

WISCONSIN

Charter Schools Program Grant

Application Instructions

(Rev. 12-23)

Implementation, Replication, and Expansion



Wisconsin Department of Public Instruction
Jill Underly, PhD,
State Superintendent

Deadline is 4:30 p.m. on **February 21, 2024**.

Late applications not accepted.

For information and assistance regarding the charter schools subgrant program, contact the Wisconsin Charter School Program Grant Director, Michael McCabe, at (608) 264-9333 or charterschools@dpi.wi.gov.

All awarded subgrantees must attend a Subgrant Kickoff Meeting in Madison, Wisconsin on July 17, 2024.

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Overview

The Wisconsin Department of Public Instruction (DPI) is committed to developing innovative, high-quality charter schools throughout the State of Wisconsin. Charter schools are intended to be the research and development laboratories for school districts and communities in the state. As a means to discover new and improved diverse models for successfully educating all of Wisconsin's students, the DPI participates in the U.S. Department of Education's "Charter Schools Program" (CSP). The CSP is a grant program authorized by Title 20 of the United States Code and administered by the U.S. Department of Education. The Wisconsin Charter Schools Program (WCSP) seeks to support the growth of high-quality charter schools in Wisconsin, especially those focused on improving academic outcomes for educationally disadvantaged students. The subgrant program assists high-quality eligible applicants in opening and preparing for the operation of new or expanded charter schools. Federal and state laws establish the provisions of the WCSP:

- 1) **Federal Law:** Specifically, the Wisconsin Charter Schools Program (WCSP) operates under provisions of Title IV, Part C-Expanding Opportunity Through Quality Charter Schools, of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Every Student Succeeds Act (ESSA), Sections 4301 – 4311. The CSP is a discretionary grant program. A charter school must receive all federal funding allocated on a formula basis, e.g. Title I, for which it is eligible no later than five months after the charter school opens. Similarly, each charter school expanding its enrollment in any subsequent year of operation must receive such funding no later than five months after the expansion.
- 2) **State Law:** Charter schools, with a few exceptions, are exempt from many of the laws and administrative rules which govern public schools in Wisconsin. Charter schools must meet applicable licensing requirements. Charter schools must also comply with all federal laws, rules, and regulations. Wisconsin's charter law is found in Wis. Stat. § 118.40. Applicants must carefully review, and charter schools must fully comply with, the state charter school laws and federal CSP regulations contained within Sections 4301-4311 of the ESEA as amended by ESSA. Copies of these laws and regulations are available on the DPI Charter Schools webpage at <https://dpi.wi.gov/parental-education-options/charter-schools/grants>.
 - a. **Authorizers:** Wisconsin charter schools may be established by school district boards, the chancellor of any institution in the University of Wisconsin System, any technical college district board in Wisconsin, the Common Council of the City of Milwaukee, the College of Menominee Nation, Lac Courte Oreilles Ojibwe University, the Office of Educational Opportunity within the University of Wisconsin System, and the County Executive of Waukesha County. All authorizers are required, by law, to solicit and evaluate charter school applications. Charter schools may be initiated either by a petition to a school board or by direct action of a school board or other chartering authority. A school board may accept or deny a petition after a public hearing. There is no state-level appeal process except for denials by the board of Milwaukee Public Schools.
 - b. **Charter Contract:** Whether established through the petition process or by direct action of the chartering authority, all charter schools must operate under a contract negotiated between the charter school governing board and the chartering authority. That contract must include all the elements listed in the state charter school law in Wis. Stat. § 118.40, Benchmarks can be found on the DPI webpage: <https://dpi.wi.gov/parental-education-options/charter-schools/information-authorizers>. Evaluation of charter schools and responsibility for corrective action reside with the authorizer of the charter school. State law requires authorizers to monitor the performance of each charter school with which it contracts. The contract should specify how the authorizer will provide oversight of the charter school and how it will fulfill its monitoring duties and ensure the charter school's adherence to the terms of the contract. Contracts for charter schools must also include a description of how student performance will be measured pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school. Federal regulations require the contract of charter schools receiving CSP funds to clearly articulate how a school's performance in the state's accountability system and impact on student achievement (which may include student academic growth) will be one of the most important factors for renewal or revocation of the school's charter, and how the authorized public chartering agency will reserve the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school. State law requires all charter school authorizers to consider the principles and standards for quality charter schools established by the National Association of Charter School Authorizers, <https://qualitycharters.org/principles-and-standards/>, when contracting for the establishment of a charter school. Charter school authorizers must also report annually to the legislature and to the DPI on the items included in Wis. Stat. § 118.40(3m).

General Application Information

Deadline and Submission Instructions

- 1) **Deadline:** Deadline is 4:30 p.m. on **February 21, 2024**. All application must be emailed to charterschools@dpi.wi.gov and received by 4:30 p.m. Late applications will not be accepted.
- 2) **Digital Version:** Applicants must submit a digital version of the application.

There are two steps for digital submission: (1) Email the separate components of the application using the file names outlined on the Application Check List on pages 20-21. Email these files in one email to charterschools@dpi.wi.gov. If the attachment size exceeds the allowable limit, you may send multiple emails; (2) Create a single document containing all components in the order listed on the Application Check List on pages 20-21. Email the document to charterschools@dpi.wi.gov. If the attachment size exceeds the allowable limit, email an explanation of the size limitation to charterschools@dpi.wi.gov.
- 3) **Award Notification:** Applicants may receive notification of subgrant award status as early as **June 2024**.
- 4) **Contact:** For information and assistance regarding the charter schools subgrant program, contact the Wisconsin Charter School Program (WCSP) Grant Director, Michael McCabe, at (608) 264-9333 or charterschools@dpi.wi.gov.

Formatting

- 1) **Cover:** Use the DPI's Charter Schools Subgrant Application Form (PI-9600) as the cover of your application.
- 2) **Font and Type:** A minimum of an (11) eleven-point font must be used for the body of the application. Use Arial, Helvetica, Lato, or Times New Roman font.
- 3) **Page Limit:** Only the Application Narrative has a page limit. The Application Narrative **must not exceed 30 single-spaced typed pages**. Number the pages in the Application Narrative. Do not use covers; do not add title pages; do not add enclosures other than the required appendices.
- 4) **Appendices:** The required appendices are listed on page 20-21. There is no page limit for Appendices B-I.

Subgrant Types & Eligibility

Subgrant Types: There are three different subgrant types: implementation, replication, and expansion. Under each subgrant type, applicants may request up to 12-months of a planning period.

1. **Implementation Subgrant Applicants** will open a new charter school or currently operate a charter school that began serving students July 1, 2021 or later. These applicants must complete sections I, II, III, IV, V, VI and VII and submit Appendices A-F. Appendix J is optional.
2. **Replication Subgrant Applicants** currently operate an existing "high-quality charter school" (defined below) and can provide three years of evidence of improved educational results for students enrolled in the existing high-quality charter school. These applicants must complete sections I, II, III, IV, V, VI, and VIII, and submit Appendices A-I. Appendix J is optional.

The term "replicate" means to open a new charter school, or a new campus of a high-quality charter school, based on the educational model of an existing high-quality charter school, under an existing charter contract or an additional charter contract.

3. **Expansion Subgrant Applicants** currently operate an existing "high-quality charter school" (defined below) and can provide three years of evidence of improved educational results for students enrolled in the existing high-quality charter school. These applicants must complete sections I, II, III, IV, V, VI, and VIII and submit Appendices A-I. Appendix J is optional.

The term “expand” means to significantly increase enrollment or add one or more grades to a high-quality charter school. The term “significant increase” means to add at least 20 students or increase enrollment by at least 20 percent, whichever is greater.

In a “slow-growth” expansion (i.e. expanding 9th grade in year one, 10th grade in year two, etc.), the school must meet the criteria at each grade level for each year of expansion. For example, the 9th grade expansion must be an increase of 20 students or 20 percent of 9th graders, whichever is greater. The following year the 10th grade expansion must be 20 students or 20 percent of 10th graders, whichever is greater. **If a school would like to propose a slow-growth expansion, please contact DPI prior to submitting an application.**

High-quality Charter School: Under section 4310(8) of the ESSA, the term “high-quality charter school” means a charter school that:

- a. Shows evidence of strong academic results, which may include strong student academic growth, as determined by a state;
- b. Has no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance;
- c. Has demonstrated success in significantly increasing student academic achievement, including graduation rates for all students and for each of the subgroups of students, served by the charter school; and
- d. Has demonstrated success in increasing student academic achievement, including graduation rates where applicable, for each of the subgroups of students described in section 1111(c)(2) of the ESEA (i.e. economically disadvantaged students, minority students, students with disabilities and English language learners), except that such demonstration is not required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

Please note, if the applicant has received a previous subgrant under this funding and is applying for an expansion subgrant the school must have:

- Has at least three years of improved educational results,
- Meets high-quality definition components ESEA § 4310 (8) A and D, and cannot not be for the same activities.

Educationally Disadvantaged Students has replaced the previous term of “educationally disadvantaged” which referred to economically disadvantaged students, students with disabilities, migrant students, limited English proficient students (also referred to as English learners or English language learners), neglected or delinquent students, or homeless students.

Educationally Disadvantaged students include:

1. Economically disadvantaged,
2. Children with disabilities,
3. Migrant students,
4. English learners,
5. Neglected or delinquent students,
6. Homeless students,
7. Students who are in foster care

Eligible Applicant: For the purposes of applying and receiving federal charter school funds, an eligible applicant is a developer that: (1) has applied to an authorizer to operate a charter school; and (2) has provided adequate and timely notice to the authorizer that an application for federal charter school funds will be submitted.

The term “developer” means an individual or group of individuals (including a public or private nonprofit organization), which may include school staff, parents, and other members of the local community. To be eligible, the applicant must meet the definition of a “developer” in ESEA § 4310(5).

Charter School: To be eligible to apply for any funds under the CSP, a charter school must meet the definition of a “charter school” as set forth in Section 4310 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA). Under Section ESEA § 4310(2), “charter school” is defined as a “public school” that:

- a. In accordance with a Wis. Stat. § 118.40, is exempt from significant state or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph;
- b. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;
- c. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;
- d. Provides a program of elementary or secondary education, or both;
- e. Is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
- f. Does not charge tuition;
- g. Complies with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, section 444 of GEPA, and part B of the Individuals with Disabilities Education Act;
- h. Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated or in the case of a school that has an affiliated charter school, automatically enrolls students who are enrolled in the immediate prior grade level of the affiliated charter school and admits any additional students on the basis of a lottery.
- i. Agrees to comply with the same federal and state audit requirements as do other elementary schools and secondary schools in the state as specifically defined in Wis. Stat. 118.40;
- j. Meets all applicable federal, state, and local health and safety requirements;
- k. Operates in accordance with state law;
- l. Has a written performance contract with the authorized public chartering agency in the state that includes a description of how student performance will be measured in charter schools pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school; and
- m. May serve students in early childhood education programs or postsecondary students.

Recipients of Other CSP Grants: Charter schools that have an approved application through other federal CSP competitions, such as the Grants for Replication and Expansion of High-Quality Charter Schools, dissemination, or the CMO grant program, are not eligible for funding through this grant competition.

Autonomy: Autonomy is required under this grant competition. The United States Department of Education requires each charter school receiving funds under this competition to have a high degree of autonomy over budget and operations, including autonomy over personnel decisions. All applicants must demonstrate a high degree of autonomy in the proposal and charter contract and must meet the requirements related to board powers and structure specified in Wis. Stat. § 118.40. These criteria include, but are not limited to, the following:

- 1) *Governance structure* (i.e., charter school governing board as described in the school's approved charter):
 - a. The governing board must be a party to the contract, must be a legal entity, and must provide evidence of Wisconsin Non-Stock Corporation/non-profit status. Funds may not be awarded unless this documentation, along with other required information, is submitted to the DPI.
 - b. Under federal policy, no employees or officers of the authorizing entity may hold membership on the charter school's governing board.
 - c. The governance board must be structured so as to ensure arm's length transactions with the charter school's authorizer and all other entities transacting with the governance board.
- 2) *Operations:* The charter school governing board, as described in the school's approved charter, maintains control over a majority of its operations (i.e., professional development, school year calendar, disciplinary policies and procedures, curriculum, graduation requirements, etc.).
- 3) *Staffing:* The charter school governing board has decision-making authority over all hiring, dismissal, work rule, employee assignment, and other personnel decisions and actions.
- 4) *Financial Decisions:* The charter school governing board, as described in the school's approved charter, exhibits control over the development and adoption of the charter school's budget, the receipt and expenditure of funds, purchasing and contracting decisions, and other financial matters in general.

Funding and Allowable Costs

- 1) **Subgrant Duration:** The subgrant period cannot exceed 60 months (5 years), including the planning period.
- 2) **Maximum Funding:** No subgrant may exceed \$1,500,000. Funding is directly tied to enrollment targets.

Implementation Subgrant based on projected enrollment targets, applicants may request up to \$700,000 in base funding. In addition, applicants may request up to \$500,000 of additional funds if the school the school serves educationally disadvantaged student populations and at least 150 students. See Subgrant Funding chart for details.

Replication and Expansion Subgrant based on projected enrollment targets, applicants may request up to \$500,000 in base funding. In addition, applicants may request up to \$400,000 of additional funds if the school serves educationally disadvantaged student populations and at least 150 students. See Subgrant Funding chart for details.

Planning regardless of the subgrant type, planning funds are tied to the projected enrollment. An implementation applicant may request up to \$300,000 in planning year funds, and an expansion or replication applicant may request up to \$100,000 in planning year funds. If a school is not able to meet their enrollment projections, the school's overall award will be adjusted.

Wisconsin Charter School Program Subgrant Funding Levels

Subgrant Type	Student Enrollment		
	At least 20-49 students	At least 50-149 Students	At Least 150 Students
Planning (pre-operational)**	\$100,000	\$200,000	\$300,000
Implementation Award Amount (Base Funding)	\$500,000	\$600,000	\$700,000
Additional Educationally Disadvantaged Funding*	\$200,000	\$300,000	\$500,000
Max Amount (Five-Year Implementation Subgrant)	\$800,000	\$1,100,000	\$1,500,000
Planning with Expansion or Replication**	\$100,000	\$100,000	\$100,000
Expansion or Replication Award Amount (Base Funding)	\$300,000	\$400,000	\$500,000
Additional Educationally Disadvantaged Funding*	\$200,000	\$300,000	\$400,000
Max Amount (Five-Year Expansion or Replication Subgrant)	\$600,000	\$800,000	\$1,000,000

*Charter schools focused on improving educational outcomes for educationally disadvantaged students may request additional funding – see funding Wisconsin Charter School Program Subgrant Funding Levels. This funding is contingent upon availability and review of allowable, allocable, and reasonable costs. The WCSP reserves the right to not approve requested funding and require a modified budget.

**An applicant may request to carry over unspent funds from the planning phase to the operational phase, but all subgrant funds must be expended by the end of the subgrant period which cannot exceed 60 months total.

- 3) **Third Friday in September Count:** All WCSP enrollment target checks occur following the 3rd Friday in September count. Allocation changes may be made based on the school enrollment using the 3rd Friday in September count. This includes changes related to additional funding for increases in enrollment and schools serving educationally

disadvantaged students. In the case of a reduction, subgrantees will be required to modify their budget accordingly.

Each subgrantee is required to maintain an enrollment of at least 20 students to remain eligible for a WCSP subgrant.

- 4) **Expense Reimbursement:** Subgrant expenditures for all applicants will be **reimbursed** by the DPI according to established procedures.
- 5) **Allowable Costs:** Per the federal regulations included in Section 4303(h) of the ESSA, an eligible applicant may use subgrant funds to support activities related to opening and preparing for the operation of a new charter school which can include:
 - a. Preparing teachers, schools leaders, and specialized instructional support personnel
 - (1) Professional development,
 - (2) Hiring and compensating *during planning* – teachers, schools leaders, and/or specialized instructional support personnel.
 - b. Acquiring necessary supplies, training, equipment (including technology), and educational materials (including developing and acquiring instructional materials).
 - c. Carrying out necessary renovations to ensure that a new school building complies with applicable statutes and regulations, and minor facilities repairs (excluding construction).
 - d. Providing one-time, startup costs associated with providing transportation to students to and from the charter school.
 - e. Carrying out community engagement activities, which may include paying the cost of student and staff recruitment.
 - f. Providing for other appropriate, non-sustained costs related to activities in opening and preparing for the operation of charter schools.

Applicants must ensure that all costs included in the proposed budget are allowable, reasonable, and necessary in light of the goals and objectives of the subgrant application. Any costs determined to be unallowable, unreasonable, or unnecessary will be removed from the final budget and a revised budget will be required. For additional information, please see the WCSP Allowable Cost Guide available at: <https://dpi.wi.gov/parental-education-options/charter-schools/grants>).

Costs Not Allowed: Charter school grant funds may not be used for regular school year salary and fringe benefits, unless directly connected to grant administration (see the WCSP Allowable Cost Guide for additional information). Funds cannot be used to pay for student instruction or on-line tuition costs. Funds may not be used to pay honorariums to governance board members. In most cases, funds may not be used for remodeling or construction. Applicants are urged to contact WCSP staff to ask about questionable items **prior** to submitting a proposal. For additional information, please see the WCSP Allowable Cost Guide available at: <https://dpi.wi.gov/parental-education-options/charter-schools/grants>).

- 6) **Funding Parameters:** All subgrant funds must be expended by the end of the subgrant period, which cannot exceed 60 months total. Applicants must ensure that all costs included in the proposed budget are reasonable and necessary in light of the goals and objectives included in the subgrant proposal. Any costs determined to be unallowable, unreasonable, unnecessary, or unrelated to preparing for the opening and operation of a new or expanded charter school will be removed.
- 7) **Budget Revisions:** Recipients may make budget adjustments up to 10 percent higher or lower in any category without DPI approval. Adjustments greater than 10 percent require DPI approval. The current budget management system DPI uses for WCSP is WISEgrants. All budget amendments can be completed in WISEgrants.

Review Process

- 1) **Technical Review:** Applications first undergo a technical review by WCSP staff to ensure compliance with eligibility requirements. Applicants unable to meet eligibility requirements will not be considered for funding.
- 2) **Peer Review:** Eligible applications will then be evaluated and rated by an external peer review panel whose members have no vested interest in the applications under consideration.
 - a. A minimum score of 35 out of 50 is required on the peer reviewer benchmarks to be considered for funding. An application that receives less than 35 points will not be considered for funding. Replication and expansion

subgrant applicants must also score at least 7 points in section VIII. *A blank copy of the reviewer benchmarks and technical review document are available at <https://dpi.wi.gov/parental-education-options/charter-schools/grants>* Applicants should review the technical review document and reviewer benchmarks to ensure all required questions have been answered appropriately and all required appendices are included.

- b. A score of 30-34 activates an amended review. Replication and expansion subgrant applicants who do not score at least 7 points in section VII are not eligible for an amended review. Peer reviewer comments and scores will be shared with the applicant, and the applicant will be given the option to update their application to address peer reviewer concerns. The updated application must be submitted within two weeks of receipt of notification from the Department. The same peer review team will evaluate and rate the application again. Applicants whose updated application scores a minimum of 35 points and who subsequently receive funding following the amended review may have additional terms and conditions embedded into their initial subaward year.
 - c. The subgrant process is competitive; therefore, only the best applications will be funded.
 - d. Applicants submitting a proposal that does not receive a fundable score may resubmit a new proposal in subsequent rounds if the applicant continues to meet eligibility requirements.
- 3) **Recommendations Submitted:** Funding recommendations will be submitted to the state superintendent for final approval. The peer review score is the single most determining factor in funding recommendations.
 - 4) **Awards:** Awards may be announced as early as June 2024. Appeals and reconsiderations of award decisions will not be considered. It is possible that an application may be funded at less than the requested amount. If so, applicants will be required to revise the proposed budget.

There may not be sufficient funding to award funds to all eligible applicants. Therefore, this application process is highly competitive. All funding is contingent upon receipt of federal charter school funding from the United States Department of Education. The DPI will only consider awarding funds to those applicants that submit a comprehensive and viable application likely to improve student academic achievement. If insufficient funds are available to fund all successful applications, the DPI may also consider other factors such as geographic distribution and grade level distribution and may provide a preference to schools serving secondary grades (6-12) and rural communities.

Post-Award Requirements for Successful Applicants

- 1) **Subgrant funds cannot be accessed unless the following conditions are met:**
 - a. **Fully Executed Contract and Benchmarks:** The DPI has received, reviewed, and approved a fully executed contract and benchmarks that meets all state and federal contract requirements. Implementation applicants requesting a 12-month planning period have until April 30, 2025 to fulfill this requirement.
 - b. **Lottery and Admission Procedures:** Applicants must provide a copy of the school's lottery and admission procedures, and these procedures must comply with all requirements under state and federal law. Per 4310(H)(i) of the ESEA, a charter school must admit students based on a lottery, consistent with section 4303(c)(3)(A). Please also see Wis. Stat. s. 118.40(3)g). Applicants cannot have any admission requirements that may interfere with a fair and open admissions process. Applicants requesting a 12-month planning period have until January 31, 2025 to fulfill this requirement.

Consistent with Wis. Stat. 118.40(3)g, a charter school must give preference to students already enrolled in the charter school during the previous year and to siblings of students who are enrolled in the school. The school may give preference to children of the school's founders, governing board members, and full-time employees, but this preference can be given to no more than 10% of school's total enrollment. A charter school established under a contract with a union high school district under sub. (2) or (2m) may give preference in enrollment to pupils who were enrolled during the previous school year in a charter school operating under a cooperative agreement with the charter school established under a contract with a union high school district. No other preferences are allowable.

- c. **Proof of Wisconsin Non-Stock/Non-Profit Status:** Applicants must provide documentation of the charter school governing board's status as a Wisconsin Non-Stock Corporation/non-profit entity.

- d. **Assurance of School Readiness:** All items on the Assurance of School Readiness document are complete, contain appropriate signatures, and have been submitted to the DPI (<https://dpi.wi.gov/parental-education-options/charter-schools/grants>). For implementation and replication subgrant applicants requesting a 12-month planning period, this requirement does not apply until May 31, 2025.
- e. **Program Accountability and Monitoring:** The charter school is in compliance with all reporting and monitoring requirements. The DPI is responsible for monitoring all CSP subgrantees. To fulfill its monitoring responsibilities, the WCSP will require funded applicants to submit appropriate fiscal and program documentation. In addition, WCSP staff will conduct site visits of funded applicants. The purpose of these visits will be to review information submitted by applicants and gather additional information through interviews and observations for technical assistance, monitoring, and evaluation purposes.
- f. **Information Availability:** Each charter school receiving funds under the CSP must make publicly available, consistent with the dissemination requirements of the annual state report card under Section 1111(h) of the ESSA, including on the website of the school, information to help parents make informed decisions about the education options available to their children. This includes information on the educational program; student support services; parent contract requirements (as applicable), including any financial obligations or fees; enrollment criteria (as applicable); and annual performance and enrollment data for each of the subgroups of students, as defined in section 1111(c)(2) of the ESSA, except that such disaggregation of performance and enrollment data shall not be required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
- g. **Annual Audits:** Under section 4303(f)(2) of the ESSA, a charter school must have an annual independent audit of its financial statements prepared in accordance with generally accepted accounting principles. The charter school authorizer must ensure that such audits are publicly reported and reviewed by the charter school authorizer.

Instructions for Completing the Application Form (PI-9600)

General Information

Box 1 Name of Charter School

Write the name of the new, replicated, or expanded charter school.

Box 2 CESA

Select the Cooperative Educational Service Area (CESA) where the school is or will be located from the drop-down menu. If unsure, search by school district at <https://apps6.dpi.wi.gov/SchoolDirectory/Search/PublicDistrictsSearch>.

Boxes 3-6 Charter School Address, City, State, and Zip Code

Enter the address, city, and zip code of the new, replicated or expanded charter school. Enter TBD in the Boxes if opening a new school and the address is unknown.

Box 7 Authorizer: School District or Independent

Enter the name of the authorizing school district or independent authorizing entity. The role of the charter school authorizer is critical to ensuring success and accountability for charter schools. Authorizers may be public school districts or one of the statutorily identified independent authorizers. See page 4 for more information about authorizers.

Boxes 8-10 Authorizer Administrator or Director, Email, and Phone Number

Enter the name, email address, and phone number for the administrator or director with the authority to sign this subgrant application on behalf of the authorizing agency under the signatures section.

Boxes 11-14 Authorizer Address, City, State, and Zip Code

Enter the street address, city, and zip code of the authorizing agency.

Boxes 15-17 Charter School Developer or Planning Committee Representative Name, Email and Phone Number

Enter the name, email and phone number of the charter school developer or planning committee representative.

The term “developer” means an individual or group of individuals (including a public or private nonprofit organization), which may include school staff, parents, and other members of the local community.

The charter school planning committee representative or governing board president may not be an employee or officer of the authorizing entity.

Boxes 18-20 Charter School Governance Board President Name, Email, and Phone Number

Enter the charter school’s governance board president name, email, and phone number. The charter school planning committee representative or governing board president may not be an employee or officer of the authorizing entity.

Boxes 21-23 Charter School Leader Name, Email, and Phone Number

Enter the name, email, and phone number of the charter school’s leader. This could be a teacher, governance board member or other person affiliated with the school. For schools not yet open, enter TBD if unknown.

Box 24 Type of Subgrant

Select from the drop-down menu the type of subgrant: Implementation, Replication or Expansion. See pages 5-6 for more details about grant types.

Box 25 12-Month Planning Period

Select from the drop-down menu whether a 12-month planning period is requested: Yes or No. All subgrant types may take a planning year; however, implementation subgrant applicants operating the school in the first year of the subgrant award are ineligible for a planning period. See page 8 for more information about the planning period.

Box 26 Charter School Relationship to the School District

Enter the charter school's relationship to the school district: District-Authorized Instrumentality, District-Authorized Non-instrumentality, or Non-District (Independent 2r or 2x).

- District-Authorized Instrumentality: School boards determine whether a school is an instrumentality. Instrumentality charter school employees are employees of the school district.
- District-Authorized Non-instrumentality: School boards determine whether a school is a non-instrumentality. Non-instrumentality charter school employees are not employees of the school district.
- Non-District (Independent 2r or 2x): Independent charter schools are not authorized by a school district. Each of the following may authorize a charter school in Wisconsin: the common council of the city of Milwaukee, the chancellor of any institution in the University of Wisconsin System, each technical college district board, Waukesha County Executive, College of Menominee Nation, Lac Courte Oreilles Ojibwa University, and UW- System Office of Educational Opportunity.

Box 27 Multiple Districts

Enter the other districts that are involved with the charter school subgrant application. This applies only to charter schools forming multi-district charter schools. Enter NA if not applicable.

Box 28 Projected enrollment & Grade Levels to be Served

Enter the projected school-wide enrollment and grade span to be served during each year of the subgrant period. For example: Year 1: 300 K-6; Year 2: 400 K-8, etc.

Box 29 Instruction Through Means of the Internet

Indicate whether the charter school will offer instruction through means of the internet with pupils and instructional staff geographically remote from each other: Yes or No.

Box 30 Date Charter School Opened or Will Open

Enter the date that the existing charter school opened, or the new charter school will open.

Expansion Subgrant Applicants Only

Expansion applicants should fill in Boxes 32-34, as applicable, to meet the definition of expansion: *The term "expand" means to significantly increase enrollment or add one or more grades to a high-quality charter school. The term "significant increase" means to add at least 20 students or increase enrollment by at least 20 percent, whichever is greater.*

In a slow-growth expansion (i.e. expanding 9th grade in year one, 10th grade in year two, etc.), the school must meet the criteria at each grade level for each year of expansion. For example, the 9th grade expansion must be an increase of 20 students or 20 percent of 9th graders, whichever is greater. The following year the 10th grade expansion must be 20 students or 20 percent of 10th graders, whichever is greater. If a school would like to propose a slow-growth expansion, please contact DPI.

Box 31 Enrollment Prior to Expansion

Enter the enrollment or projected enrollment for **the year prior to expansion**. For example: 50 students.

Box 32 Projected Enrollment

Enter the projected enrollment for **the year of the expansion**. For example: 80 students.

Box 33 Grade(s) to be Added

Enter the grade(s) added to the school, if applicable. For example: 8-9, 4K, etc.

	REQUESTED FUNDING	
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Box 34 Base Funding

Enter the amount of base funding requested based on enrollment targets. See page 8 for details.

Box 35 Funding for Schools with Enrollment of 50 Students

For schools with enrollment of 50 students or more, enter the amount of funding requested. See page 8 for details.

Box 36 Funding for Schools Serving Educationally Disadvantaged Students

For schools serving secondary students who meet the definition of “educationally disadvantaged” enter the amount of funding requested. See page 8 for details.

The term “educationally disadvantaged students” means economically disadvantaged students, students with disabilities, migrant students, limited English proficient students (also referred to as English learners or English language learners), neglected or delinquent students, or homeless students.

Box 37 Total Amount Requested

The form will automatically total the amounts entered in Boxes 34-37. This sum may not exceed \$1,500,000. Please adjust your totals in Boxes 34-37 if the sum exceeds \$1,500,000.

Box 38 Replication and Expansion Subgrant Planning Funds Allocation

If applicable, enter the amount from the total in Box 38 that the replication or expansion grant applicant is allocating to a 12-month planning period.

	SIGNATURE	
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Application must be signed by an authorized person representing the charter school authorizer and the charter school governing board president or primary person representing the charter school planning committee. *The charter school planning committee representative or governing board president may not be an employee or officer of the authorizing entity. Electronic Signatures are acceptable on the form.*

	CERTIFICATION COVERING DEBARMENT	
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The Certification Covering Debarment must be signed by the authorized representative for the prospective lower tier “participant.” *“Participant” means any person who submits a proposal for or who enters into a covered transaction, including an agent or representative of a participant. 2 C.F.R. §180.980.*

Instructions for Completing the Subgrant Narrative

Answer the questions below in a *separate* document in this order—please number your pages and limit total page count to no more than 30 pages. Address the questions in the order in which they appear in the instructions, and number your responses corresponding with sections and numbers in the instructions. Use the reviewer benchmarks to be certain you fully answered all the required questions. A blank copy of the reviewer benchmarks is available at <https://dpi.wi.gov/parental-education-options/charter-schools/grants>. Attach the subgrant narrative as Appendix A.

I. Program Description, Mission, and Community Need (5 points)

1. State the mission of the charter school. Describe how the mission directly relates to *at least two* of the following:
 - a. Increasing access to high-quality schools for educationally disadvantaged students
 - b. Reducing and eliminating the achievement gap for educationally disadvantaged students
 - c. Serving students at-risk of dropping out or who have previously dropped out
 - d. Increasing the overall graduation rate
 - e. Increasing career and college readiness
2. Describe the educational/curricular model of the charter school being proposed, expanded, or replicated. Explain how the program promotes a diversity of educational options within the community served and is responsive to students most in need.
3. Describe how, consistent with the definition of a charter school under federal law in ESEA § 4310 (2), the new, replicated, or expanded charter school will take advantage of the autonomy and flexibility afforded to charter schools. See pages 6-7 for the federal definition of a charter school.

4. Using a timeline, describe the present state of the planning process; the activities undertaken to date; the variety of stakeholders involved in the process; the financial or other resources available; and the involvement of the authorizer, administration, and staff. Provide a description of how families and other members of the community have been involved in the planning and design of the new or expanded charter school and provide examples of how feedback from stakeholders has impacted the planning and design process.
5. Describe the community served and the level and extent of family and community support for the new or expanded charter school. Include the need the new or expanded charter school will meet. Explain how community and family support for the new or expanded charter school has been assessed. **Attach the needs analysis (see the WRCCS Navigating Your Community Needs Assessment [resource](#) and three letters of support from parents, groups, or individuals within the charter school community as Appendix B.** Each letter should represent a different group of stakeholders. Letters must be signed and include the name, contact information, and role of the person submitting each letter.
6. For each year of the subgrant, use one or more tables to provide the grades served and projected enrollment by grade level. Disaggregate student population data by ethnicity/race and by educationally disadvantaged student subgroups (economically disadvantaged students, children with disabilities, migrant students, English learners, neglected or delinquent students, homeless students, students who are in foster care). Only include students attending on a fulltime basis. Explain the projections.

Expansion subgrant applicants must explain the projected significant increase in enrollment and/or grades to be added to existing high-quality charter school.

Attach evidence of authorizer approval as Appendix C. Projected enrollment and grades served must be consistent with the authorizer approval.

II. Proposed Activities (5 Points)

Activities conducted under this subgrant must be directly related to opening and preparing for the operation of a new, replicated, or expanded high-quality charter school. Proposals that include activities focused on improving outcomes for educationally disadvantaged charter school students while simultaneously preventing further racial and socio-economic segregation and isolation will receive funding priority.

1. Describe the specific activities to be completed under this subgrant; the variety of stakeholders involved in the process; the financial resources and community resources available; and the involvement of the authorizer, administration, staff, and community.
2. Describe how student achievement will be measured each year. Identify the nationally standardized achievement test to be used fall and spring in language arts and math. Explain how formative and summative assessments will be used to improve instruction, and how it will be used to measure progress over time.
3. Use the Appendix D table to identify performance measures for the charter school. Performance measures must be specific, measurable, and achievable. Each performance measure must include baseline data, if applicable, and annual targets. There must be between four and ten performance measures, and at least one of the performance measures must relate to a nationally standardized achievement test in language arts and math. **Attach performance measure table as Appendix D.**
 - a. Justify each performance measure in terms of its value in improving student outcomes, growth, or achievement. (Include this information in the narrative *not* in Appendix D)
 - b. Explain how at least one performance measure specifically addresses activities designed to improve academic outcomes for educationally disadvantaged students. (Include this information in the narrative not in Appendix D)
 - c. Describe how each performance measure is specific and measurable at least once annually. (Include this information in the narrative not in Appendix D)

4. As applicable, describe how subgrant funds will be used for: (a) training, (b) consultants, (c) coaches, (d) curriculum development, (e) purchases, (f) outreach, (g) student recruitment, (h) staff recruitment, (i) extended contracts, and substitute teachers. Expenses must align with the activities described in this section.
5. The grant requires collaboration between charter schools and traditional public schools. Please provide information below describing how your school will collaborate with traditional public schools. Please note that, within 120 days of receiving a subgrant award or within 120 days of the date the collaboration is scheduled to begin, whichever is later, the school will be required to provide evidence of participation in the collaboration through monitoring.
 - a. Describes each member of the collaboration and whether the collaboration would be a new or existing commitment;
 - b. States the purpose and duration of the collaboration;
 - c. Describes the anticipated roles and responsibilities of each member of the collaboration;
 - d. Describes how the collaboration will benefit one or more members of the collaboration, including how it will benefit students or families affiliated with a member and lead to increased or improved educational opportunities for students, and meet specific and measurable, if applicable, goals;
 - e. Describes the resources members of the collaboration will contribute; and
 - f. Contains any other relevant information.

III. Governance and Autonomy (10 Points)

1. Describe how the authorizer will monitor school performance and compliance with the contract and the quality controls agreed to between the charter school and the authorizer. Include all performance agreements in your description. Include in the narrative how the charter school's performance in the state's accountability system and impact on student achievement will be one of the most important factors for renewal or revocation of the school's charter. Also, describe how the authorizer will reserve the right to revoke or not renew the school's charter based on financial, structural, or operational factors involving the management of the school.
2. If applicable, submit a request and justification for waivers of any federal statutory or regulatory provisions that the applicant believes are necessary for the successful operation of the charter school.
3. Charter schools must have a separate governance board. This entity is legally able to contract with the authorizer. Under federal policy, no employees or officers of the authorizing entity may hold membership on the charter school's governing board. The governance board of a grantee must be a non-stock corporation/non-profit entity under Wisconsin law. Funding will not be made available until proof of Wisconsin non-stock/non-profit status and other required documents are submitted to the department.
 - a. Provide a description of the governing board, including the roles of board members and the unique skills and diversity of perspectives sought. For schools with existing boards, provide the names of the board members and describe how board members are qualified to oversee the operation of the charter school.
 - b. Describe the election of members, length of terms of office, and frequency of meetings. Describe how the governance board ensures arm's length transactions with the charter school's authorizer and all other entities transacting with the governance board.
4. Describe the authority this governing board has to make decisions regarding the operation of the charter school including: (a) personnel, (b) curriculum, (c) local assessments, (d) policy development, (e) budget and expenditures, and (f) daily operations. The applicant must demonstrate how it will ensure that the governance board maintains a high-level of autonomy and independence.
5. Include a description of the administrative relationship between the charter school and the authorizer. Describe any services the authorizer will provide the school and describe how the charter school will be managed.
6. Describe how the charter school will solicit and consider input from stakeholders, including parents and other community members, on the implementation, expansion, or replication and the operation of the charter school, including how the charter school will support the use of effective parent, family, and community engagement strategies in its operation. Describe how the governance board participated in the needs analysis as attached in Appendix B.

7. Describe the roles and responsibilities of the charter school, any potential partners, if applicable, and charter management organizations, if applicable. Include in the description the administrative and contractual roles and responsibilities of the parties
8. For any existing or proposed contract between a charter and a for-profit management organization (including a nonprofit management organization operated by or on behalf of a for-profit entity), without regard to whether the management organization or its related entities exercises full or substantial administrative control over the charter school or the subgrant project provide the information below. If this is not applicable to the school, indicate that is the case.
 - a. A description of the contract including the name and contact information of the management organization; the cost (i.e., fixed costs and estimates of any ongoing costs or fees), including the amount of CSP funds proposed to be used toward such cost, and the percentage such cost represents of the school's overall funding; the duration; roles and responsibilities of the management organization; and steps the applicant will take to ensure that it pays fair market value for any services or other items purchased or leased from the management organization, makes all programmatic decisions, maintains control over all CSP funds, and directly administers or supervises the administration of the grant in accordance with 34 CFR 75.701.
 - b. A description of any business or financial relationship between the charter school developer and the management organization, including payments, contract terms, and any property owned, operated, or controlled by the management organization or related individuals or entities that will be used by the charter school;
 - c. The name and contact information for each member of the governing board of the charter school and a list of the management organization's officers, chief administrator, or other administrators, and any staff involved in approving or executing the management contract; and a description of any actual or perceived conflicts of interest, including financial interests, and how the applicant will resolve any actual or perceived conflicts of interest to ensure compliance with 2 CFR 200.318(c);
 - d. A description of how the applicant will ensure that members of the governing board of the charter school are not selected, removed, controlled, or employed by the management organization and that the charter school's legal, accounting, and auditing services will be procured independently from the management organization;
 - e. An explanation of how the applicant will ensure that the management contract is severable, severing the management contract will not cause the proposed charter school to close, the duration of the management contract will not extend beyond the expiration date of the school's charter, and renewal of the management contract will not occur without approval and affirmative action by the governing board of the charter school;
9. Describe the steps the applicant will take to ensure that it maintains control over all student records and has a process in place to provide those records to another public school or school district in a timely manner upon the transfer of a student from the charter school to another public school, including due to closure of the charter school, in accordance with section 4308 of the ESEA.

IV. Description of High-quality Authorizing Practices (5 Points)

1. How will the authorizer engage in professional development during the school's subgrant period?
2. How will the authorizer hold the school accountable?
3. For district-authorized charter schools, how will the authorizer uphold charter school governing board autonomy with specific consideration to staffing, curriculum, and fiduciary oversight?
4. How will the school leadership and governance board prepare for ongoing oversight and evaluation of school performance by the authorizing entity?
 - a. What systems will be created to ensure regular and timely communication occurs between the school, governance board, and authorizer?

- b. How will the authorizer collaborate with the governance board and school leadership to support high-quality authorizing practices in accordance with NACSA's *Standards for Quality Charter School Authorizing*?

V. Budget (5 Points)

Complete the Budget Summary form (PI-9600-BS) found on the DPI website at: <https://dpi.wi.gov/parental-education-options/charter-schools/grants> and attach as Appendix E. Expenses must align with the outcomes, measurable objectives, and activities related to opening and preparing for the operation of the new or expanded charter school identified in the application narrative. Budget form (PI-9600-BS) must contain allowable costs related to the specific outcomes and proposed activities to be completed during the grant period. See page 8 and 9 for allowable costs and a link to WCSP Allowable Cost Guide. Please note that awarded applicants must participate in a two-day conference each year of their subgrant award. Registration for the conference is free, but the applicant may choose to include travel costs for the conference in the budget form.

1. Provide an explanation of the costs justifying how they relate to opening and preparing for the operation of a new or expanded charter school and why they are necessary (Include this information in the narrative not in Appendix E). If requesting a planning period, specify which costs pertain to the planning period.
2. Describe how other federal program funds available to the charter school, e.g. Title I and IDEA funds, will be used.
3. Describe the method by which controls over expenditures and records of expenditures will be maintained.
4. Complete the Expense and Revenue Worksheets found on the DPI website and attach as Appendix F. Include the total projected cost of operating the charter school for each of the next four years. The budget worksheets include a tab for expenses and a tab for revenue. Include all expenditures and revenues from state, local, federal, and other sources, including anticipated federal charter school grant funds.
5. Provide explanatory information for the Expense and Revenue Worksheet.
6. Provide a sustainability plan and explain how the school's innovative offerings and professional development will be sustained and continued after the charter school grant expires, including a multi-year financial and operating model. This should include fundraising activities by the charter board, maintenance of current staff, governance board sustainability, community involvement, etc. This plan must demonstrate that the charter school can continue to operate in a manner consistent with this application when grant funds are no longer available.

VI. Equal Access & Supports Educationally Disadvantaged Student Populations (10 Points)

1. Provide a description of how the charter school assures equal access for all students regardless of sex, race, ethnicity, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, gender, or physical, mental, emotional, or learning disability.
2. As required by section 427 of the General Education Provisions Act (GEPA), describe proposed steps that will be taken to ensure equitable access to, and participation in, the charter school. The statute, which allows applicants discretion in developing the required description, highlights six types of barriers (gender, race, national origin, color, disability, or age) that can impede equitable access or participation.
3. Describe how the school plans to attract, recruit, admit, enroll, serve, and retain educationally disadvantaged students equitably and inclusively.
4. Describe how the school plans to recruit and retain a diverse staff.
5. Provide a description of how students and families in the community are informed about the charter school and given an equal opportunity to attend.
6. Describe how the charter school will meet the educational needs of all its students, including children with disabilities and English language learners.
7. Provide the admissions policy for the school, including how the admissions policy is:
 - a. consistent with the statutory purposes of the federal charter schools program,
 - b. reasonably necessary to achieve the educational mission of the charter school,
 - c. consistent with civil rights laws and Part B of the Individuals with Disabilities Education Act (IDEA), and

- d. other applicable state and federal law.
8. Provide a description of the statistically random lottery process to be implemented if more students apply for admission than can be accommodated in the charter school. Please note the statistically random lottery process must comply with Wis. Stat. s. 118.40 (3)(g) and Per 4310(H)(i) of the ESEA, a charter school must admit students based on a lottery, consistent with section 4303(c)(3)(A) if more students apply for admission than can be accommodated. A waitlists may be used in conjunction with lotteries. If the applicant uses a waitlist, explain how and when students are offered seats if they become available.
9. Describe how the charter school governance board has considered and planned for the transportation needs of students. If the school does not or will not provide transportation, explain how the school will ensure access for students without means of transportation.
10. Segregated special education charter schools are not permitted under state and federal law. If the charter school's educational program attracts a disproportionately high number of students with disabilities, how will the charter school ensure students with disabilities are educated with their non-disabled peers to the maximum extent possible?

VII. Implementation Subgrants Only (10 points)

1. Local school board policies will not apply to the charter school unless they are specifically listed in the charter contract. Please identify school board policies that will be waived for this charter school and how the waiver(s) will support the operation of the charter school. This question does not apply to independently authorized charter schools.
2. Provide a detailed 2-3 year professional and curriculum development plan to ensure teacher and administrator competencies.
3. Describe the training that will be provided to the charter board and when it will be delivered, e.g., governing authority, Roberts Rules, by-laws, finances/budgets, fund raising, equity, family involvement, policies/procedures, etc.
4. Describe how the activities will lead to improved student academic achievement and growth, including how the activities are grounded in evidence-based research and data. Describe the school and governance board's plan for evaluating the success of these activities.
5. Describe what best practices will be utilized to close achievement gaps.
6. If applicable, list any charter schools with the applicant's same authorizer that have closed within the last five years. For each school that closed, explain the circumstances contributing to the closure(s) and explain how the proposed school will address those circumstances.
7. Describe student discipline practices. How will they be employed at the school and how will these practices be implemented equitably?

VIII. Replication and Expansion Subgrants Only - Demonstration of High-Quality (10 Points)

Must score at least 7 points in this section to remain eligible for an award.

1. Provide three years of evidence of the charter school's significant improvement in student achievement, including positive outcomes for each subgroup of students (economically disadvantaged students, minority students, students with disabilities, and English language learners) and for educationally disadvantaged students (economically disadvantaged students, students with disabilities, migrant students, English language learners, neglected or delinquent students, and homeless students)

Attach evidence as Appendix G.

- a. Within Appendix G, provide student assessment results for all students and for each subgroup of students for the last three (3) years of the charter school's operation. Applicants are encouraged to submit data from multiple assessments that provide evidence of student academic improvement trends over time. The data

- provided must show substantial progress in improving student academic achievement. Provide any explanatory information for the data.
- b. Within Appendix G, provide attendance and student retention data for the three (3) most recently completed school years for all students and for each subgroup of students. Retention refers to students retained in the school. Provide any explanatory information for the data.
 - c. Within Appendix G, provide suspension and expulsion rates for the past three (3) years for all students and each subgroup of students. Provide any explanatory information for the data and explain the school's discipline practices.
 - d. Within Appendix G, provide graduation rates, if applicable, for the last three (3) years of operation for all students and for each subgroup of students. Provide any explanatory information for the data.
 - e. Within Appendix G, provide a copy of the school's last three (3) school accountability reports (School Report Card).
 - f. Within Appendix G, if applicable, provide any additional data as evidence of significant improvement in student achievement, including positive outcomes for students with disabilities and educationally disadvantaged students.
2. Provide information on any significant compliance and management issues encountered by the charter school within the last three (3) school years and how any compliance issues were resolved.
 3. If the applicant previously received a subgrant under this funding, describe how the activities will be different from the activities in the previous grant.
 4. Discuss how the existing high-quality charter school is thriving and financially viable and how the newly replicated or expanded charter school will thrive and be financially viable.
 - a. **Attach a copy of the authorizer's most recent charter school annual report as Appendix H.** Provide any explanatory information for the authorizer report.
 - b. **Attach copies of the governance board minutes for the past 12 months as Appendix I.** Provide any explanatory information for the governance board minutes.

Required Appendices

Required Appendices: Identify each Appendix with the corresponding letter below.

- A. **Application Narrative:** Follow the instructions for the Application Narrative. The Application Narrative **must not exceed 30 single-spaced typed pages**. Number the pages in the Application Narrative. Do not use covers; do not add title pages; do not add enclosures other than the required appendices.
- B. **Needs Analysis & Letters of Support:** Include the needs analysis and three letters of support from parents, groups, or individuals within the community. Letters must be signed and include the name, contact information, and role of the person submitting each letter. Each letter should represent a different group of stakeholders. For additional technical assistance with developing a needs analysis, see: [WRCCS Navigating Your Community Needs Assessment resource](#). The needs analysis must address the following: How the proposed project would serve the interests and meet the needs of students and families in the communities the charter school intends to serve. The needs analysis, which may consist of information and documents previously submitted to an authorized public chartering agency to address need, must include, but is not necessarily limited to, the following:
 - (1) Descriptions of the local community support, including information that demonstrates interest in, and need for, the charter school; benefits to the community; and other evidence of demand for the charter school that demonstrates a strong likelihood the charter school will achieve and maintain its enrollment projections. Such information may include information on waiting lists for the proposed charter school or existing charter schools or traditional public schools; data on access to seats in high-quality public schools in the districts from which the charter school expects to draw students; and family interest in specialized instructional approaches proposed to be implemented at the charter school.
 - (2) Information on the proposed charter school's projected student enrollment, and evidence to support the

projected enrollment based on the needs analysis and other relevant data and factors, such as the methodology and calculations used.

- (3) An analysis of the proposed charter school's projected student demographics and a description of the demographics of students attending public schools in the local community in which the charter school would be located and the school districts from which the students are, or would be, drawn to attend the charter school; a description of how the applicant plans to establish and maintain a racially and socio-economically diverse student body, including proposed strategies (that are consistent with applicable legal requirements) to recruit, admit, enroll, and retain a diverse student body. An applicant that is unlikely to establish and maintain a racially and socio-economically diverse student body at the proposed charter school because the charter school would be located in a racially or socio-economically segregated or isolated community, or due to the charter school's specific education mission, must describe-
 - (A) Why it is unlikely to be able to establish and maintain a racially and socio-economically diverse student body at the proposed charter school;
 - (B) How the anticipated racial and socio-economic makeup of the student body would promote the purposes of the CSP to provide high-quality educational opportunities to all students, which may include a specialized educational program or mission; and
 - (C) The anticipated impact of the proposed charter school on the racial and socio-economic diversity of the public schools and school districts from which students would be drawn to attend the charter school.
- (4) A robust family and community engagement plan designed to ensure the active participation of families and the community that includes the following:
 - (A) How families and the community were, are, or will be engaged in determining the vision and design for the charter school, including specific examples of how families' and the community's input was, is, or is expected to be incorporated into the vision and design for the charter school.
 - (B) How the charter school will meaningfully engage with both families and the community to create strong and ongoing partnerships.
 - (C) How the charter school will foster a collaborative culture that involves the families of all students, including underserved students, in ensuring their ongoing input in school decision-making.
 - (D) How the charter school's recruitment, admissions, enrollment, and retention processes will engage and accommodate families from various backgrounds, including English learners, students with disabilities, and students of color, including by holding enrollment and recruitment events on weekends or during non-standard work hours, making interpreters available, and providing enrollment and recruitment information in widely accessible formats (e.g., hard copy and online in multiple languages; as appropriate, large print or braille for visually-impaired individuals) through widely available and transparent means (e.g., online and at community locations).
 - (E) How the charter school has engaged or will engage families and the community to develop an instructional model to best serve the targeted student population and their families, including students with disabilities and English learners.
- (5) How the plans for the operation of the charter school will support and reflect the needs of students and families in the community, including consideration of district or community assets and how the school's location, or anticipated location if a facility has not been secured, will facilitate access for the targeted student population (e.g., access to public transportation or other transportation options, the demographics of neighborhoods within walking distance of the school, and transportation plans and costs for students who are not able to walk or use public transportation to access the school).
- (6) A description of the steps the applicant has taken or will take to ensure that the proposed charter school

- (A) would not hamper, delay, or negatively affect any desegregation efforts in the community in which the charter school would be located and the public school districts from which students are, or would be, drawn to attend the charter school, including efforts to comply with a court order, statutory obligation, or voluntary efforts to create and maintain desegregated public schools; and
 - (B) to ensure that the proposed charter school would not otherwise increase racial or socio-economic segregation or isolation in the schools from which the students are, or would be, drawn to attend the charter school.
- C. **Evidence of Charter School Approval:** Applicants may submit a copy of the signed charter contract or a copy of the school board resolution or letter from the authorizer approving the new or expanded charter school. **The approval must clearly specify the approved grades, approved enrollment, and the applicable school year.** Multiple subgrant applications may be submitted by an applicant/authority for separate charter schools.
- D. **Performance Measures:** Provide between four and eight performance measures. At least one of the performance measures must relate to a nationally standardized achievement test in language arts and math. Use the table to identify performance measures for the charter school. Performance measures must be specific, measurable, and achievable. Each performance measures must include annual targets and base line data, if applicable.
- E. **Budget Summary:** Complete the Budget Summary form (PI-9600-BS) found on the department's website at <https://dpi.wi.gov/sms/charter-schools/grants>. Expenses must be allowable and relate to the specific outcomes and proposed activities to be completed during the grant period. See pages 8 and 9 for allowable costs and a link to the WCSP Allowable Cost Guide.
- The Budget Summary provides an overview of the charter school's budget for the grant funds. Complete the table by providing the amounts expected to be expended in each category for each year of the grant period. Grant funds may not be allocated to an organization that engages in political activity, lobbying, and/or advocacy.
1. **Funding Parameters:** Any unspent funds from a previous phase can be carried over to the subsequent phase, but all subgrant funds must be expended by the end of the grant period which cannot exceed 48 months total. Applicants must ensure that all costs included in the proposed budget are reasonable and necessary in light of the goals and objectives included in the grant proposal. Any costs determined to be unallowable, unreasonable, unnecessary, or unrelated to preparing for the opening and operation of a new or expanded charter school will be removed. See pages 8 and 9 for a description of allowable costs.
 2. **Budget Revisions:** Recipients may make budget adjustments up to 10 percent higher or lower in any category without DPI approval. Adjustments greater than 10 percent require DPI approval.
- F. **Expense and Revenue Worksheets:** Use the Expense and Revenue Excel Worksheets found on the department's website at <https://dpi.wi.gov/parental-education-options/charter-schools/grants> to indicate the total projected cost of operating the charter school for four years. The budget worksheets include a tab for expenses and a tab for revenue. Include all expenditures and revenues from state, local, federal, and other sources, including anticipated federal charter school grant funds.

Replication and Expansion Subgrants Only:

- G. Evidence of High-quality:** Applicants must provide evidence of at least **three** years of improved educational results for students enrolled in the existing high-quality charter school. Applicants must include student assessment results for all students and for each subgroup of students (economically disadvantaged students, minority students, students with disabilities, and English language learners) for the last three years of operation. Applicants must also include attendance, student retention data, suspension, and expulsion data for the three most recently completed school years and for all students and each subgroup of students.
- H. Authorizer Report:** Submit a copy of the authorizer’s most recent annual charter school authorizer report.
- I. Governing Board Minutes:** Submit the last 12 months of the charter school’s governing board meeting minutes.

J. Optional Video: Subgrant applicants may submit an optional five-minute video to further articulate and/or support their written application. A link to the video should be included with the application. This appendix is optional and will not be scored.

Application Checklist

Submission Requirements	File name for Digital Version	Check
Subgrant narrative has been numbered, is not more than 30 pages, and meets other formatting requirements listed on page 5 of the instructions.	NA	<input type="checkbox"/>
Combine all application components in a single document and email to charterschools@dpi.wi.gov .	SchoolName_App	<input type="checkbox"/>
Attach application components as separate documents. Please use as few emails as possible. Email to charterschools@dpi.wi.gov .	See below	
Components of the Application	File name for Digital Version	Check
Application form PI-9600	SchoolName_App9600	<input type="checkbox"/>
Appendix A: Narrative	SchoolName_Narr	<input type="checkbox"/>
Appendix B: Needs Analysis & Letters of Support	SchoolName_Appendix B	<input type="checkbox"/>
Appendix C: Evidence of Charter School Approval	SchoolName_Approv	<input type="checkbox"/>
Appendix D: Performance Measures	SchoolName_PerMea	<input type="checkbox"/>
Appendix E: Budget Summary PI-9600-BS	SchoolName_5yrBud	<input type="checkbox"/>
Appendix F: Expense and Revenue Worksheets	SchoolName_ExRev	<input type="checkbox"/>
Appendix G: Evidence of High Quality*	SchoolName_HQ	<input type="checkbox"/>
Appendix H: Authorizer Report*	SchoolName_AutRep	<input type="checkbox"/>
Appendix I: Governing Board Minutes*	SchoolName_BdMin	<input type="checkbox"/>
Appendix J: Optional Video Link		

* Replication and Expansion Subgrants Only