



High-Performing Entity Application Overview

August 2026

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Presentation Topic

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Welcome



Valerie Trevino
Division Director
Charter School Authorizing



We are determined. We are committed and intentional in the pursuit of our main purpose, to improve outcomes for students.

We are learners. We seek evidence, reflect on success and failure, and try new approaches in the pursuit of excellence for our students.

We are people-centered. We strive to attract, develop, and retain the most committed talent, representing the diversity of Texas, each contributing to our common vision for students.

We are servant leaders. Above all else, we are public servants working to improve opportunities for students and provide support to those who serve them.

The New Schools Team



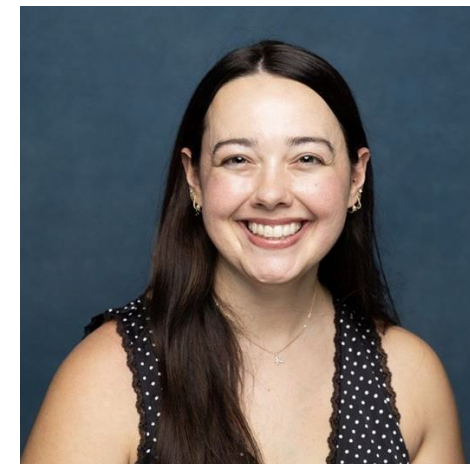
Brittany Glenn

New Schools Manager



John Garland

New Schools Coordinator



Sarah Khan

New Schools Coordinator

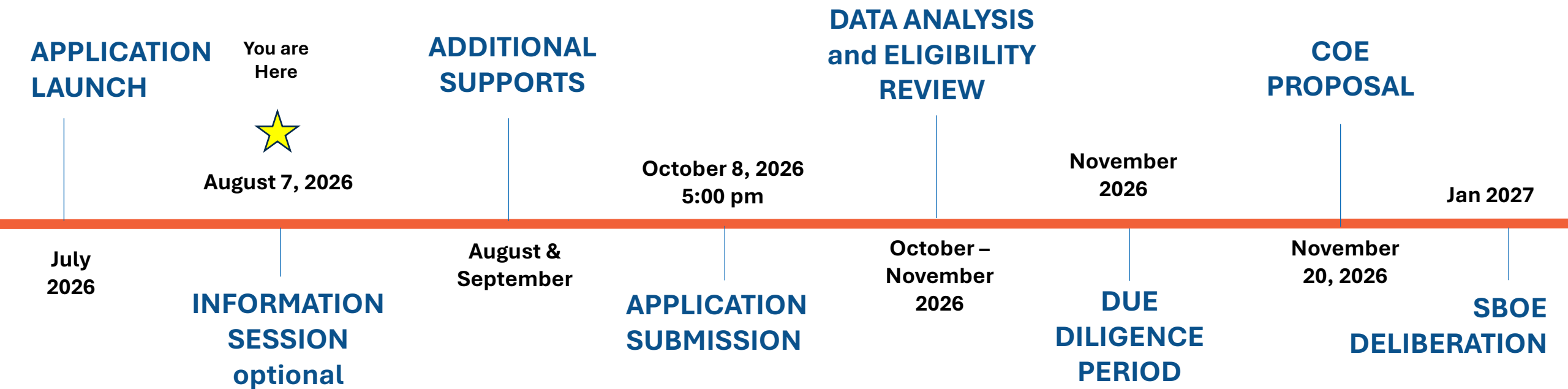
8/7-SESSION

9:00 - 9:05 am	Introductions... <i>by Valerie Trevino, Director of Charter School Authorizing</i> (5 min)
9:05 - 9:20 am	Charter Portfolio... <i>by Brittany Glenn, News School Manager</i> (15 min)
9:20 - 9:50 am	Application Overview... <i>by New Schools Team</i> (30 min)
9:50 - 10:10 am	Virtual Application Overview (20 min) ... <i>by Ann Rajan, Director of Virtual/Hybrid Education and Eric Fredrickson, Deputy Director of Virtual/Hybrid Authorization</i>
10:10 - 10:15 am	Section Q&A (5 min)
10:15 - 10:35 am	FPW, Financial Plan, and Updates... <i>by Sarah Khan</i> (20 min)
10:35 - 10:45 am	Section Q&A (10 min)
10:45 - 11:05 am	Charter School Program (CSP)... <i>by Chelsea Garcia</i> (20 min)
11:05 - 11:15 am	Section Q&A (5 min)
11:15 am to 11:25 am	Website Walk-Through (10 min)
11:25 am to 11:30 am	Closing (5 min)

Generation 32 HPE Timeline



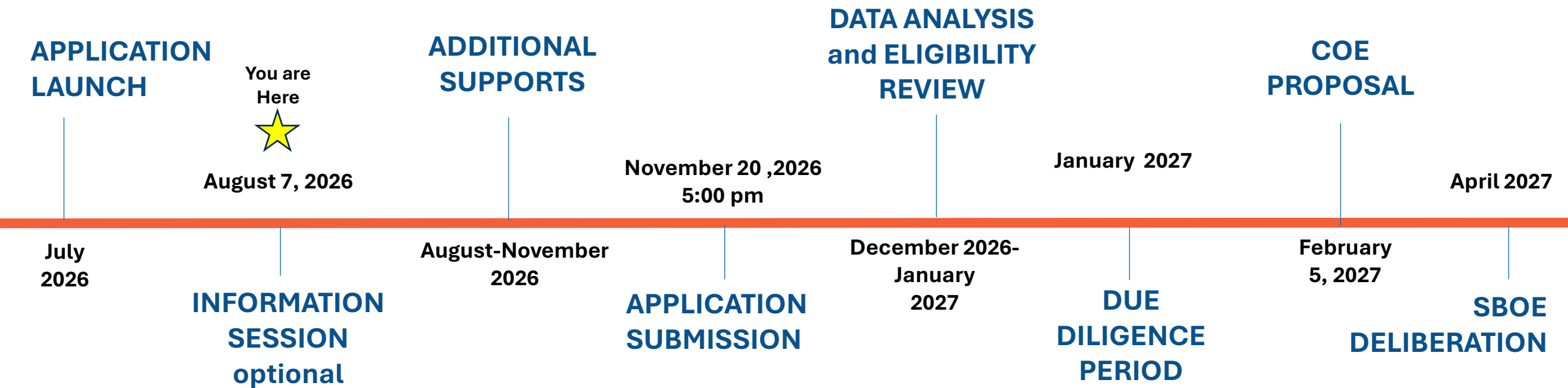
January Approval



Generation 32 HPE Timeline



April Approval



High-Performing Entity Application

	January Approval	April Approval
Request for Application Published	July 23, 2026	
Information Sessions	August 7, 2026 (Optional)	
Application Submission	October 8, 2026	November 20, 2026
Completion Check	October 12-16, 2026	November 30-December 4, 2026
Remedy Period	October 19-23, 2026	December 7-11, 2026
Data Analysis and Eligibility Review	October 26-November 6, 2026	December 14, 2026-January 6, 2027
Eligibility Determination Notification	November 9, 2026*	January 8, 2027*
Due diligence period	November 10-19, 2026	January 11-29, 2027
Commissioner Proposes Awards	November 20, 2026*	February 5, 2027*
State Board of Education Meeting	January 2027	April 2027
Charter Start Year	August 2027 or beyond	August 2028 or Beyond

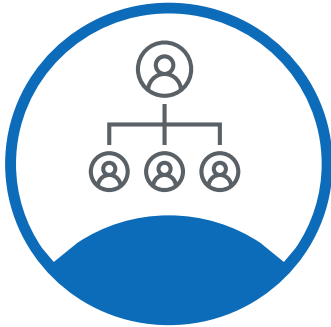
*On or around the date listed

Big Picture Questions

- Are we eligible to apply?
- What application do we complete?
- How do we access the applications?
- What are the application documents?
- What happens while we complete our application?
- How do we assemble and submit the application?
- What happens after we submit the application?

Eligible Entities & Available Applications

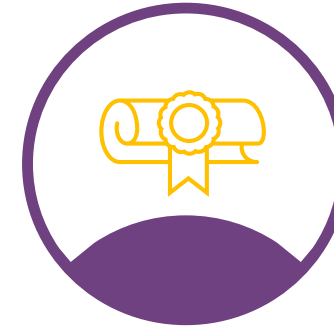
TEC Chapter 12 Subchapter C or E



Established Texas Charter Operator

An entity with a Texas charter school that **consistently ranks in the highest performance** categories under Subchapter C, Chapter 39.

High-Performing Entity



Out-of-State Charter Operator

An entity affiliated with a successful out-of-state charter operator, **meeting high-performance standards** set by the commissioner.



Accessing Application Documents

Accessing the Applications

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Translate this page:  Spanish



Improving outcomes for all Texas public school students.

About TEA



Featured Updates

See All News & Announcements

TOP

Parts of the Application Package

1

Instructions and Guidance Document

Provides **eligibility criteria, timelines, key dates, and submission instructions.**

2

Narrative Document

Word document that consists of the: **Executive Summary, Application Checklist, Narrative Responses, and the Letter of Special Assurances.**

3

Attachment Coversheets and Forms

Coversheets that **provide directions for each attachment.** All coversheets can be accessed through either the **Application Checklist** or the **Narrative Response** pages.

4

Financial Plan Workbook

An **Excel workbook** that supplements the budget narrative and financial plan.

5

Portfolio Overview Workbook

An **Excel workbook** that provides school and performance data.

6

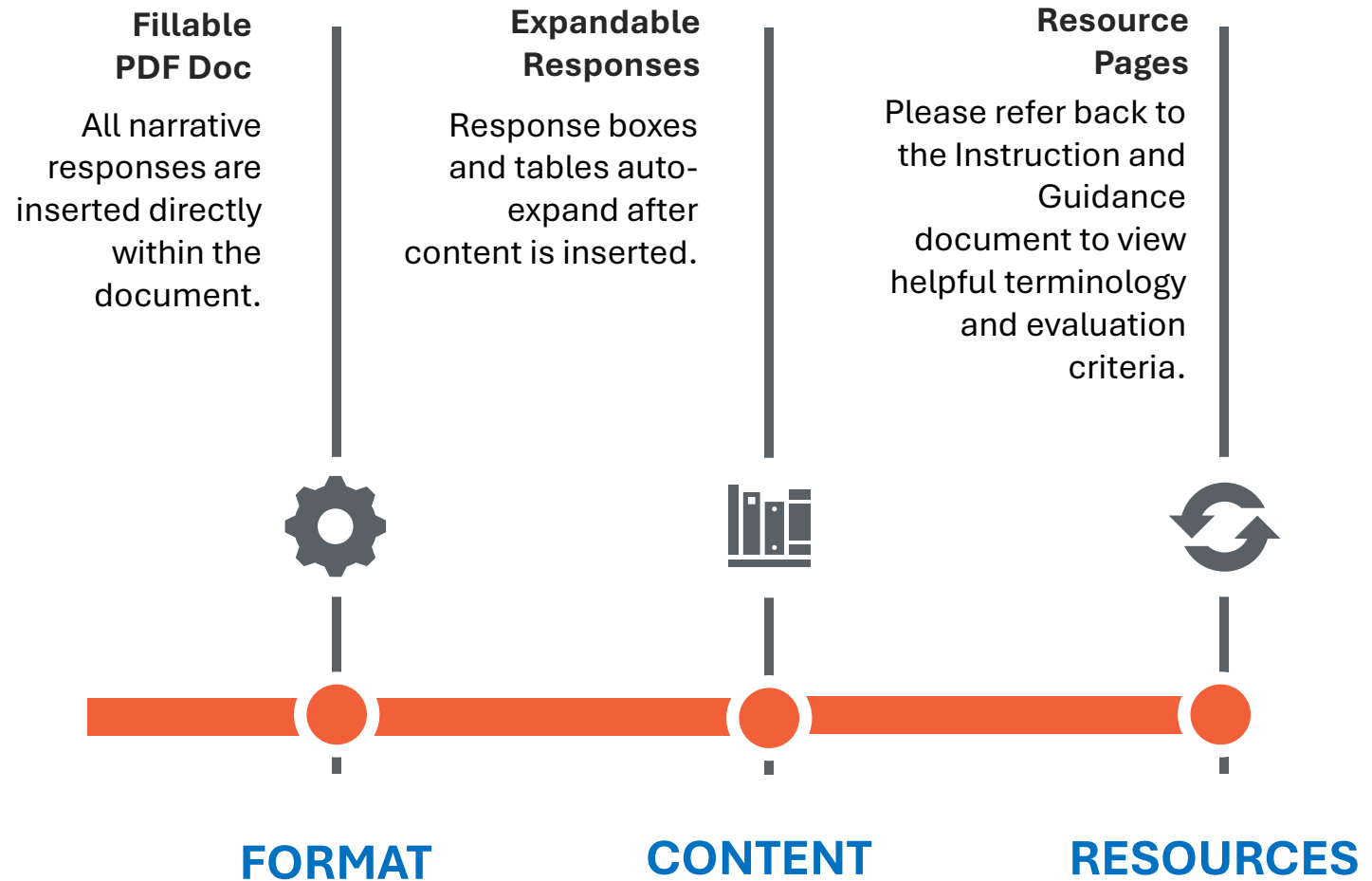
Virtual Addendum

An attachment for applicants **who apply for a full time virtual / full-time hybrid campus.**

The Narrative Document

VIEWING THE NARRATIVE DOCUMENT

Download the Generation 32 HPE Narrative Document. Save a copy to your computer.



VIEWING THE ATTACHMENTS

All attachments are hyperlinked in the **narrative attachment checklist page**.

1

Coversheets

Each attachment coversheet **provides specific instructions** to complete the attachment.

Attachment coversheets are also submitted with respective responses.

2

Fillable Forms

Some attachment coversheets also **provide fillable pdf forms**.

Applicants must insert responses **directly into each form**.

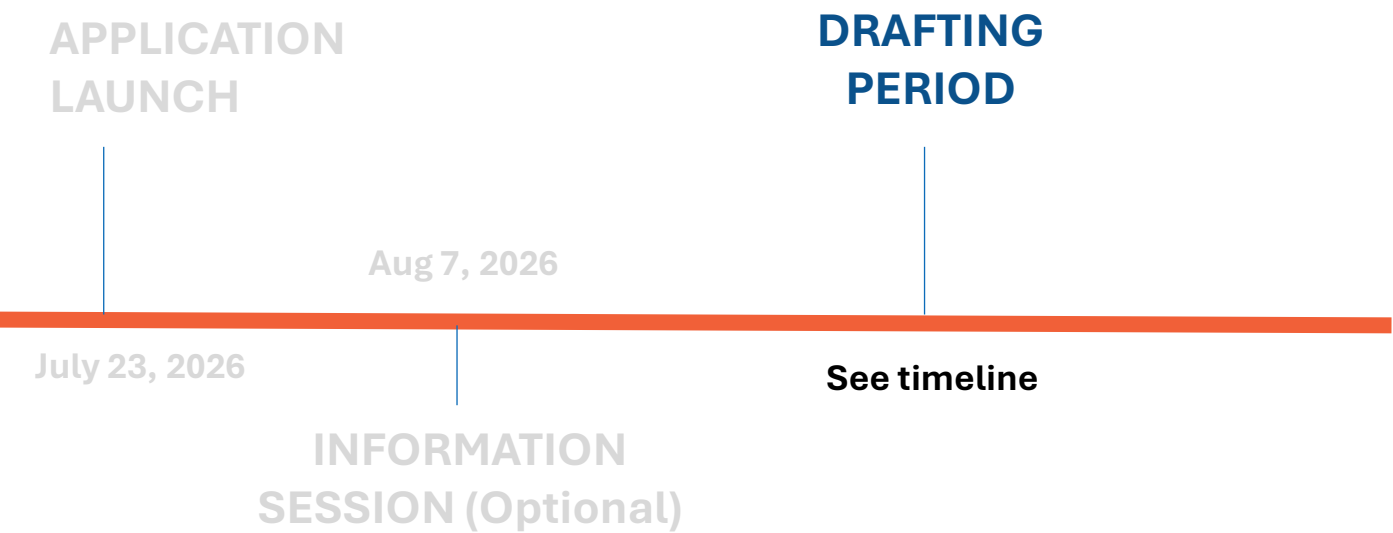
3

Worksheets

Some attachments are **provided as Excel workbooks**.

Applicants must complete and submit workbooks as an Excel document.

Drafting the Application



How many applications do we complete?

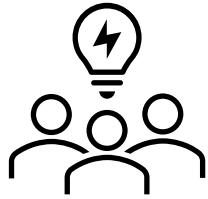
Are we limited by who we can enroll?

Do we notify anyone that we are applying?

Are we limited by the instructional materials we can select?

How can we engage TEA during the drafting period?

School, Campus, Expansion



Application Phase

Applicants submit **only one application**.

Applicant is applying for a **Local Education Agency (LEA)**.

Applicant proposes to **operate one or more campuses** under the LEA.



Operational Phase, if awarded

Charter school boards **govern all campuses at the LEA level**.

Newly authorized charter schools are **limited to the number of campuses, grade levels, maximum enrollment, and geographic boundaries** outlined in the approved application.



Expansion Amendments

Newly authorized charter schools may apply for additional campuses, grade levels, and maximum enrollment, but the changes **will not be effective before year 4**.

All expansion requests are subject to commissioner approval and are **based on accountability ratings and financial health**.

Selecting Instructional Materials



Decision-Making Autonomy

Charter schools have the **freedom to design, select, and implement** their chosen instructional materials.



Available Resources

TEA has a **variety of resources to guide the planning and development** of high-quality instructional materials that follow research-based best practice.



Evaluated & Vetted

TEA's **Open Education Resources** have already been evaluated through the **Texas Resource Review**, but it is **not required** that applicants propose to use those materials.

The Texas Resource Review and TEKS alignment

The purpose of the Texas Resource Review is to assist in **selecting high quality instructional materials**.



Rubrics show all the criteria that reviewers consider and can be helpful for your own selection process.

The Texas Resource Review is designed to provide comprehensive and user-friendly information about the quality of instructional materials, using evidence captured by teams of Texas educators trained on a Texas-specific quality rubric.



The detailed evaluation reports provide findings and evidence about the materials. Applicants can review and compare reports.

Even if not selecting to use TEA-approved materials, **all materials must be high quality.**



The application must demonstrate **depth of knowledge** and **familiarity** with selected materials.



- (1) aligned with the Texas Essential Knowledge and Skills (TEKS),
- (2) have a comprehensive and cohesive scope and sequence,
- (3) include lesson-level materials with engaging texts (books, multimedia, etc.), problems, and assessments, and
- (4) are externally validated or research based.



Permissible Communication

Applicants are permitted to contact agency staff with questions about **technical and procedural questions**.

All applicants are **prohibited from contacting agency staff** with specific questions about a proposal.



Support Seminars

Applicants are highly encouraged to register and attend additional support seminars **offered through November**.

Support seminars are presented by **content area specialists** that dive deeper into areas of the application.

All seminars are **recorded** and posted online.



Office Hours

TEA staff will host office hours **September through November** for applicants to pose general questions to staff and **nuanced questions to other applicants**.

Application Submission



APPLICATION
LAUNCH

DRAFTING
PERIOD

August 7, 2026

See Timeline

July 23,
2026

See Timeline

INFORMATION
SESSION (Optional)

APPLICATION
SUBMISSION

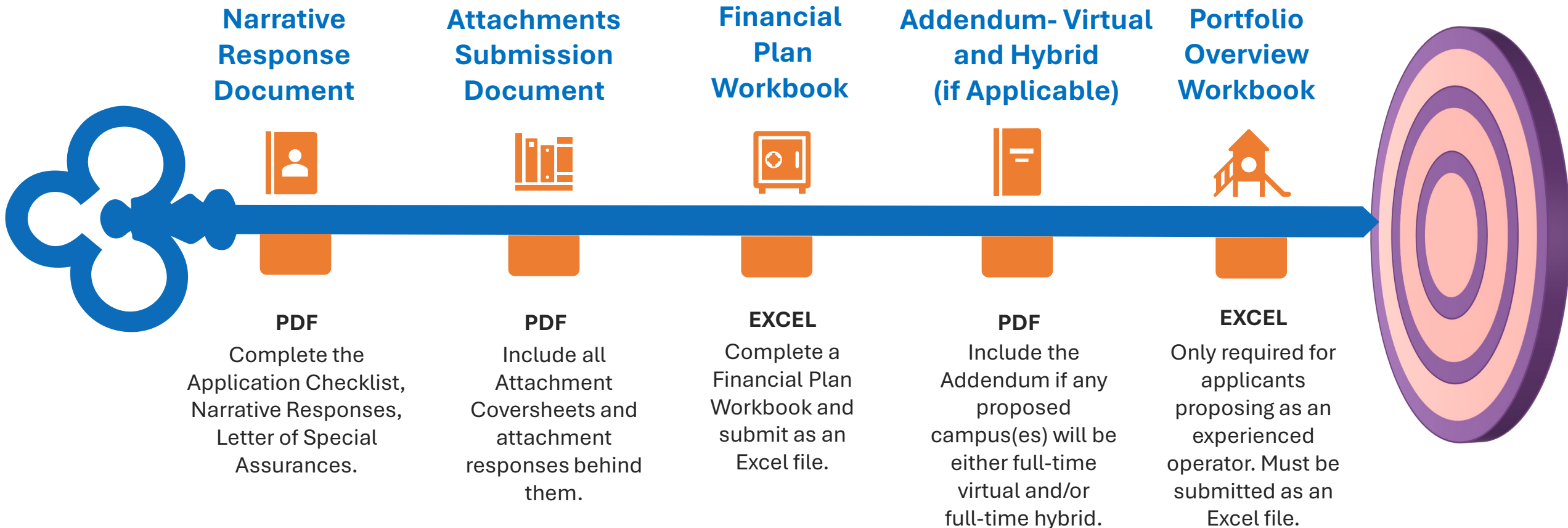
When is our application due?

What documents are included in our final submission?

How do we compile all the attachment documents?

Where do we submit our application?

Application Documents Included in Final Submission



Assemble the Attachments Submission Document

PRINT OR FLATTEN ATTACHMENTS



Applicants may either **print or flatten each attachment** coversheet and responsive material.

COMBINE ATTACHMENTS



Combine all printed (or flattened) attachment material into **one single document**.

PAGINATE NEW DOCUMENT



Insert page numbers in the lower right corner of each page.

Page numbers **can be hand-written**, if needed.

SCAN DOCUMENT



If printed, **scan the combined document to create a pdf** version of the Attachments Submission Document.

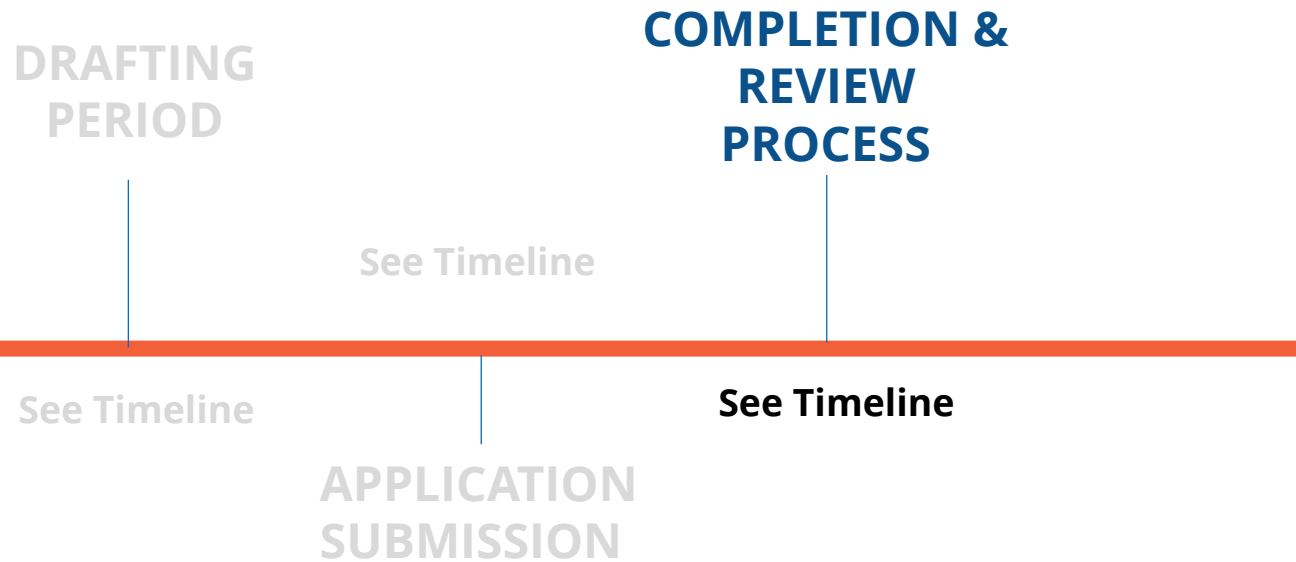
If flattened, this step is not necessary.

SUBMIT DOCUMENT



Submit as **separate files**:

- Attachments Submission Document (pdf)
- Financial Plan Workbook (Excel)
- Portfolio Overview Workbook (Excel)



What happens after we submit our application?

How and what can we fix after we submit?

How is our application evaluated?

What happens after the review process?

Completion Check

The Division of Authorizing will review all timely submitted applications to **ensure eligibility and completion.**



Confirm Eligibility

- Timely Electronic Submission
- Tax Exempt Status
- Plagiarism
- Narratives are complete



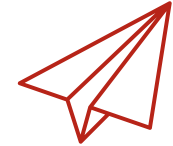
Review Attachments

- All applicable attachments are included.



Confirm Signatures

- Letter of Special Assurances



Notifications

- The Texas Education Agency will internally send impact notices to required districts and elected officials.

SUBJECT TO DISQUALIFICATION AND REMOVAL



Late Submission

Applications **received after 5 p.m. Central Standard Time of the submission day** will not be accepted.



Missing Responses

Applications that are **missing substantial portions of narrative** will be deemed ineligible.

THE CURE PERIOD

Applicants are provided a **five-day window to cure certain documents** that are initially deemed incomplete.

Some documents and/or occurrences are **not curable and will disqualify the applicant from further consideration** during the Generation 32- High Performing Entity application cycle.



Confirm Eligibility

- All eligible applications that have successfully passed the completion check are moved to the **review process**.



Evaluation Criteria

- Evaluation criteria for each narrative section can be found in the **'Terminology, Resources, and Evaluation Criteria'** section.
- Applicants who meet all requirements will advance to the **due diligence period**.

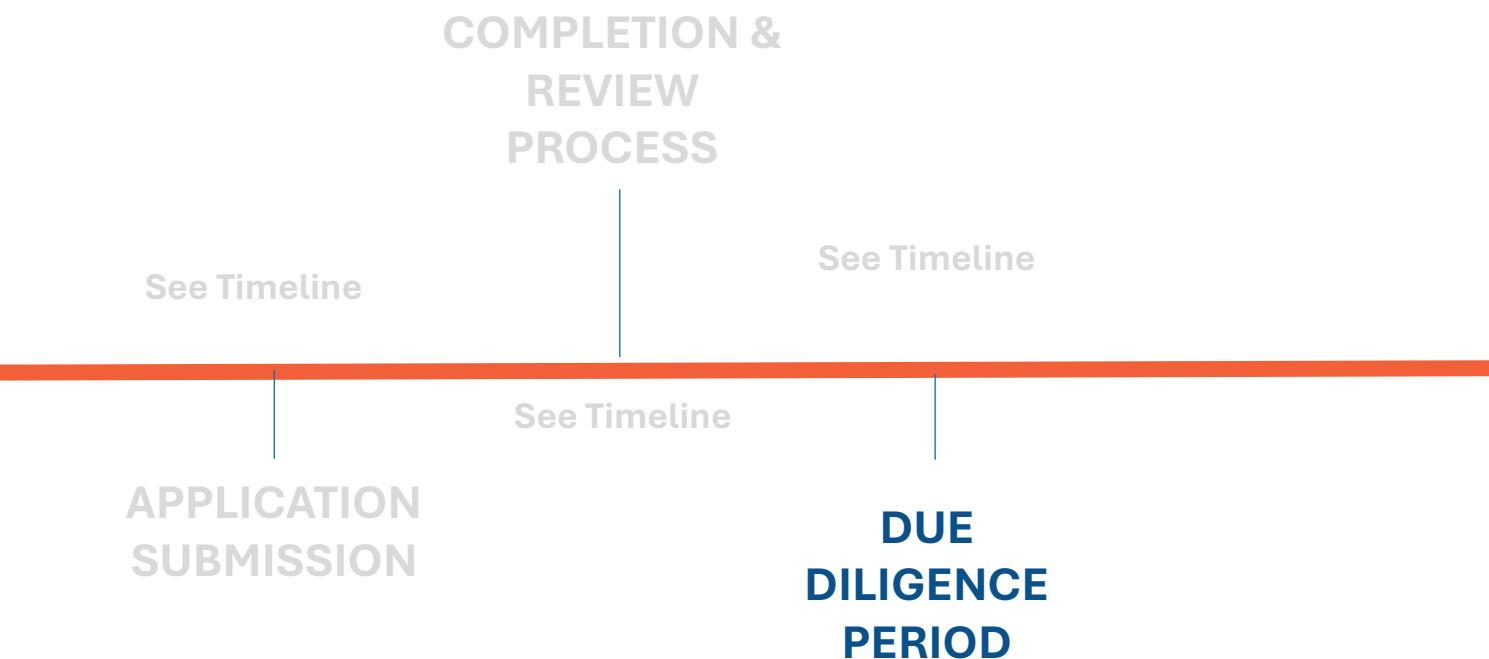


Portfolio Analysis

- During the evaluation phase, we will **review performance ratings** and state assessment data to determine if the student achievement score aligns with an **A or B rating on Domain 1** of Texas' accountability system.

Due Diligence Period

What happens during this phase?



Due Diligence Period

DUE DILIGENCE PERIOD... November 10–19, 2026 or January 11–29, 2027



During these time frames these items may be reviewed for readiness:

- **Financial Review**
- **Governance Assessment**
- **Educational Plan Review**
- **Legal Compliance Check**



Some additional review activities that may be conducted include but are not limited to the following:

- **School site visits**
- **Meetings (in person or virtual)**
- **Interviews with current authorizer(s)**

Note: Timeframes are listed based on SBOE approval window.

Proposal and Deliberation

	January Approval	April Approval
Request for Application Published	July 23, 2026	
Information Sessions	August 7, 2026 (Optional)	
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*On or around the date listed

Upcoming Support Seminars

Topic	Dates
Governance Community Engagement Financial Plan Workbook Best Practices	August 26, 2026 10:30 AM – 12:00 PM
Full-Time Hybrid and Full-Time Time Virtual Campuses	September 9, 2026 10:30 AM – 12:00 PM
Special Education	September 23, 2026 10:30 AM – 12:00 PM
Curriculum & Instruction	October 7, 2026 10:30 AM – 12:00 PM
Final Steps Before Submission	November 4, 2026 10:30 AM – 12:00 PM

Upcoming Office Hours

Month	Dates
September Office Hours	September 16, 2026 10:30 AM – 11:30 PM
October Office Hours	October 14, 2026 10:30 AM – 11:30 PM
November Office Hours	November 10, 2026 10:30 AM – 11:30 PM

■ How do I access the Application?

- ❑ Step 1: Access our [website](#)
- ❑ Step 2: Find the applicable “***Application Documents***” sub header
- ❑ Step 3: Click “**Narrative Document**” to download
- ❑ Step 4: Open your **File Explorer**
- ❑ Step 5: Open the downloaded Narrative Document from your **File Explorer**; make sure it is opening in Adobe, not the web browser

■ What if it says “***The document you are trying to load requires Adobe Reader 8 or higher***”

- This usually indicates the document is opening in the web browser. Please open it from your file explorer.

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Virtual and Hybrid Campuses

Virtual and Hybrid Models Address Needs Across the Education Ecosystem

Virtual and hybrid program and campuses offer flexible, personalized learning for students and families while enabling school systems to expand access, optimize staffing, and reimagine programs.

Broader Course Offerings

Provide access to advanced courses and personalized pathways to more students



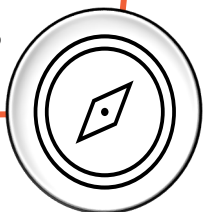
Operational Flexibility

Adapt to staffing gaps
Accommodate health and life challenges for students and caregivers



Program Customization

Streamline resources to boost credit recovery and work-based learning opportunities aligned with student goals



SB 569 establishes
**three delivery formats &
streamlines requirements**
for virtual/hybrid learning.

Individual Courses

- LEAs **may offer** individual virtual or hybrid courses and **certify** that those courses cover **the TEKS**, provide grade-level **rigor and mastery** of the subject or grade-level, & **meets standards of quality**

Full-Time Virtual/Hybrid Programs

- LEAs may offer virtual/hybrid programs within campuses **without authorization** if enrollment is **less than 50%** of students enrolled at the campus

Full-Time Virtual/Hybrid Campuses

- LEAs may offer virtual/hybrid campuses **after receiving authorization** from TEA through **application process**
- Increased accountability** requirements

Virtual and Hybrid Model Definitions

Campus

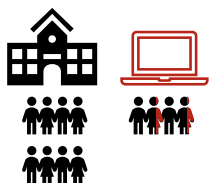


Full-Time Virtual Campus is a school district or open-enrollment charter school **campus at which at least 50 percent of the enrolled students are enrolled in a full-time virtual program** authorized under TEC, Chapter 30B.



Less than 50% of total enrollment is in the program

Full-Time Virtual Program is an educational option where **students attend almost entirely online**, receiving instruction and content primarily via the Internet, either synchronously or asynchronously, with **minimal to no in-person attendance**.



Virtual Course is a course in which instruction and content are delivered synchronously or asynchronously primarily over the internet.

Program

Course

Hybrid

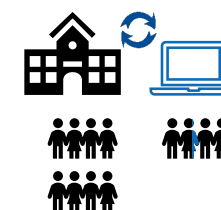
Full-Time Hybrid Campus is a school district or open-enrollment charter school **campus at which at least 50 percent of the enrolled students are enrolled in a full-time hybrid program** authorized under TEC, Chapter 30B.

Full-Time Hybrid Program is a full-time educational option **where a student attends in-person classes for less than 90% of instructional time**. Instruction can be delivered online (synchronously or asynchronously), in person, or through other methods.

Hybrid Course is a course in which a student is in attendance **in person for less than 90%** of instructional minutes; and the instruction and content may be delivered synchronously, asynchronously over the Internet, in person, or through other means.



Less than 50% of total enrollment is in the program



Schedule Option A: All hybrid classes

Schedule Option B: Some in-person classes and some virtual classes

Schedule A

Class 1

Class 2

Class 3

Class 4

Class 5

Class 6

Class 7

Schedule B

Class 1

Class 2

Class 3

Class 4

Class 5

Class 6

Class 7

Hybrid

Schedule A

Class 1

Class 2

Class 3

Class 4

Class 5

Class 6

Class 7

a student attends in-person classes for less than 90% of instructional time.

Instruction can be delivered online (synchronously or asynchronously), in person, or through other methods.

Schedule Option A:
All hybrid classes

Schedule Option B:
Some in-person classes
and some virtual
classes

Schedule B

Class 1

Class 2

Class 3

Class 4

Class 5

Class 6

Class 7

Campus, Program, or Courses?

What to Consider Before You Decide

Full-time Virtual or Full-time Hybrid CAMPUS	Full-time Virtual or Full-time Hybrid PROGRAM	Virtual or Hybrid COURSE
Enrollment-Based Funding <i>(Enrolled Students x District ADA Rate)</i>	ADA Funding <i>(Daily Engagement Evidence)</i>	ADA Funding <i>(Same as In-Person)</i>
Requires Authorization from TEA	School Systems May Launch Independently	School Systems May Launch Independently
School Systems Create a New Campus with a Specific Focus	Exists within a Current Campus Serves less than 50% of students	Offer District or Statewide

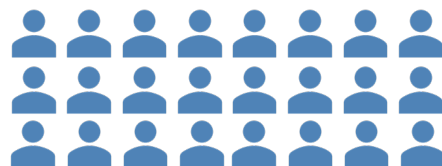
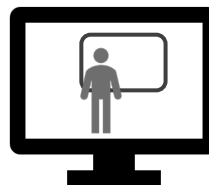
Virtual and Hybrid Program and Campuses

Full-Time Virtual and Hybrid Campuses

- Must be **authorized to operate** a full-time hybrid or virtual campus
- Schools must **receive a unique campus designation number**
- Funding for full-time virtual and hybrid campuses will be determined using the Foundation School Program (FSP) formula, based on the number of **full-time equivalent (FTE) students enrolled at the campus** and multiplied by the charter school's average daily attendance (ADA) rate or state ADA rate.
- Authorization continues indefinitely unless the school receives a D or F rating for the three preceding years

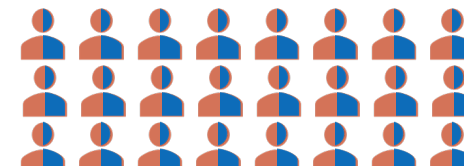
Full-Time Virtual Campus

At least 50% of enrolled students participate in an authorized full-time virtual program.



Full-Time Hybrid Campus

At least 50% of enrolled students participate in an authorized full-time hybrid program.





FROM **WEAK** TO **STRONG** VIRTUAL/HYBRID MODEL IN K-12 EDUCATION



Shifting from reactive and one-size-fits-all to intentional, flexible, and student-centered.

WEAK VIRTUAL/HYBRID MODEL Common Characteristics		...	STRONG VIRTUAL/HYBRID MODEL Key Characteristics	
1	 Traditional online seat-time schedule Rigid blocks of live time; emphasis on attendance.	→	 Balanced instructional design Intentional blend of synchronous and asynchronous learning.	
2	 One teacher handling everything All instruction, support, and communication on one person.	→	 Defined staff roles with sustainable schedules Clear roles, shared responsibilities, and protected planning time.	
3	 Same pace/structure for all students Uniform assignments and deadlines for every learner.	→	 Flexible pathways based on student needs Personalized pacing, choice, and multiple learning routes.	
4	 Passive courseware with minimal interaction Watch, click, complete— little engagement.	→	 Active engaging instruction Small group discussion, collaboration, and timely feedback that deepens learning.	
5	 Grades-only monitoring Focus on scores after the fact; limited visibility.	→	 Ongoing data cycles with built-in intervention blocks Frequent checks, data-driven decisions, and time built in to respond.	
6	 Reactive supports after students fall behind Intervene only when issues become critical.	→	 Proactive support systems that identify needs early Early indicators, tiered supports, and consistent check-ins.	



STRONG SYSTEMS • EMPOWERED EDUCATORS • ENGAGED STUDENTS • BETTER OUTCOMES





Key Components of High-Quality Virtual and Hybrid Models

Structured, Active Learning with Regular Touchpoints

Provide flexible options with sync and async instruction and intervention to respond to students needs

Frequent Teacher Interaction and Timely Feedback

Establish clear response time expectations and provide multiple channels for student-teacher communication

Proactive Monitoring and Early Intervention Systems

Track engagement indicators and implement automated alerts with clear intervention protocols



Key Components of High-Quality Virtual and Hybrid Models

Comprehensive Student Onboarding and Readiness Support

Assess virtual learning readiness and provide orientation to platforms, time management and self-advocacy skills

High Academic Expectations and Rigorous Instruction

Align curriculum to grade-level TEKS with standards equivalent to in-person instruction

Intentional Community Building and Support

Create peer interaction opportunities and integrate supports with accessible counseling services

Approved Campuses Must Include



A newly approved full-time virtual or hybrid campus **must complete a year of planning** prior to serving students.



At least one grade level in which an assessment instrument is required to be administered under TEC, §39.023.



Sufficient grade levels to allow for the annual evaluation of the performance of students who complete the courses offered.



Campuses may only be approved to operate a full-time hybrid campus or a full-time virtual campus.

Campus Authorization Requirements

TEC §30B.101(e) — The Commissioner may only authorize a campus if the authorization of the campus is likely to result in improved student learning opportunities.



§30B.101(a)

Planning Year

One year of planning must occur before offering courses. Courses must be designed according to high-quality criteria before the campus begins instruction.



§30B.101(b)(2)

Academic Plan

TEKS-aligned curriculum, documented instructional practices, progress monitoring systems, intervention strategies, and a compliance plan for special populations (IDEA, Section 504, at-risk, EL, GT).



§30B.101(b)(3)

Operations Plan

Staffing models, school leader designation, professional development plan, student and family engagement, calendars and schedules, enrollment criteria, cybersecurity, data privacy, and third-party provider disclosure.



§30B.101(b)(4)

Capacity Demonstration

Evidence that the leadership team can execute the plans successfully. May include interviews. Commissioner considers historical performance of any third-party providers involved.



§30B.101(c)

Assessment Requirements

Must include at least one STAAR-assessed grade level, or sufficient grade levels for annual performance evaluation, or commissioner-approved alternative performance measures.



§30B.051

Course Quality Standards

All courses must meet national quality standards (VLLA, Quality Matters, or DLAC) until the Commissioner adopts Texas-specific standards. Courses must align with TEKS at appropriate rigor.

Eligibility Criteria for Hybrid and Virtual Enrollment

Virtual and Hybrid Enrollment

- Students cannot be required to enroll in a virtual or hybrid **campus**.
- School systems cannot discourage students from enrolling in virtual **courses**.

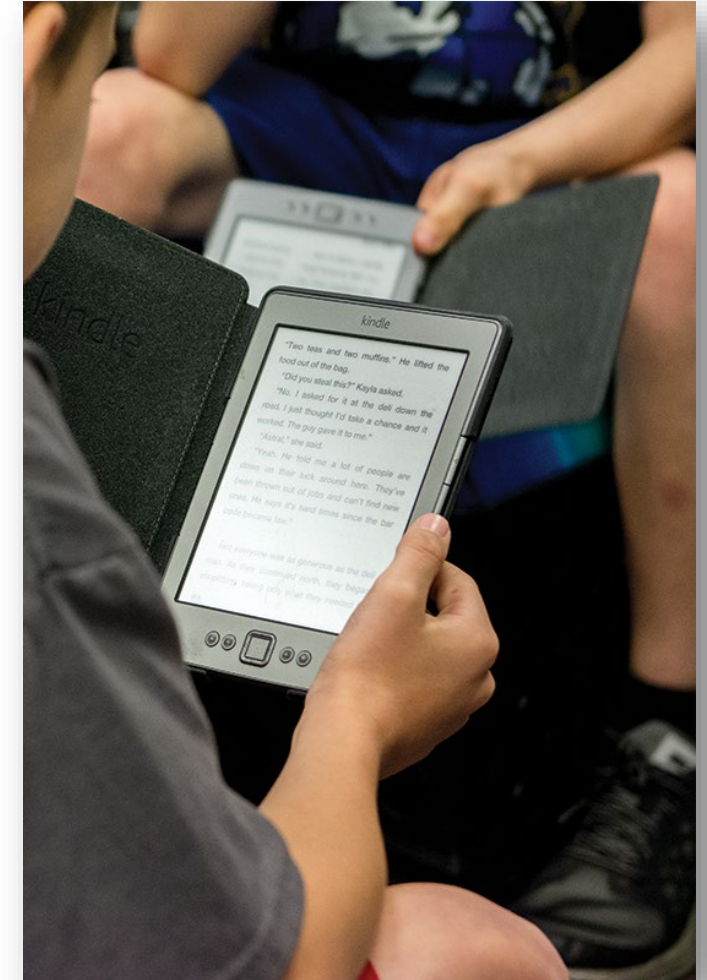
Hybrid Campus Enrollment

- All students eligible for Texas public schools can enroll full-time in hybrid **campuses**.

Virtual Campus Enrollment

A student is eligible to enroll in a full-time virtual campus if the student:

- attended a public school in this state for a **minimum of six weeks** in the current school year or in the preceding school year;
- is, in the school year in which the student first seeks to enroll in the full-time virtual campus, enrolled in the first grade or a lower grade level;
- was not required to attend public school in this state due to non residency during the preceding school year;
- is a dependent of a member of the United States military who has been deployed; or
- has been placed in substitute care in this state.



- **TEC §30B.057**
 - Requires the agency to publish a list of virtual courses offered by school systems.
 - This is an annual process
 - School system must certify the hybrid and virtual courses meet TEC §30B.051

[Home](#) / [Academics](#) / [Learning Support](#) / [Virtual/Hybrid Education](#) / [Virtual Course List](#)

Virtual Course List: All Courses

The following list includes virtual courses offered across Texas by school districts and open enrollment charter schools. The school systems have a reported these courses and certify that the listed courses:

- align with the Texas Essential Knowledge and Skills (TEKS),
- meet National Standards for Quality Online Courses,
- provide instruction at the appropriate level of rigor for the grade level at which the course is offered, and
- are designed to prepare students for the next grade level or subsequent course in a similar subject area.

Local courses are available only to students enrolled in the offering school system, while statewide courses may be accessible to students from any school system.

How to Use:

The virtual course list can be filtered, sorted, and customized by adding or removing columns.

[An Excel spreadsheet is also available for download.](#)

- Authorization of a full-time hybrid or full-time virtual campus continues indefinitely unless revoked under TEC, § 30B.102.
- The commissioner shall or may revoke authorization under the following conditions:
 - if the campus has received, for the three preceding school years:
 - a needs improvement or unacceptable performance rating under TEC, Subchapter C, Chapter 39;
 - a performance rating of needs improvement or unacceptable, as determined by the commissioner, on an evaluation approved under TEC, § 30B.101(c)(3); or
 - any combination of the above two types of ratings.
 - The commissioner may revoke the authorization or require intervention based on a special investigation conducted under TEC, § 39.003.
 - The commissioner shall revoke the authorization if a private or third-party used to operate the campus is determined to be ineligible under TEC, § 30B.152, unless the commissioner approves a request to use an alternative provider.

What to review before applying for a Virtual or Hybrid Campus?



SENATE BILL 569



INSTRUCTION AND
GUIDANCE DOCUMENT



ADDENDUM FOR
VIRTUAL/HYBRID
CAMPUSES



ASSURANCES IN THE
ADDENDUM

The proposed virtual or hybrid model should be clearly described throughout the narrative responses, including how the applicant plans to implement and operate the model if authorized.

Resources for Virtual and Hybrid Education

Senate Bill 569 TAA

To the Administrator Addressed (TAA) Correspondence

SB 569 Overview: Virtual and Hybrid Learning Guidance for the 2025–2026 School Year

About This TAA

Date: August 21, 2025

Subject: SB 569 Overview: Virtual and Hybrid Learning Guidance for the

[Download PDF Version](#)

[overview-of-senate-bill-569-virtual](#)

Hybrid and Virtual Campus Authorization TAA

To the Administrator Addressed (TAA) Correspondence

2027-28 Full-Time Hybrid and Virtual Campus Authorization

About This TAA

Date: July 2, 2026

Subject: 2027-28 Full-Time Hybrid and Virtual Campus Authorization

Division(s): 351- Authorizing & Policy

Next Steps: Share with appropriate staff

[Download PDF Version](#)

[taa-2026-07-02-2027-28-full-time-hybrid-and-virtual-campus-authorization.pdf](#)

PDF | 468.42 KB

The Texas Education Agency (TEA) has launched the authorization process for full-time hybrid and virtual campuses, expanding access to high-quality, flexible learning opportunities for students across Texas.

Virtual and Hybrid Webpage

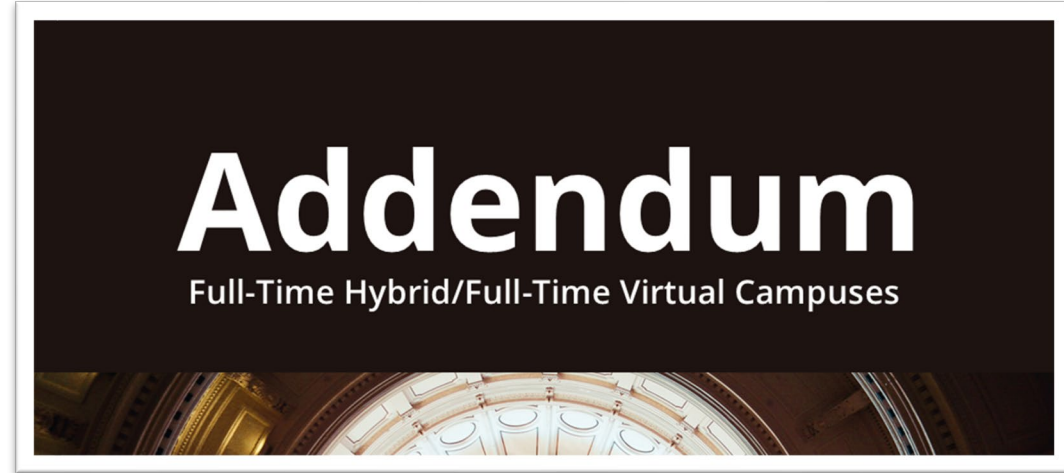
Virtual and Hybrid Education



The virtual and hybrid education webpage serves as a central resource for school systems, students, and parents, offering guidance and information about available options. [Texas Education Code \(TEC\) Chapter 30B](#)

virtual.hybrid@tea.texas.gov

- Applicants may choose one of two pathways:
 - Apply through the Generation 32 Charter Application process.
 - Pursue Virtual/Hybrid Campus Authorization after being a Charter School for another school year.



The narrative and virtual addendum will be reviewed holistically

Address the full-time virtual or hybrid campus information in responses

Instructor Qualifications

Describe the qualifications and certifications of instructional staff proposed for the school. At minimum, include (1) minimum educational requirements for instructors, (2) certification status expected of instructors, (3) any preferred subject-matter credentials, or (4) specialized training relevant to the school's instructional model.

Planning and Performance Management

I. Mission, Vision, Design Elements

Mission Statement

State the mission of the proposed school.

Response is limited to 800 characters (approximately 200 words)

Vision Statement

State the vision of the proposed school.

Response is limited to 800 characters (approximately 200 words)

Design, Guiding Principles, and Innovation

Describe the school design and guiding principles, and explain how they will encourage different learning methods and continuous improvement. Provide evidence supporting the efficacy of the design and guiding principles with the projected student population.

The addendum includes **additional questions** specific to the full-time virtual or hybrid campus only

Academic Program and Progress Monitoring

Outline the education program, detailing how curriculum, core instructional practices, digital tools, and assessment strategies will enhance academic achievement in a virtual or hybrid model. (Include the delivery method (synchronous, asynchronous online, in-person, or other).

Describe teacher and student-facing systems used to track progress and determine student success within the virtual or hybrid learning model.

Identify the manner in which assessment instruments as required in TEC [39.023](#) and [39.025](#) will be administered in-person for students enrolled in a hybrid or virtual course.

Operations

Provide a plan to develop and distribute written information describing each hybrid or virtual course available for enrollment.

Provide a plan to offer (or not offer) any computer equipment and/or Internet for virtual or hybrid students.

Addendum – Whole Program Provider

Addendum- Full-Time Hybrid/Full-Time Virtual Campus

Provide a detailed description of all services to be provided. Describe all goods, instructional materials and associated costs.

Service	Description of Services	Cost

Click to add a row to the table above.

Click to remove a row from the table above.

Discuss the historical performance of the proposed educational service provider in virtual services and any applicable student outcomes.

Describe the oversight and evaluation methods that the governing board will use to oversee the private or third-party provider. Include the frequency, evaluation tool to be used, and expected student outcomes.

Identify the measures that would be taken if the third-party provider does not meet performance and/or student achievement outcome goals.

Describe the plan to operate the school in the event of termination of the management agreement.

Launch intentionally designed, rigorously supported, high-quality virtual or hybrid programs and campuses, with participating campuses achieving an A or B accountability rating

VHPA gives you the funding, the technical assistance, and the two-year runway to get there.



Domain 1

Student Achievement



Domain 2

School Progress



Domain 3

Closing the Gaps

VHPA Program Support and Services

Supports and Services



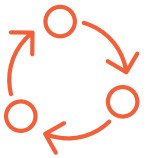
Cohort-based workshops with other school system leaders



Guided 1:1 coaching support from design to launch and implementation of model



School system leader and team development in essential levers for virtual and hybrid models.



Data-Action Cycles to support in forming metrics and tracking progress to assess model outcomes

What does the school system walk away with?



Virtual/Hybrid Program or Campus plan



Artifacts and deliverables that directly support in the launch plan or authorization process for a virtual or hybrid campus



Systems to support implementation of model to achieve desired outcomes



Funds to support with start-up and implementation of program

- Leader release time for program planning
- Educator stipends or salary support
- HQIM, PD support, Technology
- School community engagement support



You don't have to build this alone.

TEA's commitment to VHPA Awardees



A dedicated TA provider

TEA assigns you a partner who knows this work. They co-design with you — not hand you a template.



Monthly coaching calls

Every month. Working sessions — not check-ins. You bring the real problems; they bring real support.



Cohort-based workshops

Interactive sessions with the full cohort, structured around your actual design and implementation work.



An in-person Summit

The cohort comes together — to share what's working, work through what's hard, and leave with momentum.



A model built for your students

Your TA provider helps you figure out what works for your community — not what worked somewhere else.



On-demand videos and resource library

Your cohort will have access to a library with research-based resources and on-demand training and design videos .

Information on applying for LASO 5 VHPA will be made available in the Fall of 2026

Questions



CSP Start-Up Grant Overview

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CSP Start-Up Grant Session Goals

- Purpose
- Eligible Applicants
- Grant Timelines
- Allowable Use of Funds
- Unallowable Uses of Funds
- CSP Start-Up Grant Application Highlights
- Goal Setting

Purpose of the Charter Schools Program (CSP)



The **purpose** of the Texas Charter Schools Program Grant is to support the **growth of high-quality charter schools** in Texas, through the opening of new charter schools and the expansion of high-quality charter schools.

Future Charter School Program Grant Funding



The U.S. Department of Education awarded Texas a Charter Schools Program (CSP) grant in 2020. This grant concludes September 30, 2026.



TEA applied to the U.S. Department of Education for the 2026 Expanding Opportunities Through Quality Charter Schools Program (CSP) Grants to State Entities competition.



Program requirements, funding allocations, and implementation details for future CSP grant opportunities are subject to federal award and approval.

Eligible Applicants



All CSP grant awards are subject to availability and eligibility.



The completion, submission, and/ or ultimate award of an Open-Enrollment charter school does not entitle an applicant to CSP funds from the state of Texas.

Eligible Applicants Must:

1

Be authorized under Texas Education Code (TEC), Chapter 12, Subchapter D, E, or G.

2

meet the federal definition of a charter school (ESSA);

3

never have received CSP funds under ESSA.

If the applicant is affiliated with or proposing to contract with a CMO, the applicant will have to disclose if:

- The CMO currently receives CSP funds directly from the USDE or not
- The CMO will or will not receive CSP funds directly from the USDE

Note: If an authorized charter campus receives USDE CSP grant funds from their CMO, they may not also receive CSP grant funds from TEA.

Grant Timelines

Grant Start Date – The date that an LEA can start incurring costs related to the grant.

NOGA Date – The date that the NOGA is approved, and the LEA can start entering expenditures for reimbursement.

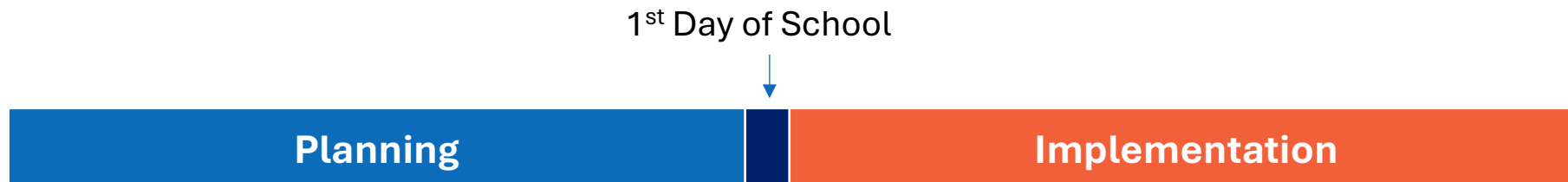
Grant End Date – The date by which the LEA must expend funds and utilize items/services purchased with grant funds.

*All CSP grant awards are subject to availability and eligibility. The completion, submission, and/ or ultimate award of an Open-Enrollment charter school does not entitle an applicant to CSP funds from the state of Texas.

Planning vs. Implementation

Planning – Activities related to the planning and program design of the charter’s educational program. These activities usually take place during the period from the grant start date to the first day the campus starts serving students. Planning activities cannot occur for more than 18 months.

Implementation – Activities related to the implementation of the charter’s educational program. These activities usually occur between the first day the campus begins serving students and the grant end date



Budgeted expenditures are tied to the TYPE of ACTIVITY not when the expenditure occurs.

Planning Activity

Activities or expenditures that are tied to the planning and design of the educational program.

Implementation Activity

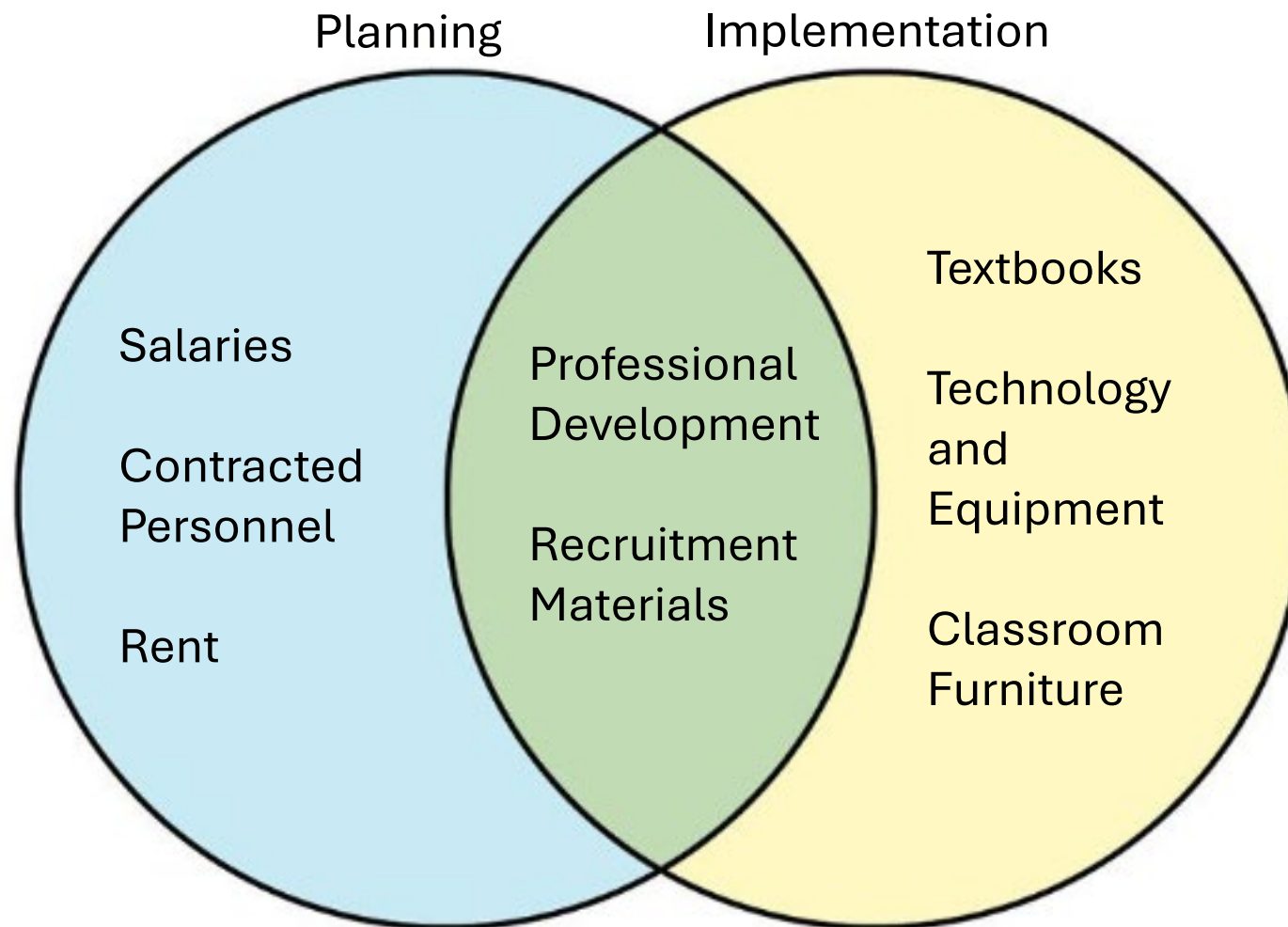
Activities or expenditures that are tied to the implementation of the charter school and the educational program.

Some activities are only allowable in the planning phase, some are only allowable in the implementation phase, and some are allowable in both.

Certain purchases that are allowable during the implementation phase may be purchased during the planning period. These will still be budgeted as part of implementation. The phase in which a purchase is allowable is determined by the **type of activity** and not necessarily when the purchase is made.

Planning vs. Implementation

Some activities are only allowed as planning activities, some are only allowed as implementation activities, and some are allowed as both.



Allowable Uses of Funds

All costs associated with the CSP grant must meet the minimum threshold of being:

- **Necessary** – is the item needed for the start-up of the charter school?
- **Reasonable** – would a reasonable person spend that amount on that item? Would it withstand public scrutiny?
- **Allocable** – is the cost being incurred specifically for start-up and is the cost proportional to the benefit provided?
- **Allowable** – is the item allowed under this grant program?

Allowable Costs – Planning Activities

Planning and design of the charter school's educational program

Professional development/training for teachers and staff

Special Education support



Allowable Costs for Planning Activities

Salaries are allowed for the following positions only:
Teachers, school leaders, and specialized instructional support personnel.



But certain conditions apply!

Conditions for Allowable Payroll Costs

Salaries cannot be paid for activities related to ongoing operations.

Payroll expenditures paid with CSP funds are only allowable for activities that support the planning or program design of the charter campus.

No payroll expenditures are allowed beyond the 30th calendar day after the campus begins serving students.



Allowable Costs for Planning Activities

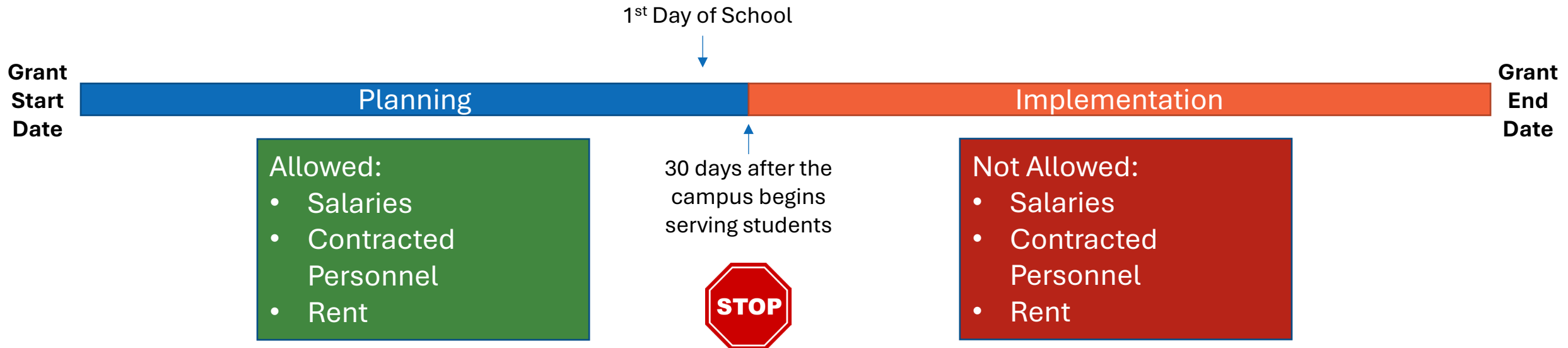


- Contracted personnel may be paid from the grant start date **up to 30 days after the campus begins serving students**



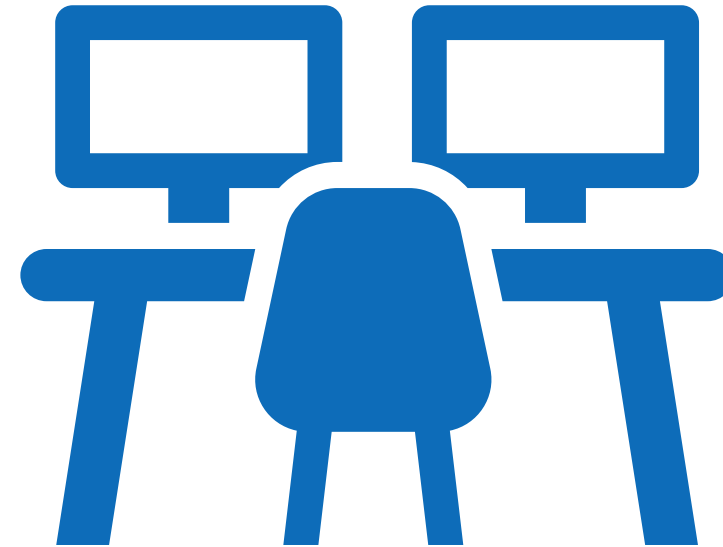
- Rental or occupancy costs for the school facility, **up to 30 days after the campus begins serving students**

Planning vs. Implementation



One time start-up equipment purchases necessary to implement a charter school, which may include:

- Desks, chairs, computers;
- Equipment related to technology, physical education and art; and
- Playground equipment.



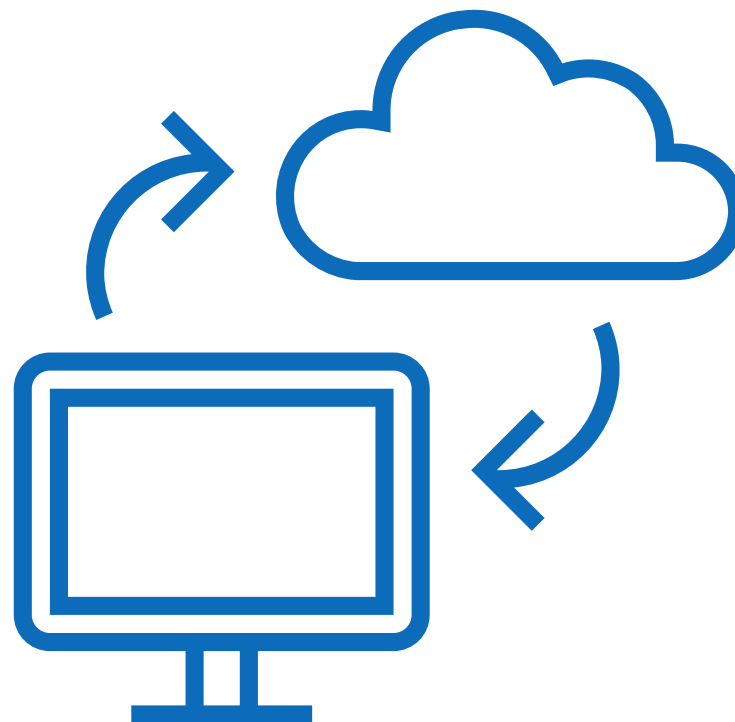


Non-consumable
supplies and materials for start-up activities, including the following:

- Textbooks;
- Library books;
- Reading materials; and
- Teaching materials.

Installation costs associated with the following:

- Computers;
- Data systems;
- Networks; and
- Telephone systems.



Allowable Costs for Implementation Activities



- One-time, startup costs associated with providing transportation to students



- Costs associated with carrying out necessary renovations and minor facilities repairs (*Minor repairs neither add permanent value to the property nor appreciably prolong its intended life.)

Allowable Costs for Implementation Activities



- Financial management software and training



- Property insurance to cover equipment purchased with grant funds



- Other appropriate, non-sustained costs that cannot be supported from other sources

The CSP Grant funds will be allocated into Planning Costs and Implementation Costs. Keep in mind the phase in which the expenditure or activity is allowed when creating the budget.

Program Budget Summary					
Description and Purpose		Source of Funds			
		Class/ Object Code	Planning Cost	Implementation Cost	Total Budgeted Cost
1	Payroll Costs	6100	\$ 114,910	\$ -	\$ 114,910
2	Professional and Contracted Services	6200	\$ 125,000	\$ 41,340	\$ 166,340
3	Supplies and Materials	6300	\$ 5,000	\$ 18,750	\$ 23,750
4	Other Operating Costs	6400	\$ 10,000	\$ 5,000	\$ 15,000
5	Capital Outlay	6600	\$ -	\$ 580,000	\$ 580,000
6	Grand Total of Budgeted Costs :		\$ 254,910	\$ 645,090	\$ 900,000

*Example Program Budget Summary for illustrative purposes only.

CSP grants support the planning, program design, and initial implementation of public charter schools.

One-time costs!

Unallowable Uses of Funds

- Religious instruction, materials, or insignia
- Ongoing costs associated with transportation for students
- Construction
- Consumable instructional or other supplies and materials
- Fields trips
- Any expenditure in which the charter cedes fiscal authority to a Charter Management Organization

Review the Program Guidelines from prior CSP grant opportunities for the complete list of Unallowable Costs.

Program Guidelines

Grant ID	Grant Description	Grant Start Date	Grant End Date	Fund Type
23590111	Charter School Program(Gen 30) Total Funding Available	11/18/2025	09/30/2026	Federal

Application and Support Information

****Please note**** - This is ONLY a viewing copy of the application. If instruction above indicate that the application must be submitted electronically, the application will not be

[General and Fiscal Guidelines, Provisions, Lobbying and Debarment](#)

[Program Guidelines](#)

[Application Part 1 \(PDF\)](#)

[Application Part 2 \(Excel\)](#)

CSP Start-Up Grant Application Highlights

Narrative Responses – Statutory Requirements

Proposed Use of CSP Funds	Describe the eligible applicant's planned activities and expenditures of grant funds to open and prepare for the operation of the proposed charter school.
Disaggregated Costs	List all allowable grant-related activities for which the applicant is requesting grant funds in the table below. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, the applicant will be required to budget planned expenditures on a separate attachment provided by TEA.
Financial Sustainability	Describe how the eligible applicant will maintain financial sustainability after the end of the grant period.
Board Oversight	Describe how the board will monitor the implementation of the start-up plan, start-up grant, and associated budget.
CSP SMART Goals	Identify three to five programmatic SMART Goals that will be achieved using CSP start-up grant funds. All programmatic goals should be achieved by the beginning of year 3 and clearly support the board's student outcome goals. Include all progress measures that will be used to track each start-up goal.

Narrative Responses – Statutory Requirements

Roles and Responsibilities	Describe the roles and responsibilities of the sponsoring entity, any partner organizations, and charter management organizations, as applicable, including the administrative and contractual roles and responsibilities of such partners.
Community Engagement	Describe how the board and applicant team have assessed and built parent and community demand for the proposed school. Discuss specific outreach strategies that were used.
Community Engagement	Describe plans and strategies that will effectively support the ongoing solicitation and use of effective parent, family, and community engagement input for the implementation and operation of the proposed charter school.

Narrative Responses – Statutory Requirements

Student Transportation	Describe the plan for meeting the general transportation needs of all the students at the proposed charter school. Also, identify projected budget costs and financing arrangements. If transportation will not be provided, explain how the school will ensure the school is accessible to all interested families.
Student Transportation	Describe the plan for meeting the required transportation needs of: (1) students receiving special education who would be unable to attend classes without transportation services outlined in their IEP and (2) students eligible under Section 504 of the Federal Rehabilitation Act who would be unable to attend classes without special transportation services. Also, identify projected budget costs and financing arrangements.
Federal CSP Grant Assurances	Read and initial all CSP Assurances, including the Federal definition of a charter school. These assurances must be met throughout the life of the grant to be eligible to continue to receive funding.

CSP Start-Up Grant Goal Setting

- In the CSP Grant Application, embedded within your document, you will set three to five programmatic SMART Goals that will be achieved using CSP Start-Up Grant funds. All programmatic goals should be achievable by the beginning of Year 3 and clearly support the board's student outcome goals.
- You will also include all progress measures that will be used to track each start-up goal.
- **SMART Goals** are **Specific, Measurable, Achievable, Relevant,** and **Timely.**



Questions?