

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

APPLICATION FOR GRANTS
UNDER THE

Expanding Opportunity Through Quality Charter Schools Program Grants to State Entities

CFDA # 84.282A

PR/Award # S282A200011

Grants.gov Tracking#: GRANT13105813

OMB No. , Expiration Date:

Closing Date: May 15, 2020

PR/Award # S282A200011

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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.).

There were problems converting one or more of the attachments. These are: 1236-Appendix A - Assurances SIGNED 20200514.pdf

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

05/14/2020

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Texas Education Agency

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

* c. Organizational DUNS:

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:

PR/Award # S282A200011

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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-012720-001

* Title:

Office of Elementary and Secondary Education (OESE): Expanding Opportunity Through Quality Charter Schools Program (CSP): Grants to State Entities CFDA Number 84.282A

13. Competition Identification Number:

84-282A2020-2

Title:

Expanding Opportunity Through Quality Charter Schools Program 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 TX-21

* b. Program/Project TX-a11

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

Add Attachment

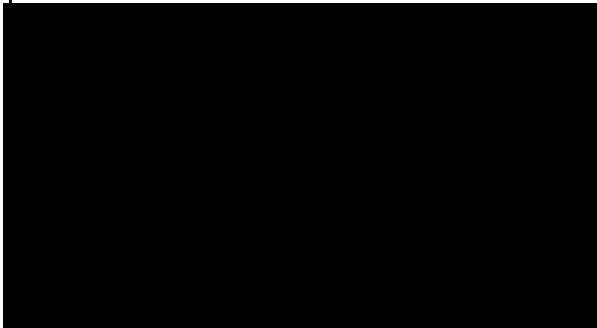
Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date: 10/01/2020

* b. End Date: 09/30/2025

18. Estimated Funding (\$):*** 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: Mr. * First Name: Cory

Middle Name:

* Last Name: Green

Suffix:

* Title: AC - Dept. of Grants Compliance & Oversight

* Telephone Number: Fax Number: * Email:

* Signature of Authorized Representative: Cory Green * Date Signed: 05/14/2020

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

OMB Number: 1894-0008
Expiration Date: 08/31/2020

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)
-------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	--------------

***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: 09/01/2019 To: 08/31/2020 (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 # S282A200011

Name of Institution/Organization	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.	
Texas Education Agency		

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)
-------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	--------------

SECTION C - BUDGET NARRATIVE (see instructions)

DISCLOSURE OF LOBBYING ACTIVITIES

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

OMB Number: 4040-0013

Expiration Date: 02/28/2022

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: <input type="text" value="Texas Education Agency"/> * Street 1: <input type="text" value="1701 North Congress Avenue"/> Street 2: <input type="text"/> * City: <input type="text" value="Austin"/> State: <input type="text" value="TX: Texas"/> Zip: <input type="text" value="78701"/> Congressional District, if known: <input type="text" value="TX 25"/>		
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 <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text"/> Zip <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text"/> Zip <input type="text"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="Cory Green"/> * Name: Prefix <input type="text" value="Mr."/> * First Name <input type="text" value="Cory"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Green"/> Suffix <input type="text"/> Title: <input type="text" value="AC - Dept. of Grants Compliance & Oversight"/> Telephone No.: <input type="text"/> Date: <input type="text" value="05/14/2020"/>		
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.

1235-GEPA Statement.pdf

Add Attachment

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General Education Provisions Act (GEPA) Statement

The Texas Education Agency (TEA) is concerned that students of color may not have equitable access to high-quality charter schools in Texas.

To increase the number of high-quality options for the students from high-need areas, TEA will use its newly awarded Charter School Program (CSP) grant as the impetus to revise its grant application scoring process. Priority points will be awarded to applicants who propose to open charter school campuses in Qualified Opportunity Zones, where the poverty rate is at least 20%. These are traditionally areas where there are high numbers of students of color.

TEA will develop a web application that will allow charter applicants to enter an area of the state, or even a specific address, in order to determine whether the location in which where they are interested in opening a school is situated in a Qualified Opportunity Zone. In order to receive the priority points in their grant applications, they will be required to provide the census tract number of their proposed location. The priority points will be awarded only after the tract has been verified as being located in a Qualified Opportunity Zone.

This grant program will encourage the creation of new, high-quality charter schools and the replication of existing high-quality charter schools in high-need areas, thereby reducing barriers for students of color to access high-quality school choice options.

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: 05/14/2020

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


OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:


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

Address:

Street1:	1701 N CONGRESS AVE
Street2:	
City:	AUSTIN
County:	TX
State:	TX: Texas
Zip Code:	787011494
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:

[Add Attachment](#)

[Delete Attachment](#)

[View Attachment](#)

ABSTRACT

In 1995, the 74th Texas Legislature passed the first charter school laws. Twenty-five years later, there are 381,720 students attending 884 charter campuses in Texas, and the demand for innovative educational opportunities for students continues to grow. The Texas Education Agency (TEA) and the Texas State Legislature maintain a statewide commitment to foster high-quality charter schools and campuses that are built on a foundation of innovation and success.

The state of Texas continues its dedication to ensure that student academic gains and sustainable growth over time lead to post-secondary readiness for all students, whether it be in college, career, or the military. In accordance with state law, charter schools aim to improve student learning, increase the choice of learning opportunities, create professional opportunities that will attract new teachers, establish a new form of accountability for public schools, and encourage different and innovative learning methods. By implementing policies and practices intentionally designed to increase the number of high-quality charters in the state, Texas has helped to ensure that its charter portfolio positively impacts students and is branded as pioneering and effective.

With this CSP grant, Texas proposes to encourage the creation of new, innovative charter schools, as well as support the replication and expansion of existing high-quality charter schools. We want to capitalize on recent legislation that encourages collaboration between charters and traditional districts in order to meet the needs of all students in Texas. Our goal is to increase student achievement and to shape and inspire a diversity of passionate scholars.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

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Competitive Preference Priorities

Priority 1 - Spurring Investment in Qualified Opportunity Zones

The Texas Education Agency (TEA) will develop a web application that will allow prospective subgrantees to enter an address or search in an area to determine whether or not their proposed charter school is located in a Qualified Opportunity Zone (QOZ). During the subgrant application process, TEA will offer priority points to prospective subgrantees who commit to opening their respective charters in a QOZ in order to incentivize and encourage development of new charter schools in these opportunity zones. Applicants committed to opening their respective charter schools in a QOZ will be required to provide specific census tract numbers and information on how they plan to serve students in these high-need areas in order to receive priority points for this purpose.

Priority 2 - Authorized Public Chartering Agency Other than an LEA

State law in Texas allows for two categories of charter authorizers. First, since 2013, the commissioner of education may grant a charter to an institution of higher education (private or public); a non-profit organization; or a governmental entity. See [Texas Education Code \(TEC\) §12.101\(a\)](#). Prior to 2013, the State Board of Education (SBOE) served as the state authorizer. Currently, there are 183 state-authorized charter schools (state charters) operating 790 charter school campuses in Texas.

Second, each school district in the state may grant a charter for the operation of one or more schools, and there are more than 1,000 school districts in Texas. In the fall of

2019, 22 school districts were operating 102 district-authorized charter schools (district charters) across the state.

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 3 - 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. (See [TEC §12.106](#).) District charter schools generate state funding on the same basis as traditional schools within a district. Texas has been recognized by out-of-state institutions for funding charters at relatively equitable levels when compared to traditional public schools. For example, the University of Arkansas published a 2018 study which compared 15 urban areas across the United States and found that Texas urban areas demonstrated more funding balance than other cities. Specifically, the study says, “Houston demonstrated the greatest revenue balance between charters and traditional public schools, as charters received 95 percent of the per-pupil funding average of traditional public schools.” (See Page 5 of the study available at <http://www.uaedreform.org/downloads/2018/11/charter-school-funding-more-inequity-in-the-city.pdf>).

State funding for all Texas public schools, including state charter schools, 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 charter 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 state-wide average of adjustments districts receive, based on characteristics such as population sparsity and the cost of education in the geography they serve. (See [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.” (See [TEC §12.106](#).) 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

(CSA), which oversees and administers the federal charter school program in Texas.

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. Additionally, 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 TEA’s electronic grants system (eGrants) and sends them reminders prior to the deadlines.

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 are provided 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. (See [TEC §12.0531](#).) Given that the district itself 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 further develop the Texas Authorizer Leadership Academy (TALA) and to continue to build authorizing capacity among school districts. This training academy, which was first implemented under Texas' 2017 Charter School Program (CSP) Grant, is based on the principles, standards, and 12 essential practices promulgated by the National Association of Charter School Authorizers (NACSA) and includes 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 continue to be supported by the TEA Division of System Support and Innovation (SSI) and will receive technical assistance from national experts in school portfolio management, new school creation, high-quality authorizing and oversight, and related areas. Additionally, the TEA has published a model district charter policy that highlights the importance of equitable funding of local charter schools.

The TEA ensures that district authorizers that have approved the expansion or replication of district charter schools are provided 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 4 - Charter School Facilities

According to the National Alliance for Public Charter Schools (NAPCS), Texas is ranked as one of the top ten states in the country for its policy supporting charter school facilities. In a review of all 47 charter school statutes that evaluated policies like facilities financing, access to public space, and access to financing tools such as bond guarantees, NAPCS determined that Texas state law includes many of the model law's provisions regarding equitable access to capital funding and facilities. (See <https://www.publiccharters.org/our-work/charter-law-database/components/19.>) Texas provides facilities support to state charter schools through a variety of channels. For example, the New Instructional Facility Allotment (NIFA) is a reimbursement program that provides up to \$1,000 per student in average daily attendance (ADA) at an eligible new campus in the first year and second years of operation. State charter schools are eligible for this facility-cost reimbursement on the same terms as traditional school districts.

The Texas Legislature has also enabled state charter schools to participate in the Texas Bond Guarantee Program. Backing from the more than [REDACTED] 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 the use of other issuers) and provides credit enhancement services to enable charter schools to secure facilities financing at lower costs. As of March 2020, and since its inception, the CSFC has awarded credit enhancement grants totaling over [REDACTED], supporting the issuance of over [REDACTED] in bonds to 19 different state charter schools.

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. (See [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 (ISD), for example, has used the chartering mechanism to repurpose a number of its facilities.

Priority 5 - Best Practices to Improve Struggling Schools and LEAs

The Texas Education Agency (TEA) has made and will continue to make intentional efforts to share best practices from charter schools and effective charter-authorizing

processes to help struggling schools and LEAs. This commitment is reflected by changes made by leadership at the highest level in Texas. In 2017, the Texas Legislature enacted Senate Bill 1882 (SB1882), which provides incentives for districts to contract and partner with open-enrollment charter schools, institutions of higher education, non-profits, or government entities. The passage of this legislation demonstrated the legislature's desire to support local education agencies (LEAs) specifically through partnerships with successful charter management organizations (CMOs). This bill, and others passed during that legislative session, intended to encourage and reward partnerships between charters and traditional districts.

These efforts are evident in three specific TEA initiatives: The Effective Schools Framework, the System of Great Schools Network, and the District-Charter Partnership Initiative.

The Effective Schools Framework (ESF) is a school improvement framework and set of tools and resources that is made available to all districts in the state and is required as a diagnostic and planning tool for struggling schools. The ESF describes five key levers (Strong School Leadership and Planning, Positive School Culture, High-Quality Curriculum, Effective Instruction, and Well-Supported Teachers) and 13 corresponding essential practices (for example, aligned formative assessments) of effective schools. In development of the ESF, TEA conducted best practice research which started with the Transformational Leadership Framework of New Leaders and the bedrock texts of Uncommon Schools' Paul Bambrick-Santoyo, both heavily informed by charter school best practices. TEA then engaged with a number of high-performing charter management organizations (including IDEA Public Schools, KIPP Texas, and NYOS

Charter School), traditional school districts (such as Pharr San Juan Alamo ISD, Yselta ISD, and Dallas ISD), and our twenty regional education service centers (ESCs) to refine and finalize the framework. Now all F-rated campuses in the state must conduct an ESF-aligned diagnostic and develop an ESF-aligned school improvement plan, so more than 300 struggling campuses in Texas are using charter-informed best practices to drive their improvement process.

TEA has also launched the Texas Partnerships Initiative, which is an initiative to incentivize and support district-charter partnerships so that traditional districts can benefit from expertise of charter management organizations. The incentives provided for by the Texas Legislature amount to approximately \$1,000 in additional funds per student who is being educated at a district campus managed by a charter school partner. This effort has resulted in more than 20 districts partnering with charter organizations, including the following partnerships with existing high-performing charter management organizations:

- Uplift Education partnering with Grand Prairie ISD on two campuses
- IDEA Public Schools partnering with Midland ISD on one campus, with plans to include additional campuses
- KIPP Texas partnering with Spring Branch ISD on one campus
- KIPP Texas partnering with San Antonio ISD for a district-wide effort to support SAISD students with college selection and persistence
- YES Prep partnering with Spring Branch ISD and Aldine ISD on multiple campuses

- Responsive Education Solutions partnering with Beaumont ISD and Snyder ISD on multiple campuses
- Phalen Leadership Academy partnering with Beaumont ISD on multiple campuses
- Democracy Prep partnering with San Antonio ISD on one campus

Though potentially delayed by the COVID-19 crisis, TEA is also supporting more than 15 school districts to plan and eventually execute additional district-charter partnerships. It is anticipated that several of these district-charter partnerships will launch in the 2020-2021 school year, with more launching in 2021-2022.

Finally, TEA is also supporting districts to apply best practices in the area of charter school authorizing. This support, provided through TEA's System of Great Schools (SGS) Network and the Texas Authorizer Leadership Academy (TALA), helps districts understand how to become better charter school authorizers. But equally as important, TALA is helping districts understand that they can apply the principles of effective authorizing to district-managed schools. For example, some districts are launching new district schools and are vetting those new schools using an authorizer-like process of having a rigorous rubric, panel review, and capacity interviews. Specific examples of this include Lubbock ISD, which is rigorously vetting two new district schools to be launched in August 2020, and Victoria ISD, which rigorously vetting one new district school to be launched in August 2020.

TEA has and will continue to drive charter school best practices, from both charter management of schools and charter authorizing practices, that can benefit struggling schools and LEAs in Texas.

The Texas Legislature has taken steps to allow the best practices seen at state-authorized charter schools to be adopted by districts across the state. For instance, a bill was passed that allows traditional districts to be designated as Districts of Innovation. The resulting statute gives struggling LEAs greater local control over the educational and instructional models for students, increased freedom and flexibility, and the empowerment to innovate and think differently.

School districts are adopting the successful practices of state charter schools. In many cases, these districts are losing students to state-authorized charter schools, and districts are choosing to adopt some of innovative practices in order to keep these students from leaving. In some instances, districts are importing these practices and applying them directly. For instance, Houston ISD, the largest LEA in Texas, explicitly incorporated practices of high-performing charter schools, including longer school days and intentionality about school culture, into its district-wide turnaround initiative.

Texas is divided into 20 different regions, with a regional education service center (ESC) in each region. These ESCs serve as the technical support arm of the agency and provide technical assistance to all LEAs and campuses, including charter schools, within their boundaries. Some ESCs have partnered with instructional leadership support groups to increase their ability to assist struggling LEAs. 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 contract with an external vendor to provide a comprehensive evaluation of the Texas Quality CSP Grant, in accordance with all requirements stated herein. The purpose of this evaluation is to examine the effectiveness and impact of the public CSP start-up and replication grants, identify promising practices exhibited by grantees and successful charter schools within the state, and to examine successful start-up and replication strategies within CSP grantees. Deliverables are to include materials regarding best practices that may be easily distributed to the various LEAs in the state through a variety of mechanisms. Large meetings such as the annual Charter School Summer Summit and System of Great Schools Summit will provide opportunities for charter school best practices to be disseminated to entities looking to make changes at their schools.

Priority 6 - Serving At-Risk Students

Texas law provides support, including financial support via the Compensatory Education Allotment in [TEC §48.104](#), to all public schools, including charter schools, that serve students at risk of dropping out of school (as defined in [TEC §29.081](#)). The purpose of this state allotment is to provide supplemental programs and services designed to eliminate any disparity in performance on assessment instruments or disparity in the rates of high school completion between educationally disadvantaged students and all other students and at-risk students and all other students. Texas law also prioritizes the creation of charter schools dedicated to serving at-risk students. For example, a charter

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 state charter schools. (See [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 [TEC] [§39.054](#) for the two preceding school years.” (See [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, as stated in [Priority 1](#), the CSP subgrant application scoring process will allow for the award of priority points for applicants committed to serving students who would otherwise attend a school located in a Qualified Opportunity Zone.

State law requires school districts and open-enrollment charter schools with high dropout rates, as identified by the commissioner of education, to annually submit a plan that identifies how the district or charter school will use its state compensatory education allotment and high school allotment to create and carry out research-based strategies for dropout prevention for the following school year. In addition, LEAs with four-year longitudinal dropout rates above a mandated percentage are required to submit a dropout prevention plan via the Intervention, Stage, and Activity Manager (ISAM) application. Per [TEC §29.918](#), the LEA may be required to submit a dropout prevention plan or a memorandum of understanding with a public junior college to provide a dropout recovery program for the LEA’s students. The Division of School Improvement is the agency division tasked with overseeing this process. They also

ensure that Career and Technical Education (CTE) programs allow equal access to all students.

Texas implements proven research-based strategies to prevent students from dropping out of school. Texas has found that the most effective dropout prevention strategies include challenging and personalized learning environments, role models and mentors, academic support to help struggling students catch up, and using data systems to identify struggling students for early intervention.

Texas has been recognized by Achieve, a national non-profit organization that helps states raise standards, as the only state in the nation to fully adopt a college and career readiness agenda. Research shows that strategies that improve the rigor and relevance of instruction to ensure students have the necessary skills to graduate and succeed in college and the workplace are effective in reducing the number of dropouts.

Further, Texas has numerous systems in place to ensure educationally-disadvantaged students are supported. The Results Driven Accountability (RDA) system is a data driven monitoring system that reports annually on the performance of school districts and charter schools in selected program areas. From the data contained in the RDA system, School Improvement staff produce reports that include specific district-level data for each performance indicator in the RDA system. School Improvement staff monitor and support intervention activities within this system using a continuous improvement model, but LEAs may also be subject to additional sanctions and interventions, including on-site reviews.

Priority 7 - Best Practices for Charter School Authorizing

Texas requires authorizers to assess charter school academic performance on an annual basis. The A – F accountability rating system evaluates districts and charters alike on student proficiency, student growth, and post-secondary readiness, and defines sources of academic data, including state-mandated standardized assessments, student academic growth measures, and relative performance comparisons with similar schools. Any school that fails to meet required thresholds is required to be closed. If a traditional district or charter fails to close a poor-performing campus, the commissioner is required in state law to do so.

Texas also measures schools using a financial report card. Authorizers are required to review financial audits of charter schools annually and these audits are required to be submitted to the TEA for review upon request. This review results in the annual Financial Integrity Rating System of Texas (FIRST) rating for every LEA, including state charter schools, in the state. For state charters, these ratings are used to make high stakes decisions regarding renewal and revocation, as well as expansion and replication.

All state charter schools are also measured using a performance framework that includes academic, financial, and operational indicators. The performance on this framework is also used when making the high stakes decisions listed above.

TEA is committed to the 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 in its authorizing of state charter schools. These practices include:

1. Sign a contract with each school.
2. Have established, documented criteria for the evaluation of charter applications.
3. Publish application timelines and materials.
4. Interview all charter applicants.
5. Use expert panels that include external members to review charter applications.
6. Grant charters with five-year terms only.
7. Require and/or examine annual, independent financial audits of its charter schools.
8. Have established renewal criteria.
9. Have established revocation criteria.
10. Provide an annual report to each school on its performance.
11. Have staff assigned to authorizing within the organization or by contract.
12. Have a published and available mission for quality authorizing.

One of the practices that enables the 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. (See [TEC §12.1013.](#))

This public comparison is conducted in accordance with a statutory provision, “Charter Authorizer Accountability,” which 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, the System of Great Schools (SGS) network, under the agency's Division of System Support and Innovation. Information regarding the SGS network can be referenced in Appendix F – System of Great Schools Program Description. Since its inception in 2017, 18 school districts have joined the SGS network. Districts that pursue the SGS strategy design and implement an annual portfolio planning process that evaluates school performance and quality, along with community need and demand, in order to take strategic school actions to improve schools and provide parents with the programs they desire. The technical assistance includes a focus on district authorizing practices as a strategy to “develop and expand great schooling options.” Over the course of four years in the SGS network, districts are coached by executive advisor firms (all of whom have managed high-quality authorizing practices in district contexts) and participate in professional learning communities. Tools, case studies, and other materials are curated based on these experiences and made available for statewide use. A cohort of an additional four to five districts are selected each year to join the SGS network as funding allows.

TEA has also developed resource documents, including a model district authorizing policy, and is seeking funding to continue its authorizing training program for district authorizers, the Texas Authorizer Leadership Academy (TALA). With its 2017 CSP Grant, TEA launched its TALA training. TEA contracted with NACSA to design and provide training to district authorizers aligned to NACSA's principles, standards, and essential practices. The training addresses each element required for an effective performance contract and the lifecycle of quality authorizing, from requests for

proposals to oversight and monitoring. 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 has developed a competency-based sequence of online trainings as part of its ongoing effort to make all types of school district governance training electronically accessible. We are seeking funding to continue offering this online training to districts and their staff across Texas.

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 to aid in further strengthening the state's approach. During each annual state charter application and selection process, staff in the Division of Charter School Administration evaluate the current application, in terms of content and format, in order to assess opportunities for improvement that will yield stronger charter applications in the next application cycle. Every year the application, timeline, and other processes are reviewed in effort to better enable the commissioner to make more 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 campus or campus program charters. (See [TEC Chapter 12, Subchapter 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. (See [TEC §12.059](#).)

Districts applying for CSP grant funds on behalf of district charter schools they have authorized submit their authorizing policies 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 in order to strengthen this process.

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 (1) academic performance, via the state accountability system; and (2) financial performance, via the school financial integrity rating system of Texas (FIRST) for districts and the charter school financial integrity rating system of Texas (Charter FIRST) for state charters. 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 is evaluated annually via the Charter School Performance Framework (CSPF). (See Appendix F.) Further, TEA supports district authorizers to develop and apply

performance frameworks in the course of their participation in the TALA and SGS networks.

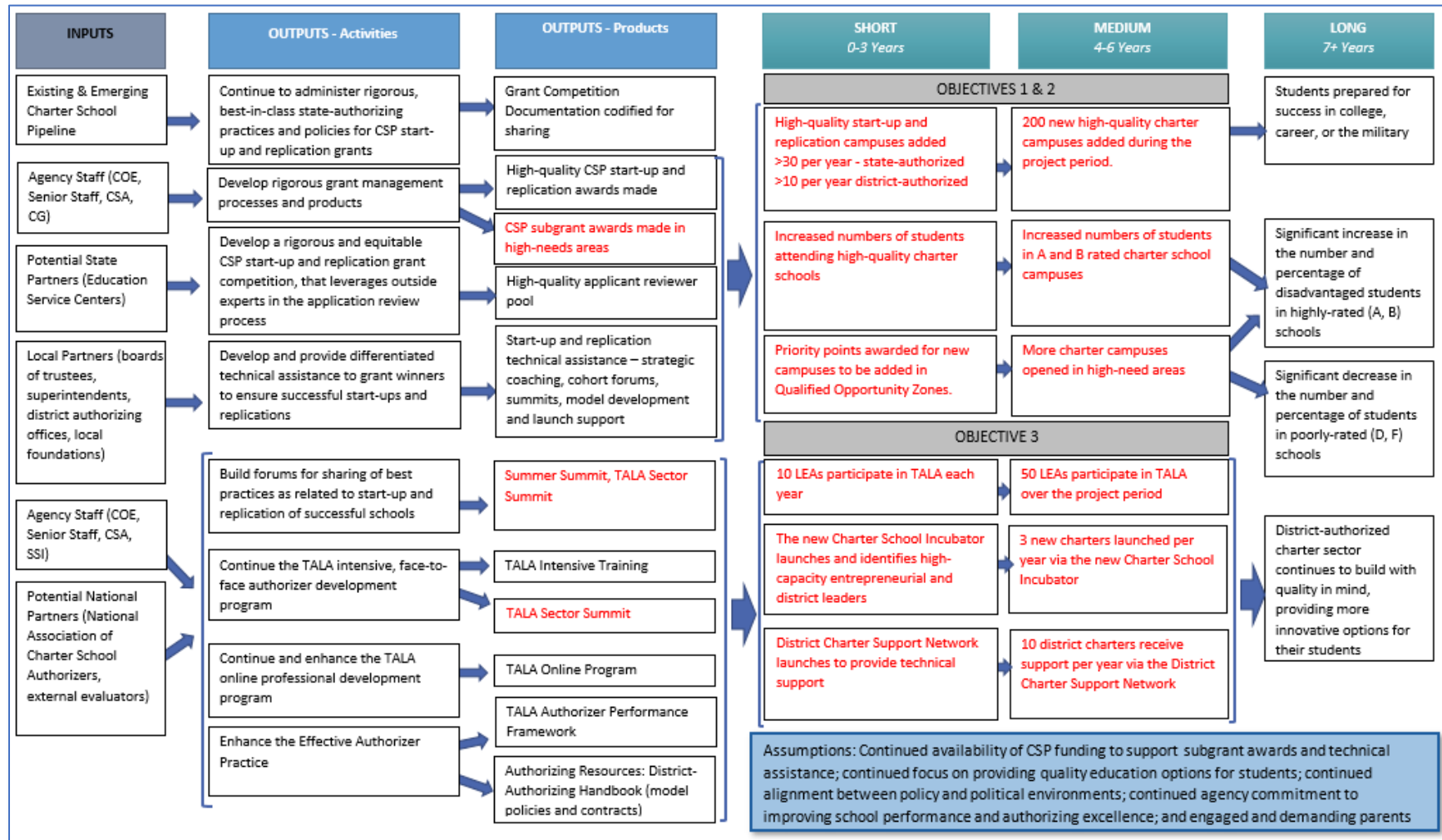
Selection Criteria

Selection Criteria (a)(1) – Quality of the Project Design

TEA has prioritized the use of charter policy to increase the number and percentage of students who attend high-quality schools. TEA accomplishes this by authorizing new high-quality charter schools and by expanding and replicating existing high-quality charter schools. The CSP is a crucial lever in this effort. TEA's competitive subgrants drive and sustain quality. It is critical that only the best applicants for new state charters and highest-quality applicants for replication, those with a demonstrable track records, receive funding.

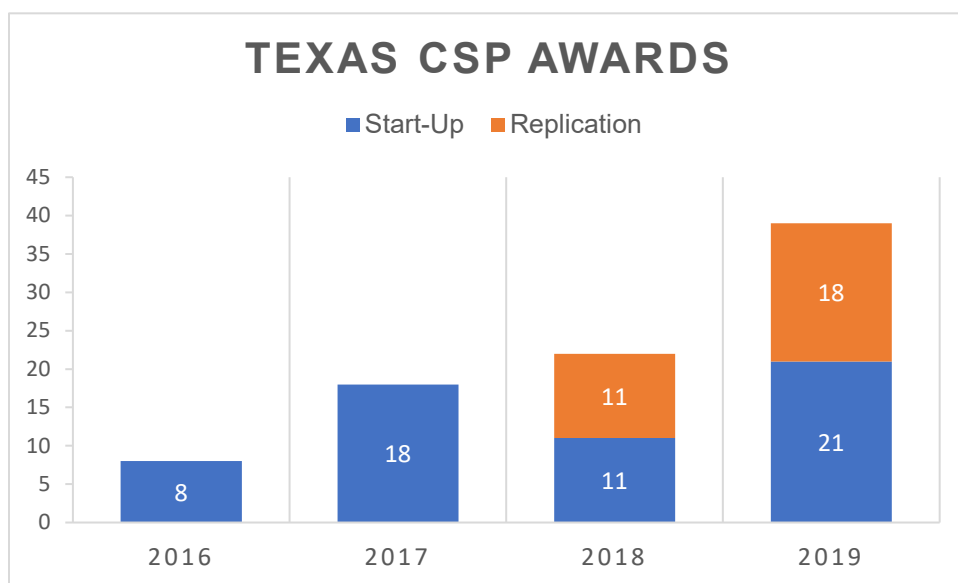
Theory of Action: The Texas Education Agency aims to support districts in preparing students for post-secondary success. To this end, the long-term desired outcomes relate to (1) increasing the number and percent of students in A or B rated schools, (2) decreasing the number and percent of students in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

Logic Model (a larger version may be found in Appendix F – Additional Information)



Application Requirement A(1) – Description of Program

TEA will continue to support the start-up and replication of new charter schools by: annually authorizing new state charter operators in an open competition; administering CSP grants that will support new school start-up and the replication of high-quality charter schools; providing technical support via intensive orientation workshops, on-site visits, and ongoing assistance from the Education Service Center (ESC) Region 13 partnership, The Network; and the training and support of district authorizers and new district charter operators through TALA, SGS and differentiated TA. (See [Monitoring of Subgrantees](#) for more information.)



Texas was awarded a CSP grant under NCLB in 2016 for the purpose of funding charter school start-up grants for new charter schools. Texas was also awarded a CSP grant under ESSA in 2017 for the purpose of funding high-quality charter schools in their replication efforts. Both grants are active currently. In the four years since the initial award, a total of 87 subgrants have been issued for start-up and replication, increasing

from eight awards in the first year to 39 in the most recent grant cycles. The demand for charter school funding in Texas continues to grow.

Award Projections

State Charter School Awards. TEA expects to award 10 subgrants each year of the grant period to state charter schools for start-up and replication purposes. This estimate is an extrapolation from the number of quality applicants and awards in CSP start-up and replication grant competitions in prior years. Over the last five years, the commissioner of education has awarded an average of four new charters annually. In the first subgrant award cycle, newly authorized state charter applicants will be given priority points in order to provide them with a better chance at receiving CSP funds that are most needed for brand-new charters to plan for and implement their charter school programs. In the remaining subgrant application cycles, the CSP grant application will be incorporated directly into Texas' charter school application. This will ensure that each entity that is authorized by the commissioner through this competitive application process, can open with the benefit of being able to access CSP funds.

In addition, TEA anticipates awarding six new subgrants annually to state-authorized charters that are proposing to replicate their existing high-quality charter school program at new campuses via the expansion amendment process. Over the last two application cycles, Texas has granted 11 such awards in each cycle. In these cycles, the maximum award amount was initially set at [REDACTED]. Texas projects to open at least 30 new state-authorized charter schools annually. However, by increasing the grant award amount to [REDACTED], and by reducing the number of awards for this type of subgrant,

TEA is expecting to have a more competitive pool of high-quality charter applicants in future cycles of this grant.

District Charter School Awards. TEA expects to award 10 subgrants to district charter schools in each year of the grant. The investment in technical support for district authorizers and developers implemented in Texas' 2017 ESSA grant has created a strong pool of applicants, which will continue to grow as these supports are continued under this new grant award. 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. The maximum award for these subgrants will also be [REDACTED]. Once again, it is expected that higher award amounts than previously available will increase demand, resulting in a higher quality applicant pool.

State charter schools have been evolving in Texas for over 20 years, while district charter schools have only recently emerged in appreciable numbers. For example, in 2018 there were 54 district-authorized charters operating in Texas. In 2019, this number almost doubled, increasing to 102 district charters. Part of the reason for this large increase is due to the passage of legislation that provides incentives for districts to partner with state-authorized charter schools, institutions of higher education, non-profits, or government entities.

An unexpected finding that came from Texas having two CSP grants, was that there was as much demand, if not more, by districts for the opportunity to try something new

with grant funds as there was to replicate existing high-quality charter school programs. Districts are eager to offer new opportunities in order to keep students enrolled within their district, rather than losing these students to the innovative programs being offered by state charter schools. This demand will likely continue to grow as districts take advantage of these new opportunities to expand and replicate using the charter school model to add innovative options that will create high-quality seats for students.

Texas anticipates awarding a total of 100 subgrants over the five years of the grant.

Subgrant Type	Project Year 1 (2021-2022)	Project Year 2 (2022-2023)	Project Year 3 (2023-2024)	Project Year 4 (2024-2025)	Project Year 5 (2025-2026)	TOTAL
State Charters - New	4	4	4	4	4	20
State Charters - Replication	6	6	6	6	6	30
District Charters - New	6	6	6	6	6	30
District Charters - Replication	4	4	4	4	4	20
Total Subgrants	20	20	20	20	20	100

Application Requirement A(7) – Support

TEA will provide targeted assistance via TALA, SGS, and differentiated technical assistance (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 districts in evaluating how the use of charter schools can help to improve or turnaround struggling schools. (See [Monitoring of Subgrantees](#), for more information.) TEA SSI staff (responsible for school improvement) will collaborate with the Division of Charter School Administration in this effort.

Application Requirement A(9) – Best and Promising Practices

See response to [Priority 5: Best Practices to Improve Struggling Schools and LEAs](#).

Application Requirement B(2) – Cohesive Statewide System

TEA is building on its current technical assistance offerings through The Network (a partnership with ESC Region 13), the intensive orientations for new charter schools, and first-year site visits conducted by TEA staff, by adding new components that are more explicitly focused on the opening, replication, and expansion of district charter schools. These new components are TALA, SGS, and differentiated TA by TEA SSI staff. (See [Monitoring of Subgrantees](#), for more information.)

Application Requirement B(3) – Strategy to Share Best Practices

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, particularly to help improve or turnaround struggling schools.

Selection Criteria (b)(1) – Quality of Eligible Subgrant Applicants

Application Requirement A(2) – Inform Eligible Entities

TEA will inform new state charter applicants, existing high-quality charter schools, developers, and district authorizers of availability of CSP grant funds via publication on its website and the Texas Register, email notice through the TEA grant opportunity listserv, and dissemination through The Network and SGS. Additionally, TEA will notify state charter schools annually of the requirements for expansion amendments, including

the replication of high-quality campuses, so that eligible, high-quality charter schools can plan to submit the required expansion amendment documents and apply for the corresponding CSP grant applications associated with replicating high-quality charter school campuses.

Application Requirement A(13) – Opening New Charter Schools or Charter School Models that are High Schools

As previously mentioned, TEA will incorporate the CSP grant application directly into Texas' Generation 26 charter school application. This will ensure that each entity authorized by the commissioner through this rigorous and competitive application process can open with the benefit of being able to access CSP funds without having to go through another competitive application process.

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 SSI team. The TEA will provide technical assistance to district charter schools, through the launch of the District Charter Support Network. Support will include any necessary academic support, as well as any support around talent pipelines, district-charter engagement, community engagement, charter school board governance, and financial best practices and fiscal sustainability. High school operators will receive support tailored to the context of operating effective high schools.

Application Requirement C(1) – Competitive Award of Subgrants

Eligible applicants, which will include both state and district charter schools in the first subgrant application cycle, will be required to submit a grant application that includes a

description of roles and responsibilities of the applicant, partner organizations, and CMOs, including the partners' administrative and contractual roles and responsibilities; a description of the quality controls agreed to between the eligible applicant and the authorizing school district (if applicable), such as a contract or performance agreement, and how a school's performance in Texas' accountability system and impact on student achievement (which may include student academic growth) will be one of the most important factors for renewal or revocation of the school's charter, and how TEA or the authorized public chartering agency involved will reserve the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the 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 and how the autonomy and flexibility granted to the charter school is otherwise consistent with the federal definition of a charter school; a description of how the charter school has or will solicit and consider input from parents and other members of the community on the implementation and operation of the proposed charter school campus; a description of planned activities and expenditures of grant funds to open and prepare for the operation of the new charter school or the proposed high-quality charter school campus, and how the eligible applicant will maintain financial sustainability after the end of the grant period; a description of its transportation plan and planning process; and a description of the charter school's parent and community engagement plans.

State Charter Applicants. The TEA is seeking to increase the quality of its applicant pool. While there is tremendous demand in Texas for funds to assist in opening high-quality campuses, the applications received have not been of the highest caliber in the

past. By limiting the number of awards, and therefore making the process more competitive, and increasing the maximum award amount than was previously available in prior awards, Texas hopes to increase the quality of its applicant pool. This, coupled with changes to the peer review process (see Selection Criteria (a)(1) – Quality of the Project Design, [Timeline and Review Process](#)), Texas will be able to meet its objective of having the best charter portfolio in the nation.

Further, the quality of selected applicants will be guided by the parameters for the authorizing of new charter schools and the expansion and replication of existing charter schools set in the state's education and administrative codes. The commissioner of education has adopted standards that ensure only high-quality charter schools are approved to increase their enrollment, expand their 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 academic 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 subgrant application requirements and selection criteria that ensure only the highest quality schools, supported by comprehensive implementation plans, are selected as subgrantees. More specifically, the grant application process will prioritize funding for new charter schools that pass the rigorous charter application process, as well as the 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 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 of Texas (FIRST) will provide a clear picture of the school's history in terms of financial stability and prudence. Further, as detailed in [Priority 6](#) above, a school's record of compliance with state and federal regulatory standards will be available for review through the state's RDA system.

District Charter Applicants. Like state charters, district charters will be eligible to apply for CSP funds associated with either starting up new charter schools or replicating high-quality charter school models. 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 subgrant application and selection process will be crafted with two ends in mind. The process will be designed to ensure the highest quality district charter schools are chosen for replication by limiting the eligibility for replication to campuses that have received a rating of A or B in the state accountability system.

With respect to ensuring the quality of the charter schools themselves, the grant 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 authorizing and 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 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's principles, standards, and effective practices. Further, the applicant will receive priority points if its authorizing district participates in TALA and or the SGS Network.

Application Requirement C(2) – Application Review

See discussion under [Priority 7: 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.

Timeline and Review Processes

State and district charters will be able to apply for CSP funds for both starting up new charter schools and replicating existing high-quality charter school models at new campuses. There will be two different processes associated with applying for CSP funding annually. The first CSP grant opportunity will be for: (1) districts that authorize new charter schools; (2) districts that authorize charter schools planning to replicate a high-quality charter school model; and (3) state charters seeking to replicate their high-quality charter school model by opening new campuses. This CSP subgrant request for application (RFA) will be targeted for release at the beginning of each calendar year, with a projected due date in April. These dates accommodate the state's policies and procedures for state charters to request expansion and replication amendments, which are made between January 1 and March 1 annually. Additionally, they coincide well with the preferred authorizing deadline for school district authorizers, which is currently on or before March 31.

This CSP subgrant opportunity will be administered in accordance with TEA's competitive grant application process. 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 are distributed to a pool of external reviewers made up of individuals who have CSP and/or extensive competitive grant review experience and expertise. The external reviewers use the review criteria and guidelines described in the subgrant application, and all applications are reviewed and scored by five different reviewers. To ensure reviewer reliability, the highest and lowest scores are set aside, and the remaining three scores are averaged. Those applicants meeting the minimum score outlined in the program guidelines of the CSP application are considered for funding and any applicable priority points are added to the final scores. The external review period is projected to begin in April and will continue through May.

TEA then notifies each applicant in writing of the commissioner's decision to award. For an application that is preliminarily selected for funding, award notification will include the contractual conditions that the applicant must accept in accordance with federal and/or state law. The applicant also receives a Notice of Grant Award (NOGA) with access to 20 percent of the total grant award. Agency staff will thoroughly review each application to confirm that it is compliant with all applicable rules and regulations and that the identified program goals and activities meet the intent of the RFA. Agency staff will contact the designated program contact person to negotiate any necessary fiscal and programmatic changes to the application. 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 fully negotiated its application will the applicant have access to the total grant award. The projected grant project start date is June 1.

The second CSP grant opportunity will be exclusively for state charters authorized by the commissioner to open brand-new charter schools. Beginning with the next state charter school application cycle, which is projected for release in the fall of 2020, TEA plans to integrate the CSP grant application directly into the application for charter, allowing for a more robust external review process to be used for the CSP grant applications than has been used in previous CSP award cycles. The projected due date for this application will be in January 2021. After release of the state's application for new charter schools, agency staff will 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. These external reviewers will be vetted through the agency's request for qualifications (RFQ) process and trained on the elements of the new charter school application, including the CSP statutory requirements. Only eligible respondents with demonstrated charter school experience will be selected through this RFQ process. Historically, they have typically included experts in the field of education with demonstrated experience working in/for/with charter schools. Presently, external reviewers are trained annually in a face-to-face meeting in Austin, Texas. Topics covered at this meeting include overviews of the application process, scoring expectations, scoring simulations, and inter-rater reliability exercises. Beginning with the first grant application cycle under this grant, if awarded, the state charter school application reviewers will be trained on scoring the CSP portion of the application, as well.

The review committee will use the criteria described in the application for charter to evaluate both the quality of the charter proposal, as well as the strength of the applicant's proposed use of CSP funding to open a new charter school. Each application will be reviewed and scored independently by five reviewers. The highest and lowest scores will be set aside, and the remaining scores averaged. Those applicants meeting the minimum score outlined in the charter application will be invited for a capacity interview, which will be held between May and July. Applicants awarded a charter by the commissioner after this rigorous process will be considered eligible for funding. Only after the applicant has cleared all contingencies associated with the application will a NOGA be issued.

Review Criteria: Applicants for both CSP subgrants 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 start-up 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 start-up or 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) applicant's 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 and benchmark indicators 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 increasing the proficiency of district authorizers, priority points will be available to subgrant applicants based on the following criteria: (1) the district charter applicant demonstrates model authorizing standards and policies; (2) the district charter applicant has participated in the Texas Authorizer Leadership Academy (TALA) or System of Great Schools (SGS) Network offered by TEA; and (3) the district or state charter applicant targets a high need student population (including students in a qualified opportunity zone). In addition, priority points will be awarded to the newly authorized state charter schools to ensure they have the funding needed to begin their program effectively.

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.

Application Requirement E – Transportation Needs

Subgrant applicants will be required to provide 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.

Application Requirement G – Diverse Models

The Texas state charter application was crafted to maximize opportunities for innovation. 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.

Selection Criteria (c)(1) – State Plan

Selection Criteria 1(c)(1) - 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 System of Texas (FIRST) and the Results Driven Accountability (RDA) system. The latter are addressed under [Competitive Priority 6: Serving At-Risk Students](#) and [Priority 7: Best Practices for Charter School Authorizing](#).

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 TEA 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. The items reviewed include the subrecipient’s most recent annual financial and compliance report, as completed by an independent auditor, the most recent FIRST rating, and any federal award programmatic or financial compliance issues. 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. Division of Charter School Administration (CSA) and other TEA staff conduct first-year charter site visits for all new state charters, using a site visit protocol developed by CSA staff, to determine how well these charters are prepared to meet the requirements and guidelines of federal, state, and contractual agreements. The protocol document includes indicators associated with governance, charter policies, program implementation, state funding, fiscal accountability, and compliance. The document also includes eight indicators tied specifically to the CSP start-up grant. Upon determination of a charter’s status, TEA and Charter School Network members will offer specific technical assistance and training to improve any identified deficiencies.

CSA staff will routinely monitor all CSP subgrantee spending and regularly notify each subgrantee of their respective grant balances and the grant project end date. Each of these notifications will include the federal definition of a charter school, for reference, and schools will be reminded that they must meet this definition in order to continue to participate in the CSP.

Staff will also require the submission of CSP subgrantee interim progress reports during the grant project period in order to monitor and discuss the 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.

If awarded CSP funds under this grant competition, TEA will engage in a competitive bidding process to secure a contract with an external entity with experience in CSP subgrant monitoring to monitor Texas CSP subgrantees. This entity, with the assistance of staff in the Division of Charter School Administration, will develop the matrix and other deliverables associated with the effective monitoring of CSP subgrantees. Input to be considered when evaluating charter schools to be monitored may include, but is not limited to, status as first-time subgrantees, location, recent monitoring visits, and any

high-risk indicators. The successful vendor will conduct monitoring visits using the monitoring protocols developed by the Division of Charter School Administration and will develop post-monitoring reports for review.

Application Requirement A(6) – Use of Funds and Continuation

TEA will award subgrants to eligible applicants to open and prepare for the operation of new charter schools and replicated high-quality charter schools. 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.

Application Requirement A(10) – Meeting Educational Needs

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 above and under [Priority 6: Serving At-Risk Students](#).

Selection Criteria 1(c)(2) - Duplication Avoidance

TEA has a governance committee that is charged with monitoring the information content of all TEA data collection requests made of all public schools. This is to assure that the data have not already been collected by the agency and that the data being collected are needed in order to comply with federal or state statute or some other legal mandate. This committee, the Data Governance Board (DGB), fulfills the statutory requirements found in [TEC §7.060](#) and [§42.006](#), which require the minimization of impact on LEAs in the state. 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 Student Data System.

With respect to district charter schools, TEA will collaborate with district authorizers to minimize the impact of data collection and monitoring activities on 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.

Selection Criteria 1(c)(3) - 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 13) 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. ESC Region 13 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. This venue also provides an opportunity for the dissemination of best practices derived from CSP external evaluations. There are discussions underway to have the external evaluator facilitate a session regarding these best practices.

Expand District Charter School TA: The TEA Division of System Support & Innovation (SSI) 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 continued and expanded in collaboration with technical assistance provided to 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. TEA will continue to match expansion and replication support with individual applicant needs based on application quality and subsequent performance. Support will continue to 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 continues to necessitate significant investments in training and other supports. First, the Texas Authorizer Leadership Academy (TALA), the state-branded flagship authorizer support initiative implemented under Texas' 2017 ESSA grant, will continue to offer training via competency-based online modules and an intensive cohort-style academy. TALA will be further developed with support from an external support organization aligned with national authorizer best practices. This organization will review existing materials and provide additional support around dissemination of best practices. Continued funding will allow for additional cohorts of district authorizers to participate in this TA to improve practices and further develop and expand great schooling options. 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 is 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.

Application Requirement A(3) – Access to Federal Funds

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 their respective regional education service centers (ESCs). 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. State charters are subject to additional monitoring through the performance framework and renewal procedures. More information is provided under [Competitive Preference Priority 6: Serving At-Risk Students](#) and [Selection Criteria 1\(c\): State Plan](#). Federal compliance is also an identified measure in the on-site visit protocols (Appendix F – Site Visit Protocol).

Application Requirement A(4) – Closure Procedures

TEA has established charter closure protocols, which include clear plans and procedures for students previously enrolled in a closed charter school to attend another high-quality receiving school. In the event of a charter school closure, TEA staff develop a list of charter schools located within a close proximity to the closing charter. Considerations of which charter schools to include take into account the academic and financial status of the charter schools. This list of area charter schools is used as part of TEA's effort to help parents find a new charter school for their students. The charter

closure procedures and charter closure checklist used by TEA may be found in Appendix F. District charter authorizers will be trained via TALA and SGS to prepare students for re-enrollment in a high-quality school upon a charter school closure. 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.

Application Requirement A(8) – Inclusion

Intensive training provided to operators of new charter schools and ongoing support to charters that are authorized to replicate high-quality charter school models (see response to [Application Requirement \(A\)\(1\)](#), above) to 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.

Application Requirement A(11) – Charter Quality Initiatives

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 the state's sole charter 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 7 - Best Practices for Charter School Authorizing](#). 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 SSI 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.

Selection Criteria 1(c)(4) – 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 how community needs were assessed. Subgrantee applicants for CSP funding must also report findings from their community outreach and the methodology used to determine the needs and responsiveness of their proposed school plans. Also, state law requires new charter applicants and existing charter operators that seek to open a new campus via the expansion amendment process to send impact statement notices to all school districts, state board of education members, and state legislators in the geographic boundary of the proposed charter school or campus. Public outreach information and the responses received as a result of this outreach is collected for each charter application and expansion amendment. This information is also compiled into a dashboard for each charter applicant. 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 members of the State Board of Education at a public hearing. The dashboards for each applicant are provided to these individuals during the capacity interviews to be used as an aid in decision-making process. Also,

Texas commissioners have been inclined toward formal rulemaking as a mechanism to provide administrative guidance. The rulemaking process, which requires mandatory review every four years, provides 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 legislation has empowered coalitions of parents and teachers to create and manage the schools they desire using local charter-authorizing mechanisms. As with state charters, district charter applicants for CSP subgrants must provide evidence of both parent and community outreach and support, and how the district's proposed plans match with the needs of the community. Parents are invited to attend the board meetings in which the district charter applications are reviewed and considered. The model district charter policies, the Authorizer Handbook, and the Authorizer Performance Framework, 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 1(c)(5) - Flexibility

The Texas Education Code (TEC) grounds both state and district charter schools in the presumption that state laws ordinarily governing traditional public schools do not apply to 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.” (See [TEC §12.103\(b\)](#).) The same language is used with respect to district charter schools. (See [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 (See 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, teacher 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 ratios and class sizes, 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 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 any of the requirements specified in TEC as applicable to charters. If the charter operator makes 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. (See [TEC §7.056](#).)

As noted under [Selection Criteria 1\(c\) – State Plan](#) above, TEA has developed a technical assistance network in partnership with the ESC for Region 13. The Network supports continuous improvement of charter schools and helps 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 operation, 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 to charter schools.

The commissioner facilitates additional flexibility for state charters by providing a streamlined process for amending a state charter contract. The TEC empowers the commissioner to amend a charter once authorized. (See [TEC §12.114.](#)) Statute additionally provides that amendment requests to expand a charter's geographic boundary and/or increase the number of students, campus sites, or grade levels served must be resolved by the commissioner within 60 days. (See [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 strong track record of performance with multiple campuses (e.g., in another state). In this instance, the commissioner permits early expansion, provided that all other criteria are met. (See [19 Texas Administrative Code \(TAC\) §100.1033\(9\)A.](#))

The commissioner continues to promote the flexibility afforded to 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, 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 continue to 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 (d)(1) – Quality of the Management Plan

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 (SSI) will collaborate to project manage the CSP grants and initiatives. Various other TEA divisions, such as Competitive Grants (CG), Research & Analysis (RA), etc., will play a critical yet secondary role regarding the CSP grant. Other divisions and agency resources will be engaged as needed.

There are seven key personnel, identified below, associated with managing and overseeing the CSP start-up and replication grant. Collectively, the managing team has over 30 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.

- Joe Siedlecki, Associate Commissioner – Innovations and Charters
- Heather Mauzé, Director - Charter School Administration (CSA)
- Arnoldo Alaniz, Assistant Director - Charter School Administration (CSA)
- Melissa Giesberg, Research Manager – Charter School Administration (CSA)
- Marian Schutte, Director – System Support & Innovation (SSI)
- Chris DeWitt, Education Specialist – System Support & Innovation (SSI)
- Paul Michels, Manager – Competitive Grants Administration (CG)

Project Plan																				
Activities/Milestones	Responsible Division	20	2021				2022				2023				2024				2025	
		Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2
Charter Authorization and CSP Subgrant Grant Cycles																				
QOZ Web Application Published	CSA																			
Cycle 1a - SC8 - New Schools																				
Cycle 1a: New Schools Awarded	CSA																			
Cycle 1a: Grant RFA Available	CG, CSA																			
Cycle 1a: Grant Applications Reviewed	CG, CSA																			
Cycle 1a: Subgrant Term	CG, CSA																			
Cycle 1b - DC8 New Schools & Repl and SC8 Repl																				
Cycle 1b: DC8 New Schools & Replications Awarded	SSI																			
Cycle 1b: SC8 Replications Awarded	CSA																			
Cycle 1b: Grant RFA Available	CG, CSA																			
Cycle 1b: Grant Applications Reviewed	CG, CSA																			
Cycle 1b: Subgrant Term	CG, CSA																			
Cycle 2a - SC8 - New Schools																				
Cycle 2a: Grant RFA Available	CG, CSA																			
Cycle 2a: Grant Applications Reviewed	CG, CSA																			
Cycle 2a: Subgrant Term	CG, CSA																			
Cycle 2b - DC8 New Schools & Repl and SC8 Repl																				
Cycle 2b: DC8 New Schools & Replications Awarded	SSI																			
Cycle 2b: SC8 Replications Awarded	CSA																			
Cycle 2b: Grant RFA Available	CG, CSA																			
Cycle 2b: Grant Applications Reviewed	CG, CSA																			
Cycle 2b: Subgrant Term	CG, CSA																			
Cycle 3a - SC8 - New Schools																				
Cycle 3a: Grant RFA Available	CG, CSA																			
Cycle 3a: Grant Applications Reviewed	CG, CSA																			
Cycle 3a: Subgrant Term	CG, CSA																			
Cycle 3b - DC8 New Schools & Repl and SC8 Repl																				
Cycle 3b: DC8 New Schools & Replications Awarded	SSI																			
Cycle 3b: SC8 Replications Awarded	CSA																			
Cycle 3b: Grant RFA Available	CG, CSA																			
Cycle 3b: Grant Applications Reviewed	CG, CSA																			
Cycle 3b: Subgrant Term	CG, CSA																			
Cycle 4a - SC8 - New Schools																				
Cycle 4a: Grant RFA Available	CG, CSA																			
Cycle 4a: Grant Applications Reviewed	CG, CSA																			
Cycle 4a: Subgrant Term	CG, CSA																			
Cycle 4b - DC8 New Schools & Repl and SC8 Repl																				
Cycle 4b: DC8 New Schools & Replications Awarded	SSI																			
Cycle 4b: SC8 Replications Awarded	CSA																			
Cycle 4b: Grant RFA Available	CG, CSA																			
Cycle 4b: Grant Applications Reviewed	CG, CSA																			
Cycle 4b: Subgrant Term	CG, CSA																			
Cycle 5a - SC8 - New Schools																				
Cycle 5a: Grant RFA Available	CG, CSA																			
Cycle 5a: Grant Applications Reviewed	CG, CSA																			
Cycle 5a: Subgrant Term	CG, CSA																			
Cycle 5b - DC8 New Schools & Repl and SC8 Repl																				
Cycle 5b: DC8 New Schools & Replications Awarded	SSI																			
Cycle 5b: SC8 Replications Awarded	CSA																			
Cycle 5b: Grant RFA Available	CG, CSA																			
Cycle 5b: Grant Applications Reviewed	CG, CSA																			
Cycle 5b: Subgrant Term	CG, CSA																			

		Project Plan																				
Activities/Milestones	Responsible	20	2021				2022				2023				2024				2025			
	Division	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	
CSP Subgrant Oversight & Technical Assistance																						
Develop RFP for External Evaluator	RA, CSA																					
Select External Evaluator	RA, CSA																					
External Evaluation Activities	RA, CSA																					
Develop RFP for External Monitors	CSA																					
Select External Monitor	CSA																					
Monitoring Visits - DCS	SSI																					
Monitoring Visits - SCB	CSA																					
Summer Summit	CSA																					
Revise CSPP to Review District-Authorized Charters	SSI																					
Develop RFP for External Partner for TALA	SSI																					
Select External Partner for TALA	SSI																					
TALA Sector Summit	SSI, CSA																					
Implement TALA Cohort Model 3	SSI, CSA																					
Implement TALA Cohort Model 4	SSI, CSA																					
Implement TALA Cohort Model 5	SSI, CSA																					
Implement TALA Cohort Model 6	SSI, CSA																					
Implement TALA Cohort Model 7	SSI, CSA																					
Implement TALA Cohort Model 8	SSI, CSA																					
SGS Cohort 3 Technical Assistance	SSI																					
SGS Cohort 4 Technical Assistance	SSI																					
SGS Cohort 5 Technical Assistance	SSI																					
SGS Cohort 6 Technical Assistance	SSI																					
SGS Cohort 7 Technical Assistance	SSI																					

It should be noted that a no cost extension will be requested in the final year of the grant in order to allow subgrantees awarded in later cycles enough time to adequately implement their charter school programs.

A larger version of this Project Plan may be found in Appendix F – Additional Information.

Performance Measures

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

Objective I: To expand the number of high-quality state-authorized charter schools available to students across the state			
Performance Measure	Baseline Data	Performance Target	Data Collection
<i>Increase the number of high-quality state-authorized charters</i>	In 2018-2019, there were 778 state-authorized charter school campuses.	Texas will add 30 new state-authorized charter school campuses annually.	PEIMS data reported by subgrantee to Charter School Administration division <i>Timeframe:</i> March/Annual
<i>Increase the number of campuses in high-need areas</i>	Currently, 126 state-authorized charter school campuses operate in Qualified Opportunity Zones.	The number of state charter campuses operating in Qualified Opportunity Zones will increase by 5% annually.	PEIMS data reported by subgrantee to Charter School Administration division <i>Timeframe:</i> March/Annual
<i>Increase the number of A and B state-authorized charter school campuses.</i>	In 2018-2019, 389 out of 747 campuses (52.1%) were rated A or B.	The number of A and B state-authorized charter school campuses will increase annually by at least 20 campuses.	Published by Performance Reporting division and tracked by Charter School Administration division <i>Timeframe:</i> August/Annual
<i>Increase the number of students attending state-authorized charters</i>	There are currently 336,107 students in state-authorized charters.	There will be a 5% increase in the number of students attending state-authorized charters annually.	PEIMS data reported by subgrantee to Charter School Administration division <i>Timeframe:</i> March/Annual

Objective II: To expand the number of district-authorized high-quality charter schools available to students across the state

Performance Measure	Baseline Data	Performance Target	Data Collection
<i>Increase the number of high-quality district-authorized charters</i>	In 2018-2019, there were 102 district-authorized charter school campuses.	Texas will add 10 new district-authorized charter school campuses annually.	PEIMS data reported by subgrantee to Charter School Administration division <i>Timeframe:</i> March/Annual
<i>Increase the number of campuses in high-need areas</i>	There are currently 24 district charters operating in Qualified Opportunity Zones.	The number of district charter campuses operating in Qualified Opportunity Zones will increase by 5% annually.	PEIMS data reported by subgrantee to Charter School Administration division <i>Timeframe:</i> March/Annual
<i>Increase the number of A and B district-authorized charter school campuses.</i>	In 2018-2019, 44 out of 100 campuses were rated A or B.	The number of A and B district-authorized charter school campuses will increase annually by at least 5 campuses.	Published by Performance Reporting division and tracked by Charter School Administration division <i>Timeframe:</i> August/Annual
<i>Increase the number of students attending district-authorized charters</i>	There are currently 44,820 students in district-authorized charters.	There will be a 10% increase in the number of students attending district-authorized charters annually.	PEIMS data reported by subgrantee to Charter School Administration division <i>Timeframe:</i> March/Annual

Objective III: To increase the number of effective authorizers of high-quality charter schools.

Performance Measure	Baseline Data	Performance Target	Data Collection
<i>Assist charter staff in understanding compliance requirements and in initiating successful instructional programs for students</i>	All new charter schools authorized by the COE are encouraged to attend the Summer Summit during the charter's planning phase prior to serving students.	100% of new charters authorized by the COE will have one or more representative attend the Summer Summit prior to serving students.	Tracked by Charter School Administration division <i>Timeframe: August/Annual</i>
<i>Increase the number of high-quality authorizers</i>	12 LEAs participated in the first year, but we are anticipating a potential leveling-off of interest	At least 10 new LEAs will participate in TALA each year.	Tracked and reported by Division of System Support and Innovation <i>Timeframe: August/Annual</i>
<i>Identify high-capacity entrepreneurial and district leaders to design and launch charter schools</i>	NA – Initial implementation of the new Charter School Incubator will occur in Year 1	Three new charters will be launched per year beginning in Year 2 via the new Charter School Incubator.	Tracked and reported by Division of System Support and Innovation <i>Timeframe: August/Annual</i>
<i>Provide technical assistance in order to increase effectiveness of district authorizers</i>	NA – Initial implementation of the District Charter Support Network will occur in Year 1	10 district charters will receive support per year following the launch of the District Charter Support Network.	Tracked and reported by Division of System Support and Innovation <i>Timeframe: August/Annual</i>

Objective IV: GPRA Measures			
Performance Measure	Baseline Data	Performance Target	Data Collection
The number of charter schools in operation around the nation	Texas has added an average of 22 subgrantees per year over the past four years but the intent is to increase the quality of the awards.	20 new campuses receiving CSP funds will be added each year	PEIMS data reported by subgrantee to Charter School Administration division <i>Timeframe:</i> March/Annual
The percentage of fourth-grade charter school students who are achieving at or above the proficient level on State assessments in reading/language arts	Current data indicates that in all charter schools this number is 70%.	The percentage of fourth-grade charter school students who are achieving at or above the proficient level on State assessments in reading/language arts will increase by at least 3 percentage points annually	PEIMS data reported by subgrantee to Charter School Administration division <i>Timeframe:</i> March/Annual
The percentage of fourth-grade charter school students who are achieving at or above the proficient level on state assessments in mathematics	Current data indicates that in all charter schools this number is 73%.	The percentage of fourth-grade charter school students who are achieving at or above the proficient level on state assessments in mathematics will increase by 3 percentage points annually	PEIMS data reported by subgrantee to Charter School Administration division <i>Timeframe:</i> March/Annual
The percentage of eighth-grade charter school students who are achieving at or above the proficient level on State assessments in reading/language arts	Current data indicates that in all charter schools this number is 88%.	The percentage of eighth-grade charter school students who are achieving at or above the proficient level on State assessments in reading/language arts will increase by 3 percentage points annually	PEIMS data reported by subgrantee to Charter School Administration division <i>Timeframe:</i> March/Annual
The percentage of eighth-grade charter school students who are achieving at or above the proficient level on State assessments in mathematics	Current data indicates that in all charter schools this number is 83%.	The percentage of eighth-grade charter school students who are achieving at or above the proficient level on State assessments in mathematics will increase by 3 percentage points annually	PEIMS data reported by subgrantee to Charter School Administration division <i>Timeframe:</i> March/Annual

Application Requirement D – Outside Partners

TEA does not partner with an outside organization to carry out its charter school program except that it contracts with ESC Region 13 to provide technical assistance under TEA direction. See discussion under [Selection Criteria 1\(c\): State Plan, Technical Assistance \(TA\) and Support](#), for a description of these services.

Additional Application Requirements

Application Requirement A(5) – Participation in Federal Programs

TEA is a state education agency.

Application Requirement A(12) – Quality Authorizing

TEA will ensure better authorizing through TALA, SGS, and differentiated support to district charter operators and authorizer teams. See discussion under [Competitive Priority 7: Best Practices for Charter School Authorizing](#).

Application Requirement B(1) – Competitive Preference Priorities 2-7

TEA is able to satisfy nearly every element specified in Priorities 2-7. [Priority 4](#) 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 or low-cost or no-cost lease entitlements.

Application Requirement F – Open Meetings and Open Records Laws

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

Assurances

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

Waivers

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

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

[Add Mandatory Other Attachment](#)

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

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There was a problem attaching a file(s).

The attached file can be viewed as an individual component using Application Log menu option.

Joe Siedlecki

Summary

Change maker with a demonstrated record of partnering with school system superintendents and civic leaders to design and successfully execute state and citywide education strategies that generate measurable results for kids. Excel in seeing around the bend and strategic thinking. Will pursue all potential paths toward student success.

Professional Experience

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

A state education agency providing leadership, guidance, and support to 1,200 school districts serving 5.2M students

Associate Commissioner for School System Support, Innovation, and Charters

- Managed multiple divisions (School Improvement, Innovation, Community and University Partnerships and Charter School Authorizing) with 4 direct reports and 40+ staff, more than \$100M in annual grants
- Reorganized the School Improvement Division, recasting all roles to be in better service of school districts
- Conceived of and built a completely new division, the Division of System Support and Innovation
- Led the development of the school improvement resources and support section of the Texas ESSA Plan
- Led the development and state-wide implementation of a new school improvement framework, the Effective Schools Framework, engaged 20 regional Education Service Centers, 50 districts, and 300 staff in design process, aligned more than \$60M annually to the implementation of the ESF in districts and schools
 - 72% of F rated campuses improved at least one accountability grade level between 2018 to 2019
 - Campuses supported by SI team improved performance scores 6% more than similar campuses
- Created and oversee administration of the School Action Fund, a \$30M annual ESSA grant to support districts to explore, plan, and execute bold actions such as new schools, district-charter partner schools, district-university partner schools, and other third-ways approaches
 - Have supported planning or implementation of 162 bold school actions
- Created and oversee the implementation of the System of Great Schools Network, an opt-in network of 15 school districts that are pursuing the System of Great Schools strategy, an adaptation of the portfolio model
 - SGS districts increased the number of students in A/B rated schools by 104% and decreased the number of student in D/F rated schools by 36%
- Oversaw the largest charter school portfolio in the nation (177 operators, 800+ schools, 316,000 students), revised the charter application process and renewal/revocation processes, and designed a new charter school performance framework
 - Have overseen 61% increase in number of A/B rated charter schools, 34% decrease of D/Fs
- Secured \$60M charter school program grant from USDE to support replication and expansion of charters
- Played an instrumental role in the legislative and implementation process, specifically related to incentivizing district-charter partnerships, aggressive school reconstitution/restart strategies, and charter transparency
- Played a critical advisory role in planning the state transformation of school districts where the state has installed boards of managers
- Record of leveraging relationships, resources, and support to successfully encourage school district leaders to pursue new ways of expanding options and improving outcomes, in urban and rural districts

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 (2011-2016)

- Member of Foundation's Global Leadership Team, leading foundation strategy across three countries
- Conceived of, designed, and implemented foundation's Quality School Options strategy, which supported both districts and city funds to pursue the Portfolio School District strategy
- Multiple cities (Denver, Chicago, DC, Camden) that have implemented the strategy with fidelity have seen significant increases in the number and percentage of low-income students in high performing schools
- Advised 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
- Supported the design and implementation of holistic school accountability systems that use multiple measures, including student/family survey data, equity measures, and school inspections/quality reviews
- Influenced district and charter leaders to partner in creation of equitable school enrollment and expulsion policies to help bring coherence and fairness to un or under regulated school choice markets
- Managed team and investment budget of \$20M in annual commitments

Program Officer, US Education Program, Data Driven Education (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 their 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, Human Capital Advisory Services

- 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- 2016)

Board Member

- Provided 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- 2016)

National Advisory Board Member

- Provided strategic guidance to the CEO of the largest association of charter school regulators in the nation

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 to Academic All-Ivy team

Personal

- Father to two Austin ISD public school students (Grace (10) and Jake (8))
- Member of Austin ISD Facilities and Bond Planning Advisory Committee, \$1B bond passed with 72% of the vote
- Volunteer youth lacrosse coach (2003-2010, 2018-Present), Texas Assistant Coach of the Year (2008)
- First member of my immediate family to attend and complete college, the son of millworkers
- Enjoy live music, BBQ, genealogy, hiking, fishing, and reading history and historical fiction

Professional References

- Mike Morath, Commissioner of Education, Texas Education Agency, phone number available upon request
- Orlando Riddick, Superintendent, Midland ISD, phone number available upon request
- Steve Van Matre, Superintendent, Premont ISD, phone number available upon request
- Kathy Rollo, Superintendent, Lubbock ISD, phone number available upon request

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 high-quality learning opportunities for students in the public-school sector. Twenty-nine years of experience maximizing staff potential and student success while providing for innovative learning opportunities that positively impact student outcomes.

Dedicated to enthusiastic and dynamic teaching and learning as a means of creating and nurturing multiple avenues of self-actualization for children and adults.

Education, Honors, and Certifications

M.Ed. Educational Leadership

Schreiner College, Kerrville,, TX. 1998

Bachelor of Arts English

Major, English Literature

Minor, Education

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

- Provide direct leadership and oversight to the Texas charter school portfolio of **182** charter school LEA’s with **804** charter school campuses serving **316,000** students
- Provide the commissioner of education recommendations on the growth of the portfolio as well as renewal and closure decisions
- Provide leadership and liaison with the State Board of Education and legislative staff
- Oversee the state’s charter application and the annual application process
- Provide bill analysis for proposed statutory changes in the state’s charter law
- Implement and oversee the Charter School Performance Framework
- Provide supervision and support to the project director of the federal Charter Start-Up Program
- 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 Title programs
- Process, evaluate and approve sub-grant applications and district-designed federal program plans
- Interpret policies related to state and federal law, regulations and guidance to ensure state and local compliance and facilitate 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
- Oversee multiple contracts and subgrants for charter school supports
- Present factual and educational information to a variety of audiences via meetings,

*“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

conferences, workshops, on-site visits, and webinars, focusing on district and charter school improvement guidelines, strategies and resources

- Represent agency on national and statewide levels
- Collaborate with Department of Education staff, Agency staff, and key stakeholders to align Title programs with statewide efforts and charter school efforts

Professional Experience

- **Director of the state’s 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/Mentor,** 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 English/Reading Teacher,** Kerrville ISD and Northside ISD, 1991-1998

Computer Skills

- **Software (PC and MAC environments):** Adept with Microsoft Windows®, Microsoft Word, Excel, Publisher, PowerPoint, and Microsoft Teams®. Proficient in Visio, Adobe, Egrants, Charter School Tracking System, CAPPS and other TEA-wide data systems
- Working knowledge of the Internet, Zoom, Slido, Prezi, Kahoots, Infographics, ESRI

Professional Development in Education

Leaders Fellow, National Association of Charter School Authorizers

The Art of Presentation, Learning Forward

CLDC Leadership Coaching

Professional Development and Appraisal System-PDAS

New Teacher Center Teacher Mentoring/CLASS Training

Instructional Leadership Development-ILD

School Administrators Skills Assessment Center-SASA

NCI (Non-Violent Crisis Intervention)

Behavior Institute

EDP Training - Public Education Information Management System/Discipline

Educationally Related Activities

Analyze over 100 legislative bills and provide testimony for Senate Education and House Public Education committees each biennium for the Texas Legislature. Led Strategic Planning Sessions for the Professional Educators Standards Boards Association. Keynoted for the Charter School Summer Summit for multiple years. Presented at the Texas Charter School Association annual conference on various charter topics. Provided commencement speeches at various Texas charter schools. Presented charter topics and federal program topics to charter personnel at Education Service Centers. 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. Designed and conducted various faculty and student workshops while an administrator for training on various educationally related topics.

Arnoldo G. Alaniz, Jr.

QUALIFICATIONS

- Over 27 years of experience in Texas public education
- Over 22 years of experience at the Texas Education Agency
- Managerial and supervisory experience
- Knowledge about 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 *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 project director for two Charter School Program (CSP) grants administered by the Texas Education Agency (TEA)
- Serves on the division leadership team and as one of four hiring managers in the division
- Supervises and evaluates the senior research specialist in the division
- Takes calls from charter administrators and board members with issues that fall outside the duties of other staff members
- 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, 2004Program Specialist VIDivision of Discretionary GrantsTexas 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, 2004Manager IIDivision of NCLB Program CoordinationTexas 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, 2003Manager IIDivision of Migrant EducationTexas 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, 2001Program Specialist IVDivision of Migrant EducationTexas 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 2000Administrative Technician IIIOffice of the CommissionerTexas 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 1998Temporary 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 1997Grade 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 1996Middle 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 1994Substitute 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

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.

COMPUTER SKILLS

Microsoft Office Suite (including Word, Excel, Outlook, Access, PowerPoint, Publisher, Visio), Adobe LiveCycle Designer, Adobe Acrobat Professional, Adobe PhotoShop, ArcGIS, TeamForge, Alfresco, 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.

Marian L. Schutte

PROFESSIONAL EXPERIENCE

Texas Education Agency, Austin, TX

July 2018 – Present

Division Director, System Support and Innovation

- Designs and executes Texas' school system innovation strategy to build the capacity of school system leaders to take bold school actions (create new schools, replicate high-performing schools, restart struggling schools) through high-quality charter school authorizing to ensure more children attend high-quality, best fit schools
- Manages \$60M in grant resources to incentivize and support school system change through the System of Great Schools network, Texas Authorizer Leadership Academy, Texas District Charter Partnerships benefit process, Replicating Great Options fellowship, School Transformation Zone grants, and School Action Fund grants
- Builds and maintains a set of resources (Center for School Actions) and network of partner organizations (non-profits, state and national experts, consulting organizations) leveraged to advance the work of the division
- Redesigned the division's organizational structure to better serve school system leaders; currently building the division from a two-member to eight-member team

Mississippi Charter School Authorizer Board, Jackson, MS

November 2014 – June 2018

Executive Director

- Founding Executive Director of the state agency charged with enacting the Mississippi Charter Schools Act of 2013; increased the size of Mississippi's charter school portfolio by 800% (from 1 to 8 schools in 3 authorization cycles)
- Responsible for the overall planning, launch, monitoring, improvement, and supervision of the Board's operations to establish and build a sector of high-quality charter schools particularly schools designed to expand opportunities for at-risk students
- Coordinated the revision of the Mississippi Charter Schools Act of 2013 during both the 2015 and 2016 legislative sessions which increased charter school funding, expanded statewide charter school enrollment for students enrolled in C, D, and F rated districts, and provided greater operational flexibility for schools
- Managed a \$2.5M budget of braided state and federal funds; wrote and was awarded a \$15M federal Charter Schools Program grant to support Mississippi's charter school sector work

Louisiana Department of Education, Baton Rouge, LA

December 2011 – October 2014

Executive Director of Policy and Planning, Portfolio

- Promoted from Director of Quality Assurance to oversee all policy related to Louisiana's Portfolio Programs: BESE-Authorized Charter Schools, Louisiana Scholarship Program, and Nonpublic Schools
- Coordinated and authored the overhaul of Louisiana's charter school policy bulletin resulting in higher standards for charter school evaluations and a separate evaluation framework for alternative charter school
- Designed, authored, and published Louisiana's Charter School Performance Compact, the tool used to monitor, evaluate, and assess BESE-authorized charter schools
- Monitored a portfolio of 20+ charter schools across Louisiana through regular site visits, data analysis of annual student performance results, and resolution of parent and community concerns

Lafayette Academy Charter School, New Orleans, LA

August 2007 – June 2009

Upper Grade Spanish Teacher

- Selected as one of 250 teachers for the New Teacher Project's initial teachNOLA cohort
- Instructed 350 4th - 7th grade students at a Recovery School District post-Hurricane Katrina charter school
- Designed and implemented a multi-level standards-based foreign language curriculum

Marian L. Schutte

PROFESSIONAL DEVELOPMENT

NACSA Conference Presenter	2014, 2016, 2017
NACSA Leaders Program	April 2015 – October 2015
Nashville Teaching Fellows, Selector	October 2009 – August 2010
Nashville Teaching Fellows, Assistant Institute Director	May 2010 – August 2010
Nashville Teaching Fellows, Fellow Advisor	May 2009 – August 2009
teachNOLA, Selector	October 2007 – May 2009

EDUCATION

Vanderbilt University , Nashville, TN	May 2011
Master of Public Policy in Education Policy	
Tulane University , New Orleans, LA	May 2007
Bachelor of Arts in Political Science: International Relations and Women's Studies	

Christopher S. DeWitt

EDUCATION & CERTIFICATION

Catholic University of America, Washington, D.C.

May 2013

- Master of Arts in Special Education

American University, Washington, D.C.

May 2008

- Bachelor of Arts in Communication Studies, minor in German

Licensed Special Educator (K-12), Washington, D.C.

May 2013-2017

Licensed Special Educator (5-21), Colorado

July 2017-present

PROFESSIONAL EXPERIENCE

Texas Education Agency

SGS Program Specialist

March 2019-December 2019

Manager of District Support

December 2019-present

- Oversee team to implement all aspects of the System of Great Schools (SGS) Network, including planning and executing professional development and workshops; developing and revising SGS implementation rubrics; monitor district progress toward annual SGS implementation goals and serve as thought partner to clear roadblocks to implementation; manage relationships with contractors and vendors to ensure districts have access to best-in-class coaching and resources.
- Oversee team to implement the School Action Fund (SAF) grant, including monitoring progress on the Fidelity of Implementation Tracker; planning and facilitating monthly professional development opportunities; build capacity in district leaders and technical assistance providers.

CSD Education Services

Founder/Independent Consultant

July 2017-February 2019

Relevant projects include:

- Program Evaluation and authorizing
 - **Adams School District 14:** Plan and execute comprehensive charter application review process for first-time authorizer
 - **Tennessee State Board of Education:** Plan and co-facilitate day-long meeting with working group of education stakeholders and policymakers to develop Tennessee-specific charter authorizing standards in partnership with the National Association of Charter School Authorizers (NACSA)
 - **Shelby County School District:** Review new charter school applications and interview founding charter school teams as external evaluator in partnership with NACSA
 - **Colorado State Review Panel:** Evaluate Unified Improvement Plans (UIPs) for state-designated turnaround schools as part of Colorado Dept. of Education-appointed panel
 - **Walton Family Foundation:** Review expansion grant applications for charter schools in New Orleans
- School design and strategic advising:
 - **Empower Community High School:** Lead application development processes for new community-driven high school in Aurora Public Schools (APPROVED June 2018)
 - **American Indian Academy of Denver:** Strategic advisor and project manager for new 6-12 school focused on indigenous education (APPROVED May 2018)
 - **Blue Schools Partners:** Strategic advisor for Near Northeast Innovation Zone application (APPROVED June 2018)
- Original research and data analysis:
 - **A+ Colorado:** Lead researcher and writer for *Unequal Choices*, an original research paper that quantitatively analyzes school model diversity in Denver Public Schools

Denver Public Schools

Manager of New Schools/ Manager of School Development

March 2015-June 2017

- Oversee team to implement all aspects of the Call for New Quality Schools, the DPS new school application process, including applicant engagement, review team training, facilitation, evidence fact-checking, and presentations to the Superintendent and Board of Education according to best practices in new school authorization
- Manage multiple teams to plan and facilitate Regional Community Meetings and lead analysis of qualitative data collected
- Lead revision and continuous improvement for new school application and rubric

- Design and implement Year 0 supports for new schools according to school-specific conditions and individual school needs

Tiered Quality Assurance Associate

Oct. 2013- March 2015

- Facilitate learning walks in high-performing schools for central office staff and school leaders
- Lead instruction-focused CMAS/PARCC affinity group for innovation and charter schools
- Conduct school quality reviews and lead report drafting for low-performing charter schools
- Analyze data for discipline disproportionality accountability at charter schools

St. Ann's Academy, Washington, D.C.

Fourth & First Grade Teacher

August 2008- August 2013

- Design and implement differentiated instruction based according to data-driven best practices
- Implement universal supports & interventions according to multi-tiered system of supports process
- Build strong relationships with students & families through frequent communication and clear systems
- Design and support implementation of School-wide Positive Behavior Supports
- Support and coach teachers in Response to Intervention practices

PROFESSIONAL DEVELOPMENT

- | | |
|---|------------------------|
| • Student Achievement Partners CCSS standards training | <i>March 2017</i> |
| • National Association of Charter School Authorizers, presenter | <i>October 2016</i> |
| • DPS Facilitative Leadership Training | <i>June 2016</i> |
| • KIPP Leadership Design Fellowship | <i>March-Oct. 2015</i> |

References available upon request.

Paul G. Michels, M.A., RTSBA

Education

2009 **Master of Arts: Center for Women's and Gender Studies**
The University of Texas at Austin

1997 **Bachelor of Arts, Political Science**
Bachelor of Arts , Philosophy
Minor: Gender Studies
Virginia Tech, Blacksburg, Virginia

Work Experience

January 2020-Present **Competitive Review Grant Manager, Texas Education Agency**

Essential Functions

- Collaborating with TEA Program and Grants Administration staff to develop clear and precise competitive grant and Letter of Interest (LOI) applications
- Overseeing the review process for grant competitions to ensure the process is fair and transparent and assist program staff with LOI reviews
- Conducting reviews of grant program and application materials to ensure compliance with applicable fiscal and programmatic requirements, laws, regulations, guidance, and standards.

2018-Present **Executive Director of Finance, Natalia Independent School District (3A)**

Business Operations

- **Ensure District compliance with School FIRST, the District's Financial Accountability report card.**
- **In coordination with the Superintendent, provide oversight of District Bond initiatives including UCRM and Taxpayer Approved Unlimited Series**
- **Prepare the budget and development of long- and short-range objectives for the business operations of the District. Project local tax collections as well state and federal funding based upon longitudinal historical data and current demographic trends.**
- Ensure that accounting systems comply with applicable laws and regulations including Texas Education Agency Financial Accounting Manual (FASRG)

- Monitor all District service providers to ensure quality of service at an appropriate price point
- Coordinate with the PEIMS clerk to ensure accurate and timely submissions
- Administer the District's budget and ensure that operations are cost-effective and funds are managed wisely. Prepare all budget adjustments, additions, and deletions.
- Assist the District's independent auditors in conducting periodic audits.
- Evaluate accounting procedures, systems, and controls in all District departments and recommend improvements in their design, implementation, and maintenance.
- Determine cash available for investment and payment of bills based on periodic analysis of cash flow.
- Serve as District Investment Officer in accordance with PFIA (Public Funds Investment Act)
- Oversee monthly bank reconciliations for all accounts. Review reconciliations of vendor and payroll clearing accounts.
- Work with District personnel to project student enrollments, staffing needs, building and facility needs, energy needs, capital equipment needs, and other cost items for District and individual school improvement.
- Plan and conduct needs assessments for improvement of District business operations. Ensure that business operations support the District's goals and objectives and provide leadership to achieve cost-effective practices throughout the District.
- Direct the administration of the business office budget and ensure that programs are cost effective and funds are managed prudently.
- Ensure compliance with State Mandated Programs including budgeting, monitoring, and spending
- Ensure all quarterly and annual IRS, TRS and TWC reports are completed and submitted accurately and in a timely fashion
- Responsible for all Federal Grants and Program Management including all Title Programs including Title I Part A, Title I Part C, Title II, Title III Part A, Title IV, TEXSHEP, Migrant, SRSA; Time and Effort Requirements; Organize, advertise, and conduct all mandated parent/community information sessions
- Serve as the District Director of Human Resources including Payroll, Benefits, Leaves and Absences, Employee Work Day Calendars, Coordinate Worker's Compensation Activities, Coordinate Unemployment Benefits, Coordinate EEOC filings and responses
- Maintain the District General Ledger
- Serve as the District Records Retention Officer

- Coordinate all ERATE activities
- Coordinate SHARS (Student Health and Related Activities) billings, interim payments, and annual Cost Report
- Coordinate all Maintenance and Facilities Operations
- Ensure all TRS Reports (TEAM) are completed and submitted in a timely fashion. Ensure all corresponding TEXNET payments are settled by the appropriate date.
- Attend all regularly scheduled meetings of the District Board of Trustees. Keep the Board informed as necessary about all relevant aspects of the Business Office. Prepare all State and Federal mandated reports for Board review.

Policy, Reports, and Law

- Implement policies established by federal and state law, State Board of Education rule, and local board policy in the area of business operations.
- Compile, maintain, and file all physical and computerized reports, records, and other documents required.

Purchasing and Inventory

- Maintain accurate and current inventory records of the district's fixed and movable assets and oversee maintenance of a timely replacement cost-asset listing for insurance purposes. Organize and conduct sales to dispose of surplus and salvage equipment.
- Oversee the preparation of bids and bid specifications. Receive and analyze bid proposals and prepare written recommendations.

Personnel Management

- Prepare, review, and revise business department job descriptions.
- Develop training options and/or improvement plans to ensure exemplary business operations.
- Select, train, evaluate, and supervise staff and make recommendations relative to assignment, retention, discipline, and dismissal.

Supervisory Responsibilities:

- Supervise, evaluate, and recommend the hiring and retention of the Payroll/HR Generalist, A/P Clerk, and Food Service Manager

Staff Development

- Plan and provide staff development for teachers, administrators, and staff for all Business Office operations including Purchasing, Payroll, and Human Resources

- Disseminate information regarding current research and significant developments on the state and national levels regarding all Business Office activities as they pertain to other District functions.

Transportation

- Serve as the Director of Transportation

Food Service

- Serve as the Child Nutrition Program Food Service Director

2016-2018 DIRECTOR OF FINANCE AND CURRICULUM, Waelder Ind. School District

Business Operations

- Ensure District compliance with School FIRST, the District's Financial Accountability report card.
- Prepare the budget and development of long- and short-range objectives for the business operations of the District. Project local tax collections as well as state and federal funding based upon longitudinal historical data and current demographic trends.
- Ensure that accounting systems comply with applicable laws and regulations including Texas Education Agency Financial Accounting Manual (FASRG)
- Monitor all District service providers to ensure quality of service at an appropriate price point
- Coordinate with the PEIMS clerk to ensure accurate and timely submissions
- Administer the District's budget and ensure that operations are cost-effective and funds are managed wisely. Prepare all budget adjustments, additions, and deletions.
- Assist the District's independent auditors in conducting periodic audits.
- Evaluate accounting procedures, systems, and controls in all District departments and recommend improvements in their design, implementation, and maintenance.
- Determine cash available for investment and payment of bills based on periodic analysis of cash flow.
- Serve as District Investment Officer in accordance with PFIA (Public Funds Investment Act)

- Oversee monthly bank reconciliations for all accounts. Review reconciliations of vendor and payroll clearing accounts.
- Work with District personnel to project student enrollments, staffing needs, building and facility needs, energy needs, capital equipment needs, and other cost items for District and individual school improvement.
- Plan and conduct needs assessments for improvement of District business operations. Ensure that business operations support the District's goals and objectives and provide leadership to achieve cost-effective practices throughout the District.
- Direct the administration of the business office budget and ensure that programs are cost effective and funds are managed prudently.
- Ensure compliance with State Mandated Programs including budgeting, monitoring, and spending
- Ensure all quarterly and annual IRS, TRS, and TWC reports are completed and submitted accurately and in a timely fashion
- Responsible for all Federal Grants and Program Management including all Title Programs including Title I Part A, Title I Part C, Title II, Title III Part A, Title IV, TEXSHEP, Migrant, Title V Part B: RLIS; Time and Effort Requirements; Organize, advertise, and conduct all mandated parent/community information sessions
- Serve as the District Director of Human Resources including Payroll, Benefits, Leaves and Absences, Employee Work Day Calendars, Coordinate Worker's Compensation Activities, Coordinate Unemployment Benefits, Coordinate EEOC filings and responses
- Maintain the District General Ledger
- Serve as the District Records Retention Officer
- Coordinate all ERATE activities
- Coordinate SHARS (Student Health and Related Activities) billings, interim payments, and annual Cost Report
- Coordinate all Maintenance and Facilities Operations
- Ensure all TRS Reports (TEAM) are completed and submitted in a timely fashion. Ensure all corresponding TEXNET payments are settled by the appropriate date.
- Attend all regularly scheduled meetings of the District Board of Trustees. Keep the Board informed as necessary about all relevant aspects of the Business Office. Prepare all State and Federal mandated reports for Board review.
- Serve as the District Information Officer

Policy, Reports, and Law

- Implement policies established by federal and state law, State Board of Education rule, and local board policy in the area of business operations.

- Compile, maintain, and file all physical and computerized reports, records, and other documents required.

Purchasing and Inventory

- Maintain accurate and current inventory records of the district's fixed and movable assets and oversee the maintenance of a timely replacement cost-asset listing for insurance purposes. Organize and conduct sales to dispose of surplus and salvage equipment.
- Oversee the preparation of bids and bid specifications. Receive and analyze bid proposals and prepare written recommendations.

Personnel Management

- Prepare, review, and revise business department job descriptions.
- Develop training options and/or improvement plans to ensure exemplary business operations.
- Select, train, evaluate, and supervise staff and make recommendations relative to assignment, retention, discipline, and dismissal.

Supervisory Responsibilities:

- Supervise, evaluate, and recommend the hiring and retention of the Payroll/HR Generalist, A/P Clerk, Transportation Personnel, and Food Service Personnel

Staff Development

- Plan and provide staff development for teachers, administrators, and staff for all Business Office operations including Purchasing, Payroll, and Human Resources
- Disseminate information regarding current research and significant developments on the state and national levels regarding all Business Office activities as they pertain to other District functions.

Transportation

- Serve as the Director of Transportation

Food Service

- Serve as the Child Nutrition Program Food Service Director

2009–2016 PRINCIPAL, Katherine Anne Porter School

Charter High School, Wimberley, Texas

- Curriculum and Instruction: Led staff of 25 faculty and 10 administrators serving 175 students; organized all on-campus faculty professional development;
- Campus Climate: As Campus Behavior Coordinator, I managed a positive campus focused on creating strong, positive, and healthy relationship building frameworks through PBIS,

SEL, and Restorative Justice to provide for individuated student needs instead of punitive measures; Created school-wide faculty/student mentor program; coordinated '100% Supervision' program; maintained high levels of communication with all parents/guardians;

- Child Nutrition: Managed an award winning child nutrition program that focused on fresh, nutritious foods and featured an on-site garden.
- Transportation: Managed a student transportation program that provided school transport to 70% of the student population from 5 counties.
- 21st CCLC: Oversaw the creation and continued development of a nationally recognized 21st Century Community Learning Center after school enrichment program.
- Attendance: Managed the entire attendance program for a campus with a 79% at-risk population. Maintained all attendance records, established attendance recovery procedures, and maintained a 94% attendance rate.
- Education Materials: Responsible for oversight and procurement for all classroom education materials (EMAT)
- PEIMS Coordination: Provided oversight for SIS, PEIMS, and student registration; initiated fully automated online registration process
- Safe and Drug Free Schools Coordinator: Developed campus safety plan and emergency procedures manual; coordinated all emergency drills
- Physical Plant: Coordinated construction and maintenance for the campus
- Technology: Provided oversight for the IT Department. Initiated program to provide individual laptops for the entire campus; implemented Google Schools to digitize all student and staff production;
- Human Resources: Supervised campus Employment Committee which was tasked with recruiting, interviewing, hiring, on-boarding, and retention of all staff

2008–2009

PROGRAM COORDINATOR, Teachers As Scholars

The Humanities Institute, The University of Texas at Austin

- Directed a professional development program addressing educators as continuing scholars in their field. This involved working with the administration and faculty at over 10 local ISDs as well as working closely with UT's distinguished faculty.
- Spearheaded the Education Outreach Consortium, a University-wide initiative to collaborate with the individual organizations on campus dedicated to providing K–12 educational resources and services. Organized over 40 organizations across the UT campus in this effort, including the Office of Public Affairs and the Division for Diversity and Community Engagement.

2007–2008

TEACHING ASSISTANT, Professor William Scheick, Department of English

The University of Texas at Austin

- Lead TA for Masterworks of American Literature
- Conducted two twice-weekly discussion sections for Fall and Spring semesters, 25 students per section
- Assisted non-traditional, at-risk and underserved students in navigating both the classroom setting as well as the University administration and bureaucracy

2002–2007

PRINCIPAL, Katherine Anne Porter School

Charter High School, Wimberley, Texas
(see job description above)

2001–2002 YOUTH COUNSELOR, The Burke Center for Youth

Residential Treatment Facility, Driftwood, Texas

- Guided at-risk young men during their intensive state-mandated tenure at a 24-hour/day Residential Treatment Facility in the Texas Hill Country
- Certified Crisis Prevention Counselor
- Worked with on-site UT Charter School

Board Memberships and Community Leadership

- Katherine Anne Porter School Board Trustee, 2007–2009
- University of Texas Graduate Students' Association Administrative Director, 2007–2009
- University of Texas Graduate Student Housing Tenant Advisory Board Member, 2008–2009
- Intellectual Entrepreneurship Counselor, 2008–2009
- Presenter, “Rethinking Behavior” Conference, Region XIII Education Service Center, 2016
- Member, Texas Association of School Business Officials (TASBO)
- Member, TASBO Finance and Accounting Group

Certifications

- Registered Texas School Business Administrator (RTBSA)
- Certified Campus Behavior Coordinator
- Crisis Prevention Institute (CPI) certified
- Texas Behavior Support Initiative (TBSI) certified



April 6, 2020

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

Dear Secretary DeVos:


This letter is express City Education Partners' support of the Texas Education Agency's Charter School Program (CSP) grant application to the U.S. Department of Education's Public Charter School Program.

Representing the San Antonio constituency, we believe that all students deserve access to a high-quality public school that will enable them to live choice-filled lives. Moreover, we have seen a notable impact to all schools in San Antonio as the charter school marketplace has grown. The state agency has been a key stakeholder in supporting this achievement. In the urban core of San Antonio, the state has authorized and supported 20 operators serving 22% of the population that lives in our most underserved communities.

Further, Texas has long been a national leader on the charter school front. The state education agency has a portfolio of more than 175 charter school operators serving more than 315,000 students across the state. More recently, the Texas Legislature has passed a revolutionary bill that incentivizes districts to partner with existing charter schools and to authorize new operators.

The CSP grant program will be instrumental in providing new charters with the resources necessary to start strong and will also support our highest performing charter schools with the necessary resources to assist in developing capacity for replication. The grant also provides greater access to technical assistance, ensuring all new charter schools will be high quality and will be better positioned to meet the needs of students.

This grant program is critical to allow us to maintain our focus on growing the set of high performing options for San Antonio families, aligned to the state's mission to grow options for all Texas families. I fully support this grant application and look forward to seeing the benefits it will provide for parents and students across our city and state.


Mark Larson
Chief Executive Officer
City Education Partner

April 13, 2020

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 Charter School Program (CSP) grant application to the U.S. Department of Education's Public Charter School Program.

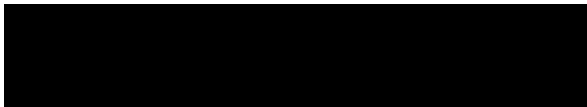
The ongoing strength of the state's economy relies on a vibrant marketplace of high-quality public schools for our students. Texas has long been a national leader on the charter school front. The state education agency has a portfolio of more than 175 charter school operators serving more than 315,000 students. More recently, the Texas Legislature has incentivized districts to partner with existing charter schools and to authorize new operators. Growing the set of high performing options for Texas families continues to be a priority for our state.

Texas remains committed to improving opportunities and outcomes for its students, while offering greater school choice for families. The CSP grant program will be instrumental to providing new charters with the resources necessary start strong and will also support our highest performing charter schools with the necessary resources to assist in developing capacity for replication.

In addition, the funding will allow the Texas Education Agency 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.

Regards,



Alexandra Hales Elizondo
Chief Executive Officer



April 3, 2020

The Honorable Betsy DeVos, Secretary of Education
U.S. Department of Education
Office of Innovation and Improvement
400 Maryland Avenue
S.W. Washington, D.C. 20202

Dear Secretary DeVos:

On behalf of the National Association of Charter School Authorizers (NACSA), I am pleased to submit this letter of support for the Texas Department of Education's (TEA) application for funding through the Expanding Opportunities Through Quality Charter Schools Program (CSP) Grants to State Entities. Texas is well positioned to use such funding to continue to expand access to high quality charter schools across the state especially for students in need of life changing schools.

As an organization committed to increasing and improving quality educational opportunities for children by strengthening charter school authorizing, NACSA is pleased to support the promotion of an accountability-focused, high-quality authorizing environment in Texas. TEA has laid out ambitious objectives which we believe will not only lead to expanding great options for students in Texas, but also help foster an environment focused on innovation and improvement in authorizing.

Over the past three years, TEA has made tremendous strides to accelerate the growth of quality charter schools through its System of Great Schools Network and its Texas Authorizer Leadership Academy (TALA). Through these innovative initiatives, TEA has recognized and incentivized school districts throughout Texas to take a more proactive and significant role in school improvement. NACSA has partnered with TEA on TALA by helping prepare Texas district personnel to take on the work of authorizing. Through a leadership training program, a series of online learning courses, handbooks, and model resources, NACSA is providing the foundational supports for Texas districts to become quality charter school authorizers. NACSA welcomes the opportunity to continue to work with TEA on TALA, ensuring that the state's efforts to expand high quality charter schools do so with a focus on and commitment to quality authorizing.

In addition to supporting TALA, NACSA is also prepared to support TEA's state authorizing office, which oversees 500+ charter schools in Texas. TEA's state authorizing office's focus on supportive practices, relationships, and procedures of quality authorizing will help increase charter quality and enable new options for previously underserved students. NACSA looks forward to collaborating with TEA's state authorizing office to provide its staff with customized technical assistance to strengthen its implementation of transparent and quality authorizing practices.

Sincerely,

M. Karega Rausch, Ph.D.
Interim President & CEO

April 13, 2020

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 Charter School Program (CSP) grant application to the U.S. Department of Education's Public Charter School Program.

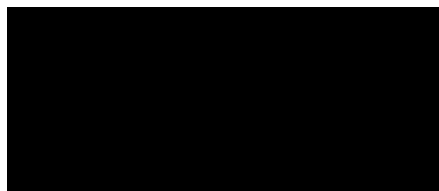
The ongoing strength of the state's economy relies on a vibrant marketplace of high-quality public schools for our students. Texas has long been a national leader on the charter school front. The state education agency has a portfolio of more than 175 charter school operators serving more than 315,000 students. More recently, the Texas Legislature has incentivized districts to partner with existing charter schools to authorize new operators. Growing the set of high performing options for Texas families continues to be a priority for our state.

Texas remains committed to improving opportunities and outcomes for its students, while offering greater school choice for families. The CSP grant program will be instrumental to providing new charters with the resources necessary to start strong, and it will also support our highest performing charter schools with the necessary resources to assist in developing capacity for replication.

In addition, the funding will allow the Texas Education Agency 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.

Sincerely,



Chris Barbic
Partner
The City Fund



April 13, 2020

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

Dear Secretary DeVos,

I am writing today to strongly support the Texas Education Agency's Charter School Program application in the state entity competition. TEA, led by Commissioner Morath and the Deputy Commissioner in charge of the charter school division, Joe Siedlecki, has been a thoughtful partner in growing and strengthening the charter school community in Texas and we support their continued role as the grantor of these federal CSP funds.

The team at TEA seeks out opportunities to reduce bureaucratic red tape in its granting of CSP funds, while maintaining high standards for new and expanding charter school organizations. TEA is also responsive to the charter community when we ask for changes or adjustments in the administration of the program. As you know, having partners inside an agency who are actively working with stakeholders to improve a program is a mark of great leadership.

TEA's grant-making to new and expanding charter schools in Texas has allowed the charter school community to expand to serve our growing demand and offer more students the chance to attend a public school that meets his or her needs. Charter schools in Texas serve more than 325,000 students at 750 school campuses. While that is objectively a lot of students, it's still a relatively small percentage of students in Texas public schools—only 6%. Despite serving that small percentage of students, charter schools represent 20% of the top-rated school districts in the state. And 95% of students attending public charter schools go to school at a campus rated "A," "B," or "C."

This success for children is due in part to the rigorous quality standards to which TEA holds new and expanding charter schools. We hope that you will join us in supporting their application to continue to be the grantor of CSP funds in Texas.

Sincerely,
Starlee Coleman
CEO

Texas Education Agency - Charter Closure Procedures
Staff Member with Primary Responsibility – Heather Mauzé, Director
Updated – January 2019

Appropriate closure procedures are determined on a case-by-case basis for any charter that has not been operating and has been in litigation with the Texas Education Agency (TEA).

TEA has a contract with Education Service Center (ESC), Region XIII to maintain student and staff records for closed charter schools. Additionally, the contract includes funds for ESC XIII to subcontract with the service center closest to the closing charter to retrieve records and provide access to student and personnel records for approximately six weeks before ESC XIII picks up the records and takes them to the ESC XIII facility in Austin to be maintained there and be made available to former student and staff upon appropriate requests.

- When a charter representative states the intention to close a charter, the director works with the director of the Division of Financial Compliance to see if any updates to the Charter School Closure Checklist, which can be found at the end of this document, are needed. Changes to the financial data information to be required are made to the checklist as requested by the director of the Division of Financial Compliance.
- If the closure is pursuant to a notice of revocation letter from Enforcement in the Governance Division, update CSTS in the following way:
 - 1) On the “status” page, check the “notice of intent to revoke” box, and enter the date of the letter. Update the “notes” box if necessary.
 - 2) At the bottom of the status page, click the “intervention” button to go to the intervention page. If the school had a monitor that the Notice of Revocation elevates to a conservator, enter that information here. Click “view all,” and edit the information for the “monitor” line, entering the elevation date as the date the person was removed as monitor.
 - 3) Upload the Notice of Revocation letter to Alfresco.
- Once updated, the director sends the charter superintendent the Charter School Closure Checklist. (Note that the first item is deleted if the director learns of the intended closure when a board resolution to close the school is submitted or if the charter is being closed by action of the commissioner such as revocation under TEC 12.115, non-renewal/expiration under 12.1141, or the issuance of an accreditation status of *Not Accredited: Revoked*.)
- The charter school program specialist works with the closing school superintendent and conservator to hold meetings with closing charter school parents and staff regarding closure procedures.
- The charter school program specialist works with the closing school superintendent and conservator to prepare student and personnel records for transfer; the charter school program specialist works with contacts at the local ESC and ESC XIII to plan for the transfer of student and personnel records.
- The research specialist determines what charters are within the same ESC region -- or in some cases, where there are numerous charters in the same ESC region, what charters are within a close proximity to the closing charter. This list of area charter schools will be used a) as part of TEA’s effort to help parents find a new school for their student; and b) to determine which charters will have the opportunity to request equipment from the closed school. Considerations of which charter schools to include take into account the academic and financial status of the charter schools.
- Once the chattel/equipment inventory list is received, the charter school program specialist works with the conservator and/or contact at the local ESC so that area charter school representatives can, when possible, pick up the inventory when local ESC staff is at the closing campus to pick up records.

The director, assistant director, program specialist, and/or research specialist work with the conservator and/or ESC contact who will oversee the inventory distribution to determine what days and times charters will be allowed to pick up equipment.

- The program specialist will create a document based on the inventory that will be used to demonstrate the chain of custody. It will be signed by all parties (conservator and/or ESC contact and the receiving area charter school representative), with all parties receiving a copy.
- The research specialist organizes the inventory into lots. The program specialist sends the inventory list to area charter superintendents who are allowed to request the lots and directs them to return their requests by a specified date and time. The program specialist with the assistance of at least one other staff member randomly selects a charter to receive any lots that were requested by multiple charters.
- Once the textbook inventory is received and the textbooks are no longer being used by students, the program specialist includes the list in the inventory list described above. If there is no interest in the textbooks they may be donated to a 501(c) 3. The director contacts the TEA director over instructional materials to inform them of the closure to ensure no additional funds are drawn down through EMAT.
- The program specialist sends the list of awarded inventory with the pick-up date and time to each charter that is to receive inventory. The assistant director or program specialist sends the names of the charters that are to receive the inventory and the pick-up schedule to the person who will oversee the equipment distribution.
- Once the charter is officially closed, which means the date stated in a charter holder board resolution or the date that legal informs the division director all legal procedures around any involuntary closure are final, the director sends the information to agency directors and others in upper management via email using the DIVDIR address book.
- Other divisions use their own internal processes and procedures to close out the charter while staff members in the Division of Charter School Administration, usually the research specialist, update the Charter School Tracking System with the information and the report that is on the web titled *Summary of Charter Closures*. The program specialist ensures the ESC XIII webpage is updated, as applicable.
- Once the last date passes that any PEIMS submissions could have been submitted by representatives of the closed charter school, the director works with the TEA AskTED administrator so that the charter can be made obsolete in the agency organizational database. (Ideally it is the January PEIMS submission following the school year in which the charter was closed.)

Contact Heather Mauzé [REDACTED] in the Division of Charter School Administration, David Marx [REDACTED] in the Division of Financial Compliance, or Jeffrey Cottrill [REDACTED] in the Division of Governance with any questions.

Charter School Closure Checklist

Item	Category	Action	Owner	cc
1	TEA action	Send charter board notice of intent to revoke, which includes notifying school of option for informal review.	Enforcement, under COE signature	Divisions of: Charter School Administration Federal Fiscal Monitoring Fiscal Compliance State Funding Monitors, Conservators, & Accreditation School Improvement Legal
2	TEA action	Send charter board notice of COE's final revocation decision, which includes notifying school of SOAH appeal option.	Enforcement, under COE signature	Divisions of: Charter School Administration Federal Fiscal Monitoring Fiscal Compliance State Funding Monitors, Conservators, & Accreditation School Improvement Legal
3	TEA action	Create FAQ document, which includes overview of transition steps, general timelines, authorizer contact information, and checklist for parents/students who must transition into new schools.	Charter School Administration	available on website
4	TEA action	Install conservator and direct charter to continue instruction until charter closes.	Monitor, Conservator, & Investigations	Charter School Administration Legal
5	TEA action	* Conservator receives directives and Charter Closure Handbook. * Review directives with conservator.	Monitor, Conservator, & Investigations	Charter School Administration
6	Financial	Ensure financial records are organized, updated, and stored in a secure location. Provide location of financial documents to TEA.	Conservator	Charter School Administration Monitor, Conservator, & In
7	Student records	Ensure student records are organized, updated, and stored in a secure location.	Conservator	Charter School Administration Monitor, Conservator, & In
8	Communication	Create talking points and press release regarding school closure status and next steps for stakeholders.	Superintendent or designee	Charter School Administration Monitor, Conservator, & In
9	Communication	* Create parent and faculty contact lists. * TEA may request a copy of these lists if the school does not notify parents promptly.	Superintendent or designee	Charter School Administration Monitor, Conservator, & In
10	Parents, Teachers/staff	* Notify students, parents, teachers, and staff of TEA's intent to revoke charter. * Post notice on the home page of the school's website and at all locations where notices of Board meetings are regularly posted.	Superintendent or designee	Charter School Administration Monitor, Conservator, & In

Charter School Closure Checklist

Item	Category	Action	Owner	cc
11	Charter Board Action	Call a board meeting to discuss the following: * revocation notification, * possible request for State Office of Administrative Hearings SOAH review, * installment of conservator, and addition of conservator as required signatory on any and all charter school accounts.	Charter Board	Charter School Administration Monitor, Conservator, & In Legal
12	Conservator action	Delivery of conservator directives from conservator to superintendent. Delivery of the directives may be all at once or over time.	Conservator	Superintendent Monitor, Conservator, & In Charter School Administration
13	Communication	Issue talking points and press release regarding school closure status and next steps for stakeholders.	Superintendent or designee	Charter School Administration Monitor, Conservator, & In
14	Communication	Once conservator has been placed for a closure, all TEA communications should include the conservator. Governance will have regular calls with conservator and Charter School Administration staff will attend those calls to ensure that all TEA stakeholders are on the same page.	all staff	
15	Conservator action	* Conservator's written consent shall be obtained before the charter school makes or approves any agreement, contract, purchase, payment, or financial transaction. * There should be no more procurement items in electronic instruction materials system without approval by the conservator. * Conservator obtains access to all accounts and expenditures shall not be permitted without conservator approval. Conservator discontinues any existing ACH (automatic) payments that should no longer be made. * Conservator shall be granted access to any credit cards associated with the school.	Conservator	Charter School Administration Monitor, Conservator, & In Financial Compliance Federal Fiscal Monitoring State Funding
16	Grants	Comply with all TEA requirements for receiving federal grant funds as outlined in federal and state laws/regulation, grant-specific provisions and assurances, and as described on TEA's Grant Management Resources website and in the General and Fiscal Guidelines: https://tea.texas.gov/Finance_and_Grants/Grants/Administering_a_Grant/General_and_Fiscal_Guidelines/ .	Conservator	Charter School Administration Monitor, Conservator, & In Financial Compliance Federal Fiscal Monitoring
17	Grants	Comply with all federal and state requirements for disposition of equipment purchased with state and federal grant funds as outlined in the General and Fiscal Guidelines: https://tea.texas.gov/Finance_and_Grants/Grants/Administering_a_Grant/General_and_Fiscal_Guidelines/	Conservator	Charter School Administration Monitor, Conservator, & In Financial Compliance Federal Fiscal Monitoring

Charter School Closure Checklist

Item	Category	Action	Owner	cc
18	Assets	Ensure insurance policy is in place to protect assets. The policy will remain under the name of the charter school after closure, but will be controlled by the Conservator/BOM.	Conservator	Charter School Adminsitrator, Monitor, Conservator, & In Legal
19	Conservator action	Establish team that will facilitate the completion of closure-related tasks outlined in this checklist (e.g., conservator, superintendent, CFO). * Conservator provides TEA with name(s) and contact information of the individual(s) who will remain a contact for the former charter school throughout the transition period (that contact appears as "Superintendent" on this list). * Confirm location for transition-related tasks (central office, campus, other, etc.).	Conservator	Charter School Adminsitrator, Monitor, Conservator, & In
20	Conservator action	Develop schedule for closure.	Conservator	Charter School Adminsitrator, Monitor, Conservator, & In
21	Communication	Superintendent or designee publishes notice of SOAH determination (if applicable). Provide notice 1) to the conservator; 2) on the home page of the school's website; 3) at all locations where notices of Board meetings are regularly posted; and 4) in a letter to parents and staff regarding the notice of revocation. A template for the notice is provided as Exhibit A of the notification of revocation.	Superintendent or designee provides to Conservator	
22	Communication	Notify TEA agency directors and others in upper management of charter revocation and impending closure via email using the DIVDIR address book.	Charter School Administraton	

Charter School Closure Checklist

Item	Category	Action	Owner	cc
23	Financial	<p>Provide conservator with list of property, financial accounts, and key financial documents, including the following:</p> <ul style="list-style-type: none"> *General ledger, approved budget, and cash flow statement for the school year 2018-19. *List of all bank or other financial accounts that contain local, state, and/or federal funds, including the name of and contact information for the financial institution, account number, and names of all signatories on the account. For each account, identify, the amount of local ownership interest, state ownership interest, and federal ownership interest. * Full account statement (not a summary statement) listing all transactions from installation of the conservator to the present for each financial account. * Formulate and make available to the conservator a list of all agreements, contracts and shared service arrangements, including exhibits, amendments, and other supporting documentation, for transactions for the purchase of real property, equipment, software, services, etc. * List identifying all real property by street address, city and county that was purchased with state funds, or for which the charter school or charter holder is listed as an owner or part owner of the property, and provide copies of the deeds, deeds of trust, and mortgage payment documents for each property listed. * List identifying, any real property, personal property or equipment currently being leased to or by the charter holder for charter school activities. Real property must be identified by legal description, street address, city, and county. Personal property and equipment must be identified by type, description, and identification number. The list of leased property must identify the amount and due date of any periodic payments, the amount and due date of all remaining payments owed under the lease, and contact information for all parties to the lease. 	Superintendent or designee provides to Conservator	Charter School Administration Federal Fiscal Monitoring Fiscal Compliance State Funding Monitors, Conservators, & Legal
24	Charter action	Terminate teaching contracts that would extend through summer (if applicable); terminate summer programs and/or make provision for fulfillment of Student Success Initiative requirements with a local open-enrollment charter school or independent school district.	Superintendent or designee provides to Conservator	
25	Financial	Hire a certified public accountant for the purposes of performing the final close-out audit.	Charter Board	Conservator

Charter School Closure Checklist

Item	Category	Action	Owner	cc
26	Charter Board Action	<p>Call a board meeting, superintendent delivers closure-related presentation, board makes requisite decisions, including:</p> <ul style="list-style-type: none"> * cancellation of any planned summer programs; * notice of termination of employment and/or contracts; * last day of employment; * date final paycheck will be distributed (as required in contract); * deadline to obtain service records from school and/or ESC (after records have been transferred to ESC); * termination dates of all benefit programs; * COBRA information; * information related to TRS and/or licensure * additional transition information. <p>Provide TEA with a copy of Board meeting agenda.</p>	Charter board Superintendent or designee	Conservator Charter School Administration Monitor, Conservator, & In Legal
27	Parents, Teachers/staff	<p>Hold parent, staff, and administration meetings to provide the following information as applicable:</p> <ul style="list-style-type: none"> * reason for closure, * obtaining student records and employee service records, * possible enrollment/employment opportunities at area charter schools, * employee insurance and TRS <p>As a resource, Charter Administration will have letters from director for every student and will provide a list of other schools in the area that students might attend after the charter closes.</p>	Charter School Administration	Superintendent Conservator
28	Communication: Parents	<p>Follow-up communication with students and parents regarding closure. Such communication shall include, but not be limited to:</p> <ul style="list-style-type: none"> * date of the last day of regular instruction; * cancellation of any planned summer programs; * summer re-testing information; * process for eligible students to receive extended school year services; * specific information regarding how to access a copy of students' records; and <p>Provide TEA with copy of notification, together with the date, time, and distribution method.</p>	Superintendent or designee	Conservator

Charter School Closure Checklist

Item	Category	Action	Owner	cc
29	Communication: Teachers/staff	<p>Notify benefit providers of closure of impending closure. The school should establish an employee termination date and:</p> <ul style="list-style-type: none"> * notify benefit providers (e.g., TRS) of pending termination of all employee and all benefit programs; * terminate all programs as of the last date of service in accordance with applicable law and regulations (i.e., COBRA), including: health care/ health insurance; life insurance; dental plans: eyeglass plans; cafeteria plans; 401 (k) retirement plans: and pension plans. Specific rules and regulations may apply to such programs, especially teachers' retirement plans. The charter's legal counsel should be consulted with regard to HR issues. * If applicable, contact TWC regarding "mass claims" process. * Provide TEA with copies of notifications along with date, time, and method for distribution 	Superintendent or designee	Conservator
30	Communication: Teachers/staff	<p>Follow-up communication with teachers/staff regarding closure. Such communication shall include, but not be limited to:</p> <ul style="list-style-type: none"> * notice of termination of employment and/or contracts; * last day of employment; * date final paycheck will be distributed; * deadline to obtain service records from school and/or ESC (after records have been transferred to ESC); * termination dates of all benefit programs; * COBRA information; * information related to TRS and/or licensure <p>Provide TEA with a copy of the notification along with date, time, and method for distribution.</p>	Superintendent or designee	Conservator

Charter School Closure Checklist

Item	Category	Action	Owner	cc
31	Assets	<p>Prepare inventory of assets and develop plan for disposition of inventory. Provide the following to the conservator:</p> <ul style="list-style-type: none"> * A capital asset inventory, which should include the purchase date, purchase price, source of funds used to purchase the property (state/federal), and a reconciliation if there is a difference between property currently held and property reported at the end of the prior fiscal year. In the case of vehicles, include the VINs, copies of vehicle titles, locations of vehicles and their titles, and if applicable, the name of the lienholder, the current balance, and the date and amount of payments made on the lien. * A list identifying the inventory for central office and each campus that includes, but is not limited to, all equipment, school vehicles, computer equipment, office equipment, and furniture, not otherwise listed in the capital asset inventory. Include a description of the item, any inventory-identifying number, date of acquisition, cost of the item, source of funds used to purchase item (federal, state, local), and item's current location. * List of textbooks and instructional materials. * Inventory of all property purchased with Public Charter School Program (CSP) funds for each campus. 	Superintendent or designee	Charter School Administration Conservator
32	Student records	<p>Update paper records with final report cards and diplomas. * Provide parents/students with copies of final report cards. * Provide parents/students with their unique access codes to the Texas Assessment Management System (TAMS) web site, to access STAAR information when it becomes available during the summer following closure. * Update all student academic achievement records (AAR). * Ensure diplomas have been signed and copies are in the students' permanent record, as applicable.</p> <p>Finalize and prepare student attendance data for audit by TEA.</p>	Superintendent or designee	Charter School Administration Conservator
33	Assets	<ul style="list-style-type: none"> * Organize school assets into lots according to distribution plan provided by the Charter School Administration. * Locate valuable items (e.g., technology) in the most secure rooms available. * Organize textbooks. Stack textbooks in hallway outside of classrooms, alternating the textbooks every 5 books. Place title and count on top of stack. 	Superintendent or designee Conservator Charter School Administration	Conservator
34	Communication	Notify TRS of closure.	Charter School Administration	

Charter School Closure Checklist

Item	Category	Action	Owner	cc
35	Teachers/staff	* Assemble all Teacher Retirement System (TRS) forms and supporting documentation. * Request account status from TRS and confirm the following activities: (1) date of the final TRS payment; and (2) verification of current service records. * Arrange for all personnel files to be delivered to local ESC. (including service records, teacher certifications, and a chart of all personnel) * Provide TEA with a copy of the TRS account status.	Superintendent or designee	Conservator
36	Assets	Notify appropriate testing vendor of school closure, and return any testing materials to appropriate vendor.	Superintendent or designee	Conservator
37	Assets	Contract with local ESC to wipe electronic devices to ensure there is no longer student data on those devices. This task shall be completed before these devices are distributed to other schools.	Superintendent or designee	Conservator
38	Financial	U.S. Department of Education (USDE) filings File federal form 269 or 269a if the school was receiving funds directly from the USDE. See 34 CFR 80.41	Superintendent or designee	Conservator
39	Student records	Prepare and submit to PEIMS the TSDS/PEIMS summer collection (student).	Superintendent or designee	Conservator

Charter School Closure Checklist

Item	Category	Action	Owner	cc
40	School records	<p>Assemble school records as outlined below and develop plan for disposition of records. SECURE ALL FILES CONTAINING SSNs AND LABEL "CONFIDENTIAL"</p> <p>Must be transferred to local ESC for temporary storage:</p> <ul style="list-style-type: none"> * All of the personnel files including service records and teacher certifications, including a chart of all personnel under contract; * Student attendance records as defined in the Student Attendance Accounting Handbook * All electronic files containing student attendance records, including files necessary for submission to the PEIMS * All Teacher Retirement System forms and supporting documentation <p>Should be reviewed by conservator and stored with charter holder:</p> <ul style="list-style-type: none"> * The minutes to the meetings of the governing body * The policy manual * The administrative, accounting, and personnel procedures manuals * Bank statements including canceled checks * All teacher schedules * All Internal Revenue Service forms and supporting documentation * Corporate credit card statements and invoices * Accounting reports, budgets, journals, ledgers, and registers * Independent auditor annual financial reports * All agreements, contracts and shared service arrangements, including exhibits, amendments, and other supporting documentation, for transactions for the purchase of real property, equipment, software, services, etc. * Purchase requisitions and purchase vouchers, including supporting documentation (e.g., vendor invoices, store receipts, travel itineraries, etc.) * Reimbursement and travel vouchers including travel vouchers and supporting documentation 	Superintendent or designee	Conservator

Charter School Closure Checklist

Item	Category	Action	Owner	cc
41	Student records	<p>Prepare hard copies and electronic copies of student records for transfer to local ESC.</p> <p>* Assemble and box hard copies of all student and staff records for transfer, boxing and labeling each box with the charter school name, CDN, and box number (box x of xx). Index records alphabetically by year.</p> <p>* Submit to the conservator a student record transition plan, including: name and contact information for the person responsible for completion of student records, including final grades.</p> <p>* Prepare all student records for electronic submission to commissioner's records custodian as follows using the TEA-supplied naming conventions directive: (1) create a directory to contain records with a subdirectory entry for each student; (2) extract student records from school's SIS and place into subdirectories; (3) scan and store all pertinent attachment documents into respective student subdirectories; and (4) download completed student records to a flash drive and transfer to the conservator.</p>	Superintendent or designee	Local Education Service Center Charter School Administration
42	Communication	Notify TEA agency directors and others in upper management of charter closure via email using the DIVDIR address book.	Charter School Administration	
43	Financial	<p>Prepare final financial documents for conservator review.</p> <p>* Itemized Financials. Review, prepare and make available to the conservator: fiscal year-end financial statements.</p> <p>* Review, prepare and make available to the conservator: Accounting reports, budgets, journals, ledgers, and registers, and petty cash report</p> <p>* Review, prepare and make available to the conservator: corporate credit card statements and invoices</p> <p>* Formulate and make available to the conservator a list of all agreements, contracts and shared service arrangements, including exhibits, amendments, and other supporting documentation, for transactions for the purchase of real property, equipment, software, services, etc.</p> <p>* Assemble files necessary for submission to PEIMS, and deliver to the conservator.</p> <p>* Develop plan to make final payments for: TRS; payroll for teacher and staff; employment/federal taxes; audit; creditors; etc.</p>	Superintendent or designee	Conservator

Charter School Closure Checklist

Item	Category	Action	Owner	cc
44	Financial	<p>Create list of creditors, debtors, vendors, contracts, management companies, etc. for conservator review (over \$5000).</p> <p>* Formulate list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor, and make available to the conservator and TEA. The list should include: contractors to whom the school owes payment; lenders; mortgage holders, and liens on property; bond holders; equipment suppliers; secured and unsecured creditors; persons or organizations who owe the school fees or credits; lessees or sub-lessees of the school; any person or organization holding property of the school, and pending litigation.</p> <p>* Notify vendors and all other applicable parties of termination of charter contracts.</p> <p>* Contact debtors and demand payment.</p> <p>* Contact creditors to negotiate settlement of debts.</p> <p>* Notify management company (if applicable) of termination of charter contract. Request final invoice. Provide a copy of this notification to the authorizer.</p> <p>* Provide conservator with the current statement or account snapshot from all entities entitled to withholding from employees' paychecks. If those accounts are not current, identify the total amount due (include interest and penalties); the identity of the party who is owed the funds; and any enforcement action taken or threatened, including warrant holds at the State Comptroller's office and levies or intents to levy from the Internal Revenue Service.</p>	Superintendent or designee	Conservator
45	Reporting	Complete Federal Expenditure Reports (FER) and Annual Performance Report (APR) and notify conservator when reports are complete.	Superintendent or designee	Conservator
46	Financial	<p>* Prepare all Internal Revenue Service forms and supporting documentation, and notify conservator when complete.</p> <p>* All W-2s and 1099s should be completed within 30 business days after classes end and distributed to employees.</p> <p>* W-2s and 1099s that cannot be completed by the superintendent will become the responsibility of the charter holder.</p>	Superintendent or designee Charter Holder	Conservator
47	Financial	Uniform Commercial Code search. Disclose any security interest attached to any state property. The disclosure must identify the nature of the security interest and the property to which the security interest is attached.	Conservator	Monitor, conservator, and i

Charter School Closure Checklist

Item	Category	Action	Owner	cc
48	Assets	<p>*Coordinate disposition of state property, including following federal guidelines for disposition of property purchased with CSP funds: Organize inventory into lots, oversee distribution of inventory to other charter schools in the area, donate any unwanted inventory to a 501(c)(3) according to applicable federal guidelines.</p> <p>* Coordinate status of property purchased with state and non-state funds, following TEA guidelines listed in step 14.</p>	<p>* Charter School Administration</p> <p>* Monitor, conservtor, and investigations</p>	
49	Financial	<p>IRS status</p> <p>* If the school has a 501c3 status, it must take steps to maintain that status including, but not limited to, the following: (1) notification to IRS regarding any address change of the school corporation; and (2) filing of required tax returns or reports (e.g. IRS form 990 and schedule A).</p> <p>* If the school corporation proceeds to dissolution, notify the IRS of dissolution of the education corporation and its 501c3 status and provide a copy to the TEA. Follow guidance in the Texas Business Organizations Code related to disposition of financial records.</p>	Superintendent or designee	Conservator
50	School records	Transfer school records from the local Education Service Center to Education Service Center Region 13.	Conservator	Local Education Service Center Education Service Center Region 13 Charter School Administration
51	Student records	Prepare and submit to PEIMS the TSDS/PEIMS fall collection (student)	Superintendent or designee	Conservator
52	Conservator action	<p>Oversee real property and other remaining assets until disposition by sale or transfer - where applicable:</p> <p>* Change locks on all available doors and gates, secure remaining assests (such as school vehicles), contact local police concerning procedures for discouraging trespassers, and make other security arrangements in consultation with TEA.</p> <p>* Donate all food products to a non-profit or other recipient designated by TEA.</p> <p>* Forward mail.</p> <p>* Arrange for ongoing payment of utility and other bills in consultation with TEA.</p> <p>* Arrange for return of remaining assests that are leased.</p> <p>Consolidate multiple bank accounts into a single account.</p>	Conservator	Monitor, conservator, and i
53	Assets	Disposition of real property and other remaining assets - where applicable, determine state requirements for real property acquired from a public school district to determine right of first offer and other applicable requirements for disposition.	Board of Managers	Monitor, conservator, and i
54	Financial	File the final audit with TEA to close the school's general ledger.	Superintendent or designee	Conservator
55	Student records	Prepare and submit to PEIMS the TSDS/PEIMS midyear collection (financial)	Superintendent or designee	Conservator

Charter School Closure Checklist

Item	Category	Action	Owner	cc
56	Communication	Notify TEA's AskTED administrator of closure so that the charter can be made obsolete in the agency's organizational database.	Charter School Administration	



CHARTER SCHOOL PERFORMANCE FRAMEWORK

Academic Framework
Financial Framework
Operational Framework

2018 Manual

For Public Charter Schools in Texas

August 2019

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

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¹ Adult High School Diploma and Industry Certification Public Charter School as authorized under Texas Education Code §29.259.

Acronyms

AEA.....	Alternative Education Accountability
BE/ESL.....	Bilingual Education/English as a Second Language
CSPF.....	Charter School Performance Framework
CTE.....	Career and Technical Education
FIRST.....	Financial Integrity Rating System of Texas
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
STAAR.....	State of Texas Assessments of Academic Readiness
TAC.....	Texas Administrative Code
TAPR.....	Texas Academic Performance Report
TARS.....	Texas Accountability Rating System
TEA.....	Texas Education Agency
TEC.....	Texas Education Code
TREx.....	Texas Records Exchange

Mission

The mission of the Texas Education Agency's (TEA's) Division of Charter School Administration is to cultivate innovative, high-quality learning opportunities and to empower the charter community through leadership, guidance, and support.

The TEA is committed to expanding the number of high-quality educational options in the state's charter school portfolio. To help us meet this goal, the 2018 Charter School Performance Framework (CSPF) has been redesigned to increase transparency about TEA's performance expectations for charter schools. Consistent with Texas Education Code (TEC) §§12.1141, 12.115, and 12.1181, these performance results will inform TEA's oversight efforts as well as decisions related to renewal and revocation.

Overview

The Charter School Performance Framework is required by statute (TEC §12.1181) and by the Texas Administrative Code (19 TAC §100.1010).

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."

Charter School Performance Framework Report

The Charter School Performance Framework report is a district-level report that is designed to provide parents, the public, charter operators, and the authorizer with information about each charter school's performance. The 2018 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 2018 indicators, ratings, performance expectations, data sources, and other helpful information. The *2018 Charter School Performance Framework Manual* is available on the [TEA Charter Schools website](#). The CSPF includes three distinct frameworks that measure academic, financial, and operational performance. The scores on each of the three frameworks contribute to the overall framework score. Each framework is made up of indicators that measure each charter school's performance during the 2017-2018 school year. Those indicators are outlined in this manual.

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 to self-assess the overall health and viability of their school. The frameworks will also be used to inform TEA's oversight efforts as well as decisions related to intervention, renewal, or revocation.

The Charter School Performance Framework neither negates any ratings (including, but not limited to, state accountability, Charter FIRST, Accreditation, or the 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 those ratings.

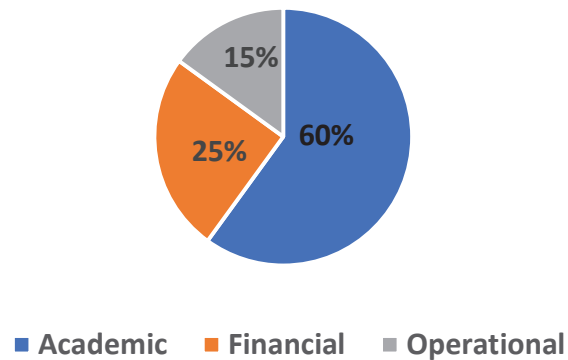
Significant Manual Changes

There are several new changes in the 2018 Charter School Performance Framework, including.

- **Alignment:** The 2018 CSPF is now better aligned with the Texas A-F accountability system, the Charter FIRST financial accountability rating system, and best practices that have been identified by the National Association of Charter School Authorizers.
- **Academic Framework:** To improve alignment with the Texas A-F accountability framework, the academic framework now includes indicators such as, overall A-F score, academic achievement status for student groups, English language proficiency progress for English learners, and campus ratings.
- **Financial Framework:** The 2018 financial frameworks draw from the Charter Financial Integrity Rating System (Charter FIRST) by combining the overall score on Charter FIRST with scores on four key solvency indicators.
- **Operational Framework:** The 2018 manual moves administrative cost ratio from the financial framework to the operational framework and adds operational indicators addressing the requirement that a school have at least 50 percent of its students in tested grades, a charter school's eligibility to participate in the Child Nutrition Program, and the appropriate handling of secure testing materials.
- **Adult High School Diploma and Industry Certification Public Charter Schools:** This manual updates the indicators for the adult high school diploma and industry certification charter school to fully utilize school data that is now available.
- **Overall score:** For the first time, 2018 CSPF reports will include an overall CSPF score and a subscore for each framework.

The calculation for the overall CSPF score is displayed below.

If the charter school does not receive an A-F rating, it will not receive an overall rating. If the charter school does not receive an operational or financial rating, its A-F rating will equal its overall CSPF score.



Overall performance

Measures the charter school's overall combined performance on the academic, financial, and operational frameworks.

☐ **Meets Expectations**

The charter school attained an overall score that was at or above 60%.

☐ **Does Not Meet Expectations**

The charter school attained an overall score that was less than 60%.

2018 Academic Framework Indicators

The Academic Framework evaluates each charter school's academic performance. This framework answers the evaluative question: Is the academic program a success for all students? 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 facilitate the evaluation of charter school academic performance. The *2018 Accountability Manual* describes in more detail how scores are calculated.

Number	Indicator	Data Source and Calculation	Points possible
1a	Overall A-F score	2018 accountability rating: overall scale score	100
1b	Achievement status for student groups	<ul style="list-style-type: none"> 2018 Closing the Gaps data: academic achievement status Percent of evaluated indicators met 	100
1c	English language proficiency for English learners	<ul style="list-style-type: none"> 2018 Closing the Gaps data: English language proficiency Earn 10 points if target was met. Earn 0 points if target was missed. 	10
1d	Campus status	<ul style="list-style-type: none"> Earn 10 points if all the charter's campuses received A or B ratings. Earn 4 points if all the charter's campuses received A, B, or C ratings. Earn 2 points if all the charter's campuses received A, B, C, or D ratings. Earn 0 points if any campus failed. <p><i>Campuses that were not rated will not be counted in this calculation.</i></p>	10
Calculation			
<i>Academic framework calculation</i> ² = .6(1a) + .2(1b) + .1(10*1c) + .1(10*1d)			100

² If data is not available, academic framework scores may be based on the following calculations:

- If the school did not test enough English learners (i.e., small *n* size) to generate a Closing Gaps English language proficiency score, the overall calculation will be adjusted to .3(1b).
- If there is no Closing Gaps data for the school, the overall calculation will be adjusted to .9(1a).

Overall score on the academic framework

Measures the charter school's overall performance on indicators included in the academic framework.

☐ **Meets Expectations**

The charter school attained an overall score on the academic framework that was at or above 60%.

☐ **Does Not Meet Expectations**

The charter school attained an overall score on the academic framework that was less than 60%.

-
- If the charter school does not receive an A-F rating, it will not receive an academic framework rating.

2018 Academic Framework Indicators: AEA Provisions

In accordance with TEC §12.1181, the Academic Framework includes indicators for charter schools evaluated under alternative education accountability (AEA) provisions of the Texas Accountability Rating System. The *2018 Accountability Manual* describes in more detail how scores are calculated or scaled differently for AEA schools.³

Number	Indicator	Data Source and Calculation	Points possible
1a	Overall academic performance	2018 accountability rating: overall scale score (AEA scaling)	100
1b	Academic status and growth for student groups	2018 Closing the Gaps data: Closing the Gaps scaled score (AEA scaling)	100
1c	Campus status	<ul style="list-style-type: none"> • Earn 10 points if all the charter's campuses received A or B ratings. • Earn 4 points if all the charter's campuses received A, B, or C ratings. • Earn 2 points if all the charter's campuses received A, B, C, or D ratings. • Earn 0 points if any campus failed. <p><i>Campuses that were not rated will not be counted in this calculation</i></p>	10
Calculation			
<i>Academic framework calculation</i> ⁴ = $.6(1a) + .3(1b) + .1(10*1c)$			100

³ For additional detail read: p. 17 (graduation and dropout rate calculations); p. 45 (student achievement domain scaling tables); p. 46 (scaling tables for graduation rate and the Closing the Gaps domain); chapter 7 (AEA provisions); and Appendix I Scaling Resources. The full *2018 Accountability Manual* is available online at the following link: <https://tea.texas.gov/2018accountabilitymanual.aspx>.

⁴ If data is not available, AEA academic framework scores may be based on the following calculations:

- If there is no Closing Gaps data for the school, the overall calculation will be adjusted to .9(1a).
- If the charter school does not receive an A-F rating, it will not receive an academic framework rating.

Overall score on the academic framework

Measures the AEA charter school's overall performance on indicators included in the academic framework.

☐ **Meets Expectations**

The AEA charter school attained an overall score on the academic framework that was at or above 60%.

☐ **Does Not Meet Expectations**

The AEA charter school attained an overall score on the academic framework that was less than 60%.

2018 Financial Framework Indicators

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

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

Read more about [Charter FIRST](#) on the TEA website.

The Financial Framework indicators below provide key data to assess the financial health and viability of charter schools.⁵

Number	Indicator	Data Source	Points possible
2a	Overall financial performance on Charter FIRST	Overall score on Charter FIRST (2017-2018)	100
2b	Short-term solvency: cash on hand	Charter FIRST indicator #6 (2017-2018)	10
2c	Short-term solvency: ratio of current assets to current liabilities	Charter FIRST indicator #7 (2017-2018)	10
2d	Long-term solvency: revenues equal or exceed expenses	Charter FIRST indicator #9 (2017-2018)	10
2e	Long-term solvency: debt service coverage ratio	Charter FIRST indicator #10 (2017-2018)	10
Calculation			
$\text{Financial framework calculation} = .6(2a) + .2(10 * \frac{\#2b + \#2c}{2}) + .2(10 * \frac{\#2d + \#2e}{2})$			100

Overall score on the financial framework

Measures the charter school's overall performance on indicators included in the financial framework.

☐ **Meets Expectations**

The charter school attained an overall score on the financial framework that was at or above 60%.

☐ **Does Not Meet Expectations**

The charter school attained an overall score on the financial framework that was less than 60%.

⁵ Charter schools that are operated by institutions of higher education will receive only a pass/fail on the financial framework, reflective of their FIRST score. These schools receive neither an overall numeric FIRST score nor scores on solvency indicators. To calculate the overall CSPF score: pass = 100.

2018 Operational Framework Indicators

The Operational Framework indicators facilitate evaluation of each charter school's compliance with federal law, state law, state rules or regulations, and/or the charter contract. The following Operational Framework indicators evaluate each charter school's compliance with educational, operational, governance, and reporting requirements.

Number	Indicator	Points
3a	Teacher qualifications	<ul style="list-style-type: none"> Meets: 1 point Does not meet: 0 points
3b	Program requirements: Special populations	<ul style="list-style-type: none"> Meets: 1 point Does not meet: 0 points Far below: -1 point
3c	Program requirements: Bilingual education/English as a second language populations	<ul style="list-style-type: none"> Meets: 1 point Does not meet: 0 points Far below: -1 point
3d	Program requirements: Career and technical education populations	<ul style="list-style-type: none"> Meets: 1 point Does not meet: 0 points Far below: -1 point
3e	Timely filing of governance reporting forms	<ul style="list-style-type: none"> Meets: 1 point Does not meet: 0 points
3f	Training requirements for board members and charter school officials	<ul style="list-style-type: none"> Meets: 1 point Does not meet: 0 points
3g	Criminal record employment requirements	<ul style="list-style-type: none"> Meets: 1 point Does not meet: 0 points
3h	Timely filing of PEIMS data	<ul style="list-style-type: none"> Meets: 1 point Does not meet: 0 points
3i	TREx usage requirements	<ul style="list-style-type: none"> Meets: 1 point Does not meet: 0 points
3j	Certificate of occupancy requirements	<ul style="list-style-type: none"> Meets: 1 point Does not meet: 0 points
3k	Administrative cost ratio	<ul style="list-style-type: none"> Meets: 1 point Does not meet: 0 points
3l	Maintenance of 501(c)(3) status ⁶	<ul style="list-style-type: none"> Meets: 1 point Does not meet: 0 points
3m	50% of students in tested grades	<ul style="list-style-type: none"> Meets: 1 point Does not meet: 0 points
3n	Eligibility to participate in child nutrition program	<ul style="list-style-type: none"> Meets: 1 point Does not meet: 0 points
3o	Appropriate handling of secure assessment materials	<ul style="list-style-type: none"> Meets: 1 point Does not meet: 0 points

⁶ If the charter holder fails to maintain 501(c)(3) status, it is no longer eligible to operate charter schools.

Calculation	
Operational framework calculation = $\frac{\#points\ earned}{\# of\ indicators\ evaluated} * 100$	100

3a. Teacher Qualifications

Charter school teachers must hold a baccalaureate degree.

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

☐

Meets Expectations

All teachers at the charter school hold a baccalaureate degree or meet the statutory exception.⁷

☐

Does Not Meet Expectations

Fewer than 100.0% of teachers at the charter school hold a baccalaureate degree or do not meet the statutory exception.

☐

Not Applicable

The charter school failed to report staff data or reported only contracted classroom teachers.

Data source: 2017-18 TAPR District Staff Information, Teachers by Highest Degree Held

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)

☐

Meets Expectations

The charter school received a *Meets Requirements* determination for special education.

☐

Does Not Meet Expectations

The charter school received a *Needs Assistance* determination for special education.

☐

Far Below Expectations

The charter school received a *Needs Intervention* or *Needs Substantial Intervention* determination for special education.

Data source: 2018 PBMAS, 2018-19 Intervention Stage and Activity Manager (ISAM)

⁷ Per TEC §12.129(b), in some cases, teachers of noncore vocational courses may qualify for an exception if they meet alternative requirements.

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)

☐ **Meets Expectations**

The charter school is not staged for BE/ESL.

☐ **Does Not Meet Expectations**

The charter school is in Stage 1 or Stage 2 for BE/ESL.

☐ **Far Below Expectations**

The charter school is in Stage 3 or Stage 4 for BE/ESL.

Data source: 2018 PBMAS and 2018-19 ISAM

3d. Program Requirements – Career and Technical Education Populations

Charter schools must meet program requirements for CTE populations.

19 TAC §100.1032(1)(D)

☐ **Meets Expectations**

The charter school is not staged for CTE.

☐ **Does Not Meet Expectations**

The charter school is in Stage 1 or Stage 2 for CTE.

☐ **Far Below Expectations**

The charter school is in Stage 3 or Stage 4 for CTE.

Data source: 2018 PBMAS and 2018-19 ISAM

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

☐ **Meets Expectations**

The charter school filed 2018-2019 governance reporting forms in a timely manner.

☐ **Does Not Meet Expectations**

The charter school failed to file 2018-2019 governance reporting forms in a timely manner.

Data source: TEA Charter School Tracking System governance reporting forms

3f. Training Requirements

Charter board members and school officials must complete the annually required training.

TEC §12.123, 19 TAC §§ 100.1102-100.1105

☐ **Meets Expectations**

All charter board members and school officers appointed or hired prior to December 3, 2018 reported that they completed the annually-required training or met the criteria for exceptions provided for in the TEA Governance Form.

☐ **Does Not Meet Expectations**

Some charter board members and/or school officers appointed or hired prior to December 3, 2018 failed to report that they completed the annually required training, failed to meet criteria for exceptions provided for in the TEA Governance Form, or the charter school failed to submit a governance reporting form by the required reporting deadline.

Data source: TEA Charter School Tracking System governance reporting forms

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 certified its compliance with TEC §22.085 by submitting the “Criminal History Compliance Certification” for the 2018-19 school year in a timely manner.

☐ **Does Not Meet Expectations**

The charter school failed to certify its compliance with TEC §22.085 because it did not submit the “Criminal History Compliance Certification” for the 2018-19 school year in a timely manner or if a finding from a Special Accreditation Investigation indicates the charter school is not in compliance.

Data source: TEA Educator Certification

3h. 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 was in compliance with 2017-18 PEIMS data reporting timelines.

☐ **Does Not Meet Expectations**

The charter school was not in compliance with 2017-18 PEIMS data reporting timelines.

Data source: TEA Student Education Data System/PEIMS Division

3i. TREx Usage Requirements

Charter schools must participate in the electronic Texas Records Exchange (TREx) system.

TEC §7.010, TEC §25.002(a-1), 19 TAC §129.1025

☐ **Meets Expectations**

All the charter's campuses responded to requests for information in TREx within 10 working days and followed the TREx data standards.

☐ **Does Not Meet Expectations**

Some of the charter's campuses failed to respond to requests for information in TREx within 10 working days and/or did not follow the TREx data standards.

Data source: TEA Student Education Data System/PEIMS Division

3j. Certificate of Occupancy Requirements

All charter school 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)

☐ **Meets Expectations**

The charter school is in compliance with certificate of occupancy requirements.

☐ **Does Not Meet Expectations**

The charter school is not in compliance with certificate of occupancy requirements.

☐ **Not Applicable**

The charter holder is a university that has not provided a certificate of occupancy for the educational use of charter school sites that are on the university campus.

Data source: TEA Charter Schools Tracking System

3k. Administrative Cost Ratio

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

☐ **Meets Expectations**

The charter school scored 6 points or higher on Charter FIRST indicator #11.

☐ **Does Not Meet Expectations**

The charter school scored fewer than 6 points on Charter FIRST indicator #11.

☐ **Not Applicable**

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

Data source: 2017-18 Charter FIRST Indicator 11

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

☐ **Meets Expectations**

The charter holder maintained its 501(c)(3) status.

☐ **Does Not Meet Expectations**

The charter holder failed to maintain its 501(c)(3) status.

☐ **Not Applicable**

The charter holder is a governmental entity, college, or university.

Data sources: Texas Secretary of State and Internal Revenue Service (IRS)

Note: Per TEC §12.101, failure to maintain 501(c)(3) status means that the charter holder is no longer eligible to operate an open-enrollment charter school.

3m. 50% of students in tested grades

Confirms that the constitution of each campus within the charter school's student body is sufficient for state accountability standards.
19 TAC §100.1015(b)(3)(G)

☐ **Meets Expectations**

Each campus operated by the charter school has at least 50% of its student population in tested grades, the charter school has not reached its fifth year of operation, or the charter holder has obtained a waiver from the commissioner of education.

☐ **Does Not Meet Expectations**

One or more of the campuses operated by the charter school has fewer than 50% of its student population in tested grades and the charter holder has not obtained a waiver from the commissioner of education.

Data sources: 2018-2019 TAPR

3n. Eligibility to Participate in Child Nutrition Program

Indicates whether the charter school has maintained its eligibility to participate in child nutrition programs
19 TAC §100.1022(c)(1)(A)(xi) and 100.1032(2)(N)

☐ **Meets Expectations**

The charter school maintained its eligibility to participate in child nutrition programs.

☐ **Does Not Meet Expectations**

The charter school failed to maintain its eligibility to participate in child nutrition programs and did not regain its eligibility within 30 days.

Data source: Texas Department of Agriculture

3o. Appropriate Handling of Secure Assessment Materials

Measures the charter school's compliance with state rules concerning assessment materials.

TEC §39.0301-39.0304, 19 TAC §101.3031

☐ **Meets Expectations**

The charter school fully complied with state rules concerning delivery of assessment materials, storage and administration of assessments, and return of assessment materials for the most recent assessment period.

☐ **Does Not Meet Expectations**

The charter school failed to fully comply with state rules concerning delivery of assessment materials, storage and administration of assessments, and return of assessment materials for the most recent assessment period.

Data source: TEA Student Assessment

Overall score on the operational framework

Measures the charter school's overall compliance with indicators on the operational framework.

☐ **Meets Expectations**

The charter school attained an overall score on the operational framework that was at or above 60%.

☐ **Does Not Meet Expectations**

The charter school attained an overall score on the operational framework that was less than 60%.

2018 Adult High School Diploma and Industry Certification Public Charter School Performance Framework Indicators

The Adult High School Diploma Charter School Framework contains standards by which to measure the performance of an adult high school program operated under a charter granted under Texas Education Code (TEC) §29.259.

The following indicators facilitate review of the adult high school diploma charter school's performance.

1. Student achievement on exit-level assessment
2. Completion of high school diploma program
3. Completion of industry certification program
4. Enrollment in institutions of higher education
5. Significant income increase

Data will be reported for all five indicators; however, the school's performance will only be scored for the first three. For each of those three indicators, the charter school may either meet or not meet the expectations described below.

1. Student achievement on academic assessments

Measures graduating students' performance on applicable end-of-course (EOC) assessments.

☐ **Meets Expectations**

The percentage of all students performing at the "Meets Grade Level" standard on EOC assessments was greater than or equal to 20.

☐ **Does Not Meet Expectations**

The percentage of all students performing at the "Meets Grade Level" standard on EOC assessments was less than 20.

Data source: 2017-18 TAPR District Performance – STAAR Percent at Met Standard or Above (All Grades), All Subjects

2. Completion of high school diploma program

Measures number of program participants who successfully completed a high school diploma program.

☐ **Meets Expectations**

The number of graduates was equal to or greater than the number of students classified as 12th graders.

☐ **Does Not Meet Expectations**

The number of graduates was less than the number of students classified as 12th graders.

Data source: 2017-2018 TAPR

Note: The number of graduates is used for this indicator, rather than percentage over time, because sufficient longitudinal data is not yet available.

3. Completion of industry-based certification program

Measures percentage of program participants who successfully completed an approved industry-based certification.

☐ **Meets Expectations**

At least 25% of program participants successfully completed an approved industry-based certification.

☐ **Does Not Meet Expectations**

Fewer than 25% of program participants successfully completed an approved industry-based certification.

Data Source: 2017-2018 TAPR

Notification Timeline

Due to changes incorporated into the 2018 CSPF, the release date for the 2018 CSPF reports was significantly altered. The availability of final data and any unforeseen circumstances may impact the significant dates listed below.

2019

- August *2018 CSPF Manual* and reports available in the Charter School Tracking System.
- August *2018 CSPF Manual* and reports available on the [TEA Charter Schools website](#).

2020

- January *2019 CSPF Manual* and reports available in the Charter School Tracking System.
- January *2019 CSPF Manual* and reports available on the [TEA Charter Schools website](#).



Texas Education Agency
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Austin, Texas 78701-1494



GENERAL AND FISCAL GUIDELINES

*APPLICABLE TO GRANTS PUBLISHED ON OR AFTER
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APPLICABLE TO ALL GRANTS AWARDED BY TEA

Introduction to the Request for Application

Use the General and Fiscal Guidelines with the Program Guidelines, the Standard Application System (SAS), and the instructions for each section or 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).

NOTE: TEA may update these guidelines as additional information on 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 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

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.

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 and Instructions

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

These instructions contain general and comprehensive information necessary to complete the application sections or schedules. Additional detailed information is also provided, as applicable, that is specific to the particular grant program. Refer to the SAS for more information.

TEA has very limited resources to provide technical assistance to those who experience difficulty accessing and using these schedules. Any eligible entity submitting a paper 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 located in the paper grant and on Schedule CS7000—Provision, Assurances, and Certifications for eGrants. With its signature on page 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.

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 page 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 \$ [REDACTED] or in which a subcontract to another organization exceeds \$ [REDACTED]

With its signature on page 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 page 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. Under the Contracts and 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 Department of Contracts, Grants and Financial Administration at grants@tea.texas.gov.

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.

Errata Notices

If an error is found in an 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.

GovDelivery Email Bulletins

The Department of Contracts, Grants and Financial Administration publicizes a variety of grants-related information via email bulletins, including the following:

- RFA announcements
- Summaries of errata notices
- Grant deadlines
- Grant information

To subscribe for grants-related bulletins, go to the [Sign Up for Updates](#) page of the TEA website and submit your request. On the Quick Subscribe page, select the Grants (formerly GAFPC) topic from the Finance & 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 an 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.

All applications must include any requested attachments, in addition to contact information, program forms, budget forms and provisions, assurances and certifications.

Submitting a Paper Application

This section describes the process of completing and submitting a paper application.

Completing the Noncompetitive Application

All sections should be complete, one side only, and included in the application submission. 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 sections should 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

If hand-delivering or mailing the application, 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.

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.

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.

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

IMPORTANT NOTE: See the Submission of Audit Reports for Federal Discretionary Grants 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.

Nonprofit organizations, excluding ISDs and open-enrollment charter schools, 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.

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.

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. 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 their applications well before the deadline time and date in an effort to reduce or eliminate technical barriers.

Paper Applications

Copies and Signature for Noncompetitive Applications

TEA requires one copy of the application for noncompetitive grants which must be signed, with a digital ID or by hand, by a person authorized to bind the applicant to a contractual agreement. See below for additional details:

- 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.
- All applications must be printed on one side only.
- Handwritten applications will not be accepted.

Where to Submit the Application

Noncompetitive applications can be submitted via email, in hard copy by mail, or by hand-delivery. Only submit the application using one of these methods. Refer to the RFA for the specific grant program for submittal instructions.

- Email: Applications can be submitted via email to grantapplications@tea.texas.gov.
- Hand-delivery: 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.
- Mail: 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

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 Submission of Audit Reports for Federal Discretionary Grants 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 page 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 a 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 do any of the following:

1. Document the need for the expenditures.
2. Demonstrate that program beneficiaries receive benefit from the late expenditures.
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

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 submitted by the applicant 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 conditions:

- Is incurred specifically for the grant
- Benefits both the grant and other work and can be distributed in reasonable proportion to the benefits received
- Is 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, General Allowable Activities and Use of Funds and General 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 section or schedule of the SAS 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 are 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 \$[REDACTED] 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 \$[REDACTED] 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 are no longer operable, were destroyed, were stolen, or are no longer needed.

For supplies, if there is a residual inventory of unused supplies exceeding \$[REDACTED] 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.

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.

The form for requesting to dispose of equipment (and, therefore, remove it from inventory) and supplies is available on the Administering a Grant page under [Prior Approval, Disclosure, and Justification Forms](#). The completed disposition form must be submitted for approval by TEA prior to the actual disposition of the equipment/supplies.

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 associated 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 a 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 in EDGAR:

- 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

Amending the Application

Paper grant amendments may be submitted by any one of the following means:

- By email to grantapplications@tea.texas.gov
- By fax to (████████████████████)
- 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

After the original application is approved and the subgrantee has received the Notice of Grant Award (NOGA), the subgrantee may need to make changes to the budget or the planned program. Subgrantees are permitted to rebudget within the approved direct cost budget (as established on the Program Budget Summary) 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

For paper grants, the following pages/sections are required to be submitted for an amendment:

- Application Part 1 (PDF): Applicant Information page with up-to-date contact information and current authorized official's signature and date
- Application Part 1 (PDF): #6. Amendment Description and Purpose page with changes identified and briefly described. Do not include any calculations or dollar amounts
- Application Part 2 (Excel): Budget Summary
- All updated pages/sections of Application Part 1 (PDF) and/or Application Part 2 (Excel) affected by the change(s) identified on Application Part 1 (PDF): #6. Amendment Description and Purpose page.

For eGrants applications, GS2900 – Purpose of Amendment, and any additional schedules affected by the proposed change are required to be submitted.

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 budget pages will include a pre-award column. The total pre-award costs budgeted for each class/object code must match the pre-award amount entered on the corresponding line of the 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 sections and/or 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

Per 2 CFR §200.56, indirect costs means those costs incurred for a common or joint purpose benefitting more than one cost objective, and not readily assignable to the cost objectives specifically benefitted, without effort disproportionate to the results achieved.

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. Do not submit an amendment solely for the purpose of claiming indirect costs.

To calculate the maximum indirect costs that can be claimed for a grant, complete the [Maximum Indirect Costs Worksheet](#), posted on the Administering a Grant page, under the Handbooks and Other Guidance section.

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 \$ [REDACTED] 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 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 \$██████ the federal regulations apply. In addition, per state rules, the LEA must have a local policy identifying a threshold below \$██████ for which the LEA does not require a competitive process.

For purchases that cost between \$██████ and \$██████ 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 \$██████

At \$██████ and above, the state rules become more restrictive than the federal and must be followed. However, at \$██████ 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 findings 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 findings 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 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 \$██████.

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 \$██████ 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 \$██████ in total federal awards per fiscal year.
- The best reasonably available interest-bearing account would not be expected to earn interest in excess of \$██████ 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 \$ [REDACTED] 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 a TEAL Login (TEAL) account and access to the ER application. For security purposes, the TEAL 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.

If you do not have access to TEAL, you must request a user ID. On the [TEA Login \(TEAL\)](#) screen, click [Request New User Account](#) and complete the steps provided. A username and temporary password will be emailed to you, so you can logon and finalize your account. Once your TEAL account is finalized, you will logon to [TEAL](#), click on My Application Accounts, and follow the instructions to request access to the Expenditure Reporting application.

If you already have a TEAL account and access to ER, login directly to [TEAL](#). In your list of applications, look for the Expenditure Reporting heading and click on your role/link, under the heading, to access the ER system.

Denial of Expenditure Reports

When reporting expenditures by class/object code, the ER system will not permit the subgrantee to submit an expenditure report with the following criteria:

- 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 will contact the subgrantee 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 “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, Equitable Access and Participation is a required section and/or schedule for both paper and eGrants applications that are federally funded. The application will not be eligible to be considered for funding in the absence of this information.

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. The applicable PNP section for paper grants or 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 statutes 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

Equitable Expenditures/Fair Share for Services

If equitable expenditures for educational services and other benefits for eligible private nonprofit school students, teachers, and other educational personnel are required by the authorizing statute, then expenditures must be equitable to those used for public school participants, taking into account the number and educational needs of the students to be served. For most grant programs, subgrantees should use the following method to calculate the equitable services reservation that should be used for services to eligible private nonprofit schools. Title I, Part A grants require a different equitable services calculation. Refer to the steps outlined in the SAS for the calculation.

Subgrantees are responsible for maintaining documentation of the equitable services calculation at the local level for monitoring and audit purposes. To calculate the equitable expenditures/fair share for services:

1. Calculate the total student enrollment in the public school district participating with federal program.
2. Calculate the total student enrollment in eligible participating private nonprofit schools.
3. Add steps 1 and 2 for the total enrollment of school district students and all participating private nonprofit students.
4. Divide the total current-year allocation by the total number of students (from step 3) for the per-pupil allocation (a reasonable amount may be set aside for administering the private nonprofit school program, not to exceed 7%).
5. Multiply the per-pupil allocation (step 4) by the number of eligible private nonprofit school students (step 2) to determine the private nonprofit school's equitable services reservation.

For example:

1. Total student enrollment in public school district = 1000
2. Total student enrollment in participating private nonprofit schools = 25
3. Total number of public school district and private nonprofit students = 1025 students
4. The total current-year allocation = \$100,000
5. $\$100,000 \text{ (allocation)} \div 1025 \text{ (total public and eligible private nonprofit students)} = \$97.56 \text{ per-pupil allocation}$
6. $\$97.56 \text{ (per-pupil allocation)} \times 25 \text{ (number of eligible private nonprofit school students)} = \$2,439$

The total private nonprofit school's equitable services reservation = \$2,439.

Contact information for ESSA Private Nonprofit Participation Ombudsman at TEA

Ombudsman: LaNetra Guess
Federal Program Compliance Division

[REDACTED]

[REDACTED]

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 any required 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 [REDACTED] 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 revised final expenditure report 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, NOGA ID number, and reason for refund ID on the refund check. Refer to the following list of reasons for refund.

The refund will be credited to the NOGA ID from which the excess funds were drawn down.

Reason for Refund

- R.1. Correction of an administrative error
- R.2. Correction of an unallowable cost
- R.3. Correction for a cost incurred outside the period of availability
- R.4. Return of funds associated with an excessive drawdown
- R.5. Return of funds associated with termination (voluntary or involuntary)
- R.6. Return associated with a failure to meet maintenance of effort
- R.7. Other (provide brief explanation on separate page)

Expenditure Reporting Assistance

For assistance with expenditure reporting items, contact the Cash Management/Fund Control Unit in the Grants Administration Division at [REDACTED], TEAExpenditures@tea.texas.gov, or submit a ticket via the TEA Help Desk.

Request to Extend Reporting Deadline

Each grant program has a Final Expenditure Report due date and a Revised Final Expenditure Report due date identified on the [TEA Grant Opportunities](#) page. For most grant programs the request for an extension of the expenditure reporting deadline will need to be made no later than 30 days after the Revised Final Expenditure Report date. However, where the Final Expenditure Report and the Revised Final Expenditure Report deadlines are the same date, the grantee will only have 10 days after the deadline to request an extension of the expenditure reporting deadline. TEA **will not consider** requests that are submitted after the allotted days, 30 days and 10 days past the deadline respectively. 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.

All requests for extension to expenditure reporting deadlines must be emailed to TEAExpenditures@tea.texas.gov. Refer to the [Request to Extend Expenditure Reporting Deadline](#) webpage for additional details for the content of the email request. A separate email must be sent for each grant program the grantee is requesting an extension. The email must be sent from an authorized official, the person authorized to enter the organization into a legally binding agreement for grant payment purposes.

TEA staff will evaluate each request on a case-by-case basis. TEA considers requests 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 may need to review supporting documentation, such as the general ledger, in order to determine whether a request will be granted.

TEA will notify the grantee of the approval or denial of the request within five business days of receiving the request. All grantees are responsible for meeting required deadlines. Even if your request is approved, failure to meet expenditure reporting deadlines may result in loss of funds and could cause the grantee to be identified as “high risk.”

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 \$[REDACTED] 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 (FFM) 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 or 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 [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 [Section 157.1083](#).

In the request for hearing, the organization shall specify:

- The action or proposed action that is the subject of the requested hearing;
- The statutory or regulatory authority identifying and supporting a finding that a violation occurred by TEA in enforcing the decision; and
- 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 (512) 475-3662; 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.

ADDITIONAL GUIDELINES FOR COMPETITIVE GRANTS

Eligibility to Apply for Competitive Grants

To be eligible for a competitive grant award, the applicant must

- Meet all eligibility standards previously addressed in these General and Fiscal Guidelines,
- Meet all eligibility criteria defined in the Program Guidelines, Eligible Applicants, and
- Be included on the eligibility list published with the RFA on the [TEA Grant Opportunities](#) Page (if applicable)

The following eligibility requirements may also apply.

Use of Grant Writers

The use of contracted grant writers is not prohibited by TEA; however, applicants should consider that employees of the applicant are often better suited to write grant applications. Grant applications should be written by the same staff who will implement the grant, if awarded, as there will be better knowledge of both the applicant organization and the contents of the awarded grant application. External grant writers often submit almost identical grant applications for multiple organizations. Grant applications should be customized to meet the needs and demographics of the applicant. TEA reserves the right to disqualify potential applicants that submit almost identical grant applications.

For this reason, the name of the person writing the grant application must be entered on page 1 of the grant application. Providing erroneous information in this section of the application may cause the application to be disqualified.

Comprehensive Needs Assessment

Competitive grant applications should be written to address needs identified by the applicant through their comprehensive needs assessment (CNA) process. CNA is required by most federal ESSA programs as well as other grant programs. While there is not one specific CNA process required for grant applicants, the applicant should review TEA CNA materials such as the Texas Accountability Intervention System (TAIS) needs assessment and continuous improvement process.

Generally, your CNA should focus on academic and other information about all students on your campus/LEA, including economically disadvantaged students, students from major racial and

ethnic groups, students with disabilities, limited English proficient students, and other groups of students. This information must include student achievement in relation to state standards, and should also include the campus's/LEA's current status regarding student needs, curriculum and instruction, professional development, family and community involvement, and campus context and organization.

One CNA process suggests five steps you should take to conduct the CNA:

1. **Establish a planning team.** Your campus/LEA needs an effective team to lead the development, organization, and oversee the CNA process; lead staff in developing the campus/LEA improvement plan; and conduct or oversee the annual evaluation of programs and/or services provided. In addition to the knowledgeable instructional leader, the team might consist of campus and district administrators; teachers representing different grades and content areas; other professional staff on the campus, such as guidance counselors and curriculum specialists; parents and other community members; and students (in a secondary school).
2. **Clarify the vision for reform.** Before the CNA begins, campus/LEA staff should discuss their vision for a reformed campus/LEA in terms of student success, and the difference between that vision and the campus/LEA in its current state. This discussion helps identify the strengths and challenges the campus/LEA must address to achieve meaningful change, improve student achievement, and attain the collective vision.
3. **Create the campus/LEA profile.** All staff must understand the campus's/LEA's current state in order to understand the gap between the current status and the status after reform. A campus/LEA profile, which is a data-driven description of the students, staff, and community demographics, programs, and mission, can help identify the focus areas of the CNA and suggest critical areas that the team can address in the campus/LEA improvement plan.
4. **Identify data sources.** The planning team should gather and organize data in the identified areas of focus. Some of the necessary quantitative data, such as student achievement results, enrollment counts, dropout rates, and graduation rates is readily available. The team may also have to gather qualitative data by using written surveys or interviews, focus groups, or classroom observations.
5. **Analyze data.** The team should conduct thorough data analysis to progress from gathering information to creating a campus/LEA improvement plan that accurately and realistically addresses the key issues facing the campus.

The planning team should create a report or other document that summarizes the data it gathered and used, the conclusions it drew from the analysis, and the needs it identified. Each step of a needs assessment includes critical actions to be taken during that step. Although parts of the needs assessment may be useful in isolation, the needs assessment is designed to be used as a process.

Additional CNA Guidance from TEA

Additional guidance about CNA processes is available on the following web pages:

- [Texas Accountability Intervention System \(TAIS\) Resources](#)
- TAIS [Continuous Improvement Process](#) at the Texas Center for School and District Support (TCDSS)
- [Schoolwide Programs: Comprehensive Needs Assessment](#)
- [Developing Summative SMART Goals](#)

SMART Goals

All grant programs should be developed around the organization's summative SMART Goal(s). It is recommended that TEA grant programs focus on improving student academic achievement or other applicable grant outcomes. Grant programs should also have quarterly progress goals that lead to the success of the SMART goal. Quarterly progress goals may be process or progress goals that ensure implementation of the grant program is progressing to ensure the summative goal will be met.

SMART goals should be all of the following.

Specific

When setting a goal, be specific about what you want to accomplish. Think about this as the mission statement for your goal. This isn't a detailed list of how you're going to meet a goal, but it should include an answer to the questions:

- Who – Who needs to be involved to achieve the goal.
- What – Be detailed about exactly what you are trying to accomplish.
- When – Set a time frame.
- Where – If applicable, identify the location or relevant event.
- Which – Determine related obstacles or requirements.
- Why – What is the reason for the goal?

Measurable

Identify metrics to determine if you meet the goal. This makes a goal more tangible because it provides a way to measure progress.

Achievable

Focus on how important a goal is to you and what you can do to make it attainable. The goal is meant to inspire motivation, not discouragement.

Relevant

Relevance refers focusing on something that makes sense with the broader organization goals.

Timely

Provide a target date for deliverables. Providing time constraints creates a sense of urgency.

Additional SMART Goal Guidance from TEA

Additional guidance about drafting SMART goals is available at the following web page:

[Lone Star Governance Manual \(PDF\)](#)

Program Guidelines

The Program Guidelines provide information on eligibility, funding amounts, requirements, and allowable activities and use of grant funds. It is highly recommended that applicants carefully and thoroughly review the Program Guidelines.

Application Instructions

The instructions for each section of the application provide guidance on the information that applicants should provide. It is highly recommended that applicants carefully and thoroughly review the Application Instructions.

Frequently Asked Questions

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.

Applicants' Conference/Webinar

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 a competitive 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.

GovDelivery Email Bulletins

The Department of Contracts, Grants and Financial Administration publicizes a variety of grants-related information via email bulletins, including the following:

- RFA announcements
- Summaries of errata notices
- Grant deadlines

- Grant information

To subscribe for grants-related bulletins, go to the [Sign Up for Updates](#) page of the TEA website and submit your request. On the Quick Subscribe page, select the Grants (formerly GAFPC) topic from the Finance & Grants category.

Completing the Competitive Application

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 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. Handwritten applications will not be reviewed and will receive a score of zero.

Incomplete Application Sections

It is the applicants' responsibility to ensure that every section of each application submitted is complete. Reviewers will be instructed to select "Not Addressed" on the scoring survey for a blank section of the application resulting in the applicant receiving zero points for that section.

Required Program and Fiscal-Related Attachments

TEA may require program-related documentation to be submitted with the application. All required attachments should be attached to each required copy of the application. **Applications that are missing any required attachments may affect how the application is scored by reviewers, and will likely affect the application's overall score.**

See the Program Guidelines for a description of any program or fiscal-related documentation required to be submitted with the application for the grant program.

IMPORTANT NOTE: See the Audit Report Requirements section for details regarding the audit submission requirement as it applies to different applicant types.

Submitting the Competitive Application

The following information includes guidance on how to submit the competitive grant application.

Copies and Signature for Competitive Applications

Per 2 CFR 200.335, for paper copies of the grant application, TEA requires one original copy of the application **and** two copies of the application (that is, **three copies of the application in total**).

- 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.

Failure to meet these submission requirements will result in disqualification and the application will not be forwarded for competitive review.

Where to Submit the Competitive Application

TEA will not accept competitive 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 and Time

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. Also, no additions (including any required attachments) or replacements to the application will be accepted after the closing date for receiving the application.

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

Competitive Review Process

Applications for grants in which the maximum award available is less than \$ [REDACTED] are reviewed and scored three times. All three scores are averaged.

Applications for grants in which the maximum award available is \$ [REDACTED] or greater are reviewed and scored five times. The highest and lowest scores are dropped, and the remaining scores are averaged.

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.

Identify/Address Needs (10 points possible)

Quantifiable needs have been identified and strategies to address those needs have been clearly described. (10 points)

Measurable Goals and Progress (10 points possible)

The benchmarks and the summative Specific Measurable Achievable Relevant Timely (SMART) goal are clearly described and related to either student outcomes or are consistent with the purpose of the grant program. (10 points)

Project Evaluation and Modification (5 points possible)

Applicant clearly describes how project evaluation data will be used to determine when and how to modify the project plan, including if quarterly progress or summative SMART goals do not show progress. (5 points)

Statutory/Program Requirements (25 points possible)

Strategies and activities are of sufficient quality and depth to ensure accomplishment of the goals and objectives of the grant program outlined in the Program Guidelines. (25 points)

Budget (10 points possible)

The costs reflected in the budget are appropriate for the results expected. (5 points)

The budget, including personnel, materials, and other identified expenses, supports the activities outlined in the grant application. (5 points)

Total Possible Points

For each application, a total of 60 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 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 and Notice of Grant Award

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. For certain competitions, an applicant that is preliminarily selected for funding may receive their NOGA 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.

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.

Checklist for Applicants

Check the following non-exhaustive list before submitting a competitive grant application:

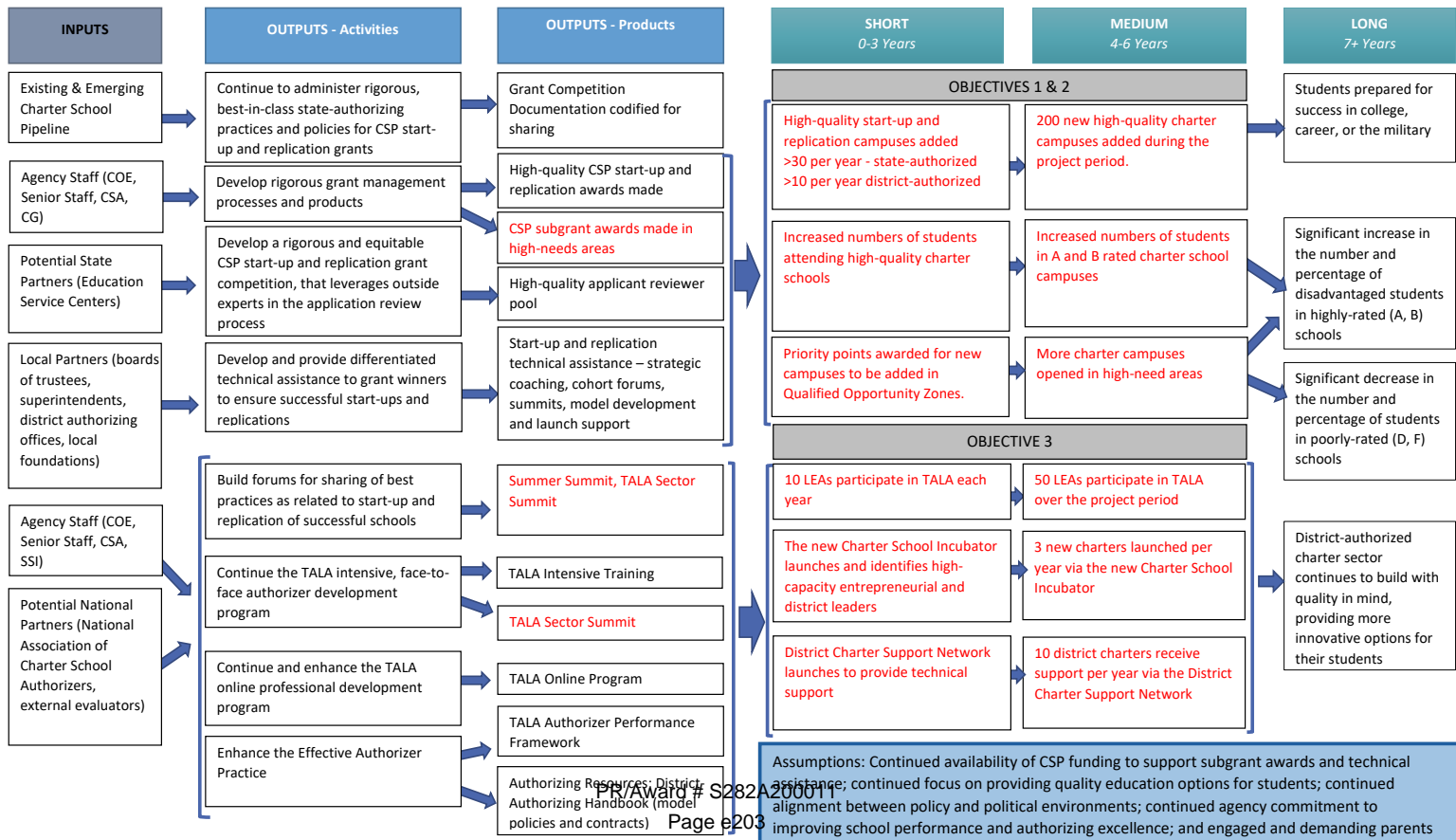
Applicant Checklist: Competitive Grant	
<input type="checkbox"/>	Review the following documents thoroughly to ensure you have a clear understanding of the purpose of the grant program, including eligibility requirements, funding amounts, program requirements and allowable activities: a. Program Guidelines b. Schedule Instructions c. Frequently Asked Questions d. Errata Notices e. Other documents that have been published along with the RFA on the TEA Grant Opportunities Page.
<input type="checkbox"/>	Complete all sections of the application. If you leave an application section blank it will impact how reviewers score your application.
<input type="checkbox"/>	Submit one original copy of the application and two copies of the application (that is, three copies of the application in total). Note: The applications must be printed single-sided.
<input type="checkbox"/>	Attach any documents outlined in the Required Attachments sections of the Program Guidelines.
<input type="checkbox"/>	Competitive applications cannot be accepted via email. Applicants delivering a grant application in person should take their applications 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 Please allow extra time for the application to be received by TEA as shipping delays can occur. Shipping or mailing your application early will minimize the possibility of it arriving after the application due date as only applications received in the Document Control Center by 5.p.m. Central Time on the application due date will be considered for funding.
<input type="checkbox"/>	When applicable, provide the names of three individuals that can serve as peer reviewers by completing the Reviewer Information Survey.

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For information contact: Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494; [REDACTED]



Project Plan																					
Activities/Milestones	Responsible Division	20	2021				2022				2023				2024				2025		
		Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3
Charter Authorization and CSP Subgrant Grant Cycles																					
QOZ Web Application Published	CSA																				
Cycle 1a - SCS - New Schools																					
Cycle 1a: New Schools Awarded	CSA																				
Cycle 1a: Grant RFA Available	CG, CSA																				
Cycle 1a: Grant Applications Reviewed	CG, CSA																				
Cycle 1a: Subgrant Term	CG, CSA																				
Cycle 1b - DCS New Schools & Repl and SCS Repl																					
Cycle 1b: DCS New Schools & Replications Awarded	SSI																				
Cycle 1b: SCS Replications Awarded	CSA																				
Cycle 1b: Grant RFA Available	CG, CSA																				
Cycle 1b: Grant Applications Reviewed	CG, CSA																				
Cycle 1b: Subgrant Term	CG, CSA																				
Cycle 2a - SCS - New Schools																					
Cycle 2a: Grant RFA Available	CG, CSA																				
Cycle 2a: Grant Applications Reviewed	CG, CSA																				
Cycle 2a: Subgrant Term	CG, CSA																				
Cycle 2b - DCS New Schools & Repl and SCS Repl																					
Cycle 2b: DCS New Schools & Replications Awarded	SSI																				
Cycle 2b: SCS Replications Awarded	CSA																				
Cycle 2b: Grant RFA Available	CG, CSA																				
Cycle 2b: Grant Applications Reviewed	CG, CSA																				
Cycle 2b: Subgrant Term	CG, CSA																				
Cycle 3a - SCS - New Schools																					
Cycle 3a: Grant RFA Available	CG, CSA																				
Cycle 3a: Grant Applications Reviewed	CG, CSA																				
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Cycle 3b: Grant Applications Reviewed	CG, CSA																				
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Project Plan																					
Activities/Milestones	Responsible Division	20	2021				2022				2023				2024				2025		
		Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3
CSP Subgrant Oversight & Technical Assistance																					
Develop RFP for External Evaluator	RA, CSA																				
Select External Evaluator	RA, CSA																				
External Evaluation Activities	RA, CSA																				
Develop RFP for External Monitors	CSA																				
Select External Monitor	CSA																				
Monitoring Visits - DCS	SSI																				
Monitoring Visits - SCS	CSA																				
Summer Summit	CSA																				
Revise CSPF to Review District-Authorized Charters	SSI																				
Develop RFP for External Partner for TALA	SSI																				
Select External Partner for TALA	SSI																				
TALA Sector Summit	SSI, CSA																				
Implement TALA Cohort Model 3	SSI, CSA																				
Implement TALA Cohort Model 4	SSI, CSA																				
Implement TALA Cohort Model 5	SSI, CSA																				
Implement TALA Cohort Model 6	SSI, CSA																				
Implement TALA Cohort Model 7	SSI, CSA																				
Implement TALA Cohort Model 8	SSI, CSA																				
SGS Cohort 3 Technical Assistance	SSI																				
SGS Cohort 4 Technical Assistance	SSI																				
SGS Cohort 5 Technical Assistance	SSI																				
SGS Cohort 6 Technical Assistance	SSI																				
SGS Cohort 7 Technical Assistance	SSI																				

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.

<i>Document(s) Provided:</i>				
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

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]

[REDACTED]

Mike Morath
Commissioner of Education

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System of Great Schools Technical Assistance Network

PROGRAM DESCRIPTION

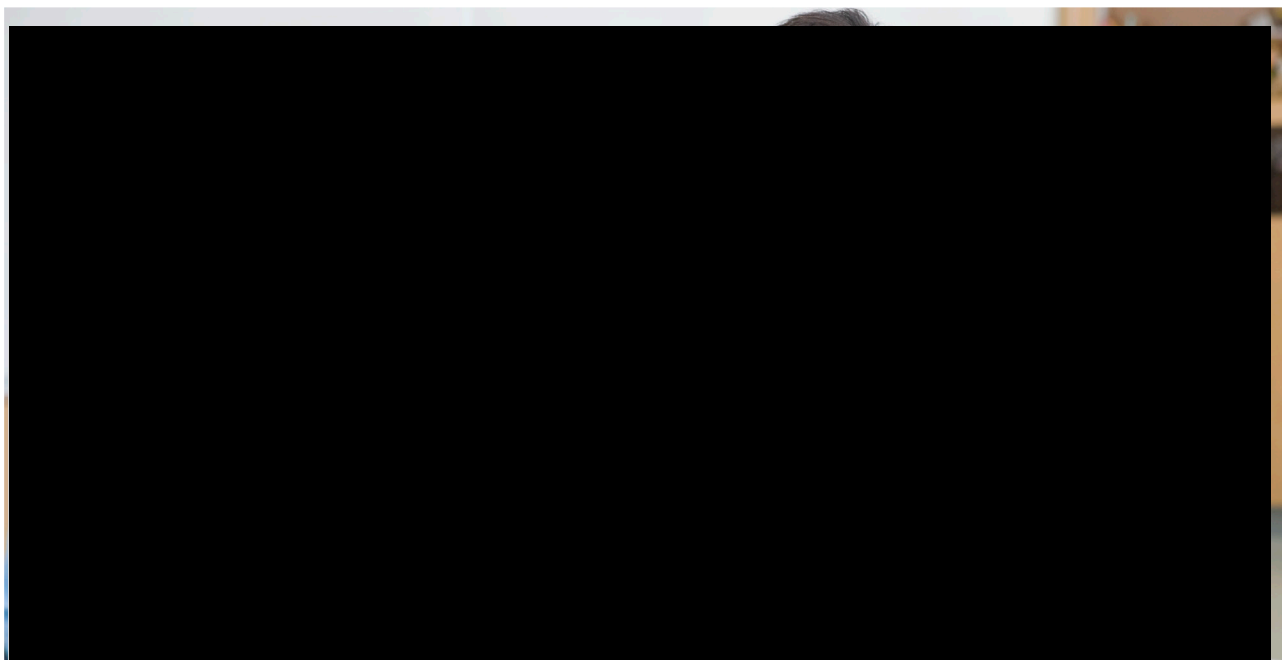
The Texas Education Agency's Division of System Support and Innovation (DSSI) is launching a technical assistance network to support school districts across Texas that are interested in exploring and pursuing the System of Great Schools strategy for system-wide reform.

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:

Establish and Administer 1 Establish and administer portfolio review and planning processes;	Develop and Expand 2 Develop and expand great schooling options;	Help 3 Help families understand and navigate their school and program choices;
Build 4 Build an ecosystem of effective school support and talent providers;	Reimagine 5 Reimagine central services to support school based decision making; and	Align and Engage 6 Align civic partners and engage the community.

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.

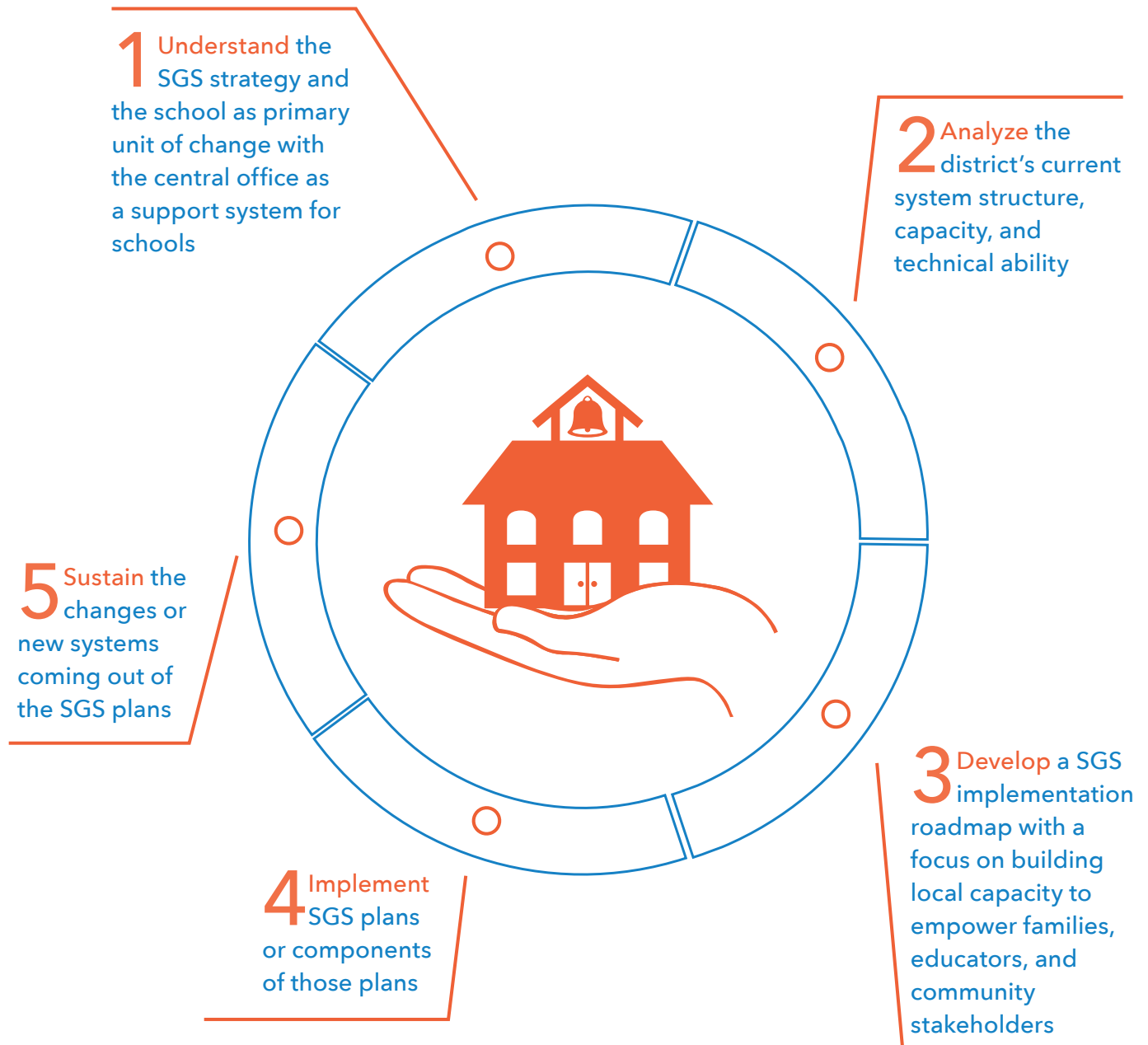
What is the SGS Cohort 1 Application Timeline?

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: DSSI@tea.texas.gov
March 24	Application due by 5:00pm CT to: DSSI@tea.texas.gov
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

www.tea.texas.gov/dssi



Giesberg, Melissa

From: Hylton, Andre <[REDACTED]>
Sent: Wednesday, April 1, 2020 8:58 AM
To: Molina, Patricia
Cc: Speer, Lucy; Brown, Stephanie; Clugston, Nelson H; Tyson, Kyle J; Barnes, Nelda; Steffen, Carla; Meyer, Mike
Subject: RE: Texas Education Agency 2020 Indirect Cost Rate Proposal (Response Requested)

Follow Up Flag: Follow up
Flag Status: Completed

[EXTERNAL EMAIL]

Good morning Patricia,

Our Office of Grants Administration has an all hands on deck approach to the COVID-19 flexibilities guidance. For this reason, the Texas Education Agency (TEA) may use the [REDACTED] indirect cost rate per the terms below until the indirect cost rate agreement is processed. I anticipate the final indirect cost rate agreement to be delivered to your agency via email by Friday, April 10, 2020.

Organization:

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

Date:

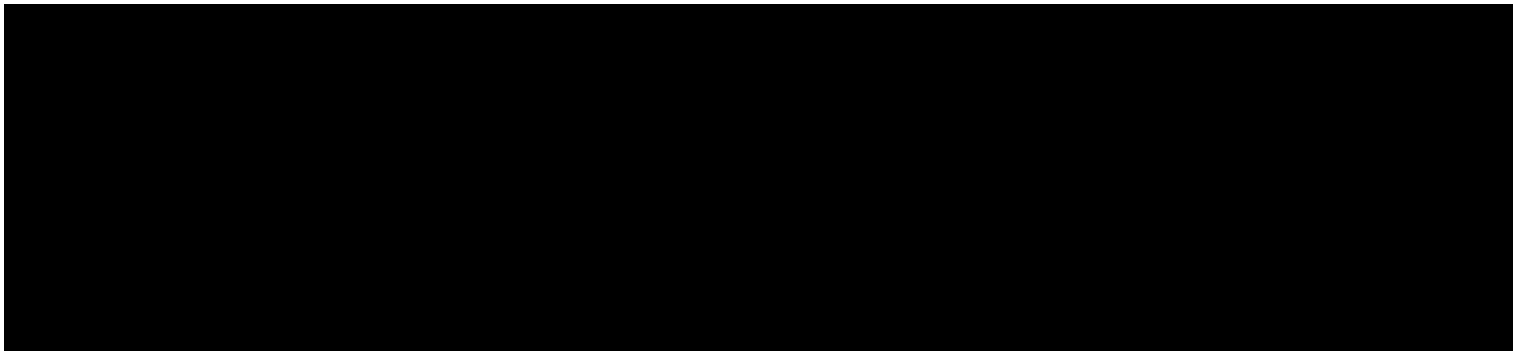
Agreement No: 2020-012

Filing Reference: This replaces previous Agreement No. 2018-182

Dated: 4/23/2019

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



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]

From: Molina, Patricia <[REDACTED]>
Sent: Wednesday, April 1, 2020 9:35 AM
To: Hylton, Andre <[REDACTED]>
Cc: Speer, Lucy <[REDACTED]>; Brown, Stephanie <[REDACTED]>; Clugston, Nelson H <[REDACTED]>; Tyson, Kyle J <[REDACTED]>; Barnes, Nelda <[REDACTED]>; Steffen, Carla <[REDACTED]>; Meyer, Mike <[REDACTED]>
Subject: RE: Texas Education Agency 2020 Indirect Cost Rate Proposal (Response Requested)

Good morning Andre,

Thank you for the response. Do you know when TEA might receive the official Indirect Cost Rate Agreement or should TEA use this notice to move forward and make the rate changes in our systems for 2020?

Thank you in advance.

Patricia Molina

Assistant Budget Director
Budget and Planning Division
Texas Education Agency
[REDACTED]

From: Hylton, Andre <[REDACTED]>
Sent: Wednesday, April 1, 2020 6:11 AM
To: Molina, Patricia <[REDACTED]>
Cc: Speer, Lucy <[REDACTED]>; Brown, Stephanie <[REDACTED]>; Clugston, Nelson H <[REDACTED]>; Tyson, Kyle J <[REDACTED]>; Barnes, Nelda <[REDACTED]>; Steffen, Carla <[REDACTED]>; Meyer, Mike <[REDACTED]>
Subject: RE: Texas Education Agency 2020 Indirect Cost Rate Proposal (Response Requested)

[EXTERNAL EMAIL]

Good morning Patricia,

I hope you and your family are well. I apologize for my delayed response. I have been tasked to work on the Department's administrative relief measures for grantees affected by COVID-19. Nelda and I conducted two independent reviews of the documentation provided, but we arrived at the same indirect cost rate of determination of

██████ The best course of action is to revisit the proposed accounting changes during our site visit Fiscal Year 2021 (review of FY2020 for FY2022).

Very Respectfully,

Andre Hylton
Associate Director of the Indirect Cost Division
Office of Finance and Operations – Office of Grant Administration
Indirect Cost Division
Potomac Center Plaza
550 12th Street, SW Rm 6054
Washington, DC 20202-4110
████████████████████
████████████████████

From: Molina, Patricia <████████████████████>
Sent: Monday, March 30, 2020 7:31 PM
To: Hylton, Andre <████████████████████>
Cc: Speer, Lucy <████████████████████>; Brown, Stephanie <████████████████████>; Clugston, Nelson H <████████████████████>; Tyson, Kyle J <████████████████████>; Barnes, Nelda <████████████████████>; Steffen, Carla <████████████████████>; Meyer, Mike <████████████████████>
Subject: RE: Texas Education Agency 2020 Indirect Cost Rate Proposal (Response Requested)

Good evening Andre,

Just a quick email to inquire as to the status of the ED review of TEA's 2020 ICRP. Please let me know if you have any questions.

Thank you.

Patricia Molina
Assistant Budget Director
Budget and Planning Division
Texas Education Agency
████████████████████
████████████████████

From: Hylton, Andre <████████████████████>
Sent: Wednesday, March 18, 2020 5:14 PM
To: Molina, Patricia <████████████████████>
Cc: Speer, Lucy <████████████████████>; Brown, Stephanie <████████████████████>; Clugston, Nelson H <████████████████████>; Tyson, Kyle J <████████████████████>; Barnes, Nelda <████████████████████>; Steffen, Carla <████████████████████>; Meyer, Mike <████████████████████>
Subject: RE: Texas Education Agency 2021 Indirect Cost Rate Proposal (Response Requested)

[EXTERNAL EMAIL]

Good afternoon Patricia,

We have a similar arrangement here in Washington D.C. as everyone is teleworking in our agency. I am glad to hear that you all are doing okay. We will review the documentation provided and make a final determination. As for the federal indirect cost interagency conference discussion about the treatment of communications, I will bring the discussion to the floor with the Department of Health and Human Services (DHHS) next quarter (we discussed the treatment

previously). However, the treatment of the costs for the agencies that the United States Department of Education is cognizant agency for indirect cost the treatment will remain direct as cited by the regulations provided to TEA from the Uniform Guidance.

Our timetable for completion of the review will be within the next week. Welcome Carla, we look forward to working with you and your staff moving forward.

From: Molina, Patricia <[REDACTED]>
Sent: Wednesday, March 18, 2020 5:07 PM
To: Hylton, Andre <[REDACTED]>
Cc: Speer, Lucy <[REDACTED]>; Brown, Stephanie <[REDACTED]>; Clugston, Nelson H <[REDACTED]>; Tyson, Kyle J <[REDACTED]>; Barnes, Nelda <[REDACTED]>; Steffen, Carla <[REDACTED]>; Meyer, Mike <[REDACTED]>
Subject: RE: Texas Education Agency 2021 Indirect Cost Rate Proposal (Response Requested)
Importance: High

Hello Andre,

Hope you are all doing well and staying safe. TEA has implemented a telework policy in response to COVID-19. Fortunately, we all remain reachable by email and can continue conference calls using a call in number or Zoom meetings.

Please find attached TEA's response and required attachments for outstanding items per our February call. I also included an updated unused leave review that is further explained in the Word doc attached.

Let me know if you have questions or would like to discuss and we can schedule a call.

FYI – I've added our new CFO, Carla Steffen. Please include her in future communications.

Thank you,

Patricia Molina
Assistant Budget Director
Budget and Planning Division
Texas Education Agency
[REDACTED]

From: Hylton, Andre <[REDACTED]>
Sent: Thursday, February 27, 2020 11:36 AM
To: Molina, Patricia <[REDACTED]>
Cc: Speer, Lucy <[REDACTED]>; Brown, Stephanie <[REDACTED]>; Clugston, Nelson H <[REDACTED]>; Tyson, Kyle J <[REDACTED]>; Barnes, Nelda <[REDACTED]>; Graham, Kayon <[REDACTED]>
Subject: RE: Texas Education Agency 2021 Indirect Cost Rate Proposal (Response Requested)
Importance: High

[EXTERNAL EMAIL]

Good Morning Patricia,

I hope you are doing well this morning. I apologize if the email gave you the wrong impression, the purpose for the meeting is to listen to Texas Education Agency (TEA)'s position. For many of the observations that we provided they were discussed during the prior year indirect cost rate review. It is important to note that historically these items were not observations. I am providing TEA with options in advance of our conversation because there appears to be an impasse. My responsibility as a representative of the United States Department of Education (ED) is to ensure TEA receives a fair and reasonable indirect cost rate according to the Uniform Guidance ([2 CFR 200](#)) and EDGAR ([34 CFR](#)). ED staff (administrative and program staff) has a new initiative to share knowledge in all aspects of grants management. We are tasks to support and provide observations in regard to the indirect cost rate to reasonably ensure that all costs are necessary ([200.403](#)), reasonable ([200.404](#)), allocable ([200.405](#)), and allowable ([200.403](#)) to the indirect cost pool and direct cost base to compute the indirect cost rate. The program offices are tasks to use the following Uniform Guidance regulations for monitoring grant awards:

[2 CFR 200.328 Monitoring and reporting program performance](#)

The non-Federal entity is responsible for oversight of the operations of the Federal award supported activities. The non-Federal entity must monitor its activities under Federal awards to assure compliance with applicable Federal requirements and performance expectations are being achieved. Monitoring by the non-Federal entity must cover each program, function or activity.

[2 CFR 200.205 Federal awarding agency review of risk posed by applicants.](#)

(5) The applicant's ability to effectively implement statutory, regulatory, or other requirements imposed on non-Federal entities.

[200.207 Specific conditions](#)

(a) The Federal awarding agency or pass-through entity may impose additional specific award conditions as needed, in accordance with paragraphs (b) and (c) of this section, under the following circumstances:

(1) Based on the criteria set forth in §200.205 Federal awarding agency review of risk posed by applicants;

(2) When an applicant or recipient has a history of failure to comply with the general or specific terms and conditions of a Federal award;

(3) When an applicant or recipient fails to meet expected performance goals as described in §200.210 Information contained in a Federal award; or

(4) When an applicant or recipient is not otherwise responsible.

(b) These additional Federal award conditions may include items such as the following:

(1) Requiring payments as reimbursements rather than advance payments;

(2) Withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a given period of performance;

(3) Requiring additional, more detailed financial reports;

(4) Requiring additional project monitoring;

(5) Requiring the non-Federal entity to obtain technical or management assistance; or

(6) Establishing additional prior approvals.

(c) The Federal awarding agency or pass-through entity must notify the applicant or non-Federal entity as to:

(1) The nature of the additional requirements;

(2) The reason why the additional requirements are being imposed;

(3) The nature of the action needed to remove the additional requirement, if applicable;

(4) The time allowed for completing the actions if applicable, and

(5) The method for requesting reconsideration of the additional requirements imposed.

(d) Any specific conditions must be promptly removed once the conditions that prompted them have been corrected.

The non-Federal entity is responsible for oversight of the operations of the Federal award supported activities. The non-Federal entity must monitor its activities under Federal awards to assure compliance with applicable Federal requirements and performance expectations are being achieved. Monitoring by the non-Federal entity must cover each program, function or activity.

From: Molina, Patricia <[REDACTED]>

Sent: Wednesday, February 26, 2020 10:50 PM

To: Hylton, Andre <[REDACTED]>; Barnes, Nelda <[REDACTED]>

Cc: Speer, Lucy <[REDACTED]>; Brown, Stephanie <[REDACTED]>; Clugston, Nelson H <[REDACTED]>; Tyson, Kyle J <[REDACTED]>

Subject: Re: Texas Education Agency 2021 Indirect Cost Rate Proposal (Response Requested)

Good evening Andre.

I was looking forward to our conversation tomorrow to discuss our questions. I had not anticipated a response email from you until we had an opportunity to discuss our concerns via the phone call. That is what I understood when you asked for our questions in advance that way you would know what we wanted to discuss.

I have definite concerns with this response email without you first taking the opportunity to discuss with TEA.

I remain hopeful for the opportunity to still review our concerns over the USDE analysis tomorrow afternoon.

Respectfully,

Get [Outlook for Android](#)

From: Hylton, Andre <[REDACTED]>

Sent: Wednesday, February 26, 2020 9:04:52 PM

PR/Award # S282A200011

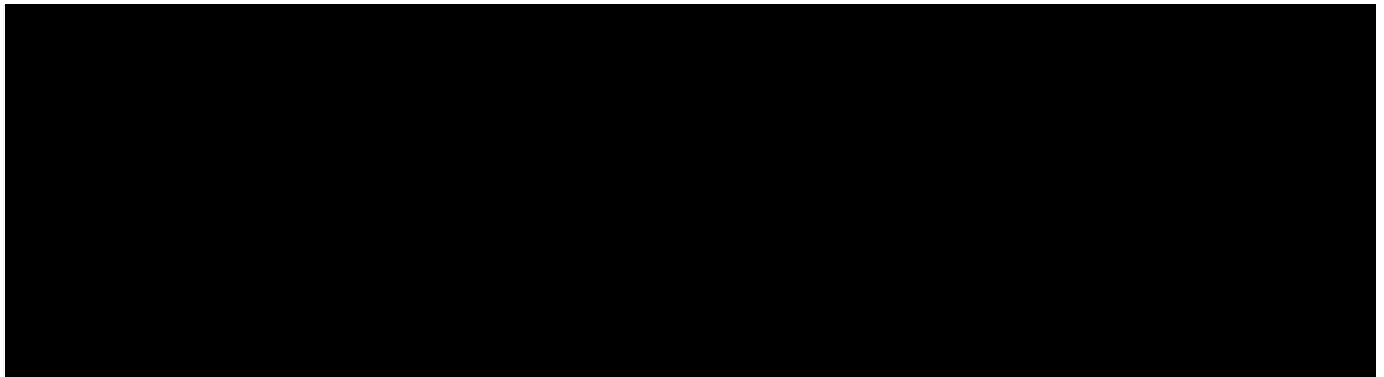
Page e238

To: Tyson, Kyle J [REDACTED] >; Molina, Patricia <[REDACTED]>; Barnes, Nelda [REDACTED]; Brown, Stephanie [REDACTED] >; Speer, Lucy [REDACTED] >; Clugston, Nelson H <[REDACTED]>
Subject: RE: Texas Education Agency 2021 Indirect Cost Rate Proposal (Response Requested)

[EXTERNAL EMAIL]

Good evening everyone,

Thank you for the responses. The responses provided do not demonstrate the allowability of costs in the indirect cost pool for the following reasons. First, the responses do not incorporate the 3 part test of allowability necessary ([200.403](#)), reasonable ([200.404](#)), and allocable ([200.405](#)). Next, the citations referring to allowability do not acknowledge the cost principles apply to both direct and indirect costs. At this time, I am executing the authority of the cognizant agency of indirect costs ([2 CFR 200.19](#)) and deeming the calculated restricted indirect cost rate of 9.5% reasonable ([200.404](#)). Additionally, United States Department of Education Indirect Cost Division (ICD) does not accept the proposed accounting changes which is stipulated in Section II - Particulars of the indirect cost rate agreement.



Additional Matter

I am going to send a message from the Title I program office directly to the TEA staff. They may share it the message with Maximus staff. However, given our Department does not have privity of contract with Maximus we are leaving it up to TEA to share.

Cost Principles Allowability

[Audit Compliance Supplement Pg. 53](#)

“Allowable Costs - State/Local-Wide Central Service Costs, 1.b - Compliance Requirements-Selected Items of Cost,” for the principles to establish allowability or unallowability of certain items of cost. These principles apply whether a cost is treated as direct or indirect.

Appeal Process

Texas Education Agency may appeal the decision rendered by the United States Department of Education’s Indirect Cost Division (ICD) with the Assistant Secretary of Grants Administration. Given the Department does not have privity of contract with the preparer of the indirect cost submission. The meeting may only be attend by the parties that have an agreement (United States Department of Education officials and Texas Education Agency officials).

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Sent: Tuesday, February 25, 2020 5:10 PM

To: Hylton, Andre <[REDACTED]>; Molina, Patricia <[REDACTED]>; Barnes, Nelda <[REDACTED]>; Brown, Stephanie <[REDACTED]>; Speer, Lucy <[REDACTED]>; Clugston, Nelson H <[REDACTED]>
Subject: RE: Texas Education Agency 2021 Indirect Cost Rate Proposal (Response Requested)

Hi Andre,

I am attaching the responses to the pertinent USDE comments. We look forward to talking to you on Thursday.

Thank you,

Kyle J. Tyson

Manager, Financial Services

MAXIMUS

808 Moorefield Park Drive, Suite 205
Richmond, VA 23236

[REDACTED]

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Sent: Friday, February 21, 2020 12:33 PM
To: Molina, Patricia; Hylton, Andre; Barnes, Nelda; Brown, Stephanie; Speer, Lucy; Tyson, Kyle J; Nelson Clugston/MAXIMUS
Subject: Texas Education Agency 2021 Indirect Cost Rate Proposal (Response Requested)
When: Thursday, February 27, 2020 1:00 PM-2:00 PM (UTC-06:00) Central Time (US & Canada).
Where: Conference Call
Importance: High

Happy Friday all!!

Please use the below call info for our 1:00pm discussion on February 27th. **Andre,** to confirm is the 1:00 pm time Central (our time) or EST (your time) ???

Thanks -

Conference line:

[REDACTED]

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Thanks again.

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Assistant Budget Director
Budget and Planning Division
Texas Education Agency
[REDACTED]

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Sent: Thursday, February 13, 2020 3:34 PM
To: Molina, Patricia <[REDACTED]>

Cc: Speer, Lucy [REDACTED]; Brown, Stephanie [REDACTED]; Barnes, Nelda [REDACTED]

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Subject: RE: Texas Education Agency 2021 Indirect Cost Rate Proposal (Response Requested)

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Cc: Speer, Lucy <[REDACTED]>; Brown, Stephanie [REDACTED]

Subject: RE: Texas Education Agency 2021 Indirect Cost Rate Proposal (Response Requested)

Andre,

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We will let you know if we have questions on the visuals or “non extension” email once received.

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Budget and Planning Division
Texas Education Agency
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Thanks !

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Budget and Planning Division
Texas Education Agency
[REDACTED]

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Very Respectfully,

Andre Hylton
Acting Director of the Indirect Cost Division
Office of Finance and Operations – Office of Grant Administration
Indirect Cost Division
Potomac Center Plaza
550 12th Street, SW Rm 6054
Washington, DC 20202-4110
[REDACTED]

From: Molina, Patricia <[REDACTED]>
Sent: Tuesday, February 11, 2020 11:59 AM
To: Hylton, Andre <[REDACTED]>
Subject: RE: Texas Education Agency 2021 Indirect Cost Rate Proposal (Response Requested)

Thank you Andre. How about March 2nd at 10:30.

If you provide a number, we can call you. Let me know if that works for you.

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I am requesting to extend TEA's FY 2021 Indirect Cost Rate Proposal (ICRP) due date to no later than July 1, 2020. As you are aware we are currently negotiating our FY 2020 ICRP and want to ensure that the FY 2021 ICRP includes decisions made by your team. Would you please provide us a status on the review of TEA's FY 2020 ICRP?

In addition, the Comptroller's Office has not provided the SWCAP numbers and currently has a TBD when the agencies will receive this information. Consequently, the February 28th deadline would not provide us the timeframe necessary to capture the SWCAP expenditures.

Your consideration is greatly appreciated.

Thank you.

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From: Hylton, Andre [REDACTED] >
Sent: Wednesday, February 26, 2020 9:04:52 PM
To: Tyson, Kyle J <[REDACTED]>; Molina, Patricia [REDACTED]; Barnes, Nelda [REDACTED]; Brown, Stephanie [REDACTED]; Speer, Lucy [REDACTED]; Clugston, Nelson H <[REDACTED]>
Subject: RE: Texas Education Agency 2021 Indirect Cost Rate Proposal (Response Requested)

[EXTERNAL EMAIL]

Good evening everyone,

Thank you for the responses. The responses provided do not demonstrate the allowability of costs in the indirect cost pool for the following reasons. First, the responses do not incorporate the 3 part test of allowability necessary ([200.403](#)), reasonable ([200.404](#)), and allocable ([200.405](#)). Next, the citations referring to allowability do not acknowledge the cost principles apply to both direct and indirect costs. At this time, I am executing the authority of the cognizant agency of indirect costs ([2 CFR 200.19](#)) and deeming the calculated restricted indirect cost rate of [REDACTED] reasonable ([200.404](#)). Additionally, United States Department of Education Indirect Cost Division (ICD) does not accept the proposed accounting changes which is stipulated in Section II - Particulars of the indirect cost rate agreement.

Additional Matter

I am going to send a message from the Title I program office directly to the TEA staff. They may share it the message with Maximus staff. However, given our Department does not have privity of contract with Maximus we are leaving it up to TEA to share.

Cost Principles Allowability

[Audit Compliance Supplement Pg. 53](#)

"Allowable Costs - State/Local-Wide Central Service Costs, 1.b - Compliance Requirements-Selected Items of Cost," for the principles to establish allowability or unallowability of certain items of cost. These principles apply whether a cost is treated as direct or indirect.

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GOVERNOR GREG ABBOTT

May 13, 2020

The Honorable Betsy DeVos
Secretary
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 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 to prepare our students for the workforce. Texas has long been a leader in charter school education; approximately 183 charter schools operate over 775 campuses and serve more than 336,000 students across the Lone Star State. Whether in pursuit of my administration's vision for authorizing new charter schools, expanding high-quality prekindergarten opportunities, or simply growing the available school choices for Texas families, establishing high-quality charter schools and replicating high-quality charters remains a priority.

Texas is committed to improving opportunities and outcomes for our students while offering greater opportunity for families to choose the educational environment that best suits their children's needs. The CSP grant program will be instrumental in providing our highest performing charter schools with the necessary resources to develop their capacity for replication and expansion.

In addition, the funding will allow the Texas Education Agency to provide charter schools with greater access to technical assistance and information to ensure every new charter school in Texas will be of the highest quality and best positioned to meet the needs of students.

I fully support this grant application and look forward to the benefits it will provide for students, families, and educators across our state. For further information regarding Texas' CSP grant application or our charter school initiatives, please contact Texas Commissioner of Education Mike Morath at (512) 463-6990.

Governor

GA: mpk

PR/Award # S282A200011

POST OFFICE BOX 12428 AUSTIN, TEXAS 78711

P

1 FOR RELAY SERVICES

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

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View Mandatory Budget Narrative

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

Add Optional Budget Narrative

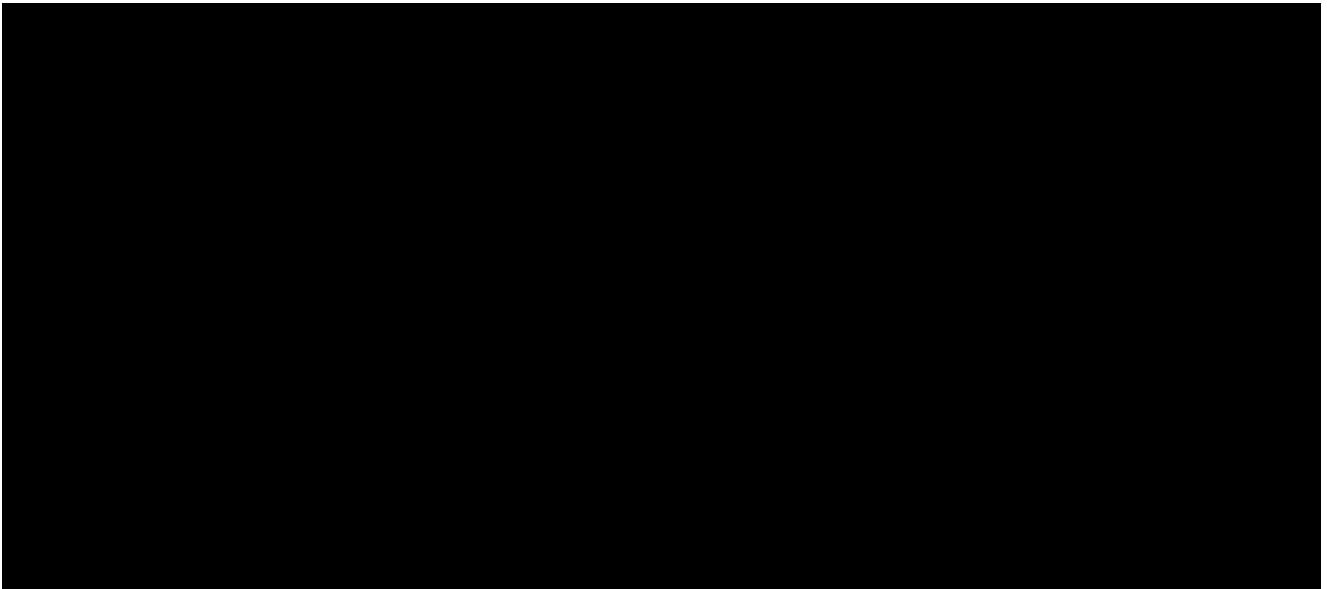
Delete Optional Budget Narrative

View Optional Budget Narrative

Budget Narrative

Texas Education Agency

The Texas Education Agency is requesting a total of [REDACTED] from the federal charter school program. This total is allocated over the proposed project period and supports the project objectives.



[REDACTED]

[REDACTED]

Project Awards ([REDACTED] - Other Costs):

State and district charter schools are expected to receive a maximum [REDACTED] for post-award planning and implementation. The following table outlines the projected (estimated) number of awards by charter type over the project period:

Pipeline

Administrative Costs

Personnel

The personnel budget reflects the funding that will be used for administration of the Texas Charter School Program (CSP) grant. These funds will help to support two TEA staff members in the Division of Charter School Administration Division (CSA) and two to three staff members in the Division of System Support and Innovation (DSSI), along with other TEA staff who spend a portion of their time supporting the Texas CSP grant project.

Fringe Benefits (Administrative Cost)

The fringe benefit budget reflects partial funding for the fringe benefits for the TEA staff mentioned above who spend a portion of their time supporting the Texas CSP grant

project. It represents approximately [REDACTED] of the amount budgeted for personnel costs.

Fringe benefits are comprised of FICA employer matching, insurance, retirement state contribution, and longevity/benefit replacement pay based on employee service.

Travel (Administrative Cost)

Travel funds are budgeted for travel costs for three key personnel (including the project director) to attend the annual CSP Project Directors' Conference to be held in Washington, D.C., as required by the grant. Travel costs include airfare at approximately [REDACTED] per person. Also included are hotel, meals, incidental expenses, and transportation. Lodging, meals, and incidental expenses are not to exceed the General Services Administration's (GSA) federal domestic maximum per diem rates. For the month of October, the maximum lodging rate should be approximately [REDACTED] per day, excluding taxes. The meals and incidental expense rate is [REDACTED] per day.

Supplies:

The amount related to supplies is allocated for costs that are part of the [REDACTED] administrative costs but are not attributable to other budget categories. These supplies, while not fully itemized in the budget narrative, will be used for CSP purposes only and will be reasonable and allowable under this grant program.

Contractual Costs:

Administrative Costs:

External Review Support: TEA will contract with an independent third-party to recruit subject matter experts to serve as external reviewers for CSP subgrant applications.

The independent contractor will also coordinate either a distance or sequestered review, per the project design.

Subgrantee Monitoring: TEA will engage in a competitive bidding process to secure a contract with an external entity with experience in CSP subgrant monitoring to monitor Texas CSP subgrantees. This entity, with the assistance of staff in the Division of Charter School Administration, will develop the matrix and other deliverables associated with the effective monitoring of CSP subgrantees. Input to be considered when evaluating charter schools to be monitored may include, but is not limited to, status as first-time subgrantees, location, recent monitoring visits, and any high-risk indicators. The successful vendor will conduct monitoring visits using the monitoring protocols developed by the Division of Charter School Administration and will develop post-monitoring reports for review.

External Evaluation: Included in the contractual category is the cost to have an external entity support the evaluation 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.



Technical Assistance Costs

TALA – Support Organization: TEA will partner with an organization with charter school authorizing expertise to review existing Texas Authorizer Leadership Academy (TALA) material and deliver the TALA training and develop any additional TALA program elements, including the authorizer summit, authorizing handbook, and authorizer framework. The allocated costs in the budget do not include TALA support for Year 1 of the grant due to continued work supported by TEA's no-cost extension of its 2017 grant.

TALA – Sector Summit: TEA will, in partnership with the identified support organization, review the design of previous summits and continue to implement an annual authorizer summit to disseminate and share best practices across school districts in Texas. This summit will include national subject matter experts, TALA district participants, and charter school developers and operators. The allocated costs in the budget do not include TALA support for Year 1 of the grant due to continued work supported by TEA's no-cost extension of its 2017 grant.

TALA – Academy Participant Costs: The cost related to TALA participants is tied to programming and travel related to two to four authorizer training sessions. This cost is estimated at [REDACTED] per participant with approximately 10 participants per year. The allocated costs in the budget do not include TALA support for Year 1 of the grant due to continued work supported by TEA's no-cost extension of its 2017 grant.

TALA – Authorizing Handbook: TEA will, in partnership with the identified support organization, review and revise, as necessary, the comprehensive authorizing playbook to serve as a resource for district-level authorizers. This resource will be disseminated broadly (beyond TALA participants) via the TEA website and other outlets. The allocated costs in the budget do not include TALA support for Year 1 of the grant due to continued work supported by TEA’s no-cost extension of its 2017 grant.

TALA – Authorizer Framework: TEA will, in partnership with the identified support organization, review and revise as necessary a comprehensive authorizer performance framework and aligned report card. The framework and report card will serve as critical tools in monitoring the quality of the district-level authorizing. The allocated costs in the budget do not include TALA support for Year 1 of the grant due to continued work supported by TEA’s no-cost extension of its 2017 grant.

TALA Online Certification: TALA will be available to a select number of participants. Therefore, in an effort to provide a set of resources available to all school districts, the TEA will continue to offer its competency-based set of online training modules. The allocated costs in the budget do not include TALA support for Year 1 of the grant due to continued work supported by TEA’s no-cost extension of its 2017 grant.

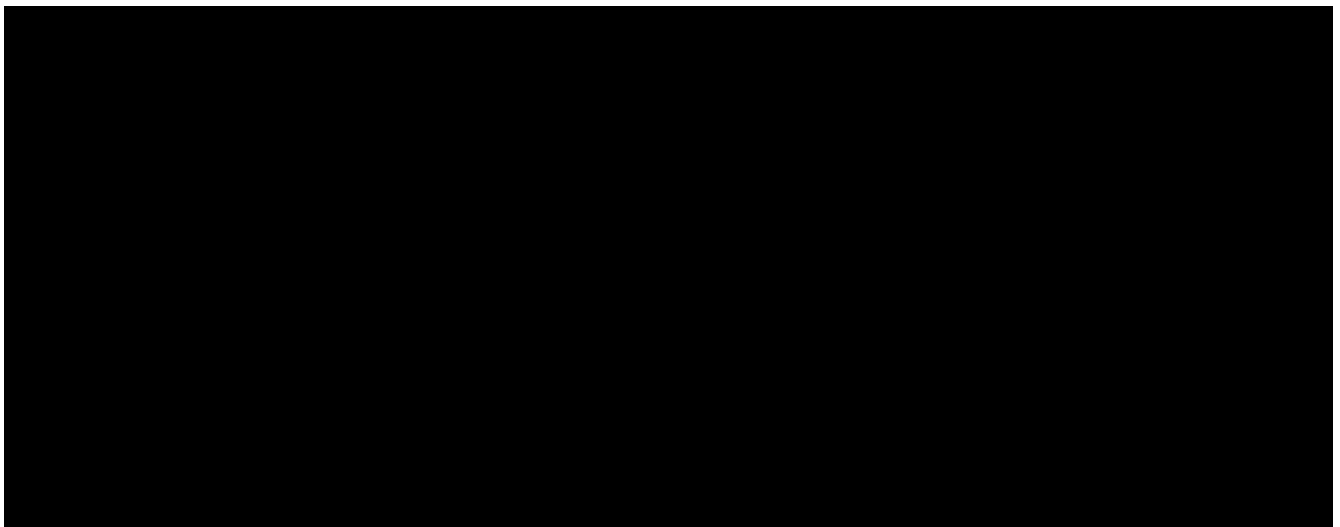
System of Great Schools (SGS) Technical Assistance: Participants in the SGS network receive targeted technical assistance based on the district readiness assessment and implementation plan. The allocated costs are budgeted for each new SGS district to receive 100 days of technical assistance, from a vetted provider at [REDACTED] per day, for its first year of participation. TEA anticipates that approximately three new school districts will join the SGS network each year.

Differentiated Technical Assistance: TEA will differentiate technical assistance provided to subgrantees. Assistance will be individualized to each subgrantee based on the applicant's needs assessment and subsequent school performance.

- State Charter Schools (SCS) Technical Assistance – The TEA will continue to support state charter schools with direct support from the Division of Charter School Administration and the Charter School Technical Assistance Network. The estimated costs are based on historical subgrants and previous contracts. Supports are to include the development of online governance modules to allow for the statutorily required board member and school officer training to be conducted online. New board member and school officers of existing charter schools, as well as these entities at brand new charters, are required to complete a number of trainings within their first year. Additional support will continue to be provided to new charter schools via the annual Summer Summit. This multi-day training focuses on standards of operations, finance, governance, and federal program/grant implementation, and is geared toward ensuring the new charter schools have the basic information they need to be successful.
- District Charter Schools (DCS) Technical Assistance – In collaboration with the TEA Division of System Support and Innovation school improvement grants, the TEA will provide technical assistance to district charter schools, through the launch of the District Charter Support Network. The estimated costs are based on cost projections of trainings related, but not limited, to necessary academic support, talent pipelines,

district-charter engagement, community engagement, charter school board governance, and financial best practices and fiscal sustainability. The amount allocated is based on dedicated support hours equating to approximately [REDACTED] per charter school with an estimate of 15 to 20 district charter schools per year accessing supports.

Incubation and Launch Support - Applicant Technical Assistance: In order to ensure it builds and meets its charter pipeline and ensure that all schools launch successfully in their first school year and beyond, TEA will provide incubation and technical assistance for charter school start-up organizations. The Division of System Support and Innovation is creating TEA's own Charter School Incubator to identify high-capacity entrepreneurial and district leaders to design and launch charter schools in Texas. This support will include workshops, coaching and facilitation, systems-building work, and strategic planning support in Year 1 of operation. The amount allocated is based on support of [REDACTED] per charter organization that will a launch at an estimate of three to four organizations per year.





U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information
See Instructions.

OMB Number: 1894-0017
Expiration Date: 06/30/2020

Applicant Information

Legal Name:

Texas Education Agency

1. Project Objective:

Objective I: To expand the number of high-quality state-authorized charter schools available to students across the state

1.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Texas will add 30 new state-authorized charter school campuses annually.	PROJECT			/	

1.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
The number of state charter campuses operating in Qualified Opportunity Zones will increase by 5% annually.	PROJECT			/	

1.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
The number of A and B state-authorized charter school campuses will increase annually by at least 20 campuses.	PROJECT			/	

1.d. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
There will be a 5% increase in the number of students attending state-authorized charters annually.	PROJECT			/	

2. Project Objective:

Objective II: To expand the number of district-authorized high-quality charter schools available to students across the state

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2.a. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
Texas will add 10 new district-authorized charter school campuses annually.	PROJECT			/		

2.b. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
The number of district charter campuses operating in Qualified Opportunity Zones will increase by 5% annually.	PROJECT			/		

2.c. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
The number of A and B district-authorized charter school campuses will increase annually by at least 5 campuses.	PROJECT			/		

2.d. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
There will be a 10% increase in the number of students attending district-authorized charters annually.	PROJECT			/		

3. Project Objective:

Objective III: To increase the number of effective authorizers of high-quality charter schools.

3.a. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
100% of new charters authorized by the COE will have one or more representative attend the Summer Summit prior to serving students.	PROJECT			/		

3.b. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
At least 10 new LEAs will participate in TALA each year.	PROJECT			/		

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3.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Three new charters will be launched per year beginning in Year 2 via the new Charter School Incubator.	PROJECT			/	

3.d. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
10 district charters will receive support per year following the launch of the District Charter Support Network.	PROJECT			/	

4. Project Objective:

Objective IV: GPRA Measures

4.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
20 new campuses receiving CSP funds will be added each year	GPRA			/	

4.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
The percentage of fourth-grade charter school students who are achieving at or above the proficient level on State assessments in reading/language arts will increase by at least 3 percentage points annually	GPRA			/	

4.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
The percentage of fourth-grade charter school students who are achieving at or above the proficient level on state assessments in mathematics will increase by 3 percentage points annually	GPRA			/	

4.d. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
The percentage of eighth-grade charter school students who are achieving at or above the proficient level on State assessments in reading/language arts will increase by 3 percentage points annually PR/Award # S282A200011	GPRA			/	

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4.e. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
The percentage of eighth-grade charter school students who are achieving at or above the proficient level on State assessments in mathematics will increase by 3 percentage points annually	GPRA			/		

INSTRUCTIONS GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION

PURPOSE

Applicants must submit a **GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION** via Grants.gov or in G5 when instructed to submit applications in G5. This form collects project objectives and quantitative and/or qualitative performance measures at the time of application submission for the purpose of automatically prepopulating this information into the U.S. Department of Education's (ED) automated Grant Performance Report form (ED 524B), which is completed by ED grantees prior to the awarding of continuation grants. Additionally, this information will prepopulate into ED's automated ED 524B that may be required by program offices of grant recipients that are awarded front loaded grants for their entire multi-year project up-front in a single grant award, and will also be prepopulated into ED's automated ED 524B for those grant recipients that are required to use the ED 524B to submit their final performance reports.

GENERAL INSTRUCTIONS

Applicant Information

- **Legal Name:** The legal name of the applicant that will undertake the assistance activity will prepopulate from the Application Form for Federal Assistance (SF 424 Form). This is the organization that has registered with the System for Award Management (SAM). Information on registering with SAM may be obtained by visiting www.Grants.gov.

Project Objectives Information and Related Performance Measures Data

Your grant application establishes project objectives stating what you hope to achieve with your funded grant project. Generally, one or more performance measures are also established for each project objective that will serve to demonstrate whether you have met or are making progress towards meeting each project objective.

- **Project Objective:** Enter each project objective that is included in your grant application. When completing this form in Grants.gov, a maximum of 26 project objectives may be entered. Only one project objective should be entered per row. Project objectives should be numbered sequentially, i.e., 1., 2., 3., etc. If applicable, project objectives may be entered for each project year; however, the year to which the project objective applies must be clearly identified as is presented in the following examples:
 1. **Year 1.** Provide two hour training to teachers in the Boston school district that focuses on improving test scores.
 2. **Year 2.** Provide two hour training to teachers in the Washington D.C. school district that focuses on improving test scores.
- **Performance Measure:** For each project objective, enter each associated quantitative and/or qualitative performance measure. When completing this form in Grants.gov, a maximum of 26 quantitative and/or qualitative performance measures may be entered. There may be multiple quantitative and/or qualitative performance measures associated with each project objective. Enter only one quantitative or qualitative performance measure per row. Each quantitative or qualitative performance measure that is associated with a particular project objective should be labeled using an alpha indicator. Example: The first quantitative or qualitative performance measure associated with project objective "1" should be labeled "1.a.," the second quantitative or qualitative performance measure for project objective "1" should be labeled "1.b.," etc. If applicable, quantitative and/or qualitative performance measures may be entered for each project year; however, the year to which the quantitative and/or qualitative performance measures apply must be clearly identified as is presented in the following examples:

- 1.a. **Year 1.** By the end of year one, 125 teachers in the Boston school district will receive a two hour training program that focuses on improving test scores.
- 2.a. **Year 2.** By the end of year two, 125 teachers in the Washington D.C. school district will receive a two hour training program that focuses on improving test scores.

- **Measure Type:** For each performance measure, select the appropriate type of performance measure from the drop down menu. There are two types of measures that **ED** may have established for the grant program:

1. **GPRA:** Measures established for reporting to Congress under the Government Performance and Results Act; and
2. **PROGRAM:** Measures established by the program office for the particular grant competition.

In addition, you will be required to report on any project-specific performance measures (**PROJECT**) that you established in your grant application to meet your project objectives.

In the **Measure Type** field, select one (1) of the following measure types: **GPRA; PROGRAM; or PROJECT.**

- **Quantitative Target Data:** For quantitative performance measures with established quantitative targets, provide the target you established for meeting each performance measure. Only quantitative (numeric) data should be entered in the Target boxes. If the collection of quantitative data is not appropriate for a particular performance measure (i.e., for **qualitative** performance measures), please leave the target data boxes blank.

The Target Data boxes are divided into three columns: **Raw Number; Ratio, and Percentage (%)**.

For performance measures that are stated in terms of a single number (e.g., the number of workshops that will be conducted or the number of students that will be served), the target data should be entered as a single number in the **Raw Number column** (e.g., **10** workshops or **80** students). Please leave the **Ratio and Percentage (%) columns** blank.

For performance measures that are stated in terms of a percentage (e.g., percentage of students that attain proficiency), complete the **Ratio column**, and leave the **Raw Number and Percentage (%) columns** blank. The **Percentage (%)** will automatically calculate based on the entered ratio. In the **Ratio column** (e.g., **80/100**), the numerator represents the numerical target (e.g., the number of students that are expected to attain proficiency), and the denominator represents the universe (e.g., all students served).