

# **U.S. Department of Education**

**Washington, D.C. 20202-5335**



## **APPLICATION FOR GRANTS UNDER THE**

**CHARTER SCHOOLS PROGRAM STATE EDUCATIONAL AGENCY  
CFDA # 84.282A  
PR/Award # U282A100005**

OMB No. 1894-0006, Expiration Date:  
Closing Date: MAY 07, 2010

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

| <b>Application for Federal Assistance SF-424</b>  |   | Version 02         |
|---|---|--------------------|
| * 1. Type of Submission<br><input type="checkbox"/> Preapplication<br><input checked="" type="checkbox"/> Application<br><input type="checkbox"/> Changed/Corrected Application | * 2. Type of Application:* If Revision, select appropriate letter(s):<br><input checked="" type="checkbox"/> New<br><input type="checkbox"/> Continuation      * Other (Specify)<br><input type="checkbox"/> Revision |                    |
| * 3. Date Received:<br>5/6/2010   | 4. Applicant Identifier:  |                    |
| 5a. Federal Entity Identifier:  | * 5b. Federal Award Identifier:<br>N/A  |                    |
| <b>State Use Only:</b>  |   |                    |
| 6. Date Received by State:  | 7. State Application Identifier:  |                    |
| <b>8. APPLICANT INFORMATION:</b>  |   |                    |
| * a. Legal Name: Texas Education Agency   |   |                    |
| * b. Employer/Taxpayer Identification Number (EIN/TIN):<br>746003079  | * c. Organizational DUNS:<br>179260856  |                    |
| <b>d. Address:</b>  |   |                    |
| * Street1:  | 1701 North Congress Avenue  |                    |
| Street2:  |   |                    |
| * City:   | Austin  |                    |
| County:   | Travis  |                    |
| State:  | TX  |                    |
| Province:   |   |                    |
| * Country:  | USA   |                    |
| * Zip / Postal Code:  | 78701   |                    |
| <b>e. Organizational Unit:</b>  |   |                    |
| Department Name:  | Division Name:  |                    |
| Accreditation   | Division of Charter School Administration   |                    |
| <b>f. Name and contact information of person to be contacted on matters involving this application:</b>   |   |                    |
| Prefix:   | Ms.   | * First Name: Mary |
| Middle Name:  |   |                    |

\* Last Name: Perry

Suffix:

Title: Director, Division of Charter School Administration

Organizational Affiliation:

Texas Education Agency

\* Telephone Number: (512)463-9575 Fax Number: (512)463-9732

\* Email: MARY.PERRY@TEA.STATE.TX.US

**Application for Federal Assistance SF-424**

Version 02

**9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.282A

CFDA Title:

Charter Schools Program State Educational Agency

**\* 12. Funding Opportunity Number:**

ED-GRANTS-032310-002

Title:

Office of Innovation and Improvement: Charter Schools Program (CSP): State Educational Agencies CFDA 84.282A

**13. Competition Identification Number:**

Title:

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

**\* 15. Descriptive Title of Applicant's Project:**

Texas Public Charter School Grant Program

Attach supporting documents as specified in agency instructions.

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Application for Federal Assistance SF-424**

Version 02

**16. Congressional Districts Of:**

\* a. Applicant: TX-21

\* b. Program/Project: TX-all

Attach an additional list of Program/Project Congressional Districts if needed.

**Attachment:**

Title :

File :

**17. Proposed Project:**

\* a. Start Date: 8/1/2010

\* b. End Date: 7/31/2015

**18. Estimated Funding (\$):**

|                      |             |
|----------------------|-------------|
| a. Federal           | \$ 51711917 |
| b. Applicant         | \$ 0        |
| c. State             | \$ 0        |
| d. Local             | \$ 0        |
| e. Other             | \$ 0        |
| f. Program<br>Income | \$ 0        |
| g. TOTAL             | \$ 51711917 |

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on 5/6/2010.

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes  No

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix: Ms. \* First Name: Shirley

Middle Name:

\* Last Name: Beaulieu

Suffix:

Title: Associate Commissioner of Finance/Chief Financial Officer

\* Telephone Number: (512)463-9189 Fax Number: (512)475-1706

\* Email: SHIRLEY.BEAULIEU@TEA.STATE.TX.US

\* Signature of Authorized Representative:

\* Date Signed:

**Application for Federal Assistance SF-424**

Version 02

**\* Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.



**U.S. DEPARTMENT OF EDUCATION**  
**BUDGET INFORMATION**  
**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
 Texas Education Agency

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY**  
**U.S. DEPARTMENT OF EDUCATION FUNDS**

| Budget Categories                    | Project Year 1(a) | Project Year 2<br>(b) | Project Year 3<br>(c) | Project Year 4<br>(d) | Project Year 5<br>(e) | Total (f)     |
|--------------------------------------|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------------|
| 1. Personnel                         | \$ 503,413        | \$ 315,694            | \$ 315,194            | \$ 315,194            | \$ 315,194            | \$ 1,764,689  |
| 2. Fringe Benefits                   | \$ 0              | \$ 0                  | \$ 0                  | \$ 0                  | \$ 0                  | \$ 0          |
| 3. Travel                            | \$ 2,500          | \$ 3,000              | \$ 3,500              | \$ 3,500              | \$ 3,500              | \$ 16,000     |
| 4. Equipment                         | \$ 0              | \$ 0                  | \$ 0                  | \$ 0                  | \$ 0                  | \$ 0          |
| 5. Supplies                          | \$ 0              | \$ 0                  | \$ 0                  | \$ 0                  | \$ 0                  | \$ 0          |
| 6. Contractual                       | \$ 100,000        | \$ 100,000            | \$ 100,000            | \$ 100,000            | \$ 100,000            | \$ 500,000    |
| 7. Construction                      | \$ 0              | \$ 0                  | \$ 0                  | \$ 0                  | \$ 0                  | \$ 0          |
| 8. Other                             | \$ 13,126,322     | \$ 9,000,000          | \$ 9,000,000          | \$ 9,000,000          | \$ 9,000,000          | \$ 49,126,322 |
| 9. Total Direct Costs<br>(lines 1-8) | \$ 13,732,235     | \$ 9,418,694          | \$ 9,418,694          | \$ 9,418,694          | \$ 9,418,694          | \$ 51,407,011 |
| 10. Indirect Costs*                  | \$ 84,946         | \$ 54,990             | \$ 54,990             | \$ 54,990             | \$ 54,990             | \$ 304,906    |
| 11. Training Stipends                | \$ 0              | \$ 0                  | \$ 0                  | \$ 0                  | \$ 0                  | \$ 0          |
| 12. Total Costs (lines 9-11)         | \$ 13,817,181     | \$ 9,473,684          | \$ 9,473,684          | \$ 9,473,684          | \$ 9,473,684          | \$ 51,711,917 |

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 9/1/2009 To: 8/31/2010 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): \_\_\_\_\_ The Indirect Cost Rate is 16%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 16%



**U.S. DEPARTMENT OF EDUCATION**  
**BUDGET INFORMATION**  
**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
 Texas Education Agency

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY**  
**NON-FEDERAL FUNDS**

| Budget Categories                    | Project Year 1(a) | Project Year 2<br>(b) | Project Year 3<br>(c) | Project Year 4<br>(d) | Project Year 5<br>(e) | Total (f) |
|--------------------------------------|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------|
| 1. Personnel                         | \$ 0              | \$ 0                  | \$ 0                  | \$ 0                  | \$ 0                  | \$ 0      |
| 2. Fringe Benefits                   | \$ 0              | \$ 0                  | \$ 0                  | \$ 0                  | \$ 0                  | \$ 0      |
| 3. Travel                            | \$ 0              | \$ 0                  | \$ 0                  | \$ 0                  | \$ 0                  | \$ 0      |
| 4. Equipment                         | \$ 0              | \$ 0                  | \$ 0                  | \$ 0                  | \$ 0                  | \$ 0      |
| 5. Supplies                          | \$ 0              | \$ 0                  | \$ 0                  | \$ 0                  | \$ 0                  | \$ 0      |
| 6. Contractual                       | \$ 0              | \$ 0                  | \$ 0                  | \$ 0                  | \$ 0                  | \$ 0      |
| 7. Construction                      | \$ 0              | \$ 0                  | \$ 0                  | \$ 0                  | \$ 0                  | \$ 0      |
| 8. Other                             | \$ 0              | \$ 0                  | \$ 0                  | \$ 0                  | \$ 0                  | \$ 0      |
| 9. Total Direct Costs<br>(lines 1-8) | \$ 0              | \$ 0                  | \$ 0                  | \$ 0                  | \$ 0                  | \$ 0      |
| 10. Indirect Costs                   | \$ 0              | \$ 0                  | \$ 0                  | \$ 0                  | \$ 0                  | \$ 0      |
| 11. Training Stipends                | \$ 0              | \$ 0                  | \$ 0                  | \$ 0                  | \$ 0                  | \$ 0      |
| 12. Total Costs (lines 9-11)         | \$ 0              | \$ 0                  | \$ 0                  | \$ 0                  | \$ 0                  | \$ 0      |

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

**Signature of Authorized Certifying Representative:**

**Name of Authorized Certifying Representative:** Ms. Shirley Beaulieu

**Title:** Associate Commissioner of Finance/CFO

**Date Submitted:** 05/06/2010

### Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

|   |   |  |
|---|---|--|
| <b>1. Type of Federal Action:</b><br><input type="checkbox"/> Contract<br><input type="checkbox"/> Grant<br><input type="checkbox"/> Cooperative Agreement<br><input type="checkbox"/> Loan<br><input type="checkbox"/> Loan Guarantee<br><input type="checkbox"/> Loan Insurance   | <b>2. Status of Federal Action:</b><br><input type="checkbox"/> Bid/Offer/Application<br><input type="checkbox"/> Initial Award<br><input type="checkbox"/> Post-Award                                  | <b>3. Report Type:</b><br><input type="checkbox"/> Initial Filing<br><input type="checkbox"/> Material Change<br><b>For Material Change only:</b><br>Year: 0Quarter: 0<br>Date of Last Report: |
| <b>4. Name and Address of Reporting Entity:</b><br><input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee<br>Tier, if known: 0<br><br>Name:<br>Address:<br>City:<br>State:<br>Zip Code + 4: -<br><br><b>Congressional District, if known:</b>  | <b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b><br><br>Name:<br>Address:<br>City:<br>State:<br>Zip Code + 4: -<br><br><b>Congressional District, if known:</b> |  |
| <b>6. Federal Department/Agency:</b>  | <b>7. Federal Program Name/Description:</b><br><br>CFDA Number, if applicable:  |  |
| <b>8. Federal Action Number, if known:</b>  | <b>9. Award Amount, if known: \$0</b>   |  |
| <b>10. a. Name of Lobbying Registrant</b> (if individual, last name, first name, MI):<br>Address:<br>City:<br>State:<br>Zip Code + 4: -   | <b>b. Individuals Performing Services</b> (including address if different from No. 10a)<br>(last name, first name, MI):<br>Address:<br>City:<br>State:<br>Zip Code + 4: -                               |  |
| <b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. | Name: Shirley Beaulieu<br>Title: Associate Commissioner of Finance/CFO<br>Applicant: Texas Education Agency<br>Date: 05/06/2010   |  |
| <b>Federal Use Only:</b>  | Authorized for Local<br>Reproduction<br>Standard Form LLL (Rev. 7-<br>97)   |  |

## CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

|  |
|--|
| <b>APPLICANT'S ORGANIZATION</b>                            |
| Texas Education Agency                                     |
| <b>PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b> |
| Prefix: Ms.      First Name: Shirley      Middle Name:     |
| Last Name: Beaulieu      Suffix:                           |
| Title: Associate Commissioner of Finance/CFO               |
| Signature: _____      Date: 05/06/2010                     |
| ED 80-0013 <span style="float: right;">03/04</span>        |

## Section 427 of GEPA

### NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

#### **To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

#### **What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

#### **What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### **Estimated Burden Statement for GEPA Requirements**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

**Attachment:**

Title : GEPA 427

File : S:\Grants\CSP Grant 10-14\May application\GEPA 427.doc

## Schedule #4D—Equitable Access and Participation

In accordance with the General Education Provisions Act, Section 427, each applicant must develop and describe the steps that they propose to take to ensure equitable access to and participation in this grant program. These barriers should be identified for all participants and potential participants during the needs assessment phase of the program planning and development.

The applicant must address the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including those based on gender, race, color, national origin, disability, and age.

To assist applicants in this effort, TEA has identified common barriers that may prevent students, teachers, and other beneficiaries from full and equitable participation and has also identified strategies that may assist in eliminating the barriers.

This application is not eligible to be considered for funding in the absence of this information.

**Shared Services Arrangements:** Submit one composite schedule for all members of the shared services arrangement.

### Barriers and Strategies

If no barriers to equitable access and participation exist for a group, check the appropriate box under **No Barriers**. If you check all three boxes, leave the rest of the form blank. If you check one or two of the boxes, leave the rest of those columns blank.

For each barrier identified during your comprehensive needs assessment, check which strategies are proposed to ensure equitable access and participation in this program, its projects, and activities for the groups to which the strategies apply.

If you plan a strategy to a listed barrier that is not mentioned, type that strategy in the row labeled **Other**, and check the groups to which the strategy applies.

If your needs assessment has identified a barrier that is not listed, type that barrier in **Other Barrier** under **Strategies for Other Barrier**. Type the strategy to overcome that barrier in **Other Strategy**, and check the groups to which the strategy applies.

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**Program Name**

**Schedule # 4D—Equitable Access and Participation: Barriers and Strategies**

| <b>No Barriers</b>  |  |                          |                          |                          |
|---|--|--------------------------|--------------------------|--------------------------|
| #   | No Barriers  | Students                 | Teachers                 | Others                   |
| 000   | The applicant assures that no barriers exist to equitable access and participation for any groups.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Barrier: Gender-Specific Bias</b>                        |  |                          |                          |                          |
| #   | Strategies for Gender-specific Bias  | Students                 | Teachers                 | Others                   |
| A01   | Expand opportunities for historically underrepresented groups to fully participate   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A02   | Provide staff development on eliminating gender bias   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A03   | Ensure strategies and materials used with students do not promote gender bias  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A04   | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A05   | Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A06   | Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A99   | Other (Specify)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Barrier: Cultural, Linguistic, or Economic Diversity</b> |  |                          |                          |                          |
| #   | Strategies for Cultural, Linguistic, or Economic Diversity   | Students                 | Teachers                 | Others                   |
| B01   | Provide program information/materials in home language   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B02   | Provide interpreter/translator at program activities   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B03   | Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B04   | Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B05   | Develop/maintain community involvement/participation in program activities   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B06   | Provide staff development on effective teaching strategies for diverse populations   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B07   | Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B08   | Seek technical assistance from Education Service Center, Technical Assistance Center, Title I, Part A School Support Team, or other provider                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B09   | Provide parenting training   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B10   | Provide a parent/family center   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B11   | Involve parents from a variety of backgrounds in decision making   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B12   | Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B13   | Provide child care for parents participating in school activities  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B14   | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B15   | Provide adult education, including GED and/or ESL classes, or family literacy program  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B16   | Offer computer literacy courses for parents and other program beneficiaries  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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**Program Name**

**Schedule # 4D—Equitable Access and Participation: Barriers and Strategies**

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

| #   | Strategies for Cultural, Linguistic, or Economic Diversity   | Students                 | Teachers                 | Others                   |
|-----|--|--------------------------|--------------------------|--------------------------|
| B17 | Conduct an outreach program for traditionally "hard to reach" parents  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B18 | Coordinate with community centers/programs   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B19 | Seek collaboration/assistance from business, industry, or institution of higher education  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B20 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B21 | Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B22 | Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B23 | Provide mediation training on a regular basis to assist in resolving disputes and complaints   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B99 | Other (Specify)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Gang-Related Activities**

| #   | Strategies for Gang-related Activities  | Students                 | Teachers                 | Others                   |
|-----|---|--------------------------|--------------------------|--------------------------|
| C01 | Provide early intervention.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C02 | Provide Counseling.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C03 | Conduct home visits by staff.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C04 | Provide flexibility in scheduling activities.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C05 | Recruit volunteers to assist in promoting gang-free communities.                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C06 | Provide mentor program.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C07 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C08 | Provide community service programs/activities.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C09 | Conduct parent/teacher conferences.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C10 | Strengthen school/parent compacts.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C11 | Establish partnerships with law enforcement agencies.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C12 | Provide conflict resolution/peer mediation strategies/programs.                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C13 | Seek collaboration/assistance from business, industry, or institution of higher education.          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C14 | Provide training/information to teachers, school staff, & parents to deal with gang-related issues. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C99 | Other (Specify)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Drug-Related Activities**

| #   | Strategies for Drug-related Activities                                       | Students                 | Teachers                 | Others                   |
|-----|--|--------------------------|--------------------------|--------------------------|
| D01 | Provide early identification/intervention.                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D02 | Provide Counseling.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D03 | Conduct home visits by staff.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D04 | Recruit volunteers to assist in promoting drug-free schools and communities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D05 | Provide mentor program.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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**Program Name**

**Schedule # 4D—Equitable Access and Participation: Barriers and Strategies**

| <b>Barrier: Drug-Related Activities (cont.)</b>            |  |                          |                          |                          |
|--|--|--------------------------|--------------------------|--------------------------|
| D06  | Provide before/after school recreational, instructional, cultural, or artistic programs/activities                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D07  | Provide community service programs/activities  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D08  | Provide comprehensive health education programs.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D09  | Conduct parent/teacher conferences.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D10  | Establish school/parent compacts.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D11  | Develop/maintain community partnerships.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D12  | Provide conflict resolution/peer mediation strategies/programs.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D13  | Seek collaboration/assistance from business, industry, or institution of higher education.                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D14  | Provide training/information to teachers, school staff, & parents to deal with drug-related issues.                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D15  | Seek Collaboration/assistance from business, industry, or institution of higher education.                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D99  | Other (Specify)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Barrier: Visual Impairments</b>                         |  |                          |                          |                          |
| #  | Strategies for Visual Impairments  | Students                 | Teachers                 | Others                   |
| E01  | Provide early identification and intervention.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E02  | Provide Program materials/information in Braille.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E03  | Provide program materials/information in large type.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E04  | Provide program materials/information on tape.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E99  | Other (Specify)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Barrier: Hearing Impairments</b>                        |  |                          |                          |                          |
| #  | Strategies for Hearing Impairments   | Students                 | Teachers                 | Others                   |
| F01  | Provide early identification and intervention.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F02  | Provide interpreters at program activities.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F99  | Other (Specify)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Barrier: Learning Disabilities</b>                      |  |                          |                          |                          |
| #  | Strategies for Learning Disabilities   | Students                 | Teachers                 | Others                   |
| G01  | Provide early identification and intervention.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G02  | Expand tutorial/mentor programs.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G03  | Provide staff development in identification practices and effective teaching strategies.                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G04  | Provide training for parents in early identification and intervention.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G99  | Other (Specify)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Barrier: Other Physical Disabilities or Constraints</b> |  |                          |                          |                          |
| #  | Strategies for Other Physical Disabilities or Constraints  | Students                 | Teachers                 | Others                   |
| H01  | Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H99  | Other (Specify)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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**Program Name**

**Schedule # 4D—Equitable Access and Participation: Barriers and Strategies**

| <b>Barrier: Absenteeism/Truancy</b>          |  |                          |                          |                          |
|--|--|--------------------------|--------------------------|--------------------------|
| <b>#</b>                                     | <b>Strategies for Absenteeism/Truancy</b>  | <b>Students</b>          | <b>Teachers</b>          | <b>Others</b>            |
| K01  | Provide early identification/intervention.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K02  | Develop and implement a truancy intervention plan.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K03  | Conduct home visits by staff.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K04  | Recruit volunteers to assist in promoting school attendance.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K05  | Provide mentor program.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K06  | Provide before/after school recreational or educational activities.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K07  | Conduct parent/teacher conferences.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K08  | Strengthen school/parent compacts.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K09  | Develop/maintain community partnerships.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K10  | Coordinate with health and social services agencies.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K11  | Coordinate with the juvenile justice system.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K12  | Seek collaboration/assistance from business, industry, or institution of higher education.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K99  | Other (Specify)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Barrier: High Mobility Rates</b>          |  |                          |                          |                          |
| <b>#</b>                                     | <b>Strategies for High Mobility Rates</b>  | <b>Students</b>          | <b>Teachers</b>          | <b>Others</b>            |
| L01  | Coordinate with social services agencies   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L02  | Establish partnerships with parents of highly mobile families.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L03  | Establish/maintain timely record transferal system.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L99  | Other (Specify)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Barrier: Lack of Support from Parents</b> |  |                          |                          |                          |
| <b>#</b>                                     | <b>Strategies for Lack of Support from Parents</b>   | <b>Students</b>          | <b>Teachers</b>          | <b>Others</b>            |
| M01  | Develop and implement a plan to increase support from parents.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M02  | Conduct home visits by staff.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M03  | Recruit volunteers to actively participate in school activities.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M04  | Conduct parent/teacher conferences.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M05  | Establish school/parent compacts.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M06  | Provide parenting training.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M07  | Provide a parent/family center.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M08  | Provide program materials/information in home language.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M09  | Involve parents from a variety of backgrounds in school decision making.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M10  | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M11  | Provide child care for parents participating in school activities.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M12  | Acknowledge and include family members' diverse skills, talents, acknowledge in school activities.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M13  | Provide adult education, including GED and/or ESL classes, or family literacy program.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M14  | Conduct an outreach program for traditionally "hard to reach" parents.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M99  | Other (Specify)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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**Program Name**

**Schedule # 4D—Equitable Access and Participation: Barriers and Strategies**

| <b>Barrier: Shortage of Qualified Personnel</b>              |  |                          |                          |                          |
|--|--|--------------------------|--------------------------|--------------------------|
| #  | Strategies for Shortage of qualified Personnel   | Students                 | Teachers                 | Others                   |
| N01  | Develop and implement a plan to recruit and retain qualified personnel.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N02  | Recruit and retain teachers from a variety of racial, ethnic, and language minority groups.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N03  | Provide mentor program for new teachers.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N04  | Provide intern program for new teachers.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N05  | Provide professional development in a variety of formats for personnel.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N06  | Collaborate with colleges/universities with teacher preparation programs.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N99  | Other (Specify)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Barrier: Lack of Knowledge Regarding Program Benefits</b> |  |                          |                          |                          |
| #  | Strategies for Lack of Knowledge regarding Program Benefits  | Students                 | Teachers                 | Others                   |
| P01  | Develop and implement a plan to inform program beneficiaries of program activities & benefits.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P02  | Publish newsletter/brochures to inform program beneficiaries of activities and benefits.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P03  | Provide announcements to local radio stations & newspapers about program activities/benefits.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P99  | Other (Specify)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Barrier: Lack of Transportation to Program Activities</b> |  |                          |                          |                          |
| #  | Strategies for Lack of Transportation to Program Activities  | Students                 | Teachers                 | Others                   |
| Q01  | Provide transportation for parents and other program beneficiaries to activities.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q02  | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q03  | Conduct program activities in community centers and other neighborhood locations.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q04  | Other (Specify)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Barrier: Other Barrier</b>                                |  |                          |                          |                          |
| #  | Strategies for Other Barrier   | Students                 | Teachers                 | Others                   |
| Z99  | Other Barrier:   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | Other Strategy:  |                          |                          |                          |

**SUPPLEMENTAL INFORMATION  
REQUIRED FOR  
DEPARTMENT OF EDUCATION GRANTS**

**1. Project Director:**

Prefix: \* First Name: Middle Name: \* Last Name: Suffix:  
Ms. Mary Perry

Address:

\* Street1: 1701 North Congress Avenue  
Street2:  
\* City: Austin  
County:  
\* State: TX \* Zip / Postal Code: 78701 \* Country: USA

\* Phone Number (give area code) (512)463-9575  
Fax Number (give area code) (512)463-9732

Email Address:

MARY.PERRY@TEA.STATE.TX.US

**2. Applicant Experience**

Novice Applicant  Yes  No  Not applicable

**3. Human Subjects Research**

Are any research activities involving human subjects planned at any time during the proposed project period?

Yes  No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

**Please attach an explanation Narrative:**

**Attachment:**

Title :  
File :

# Project Narrative

## Abstract Attachment Form

Attachment 1:

Title: **Abstract** Pages: **1** Uploaded File: **S:\Grants\CSP Grant 10-14\May application\CSP Grant Application 2010 - Abstract.pdf**

**Texas Education Agency**

1701 N. Congress Avenue

Austin, Texas 78701

Mary Perry, Director

Division of Charter School Administration

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**ABSTRACT**

The charter school program continues to thrive in Texas as state charter school laws support increasing the number of high-quality charter schools. In 1996 the State Board of Education (SBOE) authorized the first 20 charters. Today there are 215 active charters approved by the SBOE with 464 charter schools operating as part of these charters, serving 119,642 students. The number of charter schools under these charters grows each year as the commissioner of education considers and regularly approves expansion amendment requests for charters authorized by the SBOE. Additionally, legislation that allowed the SBOE to authorize an unlimited number of charters to public senior colleges or universities has been amended to include junior colleges, expanding the growth potential for high-quality charter schools.

The board of trustees of each independent school district in the state, a total of 1,030 different districts, also has the authority to award or provide for the creation of campus charters. Currently, 14 independent school districts operate 72 Texas campus charters and serve 28,750 students.

The two objectives that the Texas Education Agency has established for the state charter school grant program are to: (1) expand the number of high-quality charter schools available to students across the state, and (2) provide financial assistance for the start up and implementation of charter schools. Extensive evaluation programs coupled with early interventions are in place to ensure that Texas charters offer quality educational opportunities for Texas students. To support the work of the Texas charter school program, the Texas Education Agency requests \$51,711,917 in federal funding for the next five years from August 1, 2010 – July 31, 2015.

# Project Narrative

## Application Narrative Attachment Form

Attachment 1:

Title: **Project Narrative** Pages: **45** Uploaded File: **S:\Grants\CSP Grant 10-14\May application\CSP Grant Application 2010.pdf**

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***Competitive Preference Priority (1) Periodic Review and Evaluation (10 points).***

*The State provides for periodic review and evaluation by the authorized public chartering agency of each charter school at least once every five years, unless required more frequently by State law, to determine whether the charter school is meeting the terms of the school's charter, and is meeting or exceeding the student academic achievement requirements and goals for charter schools as provided under State law or the school's charter.*

As outlined in Texas Education Code (TEC) Chapter 39 for public schools, and made explicit to all types of charters through TEC §12.013(b)(3)(P), §12.055(b)(2)(I), §12.104(b)(2)(L), and §12.156(a), Texas provides for the following annual charter evaluations:

- School and district ratings through the **state accountability system**;
- District financial ratings through the **Charter School Financial Integrity Rating System of Texas (FIRST)**; and
- District **accreditation statuses**.

**State Accountability System**

Schools and districts are annually rated in the state accountability system. The base indicators used to determine ratings in 2009 were student performance on the Spring 2009 Texas Assessment of Knowledge and Skills (TAKS), the completion rate for the class of 2008, and the dropout rate for 2008. Schools in Texas, both traditional schools and charter schools, and charter districts serving a high percentage of students considered to be at risk of dropping out of school, and meeting certain other criteria, are eligible to be rated using alternative educational accountability (AEA) procedures. The base indicators are calculated differently for schools and charter districts rated using alternative procedures.

## **Charter School Financial Integrity Rating System of Texas (FIRST)**

Charter districts have always been required to conduct and submit annual independent financial audits to the Texas Education Agency (TEA) for review. For the first time in 2009, the TEA issued a financial accountability rating for charters which analyzed financial data from the previous fiscal year to determine the charter's performance related to three financial accountability assessments. The three financial accountability assessments considered for 2009 and 2010 ratings were: timeliness of the submission of the annual financial audit report to TEA, the ratio of assets to liabilities, and the type of opinion issued by the independent auditor. The current commissioner of education rules are being revised to expand the Charter School FIRST system by adding several more assessment areas. The proposed new indicators will cover fiscal responsibility and data quality; budgeting; personnel; and cash management.

### **Accreditation Status**

Charter districts were issued accreditation statuses for the first time in 2008-2009. The accreditation system examines the financial and academic health of districts and may examine performance in other areas, including program effectiveness, program compliance, and data integrity. Program effectiveness, program compliance, and data integrity are monitored using a variety of strategies, including indicator analysis, charter self-evaluations, agency desk reviews, and on-site monitoring to identify areas in need of improvement or correction for a given program. Based on the results of monitoring activities, intervention and sanction measures are implemented to address findings related to performance concerns and noncompliance with federal and state requirements.

A district that repeatedly fails to demonstrate adequate performance in one or more of these areas is issued a status of *Not Accredited – Revoked* and not allowed to operate as a public

school district in Texas. Three charter districts have been issued 2010 statuses of *Not Accredited* – *Revoked* and ordered to cease operations; however, all three are contesting the decisions through means allowed under state statute.

In addition to previously discussed annual performance requirements for charters, charters that are authorized by the State Board of Education (SBOE) and awarded for a term of five years are subject to the charter renewal process under the purview of the commissioner of education. Before the commissioner renews a charter, typically for a 10-year period, an extensive review of charter performance is conducted across program areas, including Performance Reporting, Child Nutrition, Financial Audits, Grants Administration, Legal Services, Public Education Information Management System (PEIMS) Data Reporting, Performance-Based Monitoring, Program Monitoring and Interventions, Individuals with Disabilities Education Act (IDEA) Coordination, No Child Left Behind (NCLB) Program Coordination, Student Assessment, Test Monitoring, Governance and General Inquiries, and Complaints.

A charter school authorized by an independent school district receives a rating each year in the state accountability system and is subject to specific performance requirements outlined in contracts between the charter school operator and the authorizer. Specific requirements for campus charters vary from authorizer to authorizer and may also vary from charter to charter for campus charters approved by the same authorizer.

***Competitive Preference Priority (2) Number of High-Quality Charter Schools (10 points).***

*The State has demonstrated progress in increasing the number of high-quality charter schools that are held accountable in the terms of the schools' charters for meeting clear and measurable objectives for the educational progress of the students attending the schools, in the period prior to the period for which an SEA or eligible applicant applies for a grant under this competition.*

Charter contracts, as well as Texas charter school laws, make it clear that charter schools and charter districts are to be held accountable for student performance under the state accountability system in the same fashion as traditional schools and districts. Through the state accountability system, in place since 1993, standards for student and school academic performance have steadily increased. In 2008, 7.1% of charter districts were rated *Exemplary*, the highest rating designation, and the percent increased to 15.6% in 2009. There was a slight change in the percent of charter districts rated *Recognized*, the second highest rating designation, from 2008 (20.7%) to 2009 (21%).

In 2008, 6.1% of charter campuses operated under charters authorized by the SBOE were rated *Exemplary*, and the percent more than doubled in 2009 to 15.8%. For charter campuses authorized by independent school districts, in 2008 the percent of campuses rated *Exemplary* was 16.1%. This increased to 37.7% for 2009.

Texas charter school laws support increasing the number of high-quality charter schools. Legislation approved in 2001 allows the SBOE to authorize an unlimited number of charters to public senior colleges or universities. Legislation approved in 2009 again expanded the growth potential for high-quality charter schools by amending the 2001 provision to include junior colleges as potential charter holders as well.

Although there is a legislative cap of 215 on the number of charter districts that can be authorized by the SBOE to entities other than public junior or senior colleges or universities, there is not a cap on the number of charter schools that may be approved by the commissioner of education, via the expansion amendment process, to charters awarded by the SBOE. In 2009, 38 additional campuses were approved to open in 2009-2010 under existing charters. The

commissioner has also waived some of the standard requirements for expansion for several high-performing charters, with the provision that student performance remain high, and he is open to considering waiver requests by other charter holders.

Charter school laws also allow for an unlimited number of campus charters authorized by independent school districts.

***Competitive Preference Priority (3) One Authorized Public Chartering Agency Other than an LEA, or an Appeals Process (10 points).***

*The State --*

*(a) Provides for one authorized public chartering agency that is not an LEA, such as a State chartering board, for each individual or entity seeking to operate a charter school pursuant to State law; or*

*(b) In the case of a State in which LEAs are the only authorized public chartering agencies, allows for an appeals process for the denial of an application for a charter school.*

Texas charter school laws provide for **multiple** public chartering agencies. The SBOE has the authority to award an unlimited number of charters to public colleges or universities, under TEC Chapter 12, Subchapter E, and 215 charters to nonprofit organizations, institutions of higher education, or governmental entities, under TEC Chapter 12, Subchapter D. Currently, there are three active charters operated by universities, as authorized by the SBOE under TEC Chapter 12, Subchapter E, and 212 others that were awarded by the SBOE under TEC Chapter 12, Subchapter D. It is common for there to be multiple charter schools under one charter, and currently there are 437 charter schools operating as part of these 215 SBOE-authorized charters. The number of charter schools under these charters grows each year as the commissioner of

education considers and regularly approves expansion amendment requests for charters authorized by the SBOE.

The board of trustees of each independent school district in the state, a total of 1,030 different districts, has the authority, under TEC Chapter 12, Subchapters B and C, to award or provide for the creation of campus charters, campus program charters, and home-rule school district charters. Although there are no home-rule school district charters, 72 campus charters are currently operating, as authorized by 14 different independent school districts, and more campus charters have been authorized to begin operation in 2010.

***Competitive Preference Priority (4) High Degree of Autonomy (10 points).***

*The State ensures that each charter school has a high degree of autonomy over the charter school's budgets and expenditures.*

Each charter approved by the Texas SBOE has a high degree of autonomy over its budgets and expenditures. A high degree of fiscal autonomy is realized in that charters are **not** generally subject to TEC Chapters 21 and 22, which set out many of the requirements related to personnel policies, such as minimum salary requirements, teacher employment contracts, educator certification, and duties and benefits, and it is left to each charter holder board to manage routine finances. Additionally, school calendars and hours of operation, as well as student/teacher ratio and class size, which impact budgets and expenditures, are not mandated for these charters.

When using state funds, a charter awarded by the SBOE can elect to use procedures for purchasing and contracting that are different from those required of independent school districts by including provisions describing the alternate procedures in the original charter application or

requesting a charter amendment from the commissioner. However, federal regulations pertaining to budgeting and expending funds, purchasing and contracting for services, and reporting requirements must be followed when using federal funds.

Like charter districts, authorized by the SBOE, campus charters, authorized by independent school districts, are also **not** generally subject to TEC Chapters 21 and 22 personnel requirements or the sections of state law that deal with school calendars, hours of operation, student/teacher ratio and class size. In determining eligibility for CSP grant funding, TEA requires districts to submit information on the autonomy afforded to campus charters. Specifically, detailed descriptions, including supporting documentation, of the ways in which a campus charter will be permitted to govern autonomously are submitted and then reviewed and considered by TEA staff in the Division of Charter School Administration. Staff members look for evidence that the day-to-day campus charter decision makers have control of and/or provide significant input regarding to the school's curriculum, calendar, budget, and daily operations.

***Invitational Priority High-Quality Charter Schools in Urban or Rural Areas.***

*The Secretary is particularly interested in projects designed to enhance and expand a State's capacity to support high-quality charter schools in one or more geographic areas, particularly urban and rural areas, in which a large proportion or number of public schools have been identified for improvement, corrective action, or restructuring under Title I, Part A of the ESEA.*

The majority of the applications for State Board of Education (SBOE)-approved charters currently under review are for charters that would establish schools in or very near urban independent school districts identified for Title I school improvement due to failing to meet adequate yearly progress (AYP) for two or more years and in areas meeting the federal definition of high-need communities. The same is true for campus charters scheduled to open in the 2010-2011 school year. One such campus charter planning to open in fall 2010 is the result of a contract between an independent school district with multiple, significant, ongoing performance issues and an enrollment of 100% economically disadvantaged students and a charter authorized by the SBOE that currently operates highly successful and nationally recognized charter schools.

In addition, the application scoring matrix for charter schools seeking federal CSP funds from the state will be designed so that greater points are awarded to applicants locating within close proximity to campuses that have been identified in need of Title I school improvement and dedicated to serving those students.

***Application Requirement (i)***

*Describe the objectives of the SEA's charter school grant program and describe how these objectives will be fulfilled, including steps taken by the SEA to inform teachers, parents, and communities of the SEA's charter school grant program.*

See *Selection Criteria (i)* for a detailed response to this application requirement.

***Application Requirement (ii)***

*Describe how the SEA will inform each charter school in the State about Federal funds the charter school is eligible to receive and Federal programs in which the charter school may participate.*

See *Selection Criteria (iii)* for a detailed response to this application requirement.

***Application Requirement (iii)***

*Describe how the SEA will ensure that each charter school in the State receives the school's commensurate share of Federal education funds that are allocated by formula each year, including during the first year of operation of the school and a year in which the school's enrollment expands significantly.*

See *Selection Criteria (iii)* for a detailed response to this application requirement.

***Application Requirement (iv)***

*Describe how the SEA will disseminate best or promising practices of charter schools to each local educational agency (LEA) in the State.*

The TEA Best Practices Clearinghouse, required by TEC §7.009, provides online information relating to the best practices of campuses, school districts, and charter schools and currently features a bank of best practice summaries from schools or districts that are consistently high-performing or that have documented improvement in student performance and/or campus and district operations.

On April 30, 2010, the new Best Practices Clearinghouse website was launched. The website underwent dramatic changes making it more dynamic, informative and useful. Specifically, there are new evidence standards that include rigorous scientific evidence, aligning with the No Child Left Behind (NCLB) standard for scientific-based research; quantitative evidence, requiring data from more than three years; qualitative evidence, requiring support from educator observation and data from more than two years; and theory-based evidence, requiring support by expert theory and educator observation. The new and improved Best Practices Clearinghouse offers detailed steps for implementing the best practices, including timelines for implementation, available resources and tools, lessons learned, and any related documents or forms. A key new feature is a detailed search functionality that allows users to quickly locate summaries of interest by campus or district, topic area, evidence level, and/or program.

***Application Requirement (v)***

*If an SEA elects to reserve part of its grant funds (no more than 10 percent) for the establishment of a revolving loan fund, describe how the revolving loan fund would operate.*

Texas does not plan to establish a revolving loan fund.

***Application Requirement (vi)***

*If an SEA desires the Secretary to consider waivers under the authority of the CSP, include a request and justification for any waiver of statutory or regulatory provisions that the SEA believes is necessary for the successful operation of charter schools in the State.*

Texas requests a waiver to Public Law 107-110 Section 5202(c)(1) that states a federal CSP grant will be awarded to a state educational agency “for a period of not more than 3 years.” Texas requests a five-year grant award period.

Trends in performance by students attending charter schools benefiting from CSP grant funds are more likely to emerge over a five-year period. In addition, the longer grant period will provide time for results from annual interim reports evaluating the Texas CSP grant project to be critically reviewed and considered and to impact the Texas charter program. As appropriate, results from the interim reports will be shared with the charter community and with staff members at independent school districts that are likely to authorize charters to encourage the establishment of additional high performing Texas charter schools.

All sections of the Texas CSP federal grant application reflect a five-year project period.

***Application Requirement (vii)***

*Describe how charter schools that are considered to be LEAs under State law and LEAs in which charter schools are located will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act.*

Special education requirements for Texas public schools, that comply with federal law, are outlined in TEC Chapter 29, Subchapter A, and made explicit to all types of charter schools through TEC §12.013(b)(3)(I), §12.055(b)(2)(D), §12.104(b)(2)(F), and §12.156(a).

Charters authorized by the SBOE, and considered LEAs under Texas law, meet the needs of students with disabilities in a variety of ways including having in-house special education directors and/or teachers, contracting with external professionals to provide services, and/or participating in shared services arrangement cooperatives that arrange for student services at multiple charters. Students with disabilities at campus charters most often receive special education services, other than modifications to classroom instruction which are provided on site, from district staff not housed at the campus charters.

Results for special education students who take the state assessments are reported by campus and district. In addition, monitoring staff at TEA annually review special education information at the district level including passing rates on state assessments, participation rates on state assessments, least restrictive environment placement rates, dropout rates for students in Grades 7-12, graduation rates, and representation in special education programs. Results of these monitoring efforts are publicly reported.

To provide assistance in the area of special education, the TEA allocates funds to all 20 education service centers located across the state specifically for charter special education technical assistance, and each service center has at least one staff member designated as the charter school special education contact.

***Selection Criteria (i)***

*The contribution the charter schools grant program will make in assisting educationally disadvantaged and other students to achieve State academic content standards and State student academic achievement standards (30 points).*

The state accountability system, in place since 1993, currently includes the Texas Assessment of Knowledge and Skills (TAKS) in grades 3-9 reading, grade 10 and exit level English language arts, and grades 3-10 and exit level mathematics. In 2012 Texas will transition to a new accountability structure that will include annual testing of students in grades 3-8 reading and grades 3-8 mathematics and end-of-course exams for English I, English II, English III, Algebra I, Algebra II, and geometry.

Standards for student and school academic performance have steadily increased; yet performance by students in charter schools benefiting from charter school program (CSP) funding has risen. Performance on state assessments at these charter schools shows that 87% of the students assessed through TAKS met the state standard in reading/English language arts in 2008 and 88% met the standard in 2009. In mathematics, 73% of those assessed met the standard in 2008, and 76% met the standard in 2009. It is significant to note these performance levels have been achieved at charter schools in their infancy, within the first three years of operation,

The majority of the applications for State Board of Education (SBOE)-approved charters currently under review are for charters that would establish schools in or very near independent school districts identified for school improvement due to failing to meet adequate yearly progress (AYP) for two or more years. The same is true for campus charters scheduled to open in the 2010-2011 school year. One such campus charter planning to open in Fall 2010 is the result of a contract between an independent school district with multiple, significant, ongoing performance

issues and 100% of the student population identified as economically disadvantaged and a charter authorized by the SBOE that currently operates highly successful and nationally recognized charter schools.

The CSP grant will impact student performance by funding instructional materials, curriculum development, staff development, computers, other equipment, and supplies and materials necessary for school operations. The availability of CSP funds will be a motivating factor in the development of new charter schools designed to meet the needs of students currently attending traditional low-performing schools.

The Texas Education Agency (TEA) has the following objectives and performance targets for the state CSP grant program:

**Objective 1 – To expand the number of high-quality charter schools available to students across the state**

Research conducted by the Texas Public Policy Foundation indicated that more than 40,000 Texas students were on charter school waiting lists during the 2008-2009 school year. Clearly there is a need for more charter schools in Texas, but charter schools must provide a high-quality education for students. The first purpose for charter schools as identified in Texas Education Code (TEC) Chapter 12 is to improve student learning. Performance on state assessments at charter schools benefiting from the current Texas CSP grant shows that 87% of the students assessed through TAKS in these charter schools met the state standard in reading/English language arts in 2008 and 88% met the standard in 2009. In math, 73% of those assessed met the standard in 2008, and 76% met the standard in 2009.

There are rigorous requirements in place for a charter to be authorized by the SBOE. The application process requires that each applicant attend an applicant conference; submit a

complete application by the deadline; receive an average minimum cut score, as predetermined by the SBOE, when the application is reviewed by external reviewers; interview with a five-member committee of the SBOE; and receive approval by vote of the entire SBOE.

The commissioner of education approves expansion amendments to charters authorized by the SBOE only after an extensive review of charter performance is conducted across program areas. The areas reviewed when an expansion amendment is requested include the same areas that are reviewed when a charter is up for renewal as follows: Performance Reporting, Child Nutrition, Financial Audits, Grants Administration, Legal Services, Public Education Information Management System (PEIMS) Data Reporting, Performance-Based Monitoring, Program Monitoring and Interventions, Individuals with Disabilities Education Act (IDEA) Coordination, No Child Left Behind (NCLB) Program Coordination, Student Assessment, Test Monitoring, Governance and General Inquiries, and Complaints. To be designated by the commissioner as a new school under an existing charter eligible to apply for CSP funding, a charter is required to meet the basic expansion amendment requirements and have sustained higher levels of student performance over a longer period of time.

To assist staff members of independent school districts in encouraging and supporting independent school district boards with careful and thoughtful charter school authorization, TEA staff will meet with district staff, via video conferences or webinars, to explain state and federal charter school requirements prior to due dates for submitting CSP grant eligibility documentation. TEA staff members will also be ready and willing to assist district personnel at any time of the year as charter school authorization is considered and will hold a video conference or webinar for district staff, independent of the CSP grant application process, to explain statutory campus charter requirements, including the following:

- District charter policies
- Methods of authorization
- Charter content and form
- Student admission criteria
- Provisions with which campus charters are required to comply
- Areas of autonomy afforded to campus charters
- Charter revision
- Probation and revocation

Taking into consideration that in 2012 Texas will transition to a different accountability structure, as required in House Bill (HB) 3 approved during the 81st Texas Legislature of 2009; that 2012 will be a year to establish baselines on performance in the new structure; and that historically transitioning to new accountability structures have initially resulted in lower results, TEA has established the following performance targets to track the success of Objective 1:

- More than 90% of the students assessed through TAKS and attending charter schools funded under the CSP grant will meet the state performance standard in reading/English language arts in 2011.
- More than 79% of the students assessed through TAKS and attending charter schools funded under the CSP grant will meet the state performance standard in mathematics in 2011;
- More than 75% of the students assessed through testing in the state accountability system and attending charter schools funded under the CSP grant will meet the state performance standard in reading/English I, English II, and English III in 2013;

- More than 70% of the students assessed through testing in the state accountability system and attending charter schools funded under the CSP grant will meet the state performance standard in mathematics/Algebra I, Algebra II, and geometry in -2013;
- The percentage of students, assessed through testing in the state accountability system and attending charter schools funded under the CSP grant, that meet the state performance standard in reading/English I, English II, and English III will increase by at least three percentage points each year after 2013; and
- The percentage of students, assessed through testing in the state accountability system and attending charter schools funded under the CSP grant, that meet the state performance standard in mathematics/Algebra I, Algebra II, and geometry will increase by at least three percentage points each year after 2013.

Any public school in the state, including a charter school, that fails to demonstrate academically acceptable student performance on state assessments is required to implement interventions to improve performance. After one year of unacceptable performance, a campus intervention team must be assembled to complete focused data analyses, needs assessments and evaluations and to use the data to develop a school improvement plan. School improvement plans and regular progress reports are submitted to and reviewed by staff members at TEA with monitoring responsibilities. A school that fails to demonstrate acceptable performance for two consecutive years must develop a plan for reconstitution in addition to engaging in the same corrective activities that occur after one year of unacceptable performance. A third consecutive year of unacceptable performance leads to the implementation of campus reconstitution, and additional years of unacceptable performance lead to other sanctions as determined by the commissioner of education. Support for implementing interventions is available through staff at

local education service centers (ESCs). Each of the 20 ESCs across the state has staff designated to assist schools with turnaround efforts.

Diligent TEA oversight increases the likelihood that a charter school benefiting from CSP grant funds will be able to correct any problem areas quickly and offer students a high-quality education.

**Objective 2 – To provide financial assistance for the start up and implementation of charter schools**

Federal CSP funds will be made available through a competitive grant process to the following:

- Charters authorized by the SBOE, once they have cleared all contingencies and are issued contracts;
- Campus charters authorized by independent school districts, once required eligibility documentation has been submitted by the districts and carefully reviewed by TEA staff and the campus charters are deemed eligible for funding; and
- New schools under existing charters previously authorized by the SBOE, once required eligibility documentation has been submitted by the charters and carefully reviewed by TEA staff and the commissioner of education designates the school a new school.

Prior to opening a charter school for the first time, representatives of any new charter authorized by the SBOE will be required to attend charter orientation. To provide assistance in the area of finance, presenters in the two- to three-day orientation sessions will discuss topics that directly relate to finance, including the CSP grant, state funding, and financial audits.

Charters authorized by the SBOE to first-time charter holders will be required to budget for the

purchasing and/or implementation of approved financial accounting software systems in their CSP grant applications. Although charter orientation will be required for those opening their first charters approved by the SBOE, it will be open to the general public.

TEA will track the success of Objective 2 with the following performance targets:

- At least 80% of awarded CSP grants are funded within 60 days of the official TEA award announcement;
- 100% of the charters authorized by the SBOE to first-time charter holders and awarded CSP grants will budget for the purchasing and/or implementation of approved financial accounting software systems in their CSP grant applications; and
- 100% of new charters authorized by the SBOE will have one or more representative attend charter orientation, during the charter’s planning phase prior to serving students, to help charter staff understand compliance requirements and initiate successful instructional programs for students.

TEA will keep the public informed of the CSP grant program by creating a new section on the Division of Charter School Administration webpage devoted to grant information. This section will include the following: information on grant eligibility; answers to frequently asked CSP grant questions; dates of upcoming sessions and/or deadlines; links to charter laws and rules; instructions on accessing the most recent CSP grant application from the TEA grant page; and contact information for one or more staff members who are knowledgeable about the CSP and prepared to talk about the program and answer questions. In addition, formal notifications of all competitive discretionary grants that are available through the TEA are posted in the Texas Register, an official weekly publication similar to the Federal Register, so notice of the CSP

grant applications will be included in a publication designed to document official state announcements.

***Selection Criteria (ii)***

*The degree of flexibility afforded by the SEA to charter schools under the State's charter school law (30 points).*

Rather than listing the areas of autonomy afforded to charter schools in state law, TEC lists, in Chapter 12, areas of law that are applicable to the various types of charters. However, there are laws located in other sections of state statutes that are made explicit to charter schools. Nevertheless, each charter approved by the Texas SBOE has a high degree of autonomy over its budgets and expenditures. A high degree of fiscal autonomy is realized in that these charters are **not** generally subject to TEC Chapters 21 and 22 which set out many of the requirements related to personnel policies, such as minimum salary requirements, teacher employment contracts, educator certification, and duties and benefits, and it is left to each charter holder board to manage routine finances. Additionally, school calendars and hours of operation, as well as student/teacher ratio and class size, which impact budgets and expenditures, are not mandated for these charters.

When using state funds, a charter awarded by the SBOE can elect to use procedures for purchasing and contracting that are different from those required of independent school districts by including provisions describing the alternate procedures in the original charter application or requesting a charter amendment from the commissioner. However, federal regulations pertaining

to budgeting and expending funds, purchasing and contracting for services, and reporting requirements must be followed when using federal funds.

Like charter districts, authorized by the SBOE, campus charters, authorized by independent school districts, are also **not** generally subject to TEC Chapters 21 and 22 personnel requirements or the sections of state law that deal with school calendars, hours of operation, student/teacher ratio and class size. In determining eligibility for CSP grant funding, TEA requires districts to submit information on the autonomy afforded to campus charters.

Specifically, detailed descriptions, including supporting documentation, of the ways in which a campus charter will be permitted to govern autonomously are submitted and then reviewed and considered by TEA staff in the Division of Charter School Administration. Staff members look for evidence that the day-to-day campus charter decision makers have control of and/or provide significant input regarding to the school's curriculum, calendar, budget, and daily operations. In the future, districts will also be asked to document how the areas of autonomy afforded to each campus charter go above and beyond areas of autonomy offered to their traditional schools.

### ***Selection Criteria (iii)***

*The number of high-quality charter schools to be created in the State (30 points).*

Legislation approved in 2001 allows the SBOE to authorize an unlimited number of charters to public senior colleges or universities. Legislation approved in 2009 again expanded the growth potential for high-quality charter schools by amending the 2001 provision to include junior colleges as potential charter holders as well. The SBOE authorizes charters only after a rigorous application process that requires each applicant to attend an applicant conference; submit a complete application by the deadline; receive an average minimum cut score, as

predetermined by the SBOE, when the application is reviewed by external reviewers; interview with a five-member committee of the SBOE; and receive approval by vote of the entire SBOE.

Although there is a legislative cap of 215 on the number of charter districts that can be authorized by the SBOE to entities other than public junior or senior colleges or universities, there is not a cap on the number of charter schools that may be approved by the commissioner of education, via the expansion amendment process, to charters awarded by the SBOE. In 2009, 38 additional campuses were approved to open in 2009-2010 under existing charters. Before the commissioner grants an expansion amendment to an existing charter, a rigorous review of charter performance is conducted as detailed in *Selection Criteria (i)*. The commissioner has also waived some of the standard requirements for expansion for several high-performing charters with the provision that student performance remain high, and he is open to considering waiver requests by other charter holders. Only the highest performing of those charters that are eligible to expand will also be eligible to apply for new school designation. Information provided to TEA by charter operators on the short Application for New School Designation allows the commissioner to consider the school's daily operations and oversight, as well as student performance standards specific to the school, in determining whether the school is a new school. Charter holders will be able to apply for CSP grant funds for schools determined by the commissioner to be new schools.

Charter school laws also allow for an unlimited number of campus charters authorized by independent school districts. Plans to systematically assist staff members of independent school districts in better understanding state statutory authority for and requirements of charter law are under development. Video conferences or webinars specific to statutory campus charter requirements will be held in addition to video conferences or webinars about CSP grant

eligibility documentation and the CSP grant application. TEA staff members are also willing and available to assist district personnel at any time of the year as charter school authorization is considered.

It is anticipated that five charters will be authorized by the SBOE each year, including those granted to colleges or universities and not considered under the cap and those granted to other entities as charters considered under the cap. Although the cap was reached once, charters became available for SBOE award when existing charters were returned, revoked, or non-renewed. It is expected that 10 charter schools will be designated new schools by the commissioner each year, and 10 new campus charters will be authorized annually by independent school districts. Since Texas will grant CSP funding through a competitive process, plans are being developed to award 20 new CSP grants annually.

Texas Education Code §12.106 (2) states the following:

“An open-enrollment charter school is entitled to funds that are available to school districts from the agency or the commissioner in the form of grants or other discretionary funding unless the statute authorizing the funding explicitly provides that open-enrollment charter schools are not entitled to the funding.”

The responsibility to ensure that charter schools know about state and federal sources of funding for which they are eligible begins with the staff in the Division of Charter School Administration. Procedures are in place to officially notify, via email, key staff members throughout the TEA when a new charter is officially approved and entered into the agency database. Notifying the key staff members and placing the charter in the database ensures that staff in other divisions officially notify charters, as appropriate, about funding that they may be eligible to receive.

Formal notifications of all competitive discretionary grants that are available through the TEA are posted in the Texas Register, an official weekly publication similar to the Federal Register, and posted on the TEA website.

Charter holders authorized by the SBOE are considered LEAs, and they submit consolidated applications that cover the following federal formula programs:

- Title I, Part A—Improving Basic Programs Operated by Local Education Agencies
- Title II, Part A—Teacher and Principal Training and Recruiting Fund
- Title III, Part A—LEP
- Title III, Part A—Immigrant

These charter holders are notified by staff from the Division of Formula Grants Administration, via posting on the TEA correspondence webpage where all official agency correspondence resides, when the NCLB Data Request Form for Federal Funding is available through the electronic grants system. To ensure that charter holders opening for the very first time receive this vital information, they are sent certified letters. Each charter that has not submitted its NCLB Data Request Form for Federal Funding is sent an email reminder 30 days prior to the due date, again 15 days prior to the due date, again five days prior to the due date, and one day before the deadline.

Upon determination of eligibility, TEA sends each charter a certified letter with a planning amount summary and detailed guidance for applying for the funding. In the event that a deadline is missed due to extenuating circumstances, there is an appeals process.

In addition, staff members in the Division of Formula Grants Administration send a certified letter in mid-September to each charter participating in the federal programs that outlines the following criteria for significant expansion and provides directions to be followed to

provide documentation of the expansion resulting in the reopening of the electronic grants application system:

- A minimum total student enrollment of 300, **and**
- At least a 50% increase in the age 5-17 student enrollment from the enrollment submitted previously on the original submission.

Independent school districts that authorize campus charters, and receive all funding for campus charters, will be required to provide plans for distributing federal funds to each campus charter as part of their CSP grant eligibility documents.

***Project Narrative –***

***Selection Criteria (iv)***

*The quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks (30 points).*

The following table outlines the management plan for the Texas CSP grant program. The management plan reflects a project timeline with specific activities and milestones as well as TEA staff responsibilities for the various activities.. The events detailed in the one cycle of activities also will occur in subsequent project years and will follow similar patterns, with adjustments, as needed, to best meet the needs of the Texas charter community. However, non-competitive continuation grants will only be a feature of Year 1, with interim reports due in

January 2012 and in six-month intervals after January 2012. Final evaluation reports for all CSP grants will be due within three months of the end of the grant project period.

Although different staff members within the Division of Charter School Administration as well as staff members from other TEA divisions may be indicated as sharing the responsibility for specific activities, the ultimate responsibility for the CSP grant program lies with the project director who serves TEA in the position of Director, Division of Charter School Administration. Resumes of the director and assistant director of the Division of Charter School Administration and the grant manager from the Division of Discretionary Grants are attached in the section of the application called Project Narrative – Other Attachment Form.

| <b>DATE</b>          | <b>ACTIVITIES/MILESTONES</b>  | <b>RESPONSIBLE TEA STAFF</b>                               |
|----------------------|---|--|
| <b>Mid July 2010</b> | Letters to independent school districts with <b>deadline</b> for authorizing 2011-2012 campus charters; <b>date</b> of video conference or webinar to be conducted by TEA staff about CSP eligibility requirements and general grant criteria; and <b>due date</b> to submit eligibility documentation for any campus charter wanting to apply for initial CSP funding in spring 2011 | <b>Director, Division of Charter School Administration</b> |
| <b>Mid July 2010</b> | Letters to SBOE authorized charters with <b>deadline</b> for submitting the Applications for New School Designation for schools to be eligible for CSP funding in spring 2011; and <b>date</b> of video conference or webinar to be conducted by TEA staff about new school eligibility requirements and CSP general grant criteria   | <b>Director, Division of Charter School Administration</b> |

|                            |  |   |
|----------------------------|--|---|
| <b>Mid September 2010</b>  | Video conference or webinar for independent school district staff about CSP eligibility requirements and general CSP grant requirements  | <b>Assistant Director, Division of Charter School Administration</b>                  |
| <b>Mid September 2010</b>  | Video conference or webinar for staff of existing charters authorized by the SBOE about eligibility requirements for new school designation and general CSP grant requirements | <b>Assistant Director, Division of Charter School Administration</b>                  |
| <b>Late September 2010</b> | SBOE approves new charters   | <b>SBOE</b>   |
| <b>Late September 2010</b> | New section of the TEA Division of Charter School Administration webpage devoted to CSP grant information goes live  | <b>Director and Web Administrator<br/>– Division of Charter School Administration</b> |
| <b>Late September 2010</b> | School districts submit CSP eligibility documentation for campus charters; charters authorized by the SBOE submit Applications for New School Designation                      | <b>Director – Division of Charter School Administration</b>                           |

|  |  |  |
|--|--|--|
| <p><b>Late September –<br/>Mid October 2010</b></p>  | <p>TEA staff members review school district CSP eligibility documentation and Applications for New School Designation; TEA determines which campus charters and which new schools under existing charters are eligible to apply for CSP funds and notifies them of determination and upcoming release of CSP grant application</p> | <p><b>Director and Assistant Director –<br/>Division of Charter School<br/>Administration</b></p>  |
| <p><b>Late September –<br/>Mid-November 2010</b></p> | <p>Charters authorized by the SBOE in September 2010 work with TEA staff to clear contingencies identified during TEA staff reviews of applications</p>  | <p><b>TEA staff members from the<br/>Division of Charter School<br/>Administration, the Division of<br/>Financial Audits, and the<br/>Division of Legal Services</b></p> |
| <p><b>Early October 2010</b></p>                     | <p>Release request for proposal (RFP) for experienced research group to evaluate the Texas CSP program</p>   | <p><b>Director – Division of Evaluation,<br/>Analysis, and Planning</b></p>  |
| <p><b>Mid October 2010</b></p>                       | <p>CSP grant application made available, posted on TEA website, and announced in the Texas Register</p>  | <p><b>CSP Grant Manager – Division of<br/>Discretionary Grants</b></p>   |

|   |   |  |
|---|---|--|
| <b>Early November 2010</b>              | Video conference or webinar for all parties eligible to submit competitive CSP grant applications   | <b>Director and Assistant Director –<br/>Division of Charter School<br/>Administration; CSP Grant<br/>Manager – Division of<br/>Discretionary Grants</b> |
| <b>Early December 2010</b>              | Charters still within the first 24 months of beginning operations that were awarded prior CSP grant funds receive notice of upcoming non-competitive continuation grant application | <b>CSP Grant Manager – Division of<br/>Discretionary Grants</b>  |
| <b>December 2010</b>                    | Organization selected to evaluate the Texas CSP program   | <b>Director – Division of Evaluation,<br/>Analysis and Planning</b>  |
| <b>December 2010</b>                    | CSP grant applications due  | <b>CSP Grant Manager – Division of<br/>Discretionary Grants</b>  |
| <b>December 2010 –<br/>January 2011</b> | CSP grant applications reviewed and scored by external peer reviewers   | <b>CSP Grant Manager – Division of<br/>Discretionary Grants</b>  |
| <b>January 2011</b>                     | Non-competitive CSP continuation grant application posted on TEA website  | <b>CSP Grant Manager – Division of<br/>Discretionary Grants</b>  |

|                                  |  |  |
|----------------------------------|--|--|
| <b>Mid January 2011</b>          | Video conference or webinar for charters eligible to submit non-competitive CSP continuation grant applications            | <b>Director and Assistant Director –<br/>Division of Charter School<br/>Administration; CSP Grant<br/>Manager – Division of<br/>Discretionary Grants</b> |
| <b>February 2011</b>             | Charter orientation  | <b>Director– Division of Charter<br/>School Administration</b>   |
| <b>Early February 2011</b>       | Formal TEA announcement of CSP grantees  | <b>Office of the Commissioner</b>  |
| <b>Mid February 2011</b>         | Non-competitive CSP continuation grant applications due  | <b>CSP Grant Manager – Division of<br/>Discretionary Grants</b>  |
| <b>February – March<br/>2011</b> | Negotiations with CSP grantees of competitive grants   | <b>CSP Grant Manager – Division of<br/>Discretionary Grants</b>  |
| <b>March – Summer<br/>2011</b>   | Negotiations with grantees of CSP non-competitive continuation grants and award of funds so not to have a break in service | <b>CSP Grant Manager – Division of<br/>Discretionary Grants</b>  |

|                                       |   |  |
|---------------------------------------|---|--|
| <b>April 2011</b>                     | CSP funds flow to grantees of competitive grants  | <b>CSP Grant Manager – Division of Discretionary Grants</b>                        |
| <b>April 2011</b>                     | Video conference or webinar for independent school district staff about state statutory campus charter requirements and general CSP campus charter grant eligibility requirements | <b>Director and Assistant Director – Division of Charter School Administration</b> |
| <b>May 2011</b>                       | Charter orientation   | <b>Director – Division of Charter School Administration</b>                        |
| <b>Summer 2011</b>                    | Annual evaluation of Texas CSP grant program; review and report success in meeting performance targets to USDE  | <b>Director – Division of Charter School Administration</b>                        |
| <b>Late Summer or Early Fall 2011</b> | Receive annual interim report evaluating the Texas CSP grant project  | <b>Director – Division of Evaluation, Analysis and Planning</b>                    |
| <b>Mid October 2011</b>               | Interim Progress Reports received from those awarded CSP competitive grants as announced in February 2011   | <b>Director – Division of Charter School Administration</b>                        |

To ensure that all CSP grantees, regardless of the authority under which they are able to operate, are held to consistently high standards, Texas will move to a competitive grant process. Areas that will be considered in evaluating the quality of a CSP application include the following:

- Target population considering –
  - The number of students to be served in the school benefiting from a grant award;
  - The number of students attending traditional schools that have been identified in need of Title I school improvement that would be served in the charter school
- Local needs and objectives considering –
  - The methods used to assess the needs;
  - Whether the needs were assessed throughout the community;
  - Whether the objectives were designed to meet the identified needs;
  - Whether the objectives are measureable and realistic;
  - Whether the objectives support the Texas CSP grant objectives;
  - Whether achievement of the objectives will demonstrate strong student academic achievement;
  - Whether the objectives can be achieved during the grant project period
- The likelihood that continued, successful operation of the charter is likely after the expiration of the grant;
- The use of the funds clearly is related to the purpose, goals and objectives of the grant;

- The items and activities proposed are necessary for achieving the outlined objectives;
- The explanation of the specific and appropriate ways in which the CSP funds will be used in conjunction with other federal funds;
- Appropriate methods for assessing and evaluating the effects of the grant including-
  - Discussing methods to be used to solicit feedback and monitor the effects of the grant;
  - Outlining processes and methods to be used to collect qualitative and quantitative data;
  - Discussing ways in which formative evaluation information will be used to correct program deficiencies;
- Consistency of the information provided in the application;
- The organization and completeness of the overall application; and
- The attention to application instructions.

Peer reviewers with expertise in the area of charter schools will be solicited to review and score the applications. Applications and scoring guides will be sent to peer reviewers to afford these volunteers flexibility in reviewing applications and to avoid travel costs. Each application will be scored at least twice and the average score will be used to determine whether or not the minimum cut score was reached. Peer reviews of these applications **will not** be conducted by TEA employees.

***Selection Criteria (v)***

*The SEA's plan to monitor and hold accountable authorized public chartering agencies through such activities as providing technical assistance or establishing a professional development*

*program, which may include providing authorized public chartering agency staff with training and assistance on planning and systems development, so as to authorize, monitor, and hold accountable charter schools (30 points).*

SBOE members, representing one charter authorizer in Texas, consider and respond to information provided by TEA staff when annually presented with request for application (RFA) documents for their approval prior to public release. The responsibility for developing charter RFAs for consideration by the SBOE resides with the Division of Charter School Administration. Staff members in this division work with other TEA staff to ensure that charter RFAs reflect current statute and rule as well as trends and needs identified in educational research. For example, the most recent charter RFAs released by the SBOE required applicants to explain the following:

- The ways in which school and community members will work together to ensure continuous academic growth for all students;
- Measureable goals designed to demonstrate student progress over time, student engagement (i.e., attendance, continuous enrollment in school), and readiness for postsecondary success;
- Academic and enrichment support that will be provided to engage or reengage students in school; and
- The instructional strategies to be used to target college and/or career readiness.

It is a greater challenge to meet the needs of 15 independent school districts that have already authorized charter schools and the 1,015 other districts that are potential authorizers. However, TEA staff members are ready and willing to assist district personnel at any time of the

year as charter school authorization is considered and routinely confer with district staff about authorizing campus charters. To provide more comprehensive information and to reach more districts, TEA will hold an annual video conference or webinar for district staff, independent of the CSP grant application process, to answer questions and to explain statutory campus charter requirements including the following:

- District charter policies
- Methods of authorization
- Charter content and form
- Student admission criteria
- Provisions with which campus charters are required to comply
- Areas of autonomy afforded to campus charters
- Charter revision
- Probation and revocation

To better meet the needs of campus charters, a staff member in the Division of Charter School Administration will be charged with preparing and administering a survey of campus charter administrators and then analyzing the results to identify staff development and technical assistance needs of campus charters. Once these needs are identified, plans will be made to quickly and specifically address the areas of greatest need.

In addition, the 20 Education Service Centers (ESCs) located across the state are charged with providing staff development and technical assistance to traditional schools and charter schools. State law mandates that charter schools are entitled to the same level of services provided to school districts by education service centers, and all ESCs have at least one staff member designated as the point of contact for charters.

Training is of the utmost importance for charter administrators as charters are held accountable for the following annual evaluations:

- School and district ratings through the state accountability system;
- District financial ratings through the Charter School Financial Integrity Rating System of Texas (FIRST); and
- District accreditation statuses.

### **State Accountability System**

Schools and districts are annually rated in the state accountability system. The base indicators used to determine ratings in 2009 were student performance on the Spring 2009 Texas Assessment of Knowledge and Skills (TAKS), the completion rate for the class of 2008, and the dropout rate for 2008. Schools in Texas, both traditional schools and charter schools, and charter districts serving a high percentage of students considered to be at risk of dropping out of school, and meeting certain other criteria, are eligible to be rated using alternative educational accountability (AEA) procedures. The base indicators are calculated differently for schools and charter districts rated using alternative procedures.

### **Charter School Financial Integrity Rating System of Texas (FIRST)**

Charter districts have always been required to conduct and submit annual independent financial audits to the Texas Education Agency (TEA) for review. For the first time in 2009, the TEA issued a financial accountability rating for the charters which analyzed financial data from the previous fiscal year to determine the charter's performance related to three financial accountability assessments. The three financial accountability assessments considered for 2009 and 2010 ratings were: timeliness of the submission of the annual financial audit report to TEA, the ratio of assets to liabilities, and the type of opinion issued by the independent auditor. The

current commissioner of education rules are being revised to expand the Charter School FIRST system by adding several more assessment areas. The proposed new indicators will cover fiscal responsibility and data quality; budgeting; personnel; and cash management.

### **Accreditation Status**

Charter districts were issued accreditation statuses for the first time in 2008-2009. The accreditation system examines the financial and academic health of districts and may examine performance in other areas, including program effectiveness, program compliance, and data integrity. Program effectiveness, program compliance, and data integrity are monitored using a variety of strategies, including indicator analysis, charter self-evaluations, agency desk reviews, and on-site monitoring to identify areas in need of improvement or correction for a given program. Based on the results of monitoring activities, intervention and sanction measures are implemented to address findings related to performance concerns and noncompliance with federal and state requirements.

A charter school authorized by an independent school district receives a rating each year in the state accountability system and is subject to specific performance requirements outlined in contracts between the charter school operator and the authorizer. Specific requirements for campus charters vary from authorizer to authorizer and may also vary from charter to charter for campus charters approved by the same authorizer.

***Selection Criteria (vi)***

*In the case of SEAs that propose to use grant funds to support dissemination activities under section 5204(f)(6) of the ESEA, the quality of the dissemination activities (15 points) and the likelihood that those activities will improve student achievement (15 points).*

The TEA does not propose to use funding for dissemination activities.

***Selection Criteria (vii)***

*The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible (30 points).*

TEA will engage in a competitive bidding process in order to contract with an external entity with experience in educational research to conduct an evaluation of the Texas CSP grant project. The external entity's evaluation will be managed by staff in the TEA Division of Evaluation, Analysis, and Planning with the assistance and support of staff in the Division of Charter School Administration. The evaluation of the Texas CSP grant will focus on assessing the effectiveness of charter schools receiving CSP grant funds. An amount of \$100,000 per year will be allocated for the evaluation.

In early October 2010, staff in the Division of Evaluation, Analysis, and Planning will issue a request for proposals (RFP) to evaluate the Texas CSP grant project. Eligible proposers

will include nonprofit organizations, institutions of higher education, private companies, and individuals with extensive experience conducting education program evaluations. Through the TEA's competitive bidding process, proposals will be objectively reviewed and scored by an internal committee of evaluators and programmatic experts. Finalists will be selected to make oral presentations to the review panel. Upon completion of this review process, the vendor determined to best meet the needs of the project will be selected to serve as the external evaluator. This review and selection process is expected to be complete and the evaluation contract to begin in December 2010.

The RFP will identify several broad evaluation questions designed to elicit a range of responses from the proposers. Submitted proposals will be expected to provide detailed descriptions of all proposed research questions, data and data collection instruments, analytical methods, and reports. Each proposal will be reviewed based on the appropriateness of the evaluation design, the capabilities of the proposer to complete the work, and the proposer's demonstrated understanding of charter schools. The overarching evaluation objectives to be considered by this research are as follows:

- In what specific ways do grantees utilize CSP grant funds? Does the manner in which schools use CSP funds change over time? What other funds are utilized by grantees and in what ways are the other funds used?
- What best practices can be identified? In what specific ways (e.g., engagement in targeted professional development opportunities for administrators and educators) do CSP grantees whose students consistently demonstrate high levels of academic performance use CSP grant funds? Are some strategies for allocating funds more

likely to be related to these high levels of academic performance? How do allocations change over time?

- Within high-performing charter schools, to what extent do student outcomes (e.g., TAKS reading and mathematics performance, attendance, progress towards graduation, graduation) and school outcomes (e.g., accountability ratings) differ by the type of charter school and the mission of the charter school? Do differences change over time?
- To what extent do student and school outcomes differ between high-performing charter schools and traditional neighborhood schools, particularly those serving similar populations of students? Do differences change over time?
- To what extent do student and school outcomes differ between charter schools approved and funded through the competitive grant process between 2010 and 2015 and those charter schools approved for non-competitive funding in 2010-2011 and prior to that time?

It is expected that proposers will describe ways to obtain and analyze the following:

- Processes used by grantees when developing their CSP grant applications;
- Copies of CSP grant applications from TEA;
- Processes used by grantees to monitor progress toward grant objectives;
- Processes used by grantees to amend CSP grant applications in order to achieve grant objectives;
- Actual expenditures of grant funds;
- Board and/or staff responsibilities for achieving CSP grant objectives;
- Board and/or staff responsibilities for CSP grant budgets and expenditures;

- An understanding of the mission of each charter school and outcomes that are relevant to the mission of the school;
- A determination of high-performing schools through an analysis of student outcomes (TEA data) at participating charter schools and a comparative analysis of student performance at these schools to one another and to other non-charter neighborhood schools serving similar populations of students; and
- The extent and quality of the professional development activities implemented by grantees and the impact of those activities on relevant outcomes.

Milestones and benchmarks will be developed by the evaluator in collaboration with TEA evaluation and programmatic staff to monitor progress toward specific project objectives, including, but not limited to, the following:

- Grantee attendance at a charter orientation prior to serving students;
- The purchase and implementation of financial accounting software systems by grantees;
- The development and use of a detailed accounting and budgeting system to track specific expenditures of CSP grant funds by grantees;
- The percentage of students meeting state performance standards in reading/English language arts and mathematics over time; and
- Student attendance rates, credit accrual, graduation rates, and dropout rates.

Relevant outcomes will include student achievement in reading/English language arts and mathematics as measured by state assessments as well as other outcomes that may be relevant to the mission of the school (e.g., credit accrual and credit recovery for schools with drop out recovery missions). If identified, differences in CSP spending patterns and responsibilities for

grant oversight for charter schools, whose students consistently demonstrate high levels of academic success, by type and by mission (i.e., drop out recovery, college preparation, fine arts focus) will be reported.

Included in the evaluation will be all charter schools approved and funded through the competitive grant process in 2010-2011, 2011-2012, 2012-2013, 2013-2014, and 2014-2015. An estimated 20 charter schools will be approved in each of these cohorts for a total of 100 schools. Also included for comparative purposes will be a matched set of students from traditional neighborhood schools, as well as those charter schools approved for non-competitive continuation funding in 2010-2011, an estimated 26 charter schools. Thus the total potential sample for the evaluation will be 126 charter schools and a subset of traditional neighborhood schools.

To conduct the evaluation, the selected evaluator will have access to data maintained by the TEA. Data available for the evaluation will include CSP grant applications, as well as accountability data, student results on state assessments, and demographic and other administrative data for both participating charter campuses and comparison neighborhood schools. TEA will work with the selected evaluator to develop and administer survey instruments (e.g., administrator, board member, and teacher surveys), as well as instruments for the collection of charter school financial data. The evaluator may collect case study data through site visits and onsite interviews in order to better understand how high-performing charter schools use CSP grant funds over time and to identify potential best practices.

The evaluation period will last from December 2010 to August 2015. It is expected that all data collection instruments will be developed in the initial three months of the evaluation and be updated and administered throughout the evaluation period in order to track changes over

time. Interim reports will be delivered annually in the fall with the first interim report due no later than the end of October 2011. These reports will be critically reviewed by staff in the Division of Evaluation, Analysis, and Planning and staff in the Division of Charter School Administration, and, as appropriate, results will be shared with the charter community and with staff members at independent school districts that are likely to authorize charters to encourage the establishment of additional high-performing Texas charter schools. A final comprehensive report will be delivered at the end of the contract period, December 2015.

# Project Narrative

## Other Attachment Form

Attachment 1:

Title: **Resumes and Assurances** Pages: **12** Uploaded File: **S:\Grants\CSP Grant 10-14\Other Attachment Form\_Resumes and Assurances.pdf**

**CHARTER SCHOOLS PROGRAM ASSURANCES – STATE EDUCATIONAL AGENCIES**

Pursuant to Section 5203(b)(3) of the ESEA and the Consolidated Appropriations Act, 2010, a State educational agency (SEA) application for a grant under the CSP must contain the following assurances.

As the duly authorized representative of the applicant, I certify to the following:

- 1) The applicant will require each eligible applicant desiring to receive a subgrant to submit an application to the SEA containing:
  - A) A description of the educational program to be implemented by the proposed charter school, including (i) how the program will enable all students to meet challenging State student academic achievement standards; (ii) the grade levels or ages of children to be served; and (iii) the curriculum and instructional practices to be used;
  - B) A description of how the charter school will be managed;
  - C) A description of (i) the objectives of the charter school; and (ii) the methods by which the charter school will determine its progress toward achieving those objectives;
  - D) A description of the administrative relationship between the charter school and the authorized public chartering agency;
  - E) A description of how parents and other members of the community will be involved in the planning, program design and implementation of the charter school;
  - F) A description of how the authorized public chartering agency will provide for continued operation of the school once the Federal grant has expired, if such agency determines that the school has met its objectives;
  - G) A request and justification for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any State or local rules, generally applicable to public schools, that the applicant proposes to be waived, or otherwise not apply to the school;
  - H) A description of how the subgrant funds will be used, including a description of how such funds will be used in conjunction with other Federal programs administered by the U.S. Secretary of Education;
  - I) A description of how students in the community will be (i) informed about the charter school; and (ii) given an equal opportunity to attend the charter school;
  - J) An assurance that the eligible applicant will annually provide the Secretary and the SEA such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in subparagraph (C)(i);
  - K) An assurance that the applicant will cooperate with the Secretary and the SEA in evaluating the program assisted under this subpart;
  - L) A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;
  - M) If the eligible applicant desires to use subgrant funds for dissemination activities under section 5202(c)(2)(C), a description of those activities and how those activities will involve charter schools and other public schools, local educational agencies, developers, and potential developers; and
  - N) Such other information and assurances as the Secretary and SEA may require.
  
- 2) The applicant will –
  - A) Use the grant funds to award subgrants to one or more eligible applicants in the State to enable the applicant to plan and implement a charter school in accordance with this program; and
  - B) Use a peer review process to review applications for subgrants.
  
- 3) State law, regulations, or other policies in the State where the applicant is located require that –
  - A) Each authorized charter school in the State operate under a legally binding charter or performance contract between itself and the school’s authorized public chartering agency that describes the obligations and responsibilities of the school and the public chartering agency; conduct annual, timely, and independent audits of the school’s financial statements that are filed with the school’s authorized public chartering agency; and demonstrate improved student academic achievement; and
  - B) Authorized public chartering agencies use increases in student academic achievement for all groups of students described in section 1111(b)(2)(C)(v) of the ESEA as the most important factor when determining to renew or revoke a school’s charter.

\_\_\_\_\_  
NAME OF AUTHORIZED OFFICIAL

\_\_\_\_\_  
TITLE

\_\_\_\_\_  
SIGNATURE OF AUTHORIZED OFFICIAL

\_\_\_\_\_  
DATE

\_\_\_\_\_  
APPLICANT ORGANIZATION

\_\_\_\_\_  
DATE SUBMITTED

# Budget Narrative

## Budget Narrative Attachment Form

Attachment 1:

Title: **Budget Narrative** Pages: **4** Uploaded File: **S:\Grants\CSP Grant 10-14\May application\CSP Grant Application 2010 - Budget Narrative.pdf**

**TEXAS EDUCATION AGENCY (TEA)**

**SECTION C – BUDGET NARRATIVE**

**CHARTER SCHOOL PROGRAM (CSP) GRANT PROJECT – FISCAL YEARS 2010 - 2014**

| <b>Budget Category</b> | <b>Project Year 1<br/>2010-2011</b> | <b>Project Year 2<br/>2011-2012</b> | <b>Project Year 3<br/>2012-2013</b> | <b>Project Year 4<br/>2013-2014</b> | <b>Project Year 5<br/>2014-2015</b> | <b>Comments</b>   |
|------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|---|
|                        |                                     |                                     |                                     |                                     |                                     | Lines 1, 3, 6, and 10 include the 5% administrative costs allowed for each of the proposed project years of the grant.  |
| 1. Personnel           | \$503,413                           | \$315,694                           | \$315,194                           | \$315,194                           | \$315,194                           | The personnel budget reflects the funding that will be used for administration of the Texas CSP grant. These funds will help to support 9 of 11 staff members in the Division of Charter School Administration at TEA, along with other TEA staff who spend a portion of their time supporting the Texas CSP grant project. |

| <b>Budget Category</b> | <b>Project Year 1<br/>2010-2011</b> | <b>Project Year 2<br/>2011-2012</b> | <b>Project Year 3<br/>2012-2013</b> | <b>Project Year 4<br/>2013-2014</b> | <b>Project Year 5<br/>2014-2015</b> | <b>Comments</b>   |
|------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|---|
| 3. Travel              | \$2,500                             | \$3,000                             | \$3,500                             | \$3,500                             | \$3,500                             | Travel funds are budgeted so that the Texas CSP project director can attend the annual CSP Project Directors' Conference to be held in Washington, D.C. as required by the grant.   |
| 6. Contractual         | \$100,000                           | \$100,000                           | \$100,000                           | \$100,000                           | \$100,000                           | The Texas CSP grant project will be evaluated by an external entity with experience in educational research and managed by staff in the TEA Division of Evaluation, Analysis, and Planning with the assistance and support of staff in the Division of Charter School Administration. |

| <b>Budget Category</b>        | <b>Project Year 1<br/>2010-2011</b> | <b>Project Year 2<br/>2011-2012</b> | <b>Project Year 3<br/>2012-2013</b> | <b>Project Year 4<br/>2013-2014</b> | <b>Project Year 5<br/>2014-2015</b> | <b>Comments</b>  |
|-------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--|
| 8. Other<br><br><b>GRANTS</b> | \$13,126,322                        | \$9,000,000                         | \$9,000,000                         | \$9,000,000                         | \$9,000,000                         | In Project Year (PY) 1, Texas proposes to offer continuation grants to 26 charter schools, totaling \$8,126,322. Additionally, Texas plans to fund 20 new CSP Start-Up Year 1 Planning and Implementation grants at \$250,000 each. For PY 2 through PY 5, Texas plans to fund 20 new charter schools with CSP Start-Up Year 1 Planning and Implementation grants at \$250,000 each and 20 CSP Year 2 Implementation continuation grants at \$200,000 each, for a total of \$9,000,000 annually. |

| <b>Budget Category</b>                 | <b>Project Year 1<br/>2010-2011</b> | <b>Project Year 2<br/>2011-2012</b> | <b>Project Year 3<br/>2012-2013</b> | <b>Project Year 4<br/>2013-2014</b> | <b>Project Year 5<br/>2014-2015</b> | <b>Comments</b>  |
|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--|
| 9. Total Direct Costs<br>(Lines 1 – 8) | \$13,732,235                        | \$9,418,694                         | \$9,418,694                         | \$9,418,694                         | \$9,418,694                         |  |
| 10. Indirect Costs<br>(ICR = 16%)      | \$84,946                            | \$54,990                            | \$54,990                            | \$54,990                            | \$54,990                            | The indirect cost budget is based on TEA's Federal Indirect Rate for the current year (16%). |
| 12. Total Costs<br>(Lines 9 – 11)      | <b>\$13,817,181</b>                 | <b>\$9,473,684</b>                  | <b>\$9,473,684</b>                  | <b>\$9,473,684</b>                  | <b>\$9,473,684</b>                  | <b>TOTAL - \$51,711,917</b>  |