

REQUEST FOR APPLICATION

Application Guidelines

Program Guidelines

2015-2016 Public Charter School Program Start-Up Grant

Authorized by Public Law 107-110 Elementary and Secondary
Education Act of 1965, as amended by No Child Left Behind Act
of 2001, Title V, Part B, Subpart 1; Texas Education Code,
Chapter 12

Application Closing Date—5:00 p.m., Central Time
December 16, 2014

TEXAS EDUCATION AGENCY

**Division of Grants Administration
1701 North Congress Avenue
Austin, Texas 78701**

© Copyright 2014 by the Texas Education Agency. All Rights Reserved.

Contents

Introduction to the Program Guidelines	5
Reference to the General and Fiscal Guidelines.....	5
US Department of Education and/or State Appropriations	5
Grant Timeline	5
Grant at a Glance.....	6
Authorizing Legislation	6
Where to Submit the Application.....	6
Number of Copies	6
Purpose of Program	7
Eligible Applicants	7
Eligibility List	8
Shared Services Arrangement	8
More Than One Campus	8
Application Funding	8
Cost Share or Matching Requirement	8
Limitation of Administrative Funds	8
Pre-Award Costs	8
Applicant Assistance	9
Contact for Clarifying Information	9
Frequently Asked Questions	9
Errata Notices	9
Listserv Messages	9
Program Elements.....	9
Program Description	9
Supplement, Not Supplant	10
Indirect Costs	10
Application Requirements and Assurances	10
Statutory Requirements.....	10
TEA Program Requirements.....	12
Program-Specific Assurances	13
Allowable Activities and Use of Funds.....	13
Unallowable Activities and Use of Funds	14
Program Evaluation.....	15
Performance Measures	15
Critical Success Factors	15
Milestones	15
Limits on Contracted Evaluators	15
Federal Grant Requirements.....	16
Equitable Access and Participation	16
Private Nonprofit School Participation	16
Maintenance of Effort	16
Application Elements	16
Notice of Intent to Apply	16
Reviewer Information Form	17

PROGRAM GUIDELINES

Required Attachments	17
Required Fiscal-Related Attachments	17
Required Program-Related Attachments	17
Scoring and Review	19
Standard Review Criteria.....	19
Specific Review Criteria	19
Priorities for Funding.....	19

Introduction to the Program Guidelines

This part of the request for application (RFA), Program Guidelines, is to be used in conjunction with the [General and Fiscal Guidelines](#) and the schedule instructions. The Standard Application System (SAS) consists of all schedules (i.e., forms) to be completed in order for the applicant to be eligible for funding.

For applicants selected for funding, all guidelines and instructions will be incorporated by reference into the Notice of Grant Award (NOGA).

Reference to the General and Fiscal Guidelines

The Program Guidelines provide information specifically relevant to this grant program. The [General and Fiscal Guidelines](#) provide information relevant to all TEA grant programs. Throughout the Program Guidelines, cross-references are given to applicable sections of the [General and Fiscal Guidelines](#). **It is critical that you review all referenced sections of the [General and Fiscal Guidelines](#) when preparing your application.**

US Department of Education and/or State Appropriations

The following is provided in compliance with the US Department of Education Appropriations Act:

Category	Amount
Total funds available for this project	\$7,000,000
Percentage to be financed with federal funds	100%
Amount of federal funds	\$7,000,000
Percentage to be financed from nonfederal sources	0%
Amount of nonfederal funds	\$0

Grant Timeline

All of these dates except the grant ending date may vary slightly as conditions require.

For information on reporting requirements, see the [General and Fiscal Guidelines](#), Reporting. If a report due date falls on a weekend or holiday, the report will be due the following business day.

Date	Event
October 24, 2014	RFA available; notice of the RFA published in the <i>Texas Register</i>

Date	Event
November 19, 2014	Last date to submit FAQs to TEA contact person See General and Fiscal Guidelines , Frequently Asked Questions
December 2, 2014	Due date for the Notice of Intent to Apply in the TEA Document Control Center See General and Fiscal Guidelines , Notice of Intent to Apply
December 2, 2014	Due date for Reviewer Information Form See General and Fiscal Guidelines , Reviewer Information Form
December 5, 2014	FAQs posted to TEA Grant Opportunities page
December 16, 2014	Due date for the application in the TEA Document Control Center, 5:00 p.m., Central Time See General and Fiscal Guidelines , Submission Deadline
December 22, 2014 – February 20, 2015	Competitive review period See General and Fiscal Guidelines , Application Review
May 1, 2015	Beginning date of grant See General and Fiscal Guidelines , Grant Period
April 29, 2016	Final date to submit an amendment
July 29, 2016	Ending date of grant See General and Fiscal Guidelines , Grant Period

Grant at a Glance

This section provides fundamental information pertinent to the grant program.

Authorizing Legislation

This grant program is authorized by Public Law 107-110, Elementary and Secondary Education Act of 1965, as amended by NCLB Act of 2001, Title V, Part B, Subpart 1; Texas Education Code, Chapter 12.

Where to Submit the Application

See the [General and Fiscal Guidelines](#), Where to Submit the Application.

Number of Copies

See the [General and Fiscal Guidelines](#), Number of Copies.

Four copies of the application are required to be submitted, with at least three copies bearing the original signature (preferably in blue ink) of the person authorized to bind the organization in a contract.

Purpose of Program

The purpose of this program is to provide financial assistance for the planning, program design, and initial implementation of charter schools and expand the number of high-quality charter schools available to students.

Eligible Applicants

See the [General and Fiscal Guidelines](#), Eligibility Requirements.

TEA may award subgrants to a charter school that meets the federal definition of a charter school, that has never received Public Charter School Program start-up funds, and is one of the following:

- A campus charter school approved by its local board of trustees pursuant to the Texas Education Code (TEC), Chapter 12, Subchapter C, on or before December 15, 2014, that submits all required documentation as required by the RFA and previously described in the "To the Administrator Addressed" letter dated August 29, 2014 at <http://www.tea.state.tx.us/index4.aspx?id=25769815939>. If the campus charter school began operation prior to the 2015-2016 school year, but is still eligible to apply for and receive funding under this grant, the campus charter school must be designated as a campus charter in AskTED when the grant application is submitted to TEA. A campus charter school must apply through its public school district and the application must be signed by the district's superintendent or the appropriate designee.
- An open-enrollment charter school approved by the commissioner of education under the Generation 19 charter application pursuant to the TEC, Chapter 12, Subchapter D. Charters awarded by the commissioner under the Generation 19 application that have been notified of contingencies to be cleared prior to receiving a charter contract are considered eligible to apply for the grant. However, these charters should be diligent in working with TEA to complete the contingency process, as all contingencies pertaining to the charter application and approval must be cleared and a contract issued to the charter holder prior to receiving grant funding, if awarded.
- A college, university, or junior college charter school approved by the commissioner pursuant to the TEC, Chapter 12, Subchapter E. Applications submitted by an open-enrollment or college or university charter school must be signed by the chief operating officer having legal authority to bind the organization in a contractual agreement.
- An open-enrollment charter school designated by the commissioner of education for the 2015-2016 school year, as a new school under an existing charter. Charters submitting an application for a New School Designation for the 2015-2016 school year are considered eligible to apply for the grant. However, the commissioner must designate the campus as a new school under an existing charter prior to the charter receiving grant funding, if awarded.

Important: Any charter school that does not open during the 2015-2016 school year after having been awarded grant funds will be required to forfeit any remaining grant funds, and may be required to reimburse any expended amounts to TEA.

Eligibility List

An eligibility list will not be posted with the RFA.

Shared Services Arrangement

See the [General and Fiscal Guidelines](#), Shared Services Arrangements.

Shared services arrangements (SSAs) are not allowed.

More Than One Campus

Eligible applicants may apply for the grant on behalf of more than one campus. A separate application must be submitted for each campus.

Application Funding

See the following sections of the [General and Fiscal Guidelines](#):

- Grant Funding
- Fund Management
- Use of Funds

It is anticipated that approximately 10 to 15 grants will be awarded ranging in amounts from \$250,000 to \$800,000. Federal guidelines allow for start-up funding not to exceed 18 months for planning and 24 months for implementation funding. Applicants who will have started school (the implementation part of the project) prior to the start date of the grant must budget no more than \$50,000 per month from May 1, 2015, to the school's 24th month of operation, which may be prior to the grant end date of July 29, 2016, contingent on the continued availability of federal funding. TEA reserves the right to reduce funding if data projections are determined not to have been realistic based on actual participation.

Cost Share or Matching Requirement

See the [General and Fiscal Guidelines](#), Cost Share/Match Requirement.

There is no cost share or matching requirement for this grant program.

Limitation of Administrative Funds

See the [General and Fiscal Guidelines](#), Administrative Costs.

Neither direct nor indirect administrative costs may be charged to this grant program.

Pre-Award Costs

See the [General and Fiscal Guidelines](#), Pre-Award Costs.

Pre-award costs are not permitted for this grant.

Applicant Assistance

The following types of assistance are available to applicants for this grant program.

Contact for Clarifying Information

See the [General and Fiscal Guidelines](#), TEA Contacts.

The following TEA staff member should be contacted with questions about the RFA, or the grant program:

Arnoldo Alaniz, Assistant Director
Division of Charter School Administration
CharterSchools@tea.state.tx.us
Phone: (512) 463-9575
Fax: (512) 463-9732

Frequently Asked Questions

See the [General and Fiscal Guidelines](#), Frequently Asked Questions.

The FAQs for this grant program will be posted to the [TEA Grant Opportunities](#) site no later than the date listed on the Grant Timeline. Applicants may email their questions to the TEA staff member listed in the Contact for Clarifying Information section.

Errata Notices

See the [General and Fiscal Guidelines](#), Errata Notices.

Listserv Messages

See the [General and Fiscal Guidelines](#), Listserv Messages.

Program Elements

This section provides detailed information about the grant program.

Program Description

The charter school program continues to thrive in Texas as state charter school laws support increasing the number of high-quality charter schools. In 1996 the State Board of Education (SBOE) authorized the first 20 charters. As of the publication of this RFA, there are 201 active open-enrollment charters authorized by the SBOE and the commissioner of education and more than 67 campus charters authorized by school district boards of trustees. More than 237,000 students are served at more than 790 charter school campuses.

Supplement, Not Supplant

See the [General and Fiscal Guidelines](#), Supplement, Not Supplant.

The supplement, not supplant provision does apply to this grant program.

Indirect Costs

Indirect costs may not be charged to this grant program.

Application Requirements and Assurances

This section describes the two types of requirements that applicants must address in the application (such as with a narrative description, an activity timeline, or a checklist) to be eligible to be considered for funding:

- Statutory requirements (requirements defined in the authorizing statute)
- TEA program requirements (requirements defined by TEA program staff)

IMPORTANT NOTE: All requirements must be properly addressed in the application. Failure to address a requirement can result in deduction of points or ineligibility for scoring and review. For details, refer to the [General and Fiscal Guidelines](#), Completing the Application.

Statutory Requirements

See the [General and Fiscal Guidelines](#), Statutory Requirements.

Per Section 22.0834 of the Texas Education Code (TEC), any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., a grantee or subgrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the [General and Fiscal Guidelines](#), Fingerprinting Requirement.

The following requirements are defined in the statute that authorizes this program. The applicant must address each of these requirements in the application to be considered for funding:

All charter school applicants: TEC, Subchapter C, Campus Charters Schools; TEC, Subchapter D, Open-Enrollment Charter Schools; TEC, Subchapter E, College or University or Junior College Charter Schools; and open-enrollment charter schools designated by the commissioner of education for the 2015-2016 school year as new schools under an existing charter pursuant to 19 Texas Administrative Code, §100.1033 (c) (6), must address the following five statutory requirements in the application:

1. Describe the administrative relationship between the charter school and the authorizing/sponsoring agency (i.e., the local board of trustees, the commissioner of education, or the charter holder board).
2. Describe how the authorized public chartering agency will provide for continued operation of the school once the Federal start-up grant has expired.
3. Describe and justify any requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of

- the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived or otherwise not apply to the school.
4. Describe *how* the grant funds will be used to accomplish the purpose, goals and objectives of the grant. Describe *how* the items/activities are necessary for initial implementation and the anticipated outcome for using grant funds for the purpose. Include a description of *how* such funds will be used in conjunction with other Federal programs administered by the U.S. Secretary of Education.
 5. Describe how the charter school that is considered a local educational agency under state law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act. (See Appendix 1.) **Failure to respond appropriately to this requirement will deem the applicant ineligible for funding as meeting the needs of special education students is a statutory requirement for this federal program.**

For Subchapter D open-enrollment charter schools, the charter approved by the commissioner of education is incorporated by reference into this grant application and addresses statutory requirements in compliance with PL 107-110, Title V, Part B, Subpart 1, NCLB.

For Subchapter E college/university/junior college charter schools, the charter approved by the commissioner of education is incorporated by reference into this grant application and addresses statutory requirements in compliance with PL 107-110, Title V, Part B, Subpart 1, NCLB.

For open-enrollment charter holders applying on behalf of a new school approved by the commissioner of education, the existing charter as approved by the SBOE and the Application for New School Designation, under which the new school was approved by the commissioner of education, is incorporated by reference into this grant application and addresses statutory requirements in compliance with PL 107-110, Title V, Part B, Subpart 1, NCLB.

Campus charter schools: In addition to the five requirements listed above, charters established under TEC, Subchapter C, Campus Charter Schools, also must address the following 10 (#6-#15) requirements.

6. Describe the educational program to be implemented by the proposed charter school, including (1) how the program will enable all students to meet challenging state student academic achievement standards; (2) the grade levels or ages of children to be served; and (3) the curriculum and instructional practices to be used.
7. Describe how the charter school will be managed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to manage autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is **above and beyond the degree of flexibility and autonomy afforded to traditional campuses** within the district.
8. Describe the performance measures and methods by which the charter school will determine its progress toward achieving those objectives. For each objective include a description of what is going to change as a result of this grant project, who will achieve the change, how much change will occur, and when will the change occur.
9. Describe how parents and other members of the community will be involved in the planning, program design and implementation of the charter school.

10. Describe how students in the community will be (1) informed about the charter school; and (2) given an equal opportunity to attend the charter school.
11. Provide a description of the campus charter's process to become a charter school, including
 - a) the district's general process for approval of campus charter schools and the steps the campus took to become a charter;
 - b) the premise in which the school board approved the campus for which a charter was granted to operate;
 - c) what the campus will be doing differently, above and beyond, that of a regular district campus that merits charter status and charter school start-up funds;
 - d) if the campus is converting from a regular district campus to a campus charter, what the campus charter will be doing above and beyond that which was done when it operated as a district campus.
12. Specify any basis, in addition to a basis specified by Subchapter C, on which the campus charter may be placed on probation or revoked.
13. Describe how the charter school will be governed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district.
14. Describe the manner in which an annual independent financial audit of the campus is to be conducted. The campus charter must have a plan for an audit separate and apart from the district audit. Describe the manner in which the campus will provide information necessary for the school district in which it is located to participate, as required by TEC, Chapter 12, Subchapter C, or by SBOE rule, in PEIMS.
15. Explain the manner in which the district will flow other federal funds to the campus charter. Describe the timelines for flowing the federal funds to the campus charter that ensure students are promptly receiving the benefit of services that appropriate federal funds can provide.

TEA Program Requirements

See the [General and Fiscal Guidelines](#), Program Requirements.

In addition to the statutory requirements, TEA has established the following program requirements. Applicants must address within the application how they will achieve the following:

1. Supply the number of students in each grade, by type of school, projected to be served under the grant program in Year 1 of implementation.
2. Supply the number of students in each grade, by type of school, projected to be served under the grant program in Year 2 of implementation.
3. Supply the number of students to be served in Year 1 of implementation who would otherwise attend a traditional school identified as a priority or focus school. Please see <http://www.tea.state.tx.us/index4.aspx?id=25769808367> for more information.

4. Supply for Year 1 the names and nine-digit county/district/campus numbers of the schools identified as priority or focus schools that you will be impacting as described above. Please see <http://www.tea.state.tx.us/index4.aspx?id=25769808367> for more information.

Program-Specific Assurances

See the [General and Fiscal Guidelines](#), Provisions and Assurances.

The program-specific assurances for this grant program are listed in the SAS. Refer to Schedule #2—Required Attachments and Provisions and Assurances, Part 3: Program-Specific Provisions and Assurances.

Allowable Activities and Use of Funds

See the [TEA Guidelines Related to Specific Costs](#) for general guidance on allowable activities and use of funds.

Allowable activities and use of funds for this grant may include but are not limited to the following:

- Planning and design of the educational program
- Curriculum planning, development, and purchase
- Program coordinator/director salaries, limited to the planning phase and up to the first 30 days of the initial implementation phase, which starts the day the school begins to serve students, provided that these expenses are associated with initial implementation activities (i.e., as opposed to ongoing operations), such as program and curriculum development and integration, and teacher and staff recruiting
- Instructional and administrative personnel salaries, limited during the planning phase and up to the first 30 days of the initial implementation phase, which starts the day the school begins to serve students, provided that these expenses are associated with initial implementation activities (i.e., as opposed to ongoing operations), such as program and curriculum development and integration, and teacher and staff recruiting. (Note: If personnel split their time between ongoing operational activities and initial implementation activities, only that portion of the time associated with initial implementation of the charter school is allowable as an initial operational cost. The charter school must maintain accurate time and effort records to document the amount of time each employee works on tasks related to the initial implementation of the charter school.)
- Non-consumable supplies and materials for start-up activities, including textbooks, library books, reading materials, teaching materials
- One time start-up equipment purchases
- Specific start-up costs *that provide direct services* to students
- Special education support
- Financial management software and training
- Professional development/training for teachers and staff, including travel and registration fees
- Implementing public education information management systems (PEIMS)
- Specific legal services for start up of the charter school

- Property insurance to cover equipment purchased with grant funds
- Other operating costs expended on allowable activities that cannot be supported from other state or local sources

Unallowable Activities and Use of Funds

See the [TEA Guidelines Related to Specific Costs](#) for general guidance on unallowable activities and use of funds.

Unallowable activities and use of funds for this grant may include but are not limited to the following:

- Debt service (lease-purchase)
- Superintendent or principal salaries beyond the first 30 days of the initial implementation phase of the charter school, which starts the day the school begins to serve students
- Other staff salaries or contracted personnel beyond the first 30 days of the initial implementation phase of the charter school, which starts the day the school begins to serve students
- Lease/rental of building space or equipment
- Purchase or lease of land or real estate
- Construction, renovation, or remodeling
- Student field trips
- Consumable instructional or other supplies and materials
- Accounting/bookkeeping services except for the purchase of accounting software to comply with FAR
- Transportation for students to/from the regular school day
- Annual audit services
- Utilities
- Ongoing food service
- Other property and liability insurance
- Interest on loans
- Deposits of any kind, such as security deposits or service deposits
- Religious instruction, materials, or insignia
- Extra-curricular activities such as University Interscholastic League (UIL), competitions, athletic programs that are not part of the state-required physical education program, and clubs (e.g., chess club)
- Pre-award costs

Program Evaluation

By submitting this application, the applicant agrees to comply with any evaluation requirements that may be established by TEA and agrees to submit the required evaluation reports in the format and time requested by TEA. TEA will collect and analyze relevant data from PEIMS if it is available.

Specific critical success factors and milestones will be developed in a manner determined appropriate by TEA.

Performance Measures

In the application, applicants are required to describe an evaluation plan/design for monitoring the implementation of the program on an ongoing basis and for determining whether the program met its stated goals and objectives and achieved the desired results based on the established performance indicators. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that may be established by TEA and agrees to submit the reports in the format and time requested by TEA. In addition, grantees will be required to cooperate with the team contracted to evaluate the use of the PCSP Start-Up Grant funds.

Critical Success Factors

Critical success factors are generally observable behaviors that are believed (and supported by research) to be critical to achieving the goals and outcomes of the grant program. Each critical success factor is monitored using measurable indicators, and these indicators enable TEA to determine whether grantees are proceeding appropriately to achieve the desired outcomes. For example, if a program has a goal of increased student participation in more rigorous college preparatory courses, one should measure at the beginning of the following school year that more students are actually enrolled in such classes than previously. Student participation in these rigorous college preparatory courses is a critical success factor that is measured through enrollment figures.

Milestones

Milestones are key processes or structures that need to be in place before the critical success factor is likely to occur. Using the previous example, before a school can demonstrate increased enrollment in rigorous college preparatory courses, it probably needs to offer a greater variety of these classes and hire or assign qualified teachers to teach them. A school would also want to develop a student recruitment plan. All such factors that are precursors to increased enrollment are called milestones.

Limits on Contracted Evaluators

When a grantee chooses, or is required under a grant, 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 be independent and objective.

Federal Grant Requirements

Equitable Access and Participation

See the [General and Fiscal Guidelines](#), Equitable Access and Participation.

This requirement does apply to this federally funded grant program.

Private Nonprofit School Participation

See the [General and Fiscal Guidelines](#), Private Nonprofit School Participation.

This requirement does not apply to this federally funded grant program.

Maintenance of Effort

See the [General and Fiscal Guidelines](#), Maintenance of Effort.

This requirement does not apply to this federally funded grant program.

Application Elements

This section describes the requirements and attachments that must be addressed in and included with the application.

Notice of Intent to Apply

For competitive grants, prospective applicants are requested to submit the Notice of Intent to Apply (NOI) by the date specified in the Grant Timeline. The NOI provides helpful information that allows TEA staff to plan for the management of the application and review processes. Failure to notify TEA of the intent to apply will **not** disqualify the applicant from applying for grant funds.

The NOI is published along with the RFA on the [TEA Grant Opportunities](#) page.

Reviewer Information Form

For every application submitted for a competitive grant, the applicant is required to submit the names of three individuals to serve as reviewers in the competitive review process for the grant program. For LEAs submitting multiple campus grant applications, the LEA must submit a minimum of three reviewers per campus application or a total of 10 reviewers, whichever is less.

Individuals who are hired to prepare grant applications may not serve as reviewers, and their names should not be submitted. Applicants must notify the people whose names they submit that they may be asked by TEA to serve as reviewers.

Once reviewers are selected, they will receive detailed information about the review process. The competitive review for the grant program will take place during the time period given in the Grant Timeline.

The Reviewer Information Form is published along with the RFA on the [TEA Grant Opportunities](#) page. All applicants are required to complete the form and to submit it online on or before the date given in the Grant Timeline.

Required Attachments

See the following sections of the [General and Fiscal Guidelines](#):

- Fiscal-Related Documentation Required to Be on File
- Required Fiscal-Related Attachments
- Required Program-Related Attachments

This section describes the two types of attachments that may be required to be submitted with the application: fiscal-related attachments and program-related attachments.

Required Fiscal-Related Attachments

See the [General and Fiscal Guidelines](#), Required Fiscal-Related Attachments, for a general description of fiscal-related documents that can be required as attachments to the application.

For a list of the fiscal-related attachments required for this grant application, refer to the SAS, Schedule #2—Required Attachments and Provisions and Assurances.

Required Program-Related Attachments

The applicant must submit with the application any required attachments listed below.

Note: This section applies to Subchapter C, Campus Charter Schools.

For competitive applications, the application will not be reviewed and scored if any of the required attachments do not accompany the application *when it is submitted*. Applicants will not be permitted to submit required attachments, or any revisions to those required attachments, after the closing date of the grant.

All school districts applying on behalf of a campus charter school must attach the following:

1. **Documentation of Authorization to Charter**

- A copy of the local district's policy for authorizing campus charter schools; AND
- A copy of the district's charter application for the authorized campus charter; AND
- A copy of the petition presented to the board of trustees that was signed by the parents of a majority of the students at the school campus and a majority of the classroom teachers at that school campus requesting a campus charter (TEC §12.052, §12.053); OR
- A copy of the contract between the school district and the entity to provide educational services to the district through the campus or program and at a facility located in the boundaries of the district (TEC §12.0521).

2. Board of Trustees Approval on or before December 15, 2014

- A copy of the *approved* minutes from the local board of trustees meeting in which the charter was granted; **OR**
- A copy of the board agenda with an action item to consider or approve the campus charter and *draft* minutes from the local board of trustees meeting in which the charter was granted.

3. Narrative Description from Superintendent

A narrative description on district letterhead signed by the superintendent which contains the following must be submitted:

- The mission of the campus charter;
- An explanation of the development of the proposed campus charter and the rationale for the district granting a charter to the new district campus;
- 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;
- A detailed description, including supporting documentation, that explains the ways in which the school district plans to conduct an independent annual financial audit of the campus charter, separate and apart from the district's independent annual financial audit, and the manner in which the campus will provide the necessary data for the school district to report on its locally-developed objectives;
- The methods and timelines that the district will use to ensure that the campus charter receives all federal funds to which its students are entitled; and
- A valid certificate of occupancy, or its equivalent, for the instructional facility, if the location of the campus charter has been determined.

4. Federal Definition of a Public Charter School

A completed Attachment 1 from the "To the Administrator Addressed" letter dated August 29, 2014, regarding compliance with the Federal Definition of a Public Charter School must be submitted with the grant applications. See

<http://www.tea.state.tx.us/index4.aspx?id=25769815939>.

5. Campus Charter Information Form

The completed Campus Charter Information Form (Attachment 3) from the “To the Administrator Addressed” letter dated August 29, 2014, must be submitted with the grant applications. See <http://www.tea.state.tx.us/index4.aspx?id=25769815939>.

Scoring and Review

This section provides information on the scoring and review of applications for competitive grants.

Standard Review Criteria

See the [General and Fiscal Guidelines](#), Standard Review Criteria.

Specific Review Criteria

See the [General and Fiscal Guidelines](#), Specific Review Criteria.

In addition to the standard review criteria, the following grant-specific criteria will also be considered (corresponding point values are given).

Grant-Specific Criteria	Maximum Points
<p>The objectives should reflect the state and federal objectives of expanding the number of high-quality charter schools available to students.</p> <p>Note: Applicants must provide this information in Schedule #14 – Management Plan, Part 2: Milestones and Timeline.</p> <p>The objectives stated in Part 2 of Schedule 14 should align with the grant goals and objectives stated in Schedule 13, Part 2. There should be no more than three to five specific objectives. The objectives must be able to be accomplished during the grant project period. These objectives should be stated in the following format:</p> <p style="padding-left: 40px;">By (DATE CERTAIN), (PERCENT) of (ALL STUDENTS or A SPECIFIC STUDENT GROUP or STUDENT GROUPS) will achieve (LEVEL OF PERFORMANCE) on the (SPECIFIC ASSESSMENT).</p> <p style="padding-left: 40px;">Example: In spring 2016, 80% of all students who are assessed will have achieved acceptable performance on the reading/ELA examinations that are part of the State of Texas Assessment of Academic Readiness (STAAR).</p>	10
Total maximum number of grant-specific criteria points	10

Priorities for Funding

See the [General and Fiscal Guidelines](#), Priorities for Funding.

In addition to the factors considered in awarding competitive grants as outlined in the previous sections above, TEA will award grants according to the following priorities. Grant applicants must

receive a score of at least 70 percent or another minimum percentage of points established by the TEA program division, whichever is greater, before any priority points can be assigned.

Statutory or TEA Priority	Maximum Points
<p>The number of students that will benefit in the program's first year:</p> <p>176 and above: 20 points 126-175: 15 points 76-125: 10 points 50-75: 5 points</p> <p>Note: Priority points will be awarded based on information in Schedule #17-Responses to TEA Program Requirements, Part 1: Population to Be Served in Year 1 of Implementation.</p>	20
<p>By the second year of operation, a minimum of 50 students will be in grades assessed for state accountability purposes (grades 3-11).</p> <p>Note: Priority points will be awarded based on information in Schedule #17-Responses to TEA Program Requirements, Part 2: Population to Be Served in Year 2 of Implementation.</p>	10
<p>Percent of students that will benefit from this program who would otherwise attend a school identified as priority or focus schools.</p> <p>At least 50% - 10 points At least 40% - 8 points At least 30% - 6 points At least 20% - 4 points At least 10% - 2 points</p> <p>Note: This calculation will be arrived at by dividing the information provided in Schedule #17-Responses to TEA Program Requirements, Part 3: Number of Students in To Be Served in Year 1 of Implementation Who Would Otherwise Attend a Priority or Focus School by Schedule #17-Responses to TEA Program Requirements, Part 1: Population to Be Served in Year 1 of Implementation.</p>	10
Total maximum number of statutory/priority points	40