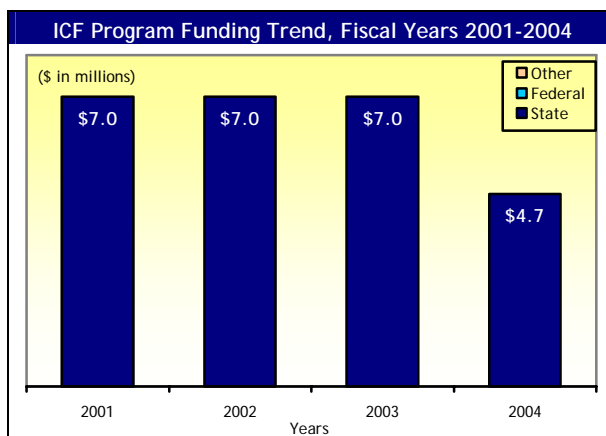


Summary by the Texas State Auditor's Office on:

Investment Capital Fund Program (ICF)

GAA, Page III-19, Rider 66 (78th Legislature) and TEC 7.024

Funding Sources, Fiscal Year 2004		
Federal	State Appropriations	Other
\$0	\$4,650,000	\$0
Funding Method	Competitive grants	
No. of Grants	95	
Range	Up to \$50,000	
Eligible Entities	Individual campuses applying through their LEAs ^a	



Flow of ICF Program Funds, Fiscal Years 2001-2004							LEAs, Other Entities, Students, and Parents Served		
Year	Appropriated	Budgeted	Awarded	Expended	Deobligated	Lapsed	Campuses	Districts	Students
2001	≥ \$7,000,000	\$ 7,000,000	\$ 5,720,559	\$ 5,736,364	\$ 0	\$ 1,263,636	89	55	161,516
2002	≥ \$7,000,000	\$ 6,940,297	\$ 6,461,808	\$ 5,902,517	\$ 260,134	\$ 996,497	144	67	91,064
2003	≥ \$7,000,000	\$ 2,459,703	\$ 2,397,541	\$ 1,050,079	\$ 0	\$ 94,039	59	30	149,738
2004	≤ \$4,650,000	\$ 4,650,000	\$ 4,635,770	NYA	NYA	NYA	95	48	41,530
Totals	\$ 25,650,000	\$ 21,050,000	\$ 19,215,678	NYA	NYA	NYA	387	200	443,848

UA - Unavailable NA - Category does not apply NYA- Not yet available (as of report date)

^a Campuses must demonstrate a commitment to campus deregulation through site-based decision-making; restructuring educational practices; and entering into partnership with staff, parents, community and business leaders, and one nonprofit organization capable of facilitating school-parent-community collaboration for school accountability.

Targeted Students and Grade Levels

All campuses, serving any grades, are eligible to receive ICF grants. In the selection process, priority points are given to schools with a higher percentage of economically disadvantaged students than the statewide percentage (51.8 percent) and/or a higher percentage of limited English proficient students than the statewide percentage (14.8 percent).

Program Components

Program Component	Required/Recommended/Allowed
Counseling/Case Management	
Diagnostics-Based Intervention	
Academic Intervention	✓
Small Group Instruction/Limited Class Size	
School-Day or Out-of-School Activity	School-Day and Out-of-School
Computer Assisted Instruction	
Literacy/ESL/Bilingual Instruction	✓
College Preparation	

Program Component	Required/Recommended/Allowed
Career Preparation	
Mentoring	
Professional Development	✓
Parental Involvement/Education	✓
Community Involvement/Services/Enrichment	✓
Pregnancy and Parenting Services	
Children's Day Care	
Safe Environment	

The information in these program summaries has been compiled from multiple sources of varying reliability and is unaudited. Sources include the Texas Education Agency, the U.S. Department of Education, the Texas Department of Family and Protective Services, universities, colleges, and other nonprofit organizations.

Comments

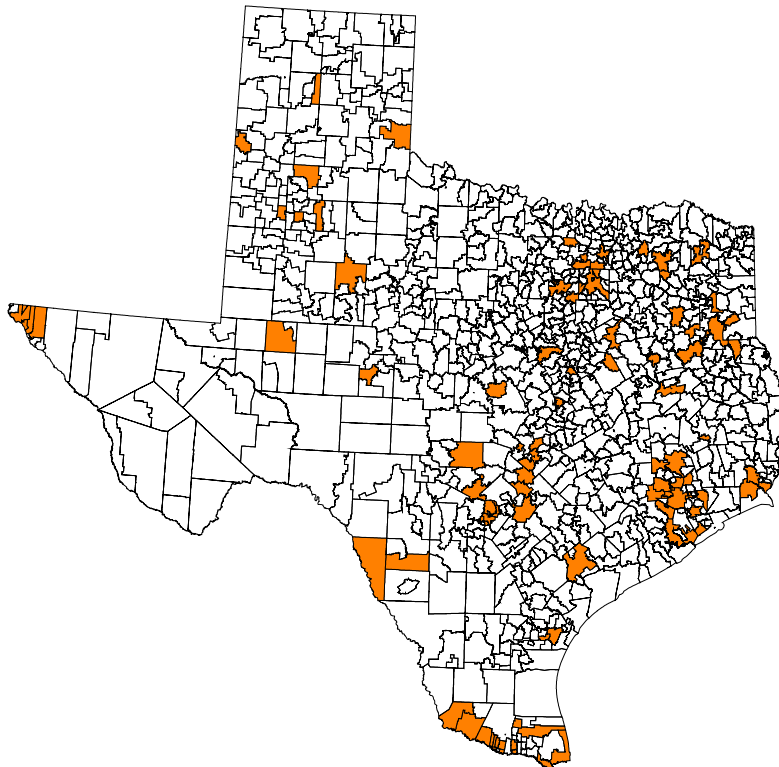
Investment Capital Fund grants are intended to improve students' academic performance through supporting (1) the organization of a large constituency of parents and community leaders that will hold the school and school district accountable for achieving high academic standards; (2) training for school staff, parents, and community leaders to understand academic standards; (3) the development and implementation of effective strategies to improve student performance; and (4) the development and implementation of a comprehensive plan and ongoing planning to ensure the success of the organization's efforts in improving school performance. The school must have a working partnership with one community-based nonprofit organization that can provide the needed training for parents, community members, and school staff. The restructuring plan should be designed to address areas of local need—for example, core curriculum areas, enrichment outside the regular school day, or bilingual education.

Evaluation*

Grantees must monitor the implementation and achievement of the project on an ongoing basis to determine progress toward meeting project objectives. The grantees also agree to collect data and report to TEA on the following performance measures: (1) number of teacher training sessions held on understanding academic standards to improve student achievement, (2) number and percentage of teachers attending at least one training session related to grant objectives, (3) number of parent training sessions held on understanding academic standards, (4) number and percentage of parents attending at least one training session related to understanding academic standards, (5) number of community/business leader training sessions held on understanding academic standards, (6) number and percentage of community/business leaders attending at least one training session related to understanding academic standards, (7) number of students served by the grant, (8) number of students served by the grant who participated in enrichment or extension activities outside the regular school day, (9) percentage of strategies in the grant proposal actually implemented, (10) percentage increase in student attendance from the previous school year, and (11) percentage of students who passed all portions of the TAKS test in the 2004-05 school year. TEA will provide a report on the 2003-04 ICF campuses in fall 2004. It will provide a report on the 2004-05 ICF campuses in February 2005 and a final report in April 2006 using school performance data and accountability ratings.

* In most cases it is not possible to isolate the effects of funding for a single program on students' performance because districts applying for state funding for at-risk students are required to combine local, state, and federal resources to maximize services to at-risk students. For the same reason, a single program's cost does not provide a meaningful basis for determining the cost per student of a desired or achieved outcome.

Investment Capital Fund (ICF) Program Statewide Distribution, School Years 2000-01 through 2003-04 (Divided by LEA jurisdictions)



The information in these program summaries has been compiled from multiple sources of varying reliability and is unaudited. Sources include the Texas Education Agency, the U.S. Department of Education, the Texas Department of Family and Protective Services, universities, colleges, and other nonprofit organizations.