

Wisconsin Charter Schools Program Grants Overview

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Agenda

- **Introductions**
- **Charter Schools Overview**
- **Overview of Federal Grant**
- **Grant Requirements & Allowable Costs**
- **Technical Assistance Plan**
- **Questions/Answers**
- **Evaluations**



Charter Schools

- Established by contract between an authorizer and charter school operator/governing board
- Public
- Publicly funded
- Tuition-free
- Open to all; voluntary attendance
- Non-sectarian
- Subject to/participate in major federal programs (e.g. IDEA, Title I, etc.)



Charter Schools

- Flexible/Innovative
- Exempt from many state laws
- Environments of creativity
- Experimental approaches
- Laboratories that influence larger public school system
- Accountable
- Held to performance standards included in contract
- Part of the state accountability system



Authorizer

- Legally designated entity with authority to charter/contract
- Directly responsible for oversight
- Makes decisions about renewal/revocation
- National Association of Charter School Authorizers (NACSA)



Charter Schools in WI

- 234 Charter Schools in WI (In 98 Districts and Every CESA)
- Wis. Stat. §118.40
- District-Authorized Charter Schools (211)
- Independently Authorized Charter Schools (2r and 2x) (23)
- See WI Charter Schools Quick Facts



Table of Independent Authorizers

Charter Authorizer	School Location	Pupil Residency	Number of Charter Schools
City of Milwaukee (2r)	Statewide	Statewide	Unlimited
The Chancellor of any Institution in the UW System (2r)	Statewide	Statewide	Unlimited
Each WI Technical College District Board (2r)	Statewide	Statewide	Unlimited
Waukesha County Executive (2r)	Waukesha County	Statewide	Unlimited
College of Menominee Nation (2r)	Statewide	Statewide	No more than 6 schools between these two authorizers
Lac Courte Orielles Ojibwa Community College (2r)	Statewide	Statewide	No more than 6 schools between these two authorizers
Office of Educational Opportunity (UW System) (2x)	Statewide	Statewide	Unlimited



Charter Schools in WI Continued

- Exempt from §§ 115-121
- Licensing flexibility
- State assessments required
- Governed by independent board
- Random admissions
- Statutory contract requirements



Authorizer Responsibilities in WI

- Solicit and evaluate applications
- Consider NACSA principles & standards
- Give preference to schools that serve at-risk students
- Approve only charter school applications that serve an identified educational need
- Monitor performance/compliance
- Submit Annual Authorizer Report



Virtual Charter Schools

- Required for students open-enrolled in a virtual school
- Additional requirements (e.g. teacher licensure, days/hours of instruction, parent advisory council, etc.)
- Not homeschooling
- 39 VCS in WI
- Over 6,000 Enrolled in VCS



Charter Contract

- Two parties—authorizer and governing board/operator of the charter school
- Cannot exceed 5 years
- Statutory contract requirements
- Renewal/ revocation



Financial Considerations

- **Contract Specifies Amount**
- **Contract Specifies Financial and Programmatic Audits**
- **Federal Funding (Formula and Discretionary) Charters Must Receive Fair Share, DPI Ensures This**



Funding

- **District Authorized: Pupils Included in Membership**
- **Legacy Independent Authorizers**
- **New Independent Authorizers**



Funding for ICS

Program	2017-18 FTE Payment Amounts	State/Local Funding Sources	Counted in Resident District's State Aid	Counted in Resident District's Revenue Limit	Nonrecurring Revenue Limit Exemption	Increase Levy to Backfill Deduction	Other
Legacy ICS	\$8,395 K-12	Proportional state general aid reduction from all districts	No	No	No	Yes	
New ICS	\$8,395 K-12	Aid transfer equal to ICS payment from resident school districts.	Yes	Yes	No	No	One year delay for state aids membership and three year phase in for revenue limits.

Federal Charter Schools Program (CSP)

- Authorized under Title IV, Part C- *Expanding Opportunity Through Quality Charter Schools*, of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA), Sections 4301 – 4311.
- Purpose: To support charter schools that serve early childhood, elementary school or secondary school students



Federal Charter Schools Program (CSP)

- **WI one of nine States to receive an award under the FY 2017 State Entities Grant Program**
- **WI received the largest award \$95 million**
 - 90% Subgrants
 - 7% Technical Assistance
 - 3% Administrative



Federal Charter Schools Program (CSP)

- State Entities can award subgrants to eligible applicants to:
 - Open and Prepare for the Operation of New Schools
 - Open and Prepare for the Operation of Replicated High-Quality Schools
 - Expand High-Quality Schools



Wisconsin Charter Schools Program

Objectives:

1. Support the growth of high-quality charter schools in Wisconsin, especially those focused on improving academic outcomes for educationally disadvantaged secondary (7-12) charter school students.
2. Strengthen and improve authorizing quality and promote the adoption of best practices for all authorizers in Wisconsin.
3. Promote and support collaboration and sharing of best practices between high-quality charter schools and other schools in the state, especially those that experience difficulty in adequately serving educationally disadvantaged students.



Eligible Applicants

- **Must meet the federal definition of charter school as set forth in Section 4310 of the ESEA as amended by the ESSA.**



Eligible Applicants

A Charter School is a public school that--

- (A) In accordance with specific state statute (Wisconsin State Statute s. 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;**



Eligible Applicants

- (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;**



Eligible Applicants

- (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 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 Wisconsin Statute 118.40;
- (J) Meets all applicable federal, state, and local health and safety requirements;



Eligible Applicants

- (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.



Important Definitions

- **Developer**: 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 who are working collaboratively to create a charter school.
- **Educationally disadvantaged students**: 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.



Eligible Applicants

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.**



Eligible Applicants

- **Charter schools that have an approved application through other federal Charter Schools Program (CSP) grant competitions such as the Grants for Planning, Implementation, Replication and Expansion of High Quality Charter Schools or other CSP programs through a CMO are not eligible for funding under this grant competition.**



Eligible Applicants

- An eligible applicant may not receive more than 1 subgrant under the CSP for each individual charter school for a 5-year period **UNLESS** they have demonstrated to the State entity that they have at least 3 years of improved educational results for students enrolled in such charter school with respect to the elements described in the high-quality charter school definition.



Required Autonomy

- The United States Department of Education (USDE) requires each charter school receiving funds under this grant program to have a high degree of autonomy over budget and operations, including autonomy over personnel decisions. Wisconsin charter school applicants must demonstrate a high degree of autonomy in the application and must meet the requirements related to board powers and structure specified in Wis. Stats., 118.40.



Required Autonomy

- **Wis. Stats. 118.40(4)** specifies that:
 - A majority of governing board members *must not* be employees of the school or employees/officers of the school district.



Required Autonomy

- **Governing board has the power to:**
 - Receive and disburse funds
 - Secure insurance
 - Enter into contracts
 - Incur debt
 - Pledge, assign, encumber assets for loans
 - Solicit and accept gifts or grants for school purposes
 - Acquire real property
 - Sue and be sued in its own name



Required Autonomy

- To be eligible for grant funds, governing boards must be a Wisconsin non-stock corporation



Application Requirements

- The Application Narrative must not exceed 25 typed pages. Number the pages you submit. This limit does not include the pages of the application form itself or the budget projections.
- Do not use covers; do not add title pages; do not add enclosures; do not submit related materials.
- Your application will be evaluated only on the basis of the 25 or fewer typed pages submitted. No other written materials will be provided to the review panel.
- If additional information is needed, DPI will contact the applicant.



Application Requirements

- **Letters of Support:** Include three letters of support from groups or individuals within the community.
- **Executive Summary:** The first page of the application narrative must be an “Executive Summary” which clearly and concisely provides a complete overview of the characteristics of the charter school. Include grades served and curricular focus or theme of the charter school.
- **Cover:** DPI’s Charter Schools Subgrant Application Form (PI-9600) must be used as the cover of your application. This form is not considered part of the 25-page maximum.



Application Requirements

- **Font and Type:** A minimum of an (11) eleven-point font must be used for the body of your application. If possible, Arial, Helvetica, or Times New Roman font should be used when preparing your application.
- **Copies:** The original and four (4) copies of each proposal must be submitted to the DPI. DPI will not reproduce copies. Failure to include any of the required parts of the proposal may result in the proposal not being funded.
- **Digital Copy:** Please email a copy of the entire application, as one pdf document, to latoya.holiday@dpi.wi.gov. Include signed signature page.



Planning/Implementation

- Funds available to open and prepare for the operation of new charter schools



Planning/Implementation

- A newly established charter school may apply for a Planning/Implementation grant during the CSP application period provided that the school is within the 3-year implementation window, and the school has never received a CSP Planning/Implementation grant award.
- Charter schools that have an approved application through other federal CSP grant programs such as the Grants for Replication and Expansion of High Quality Charter Schools or CMO grant program are not eligible for this grant.



Planning/Implementation

- For purposes of applying and receiving federal charter school funds, an eligible applicant must do the following:
- Submit a signed copy of the charter contract or, if applying for a planning grant, the school board resolution or an authorizer letter approving the development of the charter school if the charter contract is not signed as of the date of application; and
- Submit the signed CSP grant application, along with a copy of the authorizer or school board resolution approving the CSP grant application.



Planning/Implementation

- Length of Sub-grant Award and Maximum Funding Level: The sub-grant period is broken down into two phases: the planning phase, not to exceed 18 months, and the implementation phase, not to exceed 48 months. However, the duration of the grant period cannot exceed 60 months in total. For example, if the planning phase totals 18 months in duration, then the implementation phase will be shortened by 6 months so as to not exceed 60 months total.



Planning/Implementation

- The planning phase ends on the day prior to the first day of instruction (including summer school programs). Once the school begins serving students, the sub-grantee will enter the implementation phase.
- If the sub-grant recipient's school is operational when the sub-grant is awarded, then the sub-grant immediately enters its implementation phase. The school will be awarded an implementation grant for no more than the first five years of operation and will not have a planning phase.



Planning/Implementation

- “Single grant provision” : 60 months of allowable funding means 60 consecutive months with no breaks or interruptions. Interruptions in the grant period will result in termination of the sub-grant award. For example, if a school is unable to open due to the inability to secure facilities by the close of its planning phase, the sub-grant for the school will be terminated.



Planning/Implementation

- If you are unsure of the prospect of receiving a charter and opening your school in the fall of 2019, you should continue planning and apply for a CSP grant at a later date.



Planning/Implementation

Implementation funds will not be released unless:

- (1) the DPI has received, reviewed and approved a fully executed contract that meets all state and federal contract requirements and adheres to NACSA's authorizing principles and standards;
- (2) all items on the Charter School Opening Checklist are complete and the completed checklist with appropriate signatures has been submitted to the DPI (See handout) ; and,
- (3) the charter school is in compliance with all reporting and monitoring requirements.



Replication/Expansion

- Funds available for the replication or expansion of high-quality charter schools



Replication/Expansion

High-quality charter school means a charter school that—

- a. Shows evidence of strong academic results, which may include strong student academic growth;
- b. Has no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance; and
- 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.
(e.g. low-income, minority, SPED, ELL)



Replication/Expansion

- 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.



Replication/Expansion

- The term “expand” means to significantly increase enrollment or add one or more grades to a high-quality charter school.



Replication/Expansion

For purposes of applying and receiving federal charter school funds for replication or expansion, an eligible applicant must do the following:

- Submit a signed copy of the charter contract, the school board resolution or an authorizer letter approving the expansion or replication of the charter school if the charter contract is not signed as of the date of application;
- Submit a signed CSP grant application, along with a copy of the authorizer or school board resolution approving the CSP grant application; and
- Demonstrate that the applicant currently operates a high-quality charter school(s) in Wisconsin and has at least 3 years of improved educational results for students enrolled. The currently operating charter school(s) must meet the definition of “charter school” and “high-quality” .



Replication/Expansion

- **Length of Sub-grant Award and Maximum Funding Level: The duration of the grant period cannot exceed 60 months.**



Replication/Expansion

- The “single grant” provision applies. If a grant is awarded under this competition, a charter must be finalized and the school must be prepared to open or expand by the fall of 2019 so that the single grant concept continues in effect. Interruptions in the grant period will result in termination of the sub-grant award. For example, if a school is unable to open due to the inability to secure facilities by the start of school, the sub-grant for the school will be terminated.



Replication/Expansion

Replication/Expansion funds will not be released unless:

- (1) the DPI has received, reviewed and approved a fully executed contract that meets all state and federal contract requirements and adheres to NACSA's authorizing principles and standards;
- (2) all items on the Charter School Opening Checklist are complete and the completed checklist with appropriate signatures has been submitted to the DPI; and
- (3) the charter school is in compliance with all reporting and monitoring requirements.



Completing the Application Form

Section I –General Information

- Authorizer Name and Contact Information
- Charter School Name and Address
- Planning Committee Representative Name and Contact Information
- Governance Board President Name and Contact Information
- Grant Amount Requested



Completing the Application Form

Section II-Assurances

- For authorizers and grant recipients
- Assuring compliance with applicable laws and regulations
- Assurance to participate in required monitoring, technical assistance, etc.



Completing the Application Form

Section III-Signatures

- Application must be signed by chartering authority (authorizer) representative AND the charter school governing board president



Completing the Application Form

Section IV-Certification and Entitlement

- Tied to federal regulations and certification regarding debarment, suspension, ineligibility, and voluntary exclusion
- Must be signed by representative of the authorizer



Completing the Application Form

Section V-School Information

- Instrumentality Status
- Type of Educational Program
- Type of Students Served
- Grade Levels
- Educational Model
- Leadership Model
- Name and Contact Information for Charter School Administrator



Completing the Application Form

Section VI- Planning Process

- Provide details, by month, on planning activities to date.
- Outline remaining work that needs to be accomplished after February 2018 to open your school and begin serving children by fall 2019.



Completing the Application Form

Section VII-Budget Summary

- Provide the amounts expected to be expended in each category for each year of the five-year grant period.
- An explanation of the cost and justification of why it is necessary to carry-out the activities of the proposal is required for each line item
- Grant recipients may make budget adjustments up to 10 percent higher or lower in any approved category; changes larger than 10 percent require DPI approval.



Completing the Application Narrative

State the mission of the charter school. Describe how the mission directly relates to at least two of the following:

- a. Increasing access to 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



Completing the Application Narrative

- Provide description of the educational model of the new school or replicated/expanded school
- Provide grades served, projected enrollment by grade level and by subgroups



Completing the Application Narrative

- There is no minimum number of students schools must enroll in order to be eligible for a grant.



Completing the Application Narrative

- Schools must demonstrate, in their proposal, that the charter school:
 - ✓ Meets the federal definition of a charter school
 - ✓ Is independent and autonomous
 - ✓ Is a school and not a program
 - ✓ Is financially viable and sustainable



Completing the Application Narrative

- 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.



Completing the Application Narrative

- **Discuss how student body diversity will be incorporated into best practices and how the charter school will promote diversity of educational choices.**



Completing the Application Narrative

Planning/Implementation Applicants must:

- Describe the role of the governance board in planning/operations of the charter school.
- Describe how the authorizer will monitor school performance and compliance with the contract.



Completing the Application Narrative

Planning/Implementation Applicants must:

- **Describe how the charter school governance board has considered and planned for the transportation needs of the charter students.**
- **For district authorized charter schools, identify waivers from school board policies and explain how they will contribute to your success.**



Completing the Application Narrative

Replication/Expansion Applicants must:

- **Provide evidence of the charter school's significant improvement in student achievement, including positive outcomes for students with disabilities and educationally disadvantaged students.**
- **Such evidence must include assessment results, attendance data, graduation data, retention, suspension and expulsion data, etc.**



Completing the Application Narrative

Replication/Expansion Applicants must:

- Provide evidence of management and leadership necessary for a high quality charter school.
- Such evidence must include information on any significant compliance and management issues encountered by the charter school within the last three (3) school years, identification of key leaders of the charter school and board of directors, and description of how the governance board will oversee and ensure charter school goals are met.



Completing the Application Narrative

Replication/Expansion Applicants must:

- **Provide evidence that the charter school will thrive and be financially viable. Such evidence must include the school's sustainability plan.**



Completing the Application Narrative

All Applicants must:

- **Describe the specific activities that will be completed under this grant. Activities directly focused on improving outcomes for educationally disadvantaged charter school students in secondary schools will receive funding priority under this grant competition.**



Completing the Application Narrative

This description of activities must include:

- the activities undertaken to date; the types of people involved in the process; the financial or other resources available; the involvement of the chartering authority or district school board, administration, and staff.
- the specific activities to be completed under this grant; the types of people involved in the process; the financial or other resources available; the involvement of the chartering authority or district school board, administration, and staff.
- A description of how the activities will lead to improved student academic achievement.
- A description of how the charter school program meets the educational needs of its students, including children with disabilities and English learners.



Completing the Application Narrative

The project narrative must also include:

- A description of the school's student achievement goals and how student achievement goals will be measured each year. Identify a nationally standardized achievement test to be used fall and spring in reading and math and how it will be used to improve instruction and measure progress over time.
- A description of how parents and other members of the community have been involved in the planning and design of the charter school and how community and parent support for the charter school has been assessed.



Completing the Application Narrative

The project narrative must include:

- A description of how the charter school will solicit and consider input from parents and other community members on the implementation and operation of the charter school including how parents and other members of the community are/will be involved in the implementation of the charter school.



Completing the Application Narrative

The project narrative must include:

- How the charter school will share best and promising practices with other charter schools and traditional public schools.



Completing the Application Narrative

**Planning/Implementation Applicants
must also:**

- **Provide a detailed professional and curriculum development plan to ensure teacher and administrator competencies.**



Completing the Application Narrative

All applicants must:

- Include an activity timeline clearly articulating the activities and the expected outcomes of those activities for each year of the grant and connect each activity to the costs outlined in the Budget Summary



Completing the Application Narrative

All applicants must:

- Provide a description of the governance board's independence and autonomy
- Governance boards must be WI non-stock corporations to be eligible for a grant



Completing the Application Narrative

All applicants must:

- Describe how the charter school will ensure equal access for all students
- Provide a description of how students and parents in the community are informed about the charter school and given an equal opportunity to attend.
- Describe how the school plans to attract, recruit, admit, enroll, serve and retain educationally disadvantaged students equitably and meaningfully.



Completing the Application Narrative

All applicants must:

- **Provide a description of how your school serves students with disabilities.**



Completing the Application Narrative

All applicants must:

- Provide a budget narrative that which provides a rationale for why the expenses are necessary. This list should be consistent with the Budget Summary, but should offer greater detail including specific items and the cost of items that will be purchased.
- Describe how other federal program funds available to the charter school; e.g., Title I and IDEA funds, will be used.
- Describe the method by which controls over expenditures and records of expenditures will be maintained.



Completing the Application Narrative

All applicants must:

- Complete the five-year budget worksheets to indicate the total projected cost of operating the charter school for each of the five years of the grant period.
- The budget worksheets should include all expenditures and revenues from state, local, federal and other funds including the anticipated federal charter school grant funds.



Completing the Application Narrative

All applicants must:

- Provide a plan on 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 development, community involvement, etc.
- This plan must demonstrate that the charter school can continue to operate in a manner consistent with its CSP application when CSP funds are no longer available



Allowable Costs

- **Costs associated with preparing teachers, schools leaders, and specialized instructional support personnel**
- **Professional development,**
- **Hiring and compensating during planning – teachers, schools leaders, and/or specialized instructional support personnel.**



Allowable Costs

- **Acquiring necessary supplies, training, equipment (including technology), and educational materials (including developing and acquiring instructional materials).**
- **Carry out necessary renovations to ensure that a new school building complies with applicable statutes and regulations, and minor facilities repairs (excluding construction).**



Allowable Costs

- **Providing one-time, startup costs associated with providing transportation to students to and from the charter school.**
- **Carrying out community engagement activities, which may include paying the cost of student and staff recruitment.**
- **Providing for other appropriate, non-sustained costs related to activities in opening and preparing for the operation of charter schools.**



Costs Not Allowed

- school year salary and fringe benefits.
- student instruction or on-line tuition costs.
- honorariums to governance board members.
- remodeling or construction
- Applicants are urged to contact DPI to ask about questionable items prior to submitting a proposal



Available Funds

Grant Type	Student Enrollment	
(Total Five Year Maximums)	Fewer than 150 Students	150 Students or More
Planning	Up to \$150,000	Up to \$150,000
Implementation	Up to \$550,000	Up to \$650,000
Maximum Base Funding	\$700,000	\$800,000
Additional Secondary Funding	Up to \$100,000	Up to \$100,000
Maximum Total Funding	\$800,000	\$900,000



Available Funds

Grant Type	Student Enrollment	
(Total Five Year Maximums)	Fewer than 150 Students	150 Students or More
Expansion/Replication	Up to \$550,000	Up to \$650,000
Additional Secondary Funding	Up to \$100,000	Up to \$100,000
Maximum Total Funding	\$650,000	\$750,000



Available Funds

- Grant awards will be reduced to the appropriate funding level if the 3rd Friday in September actual school enrollment figures are less than the estimated enrollment indicated on the grant application. No grant award will exceed \$900,000. This includes those receiving additional secondary funding



Funding

- The total funding level for all sub-grants is the same; however, the per-phase and annual allocations for each sub-grant may be different. Any unspent funds from a previous phase can be carried over to the subsequent phase, but all sub-grant funds must be expended by the end of the grant period.
- At least 10%, but no more than 20%, of the sub-grant may be expended in the final year of the grant period.



Funding

- 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 or unnecessary will be removed from the final budget.



Grant Review Process

- Applications will be evaluated and rated by an experienced external review panel whose members have no vested interest in the applications under consideration.
- The evaluation panel will submit funding recommendations to the state superintendent for final approval. Amounts requested may be reduced.



Grant Review Process

- Applications will first be screened by DPI staff for completeness and compliance with eligibility requirements before being provided to reviewers.
- An application that receives less than 35 points will not be considered for funding.



Grant Review Process

- A funding priority based on overall score, in descending order, will be applied if insufficient funds are available to fund all applications that receive a qualifying score.
- If insufficient funds are available to fund all successful applications, the DPI may consider other factors such as geographic distribution and grade level distribution and may provide a preference to schools serving secondary grades and rural communities.
- All funding is contingent upon receipt of federal charter school funding from the United States Department of Education.



Grant Review Process

- Schools submitting a proposal that is not selected for funding may, in subsequent application periods, resubmit their proposal in a revised form or submit a new proposal.
- Appeals and reconsiderations of award decisions are not considered.
- The grant process is competitive so only the best applications will be approved.
- Applicants should review the reviewer benchmarks to ensure all required questions have been answered appropriately. Applications and benchmarks will be available in the coming weeks.



Grant Review Process

- The DPI will only consider awarding funds to those applicants, that submit a comprehensive and viable application likely to improve student academic achievement.



Grant Review Process

- **Consistent with federal regulations, the DPI evaluates each subrecipient's risk of noncompliance with Federal statutes, regulations, and the terms and conditions of the subaward.**
- **Before awarding grants under this competition the DPI conducts a review of the risks posed by applicants and determines appropriate subrecipient monitoring.**



Grant Review Process

- Under federal regulations, the department may impose special conditions and, in appropriate circumstances, high-risk conditions on a grant if the applicant or grantee is not financially stable; has a history of unsatisfactory performance; has a financial or other management system that does not meet federal standards; has not fulfilled the conditions of a prior grant; or is otherwise not responsible



Grant Logistics

- The chartering authority must serve as the fiscal agent for the grant.
- Subgrant expenditures will be reimbursed by the DPI according to established procedures.
- School district recipients must account for funds using codes from the Wisconsin Uniform Financial Accounting Requirements (WUFAR).
- Applications must include evidence of support of the chartering authority by signature of an official of the authority on the (PI-9600) grant application.



Grant Logistics

- The DPI is responsible for monitoring all CSP sub-grants. To fulfill its monitoring responsibilities, the DPI will require funded applicants to submit appropriate fiscal and program documentation.
- In addition, DPI charter school staff will conduct site visits of funded applicants. The purpose of these visits would be to review information submitted by applicants and gather additional information from interviews and observations for technical assistance, monitoring, and evaluation purposes.
- The CSP program will utilize WISEgrants for budgeting and claiming. Training will be provided at a later date.
- As a condition of their award subgrantees and authorizers will be required to participate in technical assistance activities.



Tentative Timeline

- Applications posted January 26
- Applications due March 9
- Award notifications made by May 25
- Grant period begins July 1, 2018
- All dates subject to change



Technical Assistance Plan

- **Wisconsin Resource Center for Charter Schools**
 - Charter School Development Program
 - Governance Board Development Program
 - Authorizer Training Program
 - Model Application
 - Model Contract



Evaluations

**Please complete the evaluation for
this presentation.**



Questions



Thank You

- **Contact**

Latoya Holiday, 608-266-5880

or latoya.holiday@dpi.wi.gov

Nico Mittnacht, 608-267-9105

or Nicolas.Mittnacht@dpi.wi.gov

