

Subchapter G

Adult Charter High Schools



Instructions and Guidance

2026 Application Cycle

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INTRODUCTION

The Texas Education Agency (TEA) welcomes applications for high-quality charter schools seeking to open for the 2027 or 2028 school year (or beyond). Applicants are strongly encouraged to read this entire document and the corresponding Charter Request for Application (RFA 701-27-100) before developing any application content.

The commissioner of education (the commissioner) is actively committed to attracting charter applicants who are capable of operating high-quality charter schools. The information requested through the application will inform the commissioner's decision to propose adult education charter awards.

On May 31, 2021, the Texas Legislature created the Adult High School Charter School Program to maintain a portfolio of secular, tuition-free, public charter schools that meet industry needs for a sufficiently trained workforce within the state and strengthen the economic and educational prosperity of the state. The adult education charters must be designed to offer a high school program that can lead to a diploma and career and technology education courses that can lead to industry certification.

TYPES OF APPLICANTS

Entities eligible to apply for a Subchapter G Adult High School Charter School are listed below. The program is intended to offer a charter to entities that have previous experience and success serving adult learners who have experienced educational disadvantages. Entities are permitted to partner with another eligible nonprofit entity to provide the adult education program, or partner with an entity approved by the Texas Workforce Commission to provide career and technology courses to satisfy the industry-based certification requirement, according to Texas Education Code [\(TEC\) §12.259](#). These partnerships should be described in the application where applicable.

For purposes of this application, a Charter Management Organization (CMO) constitutes any third-party entity, whether nonprofit or for-profit, that provides comprehensive and contractual education management services to educational providers.

ENTITY AND CHARTER HOLDER

During the application process, the eligible entity applying for a charter shall be referred to as the "entity" or "applicant" or "charter applicant." The term "charter holder" is exclusively reserved for applicants who are awarded a charter after the application process. The charter holder is the entity to which public

education funds are paid if the application is approved by the commissioner and a contract is signed.

Prior to the submission of an application, TEA staff members are limited to fielding general inquiries that are associated with timelines and the overall application process. TEA staff members may not speak to application content.

ELIGIBILITY

Operators of adult high school charter schools within the state of Texas must qualify as an eligible entity as defined in [TEC §12.256](#). The state may grant adult education charters to the following entities:

- A nonprofit entity,
- a school district,
- an entity granted a charter under Texas Education Code, Chapter 12, Subchapter D, or
- a general academic teaching institution, public junior college, or public technical institute, as defined by TEC Section 61.003;

In addition, the entity, or a member of the entity's executive leadership, must also have a successful history of providing education services, including industry certifications and job placement services, to adults 18 years of age and older whose educational and training opportunities have been limited by educational disadvantages, disabilities, homelessness, criminal history, or similar marginalized circumstances.

Churches and other faith-based organizations exempt from taxation under [Section 501\(c\)\(3\)](#) of the Internal Revenue Code are not considered eligible entities.

Additionally, for eligibility purposes, the entity must demonstrate through the application process that the proposed school model must comply with allowable provisions under state law and the specific provisions for adult education under [TEC §12.259](#).

Those provisions include the entity must:

- Use an instructional model in which a significant portion of instruction, as approved by the commissioner, is delivered in a teacher-led, interactive classroom environment;
- provide access to:
 - career and technical education courses that lead to an industry certification;
 - career readiness training;
 - postsecondary counseling; and
 - job-placement services; and
- provide support services to students, including:

- childcare at no cost to students;
- life coaching services, at a ratio not to exceed one life coach for every 100 students, that use strategic and holistic interventions designed to facilitate graduation planning and assist students in overcoming life obstacles to achieve academic and career goals;
- mental health counseling;
- for students with identified disabilities or impairments, instructional support services; and
- transportation assistance.

If the proposed model is not executable under current law or compliant with the provisions above, then the application may be removed from consideration.

FULL-TIME VIRTUAL AND FULL-TIME HYBRID CAMPUSES

[Senate Bill 569 establishes Chapter 30B](#) of the Texas Education Code to create a new legal framework for full-time virtual and full-time hybrid public school programs. The purpose of this bill is to:

- Expand access to high-quality virtual learning options for Texas Students,
- Provide clear guidelines for authorization, oversight, and accountability of these programs,
- Ensure that virtual and hybrid campuses meet rigorous academic, operational, and funding standards, and
- Allow districts and charter schools to serve eligible students through flexible, innovative instructional models.

Student Eligibility Requirements

Full-Time Virtual Campus

- 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.

Full-Time Hybrid Campus

- A student eligible to enroll in a public school is eligible to enroll at a full-time hybrid campus

Additional Program Requirements

Applicants are encouraged to review the additional program requirements outlined in [Senate Bill 569](#).

Important: A campus approved under this subchapter may only apply for and receive authorization to operate as a full-time hybrid campus or a full-time virtual campus. A campus may not change its operation designation during the authorization process or after the campus is authorized.

Application Submission

To be considered for authorization to operate a full-time virtual/full-time hybrid campus, an applicant must complete both the Subchapter G application and the [addendum](#). Incomplete submissions, including failure to complete all required components, will result in the application being deemed ineligible for review.

Note: Offering a virtual or online course within a brick-and-mortar campus does not, by itself, require submission of the Hybrid or Virtual Campus Addendum. Please review the definitions of Full-Time Virtual and Full-Time Hybrid campus to determine if you need to submit the additional addendum.

Important: Applicants that propose to operate at least one full-time virtual or full-time hybrid campus are ineligible to waive a start-up year.

TIMELINE

Key dates from the Subchapter G application timeline are listed in the table below. More details about the application process are provided in the sections that follow the table.

Activity	Dates
Request for Application Published	July 23, 2026
Information Session	August 6 and August 13, 2026
Application Submission Deadline	October 29, 2026
Completion Check	November 2-6, 2026
Completion Remedy Period	November 9-13, 2026
Completion Check Notifications	November 16, 2026*
External Review of Complete Applications	November 19–December 11, 2026

Determination Notifications sent to Applicants: Preliminary Decision of Award	December 18, 2026
Preliminary Decision Remedy Period	December 21, 2026 – January 15, 2027
Determination Notifications sent to Applicants: Advancement to Capacity Interview	January 22, 2027*
Capacity Interviews with representatives from the Texas Education Agency	February 8-12, 2027
Commissioner's Final Decision to Grant Charter Awards	March 5, 2027*

*On or around date listed

KEY DATES FOR APPLICANTS

REQUEST FOR APPLICATION (RFA) PUBLISHED: July 23, 2026

Notification of the RFA publication is posted in the Texas Register and on the TEA Charter School Applicants website.

APPLICANT INFORMATION SESSIONS: August 6 and August 13, 2026

The information sessions will be held via Zoom, an online platform for video conferences and webinars. These sessions are held to provide additional information to applicants about procedures and general considerations for the application process. The attendance of at least one member of the applicant team is required. In addition, the board president must also attend if the applicant has an existing board at the time of the session.

Applicants must register online for at least one of the information sessions, information can be found on our website at <https://tea.texas.gov/texas-schools/texas-schools-charter-schools/charter-school-applicants>.

APPLICATION SUBMISSION DEADLINE: October 29, 2026

Applications must be submitted electronically. Electronic copies must be submitted to <https://tea.sharefile.com/r-rff893dd89934402e97ca14c8c730de87> by 5:00 p.m. Central Standard Time. Please note, any application documents submitted after 5:00 p.m. Central Standard Time may render the entire application incomplete. Applicants must ensure sufficient time to upload all documents prior to the submission deadline.

COMPLETION CHECK: November 2-6, 2026

TEA staff members conduct the initial application review, checking for statutory eligibility, completeness, and plagiarism violations. Applications that pass the completion check will proceed to the external review stage.

For an application to be deemed complete, applicants must:

- ✓ Submit a completed Application Package electronically by the application deadline;
- ✓ Respond to all applicable narratives and special assurances;
- ✓ Include all applicable attachments and their coversheets;
- ✓ Ensure that prohibited materials are not included pursuant to the Public Disclosure Policy;
- ✓ Prepare the Application Package in compliance with all instructions provided; and
- ✓ Ensure completeness in both form and assembly.

Submitted application narrative documents that are significantly disordered or omitting required narratives are subject to immediate removal from consideration. Please do not submit narrative documents that are only partially complete.

EXTERNAL REVIEW PERIOD: November 19 – December 11, 2026

All eligible applications that have successfully passed the completion check are assigned to five independent parties for external review and scoring. Each application will be reviewed on its own merits and scored in accordance with the evaluation criteria published by the TEA.

Evaluation criteria can be accessed by clicking on the button titled “Evaluation Criteria” for each narrative section. External reviewers will score each applicable criterion. The average of all five reviews must be equal to or greater than 85% for the applicant to advance to the capacity interview.

PRELIMINARY DECISION REMEDY PERIOD: December 21, 2026 – January 15, 2027

After the external review period is completed, all applicants are invited to submit a narrative addressing potential deficiencies identified in the external review scoring and commentary. The narrative is limited to up to 100 pages, with 1-inch margins, 12-sized font, single spaced. The topics discussed are at the discretion of the applicant team with the intention of supporting the applicant’s potential to become a high-quality adult education charter operator. Narratives should be uploaded to the Sharefile link where they will be reviewed by agency staff for further consideration.

CAPACITY INTERVIEWS: February 8 -12, 2027

Applicants who either (1) score a cumulative average of 85% or higher, or are (2) invited in lieu review of the preliminary decision remedy narrative will participate in a formal capacity interview with TEA staff. During the interview, applicants will have the opportunity to field questions and demonstrate their

capacity to open and operate a high-quality charter school.

Important: Interview days and times are provided by TEA staff and are not subject to negotiation.

All applicants that hold 501(c)(3) nonprofit corporation status must have both: (1) the president of the governing board of the sponsoring entity; and (2) the superintendent or executive director (if identified) in attendance at the capacity interview. For school districts applying for a Subchapter G charter, the superintendent or designee, and the board president must attend the interview. Applicants that qualify as Institutions of Higher Education must have: (1) at least one member who currently holds a position on the governing board of the institution of higher education/governmental entity; and (2) the superintendent (if identified) of the proposed charter school in attendance at the capacity interview.

FINAL DECISION OF CHARTER AWARDS: March 5, 2027*

The commissioner reviews all relevant application information and determines awards. In order to be awarded a charter, an applicant successfully proposes a strong and viable adult education program through initial application and supplementary narrative (if submitted) and demonstrate sufficient capability during the capacity interview.

CONTINGENCY PERIOD: Within two months of receipt

Following the commissioner's charter awards, the charter applicants must work with TEA staff to resolve any issues that were identified during the application review or capacity interview process. All contingencies must be satisfactorily addressed within two months of receipt of agency required contingencies. A charter will not be awarded—and a contract will not be drafted—unless all issues are resolved by this date. After all contingencies are addressed, contracts will be issued with county-district numbers.

START-UP PERIOD: 4 or 12 Months

The adult education charter application permits an entity to submit an optional addendum that provides evidence that the entity is ready for operations and may bypass the traditionally observed start-up year and begin operations in fall of 2027, provided the applicant scores high enough on this component. No authorized entity may begin operations midway through the school year (i.e., Spring of 2027).

ADULT EDUCATION CHARTER SCHOOL CONTRACT

A contract for an open-enrollment charter school between the charter holder and the commissioner of education must incorporate the following:

- ✓ All applicable state and federal laws, rules, and regulations;
- ✓ The charter holder's completed application response to RFA 701-27-100;
- ✓ Any condition, amendment, modification, revision, or other change to the charter adopted or ratified by the commissioner; and
- ✓ All statements, assurances, commitments, and representations (written or oral) made by the charter holder during the generation application cycle.

The execution of a charter contract constitutes an assurance by the charter applicant that no false information was submitted to the TEA or the commissioner by the charter applicant, its agents, or employees in support of the proposed adult education charter. Any actions that are inconsistent with the terms and requirements of the charter shall constitute a material violation of the charter contract.

The commissioner will evaluate each adult education charter school annually according to the performance framework adopted specifically for these schools. The commissioner may revoke the charter if the charter's adult education program fails to meet the minimum performance standards established by commissioner rule on the applicable accountability framework for three consecutive school years after the second year of operation. In addition to the adverse actions described above, a charter school is also subject to the sanctions and interventions authorized by [TEC Chapters 39 and 39A](#).

APPROVAL AND AWARD PROCESS

CRITERIA

At the conclusion of all applicant interviews, the commissioner will formally grant awards for adult education charters to applicants who have demonstrated the capacity to open and operate high-quality charter schools. In addition to the overall quality, completeness of the Application Package, and presentation during the interview, the commissioner will consider demonstrations of the following:

- ✓ Strength of the proposed board and leadership teams;
- ✓ Strength of the national portfolio, if applicable;
- ✓ Demonstrated improvement in student performance, if applicable;
- ✓ Displays of innovative thought and practice;
- ✓ Recruitment strategies that will likely achieve the projected enrollment for the first years of operation;
- ✓ Evidence of community support for the proposed charter school;
- ✓ Qualifications and backgrounds of all individuals who will be involved in the management and educational leadership of the proposed charter school;
- ✓ History of the charter applicant, if applicable;
- ✓ Evidence that the proposed governance structure will establish and maintain sound fiscal management and administrative practices;

- ✓ Strength of the proposed financial plan;
- ✓ Plans to ensure services will begin on the date proposed in the application; and
- ✓ Indications that the proposed charter school will meet industry needs for a sufficiently trained workforce within the state and strengthen the economic and educational prosperity of the state.

APPLICATION PACKAGE

APPLICATION PACKAGE COMPONENTS

Applicants must complete and submit the following, collectively referred to as the Application Package:

- Application narrative document
- Letter of Special Assurances
- Application attachments
- (Optional) [Addendum](#)

APPLICATION PACKAGE REQUIREMENTS

Application page count

- Limit the narrative document to 100 pages (this does not include the Table of Contents, Application Checklist, Applicant Profile Page, Criteria Pages, and the Letter of Special Assurances). The narrative document will automatically paginate and does not count the Evaluation Criteria pages towards the page number indicated in the lower right corner.

Attachment and Addendum section

- All attachment directions and coversheets are hyperlinked on the narrative checklist page and each relevant section of the narrative document.
- All attachments should be submitted in order based on how they appear in the **Attachment Checklist**.
- All attachments must be combined and submitted as one Attachments Submission Document. This does not include the Financial Plan Workbook. The workbook is submitted as a separate Excel document.
- Submit all attachment coversheets for each attachment.
- There is **no page limit** on the Attachments Submission Document.
- There is **no page limit** on the Addendum document.

Disclosure

Where requested in this application, and to the extent permitted by law, all applicants must provide full and complete disclosure. Applications found to omit any required disclosure, in full or in part, will be removed from the application cycle with no further review. This decision cannot be appealed.

Plagiarism and Artificial Intelligence

If, at any time during the evaluation process, TEA staff find that an application contains plagiarized or AI-generated content, it will be removed from the application process and excluded from further review during the application cycle. This decision cannot be appealed.

The TEA defines plagiarism as the representation of the words or ideas of another as one's own in an application. The TEA is cognizant that to discuss an existing curriculum, instructional framework, or educational model (e.g., Montessori, project-based learning, blended learning, etc.), key concepts must be mentioned. However, it is not acceptable to copy and paste a description from another source. An applicant team with the capacity to execute a plan must be able to thoughtfully explain how they intend to educate program participants in their own words. The majority of each narrative response should be original writing and thinking with citations to support specific assertions or descriptions. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be cited properly. Acknowledgment is also required when material from any source is paraphrased or summarized in whole or in part.

Style Guidance

Narrative responses should be brief and specific whenever possible. It is most helpful if descriptions of vision, processes, and design are clear and concise rather than abstract or general. Do not repeat content discussed in other sections of the application. If needed, applicants may refer to or cite other responses in the narrative or attachment sections.

SUBMISSION

Applicants are requested to submit the charter application via ShareFile. This service is a web-based interface that allows for the sharing of large files in a secure environment.

- Click <https://tea.sharefile.com/r-rff893dd89934402e97ca14c8c730de87>
- The **first** screen will require the following:
 - Email: use the email that was provided for the applicant's main contact;
 - First/Last Name: use the main contact that was listed in the applicant's proposal;
 - Company: use the name of the entity.
- The submission should include **three** files (up to four).

SUBMISSION

- The **first file** will be the completed Narrative Document.
- The **second file** will be the Attachments Submission Document. (Note the attachments should be in order of how they appear on the attachment checklist)
- The **third file** will be the completed Excel version of the Financial Plan Workbook.
- The **fourth file** will be the Addendum for all applicants who propose to open at least one full-time virtual and/or full-time hybrid campus.
- Click the upload button in the lower left corner.
- Once the submission has been made, the application is considered electronically delivered and final. Applicants will not be able to make additional submissions or revisions to the original.

All submissions have timestamps and will constitute the official date and time of submission. File size and transmission issues could cause severe delays between submission and receipt of the application package. For this reason, the time stamp included in the document submission (received by the Department of Authorizing and Policy) will be considered the official date and time of submission.

Agency staff will be standing by to provide technical assistance for submission deadlines. Any technical issues should be communicated to staff prior to the deadline for either the initial submission or the submission of cure documents. Technical issues communicated after the fact will not be considered in determining the completeness or timeliness of any submission.

EVALUATION CRITERIA

PLANNING AND PERFORMANCE MANAGEMENT:

Evaluation Criteria

Mission, Vision, Design Elements

Strong Responses:

- Presents a mission and vision statements that communicate high expectations and clearly align to the overall proposal.
- Presents a school design that offers a clear high-quality educational opportunity in the proposed area, create a professional environment that will attract new teachers, set a high standard for school accountability and student achievement, and encourage different and innovative learning methods.
- Identifies specific and current research-based practices and pedagogical approaches that clearly support the proposed model and projected student population.

Evaluation Criteria

Goal Setting

Strong Responses:

- Identifies three outcome goals that are specific, measurable, attainable, relevant, and time-bound that are realistically achievable by the end of Year 5 of operation.
- Provides (1) specific and measurable indicators, (2) an appropriate reporting cadence, and (3) explicit actions to hold the superintendent accountable for timely progress.

Evaluation Criteria

Academic Assessments

Strong Responses:

- Provides a detailed process for collecting student performance data upon enrollment and throughout the academic program, reviewing disaggregated data, and explains how the data will be used by school leaders and teachers for addressing learning gaps.
- Presents a fully developed plan for the local assessment program to be administered during the first year of operation, including all formative and summative assessments.

GOVERNANCE, LEADERSHIP, AND TALENT:

Evaluation Criteria

Structure, Formation, and Community

Strong Responses:

- Presents skill sets that demonstrate a strong capacity to meet the needs of running a successful charter school and provide high-quality options for adult learners.
- Identifies clear processes and structures that the proposed board will have in place to ensure transparent accountability and engagement with all stakeholders.
- Provides (1) specific and measurable indicators, (2) an appropriate reporting cadence, and (3) explicit actions to hold the superintendent accountable for timely progress.

Evaluation Criteria

Superintendent Position Profile

Strong Responses:

- If applicable, provides compelling evidence to demonstrate that the proposed superintendent has the skills and capacity to design, launch, and lead a high-quality school that effectively serves the targeted population; or,
- If applicable, provides compelling evidence to demonstrate that candidates for superintendent will be required to have the skills and capacity to design, launch, and lead a high-quality school that effectively serves the targeted population.
- Demonstrates a clear process for how the superintendent will be evaluated, including frequency, evaluation tool to be used, evaluators, and desired or expected outcomes.

Evaluation Criteria

Staffing and Campus Leadership

Strong Responses:

- Includes in Attachment OP1 Organizational Charts reflecting viable and adequate staffing plans.
- Describes a well-developed plan and timeline to recruit and train staff with sufficient experience to implement the program with fidelity.
- Outlines well thought-out plans to ensure that the school remains fully staffed throughout the school year and has specific strategies for addressing potential staff turnover and/or staffing shortages.
- Identifies clear roles and responsibilities of the school's instructional leadership team that will establish a strong foundation to implement the proposed model successfully.
- Demonstrates a clear process for how leadership will be evaluated, including frequency, evaluation tool to be used, evaluators, and desired or expected outcomes.

EVALUATION CRITERIA

- Clearly identifies the position(s) that will facilitate PEIMS activities, includes adequate qualifications, and training prior to Year 1.

Evaluation Criteria

Teacher Support and Evaluation

Strong Responses:

- Presents a detailed plan to support and develop all teachers each school year, including personnel responsible for overseeing teachers' development and growth.
- Demonstrates a clear process for how teachers will be evaluated, including frequency, evaluation tool to be used, evaluators, and desired or expected outcomes.
- Presents a clear and actionable plan detailing how the school will provide targeted support to teachers who require performance growth.

ACADEMIC EXPERIENCE AND STUDENT SUPPORT:

Evaluation Criteria

Instructional Model and Support Services

Strong Responses:

- Describes instructional model(s) that (1) demonstrate significant portions of instruction will be delivered in a teacher-led, interactive classroom environment; and (2) a clear vision for the student experience in all proposed instructional approaches.
- Communicates a developed plan to provide the programmatic elements specifically required in state law, including postsecondary counseling, job placement services, life coaching service at a ratio appropriate to ensure successful interventions, and mental health counseling, including identifying vendors or partnerships to facilitate program components as applicable.

Evaluation Criteria

Foundation High School Program Curriculum Requirements

Strong Responses:

- In Attachment SD1, identifies high-quality instructional materials or curricular resources for developing instructional materials (or plans to adopt materials) for Foundation High School Program courses that are educational functional-level appropriate, aligned to the TEKS, and compliant with state law.
- In Attachment SD1, identifies appropriate and reasonable benchmarks for secondary exit-level assessments or other success standards for courses offered under the Foundation High School program.

Evaluation Criteria

High School Graduation Curriculum Requirements

Strong Responses:

- Reflects familiarity with requirements for high school graduation and have established processes to source information related to each program participant's specific needs for program completion.
- In Attachment SD2, identifies high-quality instructional materials or curricular resources for developing instructional materials (or plans to adopt materials) for courses needed for high school completion, that are educational functional-level appropriate, aligned to the TEKS, and compliant with state law.
- In Attachment SD2, identifies appropriate and reasonable benchmarks for secondary exit-level assessments or other success standards for courses offered.

EVALUATION CRITERIA

Evaluation Criteria

High-Quality Instructional Materials

Strong Responses:

- Provides a clear rationale for the selection of instructional materials and how they meet the definition of high quality.
- Provides a thorough process for systematic review, adoption, continuous improvement of High-Quality Instructional Materials (HQIM), including personnel responsible. If developing instructional materials locally, describe a realistic and actionable plan for ensuring the materials meet the definition of high quality, including personnel responsible.

Evaluation Criteria

Industry-Based Certifications

Strong Responses:

- Identifies the IBC pathways offered by the proposed school, including certifications that count towards state accountability, relevant courses provided, appropriate instructional materials for each course provided, and clear standards to determine course or program completion.
- Discusses a reasonable rationale to offer the identified IBC pathways and how they will support the needs of a sufficiently trained workforce in the state of Texas.
- Provides a thorough process for systematic review, adoption, continuous improvement of High-Quality Instructional Materials (HQIM), for industry-based certification programs, including personnel responsible. If developing instructional materials locally, describe a realistic and actionable plan for ensuring the materials meet the definition of high quality, including personnel responsible.

Evaluation Criteria

Special Populations [Special Education, Emergent Bilingual Students]

Strong Responses:

Special Education Students

- Identify adequate numbers of special education teachers, paraprofessionals, and/or specialty teachers.
- Discusses specific plans and capacity to address the needs of program participants with disabilities through identification of students, meeting requirements, and the evaluation process, without restating compliance language and tailored to the model of the proposed school.
- Identifies specific plans to screen or test program participants with an SBOE-compliant instrument for dyslexia and related disorders in order to provide appropriate services.
- Discusses specific plans and capacity to address the needs of program participants with disabilities through continuum of services, plans to ensure access to FAPE in all contexts of the school in accordance with the program participants Individual Education Plans and 504

EVALUATION CRITERIA

plans, and transition plans (if applicable). Response is tailored to the model of the proposed school.

- Discusses specific plans and capacity to address graduation and/or transition of eligible program participants with disabilities.
- Discusses specific plans for monitoring and evaluating progress of program participants with mild, moderate, and severe disabilities to ensure attainment of students' goals as set forth in their Individualized Education Program (IEP), including all staff responsible.

Emergent Bilingual Students

- Identify adequate numbers of bilingual/ESL teachers, paraprofessionals, and/or specialty teachers.
- Discusses specific plans to ensure emergent bilingual program participants have access to grade-level academic content, plans for monitoring participant progress and language proficiency, plans for exiting from services, and plans to ensure equitable access in all contexts of the school model.
- Discusses specific plans and capacity to address the needs of emergent bilingual program participants, including descriptions of a system for identifying participants, staff responsible for serving identified participants, and respective qualifications without restating compliance language and tailored to the model of the proposed school.

OPERATIONS AND FINANCE:

Evaluation Criteria

Recruitment, Admission, and Enrollment

Strong Responses:

- Outlines a viable marketing and recruitment plan, including realistic strategies, timelines, responsible parties, costs, and any outreach to participants whose education and training opportunities have been limited by educational disadvantage, disabilities, homelessness, criminal history, or similar marginalizing circumstances.
- Presents viable recruitment and marketing costs (in relation to) the proposed enrollment in Year 1.
- Outlines a detailed process for determining enrollment eligibility through sourcing documents, providing enrollment assessments to determine educational levels, and verifying other enrollment information.
- Outlines a clear plan to keep on track towards admission and enrollment goals and realistic steps to realign progress or revise goals, while still maintaining viable enrollment targets for Year 1.
- Outlines a clear process on how the applicant will give priority to a person who has not earned a high school equivalency.

Evaluation Criteria

School Schedule and Services

Strong Responses:

- Proposes a schedule that provides enough time for the acceleration of course completion in order to master grade-level TEKS and earn a high school diploma, complete an industry-based certification, offer counseling and coaching and job placement services, and accommodate the unique schedules of program participants.
- Discusses a viable and realistic plan for offering transportation supports to program participants, including identifying any services, partnerships, or funding opportunities that will facilitate transportation services.
- Discusses specific and viable plans and capacity to address the transportation needs of (1) eligible program participants receiving special education who would be unable to attend classes without transportation services outlined in their IEP, and (2) program participants eligible under Section 504 of the Federal Rehabilitation Act who would be unable to attend classes without special transportation services.
- Discusses a viable and realistic plan for offering free child care to program participants, including identifying any services, partnerships, or funding opportunities that will support the childcare program. Discuss with specificity how the childcare environment will be regulated and monitored.

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Evaluation Criteria

Financial Controls and Procedures

Strong Responses:

- In Attachment F1, presents a detailed and viable start-up plan for leading the development of the school from post-approval to opening- including specific tasks, timelines, and individuals responsible for each task. If planning to open in the fall of 2027, present a detailed and realistic plan to ensure program operations will be able to accommodate the program start date.
- In Attachment F2, presents a viable budget that will facilitate the proposed adult education program, including supporting industry-based certifications, job placement training, life coaching, mental health counseling, transportation assistance, and free childcare.
- Outlines sound systems, policies and processes for financial planning, accounting, purchasing, and payroll, including a description of how the financial team will establish and maintain strong internal controls, ensure compliance with all financial reporting requirements, and conduct independent annual financial and administrative audits.

Evaluation Criteria

Contracted Services, External Funding Assumptions, and Fundraising Initiatives

Strong Responses:

- If applicable, provides a clear description for each proposed service to be contracted, identify the selection criteria that will be required for each vendor, detail specific costs, and selection processes for all prospective vendors.
- Presents a realistic plan to develop fundraising efforts and identify individuals with relevant experience.

READY-TO-OPEN AND PARTNERSHIPS:

Evaluation Criteria

Ready to Open: Launch Year and Partnerships and Texas Workforce Commission Approved Providers

Strong Responses:

- Provides evidence of accounting software in current use by the entity that is compliant with state law requirements.
- Provides proof of interest from prospective adult education program participants and/or other prospective participants to the extent that could sustain the launch of an adult education charter in the fall of 2027.
- If applicable, in Attachment P1, provides evidence of intention to partner or existing partnership with a TWC-approved provider that offers services aligned with the mission and vision of the proposed adult education charter, as well as assists the entity in meeting state law requirements for achieving industry-based certifications.
- Clearly details a catalogue of CTE courses, corresponding instructional materials or resources, and standards for measuring program success, that will lead to an industry-based certification in order to satisfy the requirements of the adult education program.

Addendum

Full-Time Hybrid/Full-Time Virtual Campus

Full-Time Hybrid Campus

Full-Time Hybrid Campuses means 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

Full-Time Hybrid Program means a full-time educational program offered by a school district or open-enrollment charter school campus in which:

- a student is in attendance in person for less than 90 percent of the minutes of instruction provided in a school year; and
- the instruction and content may be delivered synchronously or asynchronously over the Internet, in person, or through other means.

Full-Time Virtual Campus

Full-Time Virtual Campuses means 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](#).

Full-Time Virtual Program

Full-Time Virtual Program means a full-time educational program offered by a school district or open-enrollment charter school campus in which:

- a student is in attendance in person minimally or not at all; and
- the instruction and content are delivered synchronously or asynchronously primarily over the Internet.

Cybersecurity and Data Privacy

Applicants are encouraged to review the resources provided by the [Cybersecurity Annex \(K-12\) Checklist](#) to evaluate your Emergency Operations Plan for mandates and best practices.

Whole-program Virtual Instruction Provider

Whole-program Virtual Instruction Provider means a private or third-party service that provides oversight and management of the virtual instruction services or otherwise provides a preponderance of those services for a full-time virtual or full-time hybrid campus or program.

Third-party provider offering educational services

Third-party provider offering educational services means a private or third-party service that provides support, services, or resources to assist with instructional delivery for a campus or program and may deliver specific educational services, including but not limited to instruction, curriculum, or learning platforms, to support or facilitate campus operations.

EVALUATION CRITERIA

Evaluation Criteria

Academic Progress and Monitoring

Strong Responses:

- Clearly outlines the education program, detailing how curriculum, core instructional practices, digital tools, and assessment strategies will drive academic achievement in a virtual or hybrid model.
- Clearly describes the delivery method (synchronous online, asynchronous online, in-person, or other.)
- Details the teacher and student-facing systems that will be used to track progress and determine success within the virtual or hybrid learning model.
- Provides a specific plan in which assessment instruments will be administered in-person for students enrolled in a hybrid or virtual course.

Evaluation Criteria

Operations

Strong Responses:

- Provides a thorough plan to develop and distribute written information describing each hybrid or virtual course available for enrollment.
- Clearly describes the infrastructure required to support student success in virtual and hybrid instruction, including instructional technology, any increases in bandwidth or expanded wireless access, and any effective classroom design to accommodate learning environments.
- Demonstrates a comprehensive, organized, and accurate understanding of how infrastructure supports effective virtual/hybrid learning.

Evaluation Criteria

Staffing Plan

Strong Responses:

- Provides a comprehensive process to ensure staff receive appropriate professional development in hybrid or virtual instruction before they begin teaching online.
- Provides clear criteria and processes that will be used to determine that staff has sufficient previous experience.

Evaluation Criteria

Data Privacy and Cybersecurity

Strong Responses:

- Describes clear and proactive measures to ensure a safe learning environment for all students, both on campus and online.

EVALUATION CRITERIA

- Identifies all roles and/or departments that will be responsible for data oversight and ensuring timely access to information.
- Describes the cybersecurity framework that will safeguard digital assets and personal information in online learning environments – including specific tools, protocols, and staff responsibilities related to (1) threat detection, (2) access control, and (3) incident response.

Evaluation Criteria

Third-Party Service Providers

Strong Responses:

- Clearly identifies services that will be provided.
- Provides a thoughtful reflection on the historical performance of the proposed virtual service provider and any applicable student outcomes.

Evaluation Criteria

Whole-Program Virtual Instruction Provider

Strong Responses:

- Clearly describes the identification and selection process for selecting the proposed whole program provider.
- Details all services to be provided. Describes all goods, instructional materials, and associated costs.
- Provides thoughtful reflection on the historical performance of the proposed educational service provider in virtual services and any applicable student outcomes.
- Describes the oversight and evaluation methods that the governing board will use to oversee the private or third-party provider. Includes the frequency, evaluation tool to be used, and expected student outcomes.
- Identifies the specific measures that would be taken if the whole program provider does not meet performance and/or student achievement outcome goals.
- Outlines a specific plan to operate the school in the event of termination of the management agreement.