feller, CPA, CIA (Quality Control Reviewer)
- Angelica M. Ramirez, CPA (Audit Manager)

Agencies and Higher Education Institutions Audited

Financial accounts were audited at the following agencies:

- Health and Human Services Commission
- Office of the Comptroller of Public Accounts
- Texas Education Agency
- Texas Workforce Commission

Schedules of expenditures of federal awards at the following agencies and higher education institutions were audited by either the State Auditor's Office or KPMG LLP:

- | | |
|--|--|
| ▪ Adjutant General's Department | ▪ Texas A&M International University |
| ▪ Commission on Environmental Quality | ▪ Texas A&M University |
| ▪ Department of Aging and Disability Services | ▪ Texas Education Agency |
| ▪ Department of Family and Protective Services | ▪ Texas Southern University |
| ▪ Department of Housing and Community Affairs | ▪ Texas Workforce Commission |
| ▪ Department of Public Safety | ▪ University of North Texas |
| ▪ Department of State Health Services | ▪ The University of Texas at Arlington |
| ▪ Department of Transportation | ▪ The University of Texas at Austin |
| ▪ General Land Office | ▪ The University of Texas at El Paso |
| ▪ Health and Human Services Commission | ▪ The University of Texas at San Antonio |
| ▪ Higher Education Coordinating Board | ▪ The University of Texas Health Science Center at Houston |
| ▪ Office of the Attorney General | ▪ The University of Texas Health Science Center at San Antonio |
| ▪ Parks and Wildlife Department | ▪ The University of Texas Southwestern Medical Center |

- Water Development Board

Follow up on prior year schedule of expenditures of federal awards findings was conducted at the following agency and higher education institutions:

- Department of Agriculture
- Texas A&M University System Health Science Center
- The University of Texas – Pan American

Copies of this report have been distributed to the following:

Legislative Audit Committee

The Honorable David Dewhurst, Lieutenant Governor, Joint Chair
The Honorable Joe Straus III, Speaker of the House, Joint Chair
The Honorable Thomas "Tommy" Williams, Senate Finance Committee
The Honorable Jim Pitts, House Appropriations Committee
The Honorable Harvey Hilderbran, House Ways and Means Committee

Office of the Governor

The Honorable Rick Perry, Governor

Boards, Commissions, Chancellors, Executive Directors, and Presidents of the Following Agencies and Higher Education Institutions

Adjutant General's Department
Commission on Environmental Quality
Department of Aging and Disability Services
Department of Agriculture
Department of Family and Protective Services
Department of Housing and Community Affairs
Department of Public Safety
Department of State Health Services
Department of Transportation
General Land Office
Health and Human Services Commission
Higher Education Coordinating Board
Office of the Attorney General
Office of the Comptroller of Public Accounts
Parks and Wildlife Department
State Energy Conservation Office
Texas A&M International University
Texas A&M University
Texas A&M University Health Science Center
Texas Education Agency
Texas Southern University
Texas Workforce Commission
University of North Texas
The University of Texas at Arlington
The University of Texas at Austin
The University of Texas at El Paso
The University of Texas Health Science Center at Houston
The University of Texas Health Science Center at San Antonio
The University of Texas - Pan American
The University of Texas at San Antonio
The University of Texas Southwestern Medical Center
Water Development Board



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The University of Texas of the Permian Basin
University Charter School Application

Attachment I - Documentation Verifying All Sources of Funding



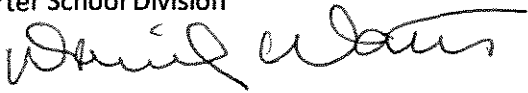
The UNIVERSITY of TEXAS of the PERMIAN BASIN

4901 E. University
Odessa, TX 79762-0001
432-552-2100
Fax 432-552-2109

Office of the President

September 23, 2013

TO: Texas Education Agency Charter School Division

From: W. David Watts, President 
University of Texas of the Permian Basin

Re: Attachment H: Documentation Verifying All Sources of Funding

The K-12 STEM Initiative Center has up to \$150,000 available to assist in the start-up of the proposed charter. The funds are in the University's K-12 STEM Initiative Center account 29-81-0095. I have attached a printout of the account showing that the funds are available. This memo affirms that we have set aside those funds for start-up purposes.

Sincerely,

A large, stylized handwritten signature of W. David Watts, written in dark ink, spanning across the line.

W. David Watts
President

*DEFINE ACCOUNT INFO / BUDGET GROUP - GB2 Year 13 14
 Command: GB2 Account: 29810000 Misc: Month: SEP

VPBA-K-12 STEM INITIATIVE CENTER

Scr 2 of 9

Ca	Ty	Pl	S	Balance Forward	Transfers	DI/IN	Free Balance
09	EX	09	A				
10	EX	10	A				
14	EX	14	A				
50	EX	50	A				
75	EX	75	A				
95	IN	95	A		150,000.00		150,000.00

Expend	.00	.00	.00	.00
Income	.00	150,000.00	.00	150,000.00
Total	.00	150,000.00	.00	150,000.00

-- 7 UT Permian ----- PF1=Options ----- PF8=Exit ----- 9/23/13 04:18 PM --

The University of Texas of the Permian Basin University Charter School Application

Attachment J- Documentation Verifying All Sources of Funding NOT Requiring
Repayment

Not applicable to The University of Texas of the Permian Basin

The University of Texas of the Permian Basin
University Charter School Application

Attachment K - Start-Up Budget

Name of Sponsoring Entity:	University of Texas	
Name of Proposed Charter School:	UTPA STEM Academy	
For the Period:	09/01/14	to 08/01/15

Project Director's School's Estimated Cost Due to Application Reduction				
---	--	--	--	--

Number of Students Served at Community Schools Year 1			
Total Number of Students Served at Each School			
SA	SH	SH	SH
Student 1	Student 2	Student 2	(3)
			AND OTHER
			REMARKS

74	TOTAL PROFESSIONAL AND CONTRACTED SERVICES (R02000)									
75	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)
				cost	type	Total Annual Cost (b) * (c) =	% Rate per Month (f) * 12	Cost per Month (Cost * Rate)	# Months	Total (Budgeted Cost)
76	UNCLASSIFIED									
77	Electricity - Total 8 Locations					\$	0.08	\$	0	
78	Pharm(d) - Total 8 Locations					\$	0.09	\$	0	
79	Pharm(d) - Total 8 Locations					\$	0.08	\$	0	
80	Water - Total 8 Locations					\$	0.08	\$	0	
81	Other - Total 8 Locations					\$	0.08	\$	0	
82	Notes: If there are more than 8 locations, please combine locations with same month and average the cost (row 83)									
83		(a)	(b)							
84				Square Feet	Cost per Square Foot	Total Annual Cost (b) * (c) =	% Rate per Month (f) * 12	Cost per Month (Cost * Rate)	# Months	Total (Budgeted Cost)
85										
86	Leasing									
87	Location 1 - Office Location					\$	0.02	\$		
88	Location 2 - School Facilities					\$	0.03	\$		
89	Location 3 - School Facilities					\$	0.03	\$		
90	Location 4 - School Facilities					\$	0.03	\$		
91	Location 5 - School Facilities					\$	0.03	\$		
92	Location 6 - School Facilities					\$	0.03	\$		
93	Location 7 - School Facilities					\$	0.03	\$		
94	Location 8 - School Facilities					\$	0.03	\$		
95	Locations - Consolidated for facilities with same costs and months					\$	0.03	\$		
96						\$	0.11	\$		
97						\$	0.11	\$		

Application for an Open-Enrollment Charter School - Eighteenth Generation

Estimated Revenues and Expenses - Year 0 Start-Up Budget

Name of Sponsoring Entity:	Name of Sponsoring Entity/Charter holder		
Name of proposed Charter School:	Name of Proposed Charter School		
For the Period:	09/01/13	to	08/01/14

Summary of Estimated Net Assets and Expenses at Beginning of Year 0 (Start-Up Budget)							
Row	Acct. Code	Estimated Revenue and Net Assets	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Amounts	
11		Net Assets at Beginning of Year -0-	600,000	-	-	600,000	
12							
13		Estimated Revenues	-	-	-	-	
14		Total Revenues and Net Assets:	\$ 600,000	\$ -	\$ -	\$ 600,000	
15							
Row	Acct. Code	Estimated Expenses	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Amounts	Percentage
17	6100	Payroll Costs	91,000	-	-	91,000	15.2%
18	6200	Professional and Contracted Services	164,000	-	-	164,000	27.3%
19	6300	Supplies and Materials	340,000	-	-	340,000	56.7%
20	6400	Other Operating Costs	5,000	-	-	5,000	0.8%
21	6500	Debt Expenses	-	-	-	-	0.0%
22		Total Expenses:	\$ 600,000	\$ -	\$ -	\$ 600,000	
23		Change in Net Assets	\$ (600,000)	\$ -	\$ -	\$ (600,000)	#DIV/0!
24 & 25		Net Assets at the End of Year 0 (Amount should be carried over TO Year 1's beginning balance.)	\$ -	\$ -	\$ -	\$ -	

Application for an Open-Enrollment Charter School - Eighteenth Generation

Estimated Revenues and Expenses - Year 0 Start-Up Budget

Name of Sponsoring Entity:	Name of Sponsoring Entity/Charter holder		
Name of proposed Charter School:	Name of Proposed Charter School		
For the Period:	09/01/13	to	08/01/14

Estimated Net Assets and Revenue							
Row	Acct. Code	Description of Net Assets	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Amounts	↓ Source Notes ↓
29		Beginning Cash Balance - Year 0 [Start-Up]	600,000	-	-	600,000	Start up Grant
30		[Enter brief description here]	-	-	-	-	
31		[Enter description here]	-	-	-	-	
32		[Enter description here]	-	-	-	-	
33		[Enter description here]	-	-	-	-	
34		[Enter description here]	-	-	-	-	
35		[Enter description here]	-	-	-	-	
36		[Enter description here]	-	-	-	-	
37		[Enter description here]	-	-	-	-	
38		[Enter description here]	-	-	-	-	
39		Total Net Assets:	\$ 600,000	\$ -	\$ -	\$ 600,000	
Row	Acct. Code	Description of Estimated Revenues					↓ Source Notes ↓
42		[Enter description here]	-	-	-	-	
43		[Enter description here]	-	-	-	-	
44		[Enter description here]	-	-	-	-	
45		[Enter description here]	-	-	-	-	
46		[Enter description here]	-	-	-	-	
47		[Enter description here]	-	-	-	-	
48		[Enter description here]	-	-	-	-	
49		[Enter description here]	-	-	-	-	
50		[Enter description here]	-	-	-	-	
51		[Enter description here]	-	-	-	-	
52		Total Estimated Revenues:	\$ -	\$ -	\$ -	\$ -	
53		Total Estimated Net Assets and Revenues:	\$ 600,000	\$ -	\$ -	\$ 600,000	

Application for an Open-Enrollment Charter School - Eighteenth Generation

Estimated Revenues and Expenses - Year 0 Start-Up Budget

Name of Sponsoring Entity:
Name of proposed Charter School:
For the Period:

Name of Sponsoring Entity/Charter holder
Name of Proposed Charter School
09/01/13 to 08/01/14

149

55 Estimated Expenses						
Row	Acct. Code	Description of Expenses	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Amounts
57	6100	Payroll Costs	67,800	-	-	67,800
58	6112	Salaries or Wages for Substitute Teachers	-	-	-	-
59	6119	Salaries or Wages - Teachers & Other Professional Personnel	-	-	-	-
60	6121	Extra Duty Pay/Overtime - Support Personnel	-	-	-	-
61	6129	Salaries or Wages for Support Personnel	5,000	-	-	5,000
62	6139	Employee Allowances	-	-	-	-
63	6141	Social Security/Medicare	-	-	-	-
64	6142	Group Health and Life Insurance	-	-	-	-
65	6143	Workers' Compensation	-	-	-	-
66	6145	Unemployment Compensation	-	-	-	-
67	6146	Teacher Retirement/TRS Care	-	-	-	-
68	6149	Employee Benefits	18,200	-	-	18,200
69		Total Payroll Costs (6100s):	\$ 91,000	\$ -	\$ -	\$ 91,000
70						
Row	Acct. Code	Description of Expenses				Total Amounts
71	6200	Professional and Contracted Services	159,000	-	-	159,000
72	6211	Legal Services	-	-	-	-
73	6212	Audit Services	-	-	-	-
74	6219	Professional Services	-	-	-	-
75	6221	Staff Tuition and Related Fees -- Higher Education	-	-	-	-
76	6222	Student Tuition -- Public Schools	-	-	-	-
77	6223	Student Tuition -- Other than Public Schools	-	-	-	-
78	6229	Tuition and Transfer Payments	-	-	-	-
79	6239	Education Service Center Services	-	-	-	-
80	6249	Contracted Maintenance and Repair	-	-	-	-
81	6259	Utilities	-	-	-	-
82	6269	Rentals -- Operating Leases	-	-	-	-
83	6299	Miscellaneous Contracted Services	5,000	-	-	5,000
84		Total Professional and Contracted Services (6200s):	\$ 164,000	\$ -	\$ -	\$ 164,000

Application for an Open-Enrollment Charter School - Eighteenth Generation
Estimated Revenues and Expenses - Year 0 Start-Up Budget

Name of Sponsoring Entity: _____
 Name of proposed Charter School: _____
 For the Period: 09/01/13 to 08/01/14

150

Row	Acct. Code	Description of Expenses					↓ Source Notes ↓
87	6300	Supplies and Materials	10,000	-	-	10,000	
88	6311	Gasoline and Other Fuels for Vehicles (Including Buses)	-	-	-	-	
89	6319	Supplies for Maintenance and/or Operations	-	-	-	-	
90	6321	Textbooks	-	-	-	-	
91	6329	Reading Materials	5,000	-	-	5,000	
92	6339	Testing Materials	-	-	-	-	
93	6341	Food	-	-	-	-	
94	6342	Non-Food	-	-	-	-	
95	6343	Items for Sale	-	-	-	-	
96	6344	USDA Donated Commodities	-	-	-	-	
97	6349	Food Service Supplies	-	-	-	-	
98	6399	General Supplies	325,000	-	-	325,000	Technology for students and teachers
99		Total Supplies and Materials (6300s):	\$ 340,000	\$ -	\$ -	\$ 340,000	
Row	Acct. Code	Description of Expenses					↓ Source Notes ↓
101	6400	Other Operating Costs	5,000	-	-	5,000	
102	6411	Travel and Subsistence -- Employee Only	-	-	-	-	
103	6412	Travel and Subsistence -- Students	-	-	-	-	
104	6413	Stipends -- Non-Employees	-	-	-	-	
105	6419	Travel and Subsistence -- Non-Employees	-	-	-	-	
106	6429	Insurance and Bonding Costs	-	-	-	-	
107	6449	Depreciation Expense	-	-	-	-	
108	6494	Reclassified Transportation Expenses	-	-	-	-	
109	6499	Miscellaneous Operating Costs	-	-	-	-	
110		Total Other Operating Costs (6400s):	\$ 5,000	\$ -	\$ -	\$ 5,000	
Row	Acct. Code	Description of Expenses					↓ Source Notes ↓

Application for an Open-Enrollment Charter School - Eighteenth Generation

Estimated Revenues and Expenses - Year 0 Start-Up Budget

Name of Sponsoring Entity:
 Name of proposed Charter School:
 For the Period:

Name of Sponsoring Entity/Charter holder		
Name of Proposed Charter School		
09/01/13	to	08/01/14

112	6500	Debt Expense	-	-	-	-
113	6521	Interest on Bonds	-	-	-	-
114	6522	Capital Lease Interest	-	-	-	-
115	6523	Interest on Debt	-	-	-	-
116	6529	Interest Expenses	-	-	-	-
117	6599	Other Debt Fees	-	-	-	-
118		Total Debt Expense (6500s):	\$ -	\$ -	\$ -	\$ -

The University of Texas of the Permian Basin
University Charter School Application

Attachment L - Budget for First Year of Operation

Application for an Open-Enrollment Charter School - Eighteenth Generation
Estimated Revenues and Expenses - Year 1 Budget

Name of Sponsoring Entity: Name of Sponsoring Entity/Charter Holder
 Name of proposed Charter School: Name of Proposed Charter School
 For the period: 9/1/2014 to 8/1/2015

Summary of Estimated Net Assets and Expenses

Year 1							
Row	Acct. Code	Estimated Revenue and Net Assets:	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Amounts	
11		Net Assets at Beginning of the Year	-	-	-	-	
12							
13		Estimated Revenues:					
14	5700	Local Sources	-	-	-	-	
15	5800	State Sources	1,779,000	-	-	1,779,000	
16	5900	Federal Sources	29,400	-	-	29,400	
17		Other Sources	-	-	-	-	
18		Total Estimated Revenues:	\$ 1,808,400	\$ -	\$ -	\$ 1,808,400	
19							
Row	Acct. Code	Estimated Expenses:	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Amounts	Percentage
21	6100	Payroll Costs	1,134,584	-	-	1,134,584	63.5%
22	6200	Professional and Contracted Services	104,300	-	-	104,300	5.8%
23	6300	Supplies and Materials	239,000	-	-	239,000	13.4%
24	6400	Other Operating Costs	35,000	-	-	35,000	2.0%
25	6500	Debt Expenses	275,000	-	-	275,000	15.4%
26		Other Expenses	\$ -	-	-	-	0.0%
27		Total Estimated Expenses:	\$ 1,787,884	\$ -	\$ -	\$ 1,787,884	
28		Change in Net Assets	\$ 20,516	\$ -	\$ -	\$ 20,516	98.9%
29 & 30		Net Assets at the End of Year 1	\$ 20,516	\$ -	\$ -	\$ 20,516	

Estimated Net Assets and Revenue							
Row	Acct. Code	Description of Net Assets					↓ Source Notes ↓
Row	Acct. Code		Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Amounts	
		Local Support Revenues:					
35	5710	Local Property Taxes Passed through from School Districts	\$ -	-	-	-	
	5720						
36		Local Revenues Realized as a Result of Services Rendered to Others	\$ -	-	-	-	
	5740						
37		Other Revenues from Local Sources	\$ -	-	-	-	
	5750						
38		Revenues from Co-curricular, Enterprising Services or Activities	\$ -	-	-	-	
	5760						
39		Revenues from Intermediate Sources	\$ -	-	-	-	
40		Total Local Revenues:	\$ -	\$ -	\$ -	-	
Row	Acct. Code	State Program Revenues:					↓ Source Notes ↓
42	5810	Per Capita & Foundation School Program Act Revenues	\$ -	-	-	-	
43	5820	State Program Revenues Distributed by TEA	\$ 1,779,000	-	-	1,779,000	FSP, IMA, State Compensatory
	5830						
44		State Revenues from State of Texas Government Agencies (other than TEA)	\$ -	-	-	-	
45		Total State Revenues:	\$ 1,779,000	\$ -	\$ -	\$ 1,779,000	
Row	Acct. Code	Federal Program Revenues:					↓ Source Notes ↓
	5910	Federal Revenues Distributed through Government Entities Other than State or Federal Agencies	\$ -	-	-	-	
47							
	5920	Federal Revenues Distributed by the TEA	\$ 29,400	-	-	29,400	IDEA, Title I, Title II
48	5930	Federal Revenues Distributed by Other State of Texas Government Agencies (Other than TEA)	\$ -	-	-	-	
49							
	5940	Federal Revenues Distributed Directly from the Federal Government	\$ -	-	-	-	
50		Total Federal Revenues:	\$ 29,400	\$ -	\$ -	\$ 29,400	
51		Total Revenue and Resources	\$ 1,808,400	\$ -	\$ -	\$ 1,808,400	

54	Estimated Expenses						
Row	Acct. Code	Description of Expenses	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Amounts	↳ Source Notes ↳
56	6100	Payroll Costs	-	-	-	-	
57	6112	Salaries or Wages for Substitute Teachers	-	-	-	-	
58	6119	Salaries or Wages - Teachers & Other Professional Personnel	740,000	-	-	740,000	
59	6121	Extra Duty Pay/Overtime - Support Personnel	-	-	-	-	
60	6129	Salaries or Wages for Support Personnel	167,667	-	-	167,667	
61	6139	Employee Allowances	-	-	-	-	
62	6141	Social Security/Medicare	-	-	-	-	
63	6142	Group Health and Life Insurance	-	-	-	-	
64	6143	Workers' Compensation	-	-	-	-	
65	6145	Unemployment Compensation	-	-	-	-	
66	6146	Teacher Retirement/TRS Care	-	-	-	-	
67	6149	Employee Benefits	226,917	-	-	226,917	
68		Total Payroll Costs (6100s):	\$ 1,134,584	\$ -	\$ -	\$ 1,134,584	
Row	Acct. Code	Description of Expenses					↳ Source Notes ↳
70	6200	Professional and Contracted Services	56,000	-	-	56,000	OdysseyWare
71	6211	Legal Services	-	-	-	-	
72	6212	Audit Services	-	-	-	-	
73	6219	Professional Services	16,800	-	-	16,800	special ed
74	6221	Staff Tuition and Related Fees – Higher Education	-	-	-	-	
75	6222	Student Tuition – Public Schools	-	-	-	-	
76	6223	Student Tuition – Other than Public Schools	-	-	-	-	
77	6229	Tuition and Transfer Payments	-	-	-	-	
78	6239	Education Service Center Services	-	-	-	-	
79	6249	Contracted Maintenance and Repair	-	-	-	-	
80	6259	Utilities	17,500	-	-	17,500	
81	6269	Rentals – Operating Leases	-	-	-	-	
82	6299	Miscellaneous Contracted Services	14,000	-	-	14,000	Teacher PD
83		Total Professional and Contracted Services (6200s):	\$ 104,300	\$ -	\$ -	\$ 104,300	

Row	Acct. Code	Description of Expenses					Source Notes
85	6300	Supplies and Materials	218,000	-	-	218,000	tablets, technology, classroom
86	6311	Gasoline and Other Fuels for Vehicles (Including Buses)	-	-	-	-	
87	6319	Supplies for Maintenance and/or Operations	7,000	-	-	7,000	
88	6321	Textbooks	7,000	-	-	7,000	Curriculum supplies
89	6329	Reading Materials	7,000	-	-	7,000	Library
90	6339	Testing Materials	-	-	-	-	
91	6341	Food	-	-	-	-	
92	6342	Non-Food	-	-	-	-	
93	6343	Items for Sale	-	-	-	-	
94	6344	USDA Donated Commodities	-	-	-	-	
95	6349	Food Service Supplies	-	-	-	-	
96	6399	General Supplies	-	-	-	-	
97		Total Supplies and Materials (6300s):	\$ 239,000	\$ -	\$ -	\$ 239,000	
Row	Acct. Code	Description of Expenses					Source Notes
99	6400	Other Operating Costs	20,000	-	-	20,000	marketing
100	6411	Travel and Subsistence -- Employee Only	15,000	-	-	15,000	
101	6412	Travel and Subsistence -- Students	-	-	-	-	
102	6413	Stipends -- Non-Employees	-	-	-	-	
103	6419	Travel and Subsistence -- Non-Employees	-	-	-	-	
104	6429	Insurance and Bonding Costs	-	-	-	-	
105	6449	Depreciation Expense	-	-	-	-	
106	6494	Reclassified Transportation Expenses	-	-	-	-	
107	6499	Miscellaneous Operating Costs	-	-	-	-	
108		Total Other Operating Costs (6400s):	\$ 35,000	\$ -	\$ -	\$ 35,000	
Row	Acct. Code	Description of Expenses					Source Notes
110	6500	Debt Expense	275,000	-	-	275,000	modular buildings
111	6521	Interest on Bonds	-	-	-	-	
112	6522	Capital Lease Interest	-	-	-	-	
113	6523	Interest on Debt	-	-	-	-	
114	6529	Interest Expenses	-	-	-	-	
115	6599	Other Debt Fees	-	-	-	-	
116		Total Debt Expense (6500s):	\$ 275,000	\$ -	\$ -	\$ 275,000	

The University of Texas of the Permian Basin
University Charter School Application

Attachment M- Combined 5 Year Budget

Application for an Open-Enrollment Charter School - Eighteenth Generation
Estimated Revenues and Expenses - Year 1 Budget

Name of Sponsoring Entity: Name of Sponsoring Entity/Charter Holder
 Name of proposed Charter School: Name of Proposed Charter School
 For the period: 9/1/2014 to 8/1/2015

Summary of Estimated Net Assets and Expenses						
Year 1						
Row	Acct. Code	Estimated Revenue and Net Assets:	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Amounts
11		Net Assets at Beginning of the Year	-	-	-	-
12						
13		Estimated Revenues:				
14	5700	Local Sources	-	-	-	-
15	5800	State Sources	1,779,000	-	-	1,779,000
16	5900	Federal Sources	29,400	-	-	29,400
17		Other Sources	-	-	-	-
18		Total Estimated Revenues:	\$ 1,808,400	\$ -	\$ -	\$ 1,808,400
19						
Row	Acct. Code	Estimated Expenses:	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Amounts
21	6100	Payroll Costs	1,134,584	-	-	1,134,584
22	6200	Professional and Contracted Services	104,300	-	-	104,300
23	6300	Supplies and Materials	239,000	-	-	239,000
24	6400	Other Operating Costs	35,000	-	-	35,000
25	6500	Debt Expenses	275,000	-	-	275,000
26		Other Expenses	-	-	-	-
27		Total Estimated Expenses:	\$ 1,787,884	\$ -	\$ -	\$ 1,787,884
28		Change in Net Assets	\$ 20,516	\$ -	\$ -	\$ 20,516
29		Net Assets at the End of Year 1	\$ 20,516	\$ -	\$ -	\$ 20,516
30						

Estimated Net Assets and Revenue							
Row	Acct. Code	Description of Net Assets					↓ Source Notes ↓
Row	Acct. Code		Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Amounts	
		Local Support Revenues:					
35	5710	Local Property Taxes Passed through from School Districts	\$ -	-	-	-	
	5720						
36		Local Revenues Realized as a Result of Services Rendered to Others	\$ -	-	-	-	
	5740						
37		Other Revenues from Local Sources	\$ -	-	-	-	
	5750						
38		Revenues from Co-curricular, Enterprising Services or Activities	\$ -	-	-	-	
	5760						
39		Revenues from Intermediate Sources	\$ -	-	-	-	
40		Total Local Revenues:	\$ -	\$ -	\$ -	-	
Row	Acct. Code	State Program Revenues:					↓ Source Notes ↓
42	5810	Per Capita & Foundation School Program Act Revenues	\$ -	-	-	-	
43	5820	State Program Revenues Distributed by TEA	\$ 1,779,000	-	-	1,779,000	FSP, IMA, State Compensatory
	5830						
44		State Revenues from State of Texas Government Agencies (other than TEA)	\$ -	-	-	-	
45		Total State Revenues:	\$ 1,779,000	\$ -	\$ -	\$ 1,779,000	
Row	Acct. Code	Federal Program Revenues:					↓ Source Notes ↓
	5910	Federal Revenues Distributed through Government Entities Other than State or Federal Agencies	\$ -	-	-	-	
47							
	5920	Federal Revenues Distributed by the TEA	\$ 29,400	-	-	29,400	IDEA, Title I, Title II
48	5930	Federal Revenues Distributed by Other State of Texas Government Agencies (Other than TEA)	\$ -	-	-	-	
49							
	5940	Federal Revenues Distributed Directly from the Federal Government	\$ -	-	-	-	
50							
51		Total Federal Revenues:	\$ 29,400	\$ -	\$ -	\$ 29,400	
52		Total Revenue and Resources ⇒	\$ 1,808,400	\$ -	\$ -	1,808,400	

54	Estimated Expenses						
Row	Acct. Code	Description of Expenses	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Amounts	↕ Source Notes ↕
56	6100	Payroll Costs	-	-	-	-	
57	6112	Salaries or Wages for Substitute Teachers	-	-	-	-	
58	6119	Salaries or Wages - Teachers & Other Professional Personnel	740,000	-	-	740,000	
59	6121	Extra Duty Pay/Overtime - Support Personnel	-	-	-	-	
60	6129	Salaries or Wages for Support Personnel	167,667	-	-	167,667	
61	6139	Employee Allowances	-	-	-	-	
62	6141	Social Security/Medicare	-	-	-	-	
63	6142	Group Health and Life Insurance	-	-	-	-	
64	6143	Workers' Compensation	-	-	-	-	
65	6145	Unemployment Compensation	-	-	-	-	
66	6146	Teacher Retirement/TRS Care	-	-	-	-	
67	6149	Employee Benefits	226,917	-	-	226,917	
68		Total Payroll Costs (6100s):	\$ 1,134,584	\$ -	\$ -	\$ 1,134,584	
Row	Acct. Code	Description of Expenses					↕ Source Notes ↕
70	6200	Professional and Contracted Services	56,000	-	-	56,000	OdysseyWare
71	6211	Legal Services	-	-	-	-	
72	6212	Audit Services	-	-	-	-	
73	6219	Professional Services	16,800	-	-	16,800	special ed
74	6221	Staff Tuition and Related Fees -- Higher Education	-	-	-	-	
75	6222	Student Tuition -- Public Schools	-	-	-	-	
76	6223	Student Tuition -- Other than Public Schools	-	-	-	-	
77	6225	Tuition and Transfer Payments	-	-	-	-	
78	6239	Education Service Center Services	-	-	-	-	
79	6249	Contracted Maintenance and Repair	-	-	-	-	
80	6259	Utilities	17,500	-	-	17,500	
81	6269	Rentals -- Operating Leases	-	-	-	-	
82	6299	Miscellaneous Contracted Services	14,000	-	-	14,000	Teacher PD
83		Total Professional and Contracted Services (6200s):	\$ 104,300	\$ -	\$ -	\$ 104,300	

Row	Acct. Code	Description of Expenses					Source Notes
85	6300	Supplies and Materials	218,000	-	-	218,000	tablets, technology, classroom
86	6311	Gasoline and Other Fuels for Vehicles (Including Buses)	-	-	-	-	
87	6319	Supplies for Maintenance and/or Operations	7,000	-	-	7,000	
88	6321	Textbooks	7,000	-	-	7,000	Curriculum supplies
89	6329	Reading Materials	7,000	-	-	7,000	Library
90	6339	Testing Materials	-	-	-	-	
91	6341	Food	-	-	-	-	
92	6342	Non-Food	-	-	-	-	
93	6343	Items for Sale	-	-	-	-	
94	6344	USDA Donated Commodities	-	-	-	-	
95	6349	Food Service Supplies	-	-	-	-	
96	6399	General Supplies	-	-	-	-	
97		Total Supplies and Materials (6300s):	\$ 239,000	\$ -	\$ -	\$ 239,000	
Row	Acct. Code	Description of Expenses					Source Notes
99	6400	Other Operating Costs	20,000	-	-	20,000	marketing
100	6411	Travel and Subsistence -- Employee Only	15,000	-	-	15,000	
101	6412	Travel and Subsistence -- Students	-	-	-	-	
102	6413	Stipends -- Non-Employees	-	-	-	-	
103	6419	Travel and Subsistence -- Non-Employees	-	-	-	-	
104	6429	Insurance and Bonding Costs	-	-	-	-	
105	6449	Depreciation Expense	-	-	-	-	
106	6494	Reclassified Transportation Expenses	-	-	-	-	
107	6499	Miscellaneous Operating Costs	-	-	-	-	
108		Total Other Operating Costs (6400s):	\$ 35,000	\$ -	\$ -	\$ 35,000	
Row	Acct. Code	Description of Expenses					Source Notes
110	6500	Debt Expense	275,000	-	-	275,000	modular buildings
111	6521	Interest on Bonds	-	-	-	-	
112	6522	Capital Lease Interest	-	-	-	-	
113	6523	Interest on Debt	-	-	-	-	
114	6529	Interest Expenses	-	-	-	-	
115	6599	Other Debt Fees	-	-	-	-	
116		Total Debt Expense (6500s):	\$ 275,000	\$ -	\$ -	\$ 275,000	

Application for an Open-Enrollment Charter School - Eighteenth Generation
Estimated Revenues and Expenses - Year 2 Budget

Name of Sponsoring Entity: **Name of Sponsoring Entity/Charter Holder**
 Name of proposed Charter School: **Name of Proposed Charter School**
 For the period: **9/1/2015** to **8/1/2016**

Summary of Estimated Net Assets and Expenses

Year 1

Row	Acct. Code	Estimated Revenue and Net Assets:	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Amounts	
11		Net Assets at Beginning of the Year	20,516	-	-	20,516	
12							
13		Estimated Revenues:					
14	5700	Local Sources	-	-	-	-	
15	5800	State Sources	3,849,643	-	-	3,849,643	
16	5900	Federal Sources	63,000	-	-	63,000	
17		Other Sources	-	-	-	-	
18		Total Estimated Revenues:	\$ 3,912,643	\$ -	\$ -	\$ 3,912,643	
19							
Row	Acct. Code	Estimated Expenses:	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Amounts	Percentage
21	6100	Payroll Costs	2,517,075	-	-	2,517,075	65.9%
22	6200	Professional and Contracted Services	214,580	-	-	214,580	5.6%
23	6300	Supplies and Materials	316,500	-	-	316,500	8.3%
24	6400	Other Operating Costs	221,000	-	-	221,000	5.8%
25	6500	Debt Expenses	550,000	-	-	550,000	14.4%
26		Other Expenses	-	-	-	-	0.0%
27		Total Estimated Expenses:	\$ 3,819,155	\$ -	\$ -	\$ 3,819,155	
28		Change in Net Assets	\$ 93,488	\$ -	\$ -	\$ 93,488	97.6%
29 & 30		Net Assets at the End of Year 1	\$ 114,004	\$ -	\$ -	\$ 114,004	

Estimated Net Assets and Revenue

Row	Acct. Code	Description of Net Assets					Source Notes
Row	Acct. Code		Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Amounts	
		Local Support Revenues:					
35	5710	Local Property Taxes Passed through from School Districts	\$ -	-	-	-	
	5720						
36		Local Revenues Realized as a Result of Services Rendered to Others	\$ -	-	-	-	
	5740						
37		Other Revenues from Local Sources	\$ -	-	-	-	
	5750						
38		Revenues from Co-curricular, Enterprising Services or Activities	\$ -	-	-	-	
	5760						
39		Revenues from Intermediate Sources	\$ -	-	-	-	
40		Total Local Revenues:	\$ -	\$ -	\$ -	-	
		State Program Revenues:					
42	5810	Per Capita & Foundation School Program Act Revenues	\$ -	-	-	-	
43	5820	State Program Revenues Distributed by TEA	\$ 3,849,643	-	-	3,849,643	
	5830						
44		State Revenues from State of Texas Government Agencies (other than TEA)	\$ -	-	-	-	
45		Total State Revenues:	\$ 3,849,643	\$ -	\$ -	\$ 3,849,643	
		Federal Program Revenues:					
	5910	Federal Revenues Distributed through Government Entities Other than State or Federal Agencies	\$ -	-	-	-	
47							
	5920	Federal Revenues Distributed by the TEA	\$ 63,000	-	-	63,000	
48							
	5930	Federal Revenues Distributed by Other State of Texas Government Agencies (Other than TEA)	\$ -	-	-	-	
49							
	5940	Federal Revenues Distributed Directly from the Federal Government	\$ -	-	-	-	
50							
51		Total Federal Revenues:	\$ 63,000	\$ -	\$ -	\$ 63,000	
52		Total Revenue and Resources =>	\$ 3,912,643	\$ -	\$ -	\$ 3,912,643	

54 Estimated Expenses							
Row	Acct. Code	Description of Expenses	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Amounts	Source Notes
56	6100	Payroll Costs	-	-	-	-	
57	6112	Salaries or Wages for Substitute Teachers	-	-	-	-	
58	6119	Salaries or Wages - Teachers & Other Professional Personnel	1,728,700	-	-	1,728,700	
59	6121	Extra Duty Pay/Overtime - Support Personnel	-	-	-	-	
60	6129	Salaries or Wages for Support Personnel	284,960	-	-	284,960	
61	6139	Employee Allowances	-	-	-	-	
62	6141	Social Security/Medicare	-	-	-	-	
63	6142	Group Health and Life Insurance	-	-	-	-	
64	6143	Workers' Compensation	-	-	-	-	
65	6145	Unemployment Compensation	-	-	-	-	
66	6146	Teacher Retirement/TRS Care	-	-	-	-	
67	6149	Employee Benefits	503,415	-	-	503,415	
68		Total Payroll Costs (6100s):	\$ 2,517,075	\$ -	\$ -	\$ 2,517,075	
Row	Acct. Code	Description of Expenses					Source Notes
70	6200	Professional and Contracted Services	102,000	-	-	102,000	OdysseyWare
71	6211	Legal Services	-	-	-	-	
72	6212	Audit Services	8,000	-	-	8,000	
73	6219	Professional Services	37,080	-	-	37,080	Special ed
74	6221	Staff Tuition and Related Fees -- Higher Education	-	-	-	-	
75	6222	Student Tuition -- Public Schools	-	-	-	-	
76	6223	Student Tuition -- Other than Public Schools	-	-	-	-	
77	6229	Tuition and Transfer Payments	-	-	-	-	
78	6239	Education Service Center Services	-	-	-	-	
79	6249	Contracted Maintenance and Repair	-	-	-	-	
80	6259	Utilities	37,500	-	-	37,500	
81	6269	Rentals -- Operating Leases	-	-	-	-	
82	6299	Miscellaneous Contracted Services	30,000	-	-	30,000	Teacher PD
83		Total Professional and Contracted Services (6200s):	\$ 214,580	\$ -	\$ -	\$ 214,580	

Row	Acct. Code	Description of Expenses					Source Notes
85	6300	Supplies and Materials	294,000	-	-	294,000	Tablets, technology, classroom su
86	6311	Gasoline and Other Fuels for Vehicles (Including Buses)	-	-	-	-	
87	6319	Supplies for Maintenance and/or Operations	7,500	-	-	7,500	
88	6321	Textbooks	7,500	-	-	7,500	Curriculum
89	6329	Reading Materials	7,500	-	-	7,500	Library
90	6339	Testing Materials	-	-	-	-	
91	6341	Food	-	-	-	-	
92	6342	Non-Food	-	-	-	-	
93	6343	Items for Sale	-	-	-	-	
94	6344	USDA Donated Commodities	-	-	-	-	
95	6349	Food Service Supplies	-	-	-	-	
96	6399	General Supplies	-	-	-	-	
97		Total Supplies and Materials (6300s):	\$ 316,500	\$ -	\$ -	\$ 316,500	
Row	Acct. Code	Description of Expenses					Source Notes
99	6400	Other Operating Costs	180,000	-	-	180,000	Franchise Fee
100	6411	Travel and Subsistence -- Employee Only	20,000	-	-	20,000	
101	6412	Travel and Subsistence -- Students	-	-	-	-	
102	6413	Salaries -- Non-Employees	-	-	-	-	
103	6419	Travel and Subsistence -- Non-Employees	-	-	-	-	
104	6429	Insurance and Bonding Costs	-	-	-	-	
105	6449	Depreciation Expense	-	-	-	-	
106	6494	Reclassified Transportation Expenses	-	-	-	-	
107	6499	Miscellaneous Operating Costs	21,000	-	-	21,000	Marketing
108		Total Other Operating Costs (6400s):	\$ 221,000	\$ -	\$ -	\$ 221,000	
Row	Acct. Code	Description of Expenses					Source Notes
110	6500	Debt Expense	550,000	-	-	550,000	building expense
111	6521	Interest on Bonds	-	-	-	-	
112	6522	Capital Lease Interest	-	-	-	-	
113	6523	Interest on Debt	-	-	-	-	
114	6529	Interest Expenses	-	-	-	-	
115	6599	Other Debt Fees	-	-	-	-	
116		Total Debt Expense (6500s):	\$ 550,000	\$ -	\$ -	\$ 550,000	

Application for an Open-Enrollment Charter School - Eighteenth Generation
Estimated Revenues and Expenses - Year 3 Budget

Name of Sponsoring Entity: Name of Sponsoring Entity/Charter Holder
 Name of proposed Charter School: Name of Proposed Charter School
 For the period: 9/1/2016 to 8/1/2017

Summary of Estimated Net Assets and Expenses
Year 1

Row	Acct. Code		Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Amounts	
Estimated Revenue and Net Assets:							
11		Net Assets at Beginning of the Year	114,004	-	-	114,004	
12							
13		Estimated Revenues:					
14	5700	Local Sources	-	-	-	-	
15	5800	State Sources	5,573,000	-	-	5,573,000	
16	5900	Federal Sources	91,204	-	-	91,204	
17		Other Sources	-	-	-	-	
18		Total Estimated Revenues:	\$ 5,664,204	\$ -	\$ -	\$ 5,664,204	
19							
Row	Acct. Code		Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Amounts	Percentage
Estimated Expenses:							
21	6100	Payroll Costs	3,544,449	-	-	3,544,449	66.7%
22	6200	Professional and Contracted Services	288,492	-	-	288,492	5.4%
23	6300	Supplies and Materials	446,900	-	-	446,900	8.4%
24	6400	Other Operating Costs	235,050	-	-	235,050	4.4%
25	6500	Debt Expenses	800,000	-	-	800,000	15.1%
26		Other Expenses	-	-	-	-	0.0%
27		Total Estimated Expenses:	\$ 5,314,891	\$ -	\$ -	\$ 5,314,891	
28		Change in Net Assets	\$ 349,313	\$ -	\$ -	\$ 349,313	93.8%
29							
30		Net Assets at the End of Year 1	\$ 463,317	\$ -	\$ -	\$ 463,317	

Estimated Net Assets and Revenue							
Row	Acct. Code	Description of Net Assets					Source Notes
Row	Acct. Code		Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Amounts	
		Local Support Revenues:					
35	5710	Local Property Taxes Passed through from School Districts	\$ -	-	-	-	
	5720						
36		Local Revenues Realized as a Result of Services Rendered to Others	\$ -	-	-	-	
	5740						
37		Other Revenues from Local Sources	\$ -	-	-	-	
	5750						
38		Revenues from Co-curricular, Enterprising Services or Activities	\$ -	-	-	-	
	5760						
39		Revenues from Intermediate Sources	\$ -	-	-	-	
40		Total Local Revenues:	\$ -	\$ -	\$ -	-	
		State Program Revenues:					
42	5810	Per Capita & Foundation School Program Act Revenues	\$ -	-	-	-	
43	5820	State Program Revenues Distributed by TEA	\$ 5,573,000	-	-	5,573,000	
	5830						
44		State Revenues from State of Texas Government Agencies (other than TEA)	\$ -	-	-	-	
45		Total State Revenues:	\$ 5,573,000	\$ -	\$ -	\$ 5,573,000	
		Federal Program Revenues:					Source Notes
	5910	Federal Revenues Distributed through Government Entities Other than State or Federal Agencies	\$ -	-	-	-	
47							
	5920	Federal Revenues Distributed by the TEA	\$ 91,204	-	-	91,204	
48							
	5930	Federal Revenues Distributed by Other State of Texas Government Agencies (Other than TEA)	\$ -	-	-	-	
49							
	5940	Federal Revenues Distributed Directly from the Federal Government	\$ -	-	-	-	
50							
51		Total Federal Revenues:	\$ 91,204	\$ -	\$ -	\$ 91,204	
52		Total Revenue and Resources	\$ 5,664,204	\$ -	\$ -	5,664,204	

54	Estimated Expenses						
Row	Acct. Code	Description of Expenses	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Amounts	↕ Source Notes ↕
56	6100	Payroll Costs	-	-	-	-	
57	6112	Salaries or Wages for Substitute Teachers	-	-	-	-	
58	6119	Salaries or Wages - Teachers & Other Professional Personnel	2,511,578	-	-	2,511,578	
59	6121	Extra Duty Pay/Overtime - Support Personnel	-	-	-	-	
60	6129	Salaries or Wages for Support Personnel	323,981	-	-	323,981	
61	6139	Employee Allowances	-	-	-	-	
62	6141	Social Security/Medicare	-	-	-	-	
63	6142	Group Health and Life Insurance	-	-	-	-	
64	6143	Workers' Compensation	-	-	-	-	
65	6145	Unemployment Compensation	-	-	-	-	
66	6146	Teacher Retirement/TRS Care	-	-	-	-	
67	6149	Employee Benefits	708,890	-	-	708,890	
68	Total Payroll Costs (6100s):		\$ 3,544,449	\$ -	\$ -	\$ 3,544,449	
Row	Acct. Code	Description of Expenses					↕ Source Notes ↕
70	6200	Professional and Contracted Services	129,000	-	-	129,000	
71	6211	Legal Services	-	-	-	-	
72	6212	Audit Services	8,000	-	-	8,000	
73	6219	Professional Services	54,742	-	-	54,742	
74	6221	Staff Tuition and Related Fees -- Higher Education	-	-	-	-	
75	6222	Student Tuition -- Public Schools	-	-	-	-	
76	6223	Student Tuition -- Other than Public Schools	-	-	-	-	
77	6229	Tuition and Transfer Payments	-	-	-	-	
78	6239	Education Service Center Services	-	-	-	-	
79	6249	Contracted Maintenance and Repair	-	-	-	-	
80	6259	Utilities	53,750	-	-	53,750	
81	6269	Rentals -- Operating Leases	-	-	-	-	
82	6299	Miscellaneous Contracted Services	43,000	-	-	43,000	Teacher PD
83	Total Professional and Contracted Services (6200s):		\$ 288,492	\$ -	\$ -	\$ 288,492	

Row	Acct. Code	Description of Expenses					↓ Source Notes ↓
85	6300	Supplies and Materials	416,800	-	-	416,800	
86	6311	Gasoline and Other Fuels for Vehicles (Including Buses)	-	-	-	-	
87	6319	Supplies for Maintenance and/or Operations	10,750	-	-	10,750	
88	6321	Textbooks	10,750	-	-	10,750	
89	6329	Reading Materials	8,600	-	-	8,600	
90	6339	Testing Materials	-	-	-	-	
91	6341	Food	-	-	-	-	
92	6342	Non-Food	-	-	-	-	
93	6343	Items for Sale	-	-	-	-	
94	6344	USDA Donated Commodities	-	-	-	-	
95	6345	Food Service Supplies	-	-	-	-	
96	6399	General Supplies	-	-	-	-	
97		Total Supplies and Materials (6300s):	\$ 446,900	\$ -	\$ -	\$ 446,900	
Row	Acct. Code	Description of Expenses					↓ Source Notes ↓
99	6400	Other Operating Costs	188,000	-	-	188,000	Franchise Fee
100	6411	Travel and Subsistence -- Employee Only	25,000	-	-	25,000	
101	6412	Travel and Subsistence -- Students	-	-	-	-	
102	6413	Stipends -- Non-Employees	-	-	-	-	
103	6419	Travel and Subsistence -- Non-Employees	-	-	-	-	
104	6429	Insurance and Bonding Costs	-	-	-	-	
105	6449	Depreciation Expense	-	-	-	-	
106	6494	Reclassified Transportation Expenses	-	-	-	-	
107	6499	Miscellaneous Operating Costs	22,050	-	-	22,050	Marketing
108		Total Other Operating Costs (6400s):	\$ 235,050	\$ -	\$ -	\$ 235,050	
Row	Acct. Code	Description of Expenses					↓ Source Notes ↓
110	6500	Debt Expense	800,000	-	-	800,000	Modular buildings
111	6521	Interest on Bonds	-	-	-	-	
112	6522	Capital Lease Interest	-	-	-	-	
113	6523	Interest on Debt	-	-	-	-	
114	6529	Interest Expenses	-	-	-	-	
115	6599	Other Debt Fees	-	-	-	-	
116		Total Debt Expense (6500s):	\$ 800,000	\$ -	\$ -	\$ 800,000	

Application for an Open-Enrollment Charter School - Eighteenth Generation

Estimated Revenues and Expenses - Year 4 Budget

Name of Sponsoring Entity:	Name of Sponsoring Entity/Charter Holder
Name of proposed Charter School:	Name of Proposed Charter School
For the period:	9/1/2017 to 8/1/2018

Summary of Estimated Net Assets and Expenses						
Year 1						
Row	Acct. Code	Estimated Revenue and Net Assets:	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Amounts
11		Net Assets at Beginning of the Year	463,317	-	-	463,317
12						
13		Estimated Revenues:				
14	5700	Local Sources	-	-	-	-
15	5800	State Sources	7,461,340	-	-	7,461,340
16	5900	Federal Sources	121,926	-	-	121,926
17		Other Sources	-	-	-	-
18		Total Estimated Revenues:	\$ 7,583,266	\$ -	\$ -	\$ 7,583,266
19						
Row	Acct. Code	Estimated Expenses:	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Amounts
21	6100	Payroll Costs	4,677,757	-	-	4,677,757
22	6200	Professional and Contracted Services	381,993	-	-	381,993
23	6300	Supplies and Materials	563,280	-	-	563,280
24	6400	Other Operating Costs	241,403	-	-	241,403
25	6500	Debt Expenses	600,000	-	-	600,000
26		Other Expenses	\$ -	-	-	-
27		Total Estimated Expenses:	\$ 6,464,433	\$ -	\$ -	\$ 6,464,433
28		Change in Net Assets	\$ 1,118,833	\$ -	\$ -	\$ 1,118,833
29						
30		Net Assets at the End of Year 1	\$ 1,582,150	\$ -	\$ -	\$ 1,582,150

Estimated Net Assets and Revenue							
Row	Acct. Code	Description of Net Assets					⇩ Source Notes ⇩
Row	Acct. Code		Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Amounts	
		Local Support Revenues:					
35	5710	Local Property Taxes Passed through from School Districts	\$ -	-	-	-	
	5720						
36		Local Revenues Realized as a Result of Services Rendered to Others	\$ -	-	-	-	
	5740						
37		Other Revenues from Local Sources	\$ -	-	-	-	
	5750						
38		Revenues from Co-curricular, Enterprising Services or Activities	\$ -	-	-	-	
	5760						
39		Revenues from Intermediate Sources	\$ -	-	-	-	
40		Total Local Revenues:	\$ -	\$ -	\$ -	-	
		State Program Revenues:					
42	5810	Per Capita & Foundation School Program Act Revenues	\$ -	-	-	-	
43	5820	State Program Revenues Distributed by TEA	\$ 7,461,340	-	-	7,461,340	
	5830						
44		State Revenues from State of Texas Government Agencies (other than TEA)	\$ -	-	-	-	
45		Total State Revenues:	\$ 7,461,340	\$ -	\$ -	\$ 7,461,340	
		Federal Program Revenues:					⇩ Source Notes ⇩
	5910	Federal Revenues Distributed through Government Entities Other than State or Federal Agencies	\$ -	-	-	-	
47							
	5920	Federal Revenues Distributed by the TEA	\$ 121,926	-	-	121,926	
48	5930	Federal Revenues Distributed by Other State of Texas Government Agencies (Other than TEA)	\$ -	-	-	-	
49							
	5940	Federal Revenues Distributed Directly from the Federal Government	\$ -	-	-	-	
50							
51		Total Federal Revenues:	\$ 121,926	\$ -	\$ -	\$ 121,926	
52		Total Revenue and Resources ⇨	\$ 7,583,266	\$ -	\$ -	7,583,266	

54	Estimated Expenses						
Row	Acct. Code	Description of Expenses	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Amounts	⌵ Source Notes ⌵
56	6100	Payroll Costs	-	-	-	-	
57	6112	Salaries or Wages for Substitute Teachers		-	-	-	
58	6119	Salaries or Wages - Teachers & Other Professional Personnel	3,339,273	-	-	3,339,273	
59	6121	Extra Duty Pay/Overtime - Support Personnel	-	-	-	-	
60	6129	Salaries or Wages for Support Personnel	402,933	-	-	402,933	
61	6139	Employee Allowances	-	-	-	-	
62	6141	Social Security/Medicare	-	-	-	-	
63	6142	Group Health and Life Insurance	-	-	-	-	
64	6143	Workers' Compensation	-	-	-	-	
65	6145	Unemployment Compensation	-	-	-	-	
66	6146	Teacher Retirement/TRS Care	-	-	-	-	
67	6149	Employee Benefits	935,551	-	-	935,551	
68		Total Payroll Costs (6100s):	\$ 4,677,757	\$ -	\$ -	\$ 4,677,757	
Row	Acct. Code	Description of Expenses					⌵ Source Notes ⌵
70	6200	Professional and Contracted Services	171,000	-	-	171,000	OdysseyWare
71	6211	Legal Services	-	-	-	-	
72	6212	Audit Services	8,000	-	-	8,000	
73	6219	Professional Services	74,743	-	-	74,743	Special ed
74	6221	Staff Tuition and Related Fees -- Higher Education	-	-	-	-	
75	6222	Student Tuition -- Public Schools	-	-	-	-	
76	6223	Student Tuition -- Other than Public Schools	-	-	-	-	
77	6229	Tuition and Transfer Payments	-	-	-	-	
78	6239	Education Service Center Services	-	-	-	-	
79	6249	Contracted Maintenance and Repair	-	-	-	-	
80	6259	Utilities	71,250	-	-	71,250	
81	6268	Rentals -- Operating Leases	-	-	-	-	
82	6299	Miscellaneous Contracted Services	57,000	-	-	57,000	Teacher PD
83		Total Professional and Contracted Services (6200s):	\$ 381,993	\$ -	\$ -	\$ 381,993	

Row	Acct. Code	Description of Expenses					Source Notes
85	6300	Supplies and Materials	526,230	-	-	526,230	
86	6311	Gasoline and Other Fuels for Vehicles (Including Buses)	-	-	-	-	
87	6319	Supplies for Maintenance and/or Operations	14,250	-	-	14,250	
88	6321	Textbooks	14,250	-	-	14,250	
89	6329	Reading Materials	8,550	-	-	8,550	
90	6339	Testing Materials	-	-	-	-	
91	6341	Food	-	-	-	-	
92	6342	Non-Food	-	-	-	-	
93	6343	Items for Sale	-	-	-	-	
94	6344	USDA Donated Commodities	-	-	-	-	
95	6349	Food Service Supplies	-	-	-	-	
96	6399	General Supplies	-	-	-	-	
97		Total Supplies and Materials (6300s):	\$ 563,280	\$ -	\$ -	\$ 563,280	
Row	Acct. Code	Description of Expenses					Source Notes
99	6400	Other Operating Costs	192,000	-	-	192,000	Franchise fee
100	6411	Travel and Subsistence -- Employee Only	26,250	-	-	26,250	
101	6412	Travel and Subsistence -- Students	-	-	-	-	
102	6413	Stipends -- Non-Employees	-	-	-	-	
103	6419	Travel and Subsistence -- Non-Employees	-	-	-	-	
104	6429	Insurance and Bonding Costs	-	-	-	-	
105	6449	Depreciation Expense	-	-	-	-	
106	6494	Reclassified Transportation Expenses	-	-	-	-	
107	6499	Miscellaneous Operating Costs	23,153	-	-	23,153	Marketing
108		Total Other Operating Costs (6400s):	\$ 241,403	\$ -	\$ -	\$ 241,403	
Row	Acct. Code	Description of Expenses					Source Notes
110	6500	Debt Expense	600,000	-	-	600,000	Modular Buildings
111	6521	Interest on Bonds	-	-	-	-	
112	6522	Capital Lease Interest	-	-	-	-	
113	6523	Interest on Debt	-	-	-	-	
114	6529	Interest Expenses	-	-	-	-	
115	6599	Other Debt Fees	-	-	-	-	
116		Total Debt Expense (6500s):	\$ 600,000	\$ -	\$ -	\$ 600,000	

Application for an Open-Enrollment Charter School - Eighteenth Generation
Estimated Revenues and Expenses - Year 5 Budget

Name of Sponsoring Entity: **Name of Sponsoring Entity/Charter Holder**
 Name of proposed Charter School: **Name of Proposed Charter School**
 For the period: **9/1/2018** to **8/1/2019**

Summary of Estimated Net Assets and Expenses						
Year 1						
Row	Acct. Code	Estimated Revenue and Net Assets:	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Amounts
11		Net Assets at Beginning of the Year	1,582,150	-	-	1,582,150
12						
13		Estimated Revenues:				
14	5700	Local Sources	-	-	-	-
15	5800	State Sources	9,783,517	-	-	9,783,517
16	5900	Federal Sources	160,109	-	-	160,109
17		Other Sources	-	-	-	-
18		Total Estimated Revenues:	\$ 9,943,626	\$ -	\$ -	\$ 9,943,626
19						
Row	Acct. Code	Estimated Expenses:	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Amounts
21	6100	Payroll Costs	6,165,702	-	-	6,165,702
22	6200	Professional and Contracted Services	496,445	-	-	496,445
23	6300	Supplies and Materials	724,292	-	-	724,292
24	6400	Other Operating Costs	280,873	-	-	280,873
25	6500	Debt Expenses	1,041,941	-	-	1,041,941
26		Other Expenses	-	-	-	-
27		Total Estimated Expenses:	\$ 8,709,253	\$ -	\$ -	\$ 8,709,253
28		Change in Net Assets	\$ 1,234,373	\$ -	\$ -	\$ 1,234,373
29 & 30		Net Assets at the End of Year 1	\$ 2,816,523	\$ -	\$ -	\$ 2,816,523

Estimated Net Assets and Revenue							
Row	Acct. Code	Description of Net Assets					⇅ Source Notes ⇅
Row	Acct. Code		Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Amounts	
		Local Support Revenues:					
35	5710	Local Property Taxes Passed through from School Districts	\$ -	-	-	-	
	5720						
36		Local Revenues Realized as a Result of Services Rendered to Others	\$ -	-	-	-	
	5740						
37		Other Revenues from Local Sources	\$ -	-	-	-	
	5750						
38		Revenues from Co-curricular, Enterprising Services or Activities	\$ -	-	-	-	
	5760						
39		Revenues from Intermediate Sources	\$ -	-	-	-	
40		Total Local Revenues:	\$ -	\$ -	\$ -	-	
Row	Acct. Code	State Program Revenues:					
42	5810	Per Capita & Foundation School Program Act Revenues	\$ -	-	-	-	
43	5820	State Program Revenues Distributed by TEA	\$ 9,783,517	-	-	9,783,517	
	5830						
44		State Revenues from State of Texas Government Agencies (other than TEA)	\$ -	-	-	-	
45		Total State Revenues:	\$ 9,783,517	\$ -	\$ -	\$ 9,783,517	
Row	Acct. Code	Federal Program Revenues:					⇅ Source Notes ⇅
	5910	Federal Revenues Distributed through Government Entities Other than State or Federal Agencies	\$ -	-	-	-	
47							
	5920	Federal Revenues Distributed by the TEA	\$ 160,109	-	-	160,109	
	5930	Federal Revenues Distributed by Other State of Texas Government Agencies (Other than TEA)	\$ -	-	-	-	
48							
	5940	Federal Revenues Distributed Directly from the Federal Government	\$ -	-	-	-	
50							
51		Total Federal Revenues:	\$ 160,109	\$ -	\$ -	\$ 160,109	
52		Total Revenue and Resources ⇅	\$ 9,943,626	\$ -	\$ -	9,943,626	

64	Estimated Expenses						
Row	Acct. Code	Description of Expenses	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Amounts	↕ Source Notes ↕
56	6100	Payroll Costs	-	-	-	-	
57	6112	Salaries or Wages for Substitute Teachers	-	-	-	-	
58	6119	Salaries or Wages - Teachers & Other Professional Personnel	4,464,985	-	-	4,464,985	
59	6121	Extra Duty Pay/Overtime - Support Personnel	-	-	-	-	
60	6129	Salaries or Wages for Support Personnel	467,566	-	-	467,566	
61	6139	Employee Allowances	-	-	-	-	
62	6141	Social Security/Medicare	-	-	-	-	
63	6142	Group Health and Life Insurance	-	-	-	-	
64	6143	Workers' Compensation	-	-	-	-	
65	6145	Unemployment Compensation	-	-	-	-	
66	6146	Teacher Retirement/TRS Care	-	-	-	-	
67	6149	Employee Benefits	1,233,151	-	-	1,233,151	
68		Total Payroll Costs (6100s):	\$ 6,165,702	\$ -	\$ -	\$ 6,165,702	
Row	Acct. Code	Description of Expenses					↕ Source Notes ↕
70	6200	Professional and Contracted Services	222,000	-	-	222,000	OdysseyWare
71	6211	Legal Services	-	-	-	-	
72	6212	Audit Services	8,000	-	-	8,000	
73	6219	Professional Services	99,945	-	-	99,945	Special ed
74	6221	Staff Tuition and Related Fees — Higher Education	-	-	-	-	
75	6222	Student Tuition — Public Schools	-	-	-	-	
76	6223	Student Tuition — Other than Public Schools	-	-	-	-	
77	6229	Tuition and Transfer Payments	-	-	-	-	
78	6239	Education Service Center Services	-	-	-	-	
79	6249	Contracted Maintenance and Repair	-	-	-	-	
80	6259	Utilities	92,500	-	-	92,500	
81	6269	Rentals — Operating Leases	-	-	-	-	
82	6299	Miscellaneous Contracted Services	74,000	-	-	74,000	Teacher PD
83		Total Professional and Contracted Services (6200s):	\$ 496,445	\$ -	\$ -	\$ 496,445	

Row	Acct. Code	Description of Expenses					Source Notes
85	6300	Supplies and Materials	679,892	-	-	679,892	
86	6311	Gasoline and Other Fuels for Vehicles (Including Buses)	-	-	-	-	
87	6319	Supplies for Maintenance and/or Operations	18,500	-	-	18,500	
88	6321	Textbooks	18,500	-	-	18,500	
89	6329	Reading Materials	7,400	-	-	7,400	
90	6339	Testing Materials	-	-	-	-	
91	6341	Food	-	-	-	-	
92	6342	Non-Food	-	-	-	-	
93	6343	Items for Sale	-	-	-	-	
94	6344	USDA Donated Commodities	-	-	-	-	
95	6349	Food Service Supplies	-	-	-	-	
96	6399	General Supplies	-	-	-	-	
97		Total Supplies and Materials (6300s):	\$ 724,292	\$ -	\$ -	\$ 724,292	
Row	Acct. Code	Description of Expenses					Source Notes
99	6400	Other Operating Costs	229,000	-	-	229,000	
100	6411	Travel and Subsistence -- Employee Only	27,563	-	-	27,563	
101	6412	Travel and Subsistence -- Students	-	-	-	-	
102	6413	Stipends -- Non-Employees	-	-	-	-	
103	6419	Travel and Subsistence -- Non-Employees	-	-	-	-	
104	6429	Insurance and Bonding Costs	-	-	-	-	
105	6449	Depreciation Expense	-	-	-	-	
106	6494	Reclassified Transportation Expenses	-	-	-	-	
107	6499	Miscellaneous Operating Costs	24,310	-	-	24,310	
108		Total Other Operating Costs (6400s):	\$ 280,873	\$ -	\$ -	\$ 280,873	
Row	Acct. Code	Description of Expenses					Source Notes
110	6500	Debt Expense	1,041,941	-	-	1,041,941	
111	6521	Interest on Bonds	-	-	-	-	
112	6522	Capital Lease Interest	-	-	-	-	
113	6523	Interest on Debt	-	-	-	-	
114	6529	Interest Expenses	-	-	-	-	
115	6599	Other Debt Fees	-	-	-	-	
116		Total Debt Expense (6500s):	\$ 1,041,941	\$ -	\$ -	\$ 1,041,941	

The University of Texas of the Permian Basin

University Charter School Application

Attachment N - Negotiated Service Agreement(s)

The UT Tyler School of Innovation does not intend to enter into any negotiated service agreement with any external entity for the purposes of providing financial accounting, payroll, and/or tax accounting services. The University currently has offices responsible for such services.

The University of Texas of the Permian Basin

University Charter School Application

Attachment O - Certificate of Occupancy of Equivalent Certificate

The University is not required by State law to seek or receive a C.O. from a municipality.

The University of Texas of the Permian Basin

University Charter School Application

Attachment P - Negotiated Lease Agreement(s)

The UTPB STEM Academy has not yet negotiated any agreements in terms of lease or rent for facilities to house the school; however, as a University Charter, the school will be allowed to utilize University facilities as described in the proposal. We do anticipate that a rental agreement will be arranged at some point in the future for the use of the facilities noted. Until such a time as the charter is operational and solvent, the University intends to subsidize the cost of said facilities.

The University of Texas of the Permian Basin University Charter School Application

Attachment Q- Bilingual Education, ESL, Section 504, and Dyslexia Assurances

Sponsoring Entity: The University of Texas in Permian Basin

Proposed Charter School Name: UTPB STEM Academy

College or University Charter Application Bilingual Education/ESL, Section 504, and Dyslexia Assurances

TEC, Chapter 29, Subchapter B, TEC §12.104(b)(2)(G), and 19 TAC §§89.1201-.1265 require charter schools to identify limited English proficient students based on state criteria and to provide an appropriate bilingual education or English as a second language program conducted by teachers certified for such courses.

- A. The charter holder certifies that prior to serving students the charter will have policies and procedures in place ensuring that it complies with the legal and regulatory requirements concerning identifying and providing appropriate educational services to limited English proficient students.

Check one:

- ☒ Yes
☐ No

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §794, prohibits discrimination on the basis of disability in any program receiving federal financial assistance. A recipient that operates a public education program or activity shall provide a free, appropriate public education to qualified individuals.

- B. The charter holder certifies that prior to serving students the charter will have policies and procedures in place ensuring that it complies with the legal and regulatory requirements concerning identifying and providing appropriate educational services to students protected by Section 504.

Check one:

- ☒ Yes
☐ No

TEC §38.003, TEC §12.104(b)(2)(K), 19 TAC §74.28 and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §794, require charter schools to identify students with dyslexia or related disorders and to provide appropriate educational services.

- C. The charter holder certifies that prior to serving students the charter will have policies and procedures in place ensuring that it complies with the legal and regulatory requirements concerning identifying and providing appropriate educational services to students with dyslexia or related disorders.

Check one:

- ☒ Yes
☐ No

I the undersigned hereby certify that the information contained in this document is, to the best of my knowledge, correct and that the governing body of the charter holder has authorized me to provide these assurances.

Juli D'Ann Ratheal

Printed Name of Sponsoring Entity Board Chair

Juli D. Ratheal

Signature of Sponsoring Entity Board Chair
(must sign in blue ink)

9/18/13

Date

The University of Texas of the Permian Basin
University Charter School Application

Attachment R- General Application of Assurances for Federal Programs

TEXAS EDUCATION AGENCY

Division of Planning and Grant Reporting

**General Application of Assurances for Federal Programs Administered by the
U.S. Department of Education**

Authority for Data Collection: 20 USC Section 1232e and P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a).

Planned Use of Data: The requirements established in United States Code Annotated, Title 20, Education, Chapter 31, Subchapter III, Section 1232e stipulate that "Each local education agency which participates in an applicable program under which federal funds are made available to such agency through a State agency shall submit, to such agency or board, a general application containing the assurances set forth in subsection (b) of this section". The requirements of P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a) stipulate that "any applicant, other than a State educational agency that submits a plan or application under this Act, whether separately or pursuant to section 9305, shall have on file with the State educational agency a single set of assurances, applicable to each program for which a plan or application is submitted." The application shall cover the participation by the local educational agency, public agency, nonprofit private agency, institution, organization or Indian tribe in all federal programs administered by the U.S. Department of Education.

Instructions: This general application will be in effect for the duration of participation in federal programs until such time as the requirements change. The superintendent or authorized official must sign the certification and return to the address below. Payment for federally funded applications and contracts cannot be made by this Agency until the general application is received. Payments to grantees for current grants may be delayed if the General Application of Assurances is not received in the time requested. For further information, contact the Division of Planning and Grant Reporting at (512)463-7004.

Certification:

I, the undersigned authorized official for the above-named local educational agency, public agency, nonprofit private agency, institution, organization or Indian tribe in accordance with 20 USC Section 1232e and P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a), hereby apply for participation in federally funded education programs.

I certify that the above-named local educational agency, public agency, nonprofit private agency, institution, organization or Indian tribe will adhere to the assurances stated on the reverse side of this form.

Typed Name of Authorized Official or Charter Holder	Date	Telephone	Authorized Original Signature (blue ink)	
W. David Watts	9/24/2013	432-552-2100		
Typed Title of Authorized Official of Charter Holder				
President, UTPB				
Address of Charter Holder	City	State	Zip Code	
4901 E. University Boulevard	Odessa	Texas	79762	

ASSURANCES

The following assurances are provided in accordance with the United States Code Annotated, Title 20, Education, Chapter 31, Subchapter III, Section 1232e and P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a):

Assurance is hereby given that

- (1) the local educational agency will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;
- (2) the control of funds provided to the local educational agency under each program, and title to property acquired with those funds, will be in a public agency and a public agency will administer those funds and property;
- (3) the local educational agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;
- (4) the local educational agency will make reports to the Texas Education Agency or State Board of Education and to the Secretary of Education as may reasonably be necessary to enable the Texas Education Agency or State Board of Education and the Secretary of Education to perform their duties and the local educational agency will maintain such records, including the records required under section 1232f * of this title, and provide access to those records, as the Texas Education Agency or State Board of Education or the Secretary of Education deem necessary to perform their duties;
- (5) the local educational agency will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program;
- (6) any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;
- (7) in the case of any project involving construction-
 - (A) the project is not inconsistent with overall State plans for the construction of school facilities, and
 - (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary of Education under section 794 of Title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;
- (8) the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
- (9) none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

AND

In addition to the above, the following assurances are provided in accordance with P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a):

- (1) (A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and
(B) the public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
- (2) the applicant will adopt and use proper methods of administering each such program, including —
 - (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
 - (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
- (3) the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
- (4) before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.

* Section 1232f, United States Code, Title 20, Education

RECORDS

Each recipient of Federal funds under any applicable program through any grant, subgrant, cooperative agreement, loan, or other arrangement shall keep records which fully disclose the amount and disposition by the recipient of those funds, and the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective financial or programmatic audit.

The University of Texas of the Permian Basin University Charter School Application

Attachment S- Special Assurances Document

Sponsoring Entity: The University of Texas in Permian Basin

Proposed Charter School Name: UTPB STEM Academy

College or University Charter Application Special Assurances Document

The chair of the proposed sponsoring entity shall initial each of the following on this page and the next to indicate an understanding of and a commitment to comply with each of following assurances:

[Signature]

Open Meetings Requirements:

The charter holder assures that all meetings in which charter school business is discussed will be posted to provide public notice, held in an open public forum, and any action items voted upon in a public forum as required by the Open Meetings Act in Government Code, Chapter 551.

[Signature]

Furthermore, the charter holder assures that all of the following will be discussed in open meetings and only acted upon with approval of the charter holder board:

- The annual budget and all amendments to the budget,
- Any changes to job descriptions from those submitted in the application for charter, and
- Any changes in compensation from compensation as submitted in the application for charter.

[Signature]

Public Information Requirements:

The charter holder assures that information, that is considered public, requested by anyone will be provided in accordance with Government Code, Chapter 552.

[Signature]

Criminal History Check Requirements:

The charter holder assures that criminal history checks will be completed in accordance with law and that no person will serve as a member of the governing body of a charter holder, as a member of the governing body of the charter school, or as an officer or employee of an charter school if the person has been convicted of a misdemeanor involving moral turpitude, a felony, an offense listed in TEC 37.007(a) or an offense listed in Article 62.01(5) Code of Criminal Procedure.

[Signature]

Annual Training Requirements:

The charter holder assures that all annual training requirements for board members and school administrators will be completed in accordance with law and commissioner rules.

[Signature]

Residential Facilities Monitoring (RFM) System:

The charter holder assures that it understands that, pursuant to 19 Texas Administrative Code (TAC) §97.1072, there is a specific system for monitoring school districts and charter schools that serve students with disabilities who reside in RFs. The charter holder further assures that it understands that it will be required to report data related to students with disabilities residing in RFs in TEA's data collection system known as RF Tracker and that it may be subject to RFM intervention activities and on-site visits based upon a review of the data it reports or on random or other means of selection.

[Signature]

Special RF Training:

The charter holder assures that all personnel involved with serving students with disabilities residing in an RF and personnel involved with reporting data in *RF Tracker* will receive training on the RFM system.

Sponsoring Entity: The University of Texas in Permian Basin

Proposed Charter School Name: UTPB STEM Academy

Admission and Enrollment

 The charter holder assures that parents or prospective students will not be required to attend an interview or meeting of any kind prior to admitting and/or enrolling a student, or during the time in which the student is enrolled.

 The charter holder assures that volunteer hours, or payment in lieu of volunteer hours, will not be required of the parent or guardian as a requirement for student admission or enrollment.

 The charter holder assures that there will be no specified days designated for enrollment and/or admission. If space is available, a student will be enrolled and admitted on any day at any time of day and must be counted as and considered a charter student immediately. State law does not allow for a trial enrollment period at a public school.

 The charter holder assures that no student auditions will be required prior to enrollment and admission at the charter school unless the charter is originally approved by the State Board of Education (SBOE) as a performing arts school with an audition component or the charter was amended by the commissioner of education to designate the school a performing arts school with an audition component.

 The charter holder understands that a student may be ineligible for enrollment at a charter school based on a history of a criminal offense, a juvenile court adjudication, or discipline problems under Texas Education Code (TEC), Chapter 37, Subchapter A, only if the enrollment prohibition was specifically approved by the SBOE when the charter was originally awarded, or if the charter was amended by the commissioner of education to allow this enrollment prohibition. It must be noted that the enrollment prohibition is not allowed for any prior discipline problems, but only those specified in TEC, Chapter 37, Subchapter A.

Withdrawal and Expulsion Issues

 The charter holder understands that only the parent or guardian may withdraw a student from the charter school, and the only time charter administrators may withdraw a student and use administrative withdrawal as the leaver code is in the rare instances when:

- a student is withdrawn by the district because the district discovers, when verifying enrollment information, that the student was not a resident of the district at the time of enrollment;
- the district discovers that the student has falsified enrollment information;
- proof of identification is not provided; or
- immunization records are not provided.

 The charter holder understands that a student who fails to comply with the charter school's student code of conduct may not be administratively withdrawn. If a student commits an expellable offense, as outlined in the student code of conduct, the charter holder further understands that charter administrators may expel the student only after due process has been afforded the student, and the charter holder board has determined that expulsion is the appropriate consequence.

 The charter holder understands that it has an obligation to notify the school district in which the student resides within three business days of any action expelling or **withdrawing** a student from the charter school. See 19 TAC §100.1211 (c).

I the undersigned hereby certify that the governing body of the charter holder has authorized me to provide these assurances as noted by my initials on this and the previous page.

Juli D Ann Ratheal
Printed Name of Sponsoring Entity Board Chair

Juli D Ann Ratheal
Signature of Sponsoring Entity Board Chair

9/24/13
Date

The University of Texas of the Permian Basin
University Charter School Application

Attachment T- State Board of Education Disclosure of Campaign Contributions Form

Charter Holder: The University of Texas System

Charter School Name: UTPB STEM Academy

**College or University Charter Application
Initial Report of Benefits or Campaign Contributions
Conferred on Members of or Candidates for the State Board of Education
For the period January 1, 2008 to the present**

Individual Making Report: William David Watts, Ph.D.

Employer or company represented: The University of Texas of the Permian Basin

Position/Title: President

Services rendered to SBOE or contract, grant, or charter issued by SBOE:

None rendered

Transaction 1.

Date: _____

Amount: _____

Name of person(s) receiving benefit or contribution: _____

Detailed description of expenditure:

none rendered

College or University Charter Application
Initial Report of Benefits or Campaign Contributions
Conferred on Members of or Candidates for the State Board of Education
For the period January 1, 2008 to the present

Transaction 2.

Date: _____

Amount: _____

Name of person(s) receiving benefit or contribution: _____

Detailed description of expenditure:

none rendered

Transaction 3.

Date: _____

Amount: _____

Name of person(s) receiving benefit or contribution: _____

Detailed description of expenditure:

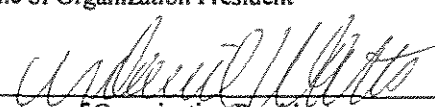
none rendered

University of Texas of the Permian Basin

9/24/13

Name of Organization President

Date


Signature of Organization President

