



**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

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GRANTS ADMINISTRATION

**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):

Organization **ROSCOE COLLEGIATE ISD** CDN **177-90** Vendor ID **14** ESC **14** DUNS **325-766-3629**  
Address **P.O. BOX 579** City **ROSCOE** ZIP **79545** Phone **325-766-3629**  
Primary Contact **ANDY WILSON** Email **awilson@roscoe.esc14.net** Phone **325-766-3629**  
Secondary Contact **JOHN BOLTON** Email **john@surefootstudios.com** Phone **806-283-8441**

**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):

- ☒ Grant application, guidelines, and instructions
- ☒ General Provisions and Assurances
- ☒ Application-specific Provisions and Assurances
- ☒ Debarment and Suspension Certification
- ☒ Lobbying Certification
- ☒ NCLB Provisions and Assurances requirements

Authorized Official Name **ANDY WILSON** Title **SUPERINTENDENT**  
Email **awilson@roscoe.esc14.net** Phone **325-766-3629**

Signature **Andy Wilson** Date **4/30/19**

Grant Writer Name **John Bolton** Signature **John Bolton** Date **4/30/19**

☒ 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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**2019-019433**

**701-19-103-026**

**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
100% of RCISD students are college ready. They outperform the state average in STAAR reading (all grades) by three points, but under-perform by five points in math.	Instructional coaches at RCISD will focus summer professional development, AVID's tutorology intervention, and instructional rounds on efforts to increase the rigor and relevancy of math instruction.
Students from low-income backgrounds are performing below RCISD expectations. In 2018, this resulted in RCISD not earning the Top 25 Percent Closing Performance Gaps distinction.	RCISD district and high school team will analyze 2018-19 STAAR results, identify the 5th-11th graders whose results did not meet "exceeds growth" targets, and focus project-based learning (PBL) support and instructional rounds on improving the results of these students at 6th-12th grades in 2019-20.
While 90% of RCISD students earn their associates degrees by high school graduates, one-third do not enroll in college directly after high school graduation to pursue their baccalaureate degree.	The district's leaders will partner with West Texas A&M University and PelotonU, both of which offer non-traditional baccalaureate programs, to ensure that 90% of RCISD graduates enroll in post-secondary programs immediate after graduation and 80% earn a bachelors degree.

**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 September 2020, Roscoe Collegiate Secondary School will a) maintain its expected A letter grade; and b) enroll 90% of RCISD graduates enroll in post-secondary programs immediately after graduation, with 80% going on to earn a bachelors degree.

This SMART goal directly supports state and federal objectives of expanding the number of high-quality charter schools available to students in Texas.

**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**

30% of students will have achieved mastery according to the Measures of Academic Progress (MAP) Reading and Math. MAP is the benchmark assessment used by all Collegiate Edu-Nation (CEN) partner schools, including the Roscoe Collegiate Secondary School

**Measurable Progress (Cont.)**

**Second-Quarter Benchmark**

60% of students will have achieved mastery according to MAP Reading and Math.

**Third-Quarter Benchmark**

90% of students will have achieved mastery according to MAP Reading and Math.

**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.

The objectives for collecting data not only is to assess student, teacher, principal, and school performance, but also to evaluate the of partnership with CEN Program activities, participants served, and student-level academic data, including achievement results and attendance data, will be collected by the RCISD Pathways in Technology Early College High School (P-TECH) Director with technical assistance provided by counselor and PEIMS coordinator. The PEIMS data will be shared with CEN leadership, who, in collaboration with campus administration, will verify the data. Since the data will be monitored on a continual basis, the campus administration will be able to identify and respond to both successes and challenges as they arise.

MAP data can be used in real time by teachers, principals, and professional development support providers to make adjustments to model. This might including modifying the implementation of certain Common Instructional Framework or Project-Based Learning strategies with particular grades of students or subgroups. This assessment data also is shared with families so they better understand their student's progress on at least a quarterly basis. Ultimately, decisions to modify the program will prioritize actions that increase student achievement results and result in program sustainability.

**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).

RCISD has the following roles and responsibilities:

1. Authorizing the CEN partner to manage the campus as an in-district charter;
2. Setting the vision and goals for the district;
3. Aligning the CEN partner to the goals;
4. Holding the CEN partner accountable to performance measures in the agreement;
5. Establishing the process and systems for the partnership review, renewal, and potential revocation.

CEN has the following roles and responsibilities:

1. Accountability to RCISD;
2. Meeting performance measures in the agreement;
3. Managing the principal and other instructional staff members;
4. Securing internal and external resources to implement its strategy;
5. Governing board independence from the RCISD;
6. Instructional programming, design, and use of time;
7. Budgeting.

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.

CEN will use district funds to continue operating the school once the grant has expired. The primary revenue source is Foundation School Program (FSP) funding allocated by the state for the campus, as well as all federal funding. Any unused FSP Funds or federal funds would get passed onto CEN to support the sustainable operation of the school. Both RCISD and CEN will also seek additional funding for the charter campus grant through applications and partnerships with institutions of higher education, local businesses, state and national philanthropy, and other governmental agencies.

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.

No additional waivers besides those already in place from the district of innovation are needed or requested at this time.

**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 be used to provide the following:

- 1) Bring appropriate Montessori training to the middle grades on campus;
- 2) Conduct outreach and data-gathering to ensure all applicable students are identified;
- 3) Provide appropriate training with regards to the P-20 model. Special priorities will be for summer professional development, AVID's tutorology intervention, and instructional rounds for efforts to increase the rigor and relevancy of math instruction, as well as to support priority students exceeding their growth targets;
- 4) Ensure that the classrooms are equipped with relevant enrichment materials;
- 5) Conduct necessary repairs and renovations to the campus to provide a safe and welcoming environment to all students;
- 6) Provide appropriate stipends to help ensure recruitment of diverse teachers; and
- 7) Support the partnership with West Texas A&M University and PelotonU, both of which offer non-traditional baccalaureate programs, to ensure that 90% of RCISD graduates enroll in post-secondary programs immediate after graduation and 80% earn a bachelors degree.

A federal program that will work in unison with the CSP Start-Up Grant is Workforce Innovation and Opportunity Act (WIOA), which aligns workforce programs with local industry needs. The CSP grant funds will strengthen the district's teacher professional development and classroom setup for the school's Pathways in Technology Early College High School (P-TECH) system, which WIOA funding also supports.

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.***

CEN will comply with all state and federal requirements for identification and exceed the required services for these children. District personnel will administer an assessment to determine eligibility. All federal requirements for IDEA will be observed including Admission, Review, and Dismissal (ARD), and Manifestation Determination Review (MDR) meetings. An ARD meeting will be held to determine whether a student is eligible for special education and will develop the Individual Education Program (IEP) for eligible students. Students who qualify for services will be served in the classroom meeting least restrictive requirements, and teachers will be trained on each individual student's specific needs. CEN will partner with the district for specific special services needed by students such as occupational therapy, speech, etc. In the classroom, teachers will utilize differentiated instructional techniques will be used to ensure students learning abilities are appropriately challenged in all areas of their development. Teachers will also implement Response to Intervention (RtI) to help individualize the curriculum. Ongoing monitoring, assessment, and annual reviews will ensure students' success.

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.

CEN has three key program components—1) higher education partnerships; 2) workforce readiness initiatives; and 3) PK-12 college-ready instruction. In higher education, CEN's will maintain universal early college, as well as high school and graduate-level research and demonstration support. For workforce readiness initiatives, CEN will support HISD to develop local industry partnerships that create paid apprenticeships for all high school students, building key career and life-readiness skills. Finally, the PK-12 college-ready instructional practices include AVID, project-based learning (PBL), and the Common Instructional Framework (CIF). 100% of TCISD students will participate in AVID as a key element to develop college readiness and to build a college-going culture. PBL principles in the partnership reinforce the college-focus as all students complete self-selected research projects, while CIF provides a set of rigorous instructional and learning tools.

**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.

Dr. Kim Alexander, Chancellor of CEN will directly manage the campus through the leadership team. Dr. Alexander will have autonomy over setting curriculum, calendar, budget, and most other functions of the school. Unlike the management of independent school districts, in which many decisions are reviewed and approved by an elected board of trustees, CEN has broader autonomy to make immediate decisions in the best interests of students and educators. This will happen without many of the political considerations of a traditional elected board.

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.

CEN's student outcome performance measures are in three categories--research, workforce preparedness, and college readiness. For research, 90% of CEN graduates will produce a research manuscript and research poster of individual research planned, conducted, and communicated to outside evaluators. For workforce preparedness, 90% of students earn a RIT score at or above their typical growth score in Reading and Math. For college readiness, the campus will attain an A or B rating. What will change as a result of this grant is that teachers and leaders will sustain (at RCISD) and scale these results to other districts in the CEN network by serving as a model starting in the 2019-20 school year.

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

Roscoe is a small rural community where information and community input generally travel extremely fast. Through a process of community stakeholder meetings--such as the STEM advisory committee made up of parents, educators, and local business owners, as well as state education leaders--CEN and RCISD leaders have gathered input to plan, implement, and make improvements to the charter school over time.

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

Students at RCISD Secondary School are familiar with the CEN model's focus on research, workforce preparedness, and college readiness. CEM does not discriminate on the basis of sex, race, color, national origin, disability, religion or age in the administration of its educational policies, admissions policies, and all other school-administered programs. What's more, CEN will implement targeted recruitment and outreach strategies, such as distributing fliers to local apartment complexes, physicians' offices, churches, and businesses both in Roscoe, and in surrounding communities.

**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.

- a) The process to become is outlined in the ELA (Local) policy that RCISD adopted (see Attachment 1). This included the district entering into a performance agreement CEN to meet clear student performance outcomes.
- b) The premise with which the school board approved the charter application was the idea of creating an autonomous school that would be less subjected to political pressures and able to more quickly adapt to a changing environment. To this end the contract with CEN was signed with the idea that Dr. Kim Alexander would be able to push the needle quickly when needed to both improvement student achievement and to scale the success in Roscoe to other Texas districts.
- c) The campus leadership will take advantage of its charter status by making immediate decisions in the best interests of students and educators. This will happen without many of the political considerations of a traditional elected board.
- d) As part of the conversion to charter campus, the school will become a part of family of schools in the CEN network. By sharing a governing body with charter campuses in other districts, RCISD will have access to shared purchasing, a broader learning community, and the opportunity to be a demonstration site for other districts scaling the Roscoe model.

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.

Section 4.06 of the agreement allows RCISD to terminate the agreement if CEN fails to meet the performance goals after the second partnership year. Addendum A-3 of the attached agreement specifies that RCISD may terminate the agreement if CEN fails to effectively manage the school as defined by the school board.

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.


Section 14.04 of the RCISD/CEN performance agreement (Attachment 2), CEN will complete an annual financial report that includes a financial audit of the campus. To comply with the the financial performance goals (see Attachment 2, Addendum A-4), CEN will maintain high quality financial management as demonstrated, in part, with an unqualified audit opinion. Section 9.02.3 of the performance agreement (Attachment 2) covers in information required under TEC, Ch 12, Sub C.

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.


All federal funds received by RCISD will flow to the CEN-managed campus. RCISD leadership will meet with CEN to review all potential federal, state, and local resources that can be used to support the partnership. The funding will be transferred in a timely manner and method that is consistent with commonly accepted accounting practices.

**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	
								55	60	57	55	42	29	42	340	
Not Applicable - No students will be served during the 2019–2020 school year. <input type="checkbox"/>																
Total Staff	34	Total Parents	501	Total Families	301	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	
								60	57	60	60	60	42	49	388	
Total Staff	34	Total Parents	525	Total Families	315	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	
																
Not Applicable - No students will be served during the 2019–2020 school year. <input type="checkbox"/>																
Total Staff		Total Parents		Total Families		Total Campuses										

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.			
2.			
3.			
4.			
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		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

**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)

\$200,000

**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)

\$600,000

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

\$800,000

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

Support staff salaries during planning phase and startup phase

\$55,000

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

Professional development and support for leaders and teachers

\$200,000

Community promotional materials

\$50,000

Data collection and processing

\$10,000

**SUPPLIES AND MATERIALS (6300)**

3-D Printing equipment

\$100,000

Furniture

\$100,000

PE safety equipment

\$20,000

**OTHER OPERATING COSTS (6400)**

Minor facilities repairs (excluding construction)

\$80,000

Travel

\$70,000

**CAPITAL OUTLAY (6600)**

Computer equipment

\$115,000

**TOTAL BUDGET REQUEST** \$800,000