

**West Virginia Charter School Program State Entity Grant
Request for Applications (RFA)
Fiscal Year 2024 Subgrant Competition
West Virginia Professional Charter School Board (WVPCSB)**



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FY24 Applications due: **July 5, 5pm ET**

*Timeline**

Activity	Date
RFA Public Announcement	May 6
Pre-application webinar	May 20
Application window opens	May 21
Office Hours Q&A	Each Tuesday in June 11am ET
Pre-Application Check Deadline	June 21
Notice of Intent to Apply Deadline	June 24
Application deadline	July 5, 5pm ET
WVPCSB award decisions	August 8
Post-award webinar	August 15

*Dates subject to change

Important References

1. Expanding Opportunity Through Quality Charter Schools—Statute Section 4301: <https://oese.ed.gov/files/2019/11/Statute-for-website.pdf>
2. Uniform Guidance (2 C.F.R. Part 200): <https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200?toc=1>
3. Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards: <https://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html>
4. Education Department General Administrative Regulations (EDGAR): <https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>
5. Charter Schools Program Nonregulatory Guidance (updated January 2014): <https://oese.ed.gov/files/2024/03/fy14cspnonregguidance.pdf>

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Grant Information

Program: Expanding Opportunities through Quality Charter Schools Program to State Entities

Agency: U.S. Department of Education

State Entity: West Virginia Professional Charter School Board

CFDA Number: 84.282A

Award Number: S282A230010

Background on CSP State Entity Program

The Charter School Program (CSP) State Entity program is authorized under Title IV, Part C of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESEA) (20 U.S.C. 7221-7221j). Through the CSP State Entity competition, the U.S. Department of Education awards grants to State Entities that, in turn, award subgrants to eligible applicants for opening new charter schools and expanding high-quality charter schools. State entities also use grant funds to provide technical assistance to eligible applicants and authorized public chartering agencies, and to work with authorized public chartering agencies to improve authorizing quality, including developing capacity for, and conducting, fiscal oversight and auditing of charter schools. Additionally, grant funds are used for administrative purposes, which may include technical assistance and monitoring of subgrantees for performance and fiscal and regulatory compliance, as required under 2 CFR 200.332(d).

The major purposes of the CSP are to:

- Expand opportunities for all students, particularly traditionally underserved students, to attend charter schools and meet challenging state academic standards;
- Provide financial assistance for the planning, program design, and initial implementation of public charter schools;
- Increase the number of high-quality charter schools available to students across the United States;
- Evaluate the impact of charter schools on student achievement, families, and communities;
- Share best practices between charter schools and other public schools;
- Encourage states to provide facilities support to charter schools; and
- Support efforts to strengthen the charter school authorizing process.

Introduction to WVPCSB Subgrant Competition

The West Virginia Professional Charter School Board (WVPCSB) received a competitive grant under the CSP from 2023-2028 in the total amount of \$12,382,792. Over the five-year grant period, at least 90 percent of these funds are allocated for competitive subgrants to eligible charter schools. At least 7 percent of the funds are allocated for technical assistance. Not more than 3 percent of the funds will be used by WVPCSB for administration. **For the first (FY24) project year, WVPCSB has been awarded \$3,113,213.**

WVPCSB has two primary objectives with its CSP grant. First, WVPCSB intends to double its number of authorized charter schools (from 7 to 14) and triple the number of students enrolled in charter schools (from 1,248 to 3,744) by 2028. Second, WVPCSB seeks to improve academic achievement not just in participating charter schools—but also in public schools across the

Mountain State by initiating and facilitating methods to share best practices among school entities.

To achieve these objectives, WVPCSB will offer subgrants to qualified charter schools to provide financial support for the planning and implementation of opening or expanding public charter schools. WVPCSB will offer eight subgrants over the course of the grant period—five to newly created charter schools, and three to expansion charter schools that are already serving students. **In the first (FY24) project year, WVPCSB will administer two subgrant competitions—one for newly created charter schools, and one for expansion charter schools.**

For the purposes of administering the CSP, WVPCSB will operate on the federal fiscal year calendar, which begins on October 1 and ends on September 30.

Applicant Eligibility

To apply for funds under the WVPCSB’s subgrant program, an applicant must:

- Be an authorized public charter school in West Virginia; or
- Have applied to an authorized public chartering authority. A proposed charter school that is not yet authorized may apply for a subgrant, but the school may not drawdown funds until it is authorized.

Applicants must provide adequate and timely notification to the authorized public chartering authority that they are applying for the CSP subgrant. During the FY 24 subgrant competition, WVPCSB defines adequate and timely notice as follows:

- Adequate: All eligible applicants must email WVPCSB staff indicating intent to apply. This includes emails to executive director, James Paul (james.paul@wvpcsb.org), and assistant director, Dusty Hurley (dusty.hurley@wvpcsb.org).
- Timely: Notices of intent to apply must be sent via email on June 24, 2024 by 11:59pm.

Applicants are also required to meet the definition of a charter school in ESEA §4310(2), and the definition of a developer in ESEA §4310(5). Note that the autonomy and flexibility granted to a charter school by the WVPCSB and under West Virginia law is consistent with the definition of a charter school in ESEA §4310(2).

WVPCSB defines a **new charter school** as a start-up school that did not previously exist. To win a subgrant in FY24, a new charter school must open and serve students for the first time in Fall 2024 or Fall 2025. New charter school applicants must demonstrate indicators, measures, or metrics for academic growth (W.V. Code §18-5G-9) as well as a plan for using data derived from student evaluations and assessments to drive instruction and promote continued school improvement (W.V. Code §18-5G-8).

WVPCSB defines an **expansion charter school** as “one that means to significantly increase enrollment or add one or more grade levels over the course of the grant” [ESEA §4310(7)].

Expansion charter school applicants must meet the federal standard of high-quality charter schools [ESEA §4310(8)]. To demonstrate this standard is met, applicants must provide evidence of strong academic growth results on the West Virginia General Summative Assessment (for example, improved school-level academic proficiency in Math or English Language Arts; or improved school-level academic proficiency in Math or English Language Arts relative to the school district in which the charter school is located) or on another standardized assessment tool.

An example of sufficient academic growth would be achieving a school-level Academic Progress rating of “partially meets standard,” “meets standard,” or “exceeds standard” for Math and English Language Arts, on the West Virginia Balanced Scorecard, in a recent school year. Applicants—particularly those who primarily serve students outside of grades 3-8—may demonstrate evidence of academic growth on assessment tools other than the West Virginia General Summative Assessment. For example, an applicant that primarily serves high schoolers could demonstrate year-over-year (or semester-over-semester) progress on grades or programmatic standards. Similarly, an applicant that primarily serves grades K-2 could demonstrate progress on early literacy or math benchmark and/or diagnostic assessments.

Meeting the standard for a “high-quality charter school” also requires that the school can demonstrate success in increasing student achievement, including graduation rates where applicable, for subgroups of students identified in ESEA Section 1111(c)(2): economically disadvantaged students; students from major racial and ethnic groups, children with disabilities, and English learners. Please note that demonstration of subgroup progress is not required when the number of students in a group is insufficient to yield statistically reliable information, or if the results would reveal personally identifiable information about any individual student.

If an expansion charter school applicant previously received a CSP subgrant, it must demonstrate at least three years of at least “partially meeting” the standard for “Academic Progress” in Math and English Language Arts on the West Virginia General Summative Assessment and meet other high-quality definition components under [ESEA §4310(8)], as applicable. A second subgrant cannot be awarded for the same activities that were previously funded in a first subgrant award.

Charter schools that contract with education service providers (ESP), educational management organizations (EMO), or charter management organizations (CMO) are eligible for subgrants. However, schools that contract with ESPs, EMOs, or CMOs must demonstrate that their governing boards are independent of the provider, and that all fees and agreements are fair and reasonable. Subgrantee applicants must ensure that members of the charter school governing board are not selected, removed, controlled, or employed by the ESP, EMO, or CMO. The ESP does not qualify as an eligible applicant, nor may it hold or manage a subgrant awarded to a school. Schools must exercise special care to ensure that a direct representative of the applicant school, independent of the ESP/EMO, is identified to administer the grant, as required per 34 CFR 74.40-48, 75.524-525 and articulated in the federal CSP January 2014 Nonregulatory Guidance. Contracts between schools and ESPs/EMOs must be provided as part of the application processes, per ESEA §4303(f)(1)(C)(i)(I).

Available Funds: Size & Duration of Subgrants

WVPCSB was awarded \$3,113,213 for the first project year (FY24), with \$2,874,000 allocated to two separate subgrant competitions: one for new charter schools and one for expansion charter schools. See Table 1 for annual numbers of subgrants to be awarded and Table 2 for the annual estimated subgrant amounts. **WVPCSB plans to distribute subgrant funding over a three-year period, but the full amount of a subgrant is obligated in the year it is awarded.** Funding in subsequent years for grantees is contingent upon continued federal funding, as well as subgrantees meeting all reporting and monitoring requirements.

	FY 24	FY 25	FY 26	FY 27	FY 28	Total
New school subgrants	1	1	1	1	1	5
Expanded school subgrants	1	0	1	0	1	3
Total subgrants	2	1	2	1	2	8

	FY 24	FY 25	FY 26	FY 27	FY 28	Total
New school awards	\$1,275,000	\$1,275,000	\$1,275,000	\$1,275,000	\$1,275,000	\$6,375,000
Expanded school awards	\$1,599,000		\$1,599,000		\$1,599,000	\$4,797,000
Total subgrant awards	\$2,874,000	\$1,275,000	\$2,874,000	\$1,275,000	\$2,874,000	\$11,172,000

Planning vs. Implementation. Applicants should understand the difference between planning and implementation activities, which is discussed in the CSP January 2014 Nonregulatory Guidance, Section D-2. Planning activities generally occur before the new school begins educating students (or before the expansion school begins educating its expanded grades). Implementation activities occur after the school year has begun.

New and expansion charter school are encouraged to designate a planning period to support their grant objectives. There are more allowable costs permitted in the planning period than the implementation period—namely the ability to reimburse for certain personnel expenses (see *Allowable Use of Funds* section in this RFA). Subgrants may be used for no more than 18 months of planning activities [ESEA §4303(B)] and 24 months of implementation activities. Overall, the maximum duration of any WVPCSB subgrant is 36 months.

Exact award amounts are based on a school’s projected enrollment multiplied by the **per-student amount**. The planning phase per-student amount is **\$1,000**, and the implementation phase per-student amount is **\$1,500**. The maximum amount that any applicant can receive, regardless of enrollment, is **\$1,750,000**. Peer reviewers will assess whether projected enrollments are reasonable and may recommend that subgrants are reduced below the applicant’s requested amount.

Awards for new charter schools. Projected enrollment levels over the course of the requested grant period will inform grant amounts. For new charter schools, the applicant’s grant amount in the planning phase is determined by multiplying the projected first year enrollment by the planning phase per-student amount. The grant amounts in the implementation phase are determined by multiplying the projected second year enrollment by the implementation phase per-student amount. For example, a new charter school applicant that projects 300 students in year 1 and 350 students in year 2 could receive:

- \$300,000 in the planning year (300 students x \$1,000 per-student)
- \$450,000 in the first implementation year (300 students x \$1,500 per-student)
- \$525,000 in the second implementation year (350 students x \$1,500 per-student)

The total grant would be **\$1,275,000**, distributed over three years.

Awards for expansion charter schools. Projected enrollment levels over the course of the requested grant period will inform grant amounts. For expansion charter schools, the applicant’s grant amount in the planning phase is determined by multiplying the most recent year’s West Virginia certified enrollment by the planning phase per-student amount. The grant amounts in the implementation phase are determined by multiplying the following year’s projected enrollment by the implementation phase per-student amount. For example, an expansion charter school applicant that most recently certified 300 students, projects to serve 400 students the following year, and projects 500 students the year after that could receive:

- \$300,000 in the planning year (300 students x \$1,000 per student)
- \$525,000 in the first implementation year (350 students x \$1,500 per-student),
- \$600,000 in the second implementation year (400 students x \$1,500 per-student)

The total grant would be **\$1,425,000**, distributed over three years.

Applicants should expect—particularly in the first year of WVPCSB’s subgrant competition—that a subgrantee’s first program year will be truncated. In FY24, successful applicants may not be able to request reimbursements until Summer of 2024. (For the purposes of administering the subgrant competition, WVPCSB operates on the federal calendar for fiscal years, which begins on October 1).

In the response to WVPCSB’s RFA, applicants will identify their proposed planning and implementation timelines, as well as how funds will be spread over those times. The full subgrant amount will be obligated in FY24, but it will be available for subgrantees to access over the course of their approved grant period (no more than 36 months). A new school opening in Fall of 2024 could request a truncated planning phase from Summer 2024 to Fall 2024, with the implementation phase occurring from Fall 2024 until the end of the subgrant. Remember that funds will be accessed on a reimbursement basis. Therefore, in the truncated planning a year, a school projecting \$500,000 in justified expenses with \$100,000 cash on hand should not request more than \$400,000 for their first, truncated fiscal year because the school will need to spend money before it can get reimbursed.

Awarding subgrant funds. If approved for funding, a grant award letter will stipulate any additional information that is required, including budget modification and denied line items. Successful subgrantees participate in a virtual WVPCSB post-award webinar. Once additional information is satisfactorily provided to WVPCSB, the applicant will receive an email stating the subgrantee has obtained “final approval.” (Funds should not be spent or encumbered until final approval). Instructions will then be provided to subgrantees on the reimbursement process for the grant. The budget period for the initial year of the WVPCSB grant is upon final approval through September 30. The proposed grant project goals should reflect that timeframe. Subsequent years will have a budget period of October 1 through September 30.

Accessing subgrant funds. Subgrantees will use WVPCSB’s drawdown forms to access grant awards. To make a drawdown request, schools will submit a formal request electronically to the WVPCSB Assistant Director identifying the approved budget item. Schools will provide proof of the expense or, if requesting advance payment, a purchase order or invoice.

Allowable Use of Funds

Subgrantee expenditures must align with activities described in ESEA §4303(b)(1), which for the purposes of this subgrant competition are to open and prepare for the operation of new charter schools or to expand existing high-quality charter schools. **Subgrantees will be reimbursed for expenditures** that are necessary, reasonable, and allocable to the grant under the CSP [2 CFR 200.403(a)]. Subgrantees should refer to the following provisions:

Necessary cost: The cost should be for an activity or function that is generally recognized as ordinary and required for the institution to operate the program. The cost must be essential to fulfill regulatory requirements for proper and efficient administration of the program.

Reasonable cost: A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost. In determining reasonableness of a given cost, consideration must be given to, among other things, whether the cost is of a type generally recognized as ordinary and necessary for the operation of the non-Federal entity or the proper and efficient performance of the Federal award, and market prices for comparable goods or services for the geographic area (2 CFR 200.404). The type and amount of cost should not exceed what a “prudent person” would pay under the same circumstances.

Allocable cost: A cost is allocable if the goods and services involved are chargeable or assignable to the grant in accordance with the relative benefits received [2 CFR 200.405(a)]. For example, the purchase of computers for grade levels not covered by the grant would not be an allocable cost.

Given the allowable activities described in ESEA §4303(h), grant funds must be used on the following activities:

- (1) Preparing teachers, school leaders, and specialized instructional support personnel, including through paying the costs associated with—

- (A) providing professional development; and
 - (B) hiring and compensating, during the eligible applicant’s planning period specified in the application for subgrant funds that is required under this section, one or more of the following:
 - (i) Teachers.
 - (ii) School leaders.
 - (iii) Specialized instructional support personnel.
- (2) Acquiring supplies, training, equipment (including technology), and educational materials (including developing and acquiring instructional materials).
- (3) Carrying out necessary renovations to ensure that a new school building complies with applicable statutes and regulations, and minor facilities repairs (excluding construction).
- (4) Providing one-time, startup costs associated with providing transportation to students to and from the charter school.
- (5) Carrying out community engagement activities, which may include paying the cost of student and staff recruitment.
- (6) Providing other appropriate, non-sustained costs related to opening, replicating, or expanding high-quality charter schools when such costs cannot be met from other sources.

Examples of fundable activities include, but are not necessarily limited to:

- Hiring and compensating teachers, school leaders, and/or specialized instructional support **during the planning period**, including curriculum development and staff recruiting.
- Professional development activities related to the school opening or expansion (as opposed to regular, ongoing professional development) including staff training, instruction and curriculum development, and organizational development.
- Travel costs for school leaders, staff, and school board to attend conferences and systems, attendance and registration systems, and human resources policies.
- Costs associated with creating and implementing office functions, such as accounting systems, attendance and registration systems, and human resource policies.
- Costs associated with the installation of computers, data systems, networks, and telephones.
- Furniture and fixtures, classroom equipment, lab equipment, school library/media center equipment.
- Textbooks, curriculum, and library/classroom books.
- Playground structure and equipment.
- Rental or occupancy costs for the school facility for a reasonable period in preparation for the school’s opening.
- Communications and promotional materials.

Examples of unallowable costs include:

- Facility construction, renovation, or other capital costs, except as described above.
- Fundraising.
- Legal fees.
- Scholarships.
- Food and beverage.
- Apparel.
- Continuing educational credits for professional development coursework.
- Professional dues or memberships.
- Financial audit fees.
- Grant oversight expenses.

Subgrant Renewal

CSP subgrants are subject to an annual renewal process. Subgrant renewal from one fiscal year to the next is not competitive, but it is subject to available federal funds. For example, a subgrantee awarded \$1,500,000 over three years beginning in FY24 will not have to reapply to access funds in FY25. But satisfactory progress toward meeting the goals and objectives stipulated within the grant will be required to renew the grant for a second year. At the end of the first year of project period, the subgrantee shall submit all required documentation.

Recipient schools should ensure that awarded grant funds are spent or encumbered by September 30 of each grant year unless extenuating circumstances warrant an extension request to WVPCSB.

Continuation funding may be terminated if substantial progress is not made to accomplish the grant project goals articulated in the awarded subgrant application or if students fail to make satisfactory academic progress. Failure to draw down funds in a regular and timely manner, fulfill reporting requirements, or meet enrollment projections by a significant amount may disrupt funding. Regular communication with WVPCSB regarding changes in plans, administration, or ability to fulfill obligations is encouraged throughout the grant period.

During the final fiscal year of the grant term, WVPCSB will require an updated sustainability plan and a new five-year budget. If necessary, subgrantees will produce a plan for securing alternative funding sources.

Technical Assistance Opportunities

WVPCSB will offer a pre-application webinar, support on completing the subgrant application, and a post-award webinar where subgrantees can learn about monitoring and reporting. WVPCSB will offer voluntary, informal application review for applicants who request feedback before submitting for formal review.

In future program years, WVPCSB will identify areas where charter schools require technical assistance. Data will be collected through phone calls and emails to governing board members and school administrators. WVPCSB will collaborate with educational experts and school leadership organizations to deliver professional development opportunities to charter schools.

WVPCSB will contract with three grant partners to carry out technical assistance activities:

- 1) The first grant partner will identify potential applicants who possess the expertise and passion to establish and run high-quality charter schools. The grant partner will offer training and capacity-building support to applicants, helping them develop skills and knowledge to design, launch, and manage successful charter schools. Training opportunities will be centered on curriculum development, budgeting, board governance, and compliance.
- 2) The second grant partner will organize workshops, seminars, or webinars for governing board members and school leaders on governance, financial management, compliance, and accountability. This grant partner will offer specialized training on financial management, budgeting, and fiscal oversight. With the help of WVPCSB, there will be technical assistance opportunities for board members to network and learn from one another. When identifying this grant partner, WVPCSB will prioritize organizations who have experience working in geographic areas that have a significant number of schools identified for comprehensive support and improvement.
- 3) The third grant partner will provide technical assistance to WVPCSB by evaluating WVPCSB's bylaws, practices, and subgrant monitoring procedures to identify areas that could be improved. The grant partner will research and share best practices in charter school authorization, governance, and subgrant management from other successful charter school authorizers or charter support organizations. The grant partner may assess WVPCSB's subgrant monitoring procedures to ensure they are robust and capable of ensuring compliance, fiscal responsibility, and programmatic success.

Risk Assessment, Monitoring, & Reporting

Subgrantee cooperation with monitoring and reporting is required. WVPCSB will use risk assessment to determine the level of monitoring required for each subgrantee.

Risk Assessment. Risk is assessed through various information collected in a subgrantee's application. WVPCSB is required to assess applicants to identify potential fiscal and programmatic risks, which may result in increased reporting, monitoring, technical assistance, corrective action, or grant termination. Assessing risk ensures that federal funds are awarded to applicants that are most likely to use them effectively and in accordance with applicable requirements. Subgrantees will be assessed for risk at the application phase and, for successful applicants, throughout execution of the grant project.

At the application phase, WVPCSB and peer reviewers will use a risk assessment framework that is comprised of some of the following criteria: governance structure, organizational capacity, past performance, financial stability, financial controls, personnel stability and experience, and demonstrated levels of community support. Applicants with insufficiently detailed budgets will be considered higher risk than other applicants.

During execution of the grant project, subgrantees will be considered high risk if they demonstrate a lack of progress toward multiple grant milestones. WVPCSB will offer targeted support to help overcome challenges and improve performance. Types of support will depend on unique circumstances of each subgrantee but will generally involve increased monitoring and required technical assistance activities. Subgrantees with weak or ineffective governance structures will be considered higher risk and prompt the WVPCSB to offer more support and/or corrective actions.

Monitoring. WVPCSB expects all applicants who receive a subgrant to implement with fidelity the activities described in the subgrantee’s application, to adhere to federal rules and regulations, and to accomplish their performance goals. WVPCSB will conduct regular oversight, identify risks, and undertake corrective actions to address deficiencies through subgrant monitoring. Additionally, WVPCSB will monitor whether subgrantees are meeting the educational needs of their students. Monitoring activities will be documented, including findings, recommendations, and corrective actions taken by subgrantees. Applicants should refer to the 2021 *Checklist for Subgrantee Monitoring*, produced by the National Charter School Resource Center, for possible monitoring activities. WVPCSB will conduct desk-based and on-site monitoring.

Desk-based monitoring involves reviewing financial and programmatic reports submitted by subgrantees to ensure they are complying with grant requirements. WVPCSB may review expenditure reports, performance reports, invoices, and other programmatic documents to identify areas of concern or noncompliance. WVPCSB will conduct personalized desk monitoring with each subgrantee through regular phone calls and email communication.

On-site monitoring will occur at least one time per fiscal year of the grant period. WVPCSB staff will visit subgrantees to review operations and programmatic activities. These visits may include staff interviews and classroom observations. WVPCSB staff may review progress toward grant objectives, spending according to budget, educational programming, enrollment procedures, receipt of other federal funds and compliance with other requirements, including participation in technical assistance.

When deficiencies are identified through desk or site-based monitoring, applicants will have an opportunity to correct problems in a reasonable amount of time—typically between 10 business days and one calendar month. If subgrantees do not sufficiently address the identified problems, WVPCSB will administer a corrective action plan.

Subgrantees will be subject to financial monitoring of expenditures to ensure compliance with grant regulations. West Virginia law requires all charter schools to conduct annual audits (W.V. Stat. §18-5G-3-c-10). Beyond these audits, WVPCSB will review financial documents, budget plans, and procurement processes. WVPCSB will endeavor to collect essential information necessary for monitoring, rather than excessive and redundant data.

Reporting. WVPCSB is required to track specific information as a part of the CSP grant. Subgrantees will be required to:

- Provide contact information for current board members, including a phone number and e-mail address.
- Notify WVPCSB about transition of staff leadership or board members during the grant period.
- Provide information requested by WVPCSB via survey and other data collection projects.
- File an Annual Financial Report (AFR) within 90 days following each grant fiscal year. The AFR reports actual expenditures made from the grant. If an AFR is not filed, subgrantees risk losing their funds for the following year.
- Final Grant Report: A final grant report is due to WVPCSB within 120 days of the end of the final grant year. The report should include:
 - One-page executive summary.
 - A summary of progress made on each goal and objective of the grant.
 - A report on students' academic achievement and growth.
 - Expenditure report that details 100 percent of awarded grant funds and includes property inventory of all equipment and non-consumable goods purchased with CSP grant funds (EDGAR §80.32, §74).

Lottery & Enrollment Policy Requirements

Per ESEA §4310(H)(i) and W.V. Code §18-5G-11, a charter school receiving funds under this subgrant competition must use a lottery if more students apply for admission than can be admitted. A lottery is a random selection process by which applicants are admitted to the charter school [ESEA §4303 (c)(3)(A)]. Subgrantees must hold one lottery that provides qualified students with an equal opportunity to attend the school. There may not be separate lotteries for boys and girls. A charter school with fewer applicants than spaces available does not need to conduct a lottery [20 U.S.C. 7221i(1)(H)].

A charter school that is oversubscribed and, consequently, must use a lottery, generally must include in that lottery all eligible applicants for admission. The only acceptable enrollment preferences are

- a) Students who are enrolled in a public school at the time it is converted into a public charter school;
- b) Students who are eligible to attend, and are living in the attendance area of, a public school at the time it is converted into a public charter school;
- c) Siblings of students already admitted to or attending the same charter school;
- d) Children of a charter school's founders, teachers, and staff (so long as the total number of students allowed under this exemption constitutes only a small percentage of the school's total enrollment); and

- e) Children of employees in a work-site charter school, (so long as the total number of students allowed under this exemption constitutes only a small percentage of the school's total enrollment).

Please note the enrollment exemptions above (see *Charter Schools Program Nonregulatory Guidance, Section E-4*) differ from the enrollment preferences in W.V. Code §18-5G-11(a)(7).

Lotteries must use a statistically random method to select students for available seats at the charter school. Waitlists may be used in conjunction with lotteries. Once all available enrollment opportunities are offered, remaining applicant students are added to the waitlist in the order drawn. The waitlist remains active through the academic year.

Subgrantees must recruit students in a manner that does not discriminate against students of a particular race, color, national origin (including English language learners), religion, or sex, or against students with disabilities. ESEA §4303 (f)(1)(A)(viii)(I) requires subgrant recipients to inform students in the community about the charter school and to give each student "an equal opportunity to attend the charter school."

Peer Review

WVPCSB staff will conduct an initial application review for completeness and eligibility. Then each application will be sent to an external peer review panel. Individuals selected as peer reviewers should be well informed regarding education, education policy, and charter school operations. WVPCSB's peer review bench is likely to be comprised of education leaders from inside and outside of West Virginia, education policy professionals in nonprofit roles, and/or academics with technical expertise in education research. WVPCSB will require that peer reviewers submit conflict of interest declarations to ensure they are not compromised in their ability to provide honest feedback on subgrant applications. Reviewers will be required to recuse themselves from the evaluation of any application for which they have a conflict of interest. Reviewers shall not participate in any actions or decisions that directly or indirectly involve their own financial interests.

WVPCSB will provide guidance to peer reviewers on the evaluation criteria used to assess subgrant applications. On each evaluation criteria established by WVPCSB, peer reviewers will provide qualitative evaluations. Reviewers will write open-ended answers and provide a Likert-scale summary on each criterion (ranging from Excellent, Good, Poor, and Not Addressed). The peer-reviewed evaluations will be provided to WVPCSB staff.

Each peer reviewer will evaluate all applicants received for a subgrant competition. Within each competition, each reviewer will rank the applications and indicate whether each application is **fundable, marginal, or unfundable**. To be deemed **fundable**, an application should be scored "Good" or "Excellent" on more than half (7) of the evaluation criteria below. A **marginal** application will be scored "Good" or "Excellent" on 5 or 6 evaluation criteria. An **unfundable** application will be scored "Good" or "Excellent" on fewer than 5 evaluation criteria.

Ultimately, WVPCSB members will vote on which applications are funded in a public meeting. WVPCSB is comprised of up to five members, appointed by the governor, and confirmed by the Senate. Three votes are necessary for a WVPCSB action to pass. Decisions from WVPCSB members will be informed by—but not necessarily determined by—the peer-reviewed evaluations. WVPCSB members will prioritize applications that are ambitious and have the greatest potential to expand educational opportunity in the state. WVPCSB members are subject to W.V. Code §6B-2-5, which means they may not vote on a matter in which they, an immediate family member, or a business with which they or an immediate family member is associated have a financial interest.

WVPCSB members will not vote to fund an application deemed **unfundable** by at least two peer reviewers in favor of an application deemed **fundable** by at least two peer reviewers. WVPCSB members will produce a written explanation of why they elected to fund any application, considering peer-reviewer feedback and, if necessary, explaining why the funding decision deviated from peer reviewer rankings.

If the top-ranked application in a subgrant competition is deemed **marginal** by at least two peer reviewers, WVPCSB members have discretion to fund it or not.

There is no guarantee that applying for a subgrant will result in funding, nor that the applicant will be funded at a certain level. WVPCSB staff will determine the final budget for each subgrant recipient after evaluating whether proposed activities are reasonable, allowable, and necessary. Applicants that are not funded in one competition may reapply for future grant opportunities. At the advice of peer reviewers, applicants could be offered to amend and resubmit in the current application cycle.

Evaluation Criteria. Peer reviewers will provide open-ended evaluations on the criteria below. For each criterion, reviewers will provide an overall assessment ranging from Excellent, Good, Poor, and Not Addressed. A rating of an “Excellent” will always be the most desirable for the applicant. For example, under the “Risk” criterion, a rating of “Excellent” will indicate that the applicant is deemed low-risk.

1. Ambitiousness and Justification. The proposed charter school (or expansion school) will meaningfully expand educational options in West Virginia. Grant activities are needed in West Virginia and will have positive effects.
2. Innovation. The school’s program or mission is innovative relative to other educational options in West Virginia. Examples of innovative school models include (but are not limited to) those that educate high schoolers, serve predominately rural areas, serve predominately at-risk students, or are educator-led and community-centered.
3. Academic Programming. The school’s academic programming is likely to improve the achievement of traditionally underperforming students. The school has a sound plan for using data derived from student evaluations and assessments, including West Virginia’s statewide summative assessment, to drive instruction and promote school improvement.
4. The school’s educational philosophy, instructional practices, and curriculum are sound and likely to support the school’s achievement goals. Proposals that are implemented

with meaningful and ongoing engagement with current or former teachers are encouraged.

5. Financial Need: There is a clear financial need to support the proposed subgrant activities.
6. Staff Quality. The school has a sound plan to attract and retain quality instructional staff, and there will be opportunities for ongoing professional development.
7. School Leadership. The proposed leadership structure of the school is likely to produce effective implementation of grant activities.
8. Board Capacity and Governance Structure. The school will have a strong governing board with collective expertise in leadership, curriculum and instruction, law, and finance. The governance structure is clearly identified and is likely to support the school's achievement goals.
9. Risk. The school has well-developed plans regarding governance, organizational structure, and financial controls. Staff members or school leaders have experience operating successful schools. The school has a sound plan to be compliant, strategic, and responsible with finances and business services.
10. Demand. The school has demonstrated community support and is likely to reach its enrollment goals.
11. Universal Access. The school is prepared to educate all types of students, including those who are educationally disadvantaged (such as low-income, special education, English learners, homeless, and other at-risk students) and gifted and talented.
12. Facilities. The school has a sound plan to acquire physical space, and the facility will meet the educational needs of the students.

Application Components

Applications must include each of the parts listed in this section. Number all pages. There are no other formatting requirements, but applicants are encouraged to:

- Write in clear English.
- Minimize jargon and acronyms.
- Respond thoroughly enough to meet each requirement without unnecessary extrapolation. Holding all else equal, a longer application is not better than a shorter application.

Email applications to james.paul@wvpcsb.org by **5:00 PM on July 5, 2024**. Acknowledgement of receipt will be provided.

Part I: Introductory Information

1. School name
2. Lead contact for grant application
 - a. Name and title
 - b. Email address
 - c. Telephone number
3. Governing board members (indicate the Chair)
 - a. Name
 - b. Email address
 - c. Telephone number
4. Indicate whether applying as new school or expansion school
5. Expected date school will open or expand
6. Proposed school address
7. Grade Levels Served, and Projected Enrollments by Year of Grant Implementation:

<u>Year of Grant Implementation</u>	<u>Grade Levels Served</u>	<u>Total Student Enrollment</u>
First		
Second		
Third		

8. If the school does not intend to work with an education service provider (ESP), charter management organization (CMO), or education management organization (EMO), skip ahead to the next section. **If the school does plan to work with an ESP, CMO, or EMO, provide:**
 - a. The name of the organization.
 - b. Whether employees will be employed by the school or employed by the management company.
 - c. The full contract or agreement (*draft* contracts or agreements are **not** acceptable) with the ESP, CMO, or EMO, including:
 - i. the cost (i.e., fixed costs and estimates of any ongoing costs or fees), including the amount of CSP funds proposed to be used toward such cost, and the percentage of how much such cost represents of the school's overall funding.
 - ii. roles and responsibilities of the management organization.
 - iii. steps the applicant will take to ensure that it pays fair market value for any services or other items purchased or leased from the management organization, makes all programmatic decisions, maintains control over all CSP funds, and directly administers or supervises the administration of the grant in accordance with 34 CFR 75.701.

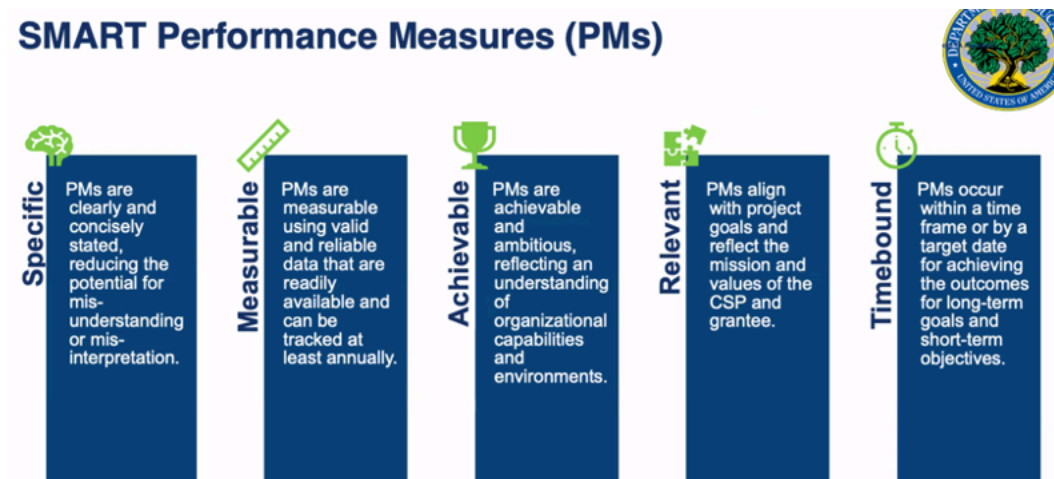
- d. A description of any business or financial relationship between the charter school developer and the management organization, including payments, contract terms, and any property owned, operated, or controlled by the management organization or related individuals or entities that will be used by the charter school;
- e. The name and contact information for each member of the governing board of the charter school and a list of the management organization's officers, chief administrator, or other administrators, and any staff involved in approving or executing the management contract;
- f. A description of any actual or perceived conflicts of interest, including financial interests, and how the applicant will resolve any actual or perceived conflicts of interest to ensure compliance with 2 CFR 200.318(c);
- g. A description of how the applicant will ensure that members of the governing board of the charter school are not selected, removed, controlled, or employed by the management organization and that the charter school's legal, accounting, and auditing services will be procured independently from the management organization;
- h. An explanation of how the applicant will ensure that the management contract is severable, severing the management contract will not cause the proposed charter school to close, the duration of the management contract will not extend beyond the expiration date of the school's charter, and renewal of the management contract will not occur without approval and affirmative action by the governing board of the charter school; and
- i. A description of the steps the applicant will take to ensure that it maintains control over all student records and has a process in place to provide those records to another public school or school district in a timely manner upon the transfer of a student from the charter school to another public school, including due to closure of the charter school, in accordance with section 4308 of the ESEA.

Note that CSP subgrants are made to charter schools, not any other entity. Any charter school receiving funds under this subgrant competition must have a high degree of autonomy over budget and operations, including autonomy over personnel decisions. Regardless of the charter school's relationship with a management organization, the charter school and governing board retain responsibility for all aspects of the grant including, but not limited to application submission, budget decisions, and repayment of any misspent funds. Items purchased by the school with CSP funds are and remain the property of the school, not the management organization. Grant applications and budgets may not include any management fees that the school incurs as part of the management contract but may pay for allowable activities carried out by the school or the management organization.

Part 2: Project Narrative

The Project Narrative is likely to be the longest part of the subgrantee application. The narrative should address each of the twelve evaluation criteria (see *Peer Review* section of this RFA). In addition to the twelve criteria, subgrantees should be sure to identify:

- Major grant activities, project objectives, and performance measures. There should be at least two formal project objectives, and these objectives should be aligned with performance measures. When identifying performance measures, applicants may use the U.S. Department of Education’s “SMART” framework:



- Applicants should indicate if they are designating a planning period (recommended), and if so, indicate which activities occur during planning and which activities occur during implementation;
- Requested funding amounts in each grant year (which is determined by enrollments and projected enrollments; see *Available Funds* section of this RFA);
- Plans to consider and implement feedback from parents and community members;
- A sustainability plan for how the subgrantee will continue delivering services once CSP funds expire;
- How the school will use the flexibility afforded by West Virginia’s charter school law to innovate and improve student outcomes; and
- Evidence of demand for the school, which could be demonstrated through letters of support from community members or pre-application forms from parents.

Part 3: Budgets

Submit two budgets, preferably in Microsoft Excel format.

CSP Budget. Demonstrate how the applicant will spend requested subgrant funds. It is recommended that applicants request a three-year project plan that begins with the date of final approval (August 2024).

Requested expenditures should be necessary, reasonable, and allocable, and they should conform with the principles in the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards at 2 CFR part 200.

All expenditures should be classified as planning or implementation activities. Applicants should clearly identify how they propose to spend funds in the planning period versus the implementation period. Recall that the planning period for FY24 is likely to be truncated. The budget period for the initial year of the WVPCSB grant is upon final approval through September 30. Subsequent years will have a budget period of October 1 through September 30.

No specific format is required for the CSP budget. Applicants may refer to the West Virginia Department of Education's *Local Education Agency Chart of Accounts* (found [here](#)) to categorize budget line items. Please note, however, that charter schools in West Virginia **are not** local education agencies.

Five-Year Budget. A more traditional budget that shows revenues and expenditures over the next five fiscal years. This budget should incorporate federal revenue requested under the CSP and how this revenue would be spent. Additionally, this budget includes other sources of revenue and other planned expenditures that will not be supported by CSP funds.

WVPCSB will review subgrantees independent annual audits of financial statements prepared in accordance with generally accepted accounting principles and ensure that such audits are publicly reported (W.V. Code §18-5G-3).

Part 4: Budget Narrative

Provide a budget narrative for the CSP Budget described above. A budget narrative is **not** required for the Five-Year Budget.

In the CSP budget narrative, describe all proposed expenditures. If the applicant designates a planning period, it should be noted and described in the budget narrative. Sufficient detail should be provided so WVPCSB staff can understand how awards will be used and how awards are related to project activities and outcomes. The budget narrative should align with proposals in the project narrative. The applicant must also demonstrate how requested awards will help meet the unique needs of the expected student population. The applicant justifies how expenditures support planned activities and project goals.

The budget narrative must explain **how the applicant will maintain financial sustainability after the end of the subgrant period.**

Part 5: Timeline of Key Activities

Provide a timeline that spans final approval to the end of the grant period. The timeline should include some of the following activities: facilities planning, site development, community engagement, student outreach plans, finalize handbooks and policies, formalize academic calendar, purchase curricular materials, hire staff, solicit parental feedback through community forums, and incorporate community feedback into the design and implementation of charter schools.

Part 6: Specific Questions

Respond to each prompt below. If information is already provided in your application for authorization to the WVPCSB, please indicate the page number where it exists and/or reproduce it below.

1. Describe how the applicant meets the federal definition of a charter school in ESEA §4310(2), and the definition of a developer in ESEA §4310(5).
2. Demonstrate indicators, measures, or metrics for academic growth (W.V. Code §18-5G-9) as well as a plan for using data derived from student evaluations and assessments to drive instruction and promote continued school improvement (W.V. Code §18-5G-8).
3. For expansion charter school applicants:
 - a. Describe how the applicant meets the federal definition of **high-quality** by providing evidence of strong academic growth results on the West Virginia General Summative Assessment (for example, improved school-level academic proficiency in Math or English Language Arts; or improved school-level academic proficiency in Math or English Language Arts relative to the school district in which the charter school is located) or on another standardized assessment tool. An example of sufficient academic growth would be achieving a school-level “Academic Progress” rating of “partially meets standard,” “meets standard,” or “exceeds standard” for Math and English Language Arts, on the West Virginia Balanced Scorecard, in a recent school year.
 - b. Demonstrate success in significantly increasing student achievement, including graduation rates (if applicable), for all students and for each subgroup defined by ESSA (e.g. economically disadvantaged, students with disabilities, Hispanic or Latino, and ELL). [Note that such demonstration is not required should the number of students in a group be insufficient to yield statistically reliable information or if the results would reveal personally identifiable information about an individual student.]
 - c. Certify and/or demonstrate there are no significant issues identified by the Authorizer in the areas of student safety, financial and operational management, and statutory or regulatory compliance.
 - d. Describe the plan to significantly increase enrollment or add one or more grade levels over the course of the grant.
4. Describe student recruitment and enrollment practices.
5. Describe retention and discipline practices.
6. Describe how the school will meet the educational needs of its students, including children with disabilities and English learners.
7. Describe the student transportation plan.
8. Provide a description of the roles and responsibilities of eligible applicants, partner organizations, and charter management organizations, including the administrative and contractual roles and responsibilities of such partners.
9. Describe how will the school solicit and consider input from parents and other members of the community on the implementation and operation of the school.

10. Describe how will the school support the use of effective parent, family, and community engagement strategies.
11. Provide resumes and short biographies of governing board members.
12. Provide declarations stating that governing board members have no relevant conflicts of interest.
13. Provide charter school bylaws (draft is acceptable).
14. Provide lease or real estate agreements (draft is acceptable).
15. Describe the quality controls agreed to between the eligible applicant and the authorized public chartering agency involved, such as a contract or performance agreement.
16. Applicants are encouraged, but not required, to share ideas for collaborations with county boards of education regarding instructional resources, professional development opportunities, behavioral interventions, retention practices, and shared transportation systems.

Part 7: Lottery Plan

Describe the school's lottery plan, and show that it conforms with the requirements in the *Lottery & Enrollment Policy* section of this RFA. If this information is already provided in your application for authorization to the WVPCSB, please indicate the page number where it exists and/or reproduce it below.

Part 8: Certifications and Assurances

Provide electronic checkmarks beside each certification and assurance below. The governing board chair should provide an original signature at the bottom of the section.

1. Subgrant funds will be expended during the specified grant period; standard accounting procedures will be utilized by subgrant recipients; and records of all subgrant expenditures will be maintained in an accurate, thorough, and complete manner.

2. Subgrant recipients confirm their understanding that funds for implementation activities will be awarded only if they are an open and operating school or have an approved charter school contract from a West Virginia authorizer and plan to open within 18 months.

3. Subgrant recipients will participate in data reporting activities as requested or required by the U.S. Department of Education and WVPCSB, including desk-based and on-site monitoring conducted by WVPCSB. Failure to submit required information may result in a withholding of grant funds or a non-renewal of subsequent year funding within the project period.

4. Subgrant recipients will be aware of and comply with federal laws including, but not limited 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, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the “Family Educational Rights and Privacy Act of 1974”), and part B of the Individuals with Disabilities Education Act, and federal regulations applicable to the federal Charter Schools Program, including the Education Department General Administrative Regulations in 34 CFR parts 75-77, 79, 81, 82, 84, 97, 98, and 99, the Office of Management and Budget Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the U.S. Department of Education in 2 CFR part 3485, and The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR Part 200, as adopted and amended in 2 CFR part 3474.

5. Subgrant recipients will comply with all provisions of the Public Charter Schools Program of the U.S. Department of Education, including compliance with activities allowable for implementation funds.

6. Subgrant recipients ensure that the charter school will receive funds through programs administered by the U.S. Department of Education under which funds are allocated on a formulary basis.

7. Subgrant recipients shall include important information on the website of the school to help parents make informed decisions about the education options available to their children.

8. It is the responsibility of each charter school that receives subgrants to comply with all required federal assurances. Any charter school that is deemed to be in noncompliance with federal or state statute and fails to address areas of noncompliance will not be funded. Funded schools will be expected to cooperate with WVPCSB in the development of certain reports to meet state and federal guidelines and requirements. Funded projects will be required to maintain appropriate fiscal and program records. Funded schools will be required to participate in desk-based and on-site monitoring. If any findings of misuse of funds are discovered, project funds must be returned to WVPCSB.

9. The applicant understands that WVPCSB reserves the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management

of the school. Moreover, WVPCSB may terminate a grant award upon thirty days' notice if it is deemed by WVPCSB that the school is not fulfilling the funded program as specified in the approved project or has not complied with signed assurances.

__10. Recipient schools will be aware of and comply with Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009, by acknowledging that grant recipients and their personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving.

__11. Recipient schools certify that a high degree of autonomy and flexibility is built into its charter contract consistent with the requirements of ESEA §4310 (2) and ESEA §4303(f)(2)(A).

__12. Recipient schools certify that any CSP subgrant deliverable created in whole, or in part, with federal CSP funds will be openly and publicly licensed, unless otherwise excepted, per 2 CFR part 3474.20(c).

__13. Recipient schools are required to adhere to Executive Order 12549, Debarment and Suspension, as implemented as 2 CFR 180.200, which requires that recipients do not employ or use contractors that are indicated on the federal debarment listing.

__14. Recipient schools agree not to use a Weighted Student Lottery for school admissions.

__15. Recipient schools shall maintain accounting records and procedures in accordance with state and federal requirements that ensure proper disbursement of, and accounting for, federal funds, including evidence pertaining to costs incurred, with the provision that the records shall be kept available by the grantee during the grant period and thereafter for five full years from the date of final payment. The school agrees to submit upon request for audit, review, and inspection its activities, books, documents, papers and other records relating to the expenditures of CSP subgrant proceeds.

__16. Recipient schools will ensure that awarded grant funds are spent or encumbered by September 30 of each grant year unless extenuating circumstances warrant an extension request.

__17. Recipient schools are required to keep and maintain all equipment purchased with grant funds in accordance with federal law and regulation.

__18. Recipient schools are required not to have expenditures that exceed the approved budget line items by more than a total of 10 percent of the total project period award. If they wish to deviate beyond 10 percent in any budget object category, they must seek a revision of their budget prior to expenditure or legal obligation of those funds, or they should not be reimbursed for the excess amount.

__19. CSP grant applications must be provided to the charter school authorizer. If the school's authorizer is not WVPCSB, recipient schools acknowledge they have notified their authorizer.

__20. The process by which WVPCSB reviews school performance and oversees school operations is described in charter contract with each school authorized by WVPCSB.

__21. The governing board for the subgrant recipient has a high degree of autonomy over budget and operations, including autonomy over personnel decisions.

__22. Before submitting any reimbursement requests, the applicant understands it must provide a needs analysis and description of the need for the proposed project (see *Application Components, Part 9* of this RFA).

__23. The applicant understands that a school's performance in West Virginia's state accountability system, and the school's impact on student achievement (which may include

student academic growth), will be among the most important factors for renewal or revocation of the school's charter.

I have read the above and agree to all terms and assurances.

Governing Board Chair Printed Name, Signature, and Date

Part 9: Needs Analysis

Prior to the first subgrantee reimbursement, the applicant agrees to provide a needs analysis for the proposed project, as is required by the 2022 CSP Notice of Final Priorities. The needs analysis must show how the proposed project would serve the interests and meet the needs of students and families in the communities the charter school intends to serve. The needs analysis, which may consist of information and documents previously submitted to an authorized public chartering agency, must include, but is not necessarily limited to, the following:

1. Descriptions of the local community support, including information that demonstrates interest in, and need for, the charter school; benefits to the community; and other evidence of demand for the charter school that demonstrates a strong likelihood the charter school will achieve and maintain its enrollment projections. Such information may include information on waiting lists for the proposed charter school or existing charter schools or traditional public schools; data on access to seats in high-quality public schools in the districts from which the charter school expects to draw students; and family interest in specialized instructional approaches proposed to be implemented at the charter school.
2. Information on the proposed charter school's projected student enrollment, and evidence to support the projected enrollment based on the needs analysis and other relevant data and factors, such as the methodology and calculations used.
3. An analysis of the proposed charter school's projected student demographics and a description of the demographics of students attending public schools in the local community in which the charter school would be located and the school districts from which the students are, or would be, drawn to attend the charter school; a description of how the applicant plans to establish and maintain a racially and socio-economically diverse student body, including proposed strategies (that are consistent with applicable legal requirements) to recruit, admit, enroll, and retain a diverse student body. An applicant that is unlikely to establish and maintain a racially and socio-economically diverse student body at the proposed charter school because the charter school would be located in a racially or socio-economically segregated or isolated community, or due to the charter school's specific education mission, must describe-
 - a. Why it is unlikely to be able to establish and maintain a racially and socio-economically diverse student body at the proposed charter school;
 - b. How the anticipated racial and socio-economic makeup of the student body would promote the purposes of the CSP to provide high-quality educational opportunities to all students, which may include a specialized educational program or mission; and
 - c. The anticipated impact of the proposed charter school on the racial and socio-economic diversity of the public schools and school districts from which students would be drawn to attend the charter school.
4. A robust family and community engagement plan designed to ensure the active participation of families and the community that includes the following:

- a. How families and the community were, are, or will be engaged in determining the vision and design for the charter school, including specific examples of how families' and the community's input was, is, or is expected to be incorporated into the vision and design for the charter school.
 - b. How the charter school will meaningfully engage with both families and the community to create strong and ongoing partnerships.
 - c. How the charter school will foster a collaborative culture that involves the families of all students, including underserved students, in ensuring their ongoing input in school decision-making.
 - d. How the charter school's recruitment, admissions, enrollment, and retention processes will engage and accommodate families from various backgrounds, including English learners, students with disabilities, and students of color, including by holding enrollment and recruitment events on weekends or during non-standard work hours, making interpreters available, and providing enrollment and recruitment information in widely accessible formats (e.g., hard copy and online in multiple languages; as appropriate, large print or braille for visually-impaired individuals) through widely available and transparent means (e.g., online and at community locations).
 - e. How the charter school has engaged or will engage families and the community to develop an instructional model to best serve the targeted student population and their families, including students with disabilities and English learners.
5. How the plans for the operation of the charter school will support and reflect the needs of students and families in the community, including consideration of district or community assets and how the school's location, or anticipated location if a facility has not been secured, will facilitate access for the targeted student population (e.g., access to public transportation or other transportation options, the demographics of neighborhoods within walking distance of the school, and transportation plans and costs for students who are not able to walk or use public transportation to access the school).
 6. A description of the steps the applicant has taken or will take to ensure that the proposed charter school (*A*) would not hamper, delay, or negatively affect any desegregation efforts in the community in which the charter school would be located and the public school districts from which students are, or would be, drawn to attend the charter school, including efforts to comply with a court order, statutory obligation, or voluntary efforts to create and maintain desegregated public schools; and (*B*) to ensure that the proposed charter school would not otherwise increase racial or socio-economic segregation or isolation in the schools from which the students are, or would be, drawn to attend the charter school.

Applicants are encouraged to contact WVPCSB to discuss compliance with this section (Part 9). Applicants should have no policy or practice that would intentionally have disparate impact in violation of Title VI of the Civil Rights Act of 1964. This includes policies or practices that are designed to have the effect of changing the racial diversity of the student body.