

**2018-2020 CHARTER SCHOOL PROGRAM (CSP)
HIGH-QUALITY REPLICATION GRANT
RFA #701-18-110**

March 2, 2018
10:00 a.m. – 12:00 noon

TEXAS EDUCATION AGENCY (TEA) CONTACTS

Division of Charter School Administration

- Heather Mauzé, Director
- Arnoldo Alaniz, Assistant Director
- Melissa Giesberg, Research Specialist

Division of Grants Administration

- Matt Lashlee, Grant Manager



2018-2020 CSP HIGH-QUALITY REPLICATION GRANT — PRESENTATION OVERVIEW

Background Information

Eligible Applicants

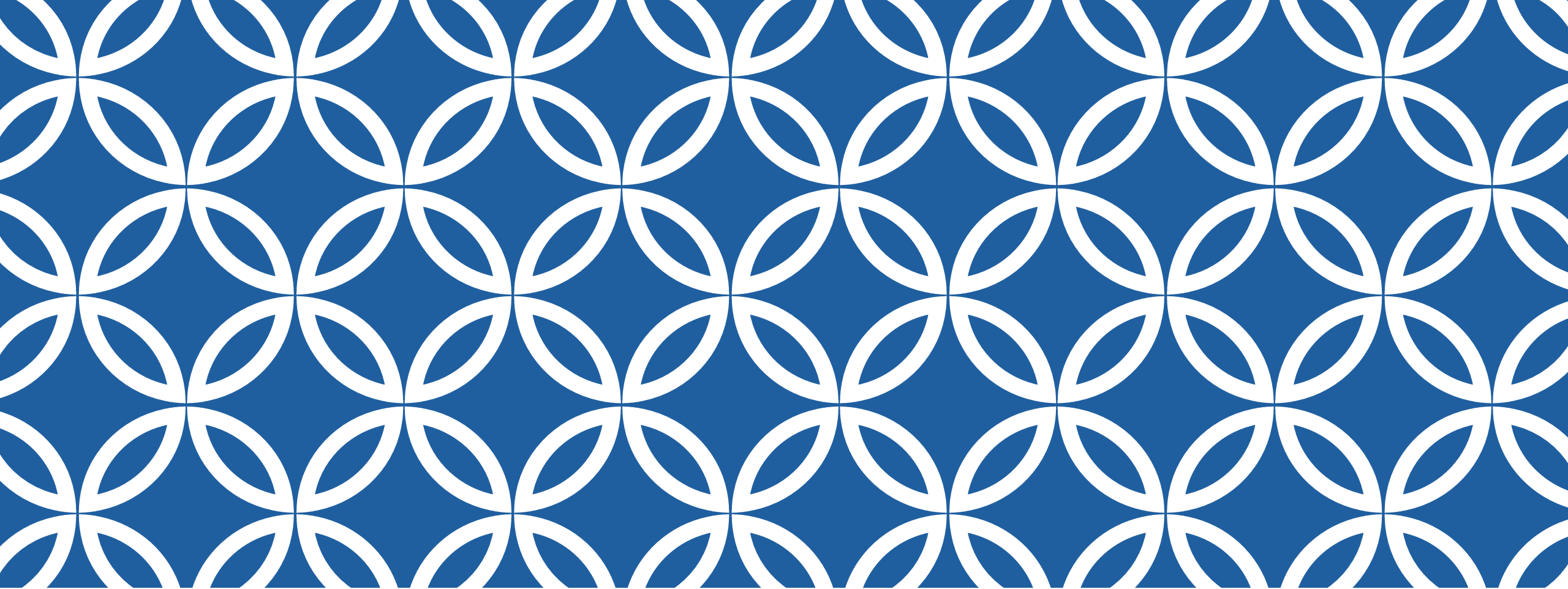
Use of Funds

Application Requirements

Application Elements

Critical Dates





BACKGROUND INFORMATION

Authority
Program Purpose

AUTHORITY



The Texas Quality CSP is allowed through:

Public Law 114-95
Elementary and
Secondary Education Act
of 1965, as amended
by the Every Student
Succeeds Act of 2015
(ESSA), Title IV, Part C;

Texas Quality Charter
Schools Program (QCSP)
Grant awarded to TEA
by the United States
Department of Education
(USDE); and

Texas Education Code
(TEC), Chapter 12,
Subchapters C, D, and E
and Texas Administrative
Code (TAC)
§100.1033(b)(13).

PROGRAM PURPOSE

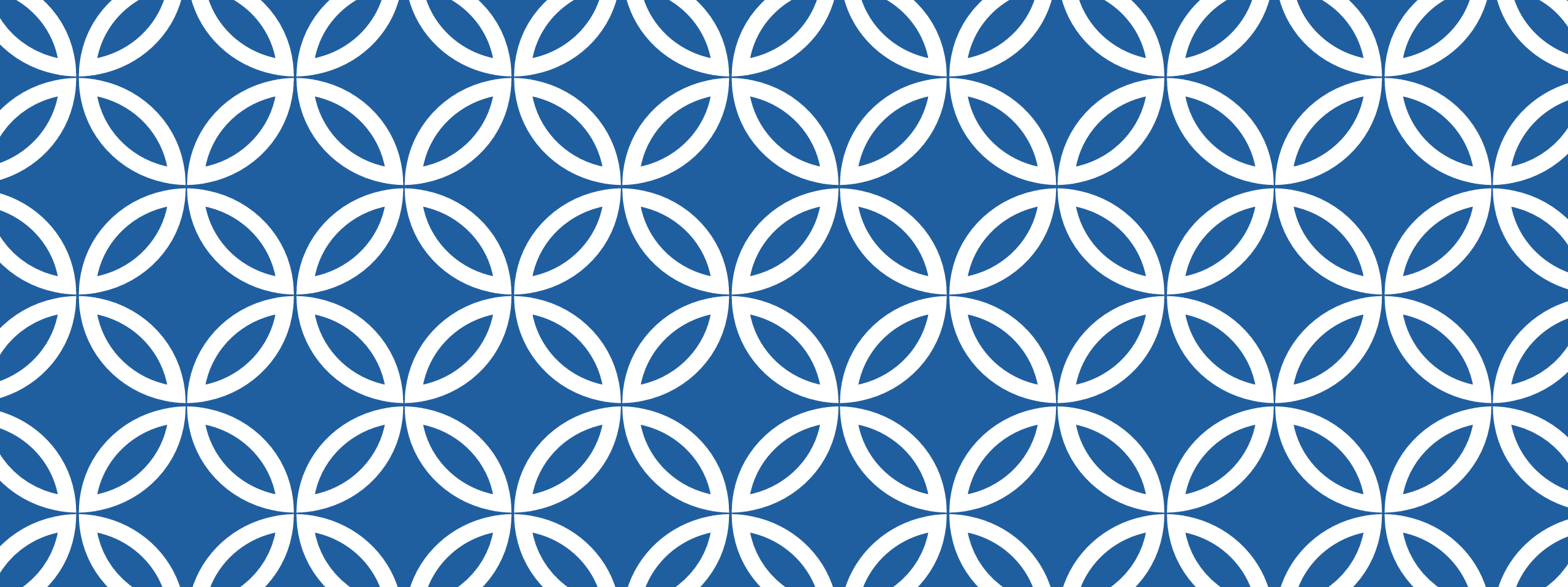
The purpose of the Texas Quality Charter Schools Program is to support the growth of **high-quality** charter schools in Texas, especially those focused on **improving academic outcomes** for **educationally disadvantaged students**.

PURPOSE

PROGRAM PURPOSE

The 2018–2020 Charter School Program High-Quality Replication Grant will assist eligible applicants in opening and preparing for the operation of **replicated high-quality charter schools**.

PURPOSE



ELIGIBLE APPLICANTS

District-Authorized Charters
State-Authorized Charters
High-Quality Charter Schools

ELIGIBLE APPLICANTS MUST...



1

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

2

never have received CSP funds under ESSA; and

3

be one of the following:

DISTRICT-AUTHORIZED CHARTERS



A **campus charter school**, authorized by the local board of trustees pursuant to **TEC, Chapter 12, Subchapter C**, on or before **April 13, 2018**, that is designed to **replicate a new high-quality charter school campus**, based on the educational model of an **existing high-quality charter school**, and that submits **all required documentation** as stated in the RFA.

DISTRICT-AUTHORIZED CHARTERS



A **campus charter school** must apply through its **public school district**, and the grant application must be signed by the district's **superintendent** or the **appropriate designee**.

STATE-AUTHORIZED CHARTERS



An **open-enrollment charter school**, authorized by the SBOE or the COE pursuant to **TEC Chapter 12, Subchapter D or E**, that is designated by the commissioner as a **high-quality campus** for the 2018-2019 school year.

STATE-AUTHORIZED CHARTERS



Charters submitting an application for a **High-Quality Campus Designation** for the **2018–2019 school year**, in accordance with **TAC, §100.1033(b)(13)** **High-Quality Campus Designation**, are considered eligible to apply for the grant. However, the commissioner must **designate** the campus as a **high-quality campus** prior to the charter receiving grant funding, if awarded.

STATE-AUTHORIZED CHARTERS



The High-Quality Campus Designation is a separate designation and must be paired with an expansion amendment.

It permits a charter holder to replicate its HQ educational program at a new charter school campus under an existing high-quality open-enrollment charter school.



The **High-Quality Campus Designation Application** and **all corresponding amendment documentation** is due to the Division of Charter School Administration by 5:00 p.m. on **April 2, 2018.**

HIGH-QUALITY CHARTER SCHOOL



The USDE defines a high-quality charter school as a charter school that:

(a) Shows evidence of strong academic results, which may include strong student academic growth, as determined by a State;

(b) Has no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance;

HIGH-QUALITY CHARTER SCHOOL



The USDE defines a high-quality charter school as a charter school that:

(c) Has demonstrated success in significantly increasing student academic achievement, including graduation rates where applicable, for all students served by the charter school; and

(d) Has demonstrated success in increasing student academic achievement, including graduation rates where applicable, for each of the subgroups of students, as defined in section 1111(c)(2) of the ESEA.

HIGH-QUALITY CHARTER SCHOOL



For the purpose of the Texas QCSP Grant, TEA defines a high-quality, state-authorized charter school as a charter school that:

Meets the High-Quality Campus Designation requirements outlined in TAC §100.1033(b)(13).

HIGH-QUALITY CHARTER SCHOOL



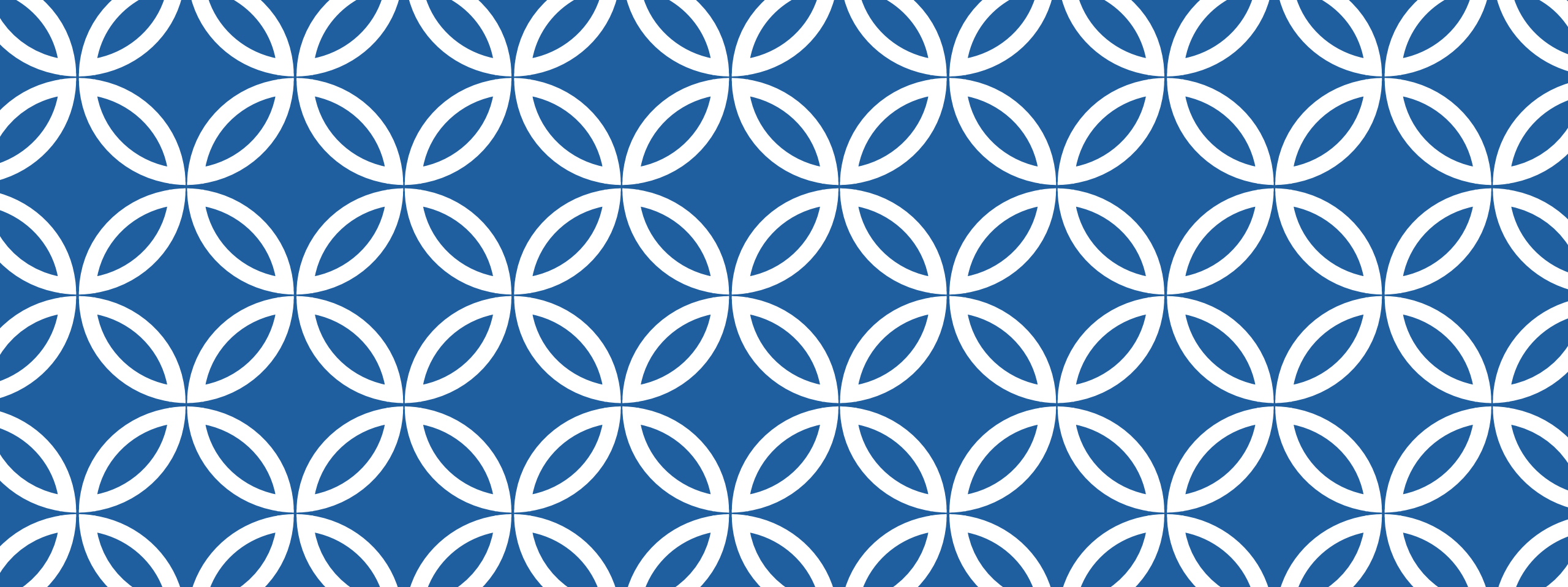
HIGH-QUALITY CHARTER SCHOOL



TEA does not define a high-quality, district-authorized charter school. However, for the purpose of the Texas QCSP Grant, a school district should ensure that the proposed HQ charter school campus will be operated by a CMO that:

Meets the requirements outlined in TAC §100.1033(b)(13); or

Meets the federal definition of high-quality charter school.



USE OF FUNDS

Available Funding
Planning vs. Implementation
Allowable Costs
Unallowable Costs

AVAILABLE FUNDING FOR THE 2018-2020 CSP HIGH-QUALITY REPLICATION GRANT



\$16,043,297 available

25 grants to state-authorized charters

Up to \$400,000 per award

AVAILABLE FUNDING FOR THE 2018-2020 CSP HIGH-QUALITY REPLICATION GRANT



\$16,043,297 available

10 grants to district-authorized charters

Up to \$600,000 per award

PLANNING VS. IMPLEMENTATION



Grants awarded shall be for a period of not more than 5 years, of which an applicant may use:

not more than 18 months for planning and program design; and

...that's it! ESSA is silent regarding implementation.

PLANNING VS. IMPLEMENTATION



How does this apply to the Texas QCSP?

TEA received a three-year discretionary grant from the USDE with a project period of 10/01/2017 - 09/30/2020.

PLANNING VS. IMPLEMENTATION



How does this apply to the Texas QCSP?

Planning Phase:

The period after authorization, but before the charter begins serving students.

Implementation Phase:

The period after the newly-authorized charter school begins to serve students.

PLANNING VS. IMPLEMENTATION



Planning Activities are tied to the planning and design of the educational program, which may include:

Refinement of the desired educational results and of methods for measuring progress towards achieving the results; and

Professional development of teachers and other staff who will work in the charter school.

PLANNING VS. IMPLEMENTATION



Implementation Activities are tied to the Initial implementation of a charter school, which may include:

Informing the community about the school;

Acquiring necessary equipment and educational materials and supplies;

Acquiring or developing curriculum materials; and

Other initial operational costs that cannot be met from State or local sources.

PLANNING VS. IMPLEMENTATION



Budgeted expenditures should be tied to the TYPE of ACTIVITY regardless of when the expenditure occurs.

Planning
Activity

Implementation
Activity

ALLOWABLE COSTS FOR PLANNING ACTIVITIES



Planning and design of the educational program

Professional development/training for teachers and staff

Special Education support

ALLOWABLE COSTS FOR PLANNING ACTIVITIES



Teacher, school leader, and specialized instructional support personnel salaries, limited during the planning phase and up to the first 30 days of the initial implementation phase, which starts the day the charter school campus begins to serve students, provided that these expenses are associated with **planning activities** (i.e., as opposed to ongoing operations)

ALLOWABLE COSTS FOR IMPLEMENTATION ACTIVITIES



Teacher, school leader, and specialized instructional support personnel salaries, limited during the planning phase and up to the first 30 days of the initial implementation phase, which starts the day the charter school campus begins to serve students, provided that these expenses are associated with **initial implementation activities** (i.e., as opposed to ongoing operations)

IMPORTANT REMINDER



Note: If personnel split their time between **ongoing operational activities** and **planning and/or implementation activities**, only that portion of the time associated with conducting the **planning and/or implementation activities** is allowable as an initial operational cost. The charter school campus **must** maintain accurate **time and effort records** to document the amount of time each employee works on tasks related to the **planning and/or implementation activities** associated with the charter school campus.

ALLOWABLE COSTS FOR IMPLEMENTATION ACTIVITIES



One time start-up equipment purchases necessary to implement a charter school, which may include, but are not necessarily limited to, the following:

Desks, chairs,
computers;

Equipment related
to technology,
physical education
and art; and

Playground
equipment.

ALLOWABLE COSTS FOR IMPLEMENTATION ACTIVITIES



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

Textbooks;

Library books;

Reading materials;
and

Teaching materials.

ALLOWABLE COSTS FOR IMPLEMENTATION ACTIVITIES



Costs associated with the installation of the following:

Computers;

Data systems;

Networks;
and

Telephone systems.

ALLOWABLE COSTS FOR IMPLEMENTATION ACTIVITIES



One-time, startup costs associated with providing **transportation to students** to and from the charter school campus

Rental or occupancy costs for the **school facility**, up to the **first 30 days of the initial implementation phase**, in preparation for the opening of the charter school campus

Costs associated with carrying out **necessary renovations** and **minor facilities repairs (excluding construction)** to ensure that a new school building **complies** with **applicable statutes and regulations**

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

UNALLOWABLE COSTS



Field trips

Hosting or sponsoring of conferences or advisory councils

Costs of membership in any civic or community organization

Salaries or contracted personnel beyond the first 30 days of the initial implementation phase of the charter school, which starts the day the school begins to serve students

Debt service (lease-purchase)

UNALLOWABLE COSTS



Rental or occupancy costs for the school facility **beyond the first 30 days of the initial implementation phase**

Purchase or lease of land or real estate

Construction

Consumable instructional or other supplies and materials

Accounting/bookkeeping services except for the purchase of accounting software to comply with FAR

UNALLOWABLE COSTS



Annual audit services

Ongoing food service

Other property and liability insurance

Interest on loans

Deposits of any kind, such as security deposits or service deposits

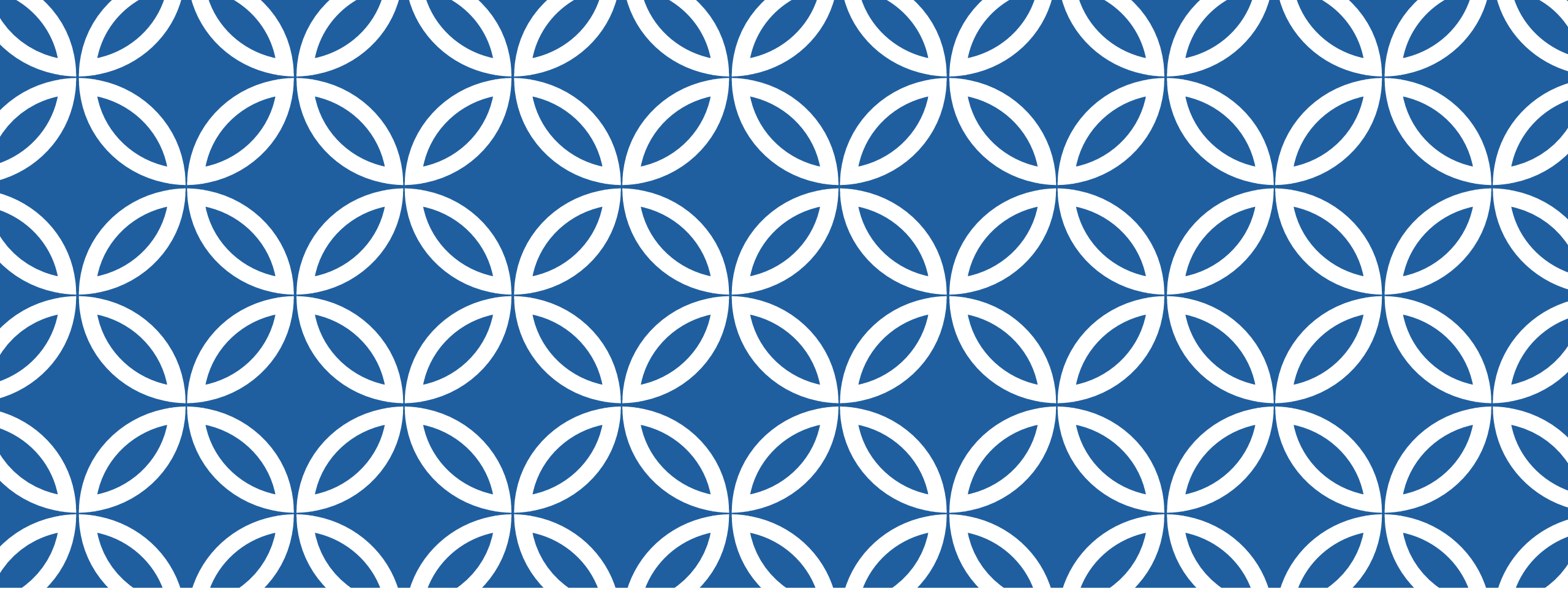
Religious instruction, materials, or insignia

Extra-curricular activities such as UIL, competitions, athletic programs that are not part of the state-required physical education program, and clubs (e.g., chess club)

LIMITATION OF ADMINISTRATIVE FUNDS



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



APPLICATION REQUIREMENTS

Statutory Requirements
TEA Program Requirements
Required Program-Related
Attachments

STATUTORY REQUIREMENTS (SCHEDULE #16)



Statutory Requirements 1-8

- Required for **ALL** applicants

Statutory Requirements 9-13

- Required for campus charters established under **TEC, Subchapter C**

TEA PROGRAM REQUIREMENTS (SCHEDULE #17)

Projected population to be served
in 2018-2019

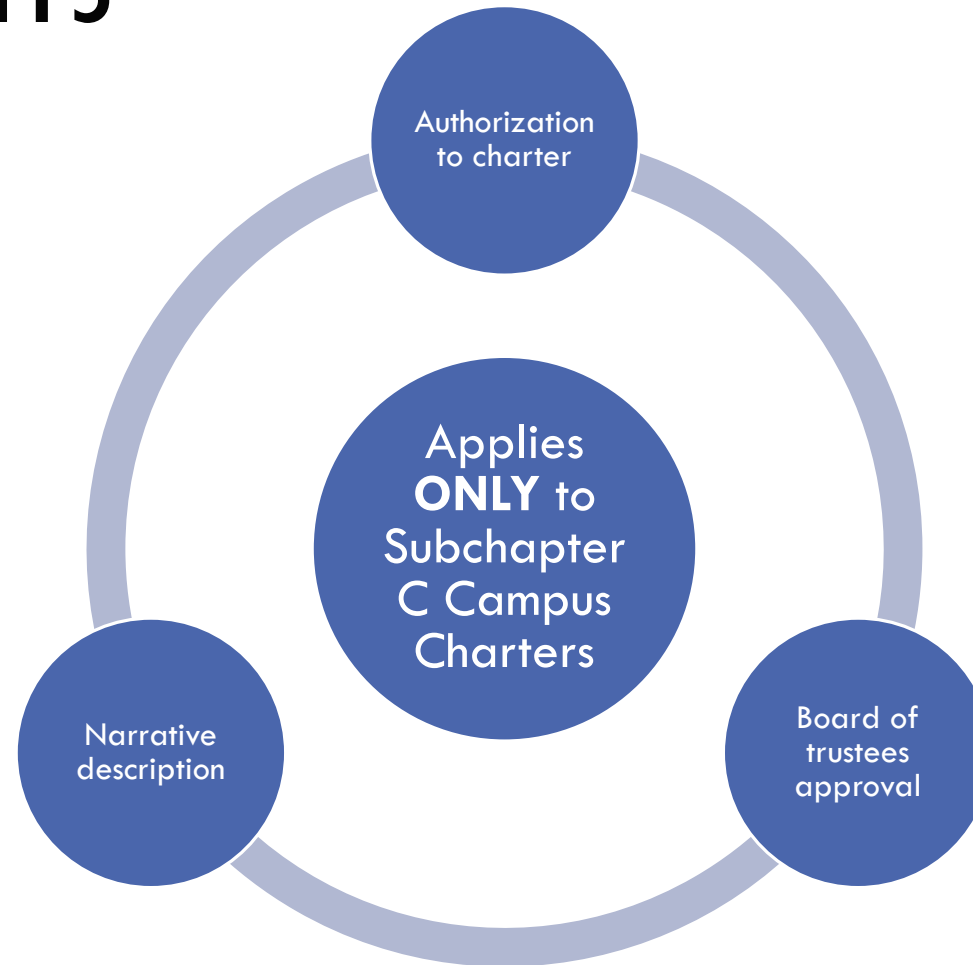
Projected population to be served
in 2019-2020

Names and CDCNs of, and proximity of
the proposed campus to, IR schools

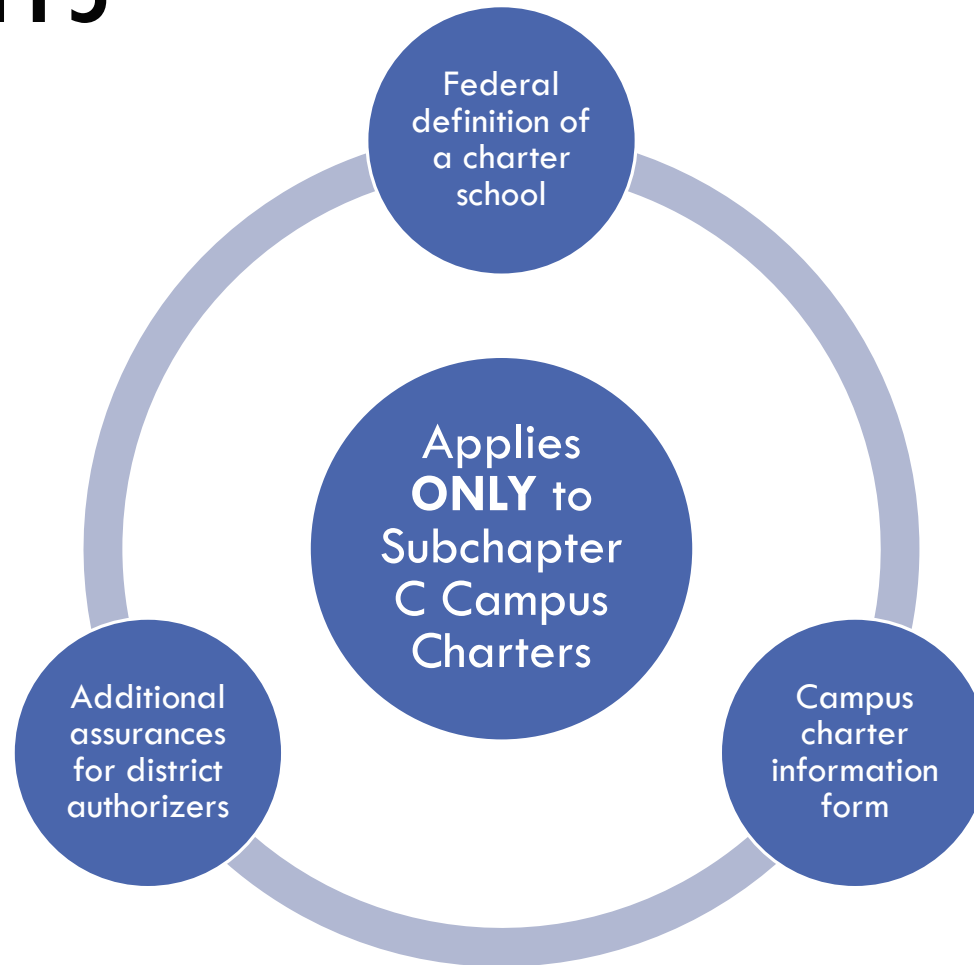


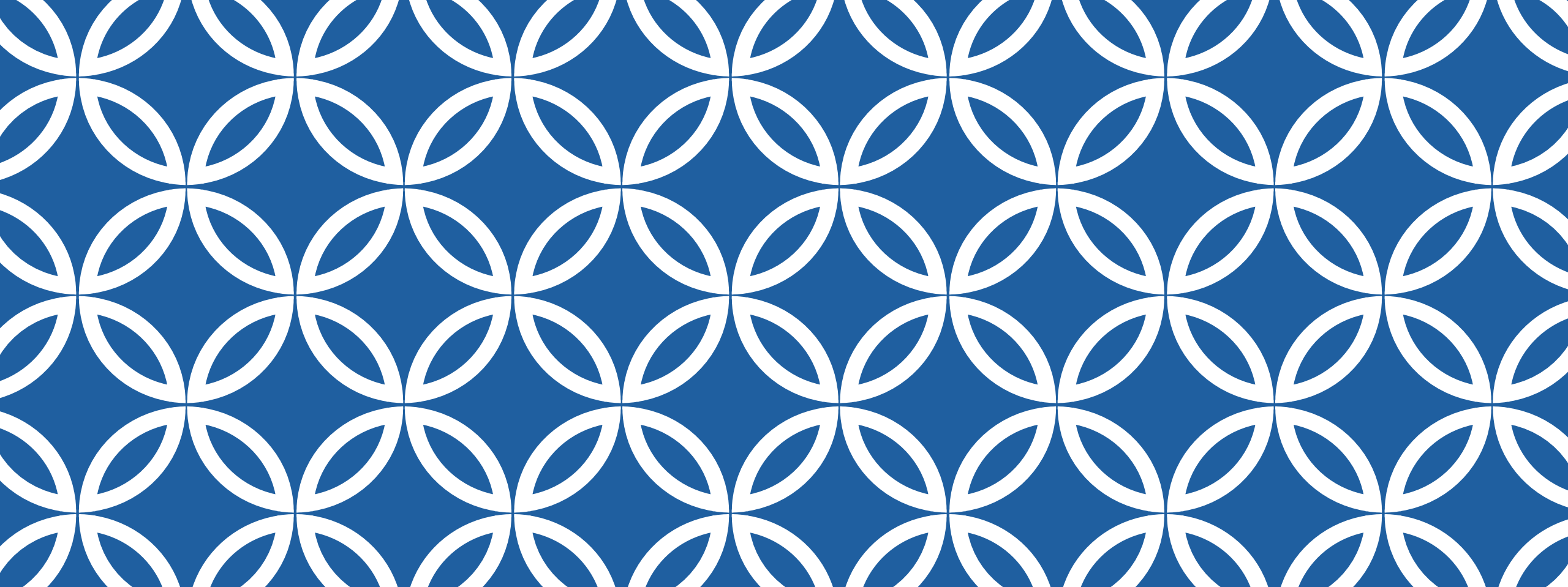
TEA reserves the right to **reduce funding** if data projections are determined not to have been realistic based on actual participation.

REQUIRED PROGRAM-RELATED ATTACHMENTS



REQUIRED PROGRAM-RELATED ATTACHMENTS

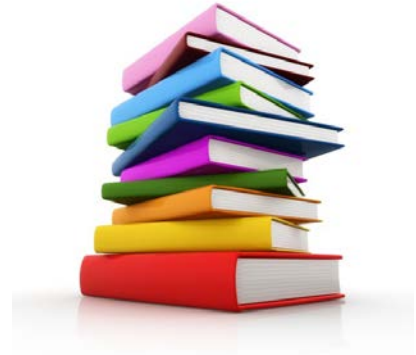




APPLICATION ELEMENTS

Application and Support
Information
Scoring and Review

APPLICATION AND SUPPORT INFORMATION



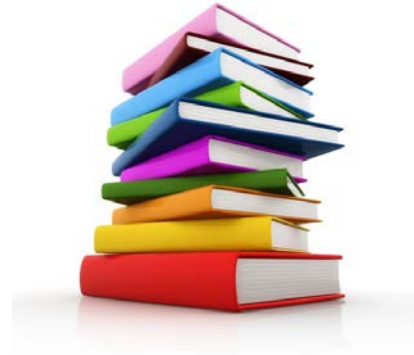
General and Fiscal Guidelines

Provisions and Assurances

Lobbying Certification

Debarment and Suspension

APPLICATION AND SUPPORT INFORMATION



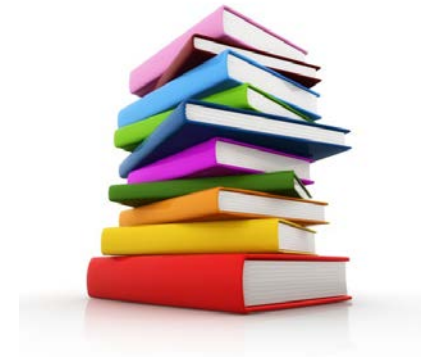
Program Guidelines

Application

Program-Specific Instructions

Appendix 1 – IDEA Requirements

APPLICATION AND SUPPORT INFORMATION

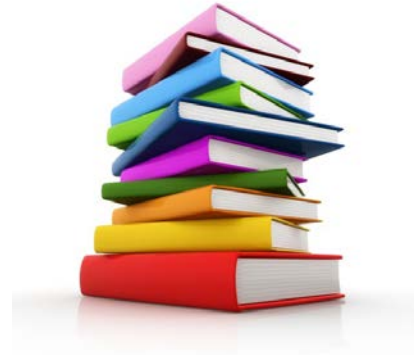


Appendix 2 – Federal Definition

Appendix 3 – Campus Charter Information
Form

Appendix 4 – Additional Assurances from
School Districts Form

APPLICATION AND SUPPORT INFORMATION



Reviewer Information Form

Notice of Intent to Apply

SCORING AND REVIEW — STANDARD REVIEW CRITERIA



Indicator	Points
Quality of the Program Plan	20
Appropriateness of the Budget	20
Need for the Proposed Program	20
Quality of the Management Plan	20
Quality of the Program Evaluation	10
Meeting Program Requirements	10
Application Organization and Completeness	5
TOTAL	105

SCORING AND REVIEW — SPECIFIC REVIEW CRITERIA



Grant-Specific Criteria	Maximum Points
The objectives should reflect the state and federal objectives of increasing the number of high-quality charter schools available to students across the state .	10

SCORING AND REVIEW — SPECIFIC REVIEW CRITERIA



The objectives stated in Schedule #14 –Management Plan, Part 2: Milestones and Timeline should align with:

The identified needs stated in Schedule 13, Part 2; AND;

The written performance agreement in the Application for HQ Campus Designation for state-authorized charters; OR

The performance contract for district-authorized charters.

How NOT to develop your measurable grant objectives -



SCORING AND REVIEW — SPECIFIC REVIEW CRITERIA



These objectives should be stated in the following format:

By (DATE CERTAIN), (PERCENT) of (ALL STUDENTS or A SPECIFIC STUDENT GROUP or STUDENT GROUPS) will achieve (LEVEL OF PERFORMANCE) on the (SPECIFIC ASSESSMENT).

Example: In spring 2019, 80% of all students who are assessed will have achieved acceptable performance on the reading/ELA examinations that are part of the State of Texas Assessment of Academic Readiness (STAAR).

SCORING AND REVIEW



Standard
Review Criteria
105 Points

Specific Review
Criteria
10 Points

Total
115 Points

SCORING AND REVIEW



Grant applicants must receive a score of at least **70%** (**80 points**) of the **115 total points** available before any **priority points** can be assigned.

SCORING AND REVIEW — **PRIORITIES** FOR FUNDING



Statutory or TEA Priority	Maximum Points
<p>The proposed charter school campus will open for the 2018—2019 school year and begin serving students no later than September 5, 2018.</p> <p>Yes: 15 points No: 0 points</p>	<p>15</p>

SCORING AND REVIEW – **PRIORITIES** FOR FUNDING



Statutory or TEA Priority	Maximum Points
<p>The number of students projected to be served in 2018–2019:</p> <p>200 and above – 15 points 150-199 – 10 points 100-149 – 5 points</p>	<p>15</p>

SCORING AND REVIEW — **PRIORITIES** FOR FUNDING



Statutory or TEA Priority	Maximum Points
<p>A minimum of 50 students will be in grades assessed for state accountability purposes (grades 3–11) in 2018—2019.</p> <p>Yes – 10 points No – 0 points</p>	<p>10</p>

SCORING AND REVIEW — **PRIORITIES** FOR FUNDING



Statutory or TEA Priority	Maximum Points
<p>The proximity to at least one IR campus that serves the same grade levels as the proposed charter school campus:</p> <p>3 miles or fewer: 20 points More than 3 miles, but less than 5 miles: 10 points More than 5 miles, but less than 10 miles: 5 points</p>	20

SCORING AND REVIEW — **PRIORITIES** FOR FUNDING



Statutory or TEA Priority	Maximum Points
<p>Relevant originating charter campus earned the Top 25 Percent Closing Performance Gaps distinction designation in the most recent accountability ratings:</p> <p>Yes: 10 points No: 0 points</p>	<p>10</p>

SCORING AND REVIEW



Standard
Review Criteria
105 Points

Specific Review
Criteria
10 Points

Priorities for
Funding
70 Points

Total
185 Points

SCORING AND REVIEW

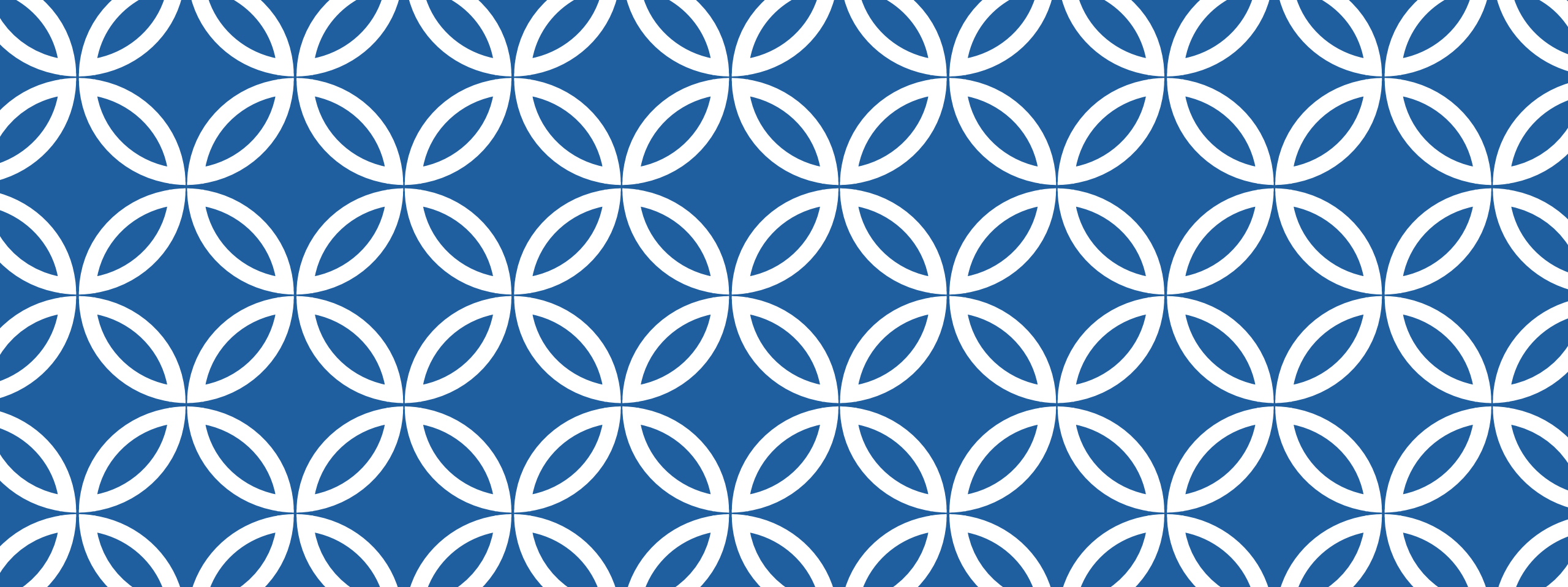


Grant applicants must receive a score of at least 70% (129 points) of the 185 total points available to be considered for funding.

SCORING AND REVIEW — SELECTION FOR FUNDING



Grant awards are generally made starting with the **highest-scoring application** and continuing to the **next highest-scoring application** until **funds** are **exhausted** or until the applications with the **minimum percentage score** or **higher** are **funded**, whichever is the case.



CRITICAL DATES

Grant Timeline
Project Period
Application Due Date
Questions and Requests for
Additional Information

GRANT TIMELINE



Date	Event
March 2, 2018	Applicants' Conference
March 9, 2018	Last day to submit questions for inclusion in the FAQs
March 23, 2018	Due date for Notice of Intent to Apply and Reviewer Information Form
March 23, 2018	FAQs posted to TEA Grant Opportunities page

GRANT TIMELINE



Date	Event
April 17, 2018	Due date for the application in the TEA Document Control Center, 5:00 p.m., Central Time
April 25, 2018 – May 14, 2018	Competitive review period
June 4, 2018	Beginning date of grant
May 4, 2020	Final date to submit an amendment

PROJECT PERIOD



Beginning Date

June 4, 2018

Ending Date

July 31, 2020

APPLICATION DUE DATE



Three copies of the application, with at least one original signed in blue ink

One copy of the required program-related attachments, as applicable

APPLICATION DUE DATE



Submit to TEA
Document Control
Center

2nd floor of the
William B. Travis
Building, 1701 North
Congress, Austin, Texas,
78701

APPLICATION DUE DATE



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On or before
5:00 p.m. CST Tuesday,
April 17, 2018

NEXT STEPS



Questions received during the webinar

Questions received by to March 9

FAQs posted on March 23



Any charter school that does not begin serving students prior to **Wednesday, September 4, 2019**, after having been awarded grant funds, will be required to forfeit any remaining grant funds, and may be required to reimburse any expended amounts to TEA.

QUESTIONS AND REQUESTS FOR CLARIFYING INFORMATION



Please submit all questions in
writing to
CharterSchools@tea.texas.gov
by 5:00 p.m. CST, Friday,
March 9, 2018.

All questions and answers will
be posted on the
TEA Grant Opportunities
website no later than Friday,
March 23, 2018.