**[Insert District Name]**

**2019-20 Early Education Provider Application**

**Introduction**

TEC Chapter 12 establishes charter schools for the following purposes:

* Improve student learning;
* Increase the choice of learning opportunities within the public-school system;
* Create professional opportunities that will attract new teachers to the public-school system;
* Establish a new form of accountability for public schools; and
* Encourage different and innovative learning methods.

**Pre-K Partnership Application Eligibility**

The Board shall consider an application for a Campus charter or Program charter if the applicant:

* Meets the eligibility requirements for a Campus charter or Program charter set forth in TEC §12.052, §12.0521, §12.0522, and §12.053;
* Follows the application process established by the District; and
* Provides evidence to the Board that the applicant will comply with the statutory and District requirements for a campus charter or program charter.

The Board welcomes applications for a Campus charter or Program charter (“Subchapter C charter”) pursuant to various paths as set forth in TEC Chapter 39, Subchapter C. The Board specifically invites and encourages applications pursuant to TEC §12.0521.

Regardless of authorization path, all groups and entities seeking to create a Subchapter C charter shall follow the Charter Application and Review Process set forth in this document.

**Pre-K Partnership Application Process Overview**

The application process shall include:

1. A comprehensive written application submitted by each applicant in accordance with application guidance and requirements provided by the Board;
2. A rigorous review of the written application conducted by a review committee (“Review Committee”) of at least three members, including at least one district staff member and one external evaluator, with relevant and diverse expertise;
3. A formal recommendation from the Review Committee to the Superintendent for approval or denial of each application, based on evidence from the Review Committee’s evaluation of the application; and
4. A formal recommendation from the Superintendent to the Board for approval or denial of each application, based on evidence from the Review Committee’s evaluation of the application; and
5. A formal vote by the Board to approve or deny each application.

**Standard of Review**. The Review Committee shall conduct a rigorous, evidence-based, and merit-focused evaluation of applications, including evaluating the proposed partner’s capacity to meet the Board’s established academic, financial, operational, and governance standards for charter schools. The Board shall grant a charter only in cases in which the Board determines that the proposed school is likely to:

1. Succeed in meeting academic, financial, operational, and governance standards, thereby meeting both performance and legal compliance expectations for campus charters in the District;
2. Serve the best interests of the targeted students and community; and
3. Fulfill the purposes and intent of Texas’s charter school law.

**2019-20 Request for Applications Timeline**

|  |
| --- |
| **Milestones** |
| **Application** |
| **Deadline for Complete Proposals** — **[Insert Date]**  All proposals must be submitted in complete and final form by this date. Incomplete proposals, including those that are only partially uploaded, will be disqualified from this cycle. |
| **Independent Evaluation Team Review** |
| **Review Committee Proposal Review** —**[Insert Date]**  The Review Committee will review each proposal. |
| **Required Capacity Interviews — [Insert Date]**  Capacity interviews are conducted at the discretion of the District. They are not open to the public. |
| **Formal Recommendation from Superintendent to Board** — **[Insert Date]** |
| **Board Vote** —**[Insert Date]** |

**Applicant Types**

In this application cycle, two types of applicants will be considered, each with specific requirements.

**Existing Partners –** university, state-authorized, district-authorized, or out-of-state charter school operators which are in good standing, defined as receiving acceptable academic and financial accountability ratings for the three preceding school years, and never having their charters revoked.

**New Partners –** nonprofit organizations, institutes of higher education, governmental entities, or school operators that do not meet the qualifications of an existing operator.

**All applicants must complete Sections 1 – 3 of the application. Existing Partners and any applicant proposing to contract with an entity that has previously operated schools (often referred to as an Education Service Provider or ESP) must also complete the Existing Partner Supplement and all related attachments.**

**Instructions**

The Board is pleased to invite proposals for new quality partners seeking to open a partnership school in current or subsequent school years. Prior to developing a proposal, please read this entire document.

**Components of the Proposal**

* Narrative Proposal: The proposal is the formal application to the Board and is a comprehensive description of the school’s educational, operational, and financial plans.
* Attachments: Throughout the proposal, specific documents are requested in addition to narrative answers. Attachments may not contain additional narrative unless specified. A comprehensive list of the attachments is provided in these instructions.
* Capacity Interview(s): Applicants may have the opportunity to present their plan and demonstrate the team’s capacity to open and maintain a high-quality charter school, as well as to answer specific questions about their proposal.

**Specifications**

* Applicants **must** submit proposals electronically and use any applicable template provided.
* Only responses placed within the text boxes provided will be considered in evaluation activities. All elements of the proposal must be presented in 11-point font and single-spaced.
* Each major section of the proposal (School Overview, Educational Program, etc.) and each attachment must begin on a separate page. Adhere to all page limits as indicated. *Application responses, including the existing questions and content, for sections 1-3* ***must not exceed 30 pages****. This does not include attachments.*
* If you believe a particular question does not apply to your team or proposal, respond “Not Applicable” **and** state the reason this question is not applicable to your team or proposal.
* All required documents should be uploaded in the file format specified.
* Late or incorrectly formatted submissions will not be accepted.
* When submitting résumés, label each document with the individual’s affiliation with the proposed school (e.g., board member, principal, etc.).

**Attachments**

The following is a list of attachments to accompany the proposal. Note that not all attachments will be applicable for all applicants. It is the responsibility of the applicant to ensure they submit all attachments required for their proposal. Do not upload documents for any attachment that is not applicable.

1. Organization chart(s)
2. Leadership team qualifications
3. School leader qualifications
4. Financial Plan Workbook
5. Budget narrative

**Applicant Code of Conduct**

Members of the Board are obligated to make decisions in the best interests of children, free from personal or political influences. Similarly, charter school applicants have the responsibility of respecting and upholding the integrity of the charter school proposal process.

Specifically, charter school applicants shall not:

* Initiate, or attempt to initiate, any activity with a Trustee;
* Initiate, or attempt to initiate, any activity with a member of the Evaluation Team; or
* Direct any communications, including proposal documents, to a Trustee or to a member of the Evaluation Team.

Charter school applicants found to be in violation of these requirements may be deemed ineligible for consideration in future proposal processes.

**Public Disclosure**

All charter school proposal materials submitted to the Board become public records.

**2019 Request for Application for Subchapter C Early Childhood Charters**

|  |
| --- |
| **Please submit an application that addresses the following questions.** There are no page limits for individual topics, however overall page limits are noted for the Executive Summary, the Enrollment Summary, and each of Sections 1-4. Attachments are not included in these page limits.  **Please keep in mind that your application is a professional document.** The quality of the document that you submit should reflect the quality of the school that you propose to open. Evaluation Teams will be able to navigate well-organized, effectively edited documents easily, thereby focusing their energy on reviewing the content of each application. Grammar, spelling, and formatting all make an impression on an evaluator. |

|  |
| --- |
| **Plagiarism**  The Texas State University Student Handbook defines plagiarism as “the appropriation of another’s work and the unacknowledged incorporation of that work in one’s own written work” (Texas State University Student Handbook). Individuals and groups seeking the right and responsibility to educate public school children at public expense should be accountable to the highest standards of academic integrity. The Board considers plagiarism, including the copying of language from any other charter application without proper attribution, as grounds for immediate denial.  The Board understands that to implement an existing curriculum, instructional framework, or educational model (e.g., Montessori, arts integration, project-based learning, blended learning, etc.) with fidelity, key concepts must be discussed. However, it is not acceptable to copy and paste this discussion or description from another source. A high-quality applicant team with the capacity to operate a high-quality school must be able to thoughtfully explain in their own words how they intend to educate children. The Board also understands that existing operators proposing to replicate a model may use their own intellectual property, which is appropriate and acceptable. |

**Applicant Information**

|  |  |
| --- | --- |
| **Name of Applicant Organization** | Click or tap here to enter text. |
| **Primary Contact Person** | Click or tap here to enter text. |
| **Mailing Address** | Click or tap here to enter text. |
| **Phone Number** | Click or tap here to enter text. |
| **Email** | Click or tap here to enter text. |
| **Website, if applicable** | Click or tap here to enter text. |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Names, current jobs and employers, and proposed roles of all persons on applicant team (*Add lines as needed)***   |  |  |  | | --- | --- | --- | | **Full Name** | **Current Job Title and Employer** | **Position with Proposed School** | | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |  |  |  | | --- | --- | | **We plan to apply as a:** | | | New Partner | Existing Partner |   **Does this applicant team have charter school applications under consideration by any other authorizer(s) in the United States?** | |
| Yes | No |

**If Yes, complete the table below (*Add lines as needed)***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **State** | **Authorizer** | **Proposed School Name** | **Application Due Date** | **Decision Date** |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

|  |  |
| --- | --- |
| **Does this applicant team have new schools or campuses scheduled to open in the United States in the next five years?** | |
| Yes | No |

**If Yes, complete the table below (*Add lines as needed)***

|  |  |  |  |
| --- | --- | --- | --- |
| **Planned School Name** | **City** | **State** | **Opening Date** |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

**Early Childhood Education Center Information**

**NOTE: Complete this part for each school / campus included in this proposal.  
Duplicate as needed.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Proposed School / Campus Name** | | | **Opening Year** | |
| Click or tap here to enter text. | | | Click or tap here to enter text. | |
| **Proposed Location** | | | | |
| **School District**  *Identify the school district in which the charter school will be located.* | | | Click or tap here to enter text. | |
| **Address of Identified Facility** *If applicable.* | | | Click or tap here to enter text. | |
|  | | | | |
| **Projected Demographic Information** | **% FRL:** Click or tap here to enter text. | | **% SpEd:** Click or tap here to enter text. | **% ELL:** Click or tap here to enter text. |
| **Name of Proposed Principal** | | Click or tap here to enter text. | | |
| **Current Employment** | | Click or tap here to enter text. | | |
| **Phone Number – Day** | | Click or tap here to enter text. | | |
| **Phone Number – Evening** | | Click or tap here to enter text. | | |
| **Email** | | Click or tap here to enter text. | | |
| **Check any of the following that apply to the proposed model and applicant team:** | | | | |
| Nationally Accredited  Texas Rising Star- 4-Star Center  New Operator | | | | |
| **High-Quality Prekindergarten Components\*** | | **Component Implemented?** | | |
| Curriculum | | Yes  No | | |
| Progress Monitoring | | Yes  No | | |
| Teacher Qualification | | Yes  No | | |
| Family Engagement Plan | | Yes  No | | |
| Program Evaluation | | Yes  No | | |
| Student-to-Teacher Ratio (11:1 or less) | | Yes  No | | |

\*[High-quality prekindergarten components, as referenced in Rider 78](https://tea.texas.gov/Academics/Early_Childhood_Education/High-Quality_Prekindergarten_Program/)

**Section 1 - School Overview**

*This section is not rated separately by the evaluators. It provides the evaluators with a reference for each of the other sections of the proposal, which will be assessed, in part, for the quality of alignment with the School Overview. Please reference page limit requirements on page 5 (Specifications).*

**Executive Summary**

**(Limit: 2 Pages)**

The Executive Summary should provide a concise overview of the proposed plan for the school; the outcomes you expect to achieve; the geographic and population considerations of the school environment; the challenges particular to those considerations; and the applicant team’s capacity to successfully open and operate a high-quality school given the above considerations.

1. **Mission and Vision.** State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement describes how the school will operate and what success looks like for students. The mission and vision statement provide the foundation for the entire proposal, and taken together, should identify the students and community to be served and illustrate what success for students will look like.
2. **Educational Need and Anticipated Student Population.** Describe the anticipated student population, students anticipated educational needs, and non-academic challenges the school is likely to encounter. Describe the rationale for selecting the location and targeting this student population.
3. **Education Plan / Academic Model.** Provide an overview of the education program of the proposed school, including major instructional methods, assessment strategies, and non-negotiables of the school model. Describe the evidence that demonstrates the school model will be successful in improving academic achievement for the targeted student population.

Click or tap here to enter text.

1. **Leadership and Governance.** List the current members of the school’s proposed leadership team and governing board, including their roles with the school and their current professional affiliations.

*Add lines to the following table, as needed. Do not list members of the applicant team who will not have an official leadership role with the school going forward, such as consultants.*

|  |  |  |
| --- | --- | --- |
| **Full Name** | **Current Job Title and Employer** | **Position with Proposed School** |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

**Enrollment Summary**

|  |  |  |  |
| --- | --- | --- | --- |
| **Enrollment Overview** | | | |
| **Classroom Type** | **Total # of Classrooms** | **# of Classrooms Expected to Participate in Partnership Program** | **Maximum Capacity of Students** |
| 3- and 4-Year Old Mixed | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 3-Year Old | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 4-Year Old | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| K-2 | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| **Total** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

|  |  |  |
| --- | --- | --- |
| **Age Group** | **Student-to-Teacher Ratio** | **Class Size** |
| 3-year-old | Click or tap here to enter text. | Click or tap here to enter text. |
| 4-year-old | Click or tap here to enter text. | Click or tap here to enter text. |
| 3- and 4-year-old mixed | Click or tap here to enter text. | Click or tap here to enter text. |
| K-2 | Click or tap here to enter text. | Click or tap here to enter text. |

**Section 2 - High-Quality Kindergarten Components**

*Please reference page limit requirements on page 5 (Specifications)*.

**Curriculum**

|  |  |
| --- | --- |
| **Curriculum Overview** | |
| Name of curriculum or anticipated curriculum | Click or tap here to enter text. |
| Is on the Commissioner’s List? | Yes No |
| Aligns to the Texas PK Guidelines? | Yes No |
| Aligns to the Texas Essential Knowledge and Skills standards? | Yes No |

1. Provide evidence of the following:
   1. Alignment between the anticipated curriculum and Texas PK Guidelines and the Texas Essential Knowledge and Skills standards.
   2. The primary instructional strategies and learning environments that the school will expect teachers to use and why those strategies are well-suited for the anticipated student population.
   3. Description of the methods and systems teachers will use to provide differentiated instruction to meet the needs of all students.

Click or tap here to enter text.

**Student Progress Monitoring**

|  |  |
| --- | --- |
| Progress Monitoring Overview | |
| Name of progress monitoring tool | Click or tap here to enter text. |
| Is on the Commissioner’s List? | Click or tap here to enter text. |
| The following domains are assessed: | Emergent Literacy- Reading  Emergent Literacy- Writing  Language and Communication  Social and Emotional Development  Mathematics |
| Administration Frequency | BOY MOY EOY |

1. Provide evidence of the following:
2. An effective plan (including qualified personnel) and system to implement and interpret interim assessments that will measure academic progress – of individual students and student cohorts – throughout the school year and strategies to employ corrective actions when needed; and
3. A comprehensive, effective plan (including qualified personnel) and system for collecting and analyzing student academic achievement data, using the data to refine and improve instruction – including providing training and support to school leadership and teachers – and reporting the data to the school community. This should include identification of the student data system to be used, as well as qualified personnel who will be responsible for managing and interpreting the data for teachers and leading or coordinating data-driven professional development.

Click or tap here to enter text.

**Teacher Qualifications**

|  |  |
| --- | --- |
| Teacher Qualification Overview | |
| Will the teachers that will teach in the in-district charter classroom(s) be appropriately certified as outlined in TEC, Chapter 21, Subchapter B? | Yes  No |
| Which additional qualifications will the prekindergarten teachers in the in-district charter classroom(s) have? | Child Development Associate Credential (CDA)  Montessori certification  Eight years of teaching in a nationally-accredited child care program  Completed the Texas School Ready Training Program (TSR Comprehensive)  150 cumulative hours of document professional development addressing the 2015 Texas Prekindergarten Guidelines prior to assignment in prekindergarten classroom (75 hours are delivered through coaching and mentoring)  Plan to provide 30 hours of professional development each year relevant to high-quality prekindergarten (15 hours are delivered through coaching and mentoring) |

1. Provide evidence of the following:
2. A recruitment and hiring strategy, including selection criteria, protocol, and timeline, that are likely to result in a strong staff that is well-suited to the school;
3. A plan for providing targeted and personalized support and development to retain a high-performing staff;
4. Identification of evaluation tools and processes that will capture trends and track and promote teacher progress over time; and
5. Effective planning for unsatisfactory leadership/teacher performance and turnover.

Click or tap here to enter text.

**Family Engagement Plan**

|  |  |
| --- | --- |
| Family Engagement Plan Overview | |
| Select one of the following options: | The In-District Charter will follow the LEA Prekindergarten Family Engagement Plan  The In-District Charter will create its own Prekindergarten Family Engagement Plan |

1. Provide evidence of the following:
2. A parent engagement plan that will:
   * Facilitate family-to-family support;
   * Establish a network of community resources;
   * Increase family participation in decision-making;
   * Equip families with tools to enhance and extend learning;
   * Develop staff skills in evidence-based practices that support families in meeting their children’s learning benchmarks; and
   * Evaluate family engagement efforts and use evaluation for continuous improvement.

Click or tap here to enter text.

**Program Evaluation**

1. Provide evidence of the following:
   1. A comprehensive plan to evaluate the proposed high-quality prekindergarten program and a process to make results from program evaluation available to families; and
   2. Annual performance goals for which the school will be held accountable, such as student progress and achievement levels, closing achievement gaps, kindergarten readiness, and community and family engagement.

Click or tap here to enter text.

**Special Populations and At-Risk Students**

|  |  |
| --- | --- |
| Who will be responsible for serving special populations? | |
| In-District Charter | The LEA (via a contract back) |

1. If the In-District Charter will provide services, provide evidence of the following:
   1. The special populations that the school expects to serve;
   2. The plan to serve students with special needs, including but not limited to: students with Individualized Education Programs (IEPs) or Section 504 plans, English Language Learners (ELLs), students identified as intellectually gifted, and students at risk of academic failure or dropping out. Identify Methods for identifying students and avoiding misidentification;
   3. Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services;
   4. Plans for monitoring and evaluating the progress and success of identified students.

Click or tap here to enter text.

**Section 3 — Governance, Operating Plan, and Capacity**

*Please reference page limit requirements on page 5 (Specifications)*.

**Organizational Structure**

1. Provide evidence of the following:
2. As **Attachment** 1, an organizational chart that clearly indicates all positions and delineates appropriate lines of authority; and
3. The proposed school’s legal status (e.g., non-profit and federal tax exempt) and structure that are in compliance with state law.

Click or tap here to enter text.

**Leadership Team Capacity**

1. Provide evidence of the following:
   1. As **Attachment 2**, the collective qualifications (documented by résumés and bios for all members) to implement the school design successfully, including capacities in areas such as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent and community engagement; and
   2. As **Attachment 3**, the proposed School Leader’s experience in/ability to design, launch, and lead a school that effectively serves the target population, as well as evidence that the proposed leader is well-qualified to implement the specific educational program being proposed. Any identified leadership training is appropriate for and aligned with the educational program *(if the School Leader candidate(s) is identified)*; or
   3. As **Attachment 3**, the board and/or network’s preparation and plan to recruit and retain a leader with the ability to lead a school that effectively serves the target population *(If School Leader candidate(s) is not yet identified)*; and
   4. A description of any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned roles, and any resources they have contributed or plan to contribute to the school’s development.

Click or tap here to enter text.

**Professional Development**

1. Provide evidence of the following:
2. Sensible allocation of responsibilities for professional development, including demonstrated understanding of, and preparation for, professional development needs; and
3. Professional development methods, calendar, and staffing that effectively support the education program and are likely to maximize success in improving student achievement, including an induction program that will prepare teachers to deliver any unique or particularly challenging aspects of the educational program.

Click or tap here to enter text.

**Section 4 – Financial Plan**

*Please reference page limit requirements on page 5 (Specifications)*.

**Financial Plan**

1. Provide evidence of the following:
2. Reasonable assurances that the operator will have sound systems, policies, and processes for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls, ensure compliance with all financial reporting requirements, and conduct independent annual financial and administrative audits;
3. That the school’s leadership has a strong understanding of the appropriate delineation of roles and responsibilities among the administration and governing board regarding school finance;
4. That the school will ensure financial transparency, including plans for public adoption of the school’s budget and public dissemination of its annual audit and an annual report;
5. As **Attachment 4**, a complete, realistic, and viable operating budget within the Financial Plan Workbook provided;
6. As **Attachment 5**, a detailed budget narrative that clearly explains reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, including identifying the amount and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated, and including evidence of firm commitments where applicable); and
7. Sound contingency planning to meet financial needs if anticipated revenues are not received or are lower than estimated.

Click or tap here to enter text.