

APPLICANT INFORMATION SESSION

GENERATION

TWENTY FOUR

**TEXAS EDUCATION AGENCY
1701 NORTH CONGRESS ST.
AUSTIN, TX 78701**

**OCTOBER 5TH, 2018
OCTOBER 12TH, 2018**

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A black mug, three silver paper clips, a black pencil with a silver eraser, and a white eraser are arranged on a white surface. The mug is in the upper right, the paper clips are in the upper left, the pencil is in the lower right, and the eraser is in the bottom right corner.

ELIGIBILITY

ELIGIBLE APPLICANTS



- INSTITUTIONS OF HIGHER LEARNING
- TAX EXEMPT ORGANIZATIONS 501 c3
- GOVERNMENT ENTITIES

INELIGIBLE APPLICANTS

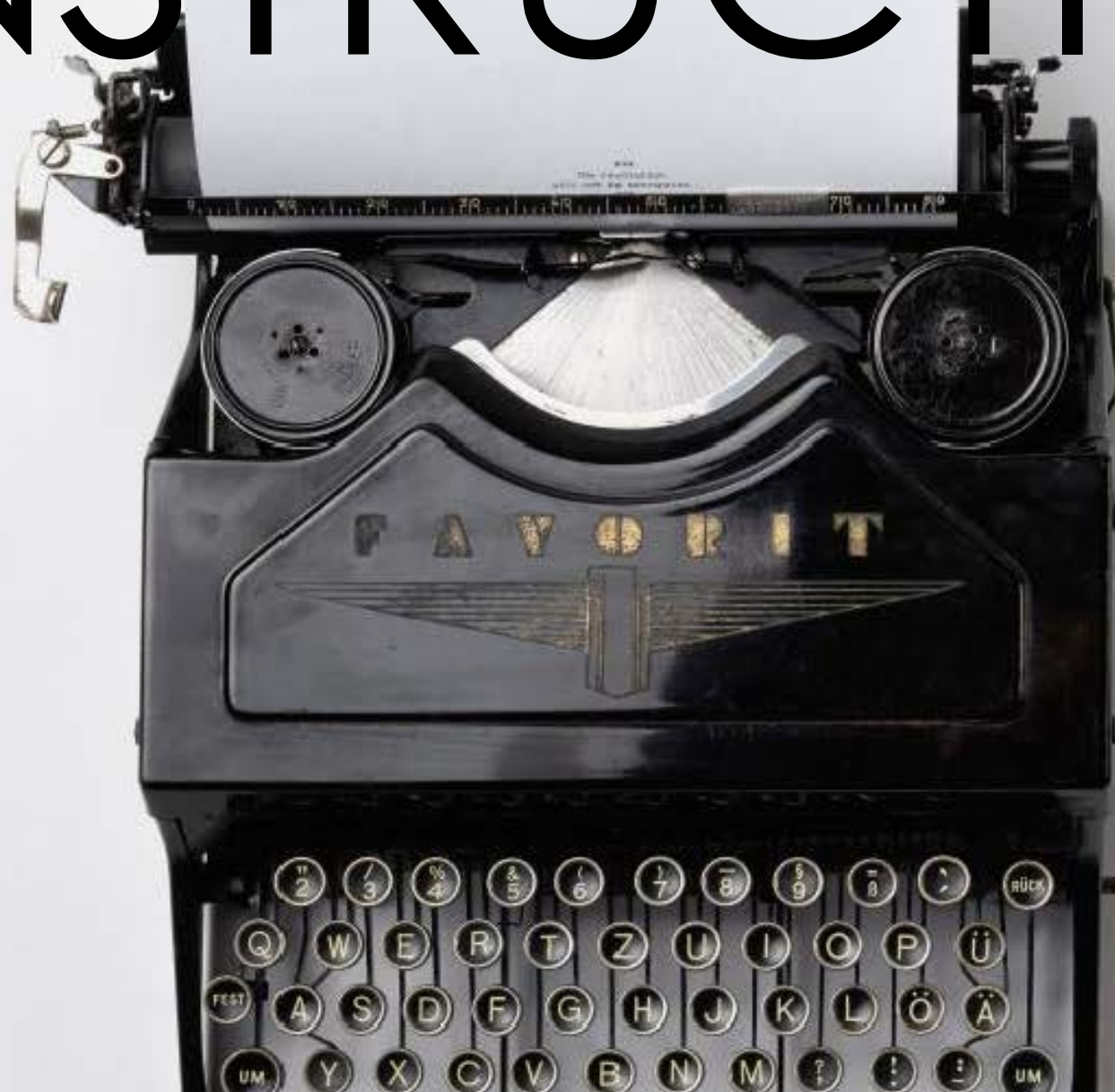
- FAITH BASED ORGANIZATIONS
- RELIGIOUS INSTITUTIONS
- SECTARIAN GROUPS

A top-down view of a workspace. On the left, a notebook with lined pages is open, with a light-colored pen resting vertically on its left page. To the right of the notebook lies a single, blank white sheet of paper. A second, white pen with gold-colored accents is positioned diagonally across the white sheet. The word "REDESIGN" is printed in a large, bold, black, sans-serif font across the center of the image, overlapping both the notebook and the white sheet.

REDESIGN

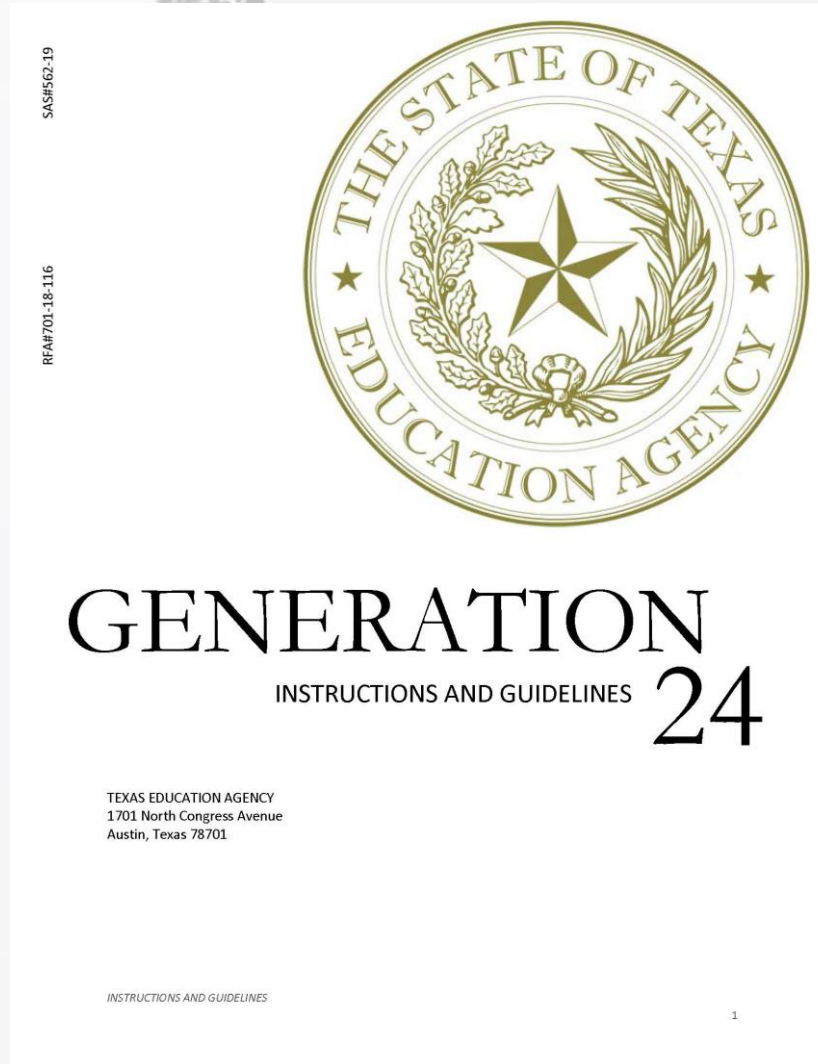
INSTRUCTIONS

and Guidelines



INSTRUCTIONS

and Guidelines



TIMELINE

ELIGIBILITY

GLOSSARY OF TERMS AND RESOURCES

APPLICATION PACKAGE COMPONENTS

ASSEMBLY

PRINTING

SUBMISSION

EVALUATION AND REVIEW

INTERVIEWS

APPROVAL

EVALUATION PROCESS





APPLICATION

NEW OPERATOR PATH

Application:

1. Application Coversheet;
2. Applicant Team;
3. Executive Summary;
4. Anticipated Need;
5. Education Plan;
6. Finance/Operations/Governance Plans;
7. All related attachments; and
8. Special Assurances.

EXPERIENCED OPERATOR (HIGH-PERFORMING, PROVEN) PATH

Experienced applicants that currently operate schools in states that utilize an A-F or other 5-tiered accountability system AND have attained a rating in the top two tiers of that system for the LEA as a whole in the most recent year of operation are considered proven operators. In the event that a state does not offer LEA ratings, then 80% of existing campuses must attain a rating in the top two tiers of the accountability system and none may fall into the bottom tier to be considered a High-Performing Operator.

EXPERIENCED OPERATOR (HIGH-PERFORMING, PROVEN) PATH- CONT.

High-Performing Operators are not required to submit an Education Plan other than the “A Day in the Life” section. All other response sections in the Education Plan should be marked “NA”.

Application:

1. Application Coversheet;
2. Applicant Team;
3. Executive Summary;
4. Anticipated Need;
5. Education Plan (A Day in the Life);
6. Finance/Operations/Governance Plans;
7. Out-of-State Operator Addendum;
8. All related attachments;
9. Charter Management Organization Addendum; and
10. Special Assurances.

EXPERIENCED OPERATOR (UNPROVEN) PATH

Experienced applicants that currently operate schools in states that utilize an accountability system that do not utilize an A-F or other five-tier framework are considered unproven. Unproven operators are required to submit the following documents:

1. Application Coversheet;
2. Applicant Team;
3. Executive Summary;
4. Anticipated Need;
5. Education Plan;
6. Finance/Operations/Governance Plans;
7. Out-of-State Operator Addendum;
8. All related attachments;
9. Charter Management Organization Addendum; and
10. Special Assurances.

APPLICATION OVERVIEW

CAMPUS- *not multiple charters*

GEOBOUNDARIES- *defines where
you will accept students*

APPLICATION OVERVIEW

NAME OF PROPOSED GENERATION TWENTY-FOUR CHARTER SCHOOL		
Click or tap here to enter text.		
NAME OF SPONSERING ENTITY		
Click or tap here to enter text.		
The sponsoring entity is a:	<input type="checkbox"/> 501(c)(3) Nonprofit Organization	<input type="checkbox"/> Governmental Entity
		<input type="checkbox"/> College or University

I. CONTACT INFORMATION

Applicant Name:	Click or tap here to enter text.
Applicant Mailing Address:	Click or tap here to enter text.
Applicant Email Address:	Click or tap here to enter text.
Applicant Phone #:	Click or tap here to enter text.

II. GEOBOUNDARIES/FACILITIES/OPERATIONS

Number of Campuses Being Requested:	Click or tap here to enter text.
Number of Districts within Geo Boundary:	Click or tap here to enter text.

Address of Proposed Administrative Offices *(if different from above):*

Click or tap here to enter text.
Physical Address of Each Proposed Campus <i>(please include street address, city, state, zip, and county)</i> . If the specific address is unknown at this time, please provide the county and general location of the proposed campus:
Click or tap here to enter text.

III. GOVERNANCE/LEADERSHIP

Number of Board Members:	Click or tap here to enter text.
Chairperson of the Governing Board:	Click or tap here to enter text.
Chief Executive Officer of the Sponsoring Entity:	Click or tap here to enter text.
Superintendent of Proposed Charter School:	Click or tap here to enter text.
Board Member Who Attended Applicant Conference:	Click or tap here to enter text.

[Click or tap here to enter text.](#)

ENROLLMENT OVERVIEW

- THE TERM **AT CAPACITY** REFERS TO THE MAXIMUM NUMBER OF STUDENTS THE SCHOOL WILL SERVE AT ANY POINT DURING THE FIRST FIVE YEARS OF OPERATION.

REMINDER: ATTACHMENTS CAN BE FOUND AT THE BOTTOM OF SELECT NARRATIVE PAGES.

IV. ENROLLMENT OVERVIEW

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

Year 1 - Estimated Enrollment: Click or tap here to enter text.													
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EE3	PK 4	1	2	3	4	5	6	7	8	9	10	11	12
Year 2 - Estimated Enrollment: Click or tap here to enter text.													
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EE3	PK 4	1	2	3	4	5	6	7	8	9	10	11	12
Year 3 - Estimated Enrollment: Click or tap here to enter text.													
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EE3	PK 4	1	2	3	4	5	6	7	8	9	10	11	12
Year 4 - Estimated Enrollment: Click or tap here to enter text.													
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EE3	PK 4	1	2	3	4	5	6	7	8	9	10	11	12
Year 5 - Estimated Enrollment: Click or tap here to enter text.													
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EE3	PK 4	1	2	3	4	5	6	7	8	9	10	11	12
At Capacity - Maximum Enrollment: Click or tap here to enter text.													
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EE3	PK 4	1	2	3	4	5	6	7	8	9	10	11	12

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. In accordance with TEC 12.120, I further certify that no members of the governing body of the sponsoring entity or of the proposed charter school or any officers or employees of the proposed school have been convicted of a misdemeanor involving moral turpitude or of any felony. I understand that incomplete applications will not be considered. As part of the application submission process, I certify that I have read and reviewed the Generation Twenty-Three Open-Enrollment Charter Application Subchapter D Instructions and Guidelines document.

	Click or tap here to enter text.	Click or tap here to enter text.
Signature of Chief Executive Officer of Sponsoring Entity (in blue ink)	Date	Printed Name

Attachment(s):

A 1: Applicant Information Session Documentation

APPLICANT TEAM OVERVIEW

NAME ONLY INDIVIDUALS AND (OR)
ENTITIES THAT HAVE A SIGNIFICANT
INVOLVEMENT WITH THE APPLICATION
PROCESS.

FAILURE TO REPORT ANY PENDING
CHARTER APPLICATIONS, CURRENT
CHARTER OPERATIONS, SCHEDULED
OPENINGS MAY LEAD TO REMOVAL
FROM CONSIDERATION.

APPLICANT TEAM OVERVIEW

I. APPLICATION TEAM MEMBERS

Include names, current employment, and position with proposed school

Full Name	Current Job Title/Employer	Position with Proposed School
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II. Board of Directors

Include names of all Board members.
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III. Application Preparation/Support Services

List any individual(s), organization(s), or firm(s) that prepared, assisted, and/or provided professional advice on the contents of the application herein.

Click or tap here to enter text.

Were any of the above-mentioned paid?

Yes ☐

No ☐

PREPARATION

...and SUPPORT SERVICES

APPLICANT TEAM OVERVIEW

I. APPLICATION TEAM MEMBERS
Include names, current employment, and position with proposed school

Full Name	Current Job Title/Employer	Position with Proposed School
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II. Board of Directors

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III. Application Preparation/Support Services

List any individual(s), organization(s), or firm(s) that prepared, assisted, and/or provided professional advice on the contents of the application herein.

Click or tap here to enter text.

Were any of the above-mentioned paid?

Yes ☐ No ☐

Applicants must identify any individual or organization that prepared, assisted, and/or provided professional advice or guidance on the contents of the application. Identify even if the advice or guidance was free.

OVERVIEW OF ANTICIPATED NEED

- PROPOSED GENERATION TWENTY-FOUR CHARTER NAME
- NAME OF SPONSORING ENTITY
- ATTENDANCE BOUNDARY
- PRIMARY ATTENDANCE BOUNDARY

OVERVIEW OF ANTICIPATED NEED GEOGRAPHIC BOUNDARIES

Click or tap here to enter text.	Click or tap here to enter text.
Proposed Generation Twenty-Four Charter Name	Name of Sponsoring Entity
State the proposed school’s attendance boundary by providing an alphabetical list of the traditional school districts from which the proposed charter school will accept students. If the charter school will accept students from only a portion of a school district or districts, state exactly what the boundary will be. <i>Do not list the charter schools located within the designated geographic boundary.</i>	
A primary attendance boundary is a subset of school districts within the approved attendance boundary. The proposed charter may admit students who reside <u>outside of</u> the primary boundary once all eligible applicants who reside <u>within</u> the primary attendance boundary have submitted a timely application and have been enrolled per 19 Texas Administrative Code (TAC), §100.1207(f)	
If the proposed charter school will have a primary attendance boundary, list all school district(s) that will establish the boundary. <i>Do not list the charter schools located within the designated geographic boundary.</i>	
Attendance Boundary	Primary Attendance Boundary (if applicable)
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Click or tap here to enter text.	Click or tap here to enter text.

OVERVIEW OF ANTICIPATED NEED

THIS IS THE FIRST SCORED SECTION OF THE APPLICATION.

OVERVIEW OF ANTICIPATED NEED

GEOGRAPHIC BOUNDARIES (CONTINUED)

Number of charter school campuses currently operating within the occupied district:	Click or tap here to enter text.
Number of traditional school campuses currently operating within the occupied district:	Click or tap here to enter text.
Number of traditional school districts within ten miles of the proposed location:	Click or tap here to enter text.

Will the proposed school be located in the Attendance Zone of a school district-campus assigned an unacceptable performance rating under Section 39.054 for the two preceding school years?	Yes <input type="checkbox"/> No <input type="checkbox"/>
School Name(s):	Click or tap here to enter text.

1. Provide a rationale for the geographic location selected and the process undertaken to select the primary attendance boundary to be served.

Narrative Response:

[Click or tap here to enter text.](#)

Evaluation Criteria-Geographic Boundaries

A strong response will:

- ✓ Offer realistic attendance boundaries;
- ✓ Provide a compelling rationale for the geographic location selected; and
- ✓ Provide a specific location for the charter school campus and describe a school site that will be located in the Attendance Zone of a school district-campus assigned an unacceptable performance rating under Section 39.054 for the two preceding school years (FOR ONE PRIORITY POINT).

OVERVIEW OF ANTICIPATED NEED

ENROLLMENT AND DEMOGRAPHIC PROJECTIONS

Projected number of students enrolled in each grade for Year 1:	
EE3	Click or tap here to enter text.
PK 4	Click or tap here to enter text.
Kindergarten	Click or tap here to enter text.
Grade 1	Click or tap here to enter text.
Grade 2	Click or tap here to enter text.
Grade 3	Click or tap here to enter text.
Grade 4	Click or tap here to enter text.
Grade 5	Click or tap here to enter text.
Grade 6	Click or tap here to enter text.
Grade 7	Click or tap here to enter text.
Grade 8	Click or tap here to enter text.
Grade 9	Click or tap here to enter text.
Grade 10	Click or tap here to enter text.
Grade 11	Click or tap here to enter text.
Grade 12	Click or tap here to enter text.

EXECUTIVE SUMMARY

- **THE EXECUTIVE SUMMARY SHOULD PROVIDE A CONCISE OVERVIEW OF THE PROPOSED PLAN FOR THE SCHOOL.**

- **ANTICIPATED NEED**
- **MISSION AND VISION**
- **EDUCATION PLAN**

EXECUTIVE SUMMARY

PAGE LIMIT: 2 PAGES

The Executive Summary should provide a concise overview of the proposed plan for the school; the outcomes you expect to achieve; the geographic and population considerations of the school environment; the challenges particular to those considerations; and the applicant team's capacity to successfully open and operate a high-quality school given the above considerations.

1. Anticipated Need: Describe the anticipated student population, students anticipated educational needs, and non-academic challenges the school is likely to encounter. Describe the rationale for selecting the location and targeting this student population.
2. Mission and Vision: State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement describes how the school will operate and what success looks like for students. The mission and vision statement provide the foundation for the entire proposal, and taken together, should identify the students and community to be served and illustrate what success for students will look like.
3. Education Plan: Provide an overview of the education program of the proposed school, including major instructional methods, assessment strategies, and non-negotiables of the school model. Describe the evidence that demonstrates the school model will be successful in improving academic achievement for the targeted student population.

[Click or tap here to enter text.](#)

The background of the image shows a library setting with wooden bookshelves filled with books. The books have various colored spines, including white, yellow, and brown. The lighting is soft and even, creating a calm and scholarly atmosphere. The text 'EDUCATION PLAN' is centered over the image in a large, black, sans-serif font.

EDUCATION PLAN

NARRATIVE PLAGIARISM

The TEA defines plagiarism as the representation of the words or ideas of another as one's own in an application. The Agency is cognizant that in order to implement an existing curriculum, instructional framework, or educational model (e.g. Montessori, arts integration, project-based learning, blended learning, etc.) with fidelity, key concepts must be discussed. However, **it is not acceptable to copy and paste this discussion or description from another source.** A high-quality applicant team with the capacity to execute a plan must be able to thoughtfully explain how they intend to educate children in their own words. To avoid plagiarism, **every direct quotation must be identified by quotation marks or by appropriate indentation, and must be cited properly.** Acknowledgement is also required when material from any source is paraphrased or summarized in whole or in part in one's own words.

****Prior applicants must cite their past work from any previous application(s)****

IMPORTANT REMINDER: Cutting, copying and pasting even seemingly harmless excerpts of a webpage can be considered plagiarism if the contents are not cited. It is best practices to cite anything that is cut, copied, or pasted into an application.

Applications found to contain plagiarized content will be removed from the application cycle with no further review. This decision cannot be appealed.

OVERVIEW OF EDUCATION PLAN

- MISSION AND VISION
- CURRICULUM AND INSTRUCTION
- SPECIAL POPULATIONS
- ASSESSMENT AND ACADEMIC PROGRESS MONITORING
- SCHOOL CULTURE
- PROMOTION AND GRADUATION
- TEACHER RECRUITMENT
- TEACHER DEVELOPMENT
- PARENT ENGAGEMENT
- A DAY IN THE LIFE

NARRATIVE PAGE STRUCTURE

- SHORT ANSWER
- NARRATIVE ESSAYS
- EVALUATION CRITERIA

EDUCATION PLAN

MISSION AND VISION

THIS SECTION IS ONLY TO BE COMPLETED BY A BOARD MEMBER OF THE SPONSORING ENTITY. If this proposal is invited to participate in a capacity interview, the author(s) of this section should be available to discuss the information provided.

Authoring Board Member: [Click or tap here to enter text.](#)

1. State the mission and vision of the proposed charter school. *NOTE: The application measures innovation across five attributes. An applicant should be able to demonstrate (i) relative advantage(s) over what is currently used; (ii) compatibility with the impacted population; (iii) ideas/innovations that will be learnable among those who will implement the components; (iv) usability among those who will implement; and (v) observable benefits for everyone involved.*
2. Describe the process by which the mission and vision was established. Identify all stakeholders, who contributed to the creation of the mission and vision.
3. Provide a succinct overview of how the school's mission is aligned with the proposed instructional program. Provide any related research or experience that indicates why the applicant has chosen to use this approach among the anticipated student population. Include any innovative attributes to the proposed mission and vision.

Narrative Response:

[Click or tap here to enter text.](#)

Evaluation Criteria-Mission and Vision

A strong response will:

- ✓ Articulate the mission and vision clearly and concisely;
- ✓ Demonstrate five attributes of innovation;
- ✓ Outline a clear and robust decision-making process for the creation of the mission and vision, identifying a significant contribution and buy-in from Board members; and
- ✓ Rationalize the approach that has been proposed for the anticipated student population.

EDUCATION PLAN

SCHOOL CULTURE

EDUCATION PLAN

SCHOOL CULTURE

1. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.
2. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year.
3. Describe how you will measure school culture and evaluate implementation of your culture plan. Include how parent and student feedback will be incorporated in measuring your school's success in creating a positive culture.

Narrative Response:

Click or tap here to enter text.

Evaluation Criteria-School Culture

A strong response will:

- ✓ Contain appropriate and effective strategies to support a school climate that will allow for fulfillment of educational goals and supports the approach with research, theory, and/or experience;
- ✓ Offer a concrete plan for norming social/cultural expectations at the start of each semester as well as for students who enter mid-semester and supports the plan with research, theory, and/or experience; and
- ✓ Establish well-defined goals around school culture and plans to monitor progress.

● **NEW ADDITION TO THE
EDUCATION PLAN**

EDUCATION PLAN

PARENT ENGAGEMENT

EDUCATION PLAN

PARENT ENGAGEMENT

1. Describe how you will engage parents from the time that the application is approved through the opening of the school. What specific strategies will be implemented to establish buy-in and to learn parent priorities and concerns during the transition process and post opening?
2. Outline specific strategies to be employed to engage parent as partners in promoting student academic achievement.
3. Describe any additional work to involve parents in the life of the school (in addition to any proposed governance roles). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.
4. Discuss any community resources that will be available to students and parents. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities.

Narrative Response:

Click or tap here to enter text.

Evaluation Criteria-Parent Engagement

A strong response will:

- ✓ Outline plan to effectively engage parents, community members, and other neighborhood partners from the time that the operator is approved and supports the plan with research, theory, and/or experience;
- ✓ Incorporates a feedback loop to surface the priorities and concerns of parents and the broader school community; and
- ✓ Include a plan to incorporate parents into the life of the school, once open, including to promote student academic achievement.

● DESCRIBE IN THIS SECTION HOW YOU WILL ENGAGE WITH PARENTS FROM THE TIME THAT THE APPLICATION IS APPROVED THROUGH THE OPENING OF THE SCHOOL.



FINANCE/OPERATIONS/ GOVERNANCE PLAN (FOG PLAN)

OVERVIEW OF FINANCE/ORGANIZATION/GOVERNANCE PLAN

- OUTREACH AND PUBLIC MEETINGS
- CAMPUS REQUEST AND GROWTH PLAN
- CAMPUS FACILITY IDENTIFIED
- CAMPUS FACILITY NOT IDENTIFIED
- TRANSPORTATION
- STUDENT RECRUITMENT
- ADMISSION AND ENROLLMENT
- SCHOOL CALENDAR AND SCHEDULE
- START-UP PLAN
- CONTRACTED SERVICES
- PUBLIC EDUCATION INFORMATION MANAGEMENT SYSTEM (PEIMS)
- SUPERINTENDENT/CEO
- STAFF RECRUITMENT
- BOARD OF DIRECTORS
- ACADEMIC PERFORMANCE INDICATORS
- FINANCIAL PERFORMANCE INDICATORS
- BUDGET

FINANCE/OPERATIONS/GOVERNANCE PLAN OUTREACH AND PUBLIC MEETINGS

FINANCE/OPERATIONS/GOVERNANCE PLANS

OUTREACH AND PUBLIC MEETINGS

1. Provide a synopsis of any outreach held to discuss the proposed charter school plan. NOTE: Applicants must prepare a Meeting Question Protocol for all public meetings. A question protocol is a document, script, or outline of topics, questions, and/or solicited community input that will be explored in each meeting. An applicant should carefully consider specific area(s) of stakeholder input that will help guide the final proposal.
2. Discuss specific outreach strategies that were or will be taken. Include:
 - a. Board Member input as to the specifics of outreach planning, protocols for the meeting(s), and any community engagement;
 - b. Selection process/rationale for all strategies used for community outreach/advertisement; and
 - c. Considerations for any barriers to engagement for parents and families.
3. List and describe all public meetings held to date. NOTE: Open-Enrollment Charter Schools that are subsequently approved for multiple campuses after Year 1 must hold at least one public meeting within the geographic boundaries at least one year prior to opening any campus. See Letter of Special Assurances (available to download on the Subchapter D Charter Applicant page which can be accessed [HERE](#)) if proposing to open more than one campus. Include:
 - a. Date and location of each meeting;
 - b. The number of attendees at each meeting, including a count of those residing within five, ten, and twenty or more miles of the meeting location;
 - c. Outreach efforts to promote each meeting; and
 - d. Board Member(s) in attendance at each meeting.
4. Explain any strategies that increased attendance at the meeting(s) or factors that contributed to lower attendance rates.
5. Describe any communications with Texas State Board of Education Representatives and/or elected officials to date.

Narrative Response:

Click or tap here to enter text.

Attachment(s):

- FOG 1: Published Notice(s) of Public Meetings
- FOG 2: Certified Mail Receipt Cards
- FOG 3: Community Efforts and Support

● THIS IS THE FIRST SECTION OF THE FOG PLAN.

● DESCRIBE ANY COMMUNICATIONS WITH TEXAS STATE BOARD OF EDUCATION REPRESENTATIVES

FINANCE/OPERATIONS/GOVERNANCE PLAN START-UP PLAN

FINANCE/OPERATIONS/GOVERNANCE PLANS

START-UP PLAN

Identify the fiscal year for the sponsoring entity.	
July 1-June 30 <input type="checkbox"/>	September 1-August 31 <input type="checkbox"/>
Identify the fiscal year for the proposed charter school.	
July 1-June 30 <input type="checkbox"/>	September 1-August 31 <input type="checkbox"/>

1. Provide a detailed start-up plan for the school, specifying tasks, timelines, Board input, and responsible individuals that will take place between charter approval (June 2019) and school opening (August 2020). The plan should describe the segregation of duties. Include specific contingencies if funding is not as anticipated.
2. Describe the costs anticipated during the start-up year. Include:
 - a. Personnel
 - b. Service Costs
 - c. School Operation
 - d. Facility Operation and Maintenance
3. Describe how the Board will monitor the creation, adoption, and implementation of the start-up plan and associated budget.
4. Present a description of how the charter school operations will mitigate waste, fraud, and abuse. **NOTE: Applicants must select financial accounting software that enables compliance with the requirements discussed in the Special Supplement to the Financial Accounting System and Resource Guide, available by right clicking [HERE](#).**

Narrative Response:

Click or tap here to enter text.

Evaluation Criteria-Start-Up Plan

A strong response will:

- ✓ Outline a detailed and comprehensive start-up plan that will promote a successful school opening, including specific contingencies in the event of a budget shortfall;
- ✓ Describes how the Board will monitor the creation, adoption, and implementation of the start-up plan and budget;
- ✓ Outline the costs associated with all start-up activities;
- ✓ Present expenses and revenues that are congruent with the financial workbook; and
- ✓ Describes clear and appropriate strategies to mitigate fraud, waste, and abuse.

● FISCAL YEAR FOR THE
SPONSORING ENTITY

● FISCAL YEAR FOR THE
PROPOSED CHARTER SCHOOL



ATTACHMENTS

ATTACHMENTS

OVERVIEW

Provide the Following:

Using the template provided at <http://tea.texas.gov/charterapp.aspx>, complete a Supplemental Human Resources Information Form for ALL paid positions required to operate the proposed school in year one and at capacity.

Ensure that the submission includes ALL positions necessary to operate the proposed school during the start-up year, the first year of operations, and finally, at capacity.

All positions represented here should also be represented on the organizational chart submitted in *Attachment O1* and on the staffing chart submitted in Attachment O2.

PLEASE NOTE: Attachment E4 is referenced on the Teacher Recruitment narrative page of the Education Plan.

Page ____

ATTACHMENT E 3 — Supplemental Human Resources Information Form

Name of Proposed Charter School:	<input type="text"/>			
Name of sponsoring entity:	<input type="text"/>			
Position:	<input type="text" value="CEO/Superintendent"/>			
Reports to:	<input type="text" value="Charter Holder Board of Directors"/>			
Salary Range:	<input type="text"/>			
List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A. <input type="text"/>				
Proposed Location (City and County):	<input type="text"/>			
Number of Students anticipated in year one:	<input type="text"/> In year five: <input type="text"/>			
Minimum Qualifications Required:				
Education Required:	<input type="text"/>			
Experience Required:	<input type="text"/>			
Certification Required:	<input type="text"/>			
Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation SD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at http://mansfield.tea.state.tx.us/TEA_AskTED_Web/Forms/Home.aspx . Additionally, traditional districts will not have an eight as the fourth digit in the county district number (CDN).				
Name of District	CDN	Located In (City)	# of Students Served	Salary Range
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

ATTACHMENT E 3 — Supplemental Human Resources Information Form

COVER PAGES

Directions for an attachment can be found on its cover page. Insert attachment directly behind each corresponding coversheet when assembling the final application for submission.

FILLABLE PDF FORMS

Some attachments require the completion of a fillable pdf form. Applicants should ensure that each pdf functions properly on multiple computers before submitting.

ATTACHMENTS

OVERVIEW

SINGLE SIDED SHEETS

Attachment content must be printed on white single spaced paper.

STANDARD SIZE SHEETS

Submit all attachment material on standard 8 ½ x 11 inch paper. Older documents (bylaws, contracts etc.) must also be submitted on standard sized paper.

ATTACHMENTS

CLARIFICATIONS

ATTACHMENT A1

Registration Form that you are provided with during the Application Information Session

ATTACHMENT FOG 1

Newspaper posting, include the name of the newspaper and date from the top of the page.

ATTACHMENT FOG 2

Attach the mail receipts or green signature cards to a standard 8 1/2 x 11 inch paper. This establishes the geo-boundary for the proposed school.

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$ 0.48	Postmark Here
Certified Fee	3.30	
Return Receipt Fee (Endorsement Required)	2.70 optional	
Restricted Delivery Fee (Endorsement Required)	5.05 optional	
Total Postage & Fees	\$11.53	

Sent To: Reggie Redbird
Street, Apt. No., or PO Box No.: 123 N Main St
City, State, ZIP+4: AnyTown IL 99999

PS Form 3800, August 2006 See Reverse for Instructions

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

SAMPLE

2. Article Number (Transfer from service label)
9590 9401 0000 5191 0000 12

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☐ Agent ☐ Addressee

B. Received by (Printed Name) C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Adult Signature ☐ Priority Mail Express®
☐ Adult Signature Restricted Delivery ☐ Registered Mail™
☐ Certified Mail® ☐ Registered Mail Restricted Delivery
☐ Certified Mail Restricted Delivery ☐ Return Receipt for Merchandise
☐ Collect on Delivery ☐ Signature Confirmation™
☐ Collect on Delivery Restricted Delivery ☐ Signature Confirmation Restricted Delivery
☐ Insured Mail ☐ Signature Confirmation Restricted Delivery (over \$500)
☐ Insured Mail Restricted Delivery (over \$500)

PS Form 3811, July 2015 PSN 7530-02-000-9053 Domestic Return Receipt

ATTACHMENTS

FINANCIAL PLAN WORKBOOK

- **COMPLETE THE FINANCIAL PLAN WORKBOOK AS THE EXCEL FILE THAT YOU DOWNLOAD**
- **SUBMIT BOTH:**
 - Excel File [As Attachment]
 - Paper Copy [With Application]

A+

EVALUATION PROCESS

EVALUATION PROCESS



EXTERNAL REVIEW

REVIEWERS

- External Reviewers are selected for their respective expertise in *Education, Operations, Governance, and Finance*
- Identity of all reviewers is strictly confidential
- Reviewers will use both their qualifications and applicable charter school experience to assess proper score(s). This means that they may have more insight on a particular issue that your proposal has addressed.


ED PLAN REVIEW & THRESHHOLD DETERMINATION

- Applications are scored by panels of *External Reviewers*.
- The Education Plan receives FIVE reads
- TEA does NOT score applications
- Minimum cumulative score is 85%
- Appeal Process for Eligible Applicants that score 80% - 84.9%

ED PLAN NEXT STEPS

- 
- **Check-In Call (85% and above)**
 - **Initial Interview (80-84.9%)**

FOG PLAN REVIEW & THRESHHOLD DETERMINATION

- 
- Applications are scored by panels of *External Reviewers*.
 - The FOG Plan receives FIVE reads
 - TEA does NOT score applications
 - Minimum cumulative score is 85%
 - Appeal for a 6th read 80-84.9%

CAPACITY INTERVIEWS

- **Capacity Interviews for 85% and above**



ASSEMBLY

ASSEMBLY

PAGE NUMBERING

- **TYPE PAGE NUMBER IN BLANKS ON THE TABLE OF CONTENTS**
- **NARRATIVE PAGE LIMIT IS 120 PAGES. ATTACHMENTS HAVE NO PAGE LENGTH**
- **CHARTER MANAGEMENT ADDENDUM [IF APPLICABLE] HAS A 20 PAGE LIMIT**

TABLE OF CONTENTS

Section Title	Page #
APPLICATION OVERVIEW	Click or tap here to enter text.
APPLICANT TEAM OVERVIEW	Click or tap here to enter text.
OVERVIEW OF ANTICIPATED NEED	Click or tap here to enter text.
GEOGRAPHIC BOUNDARIES	Click or tap here to enter text.
ENROLLMENT AND DEMOGRAPHIC PROJECTIONS	Click or tap here to enter text.
EXECUTIVE SUMMARY	Click or tap here to enter text.
EDUCATION PLAN	Click or tap here to enter text.
MISSION AND VISION	Click or tap here to enter text.
CURRICULUM AND INSTRUCTION	Click or tap here to enter text.
SPECIAL POPULATIONS	Click or tap here to enter text.
ASSESSMENT AND ACADEMIC PROGRESS MONITORING	Click or tap here to enter text.
SCHOOL CULTURE	Click or tap here to enter text.
PROMOTION AND GRADUATION	Click or tap here to enter text.
TEACHER RECRUITMENT	Click or tap here to enter text.
TEACHER DEVELOPMENT	Click or tap here to enter text.
PARENT ENGAGEMENT	Click or tap here to enter text.
A DAY IN THE LIFE	Click or tap here to enter text.
FINANCE/OPERATIONS/GOVERNANCE PLANS	Click or tap here to enter text.
OUTREACH AND PUBLIC MEETINGS	Click or tap here to enter text.
CAMPUS REQUEST AND GROWTH PLAN	Click or tap here to enter text.
CAMPUS FACILITY IDENTIFIED	Click or tap here to enter text.
CAMPUS FACILITY NOT IDENTIFIED	Click or tap here to enter text.
TRANSPORTATION	Click or tap here to enter text.
STUDENT RECRUITMENT	Click or tap here to enter text.
ADMISSION AND ENROLLMENT	Click or tap here to enter text.
SCHOOL CALENDAR AND SCHEDULE	Click or tap here to enter text.
START-UP PLAN	Click or tap here to enter text.
CONTRACTED SERVICES	Click or tap here to enter text.
PUBLIC EDUCATION INFORMATION MANAGEMENT SYSTEM (PEIMS)	Click or tap here to enter text.
SUPERINTENDENT/CEO	Click or tap here to enter text.
STAFF RECRUITMENT	Click or tap here to enter text.
BOARD OF DIRECTORS	Click or tap here to enter text.
ACADEMIC PERFORMANCE INDICATORS	Click or tap here to enter text.
FINANCIAL PERFORMANCE INDICATORS	Click or tap here to enter text.
BUDGET	Click or tap here to enter text.

ASSEMBLY

PRINTING

**PRINT NARRATIVE SECTION
[THIS SECTION AUTO-PAGINATES]**

**PRINT ALL ATTACHMENTS
[ARRANGE IN ORDER OF TABLE OF CONTENTS]**

**PRINT CMO ADDENDUM
[IF USED]**

**FILL IN PAGE NUMBER LINES ON ATTACHMENT PAGES
AND CMO ADDENDUM [IF USED]**

TYPE IN PAGE NUMBER ON TABLE OF CONTENTS

PRINT COMPLETED LETTER OF SPECIAL ASSURANCES

SCAN FULL APPLICATION [FOR ELECTRONIC SUBMISSION]

PRINT SCANNED APPLICATION [FOR HARD COPY SUBMISSION]



LETTERS

DELIVERY

DELIVERY

SUBMITTING



ELECTRONIC SUBMISSION

SUBMIT TO: Charterapplication@tea.state.tx.us

MUST SUBMIT TWO ATTACHMENTS

- 1) COMPLETED APPLICATION [PDF FORMAT]
- 2) FINANCIAL PLAN WORKBOOK [EXCEL FORMAT- .XLSX]

BY: FRIDAY JANUARY 4, 2019 5:00 P.M. CENTRAL TIME

**MUST
SUBMIT
BOTH**

HARD COPY SUBMISSION

HAND DELIVER TO: WILLIAM B. TRAVIS BUILDING RM. 1-100
1701 NORTH CONGRESS AVENUE
AUSTIN, TX 78701; OR

MAIL TO: TEA DIVISION OF CHARTER SCHOOL ADMIN.
1701 NORTH CONGRESS AVENUE
AUSTIN, TX 78701

MUST SUBMIT: ONE ORIGINAL COPY AND
FOUR IDENTICAL PHOTOCOPIES OF THE ORIGINAL

MUST NOT: BIND WITH CLIPS OR MECHANICAL DEVICES OTHER
THAN RUBBERBANDS.

BY: FRIDAY JANUARY 4, 2019 5:00 P.M. CENTRAL TIME

****VERY IMPORTANT**** APPLICATIONS MUST BE RECEIVED BY THE DIVISION OF CHARTER SCHOOL ADMIN BY THE DEADLINE. ANY OTHER INCIDENTAL RECEIPT BY OTHER DIVISIONS WITHIN THE AGENCY OR TIMELY POST MARK DATES WILL NOT BE DEEMED ELIGIBLE UNLESS RECEIVED BY THE DIVISION ON OR BEFORE FRIDAY JANUARY 4, 2019 5:00 P.M. CST. APPLICANTS SHOULD CALCULATE FOR UNFORSEEN CIRCUMSTANCES WHEN PLANNING A SUBMISSION SCHEDULE.

DELIVERY

NO CONTACT PROVISION

- A representative of any applicant must not initiate contact with any TEA staff or State Board of Education member regarding the content of the application from the time the application is submitted until 90 days after the commissioner proposes the Generation Twenty-Four Open-Enrollment charters for award.

**APPLICANTS WHO ARE REMOVED FROM CONSIDERATION
FOR FAILING TO MEET THE MINIMUM SCORE ARE STILL
SUBJECT TO THE NO CONTACT PROVISION.**



TIMELINE

TIMELINE

RFA PUBLISHED	10.5.2018		EVALUATION PHASE 2		
INFORMATION SESSION #1	10.5.2018		FINANCIAL/OPERATIONS/ GOVERNANCE PLANS COMPLETION CHECK	3.18.19	3.22.19
INFORMATION SESSION #2	10.12.2018		CURE PERIOD	3.25.19	3.29.19
APPLICATION SUBMISSION DEADLINE	1.4.19		INTERNAL/EXTERNAL REVIEW OF FINANCIAL/OPERATIONS/ GOVERNANCE PLANS	4.1.19	4.25.19
EVALUATION PHASE 1					
EDUCATION PLAN COMPLETION CHECK	1.7.19	1.11.19	THRESHOLD DETERMINATIONS	4.26.19	
CURE PERIOD	1.14.19	1.18.19	APPEAL DEADLINE FOR ADDITIONAL READ DUE	5.3.19	
INTERNAL/EXTERNAL REVIEW OF EDUCATION PLAN	1.21.19	2.14.19	ADDITIONAL READ WINDOW	5.6.19	5.17.19
ADVANCEMENT DETERMINATION	2.15.19		CAPACITY INTERVIEW WITH TEA and SBOE	5.20.19	5.24.19
EDUCATION PLAN CHECK- IN/INTERVIEWS	2.19.19	3.15.19	COMMISSIONER PROPOSES AWARD	5.31.19	
PHASE 1 DETERMINATIONS	3.15.19		SBOE BOARD MEETING	6.13.19	6.14.19

INTERVIEW



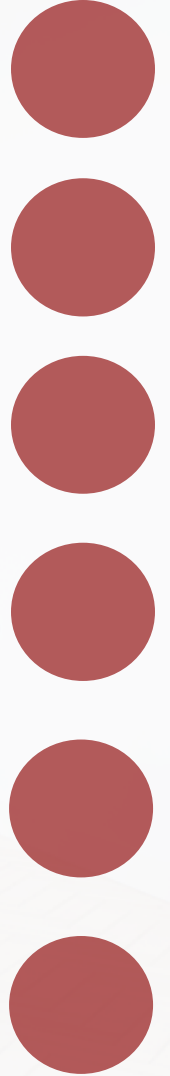
INTERVIEWS

INTERVIEWS MAY 20-24, 2019

CONDUCTED BY TEA STAFF AND SBOE MEMBERS

**GOVERNING BOARD PRESIDENT, APPLICATION TEAM
MUST ATTEND**

INTERVIEWS ARE PUBLIC MEETINGS



AWARD



APPLICATION REVIEW

INTERVIEW SESSIONS AND AWARDS

COMMISSIONER OF EDUCATION PROPOSES CHARTER AWARDS



JUNE 2019

THERE IS NO APPEAL PROCESS IF NOT AWARDED

STATE BOARD OF EDUCATION MAY VETO ANY OF THE PROPOSED
SUBCHAPTER D AWARDS **WITHIN 90 DAYS** OF THE COMMISSIONER'S
PROPOSAL

VETO POWER MAY ONLY ELIMINATE PROPOSED AWARDS. IT MAY
NOT RESURRECT ANY UNPROPOSED CHARTER APPLICATIONS



Thank
You

Questions? Contact

JENNIFER HAGAN

DIVISION OF CHARTER SCHOOL ADMINISTRATION

Jennifer.Hagan@tea.texas.gov

512-463-0359