

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



APPLICATION FOR GRANTS
UNDER THE

84.282A CSP Grants to State Entities

CFDA # 84.282A

PR/Award # U282A170018

Grants.gov Tracking#: GRANT12401815

OMB No. , Expiration Date:

Closing Date: May 18, 2017

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

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): _____ * Other (Specify): _____
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* 3. Date Received: 05/18/2017	4. Applicant Identifier: _____
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5a. Federal Entity Identifier: _____	5b. Federal Award Identifier: _____
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State Use Only:

6. Date Received by State: _____	7. State Application Identifier: _____
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8. APPLICANT INFORMATION:

* a. Legal Name: Texas Education Agency

* b. Employer/Taxpayer Identification Number (EIN/TIN): ██████████	* c. Organizational DUNS: ██████████
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d. Address:

* Street1: 1701 North Congress Avenue
Street2: _____
* City: Austin
County/Parish: _____
* State: TX: Texas
Province: _____
* Country: USA: UNITED STATES
* Zip / Postal Code: 787011494

e. Organizational Unit:

Department Name: _____	Division Name: _____
---------------------------	-------------------------

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

Prefix: Mr. * First Name: Arnoldo
Middle Name: _____
* Last Name: Alaniz
Suffix: _____

Title: Asst Dir, Division of Charter School Admin

Organizational Affiliation:

* Telephone Number: ██████████ Fax Number: ██████████

* Email: ██████████

Application for Federal Assistance SF-424

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

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-GRANTS-032717-002

* Title:

Office of Innovation and Improvement (OII): Expanding Opportunity through Quality Charter Schools Program (CSP): Grants to State Entities CFDA Number 84.282A

13. Competition Identification Number:

84-282A2017-1

Title:

84.282A CSP Grants to State Entities

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

Add Attachment

Delete Attachment

View Attachment

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

Texas Quality Charter Schools Program Grant

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="60,000,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="60,000,000.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

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

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

Name of Institution/Organization

Texas Education Agency

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel	105,000.00	120,000.00	120,000.00			345,000.00
4. Equipment	5,000.00	5,000.00	5,000.00			15,000.00
5. Supplies	3,000.00	3,000.00	3,000.00			9,000.00
6. Contractual	1,258,000.00	592,743.00	1,503,000.00			3,353,743.00
7. Construction						
8. Other	16,000,000.00	19,000,000.00	19,000,000.00			54,000,000.00
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)						

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 09/01/2016 To: 08/31/2017 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
PR/Award # U282A170018

Name of Institution/Organization Texas Education Agency	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Cory Green</p>	<p>TITLE</p> <p>AC - Dept. of Grants Compliance & Oversight</p>
<p>APPLICANT ORGANIZATION</p> <p>Texas Education Agency</p>	<p>DATE SUBMITTED</p> <p>05/18/2017</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB

4040-0013

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

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

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

6. * Federal Department/Agency: <input type="text" value="Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Charter Schools"/> CFDA Number, if applicable: <input type="text" value="84.282"/>
--	--

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

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

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

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

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

* Signature:

* Name: Prefix * First Name Middle Name

* Last Name Suffix

Title: Telephone No.: Date:

Federal Use Only: Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

1234-GEPA427.pdf

Add Attachment

Delete Attachment

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Applicants must indicate cost share/matching amounts in the appropriate columns in the application. Applicants are not required to list cost share/matching amounts in the same class/object codes in which grant funds are budgeted. Applicants may distribute cost share/matching amounts among any of the class/object codes, so long as the costs are eligible to be paid from cost-share/matching funds and so long as the total cost share/matching amount is equal to or greater than the cost share/matching amount required by TEA (or the authorizing statute, whichever is the case).



Subgrantees are required to maintain the same auditable records, including time and effort documentation, if applicable, for all expenditures relating to cost share/matching funds as for the regular grant funds. These records must be maintained by the business office in the same manner and for the same time period as the regular grant funds. TEA will be required to reduce the total amount of grant funds paid to the subgrantee if the cost share/matching funds are not provided in the required amount. Depending on the timeline that this determination is made, the subgrantee could be required to submit a refund to TEA.

Requirements for Applicable Federal Programs

These requirements apply to federally-funded grant programs. If listed in the Program Guidelines, Program Elements, these requirements apply to the grant program.

Equitable Access and Participation

Provisions for equitable access and participation apply to all federally funded grants administered by the US Department of Education. As such, Schedule #18—Equitable Access and Participation for paper grants or Schedule PS3400—Equitable Access and Participation for eGrants is a required schedule in the application for any federally funded grant. The application will not be eligible to be considered for funding in the absence of this schedule.

In accordance with the General Education Provisions Act (GEPA), Section 427, applicants must develop and describe the procedures they will use to ensure equitable access to and equitable participation in the grant program. The barriers to such participation should be identified for all participants and potential participants during the needs assessment phase of the program planning and development.

All applicants must address the special needs of students, teachers, and other program beneficiaries to overcome barriers to equitable participation, including those based on gender, race, color, national origin, disability, and age.

Private Nonprofit School Participation

If the authorizing statute requires, the following private nonprofit school participation requirement shall apply to the federally funded grant program. Before completing and submitting the application, the applicant must contact the private nonprofit schools located within its boundaries, notifying them of the opportunity to participate in the program. Schedule #19—Private Nonprofit School

Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: XXXXXX			Amendment number (for amendments only):	
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: XXXXXX			Amendment number (for amendments only):	
Barrier: Cultural, Linguistic, or Economic Diversity (cont.)				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer “flexible” opportunities for parent involvement including home learning activities and other activities that don’t require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members’ diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally “hard to reach” parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gang-Related Activities				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: XXXXXX			Amendment number (for amendments only):	
Barrier: Inaccessible Physical Structures				
#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Absenteeism/Truancy				
#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: High Mobility Rates				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Support from Parents				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: XXXXXX Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer “flexible” opportunities for involvement, including home learning activities and other activities that don’t require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members’ diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally “hard to reach” parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION Texas Education Agency	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Mr.	* First Name: Cory Middle Name:
* Last Name: Green	Suffix:
* Title: AC - Dept. of Grants Compliance & Oversight	
* SIGNATURE: Cory Green	* DATE: 05/18/2017

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

1. Project Director:

Prefix: Mr.	First Name: Arnoldo	Middle Name:	Last Name: Alaniz	Suffix:
----------------	------------------------	--------------	----------------------	---------

Address:

Street1:	1701 North Congress Avenue
Street2:	
City:	Austin
County:	
State:	TX: Texas
Zip Code:	78701
Country:	USA: UNITED STATES

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

Email Address:



2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

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

No Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment
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Abstract

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

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

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

You may now Close the Form

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

* Attachment:

2017 CSP Proposal: Replicating High-Quality Texas Charter Schools

A grand opportunity exists in Texas: To catalyze the replication of approximately 115 high-quality charter schools which will serve more than 55,000 students. Texas aims to meet this goal by replicating existing high-performing *state-authorized* charter schools and by catalyzing the rapid expansion of the high-performing *district-authorized* charter school sector.

In 2016, the Department awarded Texas a Charter School Program (CSP) grant for support of planning, design and initial implementation (**start-up**) of authorized charter schools. These “start-up” subgrants have supported the launch of 10 new *state-authorized* charter campuses (state charters) and seven new *district-authorized* charter campuses (district charters). TEA anticipates using the existing grant to support at least 30 more campus start-ups.

Whereas the current CSP grant supports new state and district charter start-ups, Texas proposes to use this new CSP grant to support the **replication and expansion of existing successful charter schools**. There is major opportunity, represented in the capacity of both the state-authorized and district-authorized charter sectors, to serve more students. Since December 2016, existing state-authorized charter school operators have sought approval (via charter amendment) to open or expand more than 100 campuses to serve an additional 44,000 students. Moreover, Texas is making an intentional effort to catalyze the *district-authorized* charter school sector. In 2013, the Texas Legislature expanded the chartering authority of school districts by adding a provision enabling them to award a charter for the operation of multiple campuses. The Commissioner has encouraged district superintendents to use this new authority to replicate successful district-authorized charter schools. This new CSP grant would provide necessary planning and implementation capital for replications, and it would allow TEA to launch a Texas Authorizer Leadership Academy (TALA) to enhance the quality of district authorizers.

The Commissioner of Education, TEA staff, the Governor, Lt. Governor, Legislative leaders, and numerous district superintendents are eager to ensure more students have access to high-quality charter schools.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

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Competitive Preference Priorities

Priority 1: Periodic Review and Evaluation

Texas state and district charter schools are annually reviewed and evaluated, both under demands specific to Texas charter schools and under state and federal accountability requirements. Further, both types of charters are subject to comprehensive periodic reviews that inform charter renewal determinations. The commissioner of education is authorized to take appropriate action and impose meaningful consequences under each type of review.

Review and Evaluation under Texas Chartering Requirements

State Charters. State law requires that a contract for a state-authorized charter school explicitly make continuation of the charter contingent upon continued achievement of academic performance standards published annually by the state. Texas Education Code (TEC) §12.111(a). These contracts must specify, moreover, that academic performance is the primary factor determining whether a charter is renewed. This focus on academic achievement as the prime consideration in evaluating charter school performance is reinforced in the state's charter renewal process. Charter schools that receive only the highest performance ratings in the state accountability system (and have no financial or operational compliance issues) are eligible for an expedited renewal and expansion processes. TEC §12.1141 and 19 Texas Administrative Code (TAC) §100.1033(b)(10).

The Texas Education Code requires that charter contracts include a requirement for “an annual audit of the financial and programmatic operations of the program.” TEC §12.111(a)(11). Accordingly, each state charter must annually submit an independent audit (this is additionally a requirement of state charters as Local Education Agencies (LEAs); all Texas LEAs must submit

an independent audit to TEA annually). Additionally, state law requires that the commissioner of education adopt performance frameworks based on national best practices and evaluate each charter school annually under the terms of the applicable framework. TEC §12.1181. Staff of the TEA worked with the National Association of Charter School Authorizers (NACSA), members of the State Board of Education (SBOE), and stakeholders throughout the state to develop the Charter School Performance Framework (CSPF), a framework that informs TEA, individual charter schools, and the public about charter school performance, viability, and sustainability. This CSPF examines how different student groups are performing academically, provides details regarding financial management, and highlights compliance indicators required by Texas, including but not limited to: program requirements for student groups; criminal record requirements; building safety; and requirements for the usage of the Texas Records Exchange (TREx) system (the state's student records transfer system). Charters will be evaluated annually using the CSPF which will be available publicly. See Appendix F – Additional Documents for a copy of the 2016 CSPF Manual. The TEA conducts performance reviews annually, providing feedback as warranted and recording both deficiencies and progress for inclusion in comprehensive renewal reviews.

Further, if annual audit and performance reviews reveal violations of the terms of a charter school's contract (including violations of state law or generally accepted standards of fiscal management), the commissioner is empowered to require corrective actions, place the charter school on probationary status, or initiate charter revocation proceedings (depending on the severity of the violation). TEC §12.1141 and §12.115. Additional academic and compliance reviews, along with associated consequences, applicable to all local education agencies are

addressed under the “Review and Evaluation under Generally Applicable Accountability Requirements” subsection below.

Review requirements associated with renewal are the most comprehensive. State charters are initially awarded for five years and are thoroughly evaluated prior to being awarded a renewal contract for 10-year terms thereafter. Before the commissioner of education (COE) renews a charter at the end of a five-year term, an extensive review of charter performance is conducted across multiple program areas, including Performance Reporting, Child Nutrition, Financial Compliance, Grants Administration, Federal Fiscal Compliance and Reporting, Federal Fiscal Monitoring, Legal Services, Public Education Information Management System (PEIMS) Data Reporting, Program Monitoring and Interventions, School Improvement and Support, Federal and State Education Policy, Student Assessment, and Complaints, Investigations, and Enforcement. Texas law requires the COE to allow a charter contract to expire for any low-performing state charter school and its campuses if the charter school has received unacceptable academic or financial ratings for three of the five preceding school years or a combination thereof. The commissioner has statutory discretion regarding whether, and under what terms, to renew a state charter for which closure is not required. TEC §12.1141.

District Charters. State law requires that charters authorized by an independent school district take the form of a performance contract and provide that continuation of the charter is contingent on satisfactory student performance, satisfactory financial performance, and compliance with other applicable accountability provisions. TEC §12.0531 and §12.059. The statutory provisions creating district charters emphasize that improved academic performance is the central consideration in continuation of the charter, explicitly providing that a district charter

school retains its authority to operate under the charter only if students at the school meet academic performance requirements. TEC §12.054.

Also, as with state charters, the Texas Education Code requires that district charter contracts include a requirement for “an annual audit of the financial and programmatic operations of the program.” TEC §12.059. The board of trustees of the school district authorizing the charter may place the charter on probation if the district charter school fails to meet performance criteria or as warranted by violations found during the annual audit or other reviews. TEC §12.063.

Further, a district is *required* to terminate the charter of a district charter school if the school fails to meet state academic performance standards for three consecutive years. TEC §39.107(e). This state requirement flows from the more general requirement that a district close or repurpose any campus that fails to meet academic performance standards for three consecutive years.

Review and Evaluation under Generally Applicable Accountability Requirements

The state of Texas has had a robust and rigorous accountability system that has included all forms of charter schools since the inception of the state’s charter school law in 1995. The Texas Education Code (TEC) requires that all public schools, including state and district-authorized charter schools, be evaluated annually. Each year, all charter schools are evaluated academically and financially as follows: **academic ratings** of state and district charter schools (LEA and campus level) and district charter schools through the state accountability system; state charter school (LEA level) accreditation through the **Accreditation Status Matrix**; and State charter school (LEA level) financial ratings through the **Charter School Financial Integrity Rating System of Texas (FIRST)**, a variant of system applicable to traditional LEAs.

State Accountability System

Schools and districts (LEAs) are rated annually in the state accountability system. State accountability ratings are based on a framework of four indexes that are used to evaluate the performance at both the campus and district level in the state. The framework includes a range of indicators to calculate a score for each index and enables a thorough assessment of campus, district and charter school effectiveness. Accountability ratings are based on achieving a target established for each performance index: **Index 1:** Student Achievement provides a snapshot of performance across subjects; **Index 2:** Student Progress measures year-to-year student progress by subject and student group; **Index 3:** Closing Performance Gaps tracks advanced academic achievement of economically disadvantaged students and the lowest performing racial/ethnic student groups; and **Index 4:** Postsecondary Readiness emphasizes the importance of earning a high school diploma that provides students with the foundation necessary for success in college, the workforce, job training programs, or the military. The commissioner of education has authority to require corrective action to improve performance at either a state or district charter school in the event that state academic performance standards are not met. TEC §39.102, §39.103, and §39.104. These performance interventions supplement federal performance reviews and interventions required under the federal Elementary and Secondary Education Act.

Accreditation Status

TEA accredits public schools (K-12) in Texas. State charter schools (LEA level) were issued accreditation statuses for the first time in 2008-2009. The accreditation system examines the financial and academic health of LEAs and performance in other areas, including program effectiveness, program compliance, and data integrity. Program effectiveness/compliance and data integrity are monitored using indicator analysis, charter self-evaluations, agency desk

reviews, and on-site monitoring to identify areas in need of improvement or correction for a given program. Based on results of monitoring activities, intervention and sanction measures are implemented to address findings related to performance concerns and noncompliance with federal and state requirements. An LEA that repeatedly fails to demonstrate adequate performance in one or more of these areas is issued a status of Not Accredited – Revoked and is not allowed to operate as a public school in Texas.

Financial Integrity Reviews

In addition to academic and program compliance reviews, state law requires that TEA issue an annual financial accountability rating for every LEA. TEC §39.082. This system, the Financial Integrity Rating System of Texas (FIRST), has been modified for the charter LEA context (Charter FIRST). See discussion under Priority 2: Charter School Oversight, below.

Priority 2: Charter School Oversight

State and district charter schools are subject to oversight systems specific to the chartering context as well as standard state and district oversight systems.

Oversight Specific to Charter Schools

State charters. A state charter must be issued in the form of a contract contingent on continued improvement of academic performance as measured by the state’s academic accountability system. TEC §12.111(a)(2) and §12.112. The state’s approach to academic accountability has long required (since 1995) that school districts and state charters continuously improve academic performance with respect to disaggregated student groups now identified in federal law (race/ethnicity, socioeconomic, disability and English language learner status). As noted under Competitive Priority 1, this focus on academic achievement as the prime consideration in evaluating charter school performance is reinforced in the state’s charter

renewal process. Charter schools that receive one of the highest performance ratings in the state accountability system (and have no financial or operational compliance issues) are eligible for an expedited renewal process. TEC §12.1141. Similarly, the commissioner of education expedites approval of expansion amendments based on academic performance criteria. 19 Texas Administrative Code (TAC) §100.1033(b)(10).

The state also prioritizes academic performance with respect to revocation of charters. State law pertaining to low-performing state charter schools was strengthened in 2013 and now *requires* the commissioner of education to revoke a charter if the charter school fails to meet academic performance (and/or financial accountability standards) for three consecutive years. TEC §12.115. Additionally, the commissioner has the option of either revoking a charter or reconstituting the governing board of a charter school if the commissioner determines that there has been a material violation of the charter, including failure to satisfy accountability provisions prescribed by the charter; failed to satisfy generally accepted accounting standards of fiscal management; failed to protect the health, safety, or welfare of the students enrolled at the school; or is imminently insolvent.

State law further requires that the performance contract governing the charter school specify the rights and responsibilities of the charter school operator and those of the commissioner of education (as the authorizer of the state charter). With respect to the charter operator, the contract must specify all aspects of the educational program, grades to be served, geographical boundaries, admissions and enrollment criteria, disciplinary provisions, parental and community outreach plans, budget development and adoption procedures, audit provisions, LEA and campus-level governance and administrative personnel, and facility and management company plans (if any), along with the terms by which performance under the contract will be

evaluated and probation or revocation imposed. TEC §12.111. State charter school contracts additionally incorporate by reference all applicable requirements and prohibitions relating to open meetings, open records, nepotism and conflict of interest, etc., as well as the rights of the charter school and corresponding responsibilities of the commissioner of education as the authorizer.

With respect to audits, in addition to the financial audits all LEAs must annually submit to TEA (addressed below in Standard Oversight Applicable to All LEAs and Schools), state charter schools are subject to the additional authority of the commissioner to audit the records of a state charter school, the non-profit or governmental entity to which the charter was granted, and any management company. Further, TEA conducts first-year onsite visits for new charter schools to ensure systems necessary for compliance are established. For detailed information regarding sample site visit protocols reference Appendix F – District-Authorized Charter Schools Site Visit Protocols. Finally, state charter school subgrantees would be required provide interim and final reports on their progress toward meeting their goals and objectives. The TEA has a robust grant monitoring and compliance enforcement systems that ensure that the terms of this grant program are met by all parties.

District charter schools. As with state charters, a district charter must take the form of a performance contract subject to achievement of continuously rising state achievement standards. TEC §12.0531 and §12.0539. The contract must also specify elements of the educational program, admission processes, the campus governance structure, health and safety plans, financial and programmatic audit procedures, and the basis in which the charter may be terminated. Statute requires, moreover, that the authorizing board of trustees adopt procedures by which it will place a district charter school on probation or revoke its charter if the school does

not meet academic performance criteria or commits other material violations of its charter contract. TEC §12.063. As noted above, district charter operators must ensure that campus-level audits are conducted as a condition of the charter. This requirement supplements the independent district-level audit that all districts must submit to the TEA annually (addressed below).

Standard Oversight Applicable to All LEAs and Schools

The state accountability system provides for differentiated academic interventions in addition to the annual performance reviews and ratings referenced under Competitive Preference Priority 1: Periodic Review and Evaluation. These tiered interventions, triggered by state accountability ratings, apply to both state and district charter schools as well as to traditional district campuses. As noted above, the charter of any state charter school that fails to meet academic performance standards (and/or financial accountability standards) for three of the preceding five years at the time the charter is up for renewal must be revoked under state law. TEC §12.114 and §12.115. The model district charter school policy promulgated by the TEA requires closure of a district charter school at the end of a third year of failure to meet state performance standards. Otherwise, the commissioner may order closure after the fifth year of failure. TEC §39.107(d). The commissioner must, under state law, order closure of a campus after its sixth year of failure. TEC §39.107(e).

State law requires that all LEAs, including state charters, annually submit an audit by an independent certified or public accountant to TEA. TEC §44.008(a). If TEA staff identify irregularities, the commissioner notifies the board of trustees. Evidence of criminal violations are shared with the local district attorney and the state attorney general. TEC §44.008(e).

In addition to the requirement of an annual audit, state charter schools are held accountable for meeting financial expectation via state financial accountability ratings under the

Charter Financial Integrity Rating System of Texas (FIRST), which analyzes financial data from the previous fiscal year with respect to financial accountability indicators. For 2015-2016, a total of 16 indicators were used to determine a charter's financial performance.

Compliance with state and federal programmatic requirements by all Texas schools is overseen by the agency's Program Monitoring and Interventions (PMI) Division, which reviews, evaluates, monitors, and intervenes with campuses and their LEAs (both district and state charter schools). Areas of focus include bilingual education/English as a second language, career and technical education, *Every Student Succeeds Act*, special education program areas, and data validation. On-site visits are conducted, in accordance with the relevant site visit protocols (see appendix F for district charters), to address concerns related to substantial, imminent, or ongoing risks reflected in current and longitudinal LEA data. The PMI Division additionally monitors federal programs as required by the United States Department of Education Office for Civil Rights (USDE-OCR) and provides assistance to LEAs identified for an on-site visit.

Priority 3: Authorized Public Chartering Agency Other than a Local Educational Agency

As noted in the overview at the outset of this proposal, there are two categories of charter authorizers in Texas. First, the commissioner of education is empowered to grant a charter to an institution of higher education (private or public); a non-profit organization; or a governmental entity. TEC §12.101(a). Currently, there are 180 commissioner-authorized "state charter schools" in operation. Again, multiple campuses may operate under one charter. Thus, although 180 state charters are currently authorized, 675 campuses operate under those charters.

Second, each school district may grant a charter for the operation of one or more schools. Currently, there are 73 district-authorized charter schools in operation across 16 authorizing

school districts. Approximately seven additional district charters are slated to begin operation in 2017.

A charter developer may apply for a state charter without having to exhaust opportunities at the local district level first. A developer may choose to apply to the commissioner for a state charter first, and then, if rejected, apply to a district, or vice versa. Also, there is nothing to prevent a charter developer from applying at the state and district levels simultaneously.

Priority 4: Equitable Financing

Texas law puts state charter schools on the same footing as school districts with respect to funding generated through daily attendance, formula grants, and discretionary allocations via competitive grant programs. TEC §12.106. District charter schools generate state funding on the same basis as traditional schools within a district.

State funding for Texas charter schools (all types) and school districts is generated primarily through the Foundation School Program (FSP) and is based on weighted average daily attendance (WADA), a measure of the number and type of students attending school. WADA reflects average daily attendance (ADA) plus adjustments based on the number of students participating in special education, career and technology education, bilingual/ESL education, state compensatory education, and gifted/talented education programs. Since state charters schools do not, like districts, collect local taxes, state law “evens out” the funding by supplementing the WADA allocation with an additional amount based on a state-wide average district tax rate and a statewide average of adjustments districts receive based on characteristics such as population sparsity and the cost of education in the geography they serve. TEC §12.106. In some instances, as a consequence of this combination of funding adjustments, state charters

earn a higher total allocation per student than the school district in which they are located generates (inclusive of both state allotment and local tax revenues).

State charter schools are eligible to receive transportation and other types of operational funding on the same bases as school districts. Further, state law provides that a state charter school “is entitled to funds that are available to school districts from the agency or the commissioner in the form of grants or other discretionary funding unless the statute authorizing the funding explicitly provides that open-enrollment [state] charter schools are not entitled to the funding.” The responsibility to ensure that charter schools know about state and federal sources of funding for which they are eligible begins with the staff in the Division of Charter School Administration. Procedures are in place to officially notify, via email, key staff members throughout TEA when a new charter campus is officially approved and entered into the agency database, prompting staff to notify charters, as appropriate, about funding for which they may be eligible. Formal notifications of competitive discretionary grants that are available through TEA are posted in the Texas Register, similar to the Federal Register, and posted on the TEA website.

Because state charter schools are LEAs, they submit consolidated applications that cover the following federal formula programs: Title I, Part A—Improving Basic Programs Operated by Local Education Agencies; Title II, Part A— Teacher and Principal Training and Recruiting Fund; Title III, Part A—LEP; Title III, Part A—Immigrant; Carl D. Perkins; and IDEA-B. The Division of Federal Fiscal Compliance and Reporting notifies charter schools when the Request for Federal Funding and Indirect Cost Rates for Charter Schools are available through the electronic grants system (eGrants) and receive a reminder prior to the deadline.

Upon determination of eligibility, state charter schools are notified of their planning amounts on the TEA’s eGrants System. Charter operators may request consideration for

significant expansion funding and provide directions to submit documentation of the expansion resulting in the reopening of eGrants.

District charter schools generate the same funding (state and local shares) as traditionally operated schools within a district. The amount of funding that flows from the district to the charter school is negotiated as part of the performance contract required by state law. TEC §12.0531. Given that the district is held accountable for the performance of the district charter school, it is in the district's interest to ensure that the charter school has sufficient resources to support student success. Moreover, the state is actively taking steps to ensure that district authorizers support district charters with equitable and timely funding. TEA is seeking funding to develop the Texas Authorizer Leadership Academy (TALA) to build authorizing capacity among school districts. This training academy will be based on the Principles, Standards, and 12 Essential Practices promulgated by the National Association of Charter School Authorizers (NACSA) and will include a focus on the importance of clarity, equity and efficiency with respect to the financial terms of the charter contract.

Further, TEA has established an intensive learning network, the System of Great Schools (SGS) Network, as part of a broader initiative aimed at reducing the number of low-performing schools in the state by 50 percent. The SGS Network supports implementation of the school portfolio management model and builds capacity to create or authorize new innovative schools and expand or replicate existing schools. SGS districts will be supported by the TEA Division of System Support and Innovation (DSSI) and will receive technical assistance from national experts in school portfolio management, new school creation, high quality authorizing and oversight, and related issue areas. Additionally, the TEA has published a model district charter policy that highlights the importance of equitable funding of local charter schools.

The TEA will ensure that district authorizers that have approved the expansion or replication of district charter schools provide funding commensurate with growth. For instance, districts that approve charter expansion or replication must provide plans for distributing federal funds to each charter site as part of their Charter School Program grant eligibility documents.

Priority 5: Charter School Facilities

Texas provides facilities support to state charter schools through a variety of channels. The New Instructional Facility Allotment (NIFA) is a reimbursement program that provides up to \$250 per student in an eligible new campus in the first year of operation and up to \$250 per each additional student in the second year of operation. State charter schools are eligible for this facility-cost reimbursement on the same terms as traditional school districts.

Further, in 2013 the Texas Legislature enabled state charter schools to participate in the Texas Bond Guarantee Program. Backing from the \$30 billion Texas Permanent School Fund, (PSF), the largest endowment in the country, gives charter school bonds the equivalent of a AAA rating, which allows the schools to issue the bonds at the lowest possible interest rate. The PSF Bond Guarantee Program has backed charter school bonds totaling over a billion dollars.

In addition to the PSF Bond Guarantee Program, the Legislature created the Charter School Finance Corporation (CSFC) under the auspices of the Texas Public Finance Authority (TPFA). The CSFC serves as a state-supported bond issuer (not precluding use of other issuers) and provides credit enhancement services to enable charter schools to secure facilities financing at lower interest rates. As of February 2017, the CSFC has supported 15 state charter schools the issuance of bonds totaling over \$353 million and has supported seven additional charter schools with credit enhancement grant awards totaling over \$5.1 million.

The Texas Legislature has also taken steps to promote partnerships with state charter schools and school districts with respect to facilities. State law requires that, before a district may “sell, lease, or allow use of an unused or underused district facility,” the district must first give each charter school wholly or partially within the boundaries of the district the opportunity to make an offer on the property. TEC §11.1542.

Charter schools authorized by school districts are typically provided a facility under the terms of the performance contract between the district and the school operator. A growing number of Texas districts are looking to the local chartering tool as a way to optimize facilities as district enrollment shifts. San Antonio Independent School District, for example, has used the chartering mechanism to repurpose a number of facilities.

Priority 6: Best Practices to Improve Struggling Schools and Local Education Agencies

All Texas LEAs are encouraged to disseminate promising practices statewide through various forums. Texas Gateway, TEA’s online learning community serving over three million subscribers, is a key channel. Further, TEA spotlights High Performing and High Progress Title I Reward Schools, disseminating case studies of these schools (charter and district). See Appendix F for a press release. School districts are adopting the successful practices of state charter schools. In some instances, districts are importing these practices and applying them directly. For instance, Houston Independent School District (ISD) explicitly incorporated practices of high-performing charter schools, including longer school days and intentionality about school culture, into its district-wide turnaround initiative. Partnerships are another way Texas districts are incorporating successful practices of charter schools into their work. The SKY Partnership (Spring Branch ISD, KIPP, and YES), for instance, is based on a performance contract between

Spring Branch ISD and KIPP and YES charter schools. Two district middle schools share their space with KIPP and YES charter schools. Performance results are attributed to the district. The partners regularly share effective practice and teachers and leaders participate in YES Prep Teaching Excellence Program and the KIPP School Leader Program (KSLP).

Texas also recently implemented the instructional leadership initiative (ILA) – a partnership between Texas education service centers (ESCs) and instructional leadership support partners. The current support partners include Relay Graduate School of Education and The New Teacher Product. Both instructional support partners are national flagships known for providing programming and technical assistance rooted in charter school best practices specific to instructional leadership.

It is the intent of the Texas Education Agency (TEA) to work with the American Institutes for Research (AIR) to provide a comprehensive evaluation of the CSP replication grant in accordance with all requirements stated herein. The purpose of this evaluation is to examine the effectiveness and impact of the Public CSP replication grant, identify promising practices exhibited by grantees and successful charter schools within the state, and to examine expansion and replication strategies within CSP grantees.

Priority 7: Serving At-Risk Students

Texas law prioritizes creation of charter schools dedicated to serving students at risk of dropping out of school. A school designed to serve at-risk students that maintains an enrollment predominantly composed of at-risk students, is not counted under the state cap on the number of charter schools permitted. TEC §12.101 (b-7). Further, Texas law directs the commissioner to “give priority to applications that propose an open-enrollment charter school campus to be located in the attendance zone of a school district campus assigned an unacceptable performance

rating under §39.054 for the two preceding school years.” TEC §12.110 (e). Students attending a low-performing school are more likely to be at-risk of dropping out due to fewer experiences with academic success. In addition, the CSP subgrant application scoring process allows for the award of priority points for charters that intend to serve students who would otherwise attend a traditional school identified for intervention as a Title 1 Priority or Focus school intervention.

Further, Texas has numerous systems in place to ensure educationally disadvantaged students are supported. The Performance-Based Monitoring Analysis System (PBMAS) is an automated data system that reports annually on the performance of school districts and charter schools in selected program areas. From the data contained in the PBMAS, PBM staff produce reports that include specific district-level data for each performance indicator in the PBMAS. Program Monitoring and Interventions (PMI) staff monitors and supports intervention activities within this system using a continuous improvement model but may also be subject to additional sanctions and interventions, including on-site reviews.

Priority 8: Best Practices for Charter School Authorizing

The TEA is committed to use of best practices for charter school authorizing statewide. Indeed, the national Association of Charter School Authorizers (NACSA) indicates that TEA has implemented all 12 of the NACSA Essential Authorizing Practices. One of these practices enabling continuous improvement of authorizing practices is the annual publication of the performance results of charter schools disaggregated by authorizing entity and compared to matched traditional schools. TEC §12.1013. This public comparison is conducted in accordance with a statutory provision, “Charter Authorizer Accountability,” that requires that the published report enable the public to distinguish the performance of schools across authorizers.

As previously stated, TEA has launched a new technical assistance network under the agency's Division of System Support and Innovation, the new System of Great Schools (SGS) network. Information regarding the SGS network can be referenced in Appendix F – System of Great Schools Program Description. The first cohort of participant districts was recently selected. Districts that pursue the SGS strategy will design and implement a continuous improvement process that annually evaluates school quality, parent demand, and neighborhood needs to take strategic actions to improve schools and provide parents with the programs they desire. The technical assistance will include a focus on district authorizing practices as a strategy to “develop and expand great schooling options.” Over the course of 24 months, districts will be coached by executive advisors – all of whom have managed high-quality authorizing practices in district contexts, receive focused support from subject matter experts, and participate in facilitated professional learning communities. Tools, case studies, and other materials will be curated based on these experiences and made available for statewide use. New cohorts of districts will be selected each year if funding permits.

TEA has also developed resource documents, including a model district authorizing policy, and is seeking funding to establish a new authorizing training program for district authorizers, TALA. As noted above, TALA training will be based on NACSA's Principles, Standards, and Essential Practices and will address each element required for an effective performance contract. Approximately 12 districts per year are expected to participate in this intensive hands-on training.

In addition to providing these resources to SGS and TALA participants, the materials will be curated for dissemination via TEA's website. Additionally, TEA will develop a competency-

based sequence of online trainings as part of its ongoing effort to make all types of school district governance training electronically accessible.

These initiatives reinforce the state's ongoing efforts to promote excellence in authorizing at the state level. With respect to state charter schools, TEA operates annual operation cycles for non-profit, governmental and university applicants. The agency engaged the National Association of Charter School Authorizers in 2013 to aid in further strengthening the state's approach. During each annual state charter application and selection process, the staff of the Division of Charter School Administration evaluate the current application in terms of content and format in order to assess opportunities for improvement. These annual evaluations enable TEA to terminate application questions and processes that may have led to selection of weaker candidates and determine the impact of modifications made to continuously improve the process. Every year the application and process are reviewed in effort to better enable the commissioner to make informed decisions regarding the approval or denial of each application.

With respect to district charters, the board of each Texas school district may locally authorize charter schools and chartered programs. TEC Chapter 12, Subchapters C. State law requires each school district to adopt a charter policy that specifies: (1) processes to be followed for approval of a charter; (2) statutory requirements with which such a charter must comply; and (3) the items that must be included in the charter application. State statute defines contract requirements for district charter schools, including a description of the educational program to be offered, an assurance that continuation of the charter is contingent upon satisfactory performance, the basis for revocation, and a description of how an audit is to be conducted, as well as other items. TEC §12.059.

With respect to the CSP start-up grants TEA currently administers, districts applying for CSP grant funds on behalf of district charter schools they've authorized submit their authorizing practices and procedures for TEA review. A district is not eligible to receive CSP grant funding if any of the required documents are not included with the CSP grant application or if, after the required documents are reviewed, it is determined that the district did not authorize the charter in accordance with state law. In addition, after guidance supplied during a USDE monitoring visit, the TEA has hired a position to oversee all charter applications, including the campus charters, in order to strengthen this process.

As outlined above, measurable expectations encompassing academic, financial, and operational areas of review have been established statewide. All charter schools are statutorily mandated to undergo annual evaluations for academic performance, via the state accountability system; and (2) financial performance, via the school financial integrity rating system of Texas (FIRST). Accreditation statuses are issued to school districts and charters at the district (LEA) level based on this academic and financial evaluation. Additionally, the operational performance of all state charter schools will be evaluated annually via the Charter School Performance Framework (CSPF) (See Appendix F). Further, TEA will be supporting district authorizers to develop and apply performance frameworks in the course of their participation in the TALA and SGS networks.

Selection Criteria

Selection Criteria a: Flexibility

The Texas Education Code grounds both state and district charter schools in the presumption that state laws that ordinarily govern public schools do not apply charter schools. It

states that a charter school “is subject to this code and rules adopted under this code only to the extent the applicability to an open-enrollment charter school of a provision of this code or a rule adopted under this code is specifically provided.” TEC §12.103(b). The Education Code uses the same language with respect to district charter schools. TEC §12.055.

The Texas Education Code lists, in Chapter 12, the set of requirements and prohibitions that are applicable to charter schools. (Other state codes include certain requirements pertaining to, *e.g.*, insurance administration, vehicle safety, *etc.*) Applicable provisions of law pertain primarily to state and federal accountability, graduation requirements, compliance with special program regulations, data reporting, financial recording keeping and audit requirements, admission and lotteries, “good government” (public meeting and public records requirements, prohibitions on conflicts of interest and nepotism, and limited purchasing and contracting safeguards), and health and safety. Statute enables district charters to enjoy the same scope of freedom as state charter schools. TEC §12.104 and §12.056. Both state and district charter schools have broad latitude in the operation of their campuses and programs. Notably, neither state nor district charter schools are required to comply with statutory requirements relating to school personnel. Teacher and administrator compensation, the requirement of an employment contract and contract terms, certification (except for pre-kindergarten, special education and bilingual education), roles and responsibilities, days of service per year, leave, and career pathways are all matters governed by the terms of a charter contract rather than state law. Operationally, state and local charter schools also have ample freedom. Both types of schools are free (within the bounds of their authorizing charter contract) to determine their own school calendars and hours of operation, student/teacher ratio and class size, transportation offerings,

facility configurations (within local safety and zoning limitations), and geographic service boundaries.

In addition to the freedoms afforded by virtue of charter school enabling legislation, the commissioner of education (state authorizer) is given broad waiver authority. A charter school is thus enabled to expand upon the flexibility afforded by statute by requesting that the commissioner waive one of the requirements specified by the Education Code as applicable to charters. If the charter operator make a persuasive case that the applicable requirement (or prohibition) is a barrier to the success of students at the school, and is not among the fundamental provisions excepted from the commissioner's waiver authority, the commissioner may grant the waiver. TEC §7.056.

As noted under Competitive Priority 6 above, TEA has developed a technical assistance network in partnership with the ESC for Region 11 and the Texas Charter School Association (TCSA). The Network supports continuous improvement of charter schools, by helping charter school leaders improve academic performance of students by taking full advantage of the flexibility afforded under state law and commissioner rule and practice. The Network also provides ongoing consultation in the areas of operations, finance, governance, and personnel. These services are anchored by an annual summer conference in which Network partners and leaders of the state's most innovative charters schools share opportunities to maximize the advantages of the flexibility afforded charter schools.

The commissioner will also continue to facilitate flexibility by providing a streamlined process for amending of a state charter contract. The TEC empowers the commissioner to amend a charter once authorized. TEC §12.114. Statute additionally provides that amendments seeking expansion of the number of students, campus sites, or grade levels served must be resolved by

the commissioner within 60 days. TEC §12.114(c). The commissioner has, moreover, taken action to expand the flexibility available to successful charter schools. Ordinarily, a charter school is not eligible for expansion earlier than the start of its fourth full school year of operation. The commissioner has, however, created an avenue for charter schools with a track record of strong performance with multiple campuses (*e.g.*, in another state). In this instance, the commissioner permits early expansion provided that all other criteria are met. 19 TAC §100.1033(9)A).

The commissioner continues to promote the flexibility afforded district charter schools. The model district charter policy that TEA has published encourages districts to maximize the autonomy of local charter operators. The SGS and TALA networks, moreover, will expose Texas districts to the practices of high-performing district authorizers from across the nation. As successive cohorts of districts participate in this network over the next several years, the norms around autonomy and accountability will take hold statewide.

Further, in determining eligibility for CSP grant funding, TEA requires districts to submit information on the autonomy afforded to campus charters. Specifically, each district must submit a detailed description, including supporting documentation, of the ways in which the campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter and their input with regard to the school's curriculum, calendar, budget, and daily operations, and how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district. This information is then reviewed and considered by TEA staff who look for evidence that the day-to-day charter school decision makers have control of and/or provide significant input regarding the school's curriculum, calendar, budget, and daily operations.

Selection Criteria b: Objectives

TEA is seeking granting funding to achieve three objectives: (I) enable more than 35,000 additional students to be served by 75 expanded and/or replicated high-quality state-authorized charter schools; (II) enable more than 20,000 additional students to be served by 45 expanded and/or replicated district-authorized charter schools; and (III) enable 30 vanguard districts to become effective authorizers of high-quality charter schools in accordance with nationally recognized standards; prepare leaders of 120 school districts to introduce authorizing principles and lessons from vanguard districts in their communities. The context and strategies for achieving these objectives are outlined below. TEA is not seeking grant funding for start-up expenses associated with new schools created under newly authorized charters, because Texas received a federal Public Charter School Program Start-Up Grant in 2016 and is able to award sub-grants to new schools opening under newly approved charters under the terms of that grant.

Note once again that because Texas state charter “schools” operate as LEAs and multiple schools can operate under a district charter, this proposal distinguishes between “schools” and “campuses” in an effort to provide clarity. In the case of state charters, the term “school” refers to the LEA (often operating as a CMO), and each site authorized under the charter is referred to a “campus.” Similarly, district charter schools will be characterized as authorizing operation of one or more “campuses”.

I. Enable enrollment of an additional 35,000 students in 75 newly-replicated high-quality state charter school campuses.

In Texas, state law and regulation vest state charter schools, as LEAs, with most of the same powers as traditional school districts. Included among these is the power to create, manage,

and expand numerous campuses. In fact, most growth in the Texas charter school sector has happened by virtue of replication and expansion of campuses operating under a state charter “school” (LEA). The commissioner of education and State Board of Education, which formerly served as state authorizer, prior to 2013, have cumulatively authorized 320 state charter school LEAs. These charter LEAs, often operating as charter management organizations (CMOs), have created over 600 campuses serving over 270,000 students.

As outlined above, in the past there is have been relatively limited CSP funds available for start-up costs associated with new campuses (school sites) created by an existing state charter LEA. Although some Texas CMOs have received funding directly from the United States Department of Education (USDE) via the CSP Replication and Expansion grants, federal start-up funds administered by the TEA have not historically been available for new campuses created under an existing state charter unless the campus met criteria for a “new school designation” from the commissioner of education. This designation, developed with guidance from the USDE, required that the state charter school operator establish a fundamentally distinct new school, with a separate performance contract with the commissioner. 19 TAC §100.1033(b)(12). To qualify, the new school explicitly could not be “an extension” of the operator’s pre-existing school model. Thus, new campuses opening under an existing charter could not serve to replicate or expand the operator’s successful model. The new CSP Grant to State Entities, permitting state-administered subgrants for replication and expansion, can fuel significant growth in the number students served by high-quality state charter schools.

State charter operators are eager for the expansion and replication opportunities this grant presents. They are working hard to respond to the growing demand in their communities, but resource constraints have prevented many state charter operators from being able to serve the full

number of students permitted by their charters. Currently, state charter schools in good standing are cumulatively serving substantially fewer students than their enrollment caps permit. Thus, many charter systems in the state are poised to act quickly to meet the ongoing demand when resources become available through this grant opportunity.

In addition, in other instances state charter schools are pushing up against their enrollment caps and require charter amendments to meet demand. Since December 2016, operators have sought approval (via the charter amendment process) to open an additional 111 school campuses, and 28 operators have sought permission to grow enrollment. In addition, 62 have sought other forms of expansion amendments. Cumulatively, the replication and expansion requests received over the past several months seek to add over 44,000 new charter seats in the state. Approved charter amendments will result in the creation of 9,274 new seats in high-quality charter schools. Another 13 requests remain under review. (Commissioner rules setting standards for expansion or replication are discussed below.)

This level of demand for expansion and replication capacity reflects a longer-term trend and is thus expected to continue throughout the grant period. Over the past five years, 115 state charter schools have sought expansion or replication amendments. Another 23 requests have been made for expansions of schools approved for “new school” designations (thus enabling eligibility for federal start-up funds under the Public Charter School Program Start-Up Grant). It is probable that some portion of these would have applied for expansion or replication funding, rather seeking funding through the “new school designation” route, had that option been available.

This history informs the additional enrollment in high-quality state charter school systems that will be enabled through grant funding. In sum, based on current enrollment capacity

and the capacity that is expected to be added among high-quality state charter systems via charter amendments in coming years, TEA expects that successful subgrant proposals will result in over 35,000 new seats across 75 high-quality new or expanded charter school campuses.

II. Enable the enrollment of an additional 20,000 students in 40 newly-replicated high-quality district charter school campuses.

In 2013, the Texas Legislature expanded the chartering authority of school districts by adding a provision enabling a school district board of trustees to award a charter for the operation of multiple campuses (or approve a replication amendment for that purpose), effectively adopting the “one-charter, multiple campuses” paradigm long in place for state charters. TEC §12.0522. Just as operators of high-quality *state* charter schools have been able serve more students by operating multiple campuses under a charter (via centralized CMO structures), *districts* may now maximize the impact of high-quality district charter models by authorizing a successful school leader to replicate a model across multiple campuses. The new statutory provision limits the number of students who may be served under such a charter to 15% of the district’s student population. The commissioner may, however, approve the waiver of this cap upon a sufficient showing that the district’s plan for broader replication, resulting in service to more than 15% of students, is sound. TEC §7.056.

This new approach to district chartering offers an opportunity for districts to literally multiply the impact of a successful charter model—without having to replicate the expertise of a school leader. Rather, by charging that principal with replication of the model, and thus creating a new “district charter network” leadership path, the district can increase both the likelihood of retaining that leader and of maintaining fidelity to the model during replication.

TEA plans to engage school districts in the Texas Authorizing Leadership Academy (TALA), a training academy designed to improve district authorizing practices and orient district leaders to replication and expansion strategies for maximizing the number of students served in high-quality schools. (More information about TALA is provided under Objective III below and Selection Criteria c: Quality of Eligible Subgrant Applicants) Districts will be provided information about the new campus replication opportunity and the availability of subgrants if Texas is selected for funding. TEA is planning for an average of 12 districts to participate in the academy each year. Since these will be districts that are self-selecting based on interest in chartering, TEA expects that approximately three-fourths of participating districts will seek funding under this grant each of the three years.

The System of Great Schools technical assistance network (SGS Network), recently created by the TEA, will support districts that wish to take advantage of this new opportunity among other strategies designed to reduce the number of low-performing campuses by half. (More information about the SGS Network is set forth below under Section Criteria c: Quality of Eligible Subgrant Applicants.) Sixteen districts responded to the request for proposals seeking applicants for the first cohort SGS network. 10 districts have been confirmed for participation. TEA anticipates that greater numbers will be selected for participation in future cohorts. Cohorts will be chosen annually. The number of participants is expected to remain consistent for future cohorts. At least half of these districts are likely to seek support to open a replication campus in each year of the grant.

III. Enable 30 vanguard districts to become effective authorizers of high-quality charter schools in accordance with nationally recognized standards; prepare

leaders of 120 school districts to introduce authorizing principles and lessons from vanguard districts in their communities.

TEA is developing a range of supports to enable Texas school districts to become excellent authorizers. If selected for funding under the CSP Grants to State Entities program, TEA is poised to make TALA a central component of those efforts and will allocate technical assistance resources to coordinate TALA implementation with outreach and pre-application support around subgrant opportunities. As outlined in Competitive Priority 8 above, this training program will engage between 10-15 districts annually in live, in-person training based on NACSA's Principles, Standards and Essential Practices. During the course of the three-year grant period, senior administrative leaders and board members from approximately 35 districts will learn from national experts as well as peers about the full range of authorizing responsibilities. An additional 120 district leadership teams (approximately 10% of the LEAs in Texas) will participate in an online, competency-based sequence of training that will prepare those leaders to introduce and build support for quality charter authorizing and systems for portfolio review and planning. These districts will participate in a "light-touch" network in which artifacts and lessons from the vanguard districts will be shared.

Further, TEA will integrate an orientation to CSP subgrant opportunities into its SGS network activities upon award. Districts are selected for the SGS network, in part, based on their willingness to pursue local chartering as an avenue for significantly increasing the number of students in their districts who attend high-performing schools. Cohorts of districts will be engaged in a two-year program of ongoing coaching and focused technical assistance as they implement a range of strategies aimed at this objective. NACSA Principles, Standards, and Practices will also be integrated into this training initiative. Approximately 35 districts will

participate in this training over the course of the three-year grant period (because many of these districts are likely to also participate in TALA, they are not counted separately in the training count).

Selection Criteria c: Quality of Eligible Subgrant Applicants

State Charter Applicants. As explained under Selection Criterion b (Objective I above), despite strong community demand for more replication campuses, CMOs operating multiple high-quality state charter campuses under a single charter have not had access to federal start-up funds administered by TEA. A few CMOs have been funded directly from the USDE via the CSP Replication grant, and others have qualified for the “new school designation” (and thus federal start-up funding) by creating schools that are neither replications nor expansions of a successful model, but rather new models entirely. As a consequence, high-performing CMOs have not been able to meet the growing demand in Texas communities for access to the types of schools for which these CMOs are known. This pent-up demand is expected to generate high numbers of applications for the replication and expansion funding available through the new CSP State Entity grant. The TEA is targeting a 2:1 applicant-to-award ratio enabling the selection of recipients from an extraordinarily strong pool.

Further, the quality of selected applicants will be guided by the parameters for expansion and replication set in the state’s administrative code. The commissioner of education has adopted standards that ensure only high-quality charter schools are approved to increase their enrollment, expand geographic boundaries, or add grade levels or new campuses. With respect to new campuses, a charter operator must have achieved one of the state’s two highest ratings for three of the most recent five years and have satisfied the state’s financial and operational standards. Additionally, applicants seeking such charter amendments must provide educational, operational

and financial plans in support of the requested amendment. These standards have been progressively strengthened over the past 15 years. The foregoing requirements will be supplemented by application requirements and selection criteria that ensure only the highest quality schools, supported by comprehensive implementation plans, are selected as subgrantees. More specifically, the selection process will prioritize funding for expansion and replication of state and district charter schools with the strongest records of student achievement as measured by state accountability ratings and other indicators.

Finally, the academic and operational excellence of applicant schools will be evaluated using data available through the state's comprehensive systems of evaluation and monitoring. The state's academic accountability rating system, detailed in the State Accountability System section, enables reviewers to gauge a school's success in terms of attainment of state performance standards, growth of educationally disadvantaged students and progress toward closing achievement gaps among student groups. Additionally, information available through the Charter Financial Integrity Rating System will provide a clear picture of the school's history in terms of financial stability and prudence. Further, as detailed in Priority 8 above, a school's record of compliance with state and federal regulatory standards will be available for review through the state's PBMAS system.

District Charter Applicants. The quality of district charter applicants will also be evaluated through the comprehensive set of data produced by the state's evaluation and monitoring systems (available at both the campus and LEA levels). Additionally, the subgranting application and selection process will be crafted with two ends in mind. First, the process will be designed to ensure the highest quality district charter schools are chosen for expansion and replication (Objective II) by limiting eligibility for replication to campuses rated as an A or B

according to the state accountability system. Additionally, the process will be leveraged as an opportunity to model best practices in district charter authorizing (Objective III).

With respect to ensuring the high quality of the charter schools themselves, the application will require the same scope of information required of state charter operators seeking to expand or replicate, as well as supplemental information required for purposes of the grant competition. District charter applicants will additionally be required to provide information about the district context in which they operate. It will be important, for instance, for reviewers to understand the district's current posture toward charter school expansion and assess risks that could affect future enrollment and performance. Further, TEA will review the district's governance history in order to assess risks.

With respect to TEA's third objective, preparing and incentivizing districts to be effective authorizers of charter schools and networks, selected applicants will be chosen in part based on the strength of their authorizer. Developers will be required to submit documentation of the practices and procedures by which the school proposed for expansion or replication was authorized. Minimally, an applicant will not be eligible to receive CSP grant funding if any of the required documents are not included with the CSP grant application, or if after the required documents are reviewed, it is determined that the district did not authorize the charter in accordance with state law. Beyond these foundational requirements, the process will provide competitive preference points to applicants whose district charter schools operate in a strong authorizing context. This factor will be evaluated in terms of the extent to which a district's authorizing system is in accord with NACSA Principles, Standards, and Effective Practices. Further, the applicant will receive priority points if its authorizing district participates in TALA and or the SGS Network.

Selection Criteria d: State Plan

Monitoring of Subgrantees

Subgrant recipients are monitored by TEA via the following: (1) TEA’s comprehensive risk-based monitoring system (state and district charters); (2) ongoing standard and CSP-specific monitoring routines; and (3) monitoring reviews conducted in Charter and District Financial Integrity Rating Systems and the Performance Based Monitoring Analysis System (PBMAS). The latter are addressed under Competitive Priority 1: Periodic Review and Evaluation and Priority 2: Charter School Oversight.

Risk-Based Monitoring System. As a pass-through entity, TEA awards federal grant funds to eligible subgrantees in conformance with Title 2 of the Code of Federal Regulations, Part 200.331, which requires TEA to “evaluate each subgrantee’s risk of noncompliance with federal statutes, regulations, and the terms and conditions of the subaward for purposes of determining the appropriate subgrantee monitoring.” To comply with this requirement, the Federal Fiscal Monitoring Division conducts an annual risk assessment of all subgrantees, to determine their potential risk of noncompliance. The risk assessment is updated annually and includes weighted risk indicators derived from multiple sources, including information shared by the TEA Charter School Division regarding issues that may affect a subgrantee’s use of CSP grant funds. Depending on the nature and severity of the noncompliance, the Federal Fiscal Monitoring Division may impose an enforcement action ranging from temporarily withholding grant payments to termination of the CSP award.

Routine Monitoring. The Division of Charter School Administration will partner with the federal School Improvement Grant team to develop performance dashboard to monitor progress toward grant objectives. The dashboard will also inform an Authorizer Performance Framework

and performance review. Staff will routinely monitor CSP subgrantee spending and regularly notify each subgrantee of their respective grant balances and the grant project end date. Each of these notifications includes the federal definition of a charter school, for reference, and schools are reminded that they must meet this definition in order to continue to participate in the CSP. Staff also provides CSP subgrantees interim progress reports during the grant project period in order to discuss their progress towards meeting the stated objectives in their grant applications. Further, the Division of Federal Fiscal Compliance and Reporting ensures that the charter complies with the fiscal requirements of federal grants, such as maintenance of effort, comparability, and various reporting requirements. The Division of Federal Fiscal Monitoring monitors the expenditures of federal grant subgrantees for compliance with various fiscal requirements. It also conducts reviews of federal grant subgrantees to ensure that federal awards are used for authorized purposes in compliance with laws, regulations, and the provisions of contracts or grant agreements.

Avoiding Duplication of Effort

TEA will proactively collaborate with district authorizers to avoid duplication of work for both state- and district-authorized charter schools. At the LEA level, TEA will continue to minimize duplicative data collections required of district authorizers and state charter schools by gathering the information necessary for charter-specific monitoring purposes, to the extent possible, from the standard collections required of all LEAs. The Charter School Performance Framework, for instance, is entirely populated with data TEA extracts from information that state charter schools submit, along with all other LEAs, through the Texas State Data System. Similarly, in developing the District Authorizer Performance Framework, TEA will maximize use of data already available through standard collections.

With respect district charter schools, TEA will collaborate with district authorizers to minimize the impact of data collection and monitoring activities on locally district authorized schools. To the extent TEA requires data from district charter school subgrantees, it will collaborate with the district to unify requirements so that information the district requires for monitoring purposes in its role as a charter authorizer (not available through standard campus reporting) and the information TEA requires as CSP subgrantor is standardized and collected using the same reporting tool. Similarly, TEA will work with district authorizers to coordinate any CSP-related monitoring visits with the district's monitoring activities to minimize disruption. Further, in order to reduce the expense of the independent audit required of district charter schools, TEA will work with the district to enable the charter school to leverage the audit the district contracts for annually by including a supplemental charter report as part of the larger scope of work.

Technical Assistance (TA) and Support

Continue Proven State Charter School TA: TEA will deliver technical assistance and support to state charter subgrantees through the constellation of services offered through The Network (its partnership with ESC Region 11 and TCSA) in addition to grant implementation and continuous improvement services offered by TEA directly. Network staff routinely provide: onsite technical support; training for administrators, teachers, and board members; and support for implementation of a research-based continuous improvement tool (Quality Framework). ESC Region 11 also staffs a resource center that supports operators via phone and email as needed. Annually, The Network sponsors the charter school Summer Summit, a multi-day training with more than 40 breakout sessions focusing on standards of operations, finance, governance, and federal program/grant implementation. TEA will ensure that materials and training customized

for recipients of CSP expansion and replication grant funding are incorporated into these delivery channels.

Establish District Charter School TA: The TEA Division of System Support & Innovation (DSSI) provides grant funding and technical assistance, through the School Redesign Fund (SRF), to school redesign initiatives using state charter policies to catalyze school improvement efforts. This technical assistance is focused on supporting restart and turnaround strategies with either launching, converting, or replicating district authorized charter schools. Therefore, to promote resource and knowledge sharing, technical assistance and support to district charter subgrantees will be established in collaboration with technical assistance provided SRF grantees. TEA also recognizes the need to tailor the support based on the context and need of the grantee given the difference between a high-quality replication initiative and a school improvement initiative. To create this tailored support, TEA will match expansion and replication support with individual applicant needs based on application quality and subsequent performance. Support will target specific planning and implementation strategies, such as but not limited to: academics, operations, talent and human capital management, and parent and community engagement.

Enhance District Authorizer TA & Resources: As discussed throughout this proposal, the relatively nascent stage of district authorizing in the state necessitates significant investments in training and other supports. First, the Texas Authorizer Leadership Academy (TALA), the state-branded flagship authorizer support initiative, will offer training via competency-based online modules and an intensive cohort style academy. TALA will be developed with support from NACSA and in alignment with national authorizer best practices. Second, the SGS Network will provide participants, who will also participate in TALA, with deeper technical assistance and

executive coaching over a two-year program cohort. TALA and SGS Network support will be complemented by material resources including an Authorizer Handbook -which will be comprised of model policies, application procedures, performance contracts, and parent and community engagement tools.

These initiatives will support both authorizers and operators of district charter schools, providing guidance on topics including the scope of flexibility permitted to charter schools under state law, exemplary contractual terms that honor the precepts of autonomy and accountability, and opportunities for effective charter school practices to migrate and improve district performance more broadly.

Selection Criteria e: Parent and Community Involvement

Parent and community involvement is an important element of the Texas charter school initiative. State charter applicants are required to broadly solicit and provide evidence of community support for a proposed charter school and explicitly articulate the manner in which it determined community needs. Subgrantee applicants for CSP funding must also report findings from community outreach and the methodology used to determine the needs and responsiveness of proposed school plans. Also, state law requires that a notice of intent to seek either a charter or additional charter school campus be sent to all school districts and legislators in the affected region. Further, administration of the state charter school program is purposefully transparent. Every applicant for a state charter is interviewed by designees of the commissioner and State Board of Education at a public hearing. Also, Texas commissioners have been inclined toward formal rule-making (as to administrative guidance) with opportunities for public review and comment when setting standards for charter authoring, operation, evaluation, expansion and replication, renewal, and revocation.

The state similarly promotes parent and community involvement in the realm of district-authorized charter schools. From its inception, charter school enabling legislation has empowered coalitions of parents and teachers to create and manage the schools they desire using local chartering mechanisms. As with state charters, district charter applicants for CSP subgrants must provide evidence of parent and community outreach as well as of the fit between proposed plans and community needs. The model district charter policies, the Authorizer Handbook, and the Authorizer Performance Framework that will be produced with CSP grant funds will also be used to inform and solicit feedback from parents and community members.

Finally, Texas intends to build local capacity related to building parent and community agency. Specifically, TALA and the SGS Network initiatives will produce community engagement tools for broad dissemination. SGS Network participants will, moreover, receive intensive support and coaching specific to understanding parent and community demand as well as helping families and communities understand and navigate of school choices.

Selection Criteria f: Project Design

TEA has prioritized use of charter policy to increase, by way of aggressive expansion and replication, the number and percentage of students who attend high-quality schools, and the CSP is a crucial lever in this effort. In working toward this vision, all the agency's competitive grant processes are key tools for driving and sustaining quality, and thus, the competitive application process to award CSP subgrants will ensure that only high-quality applicants with a demonstrable track-record of quality will receive funding for replication.

Timeline and Review Processes

The CSP subgrant application for replications will be released at the beginning of each calendar year, with a due date in mid-April. These dates accommodate the state and district

policies and procedures for requesting expansion and replication amendments. For the third project year, the TEA may expedite the expansion and replication amendment process to ensure Cycle 3 grantees have the possibility of a full grant term.

After release, agency staff conduct an initial review of the applications received by the deadline to ensure that all entities meet the eligibility criteria stated in the application program guidelines and that all the required elements of the application are included. Once this is determined, the eligible applications will be distributed to an external review committee composed of nationally recognized developers of high-quality schools. The review committee will use the criteria described in the subgrant application, and each application will be reviewed and scored independently by five expert reviewers. The highest and lowest scores will be set aside, and the remaining scores averaged. Those applicants meeting the minimum score outlined in the program guidelines of the CSP application will be considered for funding. The external review period begins in April and continues through mid-May.

After the commissioner has reviewed applications recommended through the external scoring process, TEA will notify each applicant in writing of their progress in the selection and award process. Applicants whose application is preliminarily selected for funding will receive notification that includes the contractual conditions that the applicant must accept in accordance with federal and/or state law. Agency staff will thoroughly review each application to confirm that it is in compliance with all applicable rules and regulations and that the identified program goals and activities meet the intent of the RFA. Once it is determined that the application is eligible to be funded, staff will negotiate necessary fiscal and programmatic changes. Agency staff will review the budget and activities to determine if the requested amounts are allowable, reasonable, and necessary to meet the intent of the CSP. Only after the applicant has accepted

these conditions and negotiated a fully approvable application will a Notice of Grant Award (NOGA) be issued.

Review Criteria

Applicants will be selected for award based primarily on capacity for increasing the number of students it serves in high-quality schools, its probable impact on the number of students served in low-performing schools, and the cohesiveness of its expansion or replication plan. Texas uses a proven review process with three tiers of review criteria.

General Review Criteria (~60%): To assess the quality of applications, a set of highly qualified external reviewers will review every application across six criteria: (1) quality of the proposed expansion and replication plan (2) appropriateness of the budget (3) need for the proposed program (4) quality of the management plan (5) quality of program evaluation (6) meeting program requirements. A detailed description of the general review criteria can be referenced in Appendix F – General and Fiscal Guidelines.

Standard Review Criteria (~20%): Criteria for standard review will include but are not limited to: (1) applicants prior academic performance specific to student growth and at-risk student achievement; (2) the charter school's local objectives, with consideration of (a) whether the objectives were designed to meet the identified parent and community needs; (b) whether objectives are measurable and realistic; (c) whether the objectives support Texas CSP grant objectives; (d) whether achievement of the objectives will demonstrate strong student academic achievement; and (e) whether the objectives can be achieved during the grant period.

Priority Criteria (~20%): Lastly, in the interest of achieving grant Objective III above (relating to proficiency of district authorizers), priority points will be available to subgrant applicants based on to criteria: (1) applicant (only district-authorized applicants) demonstrates

model authorizing standards, policies, and practices represented in the Authorizer Performance Framework (2) applicant targets a high need student population (>50% economically disadvantaged).

The independent review across the three criteria tiers is conducted in accordance with a rubric. Each application is assigned an aggregate score based on the review to fairly differentiate the quality of the applicants for funding consideration.

Award Projections

State Charter School Awards. TEA expects to award 25 subgrants each year of the grant period to state charter schools for expansion and replication purposes. This estimate is an extrapolation from the number of quality applicants and awards in CSP start-up grant competition in prior years. Historically, TEA consistently receives applications from a competitive pool of developers. Over the last four application cycles, 47 of 79 applicants, approximately 12 per year, were awarded subgrants. In the most recent CSP application cycle, subgrants were awarded to 17 of the 33 developers who applied, resulting in a 52% success rate. Thus, most recently, the number of applicants has risen while the rate of success has declined. TEA expects that this trend will continue with respect to subgrants that would be awarded under this grant program. In fact, there is reason to believe that TEA will receive substantially more applications for replication and expansion than it has for start-up purposes. As explained under Selection Criteria c: Quality of Eligible Subgrant Applicants, CSP funds have regularly been available to support start-up expenses of state charter schools, while replication and expansion funding has not been available. This ongoing demand is likely to generate more applications than previous competitions. Therefore, in an effort to capitalize on the interest from high-quality state charter

schools, the TEA anticipates is planning to award roughly 25 subgrants per year. It is anticipated that the award amounts will average \$400,000.

District Charter School Awards. TEA expects to award 10 subgrants to district charter schools in the initial grant cycle (Project Year 1) and then 15 and 20 in each of the following two cycles respectively. The number of strong applications, and thus the number of awards, is expected to rise for the second and third year based on TEA's planned investment in technical support for district authorizers and developers. TEA has received applications for CSP start-up funding in previous competitions, but many have been ineligible because they did not meet one or more elements of the federal charter school definition. The technical assistance provided through TALA and SGS is expected to result in much more robust pool of applicants. It is anticipated that award amounts will average \$600,000.

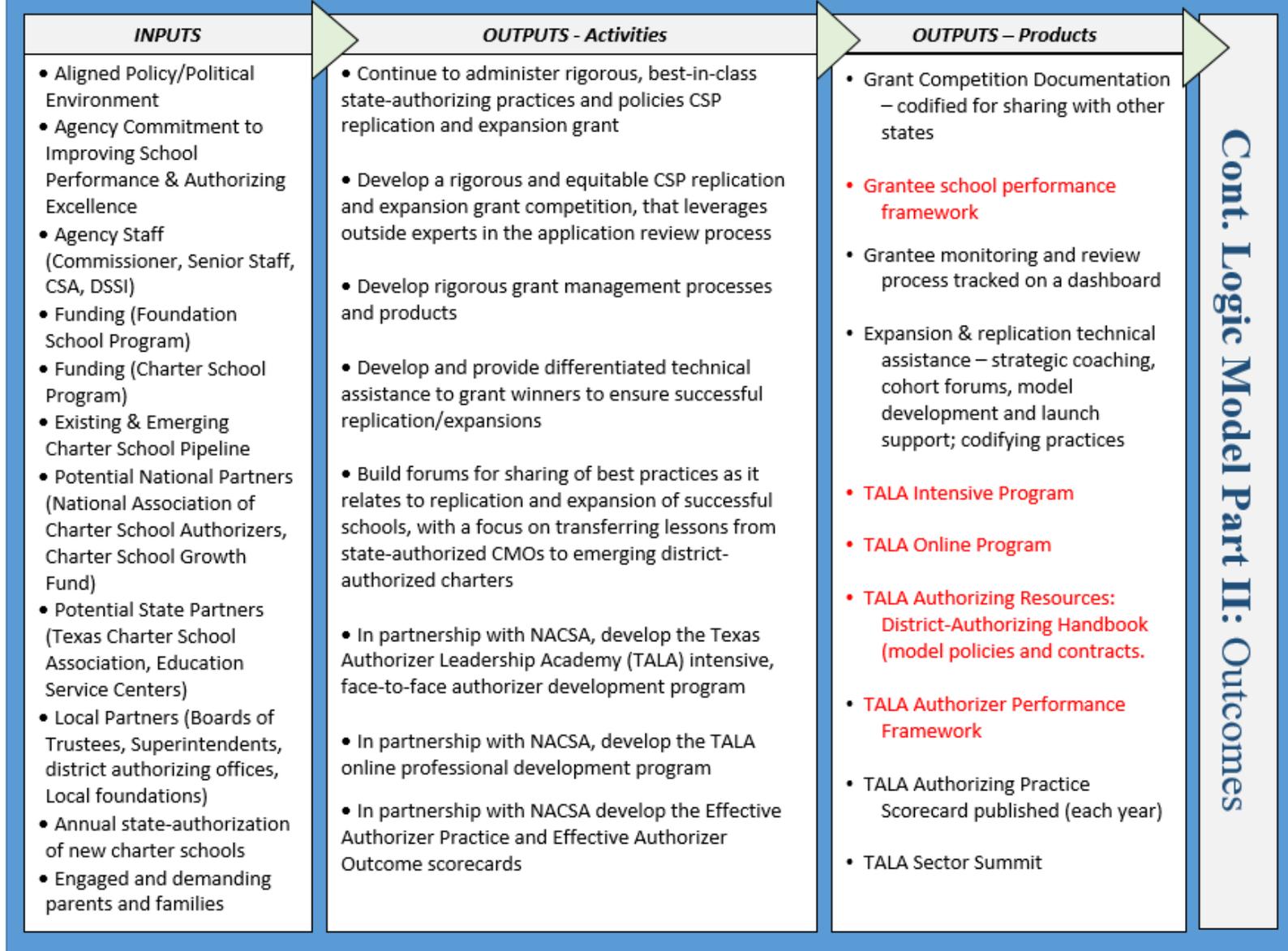
The larger subgrant award for district charter school expansion and replication is a reflection of the relative immaturity of the district charter sector. While state charter schools have been evolving in Texas for over 20 years, district charter schools have only recently emerged in appreciable numbers. And, while there are many state charter schools that have built organizational structures and scale to support replication across multiple campuses, district charter school will likely be applying for expansion and replication to second and third campuses requiring a significant infusion of capital to successfully bridge through this "emerging stage" and retain quality.

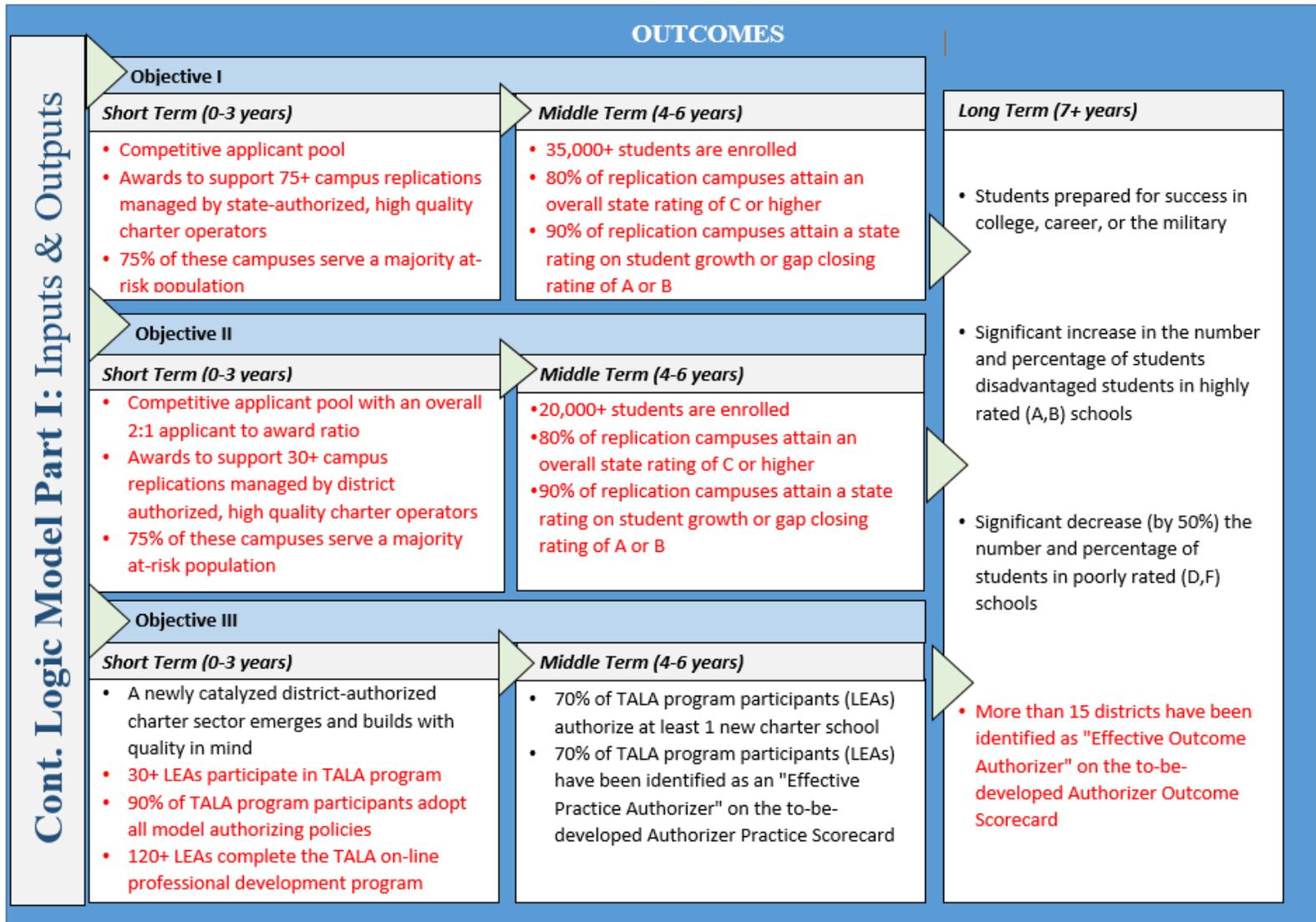
Selection Criteria g: Management Plan and Theory of Action

Theory of Action: The Texas Education Agency aims to support districts in preparing students for post-secondary success. To this end, the long-term desired outcomes relate to (1) increasing the number and percent of students in A or B rated schools, (2) decreasing the number

and percent of students in low-performing schools, and (3) creating a cadre of effective district charter authorizers to drive accountability and continuous improvement. The logic model outlines how the input and outputs drive progress toward the CSP grant objectives and how the replication of high-quality charter schools (Objective I & II) and the enhanced authorizer capacity (Objective III) lead toward the state's long-term outcomes. Each objective is supported by strategic performance measures, and the connection between performance measures and outputs and outcomes can be seen in the logic model denoted in red text.

INPUTS & OUTPUTS





Management Plan: The management plan reflects TEA division and staff responsibilities for the various activities as well as a project timeline with specific activities/milestones. In an effort to maximize staff resources and knowledge sharing, the Division of Charter School Administration (CSA) and Division of System Support and Innovation (DSSI) will collaborate to project manage the CSP grants and initiatives. Various other TEA divisions, such as the Division of Grants & Compliance, the Division of Research & Analysis, etc., will play a critical yet secondary role in regard to the CSP grant. Identified staff, as outlined in the project plan, will be responsible for engaging the other divisions as needed.

There are six key personnel, identified below, associated with managing and overseeing the CSP replication grant. Collectively, the managing team has over 10 years of experience with the Texas CSP grants – including extensive knowledge of CSP compliance nuances and direct experience addressing issues identified in program audits. Resumes further detailing the qualifications of each individual are included in Appendix B.

- Heather Mauzé, Director - Charter School Administration (D – CSA)
- Joe Siedlecki, Director - System Support and Innovation (D – SSI)
- Arnoldo Alaniz, Assistant Director - Charter School Administration (AD – CSA)
- Doug Dawson, Manager – School Redesign Fund (D – SRF)
- Melissa Giesberg, Research Specialist – Charter School Administration
- Audrey Hukari, Manager – Competitive Grants (M – CG)

Project Plan: The following project plan Gantt charts outline the key activities, milestones, timeframes, and responsible personnel for the Texas CSP replication grant program.

	Charter School Administration Lead Activity
	Division of System Support & Innovation Lead Activity

Project Plan – Objective I & II

Activities/Milestones (Timeline) [Responsible Division and/or Personnel]	'17	2018				2019				2020				2021				'22
	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1
	CSP Subgrant Grant Cycles																	
Cycle 1: Open RFP for Replication Grants (Jan '18 – Apr '18) [M-CG, AD-CSA, M-SRF]		◆◆																
Cycle 1: Recruit SMEs for External Review (Jan '18 – Feb '18) [AD-CSA, M-SRF]		◆◆																
Cycle 1: Identify Subgrant Awards (May '18) [M-CG, AD-CSA, M-SRF]		◆																
Cycle 1: Subgrant Term (May '18 – May '20)		◆	-----◆															
Cycle 2: Open RFP for Replication Grants (Jan '18 – Apr '18) [M-CG, AD-CSA, M-SRF]						◆◆												
Cycle 2: Recruit SMEs for External Review (Jan '18 - Feb '18) [AD-CSA, M-SRF]						◆◆												
Cycle 2: Identify Subgrant Awards (May '19) [M-CG, AD-CSA, M-SRF]							◆											
Cycle 2: Subgrant Term (May '19 – May '21)							◆	-----◆										
Cycle 3: Open RFP for Replication Grants (Oct '19 – Dec '19) [M-CG, AD-CSA, M-SRF]								◆◆										
Cycle 3: Recruit SMEs for External Review (Oct '19 - Nov '19) [AD-CSA, M-SRF]								◆◆										
Cycle 3: Identify Subgrant Awards (Jan '20) [M-CG, AD-CSA, M-SRF]									◆									
Cycle 3: Subgrant Term (Jan '20 – Mar '22)									◆	-----◆								

Project Plan – Objective I & II																		
Activities/Milestones (Timeline) [Responsible Division and/or Personnel]	'17	2018				2019				2020				2021				'22
	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1
CSP Subgrant Oversight & Technical Assistance																		
Revise CSPF to Review District Authorized Charter (Nov '17 – May '18) [M-SRF]	◆	—	◆															
Develop Dashboard for Tracking Subgrant Performance (Nov '17 – May '18) [M-SRF]	◆	—	◆															
Initial Site Visit & Baseline Review (May '18 – Sep '18; Annual) [M-SRF, AD- CSA]			◆	◆		◆	◆			◆	◆			◆	◆			
Perform EOY Review Site Visits (April '19 – May '19; Annual) [M-SRF, AD- CSA]						◆	◆			◆	◆			◆	◆			
CSP Subgrant Data Collection (April '19 – May '19; Annual) [M-SRF]						◆	◆			◆	◆			◆	◆			
Publish Performance Summary (July '19; Annual) [M-SRF]								◆				◆				◆		
Integrate Div. Sys. Supp. & Innovation TA (Nov '17 – May '18) [M-SRF]	◆	—	◆															
Provide Subgrantee TA – Differentiated for Charter Context (May '18; Ongoing) [M-SRF]			◆	—	—	—	—	—	—	—	—	—	—	—	—	—	—	◆
Evaluate CSP Performance Against Application & Project Plan (Jun – Jul; Annual) [DRA] [M-SRF]						◆	◆			◆	◆			◆	◆			
Create CSP Annual Evaluation and Performance Report of CSP Program (August '19; Annual) [DRA] [M-SRF]								◆				◆				◆		

Project Plan – Objective III																		
Activities/Milestones (Timeline) [Responsible Division and/or Personnel]	'17	2018				2019				2020				2021				'22
	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1
Develop TALA Online Certification (Nov '17 – May '18) [AD-CSA, M-SRF]	◆	—	—	◆														
Launch TALA Online Certification (Jun '18) [AD-CSA, M-SRF]			◆															
Develop Resources – Handbook & Framework (Nov '17 – Feb '18) [AD-CSA, M-SRF]	◆	◆																
Publish Authorizer Resources (Mar'18) [AD-CSA, M-SRF]			◆															
Develop TALA Sector Summit (Nov '17 – May '18) [AD-CSA, M-SRF]	◆	—	—	◆														
Launch TALA Sector Summit (Jun '18) [AD-CSA, M-SRF]			◆				◆				◆				◆			
Develop TALA Cohort Model (Nov '17 – Feb '18) [AD-CSA, M-SRF]	◆	◆																
Implement TALA Cohort 1 (Mar '18 – Dec '18) [AD-CSA, M-SRF]	◆	—	—	—	◆													
Implement TALA Cohort 2 (Jan '19 – Dec '19) [AD-CSA, M-SRF]						◆	—	—	◆									
Implement TALA Cohort 3 (Jan '20 – Dec '20) [AD-CSA, M-SRF]										◆	—	—	◆					
Implement TALA Cohort 4 (Jan '21 – Dec '21) [AD-CSA, M-SRF]														◆	—	—	◆	
Perform Authorizer Reviews & Publish Results (Feb '18 – Ongoing) [AD-CSA, M-SRF]			◆	—	—	—	—	—	—	—	—	—	—	—	—	—	—	◆
SGS Cohort 1: Technical Assistance (May '17 – May '19) [AD-CSA, M-SRF]	◆	—	—	—	—	—	◆											
SGS Cohort 2: Technical Assistance (May '18 – May '20) [AD-CSA, M-SRF]			◆	—	—	—	—	—	—	—	◆							
SGS Cohort 3: Technical Assistance (May '19 – May '21) [AD-CSA, M-SRF]							◆	—	—	—	—	—	—	—	◆			

Performance Measures

TEA proposes the following objectives and performance measures for this CSP grant program:

Objective I: Objective I: Enable more than 35,000 additional students to be served by 75 expanded and/or replicated high-quality state-authorized charter schools.			
<i>Performance Measure</i>	<i>Baseline Data</i>	<i>Performance Target</i>	<i>Data Collection</i>
<i>Competitive Applicant Pool</i>	Prior CSP applications have, on average, had a ratio of applicants to awards of 8:5	A competitive pool of applicants will help maximize the use of CSP funds. The TEA is targeting a ratio of state charter school applicants to awards is at least 2:1.	Collected by grants & compliance division; reported by charter school administration division <i>Timeframe:</i> May/Annual
<i>Portfolio Emphasis on High Need Students - % of Economically Disadvantaged Students</i>	The current portfolio of state-authorized charter schools has a student population comprised of 63% economically disadvantaged students.	75% of the portfolio of grantees are serving student populations with a majority (>50%) of economically disadvantaged students.	PEIMS data reported by subgrantee to charter school administration division <i>Timeframe:</i> May/Annual
<i>Portfolio Implementation Success - % of subgrantees that open on-time within 10% of enrollment target</i>	This performance metric has not been tracked in the past; however, 100% of grantees accessed grant funds to serve students in the subsequent school year.	90% of the portfolio of state charters that receive CSP funds will open on time with an enrollment that is within a 10% margin of application target.	Reported by subgrantee and tracked by charter school administration division <i>Timeframe:</i> Aug-Nov/Once Post-Award

Objective I (continued)			
<i>Performance Measure</i>	<i>Baseline Data</i>	<i>Performance Target</i>	<i>Data Collection</i>
<i>Portfolio Financial Health - % of subgrantees receiving a rating of Standard Achievement or higher</i>	97% of the state-authorized charter schools received a Standard Achievement or higher.	100% of the portfolio of state charters that receive CSP funds will have annual Charter Financial Integrity Rating System of Texas (FIRST) ratings of Standard Achievement or higher.	Published by finance division and tracked by charter school administration division <i>Timeframe:</i> August/Annual
<i>Portfolio School Performance – % of subgrantees receiving a rating of A/B on state accountability framework</i>	Campus did not receive an aggregated A-F score for the 2016-2017 school year. A baseline metric will be set in August 2017.	At least 80% of state charters that receive CSP funds will receive an aggregate campus rating of an A or B after year 1; 90% of state charters that receive CSP funds will receive an aggregate campus rating of an A or B after year 3.	Tracked by charter school administration division <i>Timeframe:</i> August/Annual
<i>Portfolio School Performance – % of subgrantees receiving a rating of A/B on state accountability framework domain III</i>	45% of all state-authorized charter schools received a rating of A or B.	At least 80% of state charters that receive CSP funds will receive a campus rating of an A or B on domain III (At-risk student performance) after year 1; 90% of state charters that receive CSP funds will receive a campus rating of an A or B on domain III after year 3.	Reported on campus report card and tracked by charter school administration division <i>Timeframe:</i> August/Annual
<i>CSP Replication Performance Framework/Scorecard - % of subgrantees demonstrating “significant” growth</i>	The Division of System Support and Innovation is currently creating a common school performance framework across grant programs. A baseline metric will be set in August 2017.	90% of state charters that receive CSP funds will demonstrate an “significant” growth as defined by the CSP Replication Performance Scorecard.	Tracked and reported by division of system support and innovation <i>Timeframe:</i> August/Annual

Objective II: Enable more than 20,000 additional students to be served by 45 expanded and/or replicated district-authorized charter schools.

<i>Performance Measure</i>	<i>Baseline Data</i>	<i>Performance Target</i>	<i>Data Collection</i>
<i>Competitive Applicant Pool</i>	Prior CSP applications have, on average, had a ratio of applicants to awards of 8:5	A competitive pool of applicants will help maximize the use of CSP funds. The TEA is targeting a ratio of state charter school applicants to awards is at least 2:1.	Collected by grants & compliance division; reported by charter school administration division <i>Timeframe:</i> May/Annual
<i>Portfolio Emphasis on High Need Students - % of Economically Disadvantaged Students</i>	The current portfolio of district-authorized charter schools has a student population comprised of 74% economically disadvantaged students.	75% of the portfolio of grantees are serving student populations with a majority (>50%) of economically disadvantaged students.	PEIMS data reported by subgrantee to charter school administration division <i>Timeframe:</i> May/Annual
<i>Portfolio Implementation Success - % of subgrantees that open on-time within 10% of enrollment target</i>	This performance metric has not been tracked in the past; however, 100% of grantees accessed grant funds to serve students in the subsequent school year.	95% of the portfolio of district charters that receive CSP funds will open on time with an enrollment that is within a 10% margin of application target.	Reported by subgrantee and tracked by charter school administration division <i>Timeframe:</i> Aug-Nov/Once Post-Award
<i>Portfolio Financial Health - % of subgrantees receiving a rating of Standard Achievement or higher</i>	100% of the authorizing districts received a Standard Achievement or higher.	100% of the portfolio of district charters that receive CSP funds will have annual Financial Integrity Rating System of Texas (FIRST) ratings, as assigned to the district, of Standard Achievement or higher.	Published by finance division and tracked by charter school administration division <i>Timeframe:</i> August/Annual

Objective II (continued)			
<i>Performance Measure</i>	<i>Baseline Data</i>	<i>Performance Target</i>	<i>Data Collection</i>
<i>Portfolio School Performance – % of subgrantees receiving a rating of A/B on state accountability framework</i>	Campuses did not receive an aggregated A-F score for the 2016-2017 school year. A baseline metric will be set in August 2017.	At least 80% of state charters that receive CSP funds will receive an aggregate campus rating of an A or B after year 1; 90% of state charters that receive CSP funds will receive an aggregate campus rating of an A or B after year 3.	Tracked by charter school administration division <i>Timeframe:</i> August/Annual
<i>Portfolio School Performance – % of subgrantees receiving a rating of A/B on state accountability framework domain III</i>	41% of all district-authorized charter schools received a rating of A or B.	At least 80% of state charters that receive CSP funds will receive a campus rating of an A or B on domain III (At-risk student performance) after year 1; 90% of state charters that receive CSP funds will receive a campus rating of an A or B on domain III after year 3.	Reported on campus report card and tracked by charter school administration division <i>Timeframe:</i> August/Annual
<i>CSP Replication Performance Framework/Scorecard - % of subgrantees demonstrating “significant” growth</i>	The Division of System Support and Innovation is currently creating a common school performance framework across grant programs. A baseline metric will be set in August 2017.	90% of district charters that receive CSP funds will demonstrate an “significant” growth as defined by the CSP Replication Performance Scorecard.	Tracked and reported by division of system support and innovation <i>Timeframe:</i> August/Annual
<i>Authorizing Practices - % of subgrantees authorized through the use of model authorizer practices</i>	Currently, there are 10 districts authorizing charter schools, and only two (20%) of these districts use the TEA’s model policy.	At least 75% of district charters that receive CSP funds will be authorized through a model policy and performance contract – as defined by the Authorizer Handbook and Framework.	Tracked and reported by division of system support and innovation <i>Timeframe:</i> August/Annual

Objective III: Enable 30 vanguard districts to become effective authorizers of high-quality charter schools in accordance with nationally recognized standards; prepare leaders of 120 school districts to introduce authorizing principles and lessons from vanguard districts in their communities.

<i>Performance Measure</i>	<i>Baseline Data</i>	<i>Performance Target</i>	<i>Data Collection</i>
<i>TALA Online Certification – Number of districts which participate in online certification</i>	N/A – New Program	Project Year 1 – 30 districts Project Year 2 – 40 districts Project Year 3 – 50 districts	Tracked and reported by division of system support and innovation <i>Timeframe:</i> August/Annual
<i>TALA Authorizer Cohort – Number of districts which complete TALA cohort</i>	N/A – New Program	Project Year 1 – 12 districts Project Year 2 – 12 districts Project Year 3 – 12 districts	Tracked and reported by division of system support and innovation <i>Timeframe:</i> August/Annual
<i>TALA Sector Summit – Number of districts and charter operators in participation</i>	N/A – New Program	Annual TALA – Sector Summit participation 15 districts 20 charter school operators and/or developers.	Tracked and reported by division of system support and innovation <i>Timeframe:</i> August/Annual
<i>Model Policy Adoption - % of TALA cohort participants who adopt the model authorizing policies</i>	Currently, there are 10 districts authorizing charter schools, and only two (20%) of these districts use the TEA’s model policy.	70% of TALA districts adopt the model authorizing policy and performance contract to be outlined as part of the authorizer handbook.	Reported by TALA participants and tracked by division of system support and innovation <i>Timeframe:</i> August/Annual

Objective III (continued)			
<i>Performance Measure</i>	<i>Baseline Data</i>	<i>Performance Target</i>	<i>Data Collection</i>
<i>District Authorizer Performance – To be set</i>	N/A – New Framework	TEA will set a target metric for the percentage of TALA cohort participants who perform at a designated satisfactory level per the authorizer framework. This target metric will be established during the creation of the authorizer framework by March 2018.	Responsibility of the division of system support and innovation
<i>Creating Strong District Authorizers - % of TALA cohort participants who authorize a high-quality state charter school; number of districts authorizing charter schools</i>	Currently, there are 10 districts authorizing charter schools.	75% of TALA participants (24 districts) will authorize a high-quality state charter school within two years of completing the TALA cohort. Number of districts who have authorized a charter school – Project Year 1 – 15 districts Project Year 2 – 30 districts Project Year 3 – 45 districts	Tracked and reported by division of system support and innovation <u>Timeframe:</u> August/Annual

Application Requirements

I. Description of Program

(A)(1). TEA will continue to support the startup of new charter schools by: annually selecting new state charter operators in an open competition; administering CSP grant (awarded in 2016) supporting new school start-up; providing technical support via an intensive orientation workshop, on-site visits, and ongoing assistance from ESC Region 11/TCSA partnership “The Network”, and support of their regional service center; training and support of district authorizers and new district charter operators through TALA, SGS and differentiated TA. (See Monitoring of Subgrantees for more information.) TEA will support the emergence of 10 – 15 district authorizers (each with potential to open multiple campuses) each year over the next three years. TEA will support the opening of approximately 75 new charter campuses by state and district charters (cumulatively) via replication over the three-years of the grant period and will support the expansion of approximately 20-30 state and district charter campuses over that period.

(A)(2). TEA will inform eligible charter schools, developers and authorizers of availability of CSP grant funds via publication on its website, email notice through the TEA grant opportunity listserv, and dissemination through The Network.

(A)(3). Eligible applicants and charter schools will be intensively advised regarding available Federal funds in the start-up phase via orientation sessions. Additionally, subgrantees will have access to ongoing assistance from The Network and regional service centers. Charters also receive individualized support with data submission required to receive federal funding throughout their first three years of operation. Further, TEA staff review CSP proposals to ensure that applicable federal funds are accounted for in school budgets prior to awards. State and

district charter schools are subject to systemic monitoring procedures to ensure that schools meet the needs of students served by Federal funding, including students with disabilities and English learners. Charters are subject to additional monitoring through the performance framework and renewal procedures. More information is provided under Selection Criteria d: State Plan, and Competitive Priority 2: Charter School Oversight and Priority 7: Serving At-Risk Students. More information is provided under Selection Criterion d, and Competitive Priorities 2 and 7. Federal compliance is also an identified measure in the on-site visit protocols (Appendix F – District-Authorized Charter Schools Site Visit Protocol).

(A)(4). TEA has established clear plans and procedures for students previously enrolled in a closed charter school to attend another high-quality receiving school, establishing, for instance, Region 13 education service center as the central repository for student records to ensure availability. District charter authorizers will be trained via TALA and SGS to prepare for re-enrollment in a high-quality school, model policies will include such provisions, and authorizers of CSP subgrantees will be required to provide assurance of such plan and to produce upon request.

(A)(5). TEA is a state education agency.

(A)(6). TEA will award subgrants to eligible applicants to open and prepare for the operation of replicated high-quality charter schools and for the expansion of high-quality charter schools. (TEA will continue to award subgrants for the opening of new charter schools under the CSP grant it received in 2016. Subgrantees will continue to operate as authorized, receiving state and federal program funding, after the term of the subgrant provided that the terms of the charter's performance contract are satisfied.

(A)(7). TEA will provide targeted assistance via TALA, SGS, and differentiated TA to charter schools and authorizers in districts with significant numbers of schools identified by the State for comprehensive support and improvement under section 1111(c)(4)(D)(i) of the ESEA. Further, TEA will explicitly promote and assist in the use of charter schools to improve and for the use of charters to improve or turnaround struggling schools. (See Monitoring of Subgrantees, for more information.). TEA DSSI staff (responsible for school improvement) will collaborate with the Division of Charter Administration in this effort.

(A)(8). Intensive training provided to operators of new charter schools and ongoing support to replicating and expanding campuses (see response to (A)(1), above) comprehensively address recruitment and enrollment practices to promote inclusion of all students, including removal of barriers for all educationally disadvantaged students. Training also addresses practices that promote retention by, et al., reducing removal from class as disciplinary action.

(A)(9). See response to Priority 6: Best Practices to Improve Struggling Schools and Local Education Agencies.

(A)(10). TEA ensures that charters meet the educational needs of their students, including children with disabilities and English learners through multi-pronged monitoring and intervention systems, as described under Selection Criteria d: State Plan, and Competitive Priority 2: Charter School Oversight and Priority 7: Serving At-Risk Students.

(A)(11). TEA supports efforts to increase charter quality initiatives by applying the practices described in section 4303(f)(2)(E) of the ESEA, et al., in its role (under direction of commissioner) as state authorizer and by assisting school district authorizers to apply these practices. For state charters, annual academic, financial and operational performance data are reviewed through state LEA and campus performance analyses as well as the charter

performance framework as described under Competitive Priority 1: Periodic Review and Evaluation. TEA holds state charter schools accountable via renewal and revocation procedures, closing over 144 low-performing charter schools since the inception of the program. TEA will support district authorizers in improving quality via these practices by training and providing ongoing technical assistance via TALA, SGS, and differentiated support from DSSI staff (See Monitoring of Subgrantees, for more information.). Policies by which subgrantees are authorized will be reviewed to ensure compliance state and federal award prior to award.

(A)(12)(a). TEA will ensure better authorizing through TALA, SGS, and differentiated support to district charter operators and authorizer teams. See discussion under Competitive Priority 8: Best Practices for Charter School Authorizing.

(A)(13). Subgrantees opening replicated or expanded high school campuses will be supported through the differentiated technical assistance approach that will be carried about by the TEA DSSI team. High school operators will receive support tailored to the context of high schools.

(B)(1). TEA is able to satisfy nearly every element specified in Priorities 3-8. Priority 5 is the one domain in which the state does not fully satisfy the priorities specified in the notice. Texas offers a variety of financial assistance with respect to charter school facilities, but does not provide ongoing facilities funding, the right of first refusal to purchase, or low-cost or no-cost lease entitlements. For fuller discussion of the manner and extent to which TEA meets and has capacity to carry out Priorities 3-8 above.

(B)(2). TEA is building on its current technical assistance offerings through The Network (partnership between Region 11 ESC and TCSA), the intensive orientation, and site visits by TEA staff, by adding new components more explicitly focused on the opening,

replication and expansion of district charter schools. These new components are TALA, SGS, and differentiated technical assistance by TEA DSSI staff. (See Monitoring of Subgrantees, for more information.)

(B)(3). In addition to the practices already aimed at encouraging collaboration and sharing of best practices between charter schools and LEAs, the TALA and SGS initiatives will emphasize the benefits of such collaboration and provide a framework for structuring mutually beneficial relationships.

(C)(1). Eligible applicants will be required to submit an application that includes descriptions of roles and responsibilities of the applicant, partner organizations, and CMOs, including the partners' administrative and contractual roles and responsibilities; quality controls agreed to between the eligible applicant and the authorizing school district (if applicable) such as how a school's performance and impact on student achievement among the most important factors for renewal or revocation; recognition that TEA or the authorizing district reserves the right to revoke or non-renew based on financial, structural, or operational factors involving school management of the school; a description of how the school is exempt from State or local rules that inhibit the flexible operation and management of public schools the autonomy and flexibility granted to a charter school is otherwise consistent with the federal definition of a charter school; a description of parent and community engagement plans; a description of its transportation plan and planning process; and planned activities and expenditure of subgrant funds to support to enable eligible applicants to open and prepare for the operation of replicated or expanded schools and plans for financial sustainability.

(C)(2). See discussion under Priority 8: Best Practices for Charter School Authorizing, regarding the process by which TEA will review applicants and ensure that each application fully satisfies applicable federal requirements, including those above.

(D). TEA does not partner with an outside organization to carry out its charter school program except that it contracts with Region 11 Education Service Center to provide technical assistance under TEA direction. See discussion under Selection Criteria d: State Plan, Technical Assistance (TA) and Support, for a description of these services.

(E). Subgrant applicants will be required to describe a description of its plan to meet the transportation needs of its students and its planning process. Applications that do not address transportation will be ineligible for award.

(F). State law explicitly provides that state and district charter schools are subject to Texas open meeting and open records laws.

(G). The Texas state charter application was crafted to maximize opportunities for innovation and greenfield school models. Further, every regional education service center in the state (many of which have close ties to rural communities) are prepared to support the operation of charter schools that might otherwise struggle to secure financial and other support services. The training TEA facilitates for district authorizers will enable authorization of diverse models. Rural districts will receive targeted outreach regarding training opportunities.

II. Assurances

(A)-(G). A certification of TEA Charter School Program assurances can be referenced in Appendix A.

III. Waivers

(A)-(B). The TEA does not request to waive any Federal statutory or regulatory provisions related to this grant.

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

To add more "Other Attachment" attachments, please use the attachment buttons below.

CHARTER SCHOOLS PROGRAM ASSURANCES – STATE ENTITIES

Pursuant to section 4303(f)(2) of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESEA), and sections 200.302(a) and 200.331(d) of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), recipients of Grants to State entities must provide the assurances described below.

As the duly authorized representative of the grantee, I certify to the following:

- (A) Each charter school receiving funds through the State entity's program will have a high degree of autonomy over budget and operations, including autonomy over personnel decisions;
- (B) The State entity will support charter schools in meeting the educational needs of their students, including children with disabilities and English learners;
- (C) The State entity will ensure that the authorized public chartering agency of any charter school that receives funds under the State entity's program adequately monitors each charter school under the authority of such agency in recruiting, enrolling, retaining, and meeting the needs of all students, including children with disabilities and English learners;
- (D) The State entity will provide adequate technical assistance to eligible applicants to meet the objectives described in section 4303(f)(1)(A)(viii) and (f)(2)(B) of the ESEA;
- (E) The State entity will promote quality authorizing, consistent with State law, such as through providing technical assistance to support each authorized public chartering agency in the State to improve such agency's ability to monitor the charter schools authorized by the agency, including by--
 - 1) Assessing annual performance data of the schools, including, as appropriate, graduation rates, student academic growth, and rates of student attrition;
 - 2) Reviewing the schools' independent, annual audits of financial statements prepared in accordance with generally accepted accounting principles, and ensuring that any such audits are publically reported; and
 - 3) Holding charter schools accountable to the academic, financial, and operational quality controls agreed to between the charter school and the authorized public chartering agency involved, such as through renewal, non-renewal, or revocation of the school's charter;
- (F) The State entity will work to ensure that charter schools are included with the traditional public schools in decisionmaking about the public school system in the State; and
- (G) The State entity will ensure that each charter school receiving funds under the State entity's program makes publicly available, consistent with the dissemination requirements of the annual State report card under section 1111(h) of the ESEA, including on the website of the school, information to help parents make informed decisions about the education options available to their children, including--
 - 1) Information on the educational program;
 - 2) Student support services;
 - 3) Parent contract requirements (as applicable), including any financial obligations or fees;
 - 4) Enrollment criteria (as applicable); and
 - 5) Annual performance and enrollment data for each of the subgroups of students, as defined in section 1111(c)(2) of the ESEA, except that such disaggregation of performance and enrollment data shall not be

required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

- (H) The State entity will expend and account for the Federal award in accordance with State laws and procedures for expending and accounting for the State's own funds. In addition, the State entity and each subrecipient will use financial management systems, including records documenting compliance with Federal statutes, regulations, and the terms and conditions of the Federal award, that are sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award.
- (I) The State entity will monitor the activities of the subrecipient as necessary to ensure that the subaward is used for authorized purposes, in compliance with Federal statutes, regulations, and the terms and conditions of the subaward; and that subaward performance goals are achieved.

Cory Green
NAME OF AUTHORIZED OFFICIAL

AC - Dept. of Grants Compliance & Oversight
TITLE


SIGNATURE OF AUTHORIZED OFFICIAL

DATE

Texas Education Agency
APPLICANT ORGANIZATION

5/18/17
DATE SUBMITTED

Heather Hampton Mauzé

“...deeply involved in learning about the best practices and researched evaluations for teachers and principals...Heather’s talents have been instrumental in the planning for and packaging of the federal waiver initiative and our collaborative efforts on the State Consortium of Educator Effectiveness (SCEE).”

Lynette Thompson,
Senior Analyst for ED
Northwest Regional
Comprehensive Center.

Professional Profile

Focused on facilitating access to and implementation of state and federal statute to assist school districts in maximizing staff potential and student success. My experience at the state level coupled with fifteen years’ background at the campus level gives me a well rounded perspective.

- Hold Master’s Degree in Educational Leadership and Bachelor’s of Arts Degree with a major in English Literature and a minor in Education.
- Dedicated to enthusiastic and dynamic teaching as a means of creating and nurturing a lifelong love of knowledge in children and adults.

Education, Honors, and Certifications

M.Ed. Educational Leadership

Schreiner College, Kerrville, TX. 1998

Bachelor of Arts English Literature

Schreiner College, Kerrville, TX. 1990

President’s Scholar Recipient

Dean’s List

Professional Certifications

TX State Mid-Management Administrator (PK-12) 1998

Provisional Certifications

TX State Secondary English Education. 1990

TX State Secondary Reading Education. 1998

Key Qualifications

- Lead statewide strategic planning efforts for programs mandated under ESEA in accordance with state statute in Texas and Oregon
- Interpret federal regulations and provide technical assistance on details of mandatory Title programs
- Process, evaluate and approve district-designed federal program plans and sub-grant applications
- Interpret policies related to state and federal law, regulations and guidance to ensure state and local compliance and as a guide to necessary program change and improvement
- Set procedures for, review, evaluate and approve district program budgets and expenditures, communicating with districts on allowable expenses
- Design systems for completing federal program reporting requirements
- Develop procedural strategies to address complaint issues and the resolution of conflicts between districts, other institutions, parents, and/or community members
- Evaluate effectiveness of federal and state-level programs in relation to educational improvement and innovation
- Present informational and educational information to a variety of audiences via meetings, conferences, workshops, on-site visits, and webinars, focusing on district and school improvement guidelines, strategies and resources
- Represent agency on national and statewide levels
- Collaborate with Department of Education staff, Commission Staff, and key stakeholders to align Title IIA and other federal programs with statewide efforts in education technology, career and technical education, and charter school efforts

Computer Skills

- **Software (PC and MAC environments):** Microsoft Windows® and Microsoft Word, PageMaker, Adobe, Egrants, NCLB Reports

- Working knowledge of the **Internet**

Employment

- **Director of Charter School Administration,**
Texas Education Agency, Austin, Texas 2013 to present
- **State Coordinator of Title II A,**
Department of Education, Salem, Oregon, 2011 to 2013
- **State Coordinator of Title II A,**
Texas Education Agency, Austin, Texas 2010 to 2011
- **Program Specialist/Team Leader of Title I School Improvement,**
Texas Education Agency, Austin 2008-2010
- **Language Arts Academic Coach,** Austin ISD, Austin, Texas 2008-2008
- **Assistant Principal,** Kerrville ISD, Kerrville, Texas 2002-2008
- **Director of Ministries for Youth & Children,**
First Presbyterian Church, Kerrville, Texas 1998-2001
- **Secondary Teacher,** Kerrville ISD and Northside ISD, 1991-1998

Professional Development in Education

The Art of Presentation, Learning Forward
 CLDC Leadership Coaching
 Professional Development and Appraisal System-PDAS
 Instructional Leadership Development-ILD
 School Administrators Skills Assessment Center-SASA
 EDP Training PEIMS/Discipline
 Behavior Institute
 NCI (Non-Violent Crisis Intervention)

Educationally Related Training Positions

Designed and conducted various faculty and student workshops for training on various educationally related topics. Instructed personnel from statewide education service centers and school districts in the use of applications for state submissions, compliance, and overall understanding of parameters of federal title programs. Provided training on the state Mentoring Request for Application (RFA). Briefed department of education and agency personnel on statute and implementation timelines. Presented to the United States Department of Education (USDE) overview of Title II A statistics in Texas.

“The ability to think systemically, but also have the well grounded perspective of the field as a teacher, administrator, and DOE staff member gives Heather insights that facilitate our state work.”

Vickie Chamberlain,
 Director of Teacher’s
 Standards and Practices
 Commission

Joe Siedlecki

Summary

Change maker with a demonstrated record of partnering with school system superintendents, civic leaders, and philanthropists to design and successfully execute citywide education strategies that generate measurable results for kids. Passionate about school quality, rather than school type. Seek to empower school leaders to design schools that best fit the needs of their students.

Professional Experience

Texas Education Agency, Austin, Texas (2016 - Present)

A state education agency supporting 1,227 school districts and ensuring quality education for 5.3M students

Founding Director, Division of System Support and Innovation (2016 – Present)

- Designed and launched a new 8-person Division charged with catalyzing innovation in Texas school districts
- Developed System of Great School Technical Assistance Network to support districts pursuing portfolio strategy
- Launched multiple competitive grant programs, for school redesign and transformation zones

Michael & Susan Dell Foundation, Austin, Texas (2007 - 2016)

A \$1B venture philanthropy focused on measurably improving lives of poor children in US, India, and South Africa

Portfolio Director, US Education Program, Quality School Options team (2011-2016)

- Conceived of, designed, and launched new foundation initiative focused on empowering educators to run their schools, providing families with great school options, and reimagining the role of district central offices
- Partner with school system superintendents and civic leaders to develop and implement citywide strategies to ensure growth of – and equitable access to – great public schools
- Multiple cities that have implemented the strategy with fidelity have seen significant increases in the number and percentage of low income students in high performing schools
- Advise school system leaders in the design and implementation of policies and processes necessary to ensure successful implementation of new state “innovation school” laws that create autonomous schools
- Manage team and investment budget of \$20M in annual commitments

Program Officer, US Education Program (2007-2010)

- Responsible for all MSDF relationships and investments in Chicago, DC, Baltimore, and Denver
- Led diligence and management of portfolio of K-12 education sector investments totaling \$40M
- Developed clear project plans and outcome metrics for more than 30 diverse engagements
- Identified and was first national investor in multiple innovative programs in school support & teacher pipelines

White House Office of Management and Budget, Washington, DC (2005-2007)

Serves the President of the United States in implementing his vision across the Executive Branch

Program Examiner

- Developed President’s Budget for Department of Labor and related agencies, a portfolio of programs over \$6B
- Led teams in evaluating budget requests, regulatory changes, and making recommendations to senior WH staff
- Led budget, regulatory, and program management negotiations with senior agency staff (Assistant Secretaries)
- Developed and utilized professional network of Appropriations and Education Committee staffs in both houses
- Successfully proposed significant changes to President’s Community College Initiative
- Edited legislative testimony, bills, and public statements, including the 2006 State of the Union address

Deloitte, New York, NY (1998-2003)

Global strategy and operations consulting firm

Senior Consultant

- Advised senior client executives on alignment of business and human capital strategies
- Led small teams of analysts in workforce analytics, organization redesign, and change management projects
- Experience with mergers and spinoffs in telecom, pharma, financial services, and higher education industries

Additional Relevant Experience

Texas Charter School Association (2015- 2017)

Board Member

- Provide organizational leadership to association representing one of largest charter school sectors in the nation
- Aggressive internal voice pushing TCSA to acknowledge & address performance problems in TX charter sector

National Association of Charter School Authorizers (2011- Present)

National Advisory Board Member

- Provide strategic guidance to the CEO of the largest association of charter school regulators in the nation
- Consistently advocate for ensuring charter schools serve all students and are held accountable for performance

John Edwards for President (2007)

Policy and Budget Analyst (Volunteer)

- Worked closely with Policy Director to draft and edit education, workforce, and trade policies
- Developed and maintained Edwards Budget Plan for proposed program costs and possible offsets

Education

LBJ School at the University of Texas at Austin

Master in Public Affairs (Policy), 2005

- Selected by faculty as Lyndon B. Johnson Leadership Fellow (1 of 3 in a class of 125 graduate students)
- Awarded Emmette Redford Award for Original Research and Writing (best graduate thesis)

The Wharton School of Business at the University of Pennsylvania

Bachelor in Science of Economics, 1998

- Captain and four year starter for Men's Division 1 Varsity lacrosse team
- Selected by league coaches to Academic All-Ivy team

Select Publications & Commentary

- Twitter commentator on national education issues at @JoeatMSDF
- Blog on national education issues at www.msdf.org/blog/author/joe-siedlecki, sample blog posts include:
- "Schools educate kids, movements don't" - <http://msdf.co/1HXHrBa>
- "Why are we shackling principals?" - <http://msdf.co/1ykdQ4t>
- "School quality matters more than school type" - <http://msdf.co/1QKKpvZ>
- "Overcoming The Widget Effect", Focal Point magazine, Vol 5, No.1, Winter 2012
- "Labor Diplomacy and Reconstruction: Post WWII and Iraq", Report SI154, Wasserman Library at LBJ, 2005
- "Approaches to Adjusting Workforce Development Performance Measures", w/ King, RMC, August 2005
- "The Problem of the Declining Real Wage", LBJ Journal of Public Affairs, Vol. XVII, Issue II, Summer 2005
- "In Support of Democratization", LBJ Journal of Public Affairs, Vol. XVII, Issue I, Fall 2004

References, Contact Info Available Upon Request

- Chris Barbic, former Superintendent of Tennessee Achievement School District
- Jean Claude Brizard, former Superintendent of Chicago Public Schools
- Eric Gordon, current Superintendent of Cleveland Metropolitan School District
- Dr. Bill Hite Jr., current Superintendent of School District of Philadelphia
- Dr. Beth Purvis, current Secretary of Education, State of Illinois
- Robin Lake, current Director of the Center for Reinventing Public Education

Personal

- Father to two Austin ISD public school students (Grace (6) and Jake (4))
- Member of Campus Advisory Council for J.D. Mills Elementary Schools of Austin Independent School District
- Member of Austin ISD Facilities and Bond Planning Advisory Committee, appointed by Chairwomen Kendall Pace
- Volunteer youth lacrosse coach (2003-2010), Texas Assistant Coach of the Year (2008)
- First member of my family to attend and complete college
- Enjoy live music, BBQ, genealogy, and reading history and historical fiction

Arnoldo G. Alaniz, Jr.

QUALIFICATIONS

- Over 24 years of experience in Texas public education
- Over 19 years of experience at the Texas Education Agency
- Managerial and supervisory experience
- Knowledge about state and federal charter school laws and policy
- Excellent written, verbal, and interpersonal communication skills
- Knowledge of federal, state, and local regulations in the area of public education
- State of Texas Teacher Certificates in Secondary Mathematics and Biology
- Implementation and management of core curriculum at an alternative education program

WORK EXPERIENCE

June 19, 2006 to Present

Manager IV/Director 1 Division of Charter School Administration Texas Education Agency

- Serves as the assistant director and provides leadership at the state level for charter school programs under the direction of the division director
- Serves as the primary hiring manager of the division
- Supervises and evaluates three team leaders in the division
- Coordinates meetings with division staff and charter contacts
- Takes calls from charter administrators and board members with issues that fall outside the duties of other staff members
- Coordinates division staff development
- Serves as the "owner" of division performance measures and reports on these measures quarterly
- Coordinates Texas Education Telecommunication Network (TETN) video conference sessions with regional education service center (ESC) charter school contacts
- Prepares federal grant applications and evaluations
- Assists the director with budgeting duties
- Participates in meetings, conferences and workshops as assigned
- Performs other duties as assigned

October 15, 2004 to June 18, 2006

Program Specialist V Division of Charter School Administration Texas Education Agency

- Provided support and leadership at the state level for charter school programs under the direction of the division director and assistant director
- Reviewed, negotiated, and processed charter school amendments
- Updated the Charter School Tracking System (CSTS) and Content Services (CS) as appropriate
- Prepared agenda items and other related documents for State Board of Education (SBOE) meetings
- Coordinated Texas Education Telecommunication Network (TETN) video conference sessions with regional education service center (ESC) charter school contacts
- Assisted with resolving charter-related complaints that were referred to the division
- Participated in meetings, conferences and workshops as assigned
- Performed other duties as assigned

March 15, 2004 to October 15, 2004

Program Specialist VI

Division of Discretionary Grants

Texas Education Agency

- Served as the Grants Manager for assigned programs, including Texas Reading First, Rider 45 Reading Math and Science, Rider 49 Head Start Ready to Read, Rider 51 Accelerated Reading Initiatives/Accelerated Math Initiatives, and Rider 61 Teacher Mentoring Programs
- Developed the draft Request for Application (RFA), Standard Application System (SAS), Texas Register notice, and RFA announcement letter for review by the appropriate program division
- Finalized and published the Texas Register notice, RFA announcement letter, and RFA for each assigned grant program
- Oversaw the competitive review and scoring process for assigned grants
- Trained the grant specialists in the program requirements and prepared them for negotiating the applications selected for funding
- Performed the final compliance review of the applications selected for funding
- Coordinated with the Budget Division and the appropriate program area to ensure that all program funds were obligated in a timely and efficient manner and that funds were not lapsed

September 1, 2003 to March 14, 2004

Manager II

Division of NCLB Program Coordination

Texas Education Agency

- Coordinated the planning and implementation of professional staff development via regularly scheduled Texas Education Agency (TEA)/Education Service Center (ESC) migrant staff meetings
- Provided resources, training, and guidance for assigned programs and projects to division staff
- Assisted with the development of the application for the Title I, Part C Migrant Education Program
- Reviewed and negotiated division applications for the following programs: SAS A-200; SAS A-650; and SAS A-830
- Participated as a member of the Management and Service (M&S) Audit team
- Ensured that division website was updated for all assigned programs
- Monitored and directed all documents, program related correspondence, and pertinent communication with clients to team leader for director approval
- Served as secondary contact for the Title I, School Improvement Program

September 1, 2001 to August 31, 2003

Manager II

Division of Migrant Education

Texas Education Agency

- Supervised one professional and one support staff member and delegated work assignments as appropriate to the three-member team
- Assisted in preparing correspondence, documents, reports and presentations for the Director of the Texas Migrant Education Program (MEP)
- Implemented professional staff development via regularly scheduled Texas Education Agency (TEA)/Education Service Center (ESC) migrant staff meetings
- Coordinated the development of the statewide online Standard Application System (WEB SAS-A478-03) for Title I, Part C Migrant Education Program
- Provided WEB SAS-A478-03 training to ESC, LEA, and division personnel
- Reviewed and negotiated WEB SAS applications for the Title I, Part C Migrant Education Program
- Provided guidance and support to school district and ESC personnel regarding MEP issues in order to ensure program compliance
- Submitted annual data requests and analyzed data accordingly
- Implemented the Effective Practices Staff Development (EPSD) Project with participating ESCs
- Served as the division contact for open records requests and conducted policy research and data analysis in areas concerning public information requests

- Participated as a member of the Texas Awareness Initiative Committee in conjunction with the Texas Guaranteed Student Loan Corporation (TG) and other educational partners
- Represented the TEA Migrant Education Division as a member of the University of Texas Migrant Advisory Council and attended regularly scheduled Advisory Council meetings
- Supervised the division's participation with the St. Edward's University Graduation Enhancement Program
- Served as the division contact to the Division of Charter Schools and attended regularly scheduled meetings as appropriate
- Presented, facilitated, and participated in national and state conferences and workshops as assigned

March 2000 to August 31, 2001

Program Specialist IV

Division of Migrant Education

Texas Education Agency

- Supervised one support staff member and delegated work assignments as appropriate
- Assisted with the planning and implementation of professional staff development via regularly scheduled Texas Education Agency (TEA)/Education Service Center (ESC) migrant staff meetings
- Reviewed and negotiated Standard Application System (SAS) applications for Title I, Part C Migrant Education Program (MEP)
- Provided guidance and support to school district and ESC personnel regarding MEP issues in order to ensure program compliance
- Coordinated monthly support staff meetings within the division and served as the support staff liaison to division director and program managers
- Assisted with the implementation of the Effective Practices Staff Development (EPSD) Project with participating ESCs, and maintained the EPSD filing system accordingly
- Served as the division contact for open records requests and conducted policy research and data analysis in areas concerning public information requests
- Supervised participants in the St. Edward's University Graduation Enhancement Program and scheduled work assignments as appropriate
- Assisted in the reviewing, developing, and processing of the statewide migrant application system (SAS-A478)
- Served as the secondary contact to the Division of Charter Schools and attended regularly scheduled meetings
- Attended and assisted with SAS-A478 training of LEA and ESC personnel
- Served as the backup contact person for the Summer Migrant Reading is FUNDamental Program
- Participated in conferences and workshops as assigned

February 1998 to February 2000

Administrative Technician III

Office of the Commissioner

Texas Education Agency

- Provided highly responsible administrative and technical support for the administrative office of the State Board of Education (SBOE)
- Prepared and processed travel vouchers and related forms and documents for SBOE members
- Maintained and updated travel budget and voucher records
- Assisted with room set-up for SBOE meetings
- Implemented mailing system for SBOE members
- Maintained record keeping and filing system
- Prepared correspondence for SBOE members as requested
- Answered and directed telephone calls as required
- Performed related duties as assigned in support of daily operations, special projects, and activities

October 1997 to February 1998

Temporary Employee Texas Education Agency Progressive Solutions, Austin Texas

- Provided administrative and technical support, as a temporary employee, for the administrative office of the State Board of Education at the Texas Education Agency

March 1996 to September 1997

Grade 7 Math Teacher Cunningham Middle School CCISD, Corpus Christi, Texas

- Planned and implemented curriculum focusing on basic math skills at the seventh grade level
- Participated actively in team instructional and co-curricular planning
- Reinforced lessons by incorporating the use of computer activities in small, cooperative learning groups
- Assessed individual student performance based on state academic standard requirements
- Provided training of successful math teaching strategies to administrators and fellow staff members
- Conducted meetings with professional colleagues
- Established and maintained written and oral communication with students, parents, faculty, and staff

April 1994 to March 1996

Middle School Teacher Gulf Coast Council of La Raza Corpus Christi, Texas

- Designed and implemented all aspects of the academic curriculum in math, science, English, and social studies to middle school and GED students in an alternative education program (AEP)
- Incorporated individualized computer activities into the daily curriculum
- Initiated the development of writing portfolios and regular conferences with individual students
- Monitored individual student attendance, behavior and classroom performance
- Reported Average Daily Attendance (ADA) data and grade reports to the Corpus Christi Independent School District
- Worked closely with counselors and the CEO of the Gulf Coast Council of La Raza (GCCLR) to motivate and instruct students in life and social skills

September 1992 to April 1994

Substitute Teacher Corpus Christi Independent School District Corpus Christi, Texas

- Followed lesson plans and performed various duties as assigned at the secondary level

EDUCATION

The University of Texas at Austin	Austin, Texas
BA in Biology, Minor in Chemistry	August 1992
Texas A&M University	Corpus Christi, Texas
College of Education	1993 – 1996
State of Texas Certification in Biology	1996
State of Texas Certification in Secondary Mathematics	1996

References available upon request

DOUGLAS DAWSON

(cell) /

EDUCATION

RICE UNIVERSITY, Houston, TX
Jones Graduate School of Business, MBA for Professionals/REEP MBA for School Leaders
REEP – Rice University Educational Entrepreneurship Program

TEXAS A&M UNIVERSITY, College Station, TX
Mays Business School, Masters of Science in Accounting (Audit/Entrepreneurship)

TEXAS A&M UNIVERSITY, College Station, TX
Mays Business School, Bachelor of Business Administration in Accounting

PROFESSIONAL EXPERIENCE

Texas Education Agency (TEA) – Austin, TX 2017 – Current

Manager, School Redesign Fund (SRF)

- Founded and manage the School Redesign Fund – a \$15MM competitive grant competition supporting districts engaging in comprehensive and bold school redesigns as part of school improvement efforts.
- Responsible for providing technical assistance to support the implementation of 10-15 school redesign initiatives across the state.
- Developed a school performance framework to monitor and review SRF grantee performance.
- Coordinate TEA and district charter policy revisions to support districts in using charter policy to catalyze school improvement efforts – specifically school restarts and turnarounds.

CHOOSE TO SUCCEED – San Antonio, TX 2015 – Current

Manager, Portfolio Performance

- Monitor the academic, operational, and financial performance of a five district portfolio representing over 20 campuses and 12,000 students – monitoring includes analyzing academic data from internal and public sources, testing financial models for accurate assumptions, and leading check-ins to identify operational needs related to strategic enrollment targets.
- Serve as the grant manager for over \$3MM in grants to six city-based grantees with the following key responsibilities: identifying key grant metrics, collaborating with City Education Partners to develop a partners in aspiration agreement, coordinating with 3-5 executive team members with each grantee to draft a grant agreement, and performing annual reviews of each grantee for communication to the board of directors.
- Manage the development of a local strategy for the Building Equity Initiative, a \$250MM national investment in public charter school facility, which requires building partnerships between multiple commercial lenders, CDFIs, private investors, and school operators.
- Develop and maintain the organization’s operational budget and coordinate with the San Antonio Area Foundation to perform weekly expense reconciliations and ensure financial compliance

YES PREP PUBLIC SCHOOLS, FIFTH WARD - Houston, TX 2013 – 2015

Teacher & Administrator

- Developed and manage high school academic and behavior accountability systems that resulted in the highest grade level performance on campus

- Interviewed and hired staff member who embraced the campus culture and were passionate about the role YES Prep plays in educating young Houstonians
- Managed and coached 7 teachers as part of a collaborative effort to achieve individual and grade level goals
- Created and executed culture initiatives, such as advisory and homerooms, that have increased student culture measures by over 10% to exceed the district average
- Analyzed a variety of data, such as district formative assessments and climate surveys, to determine progress toward grade level goals and larger campus health priorities
- Managed, in a fiscally responsible manner, the high school campus budget of approximately \$20,000 to allow students to experience life changing opportunities such as the Fall College Tour.

TEACH FOR AMERICA - Houston, TX

2012 – 2013

Summer Institute School Operations Manager

- Managed school site logistics for over 50 teachers and 300 students
- Implemented school systems in the following areas: visitor information systems, communication systems, data collection, student attendance, and site maintenance.
- Facilitated and created professional development sessions around class room routines and behavior management for new corps members

UPLIFT EDUCATION, HEIGHTS PREPARATORY - Dallas, TX

2011 – 2013

Senior Grade Level Teacher, District Content Course Leader, Athletics Coach

- Managed the 7th grade choice management and incentive systems as well as led meetings around grade level culture and progress
- Selected as a 7th grade math content course leader for the Uplift Network based on the highest grade level ITBS growth
- Led the beginning of the year content conference to set content goals and expectations for district exams
- Led 96 Algebra students to growth results that exceeded two times the national average (according to NWEA MAP assessment)
- Co-founded the Heights Prep Athletics Program with of 6 athletic teams and involving 150+ scholar athletes

PRICEWATERHOUSECOOPERS - Houston, TX

2010 - 2010

Audit Associate

- Performed audit procedures on various clients that included two U.S. and global fortune 500 companies
- Participated in over 30 hours of technical and leadership development training; gained solid financial skills

LEADERSHIP DEVELOPMENT & EXPERIENCE

EDUCATION PIONEERS

2015

- Selected to join a career/leadership development program designed for exceptional, diverse leaders with graduate-level training
- Take part in a seven-part workshop series with a powerful leadership curriculum that emphasizes new fields of thought and diverse backgrounds

RICE UNIVERSITY CAPSTONE PROJECT

2015

- Serve as team lead on a five member consulting team charged with creating a three year strategic plan for a gifted & talented department of the second largest school district in the Houston area
- Manage accountability of project deadlines with all stakeholders, including four district executives

REEP SUMMER INSTITUTE FOR SCHOOL LEADERS

2014

- Engaged in innovative curriculum aimed to prepare educators to lead Houston public schools as CEOs

- Completed three campus based leadership projects within the following disciplines: School Improvement Plan, Personnel, and Management

ZION'S FUND PORFOLIO MANAGER 2014

- Selected to serve as 1 of 5 portfolio managers for a \$5 million dollar fixed income performance fund
- Managed \$1.5 million in fund assets, specifically short-term and municipal bond investments

AT&T LEADERSHIP CONNECT – EXECUTIVE LEADERSHIP SERIES 2013

- Executive leadership development focused on public speaking, service leadership, and career progression
- Collaborated with an AT&T executive to foster a relationship between a corporate and classroom environment

ADDITIONAL INFORMATION

PROFESSIONAL CERTIFICATIONS

- Generalist 4-8, TExES Principal Exam, Texas State Board of Public Accountancy CPA exam pass candidate

AWARDS RECEIVED

- Teacher of the Month, Eagle Scout, and Order of the Arrow Distinguished Leader

PROFESSIONAL AFFILIATIONS

- Teach for America Alumni, Rice University REEP Alumni, ED Pioneers Fellow, 12th Man Foundation, Texas High School Coaches Association, and Houston CPA Society Young Professionals

COMMUNITY INVOLVEMENT

- Serve on the board of the Half-Helen Foundation
- City of College Station Youth Basketball, Education Entrepreneurship Enterprises Volunteer

ACTIVITIES & INTERESTS

- Enjoys playing basketball in several Houston adult leagues, providing volunteer services to non-profit organizations, and exploring the diverse food scene in Houston

Audrey Lynn Hukari

Education

- M.Ed., Concordia University, Austin, TX July 2010
Curriculum and Instruction Specialty
- B.A., Southwestern University, Georgetown, TX May 2005
Political Science major, History and French minors
- Development Studies, University of Minnesota, Dakar, Senegal January-June 2004

Relevant Experience

- Grant Manager, Texas Education Agency July 2013-Present
- Manage federal and state grant programs totaling approximately \$300 million each school year
 - Analyze budget data and collaborate with program staff for development of policy memos
 - Conduct final compliance reviews of applications and amendments
 - Monitor project grant balances and expenditures for over 300 grantees
 - Provide technical support and guidance to grantees
 - Develop and deliver training presentations to state-wide stakeholders
 - Assist with the competitive grant process
- Program Manager, Texas Municipal Police Association November 2005-July 2013
- Managed the creation of the statewide “Focus on Reducing Impaired Driving Among Youth” Program
 - Led program staff of 3 full time employees and 50 adjunct instructors around the state
 - Authored or co-authored grants resulting in total awards of over \$5 million
 - Researched and identified potential funding sources
 - Began as the receptionist, promoted to member services, then to program analyst
- Intern, Direct Action Research and Training, Community Organizing June-October 2005
- Consulted clergy, community leaders, and city officials on community issues
 - Coordinated strategic planning meetings and large assemblies
 - Trained and educated leaders on building power for systemic change
- Intern, Representative Scott Campbell January-May 2005
- Articulated constituent concerns and served as a liaison to the public
 - Analyzed legislation
 - Improved calendar and organization systems among District and Capitol offices
- Intern, Natural Land Reserve of Popenguine, Senegal March-June 2004
- Drafted grant to develop eco-tourism and land management programs
 - Launched garbage disposal and waste management projects
 - Participated in cultural exchanges

Other Experience

- Mentor Volunteer, Seedlings and Communities in Schools
- Meet weekly one-on-one with a child identified as at-risk for dropping out
 - Act as a consistent, positive adult presence in the life of a child who has an incarcerated parent

MELISSA GIESBERG

RELEVANT EXPERIENCE

Research Specialist V

Texas Education Agency, Austin, TX 2014-Present

- Perform highly advanced research work overseeing the development, implementation, and monitoring of specialized research projects pertaining to fiscal, administrative, and program-related functions of the Texas Charter School Program (CSP).
- Review and maintain documents for the federal CSP grant.
- Collect, analyze, and prepare charter-related data for multiple customers.
- Oversee and manage the Charter School Tracking System (CSTS)
- Draft reports that include data analyses.
- Use statistical methods and relational databases to analyze data sets.
- Prepare summaries and reports of research findings.
- Provide consultation relating to research design, planning, instrumentation, statistical analysis, and reporting.
- Assist in developing policies and procedures used in conducting and administering research, demonstration, and evaluation activities.

Program Specialist III

Texas Education Agency, Austin, TX 2010 –2014

- Collected, analyzed, and prepared charter-related data for internal and external customers.
- Examined, queried, analyzed, and prepared data for mandatory, periodic, and ad hoc reports using a variety of statistical concepts and methods.
- Performed research, analyzed data, and reported trends in performance that may impact administrative decisions.
- Oversaw and managed the Charter School Tracking System.
- Served as the division webmaster.
- Designed and updated electronic forms, templates, and/or applications.
- Responded to requests for information from internal and external customers.
- Reviewed, analyzed, and responded to eligibility documents, applications, progress reports, and final evaluations for applicants and recipients of Charter School Program (CSP) grant funds.
- Monitored spending and contact CSP subgrant recipients as needed.
- Coordinated data collection from other divisions, summarize data, and prepare first drafts of the annual performance report for the CSP grant.
- Reviewed and maintained documents for the federal CSP grant.
- Provided technical support to the division.
- Developed and shared expertise on all matters, legal, and otherwise, concerning charter schools.

Program Specialist I

Texas Education Agency, Austin, TX

2007- 2010

- Collected, organized, analyzed, and prepared materials in response to requests for program information and reports.
- Provided technical assistance and support for troubleshooting applications and hardware problems.
- Designed and updated electronic forms, templates, and applications.
- Maintained files and records and prepare reports related to grant activities.
- Worked with division staff in determining trends and resolving technical problems.
- Reviewed program area functions and operations, identify areas of needed change, and develop plans to improve or initiate programs or to address areas of concern.
- Developed and implemented effective techniques for evaluating agency programs.
- Assisted with the maintenance of the division's website.
- Developed and shared expertise on all matters, legal and otherwise, concerning charter schools.

Chief Financial Officer

Jibboom, LLC Austin, TX

2003–Present

- Web content development, including research, proofing and layout.
- Handle all bookkeeping, tax preparation, invoicing and general financial management for business.

COMPUTER SKILLS

Microsoft Office Suite (including Word, Excel, Outlook, Access, PowerPoint, Publisher, Visio), Adobe LiveCycle Designer, Adobe Acrobat Professional, Adobe PhotoShop, FileNET, Crystal Reports, Charter School Tracking System, QuickBooks Pro, file format conversion, website development, including the use of Adobe Dreamweaver, Ektron, and website authoring in HTML, publishing with FTP, and following ADA accessibility guidelines

EDUCATION

- Bachelor of Science Texas A&M University – Psychology major and Computer Science minor

REFERENCES

Available on request.



GOVERNOR GREG ABBOTT

May 15, 2017

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary DeVos:

I write in support of the Texas Education Agency's (TEA) Charter School Program (CSP) grant application to the U.S. Department of Education's Public Charter School Program.

The ongoing strength of Texas' economy relies on a vibrant marketplace of high-quality public schools for our students. With approximately 175 charter holders serving more than 270,000 students at 640 campuses, Texas has long been a national leader in providing our school children with first-rate public school choice options. Replicating and expanding high-quality charter schools is a priority for my administration.

Texas remains committed to improving opportunities and outcomes for all of its students, while offering greater school choice for families. The CSP grant will be instrumental to providing our highest performing charter schools with the necessary resources to assist in developing capacity for replication and expansion across the state.

In addition, the funding will allow TEA to provide greater access to technical assistance and information to ensure every new charter school in Texas will be high quality and better positioned to meet the needs of students.

I fully support this grant application and look forward to seeing the benefits it will provide for parents and students across our state. For further information regarding our state's CSP grant application or our charter school initiatives, please contact Texas Commissioner of Education Mike Morath at

Sincerely,


Greg Abbott
Governor



May 16, 2017

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202

Dear Secretary DeVos,

I am pleased to express enthusiastic support for the Texas Education Agency's application to the Department of Education Charter Schools Program – Expansion and Replication of High Quality Charter Schools. The CSP grant will provide the Texas Education Agency the opportunity to continue to close the achievement gap and create college ready scholars and future community leaders.

As a long-time follower of the education landscape in Texas, the Charter School Growth Fund (CSGF) has seen firsthand that charters offer Texas students and families additional options they cannot find elsewhere within their communities. As an investor in the nation's highest performing charter school operators, it is our mission to dramatically expand charter schools' impact on underserved students and we are confident in the TEA's ability to expand high-quality options for students and families.

CSGF makes very select investments in charter school management organizations that deliver outstanding academic results, while achieving sustainability on public revenues. CSGF's experience is that Texas has a significant proportion of these outstanding charter operators. Indeed, since 2006, 22% of CSGF's grants have been awarded to high performing charters in Texas to add more than 66,800 new seats. No state has received more support from CSGF or created as many new opportunities for students.

Despite this support and growth, many charter schools with strong track records of accomplishment report lengthy waitlists of potential students and families they cannot currently serve. The Charter School Program would enable charters to replicate and expand high-quality charter schools, with demonstrated records of success, across Texas.

We share the vision that the straightest way to stronger and brighter future for our nation is to invest in quality education, the very best teachers and school leaders who in turn create high performing students and future leaders. CSP funds this grant will provide are essential to the continued growth and expansion of high quality school options for students and their families. I fully support this application for expansion and replication to create more opportunities for us to work together to close achievement gaps.

Thank you. Your support of the Texas Education Agency's CSP application is greatly appreciated.

Sincerely,



Kevin Hall
President and CEO, Charter School Growth Fund



105 W. Adams St.
Suite 1900
Chicago, IL 60603

T: [REDACTED]
F: [REDACTED]

www.qualitycharters.org

May 17, 2017

Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue
S.W. Washington, D.C. 20202

Dear Secretary DeVos:

The National Association of Charter School Authorizers (NACSA) is pleased to offer its support for Texas's Charter School Program (CSP) grant proposal. NACSA believes deeply in the growth of quality charter schools and in the importance of high quality authorizing to expanding quality public options for children and families.

If awarded the CSP grant, the Texas Education Agency will be able to accelerate the growth of quality charter schools in the state. Importantly, TEA's plan recognizes the potential for local school districts to play a much more significant role in the authorization of quality charter schools as part of a strategic approach to school system improvement. Through this grant, TEA will create the Texas Authorizer Leadership Academy (TALA) that will share model policies and practices; create Effective Authorizer Practice scorecards; and produce Effective Authorizer Outcomes scorecards to foster transparency and accountability in authorizing practices. These activities have potential to significantly expand the quality of charter school options in Texas and to serve as models for authorizing practices nationally.

NACSA is prepared to partner with TEA to execute successfully on its ambitious TALA plan; however, regardless of any role NACSA might play, we support the state's efforts to expand high quality charter schools and to do so with recognition of the critical role that quality authorizing plays.

The National Association of Charter School Authorizers is a not-for-profit, membership association committed to advancing excellence and accountability in the charter school sector and to increasing the number of high-quality charter schools across the nation. NACSA's work includes evaluation, training, and development of authorizing tools and processes, all informed by the best practices of the nation's leading authorizers. NACSA provides professional development, practical resources, consulting, and policy guidance to authorizers. It is devoted exclusively to improving public education by improving the policies and practices of the organizations responsible for authorizing charter schools.

Sincerely,

[REDACTED]

William Haft
Vice President, Authorizer Development



[REDACTED] Phone
[REDACTED] Fax

700 Lavaca Street, Suite 930
Austin, Texas 78701

www.txcharterschools.org

May 16, 2017

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary DeVos:

On behalf of the Texas Charter Schools Association (TCSA), I am writing in support of the Texas Education Agency's (TEA) application for the *Expanding Opportunities through Quality Charter Schools Program-Grant to State Entities (84.282A)(CSP)*.

Public charter schools in Texas continue to experience an exponential growth rate of 13 percent annually, as compared to two percent growth a year for overall public education. Currently, there are 629 public charter school campuses serving nearly 250,000 students in the state with an additional 141,000 students on a waiting list to attend a charter school. Texas does not provide public charter schools with direct funds for start-up costs, making CSP grant funds even more critical to meet the demand of families wanting options within public education.

Funds from the Charter Schools Program will enable the TEA to run state-level grant competitions to support new and expanding public charter schools. Further, these funds help to strengthen accountability and effectiveness of charter schools to serve the state's students by providing them with a quality public education.

We appreciate the TEA's stewardship of this grant to help foster the growth in the sector over the last several years, and we remain confident in their continued oversight and monitoring of these important funds.

I ask you to provide this application every consideration and I am available should you have any questions regarding public charter schools in the state.

Sincerely,

David L. Dunn
Executive Director



CHARTER SCHOOL
PERFORMANCE FRAMEWORK

Academic Framework
Financial Framework
Operational Framework

2016 Manual

For Public Charter Schools in Texas

March 2017

Texas Education Agency
Charter School Administration
1701 North Congress Avenue
Austin, Texas 78701

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Acronyms

ADA	Average Daily Attendance
AEA	Alternative Education Accountability
AFR	Annual Financial Report
BE/ESL	Bilingual Education/English as a Second Language
CSPF	Charter School Performance Framework
CSTS	Charter School Tracking System
CTE	Career and Technical Education
ELL	English Language Learner
ESC	Education Service Center
ESSA	Every Student Succeeds Act
FIRST	Financial Integrity Rating System of Texas
FTE	Full-Time Equivalent
GED	General Educational Development
IRS	Internal Revenue Service
ISAM	Intervention Stage and Activity Manager
LEA	Local Education Agency
PBMAS	Performance-Based Monitoring Analysis System
PEIMS	Public Education Information Management System
SPED	Special Education
STAAR	State of Texas Assessments of Academic Readiness
TAC	Texas Administrative Code
TAPR	Texas Academic Performance Report
TCSR	Texas Consolidated School Rating
TEA	Texas Education Agency
TEAL	Texas Education Agency Login
TEASE	Texas Education Agency Secure Environment
TEC	Texas Education Code
TREx	Texas Records Exchange

TEA Division of Charter School Administration Mission

Our mission is to cultivate innovative, high-quality learning opportunities and to empower the charter community through leadership, guidance, and support.

High-Quality Charter School

According to the *Every Student Succeeds Act* (ESSA), Title IV, Part C Section 4310(8), the term “high-quality charter school” means a charter school that—

- (A) shows evidence of strong academic results, which may include strong student academic growth, as determined by a State;
- (B) has no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance;
- (C) has demonstrated success in significantly increasing student academic achievement, including graduation rates where applicable, for all students served by the charter school; and
- (D) has demonstrated success in increasing student academic achievement, including graduation rates where applicable, for each of the subgroups of students, as defined in section 1111(c)(2), except that such demonstration is not required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

Acknowledgments

The Charter School Performance Framework (CSPF) was developed in 2013 through a collaboration of statewide partners. This effort was made possible by the invaluable contributions of the Performance Framework Working Group. Special thanks to the representatives from the house and senate chambers, the State Board of Education, the Texas Charter School Association, the education service centers, and charter personnel from across the state.

Contributions from the following agency staff were integral to the implementation of the 2016 Charter School Performance Framework.

Governance

A J Crabill
John Garland
Melissa Giesberg
Karen Johnson
Heather Mauzé
Nancy Obelgoner Rinehart

Academics

Jennifer Broussard
Rachel Harrington
Shannon Housson

Finance

David Marx

Overview

The Texas Education Agency (TEA) evaluates all public schools and districts under state accountability requirements. Below you will find information about district and charter school accreditation status, financial accountability and state accountability ratings and standards.

TEA accredits public schools in Texas at the charter school or district level for grades K-12. The Accreditation Status, Standards, and Sanctions section of the Texas Administrative Code (TAC) states how accreditation statuses are determined and assigned to school districts. Those statuses are defined as **Accredited**, **Accredited-Warned**, **Accredited-Probation**, and **Not Accredited-Revoked**. The TAC rules also establish accreditation standards and sanctions, including definitions, purpose and oversight appointments.

The state's school financial accountability rating system, known as the [School Financial Integrity Rating System of Texas \(FIRST\)](#), ensures that all Texas public schools are held accountable for the quality of their financial management practices and that they improve those practices.

The Texas Legislature in 1993 enacted statutes that mandated the creation of the Texas public school accountability system to rate charter schools and districts as well as evaluate campuses. The [state accountability webpage](#) provides information about our academic accountability rating system, the Texas Academic Performance Reports (TAPR), school report cards, and the Texas Consolidated School Rating (TCSR) reports.

In addition to these accountability systems, the Charter School Performance Framework is intended to provide parents, the public, charter operators, as well as the authorizer with a snapshot of each charter school's performance aligned to academic, financial, operational, and governance standards set forth in the Texas Education Code (TEC). These standards for charter school performance are clear, rigorous, and quantifiable and provide a comprehensive body of data that allow stakeholders to determine whether a charter school is meeting expectations or falling below them, as well as identify areas of particular strengths and weaknesses.

The Charter School Performance Framework is divided into three guiding areas or frameworks: academic, financial, and operational accountability. The purposes of the frameworks are to determine whether charter schools are:

- academically successful and effective;
- financially healthy and viable; and
- operationally effective, well-run, and compliant.

The three frameworks when used together form the comprehensive Charter School Performance Framework of Texas.

TEC §12.1181(a)

The commissioner shall develop and by rule adopt **performance frameworks** that establish standards by which to measure the performance of an open-enrollment charter school.

Data Sources for the Frameworks

The Academic Framework utilizes the [State Accountability Rating System](#) and other publicly available information from the [TAPR](#). The Financial Framework pulls information primarily from annual financial reports and the [School FIRST](#). The Operational Framework includes self-reported data, third-party monitoring, and authorizer monitoring (e.g. school visits).

Using the Frameworks

A performance framework is a tool for decision-making that outlines expectations for performance and compliance that are enforced through monitoring, evaluation, and intervention.

Charter schools are encouraged to refer to the frameworks on a continuing basis in order to self-assess overall health and viability of their school throughout the charter term. The frameworks will also be used to inform decisions and help identify charter schools that are candidates for replication, expansion, intervention, renewal, nonrenewal, or closure.

The Charter School Performance Framework neither negates any ratings [including but not limited to state accountability, Charter FIRST, Accreditation, or Performance-Based Monitoring Analysis System (PBMAS)] that a charter school or charter campus receives, nor removes the requirements associated with any sanctions or interventions required as a result of their ratings.

Charter School Performance Framework Report

The Charter School Performance Framework report is a district-level report.

The 2016 Charter School Performance Framework reports are available on the [TEA Charter Schools website](#).

Charter School Performance Framework Manual

The CSPF manual is a resource that describes the 2016 indicators, ratings, targets/standards, data sources, and other helpful information. The Academic, Financial, and Operational Framework sections of the manual are adopted as Commissioner of Education rule, 19 TAC §100.1010 *Performance Frameworks*, giving legal standing to the CSPF. See *Statutory Citations* later in this manual.

The 2016 *Charter School Performance Framework Manual* is available on the [TEA Charter Schools website](#).

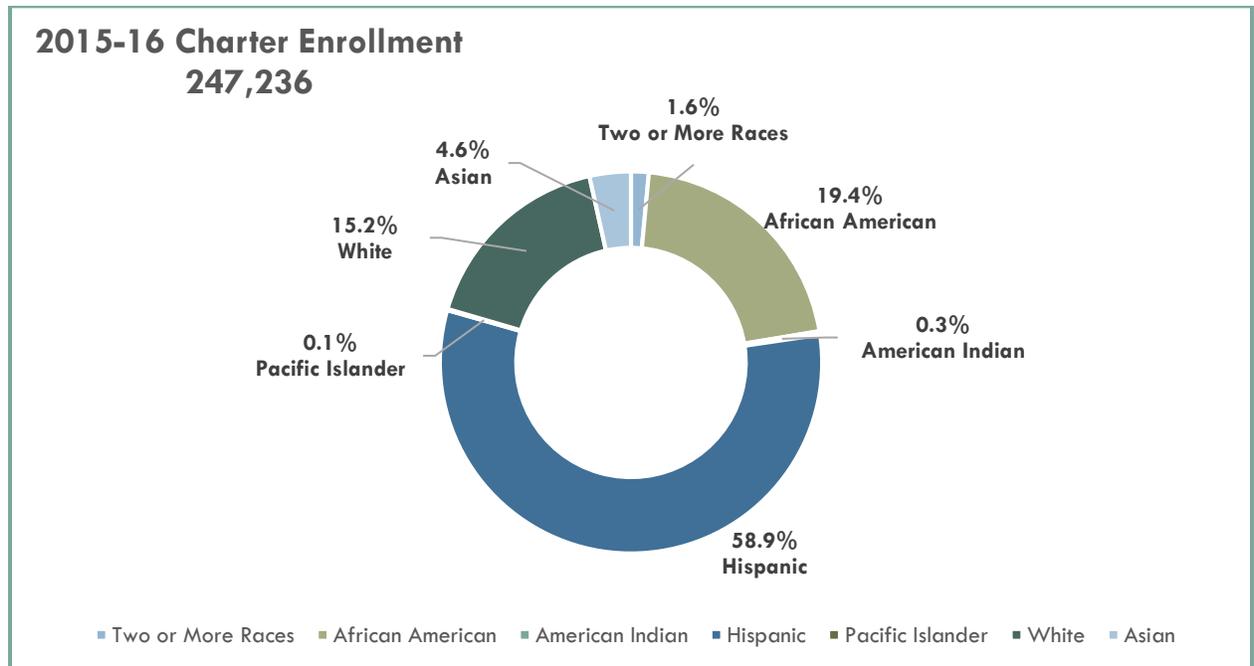
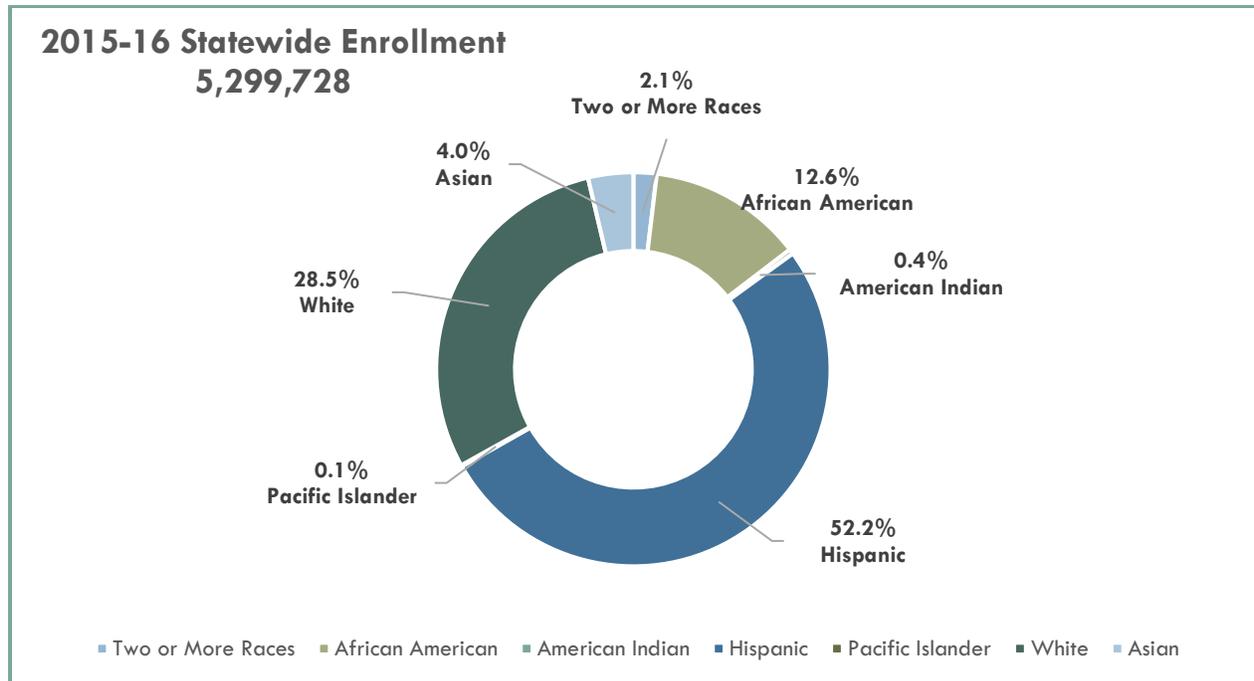
Significant Changes

The 2016 Charter School Performance Framework differs significantly from 2015 due to these changes.

- **Academic Framework:** Graduation Rate target for charter schools evaluated under standard accountability procedures increases to 60% to align with the State Accountability Rating System.
- **Financial Framework:** Timely Submission of AFR (Indicator 2a.) is restructured; Administrative Cost Ratio moves from Operational to Financial Framework (Indicator 3m. to 2b.); Aggregate Variance changes to Total Variance (Indicator 2f.); and Material Noncompliance (Indicator 2g.) is evaluated in 2016.
- **Operational Framework:** Compliance with Certificate of Occupancy Requirements (Indicator 3k.) includes a *Not Applicable* rating label for certain university charter schools.
- **Preview of 2017:** This new section provides an early notification for future CSPF indicators.

2015-16 Enrollment Data

The following charts illustrate the 2015-16 enrollment for all students in Texas and for all students in charter schools in Texas.



2015-16 PEIMS Fall Submission 1 is the data source.

2016 Academic Framework Indicators

The Academic Framework evaluates student academic performance on the State of Texas Assessments of Academic Readiness (STAAR) and longitudinal graduation rates. This framework answers the evaluative question: Is the academic program a success? Meeting the expectations in this framework is indicative of an effective academic program where student learning – the central purpose of every school – is taking place.

The following Academic Framework indicators allow evaluation of charter school academic performance.

- 1a. Student Achievement – All Students
- 1b. Student Achievement – African American
- 1c. Student Achievement – Hispanic
- 1d. Student Achievement – White
- 1e. Student Achievement – American Indian
- 1f. Student Achievement – Asian
- 1g. Student Achievement – Pacific Islander
- 1h. Student Achievement – Two or More Races
- 1i. Student Achievement – Special Education
- 1j. Student Achievement – Economically Disadvantaged
- 1k. Student Achievement – English Language Learners (ELL)
- 1l. Student Achievement – At Risk
- 1m. Graduation Rate, 4-Year Longitudinal – All Students
- 1n. Graduation Rate, 5-Year Extended Longitudinal – All Students

In accordance with TEC §12.1181 and 19 TAC §100.1010, the Academic Framework includes indicators for charter schools evaluated under both standard accountability procedures and alternative education accountability (AEA) provisions of the State Accountability Rating System. The 2016 *Accountability Manual*, which is available online at <http://tea.texas.gov/2016Accountability.aspx>, contains additional details.

For each Academic Framework indicator, a charter school receives one of four ratings:

- *Exceeds Expectations,*
- *Meets Expectations,*
- *Does Not Meet Expectations, or*
- *Not Applicable.*

Academic Framework indicators are included in the Texas Academic Performance Reports (TAPR) which are available online at <https://rptsvr1.tea.texas.gov/perfreport//tapr/>.

Academic Framework data are evaluated in the State Accountability Rating System which is described online at <http://tea.texas.gov/2016accountability.aspx>. Student achievement data are used in Index 1 and graduation rate in Index 4. The graduation, continuation, or General Educational Development (GED) certification rate is used in Index 4 to evaluate AEA charters.

Further details on graduation rates are online at http://tea.texas.gov/acctres/dropcomp_index.html.

Academic Framework indicators and targets may change over time to remain in alignment with the State Accountability Rating System.

Student Achievement – Standard Accountability Procedures

Measures charter school performance across all subjects at the Level II Satisfactory Standard.

- | | |
|-----------------------------|---------------------------------------|
| 1a. All Students | 1g. Pacific Islander |
| 1b. African American | 1h. Two or More Races |
| 1c. Hispanic | 1i. Special Education |
| 1d. White | 1j. Economically Disadvantaged |
| 1e. American Indian | 1k. ELL |
| 1f. Asian | 1l. At Risk |

Exceeds Expectations

The percentage of tests taken that met the Level II Satisfactory Standard for all students/students in the group was greater than or equal to 90.

Meets Expectations

The percentage of tests taken that met the Level II Satisfactory Standard for all students/students in the group was greater than or equal to 60, but less than 90.

Does Not Meet Expectations

The percentage of tests taken that met the Level II Satisfactory Standard for all students/students in the group was less than 60.

Not Applicable

The charter school does not serve this population or serves them in such small numbers that a rating could not be determined.

Data Source

2015-16 TAPR District Performance – STAAR Percent at Level II Satisfactory Standard or Above (All Grades), All Subjects

Notes

For each charter school evaluated under standard accountability procedures, the passing rate is compared to the State Accountability Rating System Index 1 target of 60%.

An *Exceeds Expectations* rating is assigned when the charter school's all students/student group performance is at least 90%.

Student Achievement – AEA Provisions

Measures charter school performance across all subjects at the Level II Satisfactory Standard.

- | | |
|-----------------------------|---------------------------------------|
| 1a. All Students | 1g. Pacific Islander |
| 1b. African American | 1h. Two or More Races |
| 1c. Hispanic | 1i. Special Education |
| 1d. White | 1j. Economically Disadvantaged |
| 1e. American Indian | 1k. ELL |
| 1f. Asian | 1l. At Risk |

Exceeds Expectations

The percentage of tests taken that met the Level II Satisfactory Standard for all students/students in the group was greater than or equal to 80.

Meets Expectations

The percentage of tests taken that met the Level II Satisfactory Standard for all students/students in the group was greater than or equal to 35, but less than 80.

Does Not Meet Expectations

The percentage of tests taken that met the Level II Satisfactory Standard for all students/students in the group was less than 35.

Not Applicable

The charter school does not serve this population or serves them in such small numbers that a rating could not be determined.

Data Source

2015-16 TAPR District Performance – STAAR Percent at Level II Satisfactory Standard or Above (All Grades), All Subjects

Notes

For each charter school evaluated under AEA provisions, the passing rate is compared to the State Accountability Rating System Index 1 target of 35%.

An *Exceeds Expectations* rating is assigned when the charter school's all students/student group performance is at least 80%.

Graduation Rates – Standard Accountability Procedures

Emphasizes the importance of earning a high school diploma that provides students with the foundation necessary for success in college, the workforce, job training programs, or the military.

1m. Graduation Rate, 4-Year Longitudinal – All Students

1n. Graduation Rate, 5-Year Extended Longitudinal – All Students

<input type="checkbox"/> Exceeds Expectations The charter school's graduation rate was greater than or equal to 90.0.
<input type="checkbox"/> Meets Expectations The charter school's graduation rate was greater than or equal to 60.0, but less than 90.0.
<input type="checkbox"/> Does Not Meet Expectations The charter school's graduation rate was less than 60.0.
<input type="checkbox"/> Not Applicable The charter school does not have a graduation rate, or due to small numbers a rating could not be determined.

Data Sources

2015-16 TAPR District Performance – 4-Year Longitudinal Rate (Grades 9-12),
Class of 2015, Graduated

2015-16 TAPR District Performance – 5-Year Extended Longitudinal Rate (Grades 9-12),
Class of 2014, Graduated

Notes

For each charter school evaluated under standard accountability procedures, the graduation rate is compared to the State Accountability Rating System Index 4 target of 60.0%.

An *Exceeds Expectations* rating is assigned when the charter school's graduation rate is at least 90.0%.

The class of 2015 4-year graduation rate is the percentage of students who began ninth grade in 2011-12 and graduated by August 31, 2015.

The class of 2014 5-year extended graduation rate is the percentage of students who began ninth grade in 2010-11 and graduated by August 31, 2015.

Graduation Rate formula:

$$\frac{\text{graduates}}{\text{graduates} + \text{continuers} + \text{GED recipients} + \text{dropouts}}$$

Graduation Rates – AEA Provisions

Emphasizes the importance of earning a high school diploma that provides students with the foundation necessary for success in college, the workforce, job training programs, or the military.

1m. Graduation, Continuation, or GED Certification Rate, 4-Year Longitudinal – All Students

1n. Graduation, Continuation, or GED Certification Rate, 5-Year Extended Longitudinal – All Students

Exceeds Expectations

The charter school's graduation, continuation, or GED certification rate was greater than or equal to 80.0.

Meets Expectations

The charter school's graduation, continuation, or GED certification rate was greater than or equal to 45.0, but less than 80.0.

Does Not Meet Expectations

The charter school's graduation, continuation, or GED certification rate was less than 45.0.

Not Applicable

The charter school does not have a graduation, continuation, or GED certification rate, or due to small numbers a rating could not be determined.

Data Sources

2015-16 TAPR District Performance – 4-Year Longitudinal Rate (Grades 9-12),
Class of 2015, Grads, GED, & Cont

2015-16 TAPR District Performance – 5-Year Extended Longitudinal Rate (Grades 9-12),
Class of 2014, Grads, GED, & Cont

Notes

For each charter school evaluated under AEA provisions, the graduation, continuation, or GED certification rate is compared to the State Accountability Rating System Index 4 target of 45.0%.

An *Exceeds Expectations* rating is assigned when the charter school's graduation, continuation, or GED certification rate is at least 80.0%.

The class of 2015 4-year graduation, continuation, or GED certification rate is the percentage of students who began ninth grade in 2011-12 and graduated by August 31, 2015, continued in high school in the fall of 2015, or received a GED certificate by August 31, 2015.

The class of 2014 5-year extended graduation, continuation, or GED certification rate is the percentage of students who began ninth grade in 2010-11 and graduated by August 31, 2015, continued in high school in the fall of 2015, or received a GED certificate by August 31, 2015.

Graduation, Continuation, and GED Certification Rate formula:

$$\frac{\text{graduates} + \text{continuers} + \text{GED recipients}}{\text{graduates} + \text{continuers} + \text{GED recipients} + \text{dropouts}}$$

2016 Financial Framework Indicators

The Financial Framework indicators below provide key data to assess the financial health and viability of charter schools.

- 2a. Timely Submission of Annual Financial Report (AFR)
- 2b. Administrative Cost Ratio
- 2c. Unmodified Opinions
- 2d. Material Weaknesses in Internal Controls
- 2e. Default on Debt
- 2f. Total Variance
- 2g. Material Noncompliance

Financial Framework indicators are not evaluated for charter schools in their first year of operation.

Financial Framework indicators are evaluated in the School Financial Integrity Rating System of Texas (FIRST). As described in 19 TAC §109.1001, the purpose of FIRST is to ensure that districts and charter schools are accountable for the quality of their financial management practices.

Charter FIRST information is available online at:

[http://tea.texas.gov/Finance_and_Grants/Financial_Accountability/Financial_Integrity_Rating_System_of_Texas_\(FIRST\)/School_FIRST_Rating_for_Charter_Schools/](http://tea.texas.gov/Finance_and_Grants/Financial_Accountability/Financial_Integrity_Rating_System_of_Texas_(FIRST)/School_FIRST_Rating_for_Charter_Schools/).

Rating labels for each Financial Framework indicator are outlined below.

Rating Label	Financial Framework Indicator						
	2a	2b	2c	2d	2e	2f	2g
<i>Exceeds Expectations</i>	X	X					
<i>Meets Expectations</i>	X	X	X	X	X	X	X
<i>Does Not Meet Expectations</i>	X	X	X	X	X	X	X
<i>Far Below Expectations</i>	X	X					
<i>Not Applicable</i>	X	X	X	X	X	X	X

Financial Framework indicators and targets may change over time to remain in alignment with Charter FIRST.

2a. Timely Submission of Annual Financial Report

Measures the timeliness in which a charter holder submits their AFR and financial data.

Exceeds Expectations

The charter holder submitted their complete AFR on or before the November 27 or January 28 deadline depending on the charter school's fiscal year end date (June 30 or August 31, respectively) for the 2014-15 fiscal year and therefore is in compliance with TEC §44.008(d).

Meets Expectations

The charter holder submitted their complete AFR and financial data within 30 days of the November 27 or January 28 deadline depending on the charter school's fiscal year end date (June 30 or August 31, respectively) for the 2014-15 fiscal year and therefore is in compliance with Charter FIRST.

Does Not Meet Expectations

The charter holder failed to submit their complete AFR and financial data within 30 days of the November 27 or January 28 deadline depending on the charter school's fiscal year end date (June 30 or August 31, respectively) for the 2014-15 fiscal year.

Far Below Expectations

The charter holder failed to submit their complete AFR and financial data for the 2014-15 fiscal year; or the charter holder failed to submit their complete AFR and financial data within 30 days of the November 27 or January 28 deadlines depending on the charter school's fiscal year end date (June 30 or August 31, respectively) for the 2013-14 and 2014-15 fiscal years.

Not Applicable

The charter school is in its first year of operation and is not evaluated on this indicator.

Data Sources

TEA Financial Compliance Division
2014-15 and 2015-16 Charter FIRST Indicator 1

Notes

An *Exceeds Expectations* rating is assigned if the complete AFR was submitted "not later than the 150th day after the end of the fiscal year" pursuant to TEC §44.008(d).

A *Meets Expectations* rating is assigned if the complete AFR and financial data were submitted within 30 days of the November 27 or January 28 deadline depending on the charter school's fiscal year end date (June 30 or August 31, respectively).

A *Far Below Expectations* rating is assigned if the complete AFR and financial data were not submitted:

- for the 2014-15 fiscal year, or
- within 30 days of the November 27 or January 28 deadline depending on the charter school's fiscal year end date (June 30 or August 31, respectively) for the 2013-14 and 2014-15 fiscal years.

2b. Administrative Cost Ratio

Measures whether the charter school's administrative costs and size are proportionate.

- Exceeds Expectations**
The charter school scored 8 or 10 points on this indicator for Charter FIRST.
- Meets Expectations**
The charter school scored 6 points on this indicator for Charter FIRST.
- Does Not Meet Expectations**
The charter school scored 2 or 4 points on this indicator for Charter FIRST.
- Far Below Expectations**
The charter school scored 0 points on this indicator for Charter FIRST.
- Not Applicable**
The charter school is in its first year of operation and is not evaluated on this indicator.

Data Source

2015-16 Charter FIRST Indicator 11

Notes

The Charter FIRST administrative cost threshold ratio is based on average daily attendance (ADA).

ADA	≥ 1,000	500 to 999	< 500	Charter FIRST Points
Threshold Ratio	≤ 0.1401	≤ 0.1561	≤ 0.2645	10
	> 0.1401 & ≤ 0.1651	> 0.1561 & ≤ 0.1811	> 0.2645 & ≤ 0.2895	8
	> 0.1651 & ≤ 0.1901	> 0.1811 & ≤ 0.2061	> 0.2895 & ≤ 0.3145	6
	> 0.1901 & ≤ 0.2151	> 0.2061 & ≤ 0.2311	> 0.3145 & ≤ 0.3395	4
	> 0.2151 & ≤ 0.2401	> 0.2311 & ≤ 0.2561	> 0.3395 & ≤ 0.3645	2
	> 0.2401	> 0.2561	> 0.3645	0

2c. Unmodified Opinions

Measures opinions (unmodified and modified) in a charter holder's AFR.

- Meets Expectations**
There was an unmodified opinion in the charter holder's AFR on the financial statements as a whole.
- Does Not Meet Expectations**
There was a modified opinion in the charter holder's AFR.
- Not Applicable**
The charter school is in its first year of operation and is not evaluated on this indicator.

Data Source

2015-16 Charter FIRST Indicator 2A

Notes

A *Meets Expectations* rating is assigned if the charter holder received a "clean audit" (unmodified opinion).

2d. Material Weaknesses in Internal Controls

Measures instances of material weaknesses in internal controls in a charter holder's AFR.

- | |
|---|
| <input type="checkbox"/> Meets Expectations
There were no disclosures in the charter holder's AFR of any instance(s) of material weaknesses in internal controls. |
| <input type="checkbox"/> Does Not Meet Expectations
There were disclosures in the charter holder's AFR of material weaknesses in internal controls. |
| <input type="checkbox"/> Not Applicable
The charter school is in its first year of operation and is not evaluated on this indicator. |

Data Source

2015-16 Charter FIRST Indicator 2B

Notes

A *Meets Expectations* rating is assigned if the external auditor reported no material weaknesses in the audit report.

2e. Default on Debt

Measures whether the charter holder is meeting debt obligations.

- | |
|--|
| <input type="checkbox"/> Meets Expectations
The charter school was in compliance with the payment terms of all debt agreements at fiscal year end. |
| <input type="checkbox"/> Does Not Meet Expectations
The charter school was not in compliance with the payment terms of all debt agreements at fiscal year end. |
| <input type="checkbox"/> Not Applicable
The charter school is in its first year of operation and is not evaluated on this indicator. |

Data Source

2015-16 Charter FIRST Indicator 3

Notes

A *Meets Expectations* rating is assigned if there were no disclosures in the AFR and/or other sources of information concerning non-payment on all debt.

2f. Total Variance

Measures whether the comparison of Public Education Information Management System (PEIMS) data to like information in the charter holder's AFR resulted in a total variance of less than 3% of all expenses by function.

Meets Expectations

The total variance was less than 3% of all expenses.
The charter school scored 10 points on this indicator for Charter FIRST.

Does Not Meet Expectations

The total variance was greater than or equal to 3% of all expenses.
The charter school scored 0 points on this indicator for Charter FIRST.

Not Applicable

The charter school is in its first year of operation and is not evaluated on this indicator.

Data Source

2015-16 Charter FIRST Indicator 13

Notes

Total Variance formula:

$(\text{Data Variance} / \text{Total Expenses}) < \text{Threshold for Percentage of Data Variance (0.03)}$

2g. Material Noncompliance

The charter holder's AFR is expected to be free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds.

Meets Expectations

The charter holder's AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds.
The charter school scored 10 points on this indicator for Charter FIRST.

Does Not Meet Expectations

The charter holder's AFR had instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds.
The charter school scored 0 points on this indicator for Charter FIRST.

Not Applicable

The charter school is in its first year of operation and is not evaluated on this indicator.

Data Source

2015-16 Charter FIRST Indicator 14

Notes

This indicator was not evaluated in 2015.

2016 Operational Framework Indicators

The Operational Framework indicators allow evaluation of the compliance-related standards that each charter school must meet. Charter schools are already required to meet the standards in this section through state and federal law, rules, regulations, or the charter contract.

The ratings assigned to indicators in the Operational Framework neither negate any ratings (including but not limited to state accountability, Charter FIRST, Accreditation, or PBMAS) that a charter school or charter campus receives, nor removes the requirements associated with any sanctions or interventions required as a result of their ratings.

Operational Framework indicators evaluate the charter school's compliance with education program, governance, and reporting requirements.

- 3a. Teacher Qualifications
- 3b. Program Requirements – Special Populations
- 3c. Program Requirements – Bilingual Education/English as a Second Language (BE/ESL) Populations
- 3d. Program Requirements – Career and Technical Education (CTE) Populations
- 3e. Timely Filing of Governance Reporting Forms
- 3f. Training Requirements
- 3g. Criminal Record Employment Requirements
- 3h. Community and Student Engagement Reporting Requirements
- 3i. Timely Filing of PEIMS Data
- 3j. Texas Records Exchange (TREx) Usage Requirements
- 3k. Certificate of Occupancy Requirements
- 3l. Maintenance of 501(c)(3) Status

Rating labels for each Operational Framework indicator are outlined below.

Rating Label	Operational Framework Indicator											
	3a	3b	3c	3d	3e	3f	3g	3h	3i	3j	3k	3l
<i>Meets Expectations</i>	X	X	X	X	X	X	X	X	X	X	X	X
<i>Does Not Meet Expectations</i>	X	X	X	X	X	X	X	X	X	X	X	X
<i>Far Below Expectations</i>	X	X	X	X	X	X	X					
<i>Not Applicable</i>	X										X	X

Operational Framework indicators and targets may change over time to remain in alignment with current statute, rule, and policy.

3a. Teacher Qualifications

Charter school teachers must hold a baccalaureate degree.

TEC §12.129, 19 TAC §100.1015(b)(3)(F)

<input type="checkbox"/> Meets Expectations
All teachers at the charter school hold a baccalaureate degree.
<input type="checkbox"/> Does Not Meet Expectations
Less than 100.0% but at least 90.0% of all teachers at the charter school hold a baccalaureate degree.
<input type="checkbox"/> Far Below Expectations
Fewer than 90.0% of all teachers at the charter school hold a baccalaureate degree.
<input type="checkbox"/> Not Applicable
The charter school failed to report staff data or reported only contracted classroom teachers.

Data Source

2015-16 TAPR District Profile – Staff Information, Teachers by Highest Degree Held

Notes

The TAPR Glossary defines *Teachers by Highest Degree Held* as the distribution of degrees held by teachers in the district or charter school. The full-time equivalent (FTE) counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. (Source: PEIMS, Oct. 2015) The TAPR Glossary is available online at <https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html>.

3b. Program Requirements – Special Populations

Charter schools must meet program requirements for special populations, including, but not limited to, special education.

TEC §12.104(b)(2)(F), 19 TAC §100.1032(1)(D)

<input type="checkbox"/> Meets Expectations
The charter school received a <i>Meets Requirements</i> determination for Special Education.
<input type="checkbox"/> Does Not Meet Expectations
The charter school received a <i>Needs Assistance</i> determination for Special Education.
<input type="checkbox"/> Far Below Expectations
The charter school received a <i>Needs Intervention</i> or <i>Needs Substantial Intervention</i> determination for Special Education.

Data Sources

2016 PBMAS

2016-17 Intervention Stage and Activity Manager (ISAM)

Notes

The Special Education (SPED) indicators are described in the *PBMAS Manual* which is available online at <http://tea.texas.gov/pbm/PBMASManuals.aspx>.

Secure access to the ISAM is limited to district and charter school superintendents and personnel through the Texas Education Agency Secure Environment (TEASE) portal. Special Education determinations are reported on the TAPR (<https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html>).

3c. Program Requirements – Bilingual Education/English as a Second Language Populations

Charter schools must meet program requirements for BE/ESL populations.

TEC §12.104(b)(2)(G), 19 TAC §100.1032(1)(D)

<input type="checkbox"/> Meets Expectations The charter school is not staged for BE/ESL.
<input type="checkbox"/> Does Not Meet Expectations The charter school is in Stage 1 or Stage 2 for BE/ESL.
<input type="checkbox"/> Far Below Expectations The charter school is in Stage 3 or Stage 4 for BE/ESL.

Data Sources

2016 PBMAS

2016-17 ISAM

Notes

The BE/ESL indicators are described in the *PBMAS Manual* which is available online at

<http://tea.texas.gov/pbm/PBMASManuals.aspx>.

Secure access to ISAM is limited to district and charter school superintendents and personnel through TEASE.

3d. Program Requirements – Career and Technical Education Populations

Charter schools must meet program requirements for CTE populations.

19 TAC §100.1032(1)(D)

<input type="checkbox"/> Meets Expectations The charter school is not staged for CTE.
<input type="checkbox"/> Does Not Meet Expectations The charter school is in Stage 1 or Stage 2 for CTE.
<input type="checkbox"/> Far Below Expectations The charter school is in Stage 3 or Stage 4 for CTE.

Data Sources

2016 PBMAS

2016-17 ISAM

Notes

The CTE indicators are described in the *PBMAS Manual* which is available online at

<http://tea.texas.gov/pbm/PBMASManuals.aspx>.

Secure access to ISAM is limited to district and charter school superintendents and personnel through TEASE.

3e. Timely Filing of Governance Reporting Forms

Charter schools must file Governance Reporting Forms in a timely manner.
TEC §12.119(b), 19 TAC §100.1007

- | |
|--|
| <input type="checkbox"/> Meets Expectations
The charter school filed 2016-2017 Governance Reporting Forms in a timely manner. |
| <input type="checkbox"/> Does Not Meet Expectations
The charter school failed to file 2016-2017 Governance Reporting Forms in a timely manner. |
| <input type="checkbox"/> Far Below Expectations
The charter school failed to file 2015-2016 and 2016-2017 Governance Reporting Forms in a timely manner. |

Data Source

TEA Charter School Tracking System (CSTS) Governance Reporting Forms

Notes

Secure access to CSTS is limited to charter school superintendents and personnel through the Texas Education Agency Login (TEAL) portal.

The 2016-2017 Annual Governance Reporting Forms were submitted in CSTS from October 31 – December 1, 2016.

3f. Training Requirements

Charter board members and school officials must complete the annually required training.
TEC §12.123, 19 TAC §§ 100.1102-100.1105

- | |
|---|
| <input type="checkbox"/> Meets Expectations
All charter board members and school officers appointed or hired prior to December 1, 2016 have completed the annually required charter board training. |
| <input type="checkbox"/> Does Not Meet Expectations
Some charter board members and/or school officers appointed or hired prior to December 1, 2016 failed to complete the annually required charter board training. |
| <input type="checkbox"/> Far Below Expectations
Some charter board members and/or school officers failed to complete annually required charter board training for the 2015-2016 and 2016-2017 reporting cycles. |

Data Source

TEA CSTS Governance Reporting Forms

Notes

Secure access to CSTS is limited to charter school superintendents and personnel through TEAL.

The 2016-2017 Annual Governance Reporting Forms were submitted in CSTS from October 31 – December 1, 2016.

A *Does Not Meet Expectations* or *Far Below Expectations* rating is assigned if the charter school's Governance Reporting Forms are not submitted by the time data are pulled for this indicator.

3g. Criminal Record Employment Requirements

Charter schools must certify compliance with TEC §22.085.

TEC §§ 12.120, 12.1059, 22.0832, 22.085, 19 TAC §100.1151

Meets Expectations

The charter school returned the “Criminal History Compliance Certification” for the 2016-17 school year and therefore is in compliance with TEC §22.085.

Does Not Meet Expectations

The charter school failed to return the “Criminal History Compliance Certification” for the 2016-17 school year and therefore is not in compliance with TEC §22.085(f).

Far Below Expectations

The charter school failed to return the “Criminal History Compliance Certification” for the 2015-16 and 2016-17 school years and therefore is not in compliance with TEC §22.085(f) for multiple years.

Data Source

TEA Educator Certification

Notes

Certification of Compliance No-Response Lists are available online at

http://tea.texas.gov/Texas_Educators/Certification/Fingerprinting/School_District_or_Charter_School_Certification_of_Compliance/.

3h. Community and Student Engagement Reporting Requirements

Texas statute requires that school districts and charter schools evaluate their district- and campus-level performance in community and student engagement and assign a rating.

TEC §§ 39.0545, 39.363, 19 TAC §61.1023

Meets Expectations

The charter school is in statutory compliance with Community and Student Engagement reporting and policy requirements.

Does Not Meet Expectations

The charter school is not in statutory compliance with Community and Student Engagement reporting and policy requirements.

Data Sources

PEIMS Submission 3, 010 Organization Data – District record

2016 Texas Consolidated School Rating (TCSR) Reports

Notes

Locally-assigned Community and Student Engagement ratings and statutory compliance statuses are in the TCSR reports which are available online at <http://tea.texas.gov/tcsr.aspx>.

3i. Timely Filing of PEIMS Data

This indicator measures the charter school's compliance with PEIMS reporting requirements.

TEC §12.104

Meets Expectations

The charter school is in compliance with 2015-16 PEIMS data reporting timelines.

Does Not Meet Expectations

The charter school is not in compliance with 2015-16 PEIMS data reporting timelines.

Data Source

TEA Student Education Data System/PEIMS Division

Notes

Information regarding PEIMS reporting and data standards are available online at http://tea.texas.gov/Reports_and_Data/Data_Submission/PEIMS/PEIMS_Data_Standards/PEIMS_Data_Standards/.

The *PEIMS 2015-16 Data Collection Schedule* is available online at http://tea.texas.gov/Reports_and_Data/Data_Submission/PEIMS/PEIMS_Data_Standards/PEIMS_2015-2016_Data_Collection_Schedule/.

3j. TREx Usage Requirements

Charter schools must participate in the TREx.

TEC §7.010

Meets Expectations

The charter's campuses use TREx to transfer and receive student records and do so in a timely manner.

Does Not Meet Expectations

The charter's campuses failed to use TREx to transfer and receive student records and/or failed to do so in a timely manner.

Data Source

TEA Student Education Data System/PEIMS Division

Notes

Information regarding the TREx system is available online at [http://tea.texas.gov/Reports_and_Data/Data_Submission/Texas_Records_Exchange_\(TREx\)/Texas_Records_Exchange_\(TREx\)/](http://tea.texas.gov/Reports_and_Data/Data_Submission/Texas_Records_Exchange_(TREx)/Texas_Records_Exchange_(TREx)/).

3k. Certificate of Occupancy Requirements

All charter holder buildings used for educational purposes must have a valid certificate of occupancy for educating children.

19 TAC §§ 100.1215(b) and 100.1001(3)(E)

<input type="checkbox"/> Meets Expectations The charter holder is in compliance with certificate of occupancy requirements.
<input type="checkbox"/> Does Not Meet Expectations The charter holder is not in compliance with certificate of occupancy requirements.
<input type="checkbox"/> Not Applicable The charter holder is a university that has not provided a certificate of occupancy for educational use.

Data Source

TEA CSTS

Notes

Secure access to CSTS is limited to charter school superintendents and personnel through TEAL.

3l. Maintenance of 501(c)(3) Status

Charter holders are required to maintain their 501(c)(3) status at all times.

TEC §12.101, 19 TAC §100.1217

<input type="checkbox"/> Meets Expectations The charter holder maintains its 501(c)(3) status.
<input type="checkbox"/> Does Not Meet Expectations The charter holder fails to maintain its 501(c)(3) status.
<input type="checkbox"/> Not Applicable The charter holder is a governmental entity, college, or university.

Data Sources

Texas Secretary of State

Internal Revenue Service (IRS)

Notes

The Texas Secretary of State website is: <http://www.sos.state.tx.us/>.

The IRS website is: <http://www.irs.gov/Charities-&-Non-Profits/Exempt-Organizations-Select-Check>.

Sample CSPF Report

TEXAS EDUCATION AGENCY 2016 Charter School Performance Framework (CSPF) SAMPLE CHARTER SCHOOL 123456

2016 Accountability Rating: **Met Standard**
2016 Charter FIRST Rating: **A-Superior**
2016-17 Accreditation Status: **Accredited**

Enrollment: **294**
Grades Served: **EE-5**
Accountability Procedures: **Standard**

CSPF Indicator Summary

Total Indicators Exceeding Expectations: 3
Total Indicators Meeting Expectations: 22
Total Indicators Not Meeting Expectations: 3
Total Indicators Far Below Expectations: 0
Total Indicators Not Applicable: 5
Total Indicators: 33

Financial Framework

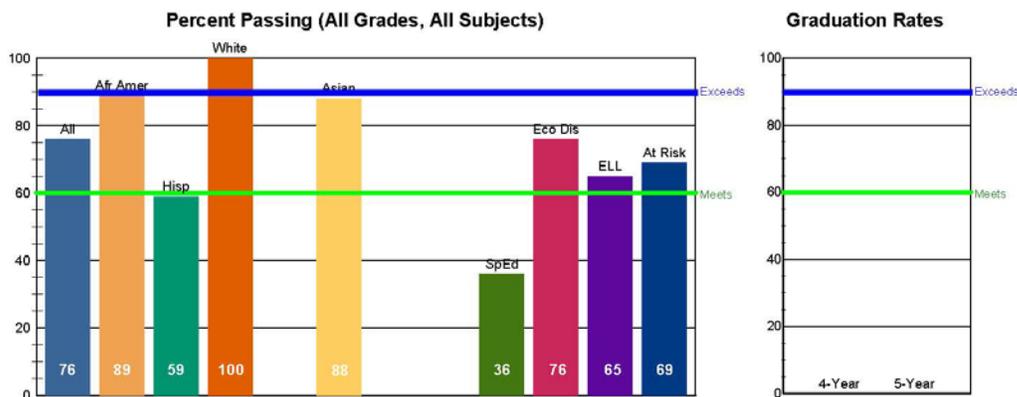
Timely Submission of Annual Financial Report +
Administrative Cost Ratio +
Unmodified Opinions ✓
Material Weaknesses in Internal Controls ✗
Default on Debt ✓
Total Variance ✓
Material Noncompliance ✓

Operational Framework

Teacher Qualifications ✓
Special Population Program Requirements ✓
BE/ESL Program Requirements ✓
CTE Program Requirements ✓
Governance Reporting ✓
Training Requirements ✓
Criminal Record Reporting Requirements ✓
Community & Student Engagement ✓
PEIMS Reporting ✓
TReX Usage ✓
Certificate of Occupancy Requirements ✓
501(c)(3) Status ✓

+ Exceeds ✓ Meets ✗ Does Not Meet - Far Below ○ NA

Academic Framework - Standard Accountability Procedures



Notification Timeline

Significant dates are listed below. Due to unforeseen circumstances, dates may be modified.

2017:

March *2016 CSPF Manual* and reports available in the Charter School Tracking System

April *2016 CSPF Manual* and reports available on the [TEA Charter Schools website](#)

2018:

March *2017 CSPF Manual* and reports available in the Charter School Tracking System

2017 CSPF Manual and reports available on the [TEA Charter Schools website](#)

Preview of 2017

New indicators under consideration for evaluation in 2017 and beyond are described below.

- At least 50% of students in tested grades
- Comparison of approved districts on geographic boundary list to students' campus of residence

Statutory Citations

Texas Administrative Code (TAC)

Portions of this manual are adopted on an annual basis as Commissioner of Education rule. With the publication of this manual, the Texas Education Agency (TEA) files a Commissioner's Rule amendment to 19 TAC §100.1010 *Performance Frameworks*, with the Office of the Secretary of State. This rule adopts pages 6 – 22 of the 2016 *Charter School Performance Framework Manual* giving legal standing to said framework. Final adoption is scheduled to take place spring 2017. The rule is online at <http://ritter.tea.state.tx.us/rules/tac/chapter100/index.html>.

19 TAC §100.1010 *Performance Frameworks*.

The performance of an open-enrollment charter school will be measured annually against a set of criteria set forth in the Charter School Performance Framework (CSPF) Manual established under Texas Education Code, §12.1181. The CSPF Manual will include measures for charters registered under the standard system and measures for charters registered under the alternative education accountability system as adopted under §97.1001 of this title (relating to Accountability Rating System).

Texas Education Code (TEC)

Performance frameworks are based on statutory mandates of the Texas Legislature in *TEC Chapter 12. Charters*. The full text of Chapter 12 is online at <http://www.statutes.legis.state.tx.us/Docs/ED/pdf/ED.12.pdf>.

TEC §12.111 *Content*.

- (a) Each charter granted under this subchapter must:
 - (3) specify the academic, operational, and financial performance expectations by which a school operating under the charter will be evaluated, which must include applicable elements of the performance frameworks adopted under Section 12.1181.

TEC §12.1141 *Renewal of Charter; Denial of Renewal; Expiration*.

- (c) At the end of the term of a charter for an open-enrollment charter school, if a charter holder submits to the commissioner a petition for renewal of the charter and the charter does not meet the criteria for expedited renewal under Subsection (b) or for expiration under Subsection (d), the commissioner shall use the discretionary consideration process. The commissioner's decision under the discretionary consideration process must take into consideration the results of annual evaluations under the performance frameworks established under Section 12.1181. The renewal of the charter of an open-enrollment charter school that is registered under the agency's alternative education accountability procedures for evaluation under Chapter 39 shall be considered under the discretionary consideration process regardless of the performance ratings under Subchapter C, Chapter 39, of the open-enrollment charter school or of any campus operating under the charter, except that if the charter holder has been assigned a financial accountability performance rating under Subchapter D, Chapter 39, indicating financial performance that is lower than satisfactory for any three of the five preceding school years, the commissioner shall allow the charter to expire under Subsection (d).

TEC §12.115 *Basis for Charter Revocation or Modification of Governance*.

- (a) Except as provided by Subsection (c), the commissioner shall revoke the charter of an open-enrollment charter school or reconstitute the governing body of the charter holder if the commissioner determines that the charter holder:
 - (1) committed a material violation of the charter, including failure to satisfy accountability provisions prescribed by the charter;
 - (2) failed to satisfy generally accepted accounting standards of fiscal management;

- (3) failed to protect the health, safety, or welfare of the students enrolled at the school;
- (4) failed to comply with this subchapter or another applicable law or rule;
- (5) failed to satisfy the performance framework standards adopted under Section 12.1181; or
- (6) is imminently insolvent as determined by the commissioner in accordance with commissioner rule.

TEC §12.1181 Performance Frameworks; Annual Evaluations.

- (a) The commissioner shall develop and by rule adopt performance frameworks that establish standards by which to measure the performance of an open-enrollment charter school. The commissioner shall develop and by rule adopt separate, specific performance frameworks by which to measure the performance of an open-enrollment charter school that is registered under the agency's alternative education accountability procedures for evaluation under Chapter 39. The performance frameworks shall be based on national best practices that charter school authorizers use in developing and applying standards for charter school performance. In developing the performance frameworks, the commissioner shall solicit advice from charter holders, the members of the governing bodies of open-enrollment charter schools, and other interested persons.
- (b) The performance frameworks may include a variety of standards. In evaluating an open-enrollment charter school, the commissioner shall measure school performance against an established set of quality standards developed and adopted by the commissioner.
- (c) Each year, the commissioner shall evaluate the performance of each open-enrollment charter school based on the applicable performance frameworks adopted under Subsection (a). The performance of a school on a performance framework may not be considered for purposes of renewal of a charter under Section 12.1141(d) or revocation of a charter under Section 12.115(c).

Definition of Terms

Accreditation – Each year, TEA assigns school districts and charter schools one of the following statuses: Accredited, Accredited-Warning, Accredited-Probation, or Not Accredited-Revoked. The accreditation status is based on the academic accountability rating and financial ratings from the FIRST. A district or charter school must be accredited by the state to operate as a public school.

Administrative Cost Ratio – An additional accountability measure used by the state legislature and TEA in assessing district and charter school performance. Administrative costs are defined as operating expenses made from funds other than federal funds associated with managing, planning, directing, coordinating, and evaluating a school district or charter school. TEA sets annual rules for the calculation of administrative costs and the “acceptable” administrative cost ratio for school districts and charter schools based upon their size, sparsity, and student population characteristics.

Alternative Education Accountability (AEA) Provisions – The provisions under which accountability ratings are assigned to eligible charter districts. AEA provisions include modified targets and specific components in Index 4 of the State Accountability Rating System.

Annual Financial Report (AFR) – The audited annual report required by TEC §44.008 that is due to TEA no later than 150 days after the close of a school district’s or charter school’s fiscal year. Each school district and charter school is required to report information and financial accountability ratings to parents and taxpayers by holding a public hearing on the AFR within two months after receipt of a final financial accountability rating. The AFR must include a description of the district’s or charter school’s performance compared to state-established standards and the district’s or charter school’s previous year’s financial accountability rating. It must also include a description of the data submitted using the electronic-based program for the financial solvency review. The AFR must be disseminated to the parents and taxpayers in attendance at the public hearing.

Average Daily Attendance (ADA) – The number of students who are in attendance each day of the school year for the entire school year divided by the number of instructional days in the school year.

Bilingual Education/English as a Second Language (BE/ESL) – Bilingual education and special language programs are designed to help students whose primary language is other than English to master basic English and participate effectively in the state's educational program.

Career and Technical Education (CTE) – Courses and programs designed to enable students to gain entry-level employment in high-skill, high-wage jobs or to continue their education or both.

Charter School Tracking System (CSTS) – A secure TEA application that allows charter schools to submit governance information and to securely view their performance framework report before it is published on the TEA website.

Default on Debt – The failure to promptly pay interest or principal when due. Default occurs when a charter school is unable to meet the legal obligation of debt repayment.

English Language Learner (ELL) – A person who is in the process of acquiring English and has another language as the first native language. The terms English language learner and limited English proficient student are used interchangeably.

General Educational Development (GED) – A proprietary, four-subject test designed to determine whether the education level of someone without a high school diploma is equivalent to successful completion of high school.

High-Quality Charter School – In accordance with ESSA, Title IV, Part C Section 4310(8), a high-quality charter school:

- (A) shows evidence of strong academic results, which may include strong student academic growth, as determined by a State;

- (B) has no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance;
- (C) has demonstrated success in significantly increasing student academic achievement, including graduation rates where applicable, for all students served by the charter school; and
- (D) has demonstrated success in increasing student academic achievement, including graduation rates where applicable, for each of the subgroups of students, as defined in section 1111(c)(2), except that such demonstration is not required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

Intervention Stage and Activity Manager (ISAM) – A secure TEA application that allows districts, charter schools, and campuses identified for interventions through various monitoring systems to add program contacts, download resources, and submit activity documentation.

Material Weakness – When one or more internal controls, put in place to prevent significant financial statement irregularities, is considered to be ineffective.

Performance-Based Monitoring Analysis System (PBMAS) – An automated data system that reports annually on the performance of school districts and charter schools in selected program areas (BE/ESL, CTE, special education, and certain Title programs under federal law).

Public Education Information Management System (PEIMS) – All data submitted by school districts, charter schools, campuses, and other educational organizations and entities to TEA including student demographic and academic performance, personnel, financial, and organizational information.

School Financial Integrity Rating System of Texas (FIRST) for Charter Schools – The purpose of the financial accountability rating system, School FIRST for Charter Schools, is to ensure that open-enrollment charter schools are held accountable for the quality of their financial management practices and that they improve those practices. The system is designed to encourage Texas public schools to better manage their financial resources in order to provide the maximum allocation possible for direct instructional purposes.

Standard Accountability Procedures – The procedures under which most districts and campuses are evaluated. If a charter school (district) does not qualify for evaluation under AEA provisions, then the charter school (district) is evaluated under standard accountability procedures.

Texas Academic Performance Report (TAPR) – An annual report that includes a wide range of information on the performance of students in each district, charter school, and campus in Texas. Performance is shown disaggregated by student groups, including ethnicity and low income status. The reports also provide extensive information on school and district staff, programs, and student demographics.

Texas Consolidated School Rating (TCSR) Report – These reports provide the following information for each Texas public school district, charter school, and campus:

- Academic accountability ratings and distinction designations,
- Financial accountability ratings reported in School FIRST, and
- Locally-assigned Community and Student Engagement ratings and statutory compliance statuses.

Texas Education Agency Login (TEAL) – This portal allows school district and charter school superintendents and personnel secure access to TEA applications.

Texas Education Agency Secure Environment (TEASE) – Access to school district and charter school data in TEA secure web applications is protected by one of TEA’s security gateways, TEASE or TEAL.

Texas Records Exchange (TReX) – A web-based system designed for the exchange of electronic student records between Texas public school districts and for the submission of electronic transcripts to Texas public colleges and universities.

Total Variance – The comparison of PEIMS data to like information in the charter school’s AFR. The acceptable threshold for percentage of total variance is 3% of all expenses by function.

Unmodified/Unqualified Opinion – The opinion expressed when the external independent auditor concludes that the financial statements are presented fairly, in all material respects, in accordance with the applicable financial reporting requirements.

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Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701-1494

DISTRICT-AUTHORIZED CHARTER SCHOOL Site Visit Protocols



Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

CAMPUS CHARTER SCHOOL SITE VISIT

TEXAS EDUCATION AGENCY

-TEA-

The purpose of the site visit is to assess the district's process for authorizing campus charters in accordance with Texas Education Code (TEC) Chapter 12, Subchapter C. In addition, for those campus charters receiving the federal Public Charter School Start-Up Grant, the extent to which the district is implementing its newly-authorized campus charter(s) in compliance with its approved grant application and Title V, Part B Public Charter Schools Program (CSP) statutes, regulations, and guidance will be reviewed. These site visits are intended to provide diagnostic insights to school districts that authorize campus charters.

The areas of review will fall under state and federal compliance, authorization practices, flexibility and autonomy, as well as governance, operational, educational, and financial standards as outlined in statute. Texas Education Agency staff will be reviewing and offering input on board governance, charter policies, program implementation, and fiscal accountability. Upon determination of a campus charter's status, TEA may offer specific technical assistance and training to improve any deficiencies.

CONTACT INFORMATION

NAME OF SCHOOL DISTRICT		
NAME OF CAMPUS CHARTER		
COUNTY-DISTRICT-CAMPUS NUMBER (CDCN)		
CHARTER SCHOOL CONTACT		
CONTACT PHONE		
CONTACT EMAIL		
SITE VISIT TEAM LEADER		
SITE VISIT TEAM MEMBERS (list all participants by name and area of expertise attending the site visit)	Arnoldo Alaniz	TEA – Division of Charter School Administration
DISTRICT PERSONNEL (list all participants by name and role attending the site visit)		

I. AUTHORIZATION.

The school district ensures that the campus charter was authorized in accordance with Texas Education Code (TEC), Chapter 12, Subchapter C.

TEC §12.058 Charter Policy

Each school district shall adopt a campus charter and program charter policy. The policy must specify:

- (1) the process to be followed for approval of a campus charter or a program charter;
- (2) the statutory requirements with which a campus charter or program charter must comply; and
- (3) the items that must be included in a charter application.

TEC §12.052 Authorization

(a) In accordance with this subchapter, the board of trustees of a school district or the governing body of a home-rule school district shall grant or deny, through a public vote of the board of trustees or governing body, a charter to parents and teachers for a campus or a program on a campus if the board is presented with a petition signed by:

- (1) the parents of a majority of the students at that school campus; and
- (2) a majority of the classroom teachers at that school campus.

TEC §12.0521 Alternative Authorization

(a) Notwithstanding Section 12.052, in accordance with this subchapter and in the manner provided by this section, the board of trustees of a school district or the governing body of a home-rule school district may grant a charter for:

- (1) a new district campus; or
- (2) a program that is operated:
 - (A) by an entity that has entered into a contract with the district under Section 11.157 to provide educational services to the district through the campus or program; and
 - (B) at a facility located in the boundaries of the district.

TEC §12.0522 District Charter Authorization

(a) Notwithstanding Section 12.052, in the manner provided by this section, the board of trustees of a school district or the governing body of a home-rule school district may grant a district charter to a campus to the extent authorized under this section.

(b) Except as otherwise provided by this subsection or Subsection (c), a district charter may be granted under this section only to one or more campuses serving in total a percentage of the district's student enrollment equal to not more than 15 percent of the district's student enrollment for the preceding school year. The percentage limit may not prevent a district from granting a district charter to at least one feeder pattern of schools, including an elementary, middle or junior high, and high school.

(c) A district charter may be granted to any campus that has received the lowest performance rating under Subchapter C, Chapter 39.

TEC §12.053 Cooperative Campus Charter

(a) The board of trustees may grant a charter to parents and teachers at two or more campuses in the district for a cooperative charter program if the board is presented with a petition signed by:

- (1) the parents of a majority of the students at each school campus; and
- (2) a majority of the classroom teachers at each school campus.

Document(s) Provided:

1.1	Does the district have a campus charter policy?	Y	N	N/A
1.2	Does the district's policy specify the process to be followed for approval of a campus charter or a program charter?	Y	N	N/A

1.3	Does the district's policy specify the statutory requirements with which a campus charter or program charter must comply?	Y	N	N/A
1.4	Do the renewal criteria use increases in student academic achievement for all groups of students as the most important factor when determining to renew or revoke a school's charter?	Y	N	N/A

II. QUALITY AUTHORIZING PRACTICES

The authorizer has established practices to help insure that the charter will be a great educational option for all students.

National Association of Charter School Authorizers (NACSA) Principles and Standards

"A quality authorizer conducts contract oversight that competently evaluates performance and monitors compliance; ensures schools' legally entitled autonomy; protects student rights; informs intervention, revocation, and renewal decisions; and provides annual public reports on school performance." <http://www.qualitycharters.org/for-authorizers/principles-and-standards/>

"Authorizers must strive to uphold high standards, promote school autonomy, and protect student interests and public trust. Across the country, authorizers aim to improve their practice in the service of their ultimate goal: high quality education for all charter school students. Authorizers that organize and manage their work around strong practices are more likely to approve successful schools, more likely to preserve autonomy, and more likely to close schools that fail to perform."

http://www.qualitycharters.org/for-authorizers/12-essential-practices/?utm_source=NACSA%27s+Master+List&utm_campaign=e4fa3a1e63-PACERrequest_RE_IndexScoreAuthsAbove9090_TX&utm_medium=email&utm_term=0_9db2bde88f-e4fa3a1e63-136625813

Document(s) Provided:

2.1	Does the district's policy have a published and available mission for quality authorizing?	Y	N	N/A
2.2	Does the district have staff assigned to authorizing within the ISD or by contract?	Y	N	N/A
2.3	Does the district sign a performance contract with each school?	Y	N	N/A
2.4	Does the district's policy include established, documented criteria for the evaluation of charter applications?	Y	N	N/A
2.5	Does the district's policy include an application timeline?	Y	N	N/A
2.6	Does the district's policy include an interview process for all qualified charter applicants?	Y	N	N/A
2.7	Does the district's policy include an expert panel review of its charter applications?	Y	N	N/A
2.8	Does the district's policy grant initial charter terms of five years only?	Y	N	N/A
2.9	Does the district require and review independent annual financial audits of its charter schools?	Y	N	N/A

2.10	Does the district's policy specify the criteria for renewal?	Y	N	N/A
2.11	Does the district's policy specify the criteria for revocation?	Y	N	N/A
2.12	Does the district/board produce annual public reports on the performance of its charter schools?	Y	N	N/A

III. FLEXIBILITY AND AUTONOMY.

The LEA affords a high degree of flexibility and autonomy to charter schools.

ESEA Section 5204. Administration.

(b) SELECTION CRITERIA FOR ELIGIBLE APPLICANTS- The Secretary shall award grants to eligible applicants under this subpart on the basis of the quality of the applications submitted under section 5203(c), after taking into consideration such factors as —

(2) the degree of flexibility afforded by the State educational agency and, if applicable, the local educational agency to the charter school;

ESEA Section 5202. Program Authorized.

(e) PRIORITY TREATMENT-

(3) PRIORITY CRITERIA- The criteria referred to in paragraph (1) are the following:

(C) The State ensures that each charter school has a high degree of autonomy over the charter school's budgets and expenditures.

Charter Schools Program (CSP): State Educational Agencies; Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010 & 2011. Selection Criteria.

(ii) The degree of flexibility afforded by the SEA to charter schools under the State's charter school law (30 points). Note: The Secretary encourages the applicant to include a description of how the State's law establishes an administrative relationship between the charter school and the authorized public chartering agency and exempts charter schools from significant State or local rules that inhibit the flexible operation and management of public schools. The Secretary also encourages the applicant to include a description of the degree of autonomy charter schools have achieved over such matters as the charter school's budget, expenditures, daily operation, and personnel in accordance with their State's law.

Document(s) Provided:

3.1	Does the charter school have autonomy over the school's budget?	Y	N	N/A
3.2	Does the charter school have autonomy over the school's personnel?	Y	N	N/A
3.3	Does the charter school have autonomy over the school's educational program?	Y	N	N/A
3.4	Does the charter school have autonomy over the school calendar?	Y	N	N/A
3.5	Does the charter school have autonomy over the school's enrollment capacity?	Y	N	N/A

IV. FEDERAL DEFINITION.

The school meets the federal definition of a charter school.

Title V, Part B, Subpart 1, Section 5210 of the No Child Left Behind Act

The term charter school means a public school that—

1. in accordance with TEC, Chapter 12, is exempt from significant State or local rules that inhibit the flexible operation and management of the school, but not from any rules relating to the other requirements of this section;
2. is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;
3. operates in pursuit of a specific set of educational objectives determined by the school’s developer and agreed to by the authorized public chartering agency;
4. provides a program of elementary or secondary education, or both;
5. is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
6. does not charge tuition;
7. complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act;
8. is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;
9. agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purposes of this program;
10. meets all applicable Federal, State, and local health and safety requirements;
11. operates in accordance with State law; and
12. has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public charter agency and the charter school.

ESEA Section 5210. Definitions

- (2) DEVELOPER- The term ‘developer’ means an individual or group of individuals (including a public or private nonprofit organization), which may include teachers, administrators and other school staff, parents, or other members of the local community in which a charter school project will be carried out.
- (3) ELIGIBLE APPLICANT- The term ‘eligible applicant’ means a developer that has —
- (A) applied to an authorized public chartering authority to operate a charter school; and
 - (B) provided adequate and timely notice to that authority under section 5203(d)(3).
- (4) AUTHORIZED PUBLIC CHARTERING AGENCY- The term ‘authorized public chartering agency’ means a State educational agency, local educational agency, or other public entity that has the authority pursuant to State law and approved by the Secretary to authorize or approve a charter school.

Document(s) Provided:

4.1	Are the educational objectives for the charter the same as those for the other campuses in the district?	Y	N	N/A
4.2	If the charter school is operating at a church facility, does the charter school remain non-religious in all respects, including its programs, operations, and physical environment?	Y	N	N/A

4.3	Does the school have a lottery policy that clearly states a random selection process will be implemented when the school receives more applications than seats available?	Y	N	N/A
4.4	Does the school select/rank applicants using a random selection process if oversubscribed?	Y	N	N/A
4.5	Does the school use a first-come, first-served policy after conducting an initial lottery?	Y	N	N/A
4.6	Does the school's lottery process clearly define allowable exemptions?	Y	N	N/A
4.7	Did the school use a lottery process during the current school year and follow its established guidelines?	Y	N	N/A
4.8	Does the school have any additional requirements for its lottery process? (no essays)	Y	N	N/A
4.9	Does the current charter contract have an expiration date?	Y	N	N/A
4.10	Is the school familiar with the federal definition of a charter school?	Y	N	N/A
4.11	Does the charter school meet the federal definition of a charter school?	Y	N	N/A
4.12	Does the charter charge tuition/fees?	Y	N	N/A

V. AUTHORIZER REVIEW AND EVALUATION.

The school district monitors charter performance and compliance.

2010 Charter Schools Program Assurances – State Educational Agencies

- 3) State law, regulations, or other policies in the State where the applicant is located require that –
 - A) Each authorized charter school in the State operate under a legally binding charter or performance contract between itself and the school's authorized public chartering agency that describes the obligations and responsibilities of the school and the public chartering agency; conduct annual, timely, and independent audits of the school's financial statements that are filed with the school's authorized public chartering agency; and demonstrate improved student academic achievement; and
 - B) Authorized public chartering agencies use increases in student academic achievement for all groups of students described in section 1111(b)(2)(C)(v) of the ESEA as the most important factor when determining to renew or revoke a school's charter.

Charter Schools Program (CSP): State Educational Agencies; Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010 and FY 2011

Priority 1—Periodic Review and Evaluation (10 points). The State provides for periodic review and evaluation by the authorized public chartering agency of each charter school at least once every five years, unless required more frequently by State law, to determine whether the charter school is meeting the terms of the school's charter, and is meeting or exceeding the student academic achievement requirements and goals for charter schools as set forth under State law or the school's charter.

V. Application Review Information Selection Criteria: The selection criteria for this competition are from the authorizing statute for this program and 34 CFR 75.210 of EDGAR and are as follows:

- v) The SEA's plan to monitor and hold accountable authorized public chartering agencies through such activities as providing technical assistance or establishing a professional

development program, which may include providing authorized public chartering agency staff with training and assistance on planning and systems development, so as to improve the capacity of those agencies to authorize, monitor, and hold accountable charter schools.

ESEA Section 5203. Applications.

(b) CONTENTS OF A STATE EDUCATIONAL AGENCY APPLICATION- Each application submitted pursuant to subsection (a) shall —

(3) Contain assurances that the State educational agency will require each eligible applicant desiring to receive a subgrant to submit an application to the State educational agency containing —

(F) a description of how the authorized public chartering agency will provide for continued operation of the school once the Federal grant has expired, if such agency determines that the school has met the objectives described in subparagraph (C)(i).

Document(s) Provided:

5.1	Does the board review charter results on a regular basis?	Y	N	N/A
5.2	Does the board review and evaluate the charter at least once every five years?	Y	N	N/A
5.3	Can the board take action or impose meaningful consequences if the charter fails to meet the terms of the schools' charter?	Y	N	N/A
5.4	Can the board take action or impose meaningful consequences if the charter fails to meet or exceed student academic achievement requirements and goals?	Y	N	N/A

VI. Federal Programs Information and Funding.

The LEA informs each charter school about Federal funds for which it may be eligible to receive and Federal programs in which it may participate, and ensures that each charter school in the district receives its commensurate share of Federal education formula funds.

ESEA Section 5205. Applications.

(a) CONTENTS OF A STATE EDUCATIONAL AGENCY APPLICATION- Each application submitted pursuant to subsection (a) shall —

(1) describe the objectives of the State educational agency's charter school grant program and a description of how such objectives will be fulfilled, including steps taken by the State educational agency to inform teachers, parents, and communities of the State educational agency's charter school grant program; and

(2) describe how the State educational agency —

(A) will inform each charter school in the State regarding —

(i) Federal funds that the charter school is eligible to receive; and

(ii) Federal programs in which the charter school may participate;

(B) will ensure that each charter school in the State receives the charter school's commensurate share of Federal education funds that are allocated by formula each year, including during the first year of operation of the charter school

ESEA Section 5206. Federal Formula Allocation During First Year And For Successive Enrollment Expansions.

(a) IN GENERAL- For purposes of the allocation to schools by the States or their agencies of funds under part A of title I, and any other Federal funds which the Secretary allocates to States on a formula basis, the Secretary and each State educational agency shall take such measures as are necessary to ensure that every charter school receives the Federal funding for which the charter school is eligible not later than 5 months after the charter school first opens, notwithstanding the fact that the identity and characteristics of the students enrolling in that charter school are not fully and completely determined until that charter school actually opens. The measures similarly shall ensure that every charter school expanding its enrollment in any subsequent year of operation receives the Federal funding for which the charter school is eligible not later than 5 months after such expansion.

Document(s) Provided:

6.1	Does the charter school receive its commensurate share of Federal education funds (NCLB, IDEA, etc.)?	Y	N	N/A
6.2	Does the school district provide technical assistance regarding the available Federal funds and how these funds are to be used at the charter school?	Y	N	N/A
6.3	Do the student records show the identification of students who qualify for special programs? (i.e., Special Education, At Risk, ESL/Bilingual)	Y	N	N/A

VII. CHARTER SCHOOL START-UP GRANT.

The school is aware of important dates and project period lengths.

ESEA Section 5202. Program Authorized.

(c) PROGRAM PERIODS-

(1) GRANTS TO ELIGIBLE APPLICANTS- Grants awarded by the Secretary to eligible applicants or subgrants awarded by State educational agencies to eligible applicants under this subpart shall be for a period of not more than 3 years, of which the eligible applicant may use —

(A) not more than 18 months for planning and program design;

(B) not more than 2 years for the initial implementation of a charter school; and

(C) not more than 2 years to carry out dissemination activities described in section 5204(f)(6)(B).

(d) LIMITATION- A charter school may not receive —

(1) more than one grant for activities described in subparagraphs (A) and (B) of subsection (c)(2); or

(2) more than one grant for activities under subparagraph (C) of subsection (c)(2).

EDGAR Part 75 Subpart F—What Are the Administrative Responsibilities of a Grantee?

§ 75.700 Compliance with statutes, regulations, and applications.

A grantee shall comply with applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, and applications.

§ 75.701 The grantee administers or supervises the project.

A grantee shall directly administer or supervise the administration of the project.

§ 75.702 Fiscal control and fund accounting procedures.

A grantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

<i>Document(s) Provided:</i>				
7.1	Does the school have a copy of its grant application and NOGA?	Y	N	N/A
7.2	Is the school aware of the project end date of their grant?	Y	N	N/A
7.3	Does the school know where to find important dates for the grant on the TEA website?	Y	N	N/A
7.4	Does the school know when the implementation period began?	Y	N	N/A
7.5	Does the school know when to amend a grant application?	Y	N	N/A
7.6	Does the school know who to contact with grant-related questions?	Y	N	N/A
7.7	Is the school aware of which expenses are allowable?	Y	N	N/A
7.8	Is the school aware of which expenses are unallowable?	Y	N	N/A
7.9	Is the charter familiar with the objectives stated in their grant application?	Y	N	N/A
7.10	Is the school on track to meet its stated grant objectives?	Y	N	N/A
7.11	Does the school have formal systems to regularly analyze the quality and effectiveness of the academic program using quantitative and qualitative data?	Y	N	N/A
7.12	Are any administrative fees being charged by the LEA?	Y	N	N/A
7.13	Has the district established a formal plan/strategy to disseminate best practices learned at the campus charter to other schools in the district?	Y	N	N/A

VIII. SCHOOL CULTURE- FACILITATING SOCIAL, EMOTIONAL, AND PHYSICAL HEALTH.

The school has established a generally positive environment and identifiable protocols to facilitate a healthy environment for its students.

Document(s) Provided:

8.1	Is the school environment physically and emotionally safe for staff and students?	Y	N	N/A
8.2	Does the school have formalized procedures to identify and support students at risk of dropping out, students in crisis, and students who require intensive assistance?	Y	N	N/A
8.3	Do the student records show the identification of students who qualify for special programs? (i.e., Special Education, At Risk, ESL/Bilingual)	Y	N	N/A

REQUEST FOR APPLICATION

General and Fiscal Guidelines

applies to grants awarded *on or after* July 1, 2017

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Introduction to the Request for Application

Use the General and Fiscal Guidelines - New EDGAR with the Program Guidelines, the Standard Application System (SAS), and the instructions to each schedule in the SAS. For applicants selected for funding, all guidelines and instructions will be incorporated by reference into any Notice of Grant Award (NOGA) issued by the Texas Education Agency (TEA).

TEA may update these guidelines as additional information on the new EDGAR becomes available or periodically issue written guidelines concerning the management of grants approved in this application or clarifying previously issued grant guidelines. Any guidance issued after the initial approval of the application is to be incorporated with these instructions. (See the Errata Notices section.)



TEA, as the pass-through entity¹ (and a non-federal entity), is the grantee² from the U.S. Department of Education (USDE) and TEA awards subgrants to non-federal entities³ such as local educational agencies (LEAs), including school districts, charter schools, and education service centers, and to a lesser degree institutions of higher education (IHEs), and nonprofit organizations (NPOs) who are the agency's subgrantees⁴. These guidelines apply to all subgrantees of TEA, regardless of whether referenced herein as subgrantee or grantee. For purposes of this document, TEA may use the terms grantee and subgrantee synonymously for its subrecipients.

Parts of the Request for Application

The request for application (RFA) consists of the following parts.

General and Fiscal Guidelines

The General and Fiscal Guidelines apply to all grants administered by TEA. This part of the RFA describes the application process and submission procedures and provides general directions

¹ Pass-through entity is defined as a non-Federal entity that provides a subaward to a subrecipient to carry out part of a federal program. (2 CFR 200.74)

² Grantee is defined as the legal entity to which a grant is awarded and that is accountable to the federal government for the use of the funds provided. The term "grantee" does not include any secondary recipients, such as subgrantees and contractors that may receive funds from a grantee. (34 CFR 77)

³ Non-federal entity is defined as a state, local government, Indian tribe, institution of higher education, or nonprofit organization that carries out a federal award as a recipient or subrecipient. (2 CFR 200.69)

⁴ Subgrantee is defined by TEA to be the same as a subrecipient which is defined as a non-federal entity that receives a subaward from a pass-through entity to carry out part of a federal program; but does not include an individual that is a beneficiary of such program. (2 CFR 200.93) Subgrantee is defined in 34 CFR 77 as the legal entity to which a subgrant is awarded and that is accountable to the grantee for the use of the funds provided.

regarding the process to be used for distribution and management of grant funds. Always refer to the Program Guidelines for detailed information about the specific grant program. The Program Guidelines will, as necessary, refer the applicant back to the General and Fiscal Guidelines for general information.

Program Guidelines

The Program Guidelines provide information about the specific program, including the purpose of the grant, eligibility criteria, program description, statutory and TEA program requirements, any specific application review criteria, and critical dates. The Program Guidelines also contain specific information regarding the allowability of certain types of costs as related to specific grant program.



Items requiring specific approval through the grant application, or a required attachment to the application, must be included in the application and approved. Expending funds for these items without including them in the grant application and receiving approval is unallowable and will result in questioned costs.

Program-specific information in the Program Guidelines supplements the more general and comprehensive grant-related information in the General and Fiscal Guidelines. Applicants are reminded to refer to the General and Fiscal Guidelines for guidance as they complete and prepare to submit their applications.

Standard Application System (SAS) and Instructions

The SAS, either in paper-format or electronically in eGrants, contains the schedules that must be completed for the applicant to be eligible for grant funding. Included are schedules requiring input in response to the requirements defined for the program as well as budget schedules, hyperlinks to the provisions and assurances associated with the grant program, and hyperlinks to the instructions for each schedule.

Standard instructions may be accessed by selecting (clicking) each schedule title. These instructions contain general and comprehensive information necessary to complete the schedules. Additional detailed information is also provided, as applicable, that is specific to the particular grant program.

TEA does not have the resources to provide technical assistance to those who experience difficulty accessing and using these schedules. Currently, there is no electronic (email, fax, or other) submission for paper-format applications. Any eligible entity submitting a paper-format application is responsible for ensuring that the printed schedules maintain TEA's format.

Provisions and Assurances

All the legal provisions and assurances that apply to the grant program are linked in Schedule #2—Required Attachments and Provisions and Assurances, Part 2, for paper grants and on Schedule CS7000—Provision, Assurances, and Certifications for eGrants. With its signature on Schedule #1 of the paper grant application or by certifying and submitting the eGrants application, the subgrantee indicates that the authorized official (or designee) has read and agrees to comply with all the terms outlined on the applicable schedules.

The following sections describe the various provisions and assurances and how they apply to grant applicants.

General Provisions and Assurances

This set of provisions and assurances applies to all applicants for all grants that TEA administers. It includes a summary of the terms of the subaward between TEA and the subgrantee and a list that includes but is not limited to the federal rules, laws, and regulations that apply to all state and federal programs.

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

This set of provisions and assurances applies to all applicants for federally funded programs awarded after December 26, 2014.

Per the Code of Federal Regulations, 2 CFR 200.212, “Non-federal entities and contractors are subject to the non-procurement debarment and suspension regulations implementing Executive Orders 12549 and 12689, 2 CFR part 180. These regulations restrict awards, subawards, and contracts with certain parties that are debarred, suspended, or otherwise excluded from or ineligible for participation in Federal assistance programs or activities.”

With its signature on Schedule #1 of the paper grant application or by certifying and submitting the eGrants application, the applicant certifies that neither it nor its authorized officials are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Lobbying Certification

This set of provisions and assurances applies to federal grants in excess of \$100,000 or in which a subcontract to another organization exceeds \$100,000.

With its signature on Schedule #1 of the paper grant application or by certifying and submitting the eGrants application, the applicant certifies that no federally appropriated funds have been used to lobby Congress in connection with the making of any federal grant and the extension, continuation, renewal, amendment, or modification of any federal grant.

No Child Left Behind Act of 2001 Provisions and Assurances

This set of provisions and assurances applies to all applicants for federally funded grants funded under the Elementary and Secondary Education Act of 1965, as amended by P.L. 107-110, No Child Left Behind Act of 2001 (NCLB).

Every Student Succeeds Act Provisions and Assurances

This set of provisions and assurances applies to all applicants for federally funded grants under the Every Student Succeeds Act (ESSA).

Program-Specific Provisions and Assurances

Particular attention should be paid to the requirements contained in the Program-Specific Provisions and Assurances. With its signature on Schedule #1 of the paper grant application or by certifying and submitting the eGrants application the authorized official indicates that the subgrantee has read and will comply with these requirements. Please review each of these assurances carefully as you will be required to implement them and document their implementation. These activities may be monitored or audited.

Terms of Subaward

In addition to the terms specified in the provisions and assurances, the following also apply to all subgrantees.

Preparation and Submittal of Application

TEA will not be liable for any costs incurred in the preparation and submittal of the application.



Per 2 CFR 200.460 proposal costs are the costs of preparing bids, proposals, or applications on potential federal and non-federal awards or projects, including the development of data necessary to support the non-federal entity's bids or proposals. Proposal costs should be treated as indirect costs and allocated currently to all activities of the non-federal entity. It is unallowable to charge the application development (proposal) costs to a prior year grant award.

The applicant shall furnish such additional information as TEA may reasonably require.

Scope of Work

The applicant agrees to complete the scope of work described in the approved application at the subawarded funding amount.

Rejection and Negotiation

TEA reserves the right to reject any and all applications and to negotiate portions thereof.



For grant programs other than competitive grant programs, TEA will negotiate applications using a differentiated review process based on the fiscal risk status of the subgrantee. The risk status is determined by the agency's annual federal fiscal risk assessment process.

Subgrantees deemed medium or low risk for the fiscal year in which the grant is released will receive a less intensive application review and negotiation process. This differentiated review process will allow NOGAs to be issued more quickly to medium- and low-risk subgrantees.

Selection of Applications

TEA reserves the right to select the applications containing the best offer considering the outcomes desired.

Awarding of Funds

Project funding is based on appropriation by the authorized governmental body and on general budget approval by the commissioner of education, the state legislature, or US Congress, as applicable. It should be clearly understood that the applicant will not necessarily receive the amount requested if a lesser amount is determined to be appropriate.

Right to Reduce Funding

TEA reserves the right to reduce funding if the initial funding projections are determined not to have been realistic based upon the number of actual applicants or other factors. Should additional funds become available for distribution, statute, the commissioner of education or his or her designee will determine how these funds will be distributed.

Commencement and Performance of Project Activities

The subgrantee must commence and perform project activities according to established timelines. Failure to do so may result in reduction and reallocation of funds.

Competitive Bid Process

Applicants must comply with competitive bidding requirements outlined in the Texas Education Code, Section 44.031, and its implementing rules, where applicable.

Right to Revoke

The commissioner of education or his or her designee reserves the right to revoke a subgrant award for reasons including but not limited to the following:

- Noncompliance with application's provisions and assurances
- Failure to implement the grant program or to use grant funds and any required cost share or matching funds in accordance with the RFA, general fiscal guidelines, program rules and guidelines, the authorizing program statute, or the application approved by TEA
- Lack of program success as evidenced by progress reports and program data
- Failure to provide program data to TEA or its subcontractors
- Failure to account for grant funds in accordance with standards for financial management, to retain proper documentation for grant expenditures, or to provide information to auditors and monitors
- Identification by TEA as high-risk during the grant period, in which case TEA reserves the right to begin procedures immediately to terminate the grant. The subgrantee may be reimbursed for allowable expenditures up through the date of notification of high-risk status.
- Failure to meet performance measures or standards as specified in the RFA
- Failure to provide accurate, timely, and complete information as required by TEA to evaluate the effectiveness of the grant program

For a state-funded grant, a decision by the commissioner of education to revoke the grant award is final and may not be appealed.

Continuation Funding

Project funding in subsequent project periods will be based on satisfactory progress on the prior year(s) program implementation, objectives and activities, general budget approval by the commissioner of education or his or her designee, and appropriations by the state legislature or the US Congress, if the grant is federally funded.

Review and Approval of Grant Products

If specified by TEA, the program design and all materials, program activities, and other products produced or adapted by the subgrantee must be reviewed and approved in draft form and in final form by TEA.

Sole Property of TEA

All materials, conceptions, and products created or conceived by the subgrantee, its employees, agents, consultants, or subcontractors arising out of this subgrant shall be the sole property of TEA.

TEA, and/or the federal government for a federally funded project, shall hold the copyright and trademark to all materials, conceptions, and products created or conceived under this grant, unless the prior express written permission of the TEA Copyright Office is obtained. The subgrantee shall so bind all concerned through written agreements with subcontractors and consultants.

Applicant Assistance

Applicants are responsible for periodically checking the [TEA Grant Opportunities](#) page for any postings of frequently asked questions (FAQs), additional/clarifying information, or errata notices that pertain to this application.

TEA assumes no responsibility and holds all applicants solely responsible for obtaining all information, errata notices, updates to this guidelines document, or changes to applications.

Navigating the TEA Grant Opportunities Page

All materials related to the RFA are published on the web via the [TEA Grant Opportunities](#) page. To navigate to the page and locate materials there, follow these steps:

1. On the [TEA Home Page](#), hover over Finance & Grants on the top menu.
2. In the Grants category, select Applying for a Grant.
3. In the Paper Applications bullet item, select TEA Grant Opportunities.
4. From the Application Name drop-down list, select the application name.
 - The grant start and end dates are listed in the Funding Information section.
 - The RFA and associated materials, such as frequently asked questions (FAQ) or errata notices are posted in the Application and Support Information section.
 - Due dates for progress reports, expenditure reports, and the last amendment due date are listed in the Critical Events section.
 - The names, telephone numbers, and email addresses of TEA program and funding contacts are listed in the Contact Information section.

TEA Contacts

With questions about the content of the General and Fiscal Guidelines, email the Grants Administration Division at [\[REDACTED\]](#)

With questions about any program-specific information contained in the Program Guidelines, contact the TEA program manager listed in the Program Guidelines, Contact for Clarifying Information.

Frequently Asked Questions

For competitive grants, to assure that no prospective applicant obtains a competitive advantage because of acquisition of information unknown to other prospective applicants, any and all

questions about the RFA must be submitted in writing to the TEA contact person listed in the Program Guidelines, Contact for Clarifying Information. The name of the RFA and the RFA number, located at the bottom of each page of the Program Guidelines, must be included in the written request for information.

Applicants must submit their written questions no later than 5:00 p.m. Central Time on the date specified in the Program Guidelines, Grant Timeline. The questions and their answers (in the form of FAQs) will be published on the [TEA Grant Opportunities](#) page on or before the date specified in the Program Guidelines, Grant Timeline. To provide all applicants with equal opportunity to review all FAQs prior to submitting the grant application, any questions received after that date will not be answered by TEA.

The FAQ document becomes incorporated into the RFA by reference.

Clarifying Information for Applicants

Prospective applicants for competitive grants may be provided an opportunity to receive general and clarifying information from TEA about the scope of the RFA, generally in the form of a webinar. The webinar will be the single opportunity, in a group setting, for applicants for competitive grants to ask questions of TEA personnel in order to clarify their understanding of the scope and nature of the work required for this application. The webinar will be open to all potential applicants, and all questions will be asked and answered in the presence of all attending. Portions of the webinar may be prerecorded and broadcast at the specified time. Each person who attends will be required to register with his or her name and the name, address, and telephone number of the organization he or she represents.

Questions relevant to the RFA may be sent to the program manager listed in the Program Guidelines, Contact for Clarifying Information, no later than the deadline date listed in the Program Guidelines, Grant Timeline. These questions, along with other information, will be addressed in the presentation.

The system requirements for PC users are Windows 2000, XP Home, XP Pro, 2003 Server, or Vista. The requirements for Macintosh users are Mac OS X 10.4 (Tiger) or later. Questions related to webinar access should also be directed to the program manager listed in the Program Guidelines, Contact for Clarifying Information.

Errata Notices

If an error is found in the RFA or if there is a significant change, TEA will publish a correction through an errata notice. Errata notices are posted to the [TEA Grant Opportunities](#) page and also may be publicized through email bulletins. It is the applicant's responsibility to periodically check the [TEA Grant Opportunities](#) page for any posting of errata notices.

Email Bulletins

The Grants Administration Division publicizes a variety of grant-related information via email bulletins, including the following:

- RFA announcements
- Summaries of errata notices
- Grant deadlines

- Grant information

To subscribe to Grants Administration Division bulletins, go to the [TEA Updates](#) page of the TEA website and submit your request to sign up. On the Quick Subscribe page, select the **Grants Administration and Federal Program Compliance (GAFPC)** topic from the Grants category.

Shared Services Arrangements

A shared services arrangement (SSA) is an agreement between two or more school districts, open-enrollment charter schools, and/or ESCs. The SSA provides services for all of the entities involved. Such entities may desire to enter into an SSA for the performance and administration of a program in order to maximize the use of funds and services to be provided. In every SSA, a fiscal agent is designated to be ultimately responsible for compliance with grant requirements and conducting administrative duties. An eligible entity, as defined in the Program Guidelines, Shared Services Arrangement, must serve as the fiscal agent for an SSA.

Excluded Entities

The following entities are excluded from providing services through an SSA:

- Colleges/universities
- Community-based organizations
- Councils of governments
- Other local governments, such as cities and counties

These other entities may contract with the SSA's fiscal agent to provide services or enter into a collaborative partnership with the fiscal agent to conduct grant activities. Such contractors or partners will not be members of the SSA.

Fiscal Agent Responsibility

The designated fiscal agent of an SSA is the applicant that completes and submits a composite application with input from and on behalf of its members.

The fiscal agent is responsible for the following:

- Ensuring that funds are used in accordance with grant provisions
- Maintaining all SSA financial and personnel records required for TEA, in accordance with Financial Accounting and Reporting (FAR)

The fiscal agent may be responsible for financial consequences concerning the following:

- SSA instances of noncompliance
- Any SSA member unable to repay respective portion of misappropriated funds in question

Written SSA Agreement

When two or more school districts, open-enrollment charter schools, or ESCs enter into an SSA, a formal written agreement is required that defines the composite entity and describes the

responsibilities of its fiscal agent and of each SSA member. The responsibility for compliance belongs to the non-federal entity (fiscal agent) receiving the subgrant award. The SSA agreement must define the roles and responsibilities of the fiscal agent and the member districts, including the responsibility for the policies and procedures. At a minimum, this agreement contains the following information.

- Legal requirements:
 - Organization of the shared services arrangement
 - Ownership of assets
 - Policies and procedures addressing disposition of assets if the SSA is terminated by one or all members
 - Policies and procedures addressing carryover funds if the SSA is terminated by one or all members
 - Liabilities, including legal fees due to complaint, grievance, litigation, refund from onsite monitoring, audit, etc.
 - Basis for allocation of costs of the fiscal agent
 - Uncontrollable costs that impact the fiscal agent
- Responsibilities of the designated fiscal agent:
 - Services to be provided to SSA members
 - Employment of personnel
 - Budgeting and accounting
 - Reporting
- Responsibilities of each SSA member:
 - Employment of personnel
 - Budgeting and accounting
 - Reporting

The written agreement must be on file by the fiscal agent for audit and monitoring purposes.

eGrants Application Designation Form for Shared Services Arrangements

To facilitate the automation process, TEA has developed an “Applicant Designation and Certification” (ADC) form for use with most eGrants applications that permit an SSA. If an ADC is available, all applicants applying for a grant in eGrants that permits an SSA are required to complete the “Applicant Designation and Certification” form and submit it through eGrants before being allowed access to the automated application. On this form, you must indicate how you will apply for that grant: apply as an independent project, apply as the fiscal agent for a SSA (Consortium), apply as a member of an SSA, or not apply at all. A response to this form is required to set up your application in the eGrants system. The response eliminates the required signature of each member on the Shared Services Arrangement (Certification for Consortium Projects) schedule in the application and the need to complete a Notice of Intent to Apply. The response to this form is

binding for the entire project period. You are advised to complete the process of obtaining local board approval, as appropriate, before submitting this form.

If your organization is a prospective applicant applying for a grant permitting an SSA, please submit the electronic Applicant Designation form by the date specified in the Program Guidelines, Grant Timeline.

Application Completion and Submission

This section describes the process of completing and submitting the application.

Coordination with the Business Office

To ensure compliance with required accounting procedures, all applicants are strongly encouraged to consult with their business office about assignment of budgeted items to the proper class/object codes before submitting the application. Advance coordination with the business office will expedite negotiation and processing of the application and may assist in avoiding audit exceptions for the subgrantee.

Supplement, Not Supplant

Unless otherwise specified in the Program Guidelines, Supplement, Not Supplant, funds for this program must be used to *supplement* (increase the level of services) and *not supplant* (replace) funds from federal, state, and local funds for similar activities. Any program activity required by state law, State Board of Education (SBOE) rules, or local board policy may not be paid for with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Subgrantees must maintain documentation that clearly demonstrates the supplementary nature of these funds.

Submitting an eGrants Application

This section describes the process of completing and submitting an application online in eGrants.

Applicants for an application available on the TEA web-based eGrants system must use eGrants to apply for the funds. You must provide the requested information complete and according to the instructions. For competitive grants, applicants will not be permitted to add further information past the due date for submission. Incomplete applications will not be considered for funding.

All applications must include any requested attachments, in addition to contact information, program forms, budget forms and provisions, assurances and certifications.

Grant Writer Designation Form (Competitive Campus/Site-Based Applications)

For online competitions only, this form identifies users who will have access to view and complete grant applications on behalf of your organization. Because of the competition among campuses or sites for some grants, users must be designated access to a campus or site grant application by the

superintendent or the organization's authorized official. Only the superintendent or the organization's authorized official may complete the Grant Writer Designation form. This form must designate up to three individuals who will be granted access to each campus or site grant application being submitted on behalf of the organization. The information submitted on this form is considered to be binding. Only the users identified on this form will have access to this grant application.

Submitting a Paper Application

This section describes the process of completing and submitting a paper application.

Completing the Competitive Application

All schedules must be complete, one side only, and included in the application submission. Competitive applications will be disqualified if required attachments are missing, required schedules are missing, or required schedules are blank. Also, no additions (including any required attachments) or replacements to the application will be accepted after the closing date for receiving the application. To be considered for funding, the required number of copies of the application must be received by 5:00 p.m. on the deadline date published in the Program Guidelines, Grant Timeline.

It is the applicant's responsibility to ensure that all copies of the application are complete, and printed one side only, before submitting the application to TEA. All schedules must be included and completed, and all required attachments must be appended to the back of each copy of the application at the time it is submitted.

TEA staff cannot make photocopies to complete an application. TEA does not provide facilities, equipment, or supplies for applicants to use in completing an application.

Application Format

Each copy of the application should be clipped in the upper left corner. Do not staple or bind the application in a notebook or folder. Do not include a cover sheet, table of contents, or divider pages. *Do not include unsolicited attachments.* Applicants are responsible for ensuring that each copy of the application is complete and is in the proper order.

All narrative schedules must be completed in Arial with a font size no smaller than 10 points and must be on the schedules provided by TEA with no alterations. Any pages altered will be removed prior to review and scoring. Handwritten schedules will not be reviewed and will receive a score of zero. Any pages that exceed the specified page limitation for narrative schedules will be removed prior to review and scoring.

Required Schedules

For competitive applications, all required schedules are indicated in Schedule #1—General Information, Part 3, Schedules Required for New or Amended Application. All required schedules must be included to be eligible for review and scoring. Applications that are missing one or more required schedules will be disqualified.

Blank Schedules

Applications containing any required schedules that are completely blank will be disqualified. Required schedules that only contain the applicant's county-district number or vendor ID will be considered blank.

Incomplete Schedules

During the competitive review process, blank fields on a program schedule may affect how the application is scored by reviewers, and each blank field on a program schedule will likely affect the application's overall score. TEA staff, however, will no longer check each application for blank fields and will no longer deduct points for blank fields after the reviewers' scores have been calculated. This change streamlines the competitive review process so that grant funds can be awarded more quickly.



Requirements Common to Both Paper and eGrants Applications

The following sections describe requirements that apply to all TEA grant applications.

Statutory Requirements

All statutory requirements defined in an application must be addressed before it will be considered for funding.

For competitive grants, applications that do not address all of the statutory requirements for the grant program will be disqualified and cannot be corrected or negotiated. Only applications that address all statutory requirements at the time of submittal will be moved forward for competitive review and scoring.

TEA Program Requirements

Applicants must address all TEA program requirements to be eligible for grant funding. If any TEA program requirements are not addressed, the application will need to be corrected during negotiations before TEA can award the grant to the applicant. Although the application may be eligible to be funded, sections of the application with missing TEA program requirements may receive a score of zero from reviewers.

Fiscal-Related Documentation Required to Be on File



Grant applications have been streamlined so that they only require information that is necessary to award the grant funds. Subgrantees should maintain all fiscal and programmatic documentation locally and must be able to provide the documentation to TEA upon request.

The following types of applicants are required to have the listed documentation on file with TEA.

Local Educational Agencies: ISDs, Open-Enrollment Charter Schools, and ESCs

Independent school districts (ISDs), open-enrollment charter schools, and regional education service centers (ESCs) must have on file with the TEA Financial Compliance Division the annual financial report (audit report, including any applicable federal single audit) for the immediate prior fiscal year and for all previous fiscal years. If the audit report for the immediate prior fiscal year is past due (i.e., delinquent) as of the deadline date for submitting applications in response to this RFA, the application (state or federal discretionary) may be disqualified and not be considered for funding. Any decision to disqualify an application for this reason is final and may not be appealed.

Other applicants are required to attach their audit report to the application. See the Required Fiscal-Related Attachments section for details.

Open-Enrollment Charter Schools

Open-enrollment charter schools operated by a nonprofit organization must have the proper proof of nonprofit status on file with the TEA Charter School Administration Division.

Other nonprofit applicants are required to attach proof of their nonprofit status to the application. See the Required Fiscal-Related Documents section for details.

Required Fiscal-Related Attachments

For competitive applications, all required attachments must be attached to each copy of the application at the time the application is submitted for it to be eligible for funding. Applications that are missing any required attachments will not be eligible for review and scoring.

IMPORTANT NOTE: See the Audit Report Requirements section for details regarding the audit submission requirement as it applies to different applicant types.

Nonprofit Organizations, Excluding ISDs and Open-Enrollment Charter Schools

See the Fiscal-Related Documentation Required to Be on File section for the requirement that applies to open-enrollment charter schools sponsored by a nonprofit organization.

If Schedule #2 of the standard application indicates that a nonprofit organization must submit proof of nonprofit status as a required fiscal-related attachment, the following documents can be used:

- Copy of a letter from the Internal Revenue Service recognizing that contributions to the organization are tax deductible under Section 501(c)(3) of the Internal Revenue Code
- Statement from a state taxing body or the state attorney general certifying that the organization is a nonprofit organization operating within the state and that no part of its net earnings may lawfully benefit any private shareholder or individual
- Certified copy of the applicant's certificate of incorporation or similar document if it clearly establishes the nonprofit status of the applicant
- Any item described above if that item applies to a state or national parent organization, together with a statement by the parent organization that the applicant is a local nonprofit affiliate

Any of the above documentation submitted must be in the name of the applicant to be eligible for consideration. A grant will not be awarded to a nonprofit organization that cannot demonstrate nonprofit status at the time of application submittal.

Institutions of Higher Education, For-Profit Entities, Governmental Entities

No fiscal-related attachments are required to be submitted with the grant application.

Required Program-Related Attachments

In addition to any required fiscal-related attachments, TEA may require program-related documentation to be submitted with the application. For competitive applications, all required

attachments must be attached to each required copy of the application for it to be eligible for funding. Applications that are missing any required attachments will not be eligible for competitive review and scoring.

See the Program Guidelines, Required Program-Related Attachments, for a description of any program-related documentation required to be submitted with the application for the grant program.

Submitting the Application

The following sections describe the procedures related to proper submission of the application.



Applicants may request extensions to application deadlines for formula grants and noncompetitive discretionary grants, and the requests will be considered by TEA on a case-by-case basis. However, applicants may not request extensions, nor will they be granted, to competitive grant application deadlines.

eGrants Applications

The eGrants application must be certified and submitted by an individual who has been authorized by the applicant or subgrantee organization to enter the organization into a legally binding contractual agreement. The “Authorized Official” is the individual who will represent the applicant or subgrantee in the event any legal disputes arise. For school districts, this person is usually the superintendent. For education service centers (ESCs) and nonprofit organizations, this person is usually the executive director.

In establishing the time and date of receipt, the commissioner of education will rely solely on the date and time of the eGrants automated system. Competitive applications not submitted by 5:00 p.m. Central Time on the due date will not be accepted by TEA.

TEA accepts no responsibility for technical problems, delays, or insufficient capacity of technology that occurs at the applicant or originating organization. Applicants are strongly advised to submit competitive applications well before the deadline time and date in an effort to reduce or eliminate technical barriers.

Paper Applications

Copies and Signature



Per 2 CFR 200.335, for paper copies of the grant application, TEA requires an original and two copies.

All applications must be printed on one side only. Applications submitted by ISDs must be signed by the superintendent of the ISD or a designee. Applications submitted by regional ESCs must be signed by the executive director or a designee.

Applications submitted by open-enrollment charter schools must be signed by the chief operating officer of the school or a designee.

Campuses and campus charter schools must apply through their ISD, and the application must be signed by the superintendent or a designee.

In all cases, the signature must be that of a person authorized to bind the applicant to a contractual agreement.

For applications submitted in response to a competitive RFA, failure to meet these submission requirements will result in disqualification and the application will not be forwarded for competitive review.

Where to Submit the Application

TEA will not accept applications by email. Applicants delivering a grant application in person should take their materials to the TEA visitors' reception area on the second floor of the William B. Travis Building, 1701 North Congress (at 17th Street and North Congress, two blocks north of the Capitol), Austin, Texas, 78701.

For applicants shipping or mailing the application, the address is:

Document Control Center
Grants Administration Division
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494

Competitive Application Due Date

Applications will only be accepted and considered for funding if received by 5:00 p.m. Central Time on the deadline date listed in the Program Guidelines, Grant Timeline. TEA assumes no responsibility, due to any circumstances, for the receipt of an application after the deadline time and date listed in the Program Guidelines, Grant Timeline. TEA accepts no responsibility for delays caused by mail, shipping, or courier services. You are strongly advised to allow for and anticipate any such delays by sending your application as early as possible.

TEA will neither accept nor consider for funding any late applications for competitive grants. Applications not received by the deadline time and date will be disqualified and will not be forwarded for competitive review. Accepting one late application for any reason could invalidate the entire competition and require the publication of a new RFA and resubmittal of applications by all applicants on a new deadline date. Acceptance of late applications would create an undue burden for applicants who did meet the deadline and cause significant delays in the implementation of the grant program.

In establishing the time and date of receipt, the commissioner of education will rely solely on the time and date stamped on the application upon its receipt at TEA. The following are **not** acceptable proofs of receipt:

- US Postal Service postmark or round validation stamp
- Mail receipt with the date of mailing stamped by the US Postal Service
- Dated shipping label, invoice, or receipt from a commercial carrier such as UPS, Federal Express, Airborne Express, or Express Mail
- Any other documentation as proof of receipt of any application

Eligibility for Funding

To qualify for grant funding, the applicant must meet all eligibility criteria defined in the Program Guidelines, Eligible Applicants. The following requirements also apply.

Submitting the Annual Audit

The applicant must be in compliance with submitting the annual audit to TEA, as described in the Audit Report Requirements section.

High-Risk Subgrantee Identification

TEA reserves the right not to award a grant to a district or charter school that is identified by TEA as a high-risk subgrantee. Moreover, TEA reserves the right not to award a federal competitive grant (including a continuation grant that was originally competitive) to a subgrantee that is identified by TEA as high risk between the time the application is submitted to TEA and the time the application is approved and the NOGA is awarded. Refer to the High-Risk Status, Specific Conditions, and Remedies for Noncompliance section below.

Revoked or Closed Charters

An open-enrollment charter school shall become ineligible for grant funding (or, if a campus has applied for and received funding for this grant, may have its grant funding placed on hold) if the commissioner notifies the campus's charter holder of his intent to (1) revoke or nonrenew such charter under TEC Chapter 12, or (2) close the campus under TEC Chapter 39, for any of the reasons set forth in either statutory provision. If the commissioner ultimately revokes or denies renewal of an open-enrollment charter of a charter holder or closes a campus that has been awarded funds under this grant program, grant funding shall be discontinued.

Fingerprinting Requirement

In 2007, the 80th Texas Legislature passed Senate Bill 9, which requires a variety of personnel having contact with students to be fingerprinted in order to make their criminal history records available to the State Board of Educator Certification (SBEC) and/or TEA, as appropriate. Senate Bill 9 was codified in the Texas Education Code, Chapter 22, [Subchapter C, Criminal History Records](#).

In terms of its subgrantees, TEA is subject to the same fingerprinting requirements that apply to the contractors of an LEA or SSA. Therefore, also per TEC 22.0834, the fingerprinting requirement applies to any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., subgrantee).

As Applicable to Campus or LEA Employees

As described on the [Fingerprinting for Texas Educators and School District Personnel](#) page of the TEA website, the following personnel are required as a condition of employment to submit their fingerprints to either SBEC or TEA:

- Certified educators
- Substitute teachers
- Employees of an LEA or campus who hold a certification other than a teaching certificate
- Noncertified employees of an LEA or campus
- Employees of an SSA, if the employee's duties are performed on school property or at another location where students are regularly present
- All the above-named employees of a campus or LEA should, before beginning employment, already be in compliance with the fingerprinting requirement, regardless of whether the campus or LEA is a recipient of grant funds administered by TEA.

As Applicable to LEA or SSA Contractors

In addition, per TEC 22.0834, any person who is offered employment by an entity that contracts with an LEA or SSA, or any subcontractor to that entity, is subject to the same fingerprinting requirement, as long as the person meets both the following conditions:

- The employee or applicant has or will have continuing duties related to the contracted services.
- The employee or applicant has, will have, or may potentially have direct contact with students on school property or at another location where students are regularly present

LEAs and SSAs should refer to the Instructions for Contractors document, posted under the Information for School District Contractors link on the [Fingerprinting for Texas Educators and School District Personnel](#) page of the TEA website, for information on how to comply with the fingerprinting requirement for contractors meeting the above two conditions.

All the above-referenced contractors of an LEA or SSA should, before beginning employment, already be in compliance with the fingerprinting requirement, regardless of whether the LEA or SSA is a recipient of grant funds administered by TEA.

As Applicable to Institution of Higher Education, Nonprofit, and For-Profit Subgrantees

Employees of institutions of higher education (IHEs), nonprofit, or for-profit organizations receiving grant funds from TEA are subject to the fingerprinting requirement, if those employees meet the two conditions described above.

With its signature on Schedule #1 of the paper grant application or by certifying and submitting the eGrants application, the subgrantee provides assurance to TEA that all its employees and subcontractors comply with the fingerprinting requirement for every individual who has continuing duties under the subcontract and/or who has, will have, or potentially may have direct contact with students on school property or at another location where students are regularly present.

The TEA subgrantee is responsible for the following:

- Contacting the Department of Public Safety to set up a secure site account to monitor progress
- Collecting personal information for all applicable employees and subcontractors

- Communicating instructions to those individuals on how fingerprints must be submitted, including information indicating that the individual is responsible for all associated fees
- Reviewing each individual’s criminal history and ensuring that all employees of the subcontractors are eligible for employment under the grant
- Maintaining any applicable and necessary files related to criminal history background checks in case of audit/monitoring
- Providing assurance to the campus administrator that all applicable grant and subcontract employees have met the fingerprinting requirement, that they are eligible to be on campus, and that criminal histories are available on request to the campus administrator

For instructions, subgrantees should refer to the Instructions for Contractors document, posted under the Information for School District Contractors link on the [Fingerprinting for Texas Educators and School District Personnel](#) page of the TEA website. The subgrantee should contact the applicable TEA program division with any questions regarding the fingerprinting requirement.

The Fingerprinting Unit does not review the criminal history of these individuals or confirm their eligibility for employment under the grant.

Use of Funds

Funds expended through this grant program must be used for the purposes described in the following sections of the Program Guidelines:

- Purpose of Program
- Program Description
- Statutory Requirements
- TEA Program Requirements

Applicants may elect to use additional resources and other sources of financial support to help maximize the effectiveness of the program goals and objectives. So long as they do not violate the supplement, not supplant provision, applicants are strongly encouraged to coordinate their participation in federal, state, and local programs to eliminate duplication of resources.

Obligation of Funds

Program funds shall not be obligated for expenditure before the beginning date of the grant or after the ending date of the grant unless pre-award costs are expressly permitted for the individual grant program. Funds may be requested only for those items that are reasonable and necessary for accomplishing the objectives of the program as defined in this RFA and for implementing activities as described.



In general, goods or services delivered near the end of the grant period may be viewed by TEA as not necessary to accomplish the objectives of the current grant program, but TEA will evaluate such expenditures on a case-by-case basis. Please note that a TEA monitor or an auditor may disallow those expenditures if the subgrantee is unable to (1) document the need for the expenditures, (2) demonstrate that program beneficiaries receive benefit from the late expenditures, or (3) negate the appearance of “stockpiling” supplies or equipment.

The Subrecipient must receive the benefit and liquidate (record as an expenditure) all obligations incurred under the Subaward no later than the revised final expenditure report due date. An encumbrance cannot be considered an expenditure or accounts payable until the goods have been received and the services have been rendered.



Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in 2 CFR 200, Subpart E of EDGAR (as applicable) and program rules, regulations, and guidelines contained elsewhere. This provision applies to all grant programs, including state and federal, discretionary and formula.

An obligation occurs depending upon the expenditure, as described in the following table.

If the Obligation Is For—	The Obligation Is Made—
Acquisition of real or personal property	On the date the subgrantee makes a binding written commitment to acquire the property
Personal services by an employee of the subgrantee	When the services are performed
Personal services by a contractor who is not an employee of the subgrantee	On the date on which the subgrantee makes a binding written commitment to obtain services
Performance of work other than personal services	On the date on which the subgrantee makes a binding written commitment to obtain the work
Public utility services	When the subgrantee receives the services
Travel	When travel is taken
Rental of real or personal property	When the subgrantee uses the property
 Pre-agreement costs properly approved under the cost principles in 2 CFR 200, Subpart E	On the first day of the subgrant performance period

Grant Period

All obligations and encumbrances of funds for this program must occur on or after the effective date of the application (the date the application was received or the first day of the grant availability period, whichever is later) unless pre-award costs are expressly permitted for the individual grant program **and** within the grant beginning and ending dates listed on the NOGA. The terms *encumbrance*, *accounts payable*, and *expenditure*, as with all other project accounting terms, are used here as defined in the Financial Accountability System Resource Guide ([FASRG](#)).

Reasonable and Necessary

Pursuant to the Uniform Grants Management Standard (UGMS) adopted by the Governor’s Office, TEA applies the federal cost principles to both state and federal grants. Funds requested must be only for those items that are *reasonable* and *necessary* for accomplishing the objectives of the program and for implementing activities as described in the application. All costs must be budgeted in the approved application to be eligible to be charged to the grant.

TEA staff will review, during grant negotiations, if costs budgeted in the application are reasonable and necessary for the grant program and size of the campus/LEA. Costs determined by TEA staff to be unallowable or not reasonable and necessary will be removed from the application during negotiations and may be reduced from the grant year budget, depending on the specific grant program. Requested funds may or may not be reallocated to other activities, depending on the specific grant program, after being determined unallowable or not reasonable and necessary by TEA staff.

Definition of Reasonable and Necessary

Costs that are *reasonable* are defined as those costs that are consistent with prudent business practice and comparable to current market value. Costs that are *necessary* are those costs that are essential to accomplish the objectives of the grant project. All items requested must be allowable expenditures under the authorizing program statutes, regulations, and rules.

In general, the budget schedules submitted by the applicant in the SAS must evidence the following:

- Project costs are reasonable in relation to expected outcomes:
 - The amount requested would realistically be expected to have an impact on the stated needs.
 - The expected outcomes are sufficient to justify the amounts requested.
- The program identifies and coordinates funding from several sources.
- All expenditures are pertinent to and appropriate for the objectives and activities stated.

Reasonable Costs

A cost can be considered reasonable if it meets the following standards:



- The cost is of a type generally recognized as ordinary and necessary for the operation of the organization or grant performance.
- Restrictions or requirements are imposed for generally accepted, sound business practices, arms-length bargaining, federal or state laws and regulations, and grant award terms and conditions.
- Individuals are acting with prudence in the circumstances of responsibility to the organization, its members, employees, clients, the public, and federal or state government.
- There are no significant deviations from established practices of the organization that may unjustifiably increase grant costs.

Allocable Costs

The following guidelines apply to allocable costs:



- A cost is allocable to a particular grant in accordance with the relative benefits received if it is treated consistently with other costs incurred for the same purposes in like circumstances and if it meets the following:
 - Is incurred specifically for the grant

- Benefits both the grant and other work and can be distributed in reasonable proportion to the benefits received
 - Be distributed in reasonable proportion to the benefits received
- Any cost allocable to a particular grant or other cost objective may not be shifted to other federal awards (or state awards, if state-funded) to overcome funding deficiencies or to avoid restrictions imposed by law or by the terms of the grant award.

Allowable Costs

Refer to the Program Guidelines, Allowable Activities and Use of Funds and Unallowable Activities and Use of Funds, for additional guidance pertaining to costs that are allowable and unallowable for the grant program.



To be allowable to be charged to a grant, costs must meet the following criteria per 2 CFR 200.403 and follow the subgrantee’s local written procedures for allowability of costs:

- Be reasonable for the performance of the grant and be allocable under the applicable cost principles
- Conform to limitations or exclusions set forth in applicable cost principles or the grant agreement as to types or amount of costs
- Be consistent with policies and procedures that apply uniformly to federally or state-funded activities and activities funded from other sources
- Be accorded consistent treatment among all grant programs, regardless of funding source
- Be determined in accordance with generally accepted accounting principles (GAAP)
- Not be included as a cost or used to meet cost-sharing or matching requirements of any other federally or state-funded program in the current or a prior period
- Be adequately documented
- Not be used for lease-purchases (i.e., debt service) if for discretionary grants

Refer to the instructions for the specific SAS schedules for additional guidance pertaining to allowable and unallowable costs.

Cost of Equipment Insurance

Equipment purchased with federal funds must be insured. The actual cost of insurance for equipment purchased with funds from this grant program may be charged as a direct cost to the grant so long as the insurance costs are not contained in any other comprehensive casualty insurance that may be held by the subgrantee.

Use and Disposition of Equipment/Supplies Purchased with Grant Funds

Equipment/supplies purchased with state or federal grant funds must be used in the grant project for which it was acquired for as long as the equipment/supplies is needed, whether or not the grant continues to be funded by state or federal funds. Unless TEA indicates otherwise, once the equipment/supplies is no longer needed, its use may be transferred to support another state- or federally funded grant.



When equipment or supplies is no longer needed for its original purpose, first preference for use by another program or project must be given to other programs or projects funded by USDE and second preference must be given to programs or projects funded under Federal awards from other Federal awarding agencies. Equipment/supplies may only be used for other local programs or projects if there is no use for the equipment/supplies in other federally funded programs or projects. Use for the original grant should always take priority over other uses.

Only the grant funds used to purchase equipment/supplies may be used to pay for repairs to that equipment/supplies. If the equipment/supplies is no longer needed for the original grant, and its use has been transferred to another federal grant as appropriate, repairs may be purchased with funds from the receiving grant.

If equipment can no longer be used, it may be disposed of as follows:

- Items of equipment with a current per-unit fair market value of \$5,000 or less may be retained, sold, or otherwise disposed of with no further obligation to TEA.
- After receiving written authorization from TEA, items of equipment with a current per-unit fair market value in excess of \$5,000 may be retained or sold. The grant must be credited and a refund must be submitted to TEA for the fair market value of the equipment. The refund will then be returned by TEA to federal government.

Reasons for removal may include that the equipment/supplies is no longer operable, was destroyed, was stolen, or is no longer needed.

For supplies, if there is a residual inventory of unused supplies exceeding \$5,000 in total aggregate value upon termination or completion of the project or program and the supplies are not needed for any other federal award, the subgrantee must retain the supplies for use on other activities or sell them, but must, in either case, compensate the USDE for its share.

The form for requesting to dispose of equipment (and, therefore, remove it from inventory) and supplies is available on the TEA web site. The completed disposition form must be submitted for approval by TEA's chief grants administrator prior to the actual disposition of the equipment/supplies.

If the subgrantee purchases capital outlay (furniture or equipment) to accomplish the objectives of the grant project, the title will remain with the subgrantee organization throughout the grant period. TEA reserves the right to transfer capital outlay items during the grant period or as needed after the ending date of the grant from subgrantees that fail to comply with grant requirements. This provision applies to any furniture or equipment regardless of unit price and item classification in the subgrantee's accounting records.

Computing Devices



Computing devices are machines used to acquire, store, analyze, process, and publish data and other information electronically, including accessories, or peripherals, for printing, transmitting and receiving, or storing electronic information.

Applicants should be thoughtful and deliberate in the planning phase of the application process when budgeting grant funds to purchase computing devices, in particular items such as tablet computers and laptops. Because different types of computing devices are used in different ways,

they offer different benefits to the intended beneficiaries of the grant. The grant application must specify what type of computing devices are planned to be purchased and must demonstrate how the planned purchase aligns with the purpose and goals of the grant.

After grant funds are awarded, they must be expended in accordance with the approved budget. For instance, if the subgrantee budgeted for laptops and decides that tablet computers would be a more cost-effective means of serving the same need, the subgrantee must submit an amendment to the application, which must be approved before tablet computers may be purchased using grant funds.

Personal Use of Computing Devices Purchased with Grant Funds



Subgrantees are strongly encouraged to develop and approve a policy pertaining to the personal use of technology items purchased with grant funds. The policy should include the following elements:

- A statement detailing that software and/or applications that are solely for personal use should not be loaded/saved onto computing devices purchased with grant funds
- Mechanisms/procedures for ensuring compliance with the policy
- Consequences for noncompliance with the policy

Equipment Inventory for Technology Items That Do Not Meet the Capitalization Threshold



While items such as tablet computers, netbooks, and laptops may not meet the capitalization level established by the subgrantee or TEA, it is strongly recommended that these items be inventoried, tracked, and monitored as they are highly mobile and susceptible to loss.

Per 2 CFR 200.302 (b)(4)– “Effective control over, and accountability for, all funds, property, and other assets. The non-federal entity must adequately safeguard all assets and assure that they are used solely for authorized purposes.”

Desktop Computer

A desktop computer is a computer that is not designed to be portable and that must be connected to an external power source (rather than running on an internal battery). Desktop computers may be designed so that the central processing unit, monitor, and keyboard are all separate components (as in a tower unit, often association with PCs) or in a unit that incorporates the monitor and processor (as with many Apple desktops, such as the iMac).

Because size and weight are not as important considerations in desktop computers as they are in laptops, desktops are often more powerful, with more installed memory and bigger monitors with higher resolution than what is found on a laptop.

Laptop Computer

A laptop computer is portable computer running a computer operating system and consisting of an integrated keyboard, trackpad (with the option of adding a mouse, either via wireless link or USB cable), and screen. The computer is operated via the keyboard, trackpad, and/or mouse, and the screen is for display only.

A laptop computer is built using the same components found in a full-sized desktop computer, except that the components are smaller and sometimes less powerful to make the computer portable. As a result, laptops can run software designed to perform complex functions, something tablets in general are not yet able to do.

Netbook

Netbooks were developed as a smaller, lighter, less expensive alternative to laptop computers. Netbooks generally lack advanced functions, such as a CD-ROM or DVD drive, of full-featured laptop computers. Over the period of their development, netbooks began to incorporate more and more features generally associated with laptop computers. The primary distinction, finally, came to be price, with netbooks being less expensive than laptops.

With the evolution of the tablet computer, and as smaller, lighter, less expensive laptops begin to be produced, the term “netbook” has ceased to be used to describe a category of technology items. Today, a subgrantee interested in what used to be called a netbook might choose either to purchase a full-featured tablet computer or one of the cheaper laptops.

Smartphone

A smartphone is a cellular telephone that incorporates the function of a mobile operating system (OS). A cellular telephone that does not incorporate the function of an OS is known as a feature phone. Feature phones are generally operated from the keypad, and functionality is limited to placing phone calls, sending text messages, and performance of basic computing functions such as calculator, alarm, or calendar.

A smartphone is generally operated via a touchscreen, and the OS permits a much wider range of computing functions, including full Internet connectivity. Smartphones are capable of running software applications (known as “apps”) developed specifically for use with the smartphone’s OS.

Tablet Computer

A tablet computer, or tablet, is a very light, relatively small, easily portable computer that consists of a touchscreen and, optionally, a keyboard that connects to the screen via a wireless link or a USB cable. The main differences between tablets and laptops are screen size (with tablets being smaller) and the tablet’s lack of an integrated keyboard. A secondary difference has to do with the functionality of the devices in terms of the software applications they are designed to run.

Although tablets are capable of running software applications, the applications tend to be limited in functionality (similar to the “apps” developed for smartphones). Most tablets run operating systems that were originally developed for smartphones, rather than operating systems designed for actual computers. Tablets are ideal for Internet browsing, email, creation and editing of digital photos and videos, E-book access, and very basic document creation and editing. They are designed with limited processing power and less memory than most laptops.

It should be noted that with every new generation, tablet computer functionality is increased, and the gap between the tablet and the laptop is closing quickly. At present, however, the tablet computer is not designed to run software applications with complex functionality.

Resources

Always consult the original cost principles for the full text.

Effective December 26, 2014, the uniform grants guidance consolidated the following OMB circulars: A-21, A-50, A-87, A-89, A-122, A-102, A-110, A-133.



Below is a list of entities that now follow 2 CFR 200, Subpart E – Cost Principles:

Type of Entity
■ Public school districts
■ Regional education service centers (ESCs)
■ All open-enrollment charter schools
■ Local governments (e.g., cities, counties)
■ Nonprofit organizations, including community-based organizations and faith-based organizations
■ IHEs

Application Review and Selection for Competitive Funding

This section describes the process for reviewing, scoring, and selecting competitive grant applications for funding.

Application Review

Applications for competitive grants that are received by the established deadline date and time, and meet all submission and eligibility requirements will be reviewed by a committee composed of educators, parents (when appropriate), members of the business and college or university community who represent broad and diverse backgrounds, and as applicable, TEA staff. Review of applications will begin as soon as practical after they are received. The grant reviewers will use the review criteria for reviewing and scoring described in the Standard Review Criteria and Specific Review Criteria sections as applicable.

Note that the scores an application receives during the review process are final and irrevocable. The applicant may not appeal to have an application reviewed or scored again.

Review Process

Applications for grants in which the maximum award available is less than \$500,000 are reviewed and scored three times. All three scores are averaged.

Applications for grants in which the maximum award available is greater than \$500,000 are reviewed and scored five times. The highest and lowest scores are set aside, and the remaining scores are averaged.

Reviewer Assurances: Conflict of Interest and Nondisclosure

All grant reviewers are required to sign a legally binding form certifying that they have no basis for any conflict of interest in the grants they are assigned to review. In addition, reviewers agree not to disclose the contents of any grant application they review to anyone but TEA's competitive review unit.

A reviewer who violates either of these assurances faces the following potential consequences:

- Nullification of the entire grant competition
- Disqualification of the reviewer's organization from the specific grant competition
- Ineligibility of the reviewer's organization to apply for any TEA grant competition for up to 12 months
- Naming of the reviewer's organization in all official TEA announcements as the reason why a competition must be run again and why any grants awarded under the competition must be canceled/voided

Standard Review Criteria

The following standard review criteria are used in scoring the application. Please note that more specific, detailed review criteria customized for the grant program may be used in combination with the standard review criteria.

Each competitive application is reviewed to determine the capability of the applicant to implement its proposed program. In reviewing the information submitted and in recommending competitive applications for funding, reviewers consider the following ratings: Clearly Outstanding, Exceeds Expectations, Meets Standard, Needs Improvement, or Not Addressed. When scoring each indicator, reviewers select a rating which has an appropriate point value assigned.

Quality of the Program Plan

For this indicator, 20 points are possible.

- The proposed program is appropriate to and will successfully address the needs of the target population or other identified needs. (8 points)
- The program activities relate directly to the program goals, local objectives, and strategies, as well as to the program description and project requirements. (4 points)
- The objectives, strategies, activities, and desired results of the program are clearly specified and are measurable. (4 points)
- The design of the proposed program reflects up-to-date knowledge from scientifically based research and effective practice. (4 points)

Appropriateness of Budget

For this indicator, 20 points are possible.

- The costs reflected in the budget are appropriate for the results expected. (7 points)
- The budget, including personnel, materials, and other identified expenses, adequately supports the activities outlined in the grant proposal. (10 points)

- Expenditures and activities are supplemental to and do not supplant or duplicate services currently provided. (3 points)

Need for the Proposed Program

For this indicator, 20 points are possible.

- Details of the needs assessment methodology are provided, and the magnitude or severity of the problem to be addressed by the proposed program is significant. (10 points)
- As the result of a robust assessment effort, specific needs have been identified and strategies to address those needs have been described. (10 points)

Quality of Management Plan

For this indicator, 20 points are possible.

- Qualifications, experience, and certifications of program personnel and external consultants are of sufficient quality and depth to ensure successful implementation. (5 points)
- The management plan is designed to achieve the objectives of the proposed program on time and within budget, with appropriate timelines and milestones for accomplishing project tasks. (5 points)
- The procedures ensure feedback and continuous improvement in the operation of the proposed program through ongoing monitoring and adjustments as needed. (3 points)
- The proposed program will be coordinated with similar or related efforts using existing resources and facilities and with other appropriate community, state, and federal resources to maximize the effectiveness of grant funds. (3 points)
- The level of involvement and commitment to the program of all participants, including management, staff, collaborators and partners, is sufficient to ensure the successful implementation of the program goals, objectives, and activities. (4 points)

Quality of Program Evaluation

For this indicator, 10 points are possible.

- The methods of evaluation provide for examining the effectiveness of program strategies. (2 points)
- The methods of evaluation include the use of objective performance measures and indicators of program accomplishment that are clearly related to the intended results of the project and will produce quantitative and qualitative data to the extent possible. (3 points)
- The evaluation design includes processes for collecting data, including program-level data (such as program activities and the number of participants served) and student-level academic data (such as achievement results and attendance data). (3 points)
- The formative evaluation processes outlined in the application provide for the identification and correction of problems throughout the duration of the grant project. (2 points)

Meeting Program Requirements

For this indicator, 10 points are possible.

- Strategies and activities are of sufficient quality and scope to ensure equitable access and participation among all eligible program participants. (5 points)
- Strategies and activities are of sufficient quality and depth to ensure accomplishment of the goals and objectives of the program according to the relevant statute. (5 points)

Additional Possible Points

In addition, reviewers will consider the ability of the applicant to follow written directions, as follows:

- Application is organized and completed according to instructions. (5 points possible)

Total Possible Points

For each application, a total of 105 points is possible.

Specific Review Criteria

For some grants, the standard review criteria do not fully address all fundamental aspects of the program the applicant is expected to design and describe in the application. In those cases, additional specific review criteria may be defined so that in addition to the indicators addressed by the standard review criteria, those other fundamental aspects may also be evaluated, reviewed, and scored by the grant reviewers. Any specific review criteria defined for the grant program will be listed in the Program Guidelines, Specific Review Criteria, along with the point value that corresponds to each criterion.

Priorities for Funding

In some grant programs, points are available to applicants that meet certain priorities for funding defined in statute or by TEA. These points are beyond those available through either the standard or specific review criteria. In general, applicants must receive 70% of points available through the standard and specific review criteria, before priority points will be awarded. Any priorities for funding (priority points) defined for the program will be listed in the Program Guidelines, Priorities for Funding. If used for the grant, priority points are assigned by TEA program staff.

Oral Interviews for Funding

In limited circumstances, the applicants receiving the most favorable ratings in the application review may be asked to send a representative to Austin, Texas, or conduct an electronic meeting or conference call, at a time and place to be arranged, for an oral presentation of the application. Applications may be rated again and re-ranked following the oral presentations. Points are designated and awarded by TEA program staff.

Selection for Funding

Applications for competitive grants are considered and selected on the basis of total points scored during review and, if applicable, as the result of any oral interviews, but awards are contingent upon availability of funds. In some cases, only applications that receive at least 70 percent or another minimum percentage of points established by TEA, will be considered for funding. Grant awards are generally made starting with the highest-scoring application and continuing to the next highest-scoring application until funds are exhausted or until the applications with the minimum percentage score or higher are funded, whichever is the case.

It is important that a diverse group of students and districts be represented in the operation of grant programs. Therefore, after all applications have received a final score, some additional factors may be considered before grant recipients are selected. The order in which applications are ranked may be changed to fund projects that represent a greater diversity of students and districts. In general, projects are selected to establish programs that accomplish the following:

- Meet the intent and purposes of the authorizing statute
- Are cost-effective (i.e., the total grant amount divided by the total number of students served equals the cost per student)
- May be replicated in districts with similar demographics
- Are diverse with respect to size of districts (include districts with small, medium, and large enrollment)
- Are diverse with respect to geographic location in Texas (include different ESC regions or quadrants of the state)
- Demonstrate greatest need
- Meet any additional criteria identified in the Program Guidelines

To be considered for funding, applicants for competitive grants and continuation grants that have previously received discretionary grants from TEA must have a positive record of successfully managing programs. A positive record includes being in compliance with all requirements and conditions of those grants, including financial management requirements, and implementing the grant programs according to the timelines and descriptions proposed in the grant applications.

Final Recommendations

Based on final scores, the outcome of oral interviews, and any additional considerations as indicated above or identified in the program guidelines, final recommendations are assembled and presented to the commissioner of education or his designee who will do one of the following:

- Approve the application in whole or in part
- Disapprove the application
- Defer action on the application for further review

TEA notifies each applicant in writing of the commissioner's decision. An applicant that is preliminarily selected for funding may receive their NOGAs before the negotiation process has been completed and may begin accessing up to 20% of the total award as soon as the grant period begins. The remaining 80% of the funds will be released upon successful completion of the negotiation process. A final approved copy of your application will be mailed to you as soon as negotiations and all final reviews are complete. To help TEA complete negotiations and release the remainder of your funds in a timely fashion, please respond to any inquiries from TEA staff as quickly as possible. The NOGA reserve cannot be lifted as long as any point of negotiation is still pending.

Grantees are responsible for ensuring that any expenditures paid prior to the conclusion of the negotiation process are allowable under the terms and conditions of the grant program. TEA will not make reimbursements for any activities or line items deleted during negotiations. Any refunds incurred while negotiations are ongoing must be paid before the remainder of the grant is released.

Notice of Grant Award

The NOGA incorporates this RFA, the instructions for each form, and the approved application as negotiated by TEA and will constitute the binding agreement between the parties.

To be eligible to receive an approved application, NOGA, and subsequent funding, applicants must not be on warrant hold by the Texas comptroller of public accounts, and must not owe TEA a refund for any discretionary grant.

Amending the Application

If selected for funding, subgrantees must submit any amendments to the approved application in accordance with the instructions for submitting amendments (see the SAS: Schedule #4—Request for Amendment and the associated instructions for paper grants or Schedule GS2900 for eGrants). Paper grant amendments may be submitted by any of the following means:

- By fax to [REDACTED] or [REDACTED]
- By mail to the Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494
- In person to the second-floor visitor reception desk at the William B. Travis Building in downtown Austin (1701 N. Congress Ave., Austin, TX 78701-1494)

eGrants amendments must be submitted electronically using the eGrants system.

For competitive grants, subgrantees may not amend the grant application in a way that alters the basic program intent, goals, or objectives to the extent that the program would no longer be the program that received the application score and was subsequently recommended for funding.

Regardless of how a subgrantee distributes the funds among the class/object codes, the subgrantee is still responsible for carrying out the scope and objectives of the grant as described in the approved application.

TEA reserves the right to reject unnecessary amendments without reviewing and/or approving them.

Amendment Justification

Subgrantees are permitted to rebudget within the approved direct cost budget (as established on Schedule #6—Program Budget Summary for paper grants or the Schedule BS60XX—Program Budget Summary and Support for eGrants) to meet unanticipated requirements and to make certain changes to the approved budget without written amendment. However, some changes do require the prior written approval of TEA through an amendment. Refer to the When to Amend the Application section below to determine when an amendment is required.

Regardless of whether an amendment is required, subgrantees must comply with any requirements for maximum or minimum expenditures for certain categories or activities. For example, if the grant requires that no more than 25% of the funds may be used for a certain activity, such as planning, the subgrantee must comply with this 25% maximum requirement.

Amendment Effective Date

An amendment, after being approved by TEA, is considered effective on the date it was received by TEA in substantially approvable form. All amendments are subject to negotiation.

In general, an amendment must be approved by TEA before any activities occur, such as purchase orders issued, funds encumbered or expended, goods received, or services rendered that are affected by the amendment. If the subgrantee chooses to implement such changes prior to the amendment being approved by TEA, the subgrantee will be responsible for paying, from other fund sources, any costs not approved during negotiations.

When to Amend the Application

For guidance on when to amend the application, refer to “When to Amend the Application,” on the Amendment Submission Guidance section of [Administering a Grant](#) page.

Amendment Deadline



The [TEA Grant Opportunities](#) page lists the last day an amendment may be submitted. Amendments that are submitted after the deadline or that request retroactive approval of expenditures will be accepted and considered by TEA on a case-by-case basis if the amendment is allowable by program statute or regulation and if TEA has not begun the next business process in the grant cycle.

Submitting an Amendment

Schedules #1 and 4 of the paper application, or GS2900 – Purpose of Amendment in eGrants, and any additional schedules affected by the proposed change are required to be submitted with all amendment requests.

Fund Management

General Rules

Subgrantees must maintain a proper general ledger that complies with GAAP and with federal financial management standards. Subgrantees must account for grant funds on a fund accounting basis (i.e., by grant funding source).

Pre-Award Costs

Definition of Pre-Award Costs

In some cases, when authorized by TEA, subgrantees may be permitted to make certain program-related expenditures before the grant beginning date (i.e., pre-award).

For instance, the beginning date of a program might be September 1. During the summer, however, a conference is being held that would be of substantial benefit to program participants. TEA authorizes pre-award costs for the grant to allow program participants to attend the conference. The

subgrantee can request payment for expenditures even though they were incurred before the grant beginning date.

Review the program guidelines for the grant to determine whether pre-award costs are permitted and to learn the period during which they are allowable.

Requesting Pre-Award Costs

In order for the subgrantee to be reimbursed for pre-award costs, pre-award costs must generally be requested in the originally approved grant application (including adding the request during negotiations of the original application). If an applicant did not request pre-award costs in the originally approved grant application, the applicant may subsequently request pre-award costs through an amendment if the subgrantee provides additional justification and documentation that explains why the request was not submitted in the original grant application.



IDEA-B High Cost and IDEA-B Discretionary Residential must follow the specific pre-award cost rules in the program guidelines for each application, respectively.

Pre-award costs are part of, and not in addition to, the total grant award.

Budgeting Pre-Award Costs

eGrant Applications

In eGrants applications, applicants must use the pre-award column, if available in the BS60XX – Program Budget and Support. Otherwise, the subgrantee is required to submit a pre-award attachment to request pre-award costs. The pre-award attachment will be included in the document library for the grant and is also linked to the [TEA Grant Opportunities](#) page.

Paper Applications

In paper applications where pre-award costs are permitted, all the budget schedules (Schedules #6-11) include a Pre-Award column. In the supporting budget schedules (Schedules #7-11), budget all pre-award costs in the Pre-Award column. The total pre-award costs budgeted on each of the supporting budget schedules must match the pre-award amount entered on the corresponding line of Schedule #6—Program Budget Summary.

Administrative Costs

Administrative funds include both direct and indirect costs.

Direct Administrative Costs

Funds requested for administrative use must be requested in the application on the appropriate budget schedules.

Direct administrative costs may include those costs associated with the following:

- Accounting and other fiscal activities, including reporting expenditures to TEA
- Auditing
- Overall program administration

- Evaluating and reporting on the progress and results of the grant program
- Monitoring compliance with the program requirements
- Salaries and benefits for staff who supervise activities of program staff
- Insurance that protects the subgrantee
- Direct administrative costs included in an approved direct cost allocation plan

The authorizing statute or TEA may limit the amount of funds that may be budgeted to administer the program, including direct administrative costs and indirect costs, to no more than 5% (or another amount specified in statute) of the total grant awarded for any fiscal year. Refer to the Program Guidelines: Limitation of Administrative Funds, to determine if administrative costs are limited for this grant.

Indirect Costs

Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application.

To calculate the maximum indirect costs that can be claimed for a grant, complete the Maximum Indirect Costs Worksheet, posted on the Grants Administration Division [Indirect Cost Rates](#) page.

Procurement Standards

Written Agreements and Contracts



The subgrantee must use its own documented procurement procedures which reflect applicable State, local, and tribal laws and regulations, and the subgrantee must conform with the following standards listed in 2 CFR 200.318, General procurement standards:

- Must maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.
- Must maintain written standards of conduct covering conflicts of interest and governing the actions of its employees engaged in selection, award and administration of contracts.
- Must award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement.
- Must maintain records sufficient to detail the history of procurement.

The dates for services to be performed in contracts and other written agreements must be within the grant period of availability. Multi-year contracts are generally not appropriate for discretionary grants. TEA is not liable for paying subgrantees for a contract beyond the current grant period of availability.

The contract administration system must be in compliance with requirements stated in 2 CFR 200, including the following general rules:

- Maintain a copy of the signed contract, agreement, or purchase order for services to be performed and the rationale or procedure for selecting a particular contractor.

- For contracts or agreements in excess of \$10,000, describe conditions under which the contract may be terminated for cause or for convenience and include the basis for settlement.
- Maintain evidence that awards were made only to contractors or consultants possessing the ability to perform successfully under the terms and conditions of the proposed contract or procurement.
- Select consultants based on demonstrated competence, qualifications, experience, and reasonableness of costs. Consideration must be given to contractor integrity, compliance with public policy, past performance, and financial and technical resources.
- Contract only with persons not employed by your organization.
- Do not participate in selection or award of a contract if a conflict of interest is involved.
- Maintain records on services performed—date of service, purpose of service—ensuring that services are consistent and satisfactory as described in the signed contract or purchase order.
- Make payment only after the service is performed and not before, according to state and federal law. Advance payment to contractors is prohibited.
- If the contract is to develop materials, concepts, or products, ensure that the agreement or contract contains provisions that protect and retain ownership of such materials, concepts, or products by TEA, the State of Texas, and the federal government as applicable (including copyright, patent, trademark).



NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

The subgrantee must also follow 2 CFR 200.320, Method of procurement unless the state's procurement rules are more restrictive:

- Procurement by micro-purchase
- Procurement by small purchase procedures
- Procurement by sealed bids (formal advertising)
- Procurement by competitive proposals
- Procurement by noncompetitive proposals

For independent school districts and regional ESCs: Regarding procurement regulations in 2 CFR 200 and the Financial Accountability System Resource Guide ([FASRG](#)), the school district or ESC must follow the most restrictive rule or regulation. For micro-purchases below \$3,500, the federal regulations apply. In addition, per state rules, the LEA must have a local policy identifying a threshold below \$50,000 for which the LEA does not require a competitive process.



For purchases that cost between \$3,501 and \$49,999, the federal rules would require price or rate quotations from an adequate number of qualified sources for these purchases. So, in this case, the federal rules are more restrictive than the state rules, up to the \$50,000.

At \$50,000 and above, the state rules become more restrictive than the federal and must be followed. However, at \$150,000 and above, the federal rule for the cost or price analysis is more restrictive and must also be followed in conjunction with the state rules.

For charter schools: The FASRG requirements are not applicable to charter schools unless the commissioner approved otherwise in the individual contract for charter. Generally, TEC Section 12.1053 provisions do not significantly limit the contracting and purchasing activities of open-enrollment charter schools. The federal EDGAR requirements will; therefore, be more restrictive where FASRG does not apply and must in such instances be followed for all procurements under federal awards.

For more information on Procurement Standards 2 CFR 200.318 - 200.326 and FASRG please refer to [EDGAR/FASRG side by side](#).

Financial Management Standards

Fiscal control and accounting procedures must permit the tracing of funds to a level of expenditure adequate to establish that funds have been used in accordance with the approved grant application. The applicant must maintain effective control over and accountability for all funds, property, and other assets.

Subgrantees must follow the criteria per the code of federal regulations 2 CFR 200.302:

- Identification, in its accounts, of all federal awards received and expended and the federal programs under which they were received.
- Accurate, current, and complete disclosure of the financial results of each federal award or program in accordance with the reporting requirements set forth in 2 CFR 200.327 Financial reporting and 2 CFR 200.328 Monitoring and reporting program performance.
- Records that identify adequately the source and application of funds for federally-funded activities.
- Effective control over, and accountability for, all funds, property, and other assets.
- Comparison of expenditures with budget amounts for each federal award.
- Written procedures to implement the requirements of 2 CFR 200.305 Payment.
- Written procedures for determining the allowability of costs in accordance with Subpart E – Cost Principles of this part and the terms and conditions of the federal award.

Budgeted expenditures are shown by class/object code. School districts, open-enrollment charter schools, and ESCs are required to maintain records on all expenditures by budget function, class/object code, and year of entitlement (appropriation), in accordance with the provisions of the Financial Accountability System Resource Guide ([FASRG](#)).

All nonprofit and for-profit applicants for federally funded grants must demonstrate the capability to comply with federal financial management and accounting standards.

TEA reserves the right to conduct a pre-award audit or post-award audit to determine if a subgrantee maintains a proper financial management system and to deny or terminate the award if it is determined that the subgrantee does not maintain a proper financial management system.

Failure to comply with federal financial management standards will result in audit exceptions and the disallowance of all expenditures paid from the grant.

Financial Accounting System

The applicant's financial management system must meet federal financial management standards and must provide for accurate, current, and complete disclosure of the financial results of each grant project. The financial management system records must adequately identify the funding source and use of funds and must contain information pertaining to grant awards, authorizations, obligations, unobligated balances, assets, outlays (expenditures), income, and interest. Refer to the [Information for Organizations Selected for a Review](#) page of the TEA website for sample general ledgers that demonstrate accounting in accordance with the mandatory account code structure required in Financial Accounting and Reporting (FAR).

Pursuant to Education Department General Administrative Regulations (EDGAR) 2 CFR 200.302 and [FASRG](#), TEA will verify whether subgrantees that are ISDs, charter schools, or ESCs use a software application capable of providing adequate financial accounting to administer TEA grant funds. Adequacy of subgrantees' financial accounting-system software application is determined by whether the software application has the ability to do all of the following:

- Accommodate the minimum 15-digit account code mandated by the FASRG
- Generate information needed for Public Education Information Management System (PEIMS) reporting
- Ensure adequate accountability of state and federal funds

Failure of an ISD, charter school, or ESC to account for funds in accordance with FASRG will result in audit exceptions and the disallowance of all expenditures paid from the grant.

All other subgrantees must have a financial accounting system that meets the standards specified in this section, in accordance with 2 CFR 200.302.

Cash Management



The subgrantee must account for and expend federal funds in accordance with federal statute, state laws, and the terms and conditions of the federal award.

There are two types of methods available to a subgrantee to make payments for federal subgrants. These include: reimbursement and cash advances.

Reimbursement: In a reimbursement method, a subgrantee draws down federal grant funds from the TEA Expenditure Reporting (ER) System after the subgrantee has already paid the funds. In an effort to allow subgrantees with additional flexibility, TEA has defined reimbursement as drawing down funds on, or after, the day the subgrantee has mailed, delivered, or submitted an electronic payment. For audit purposes, the subgrantee must track the date it mailed, delivered, or submitted an electronic payment as proof for reimbursement method. Under the reimbursement method, a subgrantee is not required to deposit funds in an interest bearing account.

Cash Advance: Under the cash advance method, a subgrantee draws down federal grant funds in advance of when the funds will be paid out. The use of this payment method requires the subgrantee to have written procedures that minimizes the time elapsing between when the subgrantee will issue the payment for the program purpose.

Advance payments of federal grant funds must be limited to the minimum amounts needed and be timed to be in accordance with the actual, immediate cash requirements in carrying out the purpose

of the approved program or project. The timing and amount of advance payments must be as close as is administratively feasible to the actual disbursements for direct program or project costs and the proportionate share of any allowable indirect costs.

Subgrantees must have written procedures and internal controls for cash management to ensure that only the actual amount of cash needed from federal grant funds will be requested, and that the cash received will be paid out. Procedures should show that the subgrantee plans carefully for cash flows for grant projects and reviews cash requirements before each request for payment. Cash management procedures are monitored during monitoring visits and during the annual independent audit.

Subgrantees are not required to maintain separate bank accounts for federal grants. However, subgrantees must comply with the applicable standards for financial management in maintaining accounting records by fund source. (See 2 CFR 200.302 and 200.305) Subgrantees receiving federal grant payments may be required to return interest earned to the appropriate federal agency, as described in the following sections.

Return of Interest Earned from Payments to all eligible entities



When the LEA has cash on hand from federal grant funds, interest begins to accrue from the date of receipt of the drawdown and will be required to be remitted back to the federal government once the total aggregate amount of interest earned on federal grant awards equals \$500.

In accordance with the requirements of 2 CFR 200.305, all organizations must deposit grant payments into an interest-bearing account. For each grant award, the subgrantee may retain an aggregate amount up to \$500 annually in interest earned for administrative expenses for all federal grant funds.

The requirements of 2 CFR 200.305 are waived if any of the following conditions applies:

- The subgrantee receives less than \$120,000 in total federal awards per fiscal year.
- The best reasonably available interest-bearing account would not be expected to earn interest in excess of \$500 per fiscal year on total federal cash balances.
- The average or minimum balance required by the depository bank is too high for the subgrantee to meet with expected federal and non-federal cash resources.
- A foreign government or banking system prohibits or precludes interest bearing accounts.



The aggregate amount of interest accrued on advances of federal grant funds in excess of \$500 must be remitted to the Department of Health and Human Services Payment Management System (PMS) through an electronic medium using either Automated Clearing House (ACH) network or a Fedwire Funds Service payment following the process described in 2 CFR 200.305.

Please do *not* remit the interest earned to TEA.

Noncompliance with Cash Management Requirements



Pursuant to the provisions of 2 CFR 200.338, subgrantees that fail to comply with cash management requirements, including the repayment of interest earned, may be subject to additional award conditions and remedies for noncompliance being imposed as described in the High-Risk Status, Specific Conditions, and Remedies for Noncompliance section below.

Requesting Payment through the Expenditure Reporting (ER) System

Subgrantees in good standing are required to use the expenditure reporting (ER) system to record expenditures and request payment. Subgrantees may generally enter total, by class/object code, expenditures into the ER system up to 30 days following the ending date of the grant.

Accessing ER

To access ER, all individuals reporting and certifying expenditures are required to have an individual TEASE username and password. For security purposes, the TEASE username and password are **not** to be shared with any other user. The ER system is designed to accommodate a segregation of duties between the staff member who enters the drawdown into the ER system and the authorized official who certifies and submits the request. Failure to have such segregation of duties could be a sign of insufficient internal controls indicating risk of inadequate fund management. TEA strongly recommends the segregation of duties and may impose additional specific conditions on subgrant awards when risk is identified.

Each user will have a unique username and password. If you have not yet applied for a TEASE username and password, you can access the [application form and instructions](#). The username and password will be emailed to you.

To access ER, go directly to the [TEASE login page](#).

Enter your TEASE username and password and click the **Continue** button. Then click on **Expenditure Reporting** from the application list.

Denial of Expenditure Reports

When reporting expenditures by class/object code, TEA will automatically deny any expenditure report *as follows*:

- Where the subgrantee is claiming expenditures in a class/object code not budgeted in the approved application
- When the total amount exceeds the total amount of the grant

Supporting Documentation

TEA reserves the right to require supporting documentation (such as an accounting ledger) that lists the individual expenditures by object code, as well as invoices, receipts, travel vouchers, and other expenditure documents at any time during or after the grant period for as long as the records are retained according to requirements for record retention. The subgrantee will be required to reimburse any expenditures that are unsupported by appropriate documentation or found to be unallowable under the grant. Depending upon the severity of noncompliance with allowable cost principles, TEA may impose remedies for noncompliance up to and including termination of the grant and refund of all unallowable costs.

Expenditure Payment Requests Requiring Manual Approval



In order to comply with federal regulations, TEA monitors expenditure payment requests through a manual review and approval process. If a payment request requires manual approval, TEA staff contacts the subgrantee and asks for a simple narrative justification for the request. TEA will not ask for detailed supporting documentation unless the circumstances require it.

For more detailed information on the manual approval process, refer to “Expenditure Payment Requests Requiring Manual Approval,” posted in the Expenditure Reporting Guidance section of the [Administering a Grant](#) page.

Cost Share/Match Requirement

Refer to the Program Guidelines, Cost Share or Matching Requirement, to see whether this grant program requires either a cost share or a match.

In general, cost share/matching funds may be derived from three sources: cash contributions, subgrantee in-kind contributions, and third-party (i.e., other than the subgrantee) in-kind contributions. Unless otherwise stated, federal funds may not be used to meet a cost-share/matching requirement; only local or state funding sources may be used.

For costs to be eligible to meet cost-share/matching requirements, the costs must first be allowable under the grant. Therefore, costs for items such as gifts, noneducational field trips, food, and construction are not eligible to be paid from cost share/matching funds.

Applicants must indicate cost share/matching amounts in the appropriate columns in the application. Applicants are not required to list cost share/matching amounts in the same class/object codes in which grant funds are budgeted. Applicants may distribute cost share/matching amounts among any of the class/object codes, so long as the costs are eligible to be paid from cost-share/matching funds and so long as the total cost share/matching amount is equal to or greater than the cost share/matching amount required by TEA (or the authorizing statute, whichever is the case).



Subgrantees are required to maintain the same auditable records, including time and effort documentation, if applicable, for all expenditures relating to cost share/matching funds as for the regular grant funds. These records must be maintained by the business office in the same manner and for the same time period as the regular grant funds. TEA will be required to reduce the total amount of grant funds paid to the subgrantee if the cost share/matching funds are not provided in the required amount. Depending on the timeline that this determination is made, the subgrantee could be required to submit a refund to TEA.

Requirements for Applicable Federal Programs

These requirements apply to federally-funded grant programs. If listed in the Program Guidelines, Program Elements, these requirements apply to the grant program.

Equitable Access and Participation

Provisions for equitable access and participation apply to all federally funded grants administered by the US Department of Education. As such, Schedule #18—Equitable Access and Participation for paper grants or Schedule PS3400—Equitable Access and Participation for eGrants is a required schedule in the application for any federally funded grant. The application will not be eligible to be considered for funding in the absence of this schedule.

In accordance with the General Education Provisions Act (GEPA), Section 427, applicants must develop and describe the procedures they will use to ensure equitable access to and equitable participation in the grant program. The barriers to such participation should be identified for all participants and potential participants during the needs assessment phase of the program planning and development.

All applicants must address the special needs of students, teachers, and other program beneficiaries to overcome barriers to equitable participation, including those based on gender, race, color, national origin, disability, and age.

Private Nonprofit School Participation

If the authorizing statute requires, the following private nonprofit school participation requirement shall apply to the federally funded grant program. Before completing and submitting the application, the applicant must contact the private nonprofit schools located within its boundaries, notifying them of the opportunity to participate in the program. Schedule #19—Private Nonprofit School Participation for paper grants or applicable Private Nonprofit School Participation schedule for eGrants must be completed and submitted with the application.

Generally, in accordance with the specific program statute, private nonprofit schools must be consulted in the planning and development of the project. Both children and teachers from private nonprofit schools must be assured equitable participation in all services, materials, equipment, and teacher training. Please note that specific program statutes may have more detailed requirements.

Private Nonprofit School Initial Contact

Each year, in a manner that is “timely and meaningful” (generally, as described in ESSA, Title VII, Part F, Section 8501), the applicant must contact the private nonprofit school officials located within its boundaries to determine if they wish their teachers or students to receive services. Only secular, neutral, and nonideological services, materials, and equipment may be provided to participants. Such participation usually includes training opportunities for teachers of private nonprofit school children but not for the hiring of any substitute teacher used in the classroom while the private school teacher attends the training. In all cases, the applicant makes the final decision with respect to the services to be provided to private school participants.

Before completing and submitting this application, the applicant must contact officials of private nonprofit schools located within its boundaries to ascertain if these officials would like teachers or eligible children enrolled in their schools to participate in the purposes and benefits of this grant program. This initial contact may be carried out through a variety of communication forms, including documented phone calls, letters (preferably certified), fax, email, or meetings with the school officials.

Private Nonprofit School Consultation

If private nonprofit school officials want their teachers or children to participate, the applicant must involve these officials during all phases of the development, design, and implementation of the program through ongoing communication between appropriate parties.

The applicant must consult with private nonprofit school officials before making any decision that affects the opportunities of their teachers or students to participate in the program, and this consultation shall continue throughout the implementation and assessment of the grant project. The applicant must give private nonprofit school officials a genuine opportunity to express their views regarding each issue. In general, these discussions are subject to the following requirements:

- how the children’s needs will be identified;
- what services will be offered;
- how, where, and by whom the services will be provided;
- how the services will be assessed and how the results of the assessment will be used to improve those services;
- the size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel and the amount of funds available for those services and how that amount is determined
- how and when the agency, consortium, or entity makes decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers.
- whether the agency, consortium, or entity shall provide services directly or through a separate government agency, consortium, or entity, or through a third-party contractor;
- whether to provide equitable services to eligible private school children:
 - by creating a pool or pools of funds with all of the funds allocated based on all the children from low-income families in a participating school attendance area who attend private schools; or
 - in the agency’s participating school attendance area who attend private schools with the proportion of funds allocated under subsection based on the number of children from low-income families who attend private schools.

Equitable Services

Many program statute require equitable services to be provided to participating private nonprofit schools. When this is applicable, the services that a subgrantee provides to private nonprofit school participants must be equitable in comparison to the services and benefits provided to public school participants. Services are equitable if the subgrantee does the following:

- Addresses and assesses the needs and progress of private school participants on a comparable basis to public school participants
- Determines the number of participants to be served in an equitable manner
- Meets the equal expenditure requirements
- Provides private school participants with an opportunity to participate that

- Is equitable in relation to the opportunity and benefits provided to public school participants
- Provides them with reasonable promise of meeting challenging academic standards called for by the state’s student performance standards and of private school teachers assisting their students in meeting high standards

Equal Expenditures/Fair Share

If expenditures for educational services and other benefits for private nonprofit school students, teachers, and other educational personnel are required by the authorizing statute, then the expenditures must be equal to those used for public school participants, taking into account the number and educational needs of the students to be served. Subgrantees should use the following method to calculate the fair share that should be expended upon private nonprofit schools. Subgrantees are responsible for maintaining documentation of the fair share calculations at the local level for monitoring and audit purposes. To calculate the equal expenditures/fair share:

1. Count the number of *public* school students (or teachers) *participating* in the federal program.
2. Count the number of *private* nonprofit school students (or teachers) *eligible* to receive benefits in the program.
3. Add them together to get total number of students (or teachers).
4. Divide the total dollar amount available by the total number of students (or teachers) to get a per student (or per teacher) amount (a reasonable amount may be set aside for administering the private nonprofit school program prior to doing this).
5. Multiply the per student (or per teacher) amount by the number of eligible private nonprofit school students (or teachers) to determine the private nonprofit school’s fair share.

For example:

1. The number of participating public school students = 1000
2. The number of eligible private school students = 25
3. Total number of students = 1025 students
4. The total dollar amount available = \$100,000
5. $\$100,000 \div 1025 = \97.56 per student
6. $\$97.56$ (per student amount) \times 25 (number of eligible private school students) = \$2,439
7. The private nonprofit school’s fair share is \$2,439.

Contact information for ESSA Private Nonprofit Participation Ombudsman at TEA

Ombudsman: Cory Green
Contact person: Gean Wilkerson
Private school services state coordinator: LaNetra Guess

Maintenance of Effort

If the authorizing statute requires, a maintenance of effort (MOE) requirement shall apply to the federally-funded grant program.

In order for TEA to determine if the subgrantee is maintaining the appropriate fiscal effort, it verifies each LEA's MOE using PEIMS data available and notifies the subgrantee if fiscal effort has not been maintained.

Refer to the following pages of the TEA website for links to additional information and guidance regarding the MOE requirement for the ESSA and IDEA-B grant programs:

- [IDEA Fiscal Compliance](#)
- ESSA Fiscal Compliance

Reporting

By submitting the application, the applicant agrees to comply with any reporting requirements established by TEA and to submit the reports in the timeline and format requested by TEA.

Required Programmatic Reports

This section describes the required programmatic reports.

Activity, Progress, and Evaluation Reports

The applicant agrees to submit all required written activity/progress reports during the project in the format specified by TEA. Each activity/progress report is generally due to TEA within 15 days after the close of the reporting period. TEA uses these reports to determine if modifications or adjustments to the program are indicated. Refer to the [TEA Grant Opportunities](#) page for due dates.

Final Evaluation Report

The applicant must provide a final evaluation report in the format requested by TEA within 30 days of the end of the project. The subgrantee is not in compliance with grant conditions and requirements until this report is received by TEA in approvable form. Final payment may be withheld pending receipt of the report in approvable form. Failure to meet the reporting deadline may also affect the subgrantee's eligibility to receive future grants, including continuation grants, from TEA.

It is critical that the subgrantee submit the evaluation report on time. A late evaluation report could cause the subgrantee not to receive final payment.

Limits on Contracted Evaluators

When a subgrantee chooses, or is required under a subgrant, to hire a contracted evaluator, TEA believes that the evaluator must have the capability to remain independent and objective in carrying out the evaluation. "Independent and objective" implies that there is no influence or control, real or perceived, exerted on the evaluator by any person who is involved in the provision of program services. Therefore, the only way in which a contracted evaluator can be truly independent and

objective is not to be involved in any manner with the provision of program services or activities. Otherwise, the evaluator is, at least in part, evaluating its own services.

In addition, TEA is aware that some grant writers develop and design the grant program, write the entire grant application, and then wish to evaluate the grant program. TEA also believes that this scenario poses a conflict of interest for the evaluator, in that the evaluator is evaluating the grant program that he or she designed, developed, and wrote. Again, it is not possible for the evaluator to function independently and objectively if the evaluator performed in this capacity. It is certainly acceptable for the grant writer to receive some information from a potential evaluator to include in the evaluation section of the grant application with regard to an appropriate evaluation plan or design, but communication between the grant writer and evaluator should be limited to that specific topic.

Applicants should make every effort to ensure that contracted evaluators are independent and objective.

Expenditure Reporting

See the Requesting Payment through the Expenditure Reporting (ER) System section for more information on using ER for expenditure reporting.

Subgrantees in good standing may report expenditures at any time to receive payment, (see the Cash Management section above.) Subgrantees are strongly encouraged to request payment for legitimate expenditures regularly to indicate to TEA that funds are being spent and that activities are being carried out according to the established timelines, provided such payments conform to the rules pertaining to cash management.



The applicant agrees to report expenditures by class/object code in ER when it requests each payment. The subrecipient is responsible for ensuring the Grantee Manager and/or Grantee Official, or such person using the Grantee Manager or Grantee Official's credentials, has been authorized by the subrecipient organization to enter the organization into legally binding agreements for grant payment purposes prior to the Grantee Manager or Grantee Official certifying and submitting expenditure payment requests in the ER system. This authorized official must certify each request for payment as described in 2 CFR 200.415.

Interim Expenditure Reports

As good grant management practice, semi-annual and other interim expenditure reports should be filed in ER. TEA does not require interim expenditure reports on any certain schedule.

Final Expenditure Report

In general, the final expenditure report must be filed in ER within 30 days after the ending date of the grant. (See TEA Grant Opportunities for due dates.) The total project costs of the grant, as provided on the final expenditure report, should equal and in no case may exceed the total expenditures by class/object code recorded in the financial accounting records of the subgrantee organization.

If cost share or matching is required in accordance with the Program Guidelines, the subgrantee must report the total cost share or match expended on the final expenditure report. The subgrantee

is reimbursed only for that portion or percentage of grant funds that meets cost share or match requirements.

Failure to meet reporting deadlines may result in loss of funds and could cause the subgrantee to be identified as “high risk.” If a subgrantee fails to comply with the requirement to submit a final expenditure report within 30 days after the ending date of the grant, the last interim expenditure report filed will be the basis of the final expenditure report. (See the Request to Extend Reporting Deadline section below.) In the event that no interim or final expenditure reports have been submitted, TEA staff will enter the final expenditures as \$0 total expenditures to allow for the grant closeout process. Depending on the specific grant, the subgrantee may or may not be able to access the funds as carryover.

Revised Final Expenditure Report

Subgrantees may, if applicable, have access to ER to record additional expenditures and request payment for 60 days following the ending date of the grant if such total expenditures need to be revised. Refer to TEA Grant Opportunities to verify whether a RFER is available for the grant program in question.

If the subgrantee discovers expenditures that are greater than the amount initially reported, it must file a revised final expenditure report in order to claim those expenditures. In general, the revised report must be filed in ER within 60 days of the ending date of the grant. Revised final expenditure reports received after that date will not be approved, processed, or paid by TEA except as allowed by an approved request to extend the reporting deadline. (See the Request to Extend Reporting Deadline section below.)

In the event that the ER system is closed, contact the Cash Management/Fund Control Unit in the Grants Administration Division at [REDACTED] for further instructions or submit a ticket via the TEA Help Desk.

If the subgrantee discovers expenditures that are less than the amount initially reported, it must submit a revised final expenditure report in ER immediately. Refunds must then be submitted to TEA within 30 days, as described in the following section. If the revised expenditure reporting deadline has passed, submit the refund to TEA. The cumulative expenditures will be adjusted on the appropriate NOGA when the refund is processed.

Refund to TEA

If the final expenditure report indicates that a refund is due to TEA, within 30 days of notification that a refund is due, the subgrantee must submit a refund check to the following address:

Texas Education Agency—MSC
P.O. Box 13717
Austin TX 78711-3717

Write the name of the grant program and the NOGA ID number on the refund check and note the reason for the refund (e.g., due to an internal audit or an annual audit).

Request to Extend Reporting Deadline

An LEA that misses the deadline for a final or revised final expenditure report has 30 days to request an extension of the deadline. If there is no opportunity for a revised final expenditure report, the LEA has 10 days after the final expenditure reporting deadline to submit the request for an extension. All requests for extensions to expenditure reporting deadlines must be submitted using the Request to Extend Expenditure Reporting Deadline form. The form is posted on the [Request to Extend Expenditure Reporting Deadline](#) page of the TEA website.



To access the page:

Click on Finance and Grants

Click on Administering a Grant

On right side menu bar under Grants, click on Request to Extend Expenditure Report

Requests for expenditure deadline extensions are not granted automatically. TEA staff will evaluate each request on a case-by-case basis, with the decision to extend a deadline remaining completely within TEA's discretion. Requests are considered by weighing a number of factors related to the request itself, the individual grant program, and the time at which the request is submitted. TEA reserves the right to review all supporting documentation, such as the general ledger, in determining whether a request will be granted.

TEA will notify the LEA of the approval or denial of the request. Subgrantees are reminded that meeting required deadlines is a responsibility of all subgrantees. Failure to meet expenditure reporting deadlines may result in loss of funds and could cause the subgrantee to be identified as "high-risk."

If TEA extends the ending date of the grant period after the start of the grant, there may be no opportunity for requesting to extend the expenditure reporting deadline.

Submission of Audit Reports for Federal Discretionary Grants

The following requirements apply only to recipients of federal discretionary and federal discretionary continuation grants from TEA. A continuation grant is a grant that is awarded in any subsequent year following the initial grant award.

2 CFR Part 200 Subpart F Single Audits

Subrecipients of federal discretionary and federal discretionary continuation subgrants from TEA that are ISDs, ESCs, and open-enrollment charter schools submit the required annual audit report to the TEA Financial Compliance Division in the time and manner requested by TEA. Such audit report shall include the reporting package required under 2 CFR 200, Subpart F Audit Requirements if an audit is required in accordance with Subpart F. Audit findings for federal programs will be forwarded to the appropriate TEA division for follow up.

Beginning in fiscal year 2016, subrecipients of federal discretionary and federal discretionary continuation grants from TEA that are nonprofit organizations (other than charter schools) and universities or colleges and that expend \$750,000 or more total in federal awards in any fiscal year are required to conduct a Single Audit or program-specific audit in accordance with the requirements in Subpart F . Subgrantees must report audit findings as follows to TEA by mailing to Federal Fiscal Monitoring Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494:

- **With findings:** If the schedule of findings and questioned costs discloses audit findings relating to any federal awards provided by TEA, the subgrantee must submit a copy of such audit to TEA’s FFM.
- **Status of prior-year findings:** If the summary schedule of prior audit findings reports the status of any audit findings relating to any federal awards provided by TEA, a copy of such audit shall also be submitted to TEA’s FFM.
- **No audit findings:** If the schedule of findings and questioned costs discloses no audit findings related to any federal awards provided by TEA, or the summary schedule of prior audit findings does not report on the status of any prior audit findings related to any federal awards provided by TEA, written notification (via letter) shall be provided to TEA’s FFM that an audit was conducted in accordance with Subpart F and there were no findings related to any federal awards provided by TEA.

Nonprofit organizations (other than charter schools) and universities/colleges that receive federal discretionary and federal discretionary continuation grants from TEA shall submit the Single Audit report (or letter, if no audit findings) to TEA’s FFM. Audit reports must be submitted to TEA within 30 days of receipt of the report from the auditor or 9 months after the end of the fiscal year, whichever comes first. Failure to submit a copy of the audit (or letter, as appropriate) to TEA could result the subgrantee receiving grant award conditions placed on the subgrant award or remedies for noncompliance being imposed as described in the High-Risk Status, Specific Conditions, and Remedies for Noncompliance section below.

Annual Audits (Where a 2 CFR 200, Subpart F Audit Is Not Required)

All subgrantee organizations other than ISDs, ESCs, and open-enrollment charter schools that were not required to have a federal single audit conducted under 2 CFR 200, Subpart F must submit a copy of the complete annual audit/financial report to TEA’s Financial Compliance Division within 30 days of the receipt of the report from the auditor.

TEA will assess the information contained in the annual report to determine the impact on the affected federal program and reserves the right to deny continuation funding or to impose specific requirements based on such determination.

High-Risk Status, Specific Conditions, and Remedies for Noncompliance

Notice of Agency Policy

TEA conducts federal fiscal grant subrecipient monitoring and compliance reviews, and implements related remedies for noncompliance, in accordance with its established policies and procedures. These policies and procedures incorporate best practices and standards that may be similar to common auditing standards, but the agency does not apply a specific set of external standards, such as the US Government Accountability Office's Generally Accepted Government Auditing Standards (Yellow Book), nor is it required to do so.

TEA reserves the right not to award a discretionary grant to a high-risk subgrantee or to a subgrantee that is materially noncompliant with the terms and conditions of another award. If a subgrantee is identified as high risk by TEA during the grant period, TEA reserves the right to begin procedures immediately to terminate the grant. The subgrantee will be reimbursed for allowable expenditures up through the date of notification of high-risk status.

Specific Conditions



Pursuant to 2 CFR 200.207, if TEA identifies, in its sole determination, a subgrantee as posing a level of risk identified by the agency's risk criteria, the subgrantee has a history of failure to comply with the terms and conditions of the grant award, the subgrantee fails to meet performance goals, or is not otherwise responsible then TEA may impose additional specific award conditions on any subgrant award.

Specific conditions may include 1) requiring payments as reimbursements rather than advance payments (cash advances), 2) withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a given performance period, 3) requiring additional, more detailed, financial reports, 4) requiring additional project monitoring, 5) requiring technical or management assistance, or 6) establishing additional prior approvals.

TEA may, in appropriate circumstances, designate the specific conditions established under 2 CFR 200.207 as "high-risk conditions" and designate a non-Federal entity subject to specific conditions established under 2 CFR 200.207 as a high-risk Grantee per 2 CFR 3474.10.

Notification of Specific Conditions



Pursuant to 2 CFR 200.207, upon placing a specific condition or high-risk Grantee identification, TEA must notify the Grantee of 1) the nature of the additional requirements, 2) the reason for the additional requirements, 3) the action needed to remove the additional requirement, if applicable, 4) the timeline for completing the additional requirements, and 5) the method for requesting reconsideration of the additional requirements being imposed.

Any specific conditions must be promptly removed once the deficiency has been corrected.

Remedies for Noncompliance



If TEA determines that noncompliance cannot be corrected by imposing the specific conditions, TEA may take one or more of the following remedies for noncompliance actions, as appropriate in the circumstances. 1) temporarily withhold cash payments pending correction of the deficiency, 2) disallow all or part of an activity or action not in compliance, 3) wholly or partly suspend or terminate the grant award, 4) initiate suspension or disbarment proceedings under 2 CFR 180, 5) withhold further grant awards for the project, or 6) take other remedies that may be legally available pursuant to 2 CFR 200.338.

Notification of Remedies for Noncompliance and Opportunity for Hearing



Upon taking any remedy for non-compliance, TEA must provide the subrecipient an opportunity to object and provide information and documentation challenging the suspension or termination action. (2 CFR 200.341) In addition, 34 CFR [76.401](#) provides TEA with statutory authority for its procedure for hearing appeals related to the disapproval of an application for grant funding.

The procedure for the hearing of appeals arising under federal law and regulations is codified in Texas Administrative Code (TAC), Title 19, Part II, Subchapter CC, [Section 157.1083](#).

TEA Actions That Result in Applicant's Opportunity for Hearing

Per [TAC, Section 157.1082](#), applicants have the opportunity for a hearing when TEA disapproves or withholds grant funds, such as any of the following:

- IDEA LEA MOE
- ESSA LEA MOE
- Title I comparability
- 2 CFR 200, Subpart F (independent audits) questioned costs
- TEA audit or monitoring review resulting in questioned costs
- Any other enforcement actions where TEA reduces subgrantee allocation amounts or requires refunds due to compliance or eligibility requirements
- Disapproval of an application, as applicable (per 34 CFR [76.401](#))

Applicant's Opportunity for a Hearing

Per [34 CFR 76.401\(c\)\(1\)](#) and (2) and [TAC, Section 157.1081](#), TEA must offer an opportunity for a hearing if the applicant alleges that TEA took either of the following actions in violation of state or federal statute or regulation:

- Disapproval of or failure to approve the application or project in whole or in part
- Failure to provide funds in amounts in accordance with the requirements of statutes and regulations

The applicant must meet the following requirements and TEA must adhere to the following process, as defined in [TAC, Section 157.1083](#).

Applicant Requirements

According to the procedures in [TAC, Section 157.1083](#), the hearing must be requested within thirty (30) calendar days of the date of the enforcement letter and must be requested in accordance with the procedures specified in [TAC, Section 157.1083](#).

In the request for hearing, the organization shall specify:

1. The action or proposed action that is the subject of the requested hearing;
2. The statutory or regulatory authority identifying and supporting a finding that a violation occurred by TEA in enforcing the decision; and
3. Specific facts supporting a finding that the action taken by TEA is in error.

The request for hearing shall be mailed by certified mail, return receipt requested; transmitted by facsimile at [REDACTED] or hand delivered to:

Director of Hearings
Texas Education Agency
1701 N. Congress Ave., Suite 2-150
Austin TX 78701-1494

The request for hearing shall be deemed filed at the time it is actually received by the Director of Hearings or the designated docket clerk in the TEA Hearings Division.

The opportunity to request a hearing will be void 31 calendar days after the date of the enforcement letter.

TEA Process

- The hearing shall be held on the record and within 30 days after the request for hearing is received.
- At reasonable times and places, TEA shall make pertinent TEA records available.
- No later than 10 days after the hearing, TEA shall issue a written ruling that includes findings of fact and reasons.
- TEA shall be ordered to rescind the action if it is determined to be contrary to governing state or federal statutes or regulations.

Opportunity for Appeal

Per [TAC, Section 157.1083](#), the applicant may appeal to the US Department of Education if TEA is ordered to rescind its action and fails to do so.



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE CHIEF FINANCIAL OFFICER

DEC 30 2016

Ms. Shirley Beaulieu
Associate Commissioner for Finance / CFO
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701-1494

Reference: Agreement No. 2016-122

Dear Ms. Beaulieu:

The original and one copy of the Indirect Cost Rate Agreement are enclosed. These documents reflect an understanding reached by your organization and the U.S. Department of Education. The rates agreed upon should be used for computing indirect cost grants, contracts and applications funded by this Department and other Federal Agencies.

After reviewing the Rate Agreement, please confirm acceptance by having the original signed by a duly authorized representative of your organization and returned within thirty (30) calendar days from the date of this letter to:

U.S. Department of Education
OCFO / FIO / ICG
Attention: Frances Outland, Rm. 6059
550 12th Street, SW
Washington, DC 20202-4450

The enclosed copy of this agreement should be retained for your files. If there are any questions, please contact Nelda Barnes at [REDACTED] or Nelda.Barnes@ed.gov.

The next indirect cost rate proposal based on actual data for the year ended August 31, 2016 is due by February 28, 2017. This proposal should be sent to the above address.

Sincerely,

Frances Outland
Frances Outland
Director, Indirect Cost Group
Financial Improvement Operations

RECEIVED
2017 JAN 9 AM 11:09
TEA ACCOUNTING

Enclosures

550 12th St. S.W., WASHINGTON, DC 20202

www.ed.gov
PR/Award # U282A170018

RECEIVED

2017 JAN -9 AM 11: 09 INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

TEA ACCOUNTING

Organization

Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701-1494

Date: DEC 30 2016

[REDACTED]
[REDACTED]
[REDACTED]
Dated: 8/30/2016

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and regulations issued by the Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards under 2 CFR 200.

Section I - Rates and Bases

<u>Type</u>	<u>From</u>	<u>To</u>	<u>Rate</u>	<u>Base</u>	<u>Applicable To</u>
-------------	-------------	-----------	-------------	-------------	----------------------

[REDACTED]

Distribution Base:

MTDC Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and the portion of each subaward (subcontract or subgrant) above [REDACTED] each award; each year).

Applicable To:

APwR The rates herein are applicable to All Programs including those that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Treatment of Fringe Benefits:

Fringe benefits applicable to direct salaries and wages are treated as direct costs. Pursuant to 2 CFR 200.431, (b), (3), Paragraph (i), unused leave costs for all employees are allowable in the year of payment. The treatment of unused leave costs should be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than [REDACTED]

Section III - Special Remarks

Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to the expiration dates of the rates in this agreement.**

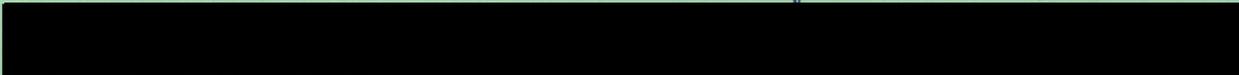
Section IV - Approvals

For the State Education Agency:

Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701-1494

For the Federal Government:

U.S. Department of Education
OCFO / FIO / ICG
550 12th Street, SW
Washington, DC 20202-4450



Signature

Shirley Beaulieu

Name

CFO

Title

1-9-17

Date

Signature

Frances Outland

Name

Director, Indirect Cost Group

Title

DEC 30 2016

Date

Negotiator: Nelda Barnes

Telephone Number:



Seven schools spotlighted in TEA best practice case studies

AUSTIN – The Texas Education Agency (TEA) has spotlighted seven campuses across the state as part of a best practices case studies project. The TEA best practice studies project highlights how each campus, designated by TEA as High Performing and High Progress Title I Reward Schools, excels in critical areas such as academic performance, teacher quality, school climate and leadership effectiveness.

Commissioner of Education Mike Morath announced earlier year that seven campuses would be part of a project highlighting successful classroom efforts in schools with a high percentage of students from economically disadvantaged families and high mobility rates. The project takes a close look at best practices in the following school districts or charter schools:

- Daingerfield-Lone Star ISD – Daingerfield-Lone Star Junior High School
- Hudson ISD – Hudson Middle School
- KIPP Houston Public Schools - KIPP SHINE Preparatory
- Lancaster ISD – Lancaster Elementary School
- San Angelo ISD – Glenmore Elementary School
- Walcott ISD – Walcott Elementary School
- Burnham Wood Charter District -Vista Del Futuro Elementary School (El Paso)

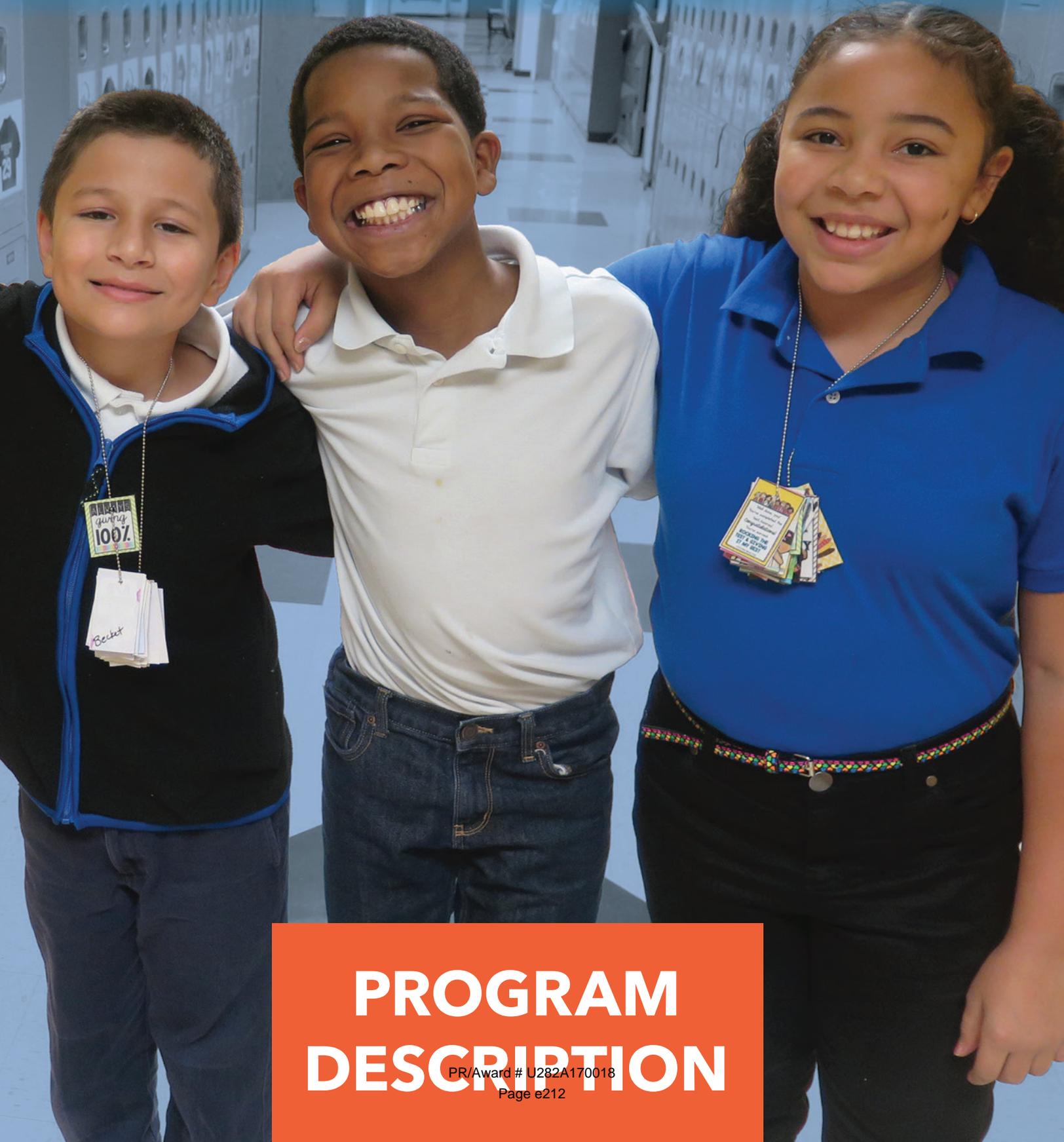
As part of the case study project, leadership team members at each campus met with researchers who conducted interviews to learn more about a school's improvement practices and successes. Interviews were conducted with the principal, teachers, students and district staff. The research and interviews were carried out by representatives from TEA, the Texas Comprehensive Center at American Institutes for Research, and the Texas Center for District and School Support at Education Service Center Region 13 in Austin.

After the site visits, researchers utilized the information to develop campus highlight case studies. The final case studies are now available to all Texas schools via the TEA website at http://tea.texas.gov/Student_Testing_and_Accountability/Monitoring_and_Interventions/School_Improvement_and_Support/Reward_School_Case_Studies/.

In addition, TEA will distribute the case studies as part of its Texas school improvement trainings. For more information about Title I Reward Schools, please visit the TEA webpage at: http://tea.texas.gov/Student_Testing_and_Accountability/Monitoring_and_Interventions/School_Improvement_and_Support/School_Improvement_and_Support/.

###

System of Great Schools Technical Assistance Network



PROGRAM DESCRIPTION

February 23, 2017

Dear Superintendent:

Throughout my first year, I've been witness to some incredible district efforts to provide the highest quality educational opportunities for our students. As part of TEA's strategic planning process, we have attempted to identify how we can modify our operations to more effectively support and empower districts and campuses across Texas.

As a result, TEA is launching two new initiatives that may be of interest to some districts:

A System of Great Schools

This spring, TEA will launch the System of Great Schools (SGS) Technical Assistance Network. This is an optional technical support program, that is designed with a cohort model allowing interested districts to apply and participate.

Districts that join the network will be provided with intensive system-level supports intended to:

	1. Support educators to design and lead high-quality schools;
	2. Empower families with high-quality options and informed choices; and
	3. Focus central office on high leverage oversight, innovation, and support.

Districts that pursue the SGS strategy will design and implement a continuous improvement process that annually evaluates school quality, parent demand, and neighborhood needs to take strategic actions to improve schools and provide parents with the programs they desire. A detailed description and application are attached to this memorandum.

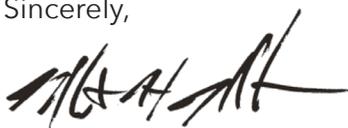
Transforming Schools and Creating New Options

Additionally, TEA will develop and manage new grant programs. These competitive grants will support school districts to take actions to provide students in persistently low-performing schools with better options, whether through redesigning existing schools, replicating existing schools that serve students well, or supporting groups of schools with intensive supports. These efforts must provide the school leadership teams with the operational flexibility necessary to succeed.

The goal, as always, is to provide educational environments that maximize student outcomes. Expect more details in the future, as these grant opportunities become available.

It's important to note that while we want to establish interest and awareness, these programs may not be appropriate for every district at this time. Please review the attached information and, if you have any questions, contact the Division of System Support and Innovation at [REDACTED]

Sincerely,



Mike Morath
Commissioner of Education

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System of Great Schools Technical Assistance Network

PROGRAM DESCRIPTION

The Texas Education Agency's Division of System Support and Innovation (DSSI) is launching a technical assistance network to support school districts across Texas that are interested in exploring and pursuing the System of Great Schools strategy for system-wide reform.

What is the System of Great Schools strategy?

The System of Great Schools (SGS) strategy is a system level innovation and problem solving approach that seeks to:

1. **Support** educators to design and lead high-quality schools;
2. **Empower** families with high-quality options and informed choices; and
3. **Focus** central office on high leverage oversight, innovation, and support activities.

Districts that pursue the SGS strategy will design and implement a continuous improvement process that annually evaluates school quality, parent demand, and neighborhood needs to take strategic action to both improve schools and provide parents with the schools and programs they desire. The goal of the SGS strategy is to ensure that every student has access to a high-quality learning environment.





What are the System of Great Schools levers of change?

Executing the SGS strategy requires districts to build new or strengthen existing capacities in the following six levers of change:

<p>Establish and Administer</p> <p>1 Establish and administer portfolio review and planning processes;</p>	<p>Develop and Expand</p> <p>2 Develop and expand great schooling options;</p>	<p>Help</p> <p>3 Help families understand and navigate their school and program choices;</p>
<p>Build</p> <p>4 Build an ecosystem of effective school support and talent providers;</p>	<p>Reimagine</p> <p>5 Reimagine central services to support school based decision making; and</p>	<p>Align and Engage</p> <p>6 Align civic partners and engage the community.</p>

It is not expected that network districts will pursue all SGS levers. We recognize that local context matters and expect that districts pursuing SGS related work will likely engage the levers in varying ways and at different times.

What potential activities exist within each SGS lever?

The list below describes the six System of Great Schools levers of change. These listed activities should be used as a guide to begin the discussion around implementing the System of Great Schools strategy. Not all activities will be engaged in an LEA and the table does not represent an exclusive list of all potential activities.

1 Establish and administer portfolio review and planning processes
 The district analyzes data to monitor school performance, neighborhood needs, and parent demand to determine strategic actions to be taken at each campus.

- Establish a local school performance framework
- Draft a local school performance framework action policy
- Enact annual/regular school portfolio review and planning processes
- Develop office/capacity dedicated to conducting portfolio review and planning processes

2 Develop and expand great schooling options

The district builds the capacity to create new schools and programs, and replicate and expand existing successful programs.

- Draft district authorizing policies
- Establish district authorizing practices (RFP, application decision-making, contracting, etc.)
- Codify and manage processes to create and grow schools and programs
- Provide strategic school design supports to empowered school leaders
- Develop office/capacity dedicated to creating and growing schools and programs

3 Help families understand and navigate their school and program choices

The district best informs parents of the school and program options available with a clear process to access them.

- Build and launch “school chooser” tools & supports (websites, navigators, expos, etc.)
- Design and implement a unified enrollment system
- Develop office/capacity to support enrollment, enrollment analytics, and choice activities

4 Build an ecosystem of effective school support and talent providers

The district analyzes school level talent and school improvement needs and actively cultivates partnerships to address those needs

- Develop processes to understand school support needs
- Design and implement school support and improvement partnerships
- Develop processes to understand school level talent needs
- Design and implement talent pipeline partnerships

5 Reimagine central services to support school-based decision making

The district regularly evaluates the design of central office, ensuring that maximum resources are distributed to schools and that school leaders are supported to utilize those resources well.

- Execute a central office organization designed to serve a diverse set of schools
- Establish and define school autonomy provisions and timelines (people, time, money, program)
- Design and implement student based budgeting processes and supports
- Create central services pricing menus and build processes for schools to purchase services

6 Align civic partners and engage the community

The district communicates effectively with internal and external stakeholders and maintains an engagement strategy with civic, nonprofit, business, and philanthropic partners.

- Establish an internal and external communications strategy
- Design community engagement/input strategies
- Launch a citywide philanthropic organization dedicated to SGS and related activities (new school creation, talent pipelines, etc.)
- Develop office/capacity dedicated to partnering with external stakeholders

What is the System of Great Schools Technical Assistance Network?

The SGS Technical Assistance Network will provide school district leadership teams with customized consulting support and opportunities to learn from each other and from national experts on key components of the SGS strategy. School district leadership teams that become a member of the network will receive 24 months of support, including, but not limited to, the following services:

Consultative Support

- Network members will receive an “Executive Advisor” with experience in SGS implementation to support the LEA in:
 - > Conducting a SGS district readiness assessment to analyze strengths and opportunities
 - > Drafting a SGS Implementation roadmap
 - > Providing on-going support and advice
- TEA will identify a pool of vetted technical assistance providers who can support implementation of specific SGS levers

Professional Learning Community

- Network members will build community and gain knowledge through:
 - > System of Great Schools Summits
 - > Working groups for LEAs on targeted topics of interest
 - > Trainings, webinars, and facilitated collaboration activities to learn from fellow SGS Network members, national experts, and leaders from other LEAs both inside and outside of Texas
 - > Access to resources, case studies, toolkits and implementation guides for each SGS lever

Participation in the network will be dependent upon an application process.





Who should apply to join the SGS Technical Assistance Network: Cohort 1?

All Texas districts are welcome to apply to the SGS Technical Assistance Network, though TEA will select no more than 10 districts to join Cohort 1. Members will be selected on their interest and commitment to pursue elements of the SGS strategy, including evidence that they have explored or have already begun implementation of key SGS components.

As SGS Cohort 1 will be considered a pilot year, it is expected that participating districts will also have the interest and capacity to provide TEA's Division of System Support and Innovation with critical feedback on how to improve for future cohorts.

Please contact [REDACTED] if you have any questions. Visit the DSSI webpage for SGS Cohort 1 application materials.

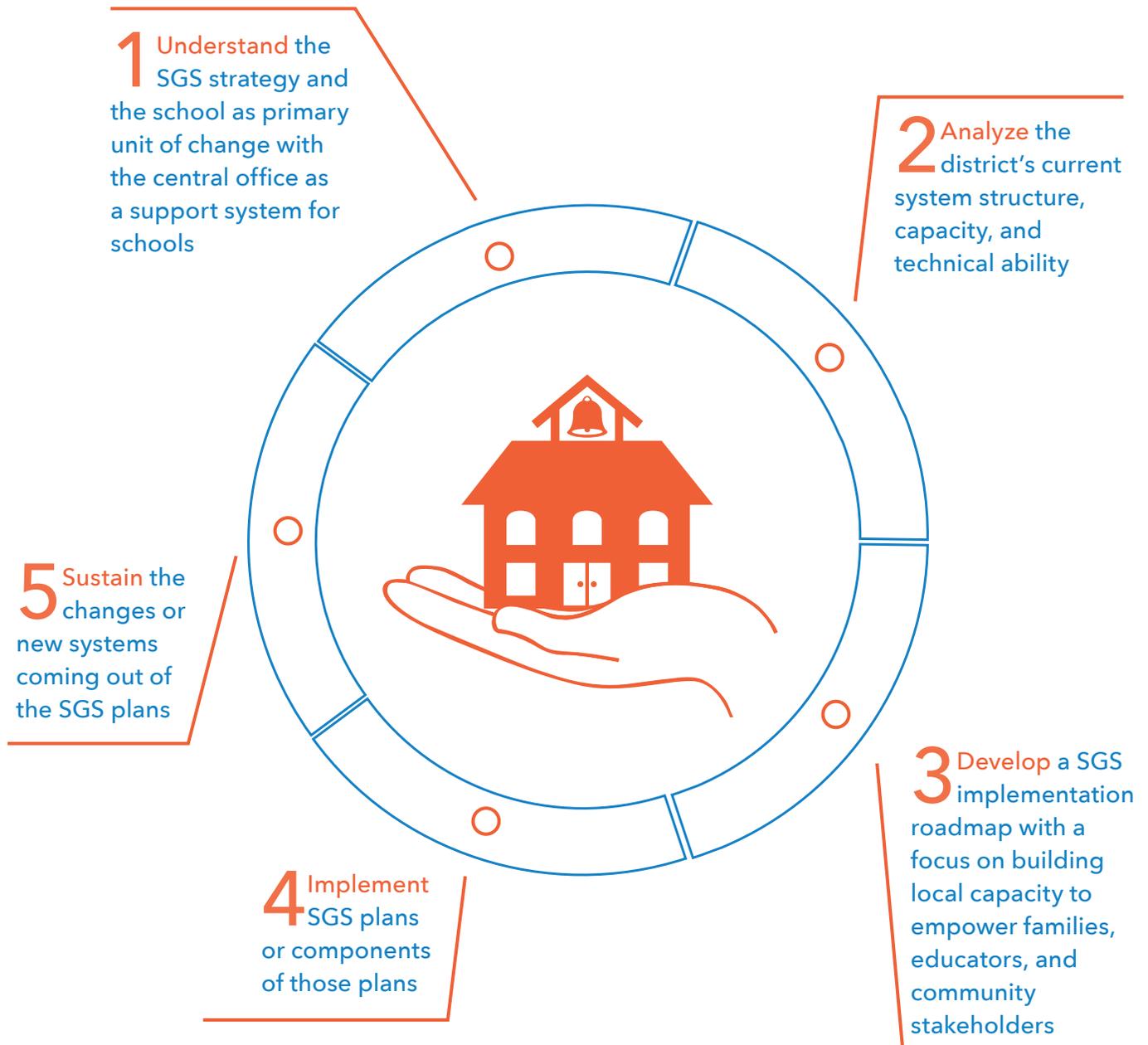
What is the SGS Cohort 1 Application Timeline?

2017 DATES	ACTION
February 23	System of Great Schools (SGS) Network application release
February 23 - March 17	Assistance for districts interested in submitting an application, email: [REDACTED]
March 24	Application due by 5:00pm CT to: [REDACTED]
By Early April	Invitation sent to districts to join the SGS Network and MOUs signed
By Mid-April	SGS District Readiness Assessment process begins (will vary between districts)
By Mid-June	Districts are sent their final readiness assessment report
Late-June	System of Great Schools Network Kick Off Summit (in Austin)

Note: Dates are tentative and subject to change

How will TEA support districts that join the SGS Network?

The SGS action process for member districts begins with building a strong understanding of the SGS strategy, followed by analyzing the local context, capacity, and structure within the district. Once there is a strong understanding of what is currently taking place, we will move districts towards developing an implementation roadmap and detailed project work plans. Districts will begin to implement plans and DSSI will work with districts to ensure that there is a sustainment plan in place before network membership ends.



What is the role of the SGS executive advisor?

Each SGS member will be matched with a SGS executive advisor. These executive advisors will be experts who have attempted to implement SGS-related activities/ programs in their past work experience. The executive advisors will provide the superintendent and his/her leadership team with:

Diagnostic Support

Support the SGS district readiness process in collaboration with TEA and a third-party vendor: 2-3 days on the ground conducting interviews, focus groups, and data collection

Summit Facilitation

Support the facilitation of kick-off summit for districts that become members of the SGS network. Advisors will facilitate other meetings throughout the year

Implementation Roadmap

Collaborate closely with assigned LEA(s) to develop a local SGS implementation roadmap. This may include:

- facilitating work sessions;
- developing drafts;
- making revisions; and
- finalizing the roadmap.

Expert Advice

Maintain regular contact with assigned LEA(s) by advising superintendents and/or cabinet level officials in support of their SGS related priorities and activities.

PLC Support

Support the development of the SGS professional learning community (PLC) by facilitating interactions between network members



What is the System of Great Schools District Readiness Assessment?

The DSSI will use a SGS District Readiness Assessment to better understand the district's current strengths and opportunities against the SGS rubric. This will allow our team and the district to learn more about the local context and to shape supports and engagement in the most valuable way. At the end of the process, each district will receive a final report that identifies recommendations on leveraging current strengths and addressing opportunities in readiness. The assessment will also allow us to best match districts with partners and create more shared learning experiences. The process includes surveys, interviews, and focus groups of district leaders, central office staff, and school leaders.

What is the SGS implementation roadmap?

Following the completion of the SGS District Readiness Assessment, the executive advisor will work in close collaboration with the Superintendent and his/her leadership team to develop a SGS implementation roadmap. The roadmap will highlight local context and summarize the major SGS initiatives to be undertaken and in what order. A completed roadmap will likely include:

- initiative prioritization
- initiative owners
- initiative goals and objectives
- timelines
- important milestones and deliverables
- key interdependencies between initiatives
- risk mitigation strategies.

The roadmap will be a guiding document that the district leadership team will come back to as they build project work plans to implement the SGS initiatives.

What is the role of the SGS technical assistance advisor?

Whereas executive advisors will provide cabinet level strategic counsel and support for overall SGS planning, the technical assistance advisors will support the planning, design, and implementation of specific programs and activities outlined within the SGS implementation roadmap. The role requirements of the technical assistance advisor include, but are not limited to the following:

Planning and Implementation

Collaborate closely with assigned LEA(s) and their executive advisor to create detailed project work plans for specific programs and/or activities as outlined in their SGS implementation roadmap.

This may include:

- facilitating work sessions;
- creating drafts;
- making revisions; and
- finalizing the plans.

Support the district in implementing components, or all, of the project work plans

Staffing Support

Build capacity of LEA staff to successfully complete implementation (when necessary), manage the program/activity, and sustain changes

Expert Advice

Maintain regular contact with assigned LEA(s) and their matched EA to support the priorities related to their membership in the SGS network



What commitments does TEA make to member districts?

TEA ensures that members of SGS Cohort 1 will:

- Be supported throughout all phases of their work
- Receive pertinent information in a timely manner
- Be matched with an appropriate executive advisor
- Receive technical support from vetted advisors with experience in that specific work
- Have regular access to TEA staff and leadership
- Be active participants in a professional learning community of districts and national experts

What commitments are expected of Cohort 1 member districts?

TEA expects that members of SGS Cohort 1 will:

- Demonstrate commitment and capacity to making the SGS strategy a top priority
- Participate in a comprehensive SGS district readiness assessment to better understand the district's strengths and opportunities related to the SGS levers
- Share knowledge, lessons learned, and tools created within the PLC
- Participate in all network sponsored summits and meetings
- Provide access to central office and school leaders
- Offer regular feedback to DSSI in support of continuously refining the SGS network programming

What services and/or supports are available to districts that are not invited to join SGS Cohort 1?

DSSI is in the process of building a tier of services and supports that will be available to any district interested in learning about and/or engaging the SGS strategy. This includes access to:

- informational materials
- implementation guides/blueprints
- webinars
- a list of vetted consultants from across the country with a SGS-related expertise
- self-assessment materials

These materials will be available through the System Support and Innovation section of the TEA website as they are finalized over the first year of the program. DSSI is available to offer guidance and advice to all districts interested in the SGS strategy.

Should our district begin thinking about applying for SGS Cohort 2?

Districts that are interested in the SGS strategy, but not ready to apply for Cohort 1 can take early steps to prepare to submit a strong application for future cohorts of the network. We encourage districts to utilize the network application as an initial self-assessment tool until a formal self-assessment is developed. DSSI is available to offer support to districts interested in learning what they can do over the next year to prepare a strong Cohort 2 application.





1701 North Congress Avenue
Austin, Texas 78701
www.tea.texas.gov

Division of System Support and Innovation

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Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

Budget Narrative

CSP Application

Texas Education Agency

The Texas Education Agency is requesting a total of \$59,164,996 from the federal charter school program. This total is allocated over the proposed project period and supports the project objectives.

SECTION A - BUDGET SUMMARY U.S. DEPARTMENT OF EDUCATION FUNDS						
Budget Categories	Project Year 1 (2017-2018)	Project Year 2 (2018-2019)	Project Year 3 (2019-2020)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
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Lines 1, 2, 3, 5, and part of 6 are budgeted from the 3% administrative costs allowed for each of the proposed project years of the grant.

Project Awards (90% - Other Costs):

TEA expects to differentiate the review and award of state and district charter schools. State charter schools are expected to receive \$400,000 for post-award planning and implementation. District charter schools are expected to receive \$600,000 for post-award planning and implementation. The difference in expected award is detailed in the project design narrative. The following table outlines the projected number and amount of awards by charter type over the project period:

Project Year	Project Year 1 (2017-2018)	Project Year 2 (2018-2019)	Project Year 3 (2019-2020)	Total
State Charter Awards	25	25	25	75
State Charter Award Total	\$ 10,000,000	\$ 10,000,000	\$ 10,000,000	\$ 30,000,000
District Charter Awards	10	15	15	40
District Charter Award Total	\$ 6,000,000	\$ 9,000,000	\$ 9,000,000	\$ 24,000,000
Project Award Total	\$ 16,000,000	\$ 19,000,000	\$ 19,000,000	\$ 54,000,000

Contractual Costs:

Activity	TA or Admin Cost	Project Year 1 (2017-2018)	Project Year 2 (2018-2019)	Project Year 3 (2019-2020)	Total
Contracting External Review Support	Admin Cost	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 150,000
Review & Evaluation Support	Admin Cost	\$ 50,000	\$ 100,000	\$ 100,000	\$ 250,000
TALA - NACSA Support	TA Cost	\$ 100,000	\$ 100,000	\$ 100,000	\$ 300,000
TALA - Sector Summit	TA Cost	\$ 100,000	\$ 100,000	\$ 100,000	\$ 300,000
TALA - Academy Participant Costs	TA Cost	\$ 60,000	\$ 60,000	\$ 60,000	\$ 180,000
TALA - Authorizer Handbook	TA Cost	\$ 60,000	\$ 20,000	\$ 20,000	\$ 100,000
TALA - Authorizer Framework	TA Cost	\$ 60,000	\$ 20,000	\$ 20,000	\$ 100,000
TALA - Online Certification	TA Cost	\$ 150,000	\$ 25,000	\$ 25,000	\$ 200,000
SGS Targeted Support	TA Cost	\$ 130,000	\$ 130,000	\$ 130,000	\$ 390,000
SCS - Technical Assistance	TA Cost	\$ 150,000	\$ 200,000	\$ 200,000	\$ 550,000
DCS - Technical Assistance	TA Cost	\$ 400,000	\$ 800,000	\$ 800,000	\$ 2,000,000
Data Platform	TA Cost	\$ 50,000	\$ 50,000	\$ 50,000	\$ 150,000
Total		\$ 1,310,000	\$ 1,605,000	\$ 1,605,000	\$ 4,520,000

Contractual Costs – Administrative Cost:

External Review Support: TEA will contract with an independent third-party to recruit subject matter experts to serve as external reviewers. The independent contractor will also coordinate either a distance or sequestered review according to the project design.

Evaluation: Included in the contractual category is the cost to have an external entity support the evaluation of the Texas CSP grant project. TEA will engage in a competitive bidding process in order to secure a contract with an external entity with experience in educational research to conduct an evaluation of the Texas CSP grant project. This evaluation will be managed by staff in the TEA Division of Research and Analysis with the assistance and support of staff in the Division of System Support & Innovation. The evaluation of the Texas CSP grant will focus on identifying and disseminating information and research about best or promising practices in successful charter schools, including how the TEA will use measures of efficacy and data in identifying such practices and assessing the impact of the agency’s dissemination activities.

Contractual Costs - Technical Assistance Cost:

TALA – NACSA Support: TEA will partner with NACSA to design and development TALA program elements including the authorizer summit, authorizing handbook, and authorizer framework.

TALA – Sector Summit: TEA will, in partnership with NACSA, design and implement an annual authorizer summit to disseminate and share best practices across districts. This summit will include national subject matter experts, TALA district participants, and charter school developers and operators.

TALA – Participant Costs: The cost related to TALA participants is tied to programming and travel related to 4-6 authorizer training sessions. This cost is estimated at \$5,000 per participant.

TALA – Authorizing Handbook: TEA will, in partnership with NACSA, develop a comprehensive authorizing playbook to service as a resource for LEA level authorizers. This resource will be disseminated broadly (beyond TALA participants) via the TEA website and other outlets.

TALA – Authorizer Framework: TEA will, in partnership with NACSA, develop a comprehensive authorizer performance framework and aligned report card. The framework and report card serve as critical tools in monitoring the quality of the LEA level authorizing.

Authorizer Online Training: TALA will be available to a select number of participants. Therefore, in an effort to provide a set of resources available to all districts, the TEA will create a set of competency-based online training modules.

System of Great Schools Support: Participants in the SGS network receive targeted technical assistance based on the district readiness assessment and implementation plan. The allocated costs are budgeted for each SGS participant, approximately 8 annually, to receive 10 days of technical assistance from a vetted provider at \$1600/day.

Differentiated Technical Assistance: TEA will differentiate technical assistance provided to subgrantees. Assistance will be individualized to each subgrantee based on the applicants need assessment and subsequent school performance.

- State Charter Schools TA – The TEA will continue to support state charter schools with direct support from the charter school division and charter school technical assistance network. The estimated costs are based on historical subgrants and contracts with Education Service Center 11 and Texas Charter School Association.
- District Charter Schools TA – In collaboration with the TEA Division of System Support school improvement grants, the TEA will provide technical assistance to district charter schools in conjunction with technical assistance provided to district charter schools through the DSSI School Redesign Fund (SRF). The estimated costs are based on the cost projections for the DSSI SRF Title I technical assistance budget of ~\$20,000/school.

Performance Dashboard: In partnership with the state’s federal school improvement grants, TEA will contract to create a performance dashboard to monitor progress toward grant objectives. The budgeted cost accounts for .25 of the total project cost and .25 of the ongoing maintenance.

Miscellaneous Expenses:

The remaining amount related to equipment and supplies is allocated for costs that are part of the 3% administrative costs that are not attributable to other budget categories.

The indirect cost budget is based on TEA’s Federal Indirect Rate for the current year (11.5%).