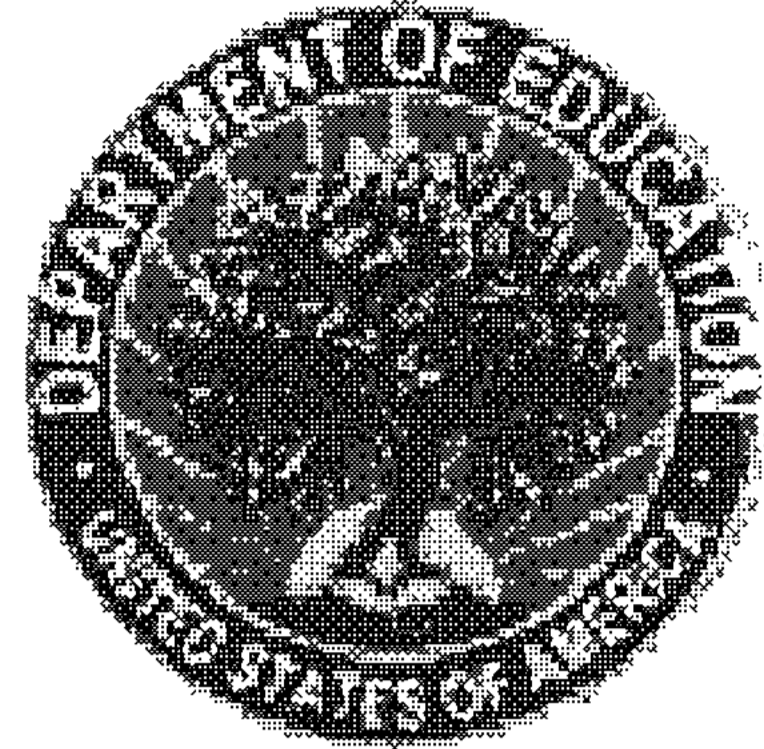


U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

CHARTER SCHOOLS PROGRAM STATE EDUCATION AGENCY

CFDA # 84.282A

PR/Award # U282A090003

Grants.gov Tracking#: GRANT10138261

There were problems converting one or more of the attachments. Please see list below.

Closing Date: JAN 29, 2009

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for

example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission:

- Preapplication
 Application
 Changed/Corrected Application

* 2. Type of Application:

- New
 Continuation
 Revision

* If Revision, select appropriate letter(s):

* Other (Specify)

* 3. Date Received:

01/27/2009

4. Applicant Identifier:

5a. Federal Entity Identifier:

* 5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

WI Department of Public Instruction

* b. Employer/Taxpayer Identification Number (EIN/TIN):

396006487

* c. Organizational DUNS:

809611254

d. Address:

* Street1:

PO Box 7841

Street2:

* City:

Madison

County:

* State:

WI: Wisconsin

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

53707-7841

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name:

Margaret

Middle Name:

* Last Name:

McMurray

Suffix:

Title:

Organizational Affiliation:

* Telephone Number:

608-266-5728

Fax Number:

* Email:

margaret.mcmurray@dpi.wi.gov

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-GRANTS-121508-001

* Title:

Charter School Programs (CSP)

13. Competition Identification Number:

84-282A2009-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

*** 15. Descriptive Title of Applicant's Project:**

Wisconsin Charter Schools Program Application

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant

WI-2

* b. Program/Project

WI-all

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

08/01/2009

* b. End Date:

07/31/2014

18. Estimated Funding (\$):

* a. Federal	86,467,500.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	86,467,500.00

* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?

 a. This application was made available to the State under the Executive Order 12372 Process for review on b. Program is subject to E.O. 12372 but has not been selected by the State for review. c. Program is not covered by E.O. 12372.

* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)

 Yes NoExplanation

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

 ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:

* First Name:

Michael

Middle Name:

* Last Name:

Thompson

Suffix:

* Title:

Executive Assistant

* Telephone Number:

608-266-3584

Fax Number:

* Email:

michael.thompson@dpi.wi.gov

* Signature of Authorized Representative:

Suzanne Linton

* Date Signed:

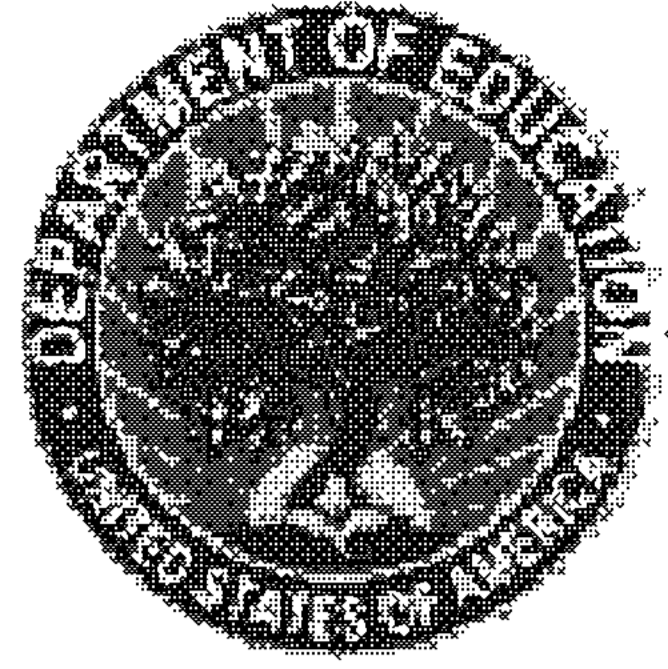
01/27/2009

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
WI Department of Public Instruction

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY

U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 375,000	\$ 378,800	\$ 382,600	\$ 386,400	\$ 390,300	\$ 1,913,100
2. Fringe Benefits	\$ 135,000	\$ 136,400	\$ 137,700	\$ 139,100	\$ 140,500	\$ 688,700
3. Travel	\$ 55,000	\$ 55,000	\$ 55,000	\$ 55,000	\$ 55,000	\$ 275,000
4. Equipment	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 25,000
5. Supplies	\$ 98,700	\$ 98,700	\$ 98,700	\$ 98,700	\$ 98,700	\$ 493,500
6. Contractual	\$ 53,000	\$ 47,800	\$ 42,700	\$ 37,500	\$ 32,200	\$ 213,200
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 12,100,000	\$ 16,425,000	\$ 18,250,000	\$ 17,750,000	\$ 17,825,000	\$ 82,350,000
9. Total Direct Costs (lines 1-8)	\$ 12,821,700	\$ 17,146,700	\$ 18,971,700	\$ 18,471,700	\$ 18,546,700	\$ 85,958,500
10. Indirect Costs*	\$ 101,800	\$ 101,800	\$ 101,800	\$ 101,800	\$ 101,800	\$ 509,000
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 12,923,500	\$ 17,248,500	\$ 19,073,500	\$ 18,573,500	\$ 18,648,500	\$ 86,467,500

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

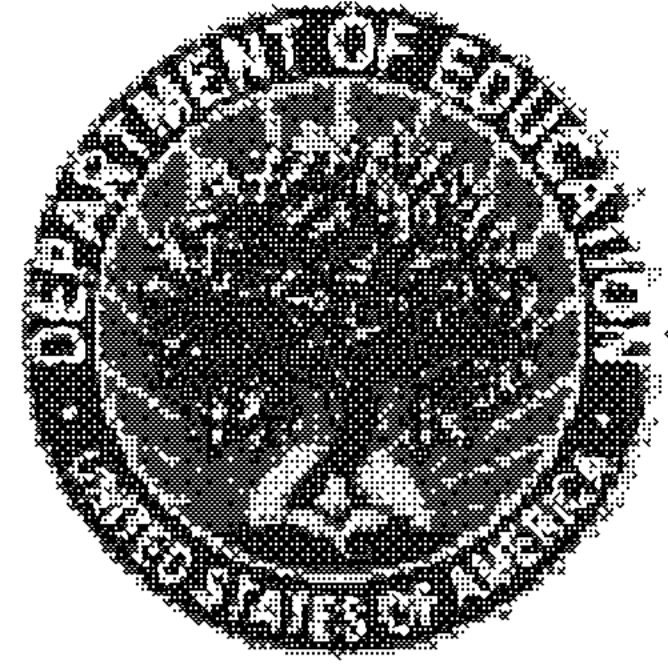
(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2008 To: 6/30/2009 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)?



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
WI Department of Public Instruction

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Suzanne Linton</p>	<p>* TITLE</p> <p>Executive Assistant</p>
<p>* APPLICANT ORGANIZATION</p> <p>WI Department of Public Instruction</p>	<p>* DATE SUBMITTED</p> <p>01/27/2009</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: not applicable * Street 1: not applicable Street 2: * City: not applicable State: WI: Wisconsin Zip: 53707-7841 Congressional District, if known: 		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: US Department of Education	7. * Federal Program Name/Description: Charter Schools CFDA Number, if applicable: 84.282	
8. Federal Action Number, if known: 	9. Award Amount, if known: \$ 	
10. a. Name and Address of Lobbying Registrant: Prefix: * First Name: not applicable Middle Name: * Last Name: not applicable Suffix: * Street 1: Street 2: * City: State: Zip: b. Individual Performing Services (including address if different from No. 10a) Prefix: * First Name: not applicable Middle Name: * Last Name: not applicable Suffix: * Street 1: Street 2: * City: State: Zip: 		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Suzanne Linton * Name: Prefix: * First Name: Michael Middle Name: * Last Name: Thompson Suffix: Title: Telephone No.: Date: 01/27/2009		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Optional - You may attach 1 file to this page.

GEPA_427.doc

Add Attachment

Delete Attachment

View Attachment

GEPA 427 Equitable Access and Participation

The Wisconsin Department of Public Instruction (DPI) has a long history of promoting and ensuring equity in all programs. Wisconsin has taken a variety of steps to remove barriers that exist regarding equitable access to and participation in activities and programs.

To guarantee that section 427 of the General Education Provisions Act requirements are met:

- All applications submitted to DPI are required to include in their plans a description of steps that will be taken to remove barriers that may exist regarding equitable access to, or equitable participation in, activities and programs the state will undertake with the federal funds provided. Applicants must provide a statement assuring to provide equitable access to, and participation in, each program included addressing special needs of students, teachers, and other program beneficiaries to overcome barriers based on gender, race, color, national origin, limited English proficiency, disability and age.
- DPI notifies all grantees of this requirement through workshops, trainings, presentations and correspondence.
- Wisconsin's implementation of the Federal Charter School Grant Program specifically addresses inclusion and equitable access to at-risk students and persons with special needs, ensuring that project proposals must address these priorities.
- DPI conducts training via interactive compressed video to ensure that barriers to equitable participation resulting from geographic isolation are overcome.

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
	Margaret		McMurray	

Address:

* Street1:	PO Box 7841
Street2:	
* City:	Madison
County:	
* State:	WI: Wisconsin
* Zip Code:	53707-7841
* Country:	USA: UNITED STATES

* Phone Number (give area code) Fax Number (give area code)

608-266-5728	
--------------	--

Email Address:

--

2. Applicant Experience:

Novice Applicant Yes No Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

--

No Provide Assurance #, if available:

Please attach an explanation Narrative:

--

Add Attachment

Delete Attachment

View Attachment

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: **1235-Abstract2.pdf**

Wisconsin Department of Public Instruction

(b)(6)

Abstract

Wisconsin has 221 operating charter schools and anticipates an increase of 130 new charter schools by the year 2014. Our state charter school law places no limits on the number of charter schools developed and works in concert with federal charter school statutes. Wisconsin has increased educational options for parents and students through the Open Enrollment Program (allows a student to attend a school district other than their resident school district), the Milwaukee Parental Choice Program (the private school voucher program in the city of Milwaukee), and the Integration Aid program that allows inter-district transfers between suburban school districts and Milwaukee Public Schools, and the Wisconsin Charter School Program (WCSP). The WCSP is aligned to our state content standards, the state accountability system and our state plan, The New Wisconsin Promise (NWP).

The four objectives of the Wisconsin project are to: (1) increase the number of high quality charter schools; (2) utilize CSP funds to improve outcomes for secondary charter school students who are at risk of not meeting state standards or graduating; (3) promote the dissemination of Wisconsin charter schools' best practices to other public schools and LEAs; and (4) support charter schools' efforts to be fiscally responsible for long-term sustainability.

Anticipated outcomes are: a) 130 new quality charter schools will open; b) the majority of charter schools will continue to make adequate yearly progress (AYP) on statewide assessments; c) high percentages of charter school students will meet or exceed state proficiency levels in math and reading; d) graduation rates for charter school students will improve; e) at least fifteen dissemination grants will be awarded to support successful schools in their efforts to share best practices with charter and traditional schools, benefiting students and their educational achievement; and f) a majority of charter schools will demonstrate strong leadership and fiscal stability after three years of operation

Wisconsin requests a waiver of the 36-month requirement of the federal grant period and instead, seeks a 60-month grant period to successfully meet the objectives outlined above. The SEA requests \$82.35 million in grant funds over five years to support these efforts to open 130 new high quality charter schools.

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **1247-2009 WI GRANT NARRATIVE final.pdf**

TABLE OF CONTENTS (Wisconsin Narrative)

1. Competitive Preference Priorities:

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COMPETITIVE PREFERENCE 1

Performance Data: Wisconsin's statewide assessments, the Wisconsin Knowledge and Concepts Examinations (WKCE), show 81.5% of all tenth (10th) graders met standards in reading and 75.5% of tenth graders met standards in mathematics in the latest reporting period, November 2007. Of the Native American tenth grade students tested, 72% met reading standards and 59% met math standards. Of the African American students tested in tenth grade, 52% met standards in reading and 35% met standards in math. Hispanic students' results showed 62% met reading standards and 52.5% met the math standards. White students' results showed 88% of the tenth graders met reading standards and 83% met math standards.

In 2007, Wisconsin's overall dropout rate was 1.6%. The drop-out rate for all African-American students was 5.5%; for all American Indian/Native American students 3.6%, for all Hispanic students 3.5%, and for all White students, 0.9% . The drop-out rate for students with disabilities was 2.6%. This data and the performance data above clearly show there are some secondary students in Wisconsin not meeting state academic standards who are also in danger of dropping out of school. Many of these students could benefit from innovative practices found in charter schools.

Statutory Preference for At-risk Charter Schools. The state's charter school law, s. 118.40(3)(d), Wis. Stats., requires authorizers to give preference to at-risk charter school applicants (see copy of charter school law in **Appendix C**). Wisconsin law defines secondary schools as those schools serving students in grades 6-12. Furthermore, at-risk students are pupils in grades 5 to 12 who may not graduate from high school due to one or more of the following factors: they are dropouts, are behind their peers in credits obtained or in basic skill levels, are habitual truants, are parents, are adjudicated delinquents, or are 8th grade pupils who scored

below the basic levels in statewide exams or failed to be promoted to the 9th grade [see s. 118.153(1) (a), Wis. Stats].

Raising student achievement. The number one priority announced by Elizabeth Burmaster, Superintendent of Public Instruction in Wisconsin, is closing the achievement gap between economically disadvantaged students, students of color, and their peers. To meet the State Superintendent’s “New Wisconsin Promise” to close the achievement gap, and to meet the intent of state law favoring the creation of at-risk charter schools, the Wisconsin Charter School Program (WCSP) will prioritize grant applications from secondary schools in geographic areas where students struggle to meet academic achievement goals. Additional grant funds will be available to these applicants to help them implement strategies to boost student achievement and graduation rates.

Wisconsin has 183 charter schools that serve high school students. Approximately one third of all charter schools identify “serving at-risk students” as a focus in their mission statement. Some of these charter schools have not made adequate yearly progress (AYP) and have been deemed Schools Identified for Improvement (SIFI). See the table below comparing charter schools to regular schools in terms of those that have met AYP and those identified as SIFI.

Comparing Charter Schools to Public Schools AYP for FY 2008

School Level		Charter Schools AYP		Public Schools Without Charter AYP	
High	Tested	106		452	
	Met AYP	98	92.45%	402	88.94%
	Not Met AYP	8	7.55%	50	11.06%
Middle	Tested	18		324	
	Met AYP	15	83.33%	292	90.12%
	Not Met AYP	3	16.67%	32	9.88%

School Level		Charter Schools AYP		Public Schools Without Charter AYP	
Elementary	Tested	74		1113	
	Met AYP	66	89.19%	1064	95.60%
	Not Met AYP	8	10.81%	49	4.40%
Combined High/Middle	Tested	124		776	
	Met AYP	113	91.13%	694	89.43%
	Not Met AYP	11	8.87%	82	10.57%

The table above documents the number of charter high schools with students tested that have met AYP compared to the other public high schools that met AYP in fiscal year 2008. It is clear that charter high schools are taking important measures to ensure student success as 92% of these schools met AYP. The chart also illustrates areas for improvement as charter middle schools met AYP in 83.33% of the schools tested whereas 90.12% of the regular public schools met AYP. In addition, charter elementary schools are slightly behind their public school counterparts as 89.19% of these schools met AYP as compared to 95.6% of the regular public elementary schools. The Wisconsin Charter Schools Program (WCSP) will help improve secondary student achievement and reduce dropout rates in Wisconsin by awarding federal funds through the subgrant program to quality charter schools.

Subgrant applications target student achievement. The current subgrant applications for planning and implementation grants require an applicant to describe how the charter school serves or will serve children at risk and close the achievement gap. An applicant must also describe how the proposed charter school is innovative or unique and is different from other schools now currently available to students. The applicant must also describe student achievement goals and how they will be measured. See questions 1-4 under Section I, “Charter School Vision for Innovation” in both the planning and initial implementation grant application forms in **Appendix A**.

In the next grant period, the WCSP will target additional grant funds to secondary charter schools identified for improvement (SIFI) where the student body includes a large percentage of economically disadvantaged students. A memo from the Deputy State Superintendent, Tony Evers, sent to all school districts, charter schools, authorizers and developers in December, 2008, summarized this targeted funding. The chart below reflects the new funding priorities.

Secondary Charter Schools (6th through 12th Grades)

Student Enrollment	Grant Amount Per year	Three Year Total
>300 Students	\$300,000/year	\$900,000
100-300 Students	\$225,000/year	\$675,000
<100 Students	\$175,000/year	\$525,000

**Secondary Charter Schools (6th through 12th Grades)
SIFI and Economically Disadvantaged***

Student Enrollment	Grant Amount Per year	Three Year Total
>300 Students	\$325,000/year	\$975,000
100-300 Students	\$250,000/year	\$750,000
<100 Students	\$200,000/year	\$600,000

*These funds will be available to charter schools serving 6th graders or higher and located in geographic areas where schools have been identified for improvement (SIFI). At least 50% of the charter school enrollment must consist of students who are eligible for free or reduced-price lunch.

Please see a complete copy of the deputy state superintendent's memo outlining funding priorities in **Appendix B**.

Best Practices: The WCSP will also identify best practices related to improving secondary student achievement for both schools and authorizers and disseminate this information broadly. Each April, the Wisconsin Department of Public Instruction co-hosts a statewide charter school conference for hundreds of charter school authorizers, developers and operators from across Wisconsin. Dissemination grantees have been and will be required to present their strategies for improving student achievement at this meeting. Furthermore, WCSP also requires

all subgrantees to present annually in October on their triumphs and challenges at a Mandatory Reporting Session. This session gives dissemination grantees an opportunity to share their expertise regarding achievement strategies with fledgling charter schools.

State Superintendent Burmaster hosts an annual “New Wisconsin Promise” Conference geared to closing the achievement gap. WCSP staff will encourage charter schools that have received dissemination grants to present on their best practices for improving student academic achievement at this annual conference. Furthermore, WCSP staff will work with their educational partners including the state charter school association, the state school boards’ association, the state school district administrators association and the state teachers union to solicit at least three dissemination grant applications annually from charter schools that have demonstrated success in improving student achievement scores at the secondary level and have reduced their drop-out rates.

As stated above, the state charter school law requires an authorizer to give preference in awarding contracts for the operation of charter schools to those charter schools that serve children at risk [see s. 118.40(3) (d), Wis. Stats.]. The WCSP will target additional subgrant funds to secondary schools with high numbers of economically disadvantaged students that have been identified for improvement. These measures plus the dissemination of best practices to not only charter school audiences but to a wider public school audience should contribute to the increased student achievement of at-risk students enrolled in secondary charter schools as well as those enrolled in regular secondary schools.

COMPETITIVE PREFERENCE 2

Periodic review and evaluation. Wisconsin s. 118.40 (3) (b), Wis. Stats., limits a charter school contract to any term not to exceed 5 school years, and permits renewal for one or more terms not exceeding 5 school years. School district and non-school district authorizers conduct comprehensive reviews of the progress students are making toward attaining state educational goals as part of the charter contract renewal process. Further, s. 118.40 (5), Wis. Stats., includes lack of educational progress as one of the considerations for revocation of the contract. Failure to make sufficient progress toward attaining educational goals under s. 118.01, Wis. Stats., or failure to achieve AYP as determined by the state pursuant to the federal NCLB act for three consecutive years are reasons for revocation of the contract according to one authorizer of independent charter schools, the University of Wisconsin-Milwaukee. (See Wisconsin charter school law in **Appendix C**).

Each charter school is held accountable by the state to the same academic achievement standards expected of all public schools. The Wisconsin Department of Public Instruction (DPI) reviews all public schools, including charter schools, annually to determine their progress toward the state's four Annual Yearly Progress (AYP) objectives. The DPI identifies charter schools that do not make annual yearly progress in reaching state goals and benchmarks for all students for or any subgroup for two or more consecutive years. The list of districts and schools that do not make AYP is posted annually on the DPI's electronic report card.

The chart below documents the number of charter high schools that have met AYP compared to the other public high schools that met AYP in fiscal year 2008. It is clear that charter high schools are taking important measures to ensure student success as 92% of these schools met AYP. The chart also illustrates areas for improvement as charter middle schools met

AYP in 83.33% of the schools tested whereas 90.12% of the regular public schools met AYP. In addition, charter elementary schools are slightly behind their public school counterparts as 89.19% of these schools met AYP as compared to 95.6% of the regular public elementary schools.

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Combined High/Middle	Tested	124		776	
	Met AYP	113	91.13%	694	89.43%
	Not Met AYP	11	8.87%	82	10.57%

State law requires that the State Superintendent report the progress made by school districts toward attaining educational goals, and develop a school performance report [see s. 115.001 (36), Wis. Stats., and s. 115.38, Wis. Stats.]. The report must include the performance of all public schools, including charter schools, on the statewide assessment examinations and the performance of students by subject on the tests administered under s. 118.30, Wis. Stats. Results are available to the public electronically.

Meeting or exceeding academic achievement requirements. The Wisconsin Charter Schools Program (WCSP) requires an annual review and evaluation of each public charter school as a condition of receiving a federal charter school program grant. The WCSP requires that each

new planning subgrantee provide evidence no more than six months into the grant period that it has obtained a signed charter and has an operating governance board. When this documentation is received, the second portion of federal funds awarded will be released. In addition, charter school implementation and dissemination applicants requesting federal charter school funds must submit a charter school contract that states the methods the school will use to enable pupils to attain the educational goals under s. 118.01, Wis. Stats., and the methods by which pupil progress in attaining the educational goals under s. 118.01, Wis. Stats., will be measured. To receive dissemination funds, a subgrantee must provide additional evidence to the WCSP of student progress or substantial academic achievement. The applicant must prove its charter school students have met state proficiency standards, it must document high levels of parent satisfaction, and it must demonstrate fiscal stability. Additionally, all Wisconsin charter schools are required by s. 118.40 (1m) (b) 11, Wis. Stats., to participate in annual audits of the financial and programmatic operations of the school. The 2009-10 planning, implementation and dissemination grant applications are included in **Appendix A**.

The DPI under s. 115.28 (49), Wis. Stats., must submit a report to the legislature on the number of new charter petitions/proposals and action taken by districts and the DPI. Further, the chancellors of the University of Wisconsin-Milwaukee and the University of Wisconsin-Parkside under s. 13.172 (2), Wis. Stats., must submit reports to the legislature that include information on the academic performance of the pupils who attend their charter schools and on the success of the governance structure of the charter school. An annual school performance report, due no later than July 1 of each school year, is submitted by the charter school to the authorizer; it states how the school has made progress on its goals identified in the school accountability plan established the prior year. The report includes a description of how the charter school is or is not meeting the

state's definition of AYP under NCLB, and if the charter school has not made AYP in the past, a detailed description of the charter school's compliance with the responsive and/or corrective requirements of the NCLB in the prior year.

The Charter School Review Committee (CSRC) of the City of Milwaukee monitors the attendance, student retention from year-to-year, special education, parent conferences, local measures, standardized test scores, teacher certification, and fiscal practices of its charter schools. Annually, the CSRC collects this information and publishes a report for presentation to the Common Council of the City of Milwaukee, one the state's independent authorizers. To support continuous improvement, the CSRC completes an annual learning memo with each school which is the basis for monitoring for that year. During the 2007-08 school year, the Charter School Review Committee met with each of its charter schools and their boards to discuss last year's report, the learning memo, and plans for improving student achievement. This monitoring process has led the City of Milwaukee to close one charter school in June, 2008.

The University of Wisconsin-Milwaukee (UWM), another non-school district independent authorizer, also has an extensive evaluation process for its charter schools to determine whether they will be reauthorized or closed. Under the UWM process, an initial charter is granted for a period not to exceed five years during which the school must demonstrate progress toward stated goals. The renewal process begins with the initiation of the charter. Rather than a snapshot view, the renewal process is based on the evaluation of continuous school improvement efforts. The summative evaluation is initiated two years prior to the termination date of an existing contract so that the decision to extend or not to extend a charter is made in time to allow for the possibility of school closure and the requisite parental notice accompanying such action. The evaluation and renewal process includes the following:

(1) On-site inspection/verification by the Office of Charter School staff, (2) Independent review by the Charter School Evaluation Committee (Committee), (3) Approval of the Chancellor, and (4) Approval of the University of Wisconsin System Board of Regents.

The Evaluation Committee is charged with the responsibility of objectively reviewing information provided by the charter school and the Office of Charter Schools in order to recommend to the Chancellor and the Board of Regents action in regard to the school's charter. Members of the Committee are to carry out their work with integrity, act with the best interests of students and staff, and base judgments on evidence. During the first semester of the 2008-09 school year, the UWM recommended reauthorizing the charters of three of its charter schools. It did not recommend closing any existing charter schools.

COMPETITIVE PREFERENCE 3

Increasing the number of high quality charter schools. In the fifteen years since the state charter school law was established in 1993, Wisconsin ranks seventh (7th) in the country in the creation of high quality public charter schools that have increased parental choice and offered flexible and meaningful educational opportunities for children (this ranking comes from the document "Operational charter schools for SY 2007-08" reported in ED Facts by State). Currently, 221 charter schools are operating in all 12 cooperative educational service agency regions of the state. These numbers include the creation of 52 new charter schools in the 2007-08 school year. Wisconsin met its goal of creating 100 new quality charter schools during the last federal grant period. A total of 107 quality charter schools were created during this period. See chart of charter school growth below.

Charter School Growth in Wisconsin

Year	New Schools	# Schools	Closed Schools
2004-2005		163	8
2005-2006	26	181	10
2006-2007	19	190	10
2007-2008	52	232	21
2008-2009	10	221	N.A.

This steady growth of quality charter schools again demonstrates that Wisconsin is a laboratory for educational reform efforts across the nation. The State Superintendent of Public Instruction, Elizabeth Burmaster, is an advocate of charter schools and has been instrumental in promoting charter schools' best practices and successes each year as part of her keynote address to the annual charter schools conference.

Accountability. A crucial element of high-quality charter schools is accountability. Charter schools are subject to all accountability regulations such as NCLB, IDEA, civil rights, etc. The sponsoring school district or independent authorizer is responsible for carrying out the NCLB (Title I, Title II, etc.) accountability provisions as well as elements of IDEA and others. Charter schools are held accountable for AYP just as all other schools. Authorizers may incorporate AYP definitions into the charter. The authorizer is responsible for ongoing oversight of student academic performance. According to s. 118.40(5) (b), Wis. Stats., a charter may be revoked by an authorizer if the pupils enrolled in the charter school failed to make sufficient progress toward attaining the educational goals under s. 118.01. Please see a discussion and chart of AYP in charter schools compared to other public schools in the preceding section entitled "competitive preference 1."

Three years of achievement data reported to the U.S. Department of Education in June, 2008, as part of Wisconsin's annual performance report show charter schools exceeded statewide proficiency targets in both reading and math in 2007-08. See results below:

The statewide NCLB target AYP proficiency indexes for Math and Reading are as follows:

2005-06 Reading 67.5%	2005-06 Math 47.5%
2006-07 Reading 67.5%	2006-07 Math 47.5%
2007-08 Reading 74%	2007-08 Math 58%

Full Academic Year Charter School students on the WKCE scored as follows:

2005-06 Reading 82.1%	2005-06 Math 67.8%
2006-07 Reading 82.3%	2006-07 Math 69.6%
2007-08 Reading 78.1%	2007-08 Math 61.5%

In 2007-08, charter school students exceeded the statewide proficiency level of 74% in reading by scoring 78.1%. Charter schools students also exceeded the statewide proficiency level of 58% in math by scoring 61.5% in that same year.

Charter schools are held accountable by their authorizers for: (1) meeting all of the performance expectations outlined in their charter contract; (2) meeting state performance requirements; and (3) complying with state and federal laws including all accountability expectations.

Although more than eighty percent (80%) of the charter schools continue into their fourth year of operation, some charter schools have closed due to enrollment or financial reasons. Others have been closed by authorizers when the schools failed to make the required student achievement progress goals required by their charters. Of those surviving schools that served a high risk or high poverty population, many have achieved success by improving attendance and

graduation rates, reducing dropouts and raising levels of parent satisfaction. Please note the chart on previous page identifying the number of charter schools closed during last federal grant period.

Subgrant applications and accountability. The Wisconsin Charter School Program (WCSP) requires that dissemination subgrantees provide evidence of student academic achievement, high parental satisfaction and fiscal sustainability in their applications. Many new dissemination grants are from high priority areas where schools have been identified for improvement. Please refer to Selection Criteria V in the pages that follow for a thorough discussion of the dissemination grant program in Wisconsin. Evidence from recent dissemination subgrantees revealed: 1) Student achievement data exceeds the state average; 2) Surveys document high levels of parental satisfaction; 3) Proven leadership and fiscal management demonstrated by the charter school operators.

Electronic reporting and accountability. The school and school district performance report includes indicators of academic achievement, including performance on tests administered under s.121.02 (1) (r), Wis. Stats., and s. 118.30, Wis. Stats. Also, dropout rates, attendance, retention, graduation rates, and percentage of habitual truants as defined in s. 118.16 (1) (a), Wis. Stats., are required in this report. This information for all schools, including charter schools, is posted to our state electronic report card, the Wisconsin Information Network of Successful Schools (WINSS). WCSP staff continues to work collaboratively with the DPI Office of Educational Accountability staff to organize charter school performance data in a user friendly format on WINSS. This collaboration will improve the public's ability to review, evaluate and compare charter school performance data across the state by type, grade level, and other demographics.

COMPETITIVE PREFERENCE 4

Wisconsin law allows multiple authorizers of charter schools. The state's charter school law, in sections 118.40 (2m) and 118.40 (2r), Wis. Stats., permits school boards and the University of Wisconsin-Milwaukee, the Common Council of the City of Milwaukee, the Milwaukee Area Technical College, and the University of Wisconsin-Parkside to sponsor charter schools. There is no state board of education in Wisconsin. Wisconsin has a non-partisan state superintendent of public instruction who is elected every four years in its spring election. Please see a complete copy of the state charter school law in **Appendix C**.

The distribution of authorizers in Wisconsin can be seen in the chart below. There are 426 school districts, two universities, one technical college, and one municipal government eligible to charter a school in the state of Wisconsin. The number in parentheses on the chart indicates the actual number of authorizers. Currently, 86 school boards, two universities and one municipal government have authorized charter schools.

Type of Authorizer	Number of Authorizers
Local school boards	426 (86)
Universities, colleges, community colleges	3 (2)
Municipal governments	1 (1)
Total	430 (89)

State Statute s. 118.40 (3) (c), Wis. Stats., permits a school district to enter into a contract that would allow a Cooperative Educational Service Agency (CESA) to manage and operate a charter school within the CESA area. Pursuant to s. 66.0301, Wis. Stats., Wisconsin school boards can also enter into intergovernmental agreements with one or more districts to create a

charter school within the boundaries of one or more of the districts. Partnerships between districts and profit or not-for-profit groups are allowed per state statute. Finally, s. 118.40 (2) (b) (2), Wis. Stats., allows an entire school district to convert to a charter district if the school board provides alternative public school arrangements for pupils who do not wish to attend or are not admitted to the charter school.

A) In the case of a State in which LEAs are the only authorized public chartering agencies, allows for an appeals process for the denial of an application for a charter school.

LEAs are not the only authorized public chartering agencies in the state as described in the previous section. Furthermore, state law allows an appeal process. In Milwaukee, according to s. 118.40 (2) (c), Wis. Stats., if the Milwaukee Public Schools (MPS) board denies a petition from a person seeking to create a charter school, the person seeking to establish a petition may, within 30 days after receiving the denial, appeal the denial to the SEA. The SEA is required by law to make a decision within thirty days after receiving the appeal.

COMPETITIVE PREFERENCE 5

Freedom and autonomy in state law. In Wisconsin, a charter school is a public school, freed from most rules and regulations that apply to other public schools. This freedom is included in the state charter school law in the following sentence: “Except as otherwise explicitly provided, chs. 115-121 do not apply to charter schools.” See s. 118.40 (7) 3 (b), Wis. Stats. in **Appendix C**. School boards can designate whether a charter school is an *instrumentality* of the district, whereby the school district employs all the staff; or if it is a *non-instrumentality* whereby the operator of the charter school operates outside of district employment contracts and employs all of the staff of the school (see s. 118.40 (7) (a), Wis. Stats.). This latter designation, non-

instrumentality, provides the developer with greater autonomy to operate and employ staff for the charter school.

Multiple authorizers. The state charter school law allows multiple authorizers of charter schools (s. 118.40 (2r), Wis. Stats). The statute allows for the authorization of charter schools independent of school boards, and designates four non-school board authorizers—three in Milwaukee and one in Racine. Developers in the largest metropolitan area, Milwaukee, may choose among one of three independent authorizers, the Common Council of the City of Milwaukee, the University of Wisconsin-Milwaukee and the Milwaukee Area Technical College. Developers in Racine, another large urban area, may choose as an authorizer, the University of Wisconsin-Parkside. Non-school board sponsored charter schools have total autonomy over all budgets and expenditures. In 2007-2008, \$42 million in state aid was paid directly to these independent charter schools. The Department of Public Instruction (DPI) direct-deposits state and federal aids into these charter schools' bank accounts.

Universities are instructed by s. 118.40 (2r) (3) (a), Wis. Stats., to authorize the governing board of the charter school to perform specified duties for the Board of Regents. This authorization may include duties related to supervising the instructional staff, taking disciplinary actions with respect to the instructional staff, recommending new hires or layoffs, collective bargaining, claims, complaints, or benefits and record administration. Additionally, independent annual audits are required.

Special Education. The independent charter schools authorized by the entities described above are considered independent LEAs for special education purposes. They have more flexibility in how they comply with federal and state special education laws as they do not operate under the supervision of a school district and are free to make choices as to how their

students will be provided with a free, appropriate public education. Some provide special education services individually or in cooperative arrangements with other independent charter schools, and some contract with school districts to provide these services.

Virtual schools. In 2008, the state charter school law was amended to include several provisions related to the establishment of virtual charter schools. These amendments were added to the law in response to parent requests from across Wisconsin. These parents wanted additional educational options for their children, and desired the flexibility to choose new methods to teach their children beyond the traditional bricks and mortar schools. See s. 118.40(8), Wis. Stats.

Subgrant applications, charter contracts and autonomy. All applicants for federal charter school implementation and dissemination grants from the WCSP must submit a copy of the approved charter. Before any federal funds are released, WCSP staff review the charter to ensure it complies with state and federal requirements. A copy of the charter school contract reviewer benchmarks is included in **Appendix D**.

The charters must include language specifying the autonomy the charter school governance board has over its budget. For example, the charter must describe “the level of autonomy afforded the charter school relative to policy and budget development, staffing and evaluation.” It also must describe “the manner in which annual audits of the financial and programmatic operations of the school will be performed.” Furthermore, to ensure charter school developers have autonomy and receive sufficient funds to operate their schools, state law requires the charter contract to “specify the amount to be paid to the charter school during each school year of the contract,” [see s. 118.40(3)(b)]. This provision enables the charter school developer to operate the school with an amount certain from the authorizer; it prevents annual disputes over the budget between authorizers and developers.

The subgrant applications for federal charter school funds also require a narrative in which the applicant describes the charter school governance board's autonomy over its budget and finances. Please see copies of the initial implementation grant application in **Appendix A**. For example, applicants must answer the following questions about the charter school governance board's autonomy:

- a. Provide a description of the charter school governing board including membership and roles of the board members, terms of office and how frequently the board meets throughout the year.*
- b. Describe the authority this governing board has to make decisions regarding the operation of the charter school including personnel, curriculum, local assessments and policy development. Include a description of the administrative relationship between the charter school and the authorizer.*
- c. Describe how the governance board of the charter school has autonomy over the charter school's budget and expenditures.*
- d. Include a description of the administrative relationship between the charter school and the authorizer and describe how the charter school will be managed.*

After the WCSP staff complete their thorough review of the charter and the subgrant application in the manner described above, they recommend approval to the state superintendent only in those cases where the developer has documented its autonomy over the charter school's finances and budget.

II. APPLICATION REQUIREMENTS

- i) Describe the objectives of the SEA's charter school grant program.**

This is addressed in Selection Criteria i.

- ii) Describe how the SEA will inform each charter school in the State about Federal funds and programs.**

This is addressed in Selection Criteria iii.

- iii) Describe how the SEA will ensure that each charter school receives their commensurate share of Federal education funds.**

This is addressed in Selection Criteria iii.

- iv) Describe how the SEA will disseminate best or promising practices of charter schools to each LEA in the state.**

This is addressed in Selection Criteria i.

- v) If an SEA elects to reserve part of its grant funds for the establishment of a revolving loan fund etc.**

Not Applicable

- vi) Include request and justification for any waiver of statutory or regulatory provisions the SEA believes is necessary for the successful operation of charter schools in the State.**

Request: Wisconsin is requesting a waiver of section 5202(c) (1) which limits a state educational agency to a three year grant period. The SEA requests instead a 5-year or 60-month grant period to enable it to contribute to the successful creation and operation of quality charter schools across the state. In addition, the SEA requests a waiver of section 5204(f) (4) (A) which limits administration expenses to not more than five percent (5%). Instead, the SEA proposes to average administrative expenses to equal no more than 5% across the five-year grant period.

Justification for five-year grant request: A five-year grant would enable the WCSP to have more time to achieve the objectives set out in this grant application. Charter schools will be

able to learn about and share best practices through dissemination grant activities over five years rather than three years. Over a five-year period, the WCSP can devote much more time to promoting good governance practices and fiscal sustainability to help charter schools prosper and stay open. More time can also be devoted to improving secondary charter school student achievement and graduation rates. Charter school developers argue they need at least two years of operation in a new charter school with innovative curriculum to begin to influence student achievement. Under a five-year grant, the WCSP would have more time and resources to target specific charter schools that seem to be missing their achievement targets. A longer grant period may also increase the potential pool of federal grant applicants--with more time to review charter school laws and regulations, ask questions and visit existing schools, more authorizers and developers may decide to take the plunge and work together to create one hundred (100) new quality charter schools. A five-year grant period means additional time will be available to an external evaluator to thoroughly review WCSP objectives and performance measures. In turn, the WCSP will be able to react to, and implement the evaluator's suggestions and findings in a timely manner. Finally, an extension of the grant period will guarantee stability. Developers and authorizers just beginning the charter school process can be assured the program will be around for the foreseeable future. They will be able to call on WCSP staff for support, advice and encouragement for the next five years as they take steps to develop and operate innovative charter schools.

Justification for waiver of five percent (5%) administrative expenses. To meet the objectives and performance measures described in this plan, the SEA will need flexibility to devote more staff and resources to various activities in the first two years of the grant period. If a waiver is granted to enable the SEA to average the administrative expenses to no more than

five percent (5%) across the proposed five-year grant period, the intent of the law would be met, i.e. SEA administrative costs would be limited, but the SEA could still put resources where and when they are needed most. For example, if the SEA needed additional staff time to conduct onsite monitoring activities at new charter schools during the first two years of the grant period, it could do so and possibly exceed the five percent limit by spending six percent. However, if fewer staff hours and resources were needed to help established charter schools in the last year or two of the grant period, the SEA could reduce its administrative costs below five percent to four percent. The SEA would not exceed five percent administrative costs over five years; instead, it would adjust administrative costs to meet demand. This flexibility would give Wisconsin the ability to assemble the staff and resources when needed during the proposed five-year grant period and ultimately would help us meet the overall goal to establish 130 new quality charter schools.

vii) Describe how charter schools that are considered to be LEAs under State law and LEAs in which charter school are located will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act.

State special education law in s. 115.77(8), Wis.Stats. requires that every LEA serve children with disabilities who are attending a charter school under contract with the LEA in the same manner as it serves children with disabilities attending other schools of the LEA. The statute also requires that funds provided under this subchapter to the LEA be awarded to charter schools in the same manner as it provides funds to other schools of the LEA. As public schools within an LEA, Wisconsin charter schools and their school districts have been and remain in full compliance with IDEA as a condition of their receiving federal aid and retaining their status as public school districts.

Non-district authorizers and independent LEAs: The UW-Milwaukee, the UW-Parkside and the City of Milwaukee authorized numerous charter schools that are considered LEAs for the purposes of special education services in Wisconsin. These independent charter schools are LEAs and have been regularly notified by the DPI that they must provide a Free and Appropriate Public Education (FAPE) in accordance with IDEA to all students.

Special Education Directors of all school district authorizers and non-school district sponsored charter schools annually receive a letter which states that LEAs must identify, locate, and evaluate all children with disabilities who need special education and related services, including such children who are under three years of age. The LEA must make available a free, appropriate public education to children with disabilities. The LEA must include children with disabilities in statewide and LEA-wide assessments, with appropriate modifications where necessary, and report their performances. Furthermore, the LEA must establish written policies and procedures for implementing applicable state and federal law.

State statute 115.88(1m)(am) allows that if the operator of a charter school established under s. 118.40 (2r) operates a special education program and the State Superintendent is satisfied that the operator of the charter school is complying with 20 USC 1400 to 1491, the State Superintendent shall certify to the Department of Administration in favor of the operator of the charter school a sum equal to the amount that the operator of the charter school expended during the previous school year for salaries of full-time or part-time licensed teachers, licensed coordinators of special education, licensed school nurses, licensed social workers, licensed school psychologists, licensed school counselors, paraprofessionals, licensed consulting teachers to work with any teacher of regular education programs who has a child with a disability in a class and any other personnel, as determined by the State Superintendent. Certified costs under

this paragraph are eligible for reimbursement from the appropriation under s. 20.255 (2) (b). The State Superintendent may audit costs and adjust reimbursement to cover only actual, eligible costs.

Also, according to 115.88(2m), if the operator of a charter school established under s. 118.40 (2r) transports children with disabilities and the State Superintendent is satisfied that the operator of the charter school is complying with 20 USC 1400 to 1491, the State Superintendent shall certify to the Department of Administration in favor of the operator of the charter school a sum equal to the amount that the operator of the charter school expended during the previous school year for transportation under this subsection as costs eligible for reimbursement from the appropriations under s. 20.255 (2) (b). The State Superintendent may audit costs and adjust reimbursement to cover actual, eligible costs.

State Education Agency (SEA) Monitoring Activities. It is the policy of the State of Wisconsin to monitor agencies, institutions, and organizations responsible for carrying out programs to educate children with disabilities. The state agrees to cooperate in carrying out any evaluation of a program conducted by or for the secretary or other federal official. If the public agency's processes and procedures are determined to be inconsistent with state or federal requirements, corrective action must be completed within specific timeframes. Monitoring is accomplished through a variety of means, including onsite visits to agencies, internal paper review of agencies' policies and procedures, by investigation of complaints and by program approval procedures, including monitoring for certification of special education staff. Procedures are also in place to assure Part B funds are spent according to plan. LEAs are required to submit annually assurances with a projected budget and plan for serving children with disabilities. Using

the information contained in this electronic report, Division for Learning Support Equity and Advocacy staff review and recommend appropriate action regarding funding approval.

Federal grant application: To receive federal charter school grant funds, an authorizer's signature must accompany an application from a charter school developer that includes the following assurances:

--Subgrant recipients will comply with all provisions of all applicable acts, regulations and federal laws, but not limited by enumeration to, 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, and Part B of the Individual with Disabilities Education Act, and all provisions of the Department of Education General Administrative Regulations, (EDGAR).

--Subgrants will comply with all provisions of the Non regulatory Guidance-Public Charter Schools Program of the United States Department of Education.

A description of how students with disabilities will be served is required as part of the charter school planning grant application on page 15 in Section IV, question 2, and in the initial implementation grant application on page 15, Section III, question 2 (see grant applications in **Appendix A**). Dissemination grant applicants must provide evidence of student achievement including positive outcomes for student with disabilities (see dissemination grant application instructions on page 12 in **Appendix A**).

As stated above, eligible applicants are required as a part of their subgrant proposal to provide assurances that they will comply with Part B of the Individuals with Disabilities Education Act (IDEA). The DPI has enforced this provision by withholding state aid to the charter schools that failed to comply. DPI's special education and WCSP staff provided schools with extensive assistance in the process of coming into compliance. No federal funds are

distributed if schools do not meet these requirements. Additionally, the Department has provided discretionary IDEA funds to the independent charter schools to fund a special education collaborative to ensure special education services are provided to all children with disabilities as required by state and federal law by all LEA charter schools. The DPI website has recently been updated to include special education policies and procedures for independent charter schools that are their own LEAs. See <http://dpi.wi.gov/sped/doc/policy-model-2r.doc>

The Wisconsin DPI was one of only twelve SEAs in the country chosen by the National Association of State Directors of Special Education (NASDSE) to participate in a project to develop a Special Education Primer for Charter Schools. Under the direction of Eileen Ahearn of NASDSE, a team of charter school authorizers, developers, university experts, special educators, charter school advocates and WCSP staff met to develop this important guidance document outlining the laws governing special education in charter schools. Although this document is not yet in final form, it has already been the subject of numerous workshops at statewide charter school and special education leadership conferences. When the primer is posted to the department's website, shared widely with partners and distributed across the state, it will be an important tool to ensure students with disabilities are properly served in all charter schools.

SELECTION CRITERIA (i)

Serving children at-risk. The Wisconsin Charter School Program (WCSP) plan is aligned with the state educational goals designed to assure a quality education for every child and to close the achievement gap between economically disadvantaged students or children of color and their peers. According to s. 118.30, Wis. Stats., Pupil Assessment, all charter school students must participate in the state assessment system. Additionally, to meet the needs of educationally disadvantaged children, Wisconsin charter school law s. 118.40 (3)(d), Wis. Stats., states an

authorizer shall give priority in awarding contracts for the operation of charter schools that serve children at risk as defined in s. 118.153 (1) (a), Wis. Stats. Please see the Wisconsin charter school law in **Appendix C**. This requirement includes pupils in grades 5 to 12 who are at risk of not graduating from high school, are dropouts, or are two or more of the following:

- one or more years behind their age group in the number of high school credits attained,
- two or more years behind their age group in basic skill levels,
- habitual truants, as defined in s. 118.16(1)(a),
- parents,
- adjudicated delinquents,
- 8th grade pupils whose score in each subject area on the examination administered under s. 118.30(1m) (am) 1 Wis. Stats., was below the basic level, 8th grade pupils who failed the examination under s. 118.30 (1m) (am) 2, Wis. Stats., and 8th grade pupils who failed to be promoted to the 9th grade.

AYP and charter schools. As a requirement of s. 118.40(1m)(b), Wis. Stats., all charter school petitions, proposals and contracts must include: a description of the educational program of the school; the methods the school will use to enable pupils to attain the educational goals under s. 118.01, Wis. Stats., and the method by which pupil progress in attaining the educational goals under s. 118.01, Wis. Stats., will be measured. The SEA monitors AYP and provides results on the department's electronic report card, the Wisconsin Information Network for Successful Schools or WINSS.

The chart below documents the number of charter high schools that have met AYP compared to the other public high schools that met AYP in fiscal year 2008. It is clear that charter high schools are taking important measures to ensure student success as 92% of these

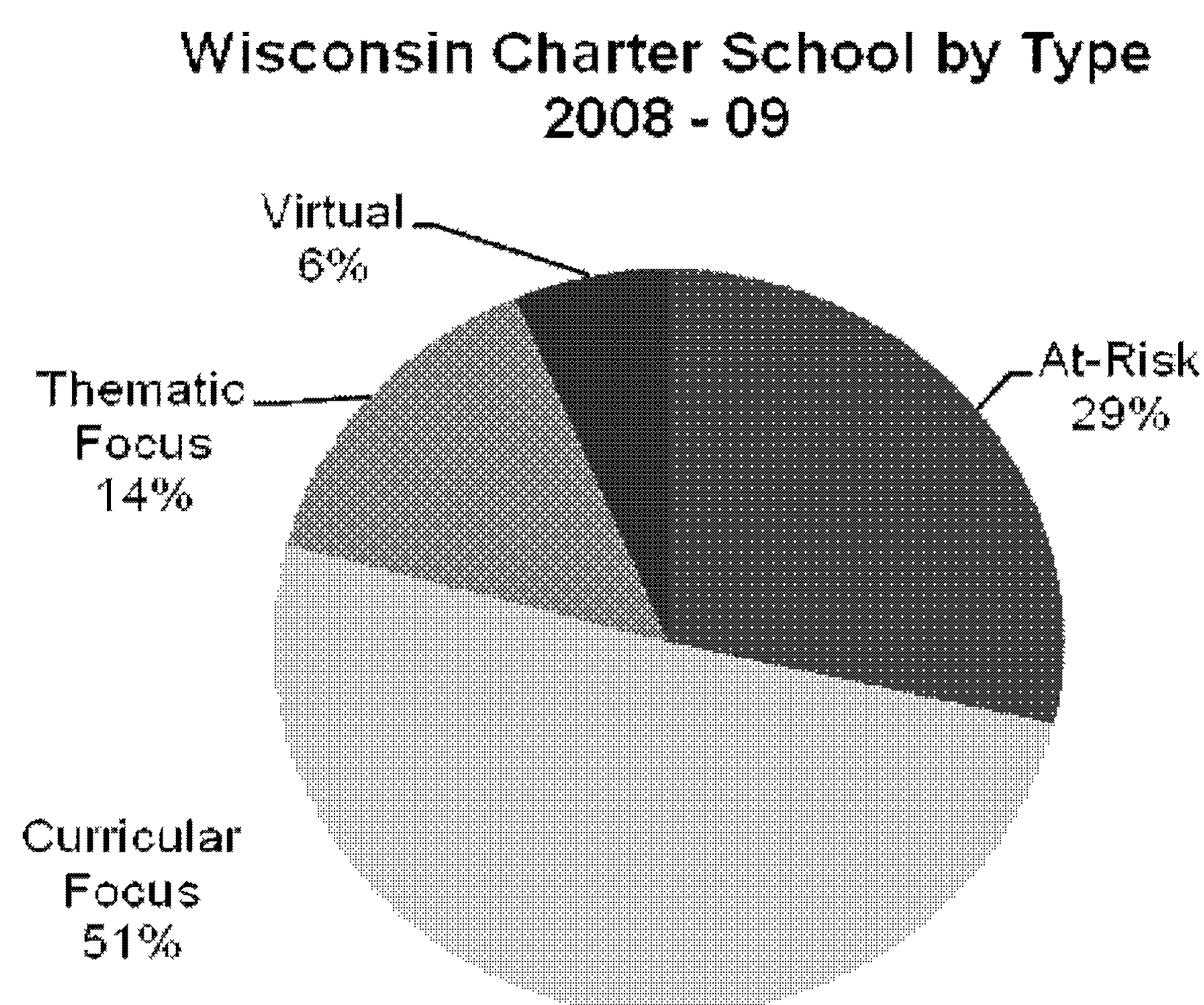
schools met AYP. The chart also illustrates areas for improvement as the charter middle schools met AYP in 83.33% of the schools tested whereas 90.12% of the regular public schools met AYP. In addition, the charter elementary schools are slightly behind their public school counterparts as 89.19% of these schools met AYP as compared to 95.6% of the regular public elementary schools.

Comparing Charter Schools to Public Schools AYP for FY 2008

School Level		Charter Schools AYP		Public Schools Without Charter AYP	
High	Tested	106		452	
	Met AYP	98	92.45%	402	88.94%
	Not Met AYP	8	7.55%	50	11.06%
Middle	Tested	18		324	
	Met AYP	15	83.33%	292	90.12%
	Not Met AYP	3	16.67%	32	9.88%
Elementary	Tested	74		1113	
	Met AYP	66	89.19%	1064	95.60%
	Not Met AYP	8	10.81%	49	4.40%
Combined High/Middle	Tested	124		776	
	Met AYP	113	91.13%	694	89.43%
	Not Met AYP	11	8.87%	82	10.57%

Targeted funding. Wisconsin will target federal charter school grant dollars to encourage the development of charter schools committed to helping educationally disadvantaged students who live in areas where the largest number of schools are identified for improvement. Currently, one third of Wisconsin's operating charter schools are targeted for at-risk students or students in need of an alternative method of schooling. Additionally, the WCSP will support through subgrants only those charter schools that identify, locate, and evaluate all children with disabilities who need special education and related services, including those children who are under three years of age. The charter school must make available a free, appropriate public

education to children with disabilities. The charter school must include children with disabilities in statewide and LEA-wide assessments, with appropriate modifications where necessary and report their performances. To view the breakdown of types of charter schools in Wisconsin, please see the graph below.



Ethnic enrollment. See the table below for a breakdown of the Wisconsin charter school ethnic enrollment compared to statewide ethnic enrollment data. These numbers clearly demonstrate that charter schools serve children from all ethnic backgrounds, many of whom are educationally disadvantaged. For example, in 2007-08, charter school enrollment was 31.91% African American whereas regular schools had 9.55% African American student enrollment. Nearly three times the percentage of African American students are enrolled in charter schools as in regular public schools. In the same year, Hispanic students made up 14.49% of the charter schools enrollment, but only 7.33% of the public school enrollment. Again, nearly double the percentage of Hispanic students chose charter schools over public schools. By contrast, White students are underrepresented in charter schools. Regular school enrollment was 78.08% White, but charter schools enrolled only 47.58% White students in 2007-08.

**Wisconsin Charter School Ethnic Enrollment compared to Statewide
from 2004-05 to 2007-08**

	2004-05		2005-06		2006-07		2007-08	
	Charter	State	Charter	State	Charter	State	Charter	State
Asian/Pacific Islander	4.44%	3.42%	4.52%	3.52%	5.07%	3.53%	5.01%	3.56%
African American	36.04%	9.75%	36.85%	9.61%	33.36%	9.68%	31.91%	9.55%
Hispanic	15.03%	6.05%	14.71%	6.48%	15.21%	6.92%	14.49%	7.33%
Native American	1.14%	1.47%	0.96%	1.47%	1.01%	1.48%	1.01%	1.48%
Caucasian	43.35%	79.31%	42.96%	78.92%	45.35%	78.39%	47.58%	78.08%

Wisconsin has developed in collaboration with state educational partners a strong federal charter school program plan that includes the following objectives, action steps and outcomes designed to assist educationally disadvantaged and other students meet student achievement standards:

Objective 1: Increase the number of quality charter schools in Wisconsin.

Activity 1: Implement the federal charter school grant process annually and provide additional financial incentives to successful grant applicants in secondary charter schools with high poverty rates and low student achievement.

Activity 2: Provide one-on-one technical assistance and workshops on writing high quality charter proposals and start-up logistics for charter school authorizers and developers.

Activity 3: As part of ongoing oversight, WCSP will monitor subgrantees' student achievement goals annually and provide timely feedback and technical assistance.

Activity 4: WCSP will highlight the accomplishments of existing charter schools serving secondary students on its website and will include links to the schools' websites.

Objective 2: Utilize WCSP grant funds to improve student outcomes for secondary charter school students who are at risk of not meeting state standards or not graduating.

Activity 1: Monitor subgrantees' student achievement goals annually and provide timely feedback and technical assistance.

Activity 2: Fund dissemination projects with proven techniques for improving student academic achievement and graduation rates in secondary schools.

Activity 3: Increase awareness of the best practices used to narrow the student achievement gap and graduation rates in secondary charter schools and develop technical assistance to help schools close their achievement gaps and improve graduation rates.

Activity 4: Partner high-performing secondary charter schools with charter schools working to raise student achievement and graduation rates.

Activity 5: Highlight the accomplishments of existing charter schools that have improved secondary student achievement at annual meetings, at state conferences and on WCSP website.

Objective 3: Promote the dissemination of Wisconsin charter schools' best practices to other public schools and LEAs.

Activity 1: Implement Dissemination Grant award process annually and award a minimum of three dissemination grants each year.

Activity 2: Work with the Wisconsin Charter School Association, school districts, the Wisconsin Association of School Boards, the Wisconsin Association of School District Administrators and other partners to identify charter schools with best practices.

Activity 3: Provide one-on-one technical assistance and dissemination grant writing workshops.

Activity 4: Publicize charter school successes and best practices broadly and annually.

Objective 4: Support charter schools efforts to be fiscally responsible for long-term sustainability.

Activity 1: Disseminate sound governance practices through ongoing technical assistance and workshops for charter school authorizers and operators on leadership and fiscal responsibility.

Activity 2: Provide constructive review for charter school operators and authorizers (site visits, review of progress reports) and provide specific recommendations for improvement.

Activity 3: Partner with the Wisconsin Association of School Boards and the Wisconsin Association of School District Administrators and the Wisconsin Charter School Association to provide technical assistance for authorizers on their role in monitoring and supporting fiscal responsibility in their charter schools.

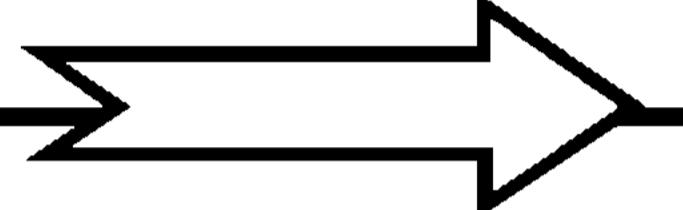
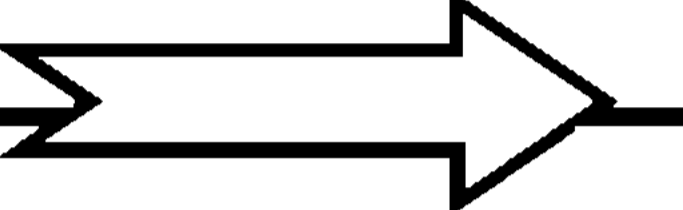
Activity 4: Require all planning and implementation grant applicants for federal charter school funds to describe fiscal accountability measures.

Activity 5: Ensure each charter contract submitted as part of the federal grant process contains the required information regarding fiscal accountability.

LOGIC MODEL: The Wisconsin Department of Public Instruction Charter School Program staff developed the logic model below to represent the inputs, activities, outputs, and intended outcomes of the program. The model shows how projects and activities are intertwined to accomplish the program's purpose (see model below).

The logic model identifies four short-term outcomes that will increase the competency, knowledge and awareness of charter school authorizers, developers, operators, other educators and the general public. These short-term outcomes (e.g. increased knowledge of charter school start-up logistics and operation; increased knowledge of the achievement gap; increased knowledge of best practices; and increased knowledge of governance and fiscal responsibility) should lead to the desired results in the medium-term outcomes and long-term outcomes over time. The medium-term outcomes predict changes in behavior, practice or policy at the systems

level. These include implementation of charter school best practices, the development of comprehensive academic plans to close the achievement gap, and the increased sustainability of operating charter schools. These medium-term outcomes in turn will lead to the ultimate goals or long-term outcomes of increasing student academic achievement and the number of high quality charter schools in Wisconsin.

INPUTS	ACTIVITIES	OUTPUTS	SHORT TERM OUTCOMES	MEDIUM-TERM OUTCOMES	LONG-TERM OUTCOMES
Funding Staff Time Materials Partnerships Technology Space Supplies	 Planning and Implementation grants program Dissemination Grants program Technical Assistance and Monitoring Outreach/ Marketing by WCSP staff	 <i>Number of:</i> Planning and Implementation Subgrants awarded Dissemination subgrants awarded Dissemination grants awarded to secondary schools Charter schools with best practices identified Technical Assistance Workshops Participants at workshops Technical assistance visits and phone contacts Publicity and Marketing activities	Increase knowledge of charter school start-up, logistics and operations Increase awareness of achievement gap in charter schools Increase knowledge and awareness of best practices Increase knowledge of governance and fiscal responsibility	Implement best practices Increase sustainability of charter schools and decrease charter school closures due to financial problems Develop comprehensive academic plans to close the achievement gap	Increase in the number of high quality charter schools in Wisconsin Increase in student academic achievement

Steps taken by the SEA to inform teachers, parents and the community of the SEA's grant program. The following list of activities in the timeline below demonstrate the SEA's (the

Wisconsin Department of Public Instruction) commitment to informing the public of the grant program and to disseminating best practices to a broad range of interest groups in the state including LEAs.

- Public announcements of charter school federal grant application process mailed to all individuals, districts, and schools in the agency data base in December.
- Presentations regarding best practices in charter schools are made by WCSP and other DPI staff at statewide and regional conferences and workshops in January -April and in October.
- Informational session broadcast in February to all twelve Cooperative Educational Service Agencies to reach all geographic areas of the state.
- Notification of grant availability, awards made, and school descriptions posted to the Wisconsin Charter School webpage continuously and distributed to the media in June.
- Notification of grant availability and a hotlink to the DPI charter webpage exists continuously on the Wisconsin Charter School Association webpage.
- DPI Grants webpage continuously highlights available federal charter school grant applications and specifies priorities in funding.
- Coordination of the State Superintendent's Advisory Council on Charter Schools comprised of all educational/charter partners. Meetings held two to three times annually.
- Technical assistance provided by phone, in person, and email to public-ongoing.

Dissemination of best practices. To meet the SEA's responsibility to inform the public, legislators [per s. 115.28(49), Wis. Stats., and s. 13.172 (2), Wis. Stats.], and persons interested in charter schools, the department publishes an annual yearbook, *Wisconsin Charter Schools*. The yearbook includes an overview of the state's charter school program, and charter school law and licensing requirements, and it provides descriptions and contact information for every

charter school. The yearbook is mailed free of charge to every charter school, to every LEA, including school districts and independent charter schools, and to numerous educational organizations, universities, and advocacy groups. Additional copies are sent free to any member of the public upon request. Copies of the yearbook are also provided to participants at the annual state charter school conference, to audience members at grant information/technical assistance sessions conducted in January and February and to all subgrantees at the mandatory reporting session in October. The Wisconsin Charter Schools Association representatives are provided multiple copies for free distribution to members across the state.

DPI press releases and state newspapers feature charter schools and the WCSP on a regular basis. WCSP staff present frequently at statewide, regional, and local conferences. Operating charter schools receive visits and requests for copies of printed materials, and planning communities are encouraged to use grant funds to conduct these visits.

Sharing takes place by phone and by word of mouth among educators throughout the state. Information is distributed using the electronic distribution list. Dissemination project descriptions and contacts are posted on the WCSP webpage with hotlinks to facilitate communication among the charter schools. Finally, the dissemination grant program has fostered sharing of best practices, offered technical assistance and workshops to developers, created useful and impressive websites, and distributed policy guides, curriculum and instruction manuals, governance pamphlets, and other materials and videos.

Charter School Grant Program. Experienced, qualified staff oversees the federal charter school grant application process including the required external peer review process. Benchmarks are used to maintain standards and to confirm that state and federal requirements are met, and training is provided to all reviewers (see reviewer benchmarks attached to each grant

application in **Appendix A**). Conflict of interest forms are signed by external peer reviewers before they see any subgrant applications. An internal review process is conducted to confirm that state and federal rules are met. Recommendations are made to the State Superintendent, who has final approval of grant awards. Successful applicants receive notice and make all necessary revisions to their plan's narrative or budget prior to the release of funds. Progress is recorded and reviewed through mandatory reporting sessions each October that provide an opportunity for reflection and networking among all subgrantees. A statewide charter conference co-sponsored by the SEA is held every spring to promote best practices to charter and non-charter educators, parents and community members.

The external peer review panel will recommend for funding subgrant applications that meet the federal and state definitions of a quality charter school, focus on student outcomes, and describe rigorous student assessment systems. The WCSP will help guarantee success for all, particularly disadvantaged students, by aligning the charter school program objectives with the State Superintendent's pledge to meet the needs of children at-risk and to close the achievement gap. The WCSP objectives will also increase parent and community involvement, and promote successful models for all public schools. Through partners, key contacts and the Superintendent's Advisory Council on Charter Schools, a concerted and coordinated effort has been and will continue to be made to inform teachers, parents, community members and all LEAs of the Wisconsin Charter Schools Program.

SELECTION CRITERIA (ii)

Freedom from state education laws: The Wisconsin charter school law provides great flexibility to charter school authorizers and developers (see a copy of the state charter school

law, s. 118.40, Wis. Stats., in **Appendix C**). According to s. 118.40 (7) 3. (b), Wis. Stats., a charter school is a public school freed from most rules and regulations contained in the other educational laws in Chapters 115-121 that apply to traditional public schools. The exact wording of the statute is: “Except as otherwise explicitly provided, chs. 115 to 121 do not apply to charter schools.” This significant freedom enables all Wisconsin charter schools to experiment with or opt out of regulations governing school calendars, curriculum, professional development, staffing, and the myriad other rules that apply to traditional public schools.

Multiple, independent authorizers: The state charter school law s. 118.40 (2r), Wis. Stats., allows for the development of charter schools independent of school boards, and designates four non-school board authorizers—three in Milwaukee (the University of Wisconsin-Milwaukee, the Common Council of the City of Milwaukee, and the Milwaukee Area Technical College) and one in Racine, the University of Wisconsin -Parkside. The state law also allows school districts throughout the state to charter schools.

Instrumentality or non-instrumentality: According to s. 118.40 (7) (a), Wis. Stats., school boards can designate whether a charter school is an *instrumentality* of the district, whereby the school district employs all the staff, or a *non-instrumentality*, whereby the developer of the charter school operates outside of district employment contracts and employs all of the staff of the school. This latter designation allows the developer increased freedom in employment and operation of the charter school. Non-instrumentality charter schools have been authorized throughout the state, especially by the Milwaukee Public School District and by the other authorizers in the Milwaukee urban area, the City of Milwaukee and the University of Wisconsin-Milwaukee. In some of these non-instrumentality charter schools, a non-profit agency with a long history of service to the community has worked closely with parents and community

members to create an innovative charter school that hires its own staff, many of whom have ties to the community.

All of the state charter school authorizers have unilateral authority to both award and revoke charters. Developers in our largest metropolitan area, Milwaukee, may choose among one of three active authorizers, the Common Council of the City of Milwaukee, the University of Wisconsin-Milwaukee and the local Milwaukee School Board. The Milwaukee Area Technical College has not yet exercised its statutory authority to charter any schools in the Milwaukee area.

Appeals process, conversion. Flexibility in the creation of charter schools is also promoted through the appeals process [see s. 118.40(2) (c), Wis. Stats.]. There is a statutory appeals process if a charter petition is denied by the Milwaukee Public Schools after a public hearing. Additional flexibility is guaranteed because the state charter school law allows any public school or nonsectarian private school to convert to a charter school.

No caps. Perhaps the most important measure increasing charter schools' flexibility and freedom in Wisconsin is the absence of a cap on the number of charter schools that can be developed across the state. Furthermore, charter schools may be created in all parts of the state as there are no geographic restrictions. In addition, state approval is not required for a developer and an authorizer to create a charter school. Innovative educators and parents throughout Wisconsin can work together to try new approaches in a charter school. The flexibility and freedoms allowed by Wisconsin's sixteen-year-old charter school law are made evident by the steady and continuous growth of high-quality public charter schools (see chart below) through all regions of the state.

Charter School Growth in Wisconsin

Year	New Schools	# Schools	Closed Schools
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2004-2005		163	8
2005-2006	26	181	10
2006-2007	19	190	10
2007-2008	52	232	21
2008-2009	10	221	N.A.

Licensing and assessment: Charter schools in Wisconsin serve approximately 36,000 students. As of January, 2009, 221 charter schools are in operation. The law allows unlimited flexibility in terms of the types of charters schools that can be created and how they achieve their results. However, a charter school must participate in the state assessment system, the Wisconsin Knowledge and Concepts Examinations (WKCE), report their students for membership and have licensed teachers. The state does provide some flexibility in licensure through administrative code PI 34.34, by offering a charter school instructional staff permit to qualified staff who obtain an emergency license while seeking necessary training. See **Appendix E** for a copy of administrative code PI 34.34.

Charter contracts and autonomy: A developer and an authorizer are free to establish their charter contract and identify any district or other waivers necessary to assure the flexibility of the charter school program. State statutes s. 118.40(1m)(b) and (3)(b), Wis. Stats., follow federal NCLB, Title V, Subpart B, in identifying sixteen (16) items that must be included in the charter contract. A charter school contract reviewers' benchmark guidance document created by DPI is provided to developers and authorizers in numerous trainings to encourage discussion and promote flexibility, accountability and autonomy in the governance and operation of charter schools as required by state and federal law. For example:

- the charter contract must include a description of the level of autonomy afforded to the charter school in terms of policy and budget development, staffing and evaluation;

- the charter contract must include a specific amount to be paid to the charter school each year of the contract;
- the charter contract must identify waivers of school district policy agreed to by both parties if it is between a school board authorizer and a charter school governance board.

If these items are not included in the charter contract submitted to the WCSP for review as part of the federal grant process, the applicant will not receive a federal charter school subgrant (See **Appendix D**, Charter School Contract Reviewer Benchmarks).

Non-school board sponsored charter schools have total autonomy over all budgets and expenditures. In 2007-2008, \$42 million in state aid was paid directly to these independent charter schools. The DPI direct-deposits state and federal aids into the charter schools' bank accounts.

Further, universities are instructed by state statute 118.40 (2r) (3) (a) to authorize the governing board of the charter school to perform specified duties for the Board of Regents of the University of Wisconsin System. This authorization may include duties related to supervising the instructional staff, taking disciplinary actions with respect to the instructional staff, recommending new hires or layoffs, collective bargaining, claims, complaints, or benefits and record administration. Additionally, independent annual audits are required.

NACSA project: In April, 2006, the WCSP worked closely with the National Association of Charter School Authorizers to produce a document entitled "Quality Charter School Authorizing in Wisconsin." This publication focused on the appropriate role of a charter school authorizer in the implementation of the No Child Left Behind Act. It was funded through the award of two consecutive national grants from the U.S. Department of Education's Charter School Program. It has been posted on the department's website and distributed broadly to the

charter school community. This publication has helped many charter school authorizers and developers understand their responsibilities under No Child Left Behind including the concepts of autonomy and independence rooted in the federal and state charter school laws.

Fordham Institute. In June 2003, the Thomas B. Fordham Institute released the results of a national study examining the status of “authorizing” in America, the first major effort to examine charter authorizing practices and policy environments in the United States (Palmer, Gau, & Shekerjian, 2003). This study noted that Wisconsin had made several improvements in its charter law since inception in 1993. See the chart below for selected Midwestern state rankings by major categories.

■ **Selected Midwestern State Rankings by Major Categories**

State (N = 37)	Policy Environment		Authorizer Practices		Overall	
	Grade	Rank	Grade	Rank	Grade	Rank
Wisconsin	C	9	B	7	B	6
Indiana	D+	18	B	5	B–	7
Michigan	C	6	B	8	B–	7
Illinois	C	12	B–	12	B–	12
Minnesota	C–	15	C–	18	C–	18

Source: Adapted from Palmer, L., Gau, R., and Shekerjian, O. (2003). *Charter School Authorizing: Are States Making the Grade?* Washington, DC: Thomas B. Fordham Institute, p. 3.

The study found Wisconsin to be the one exception to their finding that local school boards generally do not make good authorizers. The report indicated that Wisconsin received high marks despite having many of its charter schools approved by local school boards, perhaps, the authors noted, because many of Wisconsin’s charter schools focus on at-risk students. The report acknowledged that the Wisconsin Association of School Boards took a positive attitude

from the beginning, which may have encouraged individual school boards to look more favorably on charter schools.

SELECTION CRITERIA (iii)

Number of schools to be created. In the fifteen years since the state charter school law was established in 1993, Wisconsin ranks seventh (7th) in the country in the creation of high quality public charter schools that have increased parental choice and offered flexible and meaningful educational opportunities for children (this ranking comes from the document “Operational charter schools for SY 2007-08” reported in ED Facts by State). The chart below demonstrates fairly consistent growth in the number of charter schools opened in the last grant period.

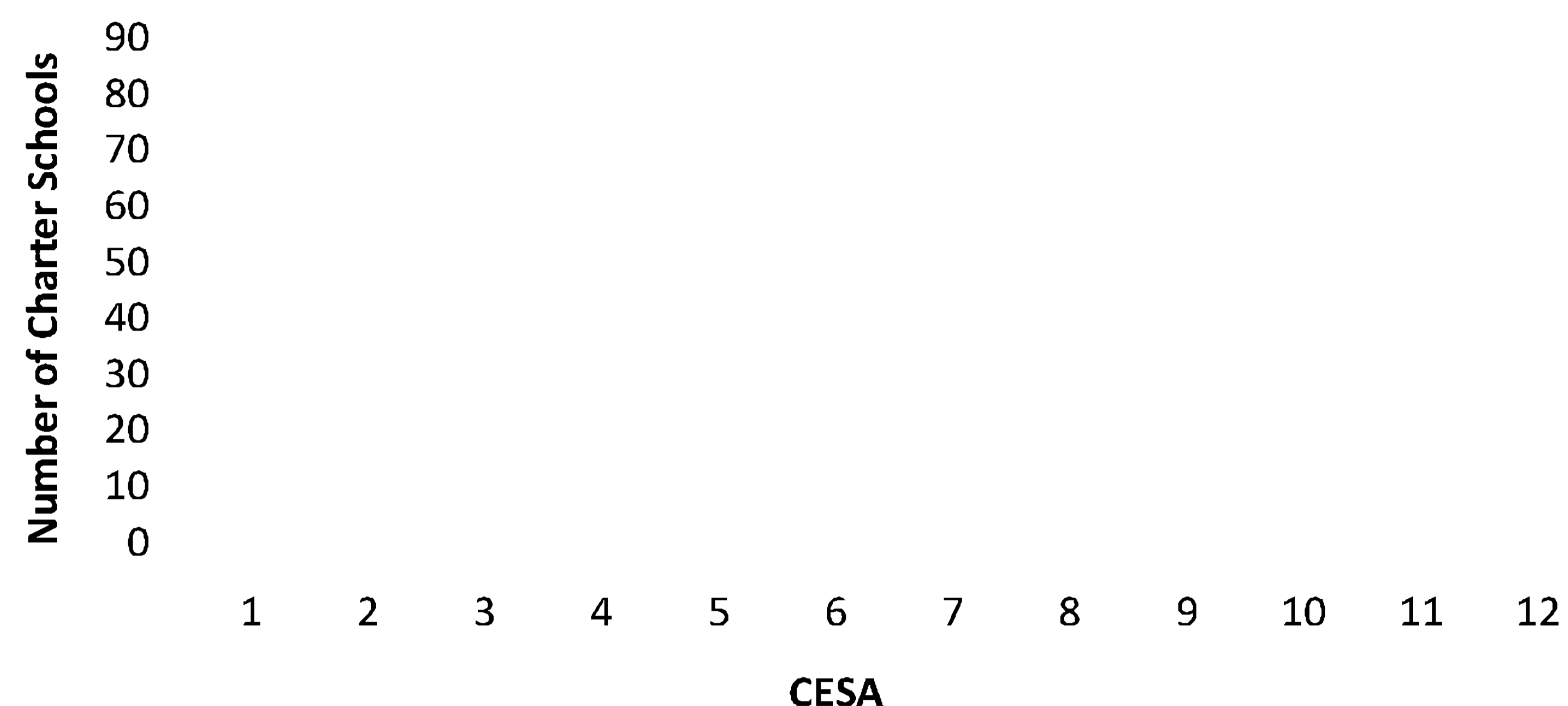
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2007-2008	52	232	21
2008-2009	10	221	N.A.

No caps. State law imposes no cap on the number of charter schools that can be created in Wisconsin. Due to this flexibility, the Wisconsin Charter Schools Program (WCSP) exceeded its 2005-2008 federal project goal of opening 100 new charter schools as 107 new schools opened during the last grant period. Please see **Appendix F** for a map that shows the geographic distribution of the 221 operating charter schools.

Estimate of new charter schools to be created. Projected growth during the proposed 2009-2014 federal grant cycle is estimated at 130 additional charter schools located in all geographical areas, including rural and urban. School districts and independent authorizers have currently authorized charter schools in all 12 Cooperative Educational Service Agency (CESA)

regions throughout the state (see chart below). CESA 1 includes the Milwaukee Public Schools, the authorizer that has chartered the greatest number of schools in Wisconsin.

Number of Operating Charter Schools by CESA



The table below shows the number of grant projects that we anticipate funding in the next grant period to reach the projected growth of 130 new charter schools from 2009 to 2014.

Projected Growth of Wisconsin Charter Schools in the 60 month Grant Period

Type of Grant	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Total
Planning Grants	29	28	27	27	29	140
Implementation (1 st year of operation of new schools)	19	29	28	27	27	130 new charter schools
Implementation Renewal	9	19	29	28	27	112

Funding targets. Grant funds will be targeted to high priority areas with the largest number of schools that are identified for improvement. Additionally, technical assistance sessions on best instructional practices, successful authorizing and governance models, and financial and management practices will be targeted to new and existing schools. Additionally, objectives of this project include new efforts to improve student achievement and provide access

to the public to accountability data on the state electronic report card. Efforts to monitor and provide technical assistance to schools are incorporated into the state plan.

Informing charter schools about available federal funds. The WCSP uses multiple strategies for informing each charter school in the State about federal funds the charter school is eligible to receive and federal programs in which the charter school may participate. These strategies include activities such as maintaining an agency-wide grants web page, posting announcements on the department's website, sending direct mailings to eligible applicants, using list serves and distribution lists, and offering workshops and presentations on grant funding opportunities for all of the state's districts and charter schools. A calendar of deadlines for federal program applications is created annually for all independent charter schools. This calendar is also sent through a distribution list to the schools, and is posted to the department website. The calendar is maintained by the WCSP and is developed collaboratively with all NCLB Title program consultants and agency teams. Each charter school is assigned a unique school code number that is entered into the department database system that drives all communications to schools throughout the state. All school administrators, authorizers and non-school board sponsored charter schools receive biweekly mailings from the department.

Commensurate share of federal funds. Notification will be sent to all new charter schools of their eligibility for federal funds by direct mail from the department with instructions that include a password and directions to complete the ESEA form electronically. Award amounts are automatically entered by the department to ensure each school is aware of its commensurate share of funds. No later than five months after the start of the school year, to allow for submission of student enrollment counts by all school districts and independent charter school LEAs, the department will calculate entitlements for all new independent LEA charter schools

and revise entitlements for significantly expanded charter schools. Charter schools are eligible for reimbursement of funds as soon as the applications for which they are eligible are reviewed and approved by the department. Concerted efforts are made to facilitate this process, including individual phone calls and on-site visits conducted by WCSP staff to achieve 100% participation.

Extensive efforts are made to communicate to charter schools, and specifically to authorizers their obligation to ensure that charter schools annually receive their commensurate share of federal education funds allocated by formula. This obligation also applies to charter schools during their first year of operation. The department provides technical assistance workshops throughout the state to explain how to access these funds. Additionally, the WCSP coordinates an annual workshop conducted by ESEA Title program staff for all independent charter schools. Further, the WCSP has a procedure to receive and to act on complaints regarding funding issues. Annual required financial audits detail expenditures.

To document that their obligations are met, all chartering authorities are required to provide written assurances as a part of grant applications that charter schools will receive a commensurate share of federal education funds that are allocated by formula each year. A charter contract reviewer benchmarks document (**see Appendix D**) is distributed to charter school developers and authorizers by the WCSP. This guidance document includes a benchmark that states, “Contract addresses how the school district will allocate federal funding for which the charter school is eligible.” If this issue is not addressed within the contract, its absence is noted by WCSP staff and is included in reviewer comments sent to the federal charter school grant applicant. The applicant must make amendments to the charter contract to address this finding prior to release of federal charter school funds. WCSP staff monitors the process as a part of their administration of the program. Special attention will continue to be given to independent charter

LEAs and to all new charter schools. All independent charter schools have been included in departmental allocation formulas, and re-allocations will be done as appropriate. Forms have been provided to the independent charter schools along with instructions on their use to obtain poverty information and/or free and reduced price lunch applications.

Wisconsin has a long history in the charter school movement. The eagerness of school districts and other authorizers across the state to support charter schools is demonstrated by the rapid growth of charter schools in all parts of the state. The WCSP's objective to add 130 new charter schools during the next grant period to the existing 221 charter schools will enable thousands of parents to make choices to help their children's future academic success.

SELECTION CRITERIA (iv)

The Wisconsin Charter School Program (WCSP) has a history of successful administration of the federal charter school program within the budgets and the timeframes of the grant cycle. The Wisconsin Department of Public Instruction (DPI) has well-established and excellent working relationships with key stakeholders in the state charter school movement including the Wisconsin Charter Schools Association, the Wisconsin Education Association Council, the Wisconsin School Board Association, and the multiple authorizers and operators in Milwaukee and around the state. Input was sought from these partners and the State Superintendent's Advisory Council on Charter Schools (SSACCS) in crafting the objectives for this grant application. The WCSP is staffed by 2.0 full time equivalent (FTE) school administration consultants, one of whom serves as the Charter School Program Director; a 1.0 FTE education specialist who manages all data for the program, a 0.5 FTE limited term education specialist who reviews all charter school contracts, a 1.0 FTE office operations

assistant, a 0.5 FTE accountant, and a .40 FTE education administrative director (see resumes in attachments).

The program has full DPI administrative and departmental staff support. Additional support will come from the following DPI teams: Office of Educational Accountability, Data Management and Reporting, School Management Services, School Financial Services, Teacher Education, Professional Development and Licensing, Special Education, Title I and School Support, Content and Learning, and Legal Services.

Management Plan. The purpose of the management plan is to ensure the Wisconsin Charter School Program achieves its outcomes, objectives, and activities on time and within budget. Please see the chart below outlining the objectives, timelines, budget, resources, responsibilities and milestones of the proposed plan.

Comprehensive Management Plan	
Objective 1: Increase the number of quality charter schools in Wisconsin	
Activity 1	Implement annual grant process and award additional grant funds to successful secondary charter school applicants with high poverty rates located in areas where schools have been identified for improvement (SIFI)
Timeline	Receipt of federal grant; grants reviewed in April, grants awarded in May-June annually
Budget/resources	Staff time, Travel, Website updates
Responsibility	DPI Charter School Staff
Milestones	Grant Notice revised to indicate preferences for secondary charter schools; applications reviewed for fiscal and educational soundness by review panels; secondary charter school grant applicants with high poverty rates in SIFI areas identified; additional grant funds awarded to successful secondary charter school applicants
Activity 2	
Activity 2	Conduct charter school authorizers' workshops; disseminate best practices for authorizers (phone calls, e-mails, presentations to district school boards and staff)
Timeline	January, April and October of each year for workshops; ongoing for

	individual technical assistance (TA)
Budget /Resources	Staff time, Travel, Supplies, Printing and website updates
Responsibility	DPI Charter School staff
Milestones	Annual workshops presented and attended. TA provided
Activity 2.1	Conduct charter school start-up workshops and charter school grant writing workshops for developers; require attendance at charter school grant project director's mandatory reporting meetings; offer individual start-up and implementation technical assistance
Timeline	Annual workshops in January, April and October; ongoing for individual technical assistance
Budget /Resources	Staff time, Supplies, Printing and Travel
Responsibility	DPI Charter School staff
Activity 3	Review and monitor subgrantees student achievement goals and provide technical assistance
Timeline	April –June annually in grant applications/ ongoing TA as needed
Budget /Resources	Staff time
Responsibility	DPI charter school staff
Milestones	Student achievement goals revised; TA provided to subgrantees
Activity 4	Highlight accomplishments of secondary charter schools
Timeline	Annually in charter schools yearbook published in April and on website in April
Budget /Resources	Staff time, website updates, printing of annual charter school yearbook
Responsibility	DPI charter school staff
Milestones	Charter school yearbook completed, links to secondary schools' websites from DPI website established
Activity 4.1	Evaluate effectiveness of the program for charter school operators and authorizers in opening new quality charter schools
Timeline	At the end of each grant year
Budget/Resources	External Evaluator, staff time, travel
Responsibility	External Evaluator
Milestones	Program evaluation completed

Objective 2: Utilize WCSP grant funds to improve student outcomes for secondary charter school students who are at risk of not meeting state standards or not graduating	
Activity 1	Monitor subgrantees student achievement goals and provide technical assistance
Timelines	April –June annually in grant applications; ongoing TA as needed
Budget/resources	Staff Time
Responsibility	DPI charter school staff
Milestones	Student achievement goals revised by subgrantees; progress in secondary student achievement verified
Activity 2	
Activity 2	Give priority to dissemination grant proposals serving secondary students
Timeline	June annually
Budget /Resources	Subgrant funds, Staff time
Responsibility	DPI charter school staff
Milestones	Grant notices with priority for dissemination grantees serving secondary students published, grants awarded to secondary charter schools
Activity 3	
Activity 3	Provide information on best practices and closing the achievement gap through professional development opportunities
Timeline	Ongoing
Budget/Resources	Staff time, travel
Responsibility	DPI charter school staff
Milestones	Professional development opportunities offered by DPI and attended by subgrantees.
Activity 4	
Activity 4	Partner high-performing secondary charter schools with other charter schools
Timeline	Ongoing
Budget /Resources	Staff time, travel
Responsibility	DPI charter school staff
Milestones	Partnerships created
Activity 5	
Activity 5	Highlight accomplishments of secondary charter schools at statewide meetings and conferences
Timeline	Annually in April for state charter school conference and October for mandatory charter schools subgrantees meeting
Budget /Resources	Staff time, travel
Responsibility	DPI charter school staff
Milestones	Secondary Charter schools recognized at state conference and mandatory meetings
Activity 5.1	
Activity 5.1	Evaluate effectiveness of the program to improve student outcomes for secondary students in charter schools

Timeline	At the end of each grant year
Budget/Resources	External Evaluator, staff time, travel
Responsibility	External Evaluator
Milestones	Program evaluation completed

Objective 3: Promote the dissemination of Wisconsin charter schools' best practices to other public schools and LEAs	
Activity 1	Implement Dissemination grant program: distribute grant applications, review applications and award grants
Timeline	Annually in December when notice of grant opportunity publicized, April when grants reviewed, May-June when grants awarded
Budget /Resources	Dissemination grant funds
Responsibility	DPI charter school staff
Milestones	Grant applications available online, grants reviewed and awarded
Activity 2	Work with partners to identify charter schools with best practices
Timeline	Throughout grant cycle/prior to April deadline for grant application
Budget /Resources	Printing and mailing, Staff time, travel
Responsibility	DPI charter school staff and partners
Milestones	Three charter schools identified each year and targeted for dissemination grants
Activity 3	Dissemination grant writing workshops and individual technical assistance offered
Timeline	Annually in January, February and April, on-going for TA
Budget /Resources	Dissemination grant funds
Responsibility	DPI charter school staff
Milestones	Workshops attended, training provided. Quality dissemination proposals received. TA provided.
Activity 4	Publicize charter school success and best practices through website updates and at charter school directors' mandatory reporting meeting
Timeline	Annually in October for mandatory meeting and ongoing for website updates
Budget /Resources	Dissemination grant, staff time, travel
Responsibility	DPI charter school staff
Milestones	Dissemination grantees success publicized
Activity 4.1	Evaluate effectiveness of the program to disseminate best practices to charter schools and LEAs
Timeline	At the end of each grant year
Budget/Resources	External Evaluator, staff time, travel
Responsibility	External Evaluator

Milestones	Program evaluation completed
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Objective 4: Support charter schools' efforts to be fiscally responsible for long-term sustainability	
Activity 1	Provide two workshops and TA for authorizers and developers on governance, financial management and leadership
Timeline	February and April for workshops/on-going for TA
Budget/Resources	Staff time, travel, printing, emails, phone, web updates
Responsibility	DPI charter school staff
Milestones	Workshops attended, training provided
Activity 2	Review progress reports and conduct site visits to provide recommendations for improvement.
Timeline	Progress reports reviewed annually in April, site visits as needed
Budget /Resources	Staff time, travel, emails, phone
Responsibility	DPI charter school staff
Milestones	Progress reports reviewed when submitted; schools visited and TA provided
Activity 3	Collaborate with partners to offer TA to authorizers on their role in promoting fiscal sustainability
Timeline	October and April annually
Budget /Resources	Staff time, travel
Responsibility	DPI charter school staff
Milestones	Partnerships established, workshops or presentations offered and attended
Activity 4	Require charter school grant applicants and charter contracts to document long-range budget plans and fiscal sustainability
Timeline	December grant notification, April grant application and charter contract deadline
Budget /Resources	Staff time, web updates
Responsibility	DPI charter school staff
Milestones	Grant applications and charter contracts received; application narratives demonstrate charter school operators' long-range budget plans and understanding of financial requirements for success; charter school closures due to financial problems decrease
Activity 5	Evaluate effectiveness of the program to support charter schools fiscal sustainability
Timeline	At the end of each grant year
Budget/Resources	External Evaluator, staff time, travel
Responsibility	External Evaluator
Milestones	Program evaluation completed

Wisconsin Charter School Program Staff and Responsibilities:

Robert Soldner is the Director of the School Management Services Team, the team housing the Charter School Program. He supervises all charter school program staff and has ultimate management responsibility for the budget, organization, and overall functioning of the program. He may serve as the SEA's representative to national or federal conferences. Margaret McMurray is the Charter Schools Program Director. She and her co-consultant, Barry Golden, organize all grant writing workshops and grant reviewing, including the recruitment and training of the peer reviewer panels and scoring. Both of the consultants will also be the contacts for any technical assistance for the grant-funded projects and will conduct site visits. They will also coordinate the meetings of the State Superintendent's Advisory Council on Charter Schools and will serve as liaisons to the Wisconsin Charter Schools Association. Both will serve as the SEA representatives to national or federal conferences and meetings. LaToya Holiday is an Education Specialist. She will conduct the review of all charter contracts submitted as part of the grant process and will coordinate the annual legislative report. She will also assist in the grant writing workshops and grant reviews. Jackie Abel is an Education Specialist responsible for data collection and management. Julie Blaney is an Office Operations Assistant. She is responsible for providing support for the Education Specialists and the Consultants. She organizes conference sites, materials for meetings, and provides telephone and e-mail support to charter schools.

The WCSP Team meets weekly. The management plan and logic model will be used to develop a detailed work plan. The work plan for program staff, consultants and subcontractors will include a task analysis of program milestones. The work plan will describe project outcomes (objectives), activities, outputs (deliverables or products), person responsible, and timeline. Staff

will develop a complete plan within three months of the award. At each WCSP Team meeting, the work plan will be reviewed to assess the timelines for completing each task, person(s) responsible and current status, including expenditures and personnel allocation. The work plan will serve as the basis of team meetings in order to check program progress and process. These data will be used to assess the efficacy of efforts, to measure progress in achieving objectives, and to direct strategies for refining WCSP methods. Assessing the program's progress in these areas will provide an immediate feedback loop for the project.

Contractor: External Evaluator. During the first year of the grant, the DPI will contract for an external evaluator to conduct the evaluation of the WCSP. The evaluation will be scheduled to begin during the first year of the grant. See Selection Criteria (vi) for specific details on the evaluation plan.

Subgrant Process: Timelines and Activities. The WCSP staff will involve co-workers throughout the DPI, representatives of the Wisconsin Charter Schools Association (WCSA), the State Superintendent's Advisory Council on Charter Schools (SSACCS), authorizers and charter operators in building capacity, sharing best practices and collaborating to achieve the goals of this application. The WCSP staff has an established calendar and grant award process that includes the following timelines:

- Subgrant application forms and benchmarks updated and posted to the WCSP page on the DPI website by late December to early January;
- Notice of grant availability sent to all listed in department data base in December;
- Informational sessions held throughout state in January, February and April;
- External peer review team assembled representing all educational stakeholders in April;

- External peer review session in April. Overview of state and federal laws and regulations, award priorities; benchmarks provided; external peer review team members review subgrant applications individually and come together as a team to agree on final recommendations during a two-day period scheduled in mid-April for Planning, Implementation and Dissemination grants;
- Internal Review conducted by WCSP and other department staff to ensure adherence to federal and state regulations-occurs in late April and May for planning and implementation and dissemination grants;
- Presentation to DPI administration of External Peer Review recommendations-occurs in May;
- State Superintendent recommendations made in late May and early June;
- Grant Notification Process occurs in May-June;
- Departmental media release of grant awards occurs in June;
- Official grant period begins—August 1;
- Grant revisions, assurances provided, and signed documentation required from subgrantees prior to release of funds from June -October;
- Internal review of revisions to ensure compliance with federal and state regulations-ongoing;
- Technical assistance sessions held by WCSP staff for non-funded applicants-ongoing;
- Notification of awards and technical assistance provided by WCSP staff to funded applicants from June-October;
- Official award notices sent-ongoing as requirements are met and revisions approved;
- Reimbursement process and budget changes submitted per approved plan-ongoing;

- WCSP Mandatory Reporting Session held in October; second year Implementation and 2nd year Dissemination subgrantees present challenges, successes, progress to all sub-grantees, school personnel, and state charter schools' association members. Mid-year reports from all sub-grantees due.

Recent grant awards: Wisconsin awarded 5 planning grants, 9 initial implementation grants, 47 implementation renewal grants, 1 dissemination grant and 6 dissemination renewal grants to charter schools during the 2008-09 schools year (August 1, 2008-July 31, 2009). The chart below reflects the types of grants and the number awarded during the last federal grant period.

Charter Schools Grant Awards from 2004-05 to 2008-09

	2004-05	2005-06	2006-07	2007-08	2008-09
Planning	25	14	47	9	5
Initial Implementation	33	27	16	47	9
Implementation Renewal	13	33	28	8	47
Dissemination	4	7	4	9	1
Dissemination Renewal	3	4	6	3	6

Grant funds provide resources for post-award planning and design of the educational program, including refinement of the curriculum and professional development for teachers who will work in the charter school. This may also include planning activities that will lead to the opening of a new charter school such as evaluation of curriculum and school design models, visits to other charter schools, attendance at state and national conferences, and other planning activities. Funds also provide for initial implementation activities, including: informing the public, especially parents, about the school, acquiring the necessary equipment and educational materials and supplies and hiring consultants to offer advice on finances, professional development and curriculum.

Technical Assistance. WCSP has made a commitment to assisting both charter school developers and authorizers during the grant process. Grant Writing Workshops for authorizers and developers are provided prior to each application deadline and during the annual charter schools conference co-sponsored by the DPI. The workshops provide information on the charter school law; grant requirements, application process and approval procedures. In addition, the staff provides assistance through telephone, email and the website on a continuous basis.

Peer Review Process/Assessing Quality of Applications. The Wisconsin Charter School Grant Program is competitive. Federal law requires peer review of applications. Reviewers include charter developers, charter school board members, operators, authorizers, other charter experts and WCSP and department staff. Peer reviewers are trained annually by WCSP staff prior to beginning their review of applications. The training includes a review of the federal charter school law, the Wisconsin charter school law, and the quality assurance elements that must be met by each applicant to receive funding. Furthermore, the application clearly identifies the approval criteria of each element of the application. The peer review process requires at least two reviewers, each application is read and judged twice, and if needed a third reviewer is used to determine the approval or disapproval of the application. In addition to those schools that serve secondary students, priority in funding will be given to charter school applications that: (1) emphasize flexible and innovative educational opportunities that will assist at-risk and underserved students to achieve state content and performance standards, and (2) provide parent choice not available in geographic areas, urban or rural, in which a large proportion or number of public schools have been identified for improvement, corrective action or restructuring (SIFI).

SELECTION CRITERIA (v)

The Wisconsin Charter Schools Program (WCSP) has nine years of experience administering a Dissemination Grant Award and Review System. The availability of dissemination grant funds is announced through statewide mailings, postings on the WCSP website and through informational sessions broadcast statewide and offered onsite in Wausau, Milwaukee, in each Cooperative Educational Service Agency (CESA) and at the Madison DPI headquarters. Instructions and announcements will highlight the priority in funding for projects partnering with schools in need of improvement or targeting products or services to schools in high priority areas. Additionally, funding priority will be given to applications that target replication of successful practices or promote or support the start up of new charter schools that increase student achievement especially at the secondary level. Applicants must provide evidence of student progress or academic achievement, high levels of parental satisfaction and financial viability. Additionally, a current, signed charter contract must be included with the application.

External Peer Review. An external peer review team comprised of individuals knowledgeable and experienced with charter school authorizing, teaching and administration is assembled to review dissemination grant applications. The external peer review team represents a diversity of disciplines, institutions, regions and cultures. An orientation to state and federal law, to priorities in funding, and to selection criteria is provided by WCSP staff. The peer reviewers work in small teams and individually rate applications. Team members share individual ratings, and then make a team recommendation for funding and provide written comments to provide guidance and support to each applicant.

An internal WCSP team reviews all applications and charter contracts for compliance with state and federal requirements. Recommendations are made to the State Superintendent, who makes all final decisions on the awarding of grants. Applicants receive notification of the status of their application, along with reviewers' comments and guidance documents. Successful applicants must make any necessary revisions and provide necessary documentation prior to release of funds. All subgrantees provide assurances that they will participate in any state and federal reporting, evaluation or onsite monitoring as required. Subgrantees are required to attend a mandatory reporting session annually and report on their best practices and challenges to a statewide audience of charter school authorizers and developers. All are required to use grant funds to present at and attend the annual state charter school conference. Subgrantees are strongly encouraged to use their funds to attend national charter school conferences.

Wisconsin proposes to use up to 10% of the federal charter school grant funds awarded to the WCSP for dissemination of promising practices of charter schools in their fourth year of operation. Wisconsin has a growing list of charter schools that will be eligible for these funds. During the next federal grant period, 2009-2014, roughly 132 Wisconsin charter schools will be eligible for dissemination funds.

Successful dissemination grantees receive frequent requests from planners to visit or to receive copies of printed materials. Many planning grantees or potential developers use funds to conduct site visits to successful charter schools receiving dissemination grants. Formal and informal sharing of information takes place by phone and by word of mouth among educators throughout our state. Dissemination project descriptions and project contacts are posted on the WCSP website to facilitate communication among our charter school communities.

The dissemination grant program that began nine years ago has fostered sharing of charter schools' best practices, offered technical assistance and workshops to developers, created useful and impressive websites, and distributed policy guides, curriculum and instruction manuals, governance pamphlets, and other materials and videos. Please see in **Appendix G** a list of the 25 dissemination grants that were funded in the last federal grant period.

The WCSP dissemination grant program has increased standards for the application and will continue to emphasize evidence of student progress or achievement, parental satisfaction and financial viability of the charter school as well as require a plan for wide distribution or impact for the proposed plan. Please see these requirements included in the dissemination grant and the dissemination renewal grant application forms in **Appendix A**.

Dissemination grants are geographically distributed throughout the state and include both rural and urban districts. Of the 25 dissemination grants funded from in the last federal grant period, seven (7) are from high priority areas where schools were identified for improvement (SIFI). The following evidence of success for our dissemination grantees revealed:

1. High parental satisfaction;
2. Student achievement that exceeds the state average; and
3. Fiscal and management stability.

The WCSP requires a distribution plan as part of the application process. Evidence of success is threefold: (1) the project progress reports indicate wide distribution of project products and services; (2) developers incorporate technical assistance or collaboration with dissemination subgrantees into their proposed plans; and (3) replication of model charter schools - primarily project-based, environmental and at-risk charter schools demonstrate the success of the dissemination grant program. A copy of the charter contract must be submitted as

a required part of the dissemination grant process to assure the WCSP of the continued relationship between the authorizer and the operator and to enable WCSP staff to review accountability expectations and performance requirements.

Number to be awarded. In the next grant period, the WCSP intends to award at least three (3) dissemination grants per year. Although some funds will be available for outstanding elementary charter schools, more grant funds will be targeted to secondary charter schools that demonstrate successful practices to improve student achievement. Continuation awards for those same charter schools that will enter into a dissemination renewal grant, or year 2 of the grant, will be made on the basis of the submission of a continuing application which includes a progress narrative covering the previous year and the upcoming year's activities as well as a project budget and budget narrative. This information and information regarding the use of the previous year's funds will contribute to the decision to fund year 2 of the grant. At the end of the proposed five-year grant, a minimum of fifteen (15) dissemination grants will be awarded to outstanding charter schools across the state. This ambitious plan will result in the widespread sharing of best practices among charter schools and regular schools, and will lead inevitably to increased student achievement in not only secondary charter schools, but in all public schools in the state.

SELECTION CRITERIA (vi)

Identifying the external evaluator. The DPI is currently in discussions with John Witte to be the evaluator for this project. Dr. Witte is a Professor of Political Science and Public Affairs at the University of Wisconsin-Madison and was Director of the La Follette School of Public Affairs for three years. His research has focused on tax policy, politics and education, including charter schools. His current work, supported by the U.S. Department of Education and the

Spencer Foundation, examines charter schools. He is a Principal Investigator for a research team studying the longitudinal effects of the Milwaukee school voucher program. He has been a Fellow at the Russell Sage Foundation in New York and at the Center for Advanced Study in the Behavioral Sciences at Stanford.

The DPI will select a program evaluator through the competitive process required by state law. Until that process is complete, the DPI is unable to identify an individual or organizational entity to assist in the planning, design, development, and implementation of the SEA's evaluation plan for the proposed WCSP grant project. However, the evaluator will meet the following minimum criteria:

- A Master's degree or Ph.D. in educational research and evaluation;
- Experience assisting State agencies in the planning, development, and implementation of project or program evaluation plans;
- Specific working experience with State level program staff in the refinement of project objectives, performance measurements, and data collection instruments and evaluation methods; and
- Familiarity with charter schools.

Although this proposed evaluation plan cannot, at this time, identify a specific evaluator, it does contain a description of the project objectives, the performance measures, and types of quantitative and qualitative instruments needed to effectively monitor the progress of each the stated outcomes. See project objectives and performance measures enumerated below.

Quantitative Data. The DPI currently has in place several methods for collecting quantitative data on charter schools. The DPI's Office of Educational Accountability has the

primary responsibility for collecting student achievement data from all public schools, including charter schools.

The statewide assessments, the Wisconsin Knowledge and Concepts Examinations (WKCE), provide part of the data required for school and district report cards in Wisconsin. Additionally, the federal reauthorization of the ESEA, No Child Left Behind Act of 2001 (NCLB), requires the annual review of district and school performance to determine “Adequate Yearly Progress” (AYP) for each district and school. Since 2003, the annual review of district and school performance or AYP in Wisconsin is based on four objectives: test participation, graduation rate at the secondary level or attendance rate for elementary and middle levels, and achieving a designated proficiency rate on two academic indicators - Reading and Mathematics.

The Wisconsin School Performance Report (SPR) was created in 1991 with the passage of section 115.38, Wis. Stats. It serves as the state's annual public school report card, and represents the department's most comprehensive resource for data on charter school performance and student achievement. Information in the School Performance Report comes from three sources: 1) Wisconsin's public school districts and its independent charter schools; 2) Private firms that administer assessments to Wisconsin's students (ACT, AP, etc.); and 3) DPI data collections other than SPR (PI- 1505 Annual Report, PI-1202 Fall Staff Report, and PI-1215 Curriculum Report).

The contents of the School Performance Report are organized into two broad categories: Student Performance Indicators and Opportunity-to-Learn Indicators. Student Performance Indicators give readers a look at numerous measures of achievement: Advanced Placement Test, American College Test (ACT), Graduation Statistics, Wisconsin Knowledge & Concepts Examinations, Post graduation Intentions, and Wisconsin Reading Comprehension Test

(formerly Third Grade Reading Test). Opportunity-to-Learn Indicators offer insight into pupil-teacher ratios, high school graduation requirements, attendance, dropouts, expulsion, habitual truancy, retention, suspension and other indicators.

Most of the information described above is made available to the public through the Wisconsin Information Network for Successful Schools (WINSS). This electronic resource was created to help educators, parents and community members review Wisconsin's public schools' Standards and Assessment, Data Analysis, Continuous School Improvement and Best Practices.

Reports to the Legislature. State law requires the DPI to report annually to the legislature on the status of existing charter schools. Under s. 115.28 (49), Wis. Stats., the department is required to submit this report to the Legislature in the manner provided under s. 13.172 (2), Wis. Stats., regarding the status of existing charter schools, the number of petitions for new charter schools, and school board as well as departmental action taken on petitions for new charter schools. The report's findings are based upon an electronic survey administered in June by the DPI, document review, and follow up contacts with local school district officials. The electronic survey is administered annually to all Wisconsin public school districts. Using follow-up e-mails, letters and phone calls, a 100 percent response rate is achieved annually.

The information collected through statewide student assessments, the school performance report and the annual charter school survey will be used to assess and monitor the DPI's progress toward meeting the WCSP project objectives or to suggest changes to the proposed activities. Finding and sharing information about which charter school strategies are successful in improving student achievement is the overall project goal.

Evaluation Plan. The evaluation plan outlined below requires continuous monitoring of the program by the Charter School Team. It will answer basic questions such as:

- Is the project doing what it said it would do and in the way that it said?
- Are our outreach efforts reaching the intended target?
- Are workshops implemented as planned? How do participants evaluate the workshops?

A detailed work plan that clearly describes program resources, milestones, persons responsible and timelines will serve as the basis of Charter Team meetings and will be used to check our progress and process. This information will be used to assess whether or not we are achieving our objectives; if not, we will change strategies or refine our methods. The evaluation plan will help us assess progress toward achieving short-term, medium-term and long-term outcomes of the program. Performance measures determine the extent to which the WCSP's objectives are being met. The evaluation includes comprehensive performance measures that address each objective and the outcomes related to meeting each objective. The performance measures are described below.

Project Objective #1 Increase the number of high quality charter schools in Wisconsin.

Performance Measure 1 a: One hundred and thirty (130) new quality charter schools will be created during the proposed five-year grant period.

Benchmarks	Data Collection	Methods/instruments	Analysis/reporting
In December, announce grant program and funding priority for secondary charter schools	Track number of grant applications submitted yearly/ identify those by priority/public notices	Peer review team benchmarks	Peer review team benchmarks completed
By April 15 annually, at least 20 grant applications submitted from new charter schools	Track number of new schools chartered each grant period	Excel database	WCSP staff monitor database to see if target is being met to create 20 new schools annually
In May, rigorous External Peer review of applications completed for fiscal and educational soundness	Track panel reviewers concerns and applicants' responses	Application, External Review Panel and internal staff benchmarks/ recommendations	Analyze common problems noted on /determine if TA should be revised

Performance Measure 1 b: At least 85% of the charter schools will meet Adequate Yearly Progress (AYP) for each year of the grant.

Benchmarks	Data Collection	Methods/instruments	Analysis/reporting
In May and June, DPI releases Preliminary and Final list of charter schools identified for Improvement	WKCE data (student assessment data) collected and analyzed by DPI's office of Educational Accountability/ Track charter schools' progress in meeting academic goals	Wisconsin Knowledge and Concepts Exam (WKCE) conducted annually in November	Review accountability reports

Project Objective #2: Utilize WCSP grant funds to improve student outcomes for secondary charter school students who are at risk of not meeting state standards or graduating.

Performance Measure 2 a: The graduation rate for charter schools will meet or exceed sixty-eight percent (68%) each year of the grant period.

Benchmarks	Data Collection	Methods/instruments	Analysis/reporting
By April 15 annually, charter schools submit progress reports indicating their success in meeting academic goals including info regarding graduation rates	School Performance Reports	School Performance Reports	School report cards and DPI accountability reports

Performance Measure 2 b: Sixty-five percent (65%) of charter school students will meet or exceed state academic standards on the math portion of the statewide assessments in each year of the grant (GPRA).

Benchmarks	Data Collection	Methods/instruments	Analysis/reporting
By April 15 annually, charter schools submit progress reports indicating their success in meeting academic goals in math including info regarding internal assessments or State assessments	WKCE data (student assessment data) collected and analyzed by DPI's office of Educational Accountability/ track status of charter schools progress in meeting student achievement goals	Wisconsin Knowledge and Concepts Exam (WKCE) results and subgrantee progress reports	School report cards and DPI accountability reports identifying AYP determinations

Performance Measure 2 c: Seventy-seven percent (77%) of charter school students will meet or exceed state academic standards on the reading portion of the statewide assessments in each year of the grant (GPRA).

Benchmarks	Data Collection	Methods/instruments	Analysis/reporting
By April 15 annually, charter schools submit progress reports indicating their success in meeting reading or literacy academic goals including info regarding internal assessments or State assessments	WKCE data (student assessment data) collected and analyzed by DPI's office of Educational Accountability/track status of charter schools progress in meeting student achievement goals	Wisconsin Knowledge and Concepts Exam (WKCE) results and subgrantee progress reports	School report cards and DPI accountability reports identifying AYP determinations

Project Objective #3: Promote the dissemination of Wisconsin charter schools' best practices to other public schools and LEAs.

Performance Measure 3 a: At least three dissemination grants will be awarded each year of the grant.

Benchmarks	Data Collection	Methods/instruments	Analysis/reporting
State will award 3 dissemination grants during each year of the grant for a total of 9 grants	Track number of dissemination grant applications received and awarded in each year of the grant	Peer reviewers completed benchmarks/monitor expenditures	Charter Team analyzes applications and outcomes
Dissemination Subgrantees annual progress reports submitted in April annually	Collect progress reports	Surveys of recipient schools and teachers regarding the impact of the projects	Compile data regarding dissemination efforts and impact

Performance Measure 3 b: Each year during the grant period, at least three workshops on dissemination grant writing will be offered to charter school authorizers and developers.

Benchmarks	Data Collection	Methods/instruments	Analysis/reporting
Three dissemination grant writing workshops offered each year of the grant for a total of 9	Attendance at and evaluations of grant writing workshops	Dissemination grants awarded	WCSP review workshop attendance to determine if it affected success of grant application/ determine if workshop methods should be revised

Performance Measure 3 c: Each year during the grant period, 80% of the participants in dissemination grant activities will report an increase in awareness and knowledge of charter school best practices.

Benchmarks	Data Collection	Methods/instruments	Analysis/reporting
Presentations on charter schools' best practices at annual charter school state conference in April and at mandatory reporting session in October each year of the grant	Agendas and evaluations from state conference and mandatory reporting sessions/qualitative feedback regarding impact of presentations	Evaluations from participants at meetings	Compile data on effectiveness of presentations/impact on meeting participants

Project Objective #4: Support charter schools' efforts to be fiscally responsible for long-term sustainability.

Performance Measure 4 a: Annually, at least 80% of the charter schools will continue to be financially viable after three years of operation.

Benchmarks	Data Collection	Methods/instruments	Analysis/reporting
Each year, less than 20% of all charter schools in operation at least three years close due to financial problems	Charter schools in operation at least three years during each year of the grant and the number that close due to financial problems	Review annual Charter School openings and closings with Library and Statistical Information Center/survey closed schools	Feedback on reasons for closures

Performance Measure 4 b: Each year of the grant period, 80% of subgrantees participating in a technical assistance meeting will report an increase in awareness and knowledge of charter school governance and fiscal responsibility.

Benchmarks	Data Collection	Methods/instruments	Analysis/reporting
80% of attendees at mandatory reporting sessions report increase in knowledge of governance and fiscal practices	Track attendance of subgrantees and Evaluation reports from mandatory reporting sessions	Compile numbers in attendance at meetings/compile results of evaluations	Review evaluation reports to determine effectiveness of training

Project Narrative

Other Narrative

Attachment 1:

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Attachment 2:

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Attachment 3:

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Attachment 7:

Title: Pages: Uploaded File: **1243-Appendix E-PI34-34.pdf**

Attachment 8:

Title: Pages: Uploaded File: **1244-Appendix F-CharterSchMap.pdf**

Attachment 9:

Title: Pages: Uploaded File: **1245-Appendix G-CharterSchDissemination.pdf**

Attachment 10:

Title: Pages: Uploaded File: **1246-Appendix H-Letters of Support.pdf**

Robert A. Soldner

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(W) 608-266-7475

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PROFESSIONAL EXPERIENCE

**Director
School Management Services Team
Department of Public Instruction
Madison, WI**

April, 2000 to Present

Since April, 2000 serving as the Director of the School Management Services (SMS) Team and supervising 25 employees. The SMS Team provides technical assistance to school districts and the public in the areas of public school choice, public school administration and organization, charter schools, private schools, the Milwaukee Parental Choice Program (voucher school program in Milwaukee), home-based private education (home schooling), and state and federal grant finance administration.

**School Administration Consultant
School Management Services
Department of Public Instruction
Madison, WI**

December, 1998 to April, 2000

Since December, 1998 responsible for areas of: school district reorganization; school finance issues; school board operations; school facilities, including statutorily-required study of school facilities; private schools; and home-based private educational programs. Provide leadership, consultation, and technical assistance for proposed alteration of boundaries and reorganization of school districts. Consultation with school district administrators, business officials, and citizens on matters related to school finance and school board operations. Provide assistance in the establishment and maintenance of school facility evaluation and review procedures. Consultation with public school administrators, parents, and private school staff concerning private school policies and programs. Consultation with parents and public school officials concerning the requirements relating to home-based private educational programs.

**Fiscal Analyst
Legislative Fiscal Bureau
Madison, WI**

August, 1990 to December, 1998

Resumes of Wisconsin Charter Schools Program Staff

July, 1996 to December, 1998 responsible for areas of: PK-12 school finance, including equalization aids, handicapped education aids and school district revenue limits; residential schools for the visually handicapped and deaf; and the State Historical Society as non-partisan staff to the Joint Committee on Finance and the Legislature.

Supervised and directed the work of a college graduate intern in collecting and analyzing 1996-97 school district expenditures for a major legislative study.

Completed computer simulations and written analysis of \$3.6 billion distributed as equalization aids to school districts under current law and proposed modifications to current law.

Prepared budget issue papers analyzing modifications to several areas of school finance, including school district revenue limits.

Served as staff for two special legislative committees on school district aids and public school open enrollment.

July, 1992 to July, 1996 reviewed and examined programs and funding of the Department of Natural Resources (DNR), the Wisconsin Conservation Corps (WCC), the Lower Wisconsin State Riverway (LWSR) Board and the Minnesota-Wisconsin Boundary Area Commission (MN-WI BAC). Responsible for the majority of DNR programs, including wildlife and fisheries, forestry, endangered resources, parks and trails, land acquisition and development, and administration.

Created two biennial information papers for legislators and the general public explaining DNR's land acquisition and development programs and the petroleum environmental cleanup fund, the cleanup program for underground petroleum storage tanks and spills.

Developed a computer spreadsheet to examine and forecast the expenditures, encumbrances and balances of the eleven accounts of the segregated conservation fund.

August, 1990 to July, 1992 responsible for the review of the Department of Corrections, DNR's environmental cleanup programs, WCC, LWSR Board and the MN-WI BAC.

Analyzed the first ten-year prison building authorization totaling \$145.9 million in general obligation bonding.

Evaluated the creation of the Intensive Sanctions program, the State's first attempt at creating a corrective sanction that involved a combination of prison confinement and intensive monitoring and programming in the community. A total of \$7.9 million and 108.5 positions were provided in the 1991-93 biennium.

**Management and Budget Analyst
Department of Natural Resources
Madison, WI**

December, 1989 to August, 1990

Limited term employee and administrative internship in the Office of Planning and Analysis.

Major assignments included: pilot advertising/merchandizing program in the state parks system; analysis of resource use issues; an organizational study of the Bureau of Finance and creation of a new Bureau Director position description; and an analysis of methods of

Resumes of Wisconsin Charter Schools Program Staff

operation within the Licensing Section, with an emphasis on the most cost effective method of distributing licenses.

Accounts Manager

October, 1988 to August, 1990

University of Wisconsin-Madison

Center for Southeast Asian Studies

Responsible for budget accounting, personnel paperwork, and supervision of hourly employees from July, 1989 to August, 1990.

Project Assistant from October, 1988 to July, 1989 assisting the Program Coordinator in budget accounting, personnel paperwork, supervision of student hourlies, overseeing publications sales and inventory, and assisting in the writing of grants.

EDUCATION

University of Wisconsin-Whitewater September, 2006 to Present

Enrolled in school business administration graduate program and working towards Wisconsin School Business Manager License 08.

University of Wisconsin-Madison May, 1990

M.A. in Public Policy and Administration with a concentration in financial administration.

University of Wisconsin-Madison May, 1988

B.S. Political Science

AFFILIATIONS

American Society of Public Administration, 1988 to 1996. Secretary of the local Capital Chapter from 1994 to 1996; Capital Chapter council member from 1990 to 1994; student representative from 1989 to 1990. Planned and organized monthly luncheons, one and two day conferences, and participated in events to recognize and award public service and achievement.

Resumes of Wisconsin Charter Schools Program Staff

MARGARET McMURRAY

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(608) 266-5728 (w)

PROFESSIONAL EXPERIENCE

Wisconsin Department of Public Instruction, Madison, Wisconsin

Charter Schools Program Director: November, 2005 to present

Responsible for administering the federal charter school grant program and the Wisconsin charter school program in accordance with section 118.40, Wis. Stats. Also responsible for planning charter school state conferences and meetings with collaborative partners including the school boards association, the state superintendent's advisory council and the state teachers' unions. Additional duties include interpreting legislation and recommending policy to the State Superintendent, developing state and federal reports, and writing/submitting grant applications for state and federal funds.

School Administration Consultant for Special Education Team: January 1990 to October, 2005

Responsible for administering the Individuals with Disabilities Education Act (IDEA) Part B funds distribution through the department's special education plan and discretionary grant awards. Trained school personnel, board members, parents and advocates regarding the use of federal special education funds. Wrote the department's special education annual performance report to the United States Department of Education. Managed the department's annual special education data collection efforts and ensured timely submission of all required reports.

Civil Rights Specialist for Equity Team: January 1983 to January 1990

Coordinated department's review of local school districts to ensure compliance with the federal Office for Civil Rights' (OCR) Vocational Education Guidelines prohibiting discrimination in federally funded education programs. Investigated complaints, wrote letters of findings and negotiated corrective action plans with local school districts found in noncompliance with federal laws and regulations. Provided technical assistance to school district administrators, school board members, teachers, parents, and students regarding discrimination issues.

California State Senate, Sacramento, California

Senate Fellow: October 1980 to October 1981

Awarded fellowship to work in the state capitol office of State Senator Alan Sieroty of Beverly Hills, California. Drafted and researched legislation regarding landlord-tenant disputes, civil rights, punitive damages and recycling. Wrote press releases and responded to constituent

Resumes of Wisconsin Charter Schools Program Staff

inquiries. Wrote articles for "Arts and the States," a publication of the National Conference of State Legislatures.

EDUCATION

University of San Diego Law School, San Diego, California
Juris Doctor (Law Degree), May, 1980
Received Grant Richardson award in juvenile law, May, 1980

Macalester College, St. Paul, Minnesota
Bachelor of Arts, 1977, graduated cum laude with honors in history

COMMUNITY INVOLVEMENT

Big Oak Child Care Center Board of Directors, Madison, Wisconsin, January 2006 to September, 2007
Served as member of board of directors of non-profit child care center. Negotiated salaries and benefit packages for staff, developed policy for center.

Madison Police and Fire Commission, September 1995 to June 1999
Served as commissioner on citizen board responsible for the hiring, firing, promotion and discipline of all city firefighters and police officers.

Madison Equal Opportunities Commission, May, 1989 to October, 1991
Served as commissioner on citizen board charged with hearing appeals from complaint decisions regarding violations of the city of Madison's ordinances prohibiting race, sex, and disability discrimination in employment and housing.

Barry M. Golden

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PROFESSIONAL EXPERIENCE

Wisconsin Department of Public Instruction

2004-Present

Charter Schools Consultant

- One of two consultants directing the US Department of Education's charter school grant program in Wisconsin;
- Instrumental in refocusing charter school approval process on developing "quality charter schools" with independent governance and innovative instructional practices;
- Led efforts in establishing the Rural Community Schools Alliance in Northern Wisconsin with focus on 21st century delivery models with the long range goal of developing a state wide model by completely restructuring the five school districts with declining enrollments, high poverty and slow economic development;

Senior Project Director

- Director of "Evaluating States Educational Technology Programs" (ESETP). A three year research grant evaluating the effectiveness of using technology with 7,000 middle school students in science and social studies;
- Directed development of Wisconsin Learning and Thinking Assessment (WiLATA) with University of Wisconsin-Milwaukee;
- Presented research results and WiLATA at SETDA, CoSN, ASCD and FETC;
- Developed policy options for DPI role in managing virtual schools;
- Certified Intel Leadership Forum trainer, training some 250 principals and other leadership personnel throughout the State of Wisconsin;
- DPI liaison to Wisconsin's Badger Converged Network Advisory Council;
- Co-author of initial 2007 draft application to the Partnership for 21st Century Skills;
- Developed a draft design for the State of Wisconsin's collaborative efforts at implementing 21st century skills priorities;

Skyward Inc. 2004

2003-

Sales Manager, IT Services

Skyward Inc. develops and markets K-12 school management software. They purchased my company in July 2003, to expand into systems integration and technical services to K-12. I managed the IT sales department selling IT services, select network systems software solutions and 3Com IP phone systems to K-12 school districts in Wisconsin, and Illinois.

Golden Concepts, LLC Madison WI. *Founder/Owner*

1989-2003

Entrepreneurial founder/owner of systems integration company in K-12 education.

Resumes of Wisconsin Charter Schools Program Staff

Consulting, design, sales, installation and support of district wide computer networks. Established business partnerships with IBM, Cisco Systems, 3Com, Microsoft, Novell, Dell, Compaq, and others.

- Nations leading IBM Educational Business Partner, 1991-1994;
- Leading Dell Partner 1995-1998;
- Developed online customer support and direct service to enhance customer satisfaction;
- Provided teacher training services in technology integration to improve teaching and learning;
- Leader in creating K-12 vision of distributive computing resources throughout the state resulting in annual sales growth of 50%;
- Performed direct sales and consulting services to schools including technology long range planning resulting in long term customer relationships;
- Served on Wisconsin Department of Public Instruction's Technology Standards Development Council;
- Executive Board Member of Wisconsin Association of Supervision and Curriculum Development (WASCD);

Other Related Experience

Assistant Superintendent for Curriculum and Instruction

Director of Special Education

Consultant for Cooperative Education Service Agency #5

Teacher in Milwaukee and La Crosse, Wisconsin

EDUCATION

Bachelor of Science in Political Science and History
University of Wisconsin-La Crosse, La Crosse, WI

Master's of Science in Education and Behavioral Disabilities
University of Wisconsin-Milwaukee, Milwaukee, WI

Educational Administration
University of Wisconsin-Madison, Madison, WI

LEADERSHIP SKILLS

- An entrepreneur and experienced business leader
- Successful sales and account executive
- Excellent oral and written communication skills
- Delivered numerous presentations at state, regional and national levels
- Highly skilled facilitator/consultant and collaborative problem solver
- Designed and developed instructional software programs
- Taught online course on 21st Century Skills

PROFESSIONAL MEMBERSHIPS

- Past-President, Council of Administrators of Special Education (CASE)
- Member of National Association of Supervision and Curriculum Development
- Member of Wisconsin Consortium of Online Networks (WCON)
- Former member of State Educational Technology Directors Association (SETDA)
- Member of North American Council for Online Learning (NACOL)

JACQUELINE ABEL

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QUALIFICATIONS

- More than 25 years experience in:
- Computer Knowledge
- Office Administration

EXPERIENCE

Education Specialist, Department of Public Instruction, Division for Finance and Management, Madison, Wisconsin

2006 – Present

Assist in the administration of the federal charter school program and the Wisconsin charter school program in accordance with section 118.40, Wis. Stats. Develop state and federal reports; analyze and synthesize data and information; perform research; and assist in the writing of grant applications for state and federal funds. Provide technical assistance to the Director of School Management Services, Charter School Team and individual charter schools throughout the state of Wisconsin. Maintain the Charter School team's website. Provide training in Microsoft Access to division personnel.

Information Systems Comprehensive Technician, Department of Public Instruction, Division for Reading and Student Achievement, Madison, Wisconsin

2000 – 2006

Develop, support and maintain computerized systems for automating application, monitoring, and technical assistance and reporting systems, using computer software such as MS Access, ORACLE, MS Word, MS Excel, Adobe Acrobat, .ASP and HTML. Provide assistance to districts and CESAs in the processing of their ESEA consolidated grant application program. Webmaster for the Division for Reading and Student Achievement, to view one of my websites that I created and maintain go to: <http://www2.dpi.state.wi.us/sst/nwps/>. Consult with department, team and various internal and external teams and workgroups for the purpose of planning, developing and maintaining automated systems. Provide technical training and assistance to team members and school district staff.

Part Time Technical Instructor, Madison Area Technical College, Madison, Wisconsin

1999 – Present

Teach computer software courses to Adult Continuing Education students. Classes consist of Basic Computer Information, Microsoft Word Intro and Intermediate, Microsoft Excel Intro and Intermediate, Microsoft Access Intro and Maintenance of the Computer.

Web Designer for Wisconsin Title I Association

2002 – 2005

Resumes of Wisconsin Charter Schools Program Staff

Designed and maintained website for Wisconsin Title I Association. Used Microsoft FrontPage and Cascading Style Sheet for the website and they have continued using my design. You can view website at: <http://www.wt1a.com>.

Program Assistant 3, Department of Administration, Bureau of Integrated Document Services, Madison, Wisconsin 1999 – 2000

Managed administrative processes and procedures for Printing Publications and Mail Services sections. Maintain each sections financial reporting using Microsoft Access, Word and Excel. Developed and maintained an Access database for vendors purchase orders, print and mailing schedule for customers and reports and forms for each section. Assist Mail Services by using Desktop Mailer software to produce bulk mailing labels. Provided assistance to others in the use of forms and various computer programs.

Program Assistant 2, University of Wisconsin Extension, School for Workers, Madison, Wisconsin 1998 – 1999

Maintain and utilized client database using Microsoft Access and created macros in Access to produce class lists, student badges and mailing labels. Developed and maintained financial records of receipts and expenses for programs using Excel. Performed word processing in MS Word 7.0. Prepared correspondence from rough drafts prepared by faculty and staff. Performed various office operations in support of faculty.

Administrative Assistant II, Accounting Dept., The Institute for Academic Excellence, Madison, Wisconsin 1996 – 1998

Used Skyline program to maintain customer database. SBT program to do accounts receivable; invoicing; credit memos; and sales orders. Produced reports and queries for seminars using FoxPro. Provided customer service for billing questions and sale orders. Took registrations for various seminars via phone, fax or mail. Created and maintained various reports in Excel. Sent out confirmation letters and certificates to customers from MS Word 7.0.

Data Entry Specialist, Macron International, Inc., Coupeville, Washington 1995 – 1996

Created and maintained reports using queries in FoxPro database and transporting into Excel. Prepared cover letters in MS Word 6.0 and inserted information from FoxPro. Maintained budget report in Excel. Weekly backups using Microsoft NT. Raw data manipulation for computer input. Basic office operations such as: filing, phones, copying and mailings.

Special Education Teacher's Assistant, Oak Harbor School District, Washington 1993 – 1995

Adapted curriculum and created lessons for special education students in the academic areas. Assisted teachers in the collection of data for student records; creating worksheets on the Macintosh for the different grades; and monitored students using the multimedia Macintosh computers.

Resumes of Wisconsin Charter Schools Program Staff

Secretary/Clerk, Curtner Elementary School, Milpitas Unified School District, California

1988 – 1993

Recorded attendance data, input new students information, retrieved information for staff on the districts Hewlett-Packard computer system, assisted in the registration of students, filed, distributed mail, answered multi-lined telephones, paged staff, took messages. From 1992 – 1993 transferred to a position where the primary responsibility involved keeping records of the budget for staff supplies, typing purchase requisitions, ordering of supplies, and continuing to assist in the running of the school office.

Seamen to Radioman 3rd Class, United States Navy

1975 – 1978

As Seaman stationed at NRD Little Rock, Arkansas; performed word processing on a Radatron typewriter and using duplicating machines for mail outs. Advancement to Third Class Petty Officer as Radioman and transferred to NAS Jacksonville, Florida. Received on the job training in radio communications over voice circuits and teletype; typing messages on a teletype and sending them through a computer. Held a Top Secret clearance.

PERSONAL QUALITIES

- Highly motivated and organized, take pride in a job well done.
- Strong computer skills and mathematical ability.
- Pleasant personality; sincerely enjoy working with and helping people.

PROFESSIONAL EXPERIENCE, SKILLS

Expert knowledge of:

Microsoft Access, Word, Excel, PowerPoint, Outlook, HTML, Internet Explorer, and
Basic Computer operation

Moderate knowledge of:

.ASP, SQL, JavaScript, CSS, XML

EDUCATION

Santa Barbara City College, A.S. Degree in Clerk Typist, 1971 – 1973

Western Washington State College, Major in Business, 1973 – 1974

MILITARY STATUS

United States Navy, 1975 – 1978, Honorable discharge

United States Navy Reserves, 1978 – 1995, retired

Held Top Secret Classification

JULIE BLANEY

PROFESSIONAL EXPERIENCE

Office Operations Associate,

Department of Public Instruction, Madison, Wisconsin

2004 to Present

- Assist in the development of Wisconsin's state grant application for federal charter school program funds
- Assist in the administration of Wisconsin's Federal Charter Schools Program
- Organize and collaborate with charter school staff when planning charter school program management training sessions and annual conferences of charter school federal grant recipients (Mandatory Session)
- Coordinate and organize meeting logistics for the State Superintendent's Advisory Council for Charter Schools which meet several times per year
- Maintain, edit and update changes as required for sub grant applications, using both Access and Excel
- Edit the annual publication, Charter School Yearbook, describing Wisconsin's charter school program. Add new charter schools, proof information in yearbook, follow up with school district to confirm information and make changes accordingly; i.e., grades served, contacts for charter school, name of school, address of school
- Assist in the completion of the yearly charter school program reports to the USDE
- Maintain, edit and update changes as required for sub grant applications, using both Access database and Excel spreadsheets
- Coordinate charter school program materials to school districts, Cooperative Education Service Agencies (CESA's), independent authorizers, administrators, teachers and interested persons throughout the state
- Participate and assist in conferences and activities of the Wisconsin Charter School Association (WCSA) and maintain a quality working relationship with the WCSA including notification of new charter schools in the state and updates of the same
- Prepare Purchase Plus requisitions for conferences, prepare and audit claim reimbursements
- Monitor conference expenditures purchasing and financial commitments by reviewing contracts, agreements and deadlines
- Independently process airfare for out of state travel working closely with staff and travel agencies to calculate and resolve airfare travel arrangements within state policies

Resumes of Wisconsin Charter Schools Program Staff

- Verify monthly billing statements matching the person and travel, verify supporting documents that purchases are allowable and appropriate. Maintain record of forms, sign and date and forward forms to purchase card administrator

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lcampbell1@wisc.edu

Latoya M. Holiday

- Objective** To obtain a position that is worthwhile and that will provide knowledge and experiences that are beneficial to future advancement in academia and the professional workforce.
- Education** Bachelor of Arts in English with minor in African-American Studies
May 2004
University of Illinois at Urbana-Champaign
- Master of Arts in Educational Policy Studies
May 2009
University of Wisconsin at Madison
- Seeking PhD in Educational Policy Studies
University of Wisconsin at Madison
- Experience** University of Wisconsin-Madison Aug. 2008 to present Madison, WI
Project Assistant, School of Education, Office of the Dean
- Wisconsin Department of Public Instruction July 2005 to present Madison, WI
Education Specialist, Charter Schools
- University of Wisconsin-Madison June 2006-August 2008 Madison, WI
Graduate Advisor, Ronald E. McNair Post-Baccalaureate Achievement Program
- University of Wisconsin-Madison January 2006-May 2006 Madison, WI
College Scholar Mentor, PEOPLE Program
- University of Illinois at Urbana-Champaign Aug. 2002-May 2004 Urbana, IL
Resident Advisor, Housing Division
- University of Illinois at Urbana-Champaign Aug. 2002-May 2004 Urbana, IL
Advisor to Ebony Umoja Black Student Union
- University of Illinois at Urbana-Champaign Nov. 2002-May 2003 Urbana, IL
Site Facilitator, Alternative Spring Break Volunteer Organization

Resumes of Wisconsin Charter Schools Program Staff

Illinois State Treasurer's Office June 2002-Aug. 2002 Chicago, IL
Intern, Unclaimed Property Division

Achievements National Science Foundation-AGEP Fellowship Recipient (Summer 2008)
Participant in the BOTA* Graduate Research Colloquium (2005)
Advanced Opportunity Fellow-UW Madison (2004-2005)
African-American Studies Essay Competition Winner-UI Urbana (2004)
Research Presenter at Community of Scholars Conf.-UI Urbana (2004)
Research Presenter at McNair Institute National Conf. (2003)
University of Illinois Dean's List (Fall 2003 & Fall 2000)
Participant in McNair Summer Research Institute –UI Urbana (2003)
President's Award Scholar –UI Urbana (2000-2004)
Member of Phi Eta Sigma & Alpha Lambda Delta Honors Societies- UI Urbana

Wisconsin Charter School Grant Application APPENDICES

A: Federal grant applications for Planning grants, Initial Implementation grants, Implementation renewal grants, Dissemination grants, and Dissemination renewal grants

B: Deputy State Superintendent Tony Evers November 26, 2008, memo outlining charter school funding priorities

C: The Wisconsin charter school law s. 118.40, Wis. Stats.

D: Charter School Contract Reviewer Benchmarks

E: Administrative Code PI 34.34, Charter School Instructional Staff License and Staff Permit

F: Map of Geographic Distribution of Current Operating Charter Schools

G: List of Charter Schools Receiving Dissemination Grants since 2004-05

H: Letters of Support

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A QUALITY
EDUCATION
FOR
EVERY
CHILD

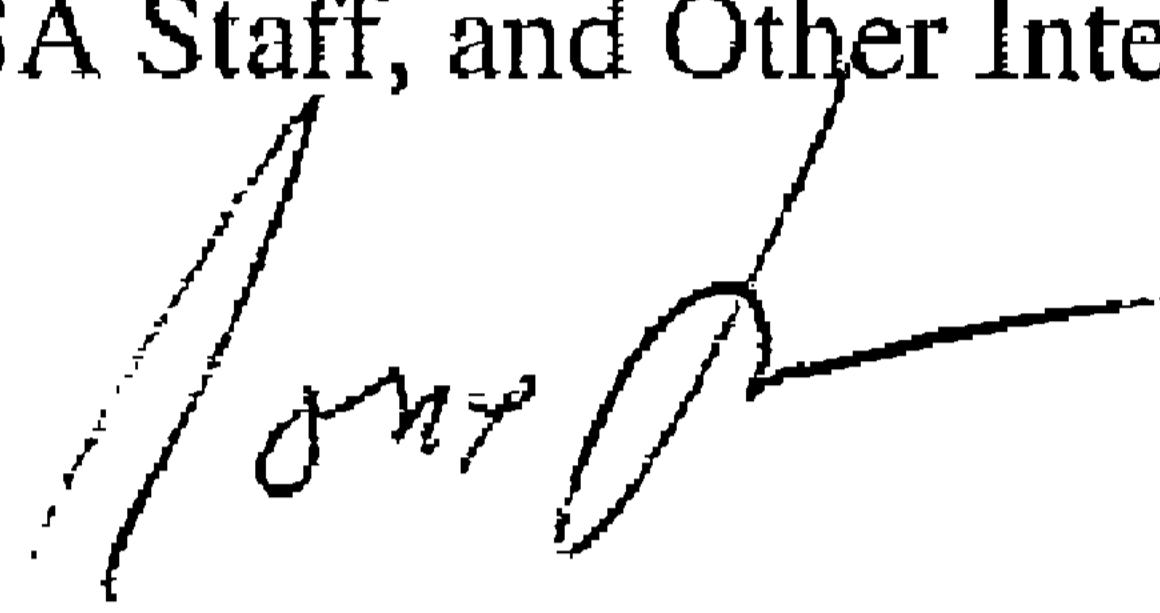


State of Wisconsin Department of Public Instruction

Elizabeth Burmaster, State Superintendent
Anthony S. Evers, Deputy State Superintendent

DATE: November 26, 2008

TO: District Administrators, CESA Staff, and Other Interested Parties

FROM: Tony Evers,
Deputy State Superintendent 

SUBJECT: Charter School Federal Grant Application Changes

As you may know, our department is in the final year of its current federally-funded charter school grant that it received from the U.S. Department of Education (DOE) in 2005. We will soon be applying once again to the U.S. DOE for a new three-year competitive charter school grant that, if successful, would be effective beginning in the 2009-10 school year. While we are hopeful we will once again be successful in obtaining federal charter funds, it is important to note that everything indicated below is contingent upon our application being approved by the U.S. DOE next spring.

From discussions with U.S. DOE officials, we have learned there will be new requirements in our application that emphasize “quality charter schools” and will place a greater focus on student achievement in secondary charter schools. These new requirements will have an impact on what we will expect from charter school grant applicants, which is why I wanted to let you know what some of these changes are likely to be:

The primary changes include the following:

- The new deadline for all charter school grant applications for the 2009-10 school will be **April 15, 2009**.
- All new **planning grants** will be required to complete the following:
 - A five year business plan detailing all operational costs including a three-year budget for the federal charter school grant funds;
 - A description of the charter school’s mission including innovative curriculum and teaching/learning practices;
 - A five-year professional development plan for administrators and teachers;
 - The charter school’s goals and student achievement goals for five years and its means of measurement; and
 - A financial plan for sustaining the charter school when federal funds are depleted after three years.

Funds will be available during the planning year to develop curriculum, train staff, and to visit other charter schools. Planning grant funds may also be used to purchase supplies and equipment for the new charter school if a charter contract is submitted to the DPI.

The available grant funds for planning, implementation and implementation renewal grants will be based on the grade levels served by the charter school and its proposed enrollments during the planning year and actual enrollments during the first two years of operation. The following three tables describe the funding amounts by type of charter school.

**Elementary Charter Schools
(4-Year-Old Kindergarten through 5th Grades)**

Student Enrollment	Grant Amount Per year	Three Year Total
>300 Students	\$250,000/year	\$750,000
100-300 Students	\$200,000/year	\$600,000
<100 Students	\$150,000/year	\$450,000

**Secondary Charter Schools
(6th through 12th Grades)**

Student Enrollment	Grant Amount Per year	Three Year Total
>300 Students	\$300,000/year	\$900,000
100-300 Students	\$225,000/year	\$675,000
<100 Students	\$175,000/year	\$525,000

**Secondary Charter Schools
(6th through 12th Grades)
SIFI and Economically Disadvantaged***

Student Enrollment	Grant Amount Per year	Three Year Total
>300 Students	\$325,000/year	\$975,000
100-300 Students	\$250,000/year	\$750,000
<100 Students	\$200,000/year	\$600,000

*These funds will be available to charter schools serving 6th graders or higher and located in geographic areas where schools have been identified for improvement (SIFI). At least 50% of the charter school enrollment must consist of students who are eligible for free or reduced-price lunch.

Appendix B

November 26, 2008

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The applications for **implementation** and **implementation renewal** grants will consist of detailed progress reports documenting the charter school's accomplishments and challenges in the first and second years of the charter school's operation as well as updated budgets. The applications for **dissemination** and **dissemination renewal** grants will have few, if any, substantive changes.

The DPI staff will provide technical assistance workshops regarding the charter school grant application changes during the months of January and February, 2009. Please check the charter schools website in December at <http://www.dpi.wi.gov/sms/csindex.html> for details of times and locations and for final copies of the grant application forms.

If you have questions regarding the above information, please contact your DPI charter school consultant: Margaret McMurray, 608-266-5728, margaret.mcmurray@dpi.wi.gov (CESA's 1, 7, 8 and 2r charter schools); or Barry M. Golden, 608-267-9111, barry.golden@dpi.wi.gov, (CESA's 2, 3, 4, 5, 6, 9, 10, 11, 12).

ASE:bp

118.40 Charter schools. (1) NOTICE TO STATE SUPERINTENDENT.

Whenever a school board intends to establish a charter school, it shall notify the state superintendent of its intention. Whenever one of the entities under sub. (2r) (b) intends to establish a charter school; it shall notify the state superintendent of its intention by February 1 of the previous school year. A notice under this subsection shall include a description of the proposed school.

(1m) PETITION. (a) A written petition requesting the school board to establish a charter school under this section may be filed with the school district clerk. The petition shall be signed by at least 10% of the teachers employed by the school district or by at least 50% of the teachers employed at one school of the school district.

(b) The petition shall include all of the following:

1. The name of the person who is seeking to establish the charter school.
2. The name of the person who will be in charge of the charter school and the manner in which administrative services will be provided.
3. A description of the educational program of the school.
4. The methods the school will use to enable pupils to attain the educational goals under s. 118.01.
5. The method by which pupil progress in attaining the educational goals under s. 118.01 will be measured.
6. The governance structure of the school, including the method to be followed by the school to ensure parental involvement.
7. Subject to sub. (7) (a) and (am) and ss. 118.19 (1) and 121.02 (1) (a) 2, the qualifications that must be met by the individuals to be employed in the school.
8. The procedures that the school will follow to ensure the health and safety of the pupils.
9. The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the school district population.
10. The requirements for admission to the school.
11. The manner in which annual audits of the financial and programmatic operations of the school will be performed.
12. The procedures for disciplining pupils.
13. The public school alternatives for pupils who reside in the school district and do not wish to attend or are not admitted to the charter school.
14. A description of the school facilities and the types and limits of the liability insurance that the school will carry.
15. The effect of the establishment of the charter school on the liability of the school district.

(2) PUBLIC HEARING; GRANTING OF PETITION. (a) Within 30 days after receiving a petition under sub. (1m) the school board shall hold a public hearing on the petition. At the hearing, the school board shall consider the level of employee and parental support for the establishment of the charter school described in the petition and the fiscal impact of the establishment of the charter school on the school district. After the hearing, the school board may grant the petition.

(b) A school board may grant a petition that would result in the conversion of all of the public schools in the school district to charter schools if all of the following apply:

1. At least 50% of the teachers employed by the school district sign the petition.

2. The school board provides alternative public school attendance arrangements for pupils who do not wish to attend or are not admitted to a charter school.

(c) The school board of the school district operating under ch.119 shall either grant or deny the petition within 30 days after the public hearing. If the school board of the school district operating under ch. 119 denies a petition, the person seeking to establish the charter school may, within 30 days after the denial, appeal the denial to the department. The department shall issue a decision within 30 days after receiving the appeal. The department's decision is final and not subject to judicial review under ch. 227.

(2m) SCHOOL BOARD INITIATIVE. (a) A school board may on its own initiative contract with a person to operate a school as a charter school. The contract shall include all of the provisions specified under sub. (1m) (b) and may include other provisions agreed to by the parties.

(am) At least 30 days before entering in a contract under this subsection that would convert a private school to a charter school or that would establish a charter school that is not an instrumentality of the school district, the school board shall hold a public hearing on the contract. At the hearing, the school board shall consider the level of employee and parental support for the establishment of the charter school and the fiscal impact of the establishment of the charter school on the school district.

(b) A school board may not enter into a contract under par. (a) that would result in the conversion of all of the public schools in the school district to charter schools unless the school board complies with sub. (2) (b) 2.

(2r) OTHER INITIATIVES. (a) In this subsection, “instructional staff” has the meaning given in the rules promulgated by the department under s. 121.02 (1) (a) 2.

(b) 1. All of the following entities may establish by charter and operate a charter school or, on behalf of their respective entities, may initiate a contract with an individual or group to operate a school as a charter school:

- a. The common council of the city of Milwaukee.
- b. The chancellor of the University of Wisconsin–Milwaukee.
- c. On a pilot basis, the chancellor of the University of Wisconsin–Parkside.
- d. The Milwaukee area technical college district board.

2. A charter shall include all of the provisions specified under sub. (1m) (b) 3. to 14. A contract shall include all of the provisions specified under sub. (1m) (b) 1. to 14. and shall specify the effect of the establishment of the charter school on the liability of the contracting entity under this paragraph. The contract may include other provisions agreed to by the parties. The chancellor of the University of Wisconsin–Milwaukee or of the University of Wisconsin–Parkside may not establish or enter into a contract for the establishment of a charter school under this paragraph without the approval of the board of regents of the University of Wisconsin System.

3. If the chancellor of the University of Wisconsin–Parkside contracts for the establishment of a charter school, the contract shall also provide that the charter school must be operated by a governing board and that the chancellor or his or her designee must be a member of the governing board. In addition, if the contract provides that the instructional staff of the charter school shall consist of employees of the board of regents of the University of Wisconsin System, the contract shall also include provisions that do all of the following:

a. Delegate to the governing board of the charter school the board of regents' authority to establish and adjust all compensation and fringe benefits of instructional staff, subject to the terms of any collective bargaining agreement under sub ch. V of ch. 111 that covers the instructional staff. In the absence of a collective bargaining agreement, the governing board may establish and adjust all compensation and fringe benefits of the instructional staff only with the approval of the chancellor of the University of Wisconsin–Parkside.

b. Authorize the governing board of the charter school to perform specified duties for the board of regents with respect to the instructional staff. This authorization may include duties related to supervising the instructional staff, taking disciplinary actions with respect to the instructional staff, recommending new hires or layoffs, collective bargaining, claims, complaints, or benefits and records administration.

4. No chartering or contracting entity under sub d. 1. may establish or enter into a contract for the establishment of a virtual charter school.

(bm) The common council of the city of Milwaukee, the chancellor of the University of Wisconsin–Milwaukee, and the Milwaukee area technical college district board may only establish or enter into a contract for the establishment of a charter school located in the school district operating under ch. 119. The chancellor of the University of Wisconsin–Parkside may only establish or enter into a contract for the establishment of a charter school located in a unified school district that is located in the county in which the University of Wisconsin–Parkside is situated or in an adjacent county.

(c) 1. Except as provided in sub d. 3., only pupils who reside in the school district in which a charter school established under this subsection is located may attend the charter school.

3. A pupil may attend Woodlands School, a charter school established in the school district operating under ch. 119 under this subsection, regardless of the pupil's school district of residence, if any of the following applies:

a. The pupil attended Woodlands School in the 2003–04 school year and, beginning in the 2005–06 school year, in the previous school year.

b. A member of the pupil's family who resides in the same household as the pupil attended Woodlands School in the 2003–04 school year.

(cm) The chancellor of the University of Wisconsin–Parkside may establish or enter into a contract for the establishment of only one charter school under this subsection, which may not operate high school grades and which may not accommodate more than 480 pupils.

(d) The chartering or contracting entity under par. (b) shall do all of the following:

1. Ensure that all instructional staff of charter schools under this subsection hold a license or permit to teach issued by the department.

2. Administer the examinations under ss. 118.30 (1r) and 121.02 (1) (r) to pupils enrolled in charter schools under this sub-section.

(e) 1. From the appropriation under s. 20.255 (2) (fm), the department shall pay to the operator of the charter school an amount equal to the sum of the amount paid per pupil under this subdivision in the previous school year and the increase in the per pupil amount paid to private schools under s. 119.23 (4) (b) 2. in the current school year as compared to the previous school year, multiplied by the number of pupils attending the charter school. The amount paid per pupil may not be less than the amount paid per pupil under this subdivision in the previous school year. The department shall pay 25% of the total amount in September, 25% in December, 25% in February, and 25% in June. The department shall send the check to the operator of the charter school.

2. If the chancellor of the University of Wisconsin–Parkside establishes or contracts for the establishment of a charter school under this subsection, in March the department shall pay to the unified school district in which the charter school is located, from the appropriation under s. 20.255 (2) (fm), an amount equal to the amount of school aid per pupil to which the unified school district is eligible in the current school year multiplied by the number of pupils attending the charter school who were previously enrolled in the unified school district.

(f) If the chancellor of the University of Wisconsin–Parkside establishes or contracts for the establishment of a charter school under this subsection, biennially the chancellor shall submit a report to the legislature under s. 13.172 (2). The report shall include information on the academic performance of the pupils who attend the charter school and on the success of the governance structure of the charter school.

(3) CONTRACT. (a) If the school board grants the petition under sub. (2), the school board shall contract with the person named in the petition under sub. (1m) (b) 1. to operate the school as a charter school under this section. The contract shall include all of the provisions specified in the petition and may include other provisions agreed to by the parties.

(b) A contract under par. (a) or under subs. (2m) or (2r) may be for any term not exceeding 5 school years and may be renewed for one or more terms not exceeding 5 school years. The contract shall specify the amount to be paid to the charter school during each school year of the contract.

(c) 1. A school board may not enter into a contract for the establishment of a charter school located outside the school district, except that if 2 or more school boards enter into an agreement under s. 66.0301 to establish a charter school, the charter school shall be located within one of the school districts, and if one or more school boards enter into an agreement with the board of control of a cooperative educational service agency to establish a charter school, the charter school shall be located within the boundaries of the cooperative educational service agency. This subdivision does not apply to the establishment of a virtual charter school.

2. A school board may not enter into a contract that would result in the conversion of a private, sectarian school to a charter school.

(d) A school board or an entity under sub. (2r) (b) shall give preference in awarding contracts for the operation of charter schools to those charter schools that serve children at risk, as defined in s. 118.153 (1) (a).

(4) CHARTER SCHOOL DUTIES AND RESTRICTIONS. (a) *Duties.* A charter school shall do all of the following:

1. If the charter school replaces a public school in whole or in part, give preference in admission to any pupil who resides within the attendance area or former attendance area of that public school.

2. Be nonsectarian in its programs, admissions policies, employment practices and all other operations.

(b) *Restrictions.* A charter school may not do any of the following:

1. Charge tuition, except as otherwise provided in s. 121.83(4).

2. Except as provided in par. (c), discriminate in admission or deny participation in any program or activity on the basis of a person's sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

(c) *Single–sex schools and courses.* A school board may enter into a contract for, and an entity under sub. (2r) may establish or enter into a contract for, the establishment of a charter school that enrolls only one sex or that provides one or more courses that enroll only one sex if the school board or entity under sub. (2r) makes available to the opposite sex, under the same policies and criteria of admission, schools or courses that are comparable to each such school or course.

(5) CHARTER REVOCATION. A charter may be revoked by the school board or the entity under sub. (2r) (b) that contracted with the charter school if the school board or, if applicable, the entity under sub. (2r) (b) finds that any of the following occurred:

(a) The charter school violated its contract with the school board or the entity under sub. (2r) (b).

(b) The pupils enrolled in the charter school failed to make sufficient progress toward attaining the educational goals under s.118.01.

(c) The charter school failed to comply with generally accepted accounting standards of fiscal management.

(d) The charter school violated this section.

(6) PROGRAM VOLUNTARY. No pupil may be required to attend a charter school without his or her approval, if the pupil is an adult, or the approval of his or her parents or legal guardian, if the pupil is a minor.

(7) LEGAL STATUS; APPLICABILITY OF SCHOOL LAWS. (a) Except as provided in par. (am), the school board of the school district in which a charter school is located shall determine whether or not the charter school is an instrumentality of the school district. If the school board determines that the charter school is an instrumentality of the school district, the school board shall employ all personnel for the charter school. If the school board determines that the charter school is not an instrumentality of the school district, the school board may not employ any personnel for the charter school.

(am) 1. Except as provided in sub ds. 2. and 3., if a charter school is established under sub. (2m) and located in the school district operating under ch. 119, the school board of that school district shall determine whether or not the charter school is an instrumentality of the school district. If the school board determines that a charter school is an instrumentality of the school district, the school board shall employ all personnel for the charter school. If the school board determines that a charter school is not an instrumentality of the school district, the school board may not employ any personnel for the charter school.

2. A charter school established under sub. (2r) or a private school located in the school district operating under ch. 119 that is converted to a charter school is not an instrumentality of any school district and no school board may employ any personnel for the charter school. If the chancellor of the University of Wisconsin–Parkside contracts for the establishment of a charter school under sub. (2r), the board of regents of the University of Wisconsin System may employ instructional staff for the charter school.

3. Notwithstanding sub d. 2., if the city of Milwaukee contracts with an individual or group operating for profit to operate a school as a charter school, the charter school is an instrumentality of the school district operating under ch. 119 and the board of the school district operating under ch. 119 shall employ all personnel for the charter school.

(ar) Nothing in this subsection affects the rights of personnel of a charter school that is an instrumentality of the school district in which it is located to engage in collective bargaining pursuant to sub ch. IV of ch. 111.

(b) Except as otherwise explicitly provided chs. 115 to 121 do not apply to charter schools.

(8) VIRTUAL CHARTER SCHOOLS. (a) *Location.* For the purposes of sub. (7) (a), (am), and (ar), a virtual charter school is considered to be located in the following school district:

1. If a school board contracts with a person to establish the virtual charter school, in the school district governed by that school board.

2. If 2 or more school boards enter into an agreement under s. 66.0301 to establish the virtual charter school, or if one or more school boards enter into an agreement with the board of control of a cooperative educational service agency to establish the virtual charter school, in the school district specified in the agreement.

(b) *Licensure.* 1. The governing body of a virtual charter school shall assign an appropriately licensed teacher for each online course offered by the virtual charter school. No person holding only a permit to teach exclusively in a charter school may teach in a virtual charter school, and no person holding both a license to teach exclusively in a charter school and a license to teach in other public schools may teach, in a virtual charter school, a subject or at a level that is not authorized by the latter license.

NOTE: Sub d. 1. is created eff. 7-1-09 by 2007 Wis. Act 222.

2. If a pupil attends a virtual charter school, any person providing educational services to the pupil in the pupil's home, other than instructional staff of the virtual charter school, is not required to hold a license or permit to teach issued by the department.

(c) *Staff duties.* In a virtual charter school, an instructional staff member is responsible for all of the following for each pupil the instructional staff member teaches:

1. Improving learning by planned instruction.
2. Diagnosing learning needs.
3. Prescribing content delivery through class activities.
4. Assessing learning.
5. Reporting outcomes to administrators and parents and guardians.
6. Evaluating the effects of instruction.

(d) *Required days and hours.* A virtual charter school shall do all of the following:

1. Provide educational services to its pupils for at least 150 days each school year.
2. Ensure that its teachers are available to provide direct pupil instruction for at least the applicable number of hours specified ins. 121.02 (1) (f) 2. each school year. No more than 10 hours in any 24-hour period may count toward the requirement under this subdivision.
3. Ensure that its teachers respond to inquiries from pupils and from parents or guardians of pupils by the end of the first school day following the day on which the inquiry is received.

(e) *Parent advisory council.* The governing body of a virtual charter school shall ensure that a parent advisory council is established for the school and that it meets on a regular basis. The governing body shall determine the selection process for members of the parent advisory council.

(f) *Required notices.* At the beginning of each school term, the governing body of a virtual charter school shall inform the parent or guardian of each pupil attending the virtual charter school, in writing, the name of, and how to contact, each of the following persons:

1. The members of the school board that contracted for the establishment of the virtual charter school and the administrators of that school district.

2. The members of the virtual charter school's governing body, if different than the persons under sub d. 1.

3. The members of the virtual charter school's parent advisory council established under par. (e).

4. The staff of the virtual charter school.

(g) *Pupil's failure to participate.* 1. Whenever a pupil attending a virtual charter school fails to respond appropriately to a school assignment or directive from instructional staff within 5 school days, the governing body of the virtual charter school shall notify the pupil's parent or guardian.

2. Subject to sub d. 2m., the third time in the same semester that a pupil attending a virtual charter school fails to respond appropriately to a school assignment or directive from instructional staff within 5 school days, the governing body of the virtual charter school shall also notify the school board that contracted for the establishment of the virtual charter school, the school board of the pupil's resident school district, and the department. The school board that contracted for the establishment of the virtual charter school may transfer the pupil to his or her resident school district. If the pupil is a resident of the school district that contracted for the establishment of the virtual charter school, the school board may assign the pupil to another school or program within that school district. If the school board transfers or assigns a pupil, it shall notify the pupil's parent or guardian and the department.

2m. If the parent or guardian of a pupil attending a virtual charter school notifies the virtual charter school in writing before a school assignment or directive is given that the pupil will not be available to respond to the assignment or directive during a specified period, the school days during that period do not count for purposes of sub d. 2. The virtual charter school shall require the pupil to complete any assignment missed during the period. This subdivision applies to no more than 10 school days in a school year.

3. The parent or guardian of a pupil transferred to the pupil's resident school district under sub d. 2. may appeal the transfer to the department within 30 days after receipt of the notice of transfer. The department shall affirm the school board's decision unless the department finds that the decision was arbitrary or unreasonable.

(h) *Enrollment limit.* 1. Subject to sub ds. 3. and 4., beginning in the 2009-10 school year, the total number of pupils attending virtual charter schools through the open enrollment program under s. 118.51 in any school year may not exceed 5,250.

2. By the first Friday following the first Monday in April, the governing body of each virtual charter school shall report to the department all of the following:

a. The number of pupils who have initially applied and been accepted to attend the virtual charter school through the open enrollment program under s. 118.51.

b. The number of pupils attending the virtual charter school through the open enrollment program under s. 118.51 in the current school year who are expected to continue attending a virtual charter school through the open enrollment program under s.118.51 in the succeeding school year.

c. Of the applicants reported under sub d. 2. a., those who are siblings of pupils reported under sub d. 2. b.

2m. If the department determines that the sum of the pupils reported under sub d. 2. a. and b. by all virtual charter schools is no more than the limit under sub d. 1., the department shall notify the virtual charter schools that all pupils reported under sub d. 2.a. and b. may attend virtual charter schools in the succeeding school year. If the department determines that the sum of the pupils reported under sub d. 2. a. and b. by all virtual charter schools is more than the limit under

sub d. 1., the department shall calculate the sum of pupils reported under sub d. 2. b. by all virtual charter schools.

3. If the department determines under sub d. 2m. that the sum of the pupils reported under sub d. 2. b. by all virtual charter schools is equal to or greater than the limit allowed under sub d. 1., the department shall notify the virtual charter schools that all pupils reported under sub d. 2. b. and c. may attend virtual charter schools in the succeeding school year notwithstanding the limit under sub d. 1., but that no other pupils reported under sub d. 2. a. may do so.

4. If the department determines under sub d. 2m. that the sum of the pupils reported under sub d. 2. b. by all virtual charter schools is less than the limit allowed under sub d. 1., the department shall add to the sum the number of pupils reported under sub d. 2. c. for all virtual charter schools. If the new sum is equal to or greater than the limit allowed under sub d. 1., the department shall notify the virtual charter schools that all pupils reported under sub d. 2. b. and c. may attend virtual charter schools in the succeeding school year notwithstanding the limit under sub d. 1., but that no other pupils reported under sub d. 2. a. may do so, except as provided in sub d. 5. If the new sum is less than the limit allowed under sub d. 1., the department shall notify the virtual charter schools that all pupils reported by the virtual charter schools under sub d. 2. b. and c. may attend virtual charter schools in the succeeding school year. The department shall select pupils for the remaining available spaces on a random basis from the pupils reported by the virtual charter schools under sub d. 2. a. and shall notify the virtual charter schools of the selections.

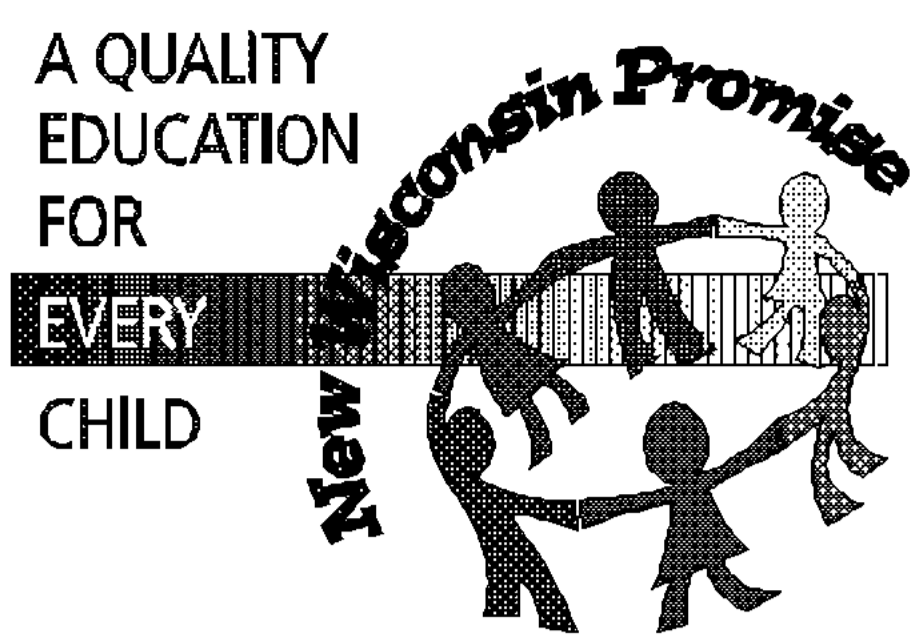
4m. In performing the calculations under sub ds. 2m. to 4., the department shall count a pupil who has applied to more than one virtual charter school only once.

5. The department shall maintain a waiting list for those pupils not selected at random under sub d. 4. Each virtual charter school shall notify the department whenever it determines that a pupil determined to be eligible to attend the virtual charter school under sub d. 4. will not be attending the virtual charter school. The department shall select pupils on a random basis from the waiting list to fill the newly available spaces.

History: 1993 a. 16, 490; 1995 a. 27 ss. 3983m to 3992m, 9145 (1); 1997 a. 27,238, 252; 1999 a. 9; 1999 a. 150 s. 672; 2001 a. 16, 105; 2003 a. 33, 156; 2005 a. 25,111, 346; 2007 a. 222.

A public school district did not violate the equal protection clause of the U.S. constitution by refusing to bus the students of a charter school created under sub. (2r) located within its geographical boundaries. *Racine Charter One, Inc. v. Racine Unified School District*, 424 F.3d 677 (2005).

APPENDIX D



Wisconsin Department of Public Instruction
Charter School Contract Reviewer Benchmarks

School District/Chartering Authority Name	Charter School Name	
General Information	Rating	
	Present	Absent
Indicates name of the person seeking to establish the charter school. §118.40(1m)(b)1	<input type="checkbox"/>	<input type="checkbox"/>
Indicates name of the person who will be in charge of the charter school. §118.40(1m)(b)2	<input type="checkbox"/>	<input type="checkbox"/>
Describes the manner in which administrative services will be provided. §118.40(1m)(b)2	<input type="checkbox"/>	<input type="checkbox"/>
Identifies the status of the school as a non-instrumentality or instrumentality of the school district. §118.40(7)(a)	<input type="checkbox"/>	<input type="checkbox"/>
Charter School Program Description <i>Well organized description of school.</i>	Present	Absent
Describes the charter school educational program offered and students served. §118.40(1m)(b)3	<input type="checkbox"/>	<input type="checkbox"/>
Describes the method used to enable pupils to attain educational goals under Wisconsin Statutes 118.01. §118.40(1m)(b)4	<input type="checkbox"/>	<input type="checkbox"/>
Describes the method by which evidence of student achievement or progress in attaining academic skills and knowledge will be measured. §118.40(1m)(b)5	<input type="checkbox"/>	<input type="checkbox"/>
Governance/Structure	Present	Absent
Describes how the school will be governed, including method to be followed to ensure parental involvement. §118.40(1m)(b)6	<input type="checkbox"/>	<input type="checkbox"/>
Includes methods employed to review qualifications that must be met by individuals employed by the school, assuring that every teacher, supervisor, administrator or professional staff member holds a certificate, permit or license issued by the department before entering duties for such a position [Wisconsin Statutes 118.19(10 and 121.02(1)(a)2.] §118.40(1m)(b)7	<input type="checkbox"/>	<input type="checkbox"/>
Provides procedures by which the school will follow to ensure the health and safety of the pupils. §118.40(1m)(b)8	<input type="checkbox"/>	<input type="checkbox"/>
Provides the procedures used to achieve a racial and ethnic balance among its pupils that is reflective of the school district population. §118.40(1m)(b)9	<input type="checkbox"/>	<input type="checkbox"/>
Provides the requirements for admission to the school. §118.40(1m)(b)10	<input type="checkbox"/>	<input type="checkbox"/>
Describes procedures school will follow if more students apply for admission than can be admitted, including a lottery process. §5210(1)(h) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act of 2001	<input type="checkbox"/>	<input type="checkbox"/>
Describes the level of autonomy afforded the charter school relative to policy and budget development, staffing and evaluation. §5210(1)(a) of the ESEA	<input type="checkbox"/>	<input type="checkbox"/>
Criteria	Present	Absent
Describes the procedures by which students will be disciplined. §118.40(1m)(b)12	<input type="checkbox"/>	<input type="checkbox"/>
Identifies the public school alternatives for pupils who reside in the school district and do not wish to attend or are not admitted to the charter school. §118.40(1m)(b)13	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX D

Indicates how the program and attendance at the charter school is voluntary. §118.40(6)	<input type="checkbox"/>	<input type="checkbox"/>
Clearly states that the charter school does not charge tuition. §118.40(4)(b)1	<input type="checkbox"/>	<input type="checkbox"/>
Financial/Operational Criteria	Present	Absent
Describes the manner in which annual audits of the financial and programmatic operations of the school will be performed. §118.40(1m)(b)11	<input type="checkbox"/>	<input type="checkbox"/>
Provides a description of the facilities and the types and limits of the liability insurance that the school will carry. §118.40(1m)(b)14	<input type="checkbox"/>	<input type="checkbox"/>
Describes the effects of the establishment of the charter school on the liability of the school district and the effect of the establishment of the charter school on the liability of the contracting entity. §118.40(1m)(b)15	<input type="checkbox"/>	<input type="checkbox"/>
The contract specifies the amount to be paid to the charter school each year of the contract. §118.40(3)(b)	<input type="checkbox"/>	<input type="checkbox"/>
Contract addresses how the school district will allocate federal funding for which the charter school is eligible. §5203(b)(2) of the ESEA	<input type="checkbox"/>	<input type="checkbox"/>
Describes a program which is nonsectarian in its practices, programs, admission policies, employment practices and all other operations. §118.40(4)(a)2	<input type="checkbox"/>	<input type="checkbox"/>
Includes a nondiscrimination clause stating the charter school will not deny admission or participation in any program or activity on the basis of a person's sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. §118.40(4)(b)2	<input type="checkbox"/>	<input type="checkbox"/>
Addresses the procedures or reasons by which either party may withdraw or revoke the contract. §118.40(5)	<input type="checkbox"/>	<input type="checkbox"/>
Describes or identifies any waivers of school district policy agreed to by the authorizer and the operator of the charter school. §5210(1)A of the ESEA	<input type="checkbox"/>	<input type="checkbox"/>
Specifies any administrative fee paid to the authorizer and agreed to by the authorizer and the operator of the charter school. §5204(f)(4)(B) of the ESEA	<input type="checkbox"/>	<input type="checkbox"/>
Other	Present	Absent
The length of the contract is specified, not to exceed 5 years. §118.40(3)(b)	<input type="checkbox"/>	<input type="checkbox"/>
The contract is dated and signatures of the authorizer and the operator of the charter school are provided. §118.40(3)(a)	<input type="checkbox"/>	<input type="checkbox"/>
Describes the effect of the establishment of the charter school on the liability of the authorizer where the authorizer is not a school district. §118.40(2r)(b)2	<input type="checkbox"/>	<input type="checkbox"/>
If the charter school replaces a public school in whole or part, describes how it will give preference in admission to any pupil who resides in the attendance area or the former attendance area of that public school. §118.40(4)(a)1	<input type="checkbox"/>	<input type="checkbox"/>
By September 1, 2004 operators of high school grades describe policy specifying criteria for granting high school diploma. §118.33(1)(f)2	<input type="checkbox"/>	<input type="checkbox"/>
Describes manner of transportation, if provided, to and from the charter school. (Note—school districts are not required to provide transportation to charter schools.)	<input type="checkbox"/>	<input type="checkbox"/>

Updated March 2007

Appendix E

Teaching Requirements for Charter Schools

Wisconsin Administrative Code, PI 34.34(1) and (2).

(10) CHARTER SCHOOL INSTRUCTIONAL STAFF LICENSE AND PERMIT.

(a) *Charter school instructional staff license.*

1. A charter school instructional staff license may be issued to an individual who holds a valid license issued by the department and shall have the same renewal interval as the existing license. A license issued under this paragraph authorizes the holder to perform any instructional duty in a charter school established under § 118.40, Stats.
2. The district administrator or a designated official of the employing school district may request that a license be issued under this paragraph on behalf of the individual receiving the license.

(b) *Charter school instructional staff permit.*

1. An individual who does not hold a current license or permit issued by the department to teach in a specific subject area or grade level or does not hold a charter school instructional staff license under par. (a) may be employed as a member of the instructional staff in a charter school if he or she obtains a charter school instructional staff permit from the department. A 1-year permit under this paragraph may be issued if all of the following apply:
 - a. A district administrator or designated official of the employing school district requests the permit following a search for a qualified, licensed individual.
 - b. The individual receiving the permit has a bachelor's degree in the subject that he or she is assigned to teach or in a related field, or has formal proof of mastery in a trade that he or she is assigned to teach.
 - c. Except as specified under subpar. d., the individual receiving the permit receives 6 credits of training or the equivalent each school year that he or she is employed in a charter school. These credits shall be part of an approved license program in the assigned teaching area.
 - d. An individual who holds a terminal degree in his or her field and who is a full time employee of an approved teacher preparation institution in Wisconsin or an individual who has formal proof of mastery in a trade and who is a full time employee of a Wisconsin technical college district board is exempt from the requirement under subpar. c.
 - e. A permit holder's practice shall be coordinated, directed and inspected by a person who is licensed by the department to teach the subject or trade that the permit holder is teaching.
2. An individual may renew a permit under this paragraph if he or she meets the requirements under subd. 1.

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Appendix G

Charter Schools that have received Dissemination Grants since 2004-05

FY	CESA	Dist #	District Name	Sch #	School Name
2006	06	0147	Appleton Area School District	0440	Appleton eSchool
2008	06	0147	Appleton Area School District	0430	Tesla Engineering Charter School
2008	06	0147	Appleton Area School District	0460	Valley New School
2006	10	1554	Eau Claire Area School District	0111	Chippewa Valley Montessori
2007	01	2296	Greendale School District	0110	Time 4 Learning Charter School
2008	12	2478	Hayward Community School District	0120	Waadookodaading Charter School
2006	07	2828	Kiel Area School District	0405	Kiel eSchool
2005	01	3619	Milwaukee Public Schools	0398	Whittier Elementary School
2005	01	3619	Milwaukee Public Schools	0810	Wisconsin Career Academy
2006	01	3619	Milwaukee Public Schools	0155	Fairview School
2008	01	3619	Milwaukee Public Schools	0162	Academia de Lenguaje y Bellas Artes-ALBA
2008	01	3619	Milwaukee Public Schools	0175	Hmong American Peace Academy (HAPA)
2008	01	3619	Milwaukee Public Schools	0223	Humboldt Park K-8 School
2005	06	4179	Oshkosh Area School District	0115	EAA/OASD Aviation Charter School
2007	06	4179	Oshkosh Area School District	0185	Oakwood Environmental Education Charter School
2008	06	4179	Oshkosh Area School District	0170	ALPS Accelerated Alternative Learning Program
2008	06	4179	Oshkosh Area School District	0470	East High Charter School
2007	05	4501	Portage Community School District	0300	River Crossing Environmental Charter School
2005	01	4620	Racine School District	0284	McKinley Middle Charter School
2008	09	4781	Rhineland School District	0420	Northwoods Community Secondary School
2006	05	5607	Stevens Point Area School District	0200	McDill Academies
2006	05	5607	Stevens Point Area School District	0400	Wisconsin River Academy
2009	05	5607	Stevens Point Area School District	0260	Roosevelt IDEA School
2006	01	6174	Waukesha School District	0490	Harvey Philip Alternative Charter School
2007	01	6300	West Allis School District	0470	Academy of Learning -21st Century Skills Model

Appendix H

Letters of Support

1. Association of Wisconsin School Administrators
2. Institute for the Transformation of Learning – Marquette University
3. Office of the Governor
4. University of Wisconsin – Milwaukee
5. Wisconsin Charter Schools Association
6. Wisconsin Association for Supervision and Curriculum
7. Wisconsin Association of School Boards – Letter forthcoming
8. Wisconsin Education Association Council – Letter forthcoming



Association of Wisconsin School Administrators

4797 Hayes Road, Suite 103

Madison, WI 53704-3288

Phone: (608) 241-0300 • Fax: (608) 249-4973

Because Leadership Matters

www.awsa.org

January 8, 2009

Arne Duncan
U.S. Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-6140

Dear Secretary Duncan,

I am writing to endorse the Department of Public Instruction's application for federal funds to support the planning and implementation of charter schools in Wisconsin school districts.

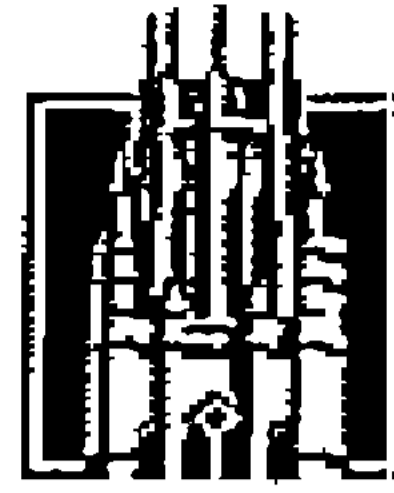
Additional funding targeted at planning and start-up costs of charter schools is key to the success of these initiatives in our school districts. In Wisconsin, charter schools are creating innovative models for serving a variety of student populations and are accountable to the public through their local boards of education. I believe that investing in creating these models of teaching and learning is of value to the pursuit of best practices in all that we do for the children we serve.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink that reads 'Jim Lynch'. The signature is written in a cursive style with a large, looping 'J' and 'L'.

Jim Lynch
Executive Director



MARQUETTE
UNIVERSITY

January 21, 2009

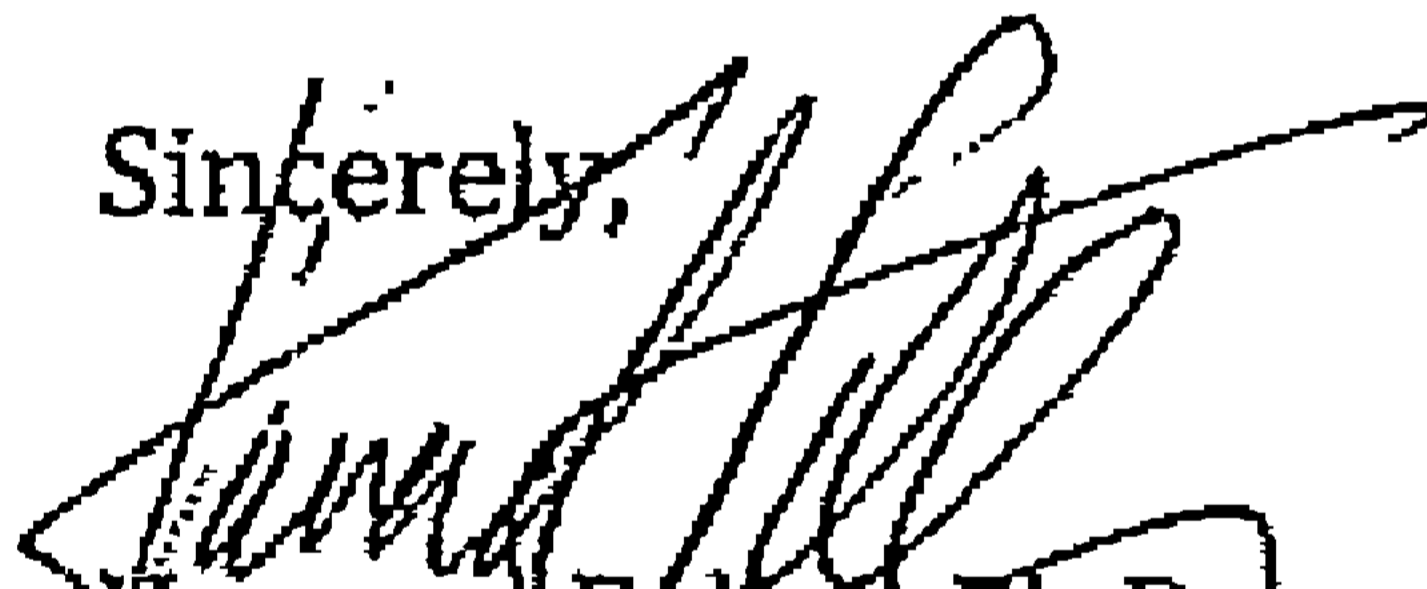
To Whom It May Concern:

I am writing in support of the Wisconsin Department of Public Instruction 's (DPI) charter school grant application.

I Chair the Charter School Review Committee for the City of Milwaukee and have been active in the charter school effort in Wisconsin from its inception. I am extremely please with the support that all elements of the charter school movement receives from DPI. They have been a true partner to authorizers, schools and the families and their children being served by charter schools. The federal dollars that are administered through the Department are vital to the health of the schools and the movement.

I strongly support the continuation of the program for the State of Wisconsin.

Sincerely,



Howard Fuller, Ph.D.
Founder and Director



JIM DOYLE
GOVERNOR
STATE OF WISCONSIN

January 23, 2008

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-0498

Dear Secretary Duncan:

I am pleased to support the Wisconsin Department of Public Instruction's application for a Federal Charter School Grant.

Wisconsin is a leader in providing multiple options to our high school students. We have expanded school choice across the state through our open enrollment law and in the Milwaukee area through the choice program and Chapter 220 program. We provide opportunities for college credit through our Youth Options program, and we provide alternative routes to a high-school diploma through our Youth Apprenticeship program.

Most importantly, however, Wisconsin is a national leader in establishing charter schools. Since 1995, every school district has been authorized to establish charter schools, with no caps placed upon the number of students who can enroll. There are 221 charter schools in currently operating in Wisconsin, ranking us 7th in the nation in the number of charter schools. Wisconsin's charter schools - are incorporated into our education accountability system and work in concert with the federal charter school law - provide high-quality educational options to Wisconsin students, both high achievers and our struggling learners.

The funds made available through the grant will allow Wisconsin to continue our work in expanding charter school options, ensuring high-quality charter school educators and high-achieving students, and increasing the number of charter schools in geographic areas with a large proportion of schools identified for improvement under the No Child Left Behind Act.

Thank you for considering Wisconsin's charter school grant proposal.

Sincerely,

A handwritten signature in cursive script, appearing to read "Jim Doyle".

Jim Doyle
Governor



School of Education
Office of Charter Schools

Enderis Hall 562
PO Box 413
Milwaukee, WI
53201-0413
414 229-4662 phone
414 229-2570 fax
chartersch@uwm.edu
www.charters.soe.uwm.edu

January 11, 2009

United State Department of Education

Dear Sirs:

This letter is written in support of the Wisconsin Department of Public Instruction's application for Charter School Grant CFDA No. 84.282A. The Department of Public Instruction (DPI) has been a leading advocate for the development and implementation of high quality charter schools throughout the State of Wisconsin. In continuation of that advocacy, the DPI is seeking to increase the number of high quality charter schools, improve outcomes for secondary school charter students, and improve the dissemination of charter school best practices to other public schools.

The DPI has the capacity to meet all the requirements of the grant program. Thus, the Office of Charter School at the University of Wisconsin-Milwaukee strongly supports this application and looks forward to the positive results that the grant will achieve.

Sincerely,

A handwritten signature in cursive script that reads "Robert J. Kattman".

Robert J. Kattman
Director

Wisconsin



Charter Schools Association
Tomorrow's Schools Today

WCSA
P.O. Box 1704, Madison, WI 53701
info@wcharterschools.org

Tel: 608-261-1120
Fax: 608-265-0070
www.wcharterschools.org

January 12, 2009

State Superintendent Elizabeth Burmaster
Wisconsin Department of Public Instruction
P.O. Box 7841
Madison, WI 53707

Dear State Superintendent Burmaster,

The Wisconsin Charter Schools Association (WCSA) strongly supports the Wisconsin Department of Public Instruction's (DPI) grant application to the U.S. Department of Education to promote effective Charter School planning, implementation and dissemination.

WCSA's mission is to support student success in Charter Schools by helping to build their capabilities. DPI's deployment of grant funds from the U.S. Department of Education is an important element in the development of successful Charter Schools in our State.

Our Association encourages and directly assists Charter Schools to perform, be accountable, and to provide innovative and distinctive educational programs. In April, we are hosting our 9th Annual Wisconsin Charter Schools Conference. The Wisconsin Department of Public Instruction is sponsoring the conference and will provide sessions on Charter School governance and operations. This conference brings together charter school planners, operators and authorizers throughout the state—as well as public school leaders and teachers who want to learn from Charter Schools.

Charter Schools provide real choices in education for Wisconsin's families and help Wisconsin's public school systems improve the quality of education for all students with innovative curriculums. The federal grant will support Wisconsin's efforts in developing and maintaining high quality Charter Schools, strengthen Charter School autonomy and accountability, and enhance value-added measures to improve academic achievement of students. Funding under the federal grant program is extremely significant to the quality, accountability and growth of Charter Schools in Wisconsin.

Respectfully,

John Gee
Executive Director



January 12, 2009

Secretary Margaret Spellings
Department of Education
400 Maryland Av SW
Washington DC 20202

Dear Secretary Spellings:

The Wisconsin Association for Supervision and Curriculum Development (WASCD), representing 800 Wisconsin educators focused on improving teaching and learning, endorses the Federal Charter School Grant reapplication submitted by the Wisconsin Department of Public Instruction. WASCD supports public charter school initiatives and is pleased to have many members from Wisconsin charter schools.

The Federal Charter School Grant will continue to be significant in Wisconsin through development of additional charter schools that use innovative approaches for improving student achievement. These schools provide high-quality educational options to Wisconsin students preparing them for meaningful participation in our 21st century society.

Continued funding through federal grants ensures that Wisconsin's charter schools remain a vital part of the Wisconsin education community, strengthening all schools through innovation and options.

Thank you for your consideration of the Wisconsin Department of Public Instruction's request for funds through the Federal Charter School Grant reapplication.

Sincerely,

Joan Naomi Steiner
Wisconsin ASCD President

Denise Pheifer
Wisconsin ASCD Executive Director

Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: **1234-Budget Narrative 2009-2014.doc**

U.S. DEPARTMENT OF EDUCATION

Section C - Budget Narrative - Fiscal Years 2010, 2011, 2012, 2013 & 2014

Wisconsin Department of Public Instruction

Budget Categories	Project Year 1 2009-10	Project Year 2 2010-11	Project Year 3 2011-12	Project Year 4 2012-13	Project Year 5 2013-14	Comments
1. Personnel	\$375,000	\$378,800	\$382,600	\$386,400	\$390,300	Lines 1 through 7 are administrative costs and with the indirect costs on line 10 are based upon a five year total of 5% of the total grant request. Our personnel budget reflects the existing 5.15 FTE positions, including two charter school consultants, an accountant, program assistants, legal staff, and supervisory personnel to implement the charter school program in Wisconsin. Increases each year reflect a projected 1% annual raise.
2. Fringe Benefits	\$135,000	\$136,400	\$137,700	\$139,100	\$140,500	Our fringe benefit budget is based on a fringe benefit rate of 36% for permanent FTE positions.
3. Travel	\$55,000	\$55,000	\$55,000	\$55,000	\$55,000	Our travel budget includes travel for WCSP staff and the Authorizer Project Team to national and state conferences and state-wide travel for charter school support.
4. Equipment	\$5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	Our equipment budget includes an upgrade for computers and other technology for existing staff.
5. Supplies	\$98,700	\$98,700	\$98,700	\$98,700	\$98,700	Our supplies budget includes general office supplies, rent and fixed costs in support of the charter school personnel.

Budget Categories	Project Year 1 2009-10	Project Year 2 2010-11	Project Year 3 2011-12	Project Year 4 2012-13	Project Year 5 2013-14	Comments
6. Contractual	\$53,000	\$47,800	\$42,700	\$37,500	\$32,200	Our contractual budget includes, printing and publication costs, education and training costs, and charges in support of the charter school personnel. Additional funding will be provided to support and sponsor the annual Wisconsin Charter School Conference and to provide registration scholarships for some of the non-funded planning grant applicants that fit the federal definition of a charter and meet state and federal requirements, but were rated as weak or found in need of further planning as noted by the External Peer Review Team. Funding will also be used to support the State Superintendent's Advisory Council on Charter Schools including quarterly meetings, conference registrations, hotel and related costs.
7. Construction	\$ -	\$ -	\$ -	\$ -	\$ -	No construction.
8. Other - GRANTS	\$12,100,000	\$16,425,000	\$18,250,000	\$17,750,000	\$17,825,000	Federal charter school dollars will provide important support for the Wisconsin charter school program. These funds are used for planning, start-up implementation and dissemination activities. Charter schools ultimately will be operated through a combination of local, state, federal and private funds for long term stability.
	The available grant funds for planning, implementation and implementation renewal grants will be based on the grade levels served by the charter school and its proposed enrollments during the planning year and actual enrollments during the first two years of operation. The following three tables describe the funding amounts by type of charter school.					A. Planning Grants (12-18 months)
						B. Implementation Grants (12 months)
						C. Implementation Renewal Grants (6-12 months)

A. Planning Grants											
We propose to award subgrants which are reviewed and approved by an external peer review team, an internal review team to assure compliance, and approved by the State Superintendent. Additionally, we propose to award one-half of the planning funds for staff development activities when successful planning subgrantees submit supporting documentation that they have:											
1. Secured a facility;											
2. Hired staff;											
3. A school start date;											
4. Letter of support for additional funds from their authorizer; and											
5. Signed revised budget request form.											
Planning Grants Amount Requested: \$28,400,000											
B. & C. Implementation Grants											
We propose to award partial funds to support the development of strong charter schools that increase student achievement when successful subgrantees submit supporting documentation that they have:											
1. Letter of support for the additional funds from their authorizer; and											
2. Outlined progress to date with their approved plan.											
Table 1 Elementary Charter Schools (4-Year-Old Kindergarten through 5th Grades)											
	Student Enrollment	Grant Amount Per year	Three Year Total								
	> 300 Students	\$250,000/year	\$750,000								
	100-300 Students	\$200,000/year	\$600,000								
	< 100 Students	\$150,000/year	\$450,000								
Table 2 Secondary Charter Schools (6th through 12th Grades)											
	Student Enrollment	Grant Amount Per year	Three Year Total								
	> 300 Students	\$300,000/year	\$900,000								
	100-300 Students	\$225,000/year	\$675,000								
	< 100 Students	\$175,000/year	\$525,000								

Table 3 Secondary Charter Schools (6th through 12th Grades) SIFI and Economically Disadvantaged					
	Student Enrollment	Grant Amount Per year	Three Year Total		B. Implementation Initial Grants Amount Requested: \$26,125,000
	> 300 Students	\$325,000/year	\$975,000		
	100-300 Students	\$250,000/year	\$750,000		
	< 100 Students	\$200,000/year	\$600,000		Total amount requested: \$76,975,000
					D. Dissemination and Dissemination Renewal Grants (\$125,000/year)
					It is our plan to solicit high quality dissemination applications from charter schools with high or improved student achievement, high parent satisfaction, demonstrated leadership, and fiscal sustainability and accountability. Our efforts will share best and promising practices as a means of encouraging new, innovative and high achieving charter schools with curriculum that is aligned with the state standards. A priority will be given to projects that support grant objectives to target high priority areas, or projects that partner with a high priority school.
					Dissemination and Dissemination Renewal Grants Amount Requested: \$5,375,000
Budget Categories	Project Year 1 2009-10	Project Year 2 2010-11	Project Year 3 2011-12	Project Year 4 2012-13	Project Year 5 2013-14
9. Total Direct Costs (lines 1-8)	\$12,821,700	\$17,146,700	\$18,971,700	\$18,471,700	\$18,546,700
					Comments

Budget Categories	Project Year 1 2009-10	Project Year 2 2010-11	Project Year 3 2011-12	Project Year 4 2012-13	Project Year 5 2013-14	Comments
10. Indirect Costs	\$ 101,800	\$ 101,800	\$ 101,800	\$ 101,800	\$ 101,800	The indirect costs budget is based on our approved indirect cost rate of 14.2% for 2008-09. The figures are based on the 14.2% rate multiplied by the total of personnel, fringe benefits, travel, supplies and contractual costs.
11. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -	No training stipends.
12. Total Costs (lines 9 -11)	\$12,923,500	\$17,248,500	\$19,073,500	\$18,573,500	\$18,648,500	