



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

Application stamp-in date and time

RECEIVED
TEXAS EDUCATION AGENCY
2019 APR 30 PM 4:26
DOCUMENT CONTROL CENTER
GRANTS ADMINISTRATION

Grant period from

July 1, 2019 – February 28, 2021

☒ Pre-award costs are not permitted.

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 **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):

- | | |
|---|---|
| <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 **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)

Page 1 of 12

2019-019634

701-19-103-027

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
In 2018, only 46% of third graders and 54% of fifth graders scored Meets Grade Level or Above on STAAR Reading. While this is at or above the state average, RCISD seeks to improve these results to better prepare students for college and the workforce.	To increase the number of students that score Meets Grade Level or Above, Roscoe Collegiate Elementary will extend the implementation of Montessori curriculum from the Early Childhood Center, provide professional development training in the Montessori method, and focused targeted reading intervention for students who did not meet grade level in 2018 and 2019.
In 2018, only 48% of third graders and 40% of fifth graders scored Masters Grade Level on the STAAR Math assessment. This exceeds the state, but is not yet to the true college and workforce readiness rates.	To increase the number of students that score Masters Grade Level, RCISD instructional coaches will focus summer professional development and instructional rounds on individualized enrichment activities, placing more cognitive lift on students and facilitation of rigor on teachers.
In 2018, RCISD did not earn the Top 25 Percent Closing Performance Gaps distinction because students from low-income backgrounds have not yet received quality differentiated instruction.	To identify and support the third through fifth graders whose results did not meet Exceeds Growth on the STAAR assessments, RCISD district leaders will utilize project-based learning (PBL) support and Harvard Instructional Rounds to improve the results of these students in 2019-20.

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 May 2020, 90% of Roscoe Collegiate Elementary students will have achieved mastery according to Measures of Academic Progress (MAP) Reading and Math.

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 Elementary 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 Kindergarten 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 Elementary Principal with technical assistance provided by the 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 Montessori 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 campus;
- 2) Conduct outreach and data-gathering to ensure all applicable students are identified;
- 3) Provide appropriate training with regards to the P-20 system model. Special priorities will be for summer professional development, and instructional rounds focused on efforts to increase the rigor and relevancy of math and reading 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) Conducting training and supporting effective research-based, classroom-based behavioral supports for students.

A federal program that will work in unison with the charter school start up grant is IDEA-B funding. The Montessori curriculum and methods will allow for each student to be working at their exact level. These individual work plans will allow for a high degree of flexibility will accommodate all students who may at some point be serviced under IDEA-B funding.

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.

The students who will be served by the campus are grades 1-5. The curriculum that will be used to service students will be high fidelity Montessori curriculum for grades 1-3 for the 2019-2020 school year with a roll up to grades 3-5 in 2020-2021 combined with up-to-date Montessori instructional practices. What's more, college-ready instructional practices for the elementary campus also include project-based learning (PBL). 100% of RCISD Elementary students will develop their PBL skills by completing a self-selected research project.

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 students annually plan and conduct an approved research project in small groups (with classmates) to produce a written manuscript of the research, and communicate the results through a poster and oral presentation. For workforce preparedness, 90% of students earn a RIT (Rasch Unit--an estimation of a student's instructional level and progress) 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 Elementary 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	
			50	45	45	62	52								254	
Not Applicable - No students will be served during the 2019–2020 school year. <input type="checkbox"/>																
Total Staff	25	Total Parents	210	Total Families	132	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	
			55	60	49	49	65								278	
Total Staff	25	Total Parents	223	Total Families	134	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	<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)

\$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

\$35,000

Special education interventionist

\$40,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Professional development and support for leaders and teachers

\$220,000

Community promotional materials

\$2,000

Data collection and processing

\$5,000

SUPPLIES AND MATERIALS (6300)

Montessori enrichment materials

\$300,000

Montessori Furniture

\$95,000

Classroom Supplies

\$20,000

OTHER OPERATING COSTS (6400)

Minor facilities repairs (excluding construction)

\$53,000

Travel

\$20,000

Computer network retrofits

\$10,000

CAPITAL OUTLAY (6600)**TOTAL BUDGET REQUEST** \$800,000