



CSP Start-Up Grant Overview





TEA CSP Start-Up Grant Contacts

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CSP Start-Up Grant Session Goals

- **Purpose of the Federal Charter Schools Program**
- **Eligible Applicants**
- **Allowable Uses of Funds**
- **Unallowable Uses of Funds**
- **CSP Start-Up Grant Items**

Purpose of the Charter Schools Program (CSP)

Purpose of the Charter Schools Program (CSP)



Expand opportunities for all students, particularly traditionally underserved students, to attend public charter schools and meet challenging State academic standards;



Provide financial assistance for the planning, program design, and initial implementation of charter schools; and

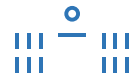


Increase the number of high-quality charter schools available to students across the United States.

Eligible Applicants

Eligible Applicants

Eligible applicant means a *developer* that has—



Applied to an authorized public chartering authority (TEA) to operate a charter school; and



Provided adequate and timely notice to that authority (TEA).

Eligible Applicants

A **Charter Management Organization (CMO)** is defined as a nonprofit organization that operates or manages a network of charter schools linked by centralized support, operations, and oversight.



The applicant is **NOT affiliated** with nor proposing to contract with a **CMO**.



The applicant **IS affiliated** with or proposing to contract with a **CMO**.

Eligible Applicants

If the applicant **IS affiliated** with or proposing to contract with a CMO, the applicant will have to disclose if —



The CMO does not currently receive or will not receive CSP funds directly from the USDE;



The CMO currently receives CSP funds directly from the USDE; or



The CMO will receive CSP funds directly from the USDE.

Eligible Applicants

If the applicant **IS affiliated** with or proposing to contract with a CMO that currently receives or will receive CSP funds directly from the USDE —



TEA cannot issue a CSP Start-Up Grant award, even if the proposed charter school is authorized.

Allowable Uses of Funds

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

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 charter school's educational program

Professional development/training for teachers and staff

Special Education support



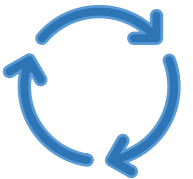
Allowable Costs for Implementation Activities

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

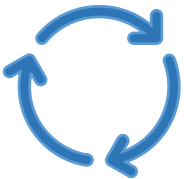
Non-consumable supplies and materials for start-up activities, including the following:

Textbooks;

Library books;

Reading materials;
and

Teaching materials.



Allowable Costs for Implementation Activities

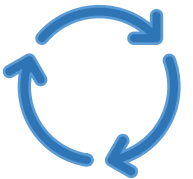
Costs associated with the installation of the following:

Computers;

Data systems;

Networks; and

Telephone systems.

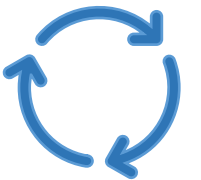


Allowable Costs for Implementation Activities

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**

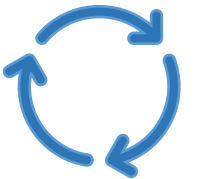


Allowable Costs for Implementation Activities

Financial management software and training

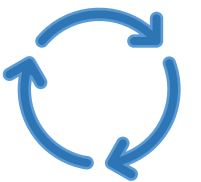
Property insurance to cover equipment purchased with grant funds

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



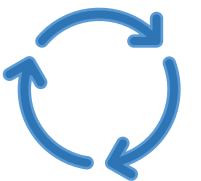
Allowable Costs – Payroll

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 or implementation activities** (i.e., as opposed to ongoing operations)



Allowable Costs – Payroll

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.



Unallowable Uses of Funds

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 P.E. program



CSP Start-Up Grant Items in the Application

- **Qualified Opportunity Zones (QOZs)**
- **Statutory Requirements**
 - Roles and Responsibilities
 - Parent and Community Engagement
 - Transportation
 - Grant-Related Budget
- **Program Requirements**
 - Student Outcome Goals
- **Attachments**
 - CSP1: CMO Receipt of Funds
 - CSP2: Equitable Access and Participation

Qualified Opportunity Zones (QOZs)

If the applicant proposes to open the charter school in a [Qualified Opportunity Zone](#) the application scoring process will allow for the award of a priority point for applicants committed to serving students who would otherwise attend a school located in a QOZ.

If awarded a charter, applicants committed to opening their respective charter schools in a QOZ will be required to provide specific census tract numbers and other information on how they plan to serve students in these high-need areas.

Narratives

Each of these items must be answered, pursuant to Section 4303(f) of the Every Student Succeeds Act (ESSA). (See also 20 U.S. Code Section 7221(b)(f)(1)(C)(i).)

Page 15: Roles and Responsibilities –

20 U.S. Code

§7221b(f)(1)(C)(i)(I)

ESSA §4303(f)(1)(C)(i)(I)

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.

Page 21: Community Engagement –

20 U.S. Code

§7221b(f)(1)(C)(i)(IV&VI)

ESSA §4303(f)(1)(C)(i)(IV&VI)

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.

Describe plans to support the ongoing use of effective parent, family, and community engagement and solicitation strategies to implement and operate the proposed charter school.

Page 23: Student
Transportation Plans –

20 U.S. Code
§7221b(f)(1)(E)
ESSA §4303(f)(1)(E)

Describe the plan for meeting the transportation needs of all the students at the proposed charter school.

Page 24: CSP Start-Up
Grant Proposed Use of
Funds –

20 U.S. Code
§7221b(f)(1)(C)(i)(V)
ESSA §4303(f)(1)(C)(i)(V)

Describe the eligible applicant's planned activities and expenditures of grant funds to open and prepare for the operation of the proposed charter school.

Page 24: Financial Sustainability –

20 U.S. Code

§7221b(f)(1)(C)(i)(V)

ESSA §4303(f)(1)(C)(i)(V)

Describe how the eligible applicant will maintain financial sustainability after the end of the grant period.

Page 16: Student Outcome Goals and Progress Measures –

CSP Grant SMART Goals

Identify three to five specific Student Outcome SMART Goals (specific, measurable, attainable, relevant, and time-bound) that will be achieved by the beginning of Year 3 (August 2025).

Attachments

- **CSP1: CMO Receipt of Funds** - Is the sponsoring entity a CMO or working with a CMO that is currently receiving or will receive a CSP grant?
- **CSP2: Equitable Access and Participation** - Check the appropriate boxes to indicate whether any barriers are foreseeable to equitable access and participation for any groups that will receive services funded by this federal grant.

Questions?