



2019-2021 Public Charter School Program Start-Up Grant (Subchapter C)  
COMPETITIVE GRANT Application Due 5:00 p.m. CT, April 30, 2019

NOGA ID

Authorizing Legislation

P.L. 107-110, ESEA, as amended by NCLB, Title V, Part B, Subpart 1; TEC, Chapter 12

Applicants must submit one original copy of the application and two copies of the application (for a total of three copies of the application). All three copies of the application MUST bear the signature of a person authorized to bind the applicant to a contractual agreement. Applications cannot be emailed. Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue

Austin, TX 78701-1494

Grant period from

July 1, 2019 - February 28, 2021

☒ Pre-award costs are not permitted.

Application stamp-in date and time

RECEIVED  
TEXAS EDUCATION AGENCY  
2019 APR 30 PM 11:30  
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Required Attachments

1. Documentation of Authorization to Charter
2. Board of Trustees Approval
3. Narrative Description from Superintendent
4. Federal Definition of a Public Charter School

Amendment Number

Amendment Number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization Midland ISD CDN 165901 Vendor ID 1756002064 ESC 18 DUNS 081085391  
Address 615 W. Missouri Ave. City Midland ZIP 79701 Phone (432) 240-1002  
Primary Contact Elise Kail Email elise.kail@midlandisd.net Phone (432) 240-1252  
Secondary Contact Teresa Moore Email teresa.moore@midlandisd.net Phone (432) 240-1909

Certification and Incorporation


I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification      |
| <input checked="" type="checkbox"/> General Provisions and Assurances               | <input checked="" type="checkbox"/> Lobbying Certification                      |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances  | <input checked="" type="checkbox"/> NCLB Provisions and Assurances requirements |

Authorized Official Name Orlando Riddick Title Superintendent

Email orlando.riddick@midlandisd.net Phone (432) 240-1000

Signature  Date 04/26/2019

Grant Writer Name Elise Kail Signature  Date 04/26/2019

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is not an employee of the applicant organization.

RFA # 701-19-103 SAS # 423-19

2019-2021 PCSP Start-Up Grant (Subchapter C)

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**Shared Services Arrangements****X** SSAs are **not permitted** for this grant.**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Students are entering Kindergarten below grade level in reading and this is leading to performance challenges on the Reading STAAR where students are De Zavala and Milam are performing below the state and district averages.	By implementing it's proven early childhood education model and leveraging the resources of the Child Development and Early Childhood program at Midland College (MC), the partnership school will increase the percentage of students entering both target elementary schools who are at grade level in literacy.
Students are entering Kindergarten below grade level in math and this is leading to performance challenges on the Math STAAR where students are De Zavala and Milam are performing below the state and district	By implementing it's proven early childhood education model and leveraging the resources of the Child Development and Early Childhood program at Midland College (MC), the partnership school will increase the percentage of students entering both target elementary schools who are at grade level in math.
There is more demand for high quality pre-K in Midland than spots available in existing MISD pre-K options. This is particularly acute for low income families.	By partnering with MC, MISD will increase the amount of spots available for a high quality pre-K option for three and four year olds in the community. Additionally, by authorizing the MC school as charter, MISD is able to specifically provide this option to low income families in a diverse learning environment.

**SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By the end of the 2020-2021 school year, 75% of students in the program will be at or above grade level on the Approaches to Learning CLI task for measuring phonemic and numeracy awareness.

**Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

**First-Quarter Benchmark**

By the end of the first quarter 20% of students in the program will be on track too achieve their end of year goal on the Approaches to Learning CLI task for measuring phonemic and numeracy awareness.

**Measurable Progress (Cont.)****Second-Quarter Benchmark**

By the end of the second quarter 40% of students in the program will be on track too achieve their end of year goal on the Approaches to Learning CLI task for measuring phonemic and numeracy awareness.

**Third-Quarter Benchmark**

By the end of the third quarter 60% of students in the program will be on track too achieve their end of year goal on the Approaches to Learning CLI task for measuring phonemic and numeracy awareness.

**Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks do not show progress towards meeting your summative SMART goal, describe how you will use evaluation data to modify your program for sustainability.

Midland College will use its current best practices to look at data regularly to assess the effectiveness of the program. Additionally, Midland College has a Child Development and Early Childhood program whose faculty is available to provide support, coaching, professional development, and research based interventions for the school's leadership and teaching staff. Finally, MC will meet with MISD leadership quarterly to look at program performance data and seek input on best to adjust the program to improve student learning.

**Statutory/Program Assurances**

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- ☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ 3. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2019–2021 Public Charter School Program Start-Up Grant (Subchapter C) Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
- ☒ 4. The applicant provides assurance that their financial accounting system adheres to the following requirements:
- a. accommodates the minimum 15-digit account code mandated by the FASRG;
  - b. generates information needed for PEIMS reporting; and
  - c. ensures adequate accountability of state and federal funds.
- If the applicant's financial accounting system is not approved by TEA, the applicant assures that it will budget and acquire an acceptable accounting system and training with these grant funds. Additionally, the applicant will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.
- ☒ 5. The applicant provides assurance that it will maintain clear documentation and data for the school and students served by the 2019–2021 Public Charter School Program Start-Up Grant (Subchapter C), will comply with any reporting and evaluation requirements that may be established by the TEA, and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the grant funds.
- ☒ 6. The applicant provides assurance that it has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the applicant will provide such copy immediately.
- ☒ 7. According to Title V, Part B, of NCLB, to receive federal grant funds of any type including U. S. Department of Education funds, the applicant must meet the federal definition of a charter school (See Attachment #1). By signing Attachment #1 and submitting the application, the authorized official of the applicant organization certifies that each of the statements in the definition is true and that the applicant is in compliance with this definition. An applicant is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.
- ☒ 8. The applicant provides assurance that it will comply with the Individuals with Disabilities Education Act §1413(a)(5) and §1413(e)(1)(B).

**Statutory Requirements**

1. Describe the administrative relationship between the charter school and the authorizing and/or sponsoring agency (i.e. the local board of trustees, the commissioner of education, or the charter holder board).

Under the agreement between MC and MISD (attachment 2), MC has autonomy and sole authority over the curriculum and academic program. MC also has autonomy and sole authority on the hiring, development, and termination of the school's leadership, teachers, and all other staff at the school. MC also has autonomy and sole authority over all school operations including building maintenance, health services, and food services.

The district will provide Special Education services and record keeping services to the MC school. Additionally, as part of the performance contract (attachment two) and district charter policies (attachment two), MISD will oversee the performance of the school through regular reporting to it's board and community stakeholders.

2. Describe how the authorized public chartering agency will provide for continued operation of the school once the grant has expired. Provide reference to relevant program-related attachment, including page numbers, where necessary.

Once the grant has expired, MISD will continue to allocate funding to the MC charter school according to the agreement. This includes FSP funding as well as any 1882 funding and other federal title funds for which the school qualifies. MC is offering full day pre-K for three year olds and four year olds at the school and the current state funding only allocates fund for eligible students on a half-day basis. Given this, the school will cover the funding gap through philanthropy and other available funding sources.

3. Describe and justify any requests 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.

MISD leadership does not anticipate requesting any waivers of Federal statutory or regulatory requirements. MISD is a District of Innovation and all allowable and approved waivers that are in place (or will be in place for the future) for MISD will also apply to the MC Pre-K Charter.

**Statutory Requirements**

4. Describe how the grant funds will be used to accomplish the purpose, address the Quantifiable Needs, and achieve the SMART goal of the grant. Describe how the items and activities are necessary for initial implementation and the anticipated outcome for using grant funds for the purpose. Include a description of how such funds will be used in conjunction with other federal programs administered by the U.S. Secretary of Education.

The grant funds will primarily be used to purchase curriculum supplies and materials and other start up operational expenses as well as support staff development. As a new school, it is critical that MC is able to implement their high quality pre-K model in the MISD setting. To that end, the funds will address training on the school's approach to literacy and numeracy as well as the needed curriculum materials. Additionally, the partnership between MC and MISD allows MC to bring their research based approach to child development to qualifying MISD students. This further underscores the need to leverage the start-up CSP funds for staff development around the MC approach to child development in addition to academics. Once the school qualifies for federal title funds, these funds will be used in conjunction with the CSP funds to support expanding the program to serve more students in future years, adopt new curricula, and support the English Language Learner and Special Education programs at the school.

5. Describe how the charter school that is considered a local educational agency (LEA) under state law, or a LEA in which a charter school is located, will comply with the Individuals with Disabilities Education Act §1413(a)(5) and §1413(e)(1)(B). ***Failure to respond appropriately to this requirement will deem the applicant ineligible for funding as meeting the needs of special education students is a statutory requirement for this federal program.***

Under the agreement (attachment 2) with MC and MISD, the charter school will comply fully with the Individuals with Disabilities Education Act. It is MISD's responsibility to oversee the Special Education program at the MC campus. Specifically, MISD has the authority to operate, maintain, oversee, and intervene in the school's Special Education program. MC will comply with State and Federal laws, including but not limited to the IDEA and Section 504. MISD shall retain final say in Special Education matters on the campus.

6. Describe the educational program to be implemented by the proposed charter school, including how the program will enable all students to meet challenging state student academic achievement standards, the grade levels or ages of children to be served, and the curriculum and instructional practices to be used. Provide reference to relevant program-related attachments, including page numbers, where necessary.

The mission of this program to provide quality, developmentally appropriate, early childhood education to children ages three through five, preparing them for success in kindergarten. This program examines the needs of the children, families, school district, and Midland community. The vision of Midland College Pre-K Charter exists for two purposes: service and teacher training. MC will be implementing a developmentally appropriate early childhood program for three to five year olds, utilizing the state approved OWL curriculum from Pearson as well as Texas School Ready! and CLI for progress monitoring. There will be a focus on STEAM activities for hands-on learning experiences with outdoor learning space and Conscious Discipline will be utilized to support social and emotional growth. The charter will serve as a model charter for the state.

**Statutory Requirements**

7. Describe how the charter school will be managed and governed. Include a detailed description of the ways in which the campus charter school will be permitted to manage autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. Describe how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district. Provide reference to relevant program-related attachments, including page numbers, where necessary.

As part of MISD's Midland of the Move vision and the their transformation to becoming a System of Great Schools district, the MISD leadership and Board have authorized the MC school to have substantial autonomy above and beyond what a traditional school in the district currently receives. This includes autonomy over all aspects of the curriculum and instructional model (save where MC has elected to partner with MISD for services as detailed in the agreement), staff and facilities.

8. Describe the performance measures and methods by which the charter school will determine its progress toward achieving those objectives. For each objective include a description of what is going to change as a result of this grant project, who will achieve the change, how much change will occur, and when will the change occur. Provide reference to relevant program-related attachments, including page numbers, where necessary.

As described in the agreement (specifically in Addendum A-3) there are five key performance measures for the charter school. For each of these, save for the campus rating where the school will receive the same rating as MISD, the funds will greatly supplement the school's ability to achieve these aims. We will be able to increase the amount of professional development for staff and leadership in the areas of STEAM and Conscious Discipline as well as supplement the existing plans for curricular implementation

9. Describe how parents and other members of the community will be involved in the planning, program design, and implementation of the charter school.

MISD has conducted multiple community meetings since Fall 2017 to solicit input on needed changes to increase student outcomes in the district. Increased learning opportunities for our younger learners was a continual thread of feedback. Community support toward increasing access to early learning opportunities is supported by parents, businesses and philanthropy.

10. Describe how students in the community will be informed about the charter school and given an equal opportunity to attend the charter school.

Both MISD and MC have been using traditional methods (mailings) and digital social media to share information about the school and recruit families to the school. Additionally, this charter school is part of a broader strategy from the MISD leadership and as part of their plan, they have executed on a community engagement effort throughout the district. MISD has also partnered with MC to share the opportunity to attend the new school directly with the De Zavala and Milam families and staff.

**Statutory Requirements**

11. Provide a description of the campus charter's process to become a charter school, including a) the district's general process for approval of campus charter schools and the steps the campus took to become a charter; b) the premise in which the school board approved the campus for which a charter was granted to operate; c) what the campus will be doing differently, above and beyond that of a regular district campus that merits charter status and charter school start-up funds; and d) if the campus is converting from a regular district campus to a campus charter, what the campus charter will be doing above and beyond that which was done when it operated as a district campus. Provide reference to relevant program-related attachments, including page numbers, where necessary.

Per the agreement and relevant attachments, MC followed the MISD policy and process for applying to become a charter school. This included responding to the Call for Quality Schools and submitting an application to be an early education provider within MISD. The school board approved this campus based on the existing partnership between MISD and MC which includes an early college high school and dual credit options for students, the need for expanded pre-K options for MISD families, and MC's proven track record of offering high quality early childhood education. Additionally, this new partnership school is aligned to MISD's overall strategy and the tenets of being a System of Great schools. MC will be utilizing campus human resources to offer students hands-on learning experiences in STEAM areas, to not only four year olds, but also three year olds which MISD doesn't currently provide services to. Texas School Ready will be used for professional development and before and after school care is also provided. With both the education and child development programs at MC, the charter school will be a lab school for practical experiences for students in these programs.

12. Describe the periodic review and evaluation process for the charter school. Specify any basis, in addition to a basis specified by Subchapter C, on which the campus charter may be placed on probation or revoked. Describe how the district authorizer will use increases in student academic achievement as one of the most important factors when determining whether to renew or revoke a school's charter. Provide reference to relevant program-related attachments, including page numbers, where necessary.

Per the agreement (Addendum A-5), the main goal of the partnership is to increase the readiness of eligible pre-K students. Therefore, the terms of the agreement clearly state the student outcome goals for the students on the campus. The district may terminate the agreement if the academic goals are not met for a period of three years, which will be after the school has implemented an improvement plan, or if the financial goals are not met. I

13. Describe the manner in which an annual independent financial audit of the campus is to be conducted. The campus charter must have a plan for an audit separate and apart from the district audit. Describe the manner in which the campus will provide information necessary for the school district in which it is located to participate, as required by TEC, Chapter 12, Subchapter C, or by SBOE rule, in PEIMS. Provide reference to relevant program-related attachments, including page numbers, where necessary.

Per the agreement (Addendum A-4) MC will submit a complete annual financial report and data within 180 days following the end of the fiscal year. Additionally, MC must obtain an unmodified opinion in the annual financial audit on the financial statements as a whole. The audit report must be free of any instances of material weaknesses in the internal controls over financial reporting. MISD is providing staff and support for the MC campus to submit all their data in PEIMS.

14. Explain the manner in which the district will flow other federal funds to the campus charter. Describe the timelines for flowing the federal funds to the campus charter that ensure students are promptly receiving the benefit of services that appropriate federal funds can provide. Provide reference to relevant program-related attachments, including page numbers, where necessary.

MISD will flow relevant federal funds to the MC campus consistent with its current practice. As campus students are eligible for other federal funds, they will go directly to the campus for those students on the agreed upon payment schedule as detailed in the agreement.

**TEA Program Requirements**

1. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2019–2020.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Subchapter C	68														68
Not Applicable - No students will be served during the 2019–2020 school year. <input type="checkbox"/>															
Total Staff	14	Total Parents	100	Total Families	60	Total Campuses	1								

2. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2020–2021.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Subchapter C	68														68
Total Staff	14	Total Parents	100	Total Families	60	Total Campuses	1								

3. Provide the number of students to be served in 2019 -2020 who would otherwise attend a school identified as an *Improvement Required* campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school. Please click on the *All Campuses by Rating* link available at <https://tea.texas.gov/2018accountability.aspx> for more information.

Charter School Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Subchapter C	34														34
Not Applicable - No students will be served during the 2019–2020 school year. <input type="checkbox"/>															
Total Staff	14	Total Parents	50	Total Families	30	Total Campuses	1								

4. Provide the names and nine-digit county/district/campus numbers of the campuses identified as an *Improvement Required* campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school that you will be impacting as described above. Please click on the *All Campuses by Rating* link available at <https://tea.texas.gov/2018accountability.aspx> for more information.

#	District Name	Campus Name	9 Digit CDC Number
1.	Midland ISD	HOUSTON EL	165-901-109
2.	Midland ISD	LAMAR EL	165-901-111
3.	Midland ISD	SCHARBAUER EL	165-901-125
4.	Midland ISD	TRAVIS EL	165-901-118
5.			
6.			
7.			
8.			
Not Applicable - No students will be served during the 2019–2020 school year. <input type="checkbox"/>			

**Equitable Access and Participation**

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

**PNP Equitable Services**

☒ PNP Equitable Services **does not apply** to this grant.

**Request for Grant Funds**

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

**Total Planning Activity Costs** (refinement of the desired educational results and the methods for measuring progress toward achieving those results and professional development of teachers and other staff who will work in the charter school

\$90,000

**Total Implementation Activity Costs** (informing the community about the school, acquiring necessary equipment and educational materials and supplies, acquiring or developing curriculum materials, and other initial operational costs that cannot be met from state or local sources)

\$210,000

**Total Planning Activity Costs + Total Implementation Activity Costs**  
(This amount should match TOTAL BUDGET REQUEST)

\$300,000

**PAYROLL COSTS (6100)****BUDGET**

Start up funding for campus personnel (first 30 days of grant)

\$50,000

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

Staff development

\$40,000

**SUPPLIES AND MATERIALS (6300)**

Curriculum and classroom supplies

\$110,000

Technology

\$100,000

**OTHER OPERATING COSTS (6400)****CAPITAL OUTLAY (6600)****TOTAL BUDGET REQUEST** \$300,000